**ASHGROVE ELEMENTARY**

**Fremont County SD #25**

**MTSS HANDBOOK**

**Ensuring academic and behavioral success for ALL students.**

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[**MISSION STATEMENT:**](#_97kwdbz8zyta) **5**

[**VISION STATEMENT:**](#_a35eewe7mhp9) **5**

[**COLLECTIVE COMMITMENTS:**](#_2k82org44jfe) **5**

[**ASHGROVE ELEMENTARY MTSS PURPOSE STATEMENT**](#_rwptuya7f3l3) **6**

[**ASHGROVE MTSS PLAN - ACADEMIC & BEHAVIOR**](#_hqqcoe9qadoe) **6**

[**Steps In Determining Students In Need Of Interventions**](#_70z1bdq1eb6x) **6**

[**KEY COMPONENTS OF ASHGROVE’S MTSS SYSTEM**](#_mxaw547qe17) **9**

[**Universal Screening:**](#_2y4tfp4puoj9) **9**

[**Progress Monitoring:**](#_2onx7y1q7bji) **9**

[**Data-Based Decision Making**](#_popmw3jtzdx1) **10**

[**Fidelity of Implementation**](#_q58qckqmtok6) **10**

[**Family Engagement**](#_o2qp8b6ts9p5) **10**

[**MTSS ACADEMIC TEAMS**](#_2bs94qoh7awq) **11**

[**Ashgrove Guiding Coalition:**](#_c93v1lbnxhdb) **11**

[**Grade Level Collaborative Teams:**](#_yd6rd4ccxs68) **11**

[**Grade Level MTSS Problem Solving Teams:**](#_d39eh1f50f2) **12**

[**MTSS ACADEMIC, TIER 1**](#_8boius1wm3r7) **12**

[**Literacy**](#_gn3r6628jchn) **12**

[**Math**](#_tc3r4qbmvj6s) **12**

[**MTSS ACADEMIC, TIER 2**](#_rkwz4u5e0c0j) **12**

[**Literacy Interventions:**](#_ycpyiq183jwr) **13**

[**Math Interventions**](#_2r2ybwakkovs) **13**

[**MTSS ACADEMIC, TIER 3**](#_ig0jx4vtqowh) **13**

[**Parent Notification of Tier 3:**](#_lcqvps6ljrhc) **13**

[**Literacy Interventions**](#_kwhgd04wyjdl) **13**

[**Math Interventions Light gray items are in the DTM sequence, but are considered Tier 2**](#_biyzqam6ateq) **14**

[**ACADEMIC ASSESSMENT PLAN**](#_ttv5mel3bgnf) **17**

[**MTSS BEHAVIOR INTERVENTION TEAMS**](#_fyfo77g1bpp7) **18**

[**PBIS Implementation Committee:**](#_96pxef7jaoiu) **18**

[**MTSS Behavior Problem Solving Team:**](#_iwecqhdqik9n) **18**

[**MTSS BEHAVIOR, TIER 1**](#_a42w4136bm4a) **18**

[**PBIS**](#_f80or6w92yer) **18**

[**Faculty Responsibility**](#_44xkxknc9ezw) **19**

[**PBIS Reinforcement**](#_7v46ueeocl7k) **20**

[**PBIS Responding to Problem Behavior:**](#_w4b0r733z5lk) **20**

[**Teacher Response Options:**](#_1rgc1ua2lz0n) **21**

[**Social Emotional Learning (Sel)**](#_ka1e3h7uvsvd) **21**

[**Second Step and Kelso’s Choices lessons in 1st-3rd grade include:**](#_3o7mlx7lnmm6) **22**

[**MTSS BEHAVIOR, TIER 2**](#_4iqcahdnwj8m) **22**

[**TIer 2 Behavior Interventions**](#_3oo5mj4mey8v) **22**

[**Referral Process**](#_x673qsawp09e) **23**

[**Parent Notification of TIer 2 or Tier 3**](#_80dqspg558pw) **23**

[**MTSS BEHAVIOR, TIER 3**](#_u1rwtah32t38) **24**

[**TIer 3 Behavior Interventions**](#_8l9tnmuy6l33) **24**

[**CLASSROOM MANAGEMENT EXPECTATIONS**](#_u0qhaloajsab) **24**

[**DISCIPLINE**](#_6x5gv080f8yw) **25**

[**DISCIPLINE MATRIX**](#_fkjx25aadlar) **25**

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| MISSION STATEMENT: **GROWING CURIOUS AND INDEPENDENT LEARNERS** VISION STATEMENT: **Ashgrove Elementary will provide multiple opportunities through independent and collaborative learning in a safe, responsible, and respectful environment.** COLLECTIVE COMMITMENTS:  * **Provide daily fluency practice in both math and reading.** * **Take ownership and responsibility for the success of**   **ALL students.**   * **Work as a team in using data to make instructional decisions**   **to meet individual needs.**   * **ALL students will know their grade level math facts.** * **ALL students will have foundational literacy skills.** * **ALL students will have strategies to problem solve.** * **ALL Students will know how to treat peers and adults.**   **Fremont County School District #25 Mission: EDUCATE, EMPOWER, INSPIRE**  **Fremont County School District #25 Mission: Fremont County SD #25 is a no excuses, can-do, results-driven district. As the heart of the community, we transform lives and futures through education, collaboration, innovation, and commitment.**  **Fremont County School District #25 Expectations: Demonstrate integrity, dedication, motivation, citizenship, work ethic and excellence.** |

# ASHGROVE ELEMENTARY MTSS PURPOSE STATEMENT

MTSS is a school-wide multi-step process with the sole purpose of ensuring that ALL students receive the academic & behavioral support they need in order to succeed. FCSD #25 believes that implementing MTSS will contribute to more meaningful opportunities for all studentsto succeed in school by providing early intervention, to prevent failure, and to maximize the effectiveness of grade level curriculum and instruction. MTSS is a framework for providing high quality curriculum and instruction to **ALL STUDENTS** and intervention support for some students.

At Ashgrove Elementary, all staff continually work to provide a positive learning environment for both academic and behavioral growth. Each student in need of Tier 2 or Tier 3 interventions will have a plan tailored to their individual needs. When a student reaches Tier 2 or Tier 3 supports, the Grade Level Team and/or the MTSS Problem Solving Team is involved in providing input and decision-making around supports. **The MTSS System at Ashgrove is used to address the needs of ALL students; including students identified as Title 1, English Language, and Special Education.**

In order to best meet students’ needs, the Ashgrove Master Schedule is designed to provide interventions during the school day. Tier 3 interventions are provided to students during the Science & Social Studies block and by extending reading blocks. There is a Tier 2 instruction block during the day for all students. Students will receive either Tier 2 intervention or Tier 2 enrichment. This instruction occurs at least 2 days per week for reading and math. Students are placed into Tier 2 and Tier 3 interventions based on the Ashgrove MTSS Process, which outlines the decision-making rules.

**MTSS is divided into two separate branches: Academics & Behavior**

**Academics**: The MTSS Academics branch focuses primarily on student achievement & progress in classroom curriculum content areas, specifically Reading and Math. Response to Intervention (RtI) process is utilized.

**Behavior**: The MTSS Behavior branch focuses primarily on helping students develop social & emotional skills that will help them succeed both in and out of the classroom. Positive Behavioral Interventions & Supports (PBIS) is utilized.

