

Topeka High School's

# Ci3T Implementation Manual

2022-2023 School Year

Topeka High School's Ci3T Primary (Tier 1) Plan		
<b>Mission Statement</b>	Engage Trojans in the highest quality learning. Prepare Trojans for college and career. Inspire Trojans to honor tradition and celebrate diversity.	
<b>Motto</b>	You can find it in the halls of Troy.	
<b>Purpose Statement</b>	We will support students academically, behaviorally, socially, and emotionally.	
<b>School-Wide Expectations</b>	1. Trojan Best 2. Respect 3. Ownership 4. Your Success *see Expectation Matrix	
<b>Area I: Academics Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Be in class on time and stay all day</li> <li>● Participate in 211 minutes of weekly ELA instruction and 211 minutes of weekly math instruction (grades 9-11)</li> <li>● Provide sufficient evidence of mastery of content standards</li> <li>● Experience coursework for exposure to STEAM career exploration</li> <li>● Always put forth best effort</li> <li>● Complete and turn in work in a timely manner</li> <li>● Exhibit skills of self-advocacy</li> <li>● Ask for help and clarification when needed</li> <li>● 9<sup>th</sup> graders participate in LINK Crew activities</li> <li>● Use focused note-taking strategies to demonstrate critical thinking skills</li> <li>● Spend time writing to clarify and organize experiences</li> </ul>	<b>Area II: Behavior Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Meet school-wide expectations stated in the Expectation Matrix</li> <li>● Take responsibility for own actions and the effect on self and others</li> <li>● Review goals and consistently monitor grades to ensure college and career readiness</li> <li>● Demonstrate leadership skills in all courses, and in activities on campus and in the community</li> </ul>	<b>Area III: Social Skills Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Follow the school-wide expectations stated in the Expectation Matrix</li> <li>● Actively participate in Olweus lessons and class meetings</li> <li>● Talk with families to share lessons learned</li> <li>● Participate in Restorative Practices</li> <li>● Use social skills in your interactions with others</li> <li>● Follow expectations to keep yourself and others safe</li> <li>● Utilize the KU Health Clinic with parent permission when appropriate</li> <li>● Participate in enrichment activities, internships, community service, or service learning to explore careers</li> </ul>

