

Chase Middle School
School Year 21-22
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

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Ci3T Model of Prevention Implementation Manual

Table of Contents

	PAGE
Chase Middle School Implementation Manual	3
Mission Statement	3
Statement of Purpose	3
Overview of the Ci3T Model of Prevention	4
Primary (Tier 1) Plan	11
Expectation Matrix	16-17
Assessment Schedule	18
Reactive Plan and Discipline Procedures	19
Secondary (Tier 2) Intervention Grid	20-23
Tertiary (Tier 3) Intervention Grid	24
References	28

Chase Middle School Implementation Manual

Chase Middle School has adopted a comprehensive, integrated, three-tiered (Ci3T) model of prevention (Lane, Oakes, & Menzies, 2010). This Ci3T model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary (Tier 1) prevention efforts and then providing these students with additional secondary (Tier 2) and tertiary (Tier 3) evidence-based supports.

This manual is a tool to help describe and explain the Ci3T model of prevention that our Ci3T Leadership Team designed based on: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

Mission Statement

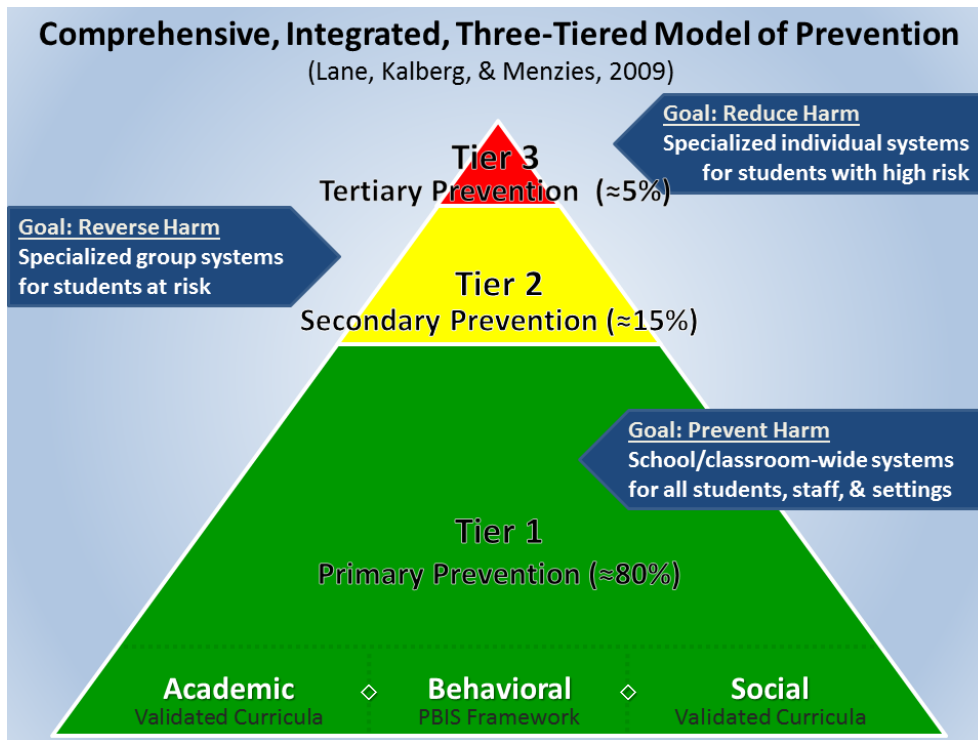
The mission of Chase Middle School is: The mission of the Topeka Public School is **ENGAGE** students in the highest quality learning; **PREPARE** students for responsible, productive citizenship, and **INSPIRE** excellence for a lifetime.

Statement of Purpose

The purpose of the comprehensive, integrated, three-tiered (Ci3T) model of prevention at Chase Middle School is: Through the implementation of the Comprehensive, Integrated, 3-Tiered System of Supports (CI3T), all staff will guide students to succeed at their highest potential academically, socially, and emotionally.

Overview of the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Chase Middle School has developed a Ci3T plan for all students attending grades 6th-8th grade. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. Chase Middle School's plan was developed in response to information derived from school-wide surveys and student performance measures to determine teachers' expectations and areas of need at Chase Middle School.



Ci3T Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Three-Tiered Models of Prevention

There are three-tiered models of prevention used in schools today including response-to-intervention (RTI; Gresham, 2002; Sugai, Horner, & Gresham, 2002), positive behavioral interventions and supports (PBIS; Lewis & Sugai, 1999; Sugai & Horner, 2002), as well as other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (RTI mainly on academic skills and PBIS mainly on behavior). Some educators advocate for the use of a comprehensive, integrated, three-tiered (Ci3T) model of prevention that combines the areas of academic, behavioral, and social skills to meet students' multiple needs given that problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Kalberg, & Menzies, 2009; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A comprehensive, integrated, three-tiered model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of Ci3T models is that they involve contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When a school's staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Moreover, in a Ci3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students' efforts to reach those

expectations. This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibility for their own students. It is also a shift away from reactive approaches that involved focusing mainly on students' misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students' positive student behaviors using behavior-specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

Primary (Tier 1) prevention. In a Ci3T model, primary (Tier 1) prevention, or the core program, is designed to be preventative and includes academic, social, and behavioral components for all students. The academic component consists of the school or district chosen validated academic curriculum based on state standards and requires that all teachers deliver effective instruction.

