

**ATTACHMENT A
TRAINING SUMMARY TABLE**

Type of training; general description, length	Location held/ Dates	Number of personnel who attended, by position	Presenter(s)	Outlines, presentations, and/or documents distributed
1. PBIS #1	1010 E 10 th St. 9/15/14	5 LSCs (new LSCs)	Karen Ward	<p style="text-align: center;">“excel” = Microsoft Excel Doc “ppt” = Microsoft Power Point Presentation “pdf” = Portable Document Format “word” = Microsoft Word Doc</p> <ul style="list-style-type: none"> • Intro to PBI Systems (word) • PBIS Info (word) • What is PBIS (ppt)
2. PBIS #2	1010 E 10 th St. 10/14/14	15 LSCs	Karen Ward	<ul style="list-style-type: none"> • Components and Elements (pdf) • PBIS Form (pdf) • Behavior is Learned (ppt) • Decision_making (ppt) • Why PBIS (ppt)
3. PBIS #3	1010 E 10 th St. 11/12/14	23 LSCs 3 Site Reps	Karen Ward	<ul style="list-style-type: none"> • Data Collection Major and Minor Incidents (pdf) • Data Management (excel) • DataManagementUsingExcel (pdf) • PBIS World.com Home Page (pdf) • Data Collection and Progress Monitoring for Behaviors (ppt)
4. RESTORATIVE PRACTICES (INTRO)	1010 E 10 th St. 1/26/15	16 LSCs 2 Admins 4 Cert Staff	Tsuru Bailey-Jones	<ul style="list-style-type: none"> • Introduction to Restorative Practices (ppt)

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5. RESTORATIVE PRACTICES (CIRCLES)	1010 E 10 th St. February 2015	TBD	Tsuru Bailey-Jones	<ul style="list-style-type: none"> TBD
6. YOUTH MENTAL HEALTH, FIRST AID TRAINING	Duffy 2/2/15 Duffy 2/3/15	17 LSCs 1 Classified 26 LSCs 2 Counselors <i>Tentative, final attendance is not yet known</i>	Tsuru Bailey-Jones (in conjunction with La Frontera and Community Partnership of Arizona)	<ul style="list-style-type: none"> Youth Mental Health – First Aid USA Manual (manual)
7. ADMINISTRATOR TRAINING (FORMAL DISCIPLINE TRAINING)	Santa Rita JTED Center 7/14/14 – 7/15/14	7/14: 118 Admin 1 Cert Staff 7/15: 108 Admin	Eugene Butler; Charlotte Brown; Nancy Woll; Elaine House	<ul style="list-style-type: none"> Formal Discipline Training for Administrators (ppt)
8. ADMINISTRATOR TRAINING (UNDERSTANDING THE USP AND GSRR)	Duffy 10/2/14	91 Admin	Dr. Adrian Vega	<ul style="list-style-type: none"> Guidelines for Student Rights and Responsibilities (ppt)
9. ADMINISTRATOR TRAINING (FIRST QUARTER DISCIPLINE DATA)	Palo Verde Cyber Café 11/6/14	101 Admin	Eugene Butler	<ul style="list-style-type: none"> N/A

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10. ADMINISTRATOR TRAINING (INTERVENTIONS AND DISCIPLINE ACTIONS)	Palo Verde Cyber Café 12/11/14	77 Admin 1 Classified (AM) 81 Admin (PM)	Eugene Butler, Charlotte Brown, Tsuru Bailey-Jones, Roxanne Begay-James (AM) Eugene Butler, Charlotte Brown, Jimmy Hart, Maria Figueroa (PM)	<ul style="list-style-type: none"> Interventions and Discipline Actions (ppt)
11. ADMINISTRATOR TRAINING (DISCIPLINE DATA – CORRECTIVE ACTION FORMS)	Palo Verde Cyber Café 1/8/14	69 Admin (AM) 36 Admin (PM)	Abel Morado; Ana Gallegos	N/A

Type of training; general description, length	Location held/ Dates	Number of personnel who attended, by position	Presenter(s)	Outlines, presentations, and/or documents distributed “excel” = Microsoft Excel Doc “ppt” = Microsoft Power Point Presentation “pdf” = Portable Document Format “word” = Microsoft Word Doc
12. ONLINE GSRR TRAINING	Online (TNL) November 2014 – March 2015	TBD	TNL	<ul style="list-style-type: none"> Online GSRR Training from True North Logic (ppt)
13. LSC TRAINING (MTSS)	8/21 9/5 9/19 10/17 10/24 11/21 1/9/15 1/23/15	All LSCs	Richard Foster; LSCs	N/A
14. LSC TRAINING (GSRR – STUDENTS)	Students	Beginning of each semester; twice per year	Site LSCs and/or Principals	<ul style="list-style-type: none"> School Culture, Student Expectations, and Discipline [for students] (ppt)
15. LSC TRAINING (GSRR – PARENTS)	Parents	Beginning of each semester; twice per year	Site LSCs and/or Principals	<ul style="list-style-type: none"> School Culture, Student Expectations, and Discipline [for parents] (ppt)

*Introduction to
Positive Behavioral Interventions and Supports
September 15, 2014*

Planning Process

- Form PBIS Committee (Have a well represented team.)
- Take a look at what your school already has in place for expectations. Are there things that could fit under the umbrella of PBIS?
- Select 3-4 expectations that you would like to present to the staff. If 80% of the staff would really like something else then the team can meet with staff to see if the expectations can be reasoned out. The expectations must be stated in a positive tone.

Implementation

- **Matrix (Student Expectations)** during this step you will look at where and when most misbehavior occurs.
- Select behavior for each part of the matrix (limit to 4 if you can)
Here is the **most important piece of information** for your behavioral expectations they must be observable / measurable with meaningful data collection
- Next, how will you teach the behavioral expectations on you newly designed Matrix?
- How will every adult in your school recognize and acknowledge positive behavior?
- How will every adult in your school recognize and acknowledge positive behavior?

PBIS Information & Practices**Be Respectful! Be Responsible! Be Prepared!**

What is PBIS? The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. The emphasis is on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Why use PBIS? Teaching behavioral expectations and rewarding students for following them is a much more **positive approach** than waiting for misbehavior to occur before responding. **The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.**

School-Wide and Classroom Expectations: All teachers should plan to teach students the school-wide matrix and classroom procedures. Your classroom procedures and MATRIX should be **clearly** posted in your classroom. If you need MATRIX posters please let me know.

Please add these teaching moments to your lesson plans!

- **Playground Expectations:** Discuss and model playground expectations with students. Expectations for using the equipment, play area boundaries, safety precautions and lining up at the end of recess as well as other items listed on the school matrix should be discussed.
- **Cafeteria Expectations:** Discuss and model cafeteria expectations prior to lunch and practice cafeteria line procedures, keeping areas clean, lunch numbers, manners, and dismissal procedures.
- **Restroom Expectations:** Discuss and model bathroom expectations with students including how to line up for the restroom, the number of students allowed in restroom at one time, privacy of others, flushing, washing hands and keeping restrooms clean.
- **Hallway Expectations:** Discuss and practice hallway expectations such as walk to the right, panther pride profile, personal space, keeping up with your class and stopping points. Practice, practice, practice!
- **Bus Expectations:** Discuss and practice dismissal procedures, bus lot behavior, locating designated bus, boarding procedures, BEHAVIOR WHILE RIDING THE BUS and exiting the bus. All students will ride a bus at some point this year and all students need to review and practice bus behavior.
- **Assembly Expectations:** Please talk with students about the expectations prior to any assembly.
- **Classroom Expectations:** Discuss model and practice matrix expectations for the classroom and ensure students are aware of the individual classroom procedures you have in place!

Panther Pride Panther Pride will be: **hands at sides or behind your back**, walking to the right, keeping away from walls and bulletin boards, straight line & keeping up with class.



STOP SIGNS:

Red STOP signs are placed around the building and are to be used as stopping points for students when traveling in the hallways.



STAR STUDENTS:

Each classroom teacher will pick a student of the week. This student should be one that has exhibited positive behavior that week. This can be the student that has shown an improvement in behavior or a student that "always" behaves. Teachers will submit the name of their student on Fridays (or the last day of the school week). Nomination lists will be placed in each teacher's mailbox. Every classroom teacher needs to nominate a student. Monday morning the Star Students from the previous week will be announced. Students will have their picture taken and given a reward for their achievement.



STUDENT OF THE MONTH:

Each Star Student's name will be placed in a box for a Student of the Month drawing. There will be a Student of the Month for each grade level. This student will be announced at the end of the month and will participate in a monthly pizza party.



BUS STUDENT OF THE WEEK:

Bus drivers will nominate an outstanding bus student each week. This student should be one that has exhibited positive bus behavior that week. This can be the student that has shown an improvement in behavior or a student that "always" behaves. Bus Drivers will be given slips to put their nomination and the slips will be placed inside a box by the sign-in sheets on Friday mornings. Monday morning the Bus Students of the Week will be announced. Students will have their picture taken. All of the Bus Students of the Week pictures will be posted.



ATTENDANCE:

Attendance awards are given monthly to one class per grade level with the best attendance. If attendance is a tie the team will look at late arrivals to break the tie. Classrooms will receive a

small treat and the classes will be announced over the intercom. Classes will get a certificate to hang outside the classroom door.



GOLD KEY STUDENTS:

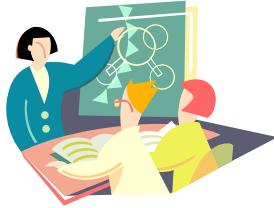
Gold Key students are recognized twice a year at the school board meetings. We are allowed 4 nominations. Students are only allowed to receive this award once in their school career.

Students may be recognized for the following:

- Student is a role model for other students.
- Student has shown involvement in his/her community.
- Student has shown an improvement in behavior/attitude/achievement.
- Student consistently displays positive character traits.
- Student gets along well with peers and adults.
- Student has gone above and beyond to help another student.

SOCIAL SKILL LESSONS:

Teachers should have received via email short (5-10 minutes) social skill lessons/outlines that should be discussed with students on scheduled dates. All the elementary schools in the county will be doing the same short lessons. The PBIS team decided that these lessons can be incorporated into your Daily 5 routine on the specified dates.



FEATURED TEACHER:

Featured Teacher forms have been placed in each teacher's mailbox. The forms should be completed and turned back in to Mrs. Joyce. Mrs. Joyce will announce the Featured Teacher and the information will be placed on the "Featured Teacher" bulletin board.



PANTHER BUDDY:

This program is optional and was put in place to raise staff morale. Staff members sign up and are assigned a secret panther buddy. The buddy is to give notes of encouragement and/or small treats during the year. At the end of the year a social will be held to reveal buddies.

What is Positive Behavior Interventions and Supports (PBIS)?

- Evidence-based process for schools to improve students behavior
- Framework that establishes a positive school culture
- Proactive positive approach to school-wide discipline system

1

What is Positive Behavior Interventions and Supports (PBIS)?

PBIS is a process for creating safer and more effective schools by focuses on improving a school's ability to *teach* and *support* positive behavior for all students.

2

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 1. Behavioral Expectations are **Defined**.

- A small number of behaviors
- Clearly defined in positive , simple rules or procedures
 - ❖ Be Respectful
 - ❖ Be Responsible
 - ❖ Be Safe

 - ❖ Respect Yourself
 - ❖ Respect Others
 - ❖ Respect Property

3

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 2. Behavior Expectations are **Taught**.

- Behavioral expectations are taught in real settings: in the classroom, in the hallways and cafeteria, on the playground and other common areas
- Describe what each rule means and looks like in each of the settings
Example—Being Respectful in the classroom means raising your hand when you want to speak.
Example—Being Respectful in the cafeteria means using a person's name when you talk to him or her

4

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 3. Appropriate Behaviors are Acknowledged.

- Once appropriate behaviors have been *defined* and *taught*, they need to be acknowledged on a regular basis.
- Acknowledgement may be done through a formal system like tickets, coupons.
- Acknowledgement may be done through social events where students are recognized.

Note: Adult interactions with students should be based on a 4:1 ratio, meaning 4 positive interactions to 1 negative interaction

5

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 4. Behavioral Errors are **Corrected Proactively**.

- Clear procedures are needed to provide information to students that their behavior was unacceptable
- Clear procedures are needed to prevent the unacceptable behavior to receive inadvertent rewards or attention

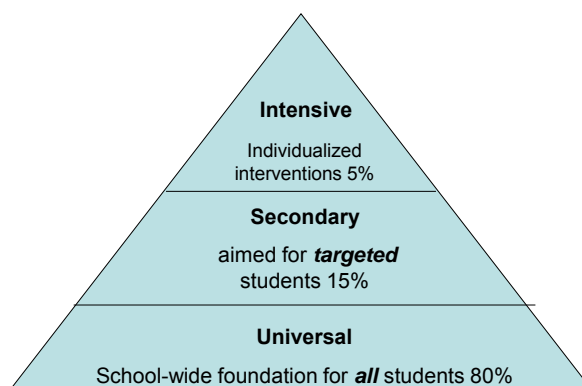
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PBIS includes school-wide procedures and processes intended for:

- **ALL** students, **ALL** staff and in **ALL** settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers
- Individual student supports for the estimated 3-7% of students who present the most challenging behaviors

7

PBIS uses a 3-Level Support Approach



8

Why Do Schools Need PBIS?

Discipline issues affect the entire school community!

- Too many *students* leave school, one way or another, because of school discipline.
- *Teacher* attrition is directly connected to discipline issues (half of new teachers are no longer in the profession by their fifth year)

9

Why Do Schools Need PBIS?

- Reduce office referral rates
- Improve attendance and school engagement
- Improve academic achievement
- Reduce dropout rates

10

Why Do Schools Need PBIS?

- Reduce delinquency in later years
- Improve school climate
- Reduce referrals to Special Education

11

Steps to Develop a PBIS Plan

1. Staff Recognition of need—based on data
2. Preplanning—form a planning and implementation team
3. Rules and Procedures—create 3-5 school-wide behavioral expectations
4. Develop Behavioral Expectations—matrix showing what expectations would look like in each setting, classroom, in the hallways and cafeteria, on the playground and other common areas

12

Steps to Develop a PBIS Plan

5. Conduct Staff Training/Orientation on PBIS Implementation Plan—introduce program, common language and reinforcements
6. Design Process for Teaching the Behavioral Expectations to All Students—taught in all school areas through role-plays with specialized training for areas that show high incidences of problem behaviors
7. Behavioral Expectations Taught —based on matrix

13

Steps to Develop a PBIS Plan

8. Develop Plan for Acknowledging & Recognizing Appropriate Behaviors—verbal recognition, assembly, stickers, call home
9. Design Consequences System for Reducing Inappropriate Behavior—teaching vs. punishment with respect to TUSD discipline rubric, state, and federal law
10. Administrative Support and Reinforcement—critical to successful implementation: commitment of key administrators

14

Steps to Develop a PBIS Plan

11. Teacher Support and Reinforcement—critical to successful implementation: commitment of 80% of school's teachers
12. Individual Support Systems are Integrated School-wide—provide additional interventions as necessary for students in the second and top tier of the support pyramid
13. Plan for Periodic PBIS Team Meetings, Staff Feedback, Promotion and Program Evaluation—ongoing

15

PBIS Provides the Building Blocks of Positive Behavior

You can be an agent for change at your school!

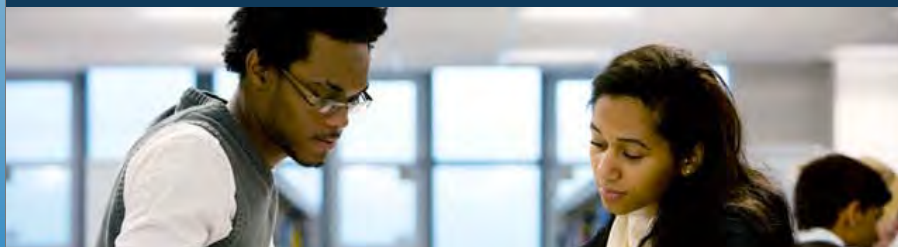
BE informed

Be Involved

Be ready to make a difference

Believe (PBIS) Positive Behavior Interventions Supports **WORKS** and can create a caring, safe, and positive learning environment at your school!

16



Check & Connect



The Institute's research-based intervention model to increase student engagement at school and with learning


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The Components and Elements of Check & Connect

Check & Connect has four main components and three main elements:

Components of Check & Connect

1. **The Mentor:** A person assigned to a specific student(s) who builds a strong relationship with him/her based on mutual trust and open communication, nurtured through a long-term commitment focused on success at school and with learning. This person may be called a mentor, monitor, graduation coach, intervention specialist, etc.
2. **"Check" Component:** Systematic monitoring of student performance variables (warning signs of disengagement such as attendance, grades, and behavior referrals) using data readily available to school personnel.
3. **"Connect" Component:** Timely, personalized, data-based interventions designed to provide support tailored to individual student needs, based on the student's level of engagement with school ("check" data), associated influences of home and school, and leveraging of local resources.
4. **Parent/Family Engagement:** Mentors partner with parents/families. They work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

Elements of Check & Connect

1. **Relationships:** Are based in mutual trust and open communication and nurtured through a long-term commitment focused on promoting a student's educational success.
 - **Focus on alterable variables:** Refers to systematic monitoring (i.e., "checking") of indicators of disengagement (attendance, grades, behavior) that are readily available to school personnel and can be altered through intervention.
 - **Personalized, data-based intervention:** Refers to "connect" interventions, which are supportive interventions that are personalized, not prescriptive. Mentors use data—including information on the student's needs ("check" data and student perspective), family circumstances, and availability of school and community resources—as the basis for intervention design. It is expected that different students on a mentor's caseload will receive different interventions.
 - **Long-term commitment:** Means that interventions are implemented for a minimum of two years. Mentors make a two-year commitment, which may involve following highly mobile youth and families from school to school and program to program within a district.
 - **Participation and affiliation with school:** Means that mentors facilitate student access to and active participation in school-related activities and events.
2. **Problem Solving and Capacity Building:** Means a cognitive-behavioral approach is used to

Inside [About Check & Connect](#)

- [Components/Elements of Check & Connect](#)
- [Emphasis on Student Engagement](#)
- [Using Check & Connect with Existing Initiatives \(PBIS, RtI, etc.\)](#)
- [Partnerships](#)
- [Acknowledgements](#)
- [Participant Interviews and Testimonials](#)

"Everything about our school feels better when students feel engaged, and they're engaged when they're successful, when people care about them, and when they belong. Check & Connect has a benefit both for the students in their individual success, as well as for the school and our culture and our overall success in accomplishing our mission."

- Dave Brecht, Principal, Chaska High School, Chaska, MN



[View Intro PPT](#) (18 min.)



[Download flyer](#) (PDF)



[Download brochure](#) (English or Spanish)

Check & Connect Manual

The 2012 edition of the *Check &*

promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and diminish dependency on the mentor.

3. **Persistence Plus:** Refers to persistence, continuity, and consistency. The mentor is a persistent source of academic motivation, is familiar with the youth and family (continuity), and conveys the message that "education is important for your future" (consistency).

[Top of Page](#)



Connect manual, [Implementing with Fidelity](#), is a comprehensive guide to implementing *Check & Connect*.

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[Attend-Engage-Invest](#) is a blog forum to share perspectives on Check & Connect, dropout, student engagement, and related topics.

Frequently Asked Questions

Check & Connect Student Engagement Intervention, Institute on Community Integration, U of MN
6 Pattee Hall, 150 Pillsbury Dr SE, Minneapolis, MN 55455 | checkandconnect@umn.edu | Toll free 866-434-0010 | 612-624-2097

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Positive Behavior Intervention System

PBIS is a _____, not a _____.

OBJECTIVE:

There are 4 objectives for today:

- a. _____
- b. _____
- c. _____
- d. _____

1. The objective of PBIS is to create a school-wide discipline system of support that includes pro-active strategies for _____, _____ and _____ appropriate student behaviors to create _____ school environments.

2. There are four messages from PBIS:

- _____ that are justifiable and measureable
- on-going decision making that is _____
- evidence-based _____
- _____ ensuring durable, high-fidelity of implementation

NECESSITIES:

3. What do you need to implement PBIS?

_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>

Place an X in the box next to each "necessity" that you've already implemented.

MATRIX:

4. There are 3 commonalities to having a matrix:

5. There are 3 benefits to having a matrix:

- a. A clear set of _____ expectations and behaviors.
- b. _____ to area and location.
- c. _____, not reactive.

6. A school-wide PBIS system allows us to have:

Have fun with teaching the matrix. Students love to see teachers acting silly.

FLOW CHART:

7. The purpose of a flow chart is that it provides:

- a. common _____ and _____ to discipline.
- b. procedures for _____ and _____.

8. PBIS says misbehaving students are looking for one of two things:

- a. _____
- b. _____

DATA COLLECTION:

9. Data collection provides a coordinated focus on:

- a. _____
- b. _____
- c. _____

10. The benefits of data collection are that:

- a. Decisions are more likely to be _____ and _____ when they are based on data.
- b. Data helps us _____.

11. Use data to:

- a. _____ problems.
- b. _____ questions that lead to solutions.
- c. _____ changes.

Data Analysis

12. Benefits of analyzing data:

- a. _____ indicators of behavior.
- b. Helps place the problem in the _____ rather than in the student.

Implementing Change

13.

Remember to share changes and successes with staff. Provide staff with the data facts.

Acknowledge and Recognize

14. Create rewards for:

_____	_____
_____	_____

Useful websites:

<http://www.pbis.org/>

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

<http://www.pbis.org/training/student.aspx>

http://www.pbis.org/swpbs_videos/default.aspx

**POSITIVE BEHAVIORAL
INTERVENTION SUPPORTS
LEARNING SUPPORT COORDINATORS
SESSION 2-OCTOBER 14, 2014**



**BEHAVIOR IS
LEARNED AND
CAN BE TAUGHT**

FOUR ESSENTIAL ELEMENTS

- ❖ CLARITY-plan, expectations and procedures clear to all
- ❖ CONSISTENCY- school and family using the same plan, expectations and rewards
- ❖ SIMPLICITY-simple, practical, accessible
- ❖ CONTINUATION-even as behavior improves it is important to keep the teaching and the positive supports in place

COMPARISON OF TRADITIONAL BHEAVIOR MANAGEMENT AND POSITIVE BEHAVIORAL SUPPORT

<u>Traditional Behavior Management</u>	<u>Positive Behavioral Support</u>
❖ Views individual as “the problem”	❖ Views systems, settings, and skill deficiencies as “the problem”
❖ Attempts to “fix” individual	❖ Attempts to “fix” systems, settings, and skills
❖ Extinguishes behavior	❖ Creates new contacts, experiences, relationships, and skills.
❖ Takes days or weeks to “fix” a single behavior	❖ Takes years to create responsive systems, personalized settings, and appropriate/empowering skills.
❖ Implemented by a behavioral specialist	❖ Implemented by a team
❖ Often resorted to when systems are inflexible	❖ Flourishes when systems are flexible

REVIEW

- ❖ WHERE IS THE MATRIX?
- ❖ IS THERE COMMON LANGUAGE?
- ❖ IS THERE A SYSTEM WIDE FOCUS ON POSITIVE BEHAVIOR?
- ❖ WHAT DID YOU PUT IN PLACE FOR NEW STUDENTS?
- ❖ HAVE YOU HELD A “KICK OFF” ASSEMBLY?

MAKING IT HAPPEN

- PLANNING ANOTHER STAFF DEVELOPMENT
- TEACHING BEHAVIOR EXPECTATIONS
- DEVELOP PLAN FOR RECOGNIZING APPROPRIATE BEHAVIORS
- DESIGN CONSEQUENCES SYSTEM FOR REDUCING INAPPROPRIATE BEHAVIOR
- INDIVIDUAL SUPPORT SYSTEMS ARE INTEGRATED SCHOOL WIDE

GROUP ACTIVITY

THINK OF 10 THINGS YOU SAY ALL THE TIME
THAT ARE DIRECTIVES AND FIGURE OUT HOW
TO MAKE THEM ENFORCEABLE STATEMENTS.

CHOICES

- A. You're welcome to _____ or _____.
- B. Feel free to _____ or _____.
- C. Would you rather _____ or _____.
- D. What would be best for you _____ or _____.

PRESISTENT PROBLEMS

TRY SAYING: I'M GOING TO HAVE TO DO
SOMETHING. I'M NOT SURE WHAT JUST YET.
TRY NOT TO WORRY TOO MUCH ABOUT IT.
I'LL LET YOU KNOW WHEN I DECIDE HOW I'M
GOING TO RESPOND.

Active Decision-making: Transforming Data into Useful Information

Rob Horner, Anne Todd, Steve Newton,
Bob Algozzine, Kate Algozzine

www.pbis.org

www.swis.org

www.pbssurveys.org

Goals

- Logic for school-wide Positive Behavior Support
- Design of “decision-systems” for schools
- Collection and use of data for decision-making
 - Whole school
 - Targeted groups
 - Individual student

Main Messages

- Supporting **social behavior** is central to achieving academic gains.

- **School-wide PBS is an evidence-based practice** for building a positive social culture that will promote both social and academic success.

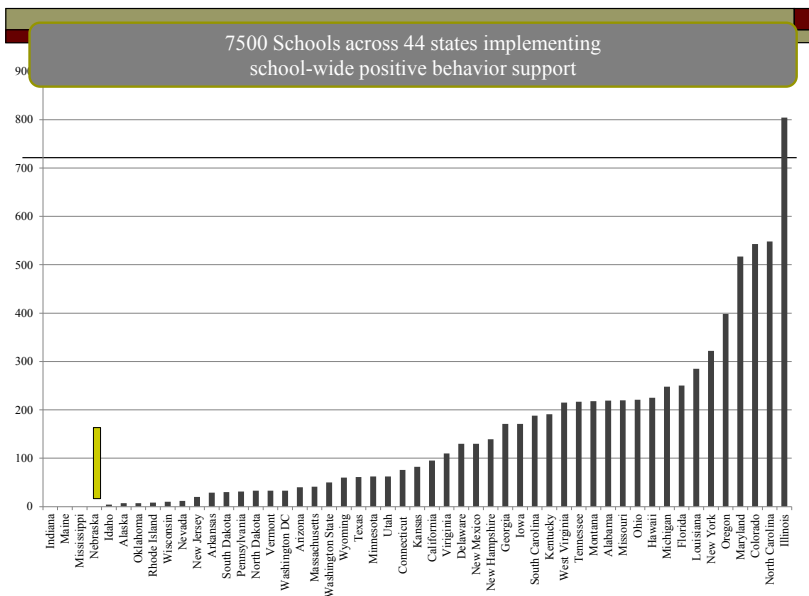
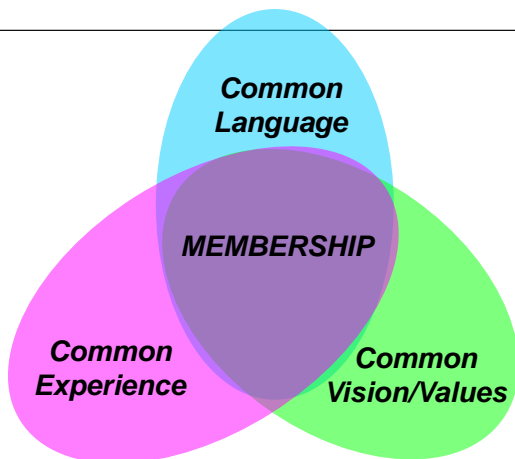
- **Implementation** of any evidence-based practice requires a more coordinated focus than typically expected.

What is School-wide Positive Behavior Support?

- School-wide PBS is:
 - A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to achieve both social and academic success for all students.

- Evidence-based features of SW-PBS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual interventions.
 - Administrative leadership – Team-based implementation (Systems that support effective practices)

Establishing a Social Culture



Six Basic Recommendations for Implementing PBIS

- ❑ Never stop doing what is already working

- ❑ Always look for the smallest change that will produce the largest effect
 - ❑ Avoid defining a large number of goals
 - ❑ Do a small number of things well

- ❑ Do not add something new without also defining what you will stop doing to make the addition possible.

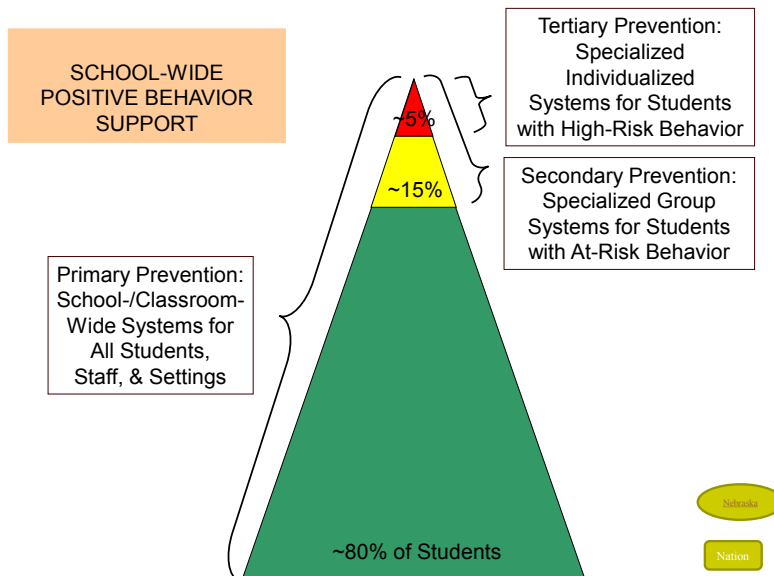
Six Basic Recommendations for Implementing PBIS

- ❑ Collect and use data for decision-making

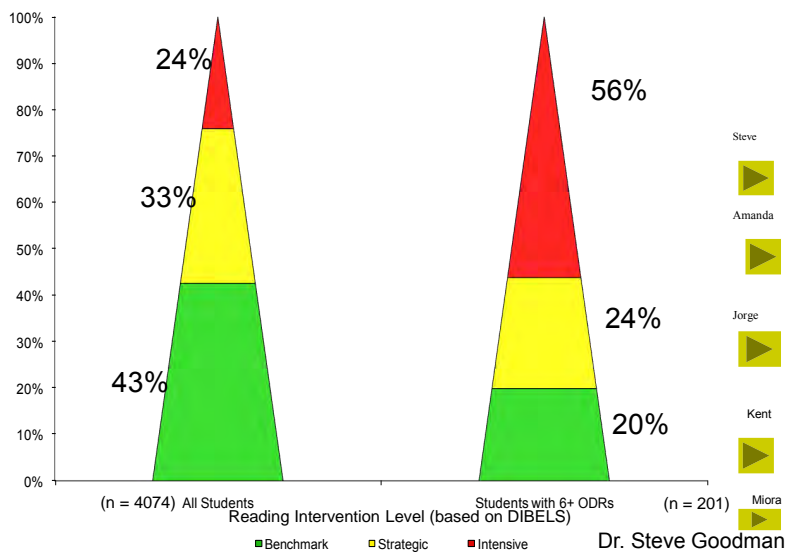
- ❑ Adapt any initiative to make it “fit” your school community, culture, context.
 - ❑ Families
 - ❑ Students
 - ❑ Faculty
 - ❑ Fiscal-political structure

- ❑ Establish policy clarity before investing in implementation

LAUSD.org



Michigan: Distribution of Elementary Reading Intervention Level



Using Data within PBIS

- **Use data to assess current status**
 - EBS Self-assessment Survey

- **Use data to assess implementation fidelity**
 - pbssurveys.org
 - Benchmarks of Quality (BoQ)

- **Use data to assess impact on students**
 - Office Discipline referrals

Use Data for Decision-making

- “We are all continually faced with a series of great opportunities, brilliantly disguised as insoluble problems.”
 - John Gardner



Main Ideas

- Decisions are more likely to be effective and efficient when they are based on data.

- The quality of decision-making depends most on the first step (defining the problem to be solved)
 - Define problems with precision and clarity



Main Ideas

- Data help us ask the right questions...they do not provide the answers: Use data to
 - Identify problems
 - Refine problems
 - Define the questions that lead to solutions

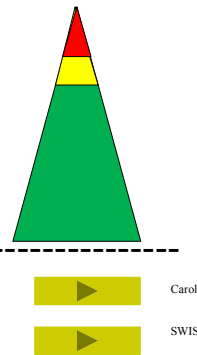
- Data help place the “problem” in the context rather than in the students.

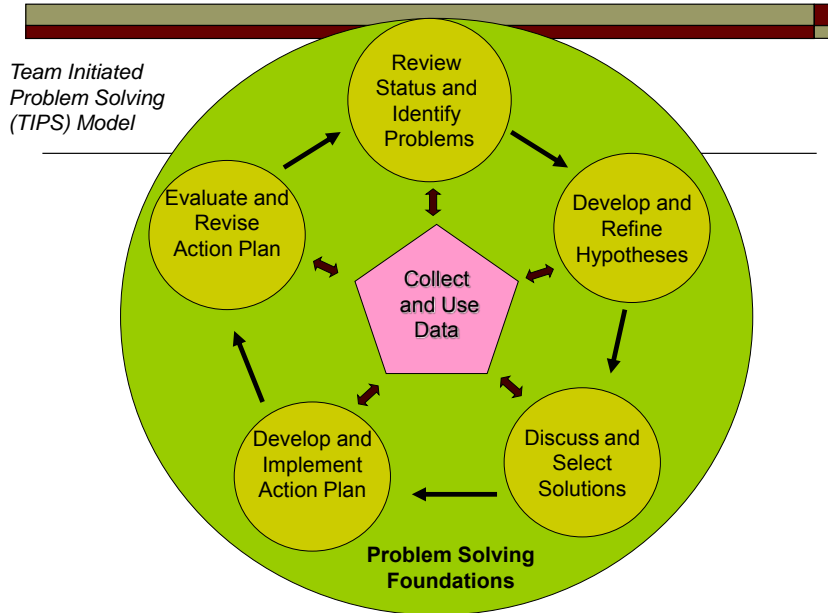
Main Ideas

- The **process** a team uses to “problem solve” is important:
 - Roles:
 - Facilitator; Recorder; Data analyst; Active member
 - Organization
 - Agenda; Old business (did we do what we said we would do); New business; Action plan for decisions.
 - What happens BEFORE Agenda, data summary, positive nag
 - What happens DURING Updates, identify problem, problem solve
 - What happen AFTER a Minutes posted, tasks completed

Decision-making at many levels

- Whole school
- Small groups or school areas
- Individual student
- -----
- Same basic process





Using Data

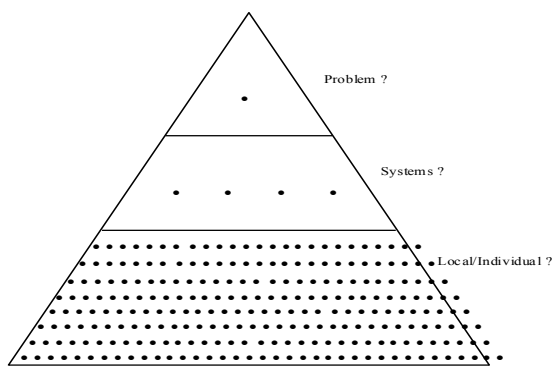
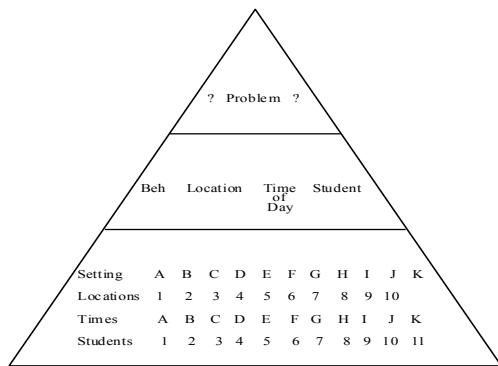
- ❑ Use data to identify a possible problem?
- ❑ Use data to build a precise “problem statement”?
- ❑ Use data to select a solution (intervention)
- ❑ Use data to assess if a solution is (a) being implemented, and (b) being effective.

