

Reedley High School

Positive Behavioral Interventions and Supports



Staff Handbook

2023/2024 School Year

Positive Behavioral Interventions and Supports Staff Handbook

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Reedley High School

School-Wide Positive Behavioral Interventions and Supports

General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Reedley High School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules.

Reedley High School's Pirate Pride Commitments for "R" Team "R" School "R" Town are:

- **Respect** for self, others and surroundings
- **Honorable** to self and others
- **Success** for All

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students on campus, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- Being **respectful** means raising your hand when you want to speak or get help.
- Being **respectful** means using a person's name when you talk to him or her.
- Being **respectful** means following dress code guidelines
- Being **honorable** means knowing and following classroom and school rules on a daily basis.
- Being **honorable** means to be on time.
- Being **honorable** means cleaning up after yourself.
- Being **successful** means to be prepared with assignments and materials.
- Being **successful** means to follow and respond appropriately to adult direction.
- Being **successful** means using appropriate language in and out of the classroom.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and

rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance.

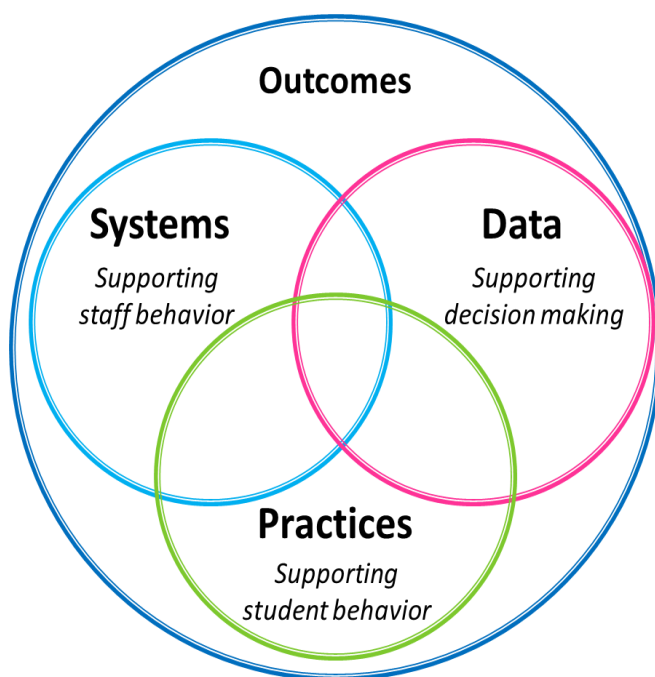
3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. RHS has designed a formal system that rewards positive behaviors. “Thank You Cards” are immediate responses used by the individual teacher, as a tool of encouragement and a student motivator and are awarded to encourage and reinforce positive behaviors demonstrated on a consistent basis.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

“What Does School-Wide PBIS Emphasize?”

In general, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

Social Competence & Academic Achievement



- **Outcomes**
 - *Improved individualized academic and social behavior*
 - *Improved fidelity of implementation*
 - *Efficient and effective progress monitoring*
- **Systems**
 - *Quality planning & decision-making process*
 - *Predictable communication cycles*
 - *Clear roles and responsibilities*
- **Practices**
 - *Explicit instruction*
 - *Meeting foundations*
 - *Problem-solving routines*
- **Data**
 - *ISIS-SWIS*
 - *School-wide Reports*
 - *Individual Student Reports*

These four elements are guided by six important principles:

Develop a continuum of scientifically based behavior and academic interventions and supports
Use data to make decisions and solve problems
Arrange the environment to prevent the development and occurrence of problem behavior
Teach and encourage prosocial skills and behaviors
Implement evidence-based behavioral practices with fidelity and accountability
Screen universally and monitor student performance & progress continuously

Reedley High School PBIS Goals

Reedley High School will provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to progress academically and to become productive members of society. PBIS aims to decrease behavioral infractions showing year-over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance. We will provide this through the implementation of PBIS, which promotes the following:

- Development of clearly defined and consistent student expectations and accountabilities which reflect **RHS's** "R" Team "R" School "R" Town themes;
 - **R**espect for self, others and surroundings
 - **H**onorable to self and others
 - **S**uccess for All
- Communication and collaboration between administration, staff, families and community.
- Maintenance of an open ended flexible approach through the use of a data driven informational system.
- Educationally sound methods that foster student character, safety, academic excellence and individual citizenship.

Classroom Teacher Responsibilities

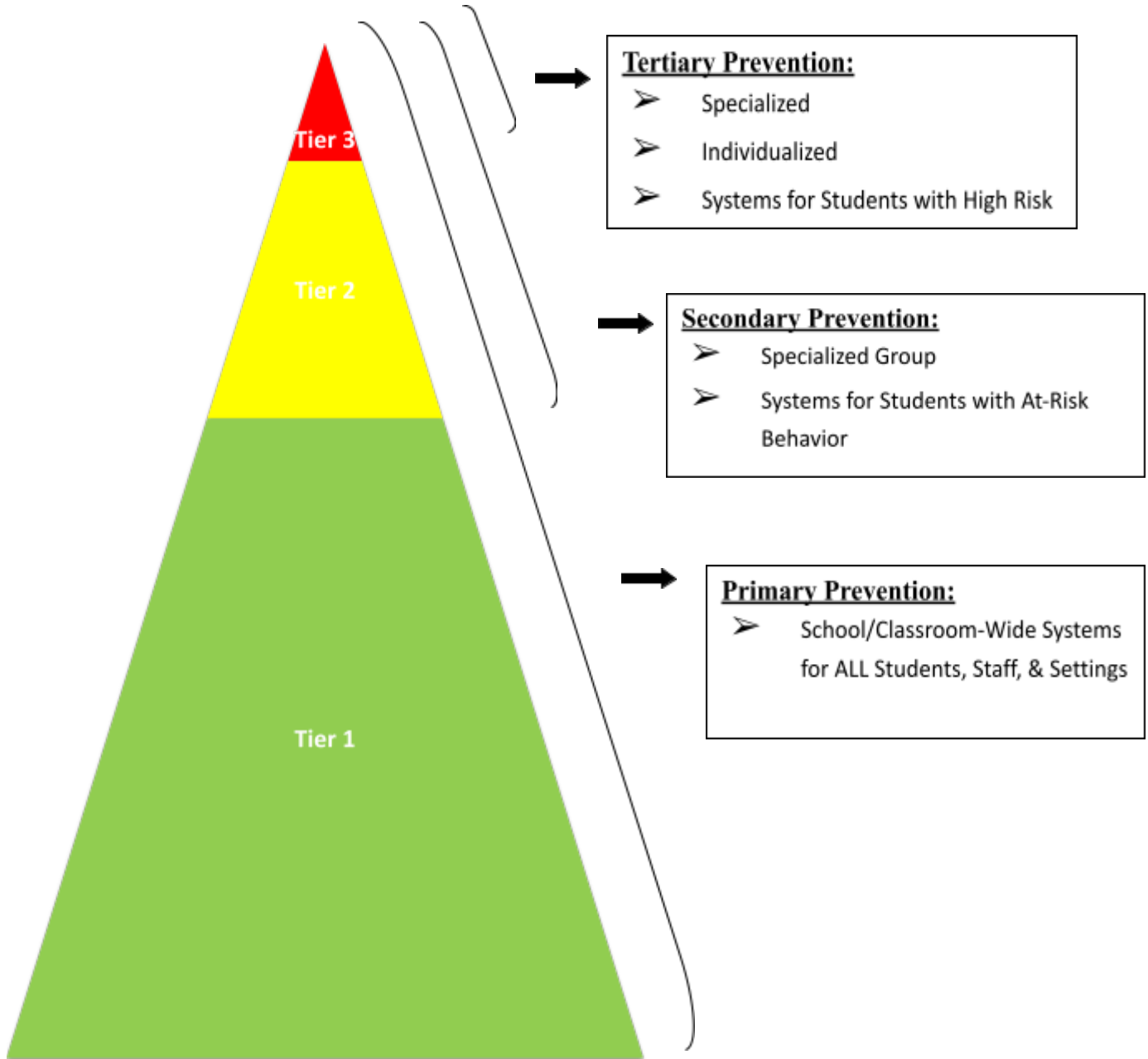
1. Teachers will define, teach, model, and practice each of the Pirate Pride behavioral expectations.
2. Teachers will display and use the **classroom expectations** based upon the Pirate Pride expectations. (Classroom expectations are to be posted in the classroom)
3. Teachers will implement targeted classroom interventions consistently and with fidelity every day.
4. Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed Pirate Pride behaviors school-wide and classroom expectations using informal and formal recognition programs such as Thank You Cards, and Best on the Ship nominations.

Staff Personnel Responsibilities

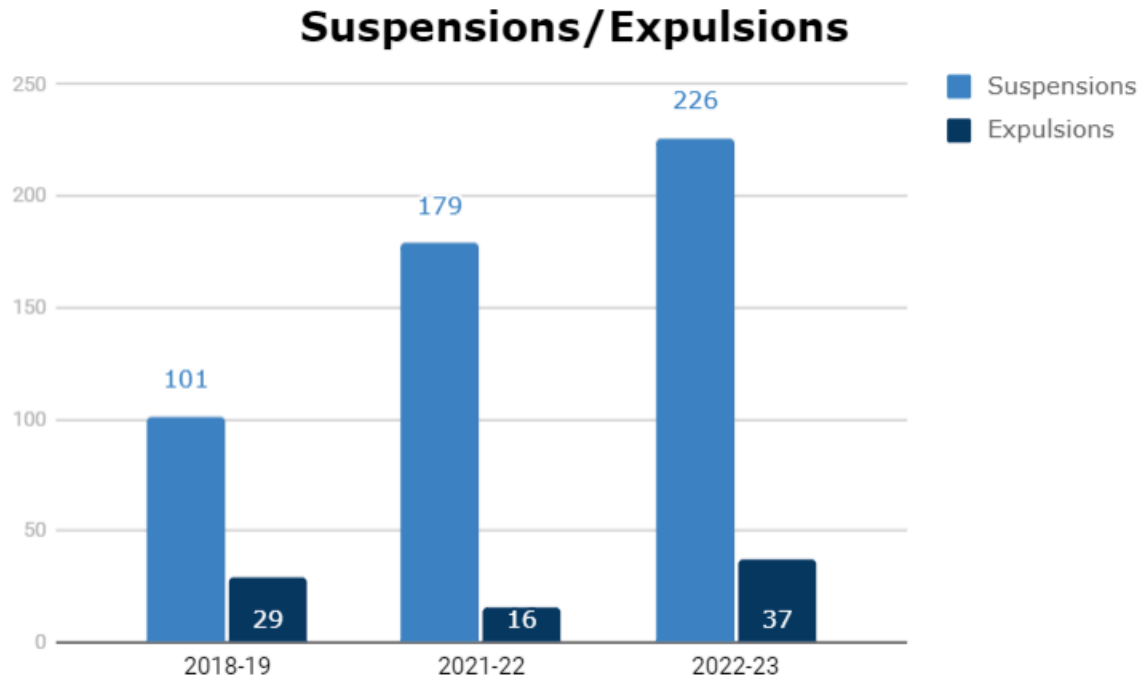
1. Staff personnel are defined as all adults with supervisory authority, including those assigned to hall duty, lunch duty, bus duty, and all teachers whose students are in attendance at assemblies.
2. All classroom teachers are involved as supervisors at various points within the school day and/or school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

