Shawano School District
Hillcrest Primary & LEADS



Tiered Behavior & Intervention Plan
2020/2021

Hillcrest & LEADS Philosopy

At Hillcrest, our staff is dedicated to utilizing best teaching practices and trauma informed care to address students' academic and emotional needs. This is what we refer to as:
The Hawk Way!



Our school encourages students and staff to have a growth mindset. A growth mindset tells us that if we try hard, stretch our abilities, learn from mistakes, and persevere then our brains will make connections and grow.

If you are not able to do it **YET**, then keep trying!

The Hawk Way

Learning, Living, Leading The Hawk Way

Be Respectful

Take pride in your work. Share your positive energy. Be a great listener.

Be Responsible

Show integrity. Model good behaviors. Be an inspiration.

Be Safe

Take care of yourself and others. Be reflective. Foster positive relationships.

And Be Your Best!

Children at Hillcrest Primary and LEADS are 3-9 years of age. Students must first be taught our expectations for appropriate school behavior and interactions. If a child makes a mistake, our staff follows the framework of “Positive Behavior Interventions and Supports” (PBIS) to ensure a positive and effective school community in which all children are able to succeed and grow.

Behavior Interventions Flow Chart

3 Tier Behavior Process		
Tier 1 →	**Tier 2** →	**Tier 3** →

• PBIS
• Conscious Discipline
• Safe Zones
• Life Skills
• Zones of Regulations
• Collaboration Form with Parent
• Therapy Dog Visits
• Second Step: Social and Emotional Learning (SEL) Curriculum
• Tools of the Mind 4K
	• Check-In-Check-out (CICO)
	  ○ Student obtains 3 major BIFS within 30 days (considers environment & behavior types)
	  ○ School Counselors will re-evaluate every 3 weeks
	  ○ Optional self-monitoring once graduated
	• SAIG groups (6-8 weeks with pre & post survey)
	• SEL group (Second Step Curriculum)
	• Brief ALSUP FBA/BIP
	  ○ Student is lower than 80% in an intervention for 4 consecutive weeks and there are additional BIFs within that time.
	  ○ Meeting between Parents and Dean of Students/School Social Worker
	• Scheduled Sensory Breaks
	• Therapy Dog Visits
	• Behavior Kid Talks
		• Compex Check-in-Check-Out (CICO)
		• Complex ALSUP FBA and BIP
		  ○ Student is lower than 80% in a Tier 2 intervention for 4 consecutive weeks and there are additional BIFs within that time. This will trigger conversation for consideration
		  ○ Meeting between Parents and Dean of Students/School Social Worker
		• 1:1 Counseling
		• Self-Regulation Station
		  ○ 6 week process with re-evaluation at end of 6 weeks
		• Scheduled Sensory Breaks
		• Hawk Talk Mentoring
		• Therapy Dog Visits
		• Behavior Kid Talks
		• Wrap Around Behavior Meetings

*Tier 1 interventions are to be ran in a 4-6 week (minimum) process, **3 interventions - 2 with fidelity.**	*Tier 2 interventions are to be ran at a 6 week (minimum) process, re-evaluating at the end. A student is successful when sustained at 80%, BIFs have decreased, and individual circumstances are taken into consideration.	*Tier 3 interventions are to be ran at a 6 week (minimum) process, re-evaluating at the end. A student is successful when sustained at 80%, BIFs have decreased, and individual circumstances are taken into consideration.
Data collection of each Tier will be taken with the appropriate Data Collection Form. These can include, but are not limited to: BIFs, CICO form, Student Referral Form, Collaboration Form with Parent, Progress Monitoring with Behavioral Kid Talk		