The critical components of MTSS are Universal Screening, Progress Monitoring, Multi-level Prevention System (Tiers of Instruction), and Data-Based Decision Making.

# ASHGROVE MTSS PLAN - ACADEMIC & BEHAVIOR

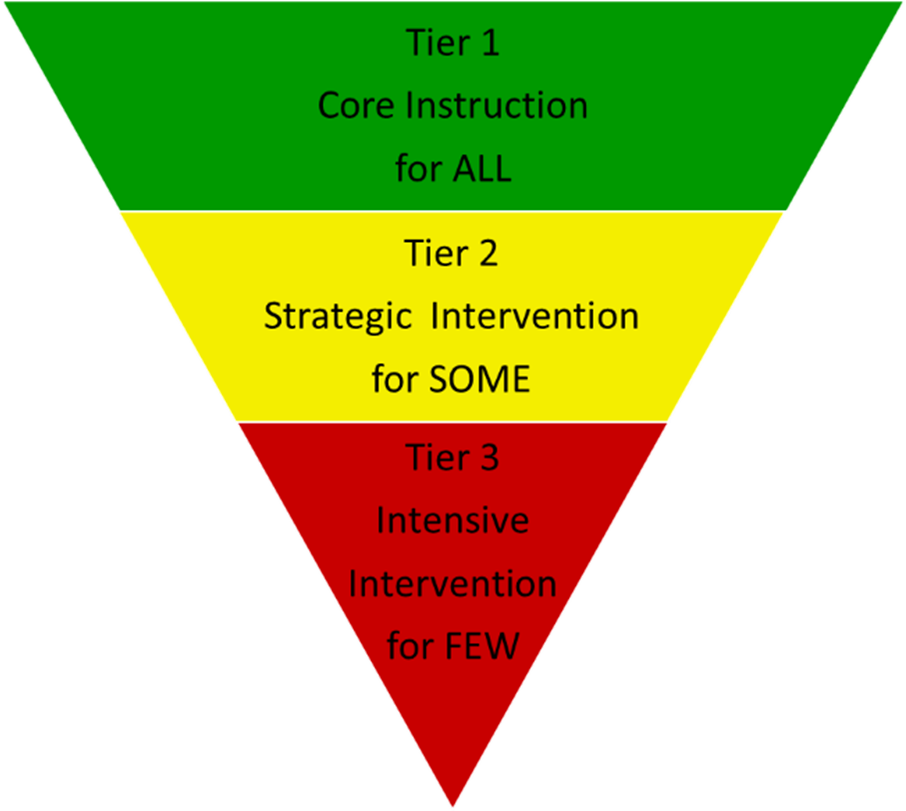
[**Academic Process Flow Chart**](https://drive.google.com/file/d/1DKMY1GdCbCxX5DWnO8Wm6gH_rnlPqr3l/view?usp=sharing)

## Steps In Determining Students In Need Of Interventions

1. **Collect two or more data points to consider for the student?**

**Responsible Party:** CR Teachers

1. **Is the data consistent in indicating the need of the student?**



* **Tier 1 Support**

**Academic Decision Rules:**

* FastBridge Universal Screening Results
  + General Rule 50th %ile and above
* District Assessments/CFA’s: Proficient/Advanced

**Behavior Decision Rules:**

* 0-2 Office Referrals Per Semester
* Not “At Risk” on SABERS/MYSABERS
* Teacher Input

**Responsible Party:** CR Teacher/Grade Level Data Teams

* **Tier 2 Support**

**Academic Decision Rules:**

* FastBridge Universal Screening Results
  + General Rule 20th -49th %ile
* District Assessments/CFA’s: Basic

**Behavior Decision Rules:** See Tier 2 Behavior Interventions for details

* 3 or more Office Referrals Per Semester
* “At Risk” on SABERS/MY SABERS
* Teacher Input

**Responsible Party:** Academics - CR Teacher/Grade Level Data Team with Facilitator/Admin/Specialists input; Behaviors - Behavior MTSS Problem Solving Team with CR Teacher input

* **Tier 3 Support**

**Academic Decision Rules:**

* FastBridge Universal Screening Results
  + 19th %tile and below
* Diagnostic Assessments
* District Assessments/CFA’s: Below Basic

**Behavior Decision Rules:** See Tier 3 Behavior Interventions for details

* Students who do not respond to Tier 2 or who demonstrate high intensity behavior.

**Responsible Party:** Academics - Grade Level Student Problem Solving MTSS Team; Behaviors - Behavior MTSS Problem Solving Team

1. **If data is inconsistent, gather additional data until a consistent theme for at risk status can be identified; two additional data points (classroom performance, Tier 1 assessment, FastBridge, etc.)**
2. **Problem Solving**

✱ **Articulation ONLY → CR Teacher works directly with SLP**

* **TIER 1**

**Responsible Party:** CR Teacher/Grade Level Data Teams

* Work through the 4 questions of the PLC process to determine if remediation or enrichment is needed.
* Tier 1 may include small group instruction to support skills needed to be successful in the Tier 1 Curriculum.
* Tier 1 instruction should be differentiated.
* **TIER 2**

**Responsible Party:** CR Teacher/Grade Level Data Teams

**Intervention Questions:**

* What tier 2 supports would help the student access Tier 1/Core instruction?
* Do Tier 2 supports align with Tier 1 instruction?
* Will the student be able to generalize skills learned in tier 2 to tier 1 curriculum? (IF NO, this student should be brought to MTSS Problem Solving Team)
* Will the student be able to learn needed skills and return to Tier 1 in a reasonable amount of time? (IF NO, this student should be brought to MTSS Problem Solving Team)
* What additional staff needs to be involved in the conversation?
* Have non-academic concerns been considered? (vision, hearing, other health impaired, 504 plans, etc)
* Are there behavior concerns that are beyond Tier 2? (IF YES, this student should be brought to the MTSS Behavior Problem Solving Team)
* Who will deliver Intervention?
* **TIER 3**

**Responsible Party: MTSS Problem Solving Team** **- Parents will be notified when students are placed in Tier 3**

**Discuss the following prior to a student being placed on the Students of Concern list to determine if he/she should be on our list of concerns:**

* + - What interventions were delivered at Tier 2?
    - Does this student need to be on the list - What data demonstrates this?
      * 2 or more data points
        + Literacy: aReading, CBM Reading, Phonemic Awareness (Heggerty, Kilpatrick), Project Read, IMSE Assessments, CFA’s, District Reading Assessments, F&P Level, Writing Assessments
        + Math: aMath, CBM Math Automaticity, Math Recovery (SNPI) Assessments, Reflex?, CFA’s, District Math Assessments
        + Behavior: SRSS, MySabers, Office Referrals, Uh-ohs, Individual Behavior Plan
    - What areas are they being identified for and at what Tier? (Tier 3 will be discussed by this team, Tier 2 discussed in collaborative planning.
    - Add any Tier 3 intervention(s) that have already been delivered

**MTSS Problem Solving Team meets monthly** to review “Students of Concern” list

* + - What interventions are they receiving?
    - What does progress monitoring data show? Are they meeting their goal?
      * + **If meeting goal,** update interventions unless a new concern needs to be added - see Questions Prior to being added to the list above)
        + **If not meeting goal**
* What is the current intervention?
* How many data points below the goal do we have? Does it warrant a change in intervention?
* How should the intervention be changed?
  + Frequency (how often)
  + Duration (how long)
  + Intensity (group size)
  + New Intervention
  + New teacher
* Have changes to intervention increased performance?
* Has the student been in multiple interventions with no progress?
* Do we need to have an in depth meeting using the [ICEL/RIOT matrix](https://drive.google.com/file/d/1pquD9EJ4fWsBpc1uhvCO53MIbsqqDbx2/view?usp=sharing) to determine next steps for this student. During this meeting the following will be reviewed in depth for the student:
  + Instruction
  + Curriculum
  + Environment
  + Learning (always reviewed AFTER the others have been addressed)

# KEY COMPONENTS OF ASHGROVE’S MTSS SYSTEM

## Universal Screening:

Three times a year (Fall, Winter, & Spring) students are screened to help identify individual student needs. This helps to place students & adjust intervention groups. The Grade Level MTSS Problem Solving Teams use this data to place students on “Students of Concern List”.