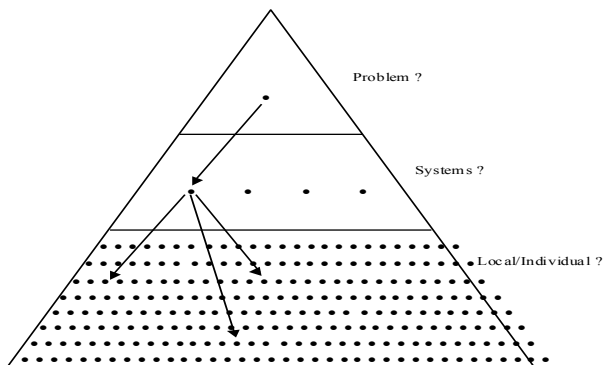
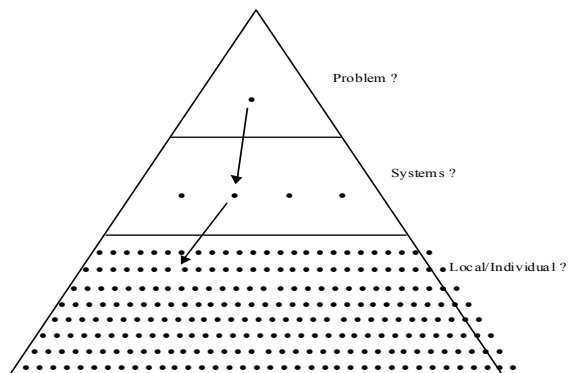
Use data within “decision systems” not “data systems”

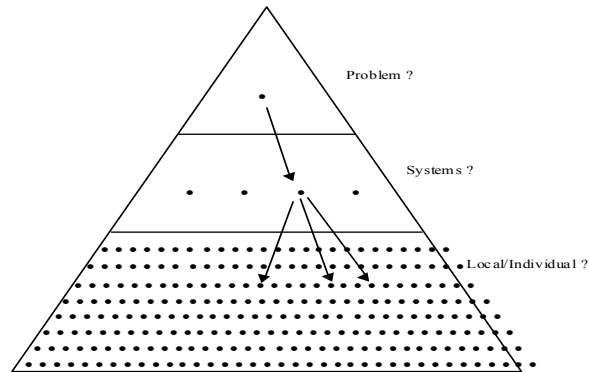
Question	Decision	Data Source
Is there a problem? Primary/Precise problem statement.	Should we allocate resources to this problem?	Compare “observed” with “expected” (ODRs, ORF)
Is there a reasonable solution?	Do we have a reasonable intervention, and should it be implemented?	Technical adequacy Contextual Fit
Is the intervention being implemented as planned?	Do we need more resources to implement the intervention?	On-going data related to fidelity of implementation
Is the intervention proving effective?	Should we continue the intervention, modify it, or terminate it?	On-going data related to impact of the intervention on student behavior

Using Data

- Use data in “decision layers”
- Don’t drown in the data
- It’s “OK” to be doing well







Six things to avoid

- ❑ Define a solution before defining the problem
- ❑ Build solutions from broadly defined, or fuzzy problem statements
- ❑ Failure to use data to confirm/define problem
- ❑ Agree on a solution without building a plan for how to implement or evaluate the solution
- ❑ Agree on a solution but never assess if the solution was implemented
- ❑ Serial problem solving without decisions

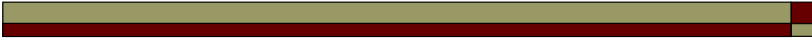
Using Data for Decision-making at the Whole School Level

- Identifying “problems” with “precision”
 - Well defined problems prompt functional solutions
 - Poorly defined problems prompt discussions in which the problem is admired, but not addressed.

- “Well begun is half done”
 - Aristotle, quoting a proverb

Precise Problem Statements (What are the data we need for a decision?)

- Solvable problem statements include information about the five core “W” questions.
 - **What** is problem, and how often is it happening
 - **Where** is it happening
 - **Who** is engaged in the behavior
 - **When** the problem is most likely
 - **Why** the problem is sustaining

-
- 
-
- “Everything is vague to a degree you do not realize till you have tried to make it precise.”

- Bertrand Russell



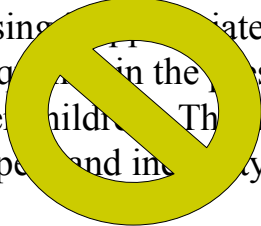
Primary versus Precision Statements

- | | |
|--|---|
| <ul style="list-style-type: none">□ Primary Statements<ul style="list-style-type: none">■ Too many referrals■ September has more suspensions than last year■ Gang behavior is increasing■ The cafeteria is out of control■ Student disrespect is out of control | <ul style="list-style-type: none">□ Precision Statements<ul style="list-style-type: none">■ There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment. |
|--|---|


Primary versus Precision Statements

- | | |
|--|---|
| <p>□ Primary Statements</p> <ul style="list-style-type: none">■ Too many referrals■ September has more suspensions than last year■ Gang behavior is increasing■ The cafeteria is out of control■ Student disrespect is out of control | <p>□ Precision Statements</p> <ul style="list-style-type: none">■ There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment. |
|--|---|

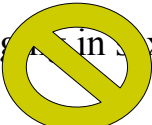
Precise or Primary Statement?

- Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and insecurity in the school
- 
- James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.

Precise or Primary Statement?

- ❑ ODRs during December are higher than in any other month. 
- ❑ Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention... we are not sure).

Precise or Primary Statement?

- ❑ Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention and possibly unsophisticated sexual expression.
- ❑ Boys are engaged in sexual harassment 



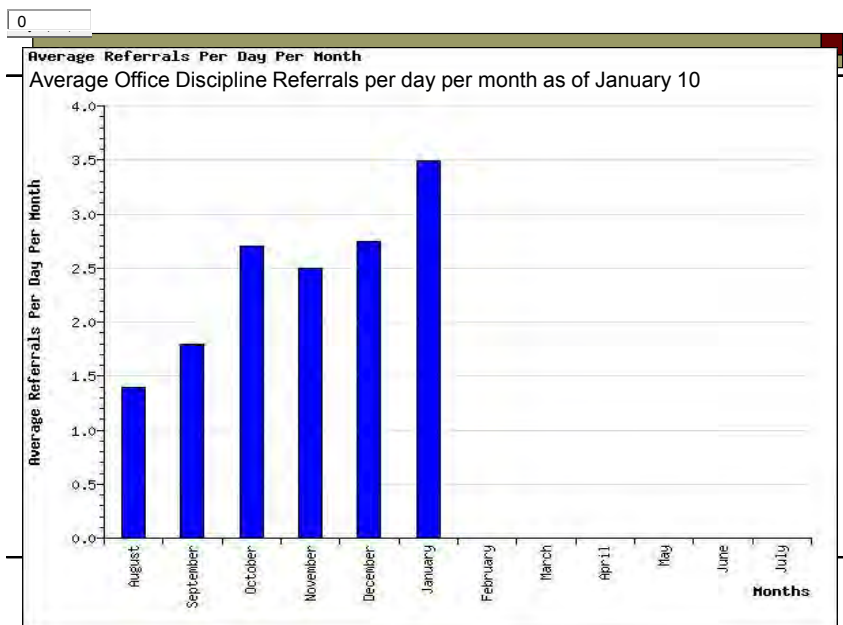
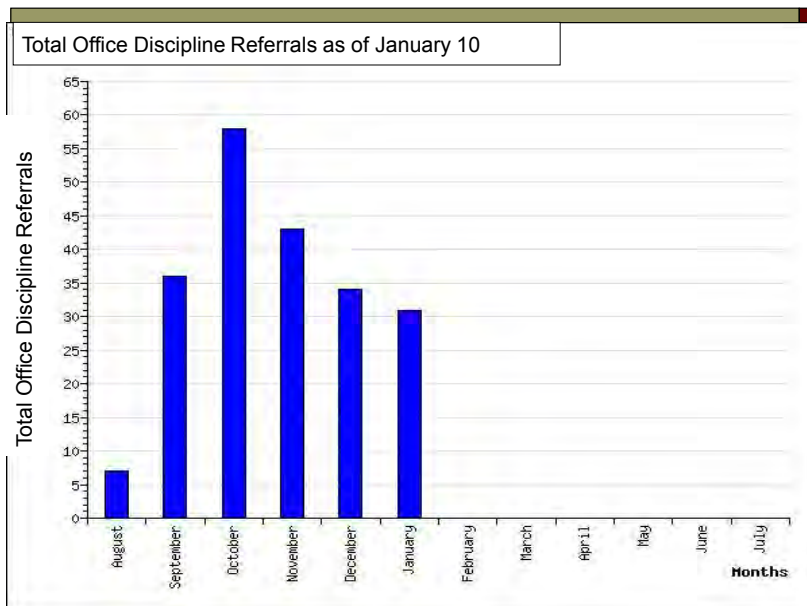
Organizing Data for Decision-making

- Compare data across time
- Moving from counts to count/month



Using Data

- Identifying a possible problem: A difference between what you want and what you have.
 - What data to review?
 - Office discipline referrals per day per month
 - Avoid simple counts
 - Avoid one data point (look at trends)
 - How to use data
 - Compare with national standards
 - Compare with local standards
 - Compare with prior experience



SWIS summary 07-08 (Majors Only)

2,532 schools; 1,300,140 students; 1,139,119 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 per school day
K-6	1762	444	.35 (sd=.46) (1 / 300 / day)
6-9	482	653	.92 (sd=1.42) (1 / 110 / day)
9-12	176	914	1.06 (sd=.1.57) (1 / 105 / day)
K-(8-12)	312	401	1.00 (sd=.1.86) (1 / 155 / day)

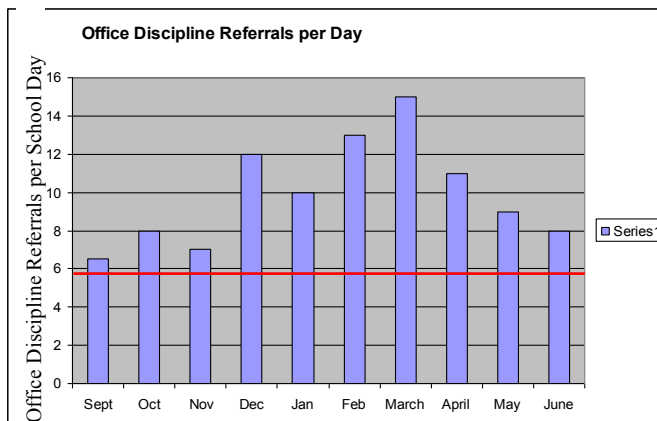
Interpreting Office Referral Data: Is there a problem?

- **Absolute level** (depending on size of school)
 - Middle, High Schools (> 1 per day per 100)
 - Elementary Schools (>1 per day per 300)
- **Trends**
 - Peaks before breaks?
 - Gradual increasing trend across year?
- **Compare levels to last year**
 - Improvement?



Application Activity: Absolute Value
Is there a Problem?

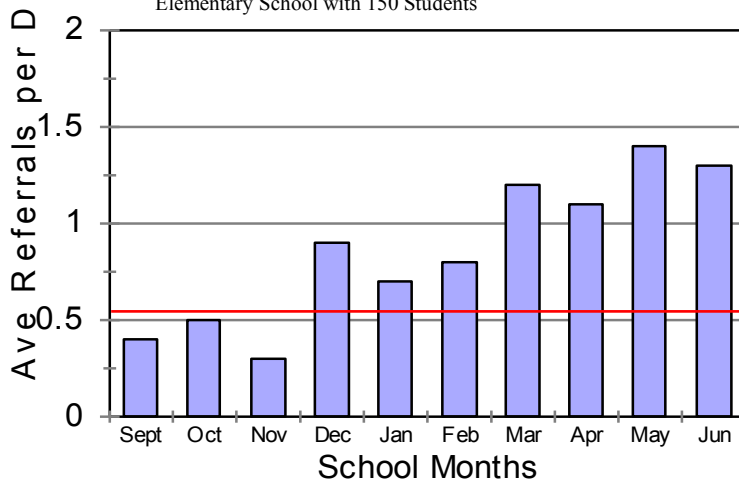
Compare with national average: $625/100 = 6.25$ $6.25 \times .92 = 5.75$



Office Referrals per Day per Month

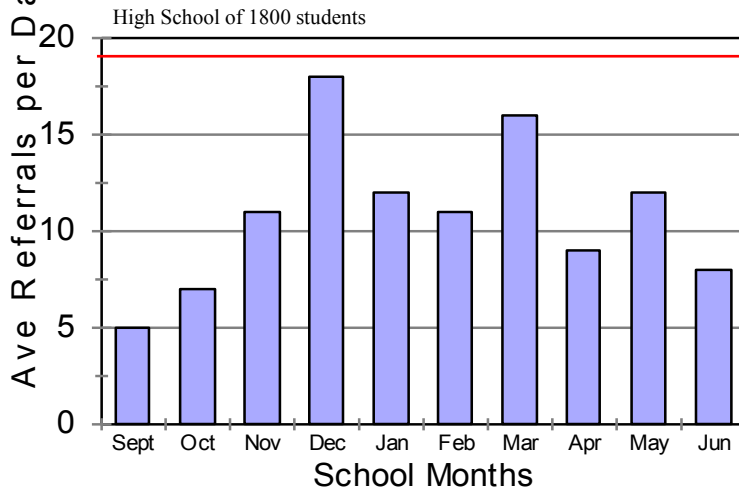
Compare with National Average $150 / 100 = 1.50$ $1.50 \times .35 = .53$

Elementary School with 150 Students



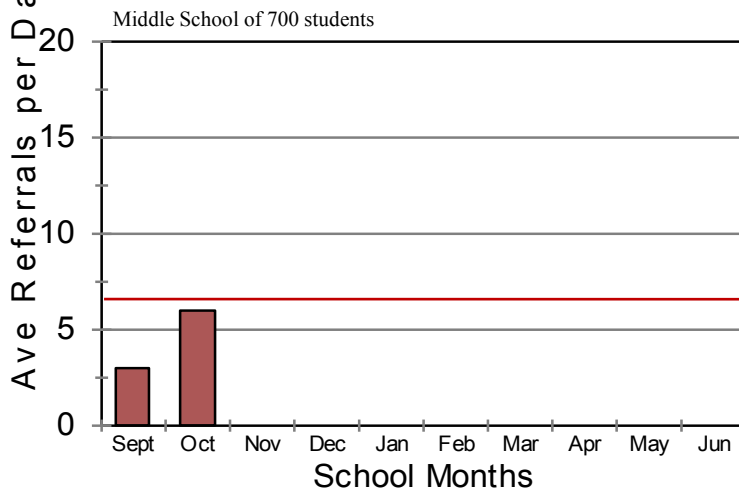
Office Referrals per Day per Month

Compare with National Average $1800 / 100 = 18$ $18 \times 1.06 = 19.08$



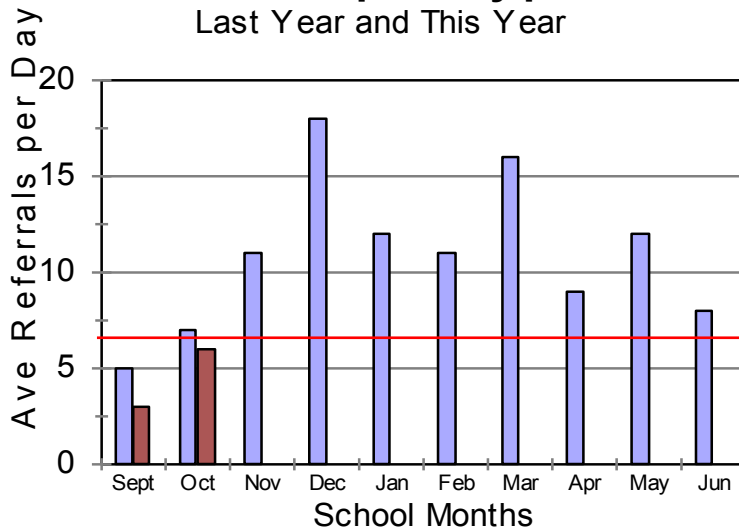
Office Referrals per Day per Month

This Year



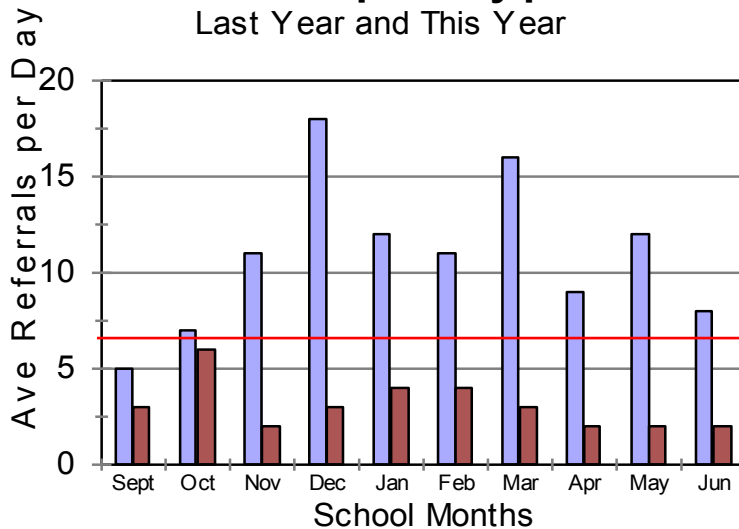
Office Referrals per Day per Month

Last Year and This Year



Office Referrals per Day per Month

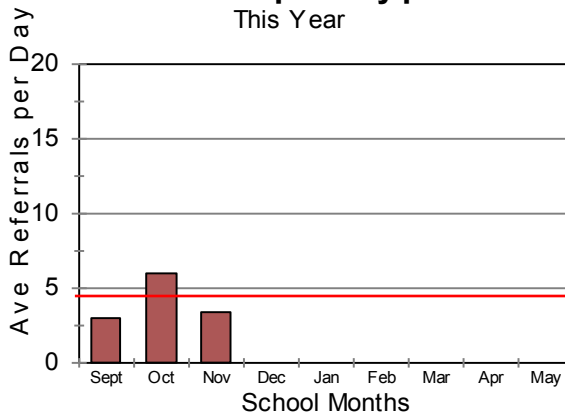
Last Year and This Year



Middle School
N= 495

Office Referrals per Day per Month

This Year



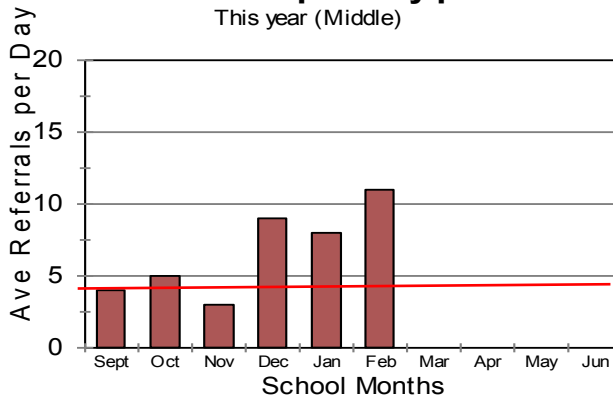
Middle School
N= 700

Is There a Problem? #2

Absolute - Trend - Compare

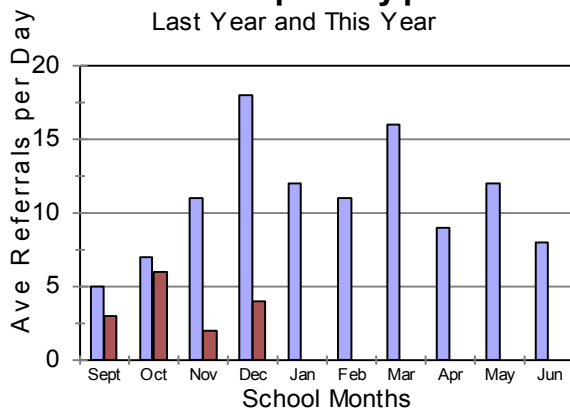
Office Referrals per Day per Month

This year (Middle)



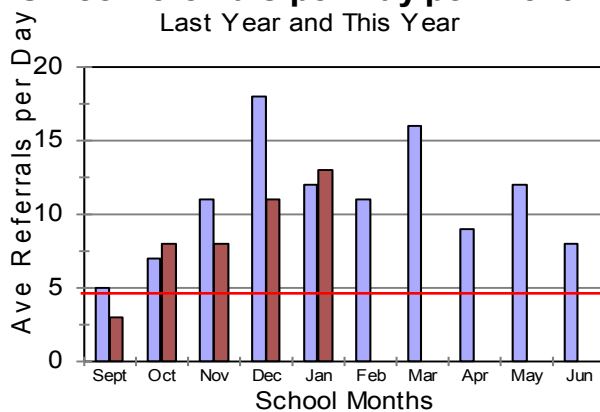
Middle School
N= 495

Office Referrals per Day per Month
Last Year and This Year



Middle School
N= 495

Office Referrals per Day per Month
Last Year and This Year



What are the data you are most likely to need to move from a Primary to a Precise statement?

- What** problem behaviors are most common?
 - ODR per Problem Behavior
- Where** are problem behaviors most likely?
 - ODR per Location
- When** are problem behaviors most likely?
 - ODR per time of day
- Who** is engaged in problem behavior?
 - ODR per student
- Why** are problem behaviors sustaining?
 - No graph

What other data may you want?

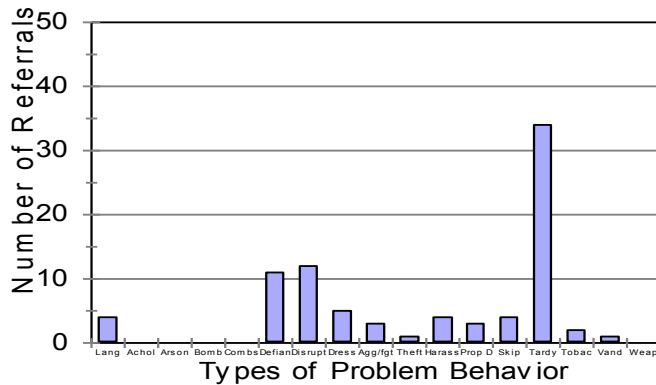
- ODR by staff
- ODR by IEP
- ODR by grade
- ODR by gender by grade

Test precision problem statement

- Use precision problem statement to build and test hypotheses.
 - Problems are most common in D-Hall wing
 - Problems are more likely during second recess
 - Problems are most common during assembly schedule
 - Problems are more likely during state testing periods

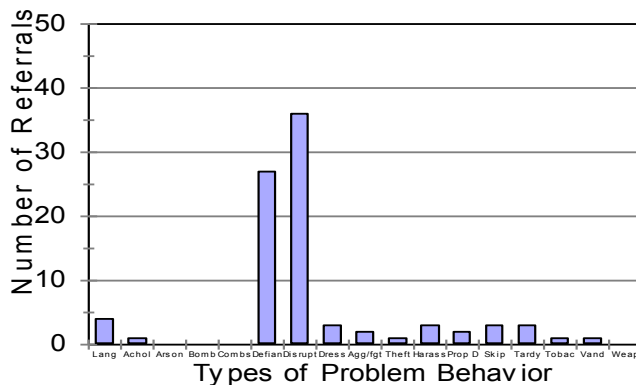
What behaviors are problematic?

Referrals per Prob Behavior



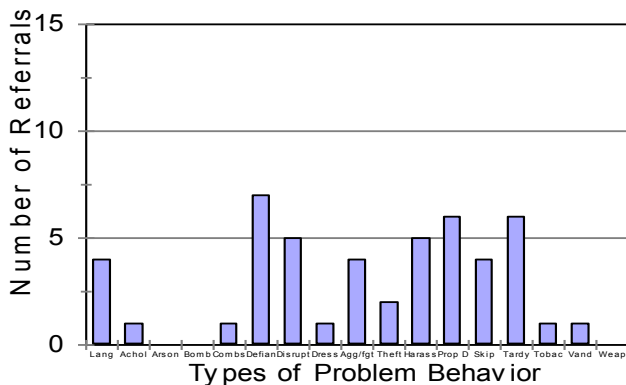
What behaviors are problematic?

Referrals per Prob Behavior



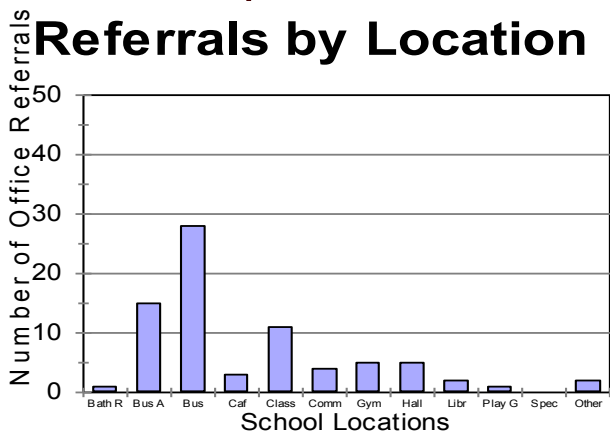
What behaviors are problematic?

Referrals per Prob Behavior



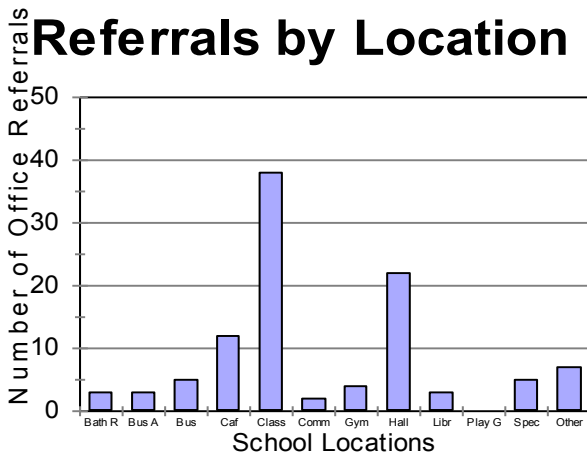
Where are the problems occurring?

Referrals by Location



Where are the problems occurring?

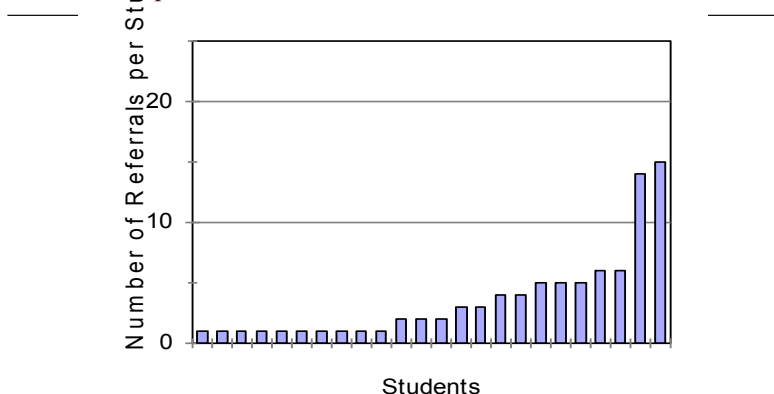
Referrals by Location





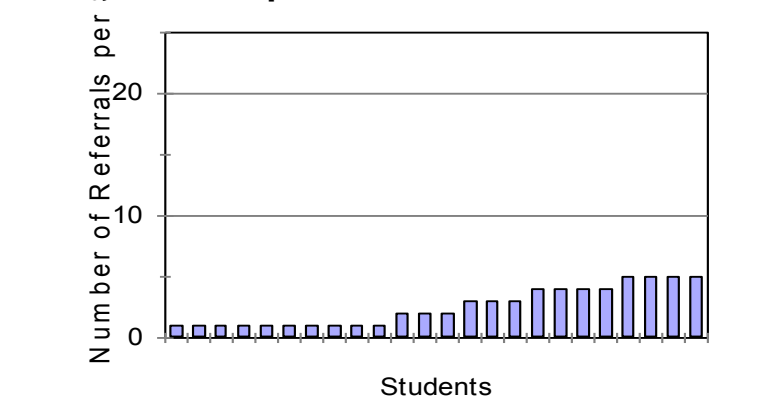
Who is contributing to the problem?

Referrals per Student



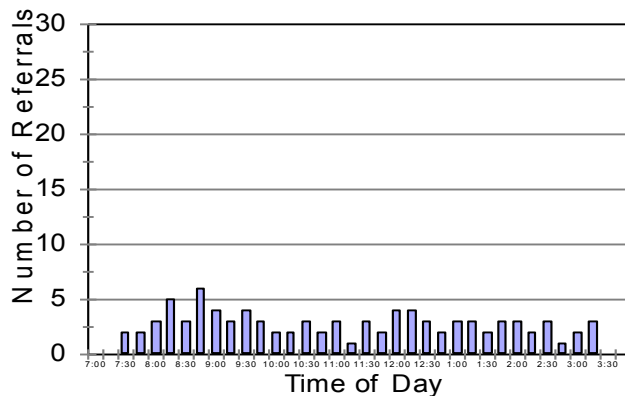
Who is contributing to the problem?

Students per Number of Referrals



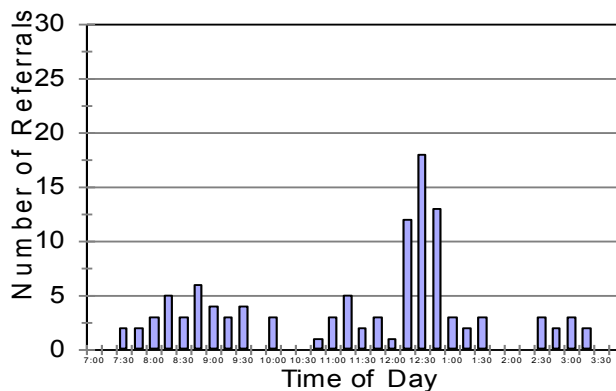
When are the problems occurring?

Referrals by Time of Day



When are the problems occurring?

Referrals by Time of Day



Moving to fine-grained analysis

□ SWIS Custom Reports

View Describe the challenges Neal appears to be experiencing?										
	Data	Student	Staff	Time	Location	Behavior				
2	09/22/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	None	Conf
3	09/23/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	Staff	Loss priv
4	09/25/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Ob a attn	None	Loss priv
5	09/30/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	Staff	Conf
6	10/02/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	Staff	Conf
7	10/07/2007	Neal Anderson	4	Dean Smith	10:00AM	Plygd	Disrespt	Unknown	Staff	In-sch susp
8	10/09/2007	Neal Anderson	4	Dean Smith	10:15AM	Plygd	Disrespt	Unknown	None	Out-sch susp
9	11/03/2007	David Anderson Jones	4	Jason Cline	10:00AM	Class	M-Contact	Ob a attn	Staff	Conf
10	01/05/2008	David Anderson Jones	4	Dale Cocker	10:30AM	Plygd	M-Contact	Ob a attn	Peers	Office

View Describe the challenges we are experiencing in the Parking lot									
	Date	Student	Staff	Location	Behavior				
119	04/01/2008	Mark Banks	8 Dale Cocker	8:00:AM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp
120	03/13/2008	Brian Bender	7 Sally Post	3:00:PM	Park lot	M-Disrespt	DK	Peers	Parent
121	04/21/2008	Dottie Denner	8 Brenda Franken	8:00:AM	Park lot	Dress	Ob p attn	Staff	Parent
122	01/27/2008	Joe Franklin	7 Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
123	02/01/2008	Joe Franklin	7 Carol Earley	3:30:PM	Park lot	Vandal	Ob a attn	Peers	Out-sch susp
124	01/12/2008	Samual Fullerton	7 Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
125	10/30/2007	Bruce Gil	8 Starla Paulson	2:15:PM	Park lot	Skip	Avoid a	Staff	In-sch susp
126	03/08/2008	Willie Loman	7 Anne Harrison	3:30:PM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp

A Context for Designing Solutions

- Behavior support is the **redesign of environments**, not the redesign of individuals
 - Attend as much, or more, to what happens between problem behavior bouts as what happens during instances of problem behavior.
 - (Edward Carr)
- Positive Behavior Support plans define changes in the behavior of those who will implement the plan.

Building Solutions

- Packages versus Practices
 - Many good ideas, packages and procedures exist
 - Most are expensive to implement, and not a perfect fit with your problem
 - Be efficient as well as effective

- Most good interventions will be multi-component
 - Be wary of the one-trick strategy.

