

# Positive Behavioral Supports and Intervention

# WAMS Pyramid for Academic Success

## Overarching Philosophy

- Interventions are implemented as supportive in nature, not punitive.
- It is all staff members' responsibility to ensure the appropriate interventions are efficiently provided.
- It is the intent for students to fluidly move up and down levels according to their need.

**Intervention ALWAYS begins in the regular classroom setting every day! (Tier 1)**

## Case Managers

6<sup>th</sup> Grade — ~~Mark Coleman~~  
 7<sup>th</sup> Gr (A-L) — ~~Yolanda Shahbazian~~  
 7<sup>th</sup> Gr (M-Z) — ~~Sokunyeary Siv~~  
 8<sup>th</sup> Gr (A-L) — ~~Jimmy Robles~~  
 8<sup>th</sup> Gr (M-Z) — ~~Amy Jones~~

## Strategic Advisory

6<sup>th</sup> — ~~Bonaventura~~  
 7<sup>th</sup> — ~~Blanco & Mala~~  
 8<sup>th</sup> — ~~Lambert & Gonzalez~~

## Foundational Principles

- Resources must be efficiently utilized to best meet the needs of all students.
  - Staff members must have the ability to easily access the different levels of intervention.
  - The actions of the adults have the most significant impact on student learning.
- We must ask ourselves... "What are we doing or not doing to impact these students?"**

## Acad. Sem. \* Tutorial \* Rectification

- Students are provided intervention instruction support through A.S.
- Students will attend after-school tutorial at the 6-week progress report for F's.
- Students will attend rectification at the end of each trimester for F's.

## 7<sup>th</sup> Period

6<sup>th</sup> Grade — ~~Murray (T/Th)~~  
 7<sup>th</sup>/8<sup>th</sup> Grade — ~~Simons, Marquez~~

## Extended LHL

6<sup>th</sup> Grade — ~~Gonzalez, WIT~~  
 7<sup>th</sup> Grade — ~~Mata, AIT~~  
 8<sup>th</sup> Grade — ~~Gonzalez, V. Ma~~

## Peer Advisory

7<sup>th</sup> Grade — ~~Boswell~~  
 8<sup>th</sup> Grade — ~~Barady~~

## Tier 5 SPED/ Alt Ed

Students will be referred to SPED assessment, Alt Ed, or follow-up SST.

Students will be placed into Tier 4 through SST, Counseling Center, or lack of response to Tier 3 or by administration.

## Tier 4 504

**Assumptions:** Student's lack of progress may be due to dysfunction within one or more cognitive/developmental areas requiring formal testing or functional behavioral assessment.

## SST / BSP/Tier-III Social-Emotional Intervention Plan

**Target:** Students with Skill Deficits

**Entrance:** Non-Response to Tier 2 interventions or administrative Placement: Tier 3 contract

**Exit:** Meets contract criteria (e.g., 70% across homework and tests, no office referrals, and no red stamps by 3<sup>rd</sup> week of intervention)

**Docs:** Pink Profile Card, Level 3 Contract

## Tier 3 "Can't Do"

**Assumptions:** Student is Intellectually capable, but lacks mastery of a functional or academic skill (i.e., "can't do")

**Available Interventions:** Strategic Advisory, 7<sup>th</sup> Period, Double academic seminars, modification of coursework, peer mentoring, fast-taking intervention, weekly parent contact & progress monitoring with a target teacher or counselor

## Tier 2 "Won't Do"

**Target:** Students with Performance Deficits (e.g., Repeating LHL, repeating AS det. or regularly not completing work).

**Entrance:** Non-Response to Tier 1 interventions (Pink card submission, Office Referral Analysis, Request for SST by parent or teacher)

**Exit:** Satisfactory progress on Tier 2 graph

**Docs:** Pink Profile Card, Stickers in planners, Tier 2 progress graph

## Tier 1 Classroom Level (All Students)

**Target:** not completing homework & classwork

**Entrance:** Red stamps, minor behavior infraction

**Exit:** serves assigned LHL, Lunch Det., Afterschool Det., or complies with classroom expectation

**Docs:** LHL log, Parent contact log, det. slip

**Assumptions:** Student possesses the skills and ability to meet academic and behavioral expectations, but inconsistently demonstrates his or her ability (i.e., won't do).

