



BATTLE CREEK PUBLIC SCHOOLS GUIDEBOOK FOR CREATING TRAUMA-INFORMED SCHOOLS

Using an Equity Lens to Create Positive School Environments

BELIEVE
in the
CHANGE



WELCOME

Dear BCPS Heroes,

At BCPS, our vision is 100% success for every Bearcat. At the same time, we know that students have different needs, and different paths to success. We are driven by our equity imperative to create schools where every student has the opportunity to succeed.

Many of our students bring trauma from home when they come to school, and it is our collective job to create an environment where they can still learn. The transformation of BCPS is underway, and trauma-informed practice is a part of the core change the transformation is seeking. Your role as the enactors of our trauma-informed schools will be a key piece to making that promise a reality.

Historically, schools have looked at students' attendance, behavior and academic progress in isolation and have responded to challenges in these areas independently of one another. Research shows that student attendance, behavior and academic success are interlinked factors that continuously influence each other. Although this guide focuses specifically on supporting student behavior, we should not look at attendance, behavior and academics separately. We must support all three areas simultaneously. Other resources will detail the supports needed to respond to academic and attendance challenges.

This guide outlines a comprehensive approach to support student behavior that is focused first on keeping all students engaged in learning and reducing disparities. The intention for the document is to serve as a resource to strengthen your work and practice. The classrooms and hallways of our buildings are where relationships are formed and where students learn. This is where the "magic" happens—and you are the people who make it happen. It is our hope that the tools and processes in this document will help support you in achieving your goals with students.

In the appendices section, you will see the forms and frameworks you need to use the supports BCPS has put in place.

Thank you for being a part of this important work.

Believe in the Change!

A handwritten signature in black ink that reads 'Kimberly M. Carter'.

Kimberly Carter,

Superintendent, Battle Creek Public Schools



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GOALS

At Battle Creek Public Schools, we believe that all children have value and worth and when given the right opportunity, can succeed and reach their full potential. We believe that all students can learn, and we also know that they do not all learn in the same way. To that end, BCPS believes that systems of support are critical for the success of every child we serve.

Our system is designed to respond to individual student needs through early identification, early intervention and comprehensive support.

Battle Creek Public Schools uses a multi-tiered system of support (MTSS) to make sure all students have the best opportunity to succeed. We know that to maximize learning, students need evidence-based, individualized supports designed to meet the social-emotional needs of each child.

This resource should serve as a guide for the Student Success Team process, a portion of MTSS. Trauma-Informed practices are perfectly aligned with the MTSS framework because both focus on providing personalized supports to students to meet their individual needs.

Our Equity Imperative

Because we:

- See the value in and respect all cultures in our community;
- Choose to acknowledge the individuality of our students and who they are;
- Believe in the infinite possibilities of our students and their future.

We will:

- Disrupt the inequities that exist within our system;
- Acknowledge our own biases and privileges;
- Transform our inequitable practices.

Our Vision

At BCPS, our vision is 100% success for every Bearcat. To reach that goal, we need every school to be a thriving, trauma-informed learning environment that is safe and supporting for every student. To get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn.



MULTI-TIERED SYSTEM OF SUPPORT

A multi-tiered system of support (MTSS) is a process of documenting changes in learning or behavior as a result of evidence-based strategies and responding with appropriate interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. MTSS utilizes a multi-tiered problem-solving approach for designing and implementing academic and behavioral interventions.

MTSS moves us from exclusionary, inequitable, zero-tolerance policies to a comprehensive proactive approach focused on creating the conditions that make every classroom and every school a great place to learn and grow. This model of support embodies BCPS's belief that children learn by pushing and testing their abilities, getting feedback and making continual changes to become contributing members of a community of learners.

By implementing a Multi-Tiered System of Support with fidelity, we aim to ensure that all students have the best opportunity to succeed. You will find that our practices are aligned to the U.S. Department of Education standards.¹ Our process aims to ensure that removal of students from the classroom is a last resort. Any alternative setting used should provide students with instruction, having the goal of returning the student to the regular classroom as soon as possible.

Critical Elements of MTSS

1. Standards and evidence-based instructional practices
2. Data-based problem solving and decision making
3. Multiple tiers of academic and behavioral interventions
4. Assessments used to inform instruction

Why Implement MTSS?

A multi-tiered system of support uses proactive and responsive strategies and provides a continuum of interventions to address a range of student needs. Data-driven decisions help educators adjust teaching or provide extra support, so all students can be more successful in school. MTSS improves education for all students by:

- Focusing on the individual needs of each student.
- Being proactive to provide students with services early, rather than later: Eliminating the "wait to fail" situation.
- Frequently monitoring the progress of students and helping school staff to know what is or is not working and where students stand regarding their academic and behavioral skills.
- Identifying academic or behavioral needs early, at the first signs of need.
- Increasing or decreasing support based on students' needs.
- Partnering with families and community resources in planning and providing interventions to help students succeed.
- Understanding how students are responding to the interventions provided.

In addition to achieving student success, the MTSS process also strongly supports staff. Roles and responsibilities are clearly defined. Processes, procedures, resources and timelines are embedded to provide clarity and eliminate ambiguity. Staff are empowered to make informed decisions based on data and feedback, through a collaborative process.

Because MTSS is a clearly defined method of providing support, regardless of a student's level of success at school or the school the student attends he or she will be assessed, supported and progress-monitored in the same manner. With MTSS, response to students will be clear, consistent and systematic in every instance.

¹ "Guiding Principles: A Resource for Improving School Climate and Discipline".
<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>
 U.S. Department of Education.

The Purpose of MTSS

MTSS is designed to accomplish the following:

- Outline the rights and responsibilities as related to student academics, behavior and attendance for students, parents/guardians, teachers/staff, school administrators and central office staff.
- Establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet BCPS expectations.
- Provide clear and explicit universal expectations for student academics, behavior and attendance.
- Identify a range of reasonable, proportional and consistently applied interventions and supports to respond to student challenges and to support positive change in students.
- Ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity or religion.
- Set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students.
- Use trauma-informed and restorative approaches in proactively supporting and responding to student behavior.



BCPS COMMUNITY'S RIGHTS AND RESPONSIBILITIES

Everyone at BCPS—students, parents/guardians, faculty, administrators, staff, volunteers—has a role to play and a responsibility to themselves, their peers and their colleagues. They also have rights that must be respected at all times. Following are the rights and responsibilities of the members of the BCPS community.

Student Rights & Responsibilities

All students have the **right** to:

- Be treated with courtesy, respect and dignity.
- Attend school and be valued members of the school community.
- Learn in a safe environment that is free of bullying, harassment and discrimination.
- Tell their side of the story and/or report unfair treatment to a person in authority.
- Participate in decision-making to determine which interventions and consequences will be used.
- Receive instruction to learn school behavior expectations and social and emotional skills.
- Access appropriate supports and services to succeed in school.
- Consistent implementation of a multi-tiered system of support and district policies.
- Maintain personal privacy.

All students have the **responsibility** to:

- Show respect and courtesy to all students, staff and school visitors. This includes respecting individual differences, cultural diversity and the property of others.
- Attend school daily, prepared for class.
- Engage in classroom activities and complete all assignments.
- Contribute to a safe learning environment by managing their own behavior and reporting harmful or dangerous situations to an adult.
- Understand and follow all school rules and instructions given by school staff.
- Bring only those materials to school that are allowed.
- Inform parents/guardians of school-related issues and give them any materials sent home by the school or district.

Parent/Guardian Rights & Responsibilities

All parents/guardians have the **right** to:

- Be treated with courtesy, respect and dignity.
- Feel welcomed, heard and valued by school staff and the school community.
- Access opportunities to learn school expectations.
- Receive a written copy and clear explanation of the Behavior Intervention Plan, including the process to appeal disciplinary decisions.
- Receive materials and explanation in a language they understand.
- Work in partnership with school staff to support their child's learning and healthy development at home and at school.
- Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress. This includes the right to be promptly notified when their child is removed from the classroom due to their behavior.
- Actively participate in problem solving with school staff related to their child's growth and success.
- Advocate for their child and report any unfair treatment to a person in authority.

All parents/guardians have the **responsibility** to:

- Show respect and courtesy to all students, staff and school visitors. This includes respecting individual differences, cultural diversity and the property of others.
- Understand the school's academic, behavior and attendance expectations and to review these expectations with their child.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and support the child to make changes in identified areas.
- Inform school officials about concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.
- Ensure their child gets to school every day to the best of their ability.

Teacher/Staff Rights & Responsibilities

All teachers/staff have the **right** to:

- Be treated with courtesy, respect and dignity by all members of the BCPS community.
- Work in a safe environment that maximizes staff performance and student learning.
- Professional development opportunities and training to enable them to create and maintain a thriving classroom environment that is respectful, engaging, vibrant and culturally relevant.
- Access support for addressing student academic, behavior and attendance concerns.

All teachers/staff have the **responsibility** to:

- Show respect and courtesy to all students, staff and school visitors.
- Implement a multi-tiered system of support with fidelity for all students.
- Foster ongoing, positive relationships with all students and families.
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments throughout the school.
- Explicitly teach, acknowledge and reinforce expectations.
- Provide social and emotional skills instruction to all students that meets the district Social Emotional Learning (SEL) standards using BCPS approved curriculum and materials.
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, re-teaching behavioral expectations, following Individual Education Plans and Behavior Intervention Plans of students and adhering to procedures for student removal from the learning environment when needed.
- Work with students and their parents/guardians to develop, implement and monitor interventions that support students in changing their behavior, using the Student Success Team Process.
- Respect students' right to maintain personal privacy.
- Notify parents/guardians within 24 hours of inappropriate behavior and response, if there is not an out-of-school suspension.

School Administrator Rights & Responsibilities

All school administrators have the **right** to:

- Be treated with courtesy, respect and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from the district central office and from the school board, to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally relevant.

All school administrators have the **responsibility** to:

- Show respect and courtesy to all students, staff and school visitors.
- Foster ongoing, positive relationships with all students and families.
- Create, monitor and assess a school-wide behavior management system.
- Create a safe and caring school climate that maximizes learning.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs.
- Review the Behavior Support or Behavior Intervention Plan for students with an IEP with students, staff and parents/guardians at the beginning of each school year, and revisit it as necessary throughout the year.
- Guide the school-based leadership, support and intervention teams in using and reviewing data to evaluate the effectiveness of interventions. This includes monitoring data to identify and address disparities.
- Ensure that all school staff meets the expectations outlined in the section entitled "Teacher/Staff Responsibilities."
- Support staff in implementing a multi-tiered system of support.
- Follow procedures for student removals from the learning environment.
- Notify parents/guardians immediately if a student's inappropriate behavior results in an out-of-school suspension.
- Notify parents/guardians within 24 hours of inappropriate behavior and response, if there is not an out-of-school suspension.

Central Office Staff Rights & Responsibilities

All Central Office staff have the **right** to:

- Be treated with courtesy, respect and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from the school board to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally relevant.

All Central Office staff have the **responsibility** to:

- Show respect and courtesy to all students, staff and school visitors.
- Provide schools with the necessary resources, professional development and technical assistance to implement the multi-tiered system of support.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior and developing appropriate student intervention practices are critical district priorities.
- Ensure that appropriate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Engage in on-going monitoring of the implementation of a multi-tiered system of support and intervene as needed to ensure that it is enforced in a consistent manner.
- Provide the Board of Education with timely and accurate information on the implementation of MTSS.

Roles and Responsibilities in a Trauma-Informed School

Successful MTSS implementation requires well-defined procedures and clearly articulated roles and responsibilities. This section describes the roles and responsibilities of key site-level personnel associated with the implementation of MTSS to clearly articulate how these roles respond in support of students to achieve positive outcomes.

TEACHER

To access support services beyond the classroom, teachers are responsible for collecting data to establish the need for additional services and then reporting on the effectiveness of interventions assigned in specific student success plans. Specifically, teachers must:

- Manage behavior through effective instructional delivery
- Use effective strategies to create a positive learning environment
- Use CHAMPs to define class procedures, posted in the classroom, to maximize structure and predictability in the classroom
- Demonstrate implementation of an acknowledgment system
- Implement and document supports
- Evaluate success of supports
- Establish Tier I classroom structures (reference Appendix XVII)
- Support students in the classroom who are not meeting classroom expectations (reference Appendix II)
- Participate in Student Success Team meetings
- Cultivate family relationships
- Conduct parent/guardian conferences
- Communicate student progress with families

PRINCIPAL

Principals are the first line of support and as such are responsible for using an equity lens to develop and implement predictable and consistent structures, processes and protocols that create a trauma-sensitive school environment.