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<ul style="list-style-type: none"> <li>• Demonstrate skills in accessing digital information from multiple sources and evaluate that information critically and competently</li> <li>• Routinely use organizational tools to keep track of coursework and to organize thinking and learning</li> <li>• Routinely use the critical reading process to access increasingly rigorous texts</li> <li>• Partner with staff and parents/guardians to ensure success</li> <li>• Contribute to student-led parent/teacher conferences</li> <li>• Utilize the College and Career Center</li> </ul>		
<p style="text-align: center;"><b>Area I: Academics Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> <li>• Provide engaging lessons with starting activities and closing activities utilizing WICOR strategies and language based on AVID Schoolwide system</li> <li>• Teach core programs and/or district standards with fidelity: ELA, minimum of 211 minutes weekly, <i>Holt McDougal Literature</i>, <i>Pearson Writing Coach</i> and Math: minimum of 211 minutes weekly, <i>Eureka Math Algebra 1</i>, <i>Geometry</i>, <i>Algebra 2</i> (in some cases, students will have specialized curriculum)</li> <li>• Benchmark progress using MAP and FastBridge three times per year for reading and math</li> </ul>	<p style="text-align: center;"><b>Area II: Behavior Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> <li>• Teach TROY expectations and utilize ongoing reteaching strategies</li> <li>• Display and model school-wide expectations in classrooms and other key settings</li> <li>• Implement Positive Behavior Interventions and Supports (PBIS) with fidelity</li> <li>• Provide behavior specific praise and intermittently pair praise with delivering 5 Star Students reward points to students who display school-wide expectations throughout school settings</li> <li>• Implement the reactive plan as designed</li> <li>• Monitor progress three times per year using the SRSS-IE behavior screener</li> </ul>	<p style="text-align: center;"><b>Area III: Social Skills Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Teach school-wide social skills program(s) with fidelity: 45-60 minutes per month, <i>Olweus Class Meetings That Matter</i> <ul style="list-style-type: none"> <li>• Prepare Olweus lessons at least once per month for students</li> <li>• Share the Olweus family resources with all students' families</li> <li>• Integrate social skills language and lesson material into all online instruction</li> <li>• Provide a variety of opportunities for students to discuss and practice engaging in social skills taught</li> <li>• Deliver specific praise to students verbally and with written notes, publicly and privately as appropriate,</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>● Use school-wide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs using Intervention Grids as a guide</li> <li>● Use standards-based instruction and grading according to the curriculum design map</li> <li>● Use formative assessments to plan instruction</li> <li>● Differentiate instruction to meet the needs of all students</li> <li>● Use proactive, evidence-based strategies to support students' active engagement, such as: active supervision, precorrection, instructional feedback, instructional choice, increased opportunities to respond, behavior specific praise, high probability (high-p) requests</li> <li>● Enter grades into TylerSIS in a timely fashion</li> <li>● Provide timely feedback to students</li> <li>● Partner with students, parents/guardians, and administration to ensure student success</li> <li>● Ensure students attend college fairs, campus visits, and college and career readiness activities, and/or research colleges</li> <li>● Ensure students are knowledgeable about a number of colleges/universities</li> <li>● Ensure families throughout the school are aware of college planning and financial aid processes</li> <li>● Collaborate through PLCs or other formal collaboration structures in the design of lessons that engage students in rigorous assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Use schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs using Intervention Grids as a guide</li> <li>● Use precorrection to set students up for successful engagement</li> <li>● Follow the six-step instructional approach to support students struggling to meet expectations: <ol style="list-style-type: none"> <li>1. Show empathy</li> <li>2. Maintain flow of instruction</li> <li>3. Acknowledge other students meeting expectations</li> <li>4. Redirect and reteach expected behavior</li> <li>5. Allow time and space</li> <li>6. Recognize/reinforce appropriate behavior when demonstrated</li> </ol> </li> <li>● Learn and reference the <i>Mandt Crisis Cycle</i>, <i>RADAR</i> and <i>Maslow's Hierarchy of Needs</i> when responding to students who are struggling</li> </ul>	<p>for engaging in appropriate social skills taught</p> <ul style="list-style-type: none"> <li>● Conduct, report, and use screening and assessments (see Assessment Schedule)</li> <li>● Use the soft skills/job skills rubric for data collection and communication with parents/guardians</li> <li>● Participate in Restorative Practices</li> <li>● Model appropriate social skills when interacting with students, staff, and parents/guardians</li> <li>● Engage in college talk throughout the school</li> <li>● Ensure students participate in enrichment activities, internships, community service, or service learning to explore careers</li> </ul>
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<ul style="list-style-type: none"> <li>● Utilize technologies and resources appropriately for learning. See <a href="#">General Message Alignment of Systems</a> Document for additional guidance</li> <li>● Create and maintain meaningful, engaging learning activities for students</li> <li>● Focus instruction on power standards, grade-level competencies or identified missing prerequisite skills, integrating across content as often as possible</li> <li>● Post Learning Intentions and Success Criteria and communicate them to students</li> <li>● Provide students multiple ways to interact with materials and demonstrate mastery</li> <li>● Provide direct instruction on the use of digital platforms (e.g., Moby Max, Newsela, Great Minds In Sync, Google Classroom, Footsteps2Brilliance)</li> <li>● Use cooperative learning and engagement structures</li> <li>● Visible Learning <ul style="list-style-type: none"> <li>○ Analyze the impact teaching practices have on student learning</li> <li>○ Support students to learn to become their own teachers</li> <li>○ Design learning environments with the perspectives of students in mind, and support students in understanding themselves as their own teachers</li> <li>○ Use Hattie's learning intentions and success criteria to establish learning goals and what achieving those goals looks like</li> <li>○ Use evidence-based teaching strategies to support student learning. Examples include: cognitive task analysis, jigsaw</li> </ul> </li> </ul>		
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<p>method, strategy to integrate with prior knowledge, transfer strategies, classroom discussion, scaffolding, deliberate practice</p> <ul style="list-style-type: none"> <li>○ For additional examples, see <a href="#">Hattie's rankings</a></li> </ul>		
<p><b>Area I: Academics Responsibilities</b></p> <p><b>Parents/Guardians will:</b></p> <ul style="list-style-type: none"> <li>• Regularly review all school communications</li> <li>• Monitor student grades and attendance regularly through the online grading system</li> <li>• Attend parent/teacher conferences</li> <li>• Attend parent engagement events</li> <li>• Support student learning and success</li> <li>• Partner with staff to ensure student success</li> </ul>	<p><b>Area II: Behavior Responsibilities</b></p> <p><b>Parents/Guardians will:</b></p> <ul style="list-style-type: none"> <li>• Know and support the behaviors in the Expectation Matrix</li> <li>• Support students in attending school regularly, arriving on time to each class, participating, and staying all day</li> <li>• Ensure the school has updated contact information</li> </ul>	<p><b>Area III: Social Skills Responsibilities</b></p> <p><b>Parents/Guardians will:</b></p> <ul style="list-style-type: none"> <li>• Access the school newsletter, website, or ask school staff to learn what social skills are being taught each month</li> <li>• Reinforce and teach social skills at home</li> <li>• Model appropriate social skills when interacting with students and staff</li> <li>• Participate in Restorative Practices when appropriate</li> <li>• Communicate with teachers or other school personnel about any social and emotional concerns their child may be experiencing</li> </ul>
<p><b>Area I: Academics Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Ensure all components of core instruction are occurring in each classroom</li> <li>• Regularly review treatment integrity data and share data with faculty and staff</li> <li>• Create a schedule which supports instructional minutes</li> <li>• Ensure Ci3T Leadership Team has efficient access to and reviews data to identify students in need of academic interventions</li> </ul>	<p><b>Area II: Behavior Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Implement the proactive and reactive behavioral components of Positive Behavior Interventions and Supports (PBIS) plan including 5 Star Students and incentive programming</li> <li>• Support consistent implementation of the Reactive Plan</li> <li>• Collect and monitor SRSS-IE data three times per year to inform instruction</li> </ul>	<p><b>Area III: Social Skills Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Support staff in the implementation of the social skills program</li> <li>• Provide instructional time in the master schedule for weekly social skills lessons</li> <li>• Monitor treatment integrity for consistent implementation of social skills lessons by all classroom teachers</li> <li>• Provide access to professional learning to ensure high fidelity teaching of district social skills programs and curriculum</li> </ul>

