**Dear Parent(s) or Guardian(s),**

As the school year begins, we introduce returning families and welcome new families of Hillsboro Elementary/Middle School to our School-wide Positive Behavior Support (HEROES) Program that will grow this year. Our faculty and staff are committed to fostering an environment that encourages academic, social, and behavioral growth for each individual student. It is our belief that our commitment to HEROES will allow our community to continue to grow and strengthen. As a way to maximize the program’s effectiveness, we at Hillsboro are providing the parent community with information regarding our HEROES plan. A brief description of the Hillsboro’s HEROES plan and HERO expectations for school and home can be found in this packet. We hope that many of you will hear more details about this program from your children! Please do not hesitate to contact Hillsboro Elementary Middle School staff and faculty if you have any questions and/or comments.

**What is HEROES?**

HEROES refers to a three-tiered model of support. The first part of HEROES is a school-wide component. **Each and every student is impacted by this program just by virtue of showing up to school!** The goal of this school-wide plan is to equip students with meaningful tools that will ensure lasting success and change within the school environment. Students will be taught school-wide expectations, and through the use of positive reinforcement students are provided maximum opportunities to practice these expectations. In addition to verbal praise, students may receive a Hillsboro HERO Ticket (HEROES Ticket) when caught in the act of performing expected behaviors.

If the primary plan (as described above) is not enough for some students, additional levels of support may be used. Some students may benefit from small focus groups (secondary support) whereas others may benefit most from individualized supports (tertiary support). Each of these levels of support (i.e., school-wide, secondary, and tertiary) are part of our three-tiered HEROES plan. We hope to foster a positive learning environment for all students and support each student to the extent necessary for success.

**What is the goal of HEROES?**

The identified purpose of Hillsboro Elementary/Middle School’s HEROES program is to instruct and reinforce students for displaying our three school-wide expectations or HERO expectations: (1) Respect, (2) Responsibility, and (3) Safety. The Expectation Grid (see attached) defines what each expectation looks like in each of the school locations. For example, what does respect look like in the cafeteria, hallways, or classrooms? All stakeholders at Hillsboro Elementary Middle School are encouraged to participate in our HEROES program!!!

