



Monteith Elementary School Positive Behavior Support/Leadership Plan

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Created May 2011, Updated October, 2012



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Positive Behavior Support at Monteith Elementary School

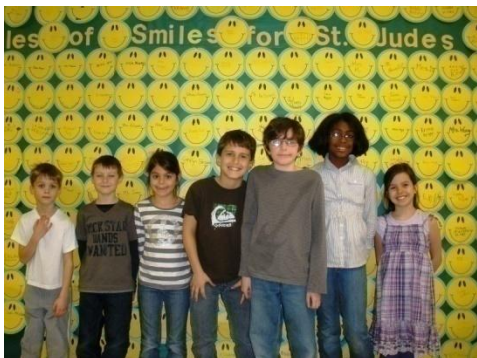
Positive Behavior Support will allow us the opportunity to provide a consistent and fair behavior plan. The original theories behind this approach to discipline were developed by special education instructors. However, the benefits of this type of a plan are beneficial to ALL students.

Research shows us that students achieve at a higher level when they know the expectations and feel safe. Positive Behavior Support will help us improve both of these. Our plan provides detailed expectations in every area of the school while putting an emphasis on safety.

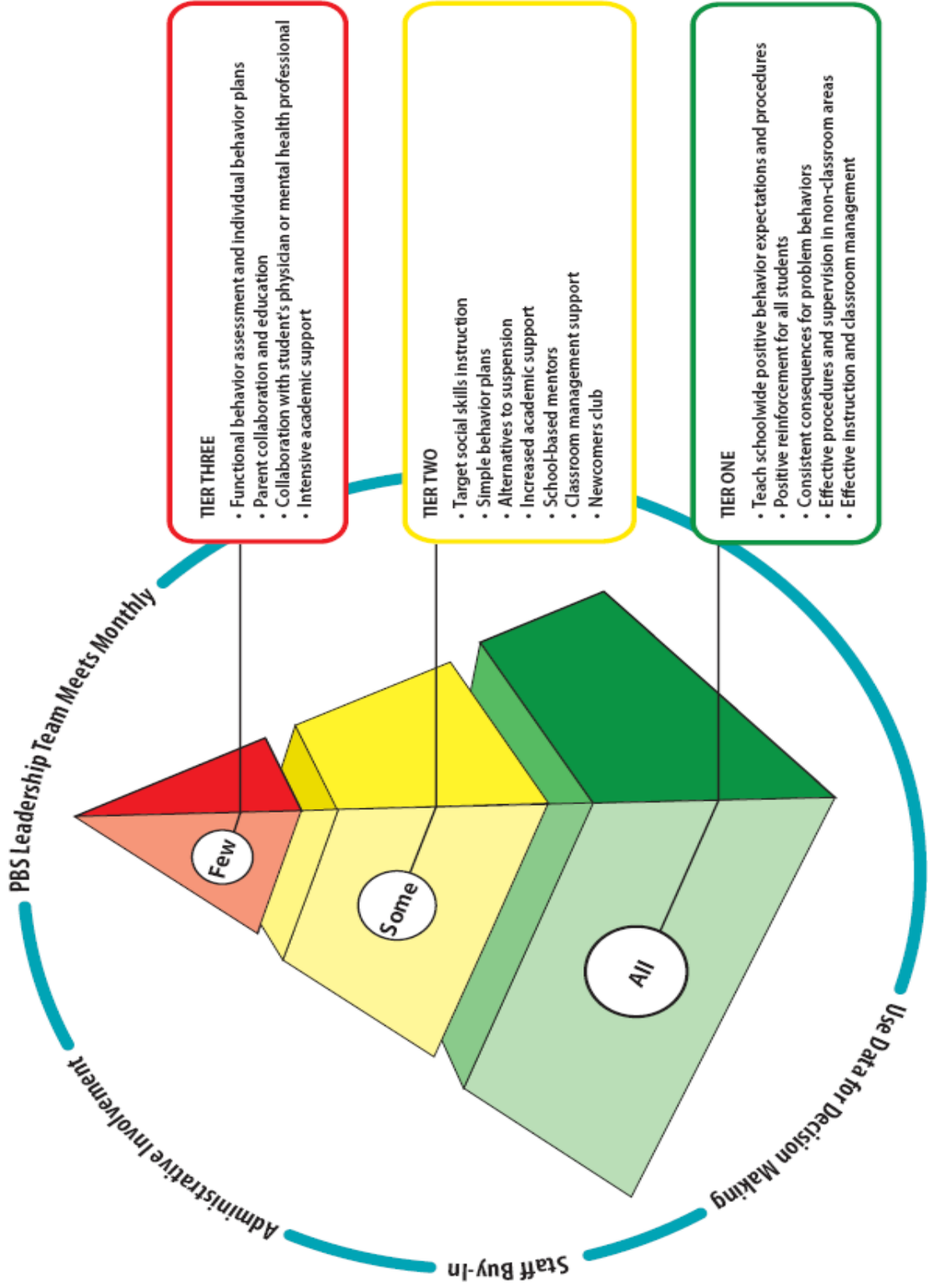
The success of our plan will improve with time and with the participation of our families. Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. Throughout this process, Monteith Elementary will provide information to help with home implementation of the Positive Behavior Support Plan.

Our plan will focus on three areas:

