

Reedley High School

Positive Behavioral Interventions and Supports



Parent & Student Handbook

2018/2019 School Year

Positive Behavioral Interventions and Supports Parent & Student Handbook

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Reedley High School

PBIS Mission & Vision Statement

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

- Development of clearly defined and consistent student expectations and accountabilities which reflect **RHS**'s themes;
 - **R**espect for self, others and surroundings
 - **H**onorable to self and others
 - **S**uccess for All

- Communication and collaboration between administration, staff, families and community.
- Maintenance of an open ended flexible approach through the use of a data driven informational system.
- Educationally sound methods that foster student character, safety, academic excellence and individual citizenship.

School-Wide Positive Behavioral Interventions and Supports

Focus

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

Proactive Approach to School-Wide Discipline

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

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Reedley High School's Pirate Pride Commitments are:

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

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

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

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

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

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

Classroom Teacher Responsibilities

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

Staff Personnel Responsibilities

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

Positive Behavior Interventions Supports Program Overview

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures should be in writing so they may be utilized in the event that a guest teacher is needed in the classroom.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require administrator involvement.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behavior using the staff member's classroom management plan have been ineffective and the behavior is still of a minor nature, staff members may choose to implement a Safe Seat. A Safe Seat is a time-out of sorts that allows the students to reflect on and respond to the inappropriate behavior. In addition to the Safe Seat intervention the student may be required to complete a PBIS Behavioral Reflection sheet. Consistently repeating minor offenses may be escalated to a major offense.

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report was required please reference the descriptions on pages 16 & 17 of this handbook. Referral forms shall be completed by the teacher and the student will accompany or will be picked up to see the Learning Director or acting administrator. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior – it is the positive **relationships** we build as a learning community between students, families and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior.

The Reedley High School staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, ready and responsible. By teaching students the necessary social skills for future success we set out students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in reading, math, writing, and being good citizens.

The PBIS Team at Reedley High School

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

Primary Intervention (Tier I)

Joe Arruda	<i>Learning Director</i>	<i>Administrator</i>	arruda-j@kcsd.com
Gloria Valencia	<i>Learning Director</i>	<i>Administrator</i>	valencia-g@kcsd.com
Lisa Bueno	<i>Elective Teacher</i>	<i>Group Observer</i>	bueno-l@kcsd.com
	<i>School Psychologist</i>	<i>Data Analyzer</i>	
	<i>School Psychologist</i>	<i>Data Analyzer</i>	
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcsd.com
Renee Johnson	<i>Foreign Lang. Teacher</i>	<i>Group Observer</i>	johnson-r@kcsd.com
Michelle Caban	<i>Attendance Secretary</i>	<i>Parent Representative</i>	caban-m@kcsd.com
Estella Romero	<i>ELD Teacher</i>	<i>Teacher Representative</i>	romero-e@kcsd.com
Guillermo Garza	<i>RHS School Juvenile Det.</i>	<i>Group Observer</i>	
Jake Harder	<i>Restorative Justice Coord.</i>	<i>Group Observer</i>	

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

Joe Arruda	<i>Learning Director</i>	<i>Administrator</i>	arruda-j@kcsd.com
Gloria Valencia	<i>Learning Director</i>	<i>Administrator</i>	valencia-g@kcsd.com
Nikki Milton	<i>School Psychologist</i>	<i>Data Analyzer</i>	milton-n@kcsd.com
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcsd.com

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

Joe Arruda	<i>Learning Director</i>	<i>Administrator</i>	arruda-j@kcsd.com
Gloria Valencia	<i>Learning Director</i>	<i>Administrator</i>	valencia-g@kcsd.com
Nikki Milton	<i>School Psychologist</i>	<i>Data Analyzer</i>	milton-n@kcsd.com
Carlos Rizo	<i>Social Worker</i>	<i>Group Observer</i>	rizo-c@kcsd.com