* Academic Universal Screener: Fastbrdige recommended screeners are administered 3 times across the school year.
* Behavior Universal Screener: FastBridge SAEBRS (The Social, Academic, and Emotional Behavior Risk Screener ) is administered 3 times across the school year in all classrooms. FastBridge MySAEBRS (The Social, Academic, and Emotional Behavior Risk Screener), a student self-reflection tool, will be completed by second and third grade students 3 times across the school year.

## Progress Monitoring:

In order to track progress, students will be monitored on a regular basis sometimes weekly) in order to ensure interventions are working. Ashgrove grade level teams meet weekly and follow the Data Team process to review performance on CFA’s and DSA’S. Grade level “Student of Concerns List” is reviewed monthly and data is shared to determine if students are making progress at Tier 1 and in current Tier 2 or 3 when applicable. The Behavior Problem Solving Team will track and review behavior intervention data every two weeks.

## Data-Based Decision Making

Teachers will meet on a regular basis (weekly) to discuss student progress, adjust intervention groups, & plan classroom instruction in order to meet student needs. The data team process is used to create “Data Walls” for each content area. Unit goals that align with the grade level SMART goal are developed through this process.

## Fidelity of Implementation

At all tiers of instruction, it is important that staff adhere to the curriculum and follow the systems put into practice - this is how Ashgrove is able to ensure that ALL students have opportunities to learn at high levels (grade level or beyond). In order to ensure this occurs the following are implemented:

* + - * Fidelity checks are used to gauge the implementation of the core curriculum/behavior expectations structure.
      * The core program is implemented as intended (e.g., delivery, dosage, setting, audience, provider qualification aligned with program guidelines).
      * Measures are in place to ensure effectiveness of instructional practices.
      * Fidelity checks are used to gauge implementation of Tier 2 and Tier 3 , which ensures that interventions are accurately and consistently applied with recommended frequency, intensity, and duration.
      * Tier 2 and Tier 3 interventions are implemented as intended (e.g., delivery, dosage, setting, audience, provider qualifications aligned with program guidelines).
      * Given the individualized nature of Tier 3, Ashgrove identifies personnel who are highly trained and have demonstrated expertise to support our most vulnerable learners.

The Ashgrove Grade Level Teams use the [Collaborative Unit Process](https://docs.google.com/document/d/1VGIHn-pA14RMcqJP2iA1WyeYyw7KlyJiLcraGokaC7g/edit?usp=sharing) and the [Collaborative Unit Tool](https://docs.google.com/document/d/1X7wgFhToRUXqHYtX2vWn8ZiHnvO6q5llNDiWIJFZbZk/edit?usp=sharing) to ensure Fidelity of Implementation to the District Units/Assessments, essential skills, priority standards, learning targets, CFA’s, and planned interventions.

## Family Engagement

Family Engagement goes beyond sharing information with parents to include meaningful collaboration with parents around the MTSS process. This includes input about the MTSS policies and procedures as well as student specific information for students involved in Tier 3 Intensive Intervention. The goal of family engagement is to not just serve students but to gain partners in student success.

**Core Beliefs to Promote Family Engagement**

1. **Core Belief #1**: We believe that ALL families have dreams for their children and want the best for them.
2. **Core Belief #2:** We believe parents can support their children's learning and have high capacity for learning themselves.
3. **Core Belief #3:** We believe parents and school staff are equal partners; we all have our own roles, but we share our skills with each other.
4. **Core Belief #4:** We believe it is our responsibility as educators to lead in building this relationship.

# MTSS ACADEMIC TEAMS

## Ashgrove Guiding Coalition:

This team, which meets at least monthly, is composed of the Building Principal, Title 1 Specialist, School Social Worker, SPED Team, Grade Level Teacher Representative, and District Instructional Facilitator. The purpose of the Ashgrove guiding coalition is to guide, support, and unify staff by:

* + - Celebrating successes
    - Creating shared staff accountability
      1. MTSS Implementation
      2. PLC Implementation
    - Providing evidence-based educational practices
    - Ensuring high levels of learning for all student

## Grade Level Collaborative Teams:

The purpose of this team is to collaborate about daily instruction for the grade level, review grade level data, and plan interventions. The grade level teams, which meet at least weekly, use the four guiding questions of a PLC to complete the collaborative planning process:

1. What is it we expect students to learn?

Teams use universal screening data and the School Improvement Plan to establish a yearly SMART goal. This will be shared annually at a Guiding Coalition meeting to ensure alignment with [ELA](https://docs.google.com/document/d/1Dr0zU5FEhkc_DrTr9eEVrRIHIuYrB5tP38weXaFBZcY/edit?usp=sharing) and [Math](https://docs.google.com/document/d/1-0rLnrLOcVz-AR4Vj8npt-DTk1dGuhImrnHB9ag4BeA/edit?usp=sharing) essential skills and School Improvement Plan. Collaborative Unit Plans will drive instruction around each district unit in order to ensure the team is delivering a GVC when teaching. (How to SHARE W/SPED)

2. How will we know when they’ve learned it?

Teams will meet weekly to plan and/or review CFA’s and District Summative Assessments to analyze student performance using the Data Team Process.

3. How will we respond when they don’t?

Teachers will use weekly collaborative planning meetings and the Data Team process to plan intervention groups focused on the essential skills and learning targets.

4. How will we respond when they already know it (deepen understanding)?

Teachers will use weekly collaborative planning meetings and the Data Team process to plan enrichment activities focused on the essential skills and learning targets.

Tools: [Collaborative Unit Process](https://docs.google.com/document/d/1VGIHn-pA14RMcqJP2iA1WyeYyw7KlyJiLcraGokaC7g/edit?usp=sharing), [Collaborative Unit Tool](https://docs.google.com/document/d/1X7wgFhToRUXqHYtX2vWn8ZiHnvO6q5llNDiWIJFZbZk/edit?usp=sharing)

## Grade Level MTSS Problem Solving Teams:

The purpose of the MTSS Problem Solving teams is to ensure all students are receiving the interventions needed for success. The team relies on data to complete this task. This team meets once fall universal screening is complete and continues monthly throughout the year. In addition, team members provide ideas and suggestions for interventions that align to the students area of need. This team consists of Building Principal, Title 1 Specialist, School Social Worker, SPED Team Representative, Grade Level Teachers, and District Instructional Facilitator.

# MTSS ACADEMIC, TIER 1

**ALL** students are taught through high quality classroom (core) instruction that is aligned to the Wyoming Content and Performance Standards. Tier I is the expectation of the standard. Student needs are targeted through differentiation. The goal is to have 80% of students successful at Tier 1.Through the Professional Learning Community Process, all staff ensures that instructional practices are culturally and linguistically responsive and that the majority (e.g., 80%) of students receiving core instruction will achieve mastery through Tier 1 instructional practices.