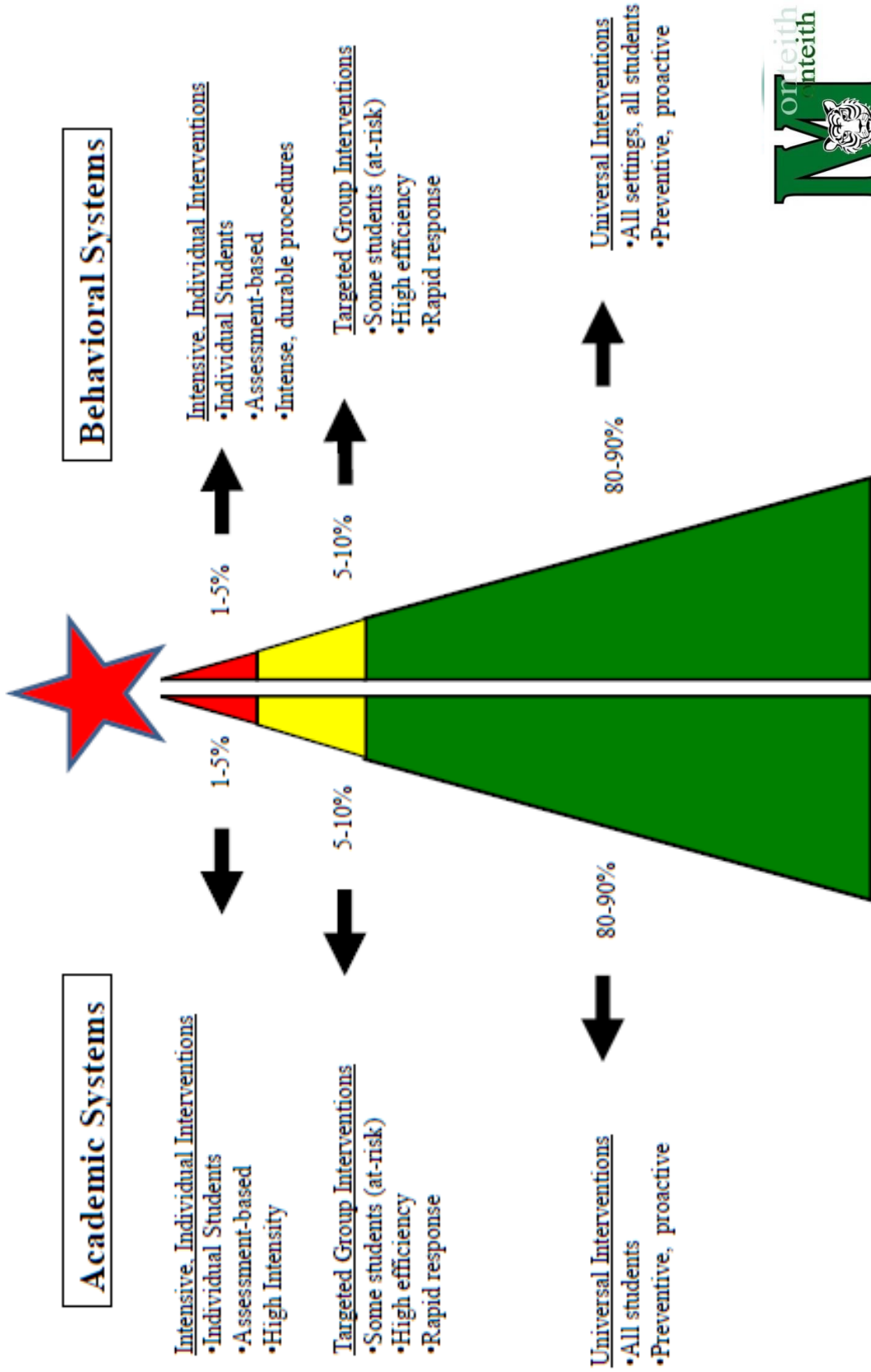
- 1. Be Respectful**
- 2. Be Responsible**
- 3. Be Safe**



School-Wide PBS



Designing School-Wide Systems for Student Success





Teaching Positive Behavior Expectations

Be Respectful • Be Responsible • Be Safe

- Guidelines for Teaching
- The Matrix
- Monteith Behavior Pledge
- Sample Teaching Strategies/Lessons
- Monty's Signals for Quiet
- Ways to Practice Some Procedures



Guidelines for Teaching Positive Behavior Expectations (The Matrix)

- Plan to teach positive behavior expectations over the first two-three weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly throughout the year. Teachers should designate time each day to focus on behavior instruction, relationship (community) building, and review aspects of the matrix. Keep the lessons brief 5-15 minutes per lesson.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

**What do you mean by “teach” the expectations?
I always go over the class rules.**

- This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feed-back on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

Monty's Expectations/Procedures

1. Arrival/departure
2. Field trips
3. Safety drills
4. Assemblies
5. Lunch
6. Playground/Indoor Recess
7. Bathroom
8. Hallway

Please see matrix describing expectations



Guidelines for Teaching the Matrix (cont.)

How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the Matrix and plan to conduct brief lessons. Consider it an investment during the first part of the year that will pay off with more orderly behavior thereafter.

How is this different than teaching “procedures” as described in Harry Wong’s book, *The First Days of School*?

- Harry Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:
 - What to do when you enter the classroom.
 - How to get the teacher’s attention.
 - What to do when you need to go to the restroom.
- The positive behavior expectations defined in the Matrix may be included in classroom procedures, but they are grounded in the core values of **RESPECT**, **RESPONSIBILITY** and **SAFETY**. Part of our objective is to teach students these core values beyond the level of simple classroom procedures



MONTEITH ELEMENTARY – Monty’s Expectations

Expectations	Lunch	Playground / Indoor Recess	Bathroom	Hallway
Be Respectful	<ul style="list-style-type: none"> - Sit at your assigned table - if table is full then you will sit at the overflow table - Use indoor voices – no yelling - Listen to all adults - No staining food - Use your manners – please, thank-you 	<ul style="list-style-type: none"> - Use equipment appropriately - Enter building quietly - Use appropriate language - Wait your turn on the tire swing - Respect neighborhood property along fence line. Stay 10 ft. away from fences and trees/fence line 	<ul style="list-style-type: none"> - Respect other’s privacy - Flush toilets - Use indoor voices - Wash hands with soap and dry hands – throw paper towel in trash can. - Respect bathroom property 	<ul style="list-style-type: none"> - Walk in a straight line with body forward - Walk silently – be respectful to other learners - Do not touch student work hanging in the halls - Eliminate all locker items that cause distraction to learning
Be Responsible	<ul style="list-style-type: none"> - Throw trash in garbage can- when excused - Clean up after yourself – pick up all garbage that you drop on the floor - Stay seated until excused by the bathroom supervisor - Please come to school with food that does not require microwave usage. - Listen for bell and immediately walk to your line at end of lunch recess. 	<ul style="list-style-type: none"> - Share equipment - Stay in dry areas - Report problems to an adult - Wait in line with hands and feet to yourself - Listen for bell and immediately walk to your line at end of recess - Follow indoor recess rules set by your teacher 	<ul style="list-style-type: none"> - Return to class promptly - Report problems to an adult - Clean up after yourself – no splashing water on the floor - Use closed bathroom to your classroom - Do not open/close (or yell out) windows in bathroom 	<ul style="list-style-type: none"> - Keep belongings (books, backpack, lunch bags etc.) to self - Walk silently with hands and feet to yourself - Arrive and depart all specials appropriately – Be ready to learn and follow teachers directions - Be prepared for class – make sure appropriate learning materials are in desk and not in locker
Be Safe	<ul style="list-style-type: none"> - Enter quietly with hands and feet to self - Stay seated at all times until excused - Raise hand if you need an adult - Line up in single file line when excused - Walk in the halls 	<ul style="list-style-type: none"> - Football must be in hand touch only - Keep hands and feet to yourself at all times – no physical horsing by - No playing tag on playground equipment - One person on the slide at a time - No running up the slide - Use swings appropriately- No jumping, twisting or swinging - Do not throw snow at anyone. Stay off the ice. Must have boots and snow pants to play on the wood chips or play field once the snow is on the ground—otherwise children must stay on the backdrop. 	<ul style="list-style-type: none"> - Use bathroom at designated times - Walk with hands and feet to yourself - Wash hands with soap and dry hands 	<ul style="list-style-type: none"> - Walk with hands and feet to yourself – hands at your side - Walk with body forward - Stay to right side of hall - No skipping, steps or running on the stairs - DO NOT open outside doors for anyone - Keep belongings (books, backpack, lunch bags etc.) to self

Consequences

When students choose to not follow the school expectations, one or more of these consequences will occur:

Progressive Discipline: Verbal Warning – Discipline Note Sent Home – After School Detention – Loss of Privileges – Lunch/Recess Detention – Separation from Lunch/Recess Program – Parent/Student meeting with appropriate staff – Think Sheet – School Separation (in or out of school) – Suspension, etc.

