![C:\Users\klpayette\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\U4VNSG28\MC900088478[1].wmf]()

* 04/09: Advisory Classes meet
* 04/10: School Improvement after school
* 04/14 Grade Check 🡪 04/17 CART
* 05/05 Senior Grade Check 🡪 05/08 SENIOR CART
* 05/07: Advisory classes meet
* 05/12 Non senior Grade Check 🡪 05/18 Non Senior CART
* 05/28: Advisory classes meet
* 06/02: Grade Check 🡪 06/05 Re Entry CART

 Data Review - March 2014 )

* March ODR’s increased from 55 (in February) to over 70, however this is the trend that we saw last school year.
* Fighting referrals increased to 2 this month and insubordination is the 2nd highest for the school year.
* Tardies have continued to increase and climb as the most significant ODR. Upon reflection of the plan for students to complete the tardy pass and serve detention (Sept: 3, Oct: 16, Nov: 0, Dec: 28, Jan: 0, Feb: 37 and March: 31 referrals were made due to tardy to class. 18 in the 3rd sweep (of the 31 in March) were repeats from February’s sweeps.
* Possession of Cell phone increased from 6 to 17 in March.
* 23 students were placed on attendance contract in the middle of the marking period and an additional 49 on attendance contract towards the end of the marking period (totaling 72). 31 students lost credit due to violation of attendance contract during the 3rd quarter.

## Dates to Know

The purpose of this newsletter is to update the staff the information reviewed at the monthly PBS meetings. We reviewed the month of October ODR’s and reviewed how the PBIS was working.

This newsletter will also include some interventions that can be utilized in the classroom to target specific behaviors or problems.

*We meet as a team once a month (the first Thursday of the month) to review the monthly data, the more the merrier!*

To learn more about Collaborative Problem Solving (Plan B) go to www.livesinthebalance.org/

Committee Members:

Tanya Duffy, Principal

Kendra Payette-Linn, SSW

Chris Pierson, Teacher

Sean Laura, Teacher

# Committee’s News

## REMINDERS:

* Tickets need to be emphasized the randomly for each RULEing behavior.

Pick a day a month for each letter?!

* “Kids do well if they CAN” Ross Greene, PhD

Contents

Committee’s News 1

Dates to know 1

Review of Data 2

Tier One 3

Tier Two 3

March 2014

A.P.C.S. PENGUINS R.U.L.E. PBS Newsletter

Data Review (March 2014)

* Attendance will now be tracked as a behavioral issue. Once the student reaches 5 unexcused absences, they will be referred to ODR as truancy/ attendance alert, if they violate their attendance contract, they will receive another ODR, it will be recorded as Failure to carry out discipline. The attendance intervention plan is described below.
* Compared to previous years, the patterns of March ODR increasing compared to January and February is normal.
* 114 students have been referred to discipline YTD. 85 received 3 and fewer ODR’s
* Suspensions moved to 5, which is lower than September, October and December.
* March was one of the highest month for detentions (36 total-February was the highest with 39)
* Reflection of our data: the spring is a normal time for the ODR’s to increase, because teachers have raised their expectations for behavior and make it right steps have been exhausted.
* Tardies and attendance have increased for ODRs because that is the area that we are focusing on.
* Tickets were re-energized! And the staff handed out over 100 tickets in the month of March!

Attendance Policy Tiered Intervention:

Current Tier 1 Intervention:

* + Parents and student sign attendance policy each school year
	+ Teachers take attendance at least 2 times each class period (accurate records are essential)
	+ Front office makes daily auto call for absences based on attendance
	+ Unexcused absences means student has access to curriculum work but no grade
	+ Weekly Perfect attendance rewards

IDEAS FOR TIER 1:

* + New student groups include activity on attendance and impact on goals, graduation and success
	+ Matrix teaching for R.U.L.E. has an attendance section to high light connection between attendance and success
	+ Randon classroom perfect attendance tickets/raffles
	+ Daily expectations worth minimum number of points (ready work plus participation or ready work plus essay)

Tier 2 Intervention:

* Attendance meetings with contract occur at 5 – 6 unexcused absences, parent notified.
* Loss of credit if unexcused absence occurs after contract signed.

Tier 2 IDEAS:

* Refer to SSW to identify causes and needs regarding excessive absences when contract is signed for atendance incentive plan and removal of obstacles.

Suggestions from Advisory classes for PBIS:

* More frequent raffles for No discipline referrals and passing all classes
* Academic raffles for doing well on test or assignments
* Gift card paired with cappuccino passes, free hat passes, etc.
* Classroom raffles
* Fair treatment for all students
* More consistent reinforcement of the tickets and matrix
* Once a month or every other month activities for 3 or fewer absences, students get to play games, like kick ball, softball, open gym, etc. Those who don’t qualify go to in school ASAP
* Premium gift cards (like Applebee’s and buffalo wild wings

APCS RULE PBS Newsletter

Page 2

**The Problem solving process 🡪 how many students are affected? Over 50%? Start with Tier 1 🡪 less than 50% but more than 10% in the class? Try Tier 2 interventions for the class**  **Intervention of the Month: Things to try (new semester, new students, new things)**

## TIER ONE INTERVENTIONS

For struggling students

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Tier 1 interventions are the interventions that start in the classroom; any and every student has access to these interventions. The whole point of these academic and behavioral interventions is so that each student has full access to the curriculum and so that high-quality comprehensive classroom instruction can take place.  Many of our Tier 1 interventions are tradition in nature, and examples can be found below, however our interventions also include the mentoring time, weekly progress sheets, referring to stay after school, assigning a peer tutor, etc. Strive for 80% of students in your classes to respond to this core instruction and differentiated strategies.  However historically about 50% of the students in each class respond to Tier 1 interventions. The following are some general Tier 1 intervention ideas and strategies.   These are strategies that should be occurring frequently to support all students in showing success with the curriculum.