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

Data Collection for decision making

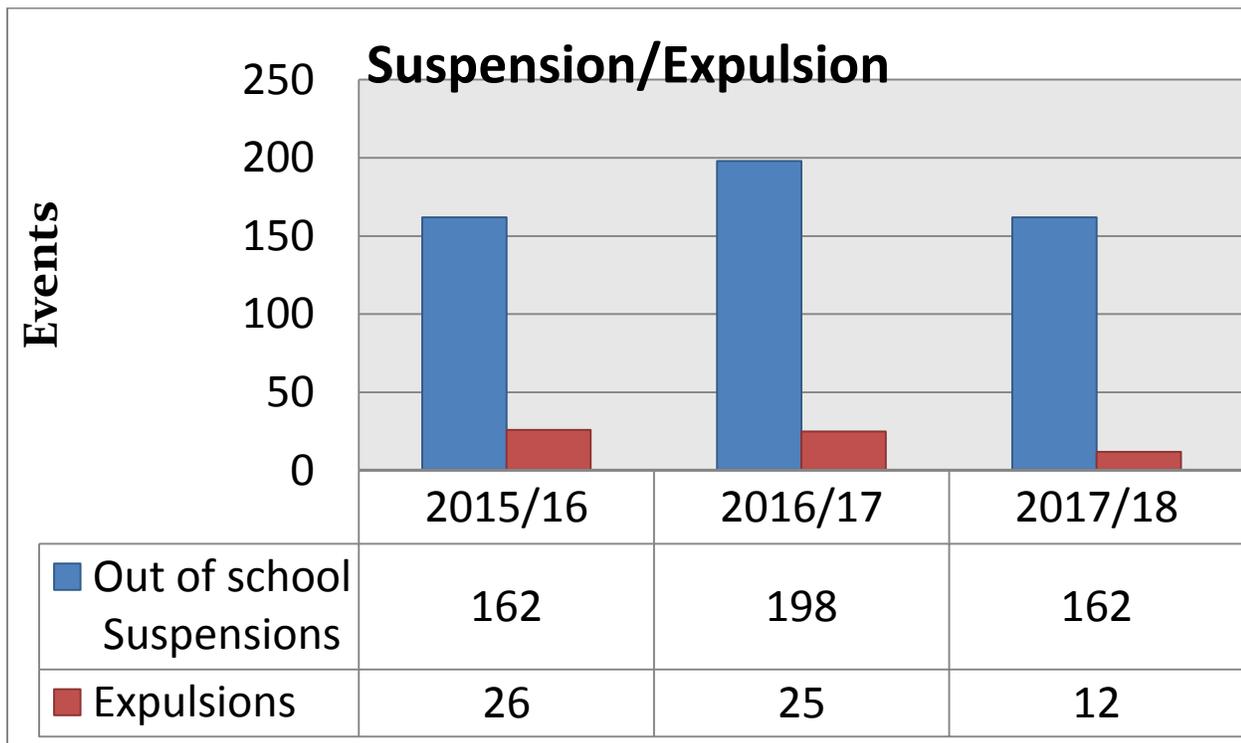
School-Wide Information System (SWIS) Data

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

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

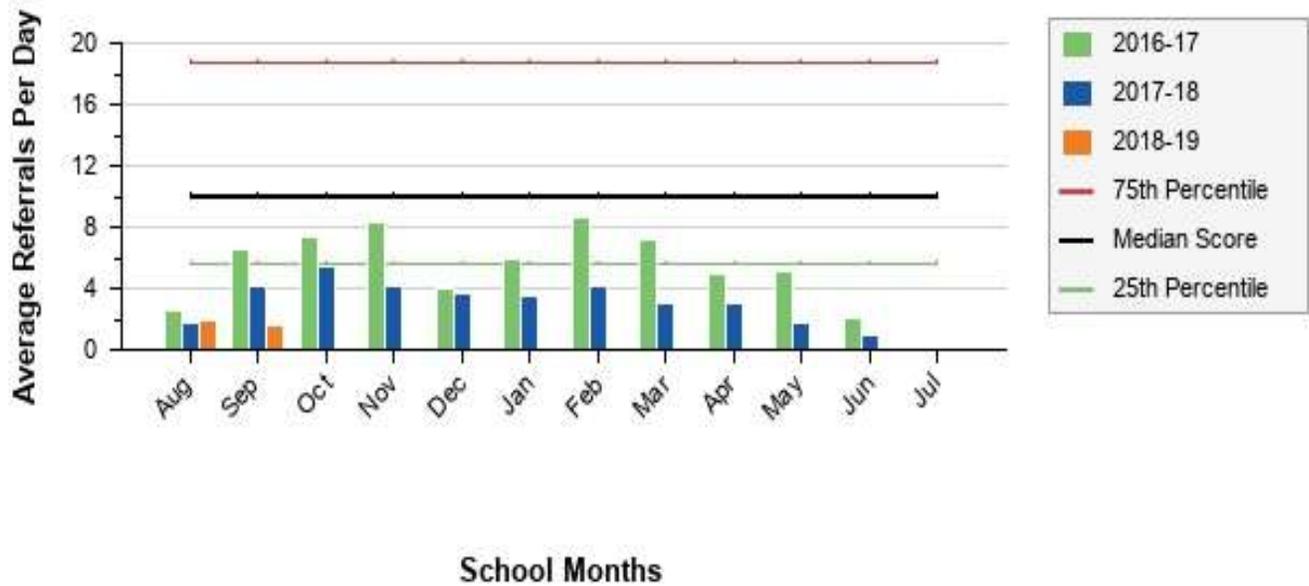
These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to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

