



West Middle School

School Year 2021-2022

Implementation Manual

**Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention**

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CI3T Model of Prevention Implementation Manual

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West Middle School Implementation Manual

It is the goal of West Middle School to support students in achieving academic success, positive social growth and emotional well-being. In an effort to meet this goal, West Middle School has adopted a comprehensive, integrated, three-tiered (CI3T) model of prevention (Lane, Oakes, & Menzies, 2010). This CI3T model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary prevention efforts and then providing these students with additional secondary and tertiary supports that are also evidenced-based.

This manual is a tool to help describe and explain the CI3T model of prevention that our school team designed based upon: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

Lawrence Public Schools Mission Statement

Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.

West Middle School Mission Statement

West Middle School is dedicated to providing a stimulating, safe and developmentally appropriate environment where all students may build self-reliance, enhance academic skills and strengthen a sense of responsibility to self and to community as foundations for their future success.

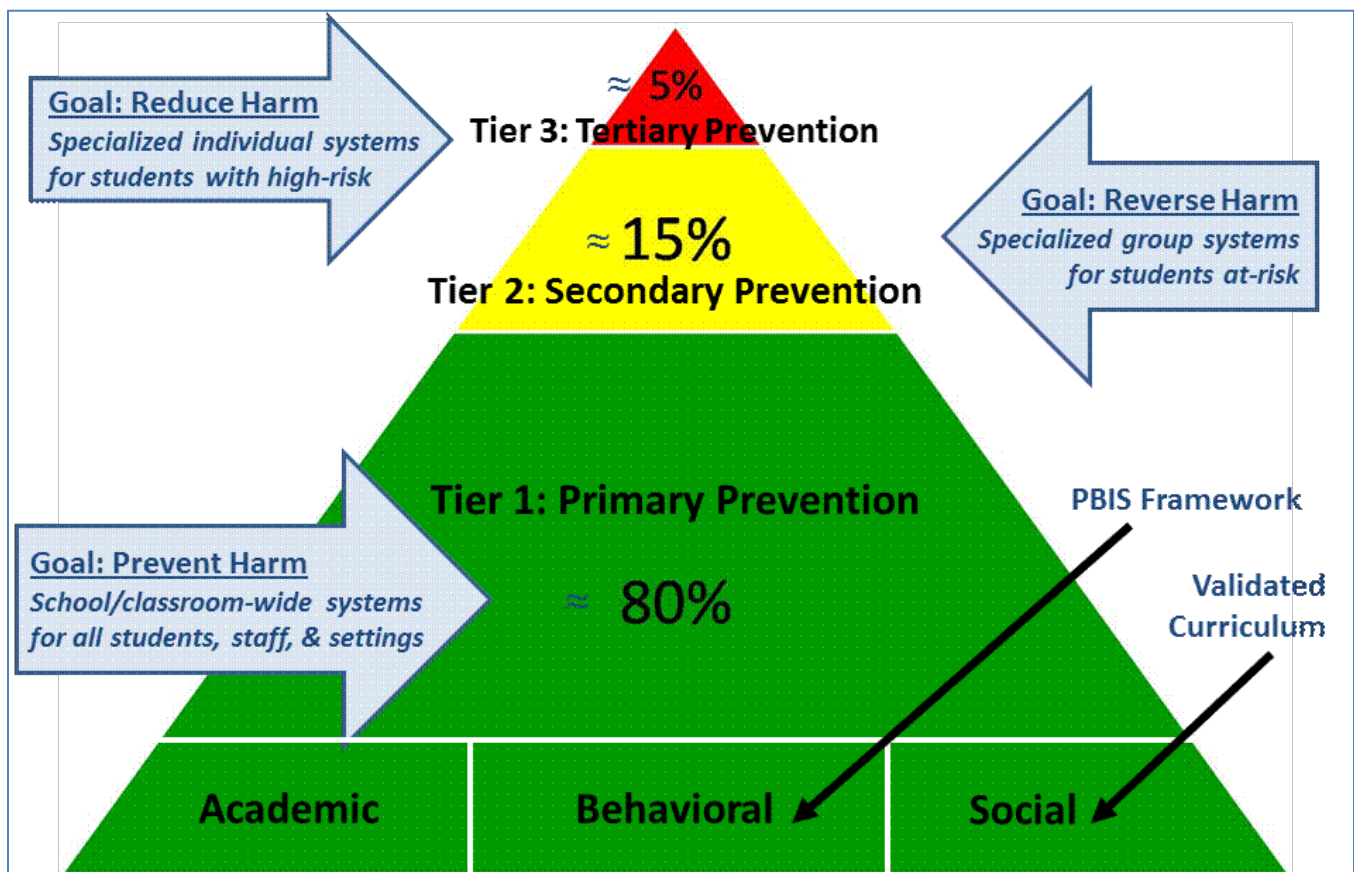
West Middle School Statement of Purpose

The purpose of the WAR³HAWKS model is to:

- Create a school-wide framework in which all teachers, staff, parents, and students are clear about academic, social, and behavioral expectations for all students to be successful.
- Provide a consistent and responsive system using current data to inform and drive decisions related to student performance and intervention.
- Cultivate a positive school climate.

Overview of the Comprehensive, Integrated, Three-Tiered Model of Prevention (MTSS: CI3T)

West Middle School has developed a CI3T plan for all students attending grades 6 - 8. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. West Middle School plan was developed in response to information derived from school-wide surveys and academic assessments to determine teachers' expectations and areas of need at West Middle School.



CI3T Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Three-Tiered Models of Prevention

There are three-tiered models of prevention used in schools today including response-to-intervention (RTI; Gresham, 2002; Sugai, Horner, & Gresham, 2002), positive behavior interventions and supports (PBIS; Lewis & Sugai, 1999; Sugai & Horner, 2002), as well as other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (RTI mainly on academic skills and PBIS mainly on behavior). Some educators advocate for the use of a comprehensive, integrated, three-tiered (CI3T) model of prevention that combines the areas of academic, behavioral, and social skills to meet students' multiple needs given that problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Kalberg, & Menzies, 2009; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A comprehensive, integrated, three-tiered model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of CI3T models is that they involve contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When a school's staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Moreover, in a CI3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students' efforts to reach those expectations. This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involved focusing mainly on students' misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students' positive student behaviors using behavior specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as

well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

Tier 1: Primary prevention. In a CI3T model, the first tier (also referred to as primary prevention or the core program) is designed as preventative and includes academic, social, and behavioral components for all students. The academic component consists of the school or district chosen validated academic curriculum based on state standards and requires that all teachers deliver effective instruction.

To address students' social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; 2008). The focus of the social curriculum is determined by the school's unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

Finally, the behavioral component is a positive behavior interventions and support framework in which school site personnel establish 3-5 schoolwide expectations for student conduct (e.g., Be respectful, Be responsible, and Be prepared to give best effort). The critical component here is that school staff explicitly teach all students the expectations which are operationally defined for each key setting in the building (e.g., classroom, hallways, cafeteria). Next, students have multiple practice opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise. Some schools develop elaborate PBIS reinforcement plans that include school assemblies and tangible rewards, others implement on a smaller scale making decisions based on beliefs and resources. In either case, the important factor is that all students are directly taught and provided reinforcement for demonstrating the schoolwide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning. Thus, teachers gain additional time to teach the academic and social skill or character development programs constituting the primary plan. Investing time in this instructional approach to behavior by explicitly teaching schoolwide expectations for

behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

Implementing these three areas of foci schoolwide, *all* students are supported behaviorally, socially, and academically. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings will identify students for Tier 2 (secondary) or Tier 3 (tertiary) interventions.

