Phase One:

Building Your Foundation

NORTH
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SIMLE MIDDLE SCHOOL
SPARTANS

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Phase One Overview

In Phase One, you will get foundation documents that include a major/minor behavior flow chart, a schoolwide behavior documentation system, a process to create 3-5 student and staff expectations, resources for defining behavioral expectations through your school, and a step-by-step guide to successfully begin implementation.

So, you may be asking yourself why we are focusing on Tier 1 of Multi-Tiered System of Supports (MTSS) when you are asking for help developing a behavioral health system? We believe that developing a strong Tier 1 with behavioral and academic supports are the foundation of building a behavioral health system in which you are referring the right students for behavioral health services. Prevention is key to building a sustainable system. Part of prevention at the school level is to work on the environment, and that is where Tier 1 and Positive Behavioral Interventions and Supports (PBIS) can improve a school.

Summarize your why:

Phase One: Implementation Timeline

Midspring or summer of previous school year	Start of school year	Middle of school year	End of school year
Midspring or summer of previous school year.	Determine how to communicate the system to all teachers and supporting staff. Communicate it to them with a kickoff!	Review your system using the guidance provided in the workbook. Begin working on Phase Two.	Evaluate system using the checklist provided in the workbook. Determine what changes and updates need to be made.
	Meet twice a month to discuss how implementation is going and determine how your team will support teachers.		

What is behavioral health versus behavior?

In order to refer students to psychologist, students must be identified in the right way and move through a gated system. These students will have some kind of diagnosis in which they will seek treatment from a medical professional. Schools that have been quick to jump to adding a psychologist or outside provider may not be able to identify students systematically. This could lead to mistrust between the school and provider.
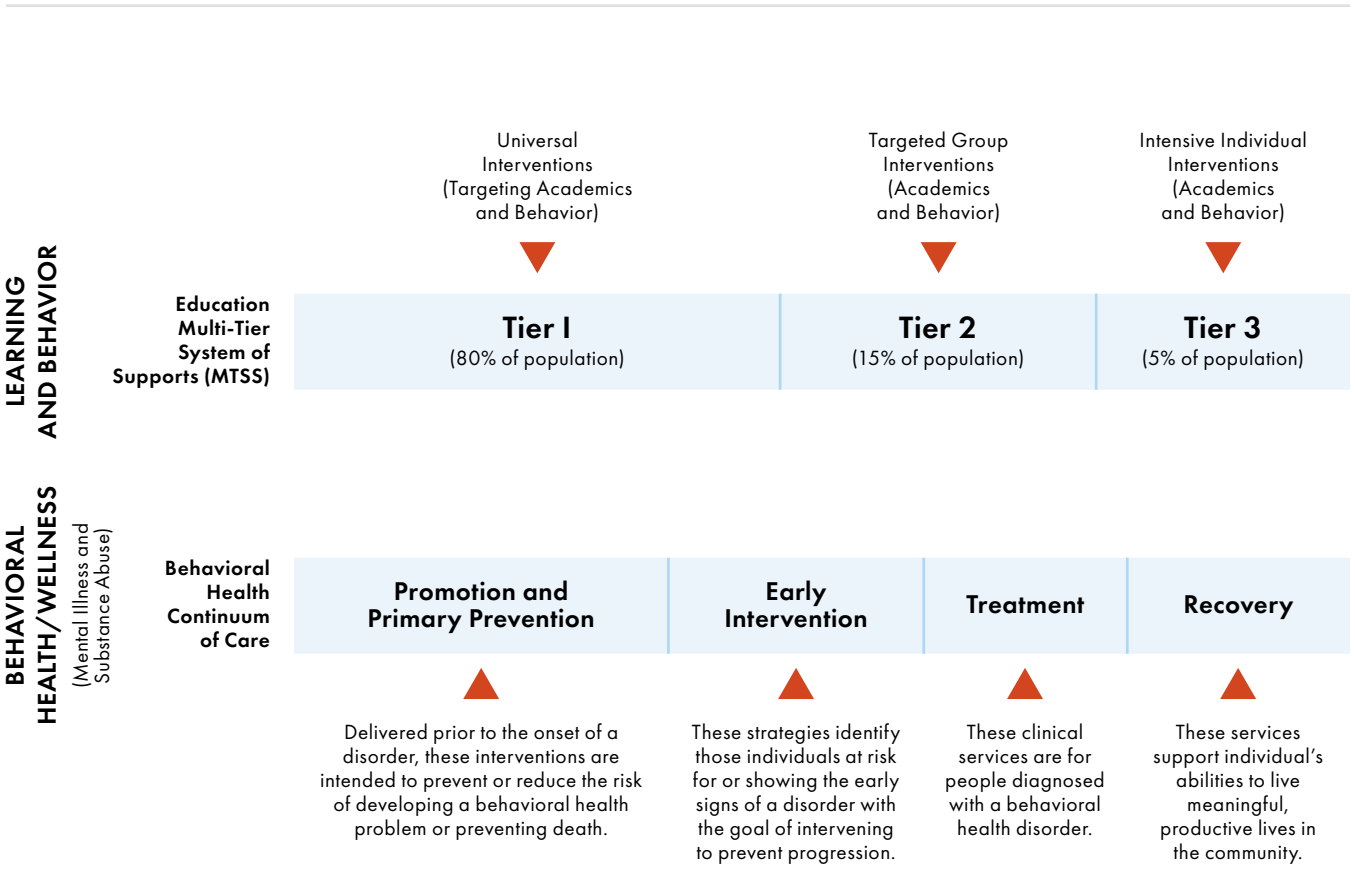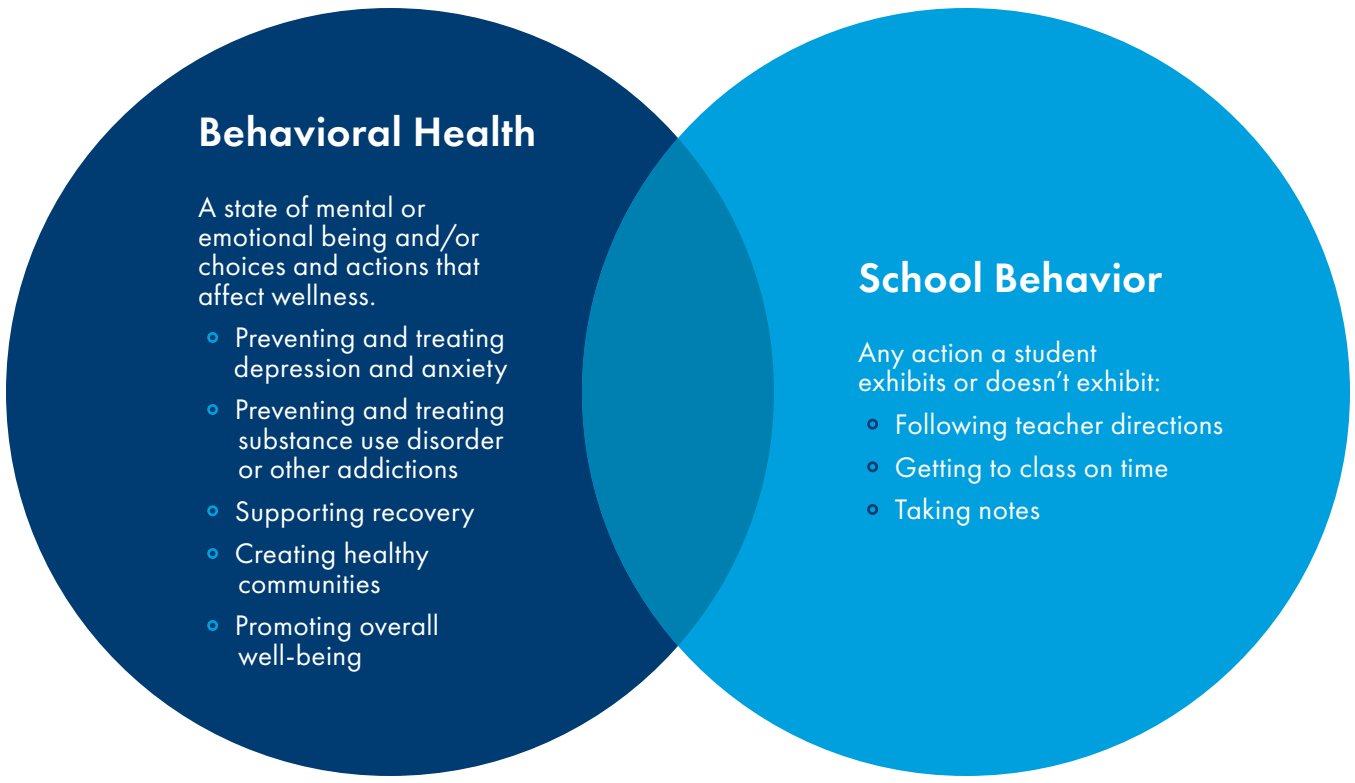
If we are only referring students who exhibit outward behavior, this is a red flag. This would indicate we are only using our behavior referrals to identify students, which leaves out a large percentage of students that would possibly need access to a therapist.