All

## Literacy

* [Project Read](https://docs.google.com/document/d/1HLHXwdm-3IADWM97omKaMCUYuKRng6Vrh8W_DtvZ6Ts/edit?usp=sharing) - Phonics Instruction
* [Framing Your Thoughts](https://docs.google.com/document/d/1lfQsJreoO21zg2uSmyOKExxD24v2i_JdEqezVjJswQM/edit?usp=sharing) - Sentence Structure Instruction
* Heggerty (1st Grade) - Phonemic Awareness Instruction
* District Units of Instruction - Instruction that includes all of the priority and supporting Wyoming Content Standards for each grade level

## Math

* Eureka Math Curriculum
* District Units of Instruction -instruction that includes all of the priority and supporting Wyoming Content Standards for each grade level.

# MTSS ACADEMIC, TIER 2

Using the Professional Learning Community Process, classroom teachers and other trained educational personnel provide **Tier 2** interventions, known as “Strategic Interventions,” **in addition to** high quality Tier 1 core instruction. Students whose needs are not being fully met through core instruction will be given extra support, usually through small intervention groups - additional time or increased intensity - that support classroom instruction to achieve desired grade level benchmarks. Only 15% of students should require Tier 2 instruction, when Tier 1 is successfully implemented. Interventions in Literacy and Math are:

* focused on reteaching Tier 1 instruction in small groups
* based on student performance on CFA’s and are progress monitored using CFA’s and in-program assessments
* developed by grade level collaborative teams

## Literacy Interventions:

* Project Read re-teach/pre-teach (Tier 2 when the skills are on grade level, but are being re-taught)
* Framing Your Thoughts re-teach/pre-teach (Tier 2 when the skills are on grade level, but are being re-taught)
* District Unit of Instruction re-teach (based on CFA)
* Guided Reading and Strategy Groups (i.e. LLI or Mondo, Phonics Readers)

## Math Interventions

* District Units of Instruction re-teach/pre-teach (based on CFA)
* Do the Math (Tier 2 when the skills are on grade level, but are being re-taught)

# MTSS ACADEMIC, TIER 3

Students who require additional support after receiving high quality core instruction (Tier 1) and/or strategic intervention (Tier 2), will be placed in “intensive” smaller, more individualized intervention groups with a more narrow focus on foundational skills. Students may also be identified for Tier 3 interventions based on data collected through the universal screener. Teachers and other building experts collaborate to determine students who need this additional level of support in order to close critical learning gaps and be successful in Tier 1 Core Curriculum. Only 5% of students should need Tier 3 instruction when Tier 1 and Tier 2 are successfully implemented. Tier 3 **is not** special education. Intervention teachers are trained in the interventions being provided.

## Parent Notification of Tier 3:

When Students are placed in a Tier 3 intervention classroom teachers will:

* send home a [parent letter](https://docs.google.com/document/d/1Ik_fwlOp9T04fn56hx0WIA-zK1kAQ0avmEkwaBcwfk0/copy?usp=sharing) detailing the intervention(s).
  + If a student who receives special education services is in a Tier 3 Intervention in an area they also receive special ed services, a Tier 3 letter does not need to be sent home. (i.e. the student receives Language services and is in a Phonemic Awareness intervention; the student receives reading services and is in a Orton-Gillingham IMSE intervention)
  + If a student receives a Tier 3 intervention in an area they DO NOT receive special ed services, a Tier 3 letter needs to be sent home. (i.e. the student receives reading services and needs a math intervention; the student receives artic services and needs a reading intervention)
* send a [parent brochure](https://drive.google.com/file/d/1g7R_KkOson1O7PMNbif7qIAkNQgwrZUp/view?usp=sharing) explaining Ashgrove MTSS systems
* send [progress reports](https://docs.google.com/document/d/1SwLFFULl57zLhqoA2zSUr4oTgWQb6mNCbWeQwzOLTd8/copy) at the end of an intervention cycle (time frame is stated in the parent letter). The red paragraph can be deleted if the student is being exited from all Tier 3 interventions. If the student is starting a new intervention, please remove the highlighting and complete this information.

## Literacy Interventions

* **Project Read: Phonics 1 or Phonics 2** (Third grade only)
  + Progress monitoring is conducted with in program fluency passages, unit assessments, and FastBridge CBM or Nonsense Word Fluency
* **IMSE Orton Gillingham** (Using the procedures and curriculum received in the training, but may follow Project Read order - especially in first grade)
  + progress monitoring is conducted with in program assessments AND FastBridge Assessments (Letter Names, Letter Sounds, Word Segmenting, Nonsense Word Fluency, or CBM depending on grade level)
* **Intensive Heggerty Phonemic Awareness Bridge the Gap**
  + progress monitoring is conducted with in program assessments AND the PAST (phonemic awareness skills test)
* **FastBridge Reading Interventions** are used when the IMSE is not being successful or is not appropriate for students' needs. IMSE instructional routines for introducing new letters or sounds should be used with these interventions.
  + progress monitoring is conducted using the assigned FastBridge Progress Monitoring Tool (these tools are not a part of the intervention, but are independent skills assessments)

## Math Interventions Light gray items are in the DTM sequence, but are considered Tier 2

* **Do the Math** (Tier 3 when the skills are below grade level)
  + First Grade - DTM Number Core (foundations of number and operations, sums to 20) - second semester only - Tier 2
  + Second Grade
    - DTM Number Core (foundations of number and operations, sums to 20) - after first quarter
      * progress monitoring is conducted using the mid module assessments (every 5 lessons) and a math fluency assessment (Reflex or FastBridge CBM Math Auto - pick singe skill focus of intervention: *Addition to 10, Subtraction from 10, Addition to 18, Addition to 20, Subtraction from 20*, or combined skill focus: *Addition and Subtraction to 10, Addition and Subtraction to 20*)
    - DTM Addition and Subtraction A (addition to 100) - after Eureka Modules 3 and 4 - Tier 2
    - DTM Addition and Subtraction B (subtraction to 100) - after Eureka Modules 3 and 4 - Tier 2
  + Third Grade
    - DTM Number Core - (foundations of number and operations, sums to 20) - all year
      * progress monitoring is conducted using the mid module assessments (every 5 lessons) and a math fluency assessment (Reflex or FastBridge CBM Math Auto - pick singe skill focus of intervention: *Addition to 10, Subtraction from 10, Addition to 18, Addition to 20, Subtraction from 20*, or combined skill focus: *Addition and Subtraction to 10, Addition and Subtraction to 20*)
    - Do the Math Addition and Subtraction A (addition to 100) - all year
      * progress monitoring is conducted using the mid module assessments (every 5 lessons) and a math fluency assessment (Reflex or FastBridge CBM Math Auto - pick singe skill focus of intervention: *Addition to 100 without regrouping, Addition to 100 without regrouping,* or combined skill focus: *All Single Skills Combined*)
    - Do the Math Addition and Subtraction B (subtraction to 100) - all year
      * progress monitoring is conducted using the mid module assessments (every 5 lessons) and a math fluency assessment (Reflex or FastBridge CBM Math Auto - pick singe skill focus of intervention: *Subtraction from 100 without regrouping, Subtraction from 100 without regrouping* or combined skill focus: *All Single Skills Combined*)
    - Do the Math Addition and Subtraction C (after Eureka Module 2 - Tier 2)
    - Do the Math Multiplication A (Basic Concepts) - after Eureka Module 1 and 3 - Tier 2
    - Do the Math Multiplication B (Facts 2x12) - after Modules 1 and 3 - Tier 2
* **FastBridge Math Interventions** are used when Do the Math is not successful or is not appropriate for the students needs. Math Recovery/SNPI instructional strategies and activities can be used in addition to these interventions if the teacher has been trained in SNPI or AVMR.
  + progress monitoring is conducted using the assigned FastBridge Progress Monitoring Tool (these tools are not a part of the intervention, but are independent skills assessments); if the teacher is trained in SNPI or AVMR, those assessments/tasks can be used to monitor progress.
* **Math Recovery (previously Strength in Number Primary Intervention/SNPI)**
  + First grade Tier 3 Students
  + If a 2nd or 3rd grade student does not pass DTM Number Core, they are referred to a Math Recovery Specialist (Yvonne Thornley, Vicki Horyza, Kari Oeser-Gray) for assessment and placement in a Math Recovery Intervention
  + Math Recovery (SNPI) Instructional techniques can be used when students struggle with a concept in Do the Math
    - Teach Do the Math as planned
    - Give Do the Math in program mid-module assessments (every 5 lessons)
    - If the previous 5 lessons need to be retaught, Math Recovery/SNPI instructional strategies and activities can be used when reteaching the needed lessons if the teacher has been trained in SNPI or AVMR.

