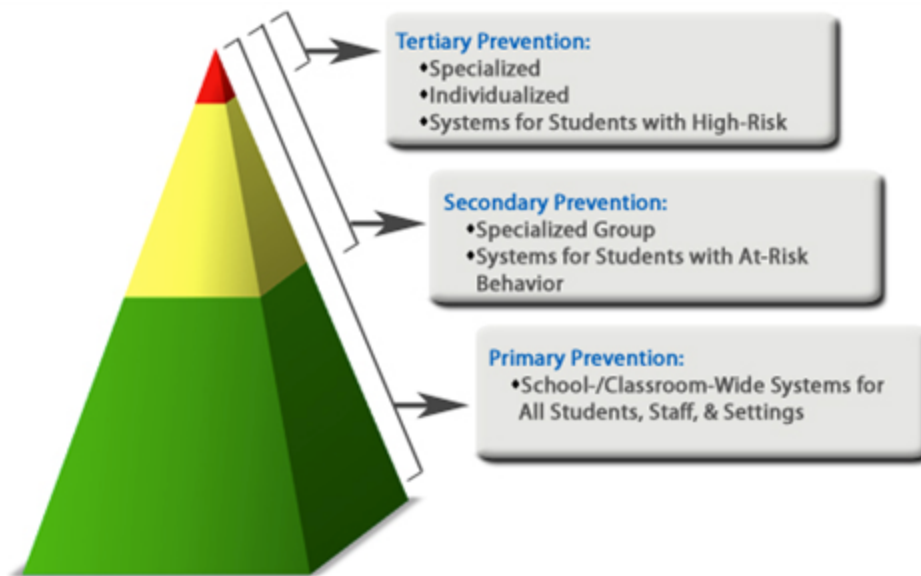


## What is PBIS?

PBIS, or Positive Behavior Interventions and Supports, is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. The main goal of PBIS is to prevent problem behaviors and maximize academic success for all.

PBIS teams are trained to positively impact behavior at three tiers:

- Tier I: *Primary* (whole school)
- Tier II: *Secondary* (individual child or groups of at-risk children)
- Tier III: *Tertiary* (children with complex needs and behaviors that severely impact others in the school community)



### **PBIS Mission Statement**

“The mission of the White Pine Charter School PBIS team is to create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success.”

### **Staff Responsibilities**

A school-wide approach to behavior means that it is important for all teachers and staff to follow the same patterns of behavior support.

Staff responsibilities include:

- Teach, model, and practice behavior expectations throughout the year
- Teach behavior expectations during Cougar Rally time
- Be prepared to, and use, the Cougar Coupon or Cougars Cash in the classroom and throughout campus
- Know and follow the Behavior Flow Chart consistently
- Complete Office Referral Forms (ORFs) when a student's behavior indicates the necessity
- Post school-wide expectations matrix will be posted in each classroom and refer to it often
- Fill out a Request for Assistance form when behaviors indicate a student may need additional interventions
- Attend Tier II and Tier III meetings to discuss specific students as necessary
- Celebrate successes!

## **School-Wide Expectations**

The expectations that White Pine Charter School has adopted are Willing, Positive, Connected, and Significant. These expectations will help to create and maintain an effective learning environment and help students achieve social, emotional, and academic success.

**Willing:**

**Positive:**

**Connected:**

**Significant:**

**Why is it important to teach the expectations?** School-wide discipline usually focuses on reacting to specific misbehaviors with punitive strategies such as reprimand, loss of privileges, suspension, office referrals, and even expulsion. However, research has shown that using punishments, especially when used inconsistently, is ineffective.

Introducing, modeling, and reinforcing positive social behaviors is an important step of students' educational experience. Being proactive and teaching behavior expectations while rewarding students for following expectations is a more positive approach than waiting to correct misbehaviors after they occur. Standardizing behavior expectations creates a predictable learning environment for students school-wide. The purpose of PBIS is to establish a school climate where good behaviors are the norm.

### **About the Behavior Matrix**

The behavior matrix (on following page) serves as a guideline for students to know the expected behaviors throughout all areas of the school. These behaviors will be taught and also reinforced through Cougar Rally each week. The matrix is posted in all classrooms and in many other areas of the school to serve as a reminder.