- Develop and document school-wide behavior expectations using the ROAR matrix
- Manage and oversee implementation of MTSS systems and structures
- Meet weekly with ancillary staff to evaluate success of supports
- Serve as a member of the Positive School Experience, Attendance and Student Success Teams
- Create protocols for regularly reviewing school-wide behavior data with all staff
- Conduct classroom walkthroughs to monitor implementation of Positive School Experience
- Respond to classroom requests for assistance when ancillary staff is not available
- Ensure that all students excluded from school engage in a restorative re-entry process
- Conduct parent/guardian conferences and home visits as needed

BEARCAT COACH

- Create positive relationships with all students while specifically focusing on assigned caseload
- Serve as primary responder to classroom requests for assistance
- Monitor internal attendance by supervising hallways to ensure students are making it to class successfully
- Work with attendance team to use data to identify students who are excessively absent
- Collaborate with school staff to develop student success plans
- Monitor success of caseload interventions

- Serve as a member of the Positive School Experience, Attendance and Student Success Teams
- Conduct parent/guardian conferences and home visits as needed

INTERVENTIONIST

- Serve as a member of the Positive School Experience, Attendance and Student Success Teams
- Create Behavior Support Plans (BSPs, reference Appendix XI)
- Provide the full range of casework services to students identified through Student Success Team process
- Develop process for evaluating success of casework support
- Establish regular schedule for meeting with individuals and small groups
- Serve as secondary responder to classroom requests for assistance
- Collaborate with school staff to develop student success plans
- Lead restorative conferences
- Conduct parent/guardian conferences and home visits as needed
- Refer students and families to appropriate community resources
- Conduct Universal Needs Assessments (Gen. Ed. FBA/BSP, reference Appendix XI)
- Assist teachers with data collection

COMMUNITIES IN SCHOOLS SITE COORDINATOR

- Work closely with the Student Success and Attendance Teams and school leadership to identify students in need of support
- Coordinate partners and service providers to address the potential sources of drop-out
- Coordinate supports to impact school-wide climate and culture
- Case manage 5-10% of the student population, tracking progress of these students and providing individualized support when needed
- Monitor, adjust and report on supports in the school

STUDENT SUCCESS SPECIALIST

- Monitor and staff the Student Success Center
- Collaborate with school staff to develop student success plans
- Attend Student Success Team meetings as needed
- Implement Interventions

RESILIENCE COACH

- Work collaboratively with the school staff and community partners to implement a comprehensive trauma-informed approach to address both preventative and responsive measures for students and staff.
- Oversee the Student Success Specialist and the implementation of trauma-informed practices in the Student Success Center.
- Attend and participate in each sites' leadership team meetings to offer support and consultation around systems and procedures as they align with the BCPS Guidebook for Creating Trauma Sensitive Schools.
- Engage school administrators and staff in ongoing consultation and coaching that is reflective, responsive, supportive and contextual, and promotes sustainable trauma-informed mindsets, systems, practices and school-community partnerships.
- Provide individualized, classroom-based coaching to support teachers in building supportive relationships with students and in implementing and sustaining trauma-informed practices that promote student success and empowerment.
- Collaborate with building Instructional Coaches and district Transformation Coaches.
- Work with district, union, and school leadership staff to ensure that policies and procedures reflect an understanding of the role of trauma in student behaviors.

SCHOOL WIDE SYSTEMS FOR STUDENT SUPPORT

What Is a Trauma-Informed School?

In a Trauma-Informed School, students feels safe, have a sense of belonging, feel supported and have positive relationships with peers and staff. At the center of the educational mission, the school addresses trauma by individualizing instruction and support to meet the students' unique needs through practices focused on maintaining, building and restoring relationships.

A Trauma-Informed School must incorporate all six fundamental principles:

1. Understand prevalence and impact of trauma
2. Use an equity lens
3. Use restorative practices
4. Implement Positive School Experience
5. Prioritize and protect caregiver capacity
6. Encourage empowerment and resiliency



Principles of Trauma-Informed Schools

(What trauma-informed educators need to know)

Trauma-informed schools incorporate six fundamental principles into the culture and fabric of their schools:

1. School staff members must **understand the prevalence of trauma** for young people and the impact it can have on their behavior and learning. Understanding the prevalence of trauma means we acknowledge the impact adverse childhood experiences have on the brain and body. We understand students may come to school with unmet needs and that it is our responsibility to work towards fulfilling their needs as a school.
2. Educators working in a Trauma-Informed School use an **equity lens** to reflect on the cultural relevance and sensitivity of their practices to ensure that school programs and interventions do not traumatize or re-traumatize students.
3. Staff members of Trauma-Informed Schools understand that **Restorative Practices** build school connectedness and help heal relationships. Relationships are also an important strategy for building trust with students who have been traumatized so that they feel safe in school. Staff takes the time to get to know all students, regardless of their behaviors, in an effort to help them heal from difficulties and make them feel that they belong in school. Intentional restorative structures and strategies are also implemented to repair relationships when they are broken. Trauma-Informed Schools also understand that academic and personal achievement is optimal when students have healthy relationships with adults and peers.
4. Educators in a Trauma-Informed School implement a **Positive School Experience** with fidelity.
 - Positive School Experience is a system which uses proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. A successful Positive School Experience system also uses intentional tiered interventions to support students based on individual needs and challenges.
5. Successful Trauma-Informed Schools prioritize **caregiver capacity** by providing a collaborative staff climate in which the staff is supportive of one another and works as a team.
 - Prioritizing caregiver capacity means that staff are encouraged to engage in regular self-care to remediate the effects of vicarious trauma and teacher burnout. These steps help prevent compassion fatigue, the loss of empathy for those in your care.
6. Trauma-Informed Schools encourage **empowerment and resiliency** to help students feel safe in school through interventions that teach students how to use sensory strategies to stay regulated.

Trauma-informed schools use programs that incorporate four domains of resilience: **relationships, self-regulation, academic competence and health and wellness**. Trauma-Informed Schools ensure that all prevention and intervention strategies or programs incorporate these four areas.



TRAUMA-INFORMED SCHOOLS: CRITICAL COMPONENTS

Trauma-informed educators align themselves to a mindset that looks for the “why” behind behavior to determine what happened and what is currently happening in a student’s life that influences what they need to be successful.

In line with our equity imperative, Trauma-Informed Schools in BCPS are expected to:

1. Use a restorative approach to discipline:
 - Affective Statements (reference Appendix I)
 - Affective Questions (reference Appendix I)
 - Proactive Community Circles
 - Responsive Circles
 - Restorative Conferencing
2. Establish a clearly articulated acknowledgment plan.
3. Have documented, posted and regularly taught behavioral expectations.
4. Implement CHAMPs classroom and school-wide procedures.
5. Develop trauma-informed classroom spaces that offer opportunities for in-class reflection and redirection.
6. Implement a district-approved social skills curriculum.
7. Establish a Tier I Positive School Experience team that meets regularly to review discipline data and academic outcome data.
8. Establish a Tier II/III Student Success Team (SST) that meets bi-weekly (at minimum) to respond to written requests for assistance.

Each of these components are further discussed below.

1. Restorative Approach to Discipline

Our proactive and preventive approach to discipline begins with setting high expectations and providing explicit instruction on how to meet these expectations. When students exhibit behaviors that disrupt the chances of success for themselves or others, restorative practices are used to re-engage and redirect them. Some restorative processes can either happen in the moment or require more planning, and range from informal to formal, as illustrated in the Restorative Practices Continuum graphic below.



All classrooms are expected to employ the strategies associated with the Restorative Practices Continuum to support the development of a positive school and classroom environment.

CORE RESTORATIVE PRACTICES

- **Affective statements:** Personal expressions (“I Statements”) of feelings in response to others’ positive or negative behaviors; Meant to connect others with how their behavior is “affecting” or impacting self or others. These include the observation, feeling, need and request. (reference Appendix I)
- **Affective questions:** Cause individuals to reflect on how their behavior has affected themselves and others by addressing the past, present, and future and causing a person to take his/her actions, to consider the impact his/her actions had on him/herself and others, and to repair the harm caused to others. (reference Appendix I)
- **Small impromptu conference:** Asking several affective questions of both the wrongdoer and those harmed.
- **Group or circle:** A less formal proactive and responsive approach to build and maintain relationships, problem solve, respond to wrongdoing, and repair harm.
- **Formal conference:** A very structured approach to bring together those who caused harm and those who have been impacted by the harm with the purpose of voicing the impact the situation has had on others and developing a written plan for repairing the harm.

EXCLUSION FROM LEARNING

BCPS is committed to providing both students and staff with a positive, respectful and inclusive school environment that effectively promotes the academic success of every child we serve. Exclusionary practices can have an adverse effect on students. Time outside of the classroom should be limited to short breaks and should be used to teach replacement skills to help the student be successful in the classroom. A few examples of exclusionary practices include time in buddy rooms, hallway, and other areas outside the student’s general education classroom where they are not receiving direct instructional practices.

BCPS’s goal of reducing the use of exclusionary practices (including out-of-school suspensions) is specifically designed to increase student’s instructional time. As stated by our colleagues in Highline Public Schools, “The research behind this goal is clear—even one out-of-school suspension during a student’s education dramatically reduces the student’s chance of graduating on time.” To this end, BCPS uses a restorative approach that focuses on relationships and repairing of harm.

It is important to note; however, we will make the difficult decision to exclude a student from school when the behavior and mindset of the student are assessed to be a risk to themselves or the safety of others. It is expected that schools seek alternatives to suspension for all non-violent offenses. Suggestions for alternatives to suspension can be found in Appendix XVII.

STUDENT SUCCESS CENTERS (SSC)

All schools grades 3-8, and BCCHS implemented Student Success Centers during the 2018-19 school year. Student Success Centers are a classroom in each building dedicated to supporting students in the practice necessary for self-regulation, staffed by Student Success Specialists, where support staff can recommend students use as a sensory based intervention if they are experiencing difficulty regulating their minds, bodies and emotions in class to accomplish getting their brains back to balance in order to find success in the classroom. The SSC is not an exclusionary practice, rather it is a proactive, preventative approach to meet students needs.

The Student Success Centers (SSC) provide a positive, proactive, and preventative approach to set students up for social and academic success. The centers provide opportunities for students to learn, practice and apply specific skills to enable them to demonstrate self-regulation and accept responsibility for their social and academic success.

The goal of the BCPS behavior system of response is to increase the amount of time a student is successfully spending in the general education setting. However, we know that sometimes, students need another place to go for additional support when in-classroom intervention is not possible.

If a student needs assistance that is beyond what is available in the classroom, the teacher will reach out to the Principal, Behavior Interventionist, or Bearcat Coach to obtain assistance. Assistance may include a restorative conversation in the hallway and mediation or intervention through the Student Success Center. Some students may also visit the Student Success Center as part of their individualized Behavior Support Plan (Gen Ed FBA/BSP) or Behavior Intervention Plans (for students with an IEP).

The duration of SSC interventions will vary. SSC support staff oversee the services provided to students according to needs, designing each intervention based on whether a student’s needs are emotional, social or behavioral.

If the reason for the exclusion from class is the result of a conflict between the teacher and student, a restorative conversation must take place prior to the student's return to the classroom.

If the behavior and mindset of the student are assessed to be a safety risk, suspension, extended time in the SSC room or other interventions may be authorized.

RE-ENGAGEMENT MEETINGS

A re-engagement meeting is required for all students who have been excluded from school (suspended). Re-engagement meetings must include the building principal, parent, teacher and student. These meetings take place as restorative conferences facilitated by the interventionist or trained designee. If several attempts to obtain the participation of the parent/guardian have been unsuccessful, a mentor/advocate may attend the re-engagement meeting on behalf of the student.

2. Systems for Acknowledgment

Teaching behavioral expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The broad purpose of Positive School Experience is to improve the effectiveness, efficiency and equity of schools and other agencies. Positive School Experience improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.² A key component of Positive School Experience is the implementation of a positive acknowledgment system that ensures that all students are seen. PBIS is a critical component of the Positive School Experience.

"Children merit confidence and trust"

For the purposes of this guidebook, positive acknowledgment is the presentation of something pleasant or rewarding immediately following a positive behavior. It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior. The purpose of an acknowledgment system is to:

- Foster a welcoming and positive climate.
- Focus staff and student attention on desired behaviors.
- Increase the likelihood that desired behaviors will be increased.
- Reduce the time spent correcting student misbehavior.

Students should experience predominately positive interactions at school (at a ratio of five positives for every negative).³

3. School-Wide Behavioral Expectations

One of the best ways to help students meet rigorous academic expectations is to first set high expectations for behavior. To effectively deal with behavior, schools must have clearly defined expectations that are widely displayed, taught, practiced, reinforced, and communicated clearly to parents, students and staff. To this end, it is expected that all schools develop a school-wide discipline plan that includes:

- Specific behavioral expectations aligned to our ROAR Matrix that outlines what the expectations look like, sound like and feel like across key areas in the school. (See Appendix IV)
- Specific lessons, with a timeline and a plan for teaching the expectations.
- Clearly defined classroom managed versus office managed behaviors.
- Procedures for ongoing data-based monitoring, evaluation, and dissemination.
- Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations.
- Continuum of procedures for encouraging expected behavior.
- Continuum of procedures for discouraging problem behavior.
- Procedures for encouraging school-family partnerships.

² www.pbisworld.com

³ Example strategies for acknowledging appropriate behaviors can be found at www.pbisworld.com.

4. CHAMPs Classroom Management

CHAMPs is a research-based program used in BCPS classrooms to create positive classroom environments and create a common language among staff and across schools. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. CHAMPs provides teachers with a framework for developing a classroom system that clearly defines classroom expectations, establishes a logical and fair response to behaviors of concern, and increases academic engagement.

The CHAMPs acronym is used in classrooms to define each instructional approach used in the classroom.

Each letter is used as follows:

C**onversation:** Can students talk to each other during this activity/transition?

H**elp:** How can students get questions answered during this activity/transition? How do they get your attention?

A**ctivity:** What is the task/objective of this activity/transition? What is the expected end product? What do you want to accomplish?

M**ovement:** Can students move about during this activity/transition?

P**articipation:** What does appropriate student behavior for this activity look/sound like? How do students show that they are participating?

A sample CHAMPs matrix can be found in Appendix V.

5. Classroom Success Spaces (K-5)

A classroom “success space” is a small, designated space located within a classroom. The purpose of a success space is to help support self-regulation while keeping students in the classroom if they need a break from instruction time or a group activity.