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<ul style="list-style-type: none"> <li>• Provide faculty and staff materials to facilitate instruction</li> <li>• Provide access to professional learning to ensure high fidelity teaching of district programs and curriculum</li> <li>• Provide clear guidance on procedures for screening and assessment administration</li> <li>• Provide time for faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention needs for students</li> <li>• Support faculty collaboration</li> <li>• Partner with staff, students, and parents/guardians to ensure student success</li> <li>• Coordinate intervention efforts with students</li> <li>• Provide a positive work environment for staff</li> <li>• Implement, monitor and adjust academic support structure as needed and rigorous instructional practices to ensure students develop deeper levels of understanding in rigorous work</li> <li>• Ensure all students' access to and success in rigorous advanced courses is based on analysis of performance, enrollment and staffing data</li> <li>• Ensure that school practices reflect school policies and written documents regarding open and equal access to rigorous courses for all students and serve as a guiding principle for all decision making</li> <li>• Ensure processes are in place to monitor, coach and adjust the implementation of professional learning, which is embedded in daily routines and release days for peer observations and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure data are accessible and shared with faculty and staff in a timely way for decision making and monitoring progress</li> <li>• Reinforce faculty and staff who implement the Ci3T plan with fidelity</li> <li>• Provide professional learning opportunities for behavior interventions and low-intensity strategies for preventing problem behavior</li> <li>• Model behavior-specific praise to teachers during meetings publicly and privately, verbally and written</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance for teachers on how to integrate social skills lessons with academic lessons and activities, particularly related to shard or collaborative work</li> <li>• Demonstrate and discuss the importance of students' social development</li> <li>• Ensure access to accurate data on fidelity, social validity, and student progress and outcomes</li> <li>• Support faculty and staff in making instructional decisions informed by collected data</li> <li>• Participate in and facilitate Restorative Practices</li> <li>• Communicate with teachers or other school personnel about any social and emotional concerns a student may be experiencing</li> </ul>
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<ul style="list-style-type: none"> <li>Implement a plan to confront barriers to equity in school policies and written documents and ensure that student enrollment in rigorous college preparatory courses reflects school demographics</li> </ul>		
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Procedures for Teaching
<p><b>Faculty and Staff:</b> Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:</p> <ul style="list-style-type: none"> <li>Providing faculty and staff with the Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement, and support our Ci3T plan</li> <li>Providing training of plan and expectations to staff at the beginning of the year, with attention to academic, behavior, and social skills domains</li> <li>Providing professional development opportunities to learn and improve low-intensity teaching strategies, classroom instruction, and classroom management</li> <li>Explicitly teaching, modeling, and practicing the expectations and procedures during the first two weeks of each semester, after each break longer than a weekend, and anytime as needed or indicated by school data (e.g., an increase in office disciplinary referrals)</li> <li>Continually visiting expectations throughout the year during instruction</li> <li>Scheduling instructional times during the peak disciplinary referral report times (ensure that staff have ability to recognize triggers)</li> <li>Using and displaying the posters provided in all instructional and non-instructional areas</li> <li>Using the 5 Star Students app and incentive programming to intermittently reinforce those students demonstrating the expectations</li> <li>Involving cafeteria staff, custodial staff, and school resource officers in the training and teaching of these expectations</li> <li>Meeting in small groups at the beginning of the year for faculty and staff to review Ci3T Implementation Manual updates, answer questions, and share ideas</li> <li>Meeting with new staff one-on-one and in groups to review roles and responsibilities in academic, behavior, and social domains</li> <li>Establish and implement a communication schedule for sharing summaries of treatment integrity, social validity, and screening data to inform instruction</li> </ul>

