

Gages Lake School PBIS Manual



“Students do well, if they can.” -Dr. Ross Greene

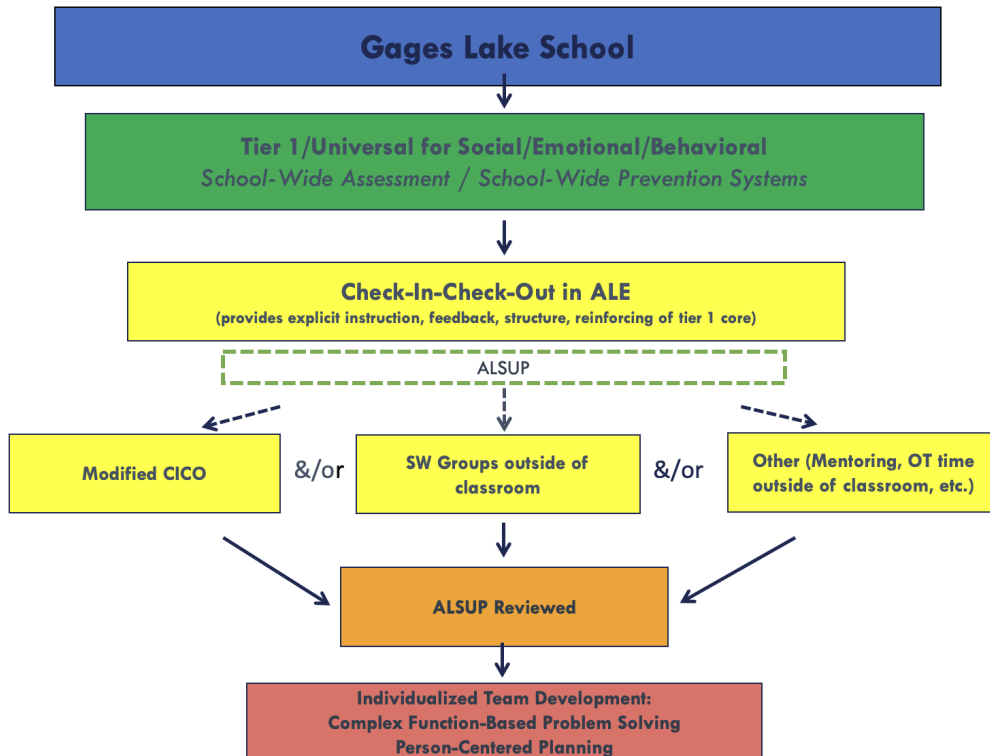
2024-2025

Table of Contents

Multi-Tiered Systems of Support (MTSS)	3
Building Wide Expectations	4
Student Recognition	5
SWIS Referral Language	6
Feedback Forms	7
Homenotes	7
Bus Write Ups	8
Guest Teachers	8
Least Restrictive Environment	8
Behavior Intervention Plans	8
Staff Roles	8
Phone Calls to Families	9
Consequences for Major Behavior Infractions	9
Team it Up	10
Suspensions	10
Personal Technology Policy	11
Classroom Procedures	12
Classroom Matrix & Expectations	12
Classroom Acknowledgements	12
Classroom Technology	12