Tier 1 Universal Instruction

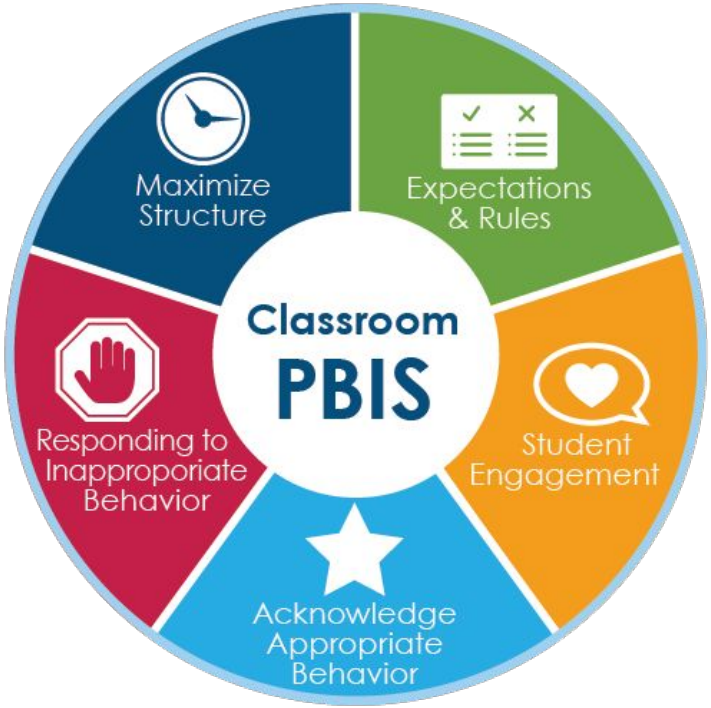
- PBIS (Positive Behavior Intervention & Supports)
- Conscious Discipline (Teacher Philosophy & Approach)
- Life Skills (Lessons taught by our school counselors)
- Zones of Regulations (Body & Emotions Self-awareness)
- Therapy Dog Visits
- Collaboration Form with Parents
- BIF Documentation (Behavior Incident Form)

We use Positive Behavior Interventions and Supports (PBIS) for our school wide discipline program.

Through PBIS we can teach, encourage, and expect positive behavior choices from our students. We integrate Conscious Discipline, Zones of Regulations, and trauma sensitive focus to provide a variety of techniques and strategies on our menu of options for improving student behaviors.

Positive Behavior Interventions & Supports

With PBIS, we can monitor student behaviors and use the data to make specific, culturally appropriate, improvements to our school wide discipline plan or an individual intervention plan as needed.



Conscious Discipline

A student's ability to be taught is affected by their state of mind.

Teachers must also recognize their own state of mind when teaching children.



Life Skills & Social Emotional Learning (SEL)

- Building Friendships
- Being Kind
- Taking Turns
- Sharing

School counselors teach these skills to all classes each month.

Select skills may also be taught in small groups as needed.



Therapy Dogs in School

Our students benefit in a variety of ways from interacting with our two therapy dogs. Students are often more willing to share concerns when the comfort of a dog is present. Dogs have also been documented as an effective tool in improving reading fluency, as children will often curl up with a dog and read willingly. Research also indicates that the presence of a calm and well-trained dog offers the general school population a unique form of social support, a calming distraction, and invites peer interaction.



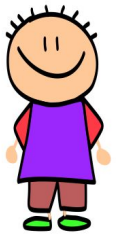
Parent Collaboration & Support

The key to successful parent-teacher collaboration is to become a *team*. This is the most powerful tool in ensuring that a child be successful both at school and in life. In order to have a successful partnership, each party must value what the other brings to the table. When parents and teachers work together, we can create an environment where all students can be respectful, responsible, and safe.



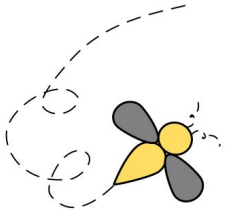


Is it Bullying?

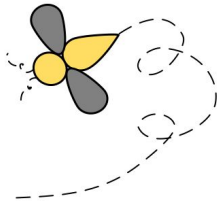


When someone says or does something unintentionally hurtful and they do it once.

That's RUDE



When someone says or does something intentionally hurtful and they do it once.



That's MEAN

When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.