Throughout your work, we will be discussing tiers of students. Tiering helps us as educators think about how we can best serve different populations of students. Simply put, Tier 1 is something ALL kids have access to and receiving support on a daily basis, Tier 2 is for some kids who need extra support throughout the week, and students receiving Tier 3 support get services provided daily, maybe even hourly depending on their level of need. Each tier refers to behavioral and academic needs. For Phase One, we will be solely focused on

our behavioral system in Tier 1. In relation to behavioral health, we will be focusing on the preventative component.

North Dakota has defined the MTSS as a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. MTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

Behavioral Health

A state of mental or emotional being and/or choices and actions that affect wellness.

- Preventing and treating depression and anxiety
- Preventing and treating substance use disorder or other addictions
- Supporting recovery
- Creating healthy communities
- Promoting overall well-being

School Behavior

Any action a student exhibits or doesn't exhibit:

- Following teacher directions
- Getting to class on time
- Taking notes

	Universal Interventions (Targeting Academics and Behavior)	Targeted Group Interventions (Academics and Behavior)	Intensive Individual Interventions (Academics and Behavior)
LEARNING AND BEHAVIOR — Education Multi-Tier System of Supports (MTSS)	**Tier I** (80% of population)	**Tier 2** (15% of population)	**Tier 3** (5% of population)

BEHAVIORAL HEALTH/WELLNESS (Mental Illness and Substance Abuse) — Behavioral Health Continuum of Care	**Promotion and Primary Prevention**	**Early Intervention**	**Treatment**	**Recovery**
	Delivered prior to the onset of a disorder, these interventions are intended to prevent or reduce the risk of developing a behavioral health problem or preventing death.	These strategies identify those individuals at risk for or showing the early signs of a disorder with the goal of intervening to prevent progression.	These clinical services are for people diagnosed with a behavioral health disorder.	These services support individual's abilities to live meaningful, productive lives in the community.

Building Consistency

The thing that schools lack most is consistency among the building staff. What is your current reality? Do students and teachers know what behavior is expected and acceptable within the school? Classroom? Hallway? These behaviors need to be explicitly taught and revisited throughout each school year. Too many times adults assume students know these behaviors. In reality, they do not.

For example, think about going to church as a young child. Every week when you went, your parent reminded you to be quiet, sit and listen, not to tap your feet, and overall sit down and shut up. How many times did your parents do this during the service? From our own experiences, we would bet it was multiple. Students are no different when it comes to school. Explicitly teaching staff and students what is acceptable is the first step in building consistency.

The table below explains best practice for teachers and leaders within the MTSS framework. This table will help guide your understanding of the roles and responsibilities as your team moves forward.

When beginning this process at Simle, the teachers were the ones asking for things to look different. Many of them referenced how difficult it was to handle student behavior before the implementation of MTSS, not because they were incapable, but because they were not sure which procedure to follow. They wondered if they were doing the same things as their neighboring teacher or something completely different even though they had the same kids. Questions arose about when a repetitive behavior would be addressed by an administrator or when should teachers seek other support. Each teacher tolerated behavior, but we did not come together to try and look for solutions. No one was addressing the questions and teachers were frustrated.

Administrative Leaders	Teacher Leaders
• Assist school team in building a behavior framework • Ensure consistency • Coach staff members • Use data collected from SIR ORDs to review the effectiveness of the framework	• Follow schoolwide expectations • Explicitly teach students expectations multiple times a year • Own my classroom environment • Contribute ideas to make each problem better; be solution focused

The next steps will help you rethink the work you are about to embark upon in regard to consistency and student behavior.

As a school, you must decide who should make up your site team. The site team will work through the next several steps to begin creating a framework and foundation for Tier 1. The site team should be composed of people who can be vulnerable, have difficult conversations, and want to see a change within the school system. Suggested stakeholders would be teacher leaders; a counselor, school psychologist, and/or social worker; and administration.

Together

Learn the system together.

Be vulnerable, open to uncomfortable ideas.

Hold each other accountable—my job, your job, our job.

Having been through the process of creating a team, understand you may not get it right the first time. Our first team was created on a volunteer basis. Teachers who attended the Fargo MTSS conference created all the documents you will find in Phase One. Since this first conference six years ago, the documents and team have evolved.

The first team consisted of teachers who wanted a change and wanted a systematic approach to addressing student behavior. As we progressed through our work, not all of them stayed on the committee. As members started to leave, we decided to have one person from each team be a designee to be on the MTSS team-an assigned position. We did this for maybe two years and quickly realized if a teacher did not want to do the work or truly believe in it, our team was not as strong.