Monteith intends to follow the Grosse Pointe Public School Code of Conduct for the safety of all students, staff, and parents.

Students will follow the Monteith Pledge – *I will be respectful and kind to others. I will practice responsibility. I will always be safe. Today, I will do my best to BE my best!*

PBS – Monty’s Millionaire Club tickets – Respectful students will not ask for tickets. They will be earned through demonstrating leadership behaviors.

Revised 9-24-12



MONTEITH ELEMENTARY – Monty’s Expectations

Expectations	Arrival/Departure	Field Trips	Safety Drills Tornado, Fire, Lock Down, etc.	Assemblies
Be Respectful	<ul style="list-style-type: none"> Watch where you are walking Use indoor voices once in building Respect neighborhood property. Students will follow dress code established by the district – see student code of conduct for detail. 	<ul style="list-style-type: none"> Listen and follow directions of adults in charge Respect property and place you are visiting 	<ul style="list-style-type: none"> Walk in a straight line with eyes forward Walk Silently Listen to directions from the adult in charge 	<ul style="list-style-type: none"> Stay within personal space Respond appropriately with good manners – No talking Sit quietly with ears and eyes on speaker
Be Responsible	<ul style="list-style-type: none"> Keep belongings to self Arrive on time Be sure to have everything you need when arriving to school or leaving for home - Follow Homework/Classwork requirements established by district and classroom teacher 	<ul style="list-style-type: none"> Stay with the group Follow expectations of Monteth students when on Field Trips 	<ul style="list-style-type: none"> Immediately walk to your spot in line 	<ul style="list-style-type: none"> Sit flat and face forward Enter and Exit quietly with teacher Follow directions from speaker and adults in charge
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self when standing in line and walking to and from school/classroom/locker – no physical horseplay Do not enter building until bells ring – must be with an adult if playing on playground equipment before school. Bikes must be walked on the sidewalk until away from the building Do not throw snow at anyone when walking to and from school 	<ul style="list-style-type: none"> Follow safety expectations of Monteth and place visiting Stay with group Wear Name Tag at all times Buckle up during drive on Field Trip and obey booster seat guidelines Do not go with strangers and stay with adult in charge of your group 	<ul style="list-style-type: none"> Walk in a straight line and follow teacher to safety Keep hands and feet to self Stay silent and listen to safety instructions even after the drill is completed 	<ul style="list-style-type: none"> Keep hands and feet to self Walk quietly Sit flat – do not lay on floor Sit in assigned area

Consequences

When students choose to not follow the school expectations, one or more of these consequences will occur:

Progressive Discipline: Verbal Warning – Discipline Note Sent Home – After School Detention – Loss of Privileges – Lunch/Recess Detention – Separation from Lunch/Recess Program – Parent/Student meeting with appropriate staff – Think Sheet – School Separation (in or out of school) – Suspension, etc.

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Revised 9-7-12





Sample Teaching Strategies/Lessons

- Use classroom discussions
- Brainstorm a list of actions that show respect, responsibility, and/or safety
- Have students talk about a person or character from a book that they respect
- Role-play both appropriate/inappropriate behaviors
- Create bulletin boards showing respect, responsibility, and/or safety
- Assigning Leadership Roles – students teaching the Matrix/7 Healthy Habits
- Contact PBS team for additional ideas
- TEACH** and practice procedures each day

“If a student doesn’t know how to read, we teach.

If a student doesn’t know how to swim, we teach.

If a student doesn’t know how to multiply, we teach.

If a student doesn’t know how to behave, we punish?”

John Herner

Monteith Behavior Pledge

I

will be respectful and kind to others.
will practice responsibility.
will always be safe.

Today, I will DO my best to BE my best.



Monty's Signal for QUIET

- Raise one hand straight up.
- Other hand showing “shhh” sign with index finger at mouth.



Ways to Practice Some Procedures

UNIVERSAL QUIET SIGNAL

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will put one finger to their mouth and their other hand straight up. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, if they have siblings, etc. After two minutes, teacher shows the signal. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

INTERRUPTIONS DURING CLASS

Tell students that someone will be coming into the classroom to talk to you. They won't know when, but they must continue to work quietly and remain that way until the visitor is gone.

ASSEMBLY PROCEDURES

Discuss appropriate behaviors for walking in the hallways. Practice walking to the assembly room and demonstrate appropriate manners and ways to sit. Voices should be no louder than a six-inch voice (demonstrate the difference between a six-inch conversational voice, a six-foot oral reading voice, and a twelve-foot outdoor voice) before an assembly starts and should be silent when all quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.

LUNCH ROOM PROCEDURES

The Monteith lunch/recess program is a privilege. Children who do not follow the lunch/recess procedures may be sent home for lunch.

Please review **Monty Expectations Matrix on our web site.**



Acknowledging and Rewarding Appropriate Behavior

Be Respectful • Be Responsible • Be Safe

- What Makes A Good Reward
- 4 to 1 Ratio
- 100 Ways to Praise A Child
- Guidelines for Monty's Millions & Lunch w/Principal
- Monty's Millions/Lunch Tickets/Postcard Home
- Ongoing Positive Behavior/Leadership Focus Areas



What Makes A Good Reward?

1. Readily available
2. Appropriate to the environment
3. Easy to deliver
4. Can be controlled by the teacher
5. Is powerful to the student



School-wide Reward Systems



4 to 1

ratio of positive
attention to
corrections

100 Ways to Praise a Child

Wow	Magnificent	You're The Best	Fantastic
A+ Job	You're On Target	You Learned It Right	You Made My Day
How Nice	You Are Responsible	You Go	Radical
Marvelous	You're Unique	Amazing	Bravo
Well Done	You Tried Hard	Sensational	Perfect
That's Incredible	That's Correct	Exceptional	You Care
That's Hot	Spectacular Job	First-Rate	Nice Work
Good For You	You're Beautiful	Congratulations	I Like You
Fantastic Job	You're Doing Well	Remarkable	I Respect You
Hurray For You	You've Got It	Great	Beautiful Work
Remarkable Job	Brilliant	Terrific	You're Darling
You're a Winner	Phenomenal	Good Stuff	Great Discovery
You're Important	Wonderful	Superstar	You Are Exciting
You're Fantastic	Splendid	Hot Stuff	Hip Hip Hooray
How Smart	Impressive	You Belong	Now You're Flying
You're Catching On	Good	I Trust You	Thanks So Much
Looking Good	Out Of This World	Try Your Best	You're The Greatest
Tremendous	You Did It	Creative Work	Ideal
Fabulous	You're On Top of the World	You're Perfect	I'm Proud Of You
Neat	Beautiful	You're So Smart	Stupendous
Awesome	Super Work	Fine Job	Good For You
Dynamite	Good Job	Outstanding	Way To Be On Task
Love It	You're On It	Superior	You Brighten My Day
Way to Go	Good Thinking	Cool	