To address students' social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; Allred, 1983). The focus of the social curriculum is determined by the school's unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

Finally, the behavioral component is a positive behavior interventions and support framework in which school site personnel establish 3-5 school wide expectations for student conduct (e.g., be respectful, be responsible, and be prepared to give best effort). The critical component here is that school staff explicitly teach all students the expectations, which are operationally defined for each key setting in the building (e.g., classroom, hallways, cafeteria). Next, students have multiple practice

opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise. Some schools develop elaborate PBIS reinforcement plans that include school assemblies and tangible rewards, others implement on a smaller scale making decisions based on beliefs and resources. In either case, the important factor is that all students are directly taught and provided reinforcement for demonstrating the schoolwide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning. Thus, teachers gain additional time to teach the academic and social skill or character development programs constituting the primary plan. Investing time in this instructional approach to behavior by explicitly teaching schoolwide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

Implementing these three areas of foci schoolwide, *all* students are supported behaviorally, socially, and academically. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings will identify students for secondary (Tier 2) or tertiary (Tier 3) interventions.

Secondary (Tier 2) prevention. Secondary (Tier 2) supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in

conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress).

Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

Tertiary (Tier 3) prevention. Tertiary (Tier 3) supports are the most intensive supports and are most often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tier 3 is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while responsiveness is closely monitored.

Tier 2 and 3 interventions are designed to meet the students' specific characteristics and learning needs whether they are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine whether they are responding to the intervention. School site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3

supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

Systematic Screening within Tiered Models of Prevention

Screening procedures are essential for effective schoolwide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (preschool, elementary, middle, and high school) to address the unique demands at each level. Differences in students' developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence which can be a time of emotional turmoil which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students' ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional supports within the context of integrated three-tiered models of prevention.

Adapted from Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies, 21*, 160-172.

Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties* problems (pp. 177- 183). New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7*, 6-31.

Technical Assistance Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org>

Please see the full articles for a more detailed description.

Chase Middle School Ci3T Primary (Tier 1) Plan

Chase Middle School's Ci3T Primary (Tier 1) Plan	
Mission Statement	The mission of the Topeka Public School is ENGAGE students in the highest quality learning; PREPARE students for responsible, productive citizenship, and INSPIRE excellence for a lifetime
Purpose Statement	Through the implementation of the Comprehensive, Integrated, 3-Tiered System of Supports (Ci3T), all staff will guide students to succeed at their highest potential academically, socially, and emotionally.
School-Wide Expectations	<ol style="list-style-type: none"> 1. Be Self-Aware 2. Be Compassionate 3. Be Responsible 4. Be Respectful *see Expectation Matrix

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Students:</p> <ul style="list-style-type: none"> ● Come to school every day on time ● Arrive on time to each class and stay in class the whole time ● Bring necessary materials to class each day <ul style="list-style-type: none"> ○ binder, planner, Chromebook, novel, writing utensil ● Attempt every task and turn in completed work on time ● Give best effort on all assignments and tasks ● Ask for and make up work when absent ● Respectfully ask for help when needed ● Check grades and missing assignments weekly. ● Participate in Tier 2 math and ELA interventions as requested ● Participate in Tier 2 study hall as requested ● Participate 84 minutes of daily ELA instruction, 84 minutes of daily math instruction. 	<p>Students:</p> <ul style="list-style-type: none"> ● Meet/demonstrate school-wide expectations stated in the behavior matrix ● Report unsafe behaviors to office staff (counselors, social worker, administrators, etc) ● Follow Tier 2 or 3 Check In/Check Out plan if applicable ● Meet Behavior Contract expectations if applicable ● Follow all District and School Safety Policies ● Follow District and School Digital Citizenship guidelines ● Follow school Student Handbook guidelines 	<p>Students:</p> <ul style="list-style-type: none"> ● Meet school-wide expectations stated in the behavior matrix ● Participate in weekly second step lessons ● Talk with families to share lessons learned ● Report bullying or unsafe behaviors to office staff (counselors, social worker, administrators, etc) ● Demonstrate appropriate social interactions with peers and adults by following the Chase Behavior Matrix ● Follow expectations to keep yourself and others safe. ● Respect and follow expectations provided by the school's Equity Council