Our current team is made up of people who the leader saw value and quality in. Each person understands why we do this work, believes in it, and has a different set of skills than others so we can work efficiently. Team members are leaders and influences in our building and are thoughtful when it comes to the work. Teachers were approached individually by the leader. The leader had a conversation with the teacher on why they were being asked to take part in the team and what qualities each was thought to bring to the team. The leader was upfront in telling teachers that if they did not want to be part of the team, they did not have to be. It should be a conscious "yes" decision.

It is important to create a team that is going to function well together and want to do this work. It is okay if your team needs to be revamped, but reflect on who is going to get the work done and champion it. We know leaders will do their best to get the team "right" from the beginning but if you don't, it's okay. Leaders are learners too, and we all learn best from making mistakes. Allow yourself grace.

Leader Beginning Checklist

The following information and steps are to be done by the leader before the first meeting. This will include ideas, resources, and reflection documents.

BEFORE meeting 1:

☐ Identify 5-8 people (depending on school size) and why you would want this person to be part of the team. Each person should bring a strength to the team. To guide your decision-making, ask yourself the following questions: Who are your teacher leaders? Who do others follow? Is there a nay-sayer that should be present to bring a different perspective? You know your staff best.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

☐ Set a date and time and invite members to the first meeting.

☐ Ensure each individual knows why they were chosen for the team and communicate that the goal is to develop schoolwide consistency and systems.

☐ Think through what pushback, problems, questions, concerns staff may have as you move down this path.

Question, concern, problem	Your answer
Is this going to be more work?	It isn't more work; it is different work. The planning and preparation are where teachers and staff will spend most of their time. It is a much more proactive approach versus a reactive approach. The ultimate goal is to create a system that works throughout the school.
How does this affect me as a teacher?	As a teacher it is going to require you to be a team player, which means we will all have to give and take to follow one system. This might mean each individual may not agree with all decisions, but it does mean we will follow them.

☐ Create a three-minute elevator speech that will empower and motivate your MTSS team at the first meeting. Be specific as to why you are doing this, why we are here, and the benefits that it will provide the school.

Site Team Meetings

In order to have action, you must have a team. We have provided six meeting templates. These can be used to get started with Tier 1. Ideally, these meetings should be completed in the spring or summer, so the system is ready to begin a new school year.

It will be up to you to continue meeting consistently throughout the year to keep the work going. In general, MTSS teams meet once to twice a month to maintain consistency, look through data, and make changes to the school environment based on the data.

Tips for successful meetings:

- Share agenda beforehand
- Ensure team members understand the purpose of the meeting
- Bring food
- Use a relationship builder at the start (no matter how well your staff knows one another)

Examples:

- Conversation nonsense:
    - If I could eat only one food for the rest of my life ...
    - Funniest teaching moment ...
    - Best/worst Christmas gift ...
- Play Heads Up (app for phone)
- Use color cards upon entering to partner staff randomly and share a recent photo from cell phone–a picture that makes you smile.
- Make up your own!

Meeting 1

Time needed: 45-60 min

Goal: To create open dialogue between all members and assess the reality of the school.

Background:

This is your kickoff meeting! Creating schoolwide systems is a new concept to most. In order to have meaningful conversations, the team should start with reflection on the current state of their practice and the school. It is important to state that decisions will be reached through consensus. Many tough conversations will take place in the next five meetings in order to build a true schoolwide framework. Team members need to feel heard and valued. A schoolwide system is one in which the adults agree to follow the set-out expectations and reinforce the agreed-upon expectations. It is important to remind team members that their input is valued even if their idea is not chosen. In creating this system, there is a lot of give and take that happens. The leader is not the one who tells people how to do it but is the one who reinforces the team's expectations and guides conversations. Leaders may have to make final decisions if needed.

One of the most difficult things to do is change or admit something isn't working. What we forget is that when something is wrong or not working anymore it's okay. In fact, it's a good thing. That uncomfortable feeling we get when things aren't working is actually when change happens.

✎ **Agenda:**

1. Give elevator speech
2. State the purpose of meeting and creation of the team
3. Complete self-assessments and have a discussion on how the self-assessments relate to the goal

After completing the individual assessments, the team should come together to have a discussion using the following guide:

- Leader of the meeting should refer back to norms to keep the meeting solution focused.

- Begin your discussion with the areas you ranked yourself high scoring.

- Pick one area of low score and discuss ways to address this need.

- Review possible resources to address needs.

- Assign tasks (if appropriate) to begin modifying or creating your own documents.

- If not ready for tasks, show options and let them know they will be discussed at the next meeting.

4. Set 3-5 norms to be followed at all upcoming meetings
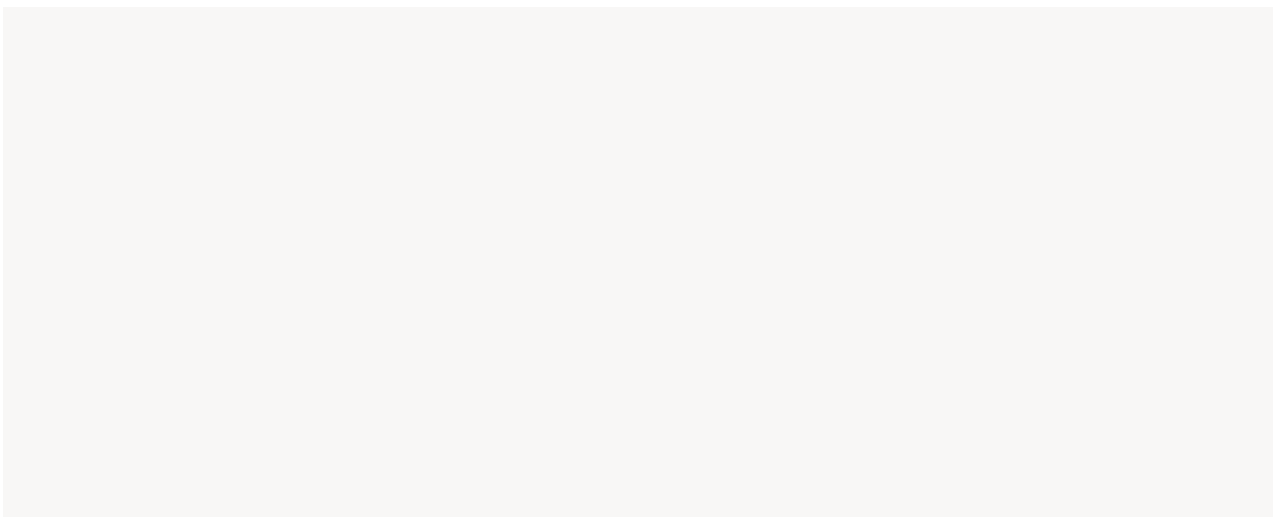
5. Summarize and conclude meeting by setting date for next one

Our journey began with admitting something wasn't working, and we keep adapting and changing areas of the system that aren't working. Every single document has been updated in some way. Some changes have been minor while others have been major. Simle schoolwide beliefs started with the Spartan 5; I am respectful and responsible with my words, actions, and personal space. After two years, the team decided that we needed to completely overhaul our slogan and currently use our Spartan ROCKS: I will be Responsible, Organized, Curious, Kind, and Successful. Looking back, we have adjusted our SIR form three times and continue to add new posters around the building. None of this growth would have happened if we weren't willing to say, "Yep, we can do that better."