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# ACADEMIC ASSESSMENT PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Screening Tool/s Used** | **Progress Monitoring Tool/s** | **Diagnostic Tool/s** |
| **First** | **Fastbridge**   * Early Reading * CBM Reading * aReading * Early Math * aMath * CBM Math Automaticity | * Fastbridge Progress Monitoring (Reading)   Frequency of administration:   * + Tier II - every two weeks   + Tier III - weekly * Intervention Program Assessments   Frequency of administration follows program guidelines   * Common Formative Assessments   Frequency of administration:   * + At least one/instructional unit * District Summative Assessments   + End of District Instructional Units | * PAST (Phonemic Awareness Skills Test) * Heggerty Phonemic Awareness * Kilpatrick Phonemic Awareness * Screening to intervention Fastbridge * IMSE Pre-Assessment * Math Recovery (SNPI) Assessments |
| **Second** | **Fastbridge**   * CBM Reading * aReading * aMath * CBM Math Automaticity | * Fastbridge Progress Monitoring (Reading only)   Frequency of administration:   * + Tier II - every two weeks   + Tier III - weekly * Intervention Program Assessments   Frequency of administration follows program guidelines   * Common Formative Assessments   Frequency of administration:   * + At least one/instructional unit * District Summative Assessments   + End of District Instructional Units | * PAST (Phonemic Awareness Skills Test) * Heggerty Phonemic Awareness * Kilpatrick Phonemic Awareness * Screening to intervention Fastbridge * IMSE Pre-Assessment * Math Recovery (SNPI) Assessments * Do the Math Pre-Assessment |
| **Third** | **Fastbridge**   * CBM Reading * aReading * aMath * CBM Math Automaticity | * Fastbridge Progress Monitoring (Reading only)   Frequency of administration:   * + Tier II - every two weeks   + Tier III - weekly * Intervention Program Assessments   Frequency of administration follows program guidelines   * Common Formative Assessments   Frequency of administration:   * + At least one/instructional unit * District Summative Assessments   + End of District Instructional Units | * PAST (Phonemic Awareness Skills Test) * Heggerty Phonemic Awareness * Kilpatrick Phonemic Awareness * Screening to intervention Fastbridge * IMSE Pre-Assessment * Math Recovery (SNPI) Assessments * Do the Math Pre-Assessment |

# MTSS BEHAVIOR INTERVENTION TEAMS

## PBIS Implementation Committee:

The purpose of the Ashgrove PBIS Implementation Committee is to guide, support, and unify staff by:

* Developing schoolwide systems of support for behavior at all tiers
* Creating shared staff accountability around consistency of the PBIS systems
* Being representatives for the larger staff - bringing concerns to the team and sharing decisions or new systems back to the staff at whole school meetings and with grade level/content teams
* Celebrating successes
  1. The School Social Worker will compile discipline data (office discipline referrals) by location/activity, behavior, and grade to share with the PBIS team monthly and whole staff quarterly.
  2. When new teachers are assigned to Ashgrove Elementary, the Mentor Teacher will train them in the PBIS Systems throughout the first year. The School Social Worker will also work with them on the philosophy of both PBIS and Restorative Justice either during New Staff Induction Days (or another scheduled time within the first month of school - planning time, after school, etc.)

## MTSS Behavior Problem Solving Team:

The purpose of this team is to review our universal screening data and teacher referrals to develop a “Students of Concern” list for behavior. The team reviews data and teacher input to recommend behavior interventions for those students. This team consists of principal, school social worker, district BCBA, with teachers providing input for their students. We also discuss these students at the monthly Grade Level MTSS Problem Solving Team Meetings. Once a student is in a behavior intervention regular communication occurs (email or meetings) with all teachers involved. Movement (up OR down) between MTSS Behavior tiers (1-3) will be made by the MTSS Behavior PST in reviewing SAEBRS/MySAEBRS, Intervention Data and/or Office Referral data.

# MTSS BEHAVIOR, TIER 1

The goal is to have 80% of students successful at Tier 1. For behavior, this includes having structures in place to support positive academic behavior and social-emotional learning in all settings for all students.

All staff will be trained in the PBIS Tier 1 Systems at the beginning of the year during pre-service training days. This will be led by the school social worker and administrator.

## PBIS

**School-wide Positive Behavioral Interventions and Support (PBIS)** is a systems approach that helps schools and districts improve the education of all students by creating positive learning environments for all, addressing individual needs of some, and collaboratively addressing the targeted needs of a few. The school-wide PBIS approach assists schools in creating established outcomes that relate to academic and social behavior; systems that support staff efforts; practices that support student success; a decision making process guided by data; and effective discipline practices/procedures.

PBIS schools work hard to create a climate of “catching students being good.” Discipline is seen as an opportunity to teach a student the correct way of behaving, including positive re-teaching and office referrals, designed to help a student learn from their mistakes and correct behaviors.

**Positive Behavior Intervention And Supports (PBIS)** has three goals to teach students. They are to be ***safe, respectful, and responsible***. At Ashgrove Elementary we strive to create a school wide climate where **all** students achieve these goals.

### Faculty Responsibility

Utilize the common language and follow through in positive and corrective consequences. Teach and revisit expectations throughout the year. Look for positive social and academic behavior to reinforce. Faculty are trained upon initial hire and annually thereafter.

* For major offenses, including harm to others, such as a physical altercation or bullying, make an office referral. When appropriate, staff will also utilize Restorative Justice as a means to resolving conflict between students.