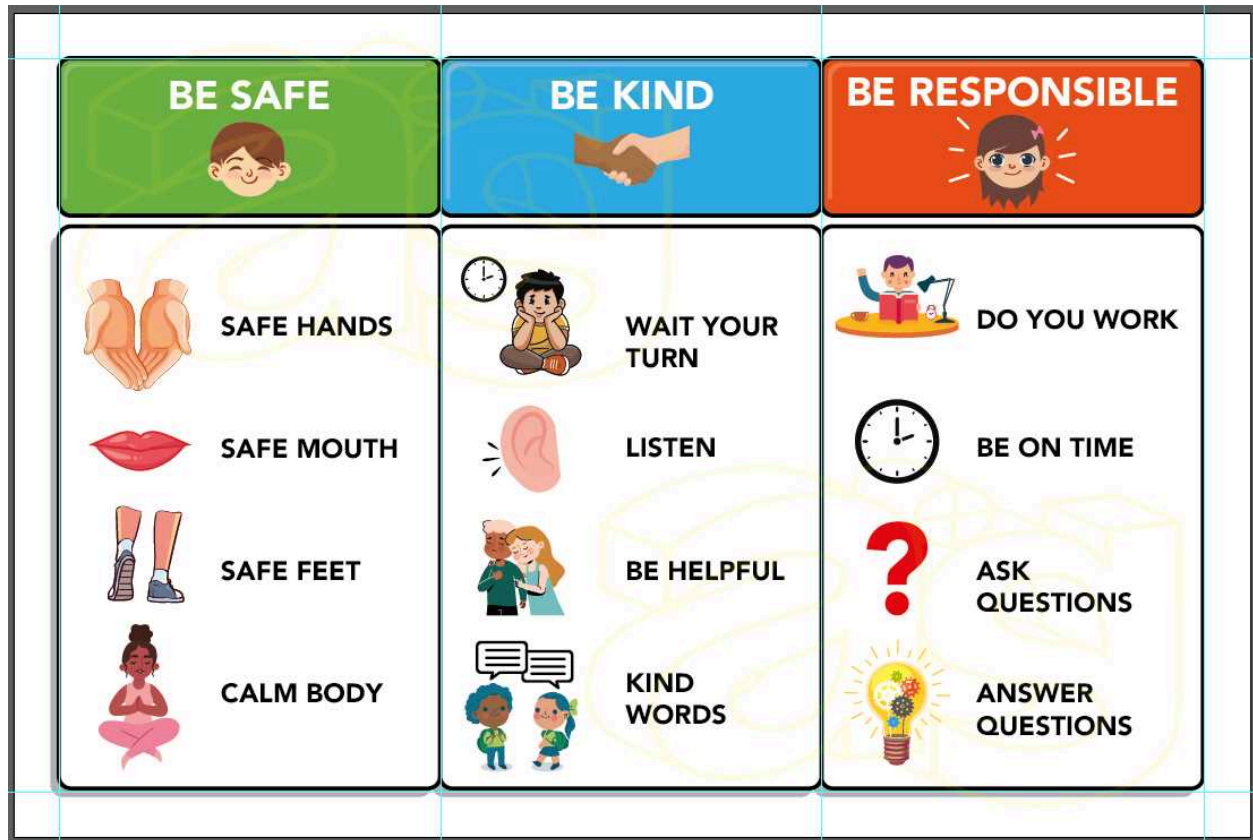
Multi-Tiered Systems of Support (MTSS)

At Gages Lake School, students will receive the support targeted to their individual needs. Gages Lake School strives to be committed to create a community of equity and excellence. A multiple tiered system of support framework will be used to address and identify the needs of each student. Our goal is to use the framework to assist students to return to a least restrictive environment.



Building Wide Expectations

Will be **posted** around the building. The purpose is to include **common language**. Staff should use the matrices to **teach and reteach expectations**.



Student Recognition

Gages Lake School recognizes students in a variety of ways to celebrate their growth and achievements.

Paws: A positive reinforcement strategy where staff recognize students who exceed expectations by filling out a paw slip in their honor. The top portion of each paw slip is cut off and placed into a box located in the reinforcement room. Every week, a drawing is held from the slips in this box, known as the "Roaring Wheel." Students whose names are drawn get the opportunity to spin the Roaring Wheel and select a larger prize. This system rewards positive behavior, motivates students to strive for excellence, and adds an element of fun and anticipation to the recognition process.

Paw Mart: Paw Mart is our reinforcer “store” that contains small prizes. Students can use their stars or bonus stars to access paw mart. Paw mart use should be determined by what each student or classroom needs for reinforcement.

- Example: If students meet a minimum of a predetermined amount of stars for that day, they can choose something from Paw Mart.
- Example: If a student meets a specific goal (staying in class the whole morning), they can choose something from Paw Mart
- The use of Paw Mart can be utilized more frequently if the *classroom team* determines it is necessary.