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Hillsboro Elementary/Middle School’s Primary Intervention Plan** | | | | | | | |
| **Mission Statement** | | The mission of Hillsboro Elementary and Middle School is to provide a multi-disciplinary approach to learning that incorporates the arts, promotes life-long learning, and cultivates ability, intellect, and character by empowering our students to become productive and responsible citizens. | | | | | |
| **Purpose Statement** | | The community of Hillsboro Elementary and Middle School, including administrators, faculty, staff, parents, and students will foster a welcoming, positive school environment that is enjoyable for the community with a variety of programs that support the specific academic, behavioral, and social needs of the students. | | | | | |
| **School-Wide Expectations** | | 1. Be Respectful  2. Be Responsible  3. Be Safe  \*see Expectation Matrix | | | | | |
| **Area I: Academics**  **Responsibilities**  **Students will:**  -Meet school-wide expectations stated in the expectation matrix  -Arrive on time and stay all day  -Participate in class activities  -Stay on task  -Complete assigned tasks  -Complete all work to the best of ability  -Bring all materials including daily planners | | | **Area II: Behavior**  **Responsibilities**  **Students will:**  -Meet school-wide expectations stated in the expectation matrix  -Take responsibility for own actions | | | | **Area III: Social Skills**  **Responsibilities**  **Students will:**  -Meet school-wide expectations stated in the expectation matrix  -Use positive person to person interactions  -Participate in social skills lessons  -Participate in advisory activities |
| **Faculty and Staff will:**  -Provide positive person to person interactions  -Provide structure during non-instructional times  -Prepare engaging lessons based on available standards  -Provide timely and relevant feedback  -Collaborate with parents to come to decisions that best support the child  -Complete data monitoring procedures required by HEROES plan in a timely manner | | | **Faculty and Staff will:**  -Be present in the hallway when possible  -Model the expectations  -Teach the school expectations  -Provide praise and reinforcement for behavior  -Provide students with constructive feedback  -Foster a safe environment for all students  -Post expectations matrix in locations visible to all students  -Collaborate with parents to come to decisions that best support the child  -Complete data monitoring procedures required by HEROES plan in a timely manner  -Issue consequences and rewards consistently | | | | **Faculty and Staff will:**  -Model positive person to person interactions  -Teach HEROES lessons  -Teach Positive Action lessons  -Use skills of Capturing Kids Hearts  - Collaborate with parents to come to decisions that best support the child  -Complete data monitoring procedures required by HEROES plan in a timely manner |
| **Parents will:**  **-**Supervise student learning and provide an atmosphere conducive to learning  **-**Be an active participant in students’ education including greeting child and asking about events at school  -Collaborate with teachers to come to decisions that best support the child | | | **Parents will:**  -Review and reinforce the expectation matrix  -Communicate with teachers and administrators appropriately including calling prior to meeting and arranging times that work with teachers’ schedules  -Support the proactive and reactive components of the school discipline plan and the expectation matrix  -Sign and acknowledge the expectation matrix  -Bring child to school on time  -Post school-wide expectations on the refrigerator or other central location  -Collaborate with teachers to come to decisions that best support the child | | | | **Parents will:**  -Model positive person to person interactions  -Participate in PTO  -Collaborate with teachers to come to decisions that best support the child |
| **Administrators will:**  -Support teacher consequences in classroom  -Provide instructional support to faculty | | | **Administrators will:**  -Be available to teachers and parents  -Provide behavioral support to parents and faculty  -Provide teachers with time to complete data monitoring procedures such as behavior screeners | | | | **Administrators will:**  -Model positive person to person interactions  -Support teachers and students in all social skills programs (HEROES, Positive Action)) |
| **Procedures for Teaching** | | | | | | | |
| -ES and MS kick-off meetings around the first day of school to introduce plan  -Introduce plan to parents during open house  -Pass tickets out the very first day of school  -MS - student ambassadors will teach expectations to new students upon enrollment  -ES - teachers designate two boys and two girls in each class as student ambassadors to teach expectations to new students | | | | | -Send letter home first day of school with expectations matrix and letter of introduction  -Teachers teach setting and monthly lessons during advisory period (at least 20 min)  -Display posters in visible areas  -Student-made HEROES videos (separate for middle school and elementary)  -Student-made HEROES videos for parents to show on parent night  -Post videos on the website for parent and student access | | |
| **Procedures for Reinforcing** | | | | | | | |
| -Drawings for prizes  -Drawings for groups of kids to run the videos  -Classroom prizes for students to purchase with Hero Bucks  -Hero Buck Bash | | | | | Example Incentives:  -Reward recess  -Lunch with principal  -Reading to another class  -Name on announcements in the morning  -Student led announcements  -Tangible prizes | | |
| **Monitoring Procedures: Student Measures** | **Academic:**  AIMS Web  Percentage per grade of Ds, Fs  TCAP  State/County Writing Assessments  SPED/GEIT | | | **Behavior:**  Office Discipline Referrals that result in suspension (via SMS)  Student Risk Screening Scale (SRSS) | | **Social Skills:**  Office Discipline Referrals that result in suspension (via SMS)  Student Risk Screening Scale (SRSS) | |
| **Program Measures:** | **Social Validity:**  To be monitored | | | **Treatment Integrity:**  To be monitored | | **Program Goals:**  Effective Behavior Supports (EBS) Survey | |

The Hillsboro community is extremely grateful for the tremendous support of our parents and families. By being a parent, volunteering, and being present on the school campus, you are an integral member of Hillsboro’s HEROES plan. Thus, your commitment to this HEROES plan is valuable. After reading our HEROES primary plan and school expectations carefully, please sign the signature of support form at the bottom of this sheet, and return to the school office by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We want to thank you for your faithful support and commitment to our school, our students, and our staff. It is with eager anticipation and excitement that we look forward to the successes and achievements of the coming school year.