# WPCS BEHAVIOR MATRIX

	Classroom	Lunchroom	Playground	Hallway	Carpool	Bathroom
<b>Willing</b>	<i>Be on time and ready to learn</i>	<i>Clean up your mess</i>	<i>Follow playground rules</i>	<i>Keep hands, feet, and objects to yourself</i>	<i>Be alert</i>	<i>Keep it clean</i>
<b>Positive</b>	<i>Encourage and support others</i>	<i>Be kind to others</i>	<i>Use kind words and actions</i>	<i>Help others</i>	<i>Come and go with a good attitude</i>	<i>Be mindful of others</i>
<b>Connected</b>	<i>Be engaged</i>	<i>Be aware of others</i>	<i>Be active and join in</i>	<i>Keep it clean and quiet</i>	<i>Be safe and ready</i>	<i>Maintain privacy</i>
<b>Significant</b>	<i>Be focused</i>	<i>Take care of yourself</i>	<i>Make smart choices</i>	<i>Walk with purpose</i>	<i>Be on time</i>	<i>Return promptly to class</i>

## Explicitly Taught Expectations

### Teaching Expected Behavior

Behavior expectations are important because they reveal the value of the school and provide consistent, school-wide guidelines for student success. They are the basic building blocks of successful relationships and communities. When teaching expected behaviors, it is important to remember the following:

- If you want it, teach it explicitly
- State expectations in a *positive* manner to encourage the desired behavior rather than telling students what *not* to do
- Be sure your classroom rules reflect and support school-wide WPCS expectations

### Why Teach Behavior Expectations?

Why is it important to teach behavior expectations? While it seems that students should already know how to behave, especially after they have been in school for a few years, these skills still need to be taught and practiced on a regular basis. Many students come to school without these important skills, or have limited or non-enforced behavior expectations at home. Teaching behavior expectations is also important because at a school with clear and consistent behavior expectations:

- Students know and understand what's expected of them, which gives them confidence.
- Students monitor themselves and take more responsibility for their behavior and their learning.
- Teachers can more easily recognize and motivate positive behaviors.
- Students gain a sense of safety and security.
- The school climate is more positive overall.

### What Behavior Expectations Should be Taught

School-wide WPCS expectations should be taught according to the behavior matrix. Suggested/sample lesson plans are provided in the back of this handbook, or in the PBIS folder in Google Docs. Behavior should be taught for:

- Bathrooms
- Cafeteria
- Hallway
- Playground
- Arrival/Departure (carpool, etc.)
- Bus
- Library

- Computer Lab
- Assemblies
- Fire Drills, lockdown
- Indoor recess

### **How to Teach Behavior Expectations**

It is important to teach behavior in the same way we teach academics. To do this:

1. Create clear behavioral expectations
2. Communicate *clearly* to students what you want by using specific language, details, and examples
3. Explicitly *model* (role-play) the desired behavior to the students (what desired behavior looks like and what it does *not* look like)
4. Allow students to practice the modeled behavior
5. Monitor student behavior.
6. Provide performance feedback
7. Repeat teaching, modeling, or practicing until you have full compliance

### **Helpful Tools for Teaching Expectations**

The following are helpful ideas for teaching expectations to students.

- **Pre-teach.** Review the behavior expectations for a particular common area before transitioning.
- **Direct experience.** Take the students to a particular common area and have them “practice” the expected behavior (e.g., walking in the halls, standing in carpool)
- **Get student input.** Use children’s literature or videos to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions.. Use the behavior expectations matrix to guide your discussion.
- **Role-play.** Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding, as well as to provide them an opportunity for feedback. Encourage students to use vocabulary from the behavior expectations matrix.
- **Reflection.** Start a discussion and have students talk about any experience that they have had at school related to behaviors. Help them process their responses in relation to the behavior expectations matrix and guide them to see why positive behavior matters.

- **Acknowledgment.** Whenever possible, positively acknowledge students who are meeting behavior expectations, either verbally or through with Cougar Coupons. Be sure to acknowledge success of the whole class for following expectations (at assemblies, in hallways, etc.)

### **Where to Teach Behavior Expectations**

As much as possible, behavior expectations should be taught in the location that the behavior is expected (see matrix)

- All locations throughout the school
- In the classroom
- Integrated into other school activities

### **When to Teach Behavior Expectations**

It is important that behavior expectations are taught throughout the school year to be sure all students remember what is expected of them. Behavior should be taught::

- At the beginning of the school year ( the first 2-3 weeks)
- Often enough to achieve and maintain desired behaviors (practice)
- Before times when problem behaviors tend to increase
- After long breaks or holidays
- Ongoing throughout the year (refreshers)
- At teachable moments
- During “Cougar Rally” once per week

### **Calendar for Teaching Expectations**

The following is a recommended schedule for teaching and refreshing school-wide and classroom behavior expectations. Lesson plans are provided in the back of the handbook. Some months will have a dedicated expectation as the focus for the month, but teachers should also teach/refresh anything that their class needs during those months as well.