Continuum of School-Wide Instructional & Positive Behavior Support (PBIS)

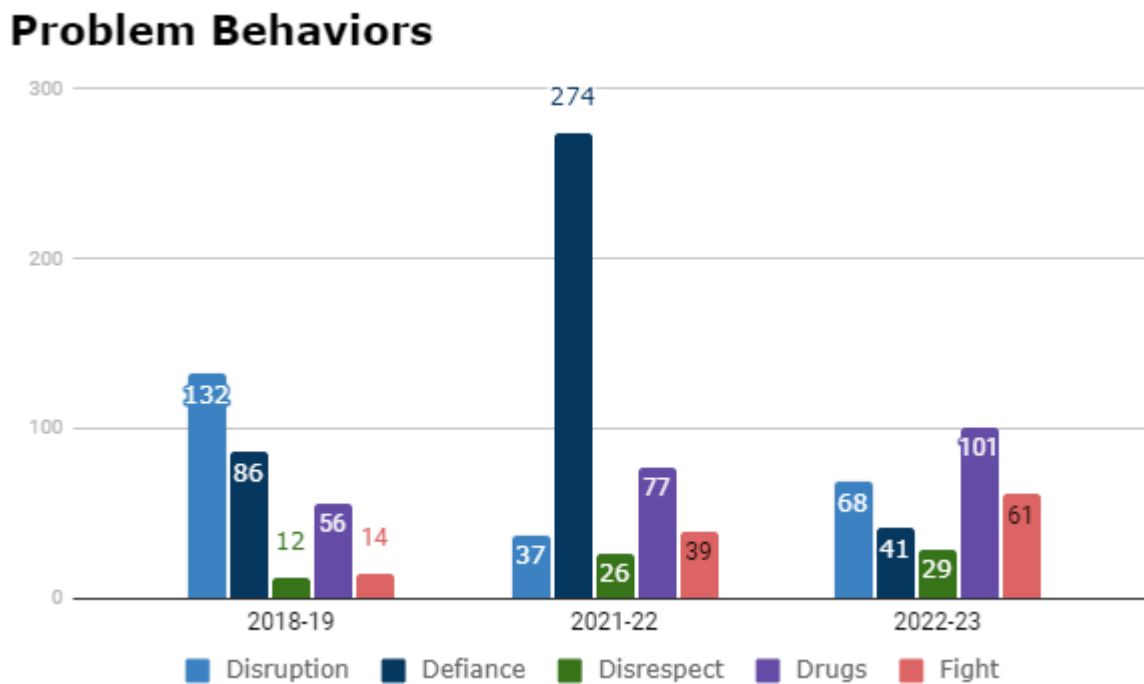
School wide PBIS (SWPBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience support based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive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



Disciplinary Data for 2018/19 thru 2022/23



Problem Behaviors 2018/19 thru 2022/23



Positive Behavior Interventions Supports Program Overview

Pirate Pride Expectations Tier 1

The Behavioral Expectations is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around Pirate Pride Expectations and school-wide behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback.

School-Wide Common Area Expectations and Procedures

Common Area Expectations and Procedures are specific for successful participation in those areas. The Common Area Expectations and Procedures are developed and designed for common areas (i.e. cafeteria, hallways, bathrooms, bus, assemblies, and school activities). Expectations and procedures are taught at the beginning of the year in each advisory classroom and at the grade level administrator assemblies; they are then practiced with individual students/classes as needed.

Pirate Pride Expectations Tier 2

Second Step Intervention emphasizes empathy, impulse control, anger management, and other behavior related skills through a problem solving approach. Students requiring secondary intervention are primarily those who make choices that result in an assignment to ALC, ASD, or OSS. Select students will also be assigned to a check-in, check-out system.

Classroom Expectations and Procedures

Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own classroom procedures as appropriate. If assistance is needed in this area, teachers may contact the PBIS team. Classroom procedures should be specified for such things as preparing for class, taking care of personal needs, turning in assignments, receiving and submitting make-up work, requesting assistance, etc; these procedures should be personalized for each classroom. Each classroom teacher determines if the routines will be teacher-defined and/or student-defined. Expectations and procedures are taught at the beginning of the year and practiced with individual students/classes as needed. A classroom expectations matrix is posted in each classroom.

Levels of Interventions

The Levels of Interventions is a hierarchy of programs teachers and the PBIS team may access when selecting intervention methods for addressing student behavior concerns. The primary tier two interventions for behavior is a check-in check-out program (CICO) while the primary tier three interventions is functional behavior assessments (ISIS). Other interventions are available and are assigned on a case by case basis through administration and the PBIS teams. These programs are designed to recognize individuals who meet and/or exceed behavioral expectations.

The PBIS Team at Reedley High School

The PBIS team at Reedley High School consists of various stakeholders in our community. The team members are here to serve the teachers at Reedley High School in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBIS questions or need assistance in regards to PBIS, they should contact a PBIS team member. The PBIS team members are:

Primary Intervention (Tier I)

Kristin Ledington	<i>Learning Director</i>	<i>Administrator</i>	ledington-k@kcusd.com
Hector Chapa	<i>Learning Director</i>	<i>Co-Administrator</i>	chapa-h@kcusd.com
Dawn Linhoff	<i>School Librarian</i>	<i>PBIS Lead</i>	linhoff-d@kcusd.com
Nikkie Milton	<i>School Psychologist</i>	<i>Data Analyzer</i>	milton-n@kcusd.com
Lyndo Santiago	<i>School Psychologist</i>	<i>Data Analyzer</i>	santiago-L@kcusd.com
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcusd.com
Stephanie Villasenor	<i>Social Worker</i>	<i>Data Analyzer</i>	villasenor-s@kcusd.com
Spenser Chakerian	<i>Science Teacher</i>	<i>Teacher Representative</i>	chakerian-s@kcusd.com
Kambria Eastham	<i>SPED Teacher</i>	<i>Teacher Representative</i>	eastham-k@kcusd.com
Adam Falcon	<i>SPED Teacher</i>	<i>Teacher Representative</i>	falcon-a@kcusd.com
Timothy Hazen	<i>History Teacher</i>	<i>Teacher Representative</i>	hazen-t@kcusd.com
Estella Romero	<i>ELD Teacher</i>	<i>Teacher Representative</i>	romero-e@kcusd.com
Breanne Chaney	<i>SPED Teacher</i>	<i>Teacher Representative</i>	chaney-b@kcusd.com
Micah Hiatt	<i>Transition Director</i>	<i>Data Analyzer</i>	hiatt-m@kcusd.com

Intensive Positive Behavior Supports (PBIS) Team (Tier II)

Kristin Ledington	<i>Learning Director</i>	<i>Administrator</i>	ledington-k@kcusd.com
Hector Chapa	<i>Learning Director</i>	<i>Co-Administrator</i>	chapa-h@kcusd.com
Nikkie Milton	<i>School Psychologist</i>	<i>Data Analyzer</i>	milton-n@kcusd.com
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcusd.com
Stephanie Villasenor	<i>Social Worker</i>	<i>Data Analyzer</i>	villasenor-s@kcusd.com

Intensive Positive Behavior Supports (PBIS) Team (Tier III)

Kristin Ledington	<i>Learning Director</i>	<i>Administrator</i>	ledington-k@kcusd.com
Hector Chapa	<i>Learning Director</i>	<i>Co-Administrator</i>	Chapa-h@kcusd.com
Nikkie Milton	<i>School Psychologist</i>	<i>Data Analyzer</i>	milton-n@kcusd.com
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcusd.com
Stephanie Villasenor	<i>Social Worker</i>	<i>Data Analyzer</i>	villasenor-s@kcusd.com

All Staff members are encouraged to attend PBIS meetings. You do not need to be an identified team member to participate.

Recognizing Individuals Who Achieve Behavioral Expectations

The Positive Behavior Supports team in conjunction with faculty members at Reedley High School has devised 3 key recognition programs as part of our school-wide behavior acknowledgement. These programs are designed to recognize those individuals who do the right thing in upholding our Pirate Pride Commitments on a daily, weekly, and monthly basis.

Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting school-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level.

Best on the Ship:

The **Best on the Ship** program has been established to recognize the many ways that students strive to uphold the Pirate Pride Commitments (Respect, Honor, and Success). On a monthly basis, teachers nominate students whom they feel best exemplify one or more of those areas. (Page 13)