Tier 2: Secondary prevention. Secondary supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

Tier 3: Tertiary prevention. Tertiary supports are the most intensive supports and are most often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tier 3 is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while responsiveness is closely monitored.

Tier 2 and 3 interventions are designed to meet the students' specific characteristics and learning needs whether they are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine whether they are responding to the intervention. School

site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3 supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

Systematic Screening within Three-Tiered Models

Screening procedures are essential for effective schoolwide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (elementary, middle, and high school) to address the unique demands at each level. Differences in students' developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence which can be a time of emotional turmoil which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students' ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional supports within the context of integrated three-tiered models of prevention.

Adapted from Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies, 21*, 160-172.

Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (pp. 177- 183). New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7*, 6-31.

Please see the full articles for a more detailed description.

West Middle School Primary Intervention Plan:

A CI3T Model of Prevention

Designed by the West Middle School Leadership Team

West Middle School's MTSS: CI3T Plan Primary Prevention			
Mission Statement	West Middle School is dedicated to providing a stimulating, safe and developmentally appropriate environment where all students may build self-reliance, enhance academic skills and strengthen a sense of responsibility to self and to community as foundations for their future success.		
Purpose Statement	The purpose of the WAR³HAWKS model is to: • Create a school-wide framework in which all teachers, staff, parents, and students are clear about academic, social, and behavioral expectations for all students to be successful. • Provide a consistent and responsive system using current data to inform and drive decisions related to student performance and intervention. • Cultivate a positive school climate.		
School-Wide Expectations	1. Ready 2. Responsible 3. Respectful *see Expectation Matrix		
Area I: Academics Responsibilities	Students will: • Bring necessary materials to class. • Use their agendas as an academic and organizational tool • Turn in completed work. • Complete work with best effort. • Take active, positive role in classroom activities. • Make up work when absent.	Area II: Behavior Responsibilities Students will: • Demonstrate expectations from WAR³HAWKS. ➢ Responsible ➢ Respectful ➢ Ready • Report unsafe behaviors.	Area III: Social Skills Responsibilities Students will: • Participate in Advisory-based curriculum including Connect with Kids • Demonstrate appropriate social interactions with peers and adults.

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff will: • Follow the district's curriculum • Proctor State Assessments • Continually update PowerSchool gradebook • Support students who miss instruction • Use proactive evidence-based strategies with differentiated levels of instruction/intervention to support students being academically engaged. Examples include: ◦ Instructional Choice ◦ Instructional Feedback ◦ Teach Cornell Notes ◦ Implement AVID Strategies (see AVID Strategies) ◦ Culturally relevant pedagogy ◦ Increased opportunities to respond ◦ Active Supervision ◦ Behavior specific praise • Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids)	Faculty and Staff will: • Teach, model, and reinforce the WAR³HAWKS. ◦ Responsible ◦ Respectful ◦ Ready to learn • Implement and Follow Positive Behavioral Intervention and Support (pbis.org) using Best Bucks reinforcement system • Model behavior expectations • Foster a culturally inclusive environment • Use a positive response to initial indicators of not meeting expectations: ◦ Praise students meeting expectations first ◦ Redirect students who are struggling ◦ Reteach expectations ◦ Follow Reactive Plan • Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids) • Complete SRSS-IE 3x a year	Faculty and Staff will: • Teach Advisory curriculum with fidelity using Connect with Kids. 2-4 times per month for approximately 20 minutes throughout the school year. • Foster positive teacher-to-teacher and teacher-to-student interactions. • Foster a culturally inclusive environment • Model social skills • Provide specific feedback and reinforcement to students demonstrating social skills. • Complete SRSS-IE 3x a year

Area I: Academics Responsibilities Parents will: • Monitor student grades through PowerSchool, communication with student and/or communication with teacher. • Reinforce/support academic expectations and interventions. • Communicate and problem solve with teachers/staff.	Area II: Behavior Responsibilities Parents will: • Know and follow district attendance policy. • Know and support WAR3HAWKS expectation matrix. • Review/update contact information in PowerSchool at beginning of each school year and as needed.	Area III: Social Skills Responsibilities Parents will: • Reinforce/support social skills program and school wide expectations. • Be aware of Connect with Kids program.
Area I: Academics Responsibilities Administrators will: • Facilitate professional development • Provide fair, timely, and constructive feedback to staff • Organize and provide data to teachers and facilitate discussions related to data • Support staff with identified/requested needs • Procure needed resources, including time for reviewing data and determining tier 2 and 3 needs • Support and provide data to teachers for decision making.	Area II: Behavior Responsibilities Administrators will: • Consistently implement the proactive and reactive behavioral components of PBIS • Model behavior expectations • Reinforce teachers for reinforcing students • Procure needed resources • Attend team meetings, periodically to ensure fidelity, need for resources, problem solving, and professional development decisions • Support and provide data to teachers for decision making.	Area III: Social Skills Responsibilities Administrators will: • Monitor consistent implementation of social skills program • Provide necessary resources • Provide instructional time in the master schedule for monthly lessons • Model positive respectful social interactions • Support and provide data to teachers for decision making.

Procedures for Teaching	
Faculty and Staff: Professional Development in August • Both large and small meetings for introduction and implementation. • Classified staff must also be involved. (paras, office staff, kitchen, custodial) • Training for new staff • “How to” information for substitutes including any needed Connect with Kids lessons and a set of tickets made available to them at check in Staff reinforcement by rewarding teachers who are actively participating. Supply with Cl3T Implementation Manual and expectations Posters as necessary Check MyLearningPlan for Cl3T professional learning opportunities Have Cl3T on all faculty meeting agendas – clarify/support roles and responsibilities in the three domains. Subcommittees will meet regularly to review and refine the Cl3T process.	
Students: Hand out Best Bucks the first day students enter building. Really “flood” students with info/rewards the first few weeks. Student fills out ticket with their name, grade, and why they were rewarded. Introduce WAR³HAWKS to students in beginning of year all-school assembly. Signage specific to the area. Tie it to advisory. Connect with student leadership groups (Stu-Co, Equity, and Hawk Flock) Possibly create student videos promoting Cl3T as end of year guided studies or student group projects. Input from student leadership groups on possible rewards to make available to students. Rewards given in pairs so student can take a buddy (front of the lunch line pass, bowling pass, Munchers...)	
Parents/ Community: Parent letter sharing background information of WAR³HAWKS and the expectation matrix. Dedicated WAR³HAWKS section in newsletter about progress/changes/updates. Share with parents at Back to School night a few weeks after initial all-school kick-off. Bookmark with basics. Signs for businesses that support program.	

Procedures for Reinforcing

Faculty and Staff:

Reinforce staff who are reinforcing student. Staff member who gave the buck/ticket is also rewarded.
Public acknowledgement on announcements.
Walk-throughs to catch teachers using program to reward.
Teachers reinforce each other.
All staff will have bucks to give to students.
Check MyLearningPlan for Cl3T professional learning opportunities
Have Cl3T on all faculty meeting agendas – review/reinforce roles and responsibilities in the three domains.

Students:

When staff observe students displaying school-wide expectations, staff will provide behavior specific verbal praise paired with a Best Buck.
CHOICE is important! What is rewarding to one student is punishment to another.
Reinforcement survey.
Students will be able to bank tickets.