Reedley High SWIS Data



Average Referrals Per Day Per Month - Multi-Year

All, 2016-17 - 2018-19



Recognizing Individuals Who Achieve Behavioral Expectations

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

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

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

Best on the Ship:

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

All students who are nominated are recognized over the announcements and are provided certificates to acknowledge this accomplishment. The Best of the Ship Committee will then select one student from every department; those student will receive a special certificate and an appropriate reward. Their picture is also displayed in the front lobby for all faculty, students, and visitors to see.

To: Faculty
From: Best of the Ship Month Committee
Re: Best of the Ship for (Month) (Year)

The Best of the Ship program has been set up to recognize the many ways our students strive to uphold the **Pirate Pride of Respect, Honor, and Success**. We are asking teachers to nominate a student whom you feel exemplifies one or more of these areas. The following are suggested areas of nomination:

Respect

- Improved attendance
- Active participation in class activities
- Effort and initiative
- Preparation for each class

Honor

- Honesty
- Academic Improvement
- Following School Rules

Success

- Compassion
- Courtesy
- Cooperation and helpfulness
- Tolerance toward others

Please complete all information below.

Nominee (**print**) _____ Grade ____ Homeroom ____

Recommended by (**print**) _____

Signature _____

Circle: Readiness Responsibility Respect

Please indicate the reason(s) you are nominating this individual. Your comments are necessary and helpful in our selection. Use the back of this form if necessary.

*Thank you for taking time to **complete** this nomination form and for making this possible!*
Please return to _____ mailbox NO LATER than (Time) on (Date).