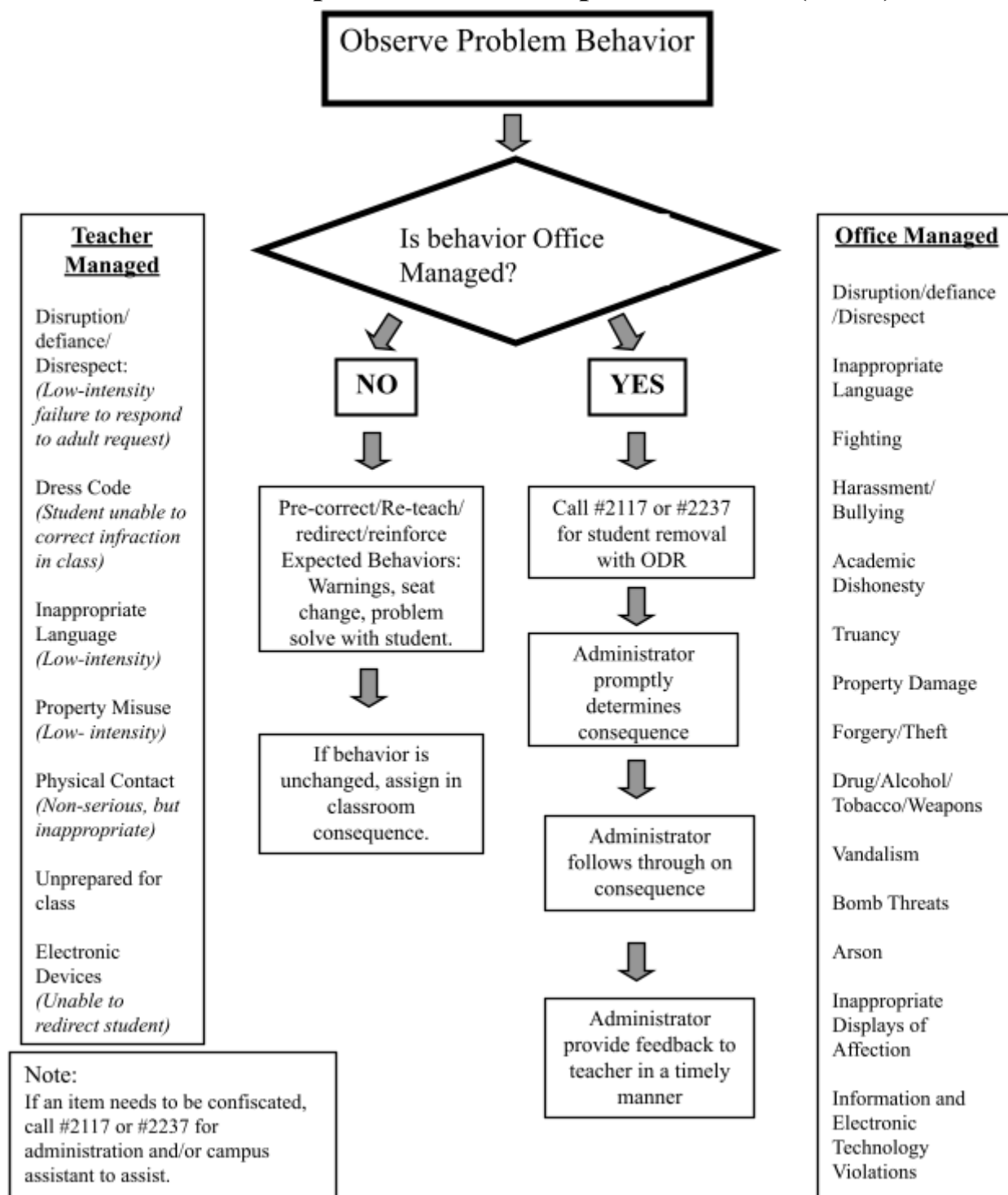
All students who are nominated will be put into a drawing in hopes to be chosen “Best on Ship.” The Best on Ship Committee will then select one student per grade level each month; those students will receive a special certificate and an appropriate reward. Their picture is also displayed in the front lobby for all faculty, students, and visitors to see.

Reedley High School Student Behavior Management Process

Explanation of Behavior Graphic

In order to manage student behavior consistently throughout classrooms at RHS, the following **Student Behavior Management Process** graphic has been created. It is to be used as a guide for differentiating between teacher-managed and office-managed behaviors.

Active Response Office Discipline Referral (ODR)



RHS Classroom Behavioral Interventions

The following are suggested interventions that may be utilized in correcting a student's inappropriate behavior. Interventions listed are not hierarchical.

Not all intervention strategies for each level need to be utilized.

Teacher- Managed	<p>Level 1: Minimal interference with instructional process based on class and/or school procedures</p> <ul style="list-style-type: none">*Proximity Control*Nonverbal cue to correct behavior*Verbal warning to student(s)*Conference with student (in classroom or hallway)*In-class modified seating*In-class time out <p>Level 2: Repeated interference with instructional process based on class and/or school procedures</p> <ul style="list-style-type: none">*Staff corresponds with parent/guardian*Referral to Guidance Counselor*Detention with classroom teacher (optional)*Participation grade deduction
Office- Managed	<p>Level 3: Administrative action</p> <ul style="list-style-type: none">*Office Discipline referral

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Problem Behavior Definitions

Please refer to the following list of definitions when filling out the Office Referral Form.

MINOR Definitions

Problem Behavior Minor	Definition
Inappropriate Language	Student engages in low intensity instance of inappropriate language.
Physical Contact (rough-housing, etc.):	Student engages in non-serious, but inappropriate physical contact.
Defiance/Disrespect	Student engages in brief or low-intensity willfully defiant of adult requests.
Disruptive:	Student engages in low-intensity, but inappropriate disruption; interrupts instruction.
Dress Code	Student dressed inappropriately in accordance with RHS guidelines. (gang, drugs, violence, modesty)
Electronic Device	Student is in violation of RHS NON electronic device use during school hours.
Property Misuse	Student misuses school property other than its intended use.
Other	Student violates procedures and or policies other than stated.

MAJOR Definitions

Problem Behavior Major	Definition
Technology Violation	Students use their phones, Ipods etc.
Abusive/ Inappropriate Language	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Fighting Physical Aggression	Actions involving serious mutual physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Defiance/Disrespect/Insubordination	Students engage with behavior that is non-compliant with supervision.
Harassment/Bullying	Students deliver disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Unacceptable/ Inappropriate Language/Gestures	Verbal or gestural messages that include swearing, name calling, or use of words in an inappropriate way.
Vandalism	Students participate in an activity that results in destruction or disfigurement of property.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.

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Referral # _____
• Admin use

ID # _____

OFFICE DISCIPLINE REFERRAL FORM (ODR)

Student _____ Referring Staff _____ Grade Level _____ Date _____ Time _____

Location

☐ Classroom

☐ Commons/common area

☐ Library/Computer
Labs

☐ Cafeteria

☐ Bathroom

☐ Special event/assembly/ field trip

☐ Bus loading zone

☐ Parking lot

☐ Hallway/ breezeway

☐ Gym

☐ On bus

☐ Other _____

Problem Behaviors (check the most intrusive)

MINOR

☐ Inappropriate language

☐ Physical contact

☐ Defiance/disrespect/ non-compliance

☐ Disruption

☐ Dress Code

☐ Electronic Device (Phone, radios, etc.)
(Unable to obtain device, defiant)

☐ Property misuse

☐ Other _____

MAJOR

☐ Abusive/ Inappropriate
language

☐ Fighting Physical aggression

☐ Defiance/disrespect/
insubordination/non-compliant

☐ Harassment/ bullying
Ability ☐ religious ☐ racial ☐
gender ☐ sexual ☐

☐ Disruption

☐ Inappropriate Display of
Affection

☐ Skip class

☐ Forgery/ theft

☐ Dress code
violation

☐ Lying/cheating

☐ Tobacco

☐ Alcohol/drugs

☐ Combustibles

☐ Technology Violation

☐ Vandalism

☐ Property damage

☐ Bomb threat

☐ Arson

☐ Weapons

☐ Other _____

Possible Motivation

☐ Obtain peer attention ☐ Avoid tasks/activities ☐ Obtain adult attention ☐ Avoid peer(s) ☐ Obtain items/ activities ☐ Avoid adult(s)

Others Involved

None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other ☐ _____

Prior Interventions with student

☐ Parent contact ☐ Redirect ☐ Re-Teach Classroom Behaviors ☐ Provide Choice ☐ Conference with Student
☐ Other _____

Administrative Decision

☐ Conflict Resolution

☐ Restorative Justice

☐ Time in office

☐ Detention

☐ Saturday School

☐ In-school suspension **Days** _____

☐ Loss of privilege

☐ Parent contact

☐ Conference with student

☐ Out-of-school suspension **Days** _____

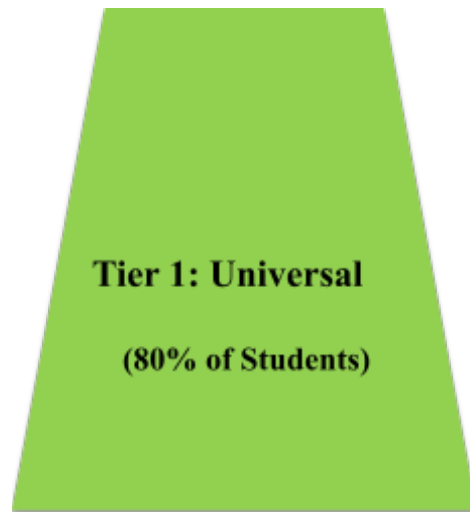
☐ Other _____

Signature _____

Comments:

Reedley High School: Tier I School-wide PBIS

Intervention Guidelines



Who:

- All students
- School-wide PBIS team & all staff
- Classroom teachers (for individual classroom systems)

What:

- Students are held accountable and rewarded for following school-wide rules
- Staff consistently teach and reward expected behaviors
- All staff report and document Minor/ Major behavior problems

How:

- Routines & expected behaviors are taught early and practiced daily (School-wide behavior expectation assemblies – once per semester. Behavioral boosters during grade level assemblies once a week for the entire year)
- School-wide rewards (e.g., Thank You Cards)
- Consequences (Office Discipline Referrals for Minor/Major behaviors)
- Individual classroom systems (e.g., Thank You Cards, group incentives, classroom time-out procedures)

Positive Consequence Examples

Teachers should strive for a ratio of 4 positive interactions to 1 negative interaction with their students regularly. This can be accomplished by recognizing students verbally or in writing, via Thank You Cards, personal notes of accomplishment, or nomination as a Pirate of the Month.

See the examples below for an easy reference tool regarding how and when to recognize students for consistently appropriate behavior.

Example 1: A student is one of the few to raise his hand during class as other students call out answers. You would like to reinforce the classroom procedure of having students raise their hands to participate. This student does not usually raise his hand.

Consequence: Recognize student verbally for their initiation with classroom policy: "Darwin, thank you for raising your hand to answer." If he continues to participate well during class, write a quick note of recognition.

Question: Why not pass on a "Thank you" card? Answer: Because this is not a consistent behavior on the part of the student. When it becomes consistent, hand out a "Thank you" card.

Example 2: About half of the students in your class have consistently completed their homework for the past two weeks. You would like to recognize them.

Consequence: Recognize student by handing out a Thank You card. She would also be a good candidate for nomination as Best of the Ship.

Example 3: One of your students, Sybill, has been consistently working hard during class, even though her grades are not stellar, and always arrives on time. She is a quiet student.

Note: If Sybill receives several Pirate Positive Points from you during this period of time, good! We are aiming to have the odds stacked in favor of the students who consistently try hard. Even if these students are not on the honor roll, they still should be recognized for their efforts.

Negative Consequence Examples

If a student engages in inappropriate behavior, you as the teacher have many options to deal with the behavior. The PBIS system is not dictating which option you choose; we are, however, asking you to record the steps you have taken with a student so we may see patterns of behavior that emerge, to better work with the individual student and/or the school population as a whole.

Situation: Homer has used inappropriate language loudly during class, seemingly to get the class' attention.