**Available Interventions:** Extended Lunch Homework Lab, Peer Advisory Class, 7<sup>th</sup> Period, Escape Card, Behavior Modification, Group Counseling, Lunch in Office, Peer Mentor, Gaming Club, Check-in/Check-out, Systematic diminishment of work, Post-suspension monitoring

**Assumptions:** Student is capable of consistent Academic and behavioral performance.

**Available Interventions:** LHL, Lunch Det., Afterschool Det., parent contact, Perfect Homework Incentive Card, Group Points, Recognition, etc.

Outcomes Evaluation Every 3 weeks

### **Additional Supports:**

- Active supervision across campus by teachers, administration, campus supervisors, and support staff
  - Peer Mediation
  - Conflict Resolution with trained staff
- Progressive discipline, including restorative justice

### **What Can Parents do to Help?**

Be a partner with the school to:

- Keep an eye out for signs of bullying
- Ask your students direct questions about how people treat them and if they witness bullying
- Work with teachers, school staff, etc. to address bullying

### **References**

- California Education Code
- National Crime Prevention Council
- Health Resources and Services Administration National Bullying Campaign, 2004
- London Family Court Clinic, London, Ontario, Canada
- Committee for Children—Second Step Program Information
- The Olweus Bullying Prevention Program

For more information:

<http://washington.sanger.k12.ca.us>



## **Bullying Behavior at School: An Overview of SUSD Philosophy & Washington Academic's Response**

**Washington Academic Middle School  
Sanger Unified School District**



# What is Bullying?

## California Education Code Definition

"any severe or pervasive physical or verbal act or conduct, including communication made in writing or by means of electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to: Fear harm to person or property; experience substantial interference with academic performance; experience substantial interference with participating in school-based activities or services"

CA Ed. Code. 48900.2; 48900.4

## Bullying Includes:

An imbalance of power:

- Repeated and systematic harassment and attacks on others
- Perpetrated by individuals or groups

## Forms of Bullying

Physical violence, verbal taunts, name-calling, and put-downs, threats and intimidation, extortion or stealing money and/or possessions, spreading rumors, harassment via technology (email, text messages, etc.)

## Bullying is NOT:

- aggression without an imbalance of power (mutual /reciprocal verbal or physical aggressive behavior)
- a single instance of aggressive behavior
- multiple single instances of aggressive behavior towards many individuals
- making others play a game in a certain way
- a statement of dislike toward someone
- arguments/disagreements between students
- being excluded or not playing with someone
- choosing different friends to be with during free time

# Washington Academic's Response

## Washington Academic is a Community of Caring

Washington Academic's school culture embraces the following character values: respect, family, trust, caring, and responsibility.

## Olweus Anti-Bullying Program

Weekly classroom meetings during advisory to address social/emotional needs and bullying topics. Helps to teach students what bullying is and what to do when it is happening, including how to stand up for others.

## Positive Behavior Intervention and Supports

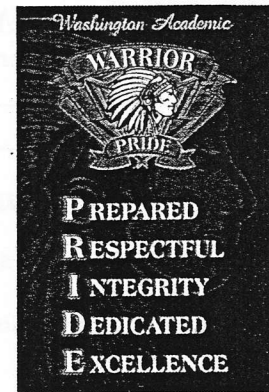
PBIS is a school-wide initiative to increase students' appropriate behaviors in all areas of the campus through explicit teaching of behavioral expectations. Inappropriate student behaviors are addressed via corrective feedback. Our behavioral expectations are visible in all areas of the campus and serve as constant reminders to students to demonstrate Warrior **PRIDE!** PRIDE stands for Prepared, Respectful, Integrity, Dedicated, Excellence!

## Second Step Programming

Curriculum implemented during weekly classroom meetings to help address the following issues: empathy, emotion management, coping skills, decision making, avoiding peer pressure, and anti-bullying. Development of these skills contributes to better student engagement and pro-social behaviors, including making good choices, setting goals, and avoiding peer pressure.