When students experience stress or trauma at home or are overwhelmed in school, their nervous systems respond. Some students become extremely activated while others shut down. Activation comes in reactions such as inattention, difficulty sitting still, and hyperactivity. Shutdown may look like daydreaming, falling asleep in class, or not responding to others’ bids to connect. With both activation and shutdown, cognition is impaired and learning is difficult. Success spaces can help with both. A success space in the classroom provides an opportunity for students to reset or re-regulate when they are activated, and when students are shut down, a success space provides opportunity for them to engage. The classroom success space should include sensory tools, options for self-regulation, and clear articulation of expectations for use of the space to process and/or calm down. It is recommended that teachers use timers to help regulate time spent in the space.

“Every child will be good if given an opportunity in an environment of love and activity”

The use of success spaces can transform the culture of the classroom because success spaces are not consequence-based but rather used as an opportunity, driven by a student’s choice to feel better. Success spaces are private enough to allow the student to maintain dignity, but should be within eyesight of the educator so the student maintains a feeling of safety.

Teachers should introduce success spaces in their classrooms as safe places. They are not for students who are “in trouble” but rather for all students in the classroom. A success space can be a safe place for students to do peer-lead Restorative Circles or to just process through issues. Classrooms can create success space passes or a simple signal to alert the teacher that student needs to process or calm down.

Pictures of “Success Spaces” can be found in Appendix VI.

6. Social Emotional Learning (SEL)

Success in school and in life depends on more than academic ability alone. Rigorous longitudinal research has demonstrated that specific competencies—such as growth mindset, self-efficacy, self-management, and social awareness—have a significant impact on students’ academic performance and persistence in school as well as in life success, as measured by a variety of health, wealth, and well-being indicators in adulthood.⁴ Helping students develop important life skills, coping strategies and appropriate responses is a critical component of the BCPS system of support. Through intentional instruction using the TrueSuccess curriculum in kindergarten

through eighth grade, BCPS teachers are armed with resources to develop character and unleash potential. It is a district expectation that all schools implement TrueSuccess with fidelity. Positive School Experience teams should collect and review data regularly, to monitor impact and make necessary adjustments to improve outcomes. Second Step curriculum has been made available for small group intervention with the building Interventionist.

7. Positive School Experience Teams

To ensure the effective implementation of the key components associated with the development of positive classroom and school environments, each school is expected to establish a Positive School Experience implementation team. Positive School Experience teams should meet at least monthly to review data, develop, monitor and adjust the action plans, communicate with staff, and monitor progress towards goals. All teams are expected to administer the Tiered Fidelity Inventory (TFI) tool in the fall and again in the spring to measure the fidelity of the school's Positive School Experience implementation.

Positive School Experience teams consist of 3–8 regular members and should include the building principal, interventionist, identified Positive School Experience lead and other designated school leaders. There may also be opportunities for guests to attend depending upon the focus of the agenda.

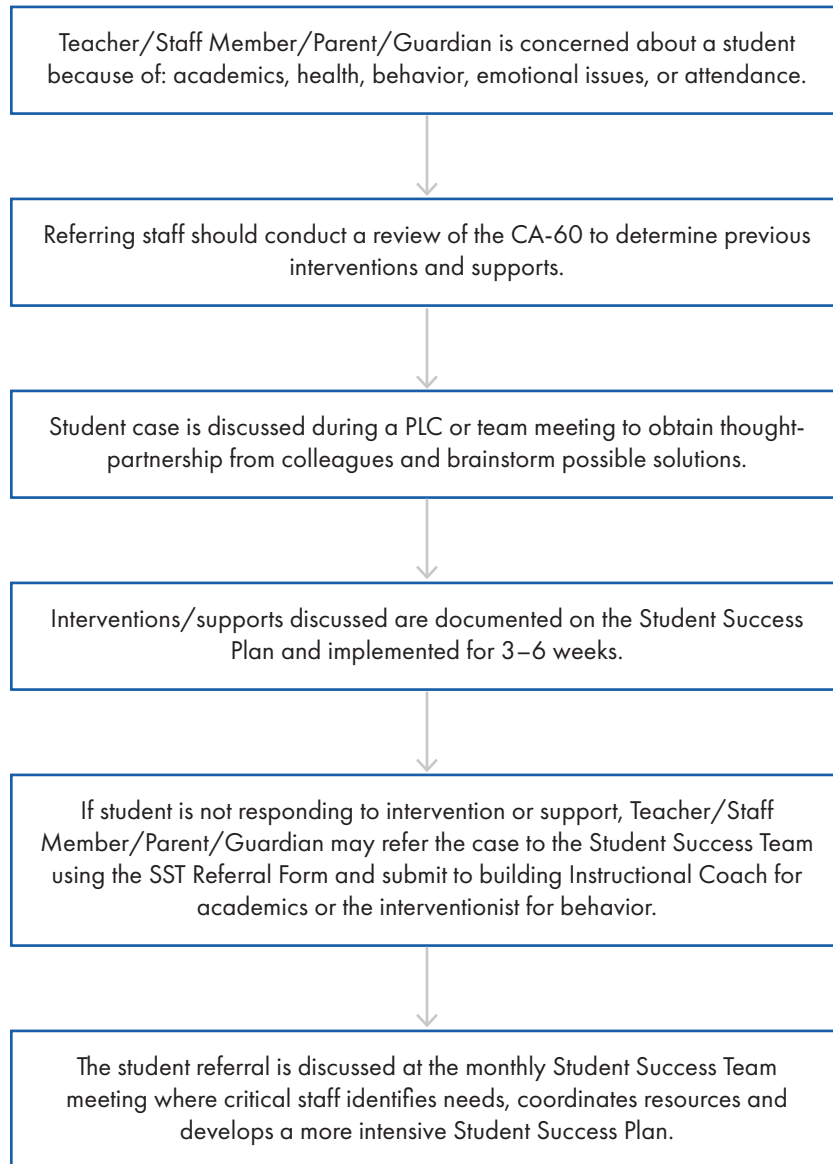
8. Student Success Teams (SST)

Student Success Teams are a part of our overall positive, proactive and preventative approach to creating a Positive School Experience. The Student Success Team (SST) is a problem-solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time and invites the parent/guardian and student to participate in finding solutions. When teachers or other student support personnel find that a student is not successful with tier I interventions, the SST is activated through a referral process to provide support for problem solving academic or behavior challenges. The referral process for the Student Success Team is detailed in the flowcharts on the following pages (pages 22-26).

To ensure fidelity of implementation and ongoing support for staff, each building must designate a monthly time and location for Student Success Team (SST) meetings, which are reported to the Department of Teaching and Learning Services so that when outside supports are needed, schedules can be coordinated. Student Success Team must include regular participation by the building principal, interventionist, literacy specialist, instructional coach and referring teacher. As cases are submitted and reviewed participation may include the student, parent, community support personnel, CIS site coordinators, special education staff or other guests as needed.



STUDENT SUCCESS TEAM PROCESS



ACCESSING SUPPORT

This section discusses how teachers who are experiencing challenges that disrupt teaching and learning in the classroom can make the most possible use of supports.

They're Here to Help

PRINCIPAL/ ASSISTANT PRINCIPAL

When you are experiencing challenging behaviors that are disruptive, take time to discuss with your principal, to share your experiences and discuss possible approaches to manage and replace the negative behaviors. They may have positive suggestions or be able to share context about the student's family situation or other external challenges that may be impacting behavior.

BEARCAT COACH

Our Bearcat Coaches are our extra eyes and ears to help us understand and build trusting relationships with students. If you are experiencing challenges with a student, ask your Bearcat Coaches whether any of them has a personal relationship with that student. If they do, you may be able to gain some helpful context about what is happening for that student. You may consider asking the Bearcat Coach to check in with your student and report back to you.

RESILIENCE COACH

A Resilience Coach provides classroom and school team consultation, leadership coaching, professional development, and coaching to implement a trauma-informed approach and ensure successful program implementation. They work with administrative, instructional, and non-instructional staff to develop a holistic approach that emphasizes emotional wellness for staff and students. They also work to improve the overall school climate by implementing trauma-informed systems to reduce retraumatization, promote student and staff resilience and increase positive academic and non-academic outcomes for students.

INTERVENTIONIST

Our behavior interventionists are masters level specialists in child behavioral psychology and response. When experiencing challenging behaviors, set up a one-on-one meeting to discuss the child and learn what tools or tactics they recommend to best manage that student's needs. The interventionist can also help you learn more about how their services might be able to alleviate strain on your classroom learning environment.

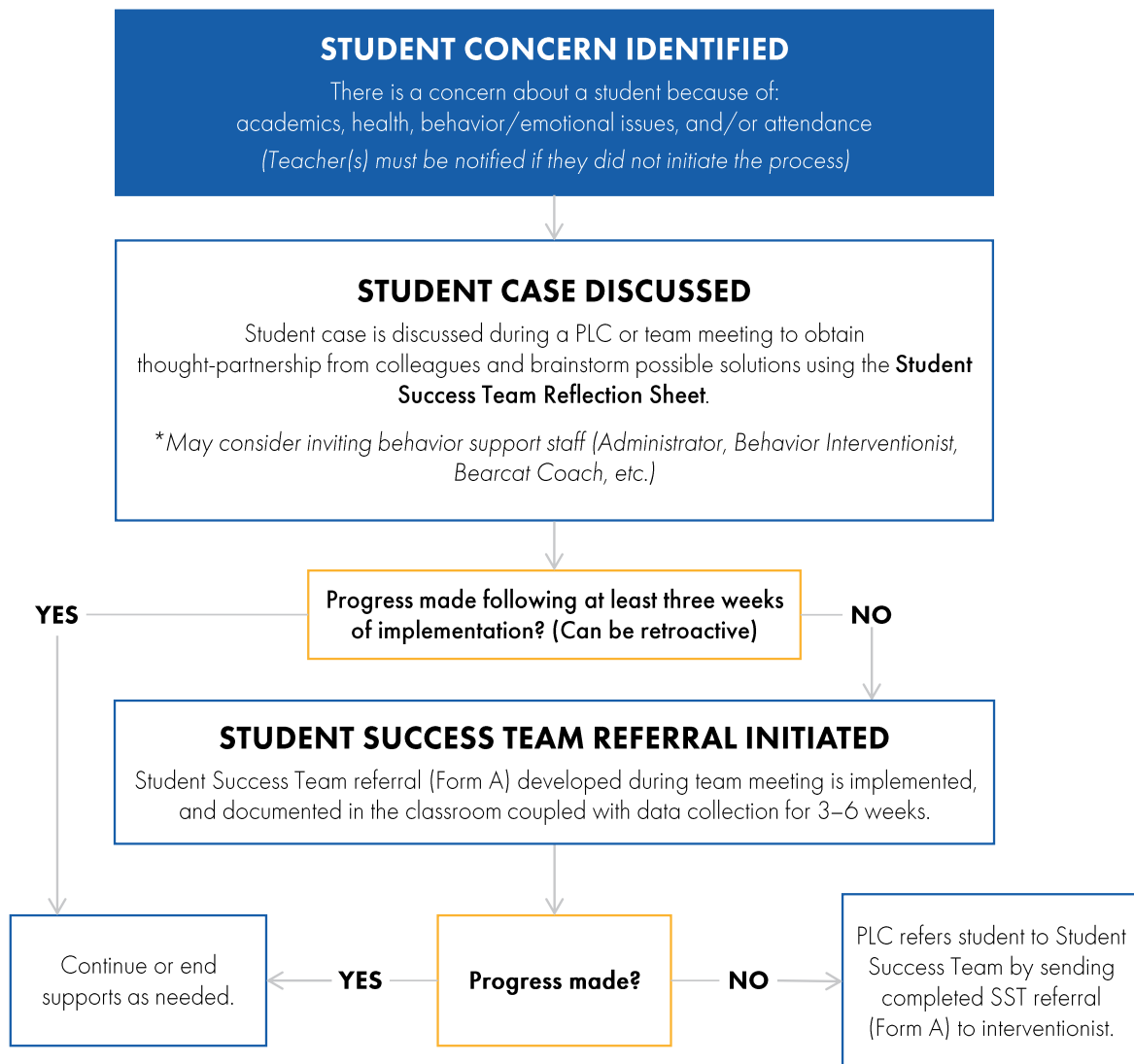
COMMUNITIES IN SCHOOLS SITE COORDINATOR

The site coordinator works inside the school with principals, teachers and other student support personnel to forge community partnerships that bring resources into the school to help remove barriers to learning. CIS Site Coordinators:

- Work closely with the Student Success and Attendance Teams and school leadership to identify at-risk students in need of support;
- Coordinate partners and service providers to address the potential sources of drop-out;
- Coordinate supports to impact school-wide climate and culture;
- Case manage 5-10% of the student population, tracking progress of these students and providing individualized support when needed; and
- Monitor, adjust and report on supports in the school.

ACCESSING INTERVENTIONS: PROCESS TO FOLLOW BEFORE REFERRING TO SST

If a student needs support beyond what is available in the classroom, the following steps should be taken prior to referring to the Student Success Team.



ADDITIONAL INTERVENTION (ELEMENTARY): STUDENT SUCCESS TEAM PROCESS FLOWCHART

STUDENT SUCCESS TEAM (SST) PROCESS INITIATED

After interventions are implemented for 3–6 weeks from Form A and student is not responding to interventions, interventionist schedules SST and brings Form A, following the Accessing Interventions process.

STUDENT IS SCHEDULED FOR AN SST MEETING

If behavior is a concern, prior to SST a Universal Needs Assessment (Gen. Ed. FBA) (Appendix XI) must be completed with the building behavior interventionist.

SST MEETING PARTICIPANTS DETERMINED

Principal determines who needs to be in attendance in addition to regular participants (principal, interventionist, parent/guardian, teacher, student, if applicable), sends letter home to parent/guardian and sends invites and notification of scheduled meeting.