Grizzly Gathering: Once a month at a specific time, different activities are offered and students choose what activity they would like to go to. All students can attend Fun Friday as long as they are being safe at the time.

SWIS Referral Language

Referral: The use of the referral is documentation. The data is used to drive decision-making for supports and interventions.

Majors/Administrator Managed: Behaviors that have a *major impact* on their learning or others. This would include behaviors that require multiple adult interventions or administrative follow up.

Minors/Staff Managed: Classroom behaviors that are addressed in the classroom and had a *minor impact* on their learning or others.

Majors/Administrator Managed		Minors/Staff Managed
Defiance/Insubordination or Noncompliance	Out of bounds/ Inappropriate Location	Disruption
Physical Aggression	Forgery/Theft/Plagiarism	Disrespect
Disruption	Technology Violation	Defiance/Insubordination or Noncompliance
Disrespect	Property Damage/Vandalism	Physical Contact/ Physical Aggression
Abusive/Inappropriate Language, Profanity	Lying/Cheating	Inappropriate Language
Use/possession of weapons	Dress Code Violation	Property Misuse
Harassment	Inappropriate display of affection	Technology Violation

Bullying	Fighting	Dress Code Violation
----------	----------	----------------------

What goes into a referral?

- Objective *information* about what happened. Emotional and subjective information is not appropriate for the referral.

Who writes referrals?

- Anyone can write a referral. All staff are responsible for ensuring that the referral is written for documentation.
- Anyone outside of the classroom team can still fill out a referral form and give it to the classroom for entry at the end of the day.

Entering into SWIS

- Classroom staff enter referrals into SWIS referral by the end of each day. How classroom staff track referrals throughout the day is at the classroom team's discretion.

How is the data from SWIS used?

- IEP meetings
- Problem solving meetings
- Supports and interventions
- Looking at trends to determine proactive approaches to decrease behaviors
- Determining tier 2 and tier 3 interventions

When a student is brought back into the classroom after a behavior or crisis, it is essential that the student is welcomed back in a *positive manner*. This moment is crucial to a student's success in returning to the classroom. If a student is upset with a classroom staff, the staff should restore the relationship with the student before reentry.

Feedback Forms

Feedback forms may be used to provide feedback to students throughout the day. This form is intended to give students feedback on their behavior in a timely manner. Forms can be differentiated based on developmental needs. Students in the same class may have different forms. The purpose of this form is to remind adults to converse with students and increase feedback on their behavior. This form is not punitive, a consequence or tied to any rewards. Research shows the more frequent, positive feedback that is given increases the likelihood of the repeat of expected behavior. For every negative redirection, staff should give five positive forms of feedback. Feedback should be aligned to the classroom expectations.

Homenotes

Homenotes will be utilized as a **positive** communication tool between school and families to report on wins for the day. Families should be aware of the purpose of the home note: to focus

on and communicate positive aspects of the child's day to families so they can reward wins as well. *Any concerns should be addressed in other methods of communication* (phone call or email, depending on family preference). Students should be a part of what is written on their home note.

Bus Write Ups

If a student receives a bus write-up, the teacher and social worker will be notified by administration. Administration will contact families and enter in SWIS, if necessary. The team will meet to problem solve any repeated behaviors or serious bus behavior.

Guest Teachers

Guest teachers, or substitutes, play an essential role in the GLS community. To support a smooth transition and maintain a positive classroom environment, each classroom will teach and reinforce expectations for behavior when a guest teacher is present. Whenever possible, students are pre-taught about the upcoming guest teacher to help set clear expectations in advance. Each classroom will also implement a system for immediately reinforcing positive behavior demonstrated with the guest teacher, providing recognition when the regular teacher returns. The administration will actively support and assist in reinforcing these practices, ensuring consistency and respect for guest teachers.

Least Restrictive Environment

When students remain in Tier 1 support for an extended period (6-8 weeks), it's a signal for the IEP team to convene and evaluate the student's progress and readiness to transition back to their home school. During this meeting, the team reviews expectations and considers gradually reducing the level of intervention, while carefully documenting these changes. This reduction process is conducted in collaboration with the home district, ensuring alignment and support for the student's smooth transition. This approach supports consistency in interventions and promotes the student's independence in a less intensive setting.