Using Data to Build Solutions: Four Elements to Consider

- **Prevention: How can we avoid the problem context?**
 - Who, When, Where
 - Schedule change, curriculum change, etc

- **Teaching: How can we define, teach, and monitor what we want?**
 - Teach appropriate behavior
 - Use problem behavior as negative example

- **Recognition: How can we build in systematic reward for desired behavior?**

- **Extinction: How can we prevent problem behavior from being rewarded?**

- **Consequences: What are efficient, consistent consequences for problem behavior?**

- **Monitoring: How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?**

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

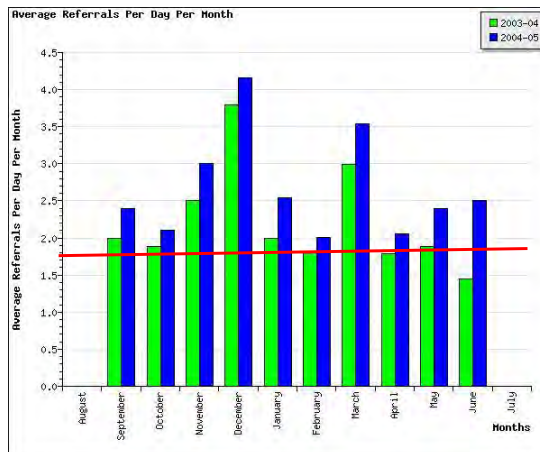
Problem solving Mantra

- Do we have a problem?
 - (Identify the primary problem)
- What is the precise nature of the problem?
 - (Define, clarify, confirm/disconfirm inferences)
- Why does the problem exist, & what should we do about it?
 - (Hypothesis & solution)
- What are the actual elements of our plan?
 - (Action Plan... what will we do, who will do it, when it get done)
- Is our plan being implemented?
 - (Evaluate & revise plan)
- Is the plan having the desired effect?
 - (Maintain, modify or terminate the plan)

- ❑ Quick example of the five step process with East Elementary
- ❑ 500 students
- ❑ K-5

Step one: review status and identify problems

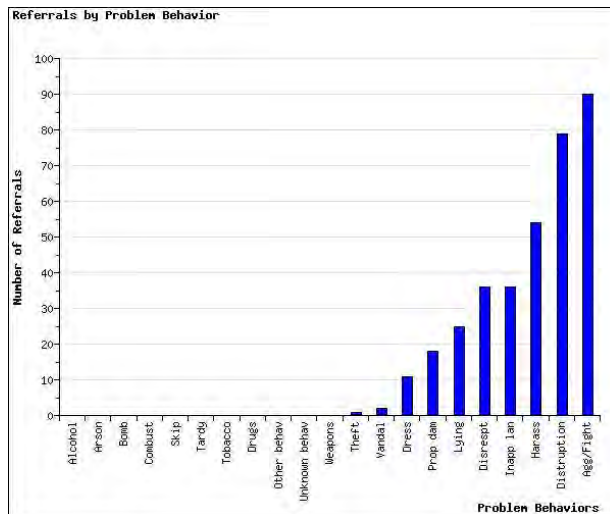
Rose Elementary
 Enrollment: 500 students
 Grades: K – 5
 National Mean Level of ODRs for Elementary Schools is .35 per 100 students per day, or **1.75** for a school of 500 (downloaded from www.swis.org Aug 30, 2007)

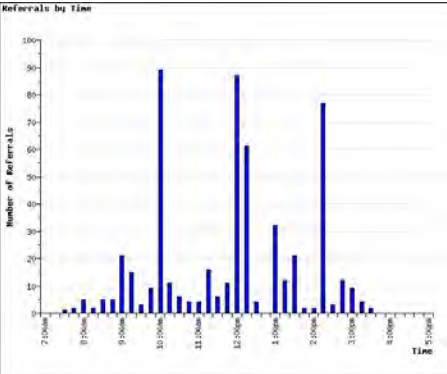
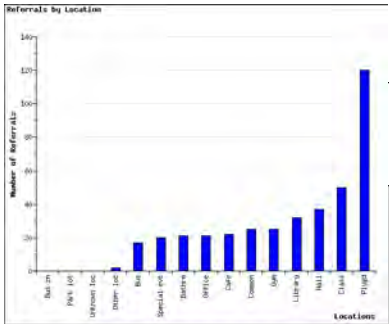
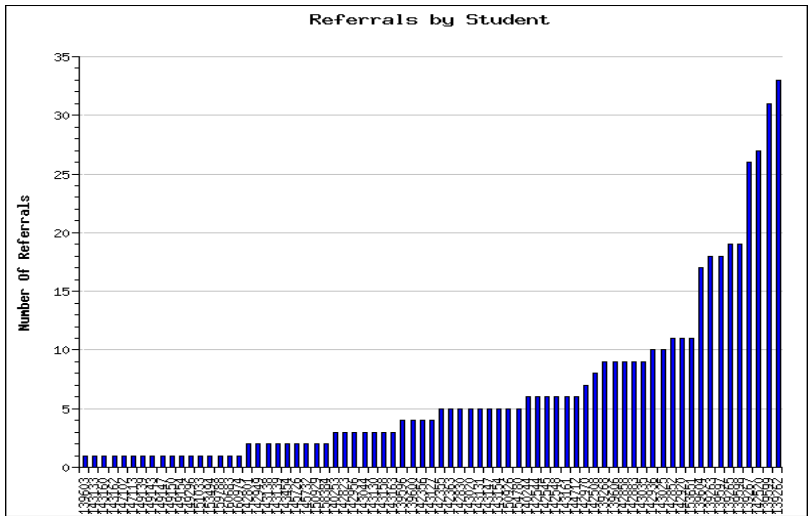
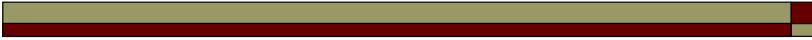


Rose Elementary Problem Identified

1. For all but one month during last year (2004-2005), the rate of ODRs per day exceeded the national average reported by elementary schools across the United States
2. The data show a minimal trend across months, but there are noticeable increases in the ODR level in December and March.
3. For each month of the last school year, the level of ODRs per day exceeded the level from the corresponding month during the prior school year (2003-2004)
4. Teachers, families, and students themselves have reported that student problem behavior is unacceptable and presents a barrier to effective instruction.

Step two: develop and clarify hypothesis





Rose Elementary Hypothesis Statement

- A large proportion of students are engaging in disruption & aggression on the playground during recess because
 - We have not developed playground specific expectations and taught them to students
 - Playground supervisors have not been included as participants in the planning, teaching and evaluation
 - Disruption and aggression are resulting in access to peer attention and time with preferred equipment.

Step 3: Discuss and Select Solutions

Rose Elementary Example

Prevent problem behavior situation	Ensure that supervisors are on the playground and are engaged in active supervision .
Teach appropriate behavior	Teach the school-wide behavior expectations of being safe, respectful, and responsible, and do the teaching on the playground where problem behaviors are most likely.
Reward appropriate behavior	Provide a formal system for playground supervisors to recognize appropriate play on the playground.
Reduce reward for problem behavior	Teach all students to signal "stop" when they are treated disrespectfully. Teach playground supervisors to ensure that aggression and disruption are not allowed to gain access to preferred activities or materials.
Deliver corrective consequences for problem behavior	Review continuum of consequences for problem behavior on playground with students and supervisors and make sure continuum is in effect.
Collect data to assess if the intervention (a) is implemented with fidelity and (b) produces desired impact on student behavior.	Collect, summarize and report data.

Designing Solutions

- If many students are making the same mistake it typically is the system that needs to change not the students.
- Teach, monitor and reward before relying on punishment.

- An example (hallways)

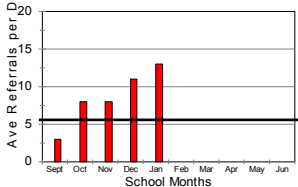


Examples

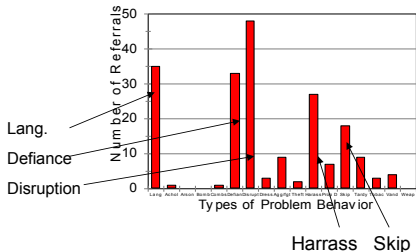
Trevor Test Middle School

565 students
Grades 6,7,8

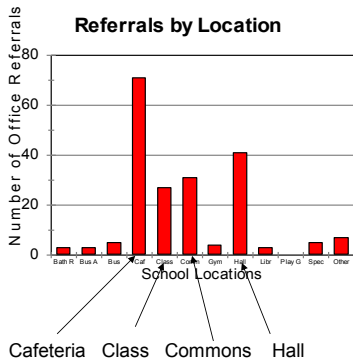
Office Referrals per Day per Month
This Year



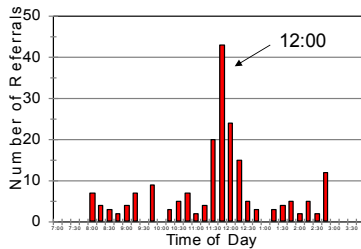
Referrals per Prob Behavior

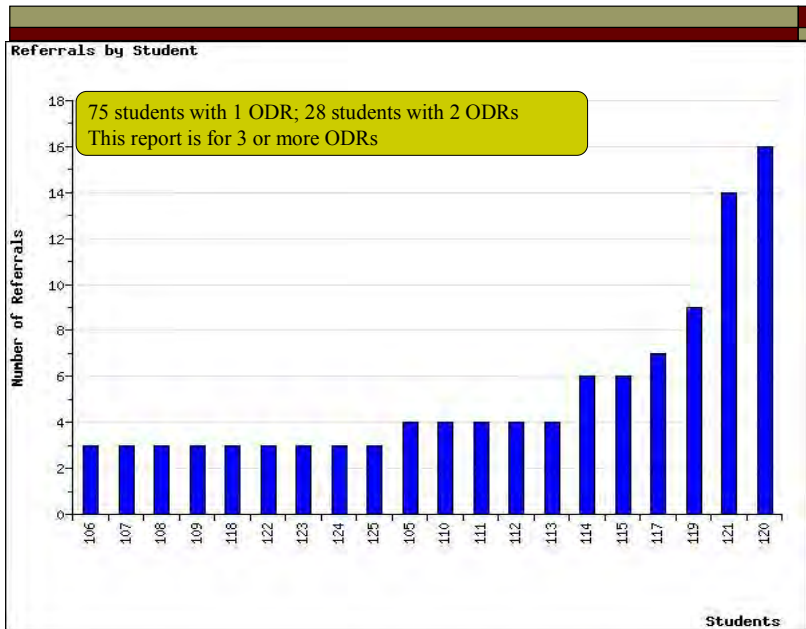


Referrals by Location



Referrals by Time of Day





View

Custom Report
ODRs for This Week from Cafeteria

14	Chris.Black	6	Brenda Franken	12:00PM	Café	M-Disrespt	Ob a attn	Teacher	Loss priv
15	John.Candy	8	Joy Songbird	12:00PM	Café	Disruption	Ob p attn	Peers	Loss priv
16	Samual.Fullerton	7	Cathy Petterson	12:30PM	Café	Harass	Ob p attn	Peers	Conf
17	Issac.Spillman	5	Tanya Stewart	11:45AM	Café	Harass	Ob p attn	Peers	Office
18	Chris.Black	6	Mary Smith	12:00PM	Café	Forge/Theft	Ob itm	Peers	In-sch susp

Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?

- Possible Solutions?

Precise Problem Statement & Hypothesis Development

- Many students from all grade levels are engaging in **disruption, inappropriate language and harassment** in cafeteria and hallway during lunch, and the behavior is maintained by peer attention

- A smaller number of students engage in **skipping and noncompliance/defiance** in classes, (mostly in rooms 13, 14 and 18), and these behaviors appear to be maintained by escape.

Solution Development

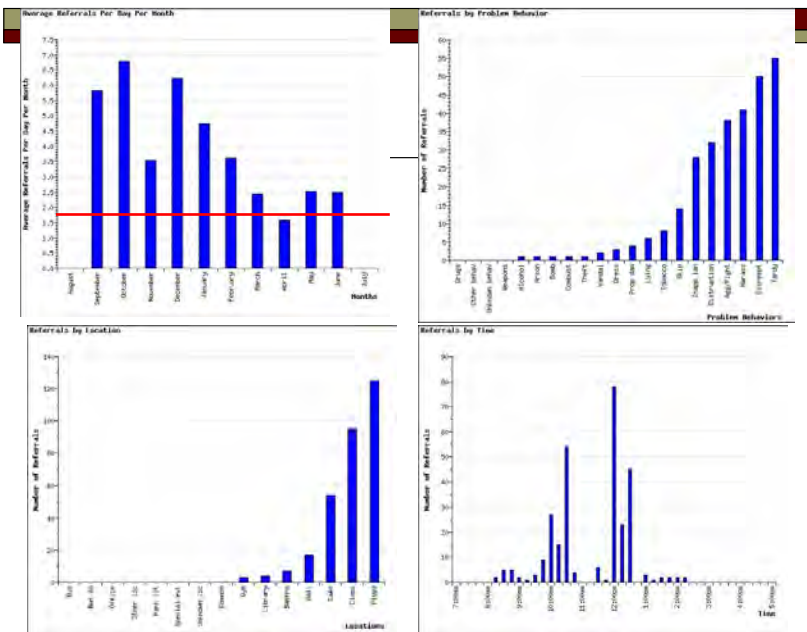
Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

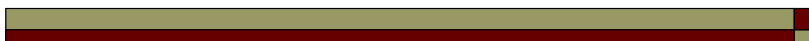
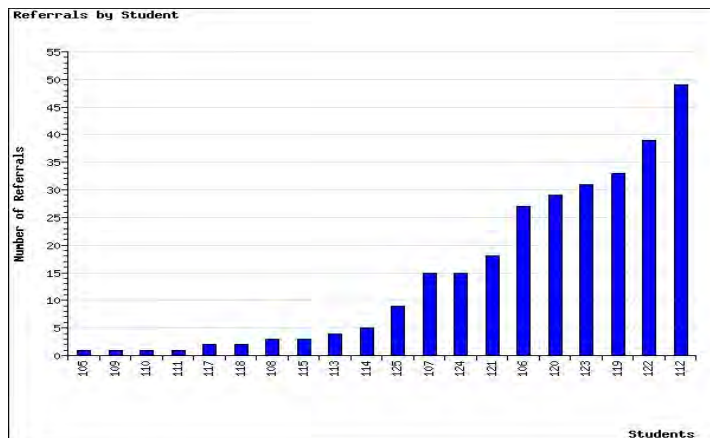
Solution Development: For disruption in hall and cafeteria

Prevention	<i>*Teach behavioral expectations in cafeteria</i>
Teaching	<i>*Maintain current lunch schedule, but shift classes to balance numbers.</i>
Reward	<i>Establish "Friday Five": Extra 5 min of lunch on Friday for five good days.</i>
Extinction	<i>Encourage all students to work for "Friday Five"... make reward for problem behavior less likely</i>
Corrective Consequence	<i>Active supervision, and continued early consequence (ODR)</i>
Data Collection	<i>Maintain ODR record and supervisor weekly report</i>

Langley Elementary School

478 Students
K-5





Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?

- Possible Solutions?

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

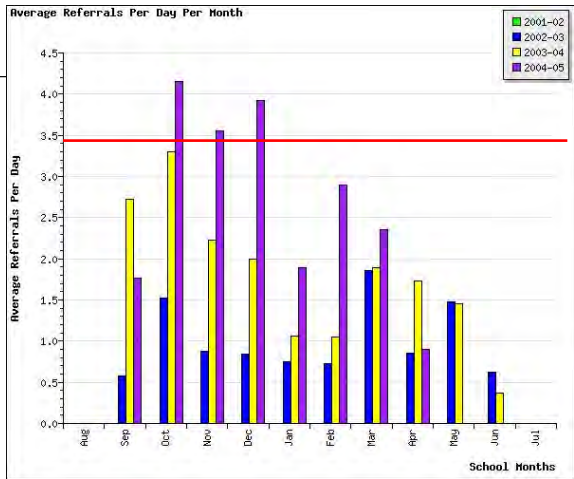
Next Steps

- High School Example
- Your School
- Individual Student Supports
- Planning for implementation

Sandhill High school

354 students

Sandhill High School: 354 students





Custom Report: Classroom

- Many students in many contexts... primarily disrespect, and skipping.



Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?

Grade Level Example

- Mark Twain Elementary

- Elliot Middle

- Gorman High School

Your School

- Use the Office Discipline Referral Summary
 - Build from your SWIS data, or your best guess from 07-08

- Compute the national average for your school
 - Elementary .35 per 100 per day
 - Middle .92 per 100 per day
 - High 1.06 per 100 per day
 - K- (8 or 12) 1.00 per 100 per day
 - Enrollment / 100 X (rate for your grade level)**

Your School

- Build your best guess about the patterns for:
 - Location
 - Time of day
 - Type of problem behavior
 - What proportion of students have 0-1; 2-5; 6+ ODRs?

- Do we have a problem?
- Can we define it with precision?

Your School

- Review Data
- Do we have a problem?
- Define problem with precision (or plan party)
- Develop solution options
- Define Action plan needed to implement solution

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Your School

- Use the solution model to build “possible elements of a solution”
 - Remember that you may have many that are appropriate
 - Identify many, then select the option(s) that are most likely to be both effective and “doable” in your school

- Action Plan
 - Who will do what when?

Why PBIS?

To make schools:

- ❖ **PREDICTABLE**
- ❖ **CONSISTENT**
- ❖ **POSITIVE**
- ❖ **SAFE**



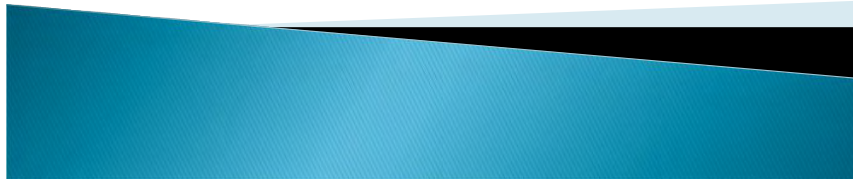
**PREDICTABLE-CONSISTENT-
POSITIVE-SAFE**

How do we achieve this kind of school culture?



TO ANSWER THESE QUESTIONS WE ARE
GOING TO WORK IN TRAIDS

- ❖ How do we achieve this kind of school culture? (predictable, consistent, positive and safe)
- ❖ What needs to happen? What would your school look like?
- ❖ Choose one person to report back to the group.



Characteristics of PBIS

George Sugai and Brandi Simonsen Center for PBIS and Center for Positive Behavioral Interventions and Supports, University of Connecticut

- ▶ 1. The PBIS framework is based on student outcomes
- ▶ 2. Adoption of evidence and research-based practices
- ▶ 3. Consistent with the response-to-intervention
- ▶ 4. The effective, efficient, and relevant use of data or information to guide decision-making



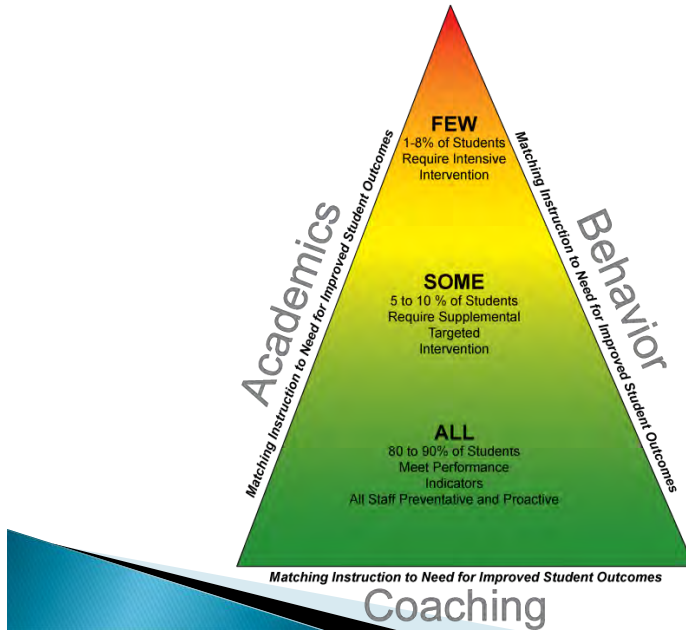
I want you to think about your school and go to each poster and write what you already have in place that shows: 1.student outcomes 2.evidence and research based practices 3.consistent response to intervention
4. use of data to make informed decisions



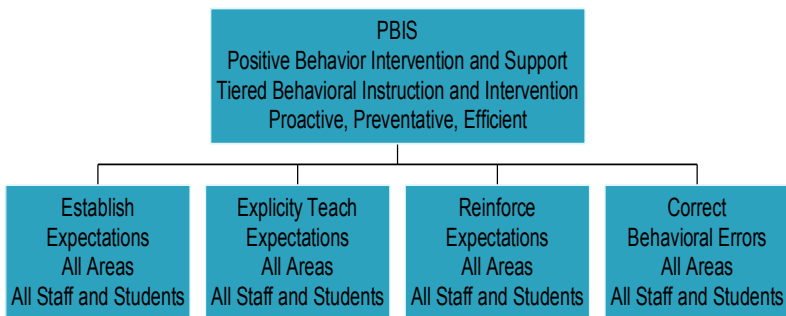
WHY DO SCHOOLS NEED PBIS?

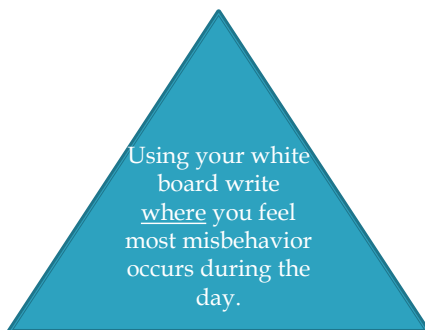
- ▶ Well, the USP says we need it! !!
- ▶ Seriously, the goal is to:
 - ❖ Reduce office referral rates
 - ❖ Improve attendance and school engagement
 - ❖ Improve academic achievement
 - ❖ Reduce dropout rates
 - ❖ Improve school climate

This list is your job description, but buy in by the staff is a must. You are not the PBIS person. You are the leader, but everyone or at least 80% of the staff need to participate.



4 Components of PBIS





EVIDENCE-BASED INTERVENTION PRACTICES


SCHOOL-WIDE

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation




Evidence-Based Intervention Practices

CLASSROOM

1. All school-wide
 2. Maximum structure & predictability in routines & environments
 3. Positively stated expectations posted, taught, reviewed, prompted, and supervised.
 4. Opportunities to respond and do well academically
 5. Continuum of strategies to acknowledge displays of appropriate behavior.
 6. Continuum of strategies for responding to inappropriate behavior.
- 


Evidence-Based Intervention Practices

INDIVIDUAL STUDENT

- ▶ 1. Behavioral competence at school & district levels
 - ▶ 2. Function-based behavior support planning
 - ▶ 3. Team- & data-based decision making
 - ▶ 4. Comprehensive person-centered planning & wraparound processes
 - ▶ 5. Targeted social skills & self-management instruction
 - ▶ 6. Individualized instructional & curricular accommodations
- 


Evidence-Based Intervention Practices

NONCLASSROOM

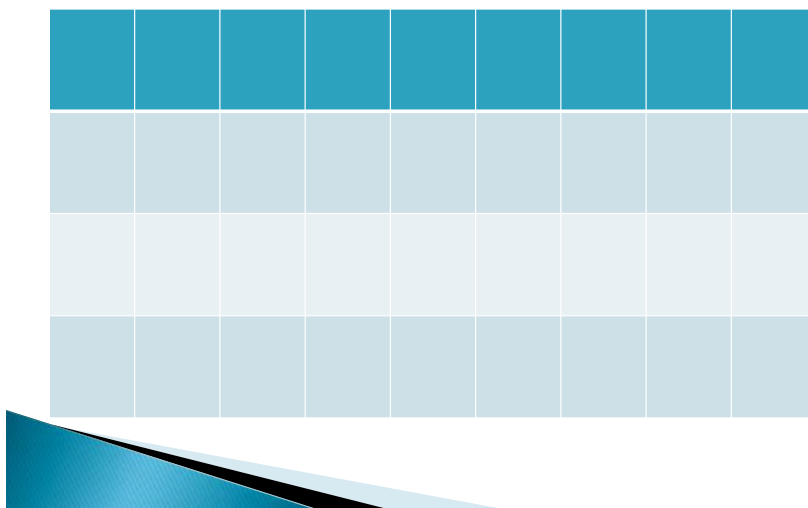
- ▶ 1. Positive expectations & routines taught & encouraged
 - ▶ 2. Active supervision by all staff (Scan, move, interact)
 - ▶ 3. Precorrections & reminders
 - ▶ 4. Positive reinforcement
- 

Evidence-Based Intervention Practices

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
 2. Frequent, regular positive contacts, communications, & acknowledgements
 3. Formal & active participation & involvement as equal partner
 4. Access to system of integrated school & Community resources
- 

CREATE A MATRIX



KEEP IN MIND

You will want your expectations to be:

- ❖ No more than 5
- ❖ Keep it simple
- ❖ Positively stated
- ❖ Be specific
- ❖ Observable, Measurable
- ❖ Publicly Post in a prominent place (in other words everywhere)

TIPS FOR A GOOD MATRIX

- ▶ SOMETHING THAT IS EASY TO CATCH ON TO
- ▶ SOMETHING THAT IS SCHOOL SPIRIT
- ▶ KEEP IT RATHER SHORT (4 OR 5) WORDS
- ▶ SCHOOL LOGO
- ▶ NAME OF SCHOOL (IF IT IS SHORT)
- ▶ SOMETHING THAT ALL AGES UNDERSTAND



ACKNOWLEDGEING POSITIVE BEHAVIOR

Go to the white paper on the wall and write down rewards for positive behavior

Be creative

Be sensitive to what students would enjoy

Be fun



THANK YOU SO
MUCH FOR A
LOVELY CLASS



Data Collection

[Basic Rules for Data Collection](#)

[What data should schools take?](#)

[Data Collection Systems](#)

What type of data does a school need to collect?

Most schools collect and record office discipline referrals (ODRs). These are instances of behaviors that require immediate administrative attention. This type of data is important to document major incidents in schools, as well as required for more intensive behaviors.

However, if schools are not systematically collecting and summarizing data for chronic low level behaviors that result in disciplinary actions other administrative attention, the everyday needs of students and behaviors that frustrate teachers are not being addressed. These can be collected through Minor Incident Reports (MIRs). An MIR is simply a point of data that indicates that a teacher had to stop and discipline a student beyond normal prompts and verbal correction, such as assigning a detention, making an environmental change, or contacting a parent.

Click [here](#) to read how MIRs work in a discipline plan

Click here for MIR printing proof and how to use them in schools.

Minor Incident Report

Student Name: _____

Grade: _____ Time: _____

Location: Lunch Recess Hallway Restroom
 Library Bus Area Other _____

Behavior: Rough Play Defiance Running
 Excessive Noise Profanity Tardy
 Excessive Talking Name Calling (Profane Name)
 Teasing Others (Intent to Embarrass)
 Property Misuse Other: _____

Action: Verbal Warning Student Conference
 Timeout (In-class) Detention

Comments:

MY-BEHAVIOR-RESOURCE.COM
PREVENTION • TEACHING • CONSISTENCY

Teacher Resource Center

The Teacher Resource Center at My-Behavior-Resource.com is designed to provide teachers with professional development topics to address current behavioral issues in public schools. [More..](#)

PBIS Resource Center

School-wide positive behavior interventions and supports (PBIS) is a systemic framework for addressing challenging behaviors within schools. [More..](#)

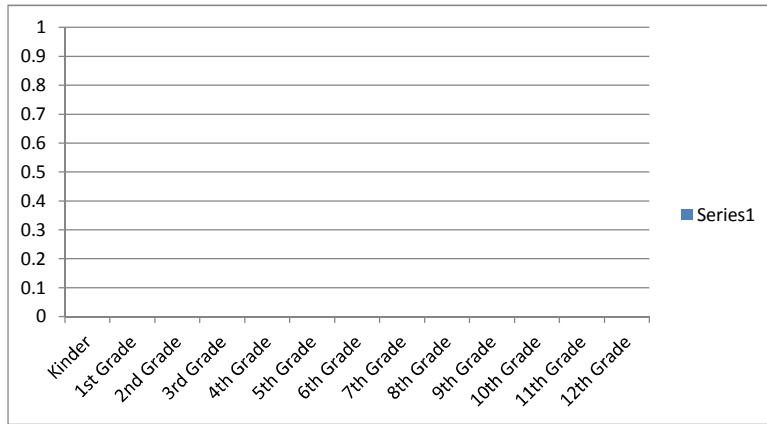
Bullying Resource Center

The complex nature of bullying demands interventions that are more multifaceted than a simple "anti-bullying" sign posted in the hallways or assigning bullies to an alternative school. [More..](#)

Student Name	Grade	Gender	Ethnicity	Referrer (e.g. teacher, monitor, etc)	Infraction	Location	Date	Time	Consequence
--------------	-------	--------	-----------	--	------------	----------	------	------	-------------

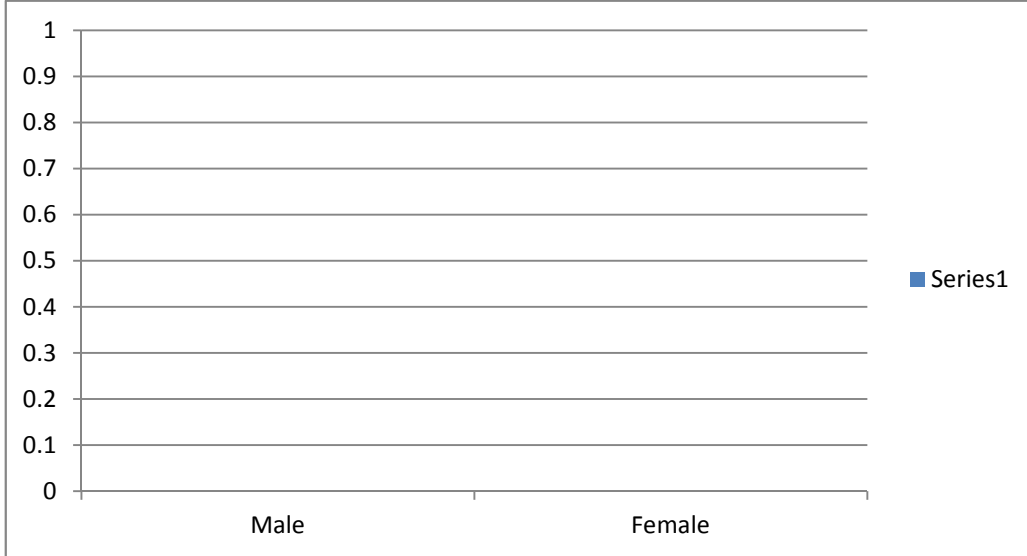
GRADE

Code	Kinder	1	2	3	4	5	6	7	8
Name	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Total	0	0	0	0	0	0	0	0	0



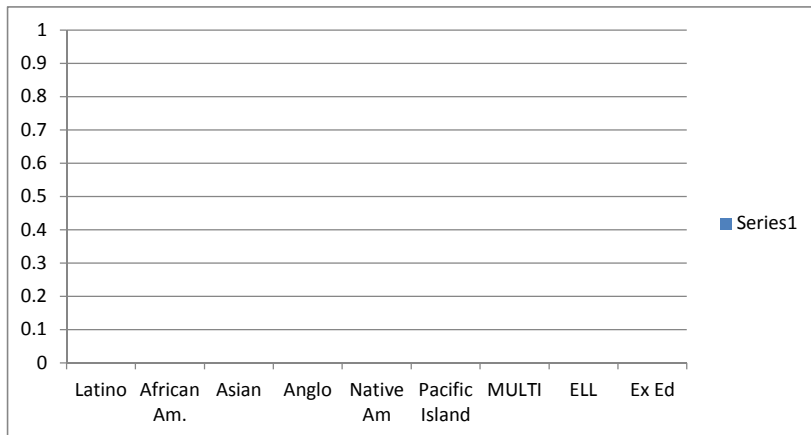
GENDER

Code	Male	Female
Name	Male	Female
Total	0	0



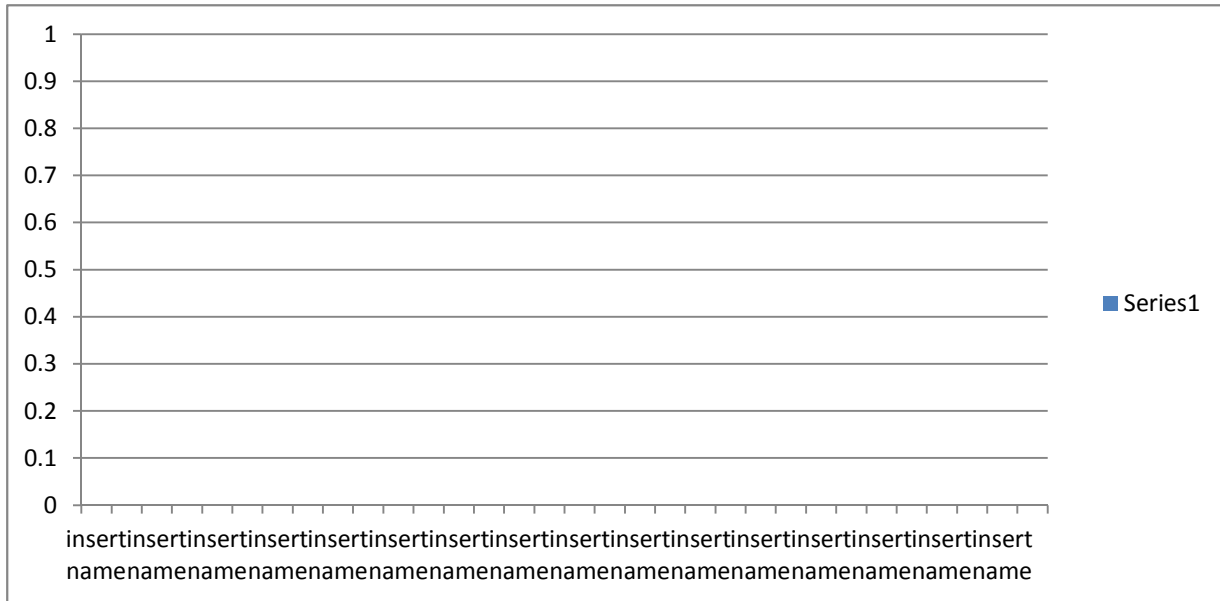
Ethnicity

Code	LA	AA	AS	AN	NA	PI	MU	ELL	ExEd
Name	Latino	African Am.	Asian	Anglo	Native Am	Pacific Island	MULTI	ELL	Ex Ed
Total	0	0	0	0	0	0	0	0	0