Monty's Millions

Building procedures

- When individual students are caught showing positive behaviors, they'll receive Monty's Millions from their classroom teacher, special teachers or other staff member. Maximum 2-3 tickets/day/teacher/staff member.
- On Friday each week the classroom teacher will draw one name from the week's tickets and share it with the class. The teacher will then complete a postcard that will be sent to the office to be mailed to the student's parents/guardians by Monday afternoon.
- Each Tuesday, during morning announcements, the positive behavior of the students will be read with the students present.
- At the end of the month, the office will select one student from each grade level from the month's postcards to join PBS committee members for a *Leaders Lunch*.
- *Please note that these tickets are to be given for outstanding or exceptional acts of leadership as well as students who model appropriate Matrix behavior.*

Pizza Lunch w/Principal

- PBS lunchtime golden tickets will be given to students that are caught showing positive behaviors in the lunch room and playground. Lunch staff are to give a maximum of two tickets per day. Tickets are to be given for outstanding or exceptional acts.
- Lunch staff will collect these tickets each day and return them to the office at the end of each month. All students receiving a lunch time ticket will receive a Monteith pencil and be eligible for a school-wide drawing for a pizza lunch with the principal.





Monty's Millions



_____ was caught being a leader because

Issued by _____ Date _____ Grade _____

Monty's Millions



Be Respectful, Responsible & Safe

Name _____

Teacher's Name _____

Given by _____

Golden Lunch Ticket



Postcard Home

Tickets are available to print from Monteith PBS Shared Drive



Ongoing Positive Behavior/Leadership Focus Areas

Inspired by the 7 Habits of Happy Kids by Sean Covey

Start With You

Habit 1 BE PROACTIVE

You're in Charge

Habit 2 BEGIN WITH THE END IN MIND

Have a Plan

Habit 3 PUT FIRST THINGS FIRST

Work First, Then Play

Then Play Well With Others

Habit 4 THINK WIN – WIN

Everyone Can Win

Habit 5 SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

Listen Before You Talk

Habit 6 SYNERGIZE

Together Is Better

And Remember To Take Care of Yourself

Habit 7 SHARPEN THE SAW

Balance Feels Best

- Read The 7 Habits of Happy Kids by Sean Covey during the year
- Continue to review the Positive Behavior Focus Areas

- ❖ Monty Matrix and DeBug
- ❖ Safety
- ❖ Caring/Sharing/Friendship
- ❖ Tolerance/Appreciation
- ❖ Bucket Fillers
- ❖ Healthy Body/Healthy Mind
- ❖ Perseverance - Never give up!
- ❖ Pay it Forward
- ❖ Sportsmanship
- ❖ Celebration of PBS- review year

Focus Lessons available in Monteith PBS Shared Drive

Ongoing Positive Behavior/Leadership Focus Areas

Inspired by the 7 Habits of Happy Kids by Sean Covey

Start With You

Habit 1 - Be Proactive



I am a responsible person.
I am in charge.
I choose my actions, attitudes and moods.

Habit 2 - Begin with the end in mind



I plan ahead and set goals.
I look for ways to be a good citizen.

Habit 3 - Put First Things First



I spend my time on things that are most important.
I set priorities.

Then Play Well With Others

Habit 4 - Think win-win



I balance the courage of getting what I want with consideration of what others want.

Habit 5 - Seek First to Understand, Then to be Understood



I listen to others without interrupting.
I try to see things from their viewpoint.
I am confident in voicing my own ideas.

Habit 6 - Synergize



I value other people's strengths and learn from them.
I seek out other people's ideas because I know that by teaming with others we can create better solutions than anyone of us can alone.

And Remember To Take Care of Yourself

Habit 7 - Sharpen the Saw



I take care of myself.
I spend time with family and friends.
I find meaningful ways to help others.

- Read *The 7 Habits of Happy Kids* by Sean Covey during the year
- Continue to review the Monthly Positive Behavior Focus Areas

- ❖ Monty Matrix and DeBug
- ❖ Safety
- ❖ Caring/Sharing/Friendship
- ❖ Tolerance/Appreciation
- ❖ Bucket Fillers
- ❖ Healthy Body/Healthy Mind
- ❖ Perseverance - Never give up!
- ❖ Pay it Forward
- ❖ Sportsmanship
- ❖ Celebration of PBS- review year

Focus Lessons available in Monteith PBS Shared Drive





PBS Support Teaching Strategies and Resources

- The DeBug System
- Shared Drive Teacher Resources/Activities



The DeBug System

The children at Monteith use a problem solving system called Debug. Debug was originally designed by Dawn Harris in 1989. The purpose of Debug is to equip children with the skills necessary to solve problems on their own when others are “bugging” them. It helps define the adult/parent role which is one of assisting the child only after the child has attempted to resolve the issue on his own. It is believed that this system can help families and classrooms run smoothly by giving children the skills they need to solve their own problems.

The five steps of the DeBug System are simple. Even kindergartners can list them in no time. The children are taught that if someone is bugging them, they should try the following:

1. **Ignore.** If that doesn't work...
(No words are used on this step or looking at the person who is bothering them.)
2. **Move away.** If that doesn't work...
(Again they are to implement the ignore rule as they walk away.)
3. **Talk friendly.** If that doesn't work...
(Here they do not yell or use mean words. It is also important here that the child explains to the other child what is bothering him and that he/she wants “It” to stop.)
4. **Talk firmly.** If that doesn't work...
(Here we still use kind words but our voices get a little louder (but not yelling) and deeper. It is also important on this step that the child explains to the other child what is bothering him/her and that he/she wants “It” to stop.)
5. **Get adult help.**
(If the child is being hurt they are always told they should skip to number # 5 and get an adult before using any the steps.)

Here are some responses a parent/adult can use when a child complains about a conflict with a sibling or friend to encourage the use of Debug:

1. Are you being hurt?
(We have a rule at Monteith. If someone is being hurt emotionally or physically, the child may skip the steps of Debug and go tell an adult immediately.)
2. Have you tried the DeBug System?
3. What step are you on?
4. Come back if you get to step five.

When a child has reached step five and needs parent/adult help, the parent/adult can follow these steps:

1. Facilitate a meeting with both children to have them resolve the problem.
2. Provide a place they can talk. Have them discuss:
 - a. What do you want to happen?
 - b. How can you make that happen?
 - c. Express confidence that they can work it out.
 - d. Have the children share their agreement with the parent/adult.
 - e. If absolutely necessary, help the children talk it through.