Day 1: During the lesson, Homer loudly calls out, using low level inappropriate language.

Consequence: Continuing to teach the lesson, the teacher walks over near Homer's desk to attempt to prevent further immediate interruption. As the class begins working, she leans over and quietly asks Homer to refrain from using that type of language.

Question: Why not issue an ODR right now? Answer: This is the first time Homer has shown this type of behavior. Consequently, minimize the effect by giving a verbal warning w/o overtly calling more attention to negative behavior. In addition, this gives Homer the option of correcting his behavior.

Day 1: Later on during the lesson, Homer again loudly calls out, using low level inappropriate language.

Consequence: With minimal disruption, the teacher walks over the Homer and asks him to please step into the hallway. As the rest of the class works, she goes into the hallway with an ODR. She talks to Homer, asking him to explain why he is acting this way. He has no reason. The teacher says that she will be filling out an ODR for the behavior. As the teacher fills out the form, she explains each section of it, checking off that a student/teacher conference was the consequence for the behavior. She tells Homer that this is a warning for him to behave appropriately during class. She tells Homer that she will have to call home that afternoon.

Suggestion: Complete the ODR AT THE TIME you issue it. This allows you to explain the process to the student which will increase the impact and his/her understanding of the incident.

Day 2: Homer again disrupts the class, this time by kicking chairs during teacher instruction.

Consequence: As soon as the behavior happens, the teacher quietly asks Homer to talk with her in the hallway. The teacher attempts to learn why he is acting this way, but Homer has no reason. The teacher fills out another ODR, explaining that this continued behavior can lead to serious consequences. She has Homer complete his work in an isolated seat in the classroom. Again, she calls home and explains the situation. The parent has no answer for the behavior, but offers to talk to the student about their behavior again.

Note: There are other options you may exercise as a teacher. Please be sure that you note any options you exercise on the ODR form.

Day 3: Homer engages in another minor disruptive behavior.

Consequence: As soon as the behavior happens, the teacher quietly asks Homer to bring his work with him into the hallway. There, the teacher asks Homer why he continues to act this way. He does not respond. The teacher then explains that at this point, she has tried several methods of preventing this behavior, but he is insistent on repeating it. She must write an office referral because her class has been continually disrupted. She indicates to Homer that she hopes he will choose more appropriate behavior in the future.

Question: Why send him to the office? Answer: That is teacher discretion. At this point, however, the offending student is disrupting the learning process. Consequently, it is appropriate to remove him from the environment.

Actions: The teacher writes an office referral to the office, briefly citing the behavior and noting the previous interventions with the student. Upon receipt of the office referral, the administrator will: (1) access the SWIS system to look for a global pattern of behavior; (2) meet with the student; (3) choose and document the relevant consequence on the office referral; and (4) put a copy of the referral in the teacher's mailbox.

Possible Outcome: Upon access to the SWIS system, the administrator sees a pattern of this type of behavior in other classes as well and calls the parent and student in for a required parent conference. During the conference, the student admits that he is very upset because a close friend has been incarcerated. The student meets with his guidance counselor, who helps him draw up a behavior plan to address his needs.

Common Questions about the ODR Process

Question 1: How do I know the difference between Teacher-Managed and Office-Managed Behavior?

- Use the Behavior Graphic (ODR Flow Chart) to decide (see page 17).
- Ask yourself: Will the behavior cause immediate harm to the student herself, other students, or me? If not, it is most likely teacher-managed.
- Consult your department chairperson or an administrator for assistance.

Question 2: If the behavior is teacher-managed, what options do I have to deal with the behavior?

- Use the RHS Behavioral Interventions to decide (see page 18). These are suggested options for working with students.
- If Level 3 is applicable, write an ODR.

Question 3: Is there ever a time when I go directly to an ODR?

- There is a significant difference between major and minor disruptions. Major are those behaviors which can be considered aggressive, whether it be verbal or physical in nature. Minor are those which are still considered inappropriate, but non-aggressive. If a student engages in a major disruption then a teacher can directly confront this behavior with an ODR.

Question 4: What is the process to fill out an ODR?

- Use the checklist below to guide the process:

ODR CHECKLIST

1. Discuss the problem behavior with the student.
2. Complete all blocks and make sure to identify all prior interventions you have had with the student.
- 3.
4. Call #2237 or 2117 for student pick-up.
5. Make parent contact (phone call, email, or in person).

****Remember: Dialogue with the student and parent regarding the problem behavior.**

Teacher discretion is the key to differentiating what does and doesn't constitute aggression. It is also the key to determining exactly how to deal with various major disruptions; i.e. Should the student be sent directly to the office? Can another less restrictive solution be used?

Reedley High School

School-wide Positive Behavior Intervention Supports

Lesson Plans



Prepared by
The PBIS Committee

Reedley High School

Respect

Honor

Success

School-Wide Expectations Lesson Plans

Explanation: Direct teaching of the Pirate Pride Commitments (RHS) and other related social skills is necessary for successful implementation of PBIS.

Targeted Group: The entire student and staff population of RHS.

Strategies:

1. Teachers will begin their classes with mini-lessons on the Pirate Pride Commitments and components during the first week of school.
2. Morning announcements, posters, and newsletters will be used to promote the Pirate Pride Commitments.

Activities:

1. During the first week of school, the Pirate Pride Commitments and its components will be introduced.
2. During the first week of school, the Pirate Pride Commitments will be reviewed during our Advisory period.

Suggestions:

1. Teachers should reward students with Thank You Cards as they begin to consistently display correct behavior.
2. Teachers should post the Classroom Behavior Expectation posters in their rooms and throughout the building.
3. Teachers should give class credit for completion of Pirate Pride Commitments Lesson Openings and Assessments completed.

Outcomes:

1. The Classroom Behavior Expectation posters will be successfully introduced or reviewed in all classrooms.
2. Students will become familiar with the components of the Pirate Pride Commitments, particularly Positive and Negative Consequences for behavior.
3. Student behavior will improve once the components of the Pirate Pride Commitments are put into practice.

Reedley High School PBIS Lessons

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Lesson #1 – *Review of Pirate Pride Commitments & Positive Consequences*

Objectives: Students and teachers will be able to identify and assess behavioral expectations for students and faculty based on the Pirate Pride Commitments; students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, overhead transparencies of Opening, Assessment, Pirate Pride Commitments, Positive Consequences Examples

Procedure:

- Introduce class to the day's topic by referring to the objectives listed.
- Distribute Opening: Recognizing Behavior in the Workplace.
- Complete Opening with class, discussing their results.
- Refer to your RHS Routine/ Setting poster. Select several Pirate Pride Commitments (behaviors) in the various settings and Define & Teach the expected behaviors. A copy of this is affixed on your classroom wall. Point out how the Pirate Pride Commitments is written or stated (in positive terms, i.e., "Act this way..." as opposed to negative terms, i.e., "You cannot/may not ...")

**** Note:** Students may indicate that the Pirate Pride Commitments is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:

Student: Why are we doing this? We are in high school and we already know how we're supposed to act.

Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class' lesson?

Entertain students' ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

- Refer to the Positive Consequences Examples on Page 23 of this binder. Show students a copy of this page, explaining that just as an employer may reward an employee with a raise, promotion, and/or time off, students can be rewarded for their behavior.
- Some students may find Pirate Positive Points juvenile or unnecessary, and may vocally object to them. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
 - Point out that the rewards associated with Pirate Positive Points may be of interest to them, such as homework passes or movie tickets.
 - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend – one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.
- Distribute “Assessment: Pirate Pride Commitments and Positive Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.

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Name: _____

Date: _____

Opening: *Behavior in the Workplace*

Regardless of where you chose to hold a future job, an employer will expect certain types of behavior from his or her employees. Imagine that you run your own business, and answer the following questions.

What types of behavior would an employer expect from an employee? Why?

How might you reward an employee who consistently showed dedicated, hard-working behavior?

Now, transfer this information to your life now, as a student at Reedley High School. Your “job” while in school is to be a student. What types of behavior are expected of you? What types of behavior do you expect from your teachers? Why?

Reedley High School PBIS Lessons

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Name: _____

Date: _____

Teacher Name: _____

Class: _____

Assessment: Pirate Pride Commitments and Positive Consequences

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

The **Pirate Pride Commitments**:

1) Why does the **Pirate Pride Commitments** exist? Do you find it necessary? Why or why not?

2) Is the **Pirate Pride Commitments** written well for this school? How might you alter it to better fit our population?

Positive Consequences

3) What is the purpose of Thank You Cards? How does a student earn one?

4) What other forms of rewards would benefit students at RHS?

5) A key component of any successful program is good marketing. The **Pirate Pride Commitments** will be reinforced through the Leadership classes on the morning announcements, and we are looking for a song to introduce each **Pirate Pride Commitments** spot. Please list any songs that you feel show the positive, upbeat purpose of the **Pirate Pride Commitments**.

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Lesson #2 – *Negative Consequences*

Objective: Students and teachers will be able to identify and explain positive consequences based on consistent correct behavior.

Materials: Copies of Openings and Assessments for students, overhead transparencies of Opening, Assessment, Pirate Pride Commitments, Negative Consequences Examples

Procedure:

- Introduce class to the day's topic by referring to the objective listed. You should quickly mention yesterday's lesson, in which students were asked to discuss the Pirate Pride Commitments of Conduct as well as positive consequences for behavior.
- Distribute Opening: Recognizing Behavior in the Workplace II.
- Complete Opening with class, discussing their results.

**** Note:** Students may indicate that the Pirate Pride Commitments is unnecessary, since students already know how to behave in school. This is a good springboard for discussion and student input regarding the general behavior of students in the school. A discussion may begin like this:

Student: Why are we doing this? We are in high school and we already know how we're supposed to act.

Teacher: I understand what you are saying, and I agree that many students know how to act in school. But let me ask you: Do students really act this way? For example, has your class ever been disturbed by loud noise or vulgar language as other students change classes? How did that affect your class' lesson?

Entertain students' ideas and questions. One of the key purposes of PBIS is to build dialogue and relationships between students and teachers, and a discussion such as this may give students a chance to express their opinions about how they believe students should act.

- Refer to the Negative Consequences Examples on Page 25, 26 of this binder. Show students a copy of this page, explaining that just as an employer may penalize an employee with a pay cut, a layoff, or a termination, students may be penalized for consistently refusing to behave appropriately.
- Show students a copy of an Office Discipline Referral. Explain how one is filled out, and what happens if one is issued to a student. The key here is for students to understand that the staff is trying to DETER behavior from reaching the ODR point.
- Many students may be under the incorrect assumption that an ODR is not an indication of the need to change behavior. Again, this is an opportunity to discuss their opinions and suggestions. Several talking points here include:
 - Refer students back to the third question on their Opening. Work with students to draw the parallels between the workplace and school in which an employee (student) should be warned before receiving serious punishment.