|  |
| --- |
| Academic Interventions |
| Provide extra review & drills | Teach organizational skills | Teach study skills or note taking |
| Use large type/alternative fonts | Use of manipulative materials | Use of graphic organizers |
| Use of engaging high-interest materials | Use of visual aids to support instruction | Tutoring with content strong students in classroom |
| Forced participation | Paired work arrangements | Keep page format simple |
| Teach for less than 15 minutes at a time | Alternative to tests (projects, reports, demonstrations) if benchmark skill is demonstrated | Ask student to repeat instructions for clarification and understanding  |
| Provide study guides/questions for assignments | Divide page into clearly marked sections | Allow student to record lessons or word processor |
| Meet with student for extra assistance (staff tutoring) | Model and encourage use of test taking strategies | Notes/assignments available online |
| Give student outlines, study guides or a copy of lecture notes | Periodic review of student’s class notes | Review using similar test questions |
| Use short, frequent quizzes | Post-test analysis with student | Rubric criteria for assignments |
| Behavior Interventions (from RESA.net) |
| Teach desired behavior | Promote active communication | Tickets/ praise (4:1) |
| Warning Steps | Active Supervision | Acknowledge student effort |
| Teach and Review Classroom Procedures and Cues (getting attention, materials location, etc) | Teach and Review Positive Behavior Expectations (frequently and include pre-corrections too) | Classroom consequence system is implemented with effectiveness |
| Positive practice is used to correct behavior (“Try it the right way.”) | Corrections are done in private, if possible | Minor non-disruptive behavior is ignored |
| Increased assistance is provided to students as needed | Students have been taught a simple problem solving strategy for conflicts | Give reminders for student to stay on task |
| Other resources (web based) |
| www.rtinetwork.org/essential/tieredinstruction/tier1 | <http://www.interventioncentral.org/> | <http://www.rti4success.org/> |
| <http://pbis.org/> | [www.Pbisworld.com](http://www.Pbisworld.com) | Resa.net |
| http://www.nwea.org/nwea-communities | http://www.pblproject.com |  |

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APCS RULE PBS Newsletter

Page 3

APCS RULE PBS Newsletter

Page 4

School Newsletter

### Managing Anzy Behaviors: Mix up the Daily Schedule

One great way to keep students focused is to mix up the daily routine, what do you normally start with? Ready work, one day, start with an assignment and put ready work in the middle. Have them use big paper and markers instead of a handout, play a game for vocabulary for points, vs searching for definitions. Be creative. What could Wacky Wednesday be?

### Allow Students to Teach the Class

Break students into small groups and give them the things they need (materials and knowledge) to teach the whole class a skill or concept. Allow each group to pick a topic or skill that they are interested in teaching, and then work with them before their lesson to ensure that they have all the correct information.

### Add Outdoor Activities to Lesson Plans

On a decent day, the court yard can really shake things up! Lessons that lend themselves well to an outside location include experiments and other lessons that involve student movement. Do not attempt to have students sit and focus on books while outside.

 *By*[*Jennifer Wagaman*](http://www.suite101.com/profile.cfm/djwagaman) from www.suite 101.com

## Suggested Classroom Interventions For Children With ADD & Learning Disabilities

Children with attention deficit disorder and/or learning disabilities can be a challenge for any classroom teacher. This page provides some practical suggestions that can be used in the regular classroom as well as the special education classroom. By looking through a given list of interventions, a teacher will be able to select one or more strategies that are suited to a specific child in a specific environment.

## Ideas for Attention Deficit Children

Children whose attention seems to wander or who never seem to "be with" the rest of the class might be helped by the following suggestions:

* Pause and create suspense by looking around before asking questions.
* Randomly pick reciters so the children cannot time their attention.
* Signal that someone is going to have to answer a question about what is being said.
* Use the child’s name in a question or in the material being covered.
* Ask a simple question (not even related to the topic at hand) to a child whose attention is beginning to wander.
* Develop a private running joke between you and the child that can be invoked to re-involve you with the child.
* Stand close to an inattentive child and touch him or her on the shoulder as you are teaching.
* Walk around the classroom as the lesson is progressing and tap the place in the child’s book that is currently being read or discussed.
* Decrease the length of assignments or lessons.
* Alternate physical and mental activities.
* Increase the novelty of lessons by using films, tapes, flash cards, or small group work or by having a child call on others.
* Incorporate the children’s interests into a lesson plan.
* Structure in some guided daydreaming time.
* Give simple, concrete instructions, once.
* Investigate the use of simple mechanical devices that indicate attention versus inattention.
* Teach children self monitoring strategies.
* Use a soft voice to give direction.
* Employ peers or older students or volunteer parents as tutors.

# Guidelines for Nine Types of Curriculum Adaptations

|  |  |  |  |
| --- | --- | --- | --- |
|  Quantity of Practice \* ⚫Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.*For example:* Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets. |  |  |  Level of Support \*Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.*For example:* Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment. |
|  Input \*Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson. |  |  |  Output \*Adapt how the student can respond to instruction.*For example:* Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials. |
|  Participation \*Sometimes called “engagement”Adapt the extent to which a learner is actively involved in the task. *For example*: During instruction, using “every pupil response techniques” or “choral responding.” In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten). |  |  |  Functional Curriculum ⚫Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. *For example:* During a language lesson a student is learning toileting skills with an aide. |
| Time \*Adapt the time allotted and allowed for learning, task completion, or testing. *For example:*Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.  |  |  | Alternate Goals ⚫Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. *For example:* In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital. |

\* *This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment.* The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

⚫ *This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment.* If routinely utilized, these adaptations are modifications and require individualized goals and assessment.