#### **August/September:** All expectations

- Explicitly teach and review all WPCS expectations in all areas of the school
- Focus on all expectations during Cougar Rally
- Kickoff assembly: K-5: Wednesday, August 29 at 12:45 p.m.  
Middle School: Friday, August 23 at 2:30 p.m.

**October: Willing**

- Review/refresh all WPCS expectations as needed
- Focus on the expectation “Willing” in all areas of the school during Cougar Rally
- Booster assembly: K-5: Wednesday, October 24 at 12:45 p.m.  
Middle School: Monday, October 22 at 1:50 p.m.

**November/December: Positive**

- Review/refresh all WPCS expectations as needed
- Focus on the expectation “Positive” in all areas of the school during Cougar Rally

**January: Reteach/review all expectations**

- Explicitly teach and review all WPCS expectations in all areas of the school
- Focus on all expectations during Cougar Rally
- Booster assembly: K-5: Wednesday, January 9 at 12:45 p.m.  
Middle School: Monday, January 7 at 2:30 p.m.

**February: Connected**

- Review/refresh all WPCS expectations as needed
- Focus on the expectation “Connected” in all areas of the school during Cougar Rally

**March/April: Significant**

- Review/refresh all WPCS expectations as needed (especially after Spring Break)
- Focus on the expectation “Significant” in all areas of the school during Cougar Rally
- Booster assembly: K-5: Wednesday, March 27 at 12:45 p.m.  
Middle School: Monday, March 25 at 1:50 p.m.

**May: All expectations**

- Review/refresh all WPCS expectations as needed and during Cougar Rally
- Booster assembly: K-5: Wednesday, May 22 at 12:45 p.m.  
Middle School: Monday, May 20 at 1:50 p.m.



## Encouraging Desired Behaviors

### 4:1

To encourage appropriate positive behaviors from students, staff will recognize the positive actions happening around the school. Studies have shown an exponential increase in positive behaviors when those behaviors are recognized at least four times as often as undesired behaviors. By following this 4:1 ratio, we will not only increase the positive behaviors around the school, but also strengthen the self worth, resilience, and academic performance of students at White Pine Charter School.

### Reinforcement Menu

The Reinforcement Menu offers positive reinforcement options for teachers and staff. Positive reinforcement and practicing 4:1 promotes desirable behavior and creates a safe classroom environment.

Small	Medium	Large
<ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Smile</li> <li>● High five</li> <li>● Take time to listen</li> <li>● Write a note to student</li> <li>● Eye contact</li> <li>● Silent thumbs up</li> <li>● Help teacher with a job</li> <li>● Use work as a model</li> <li>● Tutor peers</li> <li>● Proximity</li> <li>● A compliment</li> </ul>	<ul style="list-style-type: none"> <li>● Cougar Coupon or Cougar Cash</li> <li>● 1:1 time with teacher</li> <li>● Teacher helper</li> <li>● Line leader</li> <li>● Extra choice time</li> <li>● Points toward class/individual reward</li> <li>● Display work in class</li> <li>● Small treat</li> </ul>	<ul style="list-style-type: none"> <li>● Principal/teacher phone call to parents</li> <li>● School supplies</li> <li>● Technology time</li> <li>● Lunch with staff member/friend</li> <li>● Listen to music</li> <li>● Special seat in class/lunch</li> <li>● Extra recess</li> <li>● Large treat</li> </ul>

### Rewards for Desired Behavior

Staff at White Pine Charter School can recognize and reward students for meeting the behavior expectations by awarding Cougar Coupons (elementary) or Cougar Cash (middle school). An explanation of how to use these rewards is provided below.



*Cougar coupon for elementary students.*

### **Cougar Coupons for Elementary Students**

Cougar Coupons are provided to WPCS staff to award to students whenever they notice a student demonstrating behavior expectations in any area of the school. Staff should *not* give coupons to students who ask for them or who are behaving just to get the reward. Staff should give Cougar Coupons in conjunction with very specific verbal feedback about the student's behavior (see examples that follow).