**Sincerely,**

### The Hillsboro Faculty and Staff

Dear Parents,

At a Positive Behavior Support (PBS) training prior to the beginning of the school year, several staff (teachers and administrators) in Lake County School District agreed upon district-wide expectations that schools would use as a tool for teaching expected behaviors. The acronym, PRIDE, is the format that was decided to present these expectations. The letters in the acronym stand for Participation, Respect, Integrity, Dedication, and Excellence.

The students at Lake County Middle School have been learning about school-wide behavioral expectations. These expectations have been agreed upon by the staff as an effective way to be proactive in managing behaviors. The following information shows the expectation along with what the particular behaviors should look like at the middle school.

Participation: Active learners are involved, Be there-be prepared

Respect: Take care of Self, Others, Environment

Integrity: Be honest, Be true to yourself and others, Take responsibility for your actions and words

Dedication: Be a team player, Demonstrate commitment, Maintain perseverance

Excellence: Do your personal best, Challenge yourself to go above and beyond, Support the best in all

This approach to managing behaviors is also a positive one. Students are acknowledged for exhibiting the behaviors that we expect by receiving a “Certificate of Acknowledgement”. These certificates are turned into the office and the names are read over the announcements the following morning. In addition, weekly drawings are held for a “special” reward.

Please take this opportunity to talk to your child about the expectations at school and the importance of continuing to demonstrate PRIDE behaviors. With your continued support and involvement, Lake County Middle School will remain a school where students can excel.

Sincerely,

Lake County Middle School

Dear Arvada Middle School Parent,

You may have heard the buzz about our new school initiative – PBS! Positive Behavior Support is a program supported by the Colorado Department of Education and Jefferson County Schools to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. The schools in Arvada articulation area are proud to be a part of this exciting initiative.

As part of the PBS program, we will establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the students and reward them frequently with positive notes and prizes for their great behavior. The expectations for all student behavior will be clear throughout our building and playground areas, cafeteria, gymnasium, and classrooms. You will be able to ask your student, “What are the rules in your school?” “How do you follow those rules?” “What happens when a teacher sees you following the rules?” Our school rules will specifically address bullying behaviors, provide for a safer school environment and give more time for instruction. We will apply consistent consequences and positive reinforcement for all kids. By detailing every expected behavior and teaching to kids in a positive way, we will provide a common language for everyone in our building, including students, teachers, front office staff and our paraprofessionals.

We believe that by helping students practice good behavior, we will build a school community where all students have an environment where they can succeed and grow.

We would like your input and your involvement. Please contact us at school if you have any questions or need further information.

Thank you for your support!

Arvada Middle School



Bramble Elementary School

**August 11, 2016**

**Dear Parent(s) or Guardian(s),**

As the school year begins, we introduce returning families and welcome new families of Bramble Elementary School to our Response to Instruction and Intervention for Behavior (RTI2-B) plan that will be in its first year. Our faculty and staff are committed to fostering an environment that encourages academic, social, and behavioral growth for each individual student. It is our belief that our commitment to to RTI2-B will allow our community to continue to grow and strengthen. As a way to maximize the program’s effectiveness, we at Bramble are providing the parent community with information regarding our RTI2-B plan. Thus, a brief description of the Bramble RTI2-B plan and expectations can be found in this packet. We hope that many of you will hear more details about this from your students! Please do not hesitate to contact Bramble Elementary school staff and faculty if you have any questions and/or comments.

**What is RTI2-B?**

RTI2-B refers to a three-tiered model of support and prevention. The first tier of RTI2-B is a school-wide component. **Each and every student is impacted by this program just by virtue of showing up to school!** The goal of this school-wide plan is to equip students with meaningful tools that will ensure lasting success and change within the school environment. Students will be taught school-wide expectations, and students will be able to practice these expectations through use of our acknowledgment system. In addition to behavior-specific praise, students may receive Bramble Bucks when caught engaging in the expected behaviors.

If Tier I support (as described above) is not enough for some students, then additional levels of support may be used. Some students may benefit from small group interventions (Tier II) whereas others may benefit most from individual supports (Tier III). All three levels of support are part of our school-wide RTI2-B plan. We hope to foster a positive learning environment for all students and provide the necessary support for all students to be successful.