PBIS is based on positive teacher/student interactions and includes:

* Alignment with the 3 universal rules -**THE STALLION STANDARDS:.**

|  |  |
| --- | --- |
| **I am SAFE** | * hands (to self) * feet (walking) * minds (following directions) |
| **I am RESPECTFUL** | * to adults * to peers * to property |
| **I am RESPONSIBLE** | * for my own actions (drive my own bus) * for my belongings * for taking care of our school |

* Clear, posted routines and expectations.
* **Teach, model, reinforce, and reteach - as many times as needed!**
* Reinforce desired behavior with Spirit Bucks or Dojo points.
* Classroom Management System that includes Tier 1 Intervention Plan
  + i.e.: positive reteaches, reinforcement systems, good behavior game
* Connection Circles - *at least* weekly
* Restorative Justice Practices - Hacking School Discipline: 9 Ways to Create a Culture of Empathy, & Responsibility using Restorative Justice
* Second Step (see above): weekly social worker led Social/Emotional Learning (SEL) skills lessons. All teachers will review and reinforce the use of SEL skills and resources (such as posters).
* Energy Bus - All teachers will read The Energy Bus for Students within the first two weeks of school. The language of the five principles are used when talking with students in both instructional settings and when correcting behavior in order to highlight the actions we want to model for students.

### PBIS Reinforcement

* **Dojo Points:** Students’ positive behaviors are reinforced for following our Stallion Standards, demonstrating an Energy Bus principle, and working hard in class. All staff can give any student Dojo points using paper copies, the students will cash in the paper point with their home room teacher for dojo points. All staff members are encouraged to focus more heavily on recognizing desired/positive behaviors rather than punishment for undesired behaviors. Each student, group or class may choose a reward for reaching a target number of bucks - each grade level will define their available rewards/prices in the [PBIS Rewards/Wagon Menu](https://docs.google.com/document/d/1uYJFtSUQmdIZBHluMVtBetf66a-LPCfp5Lq5o4DrF5E/edit?usp=sharing). When students choose group or class rewards, they should be quick (less than 20 minutes) activities that do not take away from too much instructional time. If the class has earned a reward that will last longer than 20 minutes, the reward (and timing within the daily schedule) needs to be approved by the Principal. Interrupting interventions for PBIS awards is discouraged.
* **Students of the Month:** Each month, two students from each class, and one student from each Specials class will be recognized as “Students of the Month”: Stallion Star Behavior AND Stallion Scholar. The Stallion Scholar is recognized for working hard on academic work. The Stallion Star Behavior is recognized for following our Stallion Standards (Be Safe, Be Respectful, Be Responsible) and the Energy Bus Principles. The goal of Students of the Month recognition is to recognize AS MANY STUDENTS AS POSSIBLE so all students feel the success of positive reinforcement.

### PBIS Responding to Problem Behavior:

We use discipline for problem behavior **only after explicitly teaching and reinforcing the behavior we expect**. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior. When responding to problem behavior at Ashgrove we will model our priorities of being safe, respectful and responsible by following these principles:

* **We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.**
* **A primary focus of responses for problem behavior is the instruction of the expected behavior.**
* **Our primary goal in responding to problem behavior is to respond quickly and calmly, redirect the student, prevent on-going problem behavior, and minimize the loss of instructional time for that student and all other students in the setting.**
* **Restorative Practices are a priority in responding to problem behavior. This includes teaching and reteaching expectations, taking responsibility for action, and repairing harm for actions when needed.**

#### **Teacher Response Options:**

* **Verbal Re-teach:** 
  + Verbal reminder to be safe, respectful, and/or responsible.
  + Ask the student to demonstrate specific, appropriate behavior.

**NOTE:** If students are being disruptive in the hallway, recess, bus line or the lunchroom, it will be necessary for the staff addressing the students to ***immediately*** reteach the desired behavior and then have the student(s) practice that behavior. *As a staff, we need to be consistent in this procedure and recognize that others may need to take time for this from their scheduled responsibilities.*

* **Positive Re-teach -** [**Uh-Oh Form**](https://drive.google.com/file/d/0B2PXl3gzLKahRmtoRTF2ZjFqLURiMm9QQmxBNWprdWpXYWZR/view?usp=sharing)**:** 
  + AFTER expectations have been retaught, and a student continues to demonstrate inappropriate behavior, they *may* be given an “Uh-Oh”. It is the responsibility of the ***referring*** staff member to ***IMMEDIATELY*** respond and re-teach the desired behavior. If an additional consequence is needed, the staff member correcting the behavior is responsible for ensuring the consequence is followed through with***.***  The action taken may vary from “practiced desired behavior” to “walked the dots” to “loss of \_\_\_\_\_\_\_\_\_ privilege”.
  + The “Uh-Oh” is to be completed and carried out by the staff member providing the re-teach, noting what occurred including the action taken.
  + This form is then **given to the classroom teacher as documentation.**
* [**Office referral**](https://docs.google.com/document/d/1ndQWwRE6L823SM6dGDSd38UkDeeaXRKo7vcVNNQQRac/edit?usp=sharing) - office referrals are reserved for ***MAJOR*** offences. The principal or designee will use the [discipline matrix](#_m2h4db9tuct4) in providing consequences.

## Social Emotional Learning (Sel)

At Ashgrove Elementary, we are teaching children the social skills they need to be successful and productive citizens. In addition to implementing a School Wide PBIS system (see below), all students will receive specific social skills instruction through the Second Step curriculum and Kelso’s Choices. These programs are taught by the School Social Worker during a 30 minute weekly lesson. The skills tie directly to the Stallion Standards - Be Safe, Be Respectful, and Be Responsible. Classroom teachers teach and reteach these skills (as well as our monthly PBIS focus) during morning routines (included in lessons plans). They are also reinforced throughout the day as needed. 5 main areas?

### **Second Step and Kelso’s Choices** lessons in 1st-3rd grade include:

* **Skills for Learning** (Listening - body still, voice quiet, ears listening, eyes watching; Focus Attention - concentrate, use eyes, ears and brain, ignore distractions; Be Assertive - calmly and clearly state what you feel, need or want; Use Self Talk - repeat information, think of questions)
* **Empathy** (identifying feelings, similarities and differences, situational clues, feelings change, accidents, showing care and concern, feeling confident, respecting differences, showing compassion, predicting feelings)
* **Emotion Management** (introducing emotion management, strong feelings, our own feelings, calming down anger, managing worry, managing embarrassment, handling making mistakes, managing anxious feelings, managing anger, finishing tasks, managing test anxiety, handling accusations, managing disappointment, managing hurt feelings)
* **Problem-Solving** (solving problems, fair ways to play, inviting to join in, handling name calling, taking responsibility, responding to playground exclusion, playing fairly on the playground, solving classroom problems, solving peer-exclusion problems, dealing with negative peer pressure)
* **Anti-Bullying Unit** (class rules, recognizing bullying, reporting bullying, refusing bullying, bystander power) (Added this unit for the 2018-19 school year)

# MTSS BEHAVIOR, TIER 2

For students who continue to have difficulty in school, the [Ashgrove Tier 2 Behavior Referral](https://drive.google.com/open?id=1bZuuSV4dqiCSNkNiqhMAaO6kfXoHsvtb4kMooLYJX0E) will be used by the Grade Level Problem Solving Team (PST) to determine appropriate interventions. These “strategic” interventions provide additional instruction around the behavior skills that are taught in Tier 1. Only 15% of students should need Tier 2 support when Tier 1 is implemented successfully.

All teachers are trained in the Connections Kids Tier 2 intervention at the beginning of the school year due to the wide use of this intervention. All staff implementing or who have students in other Tier 2 interventions are trained as students are placed into the intervention. The Ashgrove Behavior Intervention [Handbook](https://docs.google.com/document/d/1A7g2PtFMuHtk4-y4iyMP0AkXb6ltiwhKilHW2cZcstU/edit?usp=sharing) describes each intervention in detail, outlines procedures, and explains progress monitoring for each intervention.