SST MEETING CONVENES

Student Success Team reviews the SST Referral Form A and Early Warning System (EWS) data. Team reviews and revises student's IAP, as developed with PLC to identify additional supports.

DATA COLLECTED

Revised IAP is implemented and monitored for 3–6 weeks, using approved data collection tools (i.e. Scatterplot and A-B-C Checklists) (Appendices XV and XVI).

Continue or end supports as needed.

YES

Progress made?

NO

CONTINUE INTERVENTIONS

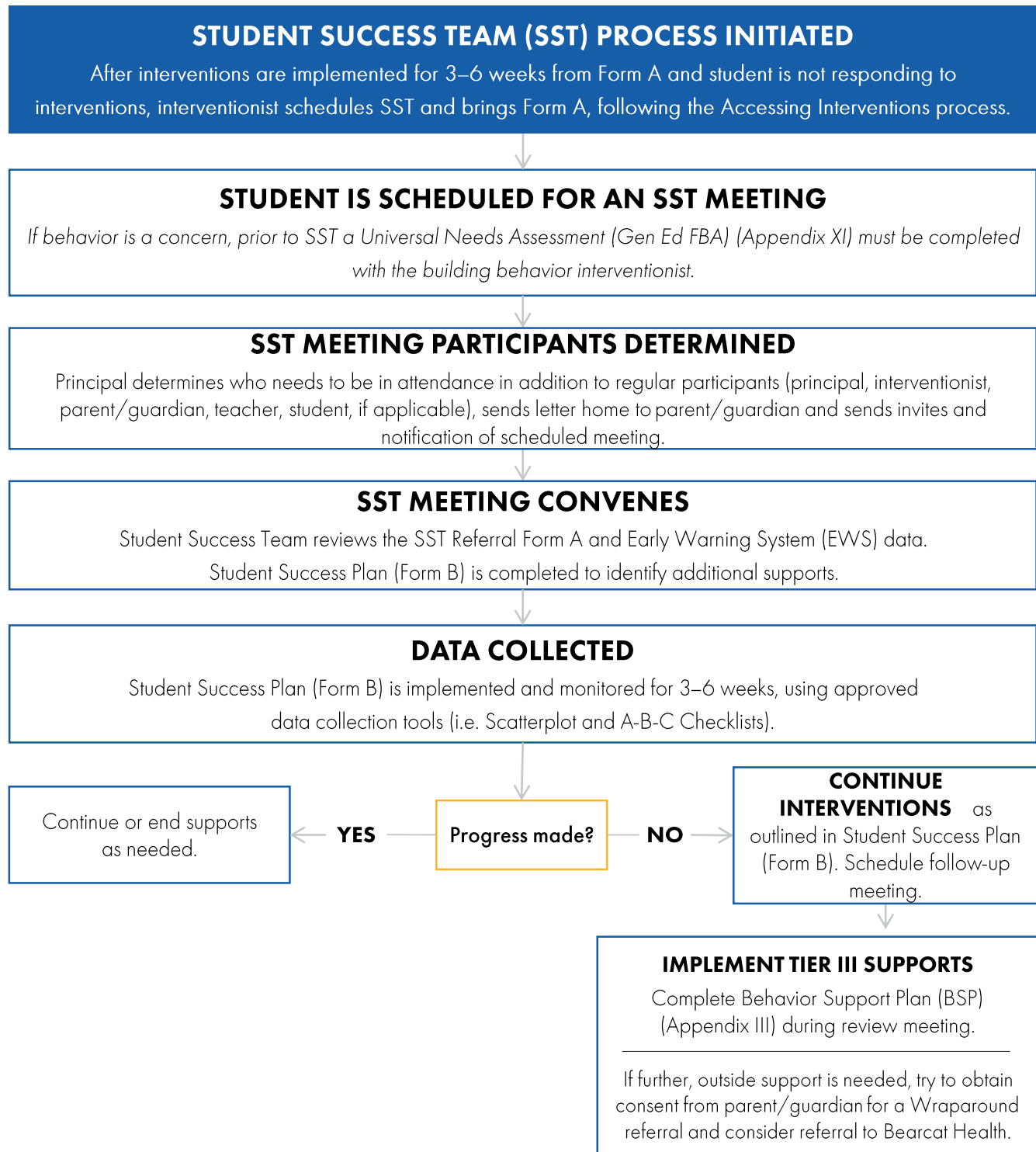
as outlined in IAP. Schedule follow-up meeting.

IMPLEMENT TIER III SUPPORTS

Complete Behavior Support Plan (BSP) (Appendix III) during review meeting.

If further, outside support is needed, try to obtain consent from parent/guardian for a Wraparound referral and consider referral to Bearcat Health.

ADDITIONAL INTERVENTION (SECONDARY): STUDENT SUCCESS TEAM PROCESS FLOWCHART



DISTRICT LEVEL SYSTEMS OF SUPPORT

Coordinated Care through Collaborative Structures

Responding to the varied and diverse needs of the students we serve requires a comprehensive, collaborative approach that harnesses support and resources beyond the individual school's capacity. This section describes supports available for students, staff and families to ensure that all students succeed. It also discusses Tier I district programs that are designed to create equitable opportunities for students.

Student Basic Needs

BREAKFAST IN THE CLASSROOM

Every student in BCPS has access to breakfast every morning during their advisory time. Students and teachers use this time to eat, so students are full and prepared for learning and building relationships with each other. Breakfast in the classroom is one of the earliest opportunities for staff to form relationships with students and gauge their social-emotional well-being before the start of the day.

WEEKEND FOOD PACKS

Dudley STEM, LaMora Park, Post-Franklin, Ann J Kellogg, Verona, Valley View and Springfield Middle all have weekend food bag programs. Each school receives food bags provided by the Food Bank of Southwest Michigan and The Fire Hub based upon donation allocations to their school's fund. Post-Franklin's program is run through their 21st Century after school program. Springfield Middle School's program is coordinated by their school nurse. Ann J Kellogg's program is run by their secretary and there is a program at the high school made available through the health center. .

FRESH FRUITS AND VEGETABLES INITIATIVE

Post-Franklin, LaMora Park, Dudley STEM and Verona Elementary schools received fresh fruit and vegetable carts that are made available to families thanks to a partnership with Duncan Aviation, Operation Fit, The Fire Hub and the Food Bank of Southwest Michigan. We hope to expand this program to additional schools.

CLOTHING CLOSETS

All elementary schools and Northwestern Middle School have clothing closets with clothing, hats, gloves, coats, shoes and boots available to students in need. We also maintain partnerships with various community organizations, churches and businesses to provide clothing items we do not have. Some of those partnerships are The Charitable Union, Rose Foundation, Post Club and Cross Borders.

HEALTH CENTERS AND SCHOOL NURSING PROGRAM

Battle Creek Central High School and Springfield Middle School house health clinics within their buildings that all Calhoun county students and families have access to. Throughout the summer, students can receive sports physicals in the health center for \$15.00. Nurses are made available through community partnerships and are also available at each elementary building on rotating schedules.

MOBILE DENTIST

Through a partnership with Grace Health, a mobile dentist visits each elementary and middle school twice a year. If parental permission is granted, students' basic six-month checkup and cleaning are provided through this service. In the event that further dental care is needed, mobile dentist staff will provide families with the appropriate information.

OPERATION FIT

Operation Fit is a program offering morning movement and lunchtime programs led by community volunteers who help students increase physical activity, improve nutrition and the lunchroom environment and create supportive environments for all children so they can begin healthy habits early on. This program is made available to several elementary buildings through a partnership with the Regional Health Alliance, Battle Creek Community Foundation, Bronson Battle Creek, FoodCorps and many others. They currently operate in Post-Franklin, LaMora Park, Dudley STEM and Valley View Elementary schools.

BACKPACK/SCHOOL SUPPLIES

Backpacks filled with school supplies are made available to families in need through donations from multiple community partners and organizations. Many elementary and middle schools have backpacks donated directly to them, which are housed in their clothing closet/ resource rooms. Backpacks are also available to homeless students through student services.

PATHWAYS TO POTENTIAL

The Michigan Department of Health and Human Services has placed a Success Coach at Ann J. Kellogg Elementary. The success coach serves all students and families regardless of whether they receive financial assistance or other case work service from MDHHS. Working in collaboration with school staff, Success Coaches aim to remove health barriers, increase access to prevention services, increase employment opportunities and develop intentional plans to reduce chronic absenteeism to improve student achievement.

Funding for Student Basic Needs

WILLARD TRUST

BCPS has funds available to assist students with summer school tuition, camp fees and other educational needs. BCPS staff must complete the Application for Assistance and provide proof that they have verified the family's income. Funds are paid directly to the vendor used.

A.O. JONES STUDENT FUND

BCPS has funds available to assist students with dental care outside of what may be covered through the use of the mobile dentist. BCPS staff must complete the Application for Assistance and provide proof that they have verified the family's income. Funds are paid directly to the vendor used.

LIONS CLUB

BCPS has funds available to assist students in need of corrective lenses. BCPS staff must complete the Application for Assistance and provide proof that they have verified the family's income. Funds are paid directly to the vendor used.



COMMUNITY PARTNERSHIPS

Bearcat Health Team

The Bearcat Health Team is a cross-system collaborative team that meets monthly to discuss and problem-solve student and family challenges.

Membership on the team includes law enforcement, service providers, district staff and funders all working to identify and eliminate barriers to student success. Specifically, key participants include Summit Pointe, STARR Commonwealth, Juvenile Justice participants, Battle Creek Police Department, County Prosecutor's Office, Department of Health and Human Services, Family and Children Services, United Way, Battle Creek Community Foundation, Grace Health, Samaritas, Regional Health Alliance, Calhoun Intermediate School District, BC Vision and Calhoun County Health Department.

In addition to regular meetings of the whole committee, the following subcommittees have been established to respond to more specific needs.

INTAKE TEAM

- At the building level, services through this team are accessed through the Student Success Team. When the Student Success Team deems that the level of need for individual students is beyond what the building can respond to, a Wraparound referral (Appendix XVIII) and two consent forms are completed and submitted to the Director of Student Services.
 - Consent forms: Parent/Guardian Consent for Release of Confidential Information and/or Records (Appendix XIX) and Consent to Share Behavioral Health Information for Care Coordination Purposes (Appendix XX).

KREST (KIDS REACHING EXCELLENCE SUPPORT TEAM)

- This team exists to specifically address the needs of adjudicated youth (youth who are involved with the courts system) and their families who often require law enforcement and juvenile justice to be a part of the plan. Like the Intake Team, the KREST Team meets regularly to discuss student cases that need more severe intervention and response and can be accessed using the consent forms: Parent/Guardian Consent for Release of Confidential Information and/or Records (Appendix XIX) and Consent to Share Behavioral Health Information for Care Coordination Purposes (Appendix XX).

ATTENDANCE/TRUANCY TEAM

- The Attendance/Truancy subcommittee exists to mediate the factors associated with chronic absenteeism. This team meets regularly to review systems level responses, develop more effective and efficient protocols for dealing with chronic absenteeism and create a community response in support of the schools and district.

HANDLE WITH CARE

Handle with Care (reference Appendix XXI) is a partnership with the Battle Creek Police Department that advises the schools if a child has been involved in a law enforcement incident, a potentially traumatic event.

If a law enforcement officer encounters a child during a call, that child's information is forwarded to the school before the school bell rings the next day. The school implements individual, class and whole school trauma-sensitive curricula so that traumatized children are "Handled With Care". If a child needs more intervention, on-site trauma-focused mental healthcare is available at the school.

HELPFUL PRACTICES FOR STAFF SUPPORT

Secondary trauma is the natural byproduct of caring for, listening to and teaching students who experience trauma. The cost of caring can lead to undue emotional burden and vicarious trauma if there is not support and self-care in place for educators. We believe that supporting staff is an essential step to creating a Trauma-Informed School and district. It is important to understand that student attitudes and behaviors affect teacher and staff attitudes and behaviors and vice versa. When teachers have a positive attitude and their behavior is positive, it will most likely yield positive results.

"Everyone has a responsibility to help and no one has the right to hurt."

Recognizing that educators are vulnerable to burnout, teacher fatigue and vicarious trauma, an essential component of this guide is a discussion of practices designed to respond to secondary trauma and support staff self-care. This section discusses the training, resources and support available to help educators maintain self awareness and regulation.⁵

District-Level Strategies for Staff Self-Care and Resilience

District strategies for promoting self-care and resilience focus on ensuring that teachers have the knowledge, skills and resources needed to effectively achieve their professional goals. To this end, strategies include recognition, communication, professional development and access to resources as discussed below.

BEARCAT P.R.I.D.E AWARD — "PROUDLY RECOGNIZING INDIVIDUALS DEMONSTRATING EXCELLENCE"

The Bearcat P.R.I.D.E. Award has been established to encourage staff to recognize each other for exemplifying our equity imperative and contributing to the achievement of our Six Goals for Greatness.

Award winners are recognized regularly at a meeting of the Board of Education and in the Battle Creek Shopper and Nueva Opinion newspapers to celebrate their hard work and dedication. Staff members are encouraged to nominate a teacher, counselor, support personnel or administrator for recognition. The nomination process and form can be found in the staff portal.

MENTORING PROGRAM

An important part of creating a responsive system of support is the development and implementation of a strong support system. In BCPS a part of this system is a mentoring program for new teachers that aims to provide staff with an experienced thought partner to help problem solve challenges, help the new teacher grow professionally, recommend helpful resources and provide moral and emotional support.