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach core programs and/or district standards with fidelity using District recommended curriculum resources and Curriculum Maps. ● Update online grades weekly (ie – by every Monday AM) ● Differentiate instruction ● Follow IEP, 504, and GEI accommodations/modifications ● Create and implement lessons plans using the Chase Lesson Plan template and turn in every Monday AM ● Create and maintain meaningful, engaging learning activities for students. ● Focus instruction on power standards, grade-level competencies or identified missing prerequisite skills, integrating across content as often as possible. ● Use multiple data sources to guide instruction <ul style="list-style-type: none"> ○ Scantron, Mastery Connect, formative assessment, ● Use proactive evidence-based low-intensity strategies to support students' academic engagement and prevent problem behavior <ul style="list-style-type: none"> ○ Active supervision ○ Behavior-specific praise ○ Instructional choice ○ Opportunities to respond ○ Proximity ○ Explicit Instruction, Modeling, Guided Practice ● Follow the current Middle School Instructional Timelines: ELA, 84 	<p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach expectations informally, daily, through modeling and reinforcement ● Teach expectations formally at outset of year, after breaks, and as directed by administration ● Regularly implement incentive program (cougar stamps) for meeting expectations ● Provide behavior specific praise and intermittently pair praise with cougar stamps to students who display schoolwide expectations throughout school settings. ● Participate with identified students in the grade-level C13T reward events ● <u>Accurately and timely record behaviors in TylerSIS according to administered flowchart</u> ● Have behavior matrix posted in classroom and reference regularly ● <u>Contact parents for minor behavior and grade concerns</u> ● Respond to minor and major behaviors according to flowchart (reactive plan) ● Follow individual behavior plans with fidelity <ul style="list-style-type: none"> ○ GEI, IEP, 504, behavior contracts ○ Follow BASR room policies and procedures ● Use precorrection to set students up for successful engagement. ● Use behavior specific praise to reinforce desired behaviors. 	<p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach core program(s) with fidelity: <ul style="list-style-type: none"> ○ Second Step -- How often: Monday (80% of lesson), Friday (20% of lesson), How long: 23 minutes (Monday), 5-10 minutes (Friday) ● Model social skills in the school-wide plan ● Provide behavior-specific praise and reinforcement to students that demonstrate appropriate social skills ● Foster and model positive teacher to teacher, teacher to student, and teacher to parent social interaction ● Counselor led anti-bullying lessons <ul style="list-style-type: none"> ○ Whole grade and smaller class-size groups ● Model and follow expectations provided by the school's Equity Council

<p>minutes daily, HMH collections. Math, 84 minutes daily, Eureka Math.</p> <ul style="list-style-type: none"> ● Provide direct instruction on the use of digital platforms (e.g., Moby Max, Newslea, Google Classroom). <p><u>Visible Learning</u></p> <ul style="list-style-type: none"> ● <u>Make learning “visible” through</u> <ul style="list-style-type: none"> ○ Analyzing the impact teaching practices have on student learning ○ Supporting students to learn to become their own teachers ● Design learning environments with the perspectives of students in mind and support students in understanding themselves as their own teachers. ● Use Hattie’s learning intentions and success criteria to establish learning goals and what achieving those goals looks like. ● Use evidence-based teaching strategies to support student learning. Examples: <ul style="list-style-type: none"> ○ Cognitive task analysis ○ Jigsaw method ○ Strategy to integrate with prior knowledge ○ Transfer strategies ○ Classroom discussion ○ Scaffolding ○ Deliberate practice 		
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<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> ● Get students to school on time ● Check grades weekly ● Keep students at school all day ● Provide a place and time to study ● Help the student get a good night's sleep ● Provide internet expectations/address digital citizenship ● Encourage and support students to read at home 20 minutes per day 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> ● Read and discuss school-wide behavior matrix at home ● Update contact information regularly ● Regularly check TylerSIS to receive attendance, grades, and discipline data ● Be familiar with the school behavior matrix ● Model positive, prosocial behaviors with adults and children ● Support any behavior interventions with similar procedures at home ● Review expectations with student when contacted by the school 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> ● Be aware of second step social skills being taught at school; model and reinforce these skills at home ● Have access to Second Step informational resources ● Communicate early with teachers/school staff when social skills concerns arise ● Have school-wide expectations matrix posted at home ●
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> ● Design a master schedule that aligns with district curriculum time/pacing policies and guidelines ● Provide collaboration time for content PLCs in the mastery schedule. Wherever possible, also provide common planning time. ● Communicate, monitor and support the use of guiding district curriculum documents ● Regularly report failing grade data to all stakeholders. ● Plan and implement professional learning with input from staff and BLT ● Monitor the implementation of curriculum through PLC meeting attendance and formal and walk through observations with feedback to staff 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> ● Consistently implement school-wide primary prevention and reactive plans ● Model and reinforce behavior expectations with adults and students ● Model behavior-specific praise to teachers during meeting publicly and privately, verbally and written ● Regularly report discipline and attendance data to all stakeholders ● Contact parents for any major behaviors or recurring behaviors ● Initiate and support initiation of GEI plans specific to behavior ● Initiate behavior contracts with parents and students as needed ● Provide alternative placements <ul style="list-style-type: none"> ○ Support staff rooms, other classrooms 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> ● Monitor/review fidelity of Second Step implementation ● Ensure parent communication about resources and social skills being addressed ● Communicate school Equity Council's expectations to students, parents, and staff ● Demonstrate and discuss the importance of students' social development ● Ensure access to accurate data on fidelity, social validity and student process and outcomes ● Support faculty and staff in making instructional decisions informed by collected data.

