

We Are HAWKS Overview

Centennial's We Are HAWKS program is our response to establishing a culture of Positive Behavior Intervention and Supports (PBIS). HAWKS is an acronym for the core values that our staff believes are the keys to student success. HAWKS stands for:

Honest
Ambitious
Well-Rounded
Kind
Spirited

We expect our students to exhibit these values throughout the campus. Our Expected School-wide Behavior Matrix, posted in each classroom, outlines how each value is to be demonstrated in student behavior throughout all areas of our campus. Students are also taught these values through a series of video lessons presented in each 3rd period class on Wednesdays.

Caught Being a HAWK

As a staff, we work hard to encourage our students to act like HAWKS in every setting and reward students when we see them exhibiting these values.

You will receive "Caught Being Hawks" tickets in your mailbox that you can hand out to any student you "catch" in the act of demonstrating one or more of the core values. Students can then redeem those tickets for various rewards for their positive behavior. The rewards may include a "We Are HAWKS" t-shirt, coupons to local restaurants, Centennial gear, and even a yearbook. The students also earn a letter home to their parents which describes how the student represented "HAWKS."

Multi-Tiered System of Supports (MTSS)

We recognize that students come to Centennial with varying levels of exposure to, and success with, the principles of HAWKS and therefore have adopted a three tiered model of intervention that enables us to meet students wherever they might be in need of assistance.

Tier Team	Members	Area of Focus
1	<p>Administration: Chris Sanchez (<i>Coordinator</i>) Jeremey Newfield (<i>Data</i>)</p> <p>Intervention: Bibi Carrasco - Interventionist Jennifer Ianiero - OCI (<i>Note Taker</i>) Andy Muro - Head Counselor</p> <p>Teachers: Jayna Chapman Brenda Pendleton Suzy Iturriria- Alexander Hernan Santiago Roberto De La Rosa Albert Diaz Conti Lydia Garza Alex Lee Stephanie Lee</p>	<p>This group meets monthly to discuss school wide behavioral expectations with a focus on school climate and culture.</p>
2	<p>Administration: Chris Sanchez (Coordinator)</p> <p>Intervention: Bibi Carrasco - Interventionist Jennifer Ianiero- OCI Eric Finch - Social Worker Allison Smith - Mental Health Melissa Salazar - Psychologist</p> <p>Counselors: Andy Muro -Head Counselor Lacey Coppolo Tom Cornford Jill Geer Emily Gonsalves</p>	<p>This group meets bi-weekly to discuss students that are in need of targeted interventions. Student referrals can be based on discipline issues and/or social emotional needs.</p>
3	<p>Administration: Chris Sanchez (Coordinator)</p> <p>Intervention: Bibi Carrasco - Interventionist</p>	<p>This group meets as needed to discuss intensive interventions for selected students that go beyond tier 1</p>

	Jennifer Ianiero- OCI Eric Finch - Social Worker Allison Smith - Mental Health Melissa Salazar - Psychologist Counselors (as needed): Andy Muro -Head Counselor Lacey Coppolo Tom Cornford Jill Geer Emily Gonsalves	and tier 2 supports. (3-5% of the student population)
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Teachers Role in Interventions

Tier 1	Tier 2	Tier 3
<p><u>Promote</u> HAWKS by teaching the core values and reminding students of the positive behavioral expectations, especially via video lessons.</p> <p><u>Acknowledge</u> students when they are being HAWKS by rewarding them with “Caught Being Hawks” tickets.</p> <p><u>Refer</u> student to Dean’s Office when student commits major offense or has repeated minor offenses.</p> <p><u>Support</u> Interventionists and counselors with accurate and timely grade information to assist with the Hawk Check Program (support for students with multiple Fs)</p> <p><u>Recommend</u> suggestions to improve school climate and culture.</p>	<p><u>Reinforce</u> behavioral expectations with students.</p> <p><u>Refer</u> major offenses to the Dean’s Office for discipline.</p> <p><u>Refer</u> struggling students (behavior, grades, social-emotional) to Tier 2 team for review (see link on webpage)</p> <p><u>Support</u> struggling students with clear expectations and acknowledgements for positive behaviors.</p> <p><u>Follow up</u> with feedback related to their progress, particularly with Check In - Check Out.</p>	<p><u>Participate</u> in Student Study Teams (SST) to address student behaviors.</p> <p><u>Refer</u> students to on campus mental health resources when the need arises.</p>

What is Tier 2?