TRANSFORMATIONAL TEACHER INSTITUTE (TTI)

Battle Creek Public Schools offers a Transformational Teacher Institute (TTI). TTI is an ongoing system of professional development that serves as an opportunity for teachers to expand their knowledge in specific areas. Each year a course catalog is developed and distributed that outlines the courses available and associated schedule.

TTI provides teachers with an opportunity to individualize their professional learning plan by allowing teachers and other staff to focus their course selection on areas of need and interest. Courses include professional learning on trauma-informed practices, restorative practices and other strategies for establishing a culture for learning.

TEACHER SUPPLY GRANTS

Thanks to the generous investment from the W.K. Kellogg Foundation, we have available Teacher Supply Grants for each building. Funding for this grant opportunity is intended to expand instructional engagement of students with the goal of creating a positive learning experience. Additionally, these funds are aimed at reducing the out-of-pocket costs teachers have that are associated with the implementation of new and innovative ways to engage in teaching and learning. Refer to the BCPS staff portal for more information on teacher supply grants.

⁵ Check out the informational one-pager found here for additional information about self-care for educators who work with children that experience trauma: https://www.nctsn.org/sites/default/files/resources/self_care_for_educators.pdf

COMMUNICATION

Developing a trauma-informed district means ensuring that there is transparency and consistent communication. To this end, BCPS has implemented communication strategies aimed at improving internal communication.

- **Superintendent's Listening Tours** — To establish and maintain an open line of information-sharing and feedback between the superintendent and staff, the superintendent visits all school buildings twice a year to engage in a dialogue with staff members. These meetings aim to establish a foundation for transparency and internal communication and to share updates and hear thoughts and insights from staff to help shape the district's future.
- **Teaching and Learning Council** — The purpose of the Battle Creek Public Schools Teaching and Learning Council (TLC) is to provide schools with a vehicle for providing input on teaching and learning topics, discuss school and district progress, make recommendations and/or provide key information and ensure that schools are adequately supported to effectively implement the district's mission, vision, values and goals to promote increased student achievement. It is recommended that each school appoint one to two representatives to serve as the key communicator/s for their school community who will participate actively on the Council. Dates for TLC meetings are published and shared each year in the weekly staff newsletter.
- **Weekly Staff Newsletter** — Each week a staff newsletter that includes relevant news and announcements for staff, is sent via email. In addition to news and notes, a link is included that offers staff an opportunity to provide feedback, suggestions and success stories. All submissions are reviewed weekly by central office leadership.

Building-Level Strategies for Staff Self-Care and Resilience

A well-thought-out building-level employee engagement and support plan goes a long way towards promoting staff self-care and resilience. To this end, each school site is encouraged to implement the following evidence-based strategies:

- Establish a social committee (also known as a hospitality committee) that is charged with the responsibility of organizing social activities, coordinating recognition activities, encouraging random acts of kindness and developing supportive structures for school staff.
- Establish a culture of collaboration where seeking support is the norm by clearly articulating how teachers can access support and implement strategies that promote staff wellness.
- Implement a Tap in/Tap out routine to provide teachers in need with an opportunity to recharge. Tap in/Tap out routines allow teachers to take a break from the effects of secondary traumatic stress and quickly practice self-care to return to the classroom environment ready to provide students with the level of care and concern they need to be successful.
 - To implement:
 - Identify teachers with complementary schedules to build a support network
 - Determine how teachers can reach a peer quickly to tap out for a short break (text, email, call)



APPENDICES

I. AFFECTIVE QUESTIONS

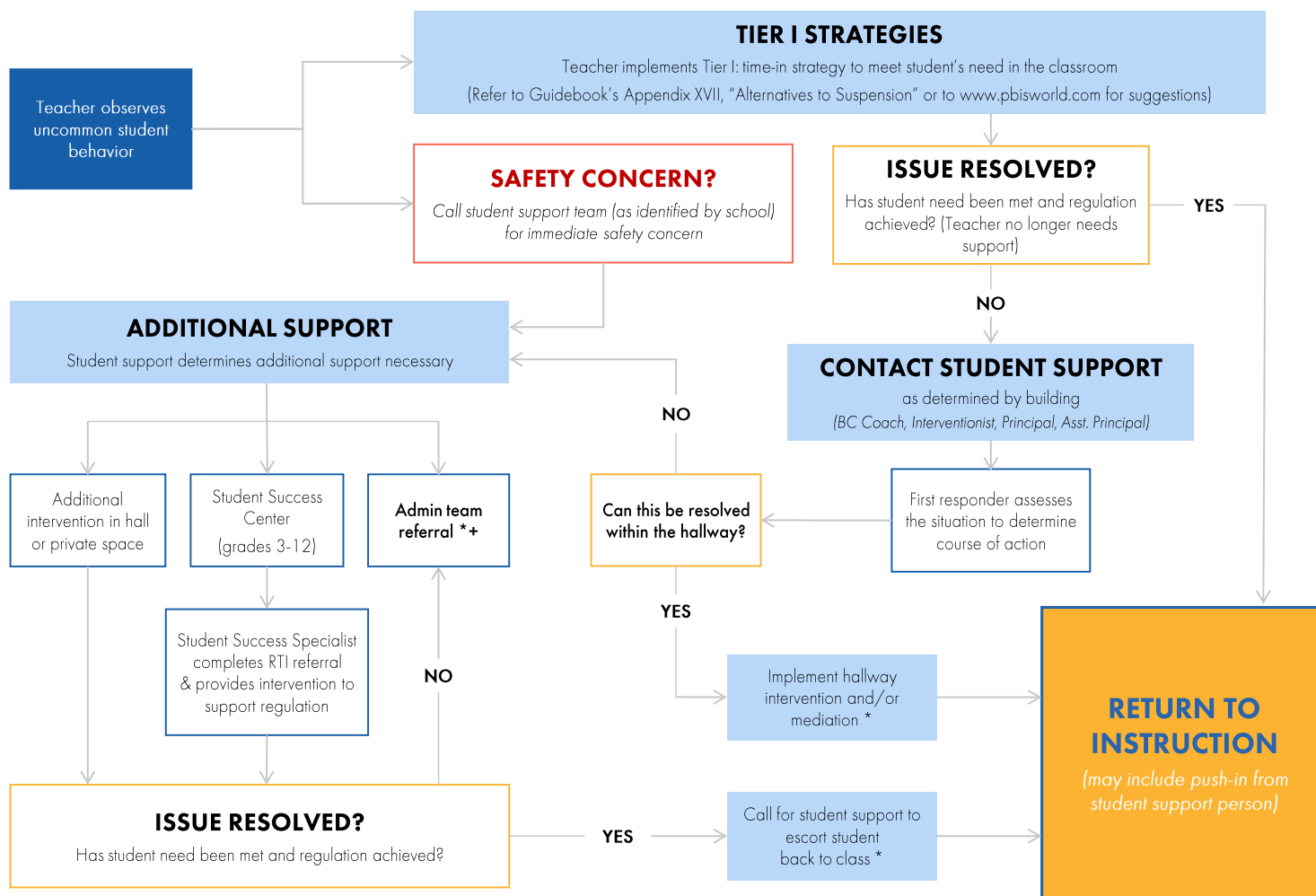
Affective Questions To Respond To Creating Harm (Intentionally & Unintentionally)

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what ways?
- What do you think you need to do to make things right?

Affective Questions To Help Those Harmed By Others' Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

II. ACCESSING IMMEDIATE SUPPORT



* Restorative conversation must be held with student and any affected parties prior to returning student to class.

+ Within 24 hours, administration communicates behavior response to the teacher/team

III. BEHAVIOR INTERVENTION PLANS (STUDENTS WITH AN IEP)

BATTLE CREEK PUBLIC SCHOOLS BEHAVIOR INTERVENTION PLANS (STUDENTS WITH AN IEP)



Behavior Intervention Plan for: _____ Date: _____

Team Members Present: _____

Description of problem behavior (from FBA): _____

Strategies	Description	How will data be collected?
SETTING EVENT/ANTECEDENT STRATEGIES: Preventative: What environmental adjustments can be made at home and at school to make the student's problem behavior unnecessary? (Examine: Schedule, tasks, movement, arrangement, seating, breakfast etc.)		Staffing meetings & teacher reports (as needed), daily notes
REPLACEMENT BEHAVIOR TEACHING STRATEGIES: Educative: What skills can be taught to replace or meet the same function as the student's problem behavior and improve his or her ability to function more effectively? (Examine: Modeling, opportunity to respond (OTR), prompting, cues, etc.)	Please describe the replacement behavior and the steps required to teach the behavior.	Staffing meetings & teacher reports (as needed)
*REINFORCEMENT FOR POSITIVE BEHAVIOR: How will rewards for desired behavior be increased or improved? All positive consequences must meet the same function as the problem behavior or provide consequence that is more powerful/rewarding than the function of the problem behavior. What is the criteria for the reinforcements?		Daily behavior log
*EXTINCTION OF PROBLEM BEHAVIOR: What will happen if the problem behavior occurs. How will rewards be minimized for problem behavior? (Make it ineffective). Negative consequences must deny the same function as the problem behavior or be more aversive than the function the student receives. What are the criteria for the consequences?		Staffing meetings & teacher reports (as needed), daily communication method (journal, etc.), daily behavior log
EMERGENCY/SAFETY STRATEGIES: Safety: What will be staff or student procedure to ensure safety of all in dangerous situations? (If needed). Please include severity clause.	See severity clause below.	

III. BEHAVIOR INTERVENTION PLANS (STUDENTS WITH AN IEP)

SEVERITY CLAUSE:

Emergency procedures as permitted by law (PA 6 of 1992) may be used, only after the use of less restrictive procedures, to intervene when a pupil's behavior is interfering with the orderly exercise and performance of the school district functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.

Procedures described above will be used only by trained staff (whenever possible), as a last resort to protect the safety of the student, other students, property, and/or to maintain orderly exercise and performance of school district functions.

Additionally, the student will be subject to the district's regular student disciplinary code unless otherwise specified in this plan. In the event that the student's behavior is considered "extremely severe" and the student is no longer cooperative, the building administrator may send the student home for the remainder of the day with the possibility of further consequences issued.

STUDENT SIGNATURE COMMITMENT

This behavior plan has been reviewed with me, and I commit to fulfilling my designated responsibilities.

Student Signature: _____ Date: _____

PARENT/GUARDIAN CONSENT AND COMMITMENT

- ☐ I have had the opportunity to be involved in the creation of this behavior plan and understand that I may request a review, revision, or withdraw my consent at any time.
- ☐ I am in agreement with this behavior plan and provide my consent for its implementation
- ☐ I commit to fulfilling my designated responsibilities
- ☐ I do not agree but will allow implementation

Parent/Guardian Signature: _____ Date: _____

DISTRICT CONSENT AND COMMITMENT

I have had an opportunity to be involved in the creation of this behavior plan and commit to fulfilling my designated responsibilities.

Parent/Guardian Signature: _____ Date: _____

IV. ROAR MATRIX

BATTLE CREEK PUBLIC SCHOOLS ROAR MATRIX



	CLASSROOMS	HALLWAY	BATHROOMS	CAFETERIA	COMMUNITY
RESPECT How do I treat myself and others?					
OWNERSHIP How do I show pride in our learning environment?					
A+ ATTITUDE How do I demonstrate a positive, optimistic attitude?					
RESPONSIBILITY How do I work to be the best version of myself?					

V. CHAMPS MATRIX

CHAMPS!	Whole group — teacher directed	Whole Group Discussion	Small Group	Independent Work	Tests/Quizzes	Silent Reading
CONVERSATION	Volume 0	Volume 0 or Volume 3	Volume 1 or Volume 2	Volume 0	Volume 0	Volume 0
HELP	<ul style="list-style-type: none"> Raise your hand. 	<ul style="list-style-type: none"> Raise your hand. 	<ul style="list-style-type: none"> Ask your team. Raise your hand. Use card. 	<ul style="list-style-type: none"> Re-read directions. Ask a teammate. Raise your hand. Use card. 	<ul style="list-style-type: none"> Raise your hand. 	<ul style="list-style-type: none"> Walk silently up to the teacher. Raise your hand.
ACTIVITIES	<ul style="list-style-type: none"> Take notes. Listen actively. Complete task. 	<ul style="list-style-type: none"> Listen actively. Ask questions. Contribute thoughts. Complete task. 	<ul style="list-style-type: none"> Listen actively. Ask questions. Contribute thoughts. Complete task. 	<ul style="list-style-type: none"> Complete task. 	<ul style="list-style-type: none"> Read carefully. Manage time wisely. Respond to all questions. 	<ul style="list-style-type: none"> Read for understanding.
MOVEMENT	<ul style="list-style-type: none"> Remain in your seat. Move with permission. 	<ul style="list-style-type: none"> Remain in your seat. Move with permission. 	<ul style="list-style-type: none"> Remain in your seat. Move with permission. Move responsibly. 	<ul style="list-style-type: none"> Remain in your seat. Move with permission. Move responsibly. 	<ul style="list-style-type: none"> Remain in your seat. 	<ul style="list-style-type: none"> Remain in your seat.
PARTICIPATION	<ul style="list-style-type: none"> Have all required materials. Stay focused. Respond appropriately. 	<ul style="list-style-type: none"> Have all required materials. Step up. Step back. Stay focused. Respond appropriately. 	<ul style="list-style-type: none"> Have all required materials. Step up. Step back. Stay focused. Do your fair share. 	<ul style="list-style-type: none"> Have all required materials. Stay focused. 	<ul style="list-style-type: none"> Have all required materials. Do your best! 	<ul style="list-style-type: none"> Have all required materials. Read actively.
SUCCESS!	ROAR TO SUCCESS	ROAR TO SUCCESS	ROAR TO SUCCESS	ROAR TO SUCCESS	ROAR TO SUCCESS	ROAR TO SUCCESS

VI. CLASSROOM SUCCESS SPACES EXAMPLES



VII. STUDENT SUCCESS TEAM REFERRAL FORM (FORM A)

BATTLE CREEK PUBLIC SCHOOLS STUDENT SUCCESS TEAM REFERRAL (FORM A)



Purpose: This form is completed by the referring general education teacher to bring information about the student to the Student Success Team (SST*) after consulting with their Professional Learning Community (PLC). Attach parent/guardian communication logs, universal screening results, data test results, work samples, scatterplot, ABC checklist or Skyward Discipline Records.