Washington Academic Middle School  
Positive Behavioral Interventions  
& Supports (PBIS)

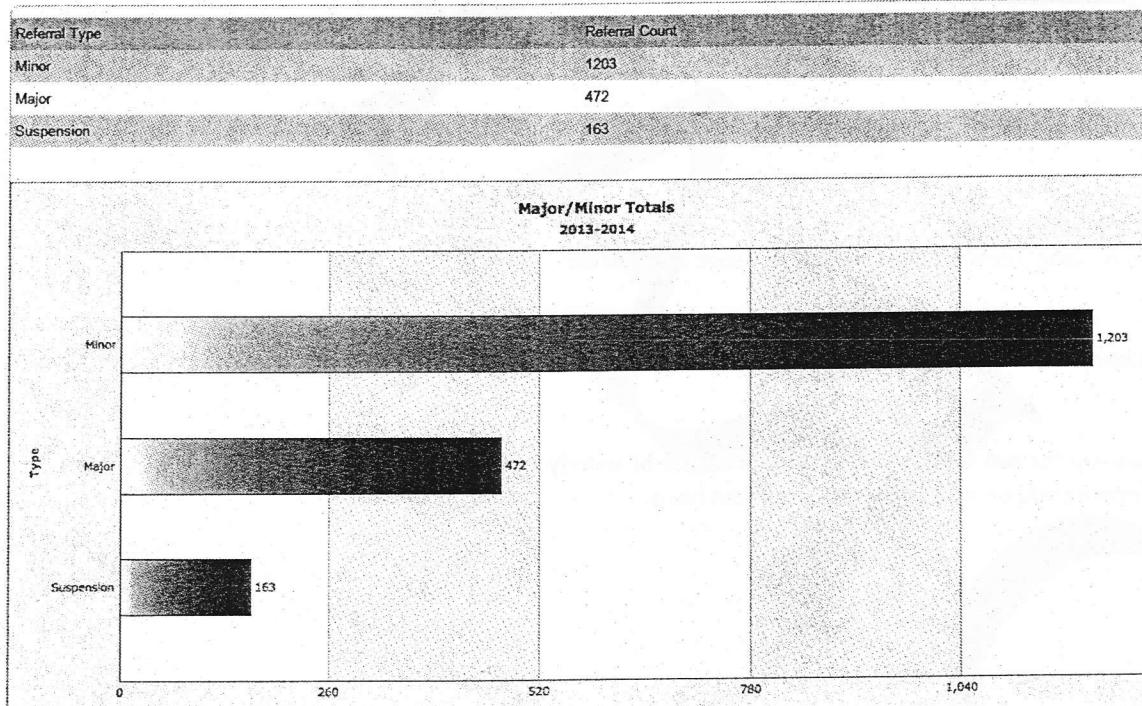


Agenda

September 2, 2014

1. 2013-2014: What worked well?
2. Minor & Major infraction data from 13-14
  - a. Areas to target for improvement

Minor/Major Totals for 2013-2014



3. Minor & Major infraction data from August 2014
4. Overall goals for improvement
  - i. Reduce office referrals by 10%



WAMS' Restorative Justice Opportunities  
(Segment of of AMP at CASCWA in Merced Union High School District)



**"Tentative" Schedule**

**Wednesday**

8:30 – Parent Drop off  
8:30 – 9:30 **Session 1 Coping with Anger**  
9:30 – 10:50 Academic Session 1  
10:50 – 11:50 **Session 2 Problem Solving & Stressors**  
11:50 – 12:30 Supervised Lunch  
12:30 – 1:30 Academic Session 2  
1:30 – Parent Pick-up

**Thursday**

8:30 – Parent Drop off  
8:30 – 9:30 **Session 1 Sensitivity Training**  
9:30 – 10:50 Academic Session 1  
10:50 – 11:50 **Session 2 Goal Setting/Career Exploration**  
11:50 – 12:30 Supervised Lunch  
12:30 – 1:30 Academic Session 2  
1:30 – Parent Pick-up

*Selected topics for sessions will be based on referred students and needs:*

**Coping with Anger:**

Anger Management, Confrontational Behavior, Fighting, Family Issues & Violence, Drugs & Alcohol, Death & Loss, Self-Harm, Divorces, Single Parent Home (Incarcerated/Deported Parent), Extended Family Household

**Problem Solving and Stressors:**

Coping Skills, de-stressors, Feelings, Friendship

**Sensitivity Training:**

Racial Slurs, Discrimination, Bullying, Violence in the Media, Cyber Bullying, Peer Pressure, Foster Care, Defiant and Disrespectful Behavior

**Goal Setting/Career Exploration:**

Motivation, Short Term & Long Term Goals, Interests, College and Career

**Academic Session:**

Students will work on classwork and homework assignments assigned for the restorative justice days.

**Follow-up:**

Weekly counseling follow-up for two weeks. Check-in/Check-out bi-weekly to monitor behavior and academics. Recommendations for exiting will be on a student-by-student basis.