✎ Teacher self-assessment

This form is to be completed individually. This can be done prior to the meeting or at the beginning; either way, each person fills out their own. Read each statement and decide how you would rate yourself on a scale of 1 to 4. The results will help guide your discussion and implementation of Tier 1.

	4 Always	3 Usually	2 Sometimes	1 Never
I understand student behavior is a way for students to communicate an unmet need.				
I know how to handle behavior in my classroom. E.g., I know when a student should be removed and when I should handle it myself.				
I handle student behavior the same way each time it occurs.				
I teach students how to behave in my classroom as well as other areas of the building (auditorium, restroom, hallway, etc.).				
I give positive feedback to my students multiple times a day/class period.				
I look for problems to solve and contribute solutions.				
I feel like I am part of a team.				
I know what my leader expects of me when it comes to student behavior.				
I document student behaviors and the frequency.				
I contact families each time concerning student behavior occurs.				

Total: _____ /40 = _____ %

Leader self-assessment

This form is to be completed individually. Read each statement and decide how you would rate yourself on a scale of 1 to 4. The results will help guide your discussion and implementation of Tier 1.

	4 Always	3 Usually	2 Sometimes	1 Never
I understand student behavior is a way for students to communicate an unmet need.				
I know how to handle behavior when a student is removed to the office. E.g., when is suspension appropriate and when is it not.				
I follow consistent procedures regarding how to handle student behavior.				
I handle student behavior the same way each time it occurs.				
I have expectations for my staff and communicate them on a regular basis (in regard to student behavior and staff behavior).				
I give positive feedback to my staff multiple times a day.				
I have created ways for teachers to make decisions and be part of a team.				
I provide teachers resources for (challenging) student behaviors.				
I have a way to document student behaviors and the frequency.				
I contact families each time concerning student behavior occurs.				

Total: _____ /40 = _____ %

Meeting 2

Time needed: 45-60 min

Goal: Take your previous conversation and establish 3-5 schoolwide expectations.

Background:

Schoolwide expectations are the base of Tier 1. This creation will guide your work forward. It is recommended you pick three to five words (qualities or characteristics) that all students and staff are expected to know and embody. One of the most common statements is "Be respectful, Be responsible, Be safe." Students should be able to recite it to any guest or visitor in your building. Posters and visuals are to be hung up around the school to promote the culture. Use Appendix A as a resource as needed.

See Appendix A Examples

✎ Agenda:

1. Review norms

2. Review goal of meeting

3. Procedure for establishing schoolwide expectations. There is no "right" way to do this. The words chosen should convey your vision and expectations for your school.

   a. View examples of schoolwide expectations (see Appendix A)

   b. Ask the group, "What do we value most as a school?"

   c. Begin brainstorming character/quality words

      i. _____

      ii. _____

      iii. _____

      iv. _____

      v. _____

      vi. _____

      vii. _____

   d. Choose as a team the ones that will be the 3-5 words that all students will know

      • _____

      • _____

      • _____

      • _____

      • _____

   e. Create your sentence/slogan/saying

Meeting 3

Goal: To start creating a positive recognition system (tickets) used to reinforce and teach behaviors that meet your schoolwide expectations.

Background:

We want to share a secret with you ... one that we learned three years later that helped change the way we think about our PBIS. We always thought our positive tickets were only used for the students, when in reality they were also used to retrain our adult brain to look for the positive. Knowing this has helped us become more aware of the need to focus on the positive. Being able to focus on positive help build the kind and caring school culture we want students to experience.

We call our tickets "sparklers." Using sparklers continues to be one of the hardest parts for our teachers. We all know that positive feedback is valuable and that we should do it because it is best practice. Sometimes, it feels like one more thing to do, and staff may wonder why students need positive feedback for things they are supposed to do. We continue to model our use of sparklers by giving them to adults when they are performing expected teacher behaviors. We still have conversations about why sparklers are important and how to use them. When we revisit this with staff, consistency improves and sparklers are utilized more. We are continuing to shift our mindsets and model what we want other adults to do.

See Appendix A Examples

At Simle, we use sparklers as our positive reward system when students follow the expectations. The sparkler system has changed quite a bit from when we started to where we are today. The first year when students received a sparkler, they would bring the sparkler to the office and place it into a grade-level bucket for their chance to come to the office and spin the sparkler wheel for a random prize. The second- and third-year students used sparklers much like money. The sparkler store was open once a month, and each grade level would take turns coming down to spend their sparklers. Sparkler parties were also used to celebrate those who were following the Spartan 5. Our fourth year, a lot changed. We moved from the Spartan 5 slogan to the Spartan ROCKS. Along with the updated slogan, we started a bingo board for students who received a sparkler. There is a bingo board in the office for each grade level. Students bring their sparkler to the office, draw a number out of the bucket and put their sparkler in that given slot. Once all 10 spots are filled on the 100s chart to make a bingo, the board is cleared, and we start over. Those students who were on the bingo line get called to the office to choose their prize. In our experience, the more you learn and grow with PBIS and MTSS, the more you realize what you are doing may not be the best. Each year we learned something new and adjusted our system.

Agenda:

1. Review norms

2. Review goal

3. Discuss and review the following information as a team

   - What is PBIS?

     - PBIS, or Positive Behavior Interventions and Supports, is a schoolwide initiative to teach all students behavioral expectations in a positive way. At the beginning of the school year, students were introduced to behavior expectations in each area of the school. As the year progresses and data (feedback) is gathered, students are retaught behavior expectations in the same way they would be retaught an academic concept that required mastery. The main focus of the PBIS initiative is to provide consistent expectations for every student, then reward students for positive behavior choices.

   - How does it work?

     - Students participate in teach-to's; all students are learning the same expectations in each area of the school. The teach-to's are conducted once a week and additional review in home base and classrooms as needed. When students are exhibiting the correct behaviors, they have a chance to earn tickets.

4. Create tickets for students to earn. These should be small slips of paper on a chosen color, easy to recognize.

    - Ticket should include your school slogan, a spot for a student name, and possibly a space for a teacher to write why the student received the ticket.

5. Decide how teachers will access the tickets, what students will do and earn with the tickets, and a baseline for how many staff should be given per day or per week. Refer to the PBIS appendix for more guidelines and ideas on how to implement your positive recognition system.