### **What Do Students Do with Cougar Coupons?**

Student takes their Cougar Coupon to the office for acknowledgment and a small prize. The Cougar Coupon is put into a box for a future drawings during PBIS assemblies. Some teachers track Cougar Coupons awards, so student may need to show their teacher the coupon before taking it to the office.

### **Cougar Cash for Middle School Students**

A key aspect of PBIS is focusing on more positive behaviors and less on negative behaviors. Middle school uses the PBIS Rewards program, which includes a website and a mobile app. It is easy-to-use, fun for both students and staff, and provides accountability for everyone in the school. PBIS Rewards includes a parent portal that gives parents a view into how their child is doing with respect to the PBIS program.

With PBIS Rewards, teachers, administrators, and staff can all support student growth and development through acknowledgment of student successes with PBIS expectations. Staff can log onto PBIS Rewards, click on a middle school student, assign a point value, and state the reason why the student earned the rewards.

## What Do Middle School Students Do with Cougar Cash?

Students can log onto their PBIS Rewards accounts to determine how many points they have earned. Each teacher and school has a list of items in their store, so students can approach the teacher/office to purchase items from the store with their points. Students can also use their PBIS Rewards for raffle tickets through the PBIS Rewards store.

## Possible Scripts for Giving Cougar Coupons or Cougar Cash

- “Thank you for \_\_\_\_\_ (specific behavior). It shows that you are being \_\_\_\_\_ (Willing/Positive/Connected/Significant).”
- “I just noticed that you \_\_\_\_\_ (specific behavior). That is a great example of being (Willing/Positive/Connected/Significant).”
- “By being/doing \_\_\_\_\_ (specific behavior) in the \_\_\_\_\_ (location, such as hallway, library, etc.) you showed a good example of being (Willing/Positive/Connected/Significant).”
- “Well done, \_\_\_\_\_ (student’s name)! You were being \_\_\_\_\_ (Willing/Positive/Connected/Significant) in the \_\_\_\_\_ (location).”
- “Way to go, \_\_\_\_\_ (student’s name)! You are showing a great example of how to be \_\_\_\_\_ (Willing/Positive/Connected/Significant).”

### **Remember! We never reward kids, we reward *behaviors!***

- ★ Never reward as bribery to get a student to do something or to manipulate them.
- ★ Never give rewards to students who ask for them or who behave only to earn the reward.

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## Discouraging Undesired Behavior

### Procedures for Correcting Undesired Behavior

Our goal is to use positive feedback and acknowledgment when students follow the rules, and corrective feedback and consequences when students are not following the expectations. We want to use displays of undesired behavior as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

#### Teacher-Managed Behaviors

Definition	Examples	Procedures
Behaviors that: <ul style="list-style-type: none"> <li>• Do not require administrator involvement</li> <li>• Are not more than a minor disruption to the learning environment</li> <li>• Are not chronic (less than 3 times per week)</li> <li>• Are low severity and low frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Not following directions</li> <li>• Minor emotional outburst</li> <li>• Blurting out</li> <li>• Off task behaviors</li> <li>• Talking</li> <li>• Being unprepared</li> <li>• Wearing a non-dress code sweatshirt</li> </ul>	<ul style="list-style-type: none"> <li>• Inform student of behavior expectation not being met</li> <li>• Reteach the expected behavior</li> <li>• Use strategy from corrective menu</li> <li>• These behaviors may be documented in the classroom, but do not need a Office Referral Form</li> </ul>

#### Minor Behaviors

Definition	Examples	Procedures
Behaviors that: <ul style="list-style-type: none"> <li>• Are a moderate disruption to the learning environment</li> <li>• May require administrative involvement</li> <li>• Are chronic teacher-managed behaviors (more than 3 times per week)</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to follow directions</li> <li>• Talking back</li> <li>• Inappropriate language</li> <li>• Minor physical contact</li> <li>• Property misuse</li> </ul>	<ul style="list-style-type: none"> <li>• Always complete office referral form (ORF) and give it to office staff. Teacher can decide if student needs admin consult.</li> <li>• Use minor correction menu for strategy options.</li> <li>• Principal completes paperwork and assigns consequence. Teacher or principal discretion to contact parents.</li> </ul>