- Discuss the concept of “fairness” with students. Many students (and employees) complain that they have been penalized too harshly, or without a good reason. Explain to students that ODRs are used to help students formally understand when they are beginning to act inappropriately. As a result, they have plenty of “fair” warning that they should change their behavior, before they reach an office referral.
 - Remind students that they, as upperclassmen, set the tone for the school. Ask them what type of school they would like to attend – one in which the focus is punishment or rewards. Perhaps a general setting of teachers acknowledging good behavior would be a better place to go to everyday than a place of constant negativity and punishment.
- Distribute “Assessment: Negative Consequences” to students. Ask students to complete it and return it to you. You may want to offer class credit to the students for completing the Assessment and/or Opening.

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Name: _____

Date: _____

Opening: *Behavior in the Workplace II*

Yesterday, you completed an activity in which you took on the role of an employer. As the employer, you thought about and recorded behaviors that you would want to see from your employees. Continue to take on the role of employer as you answer the following questions.

What types of behavior would you NOT want to see from an employee? Why?

What sorts of consequences might happen to employees who display the above behaviors?

If you had an employee who was beginning to act inappropriately in the workplace (let's say she arrived late twice), but she was a good employee overall, what would you do? Would you fire her? Would you warn her? Would you dock her pay? Why would you choose the response you did?

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Name: _____

Date: _____

Teacher Name: _____

Class: _____

Assessment: Negative Consequences

Directions: Please complete the following assessment based on your conclusions from today's mini-lesson.

1) What similarities do you see between how employees are rewarded or penalized for their behavior in the workplace, and how students are rewarded or penalized for their behavior in school?

2) What is the purpose of an Office Discipline Referral (ODR)? What consequences could accompany it?

3) Do you think that issuing an ODR is a fair way to warn students that they are behaving inappropriately? What other methods could you think of?

Reedley High School PBIS Lessons

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Lesson #3 - Overview

Objective: Students and teachers will be able to identify the three basic types of behavior in school settings in order to better implement the Pirate Pride Commitments.

Refer to the Pirate Pride Commitments poster.

You may use this script to explain the Pirate Pride Commitments to your students.

“This is a brand new school year, which means all of us have a fresh start. Everything that happened last year is now in the past.

“I know that all of you would like to do your best and have a successful school year. How many of you are interested in knowing a guaranteed method that will help you have a successful school year?”

[Discuss what a successful school year means.]

“What would you think if I told you I had a simple method to achieve this success? Well, I do. It’s called the Pirate Pride Commitments and it’s right here.”

[Point to your Pirate Pride Commitments poster in your classroom]

“It’s really easy to remember, and it’s even easier to use. The three pieces are right here –Respect, Honor, and Success. Each piece is the acronym for Reedley High School; that’s why it’s easy to remember.

“Any student who remembers to practice the Pirate Pride Commitments will be successful. In fact, it’s impossible for you NOT to have a successful school day as long as you are respectful, responsible, and ready-to-learn.

“Now let’s talk about our acronym RHS. When I say the word “Respect,” what do you think about?”

[Discuss the word “Respect” with the class.]

“When I say the word “Honor,” what do you think about?”

[Discuss the word “Honor” with the class.]

“When I say the word “Success,” what do you think about?”

[Discuss the word “Success” with the class.]

“Great. Well now you have some ideas and examples to think about for RHS. You’re going to hear about RHS throughout the school year. Let’s start off the first day of school by putting some of those ideas into practice.”

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Lesson #4 - *Respect*

Objective: Students and teachers will be able to identify and assess “Respectful” behavior in school settings in order to better implement the Pirate Pride Commitments.

Distribute Drill: Respect

You may use this script to explain respect to your students.

“I’d like to focus on our “R” of RHS. Let’s talk about the word ‘respect.’ What are some ways you can show respect to a person?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people are disrespectful to one another?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “respectful” student would look like. Discuss with the class what behaviors the “respectful” student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “disrespectful” student would look like. Discuss with the class what behaviors the “disrespectful” student exhibited.]

“The last thing I’m going to do is assess how well you understood what respect means.”

[Distribute the assessment “Can You See Respectful Behavior?”.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of respect. If it is an example of respect, put a plus (+) sign next to it. If it’s not an example of respect, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Respect. Please make certain you show respectful behaviors in all of your classes today.”

Reedley High School

PBIS Lessons

Respect

Honor

Success

Name: _____

Date: _____

Drill: Respect

Directions: Read the following story carefully and then respond to the prompts.

Tara and Melinda were asked to represent their school by attending an assembly on respectful behavior. Tara was really excited to be chosen. She felt honored to represent her school, and she was interested in what the speaker would be saying. Melinda was also excited about attending the assembly. She was looking forward to missing a whole day of classes.

Tara arrived at the assembly ten minutes early. She wanted to get a good seat so she could focus on the speaker's words. Melinda arrived at the assembly ten minutes late. She stopped for food and noisily slurped her Coke as she chose a seat in the back of the auditorium. She planned on sleeping though the assembly.

As the speaker addressed the group, Tara focused on the speaker's face and listened intently to his words as he spoke. During the question and answer, she raised her hand and waited to be called on before asking her question. She even thanked the speaker for his response.

Melinda noticed a cute boy two seats away from her. She yelled, "Hey!" to get his attention, and several people turned around to look at her. She spent the next few minutes trying to get his phone number but had to stop when a teacher looked at her and said, "Shh!" When she began to listen to the speaker, she found that she disagreed with one of his statements. She loudly yelled, "That's so stupid!"

Give examples of how Tara showed respectful behavior.

Give examples of how Melinda showed disrespectful behavior.

Reedley High School

PBIS Lessons

Respect

Honor

Success

Name: _____

Date: _____

Can You See Respectful Behavior?

Directions: Read each of the actions carefully. If the action shows respectful behavior, put a plus (+) sign next to it. If the action does not show respectful behavior, put a minus (-) sign next to it.

1. ___ coming to class on time
2. ___ talking to a friend
3. ___ raising your hand
4. ___ saying thank you
5. ___ making fun of someone's mistake
6. ___ cursing at someone you're mad at
7. ___ praising someone's good work
8. ___ ignoring someone who is talking to you
9. ___ asking permission for something you want
10. ___ talking about the person in front of you

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PBIS Lessons

Respect

Honor

Success

Lesson #5 - Honor

Objective: Students and teachers will be able to identify and assess “honorable” behavior in school settings in order to better implement the Pirate Pride Commitments.

Distribute Drill: Honor

You may use this script to explain responsibility to your students.

“I’d like to focus on H of our RHS. Let’s talk about the word ‘honor.’ What are some ways you can show honor?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people show that they are not honorable?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have four volunteers?”**

[Choose four students and ask them to stand at the front of the classroom. Ask the four students to pretend to be working on a group project together. Ask the students to demonstrate what “honorable” students would look like. Discuss with the class what behaviors the “honorable” students exhibited. Next, ask two of the volunteers to demonstrate what dishonorable students would look like. Discuss with the class what behaviors the “dishonorable” students exhibited.]

“The last thing I’m going to do is assess how well you understood what honor means.”

[Distribute the assessment.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of honor. If it is an example of honor, put a plus (+) sign next to it. If it’s not an example of honor, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

You did a great job learning about Honor. Please make certain you show honorable behaviors in all of your classes today.”

Reedley High School PBIS Lessons

Respect

Honor

Success

Name: _____

Date: _____

Drill: *Honor*

Directions: Read the following story carefully then respond to the prompt.

“Who was on the phone, Mom?” Jen asked.

“That was my boss. One of my co-workers called in sick, so I have to go to work,” Jen’s mom replied.

“Aw, Mom, I thought we were going out for pizza.”

“Well, Jen, we’ll have to wait until tomorrow. I’m only going in for four hours, and besides, we can use the money.”

“I know, Mom,” Jen said, “but I was really looking forward to that pizza.”

“Tomorrow we’ll go. I’m leaving in a few minutes, and I have some things to tell you before I go. First, I don’t want any of your friends over.”

“But, Mom!” Jen protested.

“Jen, your sister hasn’t been feeling well. I want you to make dinner for both of you, and then I want you to make certain your sister sleeps for the rest of the evening.”

“The rest of the evening?!” Jen protested again.

“Yes, so that means you have to keep quiet as she sleeps. No TV or stereo. Jen, I’m counting on you. Your sister needs her rest.”

“Okay, Mom. I’ll cook dinner and stay quiet for the rest of the night.”

“Thanks honey. I’ll be home at 10:30. Have a good night.” Jen’s mom kissed her good-bye then left.

A few minutes after Jen’s mom left, the phone rang. It was Jen’s best friend Louisa.

“Hi, Jen,” Louisa said. “What’s up?”

“Not much,” Jen replied. “I’m babysitting my sister.”

“Oh yeah? Your mom’s not home? I’m coming over. You can hear my new J. Lo CD.”

Describe what Jen will do for the rest of the evening if she is being honorable.

Reedley High School

PBIS Lessons

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Honor

Success

Name: _____

Date: _____

Can You See Honorable Behavior?

Directions: Read each of the actions carefully. If the action shows honorable behavior, put a plus (+) sign next to it. If the action does not show honorable behavior, put a minus (-) sign next to it.

1. ___ setting your alarm clock at night

6. ___ remembering your class schedule

2. ___ making breakfast for your sister

7. ___ not being able to recall your locker

3. ___ arriving at school 10 minutes late

8. ___ coming to class with a pencil

4. ___ washing the dinner dishes

9. ___ coming home past your curfew

5. ___ forgetting to study for a test

10. ___ not keeping a promise

Reedley High School PBIS Lessons

Respect

Honor

Success

Lesson #6 - *Success*

Objective: Students and teachers will be able to identify and assess “successful” behavior in school settings in order to better implement the Pirate Pride Commitments.

Distribute Drill: Readiness

You may use this script to explain honor to your students.

“I’d like to focus on our S of RHS. Let’s talk about the word ‘Success.’ What are some ways you can show you are successful?”

[Discuss and write student responses on the overhead or chalkboard.]

“What are some ways people show they are not successful?”

[Discuss and write student responses on the overhead or chalkboard.]

[Optional] **“Let’s do some role-playing. Could I please have two volunteers?”**

[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a “successful” student would look like. Discuss with the class what behaviors a “successful” student exhibits. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a student who was not “successful” would look like. Discuss with the class what behaviors the not “successful” student exhibited.]

“The last thing I’m going to do is assess how well you understood what ‘success’ means.”

[Distribute the assessment.]