Parents/ Community:

Signs for businesses that contributed.
Emails home to parents promoting Cl3T behaviors.
Example: Your child was recognized today for “showing respect.”
Post cards home to parents written by each staff member at monthly staff meeting.
Newsletter section to thank businesses and/or parent supporters.

Procedures for Monitoring				
Student Measures	Academic:	Behavior:	Social Skills:	
	- District Common Assessments - Grade point average (GPA) - Course failures (report card) - Progress reports (grades and missing assignments) - Kansas State Assessments - FastBridge Screening	- Student risk screening scale - internalizing and externalizing (SRSS-IE) - Office discipline referrals (ODR) - Mental health team referrals - Attendance - Tardies - In-school and out-of-school suspension	- Student risk screening scale - internalizing and externalizing (SRSS-IE) - Office discipline referrals (ODR) - Office discipline referrals for social infractions (Minor behavior referrals for social skills) - Referrals to counselor - Nurse visit	
Program Measures (School-level)	Social Validity:	Treatment Integrity:	School Improvement Goals:	
	PIRS: Primary Intervention Rating Scale	- Tiered Fidelity Inventory (TFI) - Teacher Self-Report (TSR) - Direct Observations - Walkthrough data (digiCoach)	Utilizing the Strategic Plan Integration document, list your SIP goals here: 1.1.B - Building instructional teams will develop 1 common formative assessments for <i>all content area</i> by the <i>end of first semester</i> that are aligned to district-identified priority and supporting standards. Evidence of Common Formative Assessments (CFAs) collaboration and design work can be pulled from Professional Learning Communities (PLCs) minutes and as tangible documents. 2.1.B - Building staff will demonstrate 80% consistency of the instructional strategy of <i>Essential Question</i> as measured by a minimum of 1 digiCoach classroom walk-throughs per teacher	

			per month (<i>Admin/Learning Coach 12 per month</i>) by the end of 1st semester. 3. 3.3.C - Building staff will develop and implement 4 (<i>1 per quarter</i>) <u>new</u> opportunities for parents and the community to engage with students by end of school year. 4. 5.1.B - All PLC teams will identify 3 district-identified competencies and use common formative assessment data during PLC time to inform instructional decisions as evidenced on the PLC notes.
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AVID Strategies

W <i>Writing</i>	I <i>Inquiry</i>	C <i>Collaboration</i>	O <i>Organization</i>	R <i>Reading</i>
• Cornell Notes • Learning Logs • RAFT • Writing Something • Carousel Writing • Peer Evaluation/Peer Review • Shared Writing • 10-2-2 Note taking • Talking Drawing • Graffiti Boards • Minute Papers • Ticket Out the Door • Snowball • Entrance Tickets • Process Writing	• Costa's Levels of Questioning • Socratic Seminar • Philosophical Chairs • P.O.S.E.R.S. • Four Corners • World Café • Parking Lot • Tutorials • Investigations • Skilled Questioning Techniques	• Jigsaw • Cooperative Dialogue • Carousel • Cooperative Graphing • Circular Check • Gallery Walk • Three-Step Interview • Think-Pair-Share • 10-2-2 • Give One, Get One • Numbered Heads • Quiz-Quiz-Trade • Inside/Outside Circle • Fan and Pick • Talking Chips • Placemat Consensus • Whip Around • Service Learning Projects	• Binders and organizational tools • Calendars, planners and agendas • Tutorials and study groups • Project planning • SMART goals • Graphic Organizers	• Quick writes • 30-Second Expert • Marking the Text • Pause to Connect • Writing in the Margins • Charting the Text • GIST Summary • Graphic Organizers • Reciprocal Teaching • Vocabulary Awareness Chart

West Middle School Secondary Interventions

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check In (And/Or) Check Out	A contract between student, teacher, and/or parents that involves daily organizational process affirming student understanding and preparation of materials and work before leaving school and/or upon arrival that may include signature sheet or teacher initialing.	A student needing check in/checkout would have at least one of the following for two or more weeks - turned in 50% or less homework/classwork on time - tardy to school 3 or more days a week - full or half day absences from school two or more times per week - missing class materials 50% or more of the time	Treatment Integrity Teacher and student meet at the specified time for a specified number of weeks. (Individually determined.) Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance Student begins to show growth in the individually determined areas.	During the contracted time student has - turned in 80% of homework/classwork on time - arrived at school on time 4/5 days a week - attended full days of school 4/5 days a week - necessary materials for class 80% of time - maintained implemented organizational strategy 4/5 days
Academic Intervention Groups (GS)	Students are flexibly grouped for guided studies classes focusing on specific content. These groups meet every other school day for 43 minutes (except Wednesday, which is 33 minutes.)	A student needing Tier 2 Academic Intervention Groups would have 2 or more of the following for multiple weeks: - State assessment scores below the 50%ile - Classroom quiz/test scores below 70% - Other classroom pre-assessment data (reading)	Treatment Integrity Grade level teams monitor student progress every 3 weeks to determine if academic intervention groupings are still appropriate to meet student needs.	To exit the Tier 2 Academic Intervention Groups student will: - Classroom quiz/test scores improve to above 70% - Meet performance goal from other classroom assessment

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		fluency, reading comprehension, math basic facts, etc.) • Classroom needs assessment for work completion, organization, and study skills	Questions to discuss: • Are the strategies that are being implemented meeting student needs? • Are lessons designed to meet the desired outcomes? Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance	• Demonstrates improvement in work completion, organization, and study skills.
Earned Time Off	Students who demonstrate being ready, respectful, and responsible earn weekly free time. Those who do not demonstrate the 3 R's have time to reflect on behavior and/or time to complete missing or unfinished academic work.	A student needing to reflect and/or complete missing work during ETO has 3 strikes on the classroom monitoring sheet*. <i>*See Appendix for a monitoring sheet</i>	Treatment Integrity Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance Grade level teams monitor student progress once a week to determine if students are demonstrating the 3 R's.	Fresh start every week.

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
AVID	Advancement Via Individual Determination (AVID) is an academic program available to 8 th grade students who are accepted after an application and interview process. AVID is designed for underachieving students in the academic middle. These students possess the academic potential to be college/career ready, but are not working to their potential.	• 8th grade student • A strong individual desire and determination to be part of the program • GPA: 2.5-3.5 • B or C grades in core classes • Less than 5 absences a semester • Minimum behavior concerns • Special circumstances to consider (i.e. sibling in AVID, divorce, free and reduced SES, first generation college student, death in the family, etc.) ** Special circumstances are <u>only</u> used for the consideration process, but are <u>not</u> used to <u>qualify</u> a student.	Treatment Integrity AVID site team meets regularly to review student progress as related to AVID criteria. Students not meeting AVID criteria may be placed on an improvement plan until goals are met. Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance	Automatic exit at end of 8 th grade. Students must reapply for admission into high school AVID program.

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Service Learning	Enrichment program available by application process that allows students to research, design and implement a service learning project based upon group interest.	Student must complete the application process, does not require tier 2 or tier 3 academic interventions, and demonstrate positive leadership qualities. <i>*See Appendix for application and rubric.</i>	Treatment Integrity The student maintains good academic standing and positive leadership qualities. Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance	Automatic exit at completion of the project.
Behavior Contracts	Class-specific and/or behavior-specific agreement, based on individual student need, between teacher, student and/or parents, holding student accountable for class or building-level expectations.	Team level behavior check. If behavior is confined to specific place or class, then initiate conversation with parents.	Treatment Integrity Teacher, student and/or parent determine the behavior goal and time frame for improvement. (Individually determined.) Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance Student begins to show growth in the individually determined areas.	Exit criteria built into specific plan based upon behavior.