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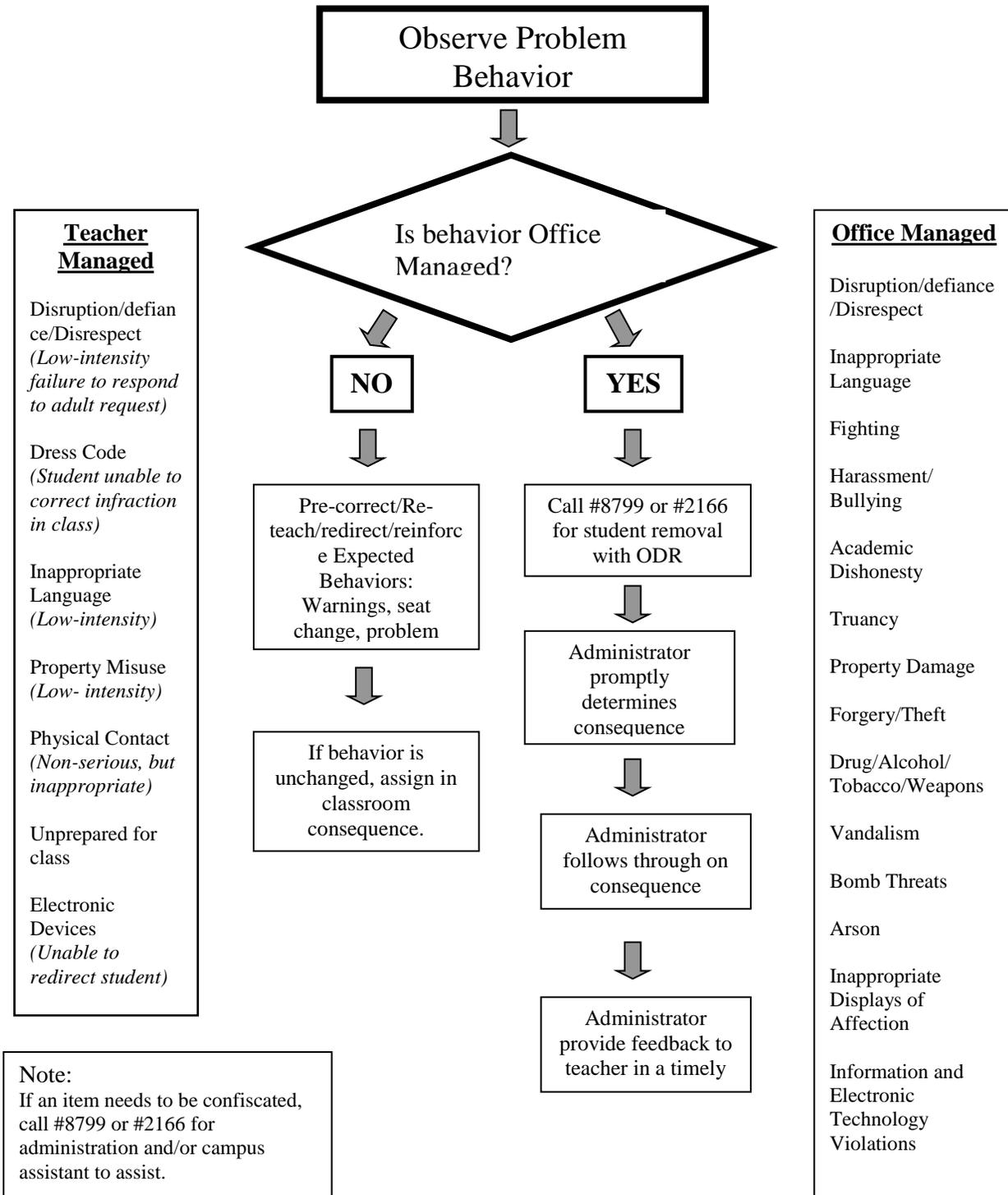
Student Behavior Management Process

Explanation of Behavior Graphic

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

Routines & Settings	Respect	Honor	Success
Classroom	<input type="checkbox"/> Eliminate Electronic devices <input type="checkbox"/> Follow Dress code guidelines <input type="checkbox"/> Follow Teacher's guidelines	<input type="checkbox"/> Be in class when the bell rings <input type="checkbox"/> Bring required materials <input type="checkbox"/> Do your own work <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Accept help from staff and peers <input type="checkbox"/> Bring required materials <input type="checkbox"/> Do your best on all assignments
Hallway	<input type="checkbox"/> Use indoor voice <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Limit displays of affection	<input type="checkbox"/> Keep moving <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Keep area clean <input type="checkbox"/> Use appropriate language
Cafeteria	<input type="checkbox"/> Wait patiently in line <input type="checkbox"/> Keep the line moving <input type="checkbox"/> Be courteous <input type="checkbox"/> Use indoor voices	<input type="checkbox"/> Be safe <input type="checkbox"/> Pay for what you take <input type="checkbox"/> Clean up after yourself	<input type="checkbox"/> Keep area clean <input type="checkbox"/> Use appropriate language
Library & Computer Labs	<input type="checkbox"/> Respect library resources <input type="checkbox"/> Share resource materials <input type="checkbox"/> Be courteous <input type="checkbox"/> Use indoor voices	<input type="checkbox"/> Follow library guidelines <input type="checkbox"/> Stay focused <input type="checkbox"/> Leave food outside <input type="checkbox"/> Use computers appropriately	<input type="checkbox"/> Wash your hands <input type="checkbox"/> Keep area clean <input type="checkbox"/> Trash your trash
Commons & Courtyards	<input type="checkbox"/> Use appropriate language <input type="checkbox"/> Limit displays of affection <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Be safe <input type="checkbox"/> Clean up after yourself	<input type="checkbox"/> Be safe <input type="checkbox"/> Clean up after yourself
Parking Lot	<input type="checkbox"/> Be patient and courteous <input type="checkbox"/> Respect others property <input type="checkbox"/> Use appropriate language	<input type="checkbox"/> Be safe <input type="checkbox"/> Be legal <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Be patient and courteous <input type="checkbox"/> Respect others property <input type="checkbox"/> Be safe <input type="checkbox"/> Be legal <input type="checkbox"/> Keep area clean
Restroom	<input type="checkbox"/> Flush don't rush <input type="checkbox"/> Keep it graffiti free <input type="checkbox"/> Trash your trash	<input type="checkbox"/> Wash your hands <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Flush don't rush <input type="checkbox"/> Keep it graffiti free <input type="checkbox"/> Trash your trash
School Activities	<input type="checkbox"/> Focus on the event <input type="checkbox"/> Respect audience and performers <input type="checkbox"/> Eliminate Electronic devices	<input type="checkbox"/> Dress appropriately <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Engage in positive cheer <input type="checkbox"/> Be a positive role model <input type="checkbox"/> Let officials and coaches do their job
Sporting Events	<input type="checkbox"/> Follow spectator guidelines <input type="checkbox"/> Engage in positive cheer <input type="checkbox"/> Let officials and coaches do their job	<input type="checkbox"/> Dress appropriately <input type="checkbox"/> Keep area clean	<input type="checkbox"/> Engage in positive cheer <input type="checkbox"/> Be a positive role model <input type="checkbox"/> Let officials and coaches do their job

