Welcome!

Full slide deck with active links will be made available: email: Marissa.Davis@evergreenps.org (one per team)
Introductions

Wy’east Middle School
Vancouver, WA

Marissa Davis, PBIS Coordinator
Lori Hettman, Associate Principal
Candice Fielder, Student Advocate
Alisha Jackson, Student Advocate
Today’s Agenda

Launch (~3 min):
- Who’s in the room

Mini-Lesson (~30 min):
- What is Tier 2?
- Equity & Inclusion
- Tier 2 at Wy’east
- Monitoring our Systems

Work Time (~20 min):
- Team development of systems

Debrief (~10 min):
- Share out of next steps
- Q & A
Who’s in the Room?

Elementary/Middle/High School?

What Year & Tier are you currently implementing?

Be sure to jot down questions so you can hold your thinking and ask our team during work time.
What do you know about Tier 2 interventions?
What do you want to learn?

- 30 second private thinking time
- Turn and talk
Defining Tier 2

- Tier 2 Systems add to the support from Tier 1
- Tier 2 systems are group-based
- Tier 2 supports work to prevent continuing behaviors
- Ideally, about 15% of your student body will need & respond to Tier 2 supports
Equity and Inclusion

- History of dropout prevention work
- Exploring the role of PBIS to reduce exclusionary discipline
- Restorative Practices: Board Policy and implementation guide developed in 2016-2017
- Fall 2017: Evergreen is a PBIS District!
Triangle Data Report
All, 2017-18 - 2017-18

Data Table

<table>
<thead>
<tr>
<th>School Year</th>
<th>Enrollment</th>
<th>0 ODRs</th>
<th>1 ODRs</th>
<th>2-5 ODRs</th>
<th>6-8 ODRs</th>
<th>9+ ODRs</th>
<th>% 0-1 ODRs</th>
<th>% 2-5 ODRs</th>
<th>% 6+ ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>879</td>
<td>473</td>
<td>134</td>
<td>147</td>
<td>42</td>
<td>83</td>
<td>69.06%</td>
<td>16.72%</td>
<td>14.22%</td>
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What Triggers Tier 2 Supports?

- **Tier 2 Intervention List Handout**
  - Preventative & Progressive System Interventions
  - Interventions in Response to Specific Incident(s)

- **Decision Moves:**
  - Identify the problem (EX: tardies, disruption, etc.)
  - Trigger to move - Find your 80%
  - What is the support you will provide?
  - Who implements the support?
First Steps in Tier 2

- Preventative approach: engages students & parents/guardians right away
- Systematic approach: addresses all students receiving Tier 2 supports

<table>
<thead>
<tr>
<th>STUDENT SUPPORT WORKSHOP:</th>
<th>PARENT LETTER:</th>
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<tbody>
<tr>
<td>Informative Meeting During Lunch</td>
<td>Inform parents of the meeting their student had during lunch</td>
</tr>
<tr>
<td>Introduce Advocates</td>
<td>Introduce Advocates</td>
</tr>
<tr>
<td>Reteach expectations</td>
<td>Provide current list of student referrals for the year</td>
</tr>
<tr>
<td>- Referral matrix (Minor vs. Major)</td>
<td></td>
</tr>
<tr>
<td>Inform students of supports available to them</td>
<td>Inform parents of supports available to students</td>
</tr>
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**Professional Student Program (PSP)**

**WHO:** Students who continue to earn referrals after Student Support Workshop and Parent Letter

**WHAT:** Small group that meets weekly to build skills in the areas of problem-solving, goal setting, self-advocacy and focus strategies

<table>
<thead>
<tr>
<th>Benefits:</th>
<th>Logistics:</th>
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<tbody>
<tr>
<td>● Build positive relationship with PSP teacher/advocate</td>
<td>● Pull students from a different class for each session to minimize impact to learning</td>
</tr>
<tr>
<td>● Improved behavior for majority of students that go through the program</td>
<td>● Closed group of 2-6 students</td>
</tr>
<tr>
<td>● Provides insight for staff to determine next intervention needed (if any)</td>
<td>● 5 sessions that meet once each week</td>
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<tr>
<td></td>
<td>● 30 - 45 minute sessions</td>
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# Alternatives to Detention

<table>
<thead>
<tr>
<th>WARRIOR WORKSHOP:</th>
<th>RESTORATIVE WORKSHOP:</th>
</tr>
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<tbody>
<tr>
<td>* Alternative to Lunch Detention</td>
<td>* Alternative to After-School Detention</td>
</tr>
<tr>
<td>* Uses time productively to:</td>
<td>* Uses time productively to:</td>
</tr>
<tr>
<td>○ Reteach Expectations</td>
<td>○ Repair harm done to specific individuals and/or the Wy’east community</td>
</tr>
<tr>
<td>○ Develop Problem-Solving skills</td>
<td>○ Restore Relationships</td>
</tr>
<tr>
<td>○ Facilitate Discussion &amp; Skill building in:</td>
<td>○ Perform Community Service</td>
</tr>
<tr>
<td>■ Self-Discipline</td>
<td>Examples: *Writing a letter to the person harmed</td>
</tr>
<tr>
<td>■ Respect</td>
<td>*Repairing damaged items/property</td>
</tr>
<tr>
<td>■ Safety</td>
<td>*Creating prosocial posters and/or videos to build community</td>
</tr>
<tr>
<td>■ Responsibility</td>
<td>*Sorting food &amp; folding clothing in the Clothing Closet/Resource Room</td>
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<tr>
<td>■ Self-Awareness &amp; Reflection</td>
<td>*Landscaping/Gardening</td>
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<tr>
<td>■ Self-Advocacy</td>
<td>*Organize Lost &amp; Found</td>
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<tr>
<td>■ Conflict Resolution</td>
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Examples:
* Writing a letter to the person harmed
* Repairing damaged items/property
* Creating prosocial posters and/or videos to build community
* Sorting food & folding clothing in the Clothing Closet/Resource Room
* Landscaping/Gardening
* Organize Lost & Found
# Teacher Support

- Teacher calls front office for support & Staff (Security/Admin) respond to radio call
- Teacher decides if they would like to Resolve or Relocate:

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<th><strong>RESOLVE:</strong></th>
<th><strong>RELOCATE:</strong></th>
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<tbody>
<tr>
<td>- Teacher has a 1:1 with the student while the responding staff member supervises the classroom</td>
<td>- Staff finds alternate placement for the student for the remainder of the class period</td>
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<td>- Approximately 17% of support calls are resolved with a 1:1</td>
<td>- Student completes a <strong>REFLECTION FORM</strong></td>
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- AM Conference between Teacher/Student
Tier 2/3 Weekly Meeting

- Every Tuesday we meet for 1 hour
- Admin (at least one), advocates, security, counselors, PBIS coordinator, other support staff
- Pull SWIS data
- Monitor systems
- Review students in Tier 2 who need Tier 3 supports or move off Tier 2 supports
- Absence reports
What are your next steps?

Team or Individual work time: Create a poster or document to share with your team later.

- Consider identifying your Tier 2 Triggers (80%)
- Identify a problem
- What is the support you will provide?
- Who implements the support?

Your poster will go home with you so you can share next steps with your site team.
Share Out

What’s one take-away you can share?

Acquire ideas from your colleagues!
Questions?

If you have any further questions or for access to the Google Slide Deck after today, contact Marissa Davis at:

Marissa.Davis@evergreenps.org
“The best apology is changed behavior.”