

Minidoka County Schools

District Behavior Support Plan

2019-20

The Minidoka School District recognizes the need for a District-wide behavior support plan to provide clear expectations to students and to describe the types of supports available to staff to ensure student success in learning social, emotional and behavioral competence, which in turn supports their academic engagement.

This Behavior Support Plan is based on three tiers of student needs. The first tier is the behavior expectation for all students. The second tier addresses those services for students who need additional support and the third tier is for students who require intensive behavior intervention and supports to progress in the educational environment.

Student Support Strategies

- 1) **Tier I – Universal classroom support** is establishing proactive and preventable strategies to use with all students through positive approaches in classroom management and school-wide expectations. Such supports include but are not limited to:
 - a) Established regular, predictable, positive learning and teaching procedures
 - b) Behavioral expectations taught and modeled in the classroom
 - c) Systems of positive feedback in place in the classroom and supported throughout the building
 - d) **Positive Behavioral Interventions & Supports (PBIS)** is a state-wide program whose purpose is to provide a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. This program is in place throughout the District to address behavior intervention in the most positive way possible, generally by treating inappropriate behaviors through positive learning opportunities rather than punitive ones.

Within Tier I, all students are educated in classroom behavior protocols and procedures provided by teachers and others qualified personnel which ensures that behavior difficulties are not the result of inadequate classroom expectations and procedures. Students identified as “at risk” for behavior are closely monitored using universal screenings. Students not showing adequate progress in improving behaviors are moved to Tier II.

- 2) **Tier II - Evidence based interventions** are implemented to help students with individual social and emotional skill deficits. Such interventions include but are not limited to:
 - a) Participation in small group setting with peers to address social deficits
 - b) Targeted emotional support through regular one-on-one check-ins with staff
 - c) Establishment of behavior monitoring routines: Check-In, Check-Out - stickers - sign-off sheets - daily goals
 - d) Referral to the Response To Intervention (RTI) process to discuss and implement additional/alternate learning opportunities or strategies

Tier II students are having trouble making progress in the general education classroom in Tier I and are provided with increasingly intensive behavior supports matched to their

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needs. Intervention varies across frequency, group size and duration in order to address the student's behavioral needs. These services and interventions may be provided in small group settings as well as the general education setting. Progress is constantly monitored and students who show little or no progress are considered for the more intensive interventions in Tier III.

- 3) **Tier III – Intensive individual interventions are** for students for whom the Tier II interventions are not adequate for all of their needs. These more intensive interventions include but are not limited to:
- a) Individual student behavioral plan development in collaboration with the district level staff
 - b) Special Education identification may be approved for additional support
 - i) Establish or amend the students Individual Education Plan (IEP)
 - ii) Conduct a Functional Behavior Assessment (FBA)
 - iii) Develop an individual Behavior Intervention Plan (BIP) as part of the student's IEP
 - c) One to one classroom support from district behavior technician, *Community Based Rehabilitation Service (CBRS) workers or *Behavior Intervention (BI) specialist
 - d) Referral to District coordinated or private mental health counseling
 - e) Crisis Prevention Intervention (CPI) support from staff who have been trained to help de-escalate a student's behavior, as well as prevent physically out-of-control students from harming themselves or others

At Tier III, students receive individualized, intensive interventions that target the student's social skill deficits. Students who do not progress satisfactorily in this intervention level are then referred for a comprehensive evaluation and considered for eligibility for Special Education services or the support of a Section 504 plan. The data collected during Tier I, II and III are included to provide a referral for Special Education and may be used in supporting the eligibility decision.

*CBRS and BI workers are provided as one-on-one aides for students as prescribed by a physician for students who are Medicaid eligible.

Staff Support Strategies

The following strategies need to be implemented in all buildings to support District staff in implementing the above student strategies, procedures and interventions for students.