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## TIer 2 Behavior Interventions

* Connection Kids, - Check-in, Check-out system, with a point sheet
* Connection Kids, minor modification (Tier 2.5) for individual needs
* Check and Connect - Mentoring with aa trained staff member
* Class Pass - set number of “leave the room” tickets that can be traded in for rewards if not used, good for children who have escaping tendencies
* Skillstreaming - Direct skills instruction and practice.
  + - Flagged for Academic - Classroom Survival
    - Flagged for Social - Friendship Making
    - Flagged for Emotional - Dealing with Feelings, Dealing with Aggression, Dealing with Stress
* Accept, Identify, Move (AIM)- mindfulness training

## Referral Process

Students may be referred to Tier 2 through any of three different channels: 1) SAEBRS/MySAEBRS data, 2) discipline referral data, and 3) teacher referrals at the MTSS Grade Level PST

Identification Criteria:

1. Students identified as “at risk” on the SAEBRS/MySAEBRS are reviewed by the Behavior PST to determine if supports are needed. If so, the Behavior PST will assign appropriate Tier 2 support using teacher input, Uh-oh data, and office referrals. SAEBRS/MySAEBRS is the identified universal screener for behavior in the Ashgrove MTSS system. SAEBRS/ MySAEBRS will be administered 3 times across the school year.
2. Any student receiving 3 office referrals across a semester is reviewed by the Behavior PST to determine if supports are needed. If so, the Behavior PST will assign appropriate Tier 2 support using teacher input, Uh-oh data, and office referrals. We also review discipline referral data from the previous year and we may identify students who would benefit from the support of Tier 2 from the beginning of the year.
   1. Each month, the school social worker will review the office referral folders and refer any students who have accumulated 3 more office referrals.
   2. The Behavior PST will be notified and a team meeting will be held within 3 days to determine appropriate Tier 2 Intervention.
3. Teachers can submit a Tier 2 Behavior Referral to the building principal. The Behavior PST will meet to determine if supports are needed. If so, the Behavior PST will assign appropriate Tier 2 support using teacher input, Uh-oh data, and office referrals. A teacher may refer a student to Tier 2 at any time. Prior to referral, the teacher must complete the [Ashgrove Tier 2 Behavior Referral](https://drive.google.com/open?id=1bZuuSV4dqiCSNkNiqhMAaO6kfXoHsvtb4kMooLYJX0E) submitted to the principal. The goal of the team is to have a decision made and implemented within one week of the initial referral.
   1. The Behavior PST will be notified there is a referral and a team will coordinate within 3 days to determine appropriate Tier 2 Intervention.
   2. The classroom teacher may be asked to complete a [Student to Intervention Matching Form](https://docs.google.com/document/d/1CDTBkZeZnH6rzSEcPyXyJ4aeqJMCIP-AA8enpZLHiHI/edit?usp=sharing) to determine the most appropriate intervention based on student need and behavioral function.

## Parent Notification of Tier 2 or Tier 3

Guardians will be contacted by the School Social Worker, via phone and/or mail when students are in a Tier 2 or 3 intervention. A letter will be sent home if the student is in Connection Kids explaining the intervention. If families have questions or concerns about their student’s participation in an intervention, the Coordinator and/or Principal will respond and include guardians in further planning.

# MTSS BEHAVIOR, TIER 3

For students who do not respond to Tier 2 interventions and supports or who demonstrate high intensity behavior, the MTSS Behavior PST, with classroom teacher input, will use all available data to determine appropriate interventions. These “intensive” interventions provide additional and individualized instruction around the behavior skills that are taught in Tier 1 and Tier 2. Only 5% of students should need Tier 3 support when Tiers 1 and 2 are implemented successfully.

All staff implementing or who have students in Tier 3 interventions are trained as students are placed into the intervention. The School Social Worker and District Board Certified Behavior Analyst (when necessary) will work with the intervention team to train all relevant staff.

## TIer 3 Behavior Interventions

* School Social Work, individual sessions (with guardian consent)
* Functional Behavior Assessment (FBA)
* Positive Behavior Support Plan (PBSP): team developed/implemented/documented
* Referral to Community-based mental health services
* Skillstreaming
* Accept, Identify, Move

# CLASSROOM MANAGEMENT EXPECTATIONS

**As you develop your classroom management systems, please remember these principles:**

* **We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.**
* **A primary focus of responses for problem behavior is the instruction of the expected behavior.**
* **Our primary goal in responding to problem behavior is to respond quickly and calmly, redirect the student, prevent on-going problem behavior, and minimize the loss of instructional time for that student and all other students in the setting.**
* **Restorative Practices are a priority in responding to problem behavior. This includes teaching and reteaching expectations, taking responsibility for action, and repairing harm for actions when needed.**

1. The Ashgrove school/classroom rules are universally “I am Safe, I am Respectful, I am Responsible”. Teachers will develop and post expectations based on these three school rules using the [Stallion Standards template](https://drive.google.com/open?id=1-QPGfnm2xcXxTdA2k0mYqx4zevDqyP98) (located in the PBIS folder on google drive). They should be posted and shared with families. Expectations should be taught**,** modeled, reinforced, and retaught to the students.
2. Maintain professionalism

* Teach and reteach the skills with the students.
* Give students an opportunity to explain their thinking.
* Notify the student of the possible consequences of his/her behavior.

1. Make parent contact proactively. Have a system for making positive contacts before negative contacts are needed.
2. If a situation warrants it, submit office referral.

* Referrals for minor offenses that have become a habitual problem ([Uh-Oh forms](https://drive.google.com/file/d/0B2PXl3gzLKahRmtoRTF2ZjFqLURiMm9QQmxBNWprdWpXYWZR/view?usp=sharing) for the same type of behavior). Be ready to provide prior documentation of discipline write-ups (Uh-Oh forms), interventions, and parent contacts.
* Referrals for a major or legal offense (weapons, drugs etc.).
* The principal or designee will use the [consequence matrix](https://docs.google.com/document/d/1pLaGCuUAvyDqD5pX3Wu8MFgyLpADBYarMrWso7_aoe8/edit?usp=sharing).

A student who refuses to come to the office can be handled by calling the office for assistance. **If the child is violent and in immediate danger of hurting himself or others, call the office and they will call for Mandt Support.** The building administrator will do their best to handle your concern both discretely and effectively. The teacher will need to write an office referral for the student. Do not discuss the student behaviors in front of other children in the classroom.

# DISCIPLINE

Teachers are responsible to practice effective classroom management. Managing student behavior is a team effort involving student, guardian(s), teachers, and administrator or designee. Student behaviors and consequences are categorized:

* Minor – behavior managed by teachers..
* Major – behavior managed by teachers, administration, and/or law enforcement.
* Legal – behavior managed administration and law enforcement.