When the child comes to you after doing all four steps, the parent/adult needs to stop and take the time to facilitate the resolution of the problem by following the above steps. A simple response of having them ignore, or move away will only reinforce that asking for help is not okay. As a community we need a balance between empowering children to solve their problems and teaching them when to ask for help. Over the years of working with families, many families have shared that the Debug System has been very helpful in their homes. We hope you find this information helpful. If you have any questions, please feel free to contact the social worker, teacher or principal.

Thank you.



The DeBUG System



1

Ignore.

If that doesn't work...



2

Move away.

If that doesn't work...



3

Talk friendly.

Use an "I" message.

If that doesn't work...



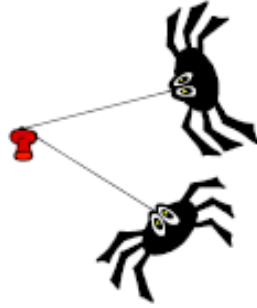
4

Talk firmly.

If that doesn't work...

5

Get adult help.



Shared Drive Teacher Resources/Activities

- Ongoing Behavior Focus
- Think Sheet Examples
- Monty's Millions Ticket & Lunch Reward Ticket Sheets
- Student Code of Conduct
- Additional PBS Teacher Resources

Shared Drive Instructions

- Go to My Computer (on desktop)
- Staff
- Monteith Folder
- Teachers Folder
- PBS Folder
 - Monthly Behavior Focus Folder
 - Think Sheet Examples Folder
 - Monty's Millions Ticket & Lunch Reward Ticket Sheets Folder
 - Student Code of Conduct Folder
 - Additional PBS Teacher Resources

**** Please place any documents that you may feel helpful to Monteith staff in the appropriate PBS folder***



Academic Response To Intervention

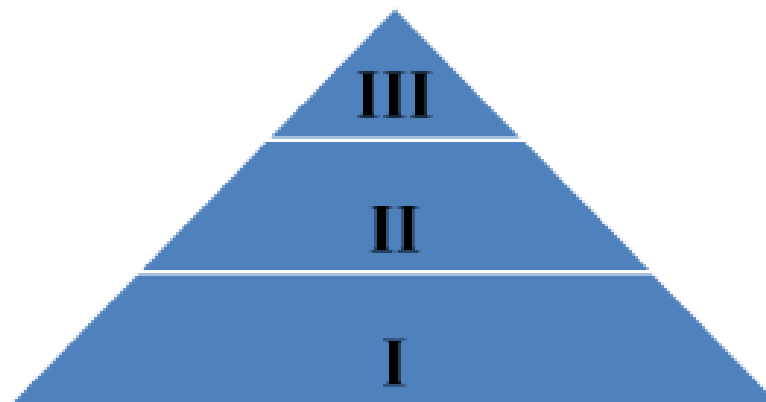
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- GES3 Emotional/Behavioral Characteristics
- GES3 Intervention Form



General Education Strategies for Student Success

GES3 - Implementing RTI

The Three-Tier Process



Tier I Process

Focus	ALL students in class – 80-90% of students
Program	State and District Curriculum – core instruction (day to day)
Grouping	Multiple and flexible grouping to meet student/classroom needs
Time	District Curriculum Requirements
Assessment	Universal assessment three times per year to identify and pinpoint academic difficulties. NWEA, DRA/MLPP, etc.
Interventionist	General education classroom teacher
Setting	General education classroom

Tier II Process

Focus	Students not responding to Tier I efforts – 5-15% of students
Program	Supplemental and differentiated instruction – Reading Support, ISP Phases of interventions – Targeted group intervention
Grouping	Small group instruction (1:3 – 1:5) – same ability/instructional level
Time	Minimum of 30 minutes per day/3-4 days a week/in addition to core classroom instruction. 9 – 12 weeks
Assessment	Progress Monitoring by-weekly or weekly – 6 progress monitors per intervention phase
Interventionist	Determined by GES3 team – classroom teacher, resource teacher, ISP teacher, reading teacher, social worker, speech therapist, Psychologist, PLC team member, etc.
Setting	Designated by GES3 – may be within or outside the classroom

Differentiated Instruction IS:

- Using assessment data to plan instruction/group students.
- Grouping instructional groups (1:3 – 1:5).
- Flexible grouping – changing based on progress, interest, and/or needs
- Use time flexibly, to match materials to learners needs, and meet with students in varied formats.
- Finding ways students can use the same materials at different levels.
- Using a variety of instructional strategies to meet the needs of all students.
- Engaging students in activities that respond to learning needs, strengths, and interests.

Differentiated Instruction IS NOT:

- Using only whole-class instruction.
- Using small groups that never change.
- Using same reading text with all students.
- Using same independent seatwork assignments for the entire class.

Tier III Process

Focus	Students not responding to Tier I and II efforts – 1-5% of students
Program	Supplemental and differentiated instruction within classroom. Push in and pull out programs – utilizing scientifically based programs targeting specific deficiency. Continue Phases of Interventions – intensive individualized interventions – ISP and Reading Support
Grouping	Small group instruction (1:1 – 1:3) – same ability/instructional level
Time	Minimum of two 30 minute intervention sessions per day. Continued tier I and II classroom interventions. 12 – 18 weeks.
Assessment	Progress Monitoring weekly – 6 progress monitors per intervention.
Interventionist	Determined by Problem Solving Team (PST) – classroom teacher, resource teacher, teacher consultant, curriculum coordinator, para professional, PLC team member, etc.
Setting	Designated by PST – may be within or outside the classroom

Tier II – students at/below 10th percentile

Tier III – students at/below 10th percentile and growth rate less than average

If tier III is unsuccessful then the student may be considered as potentially disabled. The GES3 team will make the determination if additional testing is necessary. GES3 team will make special ed testing recommendation.

GES3 (3-7 members) - Principal, referring teacher, school psychologist, reading teacher, ISP teacher, resource room teacher, speech therapist, psychologist, parent and/or others who have expertise/knowledge of the student.

Revised: October 7, 2011

General Education Strategies for Student Success (GES3) –Referral

Student	School/Teacher
Date referred	Referring Teacher/Position
Date of Birth/Age/Grade	Dominant Language at Home
Student Address/Phone	Parent/Guardian

Educational Data:

Attendance Review – Attach Report	Current Year	Previous Year
Absences/Tardies:		
Schools Attended		

Retention Information:	Prior GES3 Referrals:
Pre-meeting with PLC and/or GES3 member:	Outcomes:
Contact with ancillary staff - i.e. OT/PT, outside resource:	

Reason for Referral: _____

Student Strengths: _____

Special Education Yes No Certification _____

Special Services (past/present) _____

Additional Programming. ISP, Reading, other: _____

Describe any Physical/Health Problems (include medications) _____

Describe past attempts, if known, to assist the student and outcome(s): _____

Has teacher/staff contacted parent regarding this problem? Yes No
 Parent Input: _____

Forms to complete:

If Reading is a problem, complete Reading Form.
 If Math is a problem, complete Math Form.
 If Writing is a problem, complete Writing Form.
 If Behavior is a problem, complete Behavior Forms.