<ul style="list-style-type: none"> • Provide and analyze data (quarterly - discipline, mastery connect, attendance, grade), twice yearly Scantron, and end of year KAP with teachers during PLC and building professional development. • Provide school improvement data to Chase Site Council (Staff, Parents, Community members) each semester. • Monitor lesson planning and fidelity to core components • Monitor fidelity to curriculum and pacing 		
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Procedures of Teaching

Ci3T Leadership Teams and District Leader will teach procedures to faculty and staff by:

- Provide faculty and staff with the Ci3T Implementation Manual and other materials such as posters, lesson plans, stamps, etc. to teach, implement and support our Ci3T plan.
- Provide training of plan and expectations to staff at the beginning of the year, with attention to academic, behavior and Social domains.
- Beginning of year professional learning for faculty and staff to review Ci3T Implementation Manual updates, get questions answered and share ideas
- New teacher orientation with principal and group meetings with Ci3T Leadership Team members to review roles and responsibilities in academic, behavior and Social domains
- Establish and implement a communication schedule for sharing summaries of: treatment integrity, social validity, and screening data to inform instruction

Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

- Beginning of the year lesson: Setting Stations with examples and non-examples, role-play and modeling of expectations with adults and peers. Reteach lessons at key time points (e.g., after breaks from school).
 - Teachers will explicitly teach, model and proactive the expectations and procedures

- Schedule: 1st two weeks of school, 3rd-6th week of school, 1st two weeks of January, 1st week of March, anytime as needed or indicated by school data (e.g., increase in office disciplinary referrals, decreases in attendance)
- Teachers will use cougar stamps to intermittently reinforce those students demonstrating the expectations (higher rates of praise used early in the year)
- Second step lesson implemented in Advisor Base per schedule.
- Expectations reviewed over announcements.

Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

- Ci3T Leadership Team will present implementation plan at August/September Site Council, Open House, PTO and other meetings as invited.
- Ci3T Leadership Team will create and distribute a parent brochure explaining Ci3T, with full behavior Expectations Matrix
- Ci3T Leadership Team will provide Ci3T updates for parent newsletter for each distribution
- Ci3T Leadership Team will share electronically on school website Behavior Expectation Matrix to families

Procedures for Reinforcing

Ci3T Leadership Team and District Leaders will provide reinforcement to faculty and staff by:

- Recognizing colleagues meeting learning expectations with verbal and written behavior-specific praise based on recipient
 - “shout out” during faculty staff meetings
 - Recorded announcements that can be posted on teachers’ virtual classrooms to play for class meetings or send to families or in school news letters
 - On school website and social media posts
 - Privately
 - Using the online system chat feature
 - Email
 - Virtual postcard or written notes mailed home

Ci3T leadership Team will collaborate with faculty and staff to provide reinforcement to students by:

- Students participate in providing feedback for reinforcements
- Students may purchase materials with cougar stamps in school and/or classroom store
- Teachers will use tickets to facilitate classroom procedures
- Potential reinforces for students are:
 - Preferred peer lunch seating
 - Sports tickets
 - School Socials
- Intermittent reinforcement of expectations with behavior specific praise.

- Grade Level Competitions
- Cougar Cart to exchange Cougar Stamps


Ci3T Leadership team and District Leaders will provide reinforcement to parents and community members by:

- Post announcements on the school website and social media
- Recognize ways the larger community is supporting the school community
- Teacher will contact parents 4x a year with positive feedback

Procedures for monitoring

Procedures for monitoring			
Student Measures	Academic: <ul style="list-style-type: none"> • Scantron Performance Series • Running Records • Oral Reading Fluency • Scantron Reading and Math • State Assessment • Graduation Progress • Course Failures • Formative Assessment • FastBridge • Masterconnect assessments 	Behavior: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE, SRSS-EC) • Attendance • Tardies • Office Discipline Referrals • Crisis call log 	Social Skills: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE or SRSS-EC) • Office Discipline Referrals • Counselor/Social Worker Referrals • Bullying Referrals • Nursing visits