**Please include the discipline categories and consequences in the substitute folder.**

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# DISCIPLINE MATRIX

**Continuum of Problem Behaviors**

|  |  |
| --- | --- |
| **PBIS – MINOR INFRACTIONS- TEACHER MANAGED**  **Teachers are responsible for contacting parents about minor behavior issues.**  **Teacher/Staff member provides positive reteach and practice of the skill in question. The classroom management plan should be followed if consequences are necessary. “**[**Uh-Oh’s**](https://drive.google.com/file/d/0B2PXl3gzLKahRmtoRTF2ZjFqLURiMm9QQmxBNWprdWpXYWZR/view?usp=sharing)**” are used when behavior is repetitive.**  **Restorative practices will also be utilized to repair harm and teach prosocial skills and build empathy.** | |
| **Minor Behavior** | **Definition** |
| **Defiance/Disrespect/ Non-Compliance/ Refusal to follow directions or instructions** | **Definition:**  **The student engages in brief or low-intensity failure to respond to adult requests.**  Examples:  Non-responsive, off task in the classroom, eye rolling, “whatever”, refusing to follow directions, ignoring, “I don’t want to”, “You’re not the boss of me”, gum chewing, talking in class, eating in class, talking back, etc. |
| **Disruption/Disruptive Horseplay** | **Definition:**  **The student is disturbing other students or the teacher during class time. The student engages in low- intensity, but inappropriate disruption.**  Examples:  Side conversations, note passing, tapping fingers or pencil, outburst, blurts out answers without raising hand, gets out of seat without permission, slamming books on desk, playing with things, whistling, humming, clowning around, hands on others without intent to harm. |
| **Dress Code Violation** | **Definition:**  **The student wears clothing that is near, but not within, the dress code guidelines defined by the school as stated in the student/parent handbook.**  **Teacher/Staff member has the students put something over the clothing, or sends them to the Nurse’s office for clothes.**  Examples:  Students come to class in thin strapped tops, saggy pants, clothes have inappropriate words |
| **Inappropriate Language** | **Definition:**  **Low level instance of inappropriate language. Accidental slip of inappropriate language, poor choice of words used in common areas/classroom, non-directed verbal assault, hand gestures. Implied meaning without literal verbiage.**  Example:  Shut-up Stupid head, Your mama jokes, “Up yours” etc), swearword not directed towards another person (smashes finger and says swear word) |
| **Tease/Taunt** | **Definition:**  **The student uses choice vocabulary to make fun of another student.**  Examples:  “You live in a cardboard box”, “Your family drinks water from the toilet”, “I got a caught doing good prize and you didn’t” |
| **Misuse of Personal Belongings** | **Definition:**  **The student engages in inappropriate use of personal belongings: cell phone, mp3 player, camera or home computer, or toy like items brought to school without teacher permission.**  **The personal belongings could be held by the teacher until the end of the day or picked up by a parent/guardian if it is a repetitive issue.**  Examples:  Using cell phone to text/call without permission, trinkets or toys brought to school |
| **Physical Contact** | **Definition:**  **The student engages in non-serious/non-injury unwanted physical contact.**  Examples:  Playful contact (girls hitting boys and vice versa, chasing, rough housing, pushing in line, jumping on another student's back, poking, kicking under the table. |
| **Property Misuse** | **Definition:**  **The student is not using tools and supplies for their intended purpose. This includes misuse of school technology.**  Examples:  Changing computer settings, using a program other than the one being instructed to use (such as opening youtube during reading time), pounding on keyboard, breaking pencils, using paper for origami, doodles, or air planes without teacher permission. |
| **Lying/Cheating** | **Definition:**  **The student engages in a statement or message that is untrue and/or deliberately violates rules.**  Examples:  First incident of copying another's work, saying another teacher gave them permission to do something when they didn’t, not owning up to behavior. |
| **PBIS – MAJOR INFRACTIONS- OFFICE MANAGED**  **The administrator or designee is responsible for contacting parents about major behavior issues.**  **Teacher/Staff member completes an Office Referral (ask the office if you need copies) and turn it into the office. Please wait for the office to call the student(s) down. If the student needs immediate removal from the situation to maintain student safety, please escort the student to the office or call the office for someone to escort or watch the student come to the office.**  **The administrator or designee will use disciplinary responses that minimize a loss of instructional time for students and focuses on the student returning the student to class as soon as they are safe.**  **Common consequences may include warning, loss of recess and/or detention, in school suspension, or out of school suspension. Progressive disciplinary action will be used when needed. Restorative practices will also be utilized to repair harm and teach prosocial skills and build empathy.** | |
| **Major Behavior** | **Definition** |
| **Unacceptable Language/ Profanity** | **Definition:**  **The student deliver verbal messages that include extreme swearing, name calling, or use of words in an inappropriate or abusive way**  Examples:  Swear words directed towards others (\_\_\_ you), racial slurs |
| **Fighting/Physical Aggression** | **Definition:**  **The Student engages in actions involving serious physical contact where injury may occur.**  **The student demonstrates a loss of temper resulting in property damage and/or intimidation of another student.**    Examples:  Hitting, punching, hitting with an object, hair pulling, scratching, and kicking.  Throwing objects, threatening, pounding on furniture, etc. |
| **Overt Defiance/Disrespect** | **Definition:**  **The student engages in persistent refusal to follow directions, talks back, or delivers severe socially rude interactions.**  Examples:  Blatant disregard for teacher instructions, the student continues to disregard even after teacher interventions, “I don’t have to”, won’t line up to come inside after multiple prompts |
| **Harassment/Sexual Harassment** | **Definition:**  **The student delivers disrespectful or abusive messages or messages sexual in content to another student or staff member.**  Examples:  Negative or disparaging comments, or anything sexual in nature |
| **Bullying** | **Definition:**  **The student delivers disrespectful messages to another student that include threats, intimidations, obscene gestures, pictures or written notes**  Examples:  Text messages, emails, negative comments based on gender, race, religion, limitations, or other personal matters, “I am going to kill you”, “I am going to beat you up after school” |
| **Vandalism/Property Damage** | **Definition:**  **The student destroys or defaces school property or property belonging to another student or staff members.**  Examples:  Kicks and damages the restroom stall door, carves into a desk/table, breaks something purposefully. |
| **Stealing/Theft** | **The student is in possession of, having passed on, or being responsible for removing someone else’s property.**  Examples:  Taking personal items from someone’s desk or backpack and hiding it so they can take it home; going into a classroom when adults are not present and taking items. |
| **Information and other Electronic Technology Violation** | **The student engages in inappropriate (as defined by school) use of electronic devices, games, and/or computers.**  Examples:  Visiting inappropriate websites, repeated use of programs not being instructed to use, sending inappropriate emails. |
| **Weapons** | **The student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. The student has not used or threatened to use the weapon.**  Examples:  Pocket knife found in students pocket, toy gun brought to school. |
| **PBIS – ILLEGAL INFRACTIONS- OFFICE AND SRO MANAGED**  **If at any time you are concerned about student/staff safety and the situation warrants it, CALL 9-1-1. (guns, fire, etc)**  **Office staff and SRO are responsible for contacting parents about illegal behavior infractions and determining appropriate consequences.**  **Teacher or staff member completes an office referral as soon as possible. Escort the student to the office immediately and alert the office of the situation. Call for support for removal if needed. Remove any illegal items from the students possession IF YOU CAN DO SO SAFELY. Do not struggle to take a weapon from a student.** | |
| **Illegal Behavior** | **Definition** |
| **Threats/Other** | **Arson, bomb threats, etc** |
| **Weapons** | **The student is in possession of a weapon with the** **intent to harm. Any possession of a gun it is assumed there is the intent to harm.** |
| **Drugs/Tobacco/ Alcohol** | **The student is in possession of drugs, tobacco or alcohol.** |