## Major Behaviors

Definition	Examples	Procedures
Behaviors that: <ul style="list-style-type: none"> <li>● Pose a danger to themselves or others</li> <li>● Are illegal</li> <li>● Are a major disruption to the learning environment</li> <li>● Are chronic minor behaviors (3 or more times a week)</li> </ul>	<ul style="list-style-type: none"> <li>● Possessing a weapon or look-alike weapon</li> <li>● Threatening others</li> <li>● Physical aggression (with purpose)</li> <li>● Spitting or biting</li> <li>● Skipping class</li> <li>● Vandalism</li> <li>● Racial, ethnic, religious, or sexual harassment</li> <li>● Stealing</li> </ul>	<ul style="list-style-type: none"> <li>● Contact office/sent student up immediately</li> <li>● Student may be escorted by adult to principal if safety is in question</li> <li>● Always fill out office referral form ORF (either before or after student is sent up)</li> <li>● Principal completes paperwork and assigns consequences/notifies parents</li> </ul>

### Possible Scripts for Correction

- **Thank the student for correct behavior.**
  - **Try this:** When a student is not meeting expectations, such as wearing a hat in the school, say, “ Thank you for taking off your hat,” while looking at the student, smiling, and walking away. Stop and look back. If the student has the hat off, you can mouth “Thank you” or give a thumbs up.
  - **Try this:** When a student is talking to loudly in the library, for example, the teacher can find another student nearby who is using the appropriate voice level, and can say, “ Thank you for using an indoor voice.” If the first student then starts using an indoor voice, say “Thank you for using an indoor voice, \_\_\_\_\_ (student’s name).”
  
- **Reteach.**
  - **Try this:** When a student is talking during a lesson, give a reminder of the rule. For example, say “Please be responsible for paying attention to the lesson. Attention means being silent and listening.” If this does not work, say, “I expect that all student will be responsible for giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Student’s name: \_\_\_\_\_, what does giving attention to a

lesson mean?" Student answers. Teacher says, "Thank you. I'm glad that we all understand now."

→ **Try this:** When a student is talking during a lesson, ask the class if someone could repeat the rule about talking during a lesson for the class. After student does so, ask if anyone has any questions about the rule and continue with the lesson. If the first student continues the undesired behavior, ask them to repeat the rule and ask if they have any questions about the rule. Say, "Good, thank you."

- **Have a conversation with the student.**

→ **Try this:** When a student is misbehaving, ask the student the following questions, and wait for them to answer:

1. What are the expectations in the \_\_\_\_\_ (location)?
2. Was your behavior willing/positive/connected/significant?
3. What do you need to do?
4. Are you willing to that?
5. Thank you!

- **Redirect the student.** Use the following scripts for various situations.

→ **Say, "What are you supposed to be doing right now?"** (Student is playing with a pencil sharpener instead of taking out his workbook.)

→ **Say, "We are on page 3. Please read the first paragraph out loud."** (Student lost her place in the book because she was not following along.)

→ **Say, "Laura, what answer did you get to Problem 12?"** (Laura *knows* how to work the problem, but was visiting with a neighbor and the teacher needs her to be engaged in the lesson.)

→ **Silently stand next to the student and point to what the student should be focused on** (Student is not doing his work or is not on the correct page that you are reading.)

→ **Say, "Stop. Look at me. What should you be doing right now?"** (Student may have been redirected once already but is still not following directions.)

→ **Say, "Where are you supposed to be right now? Are you there? So, what should you do now?"** (Student is out of his seat and disrupting others. The teacher may have already be repeating earlier directions.)

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## PBIS Behavioral Support Systems

### Tier I:

Tier I provides high quality instruction of the school-wide expectations (Willing, Positive, Connected, and Significant) and behavioral supports for all students. Roughly 80% of the student population will be successful in this tier. Consistently teaching expectations, holding students accountable, and providing proactive feedback are essential.

If a student struggles to learn at a rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (intervention)
- Increase the intensity of the intervention (e.g., adding small group instruction to the whole group environment)
- Increase the duration of the intervention
- Increase the frequency of the intervention.

If several interventions have been unsuccessful and the student is not responding adequately, the student will be referred to the PBIS Team (using the Request for Assistance form) for possible Tier II intervention.

### Tier II:

Tier II provides specialized group interventions for students with at-risk behaviors. White Pine Charter School uses the following interventions for this tier:

- **P.A.W.S. (Pause and Work Smart)** - This program is traditionally known as Check In Check Out. An overview of the program is provided in the appendix section of the handbook.
- **Friendship group** - Friendship group provides students the opportunity to learn and apply skills needed to gain and maintain friendships. Students will practice social skills in a supportive and empowering environment.
- **Skill group** - Throughout this program students will explore a broad range of interpersonal skills to help students improve communication, confidence, and relationships. Skill group is targeted to students in need of instruction and practice in a variety of social and emotional skills.
- **Impulse control program** - Impulse control program includes targeted research based interventions to help students who will benefit from learning techniques to minimize maladaptive impulses. This individualized skill program helps students

recognize and improve impulsivity. Students identify and apply both internal and external motivators to help students gain and maintain control over impulsive actions.