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Team Study Club	Individualized after-school intervention time supervised by the student's team teacher(s) from 3:10 to 4:00 on any day except Wednesday as determined by teacher(s) and parent/guardian.	A student needing team study club would have at least one of the following for two or more weeks • turned in 50% or less homework/classwork on time • missed class periods • test scores below 70% • class grade(s) below C	Treatment Integrity Student attends team study club for the specified time frame. (Individually determined.) Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance Student begins to show growth in the individually determined areas.	Student performance improves and/or parents ask to end participation. • turned in 80% or more homework/classwork on time • test scores above 70% • class grade(s) above C
WRAP	Identified students meet with the WRAP Clinician on an individualized schedule using therapeutic interventions to improve academic, social and/or emotional functioning.	Grades, attendance, Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) score mid to high, Mental Health Team, office or nurse referrals; self, peer, parental or community referrals.	Treatment Integrity Grades, attendance, SRSS (mid to high), Mental Health Team, office or nurse referrals; self, peer, parental or community referrals. Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance	Grades, attendance, SRSS (mid to high) Mental Health Team, office or nurse referrals; self or parental selection. However, it should be noted that WRAP services are offered on an ongoing basis and students are not considered exited until graduation occurs.

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
School-wide Study Club	After school program with certified tutoring support. Meets on Mondays, Tuesdays, and Thursdays until 4:00pm. Support is individualized based upon needs.	Team or parent initiated discussion and agreement regarding work completion or underperformance.	Treatment Integrity This is basically a voluntary program. Teachers may recommend that specific students attend. Social Validity Ask teacher & student: Do you like this intervention? How helpful is this? Should we continue? Student Performance	Voluntary.
Individual Counselor Meetings	Identified students meet with the school counselor individually or in small groups using problem solving strategies to improve in the identified area(s) of need(s).	Grades, attendance, SRSS, office referrals, MHT self/peer/parent/staff referral.	Treatment Integrity Social Validity Grades, attendance, SRSS, office referrals, MHT referrals, self/peer/parent/staff referral. Student Performance	Improvement in identified area of need: Grades, attendance, SRSS, office referrals, MHT referrals. Self/peer/parent/staff input. School counseling services are open ended and available to students at any time.

West Middle School Tertiary Interventions

Tertiary (Tier 3) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Intervention	Small group identified based on need and ability to work within small group.	Referral from mental health team using SRSS-IE OR Failure to meet expectations of Tier 2 behavior contract. AND/OR Three or more office referrals that reflect peer-related problems. AND/OR Attendance issues.	Treatment Integrity Did the lesson take place? Who was in attendance? Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue? Office Referrals for peer related problems SRSS-IE	Successful completion of curriculum expectations.
Learning Strategies Groups	Program that teaches students how to study and learn using a variety of academic strategies.	Students who need learning strategies demonstrate need for additional academic/organizational strategies in order to be successful in school coursework. Students may have a 504 Plan. Data to consider: missing assignments, attendance concerns, continued underperformance that is inconsistent with MAP scores and/or overall academic ability, and/or special concerns.	Treatment Integrity Who was in attendance? Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue?	Academic behaviors/grade improve to acceptable level as agreed upon by team, assessed at scheduled team meeting times.

Tertiary (Tier 3) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Schedule Modifications	Change of schedule beyond standard school day. May include half day, late start, or early finish.	Student-specific physical or emotional condition which requires modification. Consultation with guidance, parents, administration and nurse to initiate.	Treatment Integrity Did the consultation happen? Did the student attend school during the modified times? Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue? Individual goal set by team.	Student met the individual goal.
Behavior Contracts	Very specific plan with positive behavioral supports and consequences spelled out. Progress monitoring attached, such as Daily Note.	Team level confirmation of behaviors across environments connected with office referrals AND SRSS-IE data.	Treatment Integrity Did the teacher and student meet at the specified time for the specified number of weeks? If the student met the goal, was the contingency or reward delivered? Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue?	Exit criteria written into behavior plan.

Tertiary (Tier 3) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Daily Note Home	Communication tool that tracks homework, learner, and classroom behaviors.	Student did not successfully respond to Tier 2 Support. Could be connected to Behavior Contract.	Plan or goal set by team. CBM and/or SRSS-IE in plan/goal area. Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue?	Student meets individual plan goal(s).
Individual Counselor Meetings	Identified students meet with the school counselor individually or in small groups, on a frequent or scheduled basis, using problem solving strategies to improve in the identified area(s) of need(s).	Grades, attendance, SRSS-IE, office referrals, Mental Health Team referrals, self/peer/parent/staff referral, personal/family crisis.	Treatment Integrity Did the scheduled meetings take place? Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue?	Improvement in identified areas of need. Self/peer/parent/staff input. School counseling services are open ended and available to students at any time, and may vary in frequency based on student need.
WRAP	Identified students meet with the WRAP Clinician on an individualized schedule, increasing frequency based on need, using therapeutic interventions to improve academic, social and/or emotional functioning.	Grades, attendance, SRSS-IE (high), Mental Health Team, office or nurse referrals; self, peer, parental or community referrals	Social Validity Ask teacher and student: Do you like this intervention? How helpful is it? Should we continue?	Improvement in grades, attendance, SRSS-IE (mid to high), MHT, office or nurse referrals; self or parental selection. However, it should be noted that WRAP services are offered on an ongoing basis and students are not considered exited until graduation occurs.



WAR³HAWKS



	CLASSROOM	LIBRARY	HALLWAY	CAFETERIA	ASSEMBLIES	COURTYARD
READY	Arrive on time and be ready to work every day Be prepared with assignments and materials Take an active, positive role in classroom activities	Know when your books are due Return materials on time Bring pass and all necessary materials Use search stations or ask for help to find materials	Move to class promptly by the most direct route Have your hall pass visible	Bring I.D. Card, money, and/or sack lunch Get all utensils before sitting down Use table manners	Sit in designated areas Move to the gym or auditorium by the most direct route	Wear appropriate clothes and shoes
RESPONSIBLE	Know and follow classroom rules Have homework and assignments completed Clean up after yourself	Know library procedures Treat books and devices with care No food/drink near book or devices Only check out number of books you can keep track of Use devices for schoolwork only Always cite sources for images/info you use	Know and follow school rules Stay calm and controlled with peers and adults Use appropriate "indoor" voice and language Walk at all times Stay to the right when walking in the hallways Clean up after yourself	Enter and exit through appropriate doors Choose a place to sit and remain seated there until dismissed Food and drink are to be consumed in the cafeteria only Clean up after yourself Use appropriate "indoor" voice and language	Respond appropriately to performance or presentation. Move to the side to allow students to enter and exit the bleachers Clean up after yourself	Stay in established area Report problems/unsafe behavior to staff member Clean up after yourself
RESPECTFUL	Follow adult directions Use appropriate language and tone with teachers and others Use appropriate nonverbal communication to show you are on task Respect others' personal space and property	Be aware of others using the library Use appropriate volume level Do not interfere with other classes/groups Return furniture, supplies, technology to correct places	Follow adult directions Respect others' personal space and property Avoid distracting other classrooms	Respect others' personal space and property Keep area clean and throw all trash away Return trays to wash area Listen to and follow adult directions	Respect others' personal space and property Enter quietly Respond appropriately to performance or presentation.	Respect other people's personal space and property Be kind to others

WMS REACTIVE PLAN

Responding to Challenging Behaviors

BEHAVIORS: How you first respond determines everything. Be consistent. Our goal is to keep students in class, learning.