    - Things to think about:

        How often can students redeem their tickets?

        _____

        Where will you display the board/chart/bucket?

        _____

        Who is in charge of giving out prizes?

        _____

        How do we get prizes? (What do students want to earn?)

        _____

6. Decide what students are going to do with their tickets. Are they going to spend them at a store, put them in a bucket for a drawing or put them up on a schoolwide recognition board? There is no right or wrong way to do this. The goal is that students are getting recognition a second time in some way. Adding in the possibility or a tangible reward can increase students' interest.

7. A staff recognition option could be put into place as well. Staff want positive feedback just like students. This could be simple shout-outs at staff meetings, paper tickets to give to one another, or other ways to express gratitude and appreciation for one another.

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 3:

- ☐ Tickets to be used for positive reward system
- ☐ Student recognition system
- ☐ List of prizes
- ☐ Staff training plan on how to use the ticket system

Meeting 4

Time needed: 45-60 min

Goal: Apply the schoolwide expectations to each common area of the building. Create visuals to post in each area.

Background:

The behavior matrix is designed so that students, staff, parents, and visitors understand the expectations in each area. Consistency is increased with common expectations and language. As a school, you can ensure that all students are being taught the same expectations. This removes any gray area and attempts to make it as black and white as possible. Expectations are posted in designated areas for visibility and constant reminders and teaching is needed to maintain consistency. Matrixes should be shared with substitute teachers and other guests.

The matrix is a working document, so it can be added to at any time. For example, we discovered our highest area of need was inappropriate language. This was a high ODR category and we decided to address it at a Tier 1 level by teaching expectations of what it looks like to respond to an adult appropriately.

See Appendix A Examples

Agenda:

1. Review norms
2. Review goal of meeting
3. View Behavior Matrix Example and Behavior Expectations Guide (Appendix A)
4. Divide into partners to establish expectations for each area of your building
   a. Schoolwide expectations should be applied to each area (gyms, hallways, classrooms, etc.)
   b. Expectations should be positively stated

Before School	
After School	
Hallways	
Cafeteria	
Offices	
Special Events	
Instructional Areas	

Restrooms	
Library	
Bus	
Chromebooks	
Collaboration Rooms	
Responding to Others	
Gym	

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 4:

☐ Create one schoolwide expectation poster with your slogan
☐ Create each area's expectations
☐ Create individual posters for each area
☐ Hang up posters in appropriate places

Meeting 5

Goal: Develop a major/minor flowchart with the documentation procedures that follow (Student Incident Report, Office Discipline Referrals, what is teacher managed versus administration managed, student management process and philosophy).

Background:

Best practice indicates that the system includes paper (and electronic) documentation of student behavior. While the SIR and ODRs are paper copies, these are used as a communication tool between the teacher and administrator and/or counselor. PowerSchool can be utilized to log behaviors in addition to the papers. We have found that making duplicates and triplicates of these documents works well to ensure communication is efficient.

Consensus will be key to deciding what is teacher managed versus administrator managed. Illegal and physically aggressive behaviors should automatically be handled by the administration. The purpose of the system is to keep students in the classroom, as this is where the learning happens. When a teacher removes a student, the teacher must reflect upon that learning can no longer occur. With each removal, the relationship between the teacher and student becomes more difficult to repair. The ultimate goal is to correct the behavior; this can only happen when both parties cooperate and work toward this.

Disrespect, disruption, and defiance are three of the most common reasons students are removed from a classroom. While these behaviors are hardest for adults to deal with, consistency will be key in correcting them. Understanding why a student exhibits these will also be crucial in addressing each. The most common reason a student would behave this way is to escape or to avoid academic work. Their goal is met if they are removed from a classroom.

See Appendix A Examples

Agenda:

1. Review norms

2. Review goal

3. View major-minor flowchart (Appendix A)

4. Decide as a group on what staff believes should be teacher managed and administrator managed

   a. My ideas on what are bottom-line offenses (administrator managed)

      i.   _____

      ii. _____

      iii. _____

   b. My ideas for classroom- or teacher-managed behaviors include

      i.   _____

      ii. _____

      iii. _____

5. Partner conversations first to see overlap in ideas

6. Have whole group conversations and decisions around student behaviors

7. Create (or modify) a flow chart

8. View documentation procedures for minor and major offenses (SIR/ODRs) in Appendix A

   a. SIR: Student Incident Report

   b. ODR: Office Discipline Referral

9. Assign HW to staff to modify or create the SIR and ODR documents

Note: This is not the full system. Phase One focuses on all students and creating a systematic framework that is sustainable. In Phase Two, you will begin to create behavior plans for repeated student behavior along with interventions. You may want to begin having conversations regarding what consequences are appropriate for student behaviors. Continue to refer back to your major/minor document to determine who is responsible to hold the student accountable.

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 5:

☐ Major/minor flow chart
☐ SIR/ODR forms created
☐ Staff training outline
☐ Consistent staff response when students don't follow the expectation

Meeting 6

Time needed: 45 min

Goal: Create a calendar/timeline in which teaching of each area will occur.

Background:

One of the biggest struggles of a schoolwide system is maintaining consistency throughout the entire year. We have found one of the easiest and biggest wins has been utilizing our Outlook calendar reminders. Each week, a reminder pops up with what the teacher is expected to reteach. It includes an area and a link to the teach-to examples. All teachers in the building do this in a common time (advisory, home base, morning meetings) to ensure consistency. A paper copy is created and referred to as needed.

See Appendix A Examples

✎ Agenda:

1. Review norms
2. Review goal
3. Share out created documents
   a. Team provides feedback
   b. Modify documents based on information
4. Decide how often each area should be revisited and retaught to students
5. Create a system in which staff will do the reteaching
   a. Utilize a schoolwide calendar (Appendix A)

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 6:

☐ Teach-to calendar to teach the area expectations consistently
☐ Create some type of organizational system for staff members to access documents/resources (Google Docs, Outlook calendar, shared drives, binder)

Middle-of-Year Guiding Questions and Ponderings

Change is hard. This time of year, you may be feeling defeated, there may have been conflict between teachers, pushback from staff on this new system, but now is the time to keep going. There are many uncomfortable conversations that should have taken place already. This is normal. The easy thing to do is to go back to what you were doing; the hard thing is to move forward and come up with new ways of thinking and being when it comes to student behavior.

In order to see actual change, the MTSS system needs to be implemented for three to five years! Long, we know. It may feel like an uphill climb. Many of our own wins did not come until after a couple years of implementing our process.

Reflect on the hard times and wins you have seen so far. These can be small shifts in students' thinking, positive feedback from a staff member or community person, or shifts in your own thinking.

Phase One: Implementation Timeline

Midspring or summer of previous school year	Start of school year	Middle of school year	End of school year
Meetings 1-6 complete and all items ready for implementation.	Determine how to communicate the system to all teachers and supporting staff. Communicate it to them with a kickoff!	Review your system using the guidance provided in the workbook.	Evaluate system using the checklist provided in the workbook. Determine what changes and updates need to be made.
	Meet twice a month to discuss how implementation is going and determine how your team will support teachers.		