Active Response Office Discipline Referral (ODR) Flow Chart



Reedley High School Problem Behavior Definitions

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

MINOR Definitions

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

MAJOR Definitions

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

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Referral # _____

• Admin use

ID # _____

OFFICE DISCIPLINE REFERRAL FORM (ODR)

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

- Location**
- | | | |
|--|--|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Library/Computer Labs | <input type="checkbox"/> Special event/assembly/ field trip |
| <input type="checkbox"/> Commons/common area | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus loading zone |
| | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Parking lot |
| | | <input type="checkbox"/> Hallway/ breezeway |
| | | <input type="checkbox"/> Gym |
| | | <input type="checkbox"/> On bus |
| | | <input type="checkbox"/> Other _____ |

Problem Behaviors (check the most intrusive)

- | MINOR | MAJOR | |
|--|---|---|
| <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Abusive/ Inappropriate language | <input type="checkbox"/> Skip class |
| <input type="checkbox"/> Physical contact | <input type="checkbox"/> Fighting Physical aggression | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Defiance/disrespect/ non-compliance | <input type="checkbox"/> Defiance/disrespect/ insubordination/non-compliant | <input type="checkbox"/> Forgery/ theft |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Harassment/ bullying | <input type="checkbox"/> Dress code violation |
| <input type="checkbox"/> Dress Code | <input type="checkbox"/> Ability _ religious _ racial _ gender _ sexual _ | <input type="checkbox"/> Lying/cheating |
| <input type="checkbox"/> Electronic Device (Phone, radios, etc.)
(Unable to obtain device, defiant) | <input type="checkbox"/> Disruption | <input type="checkbox"/> Tobacco |
| <input type="checkbox"/> Property misuse | <input type="checkbox"/> Inappropriate Display of Affection | <input type="checkbox"/> Alcohol/drugs |
| <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Combustibles |
| | | <input type="checkbox"/> Arson |
| | | <input type="checkbox"/> Weapons |
| | | <input type="checkbox"/> Bomb threat |
| | | <input type="checkbox"/> Other _____ |

Possible Motivation

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

Others Involved

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

Prior Interventions with student

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

Administrative Decision

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Time in office | <input type="checkbox"/> Detention | <input type="checkbox"/> Saturday School | <input type="checkbox"/> In-school suspension Days _____ |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Parent contact | <input type="checkbox"/> Conference with student | <input type="checkbox"/> Out-of-school suspension Days _____ |
| <input type="checkbox"/> Other _____ | | | Signature _____ |

Comments:

Reedley High School: Tier I School-wide PBIS Intervention Guidelines



Who:

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

What:

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

How:

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

Example PBIS Lesson:



Positive Consequence Examples

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

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

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

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

Question: Why not issue a Positive Pirate Point? Answer: Because this is not a consistent behavior on the part of the student. When it becomes consistent, issue a Positive Pirate Point.

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

Consequence: Recognize students formally by a Positive Pirate Point for each student who has consistently completed their homework. As you distribute them, thank the students for doing their homework, and note to other students that you will be happy to revisit this again in two weeks. Remind students what are Positive Pirate Point and mention specific rewards for which they will be eligible.