That's BULLYING

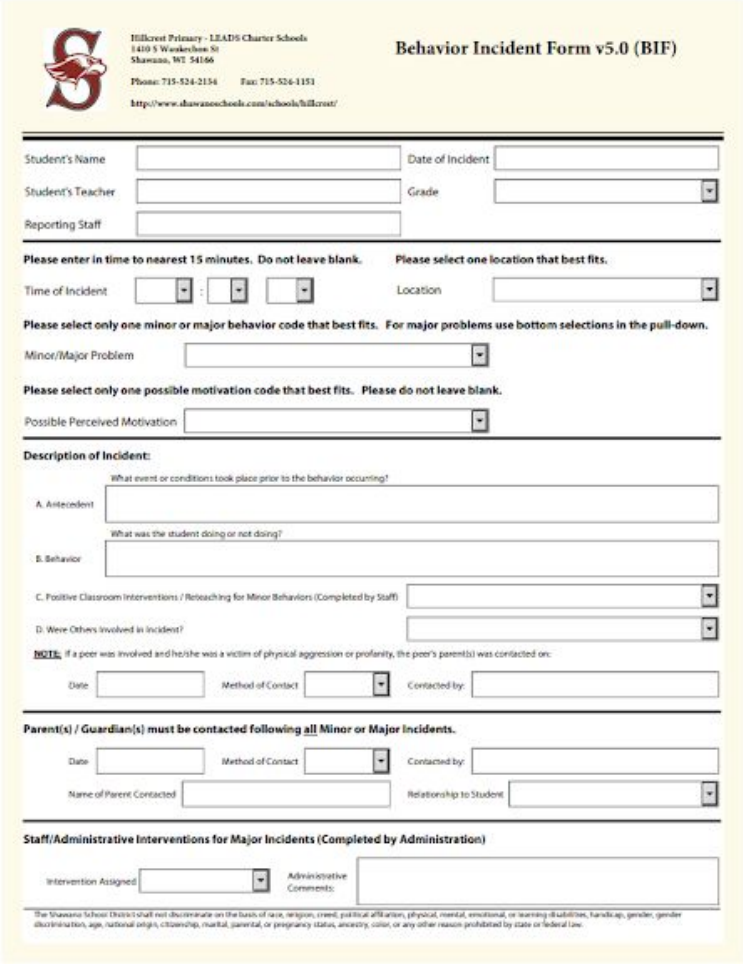
Behavior Documentation

When a student behaves in an inappropriate manner, staff members will re-teach the expected behavior, contact the parents, and document the incident. This document is titled: Behavior Incident Form (BIF). The BIF is a tool that serves as a record, and provides data regarding school wide behavior trends. This behavior data is then analyzed by our pupil services team to identify common trends and areas that need improvement. Behavior data is also used to track individual support needs and/or progress toward behavioral success.

A BIF is **not intended** to be used as a consequence or threat for wrong behavior.

Behavior Incident Form

- Student Information
- Time, Location, Severity, Possible Motivation
- Events leading up to incident
- Description of inappropriate behavior
- Restorative Practice
- Parent contact documentation
- Victim parent contact documentation
- Administration notes



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http://www.shawanoschools.com/schools/hillcrest/

Behavior Incident Form v5.0 (BIF)

Student's Name | Date of Incident
Student's Teacher | Grade
Reporting Staff

Please enter in time to nearest 15 minutes. Do not leave blank. **Please select one location that best fits.**

Time of Incident : | Location

Please select only one minor or major behavior code that best fits. For major problems use bottom selections in the pull-down.

Minor/Major Problem

Please select only one possible motivation code that best fits. Please do not leave blank.

Possible Perceived Motivation

Description of Incident:

What event or conditions took place prior to the behavior occurring?
A. Antecedent

What was the student doing or not doing?
B. Behavior

C. Positive Classroom Interventions / Reteaching for Minor Behaviors (Completed by Staff)

D. Were Others Involved in Incident?

NOTE: If a peer was involved and he/she was a victim of physical aggression or profanity, the peer's parent(s) was contacted on:

Date | Method of Contact | Contacted by:

Parent(s) / Guardian(s) must be contacted following all Minor or Major Incidents.