# 2014-15 WAMS Discipline Matrix

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Firearm / Knife (possession, brandishing) Pg 18, 19 48900(b), 48915(c2), (a2)	*Rec expulsion	Knife Possession (Youth Court)	*5-day suspension		
Furnish, sell, intend to sell, or negotiate sell of Controlled Substance / Alcohol (Pg. 19, 21) 48900(d), (j) , 48915 (c3)	*Notify Law Enforcement		*Rec expulsion		
Sexual Assault/Battery (Pg. 18, 22) 48900 (a), (k), (.2), (.4), (n), 48915 (c4)	*Danger Hearing		*Notify Law Enforcement		
Explosive Device (Pg.18, 23) 48900 (b), 48915 (c5)	*If student returns, place on Behavior Contract		*Danger Hearing		
Serious physical injury - loss of consciousness - concussion - bone fracture - Wound requiring sutures/hospital - disfigurement (Pg. 19) 48900 (a), 48915 (a1)	*Drugs/Alcohol – mandatory awareness classes				
	*West Care Referral				
Harassing a witness (Pg.21) 48900(o)	<b>Use:</b> <b>Harrassment Form</b> <b>Threat Assessment</b> <b>Counsleor Referral</b>				
Committed or attempted to commit robbery or extortion (Pg. 19, 20) 48900 (e), 48915 (a4)					
Threatened, attacked, or committed assault or battery on school personnel (Pg. 20) 48900(a1), 48915(a5)					
Committed a terrorist act or terrorist threat (Pg. 20) 48900(.7)					
Making false accusations against school employees (Pg. 20) 48900 (k), 48915					

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Alcohol/drugs – under influence of any kind (Pg. 20) 48900 c, 48915 (a3)	*Notify PD *5 Day Suspension *Danger Hearing	*Notify PD *3 Day Suspension *Danger Hearing	*Notify PD *5 Day Suspension *Danger Hearing	*Notify PD *5 Day Suspension *Danger Hearing	
Alcohol/drug/paraphernalia possession (marijuana – over one ounce) (Pg. 20) 48900 c, 48915 (a3)	*Behavior Contract *Drugs/Alcohol mandatory awareness class	*Restricted suspension until Youth Court *YC Consequence	*Recommend transfer to Alt Ed *YC Consequence	*Recommend Expulsion	
Cause/threaten to cause injury (simple battery) (Pg. 20) 48900 (a1)	*Gang; Gang Contract	*Community Service	*Community Service		
Gang related offenses (Pg. 22) 48900(a1), (a2)	*Drug test with Parent consent	* OCS	*Drugs/Alcohol mandatory awareness		

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Willful defiance / disturbance (ie: trespassing) (Pg. 21) 48900 (k)	*Notify PD if needed *5 Day Suspension *Danger Hearing *Behavior Contract *Threat Evaluation	*Notify PD *3 Day Suspension *Danger Hearing *Behavior Contract *Restricted suspension until Youth Court *YC Consequence *Community Service	*Notify PD *5 Day Suspension *Danger Hearing *Recommend transfer to Alt Ed *Behavior Contract *Threat Evaluation	*Notify PD *5 Day Suspension *Danger Hearing *Recommend Expulsion	

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Bullying – including electronic – directed toward a pupil or school personnel 48900(k), 48900 (r)	*3 Day Suspension *Danger Hearing *Place on Behavior Contract *Threat Assessment	*2 Day Suspension *Danger Hearing *Place on Behavior Contract * Counslor Mediation *Restricted suspension until Youth Court *YC Consequence *Community Service	*5 Day Suspension *Danger Hearing *Recommend Transfer to Alt Ed. *Threat Assessment	*5 Day Suspension *Danger Hearing *Recommend Expulsion	



Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Verbal altercation / major disturbance (Pg. )	*3 Day Suspension *Danger Hearing *Property Damage Restitution *Threat Assessment *Counselor Referral	*2 Day Suspension *Danger Hearing *Place on Behavior Contract *Restricted suspension until Youth Court *YC Consequence *Community Service	*5 Day Suspension *Danger Hearing *Recommend Transfer to Alt Ed. *Threat Assessment *Property Damage Restitution	*5 Day Suspension *Danger Hearing *Recommend Transfer to Alt Ed. *Threat Assessment *Property Damage Restitution	*5 Day Suspension *Danger Hearing *Recommend Expulsion. *Threat Assessment *Property Damage Restitution
Fire-setting (including pulling fire alarms) (Pg. 21) 48900 (k)					
Hazing (Pg. 22) 48900 (a), (k), (.3)					
Damage to property / vandalism / graffiti (>\$500) (Pg. 22) 48904(f)					
Stealing or knowingly receiving stolen property (if >\$500, go to 4th offense) (Pg. 22) 48900(l)					