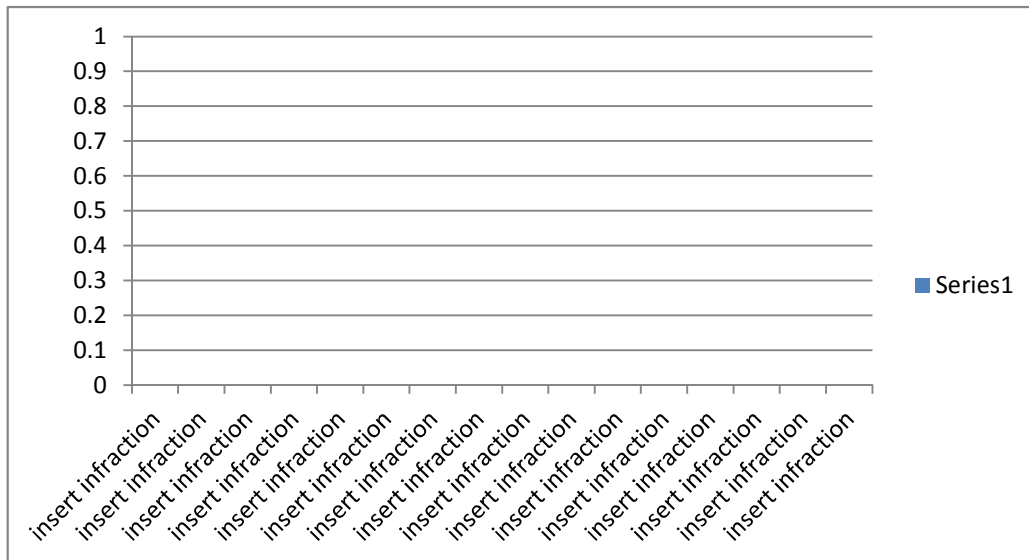
Referrer

Code	R1	R2	R3	R4	R5	R6
Name	insert name	insert name	insert name	insert name	insert name	insert name
Total	0	0	0	0	0	0



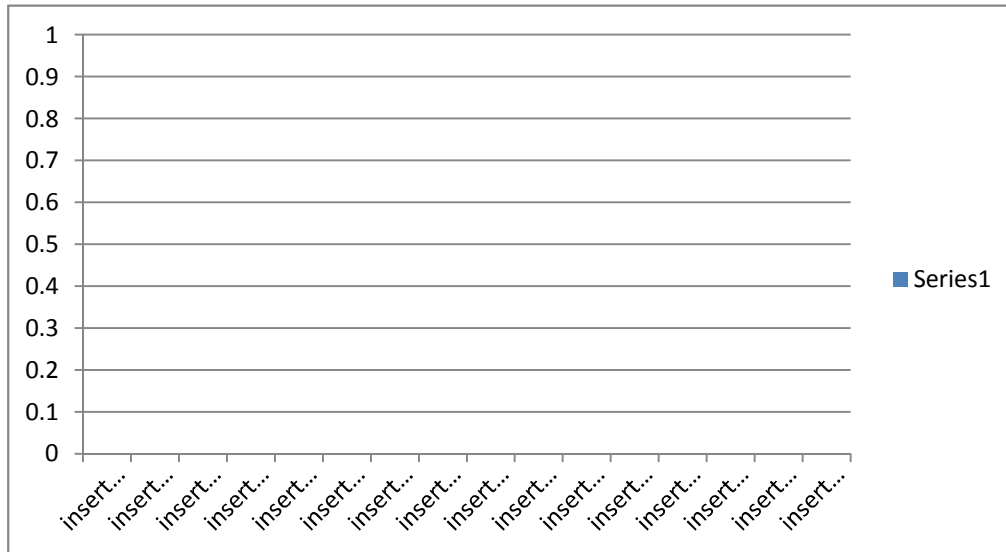
INFRACTION

Code	I1	I2	I3	I4	I5
Name	insert infraction	insert infraction	insert infraction	insert infraction	insert infraction
Total	0	0	0	0	0



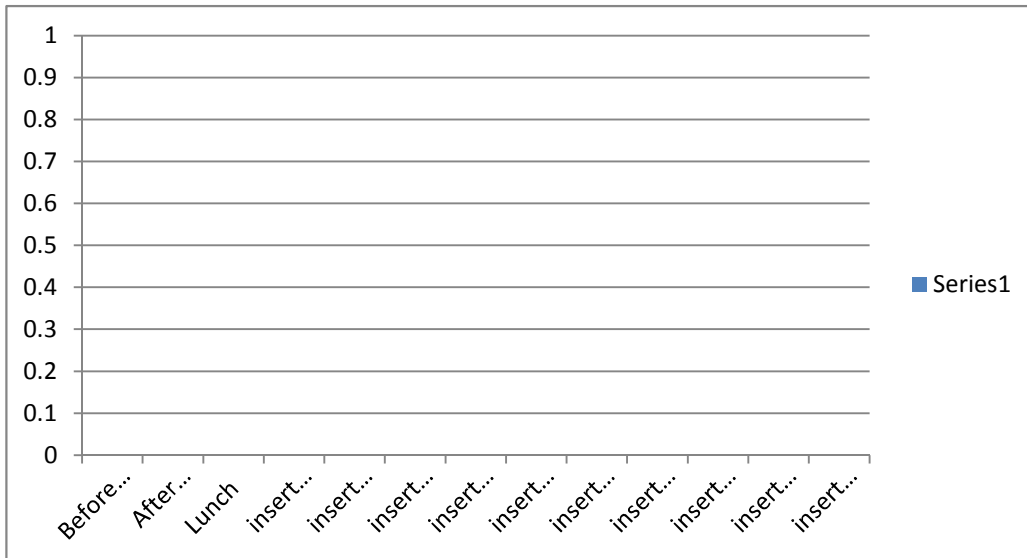
LOCATION

Code	L1	L2	L3	L4	L5	L6	L7
Name	insert location	insert location	insert location	insert location	insert location	insert location	insert location
Total	0	0	0	0	0	0	0



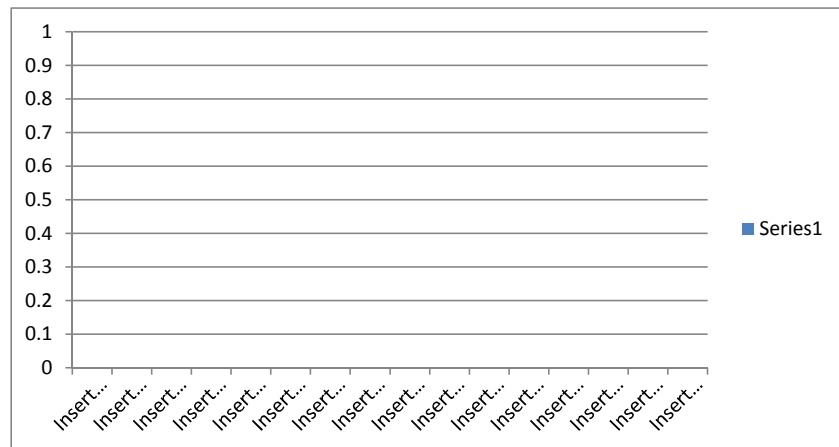
TIME

Code	BS	AS	LU	P0	P1	P2
Name	Before School	After School	Lunch	insert class	insert class	insert class
Total	0	0	0	0	0	0



CONSEQUENCE

Code	C1	C2	C3	C4	C5	C6	C7	C8
Name	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence	Insert consequence
Total	0	0	0	0	0	0	0	0



PBIS Data Management using Excel

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March 31, 2000



PBIS Data Management using Excel

This handout will look at the different data that can be pulled from the PBIS template for MS Excel. Topics covered include data entry, graphs, multiple workbooks, formulas, reports, filtering, and others.

The template is customizable so that each individual building and district, with just a little editing, may use it. Codes are created by the user, the number depending on need. They may be simple (I1, I2, ...) or more complex by using whole words and phrases.

PAGE 1 --- Main Date Entry.

Student Name	Gender	Grade	Referring Teacher	Infraction	Location	Date	Time	Consequence
Alan Scott	M	10	Allen	I1	L3	12/1/99	BS	C1
Ted Grant	M	12	Jordan	I2	L5	12/9/99	AS	C2
Dinah Lance	F	12	Jones	I3	L7	12/10/99	LU	C5
Jay Garrick	M	11	Raymond	I5	L4	12/10/99	1	C3
Joan Garrick	F	k	Palmer	I6	L8	12/10/99	2	C6
Rex Tyler	M	1	Allen	I12	L2	12/12/99	4	C8
Alan Scott	M	3	Jordan	I4	L4	12/13/99	7	C5
Alan Scott	M	8	Palmer	I13	L6	12/15/99	5	C3
Ted Grant	M	9	Allen	I1	L10	12/16/99	BS	C7
Al Pratt	M	12	Jordan	I6	L13	12/17/99	AS	C3
Dinah Lance	F	2	Palmer	I8	L2	12/18/99	2	C5
	M	11		I9	L14	12/19/99	LU	C7
	F	1		I16	L12	1/12/00	2	C6
	M	4		I16	L12	1/15/00	4	C4
	F	1		I16	L4	1/15/00	5	C3
	F	11		I14	L5	1/16/00	6	C2
	M	1		I18	L2	1/21/00	7	C5
	M	12		I13	L1	1/24/00	2	C4
	M	3		I1	L5	1/25/00	2	C7

fig 1.1

The main entry sheet is a straightforward data entry sheet. In this example, it is filled with some junk data as an example. Across the top row of the spreadsheet are the various types of data we are tracking, (gender, grade, infractions, etc...) and the data then goes across the rows on down. Excel can handle 65536 rows, so don't worry about running out of space.

The codes used are created solely based on the need of the user. For example, under the **Location** column in the picture above, the codes L1, L2,



Codes do not have to be in the format of L1, C1 and so on; they can be whole words or names. Just remember that they must be entered exactly the same each time.

L3 through L15 are used. And as seen by the list in appendix A, these codes represent places such as Lunch Room, Gym, Hallway, and so on. Also, the tracking is in no way limited to a certain number of codes per topic, other than the fact if too many are used, the legends on the graphs are harder to print in a reader friendly way.

Last PAGE --- Data For Graph

The data for graph page is very important for the graphing. The reason being that when the separate pages are used for each report, the data is broken over many lines and Excel is unable to graph anything but a straight line of data, either across or down (in versions older than Office 2000).

	A	B	C	D	E	F	G	H
1								
2								
3	Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot	Lower Parking	Library
4	1		5	2	3	3	1	2
5								
6								
7	Tardy	Language	Repeated Min	Defiance	Disruption	Skip Class	Harassment	Fighting
8	3		2	1	1		3	0
9								
10								
11	Before School	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period
12	4		1	5	2	2	4	2
13								
14	Lunch Detention	After School	Meet with Par	Referral	3 Day Susp	10 Day Susp	In-House Suspe	Expulsion
15	2		4	5	2	5	4	4
16								
17	Male	Female						
18	17		12					
19								
20	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
21	2		4	1	2	1	2	1

fig 1.2

In the picture above, each piece of data that is to be graphed is laid out in a solid line. This data will need to be placed in the report view, shown below. This is done by copying the formulas from the Data for Graph page to the sheet it belongs on, in this case the location sheet.

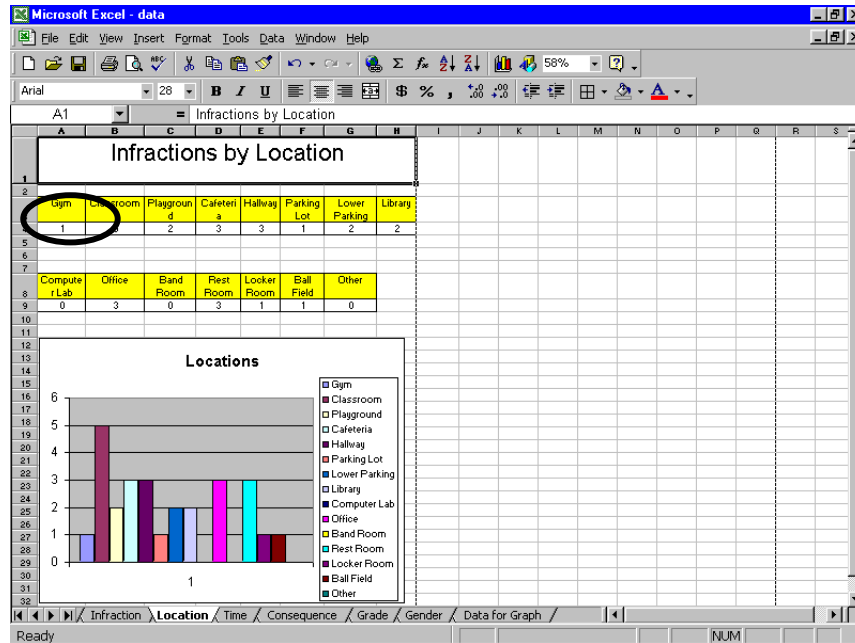


fig 1.3

A Look at Formulas

The formula that all of the data is collected from is virtually the same for each time, with only a minor change for each. The basic formula look likes **=COUNTIF('Main Data'!\$column\$first row:\$column\$last row,"Code")**

For the location formula above the gym (circled in example above fig 1.3) would be **=COUNTIF('Main Data'!\$F\$4:\$F\$300,"L1")**. Now look at that a little more closely...

=	COUNTIF	('Main Data'!	\$F\$4	:	\$F\$300	,"L1")
The equal sign always starts a equation	The COUNTIF formula will count the number of times a certain item appears in a given range.	Main Data refers to the main data sheet that the equation is calculating from. This is not need if the calculation is done on the same work sheet.	The F and 4 are the column and row identifiers that show where the formula range start. The dollar <\$> states that the equation will always point to these cells.	The Colon is always used as a break between the start and finish of a range.	Same as \$F\$4 only representing the end of the range. This number can go up to 65536 so there is plenty room.	The L1 represents what the formula is counting; in this case L1 represents the occurrences of Infractions that take place in the Gym.



Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot	Lower Parking	Library
1	5	2	3	3	1	2	2

In the section above, taken from the location page, the equations are in the format above. Each one is exactly the same except for the code that it is counting. The gym uses the formula
`=COUNTIF('Main Data'!F4:F300,"L1")` While the classroom uses
`=COUNTIF('Main Data'!F4:F300,"L2")` The playground would use "L3", the Cafeteria "L4" and so on.

Setting Up the Formulas in Each Sheet

To set up the formulas for the calculations, go to the Data for Graph sheet. It will be easier to keep track of the formulas if all of the computations are done in one place. Create a list going across with the first list of data that is being charted. Again using the location numbers it would look something like this.

	A	B	C	D	E	F
1						
2						
3	Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot
4		5	2	3	3	1
5						

Next set up the initial formula, which should be the first item, in this case, **Gym**. As seen above, the formula for gym would be
`=COUNTIF('Main Data'!F4:F300,"L1")`

After setting up the initial formula, it can be copied to the remaining cells by using the drag command.

1. Place the cursor on the bottom right corner of the cell with formula in it. In this case **A4**. (Circled above) The cursor will change from the "3-D" plus to a simple plus (+).
2. Click and hold down the mouse button and move the mouse over to highlight the entire row that the formula is to be copied into. (See below).



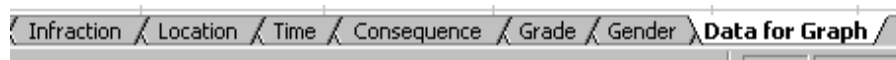
	A	B	C	D	E	F	G
1							
2							
3	Gym	Classroom	Playground	Cafeteria	Hallway	Parking Lot	Lower Parking
4	1	5	2	3	3		

DASHED LINE

3. Once the entire row that the formula is going into is highlighted (as shown with the dashed line) release the mouse button.
 4. All of the newly filled cells will be the same as the first. In this case the **1** that is under **GYM**. Move to the next cell under **CLASSROOM** (Cell B4). In the formula bar, change the **L1** to **L2** leaving the rest of the formula alone.
 5. Do this for each of the cells, changing only the Code (L1, L2,...) in each to correspond with the header in ROW 3 that each code reflects.
 6. Repeat this for each Column in the **MAIN DATA** page that has data to track. (Time, Infraction, Consequence, etc...)
- *** Remember that these numbers can always be changed, added or subtracted later.

Setting up Individual Report Sheets

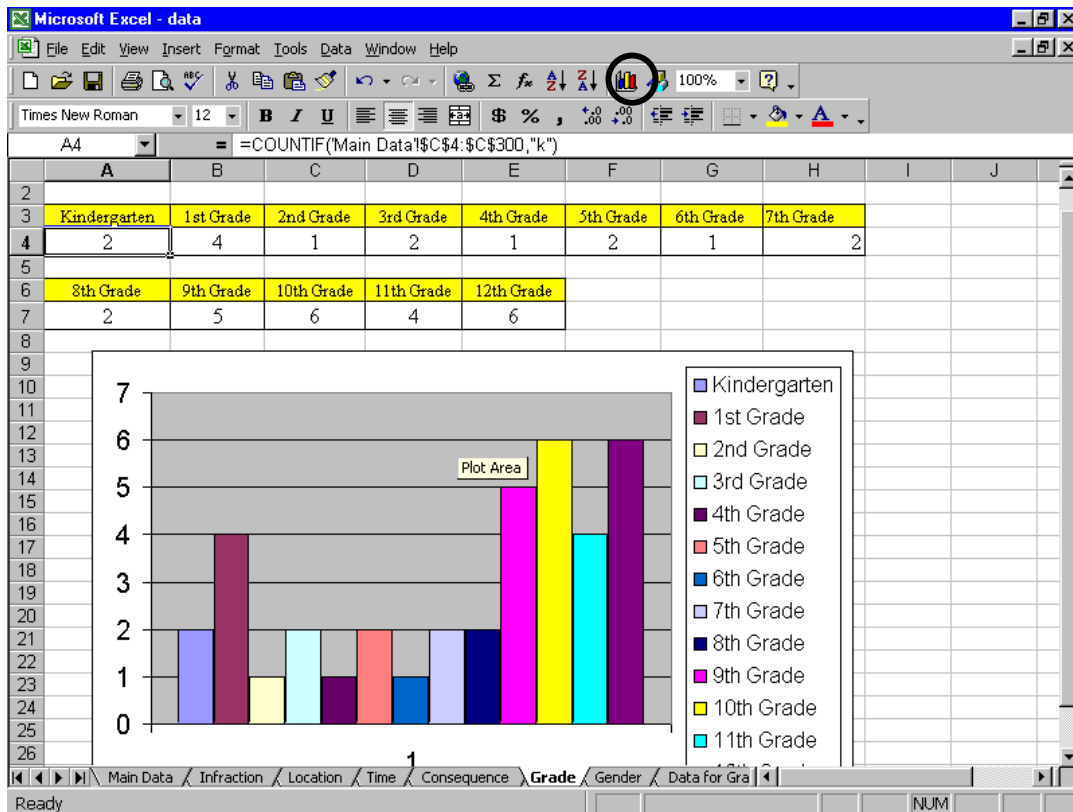
To create the individual data sheets, choose **insert** from the top menu bar, and then choose **worksheet**. This will insert a blank worksheet in the spreadsheet. Rename it by choosing **Format** → **Sheet** → **Rename**. Name it for whichever information that will be reported on in that page, as below.



Copy the information from the Data for Graph sheet to the new sheet created by highlighting the cells to be copied, choosing **copy** from the **Edit** menu, move to the new worksheet by clicking on the sheets name, put the cursor where the cells should be pasted to, and choose **Edit** → **Paste**.

Report Sheets - in Depth

After covering the basics of the formulas, this next session will look at the individual parts of the report sheets, such as the formatting and the graphs, and how to create and manipulate each of those pieces.



When setting up the individual report sheets, the first step is to copy the formulas from the **Data for Graph** page.

1. Go to the Data for Graph Sheet by clicking on the sheet's title along the bottom of the page.
2. Click on the first cell of the range to be copied and hold the mouse button down. Move the mouse to the last cell in the range and release the button. In this instance, the range would be the yellow row with the titles and the next row with the formulas.
3. From the top menu bar, choose **Edit → Copy**.
4. Move back to the report sheet that the data is going into, by clicking on its title on the bottom of the page.
5. Place the cursor in the cell that the data is to be copied into. In the example above, cell **A3** is the first cell in the range. Choose **Edit → Paste**.
6. Using the **Cut** command, move the cells so that they are on multiple rows if needed, as in the example above, where the 8th grade data starts on a new row.

Next we need to graph the data. This is done using the **Chart Wizard** (circled above).

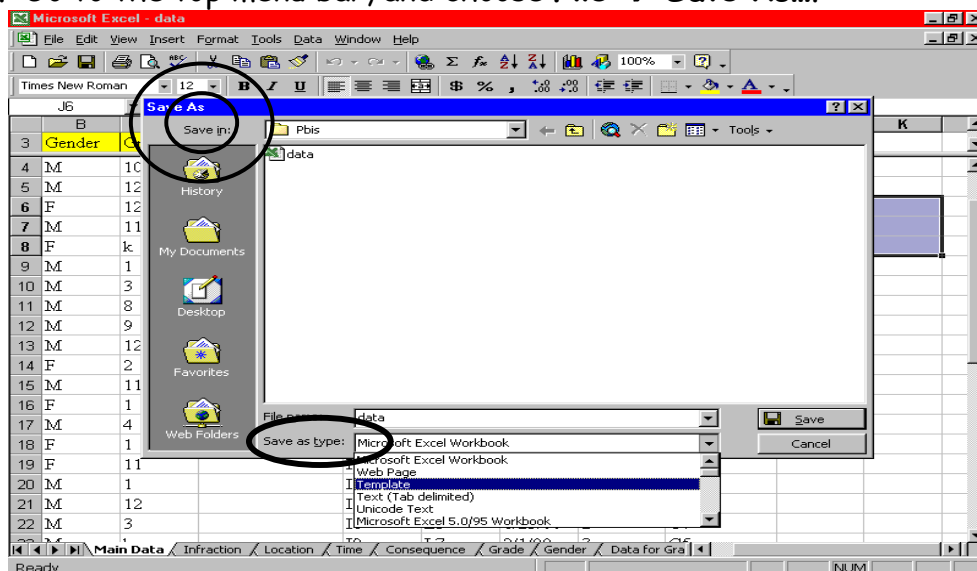


7. Click on the **Chart Wizard** button on the menu bar.
8. Choose the type of Graph needed. Column sometimes works best with large amounts of Data, but any of the choices may be made. Click **Next**.
9. Next, enter the data range. To do this, click on the small button at the end of the range box. The screen will go back to the spreadsheet. Click on **Data for Graph**; highlight the range to be graphed in the same method as the copying above. Click on the small button again. This will lead back to the graph wizard.
10. From the **Series In** option, choose whether the graph data is in columns or rows. In this example, choose **Columns**. Click **Next**.
11. Title the Chart if desired, then click **Next**, then **Finish**. The graph will pop up the work sheet. Move the graph to the position desired.
12. Repeat this for each report sheet.

Tracking Data Monthly & Over Time

Data of this type can be informative both over a longer period of time like a semester or school year, or shorter amounts of time, like a month. The simplest way to do this is to track all the data on one long running sheet, then at the end of the month, copy that months data to a new sheet. To do this, first create a blank template of the sheet for future uses.

1. Go to the **Main Data** sheet. Highlight all of the data in the sheet, except the column headers and hit the **delete** key.
2. Go to the top menu bar, and choose **File → Save As...**





3. In the **Save as Type** (circled) choose **Template**. Under **Save In**, Change to the **Spreadsheet Solutions** folder on the harddrive, usually in Microsoft Office → Templates.
 4. Name the file, and hit the **Save** Button.
- Now that a blank template is created, the monthly sheets can be done.
5. Choose **File** → **New**. Click on the **Spreadsheet Solutions** tab. Choose the file created in the steps above.
 6. Open the main tracking document. Sort by date.
 - Click on the first cell in the header row, in the examples above, cell **A3** (Student Name)
 - From the Top Menu Bar, choose **Data** → **Sort**.
 - In the window that pops up, choose sort by **Date**. Click **Ok**.
 7. Go to the first day of entry for the month to be pulled out. For example, if pulling out the December data, move to the row that might contain 12/1/99.
 8. Click on the Row Number that has the first entry for the month. Holding down the button, move the mouse down till all of the rows for that month are highlighted.

Student Name	Gender	Grade	Referring Teacher	Infraction	Location	Date	Time	Consequence
Alan Scott	M	10	Allen	I1	L3	12/1/99	BS	C1
Te Grant	M	12	Jordan	I2	L5	12/9/99	AS	C2
Dinah Lance	F	12	Jones	i3	L7	12/10/99	LU	C5
Jay Garrick	M	11	Raymond	I5	L4	12/10/99	1	C3
Joan Garrick	F	k	Palmer	I6	L8	12/10/99	2	C6
Rex Tyler	M	1	Allen	I12	L2	12/12/99	4	C8
Alan Scott	M	3	Jordan	I4	L4	12/13/99	7	C5
Alan Scott	M	8	Palmer	I13	L6	12/15/99	5	C3
Te Grant	M	9	Allen	I1	L10	12/16/99	BS	C7
Al Pratt	M	12	Jordan	I6	L13	12/17/99	AS	C3
Dinah Lance	F	2	Palmer	I8	L2	12/18/99	2	C5
	M	11		I9	L14	12/19/99	LU	C7
	F	1		I16	L12	1/12/00	2	C6
	M	4		I16	L12	1/15/00	4	C4
	F	1		I16	L4	1/15/00	5	C3
	F	11		I14	L5	1/16/00	6	C2
				I10	L5	1/23/00		C6

9. Choose **Edit** → **Copy**. Switch to the new blank document.
10. Click in the cell where the first line of data is to go, **A4** in the example above. Choose **Edit** → **Paste**
11. Do a **File** → **Save As...** and name the file, in this case, **December**. Click **Save**.

Repeat this at the end of each month. That way there will be a running total and a monthly total. This can also be done for any amount of time, or to track any one piece of information, not just dates.



Filtering Data

In some instances, data may be filtered to look at a certain piece of information, such as one particular student's infractions, the number of a certain infraction, referrals from a particular teacher, the number of infractions that happen in a given location, and so on. Filtering can do this.

To Filter:

1. As in the sorting example above, in the **Main Data** sheet, click on the first cell of the title row (**A3**, Student name).
2. From the top menu bar, choose **Data** → **Filter** → **Auto Filter**.
3. This will place little arrows on each of the items. These drop down arrows will give all of the items in that column as choices.

Student Name	Gender	Grade	Referring Teacher	Infraction	Location	Date	Time	Consequence
Alan Scott	M	10	(All)	I1	L3	12/1/99	BS	C1
Ted Grant	M	12	(Top 10...)	I2	L5	12/9/99	AS	C2
Dinah Lance	F	12	(Custom...)	I3	L7	12/10/99	LU	C5
Jay Garrick	M	11	Allen	I5	L4	12/10/99	1	C3
Joan Garrick	F	k	Jordan	I6	L8	12/10/99	2	C6
Rex Tyler	M	1	Palmer	I12	L2	12/12/99	4	C8
			Raymond					
			(Blanks)					
			(NonBlanks)					

4. Click on the arrow of the topic to filter by, and choose the criteria. In this example, clicking on Jordan would give only the rows that Jordan was the referring teacher. Data can be filtered by more than one category by choosing the first criteria, and then by choosing a second from what that leaves and so on.
5. Once the data has been properly filtered, copy the data to a blank template as in the example above. That information is now graphed in a new sheet. **Filtering in a document does not affect the graphs in that document. The new information must be copied to a new sheet for the data to be graphed alone.**

Select Language ▾

Buy Now!
THE PBIS WORLD BOOK

Home
Tier 1
Tier 2
Tier 3
Data
Forum
Info

Tucson Dinner Theater
Arizona's Oldest & Longest Running Mystery Dinner Theater. Contact

School Safety
Download "10 Steps Toward A Safer Campus" From TycolS

Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships
Poor Self Esteem	Rushing Through Work	Sadness/Depression	Somatic Complaints
Stealing	Tantrums/Out of Control	Tardiness	Unable to Work Independently
Unfocused/Inattentive	Unmotivated	Upset/Crying	Other

SEARCH PBIS WORLD

SUPPER SLEUTHS MYSTERY
DINNER GAMES

Bring your HS drama club or student org together with one of these great games!

PBIS WORLD RECOMMENDS

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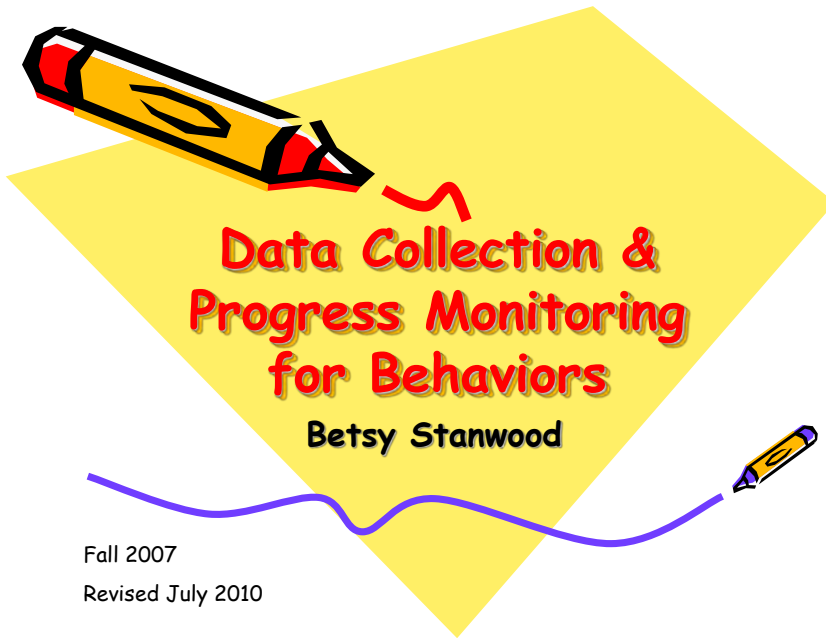
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organization, or federal, state, local, or other government agency, department, program, policy, organization, or initiative.

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**Data Collection &
Progress Monitoring
for Behaviors**

Betsy Stanwood

Fall 2007
Revised July 2010

First...

A basic understanding of Positive Behavioral Interventions and Supports and How it fits with Problem Solving Model



What is "Positive Behavioral Support"?

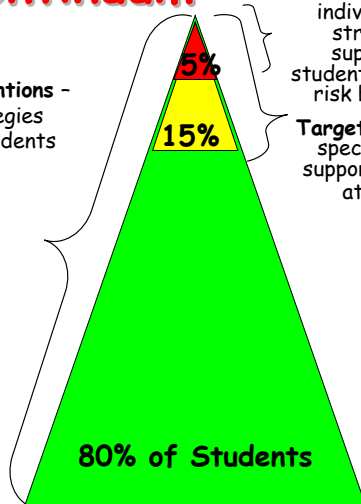
PBIS focuses on PROACTIVE support strategies that

- reduce the likelihood of problem behavior
- allow individual students to be as independent and successful as possible in the school setting.
- encompass a range of strategies from systemic to individual supports



PBIS Continuum

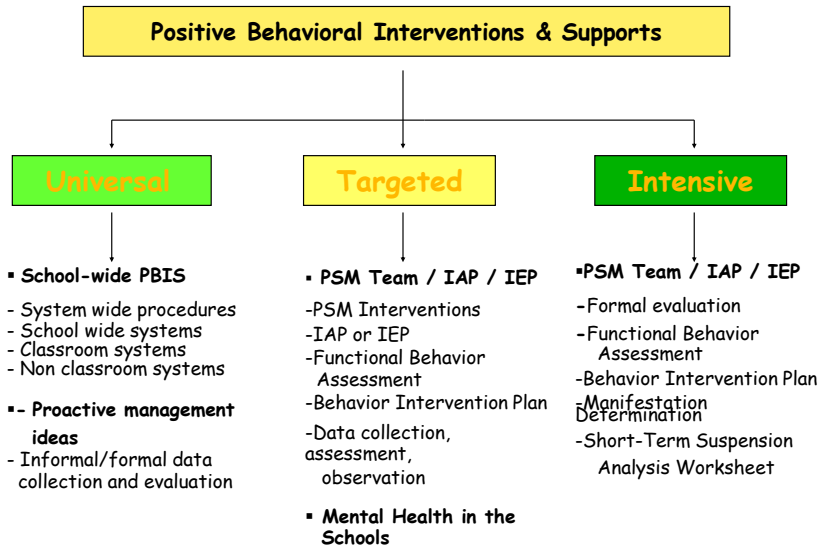
Universal Interventions -
proactive strategies
supporting all students



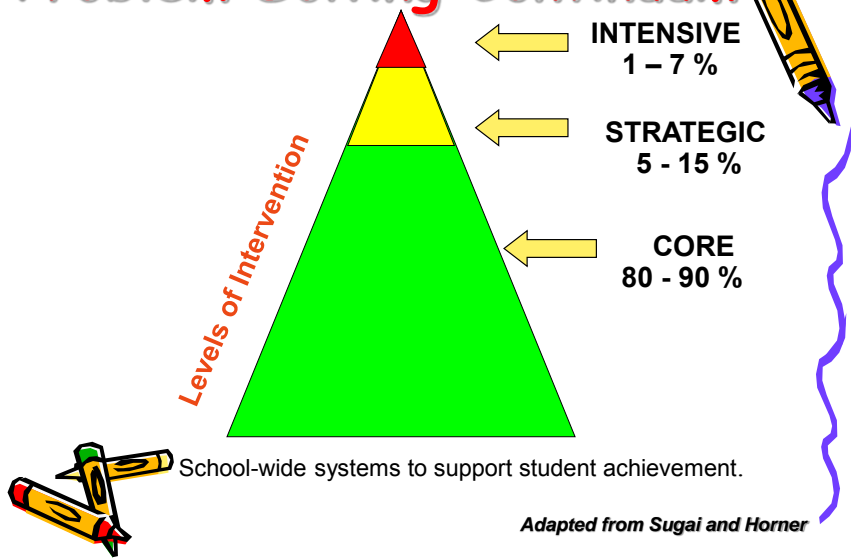
Intensive Interventions -
individualized
strategies
supporting
students with high
risk behaviors

Targeted Interventions -
specialized strategies
supporting students with
at risk behaviors





Problem Solving Continuum

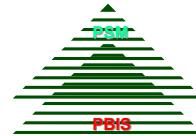


How Do the Processes Align?

The most important alignment is that both support most students through "universal" school/classroom processes, some students through more "targeted" support, and a small group with the most "intensive" support

Other Areas of Alignment Include:

- Baseline data collection
- Analysis of data collected
- Problem definition
- Design interventions
- Identification of who, when, where teaching will occur
- Implementation of interventions
- Charting/Progress Monitoring
- Analysis of progress
- Continue implementation, change the interventions some, change the interventions significantly
- Continue with the review plan, intervene, analyze process
- Based in Behavior Analysis



Data Collection

Collecting Data in Many Ways to Assist in the Development of Intervention Strategies



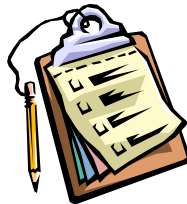
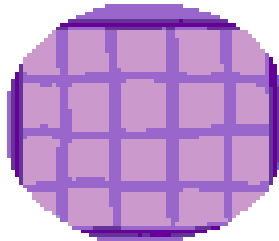
Why do you need to collect data?