Chase Middle School Behavior Expectation Matrix

	BE SELF-AWARE Practice self-control Strive for personal improvement Aware and in control of self (emotions, tone, actions)	BE COMPASSIONATE Be kind to myself, others, and the environment Help others in need Be forgiving	BE RESPONSIBLE Do what I am supposed to do Always do my best Be accountable for words, actions, attitude, and choices	BE RESPECTFUL Honor self and others because of our inherent worth as human beings Demonstrate integrity
Classroom I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet, and objects to self ❖ Stay on-task ❖ Ask for help ❖ Ask permission ❖ Wash your hands/Use hand sanitizer when entering and leaving the classroom and when the teacher reminds you (hourly) 	<ul style="list-style-type: none"> ❖ Greet others ❖ Make apologies ❖ Accept apologies from others 	<ul style="list-style-type: none"> ❖ Follow instructions ❖ Accept criticism and consequences ❖ Accept “no” for an answer ❖ Wear your mask to cover your mouth and nose ❖ Maintain 3 foot social distancing in classroom ❖ Keep backpack in your own table/desk area ❖ Keep backpack for school supplies, binder and water bottle 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone <ul style="list-style-type: none"> ○ 0 – testing and emergency drills ○ 1 – partner work ○ 2 – group work ○ 3 – teacher voice ○ 4 – too loud ❖ Use school appropriate language ❖ Get the teacher’s attention appropriately
Hallways I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet, and objects to self ❖ Walk straight to class ❖ Walk on right side and maintain 3 foot social distancing ❖ Respect personal space of others 	<ul style="list-style-type: none"> ❖ Give help to others when needed 	<ul style="list-style-type: none"> ❖ Must have a hallway pass ❖ Report bullying or dangerous situations ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone -- Level 1 ❖ Use respectful language ❖ Use cuss-free language
Restroom I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet, and other objects to self ❖ Give people privacy ❖ Notice when the capacity limit is met and wait in the designated hallway space 	<ul style="list-style-type: none"> ❖ Make sure to flush toilet after use ❖ Wash hands and keep water in sink 	<ul style="list-style-type: none"> ❖ Put paper towels in garbage can ❖ Report bathroom problems to office immediately ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone --Level 1 ❖ Use school appropriate language ❖ Return promptly to class (no wandering)
Arriving & Leaving School I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet and objects to self ❖ Use floor markers to watch social distancing 	<ul style="list-style-type: none"> ❖ Enter and exit the building calmly and quietly ❖ Greet others as you enter building 	<ul style="list-style-type: none"> ❖ Walk on sidewalks ❖ Avoid using bikes and skateboards when on school property ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone -- Level 1 ❖ Use school appropriate language

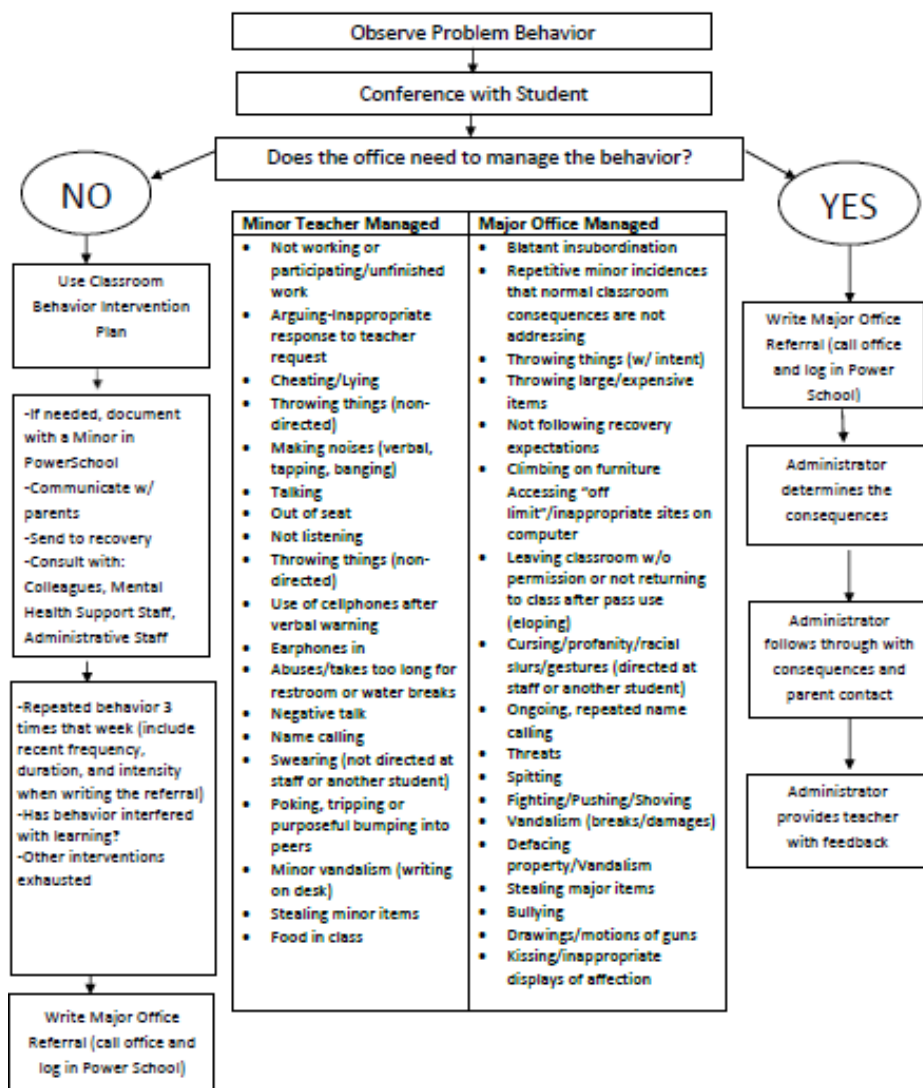
Commented [1]: should we keep/include that students must have hall pass? or is that staff responsibility?
what about when going to office or BASR??