TEACHABLE MOMENTS LEVEL 1 Minor behaviors that only IMPACT THE STUDENT Teacher Managed	TEACHABLE MOMENTS LEVEL 2 Minor behaviors that impede LEARNING/SAFETY of SELF/OTHERS Teacher Managed/Documentation*	BEHAVIOR ENTRY Major behaviors that are HARMFUL, ILLEGAL and/or DIRECT VIOLATION OF BOARD POLICY Office Managed/Documentation*
<u>Off-Task Behaviors</u> • Distracting behaviors • Disruptive behaviors • Not following directions • Not listening • Not prepared • Out of seat • Refusing to work • Blurting out • Inappropriate use of technology <u>Safety Issues</u> • Horseplay • Poking/Touching • Throwing items <u>Avoidance</u> • No homework • Not doing classwork • Not taking responsibility <u>Miscellaneous</u> • Academic integrity issues • Tardiness (see policy) CHRONIC* BEHAVIOR – MOVE TO A LEVEL 2 *3 individual LEVEL 1 per week/per class	<u>Off-Task Behaviors</u> • Intentional class disruption • Repeated talking after redirection • Inappropriate use of technology • Touching/taking others' property <u>Safety Issues</u> • Running • Inappropriate use of equipment/furniture • Leaving supervised area • Play fighting/horseplay • Tripping/Shoving • Throwing items at others <u>Avoidance</u> • Argumentative behaviors • Refusing to follow directions <u>Miscellaneous</u> • Academic integrity issues • Harassment of others • Disrespect to students/staff • Inappropriate language/gestures • Dress code (see policy) • Tardiness (see policy) CHRONIC** BEHAVIOR – MOVE TO A BEHAVIOR ENTRY **4th LEVEL 2	<u>Behaviors</u> • Fighting • Spitting on others • Sexual misconduct • Theft • Inappropriate language to a staff member • Violence towards staff • Use of illegal substances • Use/possession/distribution of alcohol or illegal substances • Use/possession/distribution of tobacco/related products • Threats to safety • Harassment and discrimination • Hazing or bullying • Vandalism • Possession of weapons or other dangerous objects • Chronic LEVEL 2 behaviors <u>Avoidance</u> • Skipping class/school • Skipping teacher detention • Excessive tardiness (see policy) <u>Miscellaneous</u> • Violation of technology use policy • Plagiarism/forgery • Endangering safety/welfare of others

*** THE STUDENT MUST BE ALWAYS BE INFORMED ANY TIME A LOG ENTRY IS MADE**

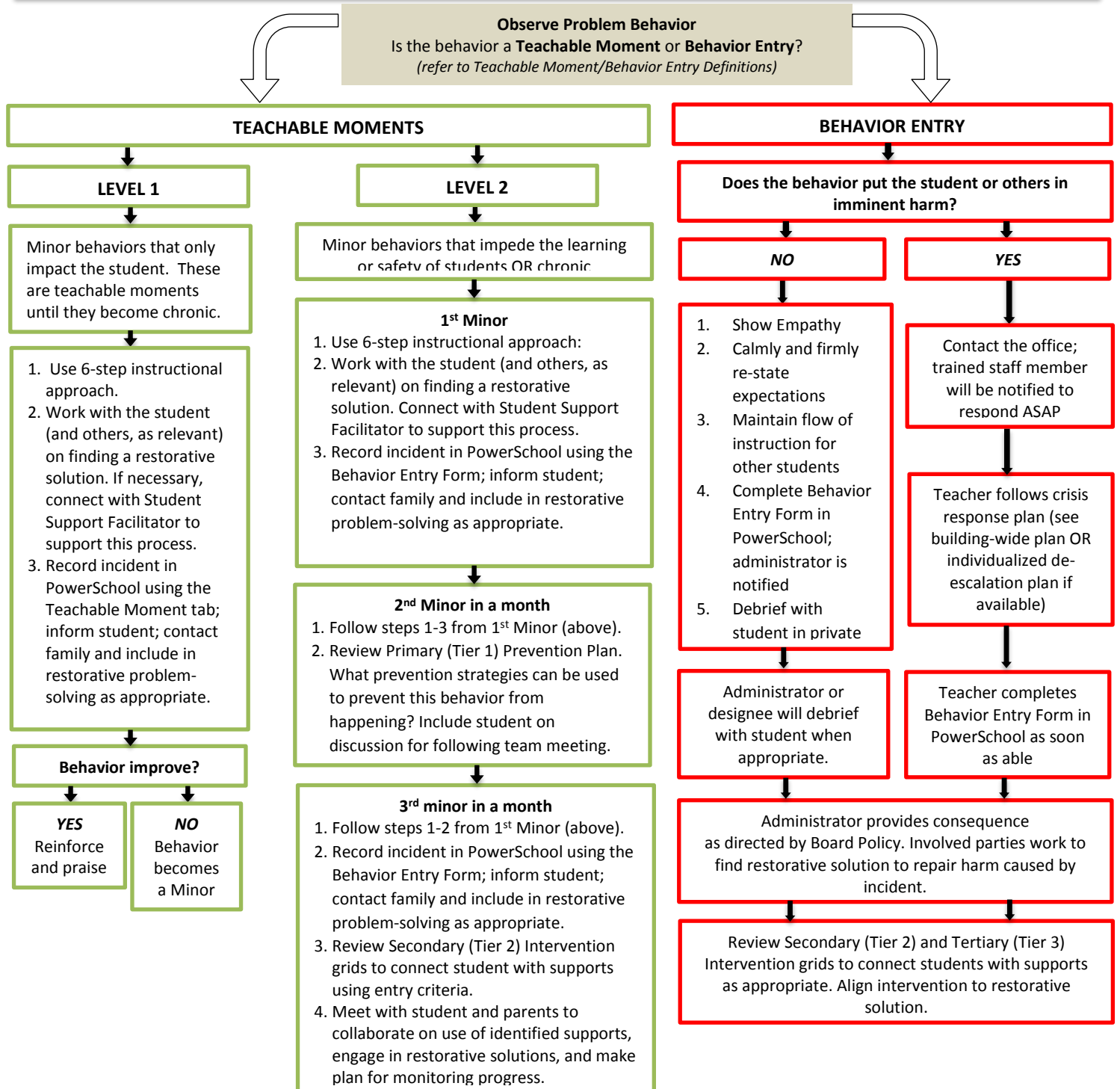
WMS REACTIVE PLAN: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

- 1) Show empathy
- 2) Maintain flow of instruction
- 3) Acknowledge other students meeting expectations
- 4) Redirect and Reteach expected behavior
- 5) Allow time and space
- 6) Recognize/reinforce appropriate behavior when demonstrated

- How you first respond determines everything
- Be consistent
- Our goal is to keep students in class, learning.
- Context matters



WAR³HAWKS

Student Problem Solving Worksheet (student will complete this when de-escalated)

Student Name: _____

Grade: 6 7 8

Date: _____

Time: _____

Location: _____

Staff Name: _____

Please select the school expectation that could be improved:

_____ RESPECTFUL

_____ RESPONSIBLE

_____ READY

What happened? _____

What were you thinking at the time? _____

Who has been affected? In what way? _____

What do you think you need to do to make things right? _____

Student Signature: _____

Thank you for showing good character by completing this reflection sheet!