- to implement best teaching practices
- to report progress to parents
- to collect information regarding a student or students' performance
- to address the I.D.E.A. "Special Factors" requirement for a student with an IEP
- to monitor a behavior or the response to an intervention directed towards the behavior
- to determine eligibility for accommodations or educational services



Ways to Collect Data . . . *Informal*



Basic Conduct Chart

NAME: _____ DATES: _____ TO _____

SCHEDULE	BEHAVIOR #1	BEHAVIOR #2	BEHAVIOR #3	BONUS POINTS	STEPS/HOME WORK/OR AGENDA
			TOTAL		

TEACHER COMMENTS:

PARENT COMMENTS:



From "Practical Charts for Managing Behaviors" by Lynn Lanvelle

Time Increments Chart

Student Name _____ Date _____

BEHAVIOR	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	COMMENT

Each Mark = 1 Point

Morning Points



Afternoon Points



Parent Signature _____



From "Practical Charts for Managing Behaviors" by Lynn Lanvelle

Ways to Collect Data . . . Formal



Start time: 8:05 **End time:** 9:00 **Setting:** Seventh-grade math class
Definition of behavior: Talking out is defined as any noise that is made without first raising hand in appropriate manner and waiting for permission to speak.
Observer: Carol Burke (math teacher)

Student Name	Mon. 3/2/98	Tues. 3/3/98	Wed. 3/4/98	Thurs. 3/5/98	Fri. 3/6/98
Sammy	IIII	IIII	III	IIII	II
Karen	I	I	II	IIII	I
Chris	IIII	III	III	III	IIII

Key: Each tick mark represents one talk-out.



Sample Event Record

Ways to Collect Data . . . Formal



Student: Bugs Bunny
Start time: 8:05 **End time:** 8:15 **Setting:** seventh-grade English class
Definition of behavior: On-task behavior is defined as appropriately writing, reading, talking about the assignment, or waiting to ask the teacher a question regarding the assignment.
Observer: Daffy Duck (recess monitor)

minute	10"	20"	30"	40"	50"	60"
1	O	O	X	X	X	O
2	X	O	O	O	X	O
3	X	O	O	X	O	X
4	X	X	X	O	O	X
5	O	O	X	O	X	O
6	O	X	X	X	X	X
7	X	O	O	O	O	O
8	O	X	X	X	X	O
9	X	O	O	O	X	X
10	O	X	X	O	X	O

Key: O = Behavior was not observed at all during the 10-second interval.
 X = Behavior was observed at least once during the 10-second interval.
 10" = 10 seconds.



Sample Interval Recording

Another Data Collection Tool



Student: _____
Teacher/Subject: _____ If observed or use Y/N
Date: _____
Time: _____ Activity: _____ Comments: _____

Time	Activity	Comments

-Tool Provided by Suzanne Rilling

Sample Completed Data Collection Tool



Teacher/Subject: _____
Date: 10/3/07 If observed or use Y/N
Time: 12:35 - 1:35

DPP task / redirect exiting out
Noises - math (clicking) noses w/ math trapping kicking furniture

Time	Activity	Comments
12:35 - 12:47 7 min → time frame	WRTG Activity	- Calling "ms. Wallace" - Distracted by class walking by window
12:45 - 12:55 10 min	Transition Math	- Spinning in chair - Trying to get per-attention - Pounding on desk (construct but keep working)
12:55 - 1:05	Lg. Group Inst. Review place value	- Punching back of desk - throwing bag in air (manipulatives)
1:05 - 1:10	Switch activity worksheet	- Shoving mark on desk - gangly board independent not called on to pass out paper
1:10 - 1:20	Work w/partner	- Sliding card into desk - Banging card Head down - Told partner to shut up - Bossing partner
1:20 - 1:35		
Total for 1 hour	→ 42 x 24 x	

-Tool Provided by Suzanne Rilling

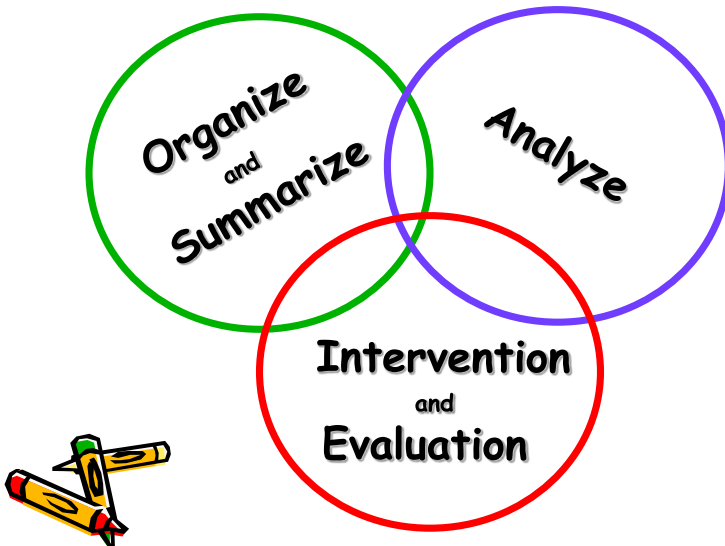
Example Format for Data Collection

FREQUENCY DATA SHEET						
Student: _____			Teacher: _____			
Date	Time	Behavior of Concern Exhibited	Location/Activity	Presence of Others, Peers, Adult(Specify)	Adult Response/Action	Other Factors
		Behavior:				
		Tallies:				



NHCS PBIS 3 Tool

And Now What?



Organize and Summarize

- Record behaviors that can be seen and measured
- Collect information across time and settings
- Utilize multiple observers, if possible
- Utilize data collection tools

Be Specific

Be Concise

Be Descriptive

Just the facts!



Analyze the Data



- Are there patterns?
- Are there specific locations, times, subjects or people? (Triggers)
- Are there physical signals of impending problems?
- Are there home concerns? Divorce? Death? Illness? Transition?
- How often do the behaviors occur? (frequency)
- How long do behaviors last? (duration)
- How severe or damaging are the behaviors? (intensity)
- Can the student continue with their school day when behavioral episode is over?



Example Format for Data Analysis

Behaviors Of Concern (What student does)	Frequency (How often occurs per hour, day week)	Intensity (How damaging or destructive: mild, moderate, severe)	Duration (How long lasts: minutes, hours)

NHCS PBIS 4 Tool

Intervention and Evaluation

- Change aspects of the environment that trigger challenging behavior
- Teach the student more acceptable ways to get their needs met
- Change aspects of the environment that happen following the behavior
- Collect data and evaluate impact of interventions on behavior



Research

What We Should Know About Behaviors



What Does the Research Tell Us?

George Batsche

Professor of Psychological and Social Foundations
Coordinator of Graduate Programs in School
Psychology @ USF (University of South Florida)
College of Education

Specialty: Bullying, adolescent depression,
aggression, violence prevention. Batsche has
been on NBC Today, Oprah Winfrey and 20/20
on bullying, aggression and violence prevention.



Focus on Tiers (Levels) I & II as General Education Requirement

Tier I

- Data on Office & Discipline referrals and Actions that took place
- School wide Positive Behavioral Interventions and Supports
- Second Step

Tier II

- Direct behavior training (social skills)
- Additional training or groups (self-instruction, anger control, organizational skills)
- Development of Programs in the school to address top areas of need

-George Batsche



Focus of Tier (Level) III as More Formal Process

Team Meets & Typically begins

- Formal Collection of data (Frequency data)
- Completion of Functional Behavioral Assessment (FBA)
- Design of a Behavioral Intervention Plan (BIP)
- Implementation of BIP
- Progress Monitoring

-George Batsche



What about Progress Monitoring & Peer Comparisons?

Level of Behavior "necessary for success"
versus Level of Current, Local Peer
Performance

Level of Behavior
Necessary for Success
(Proficient Level)

- 75% for
- On Task
- Compliant
- Accuracy of Work

Level of Current, Local
Peer Performance

Peer could be as high as 90%
but this is more than proficient.
National Standard (NCLB) is
proficient.

-George Batsche

But What About the Most Severe Behaviors?

- Harmful to self or others: Assault and battery
- Not Harmful to self or others but causes significant disruption of the learning environment.

Target for replacement behavior would need
to be higher than the 75% proficient level

100% would need to be
the target level for
replacement behavior

What Are We Doing?

What We Are Doing With Behaviors



What Have We Been Doing?

- Progress monitored by observing student at least 3 times a week
- Remembered that we needed to progress monitor academic areas that were impacted by the behavior
- Charted results of our behavior observations and our academic probes
- Utilized **same** decision making strategies regarding changing the interventions as we would with an academic only issue
- Remembered that students who have behavioral issues but have no educational impact would continue at PSM intervention level but would not be eligible for consideration for entitlement.



What Criteria Have We Used?

- Student must meet all of the criteria set despite intervention at grade level and a minimum of three changes in the hypotheses and strategies per skill area.
- Criteria can be met using
 - progress monitoring in one academic area and one behavioral area OR
 - in two behavioral areas.



NHCS Behavior Criteria

- Student must meet all of the criteria indicated despite
 - intervention at grade level
 - a minimum of 3 changes in hypotheses & strategies per skill area
- Criteria can be met using progress monitoring in
 - 1 academic area & 1 behavior area OR
 - 2 behavior areas



NHCS Behavior Criteria

4 Criteria Areas



1. Performance well below peers as evidenced by performance below goal(s) set below.

- a) Replacement behavior goal set @ 100% for behavior that
- i. Is or may be harmful to self and/or others. EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
 - **Assault** (any act of such nature to excite an apprehension of a harmful or offensive physical contact with the person or another) and
 - **Battery** (intentional and un-permitted physical contact with the person of another).
 - ii. Is not harmful to self or others but causes significant disruption of the learning environment as defined by acting in any manner so as to interfere with any teacher's ability to conduct a class or other school activity. These behaviors may require removal of the student from the classroom in some instances. EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
 - **Cursing**
 - **Tantrums**



NHCS Behavior Criteria

4 Criteria Areas Continued



- b) Replacement behavior goal set @ 75% for behavior that
- i. Involves noncompliance without overt aggressive behaviors generally referred to as
 - **Insubordination** (the refusal to carry out a reasonable request by a staff member and/or refusal to abide by reasonable school and/or classroom rules). EXAMPLES INCLUDE BUT ARE NOT LIMITED TO
 - Ignoring adult requests or directives to return to seat, start assignment, and redirect to assignment or assigned physical space
 - ii. Involves lack of work completion
 - iii. Involves time off task



NHCS Behavior Criteria

4 Criteria Areas Continued



2. Rate of Growth below peers

- a) The trend line of the data must be compared to the aimline.
- b) It must be compared based on the percentages used (75% or 100%).
- c) Must determine if the trend line of the data is not projected to intersect with the aimline in 18 weeks OR less.
- d) If it is not projected to intersect in the 18 weeks or less then the rate of growth criteria has been met.

3. Intensity and nature of instruction in the last part of Level III must resemble specially designed instruction.

4. Federal & state adverse educational impact is met when each of the three criteria (1-3 in this section) are met.

- Performance well below peers
- Rate of Growth below peers
- Intensity of instruction required in Level III resembles specially designed instruction



Progress Monitoring

Using the Student's Progress
to Monitor Effectiveness of the
PSM

Intervention Strategies



Progress Monitor Student's Response to Interventions

- Progress monitor by observing student at least 3 times a week
- Remember you need to progress monitor academic areas that are impacted by the behavior
- Chart results of your behavior observations and your academic probes
- Utilize same decision making strategies regarding changing the interventions as you would with an academic only issue
- Remember that students who have behavioral issues but there is no educational impact will continue at PSM intervention level but will not be eligible for consideration for entitlement.



Example Baseline Data on Tyler Teal

- Student: Tyler Teal
- Grade 3
- Target Behavior: On Task
- Baseline Data:
 - Day 1 $26/60 = 43\%$
 - Day 2 $46/60 = 77\%$
 - Day 3 $32/60 = 54\%$
 - Median $32/60 = 54\%$

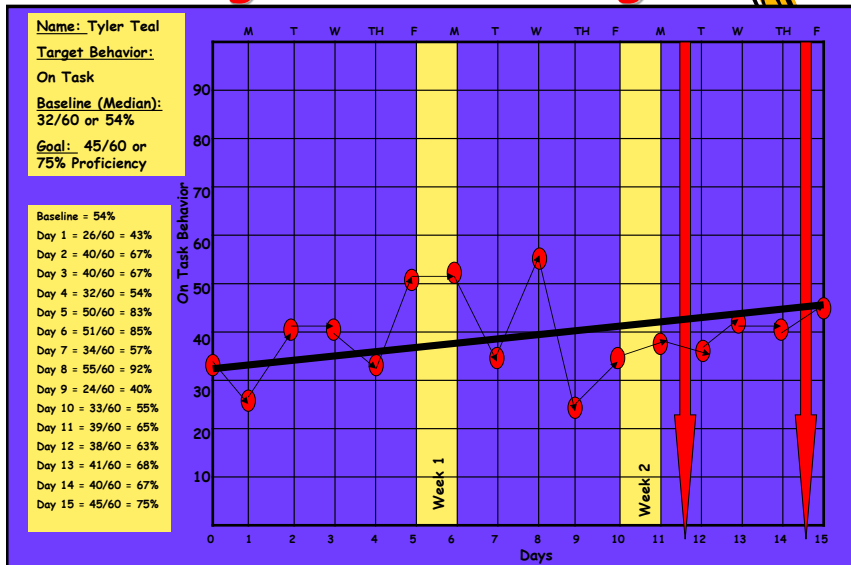


Set Goal for Tyler Teal

- On task behavior falls under "level of behavior necessary for success" or proficiency level which is 75%
- Goal for Tyler Teal's on task behavior would be 45/60 (75%).
- Current baseline for Tyler Teal is 32/60 or 54%



Progress Monitoring



Will Tyler Teal get to Proficient Level within 18 weeks of Intervention?



- Consider whether Tyler will likely reach the 75% within 18 weeks or less
- Ask if Tyler's projected "on task" behavior (trend) line will intersect the "aim line" within the time period above.

If no, then the "Growth Rate" Behavior criteria has been met.

If yes, the "Growth Rate" Behavior criteria has NOT been met.



Another Example:



Situation: Toby has low incidence but high intensity behaviors that meet the definition of "assault" . (i.e. hitting adults & peers such that there are safety concerns)

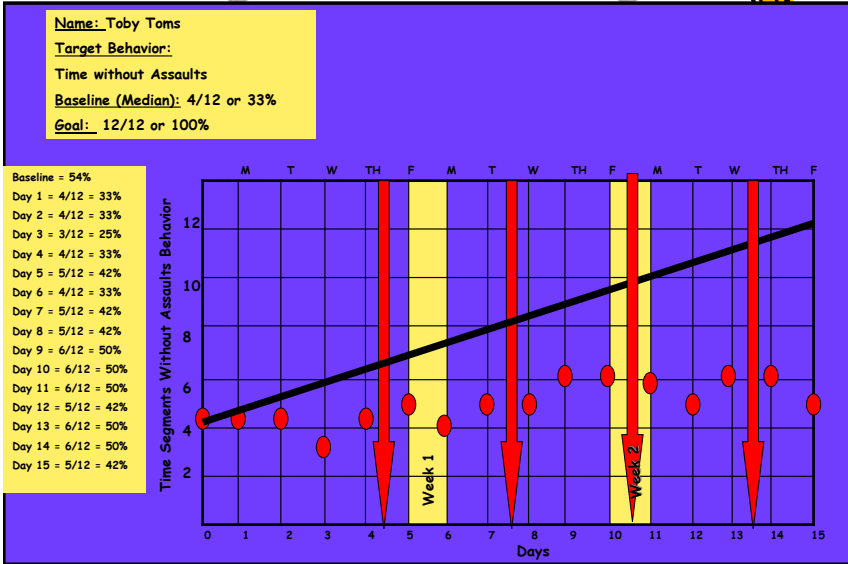
Toby's Baseline: 4 thirty minute intervals in a day without incident (4/12) or 33%.

Goal : 12/12 intervals without incident or 100%.

Note: There are 12 thirty minute intervals in the day. (6 hour day)

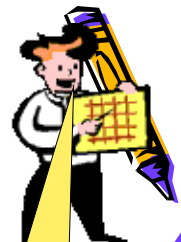


Progress Monitoring



Progress Monitoring

- Teacher records intervals without incidents in the 12 thirty minute intervals during each day. Simply use checks on a chart for intervals without incident.
- Record your data on a Progress Monitoring chart.



What about Toby Toms? Would you project that he will reach 100% in 18 weeks or less?



Some Notes



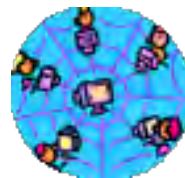
- Be very specific in defining the behavior you plan to target for progress monitoring. Example: What does "on task" behavior look like?
- Don't make the mistake of observing and collecting data on the negative behavior only.
- Be sure to progress monitor the positive behavior.
- Don't teach any of the behaviors in your BIP until you get your baseline data.
- When doing progress monitoring use same the time frame for collecting data and stick to straight numbers and not percentages (if possible).



Resources

- NHCS Positive Behavioral Interventions and Supports Training Modules
- NHCS Special Education & Related Services Manual
- "Practical Charts for Managing Behavior" by Lynn Lavelle (Pro-ed Publishing)
- Web Resources

- www.pbis.org
- <http://cecp.air.org>
- www.interventioncentral.com
- www.udel.edu
- <http://darkwing.uoregon.edu/~ttobin/>
(Click on *Case Study*)
- <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior§ion=cases>
- <http://usfcollab.fmhi.usf.edu/expertdetail.cfm?staffid=4>



USP Training
Tucson Unified School District
2014-15

Introduction to Restorative Practices

Objectives

- Understand Restorative Practices uses an explicit framework designed to re-establish significant relations following behavior incidents
- Understand the elements of the Restorative Practices Continuum
- Learn and be able to use affective statements, restorative questions, and circles

Objectives

- Explain the rationale and benefits of operating in the “with” quadrant of the Social Discipline Window
- Explain Fair Process
- Use the Restorative Questions that focus on fair process
- Explain the Fundamental Hypothesis

Aim of Restorative Practices

- To develop community and to manage conflict and tensions by repairing harm and restoring relationships
- To revise our thinking to view conflict in a school setting as an opportunity to foster learning and build better relationships
- To support students and engage them in finding ways to curb their own negative behavior

What would be your response?

- If parents asked you...

“What things help you to control students but still enable them to learn and enjoy their school experience?”

What would be your response?

- If parents asked you...

“How do you challenge students in a way that helps them think about their behavior, yet still allow them to feel okay about themselves and you?”

Explicit Practice

- How important is it that students and their parents understand the rationale for your practice?
 - Where are you coming from?
 - What are you all about?

- How confident would you be at explaining/describing the rationale for your practice?

Practice Rationale

- If you struggle a little explaining/describing your practice rationale, it is probably because
 - You intuitively know what works
 - It is based on custom and practice, including a range of assumptions
 - You have probably never had to explain it in this way

- If you can identify with the statements above, your practices are likely to be located within an “implicit framework”.

Relationship and Learning

- Good relationships are the basis for learning.
- Anything that affects relations (such as inappropriate behavior) impacts learning.
- Challenging inappropriate behavior needs to be experienced as an opportunity for learning.
- As a society when someone does the wrong thing, what is our most usual response?

Mary Finds Some Money

















Mary overheard her neighbour Mr. Murray telling Mary's mum that they had lost \$200 yesterday. The money was for their holiday. Now they could not go.

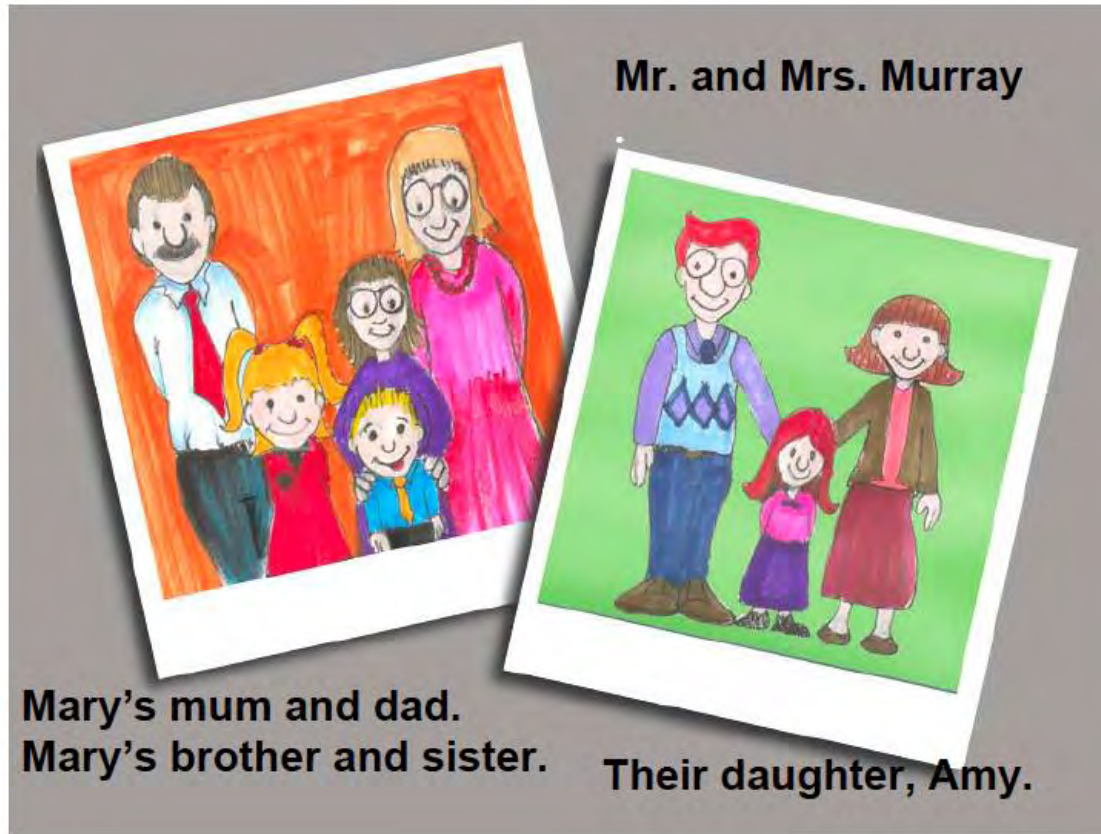
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Who should Mary have given the money to?

Who is going to be upset when they find out that Mary spent some of the money?

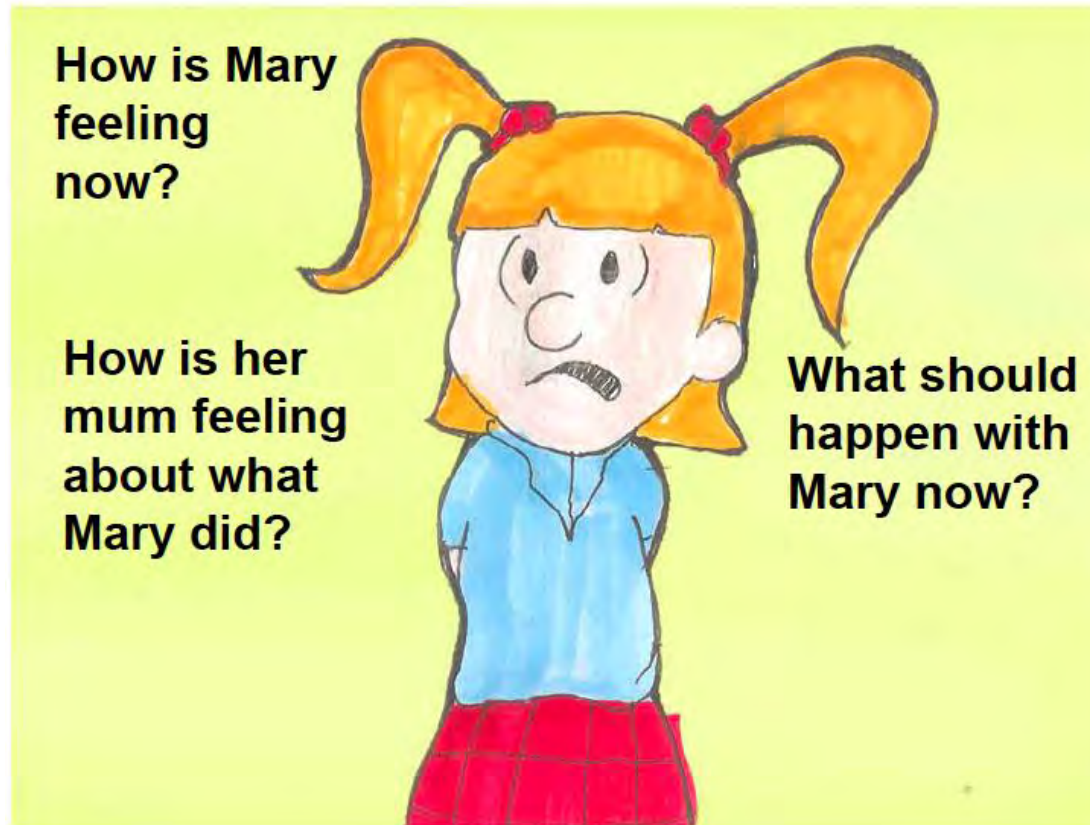




**Then Mary's mum found out
about the money!!!!**

How?.....







What will Mary's do while she is in her room?







The Meeting - What would you do?

- Who should speak first?
- What questions should be asked?
- What would you expect to happen in this meeting?



Restorative Story

- How did this meeting help Mary fix or restore things with the Murray family and her own family?
- What would have happened if there was no meeting and her parents just returned the money and punished Mary?

Reflection

- What helped this story have a happy ending?
- When we just punish kids in school, we don't always make an effort to do the other things that will help bring about a happy ending.

Restorative Practices Continuum



Affective Statements

- Express your feelings (“I” statements)
- The more specific and emotive, the better
- One of the easiest and most useful tools for building a restorative classroom/environment

Examples

Typical Response	Affective Statement
Stop teasing Sandy.	It makes me uncomfortable when I hear you teasing Sandy.
Talking during class is inappropriate.	I am frustrated that you aren't listening to me.
I don't want to see you fighting with him.	I was shocked to see you hurt Pete.
Good job today, Sam.	Sam, I was really happy that you worked for the entire class period today.

Affective Questions

- Affective questions help to elicit what a student is thinking and feeling.

Restorative Questions

- Are responses to negative behavior and conflict
- Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation
- Provide a voice for those harmed
- Require a response – verbal or written

The Effectiveness of Restorative Questions

- “Why” questions are not present – This reduces the impetus to rationalize or justify the inappropriate behavior
- Restorative Questions foster a process of reflection by asking questions that will get the misbehaving person to think about the behavior and how it impacted others
- Questions are restorative if they are used properly

Questions: When Challenging Behavior

- What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way have they been affected?
 - What do you think you need to do to make things right?
-
- The Restorative Practices Handbook, p. 16

Questions: To Help Those Harmed

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
 - The Restorative Practices Handbook, p. 16

Impromptu Conferences

- Are questioning exercises that quickly resolve lower-level incidents with 2 or more people.
- Ask both the wrongdoer and those harmed to answer Restorative Questions in front of one another
- Are confined to structured conversations based on a set of Restorative Questions

Group Process - Proactive Circles

- Are meetings with participants seated in a circle
- Are often a sequential go-around
- Are designed so students increase ownership for facilitation circles
- Are NOT held in response to an incident or problem
- Provide opportunities for students to share feelings, ideas and experiences to build trust
- Account for 80% of total circle experience

Group Process – Responsive Circles

- Are meetings with participants seated in a circle with the facilitator setting a positive tone
- Are often sequential go-around
- Are a vehicle for using peer pressure to get positive change in behavior
- Require the appropriate level of safety and community to handle high-risk sharing
- Make it possible to air feelings, repair harm, solve problems and plan changes for the future
- Accounts for 20% of the total circle experience

Formal Conferences

- Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents
- Are meetings where all of those involved in an incident come together with a trained facilitator who was not involved with the incident
- Are NOT a routine class process
- Are the most formal type of restorative practices on the continuum

What are circles?

- Circles are a structured format that are used to facilitate restorative practices.
- Schools can use circles for:
 - 1. Conflict Resolution (Responsive)
 - 2. Building school community (Proactive)
 - 3. Enhancing learning – as part of the curriculum (Proactive)

Check-In Activity

Social Discipline Window

- Punitive strategies often used by schools and criminal justice systems involve control only (discipline, limit-setting).
- They do things TO students or offenders
- They do not reduce misconduct or crime by internalizing appropriate behavior.
- They do not satisfy victims or restore peace to communities.
- They generate a cycle of alienation, crime and punishment.

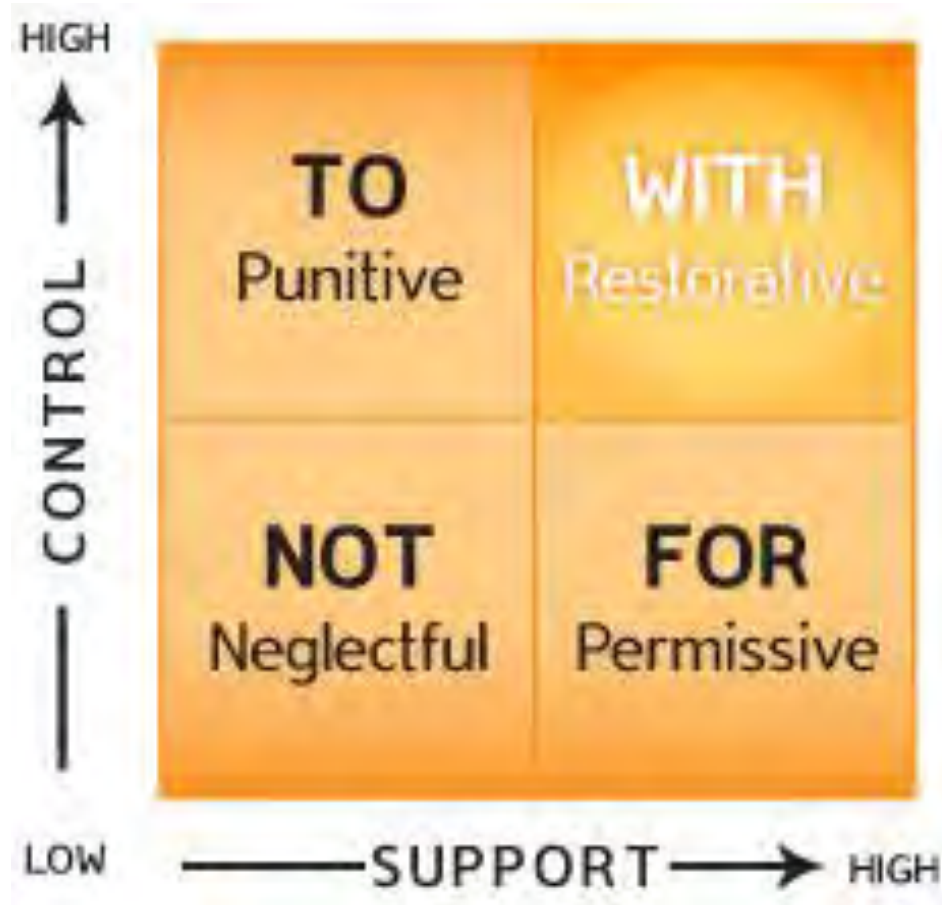
Social Discipline Window

- At the other extreme, permissive strategies involve only support (encouragement, nurturing) and just do things FOR students or offenders.
- Permissive strategies do nothing to change behavior or meet victim or community needs.

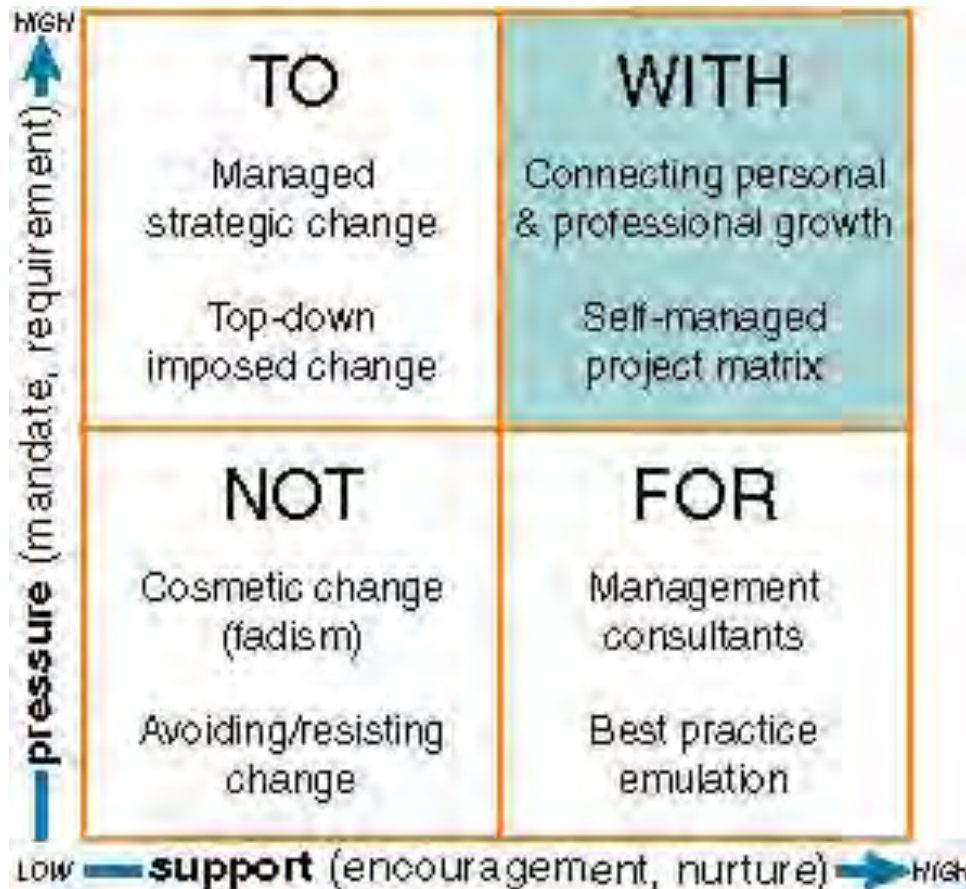
Social Discipline Window

- Restorative strategies engage people, doing things WITH them, rather than TO them or FOR them.