	BE SELF-AWARE	BE COMPASSIONATE	BE RESPONSIBLE	BE RESPECTFUL
Media Center I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet and objects to self ❖ Use floor and table markers to maintain social distancing. 	<ul style="list-style-type: none"> ❖ Take care of the materials and technology you borrow and that others use 	<ul style="list-style-type: none"> ❖ Return books in the same condition you borrowed them ❖ Take care of the technology you use ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone --Level 0-1 ❖ Use school appropriate language
Office I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet and objects to self ❖ Maintain 3 foot social distancing 	<ul style="list-style-type: none"> ❖ Be respectful to parents, children and guests who may be visiting 	<ul style="list-style-type: none"> ❖ Tell the secretary who I am and why I am in the office ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Enter quietly ❖ Use appropriate voice tone --Level 1 ❖ Use school appropriate language
Breakfast/ Lunch I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet, and objects to self ❖ Dump tray and return to seat promptly following blue cafeteria floor lines ❖ Take only what you will eat ❖ Use floor and table markers to maintain social distancing 	<ul style="list-style-type: none"> ❖ Involve everyone at your table in the conversations ❖ Clean up your table and throw away trash ❖ Get adult help for any spills 	<ul style="list-style-type: none"> ❖ Sit at assigned table ❖ Stay in seat until dismissed to dump tray/go to class ❖ Get all utensils, etc. when first going through the line ❖ Raise hand to receive assistance ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use appropriate voice tone -- Level 1 ❖ Use school appropriate language
Emergency Drills I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet, and other objects to self ❖ Walk in a single file line during the entire drill maintaining social distancing 	<ul style="list-style-type: none"> ❖ Give help to others when needed 	<ul style="list-style-type: none"> ❖ Follow instructions ❖ Wait for the "All Clear" signal to return to class ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Be quiet and listen during the entire drill -- Level 0 voice
Remote Learning I can:	<ul style="list-style-type: none"> ❖ Sit somewhere with no distractions ❖ Be dressed appropriately (no pajamas) 		<ul style="list-style-type: none"> ❖ Log in on time ❖ Keep my device charged ❖ Try my best on all virtual assignments 	<ul style="list-style-type: none"> ❖ Mute when not speaking ❖ Use kind words with chat and voice ❖ Wait to speak one at a time
Assemblies I can:	<ul style="list-style-type: none"> ❖ Keep hands, feet and objects to self ❖ Sit in assigned area as directed by staff ❖ Use floor and bleachers markers to watch social distancing 	<ul style="list-style-type: none"> ❖ Applaud when appropriate ❖ Make eye contact with presenter 	<ul style="list-style-type: none"> ❖ Walk into gym/commons in a quiet single file line ❖ Wait for dismissal instructions ❖ Wear your mask to cover your mouth and nose 	<ul style="list-style-type: none"> ❖ Use school appropriate language ❖ Remain quiet unless called on for response - Level 0

Chase Middle School 21-22 Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
School Demographics											
Student Demographic Information	X	X	X	X	X	X	X	X	X	X	
Screening Measures											
Scantron (Reading & Math)	X				X						
Student Risk Screening Scale (SRSS)			X		X				X		
Student Outcome Measures - Academic											
Mastery Connect (Reading & Math)	X	X	X	X	X	X	X	X	X	X	
State Assessments								X	X		
Progress Reports and Quarter Grade Cards		X	X	X	X	X	X	X	X	X	
KITE Mini-tests (ELA & Math)			X	X		X	X	X			
District Writing Assessment										X	
Student Outcome Measures - Behavior											
Office Discipline Referrals (Majors and Minors)	X	X	X	X	X	X	X	X	X	X	
Bully Referrals (Blue Slips)	X	X	X	X	X	X	X	X	X	X	
Attendance (Absences)	X	X	X	X	X	X	X	X	X	X	
Mental Health Team Referrals	X	X	X	X	X	X	X	X	X	X	
In-School and Out-of-School Suspensions	X	X	X	X	X	X	X	X	X	X	
Program Measures											
Student Survey				X							
Staff Survey						X					
Ci3T Treatment Integrity: Direct Observation Tool			X	X			X	X			
Ci3T Treatment Integrity: Teacher Self Report			X	X			X	X			
Social Validity: Primary Intervention Rating Scale			X	X			X	X			
Second Step social skill: Treatment Integrity:	X	X	X	X	X	X	X	X	X	X	X