} Complete forms for only those problem areas of concern.

Principal may require referring teacher to attach available copies of the following reports that are related to the referral: test scores, student work, curriculum based measurements (CBM), attendance, discipline, etc. It may be necessary to provide reports from prior years.

Guide of Appropriate Descriptors (See back of page) Check all that apply.

For Administrative Use Only	
Date Referral Received/Reviewed	by Principal/Designee
Notes:	
Intervention Meeting Date:	

Revised 10/28/2011



General Education Strategies for Student Success (GES3)
Guide of Appropriate Descriptors
 Check all that apply

Academic Characteristics

- Academics significantly below grade level
 - Reading at least one year below grade
 - Spelling below age level
 - Math skills at least one year below grade level
- Unable to copy to paper from board
- Unable to express thoughts on paper
- Lacks organizational skills
- Reversals of letters & numbers
- Poor performance on tests
- Doesn't turn in assignments
- Slow in finishing work
- Inconsistent performance
- Difficulty with transitions
- Difficulty with fine motor skills
- Language delay/processing delay
- Uncertain about oral directions
- Trouble with rote memory tasks
- Lack of motivation/apathy
- Other: _____

Intervention Strategies

- Differentiated curriculum
- Behavior plan
- Documentation/charting behavior
- Reduced work load/homework
- Peer tutoring/Study buddy
- Parent assistance
- Routine communications with home
- Mentor Program
- Has had previous child study/problem solving team
- Consultation without other staff:
 - Grade level SpEd Teacher
 - Reading Consultant Speech Therapist
 - Social Worker Other
- Focus on student's strengths
- Testing accommodations (untimed testing, breaks during test, oral testing, reduced number of test items)
- Preferential seating
- Study carrel
- Changed seat
- Grade level team consultation through PLC data analysis
- Use daily assignment sheet/planner
- Administrator conference
- Academic Contract
- Behavior Contract
- Modified curriculum
- Teach social skills
- Check in/check out
- Teach friendship skills/ sharing/ negotiation strategies
- Other: _____

Behavioral Characteristics

- No behavior problems at this time
- Short attention span/easily distracted
- Shows signs of nervousness
- Has preoccupations, fears, or anxiety
- Negative/often refuses to comply
- Displays immature behavior
- Will not accept responsibility for actions
- Physically active/impulsive/aggressive
- Makes irrelevant/inappropriate remarks
- Seeks attention
- Often lacks pride in work
- Suspected stealing, lying, and cheating
- Follower
- Exhibits unacceptable behavior
 - Lunchroom Hall
 - Playground Bus
 - Specials Restroom
- Destroys property
- Rarely works to potential
- Needs frequent reassurance
- Daydreams
- Anti-social
- Difficulty making friends
- Manipulative
- Easily fatigued
- Often shows disrespect
- Poor self care skills
- Resists limits on rules
- Withdrawn/shy
- Appears depressed
- Perfectionist
- Difficulty maintaining eye contact
- Invades the body space of others
- Appears frustrated
- Little concern for school performance
- Other: _____

Physical Characteristics

- Poor hygiene
- Frequent bathroom requests
- Often hungry
- Glasses
- Goes home sick often
- Tired often
- Symptomatic
- Sleeping in class
- Bruises/wounds
- Hearing deficits
- Asthma/allergies
- Lethargic
- Taking medication: _____
- Other: _____

Revised 10/14/2011



General Education Strategies for Student Success (GES3)

Reading

Student Name _____ Date _____

Attach Student Cumulative Assessment Report (Principal will provide.)

Scores	Previous Year	Current Year Fall	Current Year Winter	Current Year Spring	Comprehension: The student has difficulty with the following areas of comprehension: <input type="checkbox"/> Recall <input type="checkbox"/> Locating information <input type="checkbox"/> Remembering details <input type="checkbox"/> Sequencing <input type="checkbox"/> Main idea <input type="checkbox"/> Drawing conclusions <input type="checkbox"/> Fact & opinion <input type="checkbox"/> Comparison & Contrast
NWEA Scores (Attach report)					
DRA					
Fluency					
Comprehension					
What is the expected level at this point of year?					
Fountas & Pinell					
Fall					
Spring					
What is the expected level at this point of year?					
MEAP	3 rd	4 th	5 th		
Other:					

Reading Skills	Rate student (1) below average, (2) average, (3) above average	Write appropriate number.
Compared to other students in class, rate student's ability to:	Rating	Other Information
How does student read orally compared to others in class?		
How would you describe student's oral reading fluency?		
How well does student follow verbal/written directions?		
How is student's sight vocabulary compared to class?		
How well does student comprehend during independent reading?		
How well does student comprehend during oral reading?		
Does student attempt unknown words?		
How well does student decode?		
Does student receive special help in reading? If yes, describe & how long: _____		

Reading Behaviors	Rate student (1) below average, (2) average, (3) above average	Write appropriate number.
Group	Rating	Other Information
Volunteers answers		
Gives correct answer when called on		
Attends to other students as they read aloud		
Knows appropriate place in book		
Independent Seatwork		
Stays on task		
Completes assigned work on time		
Works quietly		
Remains in seat when required		
Follows verbal/written direction		
Homework		
Handed in on time		
Is complete		
Is accurate		

What one or two essential skills would you like to see student learn in one year based on current performance? Relate to the 5 Pillars of Reading:

1. _____

2. _____

General Education Strategies for Student Success (GES3)

Writing

Student _____ Date _____

Attach Student Cumulative Assessment Report (Principal will provide.)

Scores	Previous Year	Current Year Fall	Current Year Winter	Current Year Spring
GP Writing Score				
Practice GP writing score (most recent)				
NWEA Scores (Attach report)				
DRA				
Fluency				
Comprehension				
What is the expected level at this point of year?				
	3 rd	4 th	5 th	
MEAP				
Reading				
Writing				
Other:				

Rate student: (1) below average, (2) average, (3) above average	Rating	Other Information
Compared to other student in class, rate student's ability to:		
Effectively use the writing process		
Narrow topic and adds essential details		
Write a cohesive piece with effective beginning, middle, and end		
Write complete sentences using varied sentence structures		
Use precise nouns, verbs, adjectives		
Correctly punctuate, capitalize, and spell most of the time		
Apply paragraphing rules		

6+1 Traits

Circle greatest strengths: Conventions Organization Ideas Word Choice Sentence Fluency Voice

Circle greatest weakness: Conventions Organization Ideas Word Choice Sentence Fluency Voice

Rate student: (1) below average, (2) average, (3) above average	Rating	Other Information
Ability to Spell Words		
Words in isolation		
Words in sentences		
Phonemic Awareness		
Group		
Volunteers answers		
Gives correct answer when called on		
Attends to other students as they read aloud		
Focus/Attention to task		
Independent Seat work		
Stays on task		
Completes assigned work on time		
Works quietly		
Remains in seat when required		
Follows verbal /written direction		
Homework		
Handed in on time		
Is complete		
Is accurate		

What one or two essential skills would you like to see student learn in one year based on current performance? Relate to:

1.