**Tier III:**

Tier III provides specialized individual instruction for students with high-risk behaviors. White Pine Charter School PBIS will be participating in Tier III training during the 2018-19 school year. Tier III supports will be developed after the training, and will be fully implemented during the 2019-20 school year.

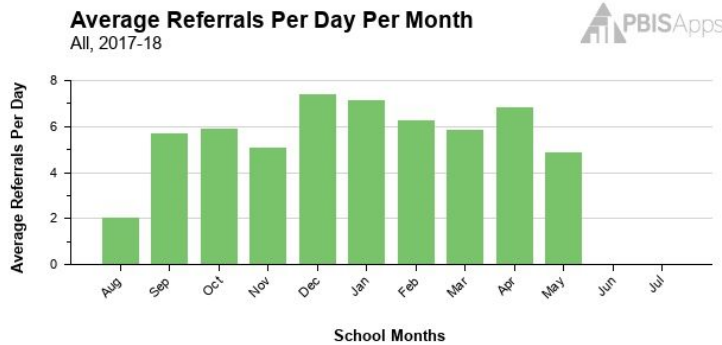
# Data-Based Decision Making

## School-Wide Information System (SWIS)

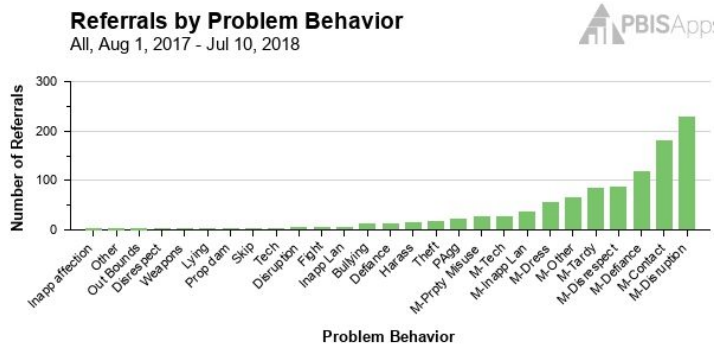
For PBIS data collection, White Pine Charter School uses a computer program called the School-Wide Information System (SWIS). Through SWIS, school staff enter office discipline referrals (ORFs) online. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period. Teachers can request information on any of their students through the PBIS data coordinator. The reports available within SWIS allow teams to:

1. **Review school-wide referral patterns:** The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:

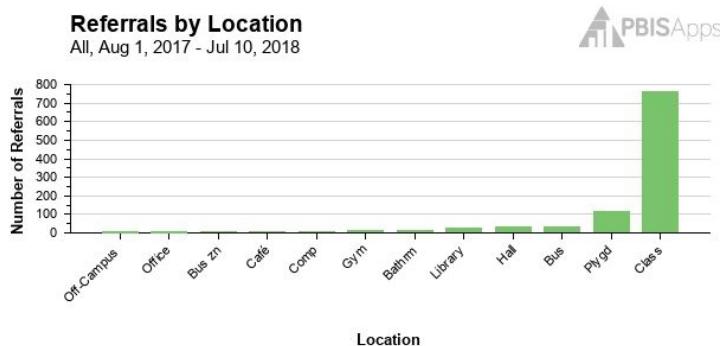
- How often do referrals occur?