While you have done SO much work in setting up your Tier 1, there are parts that we have left unfinished. Some common questions may be what are we doing for students that continue to receive behavior referrals, what consequences are they getting, what does a behavior plan look like (ILP), how are we using our positive acknowledgment system, and what in the world was broken in the first place!?

What are we doing for students who have received multiple behavior referrals?

Congratulations, you are using your system! While maybe you haven't seen change, you are using your system to accurately track student incidents. Now the hard work happens. As students receive these reports, we must ask why the behavior is occurring, where the behavior is occurring, and what is leading up to the behavior. Asking these questions will help move you toward creating a successful behavior plan paired with an appropriate intervention. Two of the most common evidence-based FREE interventions are check-in/check-out (CICO) and check-n-connect. Find out more information about these interventions when you are ready in Phase Two.

What consequences are students receiving?

This is a hard mindset to shift. Our school system is based on rewards and punishments. If a student does not do what they are told, they should be punished ... or should they? The purpose of a consequence is to deter a student from making the same choice again. If a student continues to make the same choices despite consequences, we must ask more questions as to why the behavior is occurring. It is also important to think about what our usual consequences are and if they deter the behavior. Detention and suspension are the two most common practices in school. There is a time and place for both. Suspension should be utilized by administrators for bottom-line behaviors and detention should be used to have conversations and reflect on choices. One intervention we use is Positive Alternatives to Suspension (found easily on Amazon). This book includes reflection sheets for the most common behaviors. This opens a dialogue between the student and adult so a plan can be created to help the student make better choices in the future. It will be important to seek out other ideas and resources for consequences.

The best way to answer this question is to have clear and continuous communication with staff on the actions taken when behavior occurs. The paper referral forms can help serve as communication. When the team is ready to learn more and create other consequences, Phase Two has resources and ideas to implement.

What does a behavior plan look like (ILP)?

Phase Two has multiple samples of student ILPs. There is no right or wrong way in creating an individualized plan for students. We would recommend using a common form for your building so that staff members become more familiar with the process and how to read the plans. ILP goals should be written based on the data collected from the student SIRs/ODRs. Writing measurable and attainable goals will be one of the most difficult components of this process. This plan should be created with the teachers and/or staff members who will be responsible to ensure the plan is carried out with fidelity. ILPs alone will not change student behaviors; ensure your plan has a teaching component built in to increase the students lagging skills. Complete the activity below to help your team think about teaching behavior.

Reflect on this:

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we ... teach? ... punish?
Why can't we finish the last sentence as automatically as we do the others?

— Tom Herner

How do you exemplify this quote?
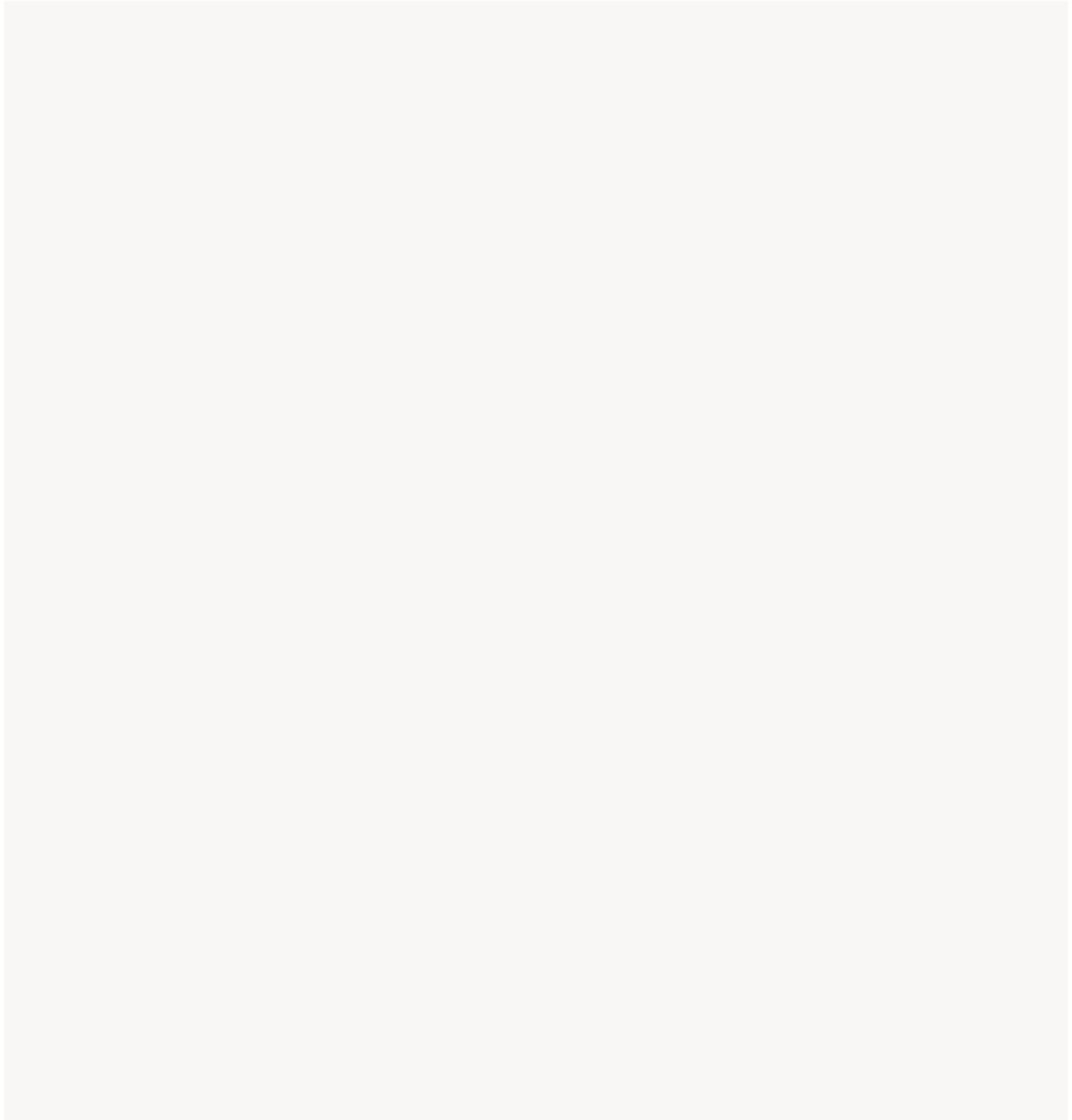
What questions have you wondered thus far or have others asked you?

What do you need to do to answer these questions? Possibly hold another meeting to answer them or do some more research? Remember, this is hard work. It is easy to talk about and seems simple. The day-to-day conversations and action are the difficult part. This is also where the great work happens!