2.

Revised 6/1/2011



General Education Strategies for Student Success (GES3)

Math

Student _____ Date _____

Attach Student Cumulative Assessment Report (Principal will provide.)

Scores	Previous Year	Current Year Fall	Current Year Winter	Current Year Spring
NWEA Scores (Attach report)				
Midyear CBM (Everyday Math)				
Year end CBM (Everyday Math)				
	3 rd	4 th	5 th	
MEAP				
Other:				

Math Skills **Rate student (1) below average, (2) average, (3) above average** **Write appropriate number.**

Skill	Rating	Other Information
Measurement		
Time		
Money		
Geometry		
Story Problems		
Computation Skills		
Number Skills		
Fractions		

Basic Facts Proficiency Level - Check boxes that apply for each operation. Use chart on back as guide

Operation	Not Yet	Beginning	Developing	Secure
Addition				
Subtraction				
Multiplication				
Division				

Math Behaviors **Rate student (1) below average, (2) average, (3) above average** **Write appropriate number.**

Group	Rating	Other Information
Compared to other students in class, rate student's ability to:		
Volunteers answers		
Gives correct answer when called on		
Attends to other students as they read aloud		
Focus/Attention to task		
Independent Seatwork		
Stays on task		
Completes assigned work on time		
Works quietly		
Remains in seat when required		
Follows verbal/written directions		
Homework		
Handed in on time		
Is complete		
Is accurate		

What one or two essential skills would you like to see student learn in one year based on current performance? Relate to:

- 1.
- 2.

Elementary Mathematics Facts Standards (End of Year Mastery)

First Grade Mathematics

Proficiency Level (percent correct)							
Operation	Numbers	Qty	Time	Not Yet	Beginning	Developing	Secure
Addition	Addends to 10	30	none*	< 50	50 to 69	70 to 89	90 to 100
Subtraction	Differences from 20	30	none*	< 50	50 to 69	70 to 89	90 to 100

* Time standard of 3 minutes for secure only

Second Grade Mathematics

Proficiency Level (percent correct)							
Operation	Numbers	Qty	Time	Not Yet	Beginning	Developing	Secure
Addition	Addends to 10	40	none*	< 50	50 to 69	70 to 89	90 to 100
Subtraction	Differences from 20	40	none*	< 50	50 to 69	70 to 89	90 to 100
Multiplication	Factors of 0,1,2,5,10	40	none*	< 50	50 to 69	70 to 89	90 to 100
Division							

* Time standard of 3 minutes for secure only

Third Grade Mathematics

Proficiency Level (percent correct)							
Operation	Numbers	Qty	Time	Not Yet	Beginning	Developing	Secure
Addition	Addends to 10	100	5 min	< 50	50 to 69	70 to 89	90 to 100
Subtraction	Differences from 20	100	5 min	< 50	50 to 69	70 to 89	90 to 100
Multiplication	Factors to 10	100	6 min	< 50	50 to 69	70 to 89	90 to 100
Division	Divisors to 10	60	none*	< 50	50 to 69	70 to 89	90 to 100

* Time standard of 4 minutes for secure only

Fourth Grade Mathematics

Proficiency Level (percent correct)							
Operation	Numbers	Qty	Time	Not Yet	Beginning	Developing	Secure
Addition	Addends to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Subtraction	Differences from 20	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Multiplication	Factors to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Division	Divisors to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100

Fifth Grade Mathematics

Proficiency Level (percent correct)							
Operation	Numbers	Qty	Time	Not Yet	Beginning	Developing	Secure
Addition	Addends to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Subtraction	Differences from 20	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Multiplication	Factors to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100
Division	Divisors to 10	100	5 min	< 60	60 to 79	80 to 94	95 to 100

General Education Strategies for Student Success (GES3)

Behavior

Student _____ Date _____

Discipline Referrals for current year:
 Current number of office discipline referrals: _____
 Number of in-school/out of school suspensions: _____
 Other: _____

Please list classroom rules and expectations:

Description of problem/behavior(s):

Intervention Checklist: Check all that apply

Intervention	Successful	Date(s)	Other Information and/or frequency of intervention
Behavior intervention plan	Y N		
Student conference	Y N		
Parent conference	Y N		
Behavior contract	Y N		
Daily or weekly notes home	Y N		
Positive reward/reinforcement	Y N		
Negative consequence	Y N		
Loss of a privilege	Y N		
Behavior chart	Y N		
Token system	Y N		
Ignore unwanted behavior	Y N		
Redirection	Y N		
Change seat	Y N		
Use student planner	Y N		
Shorten assignments	Y N		
Time out in other room	Y N		
Peer tutoring	Y N		
Mentoring	Y N		
Other	Y N		

Positive Reinforcement, Consequences, Home Interventions:

Please attach Emotional/Behavioral Characteristics form to paperwork. All teachers, including specials, working with student should fill out the checklist.

What one -three essential skills would you like to see student learn in one year based on current performance?

- 1.
- 2.
- 3.

General Education Strategies for Student Success (GES3)

Emotional/Behavioral Characteristics

Student _____ Teacher _____ Subject _____ Date _____

Teachers should not confer with each other in completing form. Check only those items that are a concern as they apply to this student.

Characteristics	Mild Concern	Definite Concern	Significant Concern
1. Erratic, flighty or scattered behavior			
2. Makes verbal threats			
3. Teases peers or gossips about others			
4. Ignores regulations and violates rules			
5. Inactive and excessively shy			
6. Excessive daydreaming and preoccupation			
7. Easily distracted; short attention			
8. Uses threatening gestures			
9. Bosses and manipulates others			
10. Resists following directions			
11. Withdrawing and staying to self			
12. Seeks attention excessively			
13. Lacks perseverance			
14. Harms others physically			
15. Disrupts others activities			
16. Rebellious attitude toward authority			
17. Does not mix well			
18. Reacts poorly to criticism			
19. Attention span not improved by reward or punishment			
20. Damages personal property			
21. Inconsiderate of others			
22. Runs away or refuses to participate			
23. Avoids social contact			
24. Reacts poorly to frustration			
25. Does not finish tasks			
26. Damages property of others			
27. Disliked by many classmates			
28. Misbehaves in group setting			
29. Reluctant to answer questions or respond in class			
30. Feels picked on or persecuted			
31. Overly excitable			
32. Damages public property			
33. Lies and cheats			
34. Disrupts classroom			
35. Appears disinterested in activities and classmates			
36. Excessive physical complaints			
37. Hyperactive and restless			
38. Has temper tantrums			
39. Takes others' property			
40. Resists conformity			
41. Doesn't let feeling show			
42. Frequent mood fluctuations			
43. Does not wait for directions; may blurt out			
44. Often preoccupied with themes of violence			
45. Shows disrespect for others			
46. Defensive and quick to anger			
47. Difficult to get to know			
48. Expresses feelings of inadequacy			
49. Expresses feelings of insecurity			
50. Excessive dependency			
51. Easily confused and/or disoriented			
52. Confuses reality and fantasy			
53. Avoids eye contact			
54. Laughs and/or talks to self			
55. Unresponsive to reasoning and negotiations			