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**Students:**

Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

- Teaching, modeling, and practicing the expectations and procedures
- Using setting stations with examples and non-examples, role play and modeling of expectations with adults and peers at the beginning of the year
- Reteaching lessons at key time points, including the first 2 weeks of school, 3<sup>rd</sup> – 6<sup>th</sup> weeks of school, first 2 weeks of January, first week of March, after breaks from school, or anytime as needed or indicated by school data (e.g., increase in office disciplinary referrals or decreases in attendance)
- Attend and engage when teachers explicitly teach, reteach, model, and practice the expectations and procedures during the first two weeks of each semester, after each break longer than a weekend, and anytime as needed or indicated by school data (e.g., an increase in office disciplinary referrals)
- Displaying and using the posters provided in all instructional and non-instructional areas
- Using 5 Star Students points to intermittently reinforce those students demonstrating the expectations (with higher rates of praise early in the year)
- Demonstrating a setting, behavior, or social skill with a PBIS video played every Monday morning in each classroom
- Reviewing expectations and including a social skills focus once a week in the morning announcements
- Participating in Olweus lessons and class meetings
- Following the school-wide expectations stated in the Behavior Expectation Matrix
- Demonstrating social skills learned in everyday interactions
- Participating in Restorative Practices
- Participating in core programs and/or district standards including ELA: minimum of 211 minutes weekly, *Holt McDougal Literature*, *Pearson Writing Coach* and Math: minimum of 211 minutes weekly, *Eureka Math Algebra 1*, *Geometry*, *Algebra 2* (in some cases, students will have specialized curriculum)
- Planning and delivering integrated lessons with social skills and behavior expectation objectives to facilitate engagement