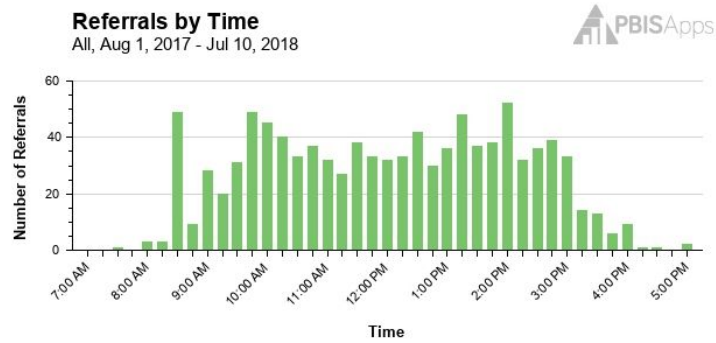
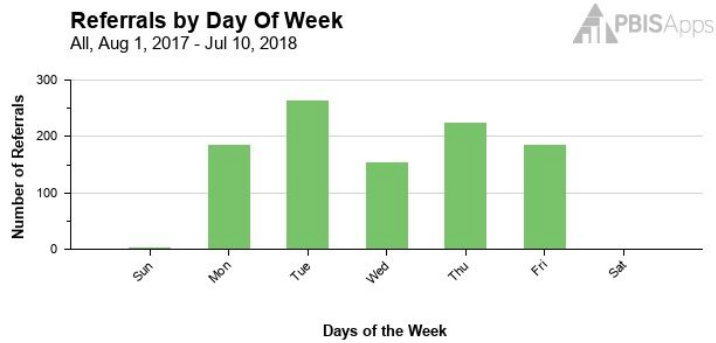
- What problem behaviors occur most frequently in our building?



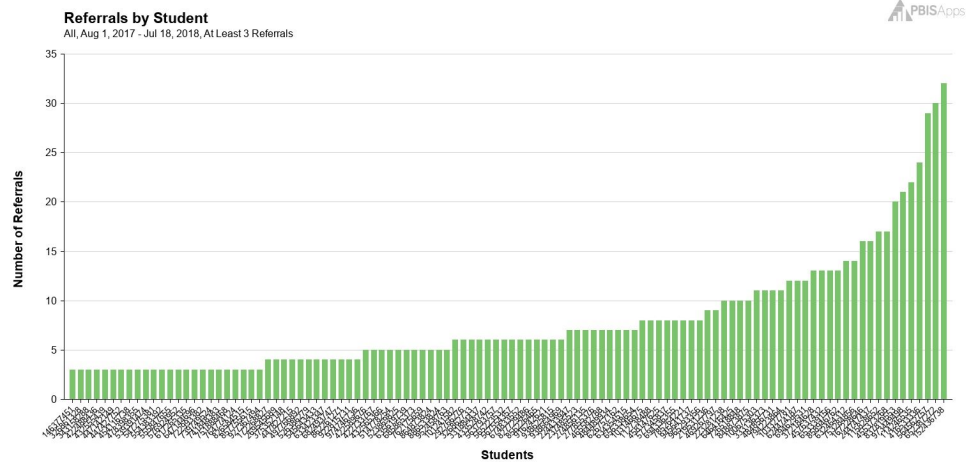
- Where are problem behaviors most likely to occur?



- When are problem behaviors most likely to occur?



- Which students are involved in referrals?



2. **Define behavior patterns in greater detail:** Eight other reports allow teams to look more closely at the data to get more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.

- Referrals by grade: Can be broken down by the proportion of total referrals and can be tracked over years to check for consistency.
- Average Referrals - Multi-Year: The PBIS team can use this to assess the number of referrals, per month, over time. With this information, the team can plan school-wide interventions to prevent more discipline referrals.
- Location - Multi-Year: This information can be used to see if the discipline referrals are consistently in the same areas of the school over time. This could help to find areas of focus.
- Referrals by Problem Behavior - Multi-Year: This information can be used to look for patterns of change through years, and guide staff on how to manage students with particular behaviors.
- Suspension/Expulsion: This data table tracks the number of in-school, out-of-school, or expulsion events that happen within the school. Within each category, the data record the number of days of suspension, events, and students contributing to the suspension.
- Ethnicity: Within this report, the PBIS team can look at:
  - a. Referral Risk Index: The Referral Risk Index report displays the proportion of referred students within each racial/ethnic group. Teams analyzing this report look to answer the question: What is the risk for students within each group to receive a referral?
  - b. Referral Risk Ratio: The Referral Risk Ratio is the likelihood for each ethnic group to receive a referral. The report is calculated by dividing the risk index of the specific group with the risk index of a comparison group. Teams analyzing this report look to answer the question: For a given group of students, how much more or less likely are they to receive a referral than students from another group? A risk ratio greater than 1.0 indicates higher risk. A risk ratio less than 1.0 indicates lower risk. A risk ratio equal to 1.0 indicates an equal risk.
  - c. Students with Referrals by Ethnicity: The Students with Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the green bars – to the percent of all students with a referral by racial/ethnic group – the blue bars. This report displays how the proportion of students within a racial/ethnic group compares to the proportion of referred students within the same group. Teams analyzing this report look to answer the question: Is the proportion of referred students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?