Revised 6/1/2011



General Education Strategies for Student Success (GES3) Intervention Form

Student	School	Grade	Meeting Date
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Team Members/position present at GES3 meeting

Summary of Problem Identified and Present Level of Performance

Goal Tier I II III	Intervention – include programs/materials/activities	Frequency /Duration __per week x __ weeks	Person(s) Responsible

Method of Measurement Progress Monitor	Frequency of Measurement Progress Monitor	Person Responsible

Plan Review Date _____. *Attach Progress monitoring data (all copies) to intervention form at time of review.*

Team Members/position present at follow up GES3 meeting

Disposition and GES3 Recommendations and/or Comments

	Continue Current Plan – Successful Interventions/Carry over in classroom
	Revise Plan – New GES3 Intervention Form Needed
	Section 504 Referral
	All reasonable interventions have been attempted and student is referred for Special Education Evaluation. Submit all information to the School Psychologist. *Principal signature needed _____ Date Sent _____

Revised 6/1/2011



Consequences for Problem Behaviors

- Consequence Sequence – Tier 1, 2, 3
- Office Discipline Referral Action Steps
- Forms
 - Office Discipline Referral (ODR)
 - Parent Notice Of ODR
 - Staff Member Discipline Referral to Homeroom Teacher



Consequence Sequence

Typical Tier 1

1. Warning.
2. Y (yellow) - Classroom Behavioral Data Input – Time Out and/or Written Reflection / Think Sheet / Red Note, Call Home, privileges lost (ex. few minutes of recess or class activity) , etc.
3. R (red) - Classroom Behavioral Data Input - Parent Contact and Progressive Discipline. Classroom discipline increases from yellow.
4. B (blue) - Behaviors that extend past R(red) and require ODR.
5. Office Discipline Referral – Meeting w/Principal and Progressive Discipline

***Major Offense – Skip steps and utilize Principal & Code of Conduct for guidance
See Office Discipline Referral for Major Offenses**

Typical Tier 2

When triangle model supports and Tier 1 consequences are not working...then move students to Tier 2 supports

**Consult w/PLC team, past teacher, parents, social worker, psychologist, etc. Teacher must meet w/principal before moving child into Tier 2 supports.*

Examples of Tier 2 Supports

- Continue foundation of Tier 1 supports
- Modify procedures/increase supervision
- Classroom management modifications
- Check in and Check out system
- Targeted behavioral instruction
- Simple Behavior Plan – home/school plan
- Contracts
- Mentoring program – older peer or staff
- Focus Rewards/Consequences
- Etc.

Typical Tier 3

When triangle model supports and Tier 1 and Tier 2 consequences are not working...then move students to Tier 3 supports.

**Consult w/PLC team, past teacher, parents, social worker, psychologist, etc. Teacher must meet w/principal before moving child into Tier 3 supports.*

Examples of Tier 3 Supports

- Continue foundation of Tier 1 and Tier 2 supports
- Meet with Child Study team – fill out appropriate paperwork
- Functional Behavior Assessment
- Formal Behavior Intervention Plan
- Daily communication with parent
- Focus Rewards/Consequences
- Weekly meeting w/Principal
- Etc.

Office Discipline Referral Action Steps*

- Parental Contact**
- Consequences as appropriate to the behavior**
- In-House and/or Out-of-School Separation**

*Administrative actions are at the discretion of the Principal depending on the circumstances of the situation, ranging from parent contact through Out-of-School Suspension, in accordance with the guidelines of the GPPSS *Student Code of Conduct*.

“The GPPSS *Student Code of Conduct* identifies standards of conduct needed to support the educational objectives of the School System and to protect each student’s right to a safe, orderly, and productive learning environment.”

“...the district affirms its commitment to support the efforts of all students to manage their own behavior.”

“When a student violates the expected standards of behavior, it is important that the district respond in a manner that restores the conditions that promote learning for all students while at the same time allowing the disciplined student to meet his/her learning obligations. The district should provide interventions and/or alternatives that are appropriate to the offense and proportional in degree, consistent with current law, normally progressive in nature, and constructive and limited to that which is reasonably necessary to promote the district’s educational objectives.”

“The Board believes that the Code of Conduct must provide a clearly defined opportunity for a student who stands accused of unacceptable conduct to a fair appeal process and allow opportunity for the student’s learning to continue.”

“When the nature of an offense permits, disciplinary consequences will occur progressively, with the intent to provide guidance and counseling whenever possible.”

“A student’s record of disciplinary action is confidential.”



Office Discipline Referral Form for *Major Offenses

Student Name _____ Date _____ Time _____

Grade _____ Teacher _____ Referred By _____

Location

Bathroom Cafeteria Classroom Gym Hallway/Stairway

Outside Off School Property Special Other

Problem Behavior – brief description

Others Involved

None Other Student(s) Staff Substitute Teacher

Unknown

Teacher Actions

Immediate ODR Progressive Discipline Provided Description of Progressive Discipline

Administrative Actions

Administrator Signature

Additional Administrator Comments

Date Entered Into Database _____

*Major Offenses

- Progressive Discipline - Minor Offenses Increased to Major Offense
- Physical Assault
- Fighting
- Possession of Dangerous Material
- Verbal Abuse Other Behaviors Recognized in Student Code of Conduct as Major Offenses





Parent Notice of Office Discipline Referral

Date _____

Dear Parent/Guardian,

This letter is to inform you that your child had an Office Discipline Referral based on Monteith's Positive Behavior Support program and student behavior expectations.

Below you will find the information pertinent to your child.

Student Name _____

Referral Date _____

Grade _____ Teacher _____

Referred By _____

Reason for Referral

Discipline and Consequence

Please take to time to discuss this matter with your child and to review the behavior matrix of expectations for our school and the District's *Student Code of Conduct found on the website*. We appreciate your support of the school by reinforcing appropriate behaviors with your child.

Respectfully,

Administrator

Phone

Please sign and return this form to the principal tomorrow. Thank you.

I am aware that my child received and Office Discipline Referral and I have discussed this matter with him/her.

Parent/Guardian Signature

Date

Parent/Guardian Comments (if necessary)





Staff Member Discipline Referral to Homeroom Teacher

Student Name _____ Date _____ Time _____

Grade _____ Teacher _____ Referred By _____

Location

___ Bathroom ___ Cafeteria ___ Classroom ___ Gym ___ Hallway/Stairway

___ Outside ___ Off School Property ___ Special ___ Other

Description of Incident

Others Involved

___ None ___ Other Student(s) ___ Staff ___ Substitute Teacher

___ Unknown

Staff Actions





BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

