

Simle Behavior Systems Explained

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Philosophy

Students should be in class to receive instruction to improve learning. The focus on student behavior should be teaching the appropriate behavior and rewarding/reinforcing the behavior we want to see by providing specific feedback to the student. When a student is behaving in a manner that is impacting the learning of others, it is important to intervene quickly and provide re-teaching.

Students will be re-directed and re-taught correct behaviors. If a student does not correct the behavior and it is impacting other student's learning, they may be issued an SiR or Student Incident Report. This is written by the classroom teacher and the student must take a copy home for his/her parent to sign. If teachers do not receive this copy back, they will be calling parents to make them aware of the incident.

Teams are dedicated to providing a productive and active learning environment for all students. Our goal is not only for students to find success at Simle, and eventually Legacy High School, but also beyond school. We want to give them the tools to succeed in our always-changing world.

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SPARTANS

What is MTSS?
MTSS stands for Multi-Tiered Systems of Support. It is a tiered structure for schools to systemize both academic and behavior intervention, prevention, and supports. The main focus is to provide students with what they need.

MTSS structure for ALL

How Simle Middle School is supporting all students

Why MTSS?
Simle chooses to use and implement the MTSS structure to increase academic time, create positive culture for staff and students, and it allows us to use a positive approach to student behavior.

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All schools can implement MTSS with little cost. Strong leaders create change in the school system.

Teams of teachers, administrators, and other support staff work together to systemize interventions.

The focus shifts from consequences to re-teaching and providing supports for students to be successful.

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A world of change

Simle is partnering with Sanford Health to create a continuum of supports to address behavioral health. Simle will work to create a model that can be replicated by any school system. Simle is able to do this because of the MTSS structure and proactive approach that has been implemented for the past four years.

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MTSS B Vision:

Positive behavior is the **key to school success**.

We believe a student must understand what it takes to be successful at school; it takes organization, curiosity, responsibility, and a willingness to be kind to all.

Spartan 5 **ROCKS**: I will be **Responsible, Organized, Curious, Kind, and Successful**.

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How did we get here?

Teachers were involved in the creation of our MTSS systems from the beginning. For the past four years, Simle has attended ND's Fargo MTSS conference to build and sustain our system. Because teachers helped create this and wanted it, we have been able to be consistent in our delivery to students. Our MTSS Behavior work has become embedded into our culture.

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Number of Discipline referrals	905	240	180	256	238
Year	2014-15	2015-16 Year 1 MTSS	2016-17 Year 2 MTSS	2017-18 Year 3 MTSS	2018-19 Year 4 MTSS
% of students receiving discipline referral	24%	10%	3%	4%	9%

Since implementing MTSS, Simle continues to see a decrease in behavior referrals. There was an increase in 17-18 due to high risk students which prompted the need for more support, leading to Simle's mental health grant. Simle administration saw a need for outside resources to assist students and families with behavioral health. The percentage of students continues to increase as we are seeing more use of vapes at school, and students avoiding class due to anxiety or other mental health needs.

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Why the drastic drop?

After one year of MTSS implementation, Simile declined their behavior referrals by over 600. They continued to see a decrease into year two and a rise in year three. This is the result of consistent tier 1 and tier 2 behavior responses. We believe students must be taught the behaviors we expect to see in our school. Teachers spend the first month of school continuously teaching our expectations for different areas of the building. They then recognize student positive behaviors by reinforcing the behavior with sparklers. The sparklers are part of our Positive Behavior Intervention Support (PBIS). All students are taught, expected to perform, and then positively reinforced when they show these behaviors.

If students struggle to perform behaviors, we identify the student quickly, target why they are not performing (they do not know how or they are choosing not to) and then assign an appropriate intervention to get a better result. Things a student may experience is a Check-In/ Check-Out system in which an adult is providing extra positive reinforcement, Check and Connect, where a student meets with a counselor once a week to create goals and work to reach them, or a student may work more closely with a teacher mentor. Each intervention depends on the needs of the student. We consider all of these tier 2 interventions. If a student is still struggling even with this amount of support, they would then be a candidate for our Spartan Center.

The Spartan Center is run by one teacher with the assistance of building aides. Students may be assigned to the Spartan Center for one class or multiple classes. It is a more intense support as we consider it a tier 3 approach. With each tier having different options, we are able to serve students better than we have before implementing MTSS.

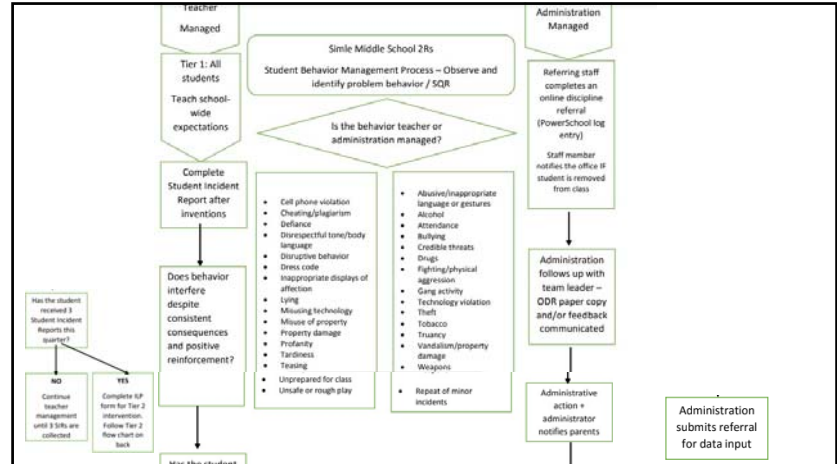
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Responsible	Organized	Curious	Kind	Successful
The ability to take ownership of my actions and understand the result	Being prepared and having a plan for anything that happens	The desire to know more about myself and my world	Being accepting, caring, and grateful to others and myself	Working hard, solving problems and feeling accomplished with my choices
Before School	<ul style="list-style-type: none"> Stay in designated area and keep it clean Gather materials for the day Use kind words and actions Prepare my mind for a successful day Remove headgear 			
After School	<ul style="list-style-type: none"> Know and follow your exit plan Take home necessary materials Explore after school clubs/activities Use kind words and actions Celebrate my successes of the day 			
Hallways	<ul style="list-style-type: none"> Walk and stay to the right (stairs also) Take the shortest route and be prepared for the next class Use kind words and actions when addressed by adults Arrive to class on time 			
Cafeteria (Lunch)	<ul style="list-style-type: none"> Keep all areas clean Decide what I am going to eat and form a line Sit with different people/invite people to sit with me Greet the staff, say please and thank you 			