Social Discipline Window



Organizational Change Window



Fair Process

- An approach to decision-making that is in the “with” quadrant of the Social Discipline Window
- People are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.
- Does not mean every decision is made by vote or by consensus

Key Components of Fair Process

- Engagement
- Explanation
- Expectation Clarity

Engagement

- Engagement means that everyone affected by a decision is given the chance to provide input and have an opportunity to discuss various possible courses of action.

- The Restorative Practices Handbook, p. 87

Explanation

- Explanation means that after a leader has made a decision, that decision and the process and reasoning behind the decision are made clear to all stakeholders.
 - The Restorative Practices Handbook, p. 87

Expectation Clarity

- Expectation clarity means that everyone involved understands the implications of that decision, the specific expectations and the consequences for failing to meet those expectations.

- The Restorative Practices Handbook, p. 87

Fair Process ≠ Democracy

Fair process

- Is not decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions, needs or interest
- Is not managers forfeiting their prerogative to make decisions, establish policies and procedures

Fair Process Achieves


- Open channels of communication and about giving people reason to believe that their ideas and feelings truly have been taken into account
- A feeling of being treated fairly – even if the outcome is different from what was preferred or desired
- The Restorative Practices Handbook, p. 86

Psychology of Affect and the Compass of Shame

- Recognizes shame is a critical regulator of human social behavior
- Anticipates the shame response when positive affect is interrupted
- Relates to both wrongdoer and those harmed
- Anticipates the shame response in every situation where people are confronted with consequences of misbehavior
- Helps people transform and move beyond shame

Concept of Shame

- Current research shows that academic success is based on emotional well-being. Our students need to understand themselves emotionally so that they may have control over how they interact with others. If we feel connected with others, we can have the receptivity to learning. In our world today, employers are hiring people who can interact well with others, those with leadership abilities and those who can work as a team member. We are not equipping our children for the work force. More than ever, the emphasis is on academics – we are neglecting the emotional well-being of our young people.

- 
- Teachers and other school personnel can learn some basic yet powerful ways to help students understand and control their emotions. When students have an emotional outburst or disturbance, for the most part we suspend them. The teachable moment is lost.

Two Types of Shame

- Healthy Shame
- Toxic Shame

Healthy Shame

- In this instance, we feel that what we did was bad or wrong, not that we are bad or wrong people.
- Our integrity is maintained; we know we are still loved for who we are. We change the negative behavior because we feel loved and accepted.
- Separated the deed from the doer.

Toxic Shame

- **We believe that we *are bad or wrong people. We feel humiliated and unloved. We believe that we are flawed and that there is no way back.***
- When we are in toxic shame, we react in different ways. We are attempting to escape from the feeling (Compass of Shame).

Compass of Shame – Nathanson, 1992



Reflection

- Traditionally, when we suspend students, we cause them to feel resentful and shamed. We do not usually provide a way for them to be reintegrated back into the school environment. Yet, we all have a strong need to feel that we belong. To meet this need, students may seek subculture groups such as gangs. *Is it possible, when we shame students without providing reintegration, we are encouraging gang involvement, drug use, (fill in the blank)?*

Whole School Restorative Practice

	RESTORING (Repairing harm done to relationships and community)	RELATING (Developing/nurturing relationships and creating community)
Processes	<ul style="list-style-type: none"> Undisputed responsibility: <ul style="list-style-type: none"> Restorative conferencing Family group conferencing Victim / offender mediation Disputed responsibility, conflict, mutual recrimination <ul style="list-style-type: none"> Mediation Peer mediation Family group conferencing Problem-solving circles Restorative inquiry 	Including: <ul style="list-style-type: none"> Circle time for staff (for planning, review, support, and team building) Circle time for students Student counseling Circle of friends Peer counseling & mentoring Whole school development of relationship management (Behavior management, which tends to be student-focused)
Skills	Skills include <ul style="list-style-type: none"> Non-violent communication Active non-judgmental listening Conflict transformation Developing empathy & rapport Having difficult conversations Restorative debriefing after critical incidents Understanding & managing anger 	Skills include: <ul style="list-style-type: none"> Emotional literacy Developing & maintaining self-esteem Valuing others explicitly Assertiveness Acknowledging & appreciating diversity Constructively challenging oppression and prejudice Connecting across differences

Relationships

← Much overlap →

- Just Schools, (2004).

The Fundamental Hypothesis

- Human beings are the happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things *with* them rather than *to* them or *for* them

Fundamental Hypothesis

- Cornerstone of Restorative Practices
- Framework to examine daily interactions and to become intentionally restorative on a consistent basis

“Restorative” means...

- Changing your own attitude
- Believing in students especially when they seem to be behaving badly
- Improving the relationship
- Holding people responsible for appropriate behaviors

Explicit Restorative Practices

For Restorative Practices to be explicit, it must actively integrate:

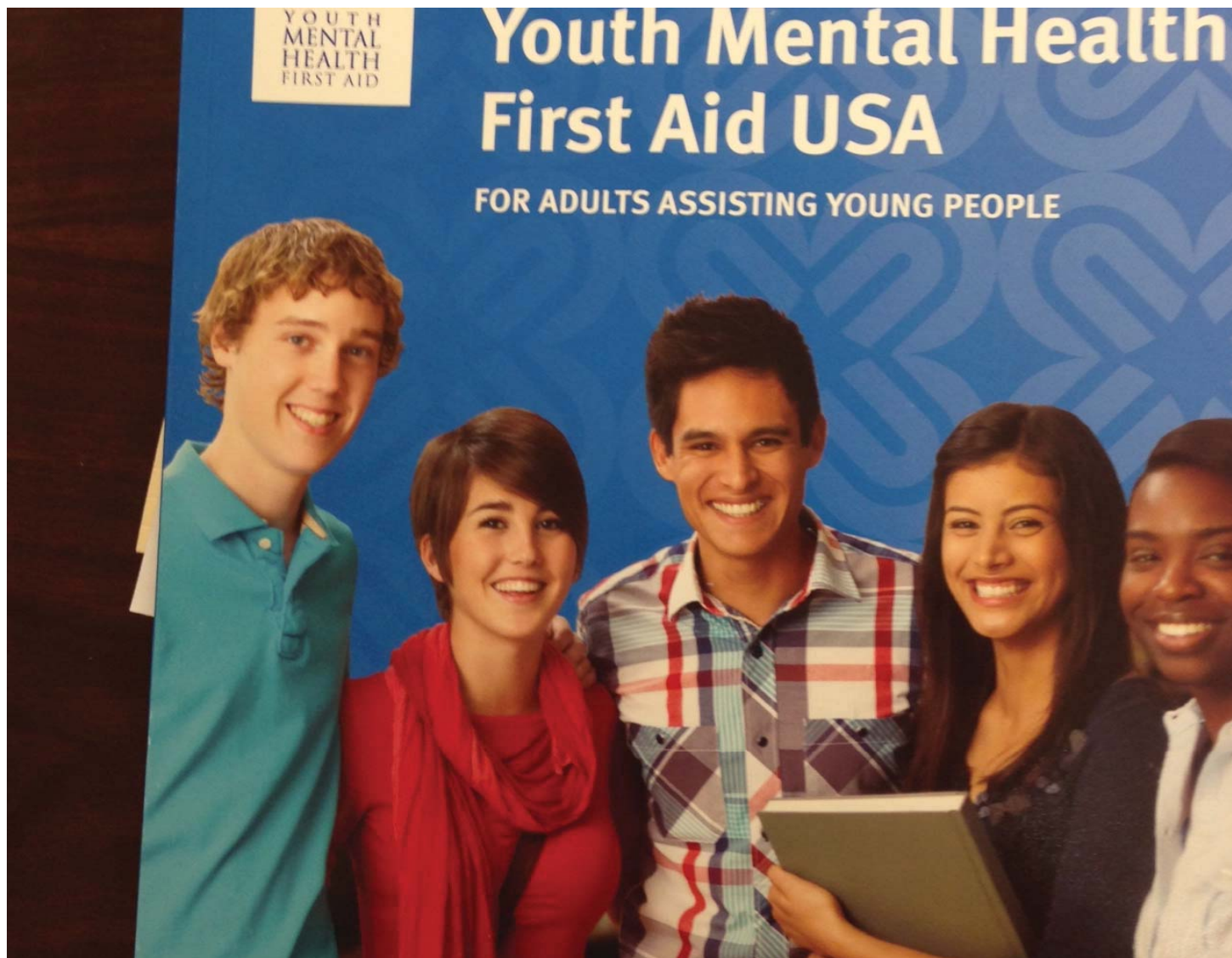
- Restorative Questions
- Social Discipline Window
- Fair Process
- Psychology of Affect
- Fundamental Hypothesis

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Presenter

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Formal Discipline Training for Administrators

Department of Student Services, the
Legal Department and the
Exceptional Education Department

Objectives

- Read and understand GSRR
- Due Process
- Exceptional Education/504 Students
- Disciplinary Decisions Aligned with GSRR

Section A: Purpose

Topics

- What Are the Guidelines and why are they needed?
- When do they Apply?

Section A: Purpose

Topics

- What Are the Guidelines and why are they needed?
- When do they Apply?

What are the Guidelines and Why Are They Needed.....

- Specifies rights
- Describes conduct
- Provides Consistency
- Assures rights

When do These Guidelines Apply?

- During school hours
- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events

When do These Guidelines Apply?

- During field trips
- During athletic functions
- When students are going to and from school (“portal to portal”)
- During other school-related activities

Check for Understanding:

- Why are the Guidelines needed?
- Name two occasions when the Guidelines are in force?

Answers

- Specify the rights and responsibilities of students and parents
- During school hours
- During field trips
- (answers may vary)

Section B: Student and Parent Rights and Responsibilities

Topics

- Student Rights
- Student Responsibilities
- Parent Rights
- Parent Responsibilities

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Rights and Responsibilities

- Students have a right to..... pg. 7-8
- Students have a responsibility to..... pg. 8
- Parents/Guardians have a right to.....pg. 9
- Parents/Guardians have a responsibility to....pg. 9

Student Rights Summary

- Expect rigor
- Expect equity
- Expect appropriate behavior from staff
- Expect safety
- Expect communication
- Expect privacy

Student Responsibility Summary

- Regular attendance
- Preparedness
- Participation
- Respectful behavior

Parents Rights Summary

- Communication
- Notification
- Respect
- Conferences
- Access to records

Parents Responsibilities Summary

- Communicate
- Collaborate
- Partner
- Be responsible
- Ensure student compliance

Check for Understanding:

- Name two student rights
- Name two parent rights

Answers

- Be expected to achieve at high levels
- Receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the GSRR.
- Receive official reports of the student's academic progress
- Request a review of all disciplinary actions related to their student
- (answers may vary)

Section C: Governing Board Policies and General Information

Topics

- Governing Board Policies
- Positive Behavior Interventions and Supports
- Restorative Practices
- Abeyance Contracts
- Important Information

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Governing Board Policies

- Equal Educational Opportunities & Anti-Harassment (Policy JB) **pg. 10**
- Dating Abuse Policy (Policy JICL) **pg.10**
- Bullying, Intimidation & Harassment (Policy JICK) **pg.11**

Governing Board Policies Cont.

- School Dress Code (Policy JICA) **pg. 11**
- Cell phones and Other Electronic Devices (Policy JICJ) **pg. 12**
- Hazing (Policy JICFA) **pg.13**

JB Summary

- Discrimination is prohibited
- TUSD will act to investigate all complaints
- TUSD will take appropriate action

JICL Summary

- TUSD is committed to maintaining safe environment
- Employees aware of abuse will respond in a Board approved manner
- Students are encouraged to report abuse

JICK Summary

- Bullying is a form of harassment
- Students who engage are subject to disciplinary action

JICA Summary

- Appropriateness
- Neatness
- Cleanliness
- Modesty

JICJ Summary

- Kept out of view
- Not used during instructional time unless authorized by teacher
- May be confiscated

JICFA Summary

- An intentional act
- Usually an initiation
- Supervision minimizes opportunity
- Reports go to Superintendent

Positive Behavioral Intervention and Supports (PBIS)

- Evidence based
- Proactive
- Data Driven

PBIS is Created By.....

- Defining and teaching behavioral expectations
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors

PBIS is Created By Cont.

- Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

Restorative Practices

- Relationships
- Develops/restores community
- Accountability
- Allows voice
- Make amends

Abeyance Contracts

- Holds part of a suspension
- Optional
- Binding Contract
- Second Chance

Check for Understanding:

- What is the Anti-Harassment Policy?
- What is the Dress Code Policy?
- What is the purpose of PBIS?

Answers

- JICK
- JICA
- Prevent problem behavior while teaching socially appropriate behaviors

Section D: Know the Actions

Topics

- When you must call law enforcement
- When you may call law enforcement
- Due Process
- Due Process Steps
- Due Process for Ex ED/504 students

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Section D: Know the Actions

Topics Cont.

- Special Procedures
- Action Levels
- Consequences
- Out of School Suspensions
- Long Term Suspensions
- Violations

Section D: Know the Actions

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Section D: Know the Actions

Topics Cont.

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- Long Term Suspensions
- Violations

Law Enforcement **MUST** be Called

- Threats to use or use of a weapon/dangerous instrument
- Aggravated assault
- Sexual conduct with minor under 15 years old
- Possession, use or sale of illegal drugs
- Bomb threats

Law Enforcement **MAY** be Called

- Possession, sale or distribution on dangerous substances (including legal drugs or alcohol)
- Student demonstration which is likely to create unsafe conditions
- Threats
- Assault
- Vandalism
- Setting off false fire alarm

Due Process

- Legal safeguard
- Protects student rights
- Constitutionally guaranteed
- Protects administrators

Due Process Steps

- Oral or written notice to the student of the charges against the student
- An opportunity to present the student's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical
- Adequate notification and an opportunity for a fair hearing

Due Process Steps Cont.

- That parents will be informed in writing of all suspensions and that they have the right to a conference with the principal
- That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor

Due Process Steps Cont.

- Formal due process (including a hearing officer) in long-term suspension and expulsion proceedings
- A right to appeal disciplinary decisions to the Principal, Director or Assistant Superintendent

Due Process for Students with IEP's or 504's

- Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year.

Due Process for Students with IEP's or 504's

- If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.
- **A manifestation determination conference must be held prior to the 11th day of suspension**

Special Procedures

- If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then **no further disciplinary action can be taken.**
- The 504 or IEP team should convene to develop an appropriate behavior plan for the student

Special Procedures

- If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, the District may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender.

Special Procedures

- The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. Please refer to the appropriate Governing Board Policies JKAA and JKAB and to the Exceptional Education Handbook for specific procedures

Section E: Discipline, Students with Disabilities and Compliance

Topics

- Special Circumstances-IAES
- Suspension less than ten days
- Suspension more than ten days

Section E: Discipline, Students with Disabilities and Compliance

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- Special Circumstances-IAES
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Section E: Discipline, Students with Disabilities and Compliance

Topics

- Special Circumstances-IAES
- Suspension less than ten days
- Suspension more than ten days

Special Circumstances – IAES, Interim Alternative Educational Setting

45 Day Interim Alternative Educational Setting:

- Weapon - Student carries or possesses
- Drugs (Controlled Substances Act) – carries, possesses, uses, sells, solicits
- Serious Bodily Injury – **Inflicts (USC 13659(g))**
A substantial risk of death

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals for less than 10 days:

- Case by case determinations
- May remove to “interim alternative educational setting, another setting, or suspension”
- In the same manner as applied to students without disabilities

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals in Excess of 10 days:

- Must provide services for students with disabilities beginning on the 11th day
- Must provide appropriate behavioral interventions
- Must hold a Manifestation Determination Review

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals in Excess of 10 days Cont.:

- When imposing discipline for a violation of the student code of conduct after the first 10 cumulative days of removal, school personnel must always be mindful of the disciplinary history of the student and ask, **“Will this removal constitute a change in placement?”**

Action Levels

5 levels of Violations

- 1 and 2 considered ‘lower’ violations
- 3 mid-range
- 4 serious
- 5 most serious- potential expulsion

Consequences

Levels 1,2 and 3 - Wide range of options

Levels 4 and 5 - Require a long term
consequence (11 to 180 days)

pg. 20

Important Information -

pg. 21

Out of School Suspensions

Short Term

- Level 3 violation = 1-10 days

Long Term

- Level 4 violation = 11-30 days
- Level 5 violation = 11-180 days
(possible expulsion)

Long Term Suspensions

- Process- refer to JK-R2
- Homework
- Life Skills Suspension Program (LSSP)

Violations

- 14 violation categories identified by the Arizona Department of Education
- Almost all violations have a sub-category: the “Dishonesty” category has four:
 - Cheating
 - Forgery
 - Lying
 - Plagiarism

Things to Remember

- As the disciplining administrator it is your responsibility to assign the correct sub-category to the students violation
- The sub-category has a violation level
- That level dictates your disciplinary options
- If you are unclear as to which disciplinary actions are appropriate, contact your Director or Assistant Superintendent

Scenario

Minnie Mouse was in class working on her math assignment. She left her desk to get a ruler. As she was walking an item fell out of her pocket. Mickey Mouse picked up the item and gave it to the teacher. It was a bottle of vodka.

Quiz

- T/F-Following the GSRR is optional
- T/F-THE GSRR is not in effect during field trips
- T/F-Students have a responsibility to display behavior that does not compromise the safety of other students and/or staff
- T/F-Aggravated Assault is a mandatory report to law enforcement
- T/F-Restorative Practices should not be used

Quiz

- What does PBIS stand for?
- What are the required actions for a level 1 violation?
- What is the action level for fighting?
- What is the action level for sharing alcohol?
- Is it appropriate to call law enforcement for a disruption violation?



Guidelines for Student Rights and Responsibilities



Discussion Topics

- Student Assemblies and Parent Information Nights
- Process and Flow Chart
- Key Points
- Data Monitoring



Student Assemblies and Parent Information Sessions

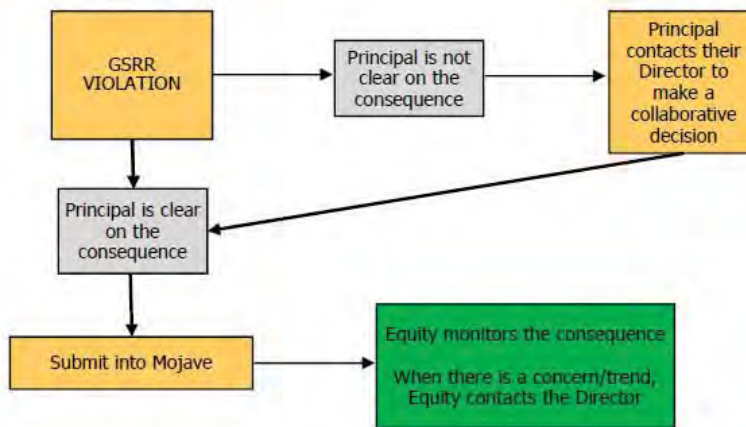
The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.

USP Section VI(B)(2)(b)(2)

SY 2013 -2014 USP VI D2

Process and Flow Chart

GSRR Violation



SY 2013 -2014 USP VI D2

Key Points: Keep students in the classroom as often is practicable (USP)

The District shall not consider its student behavior policies and discipline practices in isolation, but as part of the District's overall goal of creating an inclusive and supportive environment in District schools. The District shall commit to ensuring that students remain as often as practicable in the classroom settings where learning happens. In accordance with the Guidelines for Student Rights and Responsibilities, discussed below, and to the extent practicable based on the student behavior at issue, a variety of graduated positive behavior techniques shall be used with the aim of preventing students from being excluded for any amount of time from the classroom or school.

USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Key Points: Exclusionary Consequences can only be used for Level 3 violations when both conditions below are met:

1. "Ongoing or Escalating"

2. Documented Interventions

keep students in the classroom whenever practicable. For all but the most severe offenses (Levels 4 and 5 in the "Action Levels" section of this document below), exclusionary consequences ("any disciplinary consequence that removes a student from classroom instruction, including, but not limited to, in-school and out-of-school suspension, placement in an alternative setting or program, and expulsion.") must be limited to instances in which (a) the violation is a level 3, (b) student misbehavior is ongoing or escalating, and (c) only after the District has first implemented and documented that non-exclusionary interventions have been attempted. If exclusionary consequences are imposed, students will have fair

GSRR Page 5 USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Key Points: What is “Ongoing” Misbehavior?

On Monday, student A had a shoving match with student B. A restorative conference was held. On Tuesday everything went well, but on Wednesday student A kicked and shoved student C.

GSRR Page 5USP Section VI(A)(2)



SY 2013 -2014 USP VI D2

Key Points: What is “Escalating” Misbehavior?

Student D disrupts her science class daily. There have been several restorative conferences. The restorative conferences have not worked and her behavior has worsened.

GSRR Page 5USP Section VI(A)(2)



SY 2013 -2014 USP VI D2

Questions?



SY 2013 -2014 USP VI D2

Interventions and Discipline Actions

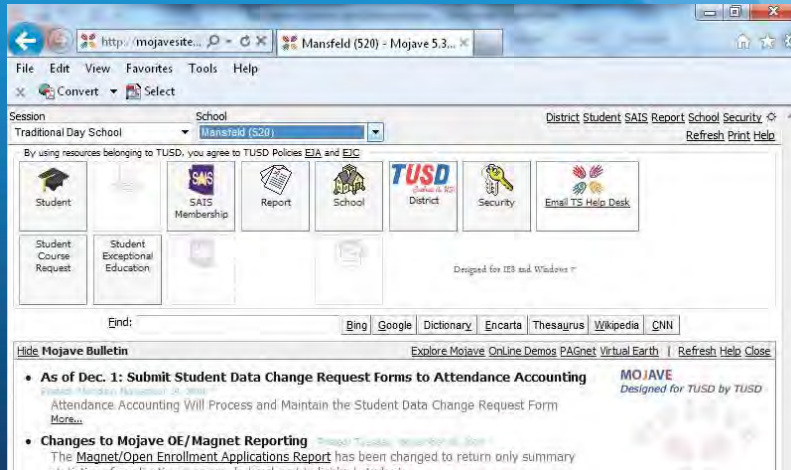
Student Services Department
Eugene Butler, Jr.,
Assistant Superintendent

ILA Meeting: 12.11.14

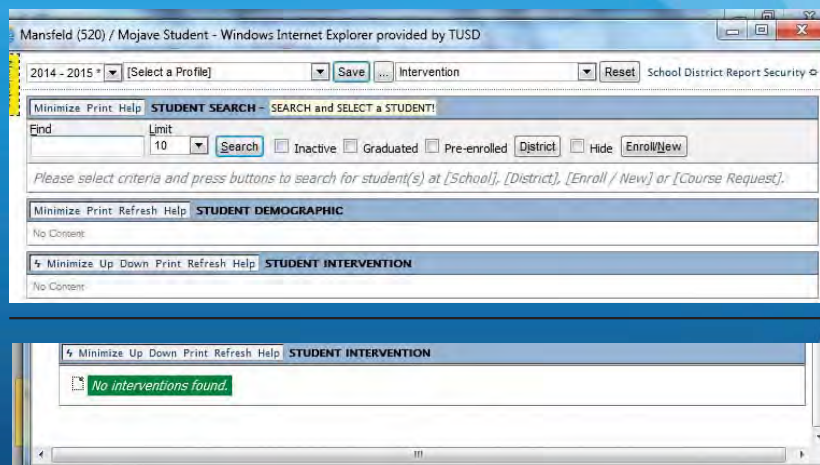
Agenda

- Clarify what goes into the intervention block and what is considered an intervention
- When to document in Interventions
- When to document in AZSafe
- What is an intervention compared to a disciplinary action
- Discuss 3 Scenarios
- Important Information

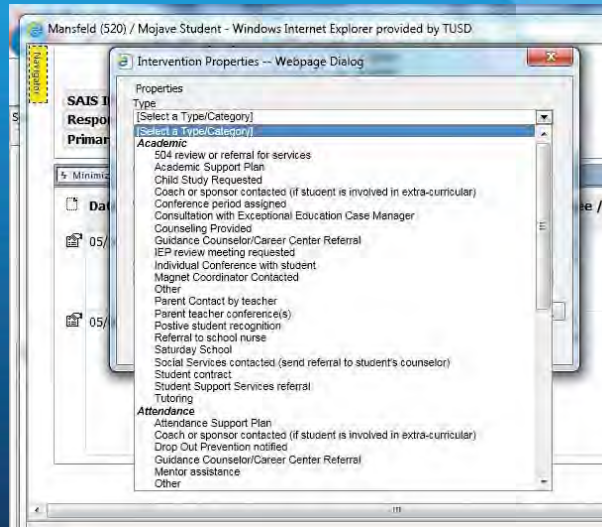
How to Enter an Intervention



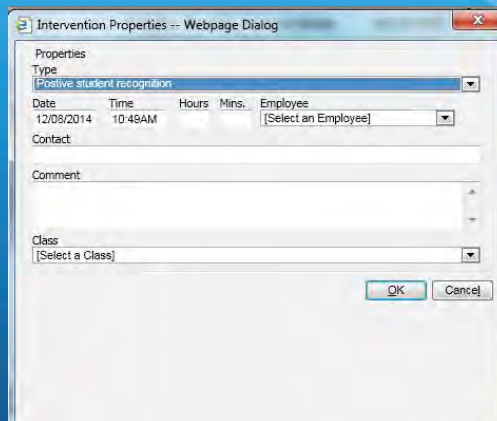
How to Enter an Intervention



How to Enter an Intervention



How to Enter an Intervention



Intervention Options

Academic

- 504 review or referral for services
- Academic Support Plan
- Child Study Requested
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Conference period assigned
- Consultation with Exceptional Education Case Manager
- Counseling Provided
- Guidance Counselor/Career Center Referral
- IEP review meeting requested
- Individual Conference with student
- Magnet Coordinator Contacted
- Other
- Parent Contact by teacher
- Parent teacher conference(s)
- Positive student recognition
- Referral to school nurse
- Saturday School
- Social Services contacted (send referral to student's counselor)
- Student contract
- Student Support Services referral
- Tutoring

Intervention Options

Attendance

- Attendance Support Plan
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Drop Out Prevention notified
- Guidance Counselor/Career Center Referral
- Mentor assistance
- Other
- Parent Contact by teacher
- Parent teacher conference(s)
- Referral to school nurse
- Social Services contacted (send referral to student's counselor)
- Student Support Services referral

Intervention Options

Behavioral

- 504 review or referral for services
- Behavior management plan
- Child Study Requested
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Consultation with Exceptional Education Case Manager
- Counseling Provided
- Guidance Counselor Referral
- IEP review meeting requested
- Individual Conference with student
- Magnet Coordinator Contacted
- Mentor assistance
- Other
- Parent Contact by teacher
- Parent teacher conference(s)
- Peer Mediation
- Positive student recognition
- Referral to school nurse
- Restorative Circle
- Restorative Conference
- Restorative Response
- Social Services contacted (send referral to student's counselor)
- Student contract
- Student Support Services referral

What is an intervention compared to a disciplinary action

INTERVENTION	DISCIPLINARY ACTION
Restorative/PBIS intent and/or out-come	Could be restorative and/or punitive in nature
Mojave Intervention Block	AZSafe
Focus on Prevention	Reactive

NOTE: All disciplinary actions should include a restorative component.

AZSafe or Interventions Block

- Level 1 - must be entered in the intervention block (focus on prevention/MTSS)
- Level 2 and above - enter in AZSafe
- In AZSAFE, document the most serious offense first (example marijuana and dress code)
- Calling the Police - noted as an action in AZSafe as "local law enforcement contacted"

How would you handle the situations below?

- Scenario #1 - Two students engage in a non-injury shoving match at lunch.



How would you handle the situations below?

- Scenario #2 - Name calling between two students.



How would you handle the situations below?

- Scenario #3 - An elementary student is running down the hallway and runs into an adult causing the adult to fall.



Important Information

- GSRR Training online
- AZSafe Training on SS/SE website
- Sending a student home
 - If you send a student home you must document the discipline action in AZSafe (as a suspension) if other than illness
- Suspension letters
 - Must be sent home and sent to the Student Equity office

Student Equity Formal Discipline for Administrators

Department of Student Services

Welcome to the Tucson Unified School District Student Equity training for Administrators. It is necessary for you to have your copy of the G.S.R.R for reference, or click on the G.S.R.R links throughout this presentation.

Objectives

- Read and Understand GSRR
- Due Process
- Exceptional Education/504 Students
- Disciplinary Decisions Aligned with GSRR



By the end of this training, participants will be able to navigate through and understand the Guidelines for the Student Rights and Responsibilities handbook. Participants will also be able to demonstrate and understand due process, and the federal guidelines for Exceptional Education and five oh four handicapped students. They will also be able to understand how to make disciplinary decisions in accordance with Governing Board Policy JK

Section A: Purpose

Topics

- What Is the Purpose?
- When Do they Apply?

What is the purpose of the Guidelines for the Student Rights and Responsibilities handbook, and when do these specified guidelines apply?

What are the Guidelines and Why Are They Needed.....

- Specifies Rights
- Describes Conduct
- Provides Consistency
- Assures Rights



The purpose of the Guidelines for Student Rights and Responsibilities is to specify the rights and responsibilities of students, parents, and guardians. It also describes conduct which violates those rights and responsibilities. The G.S.R.R strives to ensure consistent disciplinary actions throughout the District. These guidelines assure the rights of students, parents, and guardians when disciplinary actions are taken.

When do These Guidelines Apply?

- School Hours
- On Bus
- Administration Jurisdiction
- School-Sponsored Events
- Field Trips
- Athletic/Extracurricular Activities
- Portal to Portal

These Guidelines apply during school hours, while being transported on the school bus or other school district sanctioned transportation; at times and places where the principal or other school official or employee has jurisdiction over students; during school sponsored events and field trips; during athletic and extracurricular activities (in and out of town) and when students are going to and from school. Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school.

Check for Understanding:

- Why are the Guidelines needed?
- Name two occasions when the Guidelines are in force?

Please take a moment to record your answers.

Answers

- Specify the rights and responsibilities of students and parents
- During school hours
- During field trips
- (answers may vary)

Some possible answers are. The Guidelines specify the rights and responsibilities of students and parents. The Guidelines are in effect during school hours and while administrators and, or employees have jurisdiction over students.

Section B: Student and Parent Rights and Responsibilities

Topics

- Student Rights
- Student Responsibilities
- Parent Rights
- Parent Responsibilities



This section discusses Student and Parent Rights and Responsibilities. T.U.S.D believes that educating a student is a collaborative effort with the student and parent. To support this collaboration we realize that each party has rights and responsibilities.

Rights and Responsibilities

- Students Have a Right.... pg. 7-8 (Refer to Topic 1)
- Students Have a Responsibility.... pg. 8 (Refer to Topic 1)
- Parents/Guardians Have a Right....pg. 9 (Refer to Topic 1)
- Parents/Guardians Have a Responsibility...pg. 9 (Refer to Topic 1)

Please read pages seven through eight of your GSRR to review the Governing Board approved student rights,. page eight to review student responsibilities,. page nine to review parent, and guardian rights,. and page nine to review parent, and guardian responsibilities. Please click the continue button at the bottom right of the slide to move forward.

Student Rights Summary

- Rigor
- Equity
- Appropriate Behavior from Staff/Students
- Safety
- Communication
- Privacy

Students have the right to expect rigor, equity, and appropriate behavior from staff and fellow students. They also have the right to safety, clear communication and privacy. In addition, students have the right to receive homework from their home school while serving a disciplinary suspension.

Student Responsibility Summary

- Attendance
- Preparedness
- Participation
- Respectful Behavior



Students have a responsibility to attend school regularly; to come to school prepared for all classes; to participate in those classes and treat all members of the school community with respect.

Parents Rights Summary

- Communication
- Notification
- Respect
- Conferences
- Access to Records

Parents have a right to communicate with their child's teacher and administrator; a right to timely notification of their child's academic progress; a right to be treated with respect; a right to have conferences with school staff and access to their child's academic and behavior records.

Parents Responsibilities Summary

- Communicate
- Collaborate
- Partner
- Be Responsible
- Ensure Student Compliance

Parents have the responsibility to communicate with teachers, counselors and/or principals. They have the responsibility to collaborate with their child's school; to be an active partner in their child's education, be responsible for the child's health and welfare and to ensure the child complies with the Guidelines.

Check for Understanding:

- Name two student rights
- Name two parent rights

Please take a moment to record your answers.

Answers

- High achievement
- Receive discipline aligned with GSRR
- Progress reports
- Review discipline
- (answers may vary)

Some possible answers are: be expected to achieve at high levels; receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the GSRR; receive official reports of their students academic progress and request a review if all disciplinary actions related to their student.

Section C: Governing Board Policies and General Information

Topics

- Policies
- PBIS
- Restorative Practices
- Abeyance Contracts
- Important Information.....pg. 21 (Refer to Topic 1)



This section discusses Governing Board policies, Positive Behavior Intervention and Supports, Restorative Practices, Abeyance Contracts and Important Information.

Governing Board Policies

- Equal Educational Opportunities & Anti-Harassment (Policy JB) pg. 10 (Refer to Topic 1)
- Dating Abuse Policy (Policy JICL) pg.10 (Refer to Topic 1)
- Bullying, Intimidation & Harassment (Policy JICK) pg.11 (Refer to Topic 1)

Please take a moment and review each policy in the GSRR.

Governing Board Policies Cont.

- School Dress Code (Policy JICA) pg. 11 (Refer to Topic 1)
- Cell phones and Other Electronic Devices (Policy JICJ) pg. 12 (Refer to Topic 1)
- Hazing (Policy JICFA) pg.13 (Refer to Topic 1)

Please take a moment to review each policy.

Equal Educational Opportunities (JB) Summary

- Discrimination is Prohibited
- Investigate Complaints
- Appropriate Action



Any discriminatory behavior is prohibited in TUSD. TUSD will investigate all complaints of discrimination, whether the complaint is formal or informal and will take appropriate action against anyone who is found to have violated this policy.

Dating Abuse (JICL) Summary

- Safe Environment
- Report Abuse
- Investigate



TUSD is committed to maintaining a school campus environment that that is safe and secure for all students and dating abuse will not be tolerated. Students are encouraged to report known or suspected incidences of abuse. The District will investigate all complaints.

Bullying, Intimidation and Harassment(JICK) Summary

- Harassment
- Repeated Behavior



Bullying is a form of harassment. It is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written or electronically transmitted harm.