Reactive Plan: Responding to Problem Behavior



Chase Middle School Secondary (Tier 2) Intervention Grid

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
ACADEMIC: Small groups in math or reading (during ABs)	<i>Students receive this: Three 25-minute small group tutoring with either a teacher or para in math or reading per week (Tuesday, Wednesday, Thursday)</i>	(1) Assessment tool: Mastery Connect common formatives, Scantron performance assessment (screener), Running records/F&P, Interim Predictives (KAP) Decision rule or cut points: Level 1 Beginning (high end) to Level 2 (Developing)	(1) Weekly common formatives common formatives in either Tier 1 or Tier 2 setting, Scantron performance assessment (Winter administration), Running records/F&P, KITE Mini-tests Treatment Integrity: AB Tracking Sheets, Mastery Connect data for tutoring groups + Tier 1 Social Validity: Teacher and Student Implementation Surveys (Pre and Post)	Level 3 (Proficient) or higher
ACADEMIC After School Program	Students are recommended for this group based on GPA, GEIs, teacher referral, and parent recommendations. Offered after school 4 days per week from 2:45-5pm.	1) 1 or more Ds or Fs in core content <i>or</i> 2) GEI plan <i>or</i> 3) parent request, pending availability	Student Performance: Progress grades, quarter grades Treatment Integrity: Attendance lists Administrative Walk Throughs Social Validity: Student and Parent Surveys	Grades are C or higher in core content area

<p>BEHAVIOR: Check in/Check out & Check in/Connect</p>	<p>Participating students check in and out with a mentor each day (Dean of Students, Counselors, Team Leads, specific teachers) on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Check in/Connect is specific to Tier 2 students who have IEPs ... it is delivered by the School Social Worker.</p>	<p>Behavior SRSS Scores will be determined after first screener administered</p> <p>SRSS-E7 score: Moderate (6-12) or <ul style="list-style-type: none"> SRSS-E7 score: High (13-21) or or more major log entries (office discipline referrals) in a month</p>	<p>Student measures: Daily Check In/Check Out reports data</p> <p>Treatment integrity: Monthly Tiering Meeting – Mental Health Team Implementation Checklist</p> <p>Social Validity: Student and Parent Surveys</p>	<p>SRSS-E7 score: Low (0-5) or Meet daily goal for 4-6 weeks</p>
<p>BEHAVIOR: Behavior Contract</p>	<p>A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.</p>	<p>(SRSS Scores will be refined after first screener administered in 21-22)</p> <ul style="list-style-type: none"> SRSS-E7 score: Moderate (6-12) or SRSS-E7 score: High (13-21) or 3 or more major log entries (office discipline referrals) in a month. 	<p>Student Performance: Target behavior defined in the behavior contract</p> <p>Treatment Integrity Implementation checklist & treatment integrity checklist</p> <p>Social Validity Student, Parent and Staff Surveys</p>	<p>Successful completion of Behavior contract or SRSS-E7 score: Low (0-5)</p>
<p>BEHAVIOR Breaks</p>	<p>In-school breaks (scheduled or as needed)</p>	<p>(SRSS Scores will be refined after first screener administered in 21-22)</p> <ul style="list-style-type: none"> SRSS-E7 score: Moderate (6-12) or 	<p>Student Performance: Target behavior defined in GEI or behavior contract</p> <p>Treatment Integrity Implementation checklist & treatment integrity checklist</p> <p>Social Validity</p>	<p>SRSS-E7 score: Low (0-5)</p>

		<ul style="list-style-type: none"> • SRSS-E7 score: High (13-21) <p><i>or</i></p> <ul style="list-style-type: none"> • 3 or more major log entries (office discipline referrals) in a month 	Student, Parent and Staff Surveys	
SOCIAL Peer Mentor Groups	Students are placed in this group based on teacher referrals, documentation in power school and school social worker nominations.	SRSS-I6 Score: Moderate (5-10) <i>or</i> SRSS-I6 Score: High (6-18) <i>Or</i> Mental Health Team logs, blue slips, bully reports	Student Performance: Target Social Behavior Treatment Integrity Implementation checklist & treatment integrity checklist Social Validity Student, Parent and Staff Surveys	SRSS-I6 Score: Low (0-5)
SOCIAL Small Group or Individual Social Skills Instruction	Students are placed in this based on GEIs, referrals (teacher, administration, parent), patterns of behavior.	SRSS-I6 Score: Moderate (5-10) <i>or</i> SRSS-I6 Score: High (6-18) <i>Or</i> Mental Health Team logs, blue slips, bully reports	Student Performance: Target Social Behavior Treatment Integrity Implementation checklist & treatment integrity checklist Social Validity Student, Parent and Staff Surveys	