- 1) **Tier I – Universal classroom support** in establishing proactive and preventable strategies to use with all students through positive approaches to classroom management and school-wide expectations.
- a) Establish appropriate classroom rules, procedures and expectations
 - b) Building level behavioral expectations taught and modeled

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- c) Building-wide PBIS systems of positive feedback in place
 - d) Regular parental outreach regarding all student behavior
 - e) Supports for academic success
- 2) **Tier II - Evidence based interventions** to help students with individual social and emotional skill deficits improve
- a) Social groups taught by school psychologists and or counselors
 - b) Implementation and follow-through in administering behavior monitoring routines:
Check-In, Check-Out - stickers - sign-off sheets - daily goals
 - c) RTI Referral documentation
- 3) **Tier III – Intensive individual interventions** for students for whom the Tier II interventions are not adequate for their needs
- a) Crisis Prevention Intervention (CPI) training
 - b) Individual student plan development in collaboration with District level staff
 - c) Fidelity in following the developed plan for each student
 - d) Coordinated one to one classroom support from District staff (behavioral specialist, behavior technician, CBRS, BI workers)

Middle School Alternative School Transitions

Middle school students who exhibit behavior problems which are impacting their academic progress or the academic progress of others are referred to their school's Response to Intervention (RTI) team for intervention. Students who have not made adequate progress in the RTI process may be best served at Mt. Harrison Jr. High School (MHJH). The RTI team meets and reviews RTI documentation including additional teacher observations. If the student is on an Individualized Education Program (IEP), the IEP team from the sending school and the Mt. Harrison Jr. High (MHJH) administrator and special education case manager meet to determine placement. Following a placement determination at Mt. Harrison Jr. High School, student and parents meet with the MHJH administrator for orientation and registration.

Once a student has been at MHJH and made sufficient progress the staff at MHJH will complete a secondary data sheet including Star Testing and behavior data, PowerSchool behavior logs and Check-In-Check-Out (CICO) sheets. When it is determined that the student is ready for transition back to a traditional middle school, the MHJH transition coordinator sets a meeting with the receiving school team and counselor. The student then registers at the receiving school and begins classes. The student's advisory teacher at the receiving school will continue with CICO sheets for that student. The MHJH transition coordinator will meet with the advisory teacher and student weekly (first four weeks) then every other week (second four weeks) and if there are no problems, the student is left to manage independently. The transition coordinator continues to be available and monitors student behavior and grades for the remainder of the trimester (using Milepost and PowerSchool).

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High School Alternative School Transitions

The Minico High School RTI team and counselors track at risk students. If, after working with an at risk student and his or her parent/guardian, the student continues in the at risk category, the Minico High School team contacts the administrator at Mt. Harrison High School (MHHS) to talk about the possible transfer of the at risk student to MHHS. Students must meet the qualifications to attend MHHS as outlined in the MHHS handbook and listed below. If the at risk student meets the qualifications, the student and parent/guardian will then meet with the MHHS administration to enroll and go over expectations at MHHS.

Student At-Risk Indicators Group A

- A. Repeated at least one (1) grade
- B. Absenteeism greater than ten percent during the preceding semester
- C. Overall GPA that is less than 1.5 (4.0) prior to enrolling in an alternative secondary program
- D. Has failed one (1) or more academic subjects in the last year
- E. Is below proficient, based on local criteria and/or standardized test
- F. Is two (2) or more semester credits per year behind the rate required to graduate or for grade promotion
- G. Has attended three (3) or more schools within the previous two (2) years not including dual enrollment

Student At-Risk Indicators Group B

- H. Has documented or pattern of substance abuse
- I. Is pregnant or a parent
- J. Is an emancipated or unaccompanied youth
- K. Is a previous dropout
- L. Has serious personal, emotional or medical problems issues(s)
- M. Has a court or agency referral
- N. Demonstrates behavior that is detrimental to their academic progress

Students must be 14 to 21 years of age or must have completed the eighth grade to be eligible to attend MHHS.

Elementary Access to Mental Health Counseling

Mental health counseling services are available to students from a licensed mental health provider with permission from the student's parent/guardian. A student may be referred by self, parent/guardian, teacher or building administrator. Counseling referral follows the District Counseling Referral Pyramid with the areas of personal traits and tendencies - behavioral, social and emotional. Social behaviors towards others will also be considered. The school administrator completes and signs a referral form. Parent permission is then requested

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for a counseling screening. If the student is determined to need mental health counseling then a counseling permission form is completed by the parent giving the District permission to provide counseling services to the student.

Secondary Access to Mental Health Counseling

Each secondary school in the District is staffed with at least one certificated school counselor. If student counseling needs are more significant than can be provided by these school counselors or need to be ongoing, then services from a licensed mental health provider are available. Parents, students and staff would follow the same procedure as outlined above to refer students for mental health counseling.

Conclusion

This above continuum of behavior supports has been put in place to enable all students to meet the District's vision of 'Empowering Students for Success.'