“This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of being successful. If it is an example of being successful, put a plus (+) sign next to it. If it’s not an example of being successful, put a minus (-) sign next to it.”

[Discuss the assessment with the students when they have completed it.]

“You did a great job learning about Success. Please make certain you show that you are successful in all of your classes today.”

Reedley High School

PBIS Lessons

Respect

Honor

Success

Name: _____

Date: _____

Drill: **Success**

Directions: Read the following story carefully and then respond to the prompts.

The students were surprised to see that their regular teacher was not in the classroom. In fact, no teacher was in the classroom at all. Immediately the kids began to goof around.

Instead of doing their drills, four girls headed to the bathroom to redo their hairstyles. Two boys were hanging out a window trying to catch a butterfly. Another two boys were looking through the teacher's desk, which was strictly off-limits.

No one was doing the drill. The few students who were in their seats were talking loudly, giggling, or doodling. A minute after the bell rang, the teacher who was covering the class walked in. Even though this was one of the class' favorite teachers, no one stopped what he or she was doing. Clearly, no one was ready.

Give examples that show the students were not successful.

Describe what the classroom would have looked like if the students had been successful to learn.

Reedley High School

PBIS Lessons

Respect

Honor

Success

Name: _____

Date: _____

Can You See Ready-to-Learn Behavior?

Directions: Read each of the actions carefully. If the action shows success, put a plus (+) sign next to it. If the action does not show success, put a minus (-) sign next to it.

1. ___ starting the drill immediately
2. ___ talking to your neighbor
3. ___ coming to class late
4. ___ having your homework out
5. ___ writing a note to your friend
6. ___ opening your textbook to the
correct page
7. ___ arguing with another classmate
8. ___ listening to the teacher's directions
9. ___ sitting quietly in the classroom
10. ___ daydreaming

Reedley High School

PBIS Lessons

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Lesson #7- The Forms and Matrix

Objective: Using existing forms, students and teachers will create unique matrices for the implementation of the Pirate Pride Commitments in order to personalize and follow the Code.

First, ask students if they have any questions about our RHS that they have learned about this week.

Next, show students overhead transparencies of each of the following forms: Thank You Cards, Pirate of the Month, and ODRs. Briefly explain the purpose and procedure for each form. Ask students if they have any questions.

Then, distribute the Matrix Activity.

As a class, have students generate examples of what each of the RHS acronyms should look like in your classroom. You may want to divide the students into small groups.

Elicit responses from each group, and come to a class consensus about how the Pirate Pride Commitments Matrix will look in your classroom. Create a final, polished copy to display in the room.

Once the matrix is created, it should be posted in the classroom for easy reference and reminders.

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Matrix Activity

Participant names: _____

Teacher name: _____ Subject: _____

Directions: Please define by example what the Pirate Pride Commitments (RHS) should look like in this classroom. Be specific.

Respect: _____

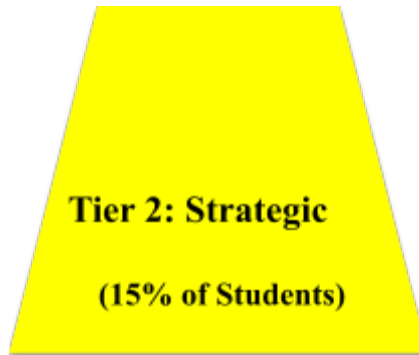
Honor: _____

Success: _____

When you have finished, share your answers with the entire group to create a unique class set of the Pirate Pride Commitments. You may write the class set on the good paper provided, then post in the room.

Reedley High School: Intensive Positive Behavior Supports (IPBS)

Tier II Intervention Guidelines



Who:

- “Yellow Zone”: Students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND that is resistant to school-wide supports
- PBIS team
- Support/ Instructional staff provide interventions daily or weekly

What:

- Group interventions: Strategic interventions are already in place and available for students to join. These may include:
 - Check-in/ Check-out (with standard point card)
 - Check and Connect (adult contact without point card)
 - Social skills groups
 - Behavior specific lessons developed on www.pbisworld.com

How: (Team Members: Learning Director (s), At Risk Counselor, Parent and School Psychologist)

- IPBS team may refer for a group/ strategic intervention based on:
 - Office referral data
 - Teacher Request (RtI Behavioral referral form) after classroom interventions are documented
 - Previous years’ information/ data review
- Data is collected daily or weekly and reviewed every other week at IPBS meetings

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Reedley High School

Response to Intervention (RtI2)

Tier 2 Behavior Check In/Check Out (CICO)

Student _____ Student ID# _____ BD _____ M _____ or
F _____

Parent/Guardian _____

Home/Work Phone _____

Address _____ State _____ Zip _____

Grade _____ Ethnicity _____

Meeting Date _____

Behavior Goal: _____

Academic Goal: _____

The check-in/check-out (CICO) systematically increases a student's positive interaction with adults within the school setting. Your student will have scheduled "Check-Ins" and "Check-Outs" with an adult for positive feedback in the morning, afternoon and by class period. Adult serving as CICO personnel will provide specific, positive feedback on behavioral and academic effort by the student on a behavior report card. Your student will carry a daily report card throughout the day to document their effort in meeting behavioral and academic expectations. Your student's goals are set and tracked to share progress with the student as well as their teachers. The Behavioral report card will be sent home with your student for you to review. Please review this card with your student, sign it, and return it with your student.

I have participated in the meeting in which this Tier 2 Behavior Plan was developed.

Parent /Guardian Signature _____ Date _____

Parent/ Guardian Signature _____ Date _____

RtI Leadership Team (signatures and titles)

Cc: All Serving Teachers

DISTRIBUTION: Parent Copy; Learning Director

Revised 7/13

Reedley High School
CICO: Check-In, Check-Out

Student _____ Goal: _____ Date: _____

DIRECTIONS:

STUDENTS:

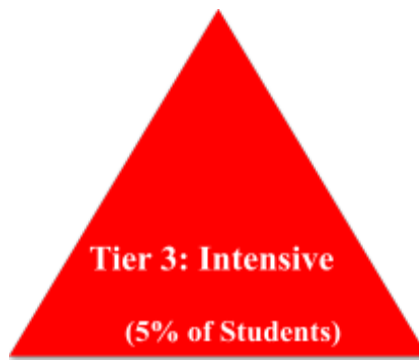
- Take this to each class and politely ask each teacher to complete and return the form prior to the end of class.
- Be certain to check in with your assigned staff member at each of the indicated times below.
- You will be provided a copy to take home at the end of the day.
- Have your parent/guardian sign acknowledging that they have reviewed your daily behavior with you.
- Return the signed form for the next day's check in.
- FAILURE TO CHECK IN IS DEFIANCE & MAY RESULT IN A SUSPENSION.

TEACHERS:

- Discreetly and privately score each behavior expectation for the period the student is assigned.
- Return the form to the student by the end of the period and politely remind them of their next check-in time.

	Teacher Signatures	Respect			Honor			Success		
		- Eliminate ALL electronic Devices - No ear buds or head phones worn or visible - Use appropriate language (no vulgarity)			- Remove hats, hoodies and beanies - Follow teachers' directions - Be accountable for your own work			- Attend class regularly and on time - Be active and engaged in your learning - Complete assignments		
Per 1		3	2	1	3	2	1	3	2	1
Per 2		3	2	1	3	2	1	3	2	1
Per 3		3	2	1	3	2	1	3	2	1
Per 4		3	2	1	3	2	1	3	2	1
Per 5		3	2	1	3	2	1	3	2	1
Per 6		3	2	1	3	2	1	3	2	1
Per 7		3	2	1	3	2	1	3	2	1
		Today's goal: _____% Weekly goal: _____%			Today's Total Points: _____/63 = _____%					
		Signatures: <ul style="list-style-type: none"> CICO Coordinator: _____ Date: _____ Parent: _____ Date: _____ 								
		Key: 3= Great 2= OK 1= Try Again								
Teacher comments										

Intensive Positive Behavior Supports (IPBS) Tier III: Intensive/ Individualized Interventions



Who: (Team Members: Learning Director (s), At Risk Counselor, Parent and School Psychologist)

- “Red Zone”: Students with problem behavior that is persistent, escalating rapidly or dangerous AND resistant to strategic supports and classroom systems.
- Student-based team: The student’s teacher, family, and a “lead” from the FBA team develop the individualized Behavior Support Plan (BSP)
- School-based FBA team: Staff members who are trained in conducting functional behavior assessment and helping to design individualized interventions (BSP). One member of the team leads each student-based team.
- *If the student has an IEP, the case manager is usually the FBA team and the IEP team members are usually the student-based team*
- District-based expert/ specialists: On occasion, may support the school-based FBA team in refining or re-developing a BSP; Based on availability and district approval

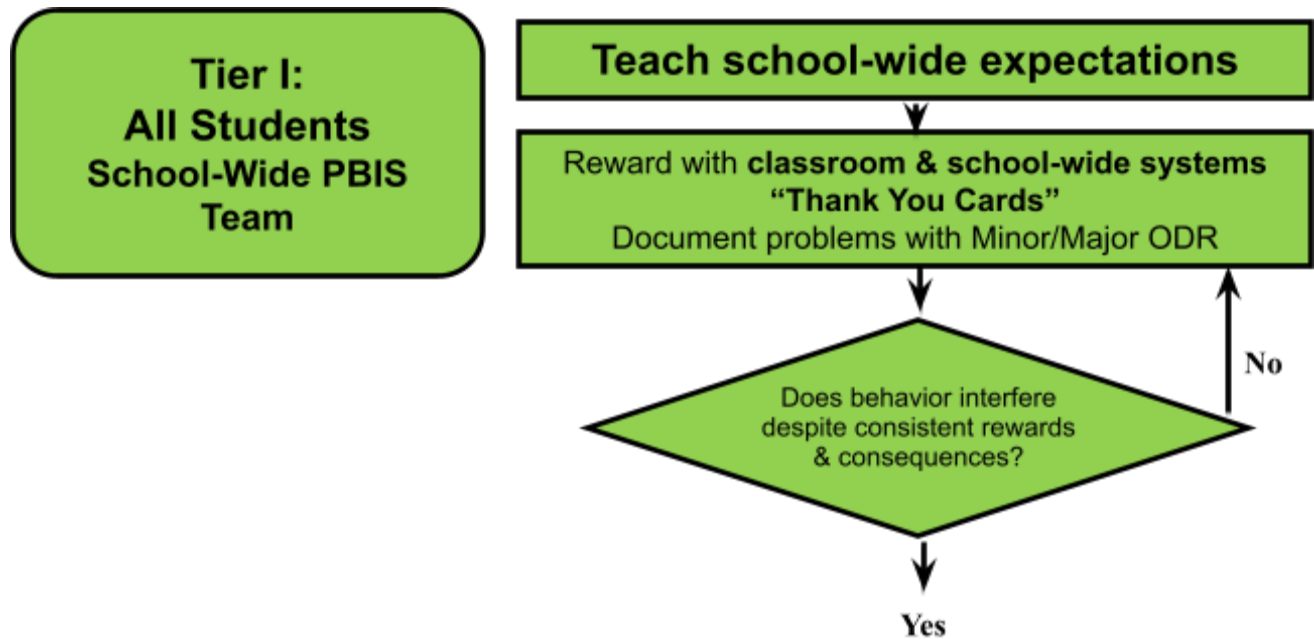
What:

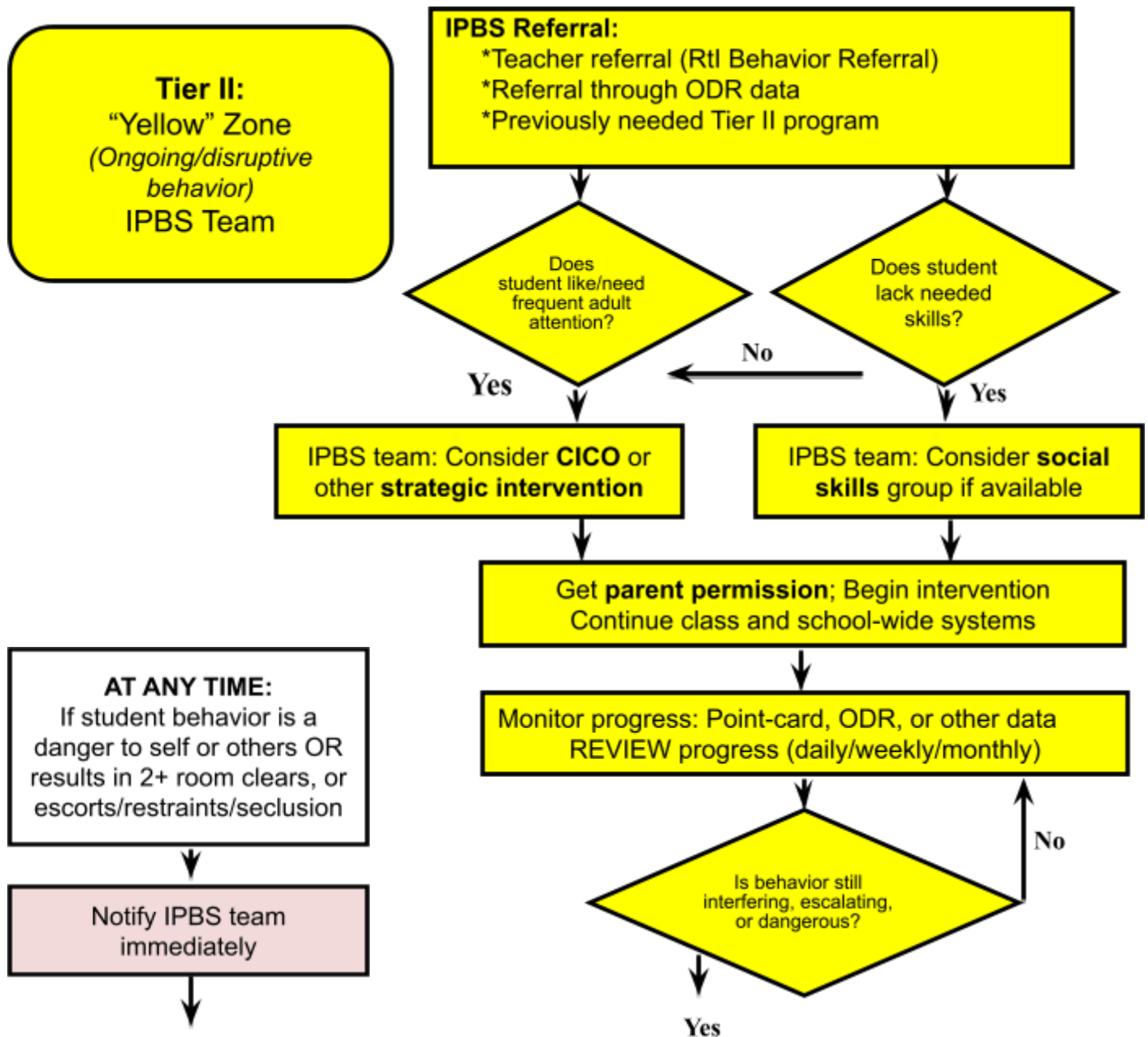
- Functional Behavioral Assessment (FBA): Evaluation of the student’s behavior, including antecedents (When and Where the behaviors occur), and maintaining consequences (Why the behavior keeps happening).
- Behavior Support Plan (BSP): A written plan developed by a team; Guides teacher actions, with an emphasis on preventing problem behaviors, teaching replacement behaviors, and rewarding replacement behavior. BSPs are based on the FBA.

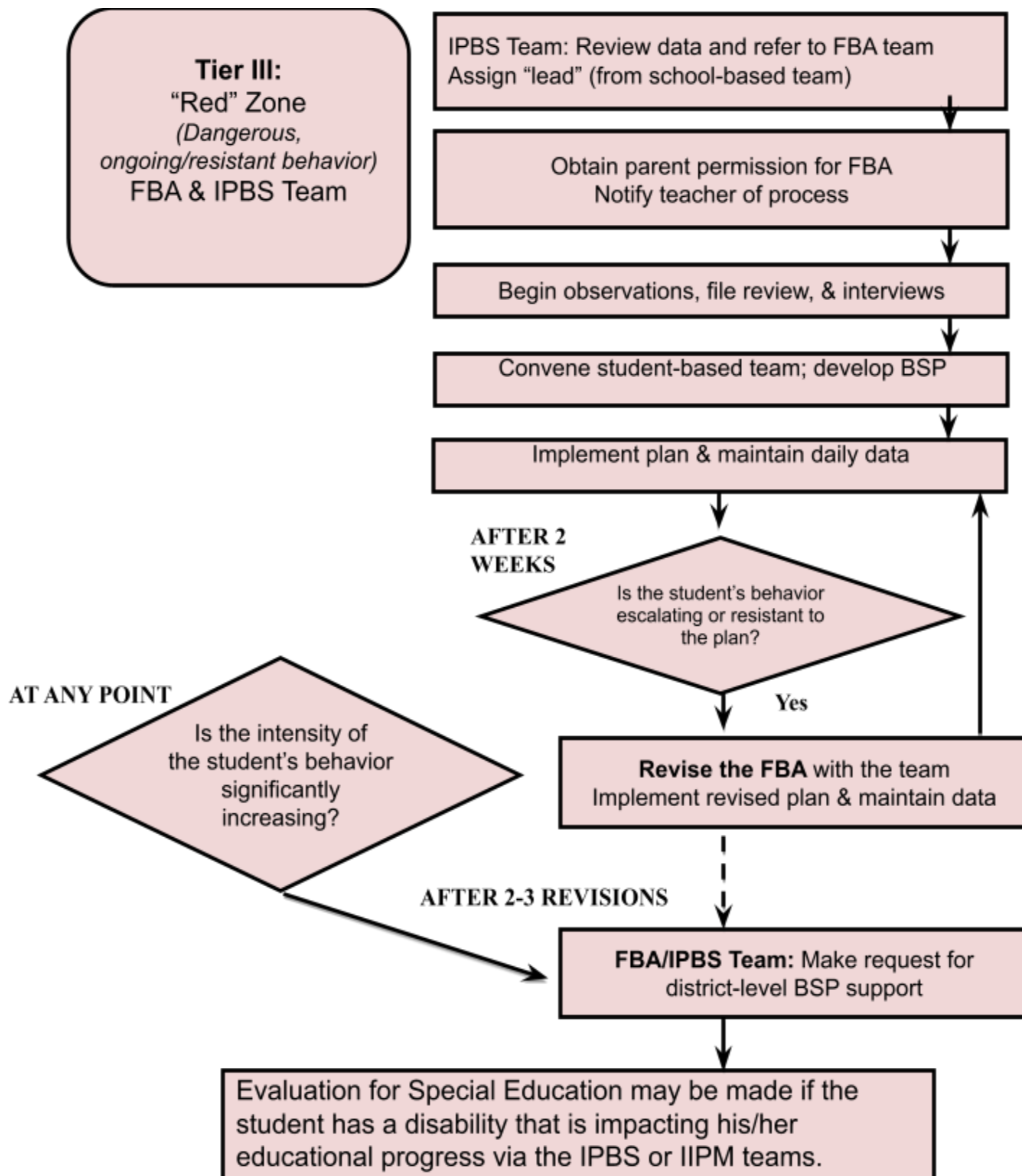
How:

- Referral to FBA/ BSP development made by IPBS team or IEP team
- FBA: May include:
 - Teacher interview
 - Parent interview
 - Records/ data review
 - Direct observation of the student
- BSP: Should include:
 - Clear descriptions of the problem behavior, antecedents and the function of the behavior
 - Goals and teaching strategies for replacement behavior
 - An emphasis on prevention
 - A reward system that is linked to the function of the problem behavior
 - Clear steps for responding to problem behavior
- Data Collection and Review
 - Data is collected daily (e.g., point cards, tallying incidents)
 - After 2-3 weeks, plans are reviewed. If student is making progress, continue

- If the student is not making progress, the team may consider:
 - Changing the intervention (may do more than once)
 - Requesting FBA district-support (after prolonged period or in urgent situation)
- Evaluation for special education services (if/ when data supports referral)
- Training and Communication:
 - All stakeholders receive training about Tiers I, II, and III annually. PBIS information in PBIS Staff Handbook, PBIS Parent/Student Handbook. Specific training for staff and parents of students on Tiers II & III (materials in PBIS Handbook). All case managers/BSP coordinators receive training through OIS, district-level BSP, and as-needed coaching by other team members.
 - All BSPs are sent home, given to team members, and kept in a file in the student's room as well as in the Safe Room log (if the child has or might be in office as part of his/her plan).







PBIS Data Collection Schedule

What assessments need to be collected throughout the school year to evaluate implementation and effectiveness of PBIS?