**What is the goal of RTI2-B?**

The purpose of Bramble Elementary School’s RTI2-B plan is to improve our school culture and climate. Our goal is to acknowledge students for displaying our three behavioral expectations or Bramble Expectations: (1) Be Safe, (2) Be Respectful, (3) Be Responsible. The Behavioral Expectations Matrix (see attached) defines what each expectation looks like in each of the school locations. For example, what does respect look like in the cafeteria, hallways, or classrooms?

The Bramble community is extremely grateful for the tremendous support of our parents and families. By volunteering and being present on the school campus, you are an integral member of Bramble’s RTI2-B plan. Thus, your commitment to RTI2-B at our school is valuable and greatly appreciated. After reading the “RTI2-B Plan” and “Bramble Expectations” sections carefully (found in the student agenda and on the Bramble High School website), please sign the signature of support form at the bottom of this sheet and return to the school office by **August 19th, 2016.**

We want to thank you for your faithful support and commitment to our school, our students, and our staff. It is with eager anticipation and excitement that we look forward to the successes of the coming school year.

**Sincerely,**

### The Bramble Faculty and Staff

***SIGNATURE OF SUPPORT***

**Please complete and return the “Signature of Support” form to the school office by**

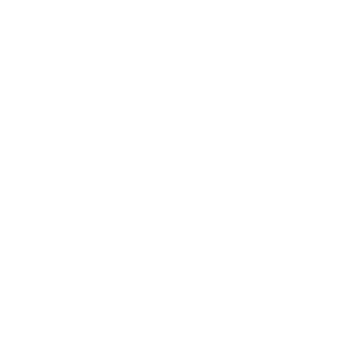
**August 19, 2011.**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have thoroughly read Bramble Elementary School’s RTI2-B school-wide plan and the Bramble Expectations.

\_\_\_\_ I will support and participate in implementing the RTI2-B school-wide plan each time I am at Bramble Elementary School.

\_\_\_\_ I will not support and participate in implementing the RTI2-B school-wide plan each time I am at Bramble Elementary School.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Behavior

Intervention Support

Positive

Be A Learner

Be Respectful

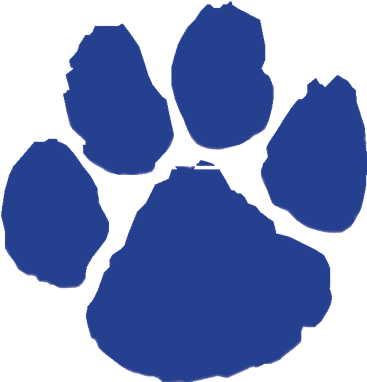
BE Safe

HIGHLAND

HIGH SCHOOL

PBIS

Be Responsible



Team Members:

Lisa Cerniglia Sarah Dudley-Lemek

Theresa Eckert Peter Harris

John Manganiello Brian Miros

Krista Petrosoff Josh Tatum

**Highland High School 320 Pancake Hollow Road Highland, NY 12528**

**(845) 691-1020**

[**HHSPBIS@highland-k12.org**](mailto:HHSPBIS@highland-k12.org) **Mr. Peter Harris, Principal**

**Mr. Brian Miros, Assistant Principal**

**© 2010-2011**

**WE ARE A**

**ScHool**

**PBIS**

Be Responsible

What is PBIS anyway?

PBIS is a nationally recognized school wide positive behavior intervention support program which focuses on those students that are doing the “right thing” and identifies those students that are at-risk and in need of extra support

for early intervention. This program has been successfully implemented at the elementary and middle school levels in our district and has arrived this year at the high school.

PBIS is a data driven, best practices, systems change program which provides clear outcomes that support our students and faculty. We believe that this positive behavior program will enable

our students to strive for social competence and successful academic achievements.

Highland High School has been investing a lot of time and energy into promoting a positive school climate by creating a Positive Behavioral Intervention Supports (PBIS) team. One component of our team is encouraging students to continue to behave in appropriate ways by providing them with rewards for doing so. On an ongoing basis, students are recognized by staff for positive behavior with individual and group rewards.