Behavior Intervention Plans

For most students, their Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP), which is the primary guide for addressing specific behaviors. When a student exhibits a target behavior, the BIP is implemented as the initial course of action, and data collection begins to monitor the behavior's frequency, intensity, and possible triggers. If the collected data suggests that the behavior may serve a different function than initially understood, the team will seek consent to conduct an updated Functional Behavior Assessment

(FBA). This assessment allows the team to refine their understanding of the behavior's purpose, ensuring that the interventions remain appropriate and effective for the student's needs.

Staff Roles

Classroom staff (teachers and paraprofessionals) should implement a variety of strategies to assist with self regulation of students within the classroom such as walks, movement breaks, etc. Classroom staff will follow a student when they elope from the classroom or need a break. In the event that there is insufficient staff remaining in the classroom, classroom staff will radio for assistance.

During a crisis or major behavior involving a student, all staff will work together to update each other on the situation and expectation of the student and or situation.

Classroom Staff	Ranger	Social Worker	Administration
Movement breaks	Physical Behavior	Risk assessments due to statements or behavior of self harm or harm to others	Student or staff are hurt
Sensory breaks	Student elopes outside	Therapeutic processing of situations and events	Physical aggression towards others
Following students upon elopement	Cover a class for a teacher to work with a student	Implement Plan-B intervention discussions in conjunction with classroom teacher	Physical restraints over 3 minutes
Implement Plan-B intervention discussions in conjunction with social worker		Severe behavioral crisis	Ongoing disruptive behavior
In classroom behaviors and redirections		Student reports concerns about home	

Phone Calls to Families

These are the minimum expectations - check with families about preferred methods of communication and document it on the phone log. The below contacts are minimums.

Tier 1 = Weekly Teacher Contact, Monthly Social Work Contact

Tier 2 = Weekly Teacher Contact, Bi-Monthly Social Work Contact

Tier 3 = Weekly Teacher Contact, Weekly Social Work Contact- this should be a combined phone call

Consequences for Major Behavior Infractions

Our Mission:

The staff at Gages Lake School devote themselves to being fair, consistent and meaningful with consequences and discipline for our students. We will work to build relationships through restorative practices and create a safe and caring learning environment everyday.

Team it Up

The school uses a collaborative, team-based approach when reviewing student consequences. At any time, a staff member can initiate a “Team it Up” meeting, bringing together key members, including the classroom teacher, social worker, administrator, and ranger. This team works together to quickly assess the student’s needs, determine appropriate supports or consequences, and outline how they will be implemented. This approach ensures that decisions are well-rounded, timely, and consider multiple perspectives. It also includes plans for clear communication with parents, fostering transparency and partnership in supporting the student.

Suspensions

When a suspension is considered, the school takes an individualized approach, meaning that each incident is reviewed based on its specific context. In the process, the team includes a staff member who wasn’t directly involved in the situation to help evaluate the offense. This adds an impartial perspective, ensuring fairness and reducing potential bias in decision-making. Additionally, the school uses a system of progressive discipline, which means that disciplinary actions become more serious only if behavior issues continue or escalate. This approach allows students to learn from their actions while promoting growth and accountability in a supportive way.

Personal Technology Policy

The school's technology policy is designed to allow students to bring personal devices, like cell phones or tablets, while maintaining a focused learning environment. Here's how it works:

1. Parental Awareness and Consent:

- *Students are allowed to bring personal devices only if their guardians know about it and agree. Parents are informed that devices need to be turned in at the beginning of the school day and understand that the school isn't responsible for any loss or damage.*

2. Managing and Storing Devices:

- *When students enter the classroom, they are required to turn over their devices to staff members. The teacher, social worker, and assistant principal work together to decide where each device will be safely stored for the day. This helps keep distractions at a minimum and ensures a smooth school day.*