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Spartan Center Tier 3

Our Spartan Center provides a wrap-around approach to a student. We are wanting students to develop a strong relationship with the Spartan Center teacher while gaining supports for academics and finding more social or emotional success by going into the community to volunteer.

One area that our Spartan Center lacks is in-depth mental health support. The students that reach the Spartan Center, generally have more needs than our school can provide. This is where some of the funds would be spent.

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Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> Weekly Teach-to's Breakfast cart Flex days Home base circles No transition bells Behavior and academic flow charts Second Steps Boys to Men Girls to Women Mentoring Physical Education for all kids, all year. Behavior Grades Yoga TAG (Training And Games) before school option Students advocating for themselves to switch classes/teachers as they see fit Sparkler System/BSIS 	<ul style="list-style-type: none"> Taekwondo Reading class/science/SS Tutors - assigned to tutor room Check In/Check out Check & Connect program with counselors/social worker Restorative Justice Small Group Counseling Extra PE for some students Boys group: Zones of Regulation Girls group: Self-confidence and friendship skills Mentoring 	<ul style="list-style-type: none"> Spartan Center Volunteer work through Spartan Center

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Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> AP/teacher swap Coaching and office days for Admin SMS Rocks sessions for all teachers - occurs every three weeks Commitment to keeping kids in school and limiting OSS/Citations. MANDT Training Assessing and Reporting Behaviors Avid Path training/ Summer Institute 	<ul style="list-style-type: none"> Mental Health First Aid Training SEL building team Special ed teachers working with Safe & Civil Schools (Tough kid, Social thinking) 	<ul style="list-style-type: none"> District resource

For staff...

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Our community resources

- Restorative Justice (Lutheran Social Services/United Way)
- Taekwondo
- Volunteer trips through our Spartan Center
- Behavioral Health work
 - Department of Human Services Behavioral Health Division
 - Sanford Health
- Fuel Up to Play 60 - Midwest Dairy
- Mental Health Technology Transfer Center
- Juvenile Court
- Police Youth Bureau

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What is restorative justice?



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What do we use Restorative work for?

- Fights**
- Language toward others**
- Citable offenses & non-citable**
- Bus drivers & students**
- Any situation where the environment was harmed or another person**
- Home base circles**
- New student circles**
- Restorative meetings**

Restorative Justice Referral Form

Name of student: _____

Incident Information: _____

Referral details: _____

Student: _____

Name: _____ Gender: M / F DOB: _____ Grade: _____

Special consideration / Note: _____

Student: _____

Name: _____ Gender: M / F DOB: _____ Grade: _____

Special consideration / Note: _____

Student: _____

Name: _____ Gender: M / F DOB: _____ Grade: _____

Special consideration / Note: _____

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Simle's restorative feedback

- 88.50% of the 261 surveyed reported that they felt the process created a safer school environment
- 82.38% of the 261 surveyed reported that they felt they had a greater commitment to the school as a result of participating in the conferencing process.
- 88.50% of the 261 surveyed felt the process helps to hold people accountable for their actions
- 76.81% of the 69 (new students) surveyed reported that they felt more comfortable in their school from participating in a restorative process (New Student Circles).
- 39 out of 47 students (82.98%) with citable offenses were alternately held accountable by participating in a restorative process and did not receive citations.

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Behavioral Health Gating System

1 Teacher and Team Notification
All students will be considered for the behavioral health screen; however, not all students will be screened. Teachers observe, interact, and build relationships with students knowing students best. Teacher will nominate students based on a set of criteria: internal and external behavior factors. If students are due to the level of concern, teachers will nominate them to be considered for the behavioral health screen. The process of nomination will be done three times a year as to cross-reference the nominations with our EWSI screen (Early Warning Signal).

2 Tier 2 Screening
Teachers will come together in grade-level teams to see if they are noticing the same behaviors or patterns in students. If they are, students would then be nominated to move to the tier 2 team. This team will determine if the student should be recommended for screening or if there is a need of a different intervention. The tier 2 team is made up of administration, social worker, counselors, and a school psychologist.

3 DESSA
The tier 2 team will discuss which students should move forward to complete the behavioral health screen. DESSA is a strength-based screener that Sinsd will be utilizing. It is a 10-question screener that will be administered by the school psychologist. Families will be notified before a screening would be given to any child. The results will determine if a student will move to work with Sanford.

4 Referral to Sanford
A referral to Sanford Health professionals will come through step three, a parent referral, or an emergent situation in which a student should be seen by a medical professional right away. Sanford Health will decide the best route to take with each individual. They will have multiple options available depending on student needs.

5 Sanford Feedback
Sanford Health professionals will work with the school to create whole-child plans. They will be able to work with teachers to help students and support all of their needs. Sanford will provide teacher training and information to Sinsd staff to provide the best environment possible.

Parent referral or emergent situation

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Questions and Comments

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