Faculty and staff are forming positive relationships with students via ticket distribution, incentives and rewards.

**Some of the highlights for the year are:**

* A party for the seniors of cider and donuts held at the Pavilion.
* Students received prizes for good behavior in the cafeteria and hallways daily during rollout.

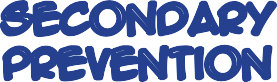
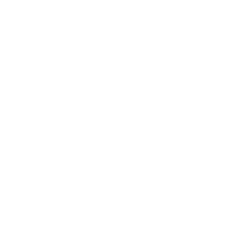
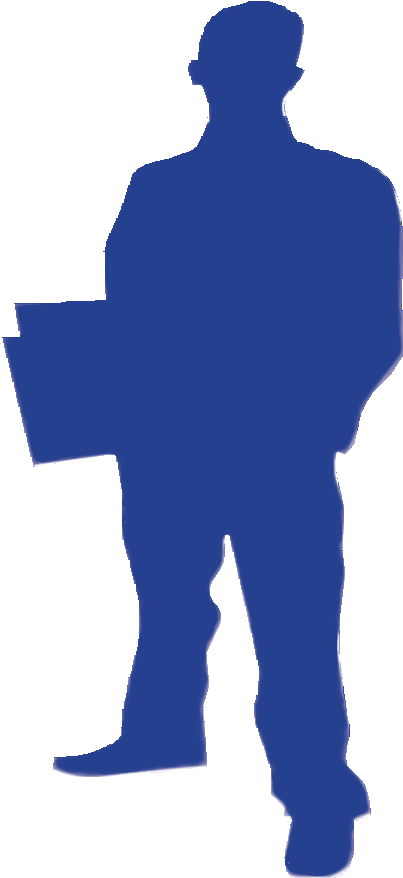
***And many more to follow…..***

If you have any questions about the program or would like to donate to the high school’s PBIS program please feel free to email us at

[HHSPBIS@highland-k12.org](mailto:HHSPBIS@highland-k12.org) or call us at 691-1020.

PBIS Positive Behavior Intervention Support

# Cafeteria



## Behavioral Matrix

### Be Safe

* Keep the floor clean;
* Eat only your own food;
* Push your chair in when getting up from the table.

**Be Respectful**

* Respect personal space at tables & in food line;
* Use language & actions that are polite—“Please”, “Thank You” & “May I”;
* Keep voice levels & communication at a level 2\*—respect others’ conversations;
* Be courteous; follow adult direction.

**Be Responsible**

* Leave your area clean—dump trash & recycle;
* Take only the utensils & condiments you will use;
* Purchase only the food portion you will need to feel satisfied.

**Be A learner**

* Make positive nutritional choices— you are what you eat;
* Reduce, Reuse, Recycle;
* Educate yourself about health & wellness.

Tertiary Prevention

-Specialized

-Individualized

-System for high-risk students

Secondary Prevention

-Specialized Group

-Systems for Students with At-risk behavior

Primary Prevention

-School/Classroom Wide Systems

for all Students, Staff and Settings

Continuum of School Wide

Instructional & Positive Behavior Support

Hallways

Behavioral Matrix

**Be Safe**

* Keep hallways clean;
* Keep moving & stay to the right;
* Faculty & staff supervise halls.

**Be Respectful**

* Follow adult direction;
* Be considerate of your neighbor/passerby as you walk through the halls;
* Enjoy wall art with your eyes only;
* Use language & actions that are polite;
* Keep voice levels and communication at a level 2.

**Be Responsible**

* Get to your scheduled destination on time;
* During instructional time have a pass;
* Keep food & drink in the cafeteria—report spills.

**Be A learner**

* Read bulletin boards;
* Become informed about activities in your school Community;
* Work to keep a safe, respectful & positive school environment.

Level of sound as follows:

* 1. **— Silence**
  2. **— Whisper**
  3. **— conversational**
  4. **— Yelling**