Chase Middle School Tertiary (Tier 3) Intervention Grid

Tier 3 (Tertiary) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p>READING - Phonemic Awareness</p> <p>Corrective Reading</p>	Small group instruction (under 10 students) to promote decoding and fluency.	<p>(1) Assessment tool: Scantron %ile under 10</p> <p style="text-align: center;"><i>and</i></p> <p>(2) Assessment tool: Corrective Reading Placement test</p> <p style="text-align: center;"><i>and</i></p> <p>(3) Must be in IEP or GEI plan</p>	<p>Student Performance: Corrective Reading Mastery Tests</p> <p>Treatment Integrity: Observation feedback form (here)</p> <p>Social Validity: Student form</p>	Level C Test read in 1:20 or under and less than 3 non-corrected errors.
<p>READING - Phonics</p> <p>Corrective Reading</p>	Small group instruction (under 10 students) to promote decoding and fluency.	<p>(1) Assessment tool: Scantron %ile under 10</p> <p style="text-align: center;"><i>and</i></p> <p>(2) Assessment tool: Corrective Reading Placement test</p> <p style="text-align: center;"><i>and</i></p> <p>(3) Must be in IEP or GEI plan</p>	<p>Student Performance: Corrective Reading Mastery Tests</p> <p>Treatment Integrity: Observation feedback form (here)</p> <p>Social Validity: Student form</p>	Level C Test read in 1:20 or under and less than 3 non-corrected errors.
<p>READING - Fluency</p> <p>Corrective Reading</p>	Small group instruction (under 10 students) to promote decoding and fluency.	<p>(1) Assessment tool: Scantron %ile under 10</p> <p style="text-align: center;"><i>and</i></p>	<p>Student Performance: Corrective Reading Mastery Tests</p> <p>Treatment Integrity:</p>	Level C Test read in 1:20 or under and less than 3 non-corrected errors.

		(2) Assessment tool: Corrective Reading Placement test <i>and</i> (3) Must be in IEP or GEI plan	Observation feedback form (here) Social Validity: Student form	
READING - Vocabulary Literacy Lab	Smaller intervention class (less than 15 students) to promote reading strategies and comprehension.	(1) Assessment Tool: Fountas & Pinnell levels <ul style="list-style-type: none"> ● 6th grade – Q or under ● 7th grade – T or under ● 8th grade – W or under <i>or</i> (2) Lexile levels <ul style="list-style-type: none"> ● 6th grade – 700 or under ● 7th grade – 800 or under ● 8th grade – 900 or under 	Student Performance: Fountas & Pinnell Mastery Connect Treatment Integrity: Observation feedback form (here) Social Validity: Student form	Fountas & Pinnell levels <ul style="list-style-type: none"> ● 6th grade – X+ ● 7th/8th grade – Z+ <i>or</i> Lexile levels <ul style="list-style-type: none"> ● 6th grade – 950+ ● 7th grade – 1050+ ● 8th grade – 1100+
READING - Comprehension Literacy Lab	Smaller intervention class (less than 15 students) to promote reading strategies and comprehension.	(1) Assessment Tool: Fountas & Pinnell levels <ul style="list-style-type: none"> ● 6th grade – Q or under ● 7th grade – T or under ● 8th grade – W or under <i>or</i> (2) Lexile levels <ul style="list-style-type: none"> ● 6th grade – 700 or under ● 7th grade – 800 or under ● 8th grade – 900 or under 	Student Performance: Fountas & Pinnell Mastery Connect Treatment Integrity: Observation feedback form (here) Social Validity: Student form:	Fountas & Pinnell levels <ul style="list-style-type: none"> ● 6th grade – X+ ● 7th/8th grade – Z+ <i>or</i> Lexile levels <ul style="list-style-type: none"> ● 6th grade – 950+ ● 7th grade – 1050+ ● 8th grade – 1100+
MATH and ELA - After school program (optional)	Students are recommended for this group based on GPA, GEIs, teacher referral, and parent recommendations. Offered after school 4 days per week from 2:45-5pm.	1) 1 or more Ds or Fs in core content <i>or</i> 2) GEI plan <i>or</i> 3) parent request, pending availability	<u>Student Performance:</u> Progress grades, quarter grades <u>Treatment Integrity:</u> Attendance lists Administrative Walk Throughs <u>Social Validity:</u> Student and Parent Surveys	Grades are C or higher in core content area

<p>BEHAVIOR - Functional Assessment- based Intervention</p>	<p>Using district FBA information to create an intervention plan to decrease negative behavior and increase desired behavior.</p>	<p>One or more of the following: Behavior:</p> <ol style="list-style-type: none"> 1. SRSS-E7: High (13-21) 2. Major log entries (discipline referrals) 3 or more per week 3. Prior interventions in place 4. Possible outside agency involvement (ie: FSGC, Oasis) 	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment integrity Treatment integrity checklist</p> <p>Social Validity</p> <ol style="list-style-type: none"> 1. Teacher form 2. Student form 	<p>SRSS-E7: moderate (6-12) <i>or</i> SRSS-E7: low (0-6) <i>and</i> Major log entries (discipline referrals) 1 or less per week</p>
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