Date | Method of Contact | Contacted by:
Name of Parent Contacted | Relationship to Student

Staff/Administrative Interventions for Major Incidents (Completed by Administration)

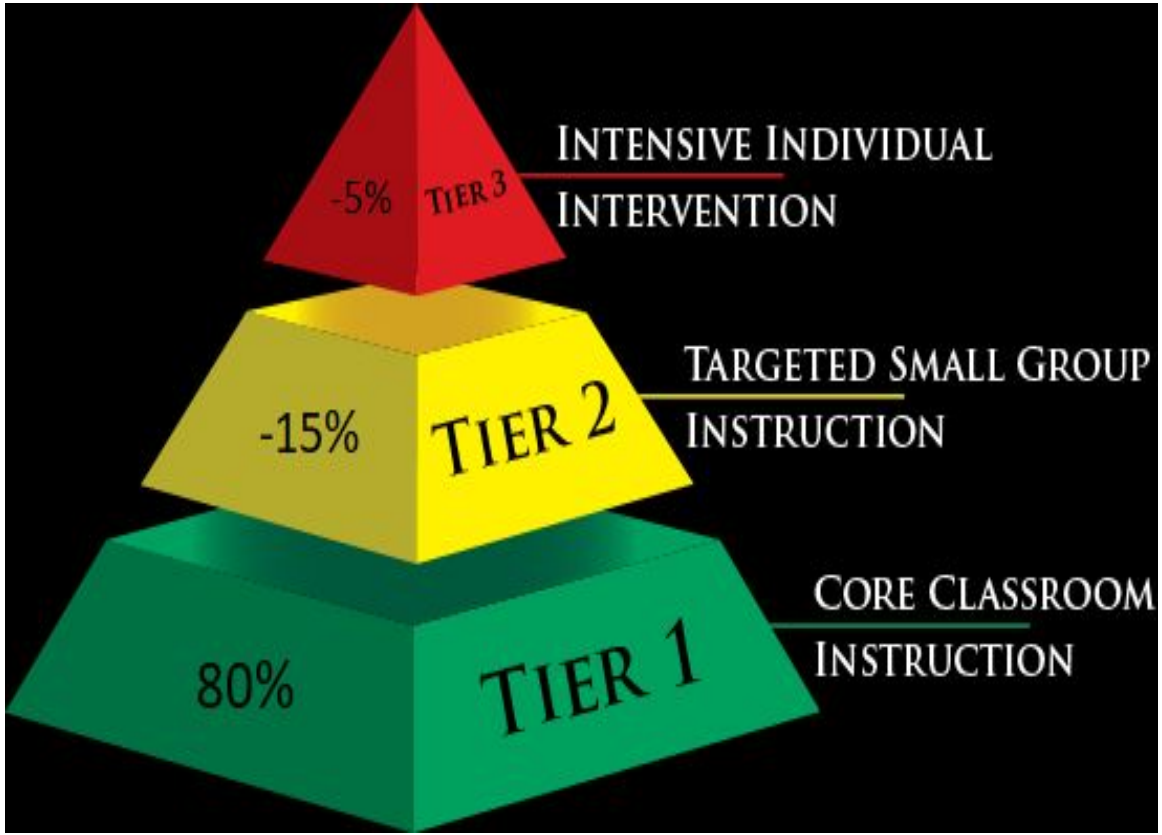
Intervention Assigned | Administrative Comments:

The Shawano School District shall not discriminate on the basis of race, religion, creed, political affiliation, physical, mental, emotional, or learning disabilities, handicap, gender, gender discrimination, age, national origin, citizenship, marital, parental, or pregnancy status, ancestry, color, or any other reason prohibited by state or federal law.

PBIS/RTI Pyramid:

PBIS/RTI (Response to Intervention) allows us to monitor everyone's skills in reading, writing, math, and behavior. We can provide targeted teaching—called interventions—to help struggling students catch up. A big part of the PBIS/RTI process involves closely documenting student progress. This provides information that identifies which students need more academic or behavioral support.

Students build on and continue to receive layered tier interventions.