**Parents/Guardians and Community:**

Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

- Presenting the implementation plan at August/September Site Council, Back to School Night, PTO, and other meetings as invited
- Creating and distributing a parent brochure explaining Ci3T, including the Behavior Expectation Matrix
- Sharing the Behavior Expectation Matrix with families electronically on the school website
- Providing Ci3T updates for the parent newsletter for each distribution (could include data from academics, attendance, discipline referrals, SRSS-IE, 5 Star Students, etc.)
- Distributing updates at the monthly PTO meetings, three parent nights, and two P/T conferences, and/or Trojan Nation and Parentlink
- Using translated materials

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## Procedures for Reinforcing

### Faculty and Staff:

Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- Allocating time for staff training
- Recognizing staff who implement Ci3T academic, behavior, and social domain components with fidelity
- Utilizing the 5 Star Students app to award points (instead of handing out tickets)
- Recognizing colleagues meeting learning expectations with verbal and written behavior-specific praise based on recipient preference (e.g. ‘shout out’ during faculty staff meetings, recorded announcements that can be posted on teachers’ virtual classrooms to play for class meetings or send to families, school newsletters, school website and social media posts, privately using the online system chat feature, email, or virtual postcard or written notes mailed home)
- At monthly faculty and staff meetings, each adult submits one or more praise notes on a shared Google Sheet and a random number generator will select faculty and staff to recognize with a meal delivery service, community donated gift card, etc.
- If a student wins a raffle, the staff member who recognized that student may also be reinforced
- Potential reinforcers for faculty and staff include:
  - VIP parking
  - THS spirit wear
  - Administrator covers classroom for one period
  - Jeans Days (blue jean pin)
  - Public recognition in Trojan Nation or on the Morning Report
  - Free drinks from Trojan Cup
  - Leave at 3:00
  - Catered lunch or breakfast

### Students:

Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:

- Asking for student feedback for reinforcements
- Using points in the 5 Star Students app to facilitate classroom procedures
- Intermittently reinforcing expectations with behavior specific praise and 5 Star Students points
- Sending post cards home virtually or by mail to celebrate students meeting expectations across learning domains
- Calling home to share a success, learn about the student family, and continue to nurture family-school relationships
- Offering school-wide drawings (1 daily winner, 3 weekly winners)
- Playing virtual games as a class (e.g., review games, online Pictionary, Kahoot)
- Offering rewards for purchase with 5 Star Students points from a school or classroom menu

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- Potential reinforcers for students include:
  - Lunch with a faculty member (including therapy dog)
  - Front of the line lunch passes
  - Preferred lunch seating (special place or table)
  - Catered lunch
  - Sports tickets
  - THS spirit wear
  - Star in a Ci3T video production (or Morning Report)
  - VIP parking
  - VIP seating at school events
  - Free drinks from Trojan Cup
  - Use of the dungeon or weight room during designated time
  - Josten raffles (yearbook, graduation gown, etc.)
  - Regal Cinemas gift certificate

**Parents/Guardians and Community:**

Ci3T Leadership Teams and District Leaders will provide reinforcement to parents and community members by:

- Recognizing those who support Ci3T implementation through the school newsletter, website, and student-written thank you notes
- Recognizing those who participate in school activities, such as PTO, Club Carnival, and family engagement nights
- Calling home to share a success, learn about the child and family, and continue to nurture family-school relationships
- Posting announcements on the school website and social media
- Recognizing ways the larger community is supporting the school community (e.g., providing needed materials or resources to local family agencies; supporting student learning needs such as technology, access, materials, family needs)
- Potential reinforcers for parents/guardians and community members include:
  - VIP parking
  - VIP seating at school events
  - THS spirit wear
  - Free drinks from Trojan Cup
  - Free admission to school events
  - Josten raffles (yearbook, graduation gown, etc.)