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Theft (<\$500) or shoplifting (if taken directly off of a person, it is robbery, no matter the amount) (Pg. 22) 48900 (g)	*2 Day Suspension *Danger Hearing *Referral to Counseling *SRO Referral/PD	*2 Day OC Susp. (Opt) *Danger Hearing *Referral to Counseling *SRO Referral/PD	*5 Day Suspension *Danger Hearing *Place on Contract *Threat Assessment *Property Damage Restitution	*5 Day Suspension *Danger Hearing *Recommend Transfer to Alt Ed. *Threat Assessment *Property Damage Restitution	*5 Day Suspension *Danger Hearing *Recommend Expulsion *Threat Assessment *Property Damage Restitution
Damage to property / vandalism / graffiti (<\$500) (Pg. 22) 48900 (f)	*Property Damage Restitution	*Property Damage Restitution *Community Service			

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Threats / intimidation / menacing / harassment (inc. sexual harassment and sexual orientation slurs) (Pg. 22) 48900 (a), (k), (.2), (.4)	*Warning to student and alt consequence (ie. 3 LD, or 1 Sat. School) *Satisfy the victim *Threat Assessment *Counselor Mediation *Office Restrictions	N/A	*3 Day Suspension *Danger Hearing *Place on Contract *Threat Assessment *Counselor Mediation	*5 Day Suspension *Danger Hearing *Recommend Alt Ed *Threat Assessment *Counselor Mediation	*5 Day Suspension *Danger Hearing *Recommend Expulsion *Threat Assessment *Counselor Mediation
Defiance (Pg. 23) 48900 (k)					

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Possession of a dangerous object (including imitation weapons and laser pointers) (Pg. 23) 48900 (b)	*Warning to student and alternative consequences (3 days lunch detention or Saturday School)	N/A	*3 Day Suspension	*5 Day Suspension *Danger Hearing Place on Contract or Recommend Alt Ed	
Habitual profanity / slurs / vulgarity (Pg. 23) 48900 (i), (.5)	*Office Restrictions				

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Possession of tobacco or nicotine products – confiscated materials will be returned to parent upon request (Pg. 23) 48900 (h)	*Warning/Notify Parents *Saturday School *Office Restrictions	N/A	*1 Day OC Suspension	*3 Day Suspension *Place on Contract Referral to Counseling	*5 Day Suspension *Danger Hearing *Recommend Alt Ed
Truancy					

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Disrupted school activities 48900 K Violations	*Warning to student and alternative consequences (3 days lunch detention or Saturday School) *Counselor/ Mediation *Office Restrictions	N/A	*Saturday School *Community Service *Office Restrictions	*3 Day Suspension *Danger Hearing *Place on Contract *Office Restrictions	*5 Day Suspension *Danger Hearing *Recommend Alt Ed. *Reduce Suspension if student enters Alt Ed.

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Dress code (Pg. 24) 48900 (k) Gang related 35183(2)	*Warning *Change Clothing *Parent Contact	N/A	*1 ASD *Change Clothing *Parent Contact	*1 Saturday School *Change Clothing *Parent Contact *Dress Code Contract	*1 Saturday School or 1 OC Suspension *Change Clothing *Parent Contact

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Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Public display of affection 48900 (k)	*Warning *Parent Contact	N/A	*Lunch Detention *Parent contact	*Office Restrictions for 1 week *Parent Contact	*Office Restrictions for 2 weeks *Parent Contact

Violation	1st Offense	Restorative Justice Option	2nd Offense	3rd Offense	4th Offense
Behavior on bus 48900 (k)	*Warning to student and alternative consequences (3 days lunch detention, 1 ASD, or Saturday School) *Counsleor/ Mediation (if needed) *Office Restrictions *Parent Contact	N/A	*5 Day Bus Suspension *Saturday School or Office Restrictions *Possible Suspension -see handbook *Parent Contact	*10 Day Bus Suspension *Saturday School or Office Restrictions *Possible Suspension -see handbook *Parent Contact	*20 Day Bus Suspension *Saturday School or Office Restrictions *Possible Suspension -see handbook *Parent Contact