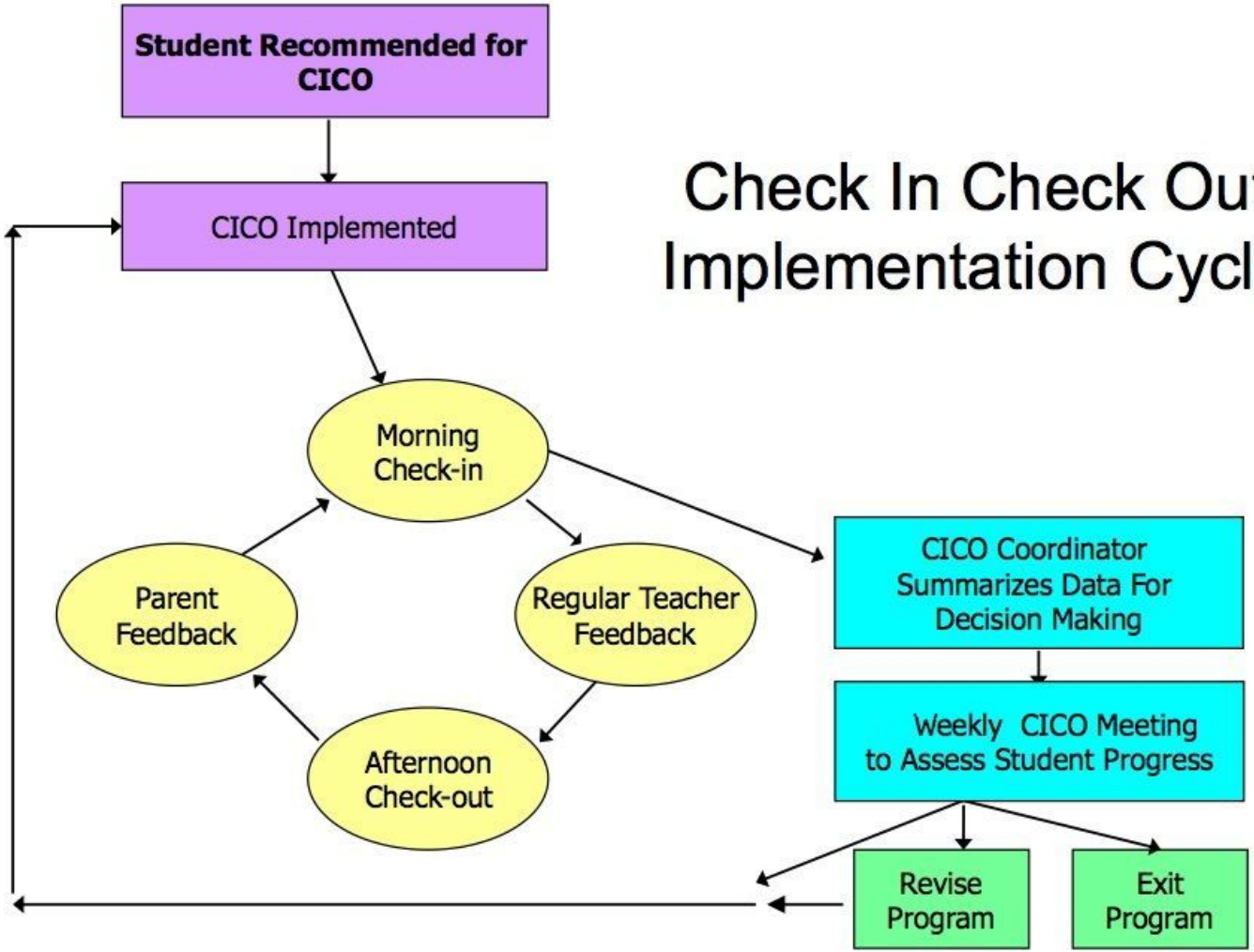


Tier 2 Interventions & Supports

- Check-In-Check-out (CICO)
  - Student needs to have 3 BIFs within 30 days (considers environment & behavior types)
  - School Counselors will re-evaluate every 3 weeks
- Social and Emotional Learning (SEL)
- Social Academic Instructional Group (SAIG)
- Brief Functional Behavior Assessment (FBA)
  - Student needs to have 5 BIFs within 30 days
- Behavior Intervention Plan (BIP)
- Behavior Kid Talks
  - Teacher has already implemented Tier 1 strategies and communicated with parents
- Scheduled Sensory Breaks
- Therapy Dog Visits

Tier 2 interventions are to be ran at a 4-6 week (minimum) process, re-evaluating at the end.