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

Consequence: Recognize student by issuing a Positive Pirate Point, perhaps with a personal note of recognition of her efforts. She would also be a good candidate for nomination as Best of the Ship.

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

Reedley High School: Intensive Positive Behavior Supports (IPBS)

Tier II Intervention Guidelines



Who:

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

What:

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

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

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

CICO: Check-In, Check-Out

Student _____ Goal: _____ Date: _____

DIRECTIONS:

Students

- 1) Take this to each class and politely ask each teacher to complete and return the form prior to the end of class.
- 2) Be certain to check in with your assigned staff member at each of the indicated times below.
- 3) You will be provided a copy to take home at the end of the day.
- 4) Have your parent/guardian sign acknowledging that they have reviewed your daily behavior with you.
- 5) Return the signed form for the next day's check in.

**FAILURE TO CHECK IN IS DEFIANCE & MAY RESULT IN A SUSPENSION.*

Teachers

- 1) Discretely and privately score each behavioral expectation for the period the student is assigned.
- 2) Return the form to the student by the end of the period and politely remind them of their next Check-In time.

Respect Honor Success

Respect for self, others and Surroundings. Eliminate electronic distractions, Follow dress code guidelines, Address staff Appropriately.	Honorable to self and others. Be in class when the bell rings, Be safe, Actively Participate, Keep it graffiti free.	Success for All. Use appropriate language, Do your best on all assignments and Assessments, Take notes, and ask questions.
--	--	--

Total Points Earned for The Class Period (6 Pts. Max.)

Teacher Comments & Initials

Checked Boxes indicate the periods The student will "Check In" prior to.

	Period	Respect	Honor	Success	Total Points	Teacher Comments & Initials
	Period 1	0 1 2	0 1 2	0 1 2		
	Period 2	0 1 2	0 1 2	0 1 2		
	Period 3	0 1 2	0 1 2	0 1 2		
	Period 4	0 1 2	0 1 2	0 1 2		
	Period 5	0 1 2	0 1 2	0 1 2		
	Period 6	0 1 2	0 1 2	0 1 2		
	Period 7	0 1 2	0 1 2	0 1 2		

Day **100%** **90%** **80%** **70%**

TOTAL POINTS

Percenta

Check Out Signature
Advisor or Other School Official

M/T/F	42	38	34	30
WED	18	16	14	12
TH	24	22	20	18

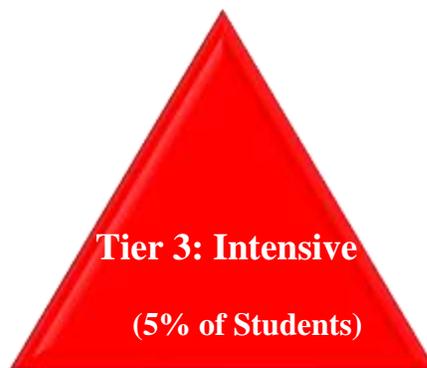
Goal Met? YES NO

NOTES: _____

Parent/Guardian Signature

Date

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



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

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

What:

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

How:

- Referral to FBA/ BSP development made by IPBS team or IEP team
- FBA: May include:
 - Teacher interview
 - Parent interview
 - Records/ data review
 - Direct observation of the student
- BSP: Should include:
 - Clear descriptions of the problem behavior, antecedents and the function of the behavior
 - Goals and teaching strategies for replacement behavior
 - An emphasis on prevention
 - A reward system that is linked to the function of the problem behavior
 - Clear steps for responding to problem behavior

- Data Collection and Review
 - Data is collected daily (e.g., point cards, tallying incidents)
 - After 2-3 weeks, plans are reviewed. If student is making progress, continue
 - If the student is not making progress, the team may consider:
 - Changing the intervention (may do more than once)
 - Requesting FBA district-support (after prolonged period or in urgent situation)
- Evaluation for special education services (if/ when data supports referral)
- Training and Communication:
 - All stakeholders receive training about Tiers I, II, and III annually. PBIS information in Staff Handbook, Parent Handbook. Specific training for staff and parents of students on Tiers II & III (materials in PBIS Handbook). All case managers/BSP coordinators receive training through OIS, district-level BSP, and as-needed coaching by other team members.
 - All BSPs are sent home, given to team members, and kept in a file in the student's room as well as in the Safe Room log (if the child has or might be in office as part of his/her plan).