Middle School Tier 3 Discipline Matrix

USD 497 Lawrence Public Schools

Section 1: Student Conduct

Tier 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Fighting Student is involved in mutual participation in an incident involving physical fighting and/or assault on the Middle School campus or at any school activity will automatically subject a student to out of school suspension from school, followed by transition and possible expulsion.	Short-Term Suspension: 1-5 Days	Short-Term Suspension: 3-5 Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	Student Conduct (JCDA): The superintendent shall develop rules to govern student conduct that are consistent with board policies. Each building shall develop their own code of conduct and will annually review and distribute the code of conduct to parents and students through student handbooks. Building codes of conduct will not conflict with district rules or board policy. Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion. Reviewed by Board Policy Committee on Feb 27, 2008
Sexual Misconduct Sexual misconduct is defined as any inappropriate physical or verbal misconduct that is sexual in nature.	Short-Term Suspension: 1-5 Days	Short-Term Suspension: 3-7 Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	
Theft Taking and carrying away the personal property of another without their consent; stealing.	Short-Term Suspension: 1-3 Days	Short-Term Suspension: 3-5 Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 2: Student Conduct Towards Staff Members

Tier 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Inappropriate Language to a Staff Member Students are under the authority of any school district staff member any time they are on the school grounds, in the school building, or at any school function, wherever it may be held. Disrespectful behavior (for example, obscene <u>language</u> or gestures and/or verbal abuse) or failure to comply with any reasonable request will result in a disciplinary action.	Follow reactive plan fully before moving to this column or the subsequent columns 1 day ISS - 1 day Short Term Suspension May Include: Individual Student Behavior Support Plan Restriction of attendance to school sponsored events	Follow reactive plan fully before moving to this column or the subsequent columns 2 days ISS-2 days Short Term Suspension May Include: Individual Student Behavior Support Plan Restriction of attendance to school sponsored events Student/Parent Conference	Follow reactive plan fully before moving to this column or the subsequent columns 1-3 days Short Term Suspension May Include: Individual Student Behavior Support Plan Restriction of attendance to school sponsored events Student/Parent Conference	Student Conduct (JCDA): The superintendent shall develop rules to govern student conduct that are consistent with board policies. Each building shall develop their own code of conduct and will annually review and distribute the code of conduct to parents and students through student handbooks. Building codes of conduct will not conflict with district rules or board policy. Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion. Reviewed by Board Policy Committee on Feb 27, 2008
Violence Towards Staff Any activity that threatens the safety or well-being of a staff member.	Expulsion Hearing	Expulsion Hearing	Expulsion Hearing	Prohibited Activity (JHCAA): Activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment, are prohibited. Reviewed by Board Policy Committee on March 26, 2008

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 3: Drug Free Schools

Tier 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Use of Illegal Substances Under the influence of Alcohol, Illegal Drugs, Non-Prescribed Controlled Substances, or Other Potentially Mind-altering Substances (such as glue, paint, potpourri, etc.)	3 day suspension or 1 day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the Kansas Behavioral Sciences Regulatory Board (KBSRB). Students under the influence at extra-curricular activities will be suspended from all such activities for 30 days for the first offense.	Five (5) day suspension or three (3) day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the KBSRB. A second offense will result in a calendar year suspension from such activities.	Ten (10) day suspension and referral for a long-term suspension hearing.	Drug Free Schools (JDDA): The unlawful manufacturing, sale, distribution, dispensing, possession or use of alcoholic beverages, illegal drugs, or controlled substances by students on school premises or at any school activity is prohibited. Further, presence on school premises or at any school activity by students who have consumed alcoholic beverages or illegal drugs at any other place and which are detected while on school premises or at any school activity is prohibited use. Any student violating the terms of this policy shall be reported to the appropriate law enforcement officials and shall be subject to any one or more of the sanctions set forth in Board Policy. Drug Free School last amended on May 12, 2008 <u>Alcohol and Drug Assessments</u> Requirement: USD497 will not assume any cost incurred. Completion of the assessment must be verified in writing by the practitioner to the school district in order for the suspension to be reduced as per this policy. The district does not assume liability for costs of inpatient or outpatient treatment resulting from such assessment.
Possession of Alcohol or Illegal Substances This includes: alcoholic beverages, illegal drugs, or controlled substances in a student's possession (on their person, in their locker, in their backpack or in their personal belongings. . .	<u>Alcohol</u> : 3 day suspension or 1 day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the Kansas Behavioral Sciences Regulatory Board (KBSRB). <u>Illegal Drugs or Controlled Substances</u> : 3 day suspension or 1 day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the Kansas Behavioral Sciences Regulatory Board (KBSRB).	Five (5) day short term suspension. If the student did not take advantage of the alcohol/drug assessment by a mental health practitioner licensed by the Kansas Behavioral Sciences Regulatory Board (KBSRB) in the first offense, the suspension could be reduced to a 3 day suspension with completion of the assessment.	Ten (10) day suspension and referral for a long-term suspension hearing.	
Distribution or Manufacturing of Illegal Substances The unlawful manufacturing, sale, distribution, dispensing, possession or use of alcoholic beverages, illegal drugs, or controlled substances by students on school property.	Ten (10) day suspension and will be referred to the Superintendent for long term suspension or expulsion.	Ten (10) day suspension and will be referred to the Superintendent for long term suspension or expulsion.	Ten (10) day suspension and will be referred to the Superintendent for long term suspension or expulsion.	

*** Parent/Guardian Communication in all cases resulting in suspension.**
*** Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 4: Tobacco Free Schools

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Use of Tobacco/Related Products Any tobacco/nicotine product, including electronic smoking devices	Short-Term Suspension: 1-3 Days ISS	Short-Term Suspension: 1-5 Days OSS	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	<u>Tobacco Use (JCDAAL):</u> Smoking by students and/or the possession and use of any tobacco/nicotine product, including electronic smoking devices, is prohibited on school property or at school-sponsored events. For tobacco-related offenses, the student shall be subject to disciplinary action up to and including suspension. Smoking cessation and nicotine addiction information shall be available in school nurses' offices. Amended December 2013
Possession of Tobacco/Related Products Any tobacco/nicotine product, including electronic smoking devices	Short-Term Suspension: 1-3 Days ISS	Short-Term Suspension: 1-5 Days OSS	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	
Distribution of Tobacco/Related Products Any tobacco/nicotine product, including electronic smoking devices	Short-Term Suspension: 1-5 days ISS	Short-Term Suspension: 1-5 Days OSS	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	

Section 5: Threats to Safety

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Threats to Safety Any student who verbally threatens a staff member and/or student and/or their property. Any student who verbally or by posturing incites violence towards a staff member and/or student	Short-Term Suspension: One (1) to Three (3) Days	Short-Term Suspension: Three (3) to Five (5) Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	<u>Prohibited Activity (JHCAAL):</u> Activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment, are prohibited. Reviewed by Board Policy Committee on March 26, 2008