Dress Code(JICA) Summary

- Appropriateness
- Neatness
- Cleanliness
- Modesty



These dress guidelines represent minimum standards. Some schools may have additional dress requirements such as a uniform policy.

Cell Phone and Electronic Devices(JICJ) Summary

- Out of view
- No use
- May be confiscated

Electronic devices should be kept out of view. They may be kept in a pock or purse, backpack or locker. They should not be used in class unless authorized by the teacher. If a device is confiscated, staff will take reasonable steps to secure the device, however, the District nor District staff is responsible for loss, damage or theft that may occur while the device is confiscated.

Hazing (JICFA) Summary

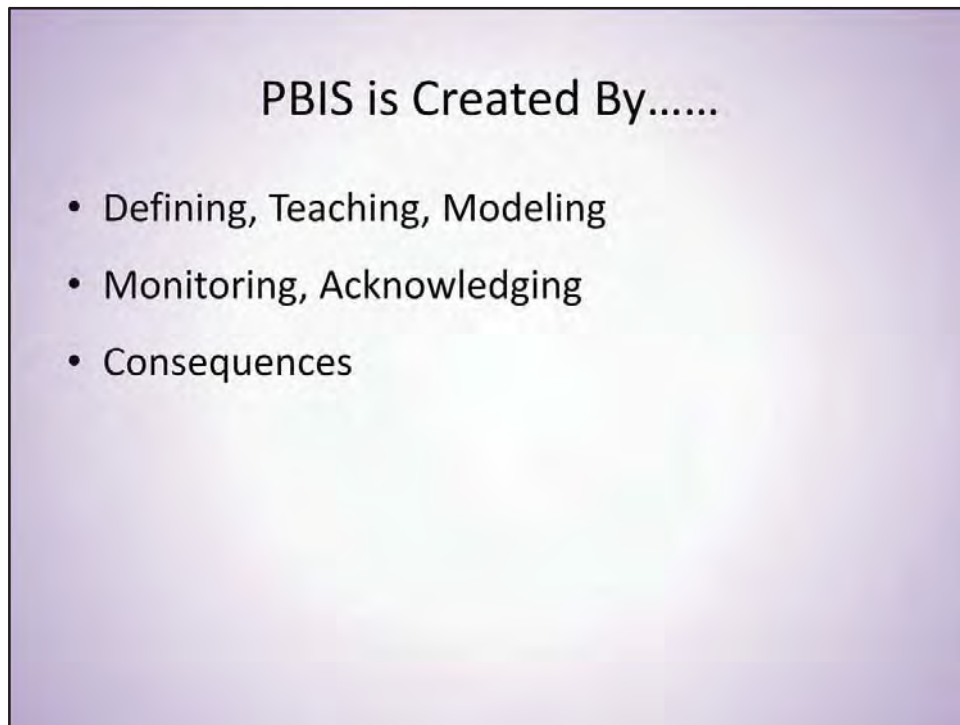
- Intentional Act
- Initiation
- Injury

Hazing is an intentional act usually in connection with an initiation into an organization or team. Hazing may result in physical and emotional injury. Students may report an incident to any professional staff member. That staff member will report it to the school administrator who will report it to the Superintendent.

Positive Behavioral Intervention and Supports (PBIS)

- Evidence Based
- Proactive
- Data Driven

Positive Behavioral Interventions and Supports (“PBIS”) is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected.



Defining, reaching and modeling behavioral expectations. Monitoring and acknowledging appropriate behaviors and providing corrective and appropriate consequences for behavioral errors.

Restorative Practices

- Relationships
- Develops/Restores Community
- Accountability
- Allows Voice
- Make Amends

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

Abeyance Contracts

- Holds part of a suspension
- Optional
- Binding Contract
- Second Chance

An administrator may offer to not immediately impose the assigned out-of-school suspension if, One. The administrator believes it is in the best interest of the student and the school community, Two. The student admits to committing the infraction, Three. The student and parent or legal guardian agree to certain conditions, And, Four. The student and parent or legal guardian sign a contract, called an abeyance contract. The terms of the abeyance contract may not exceed the maximum suspension term for the offense level but never to exceed 90 days. If a student violates his or her abeyance contract with a suspendable offense, the student must serve the remaining term of the initial offense, plus the suspension for the additional offense. These two suspensions would be served concurrently. This contract allows the student a second chance to remain in their inclusive environment.

Check for Understanding:

- What is the Anti-Harassment Policy?
- What is the Dress Code Policy?
- What is the purpose of PBIS?

Please take a moment to record your answers.

Answers

- JICK
- JICA
- Prevent problem behavior while teaching socially appropriate behaviors

Please check your answers.

Section D: Know the Actions

Topics

- When You MUST Call Law Enforcement
- When You MAY Call Law Enforcement
- Due Process
- Due Process Steps
- Due Process for Ex ED/504 students



This section discusses law enforcement contact, due process, suspensions and violations.

Section D: Know the Actions

Topics

- Special Procedures
- Action Levels
- Consequences
- Out of School Suspensions
- Long Term Suspensions
- Violations

This section discusses special procedures, action levels, consequences, short and long term suspensions and violations.

Law Enforcement **MUST** be Called

- Threats to use or use of a weapon/dangerous instrument
- Aggravated assault
- Sexual conduct with minor under 15 years old
- Possession, use or sale of illegal drugs
- Bomb threats

Other violations that require law enforcement contact are homicide, sexual assault, armed robbery, kidnapping and any dangerous crimes against minors and arson of an occupied structure.

Law Enforcement **MAY** be Called

- Possession, sale or distribution on dangerous substances (including legal drugs or alcohol)
- Student demonstration which is likely to create unsafe conditions
- Threats
- Assault
- Vandalism
- Setting off false fire alarm

Under certain circumstances, contacting TUSD's Department of School Safety is appropriate.

Due Process

- Legal safeguard
- Protects student rights
- Constitutionally guaranteed
- Protects administrators



Due process is a legal safeguard that protects student rights. It is constitutionally guaranteed and following the steps protects the disciplining administrator. Following the Due Process steps are mandatory, failure to do so will result in the disciplinary actions being overturned.

Due Process Steps

- Oral or Written Notice
- Student's Side
- Student Removal
- Fair Hearing
- Review
- Formal Due Process
- Appeal

Due process steps include: oral or written notice to the student of the charges against the student; an opportunity to present the student's side of the story in an informal hearing or meeting; the allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical; adequate notification and an opportunity for a fair hearing; if parents are not satisfied with the school officials decision they are entitled to request a review by the school officials immediate supervisor; formal due process involves a hearing officer and the right to appeal disciplinary decisions to the Assistant Superintendent or Director.

Due Process for Students with IEP's or 504's

- IDEA
- 504
- Same discipline up to 10 days

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year.

Due Process for Students with IEP's or 504's

- More than 10 days
- Manifestation Determination

If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held prior to the 11th day of suspension.

Special Procedures

- Behavior Due to Disability
- Behavior Not Due to Disability
- 504 Services
- Exceptional Education Services

If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. If the manifestation determination conference concludes that the student's behavior is NOT a manifestation of the student's disability, the school may proceed with disciplinary actions. The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. Please refer to the appropriate Governing Board regulations JKA and JKAB and to the Exceptional Education Handbook for specific procedures

Section E: Discipline, Students with Disabilities and Compliance

Topics

- Special Circumstances-IAES
- Suspension less than ten days
- Suspension more than ten days



This section discusses Interim Alternative Educational Services, suspensions less than 10 days and suspensions more than 10 days.

Special Circumstances – IAES, Interim Alternative Educational Setting

45 Day Interim Alternative Educational Setting:

- Weapon
- Drugs
- Serious Bodily Injury

An IAES may be recommended if the behavior is related to the disability ONLY if the student commits one of the “Big Three”: weapons, drugs or serious bodily injury. Serious bodily injury is defined as an injury that involves a substantial risk of death, unconsciousness, extreme physical pain, obvious disfigurement, the loss or impairment of the function of a member, organ or mental faculty.

If an IAES placement is made, the IEP must be amended to reflect the placement.

Special Circumstances – IAES, Interim Alternative Educational Setting

- Provide Services
- Appropriate Behavioral Interventions
- Manifestation Determination Review

If an Exceptional Education student receives a suspension of more than 10 days, the school **MUST** provide academic and behavioral interventions for that student.

Action Levels

5 levels of Violations

- 1 and 2 considered 'lower' violations
- 3 mid-range
- 4 serious
- 5 most serious- potential expulsion

Examples of level 1 violations are verbal provocation, dress code violation and tardies.
Examples of level 2 violations are disruption, petty theft and a minor aggressive act.
Examples of level 3 violations are fighting, hazing and vandalism.
Examples of level 4 violations are assault, drug use and fire alarm misuse.
Examples of level 5 violations are selling drugs, aggravated assault and school threat..

Consequences

Levels 1,2 and 3 - Wide range of options

Levels 4 and 5 - Require a long term
consequence (11 to 180 days)
page 20 of GSRR (Refer to Topic 1)

Important Information -
page 21 of GSRR (Refer to Topic 1)

There are many disciplinary options for low level violations. On page 20 of the GSRR, the **bold** actions are the minimum and mandatory actions for that level. A long term consequence could be a combination of short term suspension with an abeyance contract, or a long term hearing may be considered. Please read the important information (pg 21 of the GSRR) to review those special notifications.

Out of School Suspensions

Short Term

- Level 3 violation = 1-10 days

Long Term

- Level 4 violation = 11-30 days
- Level 5 violation = 11-180 days
(possible expulsion)

An administrator must have documented interventions listed in Mojave prior to resorting to an out of school suspension for a level 3 violation. Only a Hearing Officer may suspend a student from school for more than 10 days. Long-term suspensions of more than 30 days shall not be imposed except for Violations at Level 5.

Suspension Limitations

- Level 1 and 2 violations
- Level 3 violations

An administrator may NOT out of school suspend a student for level 1 or level 2 violations. Suspensions may occur for level 3 violations, however, principals must limit exclusionary consequences to instances in which student misbehavior is ongoing and escalating, and the District has first attempted and documented the types of intervention(s) used in PBIS and/or Restorative Practices, as appropriate. Conferences to resolve the problem must be scheduled with the parent, student, and other appropriate school staff members as part of the continuum of supports and interventions implemented to support student success.

Long Term Suspensions

- Process- refer to Board policy Regulation JK-R2 (Refer to Topic 2)
- Homework
- Life Skills Suspension Program (LSSP)

The school may be required to provide homework for the suspended student. A long term suspended student will be provided the opportunity to attend TUSD's alternative to suspension program (LSSP): General Education students will be referred if they receive a suspension of 20 days or more. Exceptional Education students will be referred if they receive a suspension of 11 days or more. If the student/parents decide against attending the suspension program, it is the home schools responsibility to provide work.


Violations

- 14 violation categories identified by the Arizona Department of Education
- Most violations have sub-categories: the “Dishonesty” category has four:
 - Cheating
 - Forgery
 - Lying
 - Plagiarism

The ADE violation categories are: Aggression; Alcohol, Tobacco and Other Drug Violations; Arson; Attendance Policy Violation; Dishonesty; Harassment and Threat, Intimidation; Homicide, Kidnapping; Other Violations of School Policies; School Threat or Interference; Sexual Offenses; Improper Use of Technology; Theft; Trespassing, Vandalism or Criminal Damage and Possession of Weapons and Dangerous Items.

Things to Remember

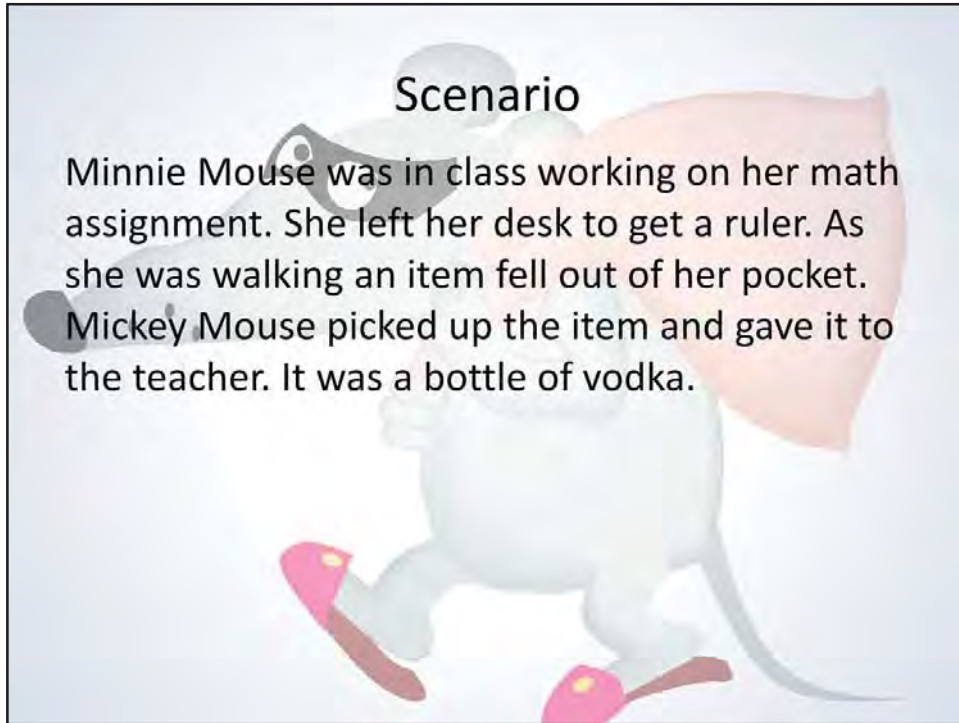
- Correct sub-category
- Violation level
- Disciplinary options
- Uncertain

A woman with curly hair is shown from the chest up, looking upwards and to the right. Above her head is a green thought bubble containing three smaller white thought bubbles, symbolizing a process of thinking or remembering.

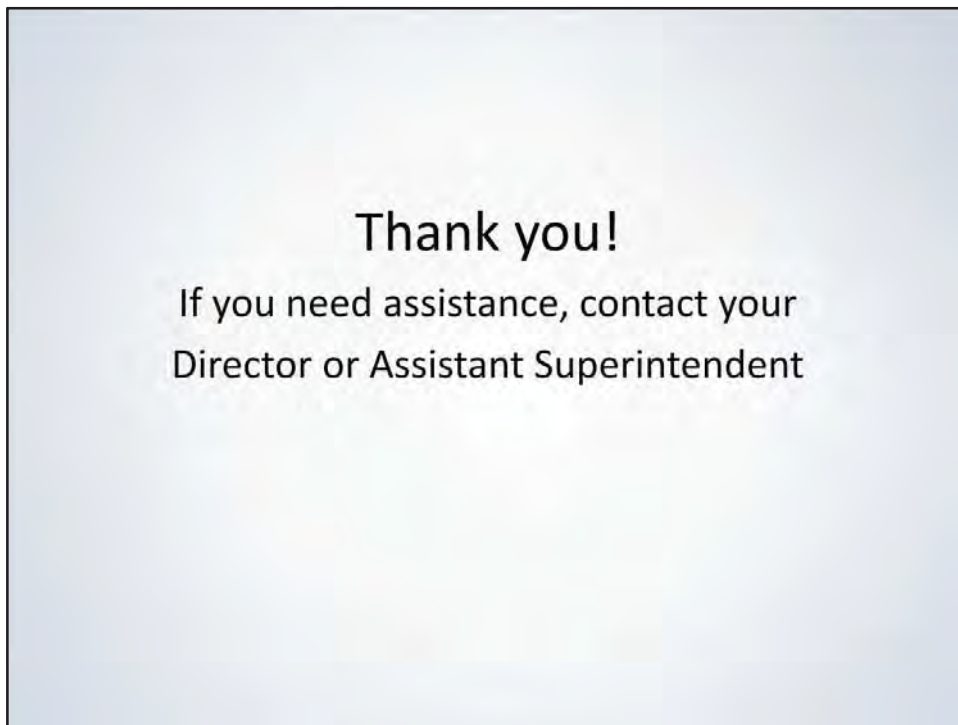
As the disciplining administrator it is your responsibility to assign the correct sub-category to the students violation, the sub-category has a violation level, that level dictates your disciplinary options, if you are unclear as to which disciplinary actions are appropriate, contact your Director or Assistant Superintendent.

Scenario

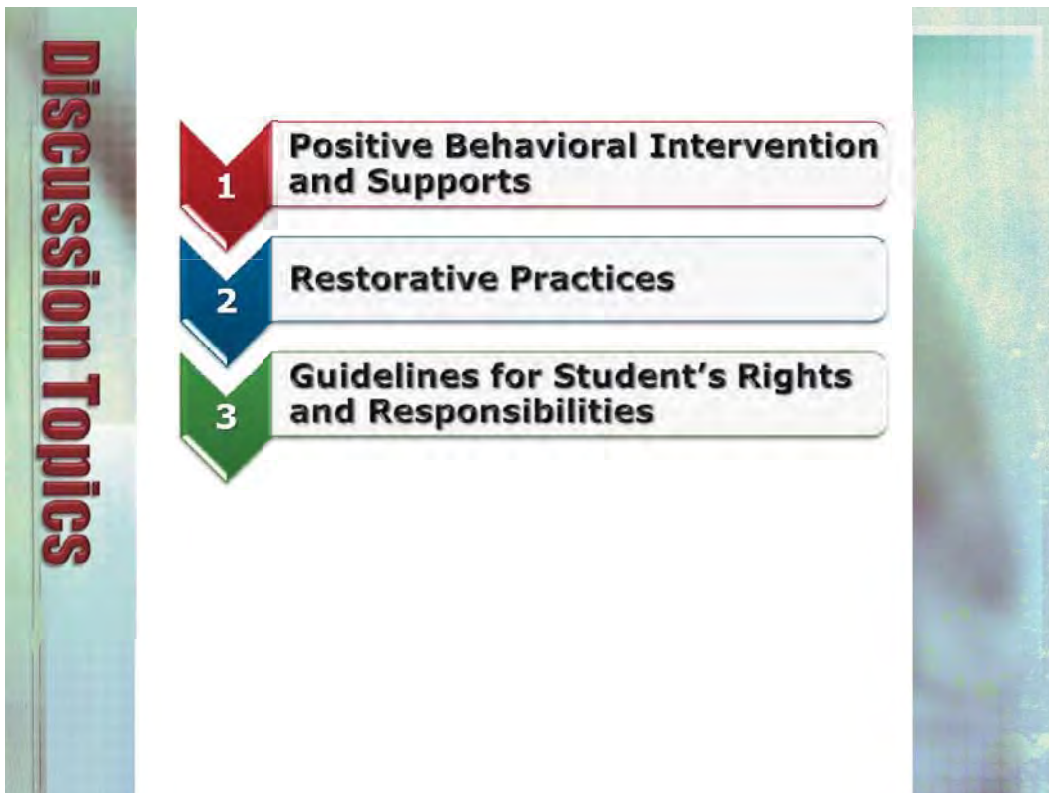
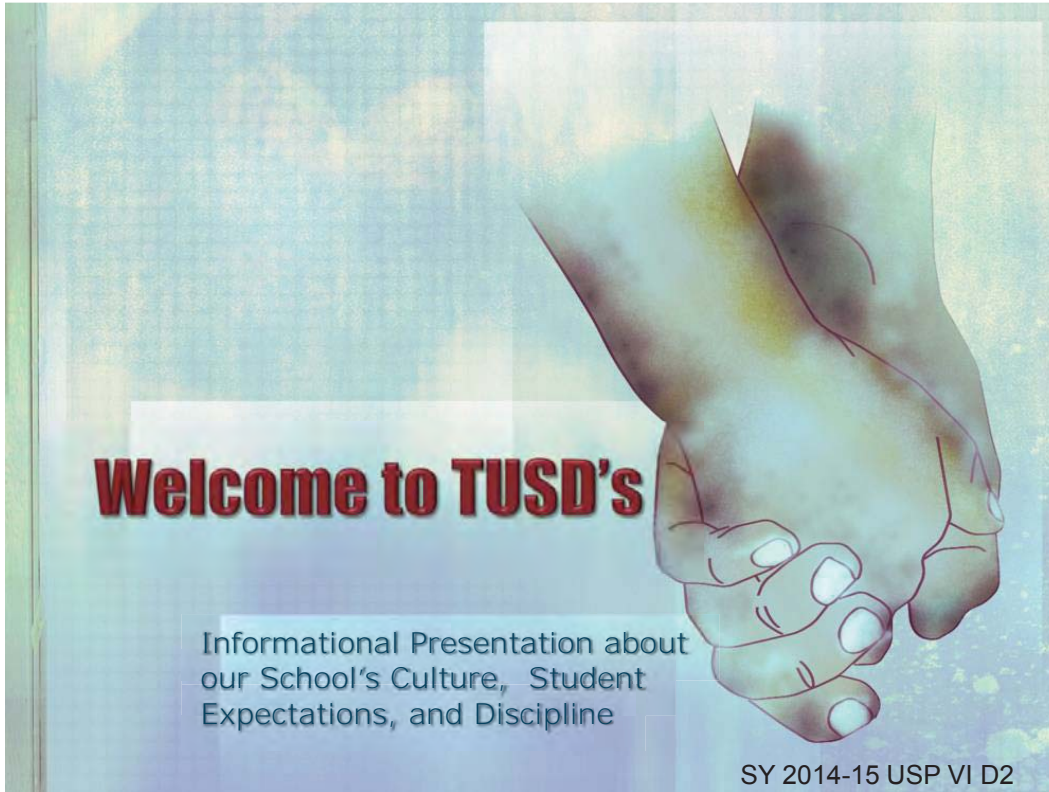
Minnie Mouse was in class working on her math assignment. She left her desk to get a ruler. As she was walking an item fell out of her pocket. Mickey Mouse picked up the item and gave it to the teacher. It was a bottle of vodka.

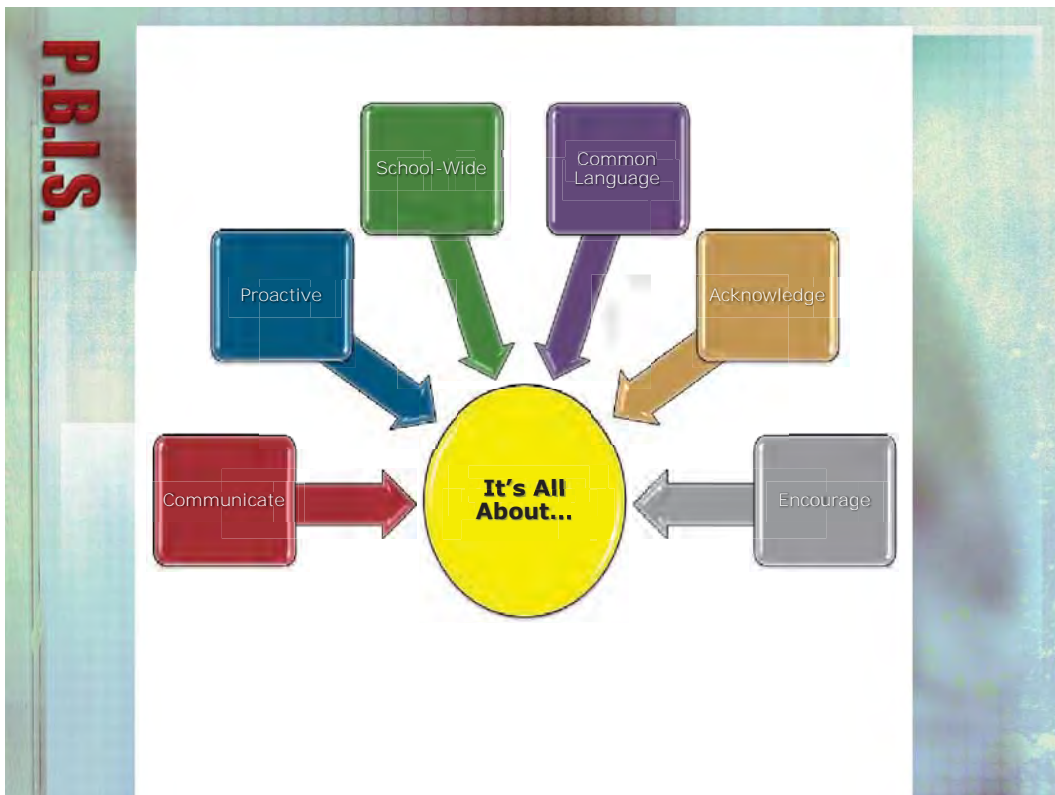


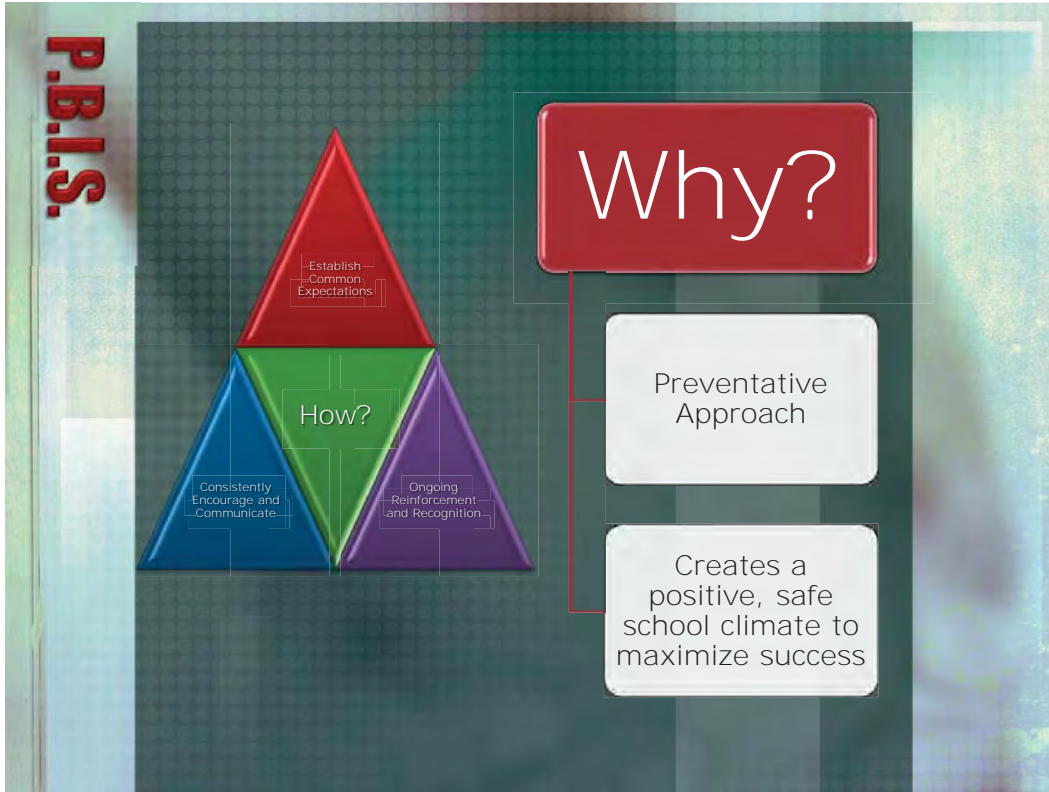
Take a moment to reflect on how you would address this violation at your site. Should the same action be taken for a first grader and an eleventh grader?



Thank you for your time in reviewing the Tucson Unified School District's Student Equity training for Administrators.





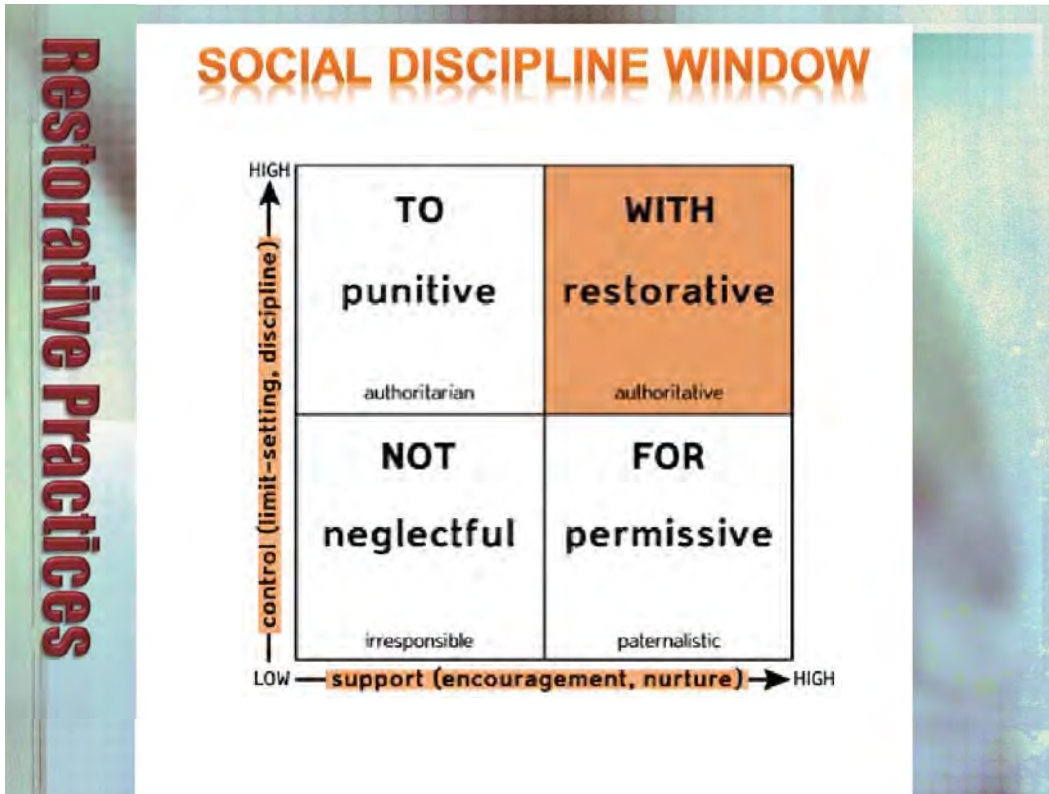


Example of PBIS – Matrix of Expectations

		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/Computer Lab	Assembly	Bus
EXPECTATION	Respect Ourselves	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Respect Others	Red	Red	Red	Red	Red	Red	Red
	Respect Property	Green	Green	Green	Green	Green	Green	Green

Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.





The Purpose of The Guidelines for Student Rights and Responsibilities

- ✓ Explains the rights and responsibilities of students
- ✓ Describes behavior which violates the rights and responsibilities
- ✓ Aims for consistency throughout the District
- ✓ Assures the rights of students when disciplinary action is taken



Rights and Responsibilities

They May Also Apply

-  When a student's behavior away from school has a negative effect on the other students.
-  If the action disrupts the educational process.
-  The violation is directly connected to prior violations at school.