The purpose of collecting the following FCOE PBIS data from participating schools is: 1) Monitoring implementation at Model PBIS levels, and 2) Providing data that can demonstrate to Mental Health the effectiveness of PBIS implementation. **This chart demonstrates what assessments are collected and by who with deadlines throughout the school year (X indicates when data is collected for that particular data point). The following color chart demonstrates if data is collected by PBIS Team only, Entire School Staff, or by the FCOE PBIS trainer assigned to your school.**

PBIS Team only	PT
Entire School staff	ESS
FCOE PBIS trainer	FPT

Description and Schedule of collected PBIS data	First Benchmark (completed by November 30, 2022)	Second Benchmark (completed by March 30, 2023)	End of the year (completed by April 121, 2023)
Team Implementation Checklist (TIC) is completed by the PBIS team and coach. It is a progress monitoring tool.	X	X	
School Safety Survey is completed by the entire school staff. It is designed to predict risk and protection factors of the school.	X		X
*Benchmark of Quality (BoQ) completed by PBIS team and coach. It is a tier 1 implementation monitoring tool. (NEED to complete BoQ in the model school application)	X	X	
*Benchmark for Advanced Tiers (BAT) completed by PBIS team and coach. It allows schools to self-assess the implementation status of Tier 2 and Tier 3 Behavior systems. (ONLY complete if you are applying for silver or gold model school status.	X	X	
*PBIS Tier 1 Walkthrough Observation Forms completed by FCOE trainers or district trained PBIS representatives. Required for model school application.	X	X	
*School Wide Information System (SWIS) Data (or from school wide data system) reported or collected by FCOE trainers or district representative (Number of minor/major referrals & number of suspensions/expulsions). Required for model school application.	X	X	
Behavior Intervention Data: Number of students in Tier 2 and Tier 3 PBIS Interventions (e.g., BSPs, Informal Behavior Plans, Structured Recess Plans, CICO plans, small group counseling etc).	X	X	

Description of each of the assessments listed above:

Team Implementation Checklist (TIC): The TIC is completed by the PBIS Team and Coach. It is a progress monitoring tool and is typically submitted three to four times per year.

School Safety Survey: The Safety Survey is an annual survey that can be accessed to determine Risk and Protection Factors for the school. The survey is to be completed by a minimum of five staff including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. The survey provides information in determining training and support needs related to school safety and violence prevention.

Benchmarks of Quality (BoQ): Benchmarks of Quality is an annual assessment for school teams to use to identify areas of success and areas for improvement for the implementation of PBIS. The following features are included in the BoQ: PBIS Team, Faculty Commitment, Discipline Procedures, Data Entry & Analysis, Expectations, Recognition, Teaching, Implementation Plan, Classroom Systems and Evaluation. Teams and Coaches generally complete the survey annually. Coordinators and/or Teams submit the results of the BoQ online.

*The Team Member Rating form was designed to provide an efficient means of allowing for each individual team member's perspective regarding the level of implementation. However, many PBIS teams prefer to work together to complete the BoQ using the more comprehensive Scoring Guide/Scoring Form. The BoQ has been found to be a valid instrument when it is administered in varied methods so long as the Scoring Guide is utilized in some phase of the process.

Early Childhood Benchmarks of Quality (EC BoQ):* The Early Childhood Benchmarks of Quality (EC BoQ) is an annual assessment for early childhood school teams to use to identify areas of success and areas for improvement for the implementation of PBIS. The following features are included in the BoQ: Establish Leadership Team, Staff Buy-In, Family Involvement, Program-Wide Expectations, Strategies for Teaching and Acknowledging the Program-Wide Expectations, Classroom Adoption of the Teaching Pyramid, Procedures for Responding to Challenging Behavior, Staff Support Plan, & Monitoring Implementation and Outcomes. Teams and Coaches generally complete the survey annually. Coordinators/Program or School Teams submit the results of the EC BoQ online. *Not yet a utilized assessment tool.

Benchmarks for Advanced Tiers (BAT): The BAT allows school teams to self-assess the implementation status of Tiers 2 and 3 behavior support systems within their school. The critical features assessed are Tier 1: Implementation of School-wide PBIS; Tier 2 & 3 Foundations comprised of the feature areas: Commitment, Student Identification, and Monitoring & Evaluation; Tier 2 Targeted Interventions comprised of the feature areas: Support Systems, Strategy Implementation, and Strategy Monitoring & Evaluation; Tier 3 Intensive Interventions comprised of the feature areas: Intensive Support System, Assessment & Plan Development, and Monitoring & Evaluation. The results of the BAT can be used to develop Action Plans for improving the implementation of Tiers 2 and 3.

Other PBIS Assessments that may be utilized in the future:

Self-Assessment Survey (SAS): The SAS is an annual assessment used by schools to identify the staff perception of the Status and Priority for Improvement for the following systems: School-wide, Classroom, Non Classroom and Individual Student Systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

School-wide Evaluation Tool (SET): The SET is a research tool designed to assess and evaluate the critical features of school-wide PBIS. The critical features assessed are Expectations Defined, Behavior Expectations Taught, Rewarding Expectations, System for Responding to Behavioral Violations, Decision Making, Management and District-Level Support. The SET is an annual assessment completed by trained SET evaluators.

Monitoring Advanced Tiers Tool (MATT): The Monitoring Advanced Tiers Tool (MATT) is a coach guided self-assessment tool that allows school teams to progress-monitor their implementation of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The MATT follows the factor structure of the Individual Student Systems Evaluation Tool (ISSET), and the Benchmark of Advanced Tiers (BAT). The MATT is intended to be an efficient and constructive method for teams to monitor and guide their implementation of Tier 2 and Tier 3 behavior support practices. The MATT is completed collaboratively by a coach and the team(s) responsible for managing the implementation of Tier 2 and 3 supports in a school. The MATT is designed to be used approximately every four meetings (e.g. every two months), and to be completed in 15-20 minutes using a coach guided interview.

Positive Behavior Interventions & Supports (PBIS) School Site Walkthrough Form

Visibility

Indicate where **Expectation Posters** are Visible:

Hallways Main Office Classrooms Cafeteria
Gym/Playground Computer Lab Other: _____

___/5

These are the Posters and banners around campus. Behaviors are specific to the settings.

Classrooms (Visit 5 classrooms from a variety of classes/grades)

Visit 5 classrooms to determine if **Rules Posters** are visible. Indicate how many classrooms had visible Rules Posters.

1 2 3 4 5

___/5

These are our School-Wide Pirate Pride Behavioral expectations in each setting of our campus. Should be referred to when needed.

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. Indicate how many students are able to tell you **all** the expectations.

1 2 3 4 5

___/5

Observer will ask students what are the RHS Pirate Pride Behaviors. Respect, Honor and Success.

Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? Indicate how many staff know about the team.

1 2 3 4 5

___/5

RHS team consist of Joe Arruda, Patty Olsen, Lupe Vaughn, Jeanette McFarlane, Zach Luchetti, Alicia Gonzalez, Renee Johnson, Bernadette sanchez, School Resource Officer, Michelle Caban, Juana Rodriguez and various students that change year to year. If you are asked by the observer who is on the team, you can say administrators, School Psychologist, certificated and classified staff and parents.

Can you name the School-wide Expectations? Indicate how many staff are able to tell you **all** the expectations.

1 2 3 4 5

___/5

RHS = Respect Honor and Success

Have you taught the School-wide Expectations? Indicate how many staff report teaching **all** the expectations.

1 2 3 4 5

___/5

RHS Lesson Plans in the beginning of the year.

Have you seen the school's discipline data this year? Indicate how many staff report seeing the data.

1 2 3 4 5

___/5

This is the Data that Is posted in the admin building and upstairs in the Mail room. In addition it goes out to all of you monthly and in the RHS newsletter.

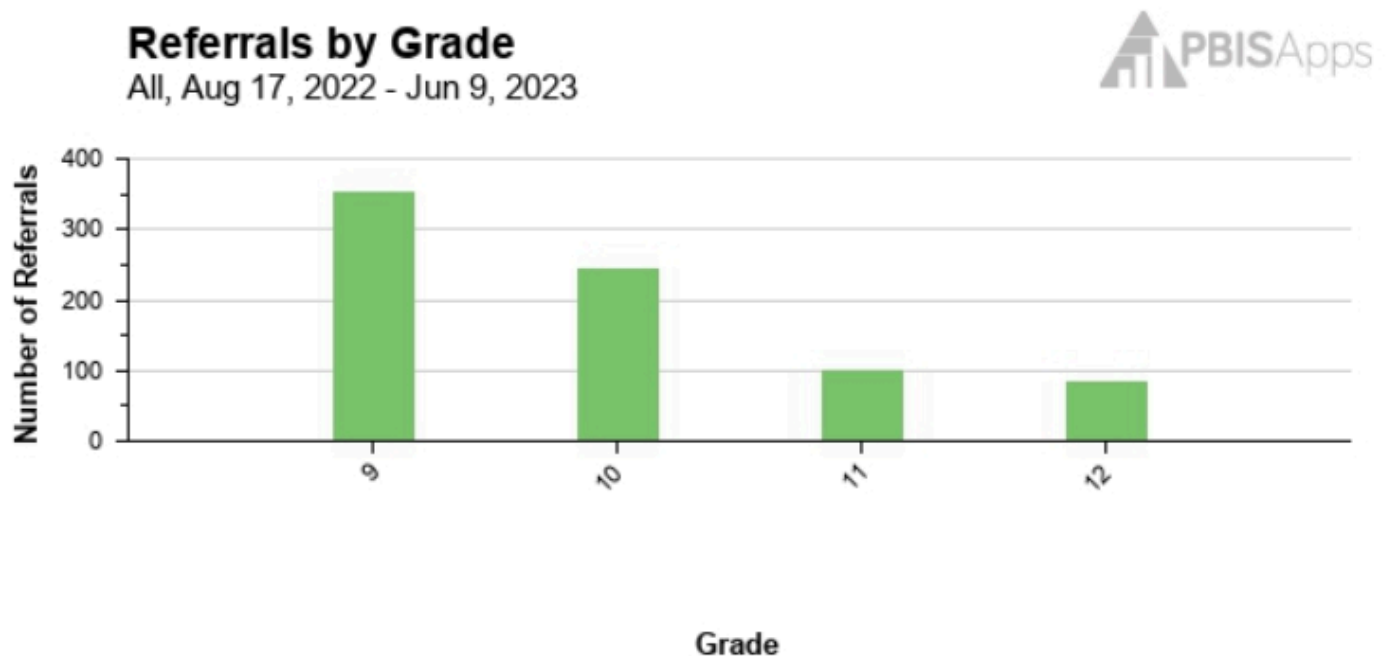
School-Wide Information System (SWIS) Data

“School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- *An efficient system for gathering information*
- *A web-based computer application for data entry and report generation*
- *A practical process for using information for decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.” – <http://www.swis.org> Copyright © 2013 - Educational and Community Supports

Examples Reedley High SWIS Data



Average Referrals Per Day Per Month

All, 2022-23