Tier 2 is for those students that need extra support. That support could be behavioral, academic, or social-emotional. If you have a student that is not responding to your regular day to day interventions (behavioral or academic), or you have concerns about their mental and emotional well-being, you can use the Tier 2 Referral Form (found under Staff Resources on the school website) to help identify those students for the Tier 2 team. The form is routed to the counseling office and from there we determine what the appropriate intervention might be.

The form does not take the place of a Dean's office referral for major issues or even repeated minor issues. Frequent visitors in the Dean's office are usually referred by the Dean to the Tier 2 team for follow up interventions, or placed by the Dean in OCI. Furthermore, student's with three or more referrals are flagged for Tier 2 team discussion.

The form also doesn't replace one on one discussions about students you are concerned about. This is especially true when the situation is urgent. The form is not intended to be a layer of bureaucracy, but to help us keep track of referred students.

Accessing the Tier 2 Referral Form

The Tier 2 Referral Form is found on the school website here:



[RESOURCES](#) » for STAFF

for STAFF

Bulletin Request Form

https://docs.google.com/a/kernhigh.org/forms/d/e/1FAIpQLSdE4A1pAH9-oqdbDFIKwe0_7oqY49HBUgwLLOhwveJpCKI6w/viewform

We are HAWKS Tier 2 Request Form

https://docs.google.com/forms/d/e/1FAIpQLSdFQyDST6LRgmzS8q4Kc-Tx3G-_4svl5J_al1RDw2cycxQkA/viewform?vc=0&c=0&w=1

Description of Tier 2 Interventions

Aggression Replacement Training (ART)

Aggression Replacement Training is a comprehensive cognitive behavioral intervention for aggressive youth. It provides 10 weeks of group training sessions for each of three coordinated and integrated components: Social Skills Training, Anger Control Training, and Moral Reasoning.

Brief Intervention

Brief intervention is designed to motivate individuals at risk of substance abuse and related health problems to reduce and change their behavior by helping them understand how their substance use puts them at risk. It is divided into three sessions.

The C.A.T. Project

The C.A.T. Project is a small group program for adolescents with anxiety. It is cognitive-behavioral in nature, and provides psychoeducation and requires exposure tasks. The program provides education about anxiety, skills for identifying and managing anxiety, and an approach to face one's fears and develop mastery. The overall goal is emotional adjustment.

Check In-Check Out (CICO)

CICO is standardized monitoring intervention that increases positive adult contact while providing frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals.

Community Resources/Referrals (Social Worker)

Community resources/referrals is a systems approach to establish and integrate a network of Student Behavior and Supports between the school, family, and community. They can be in the areas of prevention, intervention, advocacy and treatment.

Conflict Mediation

Conflict mediation is aimed at teaching students more constructive means of handling conflict. I-statements, ground rules and a mediator are imperative to, exploring possible solution options, selecting solution options, and reaching an agreement.

Family Engagement/Home Visits

Family engagement/home visits allow access to difficult-to-reach families; minimize barriers to support, and gain an understanding of a family's ecological context while emphasizing the importance of the family's role in their student's academic success.

Forward Thinking/Interactive Journaling

Interactive Journaling is a structured and experiential writing process that motivates and guides youth toward positive life change. This cognitive behavioral curriculum has nine different journals that offer a variety of strategies for facilitating one-to-one and group sessions.

Grade/Attendance Checks

Grade/Attendance checks can help gauge where a student is at in their academic career. Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully or facing some other potentially serious difficulty.

Mentoring: Grade 9-10 with Faculty on Site

On site mentoring programs engages and empowers youth to increase resiliency, positive behaviors, and healthy decision-making through outside organizations such as, AmeriCorps and Garden Pathways.

My Journey Grief Curriculum

This curriculum is designed to walk students through the stages of grief and celebrate their progress by focusing on feelings, beliefs, stories, changes, balance, connection, and memories.