Section 1: IDENTIFYING INFORMATION

Student: _____ DOB: _____ Room: _____ Grade: _____

Student has participated in Child Study previously: ☐ Y ☐ N Referring teacher: _____

_____ Years in BCPS _____ # of moves/schools or districts _____ # of days absent _____ # of tardies

Outside Agencies Involved: _____ ☐ IEP ☐ 504

Date of CA-60 Review: _____

Section 2: STUDENT STRENGTHS

Academic: _____

Social/Emotional/Behavioral: _____

Interests and Talents: _____

IAP Information: _____

EWS DATA: _____

VII. STUDENT SUCCESS TEAM REFERRAL FORM (FORM A)

Section 3: AREA(S) OF CONCERN

- | | | |
|---|---|--|
| <input type="checkbox"/> 1: Reading Basic/Foundational Skills | <input type="checkbox"/> 5: Oral Expression | <input type="checkbox"/> 9: Health/Medical |
| <input type="checkbox"/> 2: Reading Comprehension | <input type="checkbox"/> 6: Listening Comprehension | <input type="checkbox"/> 10: Social/Emotional/Behavioral |
| <input type="checkbox"/> 3: Reading Fluency | <input type="checkbox"/> 7: Math Calculation | <input type="checkbox"/> 11: Attendance |
| <input type="checkbox"/> 4: Written Expression | <input type="checkbox"/> 8: Math Problem Solving | <input type="checkbox"/> 12: Other |

Area of concern	Description of Concern	Current Performance Score or Behavioral Frequency	Assessment Tool(s)	How Often Measured and/or Date(s):

VII. STUDENT SUCCESS TEAM REFERRAL FORM (FORM A)

Section 4: TIER 1 DIFFERENTIATION STRATEGIES and Instructional Supports teacher has used to address above concerns for the purpose of (Core/Universal Access)

Area of concern	Differentiation Strategy and/or Instructional Support	Frequency	Duration

Section 5: Student Success Team to Complete This Page

- ☐ Complete the Student Success Plan
- ☐ Schedule consultation with school support staff
- ☐ Request Team to Complete the Universal Needs Assessment-Trauma Informed FBA
- ☐ Other recommendations: _____

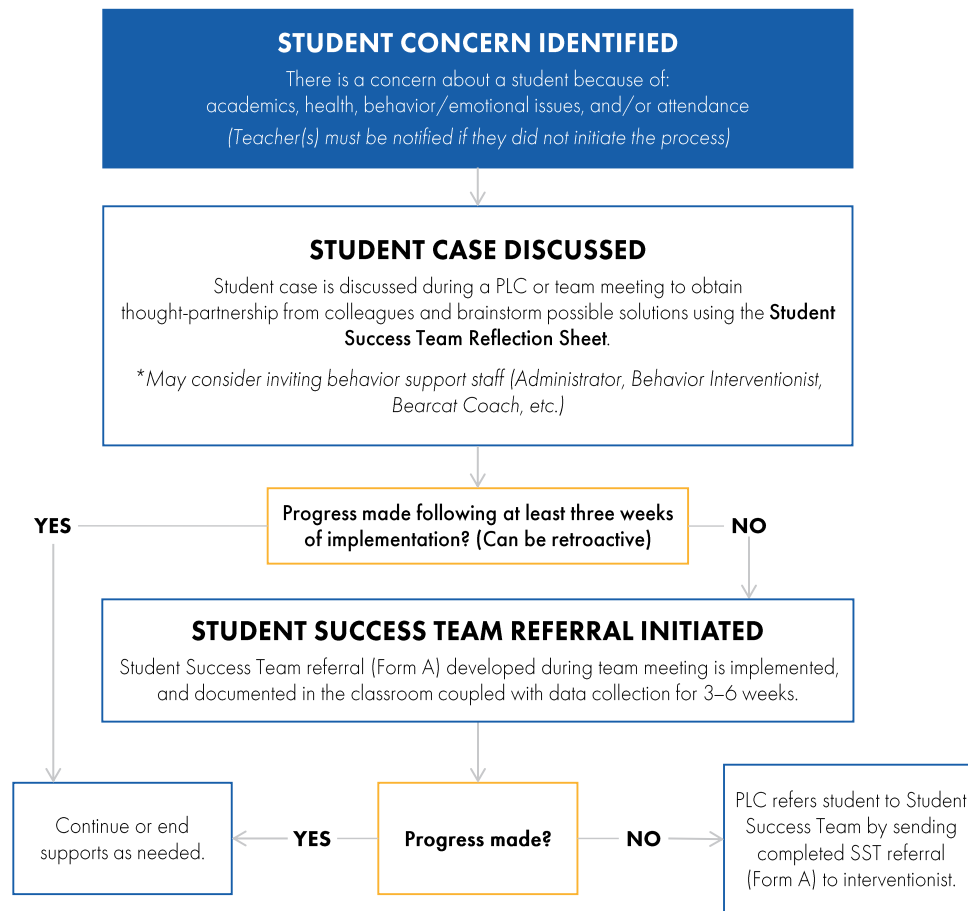
Date of Meeting: _____ Date of Next Meeting to Review: _____

Team Members Present (Names and Titles):

VIII. INTENSIFYING SUPPORT: ACCESSING INTERVENTION

ACCESSING INTERVENTIONS: PROCESS TO FOLLOW, REFERRING TO SST

If a student needs support beyond what is available in the classroom, the following steps should be taken prior to referring to the Student Success Team.



IX. INTENSIFYING SUPPORT: ACCESSING INTERVENTION (REFLECTION SHEET)

STUDENT SUCCESS TEAM REFLECTION SHEET

If a student needs support beyond what is available in the classroom, the following steps should be taken prior to referring to the Student Success Team.

WHAT IS THE PROBLEM?

WHY IS IT HAPPENING?

WHAT ARE WE CURRENTLY DOING ? HOW LONG HAVE WE BEEN DOING IT?

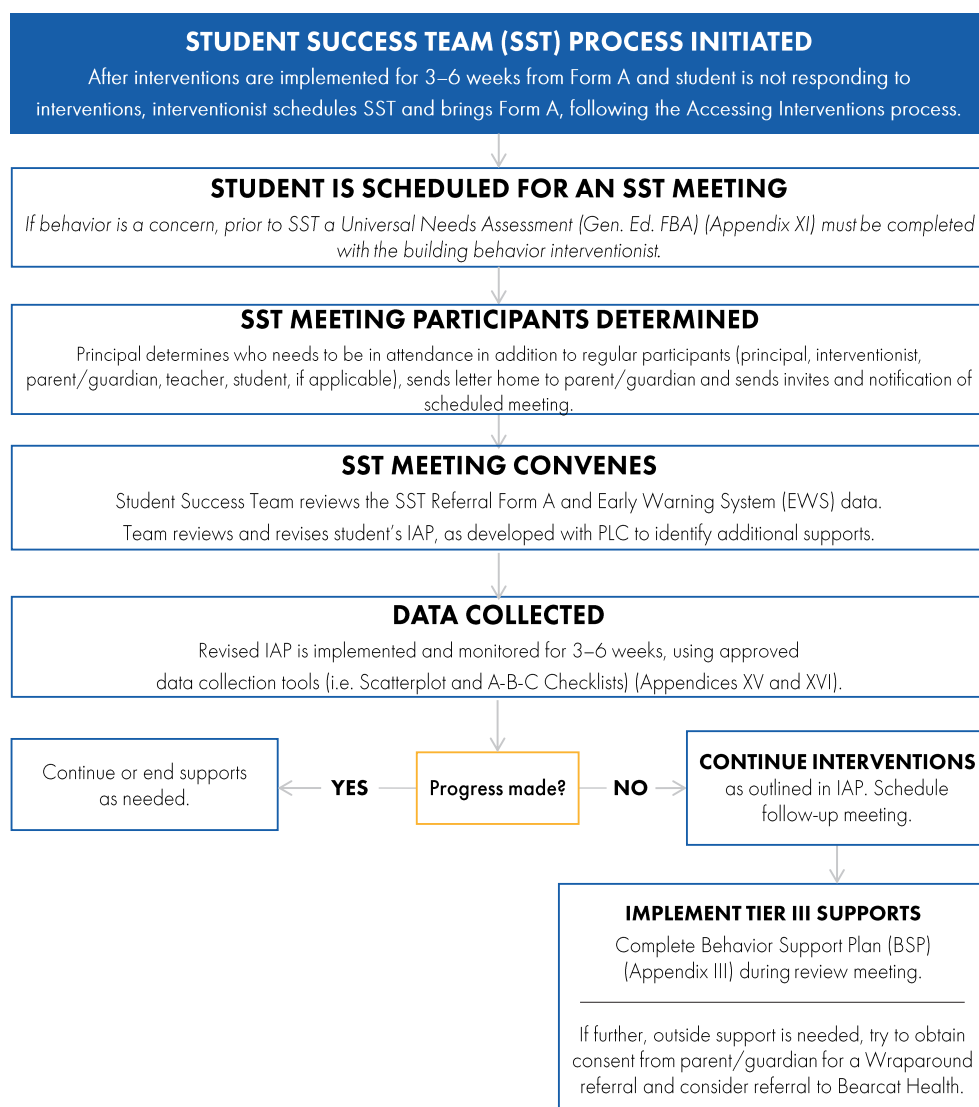
WHAT ARE WE GOING TO DO NEXT?

BELIEVE
in the
CHANGE



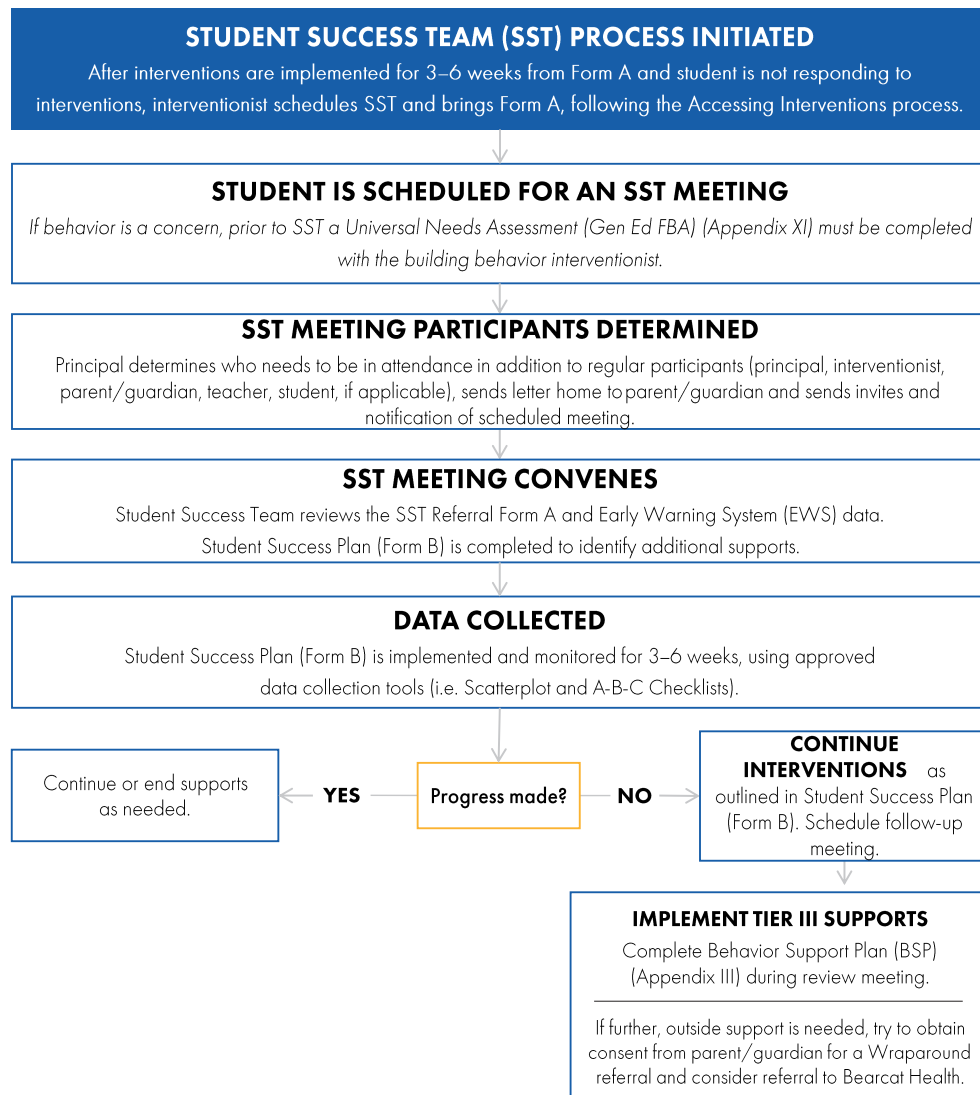
X. ADDITIONAL INTERVENTION: STUDENT SUCCESS TEAM PROCESS FLOWCHART (ELEMENTARY)

ADDITIONAL INTERVENTION (ELEMENTARY): STUDENT SUCCESS TEAM PROCESS FLOWCHART



X. ADDITIONAL INTERVENTION: STUDENT SUCCESS TEAM PROCESS FLOWCHART (SECONDARY)

ADDITIONAL INTERVENTION (SECONDARY): STUDENT SUCCESS TEAM PROCESS FLOWCHART



XI. FBA & BSP FOR GENERAL EDUCATION STUDENTS



Trauma-Informed, Resilience-Focused Behavior Support Plan for Children and Adolescents

Directions

The Starr Behavior Support Plan consists of several PDFs of individual assessment forms and the accompanying scoring forms. You can digitally fill in the forms on your computer or tablet. Once the form is completed, be sure to “save as” and rename the file so you don’t overwrite the original blank file. You can also print the blank forms and fill them out by hand.