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Updated: 09/10/19

West Middle School MTSS: C13T Prevention Plan

Section 6: Harassment and Discrimination

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Harassment and Discrimination Harassment can be a result of verbal or physical conduct or written material. All forms of harassment are prohibited at district facilities; on district premises; and on non-district property if at any district sponsored, district approved or district related activity, program or event when the student is under the supervision of the district. Discrimination is conduct which affords a student different treatment, solely on the basis of race, color, national origin, religion, disability, sex, sexual orientation or gender identity in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school.	Short-Term Suspension: Three 1-3 Days	Short-Term Suspension: Five 3-5 Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	Harassment and Discrimination JGEC: the Lawrence Public School district is committed to providing a positive and productive learning and working environment, free from discrimination and harassment. Discrimination is conduct which affords a student different treatment, solely on the basis of race, color, national origin, religion, disability, sex, sexual orientation or gender identity in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school. Discrimination as above described against any student in the admission or access to, or treatment in the district's programs and activities is prohibited. Any student or employee who engages in discriminatory conduct as above described shall be subject to disciplinary action, up to and including termination from employment or expulsion from school. Amended April 24, 2017

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 7: Hazing and Bullying

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Hazing & Bullying “Hazing” is any act that recklessly or intentionally endangers the mental health, physical or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. This includes, but is not limited to: Forced consumption of any drink, alcoholic beverage, drug or controlled substance; Forced exposure to the elements; Forced prolonged exclusion from social contact; Forced sleep deprivation; Assignment of pranks or other activities intended to degrade or humiliate including shaving and hair removal. “Bullying” shall have the meaning ascribed to it in Kansas law, and that recklessly or intentionally endangers the mental health, physical health or safety of a student that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any district bus stop, and that has the effect of: Physically harming a student or damaging a student's property; threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property or causing substantial inconvenience; Taunting, teasing or intimidation that is so severe, persistent or pervasive that it creates and intimidating or threatening educational environment.	Short-Term Suspension: 1-3 Days	Short-Term Suspension: 3-5 Days	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	<u>Hazing and Bullying (JGECA):</u> The district is committed to maintaining an environment free from hazing and bullying, as herein defined. The board of education prohibits bullying in any form either by any student, staff member, or parents towards a student or by a student, staff member, or parent towards a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. Amended: Feb 22, 2016 <u>Definitions Continued:</u> “Cyberbullying” means threats or harassment over Internet through web pages, email, instant messaging, text messaging, or by other electronic means. Bullying shall include cyberbullying when it is initiated on school premises and threatens or endangers the safety of students, employees or third parties, or school property, or which substantially disrupts the educational program of the district. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Updated: 09/10/19

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Section 8: Vandalism

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Vandalism Vandalism is the willful or malicious defacement or the destruction of property.	Short-Term Suspension: 1-3 Days Per School Board policy EBCA any incidents involving vandalism on school facilities or property will be reported to law enforcement officials.	Short-Term Suspension: 3-5 Days Per School Board policy EBCA any incidents involving vandalism on school facilities or property will be reported to law enforcement officials.	Ten (10) day suspension and possible expulsion. Per School Board policy EBCA any incidents involving vandalism on school facilities or property will be reported to law enforcement officials.	Vandalism and Property Damage (EBCA): Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy or damage school property, suspension or possible expulsion may result as per School Board policy EBCA. Anyone who vandalizes school facilities or property will be reported to law enforcement officials. Amended January 11, 2010

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 9: Weapons

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Possession of Weapon(s) A “weapon” means: - Any object which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; - The frame or receiver of any object described in the preceding example; - Any firearm muffler or firearm silencer; - Any explosive, incendiary or poison gas, bomb, grenade, mine or similar device - A rocket having a propellant charge of more than four ounces or missile having an explosive or incendiary charge of more than ¼ ounce - Any object which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; Any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; - Any bludgeon, sand club, metal knuckles or throwing star.	Expulsion Hearing	Expulsion Hearing	Expulsion Hearing	Weapons (JDD, EBC and KGD): A student shall not possess a weapon at school, on school property or at a school supervised event. <u>Definitions of Weapons Continued:</u> Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal trust or movement.

- *Parent/Guardian Communication in all cases resulting in suspension.
- *Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.

Section 10: Possession of Other Dangerous Objects

Level 3 Behaviors	1 st Offense	2 nd Offense	Subsequent Offenses	USD 497 Board Policy
Possession of Other Dangerous Objects Possession at school, on school property or at a school supervised activity of: - Any object not meeting the definition of a weapon in JCDBB but that is used in a threatening manner; - Any object that is a facsimile of a weapon or; - Any object that is inherently dangerous except when such object is provided by the school and used in an approved, supervised instructional or extracurricular activity	In School Suspension or Short-Term Suspension: 1-3 Days OSS	Short-Term Suspension: 3-5 Days OSS	Short-Term Suspension and possible Long-Term Suspension Ten (10) day suspension and possible expulsion.	<u>Other Dangerous Objects (JDD)</u> Possession at school, on school property or at a school supervised activity of: Any object not meeting the definition of a weapon in JCDBB but that is used in a threatening manner. May result in such penalties as are allowed by district policy This may include suspension or expulsion. Amended January 14, 2008

***Parent/Guardian Communication in all cases resulting in suspension.**

***Administration has discretion to deviate from the rubric with documentation recorded regarding the reason.**

Section 11: Additional Board Policies

Investigations

Investigations (JCAC):

Principals and others designated by the superintendent may conduct investigations and question students about infractions of school rules or the student conduct code.

Amended: October 28, 2013

Updated: 09/10/19

West Middle School MTSS: CI3T Prevention Plan

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Reporting to Law Enforcement

Board Policy for Reporting to Law Enforcement (JDDB):

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony at school, on school property, or at a school supervised activity and/or has been found:

1. in possession of a weapon
2. in possession of a controlled substance or illegal drug, or
3. to have engaged in behavior at school which has resulted in or was substantially likely to have resulted in serious bodily injury to others, the principal shall report such act to the appropriate law enforcement agency

Amended: March 21, 2016

Searches

Searches of Property (JCAB):

Principals are authorized to search property if there is a reasonable suspicion that district policies, rules, or directives are being violated. All searches shall be carried out in the presences of another adult witness. Any person other than the principal conducting a search of a student's locker or property shall do so only with the consent of and in the presence of the principal, unless circumstances require immediate action in order to preserve the security and safety of staff and students.

District property, including lockers, is under the supervision of the principal. Students should have no expectation of privacy when utilizing district property, including lockers. Lockers shall be subject to random searches without prior notice or reasonable suspicion.

Amended: April 14, 2008

Searches of Students (JCAB):

Principals are authorized to search students if there is reasonable suspicion that district policies, rules or directives are being violated. Strip searches shall not be conducted by school authorities. All searches shall be carried out in the presence of another adult and the adult conducting the search shall be of the same gender as the student.

The student shall be told why the search is being conducted. The student may be requested to empty items such as, but not limited to pockets, purses, shoulder bags, book bags and briefcases. The principal shall attempt to call the student's parent and may call law enforcement. Items which the principal believes may be connected with illegal activity shall remain in the custody of the principal unless the items are turned over to law enforcement authorities.

Amended: March 21, 2016

For more details about USD 497 Board Policies or to read the policies in their entirety, visit <https://www.usd497.org/Domain/593>

WMS CI3T Monitoring Form

The purpose of the monitoring form is to gather pertinent information in one place. This form does not replace the PMP, but is intended to guide teachers in using the CI3T model to support students in need. It is also a tool to organize team discussion and notes, then communicate information to non-core teachers who will be able to access the monitoring form in the grade level SharePoint sites.