Notes for yourself:

End-of-Year Guiding Questions and Wonderings

With your team, go through the following checklist. Discuss what next steps need to be done to get ready for the next school year.

OUR SCHOOLWIDE SYSTEM INCLUDES:

- ☐ Major-minor flowchart
- ☐ Documentation procedures for behavior (SIRs, ODRs, etc.)
- ☐ Tickets for positive behavior
- ☐ Positively stated expectations for each area of the building
- ☐ A saying/slogan (3-5 expectations) that all students and staff know
- ☐ Monthly team meetings
- ☐ Visuals posted in the building of our expectations
- ☐ Teach-to calendar was followed
- ☐ Some behavior plans were attempted, or actions were taken based on repetitive behavior

Next steps we will complete:

Move to Phase Two when ready!

Appendix A

Schoolwide Expectation Examples

School examples:

ROCKS: I am Responsible, Organized, Curious, Kind, and Successful.

3B's: Be respectful, Be responsible, Be safe

2R's: I am Respectful and Responsible with my words, actions, and personal space.

Take your mascot and make it a slogan of powerful words!

SABER: Sacrifice, Attitude, Beliefs, Effort, Respect

PATRIOTS = (Roll PATS): Persevere, Active engagement, Trust, Strength

ROAR: Respectful, On-time, Accepting others, Responsible

Behavior Expectations Guide

Program Element	Description
Behavioral Expectations	The Behavioral Expectations is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around The ROCKS Expectations and behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback.
Common Area Expectations and Procedures	Area Expectations and Procedures are specific for successful participation in those areas. The Common Area Expectations and Procedures are developed and designed for common areas (i.e. cafeteria, hallways, bathrooms, bus, assemblies, and school activities). Expectations and procedures are taught at the beginning of the year in each advisory classroom and at the grade level administrator assemblies; they are then practiced with individual students/classes as needed.
Classroom Expectations and Procedures Classroom	Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own classroom procedures as appropriate. If assistance is needed in this area, teachers may contact the PBIS team. Classroom procedures should be specified for such things as preparing for class, taking care of personal needs, turning in assignments, receiving and submitting make-up work, requesting assistance, etc; these procedures should be personalized for each classroom. Each classroom teacher determines if the routines will be teacher-defined and/or student-defined. Expectations and procedures are taught at the beginning of the year and practiced with individual students/classes as needed. A classroom expectations matrix is posted in each classroom.
Levels of Interventions	The Levels of Interventions is a hierarchy of programs teachers and the PBIS team may access when selecting intervention methods for addressing student behavior concerns. The primary tier two intervention for behavior is a check-in check-out program while the primary tier three intervention is functional behavior assessments. Other interventions are available and are assigned on a case by case basis through administration and the PBIS teams.
PBIS Behavioral Recognition Programs	These programs are designed to recognize individuals who meet and/or exceed behavioral expectations.

Behavior Expectations Matrix

Behavior Expectation Matrix
Spartan 5 ROCKS: I will be Responsible, Organized, Curious, Kind, and Successful.
Simle ROCKS!

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	• 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	• 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	• 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)	• 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

Offices	• Wait patiently • Know the reason for going to the office • Greet the office staff, say please and thank you • Office visit is quick
Special Events	• Stay in designated area and keep it clean • Stay until dismissed • Be engaged and think of/ask appropriate questions • Use kind words and actions • Enjoy the experience and learn something new
Instructional Areas	• Arrive on time, keep it clean, use materials appropriately • Be prepared for class and complete work on time • Ask questions, be open to new information • Use kind words and actions • Stay engaged, work hard, celebrate my successes
Restrooms	• Be quick, be clean, be quiet
Library	• Enter quietly and use soft voices, keep it clean, use materials appropriately • Know why I am in the library and how to find materials • Read new genres • Greet the library staff, say please and thank you • Return materials on time and in good shape
Bus	• Stay seated and keep it clean • Have a plan for my time on the bus • Greet the bus driver and others, use appropriate volume and words
Chromebooks	• Store Chromebook safely in backpack, on desk, or in charging station • Follow directions from my teacher when using my Chromebook • Utilize this technology for learning, growth, and accomplishing school work

	• When leaving school early, I will leave my computer in the office
Collaboration Rooms	• Keep it clean, use materials appropriately, use time wisely • Be prepared to work • Be ready to collaborate, think critically, communicate, and be creative • Use kind words and actions • Stay engaged, work hard, celebrate my successes
Breakfast Cart	• Be quick • Decide what I am going to eat and form a line • Greet the staff, say please and thank you
Responding to Others	• Kind and appropriate words • Show empathy • Accept responsibility

If a student is not meeting an expectation, the teacher needs to stop, question, and redirect the student (S.Q.R.).

Examples of how to S.Q.R. the student:
- Is what you're doing okay now?
- When will you be ready to start?
- What is your job now?
- Do you want to figure out a better way? How can I help?
- What can I do to help you so you can……
- It looks like you have a problem. How could I help you solve it?
- Is what you're doing now helping or hurting our lesson?
- How would you like to be treated during this activity? Can you do that?
- Can you change what you are doing now to be helpful?
- Are you being the kind of person you want to be?
- What's the rule? Can you do that?
- Is it ok to make mistakes? We can fix it.
- Would you like to do better?

These interventions encourage kids to think about their behavior.

Student Incident Report (Minor Student Behavior) – Simle Middle School

Name of student: _____   Date: _____

Name of referring adult: _____   Time: _____

Student team: Apollo (6)   Kreios (6)   Helios (7)   Sparta (7)   Athens (8)   Delta (8)   Homebase: _____

Student was not showing respect	Student was not showing responsibility	Interventions implemented
• Blurting out • Disrespectful tone/body language • Inappropriate comments/language • Invading personal space • Lying/giving false information • Misusing property • Pushing past someone • Refusal to follow direction • Teasing • Unsafe or rough play	• Cheating • Dress code • Failure to be in one's assigned place • Inappropriate use of electronic devices • Inattentive behavior • Refusing to work • Tardiness • Unprepared for class	• Parent Contact • Practice Expectation • Loss of Privilege • Team/teacher Conference • Apology • New seating • Removal to hallway • SQR • Keep after school, before or lunch time w/ teacher • Student verbally repeats expectation • Student contract with consequences
Comments:		

Location: Bathroom   Before/after school   Cafeteria   Classroom   Gym   Hallway   Library   Other_____

Student Signature: _____   Date: _____

Parent/guardian Name: _____   Signature: _____

(Please return this form to the student's homebase teacher after a parent/guardian has signed it. White=student, Yellow=team leader, Pink=counselor)

Student Incident Report (Minor Student Behavior) – Simle Middle School

Name of student: _____   Date: _____

Name of referring adult: _____   Time: _____

Student team: Apollo (6)   Kreios (6)   Helios (7)   Sparta (7)   Athens (8)   Delta (8)   Homebase: _____

Student was not showing respect	Student was not showing responsibility	Interventions implemented
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Comments:		

Location: Bathroom   Before/after school   Cafeteria   Classroom   Gym   Hallway   Library   Other_____

Student Signature: _____   Date: _____

Parent/guardian Name: _____   Signature: _____

(Please return this form to the student's homebase teacher after a parent/guardian has signed it. White=student, Yellow=team leader, Pink=counselor)

Student Management Process

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/praising 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.