Starr Behavior Support Plans with a Trauma-Informed, Resilience-Focused Lens

This guide will help you assess children and create behavior support plans while maintaining a strength-based, non-punitive approach to working with youth in all settings. Trauma-informed, resilience-focused practitioners and caregivers do not have a traditional behaviorist mindset. Instead, they view behavior as communication for youth who do not have the words to describe their past and current toxic stress and trauma experiences. Therefore, trying to change behavior is not the focus. Behavior support plans that are trauma-informed and resilience-focused observe behavior with curiosity, exploring not only the behavior itself but the underlying causes for it. They highlight the importance of private logic and universal human needs. Private logic and universal need assessments direct meaningful trauma-informed, resilience-focused behavior support plans that provide opportunities and solutions to help all children and adolescents thrive. This resource will guide you through the assessment and behavior support plan writing process.

Common/Traditional View of Behavior Intervention Plans	Trauma-Informed, Resilience-Focused View of Behavior Support Plans
Youth choose behavior and need consequences	Youth want to do well but lack the skills to do so
Characterizes behavior negatively (i.e., manipulative)	Characterizes behavior constructively (i.e., needs relaxation strategies)
Uses labels to describe children (i.e., EI, ODD)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Maximize practice of coping skills
Academic focused	Whole-child focused (academic, social, and emotional)
Youth should already know the expectations	Teaches and re-teaches expectations using differentiation as needed
Creates systems that make youth work for support	All children and adolescents receive support regardless of their needs
Staff-centered environment	Youth-centered environment
Uses jargon with parents and non-educators	Uses language so all can understand

This form, developed by Starr Commonwealth, is used to develop trauma-informed, resilience-focused behavior support plans. For more information and additional resources visit: starr.org.

XII. INDIVIDUAL ACHIEVEMENT PLAN (IAP) — INSIDE

BATTLE CREEK PUBLIC SCHOOLS INDIVIDUAL ACHIEVEMENT PLAN (IAP) — INSIDE



Name: _____ Grade: _____ Teacher: _____

* Academic areas of growth need to be identified by the 5 basic early literacy skills: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency


Intervention area of growth/ resource used	Duration	Frequency	Tier	Group size	Taught by	Progress Monitor Assessment Results	Next Steps
	Start Date:	Days: per week					
	End Date:	Time: minutes					
	Start Date:	Days: per week					
	End Date:	Time: minutes					
	Start Date:	Days: per week					
	End Date:	Time: minutes					
	Start Date:	Days: per week					
	End Date:	Time: minutes					
	Start Date:	Days: per week					
	End Date:	Time: minutes					

XIII. INDIVIDUAL ACHIEVEMENT PLAN (IAP) — OUTSIDE

BATTLE CREEK PUBLIC SCHOOLS

INDIVIDUAL ACHIEVEMENT PLAN (IAP)

— OUTSIDE



Name: _____ Grade: _____ Teacher: _____

Services Recieved: ☐ ESL ☐ Special Education ☐ 504 ☐ 21st Century

Attendance History (total days missed): Quarter 1: _____ Quarter 2: _____ Quarter 3: _____ Quarter 4: _____

F&P Benchmark Assessment <i>Instructional Level</i>	MAP <i>Reading RIT Scores</i>	MAP <i>Math RIT Scores</i>	STAR Assessment <i>STAR Reading</i>
September: _____	September: _____	September: _____	Q1: _____
January: _____	January: _____	January: _____	Q2: _____
May: _____	May: _____	May: _____	Q3: _____

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Journeys Formative Assessment						
Math Formative Assessment						

XIII. INDIVIDUAL ACHIEVEMENT PLAN (IAP) — OUTSIDE

ACADEMIC RECORD OF PARENT/GUARDIAN MEETING (to be completed with parents/guardians)

*Target areas of growth are identified by the 5 basic early literacy skills: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

INTERVENTION 1

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 2

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 3

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

XIII. INDIVIDUAL ACHIEVEMENT PLAN (IAP) — OUTSIDE

BEHAVIOR & ATTENDANCE RECORD OF PARENT/GUARDIAN MEETING (to be completed with parents/guardians)

*Areas of growth need to be identified by SRSS

INTERVENTION 1

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

INTERVENTION 2

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

INTERVENTION 3

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

XIV. STUDENT SUCCESS PLAN (FORM B)

BATTLE CREEK PUBLIC SCHOOLS STUDENT SUCCESS PLAN (FORM B)



Purpose: Areas in gray on this form are to be completed by the Student Success Team (SST).

Section 1: IDENTIFYING INFORMATION

Student: _____ Room: _____ Grade: _____ Subject: _____
Referring teacher: _____ Date: _____ ☐ IEP ☐ 504

Section 2: AREA(S) OF CONCERN

- | | | |
|---|---|--|
| <input type="checkbox"/> 1: Reading Basic/Foundational Skills | <input type="checkbox"/> 5: Oral Expression | <input type="checkbox"/> 9: Health/Medical |
| <input type="checkbox"/> 2: Reading Comprehension | <input type="checkbox"/> 6: Listening Comprehension | <input type="checkbox"/> 10: Social/Emotional/Behavioral |
| <input type="checkbox"/> 3: Reading Fluency | <input type="checkbox"/> 7: Math Calculation | <input type="checkbox"/> 11: Attendance |
| <input type="checkbox"/> 4: Written Expression | <input type="checkbox"/> 8: Math Problem Solving | <input type="checkbox"/> 12: Other |

Section 3: SPECIFIC SKILL OF CONCERN

Current Tier of Intervention: ☐ Tier 2 ☐ Tier 3

Area of concern	Description of Skill	Current Performance Score or Behavioral Frequency (Baseline)	Replacement Behavior Support Plan (Baseline)	Assessment/Progress Monitoring Tool(s)	Frequency of Measurement	Long-Range Goal

XIV. STUDENT SUCCESS PLAN (FORM B)

Section 4: INTERVENTION/STRATEGY TO BE IMPLEMENTED

Strategy/Universal Tools/Designated Supports:

Person responsible (Interventionist): _____

Group size: _____ Setting: _____

Frequency: _____ Duration: _____

Intervention Tier Level: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Review Date: _____

Section 5: ADDITIONAL INFORMATION NEEDED

- ☐ Schedule consultation with school support staff
☐ Request team to complete the Universal Needs Assessment-Trauma-informed FBA
☐ Other recommendations:

Date of Meeting: _____

Team Members Present (Names and Titles):

STOP HERE TO SCHEDULE MEETING BEFORE PROCEEDING. Date of Review Meeting with SST: _____

Section 6: INTERVENTIONS

Current Tier of Intervention: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Area of concern	Description of Skill	Interventions Implemented: Behavior Support Plan (Gen Ed BIP)	Frequency	Start Date	End Date	Comments

XIV. STUDENT SUCCESS PLAN (FORM B)

Section 6: INTERVENTIONS CONTINUED

Area of concern	Description of Skill	Interventions Implemented: Behavior Support Plan (Gen Ed BIP)	Frequency	Start Date	End Date	Comments

Section 7: CURRENT DATA AFTER IMPLEMENTATION OF RECOMMENDED INTERVENTION(S)

Area of concern	Current Performance Score or Behavioral Frequency	Behavior Only-Replacement Behavior (Baseline)	Assessment/Progress Monitoring Tool(s)	Frequency of Measurement	Long-Range Goal

XIV. STUDENT SUCCESS PLAN (FORM B)

Section 8: Student Success Team to Complete This Page

- ☐ Request Revision of Behavior Support Plan —Gen Ed BIP
- ☐ Review and Revise the Student Success Plan
- ☐ Schedule Consultation with School Support Professionals
- ☐ Refer for a 504 Plan
- ☐ Refer to the Special Education Team

Date of Meeting: _____

Date of Next Meeting (Invite Parents/Guardians): _____

Team Members Present (Names and Titles):

_____	_____
_____	_____
_____	_____

XV. SCATTERPLOT

BATTLE CREEK PUBLIC SCHOOLS WEEKLY SCATTERPLOT



Student: _____

Grade:

Target Behavior(s): State what observable actions the target student is exhibiting. If tracking multiple behaviors choose a one letter code for each. (Leaving class=L, Spitting=S)

[illegible]

XV. SCATTERPLOT

ACADEMIC RECORD OF PARENT/GUARDIAN MEETING (to be completed with parents/guardians)

*Target areas of growth are identified by the 5 basic early literacy skills: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

INTERVENTION 1

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 2

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 3

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

XV. SCATTERPLOT

BEHAVIOR & ATTENDANCE RECORD OF PARENT/GUARDIAN MEETING (to be completed with parents/guardians)

**Areas of growth need to be identified by SRSS*

INTERVENTION 1

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 2

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

INTERVENTION 3

Intervention Target Area of Growth and Goal Statement:

Baseline Assessment & Score (Data Statement):

How Will Progress Be Monitored? (6 week period):

Teacher Signature: _____

Date: _____


Parent/Guardian Signature: _____

Date: _____

XVI. A-B-C CHECKLIST

BATTLE CREEK PUBLIC SCHOOLS

A-B-C CHECKLIST



Student: _____

Teacher: _____

Targeted Behavior: _____

Date: _____

Time: _____

Location where behavior occurred:	Activity <i>before</i> the behavior occurred:	Immediate interaction <i>before</i> behavior occurred:	Adult action/location <i>before</i> behavior occurred:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Whole classroom lesson	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Moved near student
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Individual work	<input type="checkbox"/> Provoked by peer	<input type="checkbox"/> Moved away from student
<input type="checkbox"/> Hallway	<input type="checkbox"/> Group work	<input type="checkbox"/> Given direction or redirection	<input type="checkbox"/> Ignored student
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Request denied	<input type="checkbox"/> With another adult
<input type="checkbox"/> Playground	<input type="checkbox"/> Bathroom break	<input type="checkbox"/> Prompt to work	<input type="checkbox"/> Academic instruction
<input type="checkbox"/> Staff office	<input type="checkbox"/> Transition (beginning/end)	<input type="checkbox"/> None (Student alone doing nothing)	<input type="checkbox"/> With other student (work)
<input type="checkbox"/> Library	<input type="checkbox"/> Transition During day	<input type="checkbox"/> Other _____	<input type="checkbox"/> With other student (reprimand/redirection)
<input type="checkbox"/> Special _____	<input type="checkbox"/> Other _____		<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____			

Others Involved: _____

Notes: _____

Immediately *after* behavior occurred:

<input type="checkbox"/> Redirection	<input type="checkbox"/> Student ignored	<input type="checkbox"/> Left location: no permission
<input type="checkbox"/> Reprimand	<input type="checkbox"/> Removed from location	<input type="checkbox"/> Directed to leave
<input type="checkbox"/> Peer attention	<input type="checkbox"/> Room cleared	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Given leisure material/food	<input type="checkbox"/> Work/task terminated	_____

XVII. ALTERNATIVES TO SUSPENSION

BATTLE CREEK PUBLIC SCHOOLS ALTERNATIVES TO SUSPENSION



Given the impact that suspensions have on the life outcomes of students, Battle Creek Public Schools is committed to implementing discipline practices that decrease a reliance on exclusionary practices while creating responsive school environments that improve student behavior, reduce school violence and improve overall school climate.

To this end, alternatives to suspension will be implemented where appropriate with the goal of providing the offender an opportunity to learn from the misconduct and make reparations to the victim. To be most effective, 80% of efforts should be focused on the Proactive Strategies.

The following list of strategies and alternatives are not meant to be comprehensive, but to serve as a reference for further ideas.