- d. Referrals by Ethnicity: The Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the green bars – to the percent of total referrals by ethnicity – the blue bars. This report displays how the proportion of all students by racial/ethnic group compares to the proportion of all ORFs given to the same racial/ethnic group. Teams analyzing this report look to answer the question: Is the proportion of referrals given to students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?
- Triangle Data Report: This report informs the team on how many students have a certain percent of the school's total referrals. This information can be used to refer a student for Tier II or Tier III interventions.
  - Year-End-Report: This report breaks down all of the previous reports and includes an IEP summary to notify the PBIS team and SPED team on the percentage of students on an IEP who receive discipline referrals.

## White Pine Charter School PBIS Teams

### Tier I (Primary)

Ken Graham: Administrator

Gayle Black: Coordinator, 3-5 Representative

Kari Peterson: Counselor/Behavioral Expert

Alaysha Whitworth: Secretary, Middle School Representative

Jen Croft: Middle School Representative

Anna Attebury: K-2 Representative

### Tier II (Secondary)

Ken Graham: Administrator, Coordinator

Anna Attebury: Coordinator, K-2 Representative

Kari Peterson: Counselor/Behavioral Expert

Alaysha Whitworth: Secretary, Middle School Representative

Jen Croft: Data Analyst, Middle School Representative

Gayle Black: 3-5 Representative

### Tier III (Tertiary)

Ken Graham: Administrator

Kari Peterson: Counselor/Behavioral Expert

Alaysha Whitworth: Middle School Representative

Jen Croft: Middle School Representative

Gayle Black: 3-5 Representative

Anna Attebury: K-2 Representative

## PBIS Member Roles and Responsibilities

**Administrator:** Actively participates and encourages team efforts, coordinates training, gives feedback, supports initiatives, and works as a liaison with the school administrative team

**Coordinator:** Creates meeting agendas, starts meetings and keeps them on track, follow up on assigned tasks, encourages all members to participate in discussion,

**Secretary:** Takes notes and assigns tasks as discussed, ensures records are up-to-date

**Counselor:** Runs intervention groups, provides competent in behavior practices, contributes unique perspective to meetings, attends trainings, assists in data analysis

**Data Analyst:** Assesses data within SWIS, identifies potential new problems based on data, presents data to the team and staff, provides data as needed during team meetings

**Representative:** Attends meetings and trainings, participates in discussions, imparts PBIS messages and information to faculty/staff, represents designated grade levels

### **2018-2019 Meeting Dates**

All members of staff are welcome to attending any PBIS meeting. Staff are asked to attend Wednesday morning meetings when their students are on the agenda for Tier II intervention.

#### **Tier I Team Meetings**

Meetings take place on the first Tuesday of each month at 3:25 p.m. in Mrs. Black's room.

September 4, 2018	December 4, 2018	March 5, 2019
October 2, 2018	January 8, 2019	April 2, 2019
November 6, 2018	February 5, 2019	May 7, 2019

#### **Tier II Team Meetings**

Meetings take place on the third Tuesday of each month at 3:25 p.m. in Mrs. Black's room.

September 18, 2018	December 18, 2018	March 26, 2019
October 16, 2018	January 22, 2019	April 23, 2019
November 27, 2018	February 19, 2019	May 21, 2019

#### **Tier II Student Meetings**

Meetings take place each Wednesday morning at 7:30 a.m. in Ms. Croft's room. Teachers are asked to attend these meetings when their students are reviewed.

September 5, 2018	September 19, 2018	October 3, 2018
September 12, 2018	September 26, 2018	October 10, 2018



October 24, 2018  
October 31, 2018  
November 7, 2018  
November 14, 2018  
November 28, 2018  
December 5, 2018  
December 12, 2018  
December 19, 2018  
January 9, 2019

January 16, 2019  
January 23, 2019  
January 30, 2019  
February 13, 2019  
February 20, 2019  
February 27, 2019  
March 6, 2019  
March 13, 2019  
March 27, 2019

April 3, 2019  
April 10, 2019  
April 17, 2019  
April 24, 2019  
May 1, 2019  
May 8, 2019  
May 15, 2019  
May 22, 2019

**Tier III Team Meeting**

Dates to be determined.

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## **PBIS Resources**

Resources for PBIS are available electronically and have been shared with staff through White Pine Charter School's Google Drive.