Peer to Peer Mentoring

Peer mentoring is a developmental intervention meant for youth to provide support and serve as role models for one another. This form of support can be improving academic skills, resolving interpersonal problems (peer education; peer assistance), or addressing personal problems.

Restorative Circles/Practices

Restorative circles/practices are reactive, consisting of formal or informal responses to incidents after it occurs. They foster safe learning environments through community building and constructive conflict resolution and can be seamlessly integrated into the classroom, curriculum and culture of schools.

Small Groups

Small groups will be varied and depend on the need of each individual school site. Small groups teach teamwork ability, improves self-directed learning, enhances student-faculty and peer-peer interaction, develops self-motivation, allows the student to test their thinking, and helps with acceptance of personal responsibility for own progress.

Targeted Tutoring/Academics

Targeted Tutoring/Academics provides targeted academic assistance for students to be successful in their academic classes and career.

TETRIS

TETRIS is a tool provide teachers and school staff with tools to identify, recognize, refer, and support students with mental health needs in a respectful and culturally responsive manner.

Why Try

Why try is a strength-based approach to helping youth to overcome their challenges and to improve truancy, behavior, and academics

Professional Development Opportunities

The District sponsors a number of PBIS/MTSS/SEL professional development opportunities throughout the school year. The District is committed to ensuring that all staff members will attend the trainings and grow in their knowledge of these areas. Our hope is that we glean relevant information that can be brought back to improve our We Are Hawks program to better serve our students as we continually strive to improve our school culture and climate.

A detailed description of each training can be found here:

PBIS/MTSS/SEL Professional Development

Implicit Bias-CERTIFICATED: Teaching and Counseling Staff

Description: *Single Day Session for Certificated Staff*

No matter how good our intentions to be free of prejudice, we all have implicit biases that can have a serious impact on our work in schools. Participants will explore the concept of implicit bias and the nuanced behavior that is a product of our unconsciousness. As they engage with the materials, participants will have opportunities to reflect upon how their implicit biases may be impacting their work in schools as well as their personal lives. They will engage in activities to practice “interrupting” the behavior internally and interpersonally. Finally they will create an action plan around the essential question: What am I willing to do to not only become aware, but interrupt actions that reflect implicit bias?

Implicit Bias-CLASSIFIED: Front Office Staff, Instruction Assistants, Community Specialists, Finance Office Clerk, Library Technician, and other non-Campus Supervisor Personnel

Description: *2 Half-Day sessions each date with different Classified Staff in each session.*

No matter how good our intentions to be free of prejudice, we all have implicit biases that can have a serious impact on our work in schools. Participants will begin to explore the concept of implicit bias and the nuanced behavior that is a product of our unconsciousness. Participants will have the opportunity to concurrently examine their own bias’ while developing skills to “interrupt” not only their own but develop confidence to compassionately engage with others when necessary.

Social Emotional Learning 101 CERTIFICATED: PLC Leaders, Department Chairs, Administrators, Other Teachers, Counselors, and Support Provides

Description: *Single Day Session for Certificated Staff*

This informative, interactive and highly-engaging workshop explores the research that supports the importance of SEL practices in educators’ personal and professional development. Participants will learn how to implement SEL strategies and build skills in classrooms and school sites to prepare students to be successful

in school, college, career, and life. Tools such as Neuroscience, Mindfulness in Education, Restorative Practices, Growth Mindset & Grit, Character Development, and Cultivating Kindness, Empathy, and Compassion will be reviewed and emphasis placed on how they play a critical role in building SEL skills and enhancing school culture and climate. The facilitator, Joelle Hood, will lead participants in discussion and activities that they can replicate in a district, school site, and classroom the next day to initiate positive change in the lives of all stakeholders.

Social Emotional Learning 101-CLASSIFIED: Front Office Staff, Instruction Assistants, Community Specialists, Finance Office Clerk, Library Technician, and other non-Campus Supervisor Personnel

Description: *Single Day Session for Classified Staff*

This informative, interactive and highly-engaging workshop explores the research that supports the importance of SEL practices in educators' personal and professional development. Participants will learn how to implement SEL strategies and build skills in classrooms and school sites to prepare students to be successful in school, college, career, and life. Tools such as Neuroscience, Mindfulness in Education, Restorative Practices, Growth Mindset & Grit, Character Development, and Cultivating Kindness, Empathy, and Compassion will be reviewed and emphasis placed on how they play a critical role in building SEL skills and enhancing school culture and climate. The facilitator, Joelle Hood, will lead participants in discussion and activities that they can replicate in a district, school site, and classroom the next day to initiate positive change in the lives of all stakeholders.