Tier / Description	Proactive Strategies	Alternatives to Suspension
TIER 1: UNIVERSAL INSTRUCTION Students with 0–2 Office Discipline Referrals	<ul style="list-style-type: none"> Development and implementation of school-wide/classroom, common expectations Written lesson plans and teaching schedule for school-wide, common expectations Minimum 2 lessons per week (Advisory for Secondary) for social skills development using district approved Social Curriculum Implementation of CHAMPS classroom management protocols across all grades Visual display of school-wide expectations Defined and documented expectations for classroom managed versus office managed discipline referrals Community Circles Reinforce/Acknowledge expected behavior 	<ul style="list-style-type: none"> Re-teach the expectation Affective Statements Affective Questions Calming Corners / Buddy Room Community Service Loss of Privileges Restorative Conversations/Circles Parent/Guardian Phone Call Proximity Change of Seating Visual Prompt Reflection Sheet
TIER 2: SUPPLEMENTAL SUPPORT Students with 3–5 Office Discipline Referrals	<ul style="list-style-type: none"> Student is referred to child study team Contact parent/guardian to schedule meeting Behavior intervention plan is developed by team and implemented by teacher Possible interventions included in plan: Check in Check Out Adult mentor assignment Structured breaks Sensory tools assigned Short term removal from setting Conduct Universal Needs Assessment Conduct Interest Inventory Behavior Support Plan, including reward system, is implemented with fidelity on a 4-6 week cycle (revisit of plan will not occur prior to the end of a minimum of a 4 week cycle) 	<ul style="list-style-type: none"> All Tier I Alternatives To Suspension Removal of privileges Detention (before/after school, lunch) Community service Restorative circle Restitution Scheduled breaks Referral to peer-peer mediation (grades 3-8) Parent/guardian supervision while in school
TIER 3: INTENSIVE SUPPORTS Students with 6+ Office Discipline Referrals or unsuccessful response to Tier 2 Behavior Intervention Plan	<ul style="list-style-type: none"> Interventionist conducts team meeting to complete BSP, using the Universal Needs Assessment as a guide Child study team meeting Revision of behavior plan Assigned to interventionist caseload for minimum of 2 times per week small group or 1:1 intervention for 4-6 weeks Referral to outside agency Contact parent/guardian to schedule meeting Recommendation to Wrap Around Services completed by school interventionist Referral to Family Empowerment Session for completion of a minimum of --- <p><i>Students not responding to the school interventionist support plan may be referred for school-based counseling services.</i></p>	<ul style="list-style-type: none"> All Tier I & Tier II Alternatives To Suspension Temporary alternative placement Detention (before/after school, lunch) Community service Restorative circle Restitution Scheduled breaks Parent/guardian supervision while in school

XVIII. WRAPAROUND REFERRAL

Calhoun County Wraparound Referral

Send referral to:
Wraparound
100 Country Pine Lane, Battle Creek, MI 49015
Fax: (269) 441-1161
Email wraparound@summitpointe.org with questions

Date of Referral _____

Identified Child	DOB	SSN
Guardian's Name	Address	
Telephone	Alternate Phone	
School	Grade	Special Education? Y N

Does the child have Medicaid?

YES

NO

Referral made by: _____

Agency: _____

Phone Number: _____

Email Address: _____

What is the best time to reach this family? _____

Is this child currently out of the home?

Yes

No

Is the child at risk for out of home placement?

Yes

No

Imminent

Probable

Household/Family Information:

Name	Relationship	Age/DOB

This form is solely for use by school social workers, interventionists and others in behavior support roles within each school.

XIX. PARENT/GUARDIAN CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION AND/OR RECORDS



17111 G Drive North, Marshall, MI 49068 / P 269.781.3141 / F 269.781.7071 / www.calhounisd.org

Parent Consent for Release of Confidential Information and/or Records

Pursuant to Subpart D 99.30 of the Family Educational Rights and Privacy Act, the parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in 99.31, which are conditions that are relevant to situations when prior consent is not required.

I am the parent/legal guardian of _____

whose date of birth is _____ I hereby give my written consent for Calhoun ISD and

Battle Creek Public Schools _____ school district to release or share confidential

information and/or records as specified below for the purposes specified below.

(Parent Signature)

(Date)

Records or Information consented to be shared or released: (Please Check)

- ☐ All information and/or records on file
- ☐ The following information and/or records only: (Please specify)

Purposes of disclosure: (Please check)

- ☐ To aid in making present and future educational decisions
- ☐ Other: (Please specify)

School district or person(s) that will have privilege to information and records shared or released:

Battle Creek Public Schools
 Calhoun Intermediate School District
 Summit Pointe
 Battle Creek Police Department
 Family and Children Services
 Grace Health
 Department of Health and Human Services
 Child Protective Services
 Samaritas
 Calhoun County Circuit Court
 STARR

_____ (Name)	_____ (Relationship)	_____ (Name)	_____ (Relationship)
_____ (Name)	_____ (Relationship)	_____ (Name)	_____ (Relationship)
_____ (Name)	_____ (Relationship)	_____ (Name)	_____ (Relationship)
_____ (Name)	_____ (Relationship)	_____ (Name)	_____ (Relationship)

**** This permission is valid for only one school year and must be obtained annually.**

S:\Special Education\Supervisors\Resources\Supervisor Created Documents\Consent to Release-Share Confidential Info-Records.doc

XX. CONSENT TO SHARE BEHAVIOR HEALTH INFORMATION FOR CARE COORDINATION

CONSENT TO SHARE BEHAVIORAL HEALTH INFORMATION FOR CARE COORDINATION PURPOSES

Michigan Department of Health and Human Services

This form cannot be used for a release of information from any person or agency that has provided services for domestic violence, sexual assault or stalking. A separate consent form must be completed with the person or agency that provided those services. (See FAQ at www.michigan.gov/bhconsent to determine if this restriction applies to you or your agency.)

First Name	Middle Initial	Last Name	Date of Birth	Individual's ID Number (Medicaid ID, Last 4 digits of SSN, other)

Under the Health Insurance Portability and Accountability Act (HIPAA), a health care provider or agency can use and share most of your health information in order to provide you with treatment, receive payment for your care, and manage and coordinate your care. However, your consent is needed to share certain types of health information. This form allows you to provide consent to share the following types of information.

- Behavioral and mental health services
- Referrals and treatment for an alcohol or substance abuse disorder

This information will be shared to help diagnose, treat, manage and get payment for your health needs. You can consent to share all of this information or just some information. (See FAQ at www.michigan.gov/bhconsent)

I. I consent to share my information among:

- | | |
|--|--|
| 1. <u>Battle Creek Public Schools</u> | 6. <u>Samaritas</u> |
| 2. <u>Calhoun Intermediate School District</u> | 7. <u>Department of Health and Human Service</u> |
| 3. <u>Summit Pointe</u> | 8. <u>Child Protective Services</u> |
| 4. <u>Family and Children Services</u> | 9. <u>Battle Creek Police Department</u> |
| 5. <u>Calhoun County Circuit Court</u> | 10. <u>Grace Health</u> 11. <u>STARR</u> |

II. I consent to share:

- ☒ All of my behavioral health and substance use disorder information
- ☐ All of my behavioral health and substance use disorder information except: (List types of health information you do not want to share below)

I understand that HIPAA allows providers and other agencies to use and share much of my health information without my consent in order to provide me with treatment, receive payment for my care, and to manage and coordinate my care.

III. By signing this form I understand:

- I am giving consent to share my behavioral health and substance use disorder information. Behavioral health and substance use disorder information includes, but is not limited to, referrals and services for alcohol and substance use disorders.
- My information may be shared among each agency and person listed above.
- My information will be shared to help diagnose, treat, manage and pay for my health needs.
- My consent is voluntary and will not affect my ability to obtain mental health or medical treatment, payment for medical treatment, health insurance or benefits.
- My health information may be shared electronically.
- Other types of my information may be shared with my behavioral health and substance use disorder information. HIPAA allows my providers and other agencies to use and share most of my health information without my consent in order to provide me with treatment, receive payment for my care, and to manage and coordinate my care.
- The sharing of my health information will follow state and federal laws and regulations.
- This form does not give my consent to share psychotherapy notes as defined by federal law.
- I can withdraw my consent at any time; however, any information shared with or in reliance upon my consent cannot be taken back.
- I should tell all agencies and people listed on this form when I withdraw my consent.
- I can have a copy of this form.
- My consent will expire on the following date, event or condition unless I withdraw my consent. (If expiration date is left blank or is longer than one year, the consent will expire 1 year from the signature date.)

Expiration Date: _____

XX. CONSENT TO SHARE BEHAVIOR HEALTH INFORMATION FOR CARE COORDINATION

I have read this form or have had it read to me in a language I can understand. I have had my questions about this form answered.

Signature of person giving consent or legal representative	Date

Relationship to individual **(Please select one of the below options)**

☐ Self
 ☐ Parent
 ☐ Guardian
 ☐ Authorized Representative

WITHDRAW OF CONSENT

I understand that any information already shared with or in reliance upon my consent cannot be taken back.

I withdraw my consent to the sharing of my health information:

☐ Between any of the following persons or agencies:

_____	_____
_____	_____
_____	_____

OR

☐ For all persons and agencies:

_____	_____
-------	-------

Relationship to individual

☐ Self
 ☐ Parent
 ☐ Guardian
 ☐ Authorized Representative

Verbal Withdraw of Consent:

This consent was verbally withdrawn.

_____	_____
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☐ Individual provided copy

☐ Individual declined copy

AUTHORITY: This form is acceptable to the Michigan Department of Health and Human Services as compliant with HIPAA privacy regulations, 45 CFR Parts 160 and 164 as modified August 14, 2002, 42 CFR Part 2, PA 258 of 1974 and MCL 330.1748 and PA 368 of 1978, MCL 333.1101 et seq. and PA 129 of 2014, MCL 330.1141a.

COMPLETION: Is Voluntary, but required if disclosure is requested.

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XXI. HANDLE WITH CARE

Overview

A recent national survey of the incidence and prevalence of children's exposure to violence and trauma revealed that 60% of American children have been exposed to violence, crime or abuse. Forty percent were direct victims of two or more violent acts. Prolonged exposure to violence and trauma can seriously undermine children's ability to focus, behave appropriately, and learn in school. It often leads to school failure, truancy, suspension or expulsion, dropping out, or involvement in the juvenile justice system.

"Handle With Care," is tailored to reflect the needs and issues affecting children in The Battle Creek Public Schools District. The Initiative, a result of a collaborative effort of key stakeholders and partners, builds upon the success of proven programs throughout the country. The goal of the initiative is to prevent children's further exposure to trauma and violence, mitigate negative effects experienced by children's exposure to trauma, allow for children and youth to remain in school and in their classrooms for better learning and to increase knowledge and awareness of this issue.

The hope is that the Handle With Care program would help to promote safe and supportive homes, schools and communities that *protect* children, and help traumatized children *heal* and *thrive*. The ultimate goal of HWC is to help students to succeed in school. Regardless of the source of trauma, the common thread for effective intervention is the school. Research now shows that trauma can undermine children's ability to learn, form relationships, and function appropriately in the classroom. HWC programs support children exposed to trauma and violence through improved communication and collaboration between law enforcement and schools.

Roles and Responsibilities

LAW ENFORCEMENT

"Handle with Care" provides the school with a "heads up" when a child has been identified at the scene of a traumatic event. It could be a meth lab explosion, a domestic violence situation, a shooting in the neighborhood, witnessing a malicious wounding, a drug raid at the home, a motor vehicle accident, etc. Police are trained to identify children at the scene, find out where they go to school and send the school a confidential message that simply says . . . "Handle Johnny with care". That's it. No other details.

In addition to providing notice, officers also build positive relationships with students by interacting on a regular basis. They visit classrooms, stop by for lunch, and simply chat with students to help promote positive relationships and perceptions of officers.

DISTRICT

Our district has implemented, district-wide trauma sensitive schools, equipped with success centers and calming corners. Battle Creek Public Schools has partnered with many key stakeholders to implement programs that aid in the mental, behavioral and emotional health of students in a "whole child" approach.

A district representative will receive notification from the Battle Creek Police Department of a student who is identified as being a part of a traumatic event. The district representative will then communicate with the school interventionist and/or principal at the building that the student attends through a confidential message that simply says . . . "Handle Johnny with care". That's it. No other details.

PRINCIPAL

Principals will ensure that the appropriate staff receives notification of the student identified through "HWC" and will also ensure that staff keeps this notification confidential and that the necessary supports are put in place.

INTERVENTIONIST

School Interventionists will handle a child identified through "HWC" with care and look for potential signs that the trauma the child experienced is affecting his or her behavior or ability to succeed in school. If the interventionist believes that additional support for the student is needed outside of what they can provide in school, the interventionist will consult with the principal and assist in referring to other providers.

TEACHERS

Teachers, many of whom have been trained on the impact of trauma on learning, will be incorporating many interventions to mitigate the negative impact of trauma for identified students through “HWC”, including: sending students to the nurse/clinic to rest (when a HWC has been received and the child is having trouble staying awake or focusing); re-teaching lessons; postponing testing; referrals to the appropriate building staff. Staff should not ask the child for details or any other probing questions. Instead teachers should just handle identified children with care, notice triggers and look for potential signs that the trauma the child experienced is affecting his or her behavior or ability to succeed in school. If additional support for the student is needed the student should be referred to the appropriate building staff.

COMMUNITIES IN SCHOOLS SITE COORDINATORS

Site Coordinators work inside the school with principals, teachers and other student support personnel to forge community partnerships that bring resources into the school to help remove barriers to learning. They work closely with Student Success Teams, Attendance Teams and school leadership to identify at-risk students in need of support and case manage 5-10% of the student population, tracking progress of these students and providing individualized support when needed.

OUTSIDE COUNSELING

When identified students exhibit continued behavioral or emotional problems in the classroom, the interventionist or principal refers the parent/guardian to a counseling agency. Currently, there are partnering agencies providing support and the plan is to have continued and increases support on-site at the school, once the agency has received a referral and parental consent, students may then receive on-site counseling.

References

Handle with care, Michigan Initiative

Washtenaw County

Jackson County

Resources

Handle With Care Flow Chart (See next page)

HANDLE WITH CARE

LAW ENFORCEMENT

When a child is exposed to a traumatic event, a law enforcement officer will contact the designated school personnel who will take the initial information (Handle With Care Notice)



SCHOOL DISTRICT



The designated school personnel will then ensure notification is provided to appropriate Teaching Staff and School Personnel

TEACHING STAFF & SCHOOL PERSONNEL



Additional Support Needed

Classroom Interventions
Awareness
Observation
Support

No Additional Support Needed



SCHOOL COUNSELOR OR SOCIAL WORKER

Interventions
Assessment



Additional Support Needed

No Additional Support Needed

CONTINUE WITH CLASS/REGULAR ACTIVITY



BACK TO CLASS- CONTINUE TO BE AWARE AND SUPPORT AS NEEDED



MENTAL HEALTH THERAPIST

Contact Family Services and Children's Aide for additional supports



NOTES:

NOTES:



BELIEVE
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