Procedures for monitoring the student and using the form:

Consult the WMS CI3T Implementation Manual

1. Team identifies student in need.
2. Team identifies “point person” on team.
3. Team completes the CI3T monitoring form by gathering information.
 - a. Does the student have a support plan or has the student ever had a support plan? Was it successful? Review all previously provided supports.
 - i. SSP, 504, IEP, health plan, etc.
 - ii. Check PowerSchool for SSPs and other assessment scores.
 - iii. Grade cards can also be found in the student’s portfolio in PowerSchool.
 - iv. Consult building level support staff.
 - b. Is the student receiving **all** Tier 1 supports with fidelity?
4. To directly address the **articulated** concern, design a new plan, or modify the existing plan, by incorporating intervention(s) and a progress-monitoring plan.
 - a. Complete page 3 of monitoring form.
5. Point person contacts parent to gain additional information and explain the concern(s).
 - a. Parent meeting or phone conference is scheduled if needed.
6. Conduct a follow-up team meeting 4-6 weeks from the initial team meeting to evaluate the effectiveness of the plan based on interventions implemented and data collected.
 - a. Successful intervention: Continue to provide the support and monitor. Discuss again in 4-6 weeks.
 - b. Not successful intervention: Consult CI3T Intervention manual for additional interventions. Determine new intervention(s), timeframe. See steps 4 – 6.
7. Use the monitoring form to update or start the student’s SSP in PowerSchool.

Note: If further assistance/consultation is needed, for example from building level mental health team or special education team, provide the completed monitoring form and supporting documentation to the student’s assigned guidance counselor, as well as a copy of the SSP.
8. Continue implementation of interventions, follow-up meetings and parent contacts.
9. Continue gathering data and work samples, and updating the monitoring form and SSP.



West Middle School - Ci3T Monitoring Form

Student Name: _____

Graduation Year: _____ Initial Plan Date: _____

Review Dates: _____

Reason(s) for Monitoring

Academic:

- ☐ Fastbridge Data
☐ Math Placement Test
☐ Kansas Math Assessment
☐ Kansas Reading Assessment
☐ ELPA21 Performance
☐ Progress Reports

Behavioral:

- ☐ Attendance / Tardies
☐ Lack of Motivation
☐ Time on Task
☐ Behavior Log Entries
☐ Work Completion

Social:

- ☐ Peer Relations
☐ SSRS Screener Concerns

☐ Other: _____

<u>KS Assessments</u>	<u>Math</u>			<u>Reading</u>			<u>Writing</u>		
KS Assessment Ranking	5 th	6 th	7 th Grade	5 th	6 th	7 th Grade	5 th	6 th	7 th Grade
	☐	☐	Level 4	☐	☐	Level 4	☐	☐	Level 4
	☐	☐	Level 3	☐	☐	Level 3	☐	☐	Level 3
	☐	☐	Level 2	☐	☐	Level 2	☐	☐	Level 2
	☐	☐	Level 1	☐	☐	Level 1	☐	☐	Level 1

<u>Fastbridge Assessments</u>	<u>6th Grade</u>			<u>7th Grade</u>			<u>8th Grade</u>		
	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Reading									
Math									

<u>Course Grades</u>	<u>6-1</u>	<u>6-2</u>	<u>6-3</u>	<u>6-4</u>	<u>7-1</u>	<u>7-2</u>	<u>7-3</u>	<u>7-4</u>	<u>8-1</u>	<u>8-2</u>	<u>8-3</u>	<u>8-4</u>
ELA												
Math												
SS												
Science												

<u>Classroom Assessment Scores</u>	<u>6-1</u>	<u>6-2</u>	<u>6-3</u>	<u>6-4</u>	<u>7-1</u>	<u>7-2</u>	<u>7-3</u>	<u>7-4</u>	<u>8-1</u>	<u>8-2</u>	<u>8-3</u>	<u>8-4</u>
ELA												
Math												
SS												
Science												

Interventions & Accommodations

Refer to CI3T Manual for Menu Options.

Collect student work samples and other supporting documentation as needed.

Academic	From:	To:	Results:
<i>Ex: Daily small group math support in class</i>	<i>8/28/17</i>	<i>10/28/17</i>	<i>Ex. Progress monitoring scores increased by 10%</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Behavioral	From:	To:	Results:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

Social	From:	To:	Results:
1.			
2.			
3.			
4.			
5.			
6.			

Core Team Notes

Use the space below to provide an explanation of the reasons(s) for monitoring.

Please be specific and provide dates of meetings, action items/person responsible, timeline, etc.

Parent / Guardian Contact Documentation			
Date	Parent / Guardian Contacted	Staff Member Making Contact	Method of Contact
			☐ Phone ☐ E-mail ☐ Note/Letter ☐ Personal Contact
Topic Discussed			
Follow-up Action & Review Date			

Parent / Guardian Contact Documentation			
Date	Parent / Guardian Contacted	Staff Member Making Contact	Method of Contact
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Parent / Guardian Contact Documentation			
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Topic Discussed			
Follow-up Action & Review Date			

West Middle School Monthly Assessment Schedule

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student Demographic Information			X							
Screening Measures										
Behavior Screeners: SRSS-IE		X			X			X		
Student Outcome Measures - Academic										
FastBridge Screeners	X	X				X			X	X
District Common Assessments			X		X		X			X
State Assessments								X	X	
Progress Reports		X		X			X		X	
9 Week Grades			X		X			X		X
SPED Referrals/Exits	X	X	X	X	X	X	X	X	X	X
Student Outcome Measures - Behavior										
Attendance Summary (Tardies and Absences)			X		X			X		X
Referrals:			X		X			X		X
Behavior Log Entries (Teachable Moments)	X	X	X	X	X	X	X	X	X	X
Behavior Log Entries (Minors)	X	X	X	X	X	X	X	X	X	X
Behavior Log Entries (Majors)	X	X	X	X	X	X	X	X	X	X
ISS (In-School Suspension)			X		X			X		X
OSS (Out-of-School Suspension)			X		X			X		X
Mental Health Team/SIT (Student Intervention Team)	X	X	X	X	X	X	X	X	X	X
SPED	X	X	X	X	X	X	X	X	X	X
Program Measures										
Social Validity - PIRS (Primary Intervention Rating Scale)			X				X			
School-wide Evaluation Tool (SET)			X				X			
CI3T Treatment Integrity			X				X			

Frequently Asked Questions

Q: *Do I still use my reactive procedures (i.e. pull a card, complete an office discipline referral form) if a student misbehaves?*

A: Yes. The Reactive plan is an integral part of WAR³HAWKS. Students need to learn their behaviors have both positive and negative consequences. See page 28.

Q: *Where do I get BEST BUCKS to hand out?*

A: BEST BUCKS may be obtained in the main office.

Q: *Where can I find posters to put in my room?*

A: All classrooms were provided with a Behavior Expectations Matrix and a Classroom Expectations posters. If you would like additional posters please contact a CI3T team member.

Q: *Where should I instruct students to place their tickets?*

A: Students should make sure their name and grade is on their BEST BUCKS and keep them in a safe place. Students are responsible for their BEST BUCKS. Lost BEST BUCKS will not be replaced.

Q: *Whom do I ask if I have questions about the CI3T plan?*

A: Any CI3T team member.

Q: *What about the students who do not respond to the positive behavior interventions and supports ticket system?*

A: Not every student will respond to the behavior interventions and BEST BUCKS, even with additional support from adults. If the student's academic or behavioral needs are of concern the student may need to be referred for Tier 2 and/or Tier 3 supports.

Q: *How do I access additional training for academic, behavior, or social skills programs and practices?*

A: Professional development will be provided throughout the school year. If you have specific requests contact a CI3T team member.

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