Check In Check Out Implementation Cycle



Sample CICO Sheet

Daily Progress Report

NAME:_____ DATE:_____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points						
Teacher Initials						

Social Academic Instructional Group (SAIG)

These are small groups facilitated by our school counselors to focus on specific skills.

Three types of skills-building:

1) Pro-social skills *(replacement behaviors for avoidance, withdrawal, etc.)*
   Friendship Skills/Social Awareness/Relationship Building

2) Problem-solving skills *(replacement behaviors for fighting, arguing, etc.)*
   Conflict Resolution Skills/Anger Management Skills/Self Management

3) Academic Behavior skills (*replacement behaviors for getting out of seat, distracting others, talking out during instruction, etc.)*
   Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making

Brief FBA and BIP

Functional Behavior Assessment (FBA)

Our pupil services team do several observations in different settings. We look for “triggers” that we can avoid in order to create more behavioral success in the classroom.

Behavior Intervention Plan (BIP)

After a brief FBA has been completed, the team meets with the teacher, student, and parent. They recommend minor modifications that the teacher, school, and student can try throughout the day. Parents can also reinforce desired behaviors at home.

Tier 3 Interventions

- Complex FBA and BIP
- 1:1 Counseling
- Wrap Around Behavior Meetings
- Self-Regulation Station
- Scheduled Sensory Breaks
- Behavior Kid Talks
- Therapy Dog Visits

Tier 3 interventions are to be run at a 6 week (minimum) process, re-evaluating at the end.

Tier 3 interventions are to be in addition to all of the previous supports put into place to promote positive behavior.



Scheduled Sensory Breaks

Every child has different needs in order to be successful, maintaining body control may come through sensory input. For some kids, recess may be enough of a gross motor opportunity to get their wiggles out. For other students, a calming sensory break may be needed to help them return to a quiet learning environment after all of the excitement.

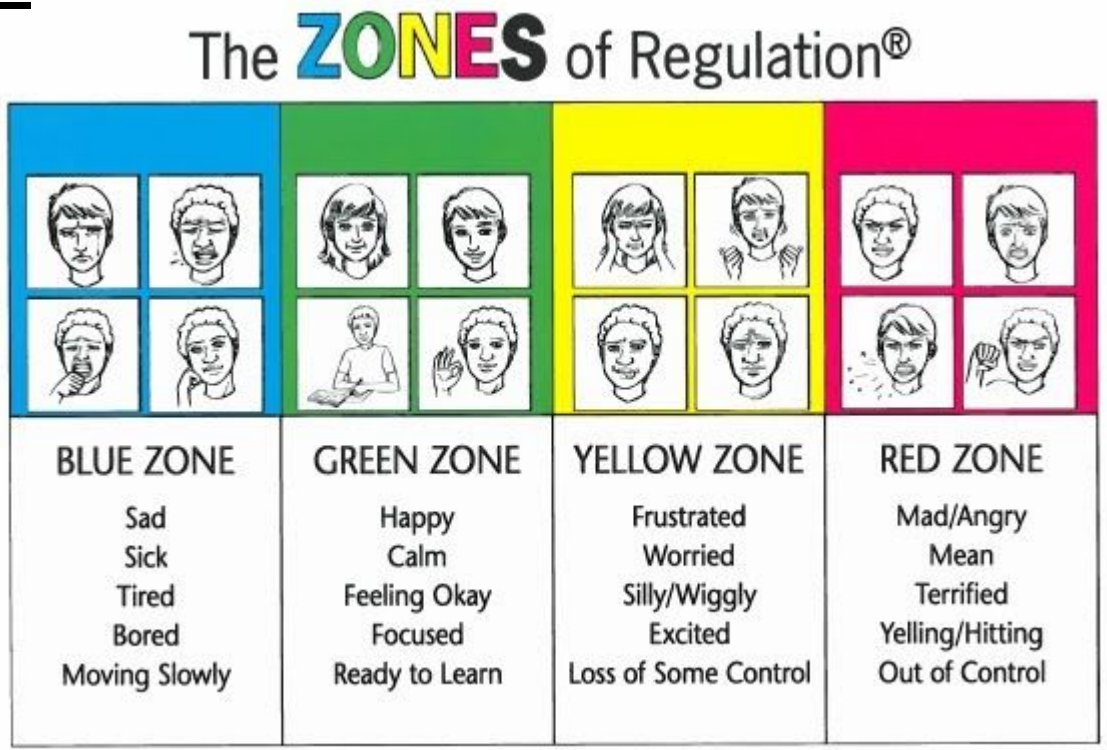
Sensory breaks are the “meals” in your sensory diet -- best scheduled every 90 minutes – 2 hours and offer some students large doses of sensory input. This is when he/she can jump, crash, squish, brush, spin, swing, and scooter their way to body regulation. Some examples may include:

- Scooter or bike
- Trampoline
- Fidget toys
- Swinging or spinning
- Squeeze Roller



Zones of Regulation

Teaching students to recognize what zone their body is in. Students increase their vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, identifying personal triggers, as well as calming and problem solving strategies.



RESPONSE TO BEHAVIOR ERROR

NOT CONSEQUENCES

- Teach the student to identify alternative behaviors and strategies to use
- Provide opportunities to observe alternative behaviors focusing on healthy friendships
- Provide opportunities to practice alternative behaviors in a non threatening situation
- Teach restorative practices to mend friendship
- Positively reinforce the student for appropriate behavior
- Teach the student how to self-monitor, self-evaluate, and self-reinforce the use of positive behaviors and strategies



Possible Responses to Behaviors

Minor Incident = Teacher Addressed Only
Major Incident = Additional Office Support

Minor Incident:

Cheating/Lying
Language/Profanity
Minor Stealing
Defiance/Disrespect
Physical Contact
Disruption
Property Misuse
Bus Warning

Major Incident:

Threatening Language
Chronic Lying
Defiance/Disrespect
Disruption
Property Damage
Physical Aggression
Bullying
Fighting

1st Offense:

State the Rule
Model Behavior
Apology
Future Prompt
Acknowledge Effort
Student Practices
Parent Contact

1st Offense:

Conference with Dean
State the Rule
Model Behavior
Apology
Parent Contact

2nd Offense:

State the Rule
Model Behavior
Apology
Parent Contact
Acknowledge Effort
Student Practices
Removal of Privilege
Contract with Student

2nd Offense:

Conference with Dean
State the Rule
Model Behavior
Written Apology
Parent Contact
Loss of Privilege
Individual Instruction

3rd Offense:

Becomes Major
State the Rule
Model Behavior
Apology
Parent Contact
Student Practices
Removal of Privilege
Contract with Student

3rd Offense:

Conference with Dean
Parent Conference
Written Apology
Loss of Privilege
Individual Instruction
Suspension

Education Glossary

BIF	Behavior Incident Form
BIP	Behavior Intervention Plan
CICO	Check In - Check Out
Conscious Discipline	Teacher Mindset when working with students
FBA	Functional Behavior Assessment
Kid Talk	Team of Specialists to support classroom teachers
LEADS	Charter School for explorative learning: grades 4K - 2nd
PBIS	Positive Behavior interventions & Supports: federal law
RTI	Response to Intervention: multi-tier approach to education
SAIG	Social Academic Instructional Group
SEL	Social & Emotional Learning
Tier 1	Every student receives instruction and support
Tier 2	<15% of students receive additional support
Tier 3	<5% of students receive additional additional support
Trauma Sensitive	Ensuring students feel safe, welcomed, and emotionally supported
Zones of Regulation	Curriculum for self-regulation and emotional control

Hillcrest Primary & LEADS Pupil Service Team

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Principal: Troy Edwards, edwardst@shawanoschools.com

Dean of Students: Brian Morstad, morstab@shawanoschools.com

School Counselor: Amie Beyersdorf, beyersa@shawanoschools.com

School Counselor: Kasey Keup, keupk@shawanoschools.com

School Psychologist: Erin Prey, preye2@shawanoschools.com

School Social Worker: Jenna Brooks, brooksj@shawanoschools.com