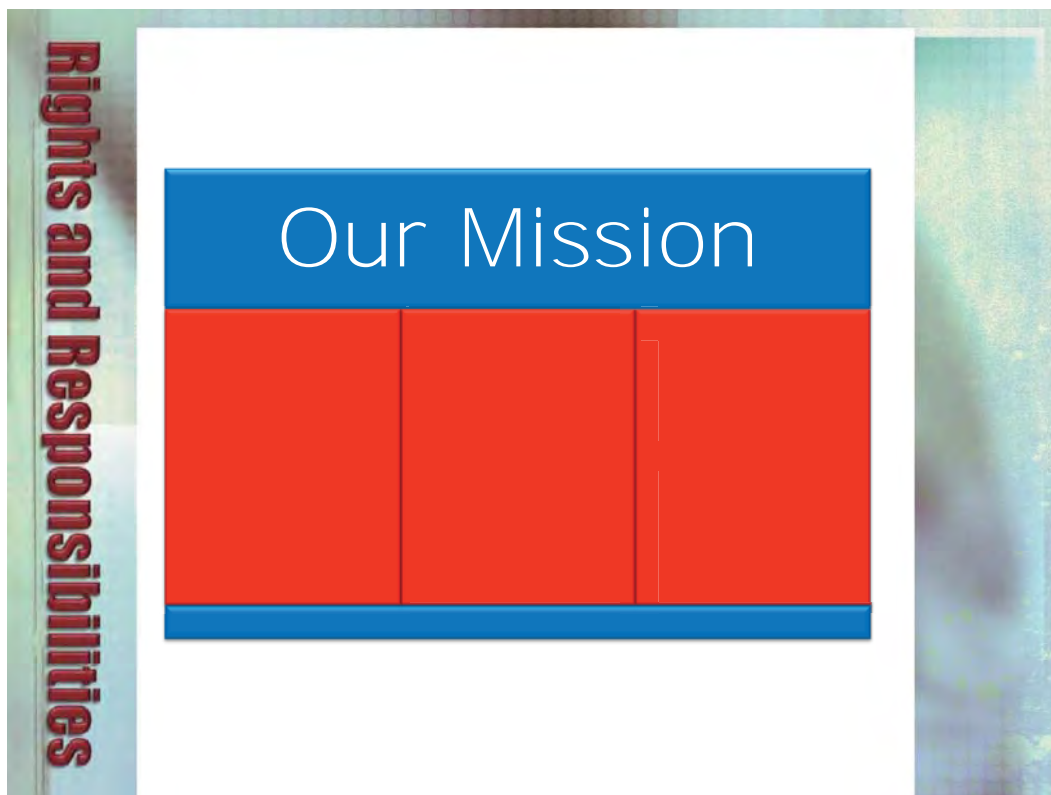
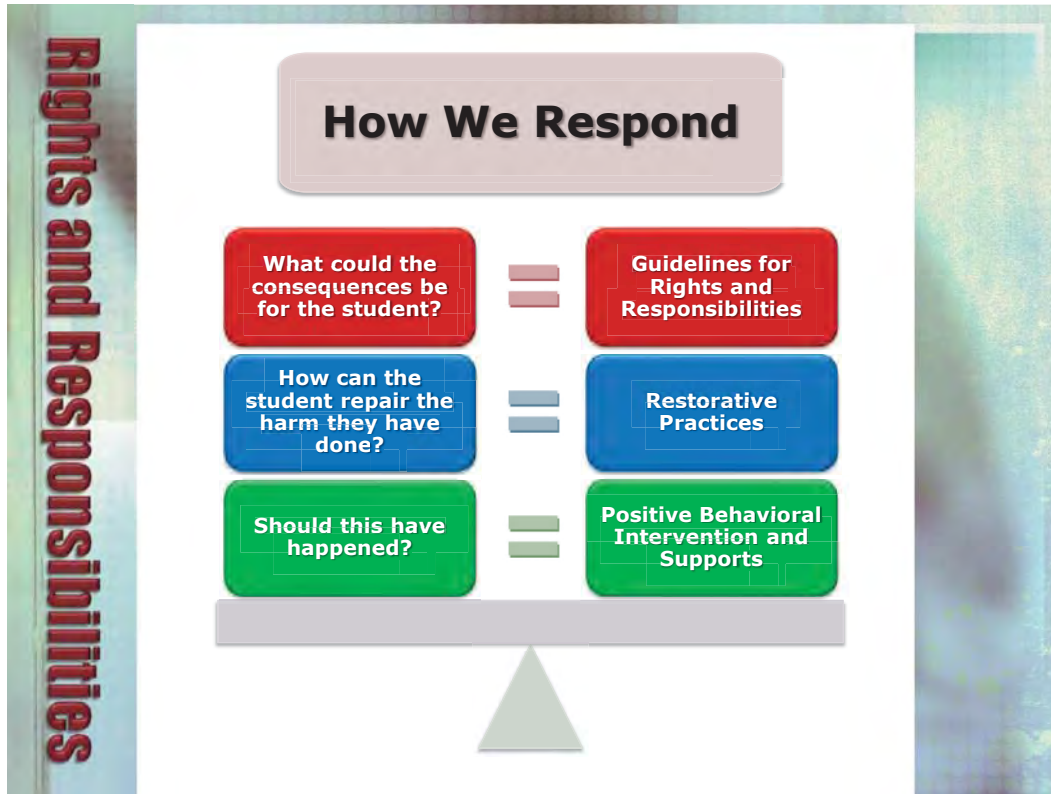
Rights and Responsibilities

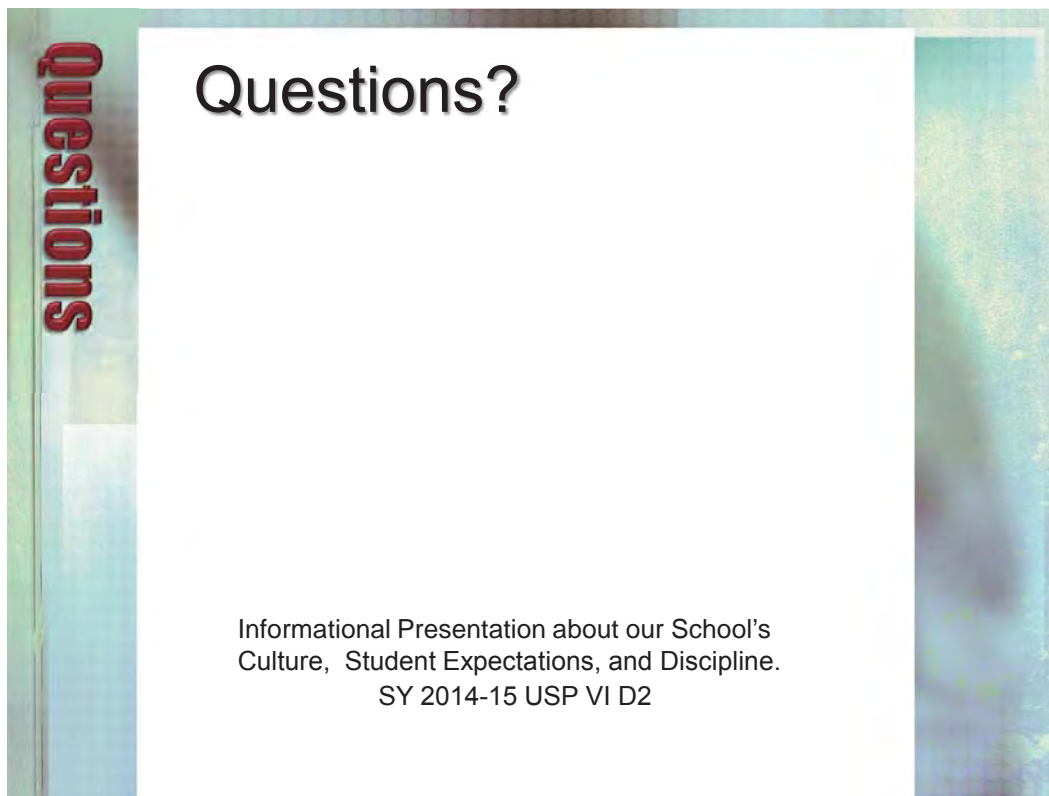
LEVEL 1	<ul style="list-style-type: none"> o Parent Notification and Conference Request o Student Conference o Restorative Circle o Restorative Conference o Confiscation of Contraband o Student Verbal Apology o Student Written Apology o Warning o Referred to Outside Agency 	<ul style="list-style-type: none"> o Detention (before or after school) o Peer Mediation o Privileges Suspended o Restitution o Saturday School o Teen Court o Functional Behavioral Assessment o Behavior Learning Packets o Time Out o Reflective Essay o Meeting With School Counselor o Community Service (not work detail) 	<ul style="list-style-type: none"> o Reassignment To Different Class o Behavior Contract o Behavior Intervention Group o Threat Assessment o Behavior Intervention Plan o Lunch Detention o Monitoring of Selected Problem Behaviors o Other Action (consistent with other Level 1 interventions and approved by the RPPSC).
LEVEL 2	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Restorative Conference and/or Restorative Circle o Social Skills Groups and/or Mentoring o In School Suspension (1-3 days) only after Restorative Practices have been implemented but deemed ineffective 		
LEVEL 3	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Short-Term In School Action and/or Abeyance o Restorative Conference and/or Restorative Circle o In School Suspension – Short-Term (1-10 Days) o Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days) o OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Department of School Safety may be contacted in Appropriate Circumstances 		
LEVEL 4	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) o OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Restorative Conference and/or Restorative Circle (upon re-entry to school) o Removal By Hearing Officer For Likely Injury To Self Or Others o Removal By Student's IEP Team To An Interim Alternative Education Setting 		
LEVEL 5	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) o OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Restorative Conference and/or Restorative Circle (upon re-entry to school) o Expulsion 		

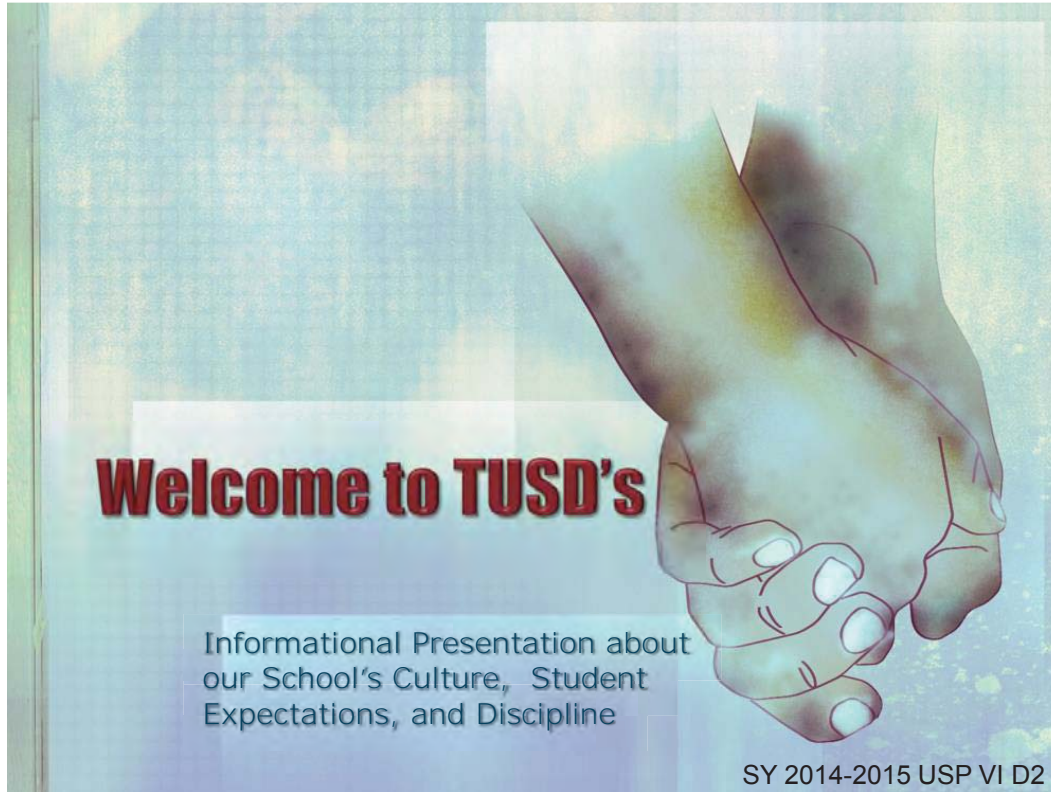
LEVEL 5	<ul style="list-style-type: none"> o Parent Notification and Conference Request o Student Conference o Restorative Circle o Restorative Conference o Confiscation of Contraband o Student Verbal Apology o Student Written Apology o Warning o Referred to Outside Agency 	<ul style="list-style-type: none"> o Detention (before or after school) o Peer Mediation o Privileges Suspended o Restitution o Saturday School o Teen Court o Functional Behavioral Assessment o Behavior Learning Packets o Time Out o Reflective Essay o Meeting With School Counselor o Community Service(not work detail) 	<ul style="list-style-type: none"> o Reassignment To Different Class o Behavior Contract o Behavior Intervention Group o Threat Assessment o Behavior Intervention Plan o Lunch Detention o Monitoring of Selected Problem Behaviors o Other Action (consistent with other Level 1 interventions and approved by the RPPSC).
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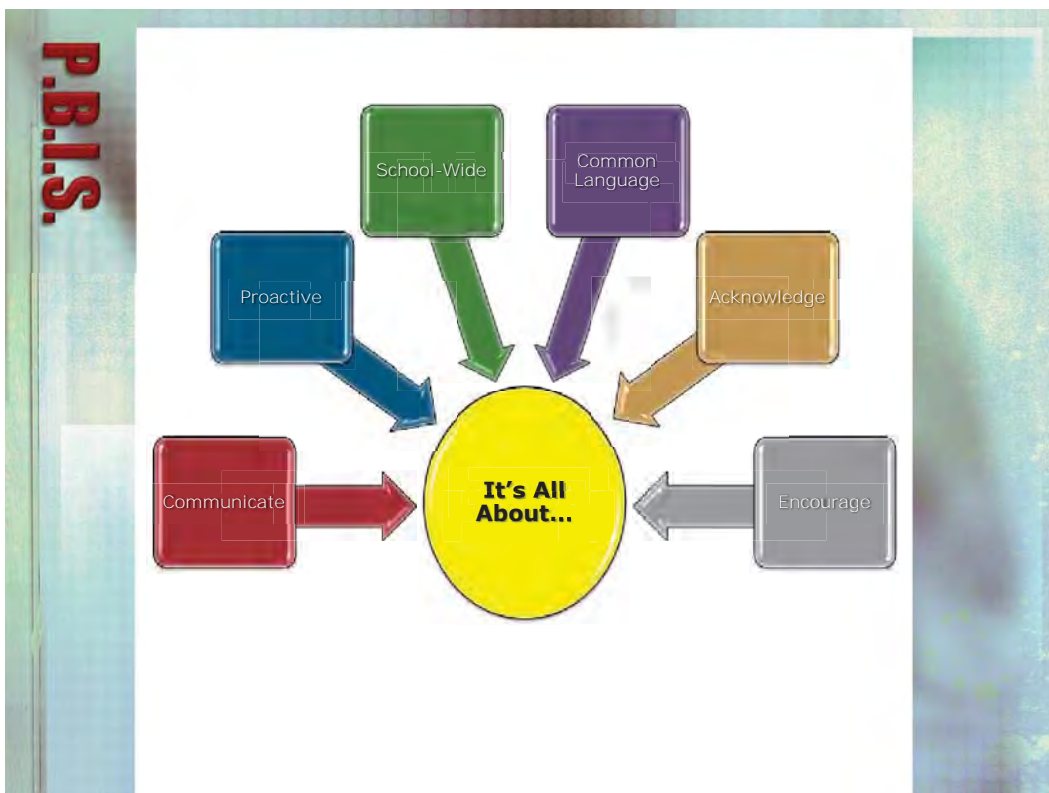
Violation	Action Level
<p>Recklessness <i>Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.</i></p>	1
<p>Minor Aggressive Act Student engages in non-serious but inappropriate physical contact. Examples: hitting, poking, pulling, tripping, or pushing.</p>	2
<p>Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, serious and inappropriate physical contact. Examples: pulling a chair out from underneath another person, or other behaviors that demonstrate low-level hostile behaviors.</p>	3
<p>Disorderly Conduct A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person:</p> <ol style="list-style-type: none"> a. Engages in violent or seriously disruptive behavior. b. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. c. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession. d. Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904) e. Recording/distributing fights on any social media outlet. 	3

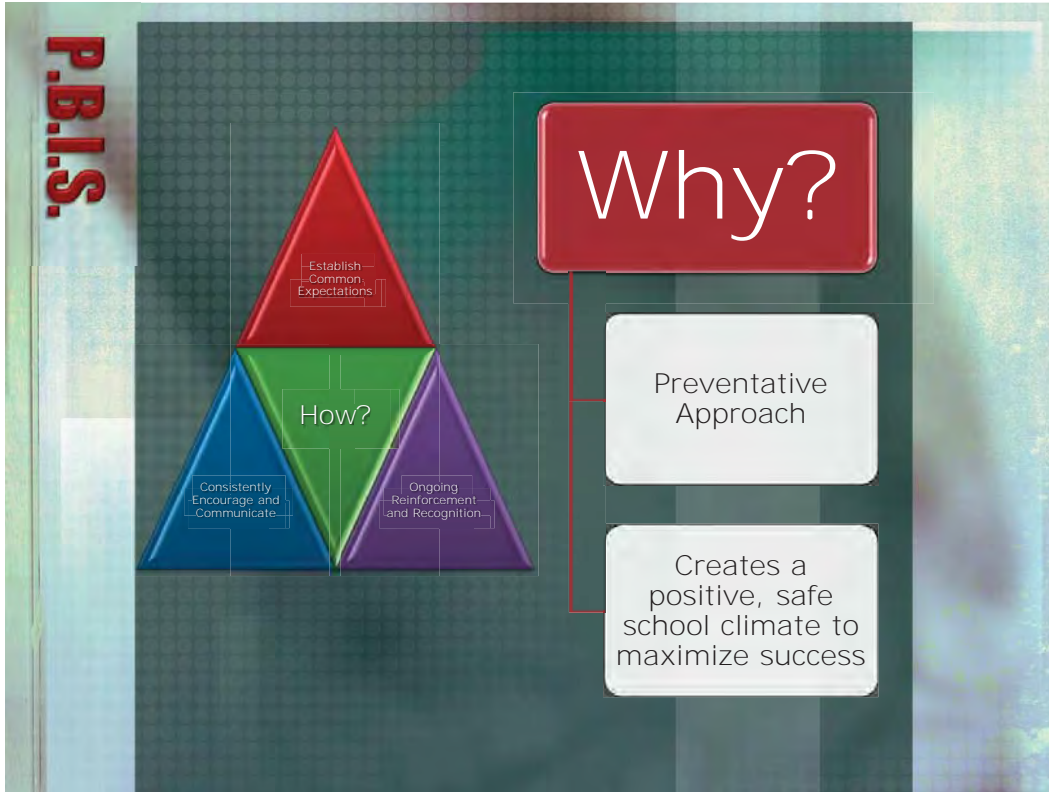








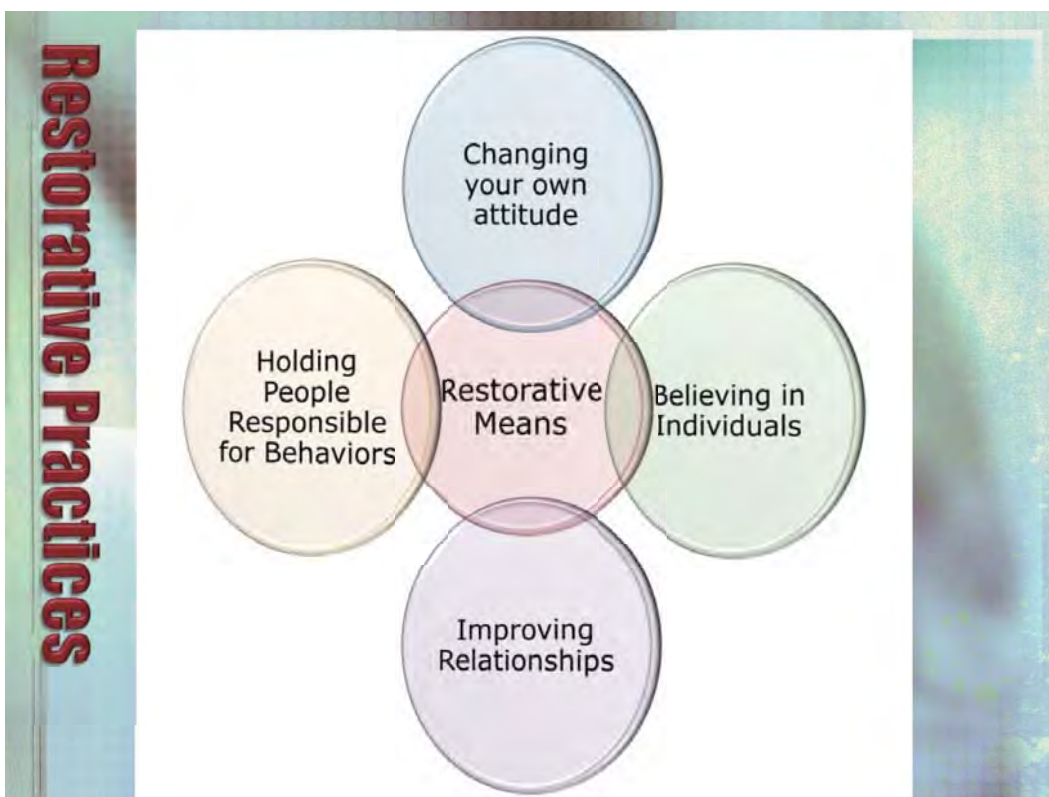


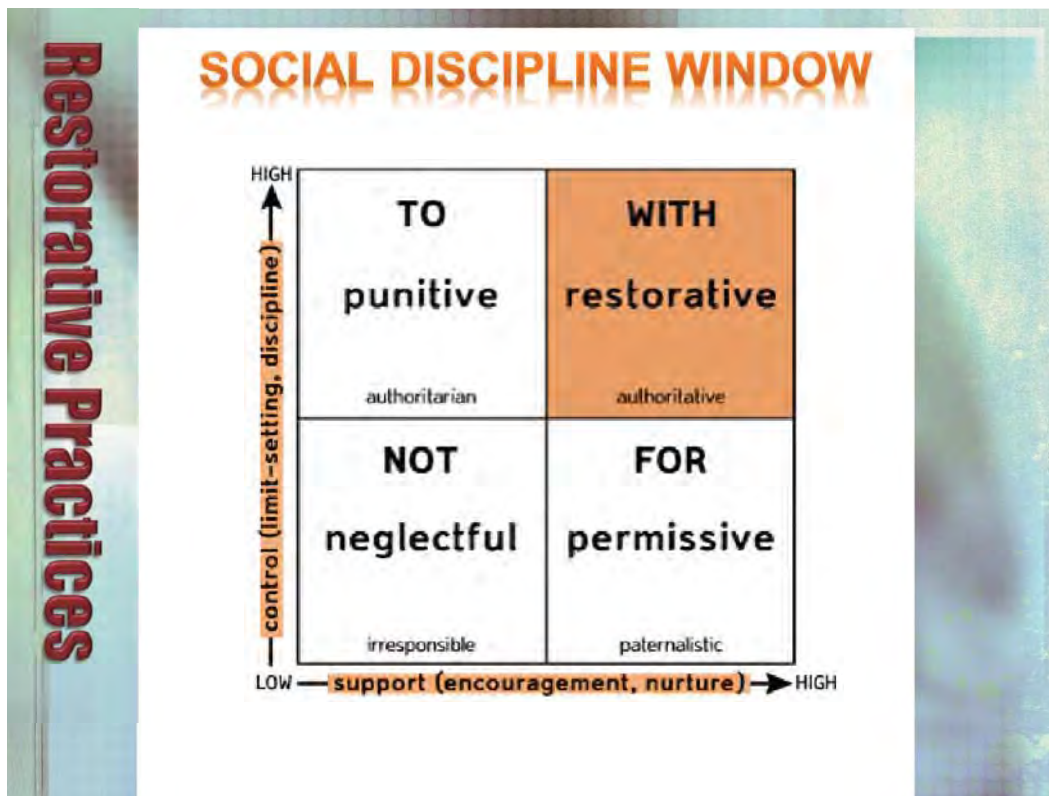


Example of PBIS – Matrix of Expectations

		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/ Computer Lab	Assembly	Bus
EXPECTATION	Respect Ourselves	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Respect Others	Red	Red	Red	Red	Red	Red	Red
	Respect Property	Green	Green	Green	Green	Green	Green	Green

Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.





The Purpose of The Guidelines for Student Rights and Responsibilities

- ✓ Explains the rights and responsibilities of students
- ✓ Describes behavior which violates the rights and responsibilities
- ✓ Aims for consistency throughout the District
- ✓ Assures the rights of students when disciplinary action is taken



Rights and Responsibilities

They May Also Apply

-  When a student's behavior away from school has a negative effect on the other students.
-  If the action disrupts the educational process.
-  The violation is directly connected to prior violations at school.

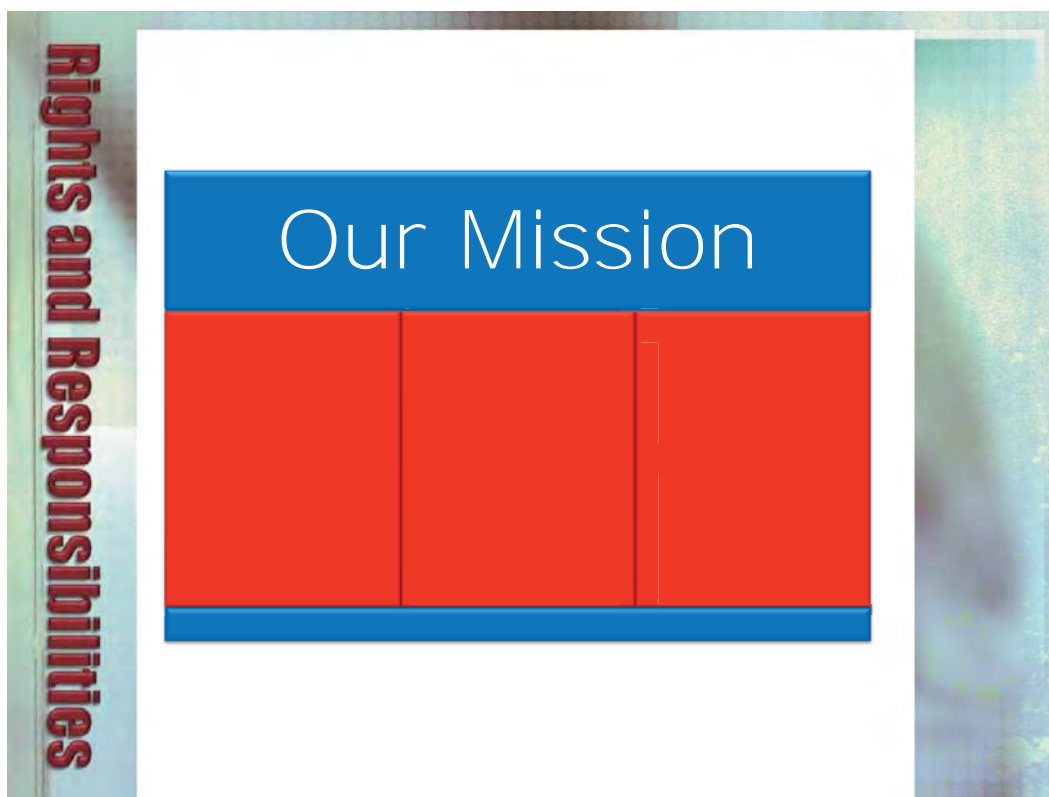
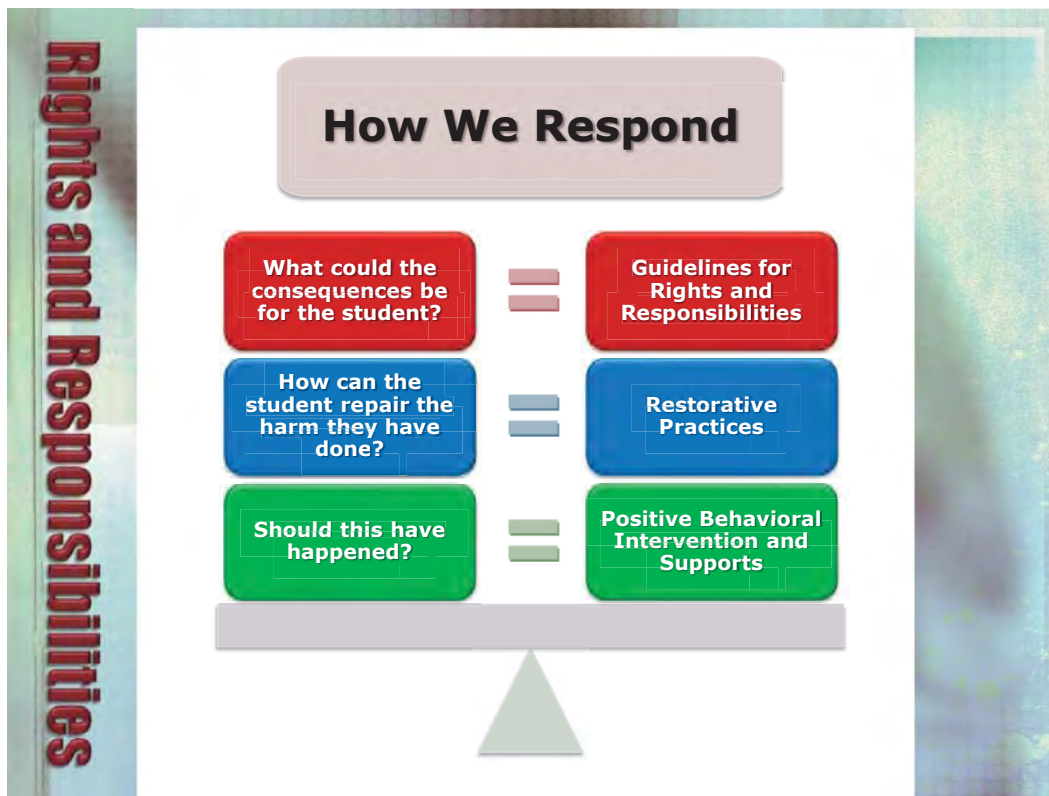
Rights and Responsibilities

LEVEL 1	<ul style="list-style-type: none"> o Parent Notification and Conference Request o Student Conference o Restorative Circle o Restorative Conference o Confiscation of Contraband o Student Verbal Apology o Student Written Apology o Warning o Referred to Outside Agency 	<ul style="list-style-type: none"> o Detention (before or after school) o Peer Mediation o Privileges Suspended o Restitution o Saturday School o Teen Court o Functional Behavioral Assessment o Behavior Learning Packets o Time Out o Reflective Essay o Meeting With School Counselor o Community Service (not work detail) 	<ul style="list-style-type: none"> o Reassignment To Different Class o Behavior Contract o Behavior Intervention Group o Threat Assessment o Behavior Intervention Plan o Lunch Detention o Monitoring of Selected Problem Behaviors o Other Action (consistent with other Level 1 interventions and approved by the RPPSC).
LEVEL 2	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Restorative Conference and/or Restorative Circle o Social Skills Groups and/or Mentoring o In School Suspension (1-3 days) only after Restorative Practices have been implemented and documented but deemed ineffective 		
LEVEL 3	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Short-Term In School Action and/or Abeyance o Restorative Conference and/or Restorative Circle o In School Suspension – Short-Term (1-10 Days) o Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days) o *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Department of School Safety may be contacted in Appropriate Circumstances 		
LEVEL 4	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) o *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Restorative Conference and/or Restorative Circle (upon re-entry to school) o Removal By Hearing Officer For Likely Injury To Self Or Others o Removal By Student’s IEP Team To An Interim Alternative Education Setting 		
LEVEL 5	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> o Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) o *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17 o Restorative Conference and/or Restorative Circle (upon re-entry to school) o Exclusion 		

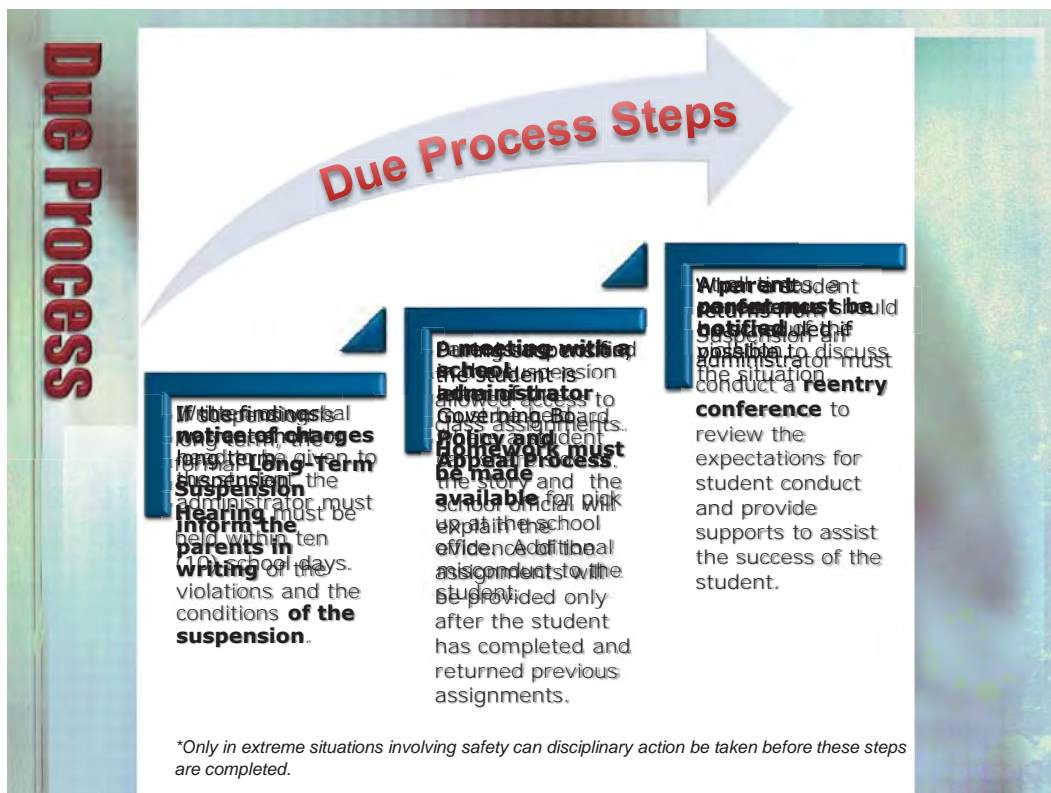
LEVEL 5	<ul style="list-style-type: none"> o Parent Notification and Conference Request o Student Conference o Restorative Conference and/or Restorative Circle o Restorative Conference and/or Restorative Circle (upon re-entry to school) o Referred to Outside Agency 	<ul style="list-style-type: none"> o Detention (before or after school) o Peer Mediation o Privileges Suspended o Saturday School o Teen Court o Functional Behavioral Assessment o Behavior Learning Packets o Time Out o Reflective Essay o Meeting With School Counselor o Community Service(not work detail) 	<ul style="list-style-type: none"> o Reassignment To Different Class o Behavior Contract o Behavior Intervention Group o Threat Assessment o Behavior Intervention Plan o Lunch Detention o Monitoring of Selected Problem Behaviors o Other Action (consistent with other Level 1 interventions and approved by the RPPSC).
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Violation	Action Level
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<p>Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, serious and inappropriate physical contact. Examples: pulling a chair out from underneath another person, or other behaviors that demonstrate low-level hostile behaviors.</p>	3
<p>Disorderly Conduct A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person:</p> <ol style="list-style-type: none"> a. Engages in violent or seriously disruptive behavior. b. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. c. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession. d. Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904) e. Recording/distributing fights on any social media outlet. 	3





Due Process is a right of a student and parent when a student may be suspended or expelled. The school has an obligation to follow this process to protect a student's rights.



DUE PROCESS

Appeal of Suspensions

Further Appeal Short-Term

If the suspension has been upheld or modified after the initial appeal, the student may further appeal by filing a written notice of appeal to the Governing Board within five (5) days after receiving the decision of Elementary, K-8 or Secondary Leadership.

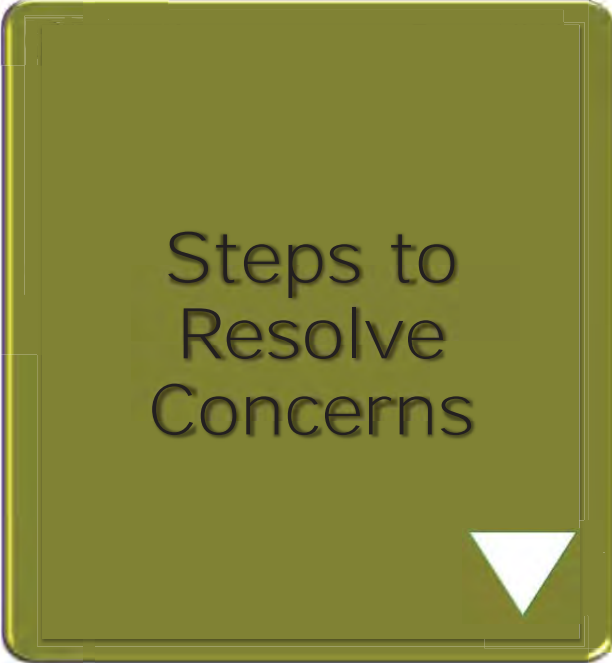
***The Governing Board's decision is final.**

Long-Term

The student may appeal a decision imposing a long-term suspension by filing a written appeal with the Office of Elementary, K-8 or Secondary Leadership within three (3) school days after the date the notice of suspension was received, or within a time limit agreed upon by the student and the Office of Elementary, K-8 or Secondary Leadership during the same three (3) school days.

DUE PROCESS

Steps to Resolve Concerns



Due Process

Steps for Students Concerns

The majority of issues are resolved in the classroom through student and teacher communication.

Talking and Listening P.B.I.S. Restorative Practices

Questions

Questions?

Informational Presentation about our School's Culture, Student Expectations, and Discipline.
SY 2014-20147 USP VI D2