SQR – 30 Second Intervention
Before a formal Student Incident Report (SIR) is completed, these interventions will be attempted by staff.

- **S**top
- **Q**uestion

Is what you're doing now okay?	What's your job?
When will you be ready to start?	What is the procedure?
What are you supposed to be doing?	Is what you are doing helping?
What can I do to help you so you can….?	Is looks like you have a problem. How can I help you solve it?

- **R**edirect

Student Incident Report (SIR)

Student Incident Reports (SIRs) are completed by staff to students who are not following the expected behavior expectations in some way and do not respond to teacher/staff managed strategies to correct behavior (SQR, time out, etc.) SIRs are given to students as part of the teacher's normal behavioral management process, and assist the process by providing a written record of a teacher's corrective consequence/intervention with a student. Staff can write a SIR for any student, whether they teach them or not. When a staff members completes an SIR they should notify the student's homebase teacher that the student will be turning in a signed copy of the SIR.

SIRs have three copies:
- Student is given white copy to take home for a signature and return to homebase teacher (homebase teacher puts it in team leader's mailbox)
- Team Leader is given yellow copy
- Counselor is given the pink copy

When a team leader has 3 SIRs for the same student in the same quarter the team completes an Individual Learning Plan (ILP) and completes a **PowerSchool log entry** for the student **titled: Individual Learning Plan**. The BPS Behavior Individual Learning Plan is completed for the student by the team/counselor/etc. Copies of the SIRs are attached to the ILP at this time and turned into the assistant principal(s). All teachers that have this student in class are notified of the ILP. Further write-ups on these students are ODRs completed as a PowerSchool log entry.

Office Discipline Report (ODR)

Office Discipline Reports (ODR) forms are completed by the assistant principal or principal for all major behavior infractions and paper ODR forms are submitted for data input.

ODRs have three copies:
- Student/Parent/Guardian is given white copy for signatures
- Team leader is given yellow copy
- Pink copy is submitted for data input

Teachers/staff should complete an online log entry in PowerSchool for students that have committed a major infraction (including students with ILP's for repeated minor infractions).

Major/Minor Flowchart

Teacher Managed

Tier 1: All students

Teach school-wide expectations

Complete Student Incident Report after inventions

Does behavior interfere despite consistent consequences and positive reinforcement?

Has the student received 3 Student Incident Reports this quarter?

NO

Continue teacher management until 3 SIRs are collected

YES

Complete ILP form for Tier 2 intervention. Follow Tier 2 flow chart on back

Simle Middle School 2Rs

Student Behavior Management Process – Observe and identify problem behavior / SQR

Is the behavior teacher or administration managed?

- Cell phone violation
- Cheating/plagiarism
- Defiance
- Disrespectful tone/body language
- Disruptive behavior
- Dress code
- Inappropriate displays of affection
- Lying
- Misusing technology
- Misuse of property
- Property damage
- Profanity
- Tardiness
- Teasing
- Unprepared for class
- Unsafe or rough play

- Abusive/inappropriate language or gestures
- Alcohol
- Attendance
- Bullying
- Credible threats
- Drugs
- Fighting/physical aggression
- Gang activity
- Technology violation
- Theft
- Tobacco
- Truancy
- Vandalism/property damage
- Weapons

- Repeat of minor incidents

Administration Managed

Referring staff completes an online discipline referral (PowerSchool log entry)

Staff member notifies the office IF student is removed from class

Administration follows up with team leader – ODR paper copy and/or feedback communicated

Administrative action + administrator notifies parents

Administration submits referral for data input

ODR: Office Discipline Referral

Student: _____   Date: _____

Team: _____   Grade:_____

Major behavior exhibited: *Consequence = result of action*

- Aggression
- Alcohol
- Bullying
- Drugs
- Fighting
- Gang-related
- Harassment
- Lang/Gestures - inappropriate
- Repeat of minors (SIRS)
- Technology
- Theft
- Threats
- Tobacco
- Truancy
- Vandalism/property damage
- Weapons

__ Ineligible for activities **Return:**
__ Time in office/de-escalation
__ Detention
__ Community service to school
__ Behavior contract/plan
__ In-School Suspension
__ Out-of-School Suspension
__ SRO referral/citation
__ Other

_____ Amount of time

__ Restorative justice
__ ISS packet
__ OSS packet
__ Skill-specific reflection
__ Other: _____

Location: _____

Reason for consequence _____

Explanation:

_____
_____
_____
_____

Administrator: _____
Student:_____

Parent contacted: YES   NO   Left Message

Please see Administrator if you have questions.

BPS Calendar 2019-2020

Bismarck Public Schools
806 N. Washington St.
Bismarck, ND 58501
(701) 323-4091
www.bismarckschools.org

MTSS B

Teach-to Calendar

Teams expose students to ALL teach-to areas in August, December, January, & March.

Cafeteria
Hallways
Before & After School
Restrooms, Office areas

Instructional areas are to be taught daily by classroom teacher.

Special events, library, and bus teach-to's are taught when used and referred to as needed.

Sparkler Parties occur once a quarter and are planned by grade-level teams. This is a celebration of student growth and students following the Spartan 5.

October 25
January 10
March 20
May 22

JUNE 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019 (8 days)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019 (20 days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019 (21 days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019 (17 days)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019 (15 days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Release Date: 11/29/2018

JANUARY 2020 (21 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020 (18 days)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020 (20 days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13 ☀	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020 (19 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 ☀	28	29	30		

MAY 2020 (16 days)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

bps BISMARCK PUBLIC SCHOOLS
College, career, community ready

Glossary of Terms/Acronyms

Behavior: Any action a student exhibits or does not exhibit; this could be positive or negative.

Behavioral health: Refers to an individual's overall physical, mental, and emotional well-being.

MTSS: Multi-Tiered System of Supports

PBIS: Positive Behavioral Interventions and Supports works to create a positive school environment through systems, practices, and data.

SIR: Student Incident Report, also known as a minor infraction. These reports are used for teachers to document and track student classroom behaviors.

ODR: Office Discipline Referral, also known as a bottom-line or major behavior. These behaviors should include illegal activities or other things that disrupt the school setting severely.

ILP: Individualized Learning Plan, which is a behavior or academic plan that includes accommodations and interventions that a student is receiving at a Tier 2 or 3 level.