Social Emotional Learning 2.0: Activity Director, Teacher Leaders (Preferably Department Chairs or PLC Leaders), and Administrators.

Description: *4 staff members per site with a total of 6 sessions WITH THE SAME STAFF. Staff should have already completed SEL 101 PRIOR to beginning this training.*

SEL 2.0 SERIES

Research makes a compelling case that social and emotional factors have the strongest impact on academic learning, affecting motivation and commitment, behavior, and performance. Explicitly addressing these components of learning can change how much and how well students thrive. According to the Common Core State Standards initiative, the Standards “provide a consistent, clear understanding of what students are expected to learn. The Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in college, careers and in life.” These session will teach and empower your corticated staff members to become SEL Trainers of Trainers and leaders on your campus.

Restorative Practices–CERTIFICATED: Counselors, Administrators, Teachers, and Support Providers

Description: TWO DAYS, (intro and circles)

The fundamental premise of Restorative Practices is that people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. In schools, the use of Restorative Practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students, and improve the overall climate for learning. In this informative and engaging workshop, participants will learn about the Foundations of Restorative Practices and Using Circles Effectively. They will put their learning into action, and will be able to practice these processes with hands-on under the guidance of a trained facilitator. Participants will go back to their sites with a clear understanding of what Restorative Practices are and strategies for implementing them at their school site.

Restorative Practices–CLASSIFIED: Community Specialists, Instructional Assistants, Front Office Staff, Finance Office Clerk, Library Technician, and other non-Campus Supervisor Personnel

Description: One full day session (intro)

The fundamental premise of Restorative Practices is that people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. In schools, the use of Restorative Practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students, and improve the overall climate for learning. In this informative and engaging workshop, participants will learn about the Foundations of Restorative Practices. Participants will go back to their sites with a clear understanding of what Restorative Practices are and strategies for implementing them at their school site.

Get Curious, Not Furious Classroom Management: All Teaching Staff

Description: Sites attending 2018-2019:

Emotional temperature is on the rise in classrooms across the country as teachers struggle to balance teaching with managing student behaviors. Frustrated and triggered, teachers often resort to unproductive and ineffective strategies to manage student behavior. Ignoring, yelling and removing students from classroom are common reactions for teachers who may not have positive alternative methods of responding readily available in their toolbox.

The Get Curious, Not Furious workshop shifts the focus from "what's wrong with you" to "what's your story" as teachers learn specific strategies to reduce the emotional temperature, redirect behavior, restore relationships and raise resiliency.

Topics covered include understanding the story behind the behavior, consequences vs interventions, cultivating a positive classroom climate, and building effective Tier I strategies. Participants will leave with a greater understanding of the motivating factors behind student behavior and a toolkit of effective strategies that can be put into place the next day.

**Have Questions?
Centennial Intervention Contact List**

Chris Sanchez, Assistant Principal of Administration = **PBIS Coordinator (Program Issues/suggestions, Professional Development Questions)** (x63035)

Jeremy Newfield, Dean of Students = **Student Discipline (Behavioral and Safety Concerns)** (x63013)

Bibi Carrasco, Interventionist = **Tier 2 Interventions** (x63086)

Jennifer Ianiero, On Campus Intervention Teacher = **OCI Classroom/ We Are Hawks Tickets/ Hawk Check** (x63701)

Eric Finch, Social Worker = **Tier 3 Interventions** (x63023)

Allison Smith, School Mental Health Clinician - Special Ed. = **Special Ed support for mental health issues** (x63365)

Melissa Salazar, School Psychologist - Special Ed. = **Counseling support for Special Education** (x63365)

Counseling Department = **Academic and Social Emotional Issues**
Counseling Secretary= April Wattenbarger (x63020)