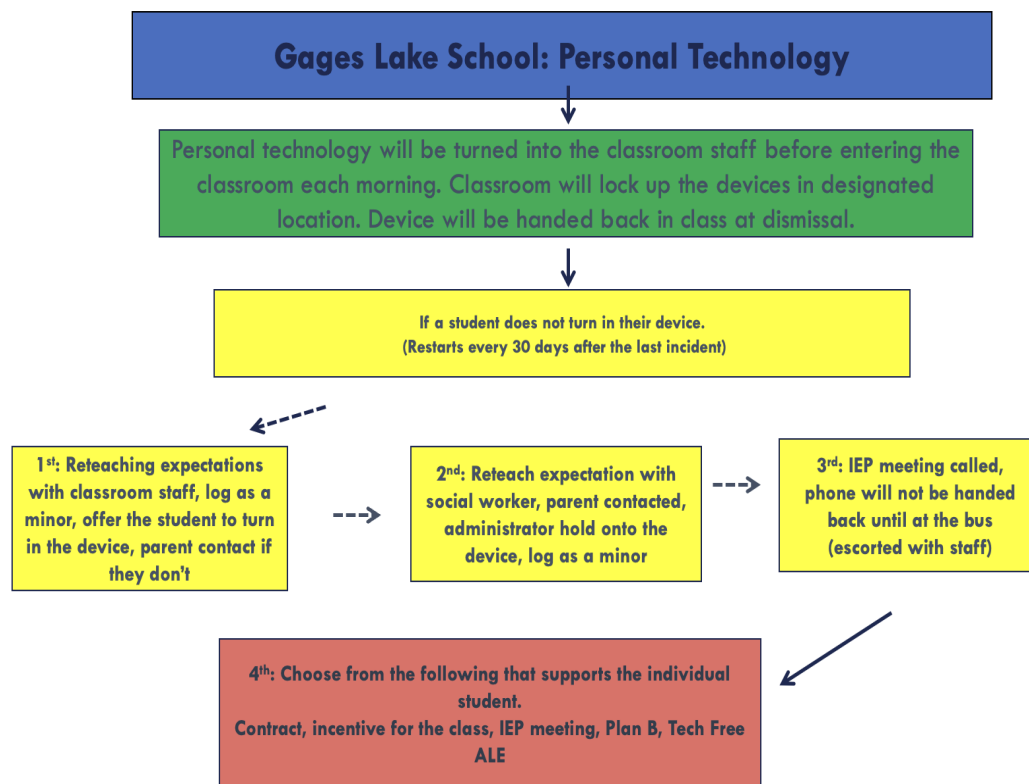
3. Monitoring:

- *If a student doesn't turn in their device upon arrival, the administration is notified so that they can follow up. This keeps everyone accountable and consistent.*

4. Flexibility for Individual Needs:

- *For students with Individualized Education Programs (IEPs), the IEP team can make changes to the technology policy based on what best supports the student's needs. This flexibility helps ensure that students with unique requirements are accommodated.*

This policy balances students' access to personal technology with the school's goal of maintaining an engaging and distraction-free learning environment. It fosters clear communication between school staff and parents, supports accountability, and includes flexibility for students with specific needs.



Classroom Procedures

Classroom Matrix & Expectations

All classrooms will have a classroom expectation matrix aligned to: “Be Safe, Be Respectful and Be Responsible”. Five or less positively stated expectations should be included. Matrix can be created as a class, based on the student’s developmental abilities. The matrix will be posted within the first 10 days of school. Visuals are appropriate to replace words, if developmentally appropriate. These expectations help all visitors to use the classroom common language.

Teachers should have clear expectations for classroom routines. These could include: using the bathroom, getting a pencil, asking for a break, asking for a different staff (ranger, social worker, etc), charging technology, etc. These classroom expectations should be posted in the classroom as a visual for all students to see and retaught as needed.

Classroom Acknowledgements

Classroom-specific acknowledgement systems can be implemented as needed. Please review with administration any acknowledgements outside of the identified ones above.

Classroom Technology

Each staff member is responsible for the use of technology of the students. It is expected that students are on appropriate content during the school day. The process below outlines the procedures for broken devices.