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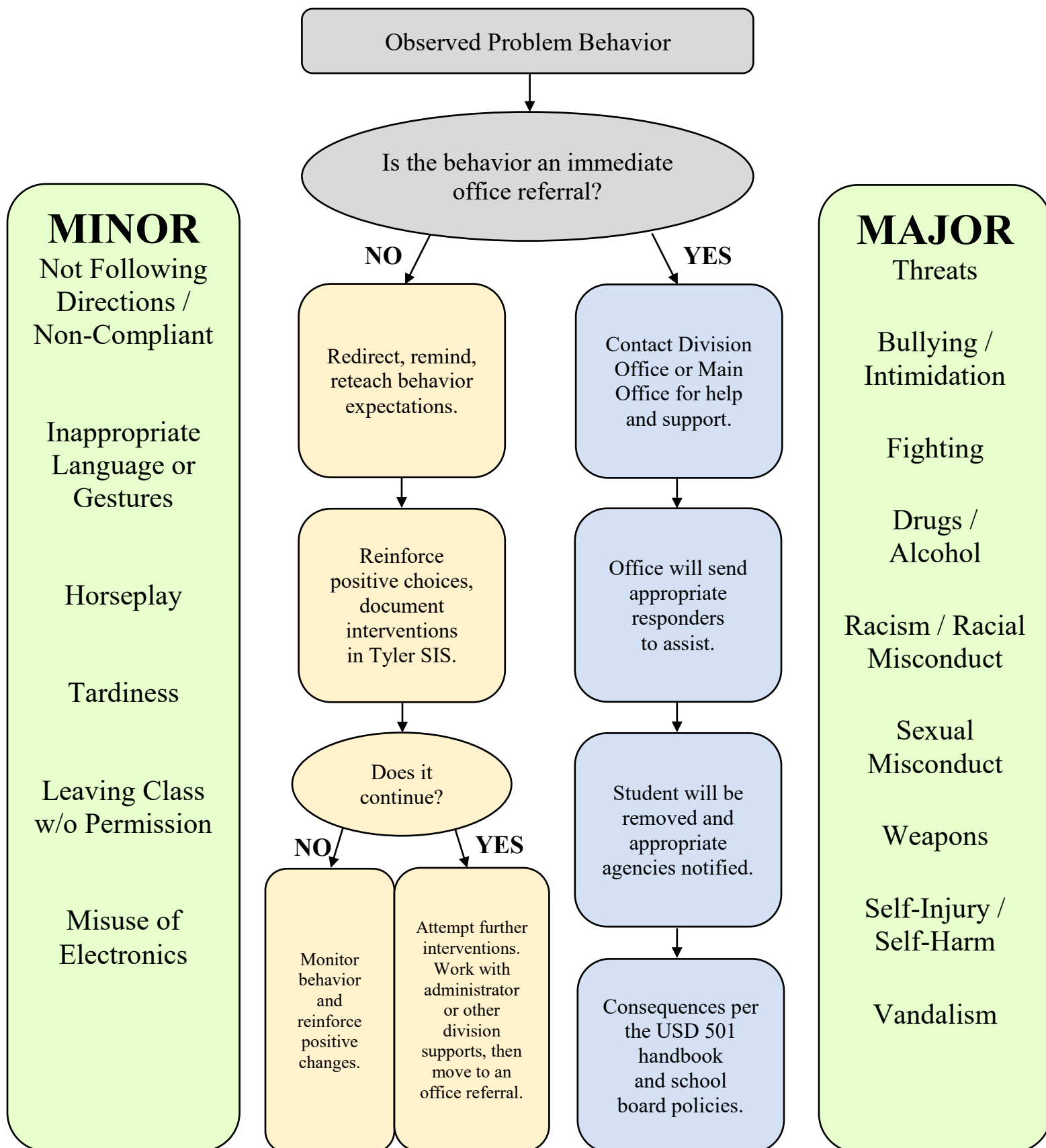


Procedures for Monitoring			
<b>Student Measures</b>	<b>Academics:</b> <ul style="list-style-type: none"> <li>• NWEA MAP testing for grades 9-12</li> <li>• FastBridge testing for grades 9-11</li> <li>• State Assessments</li> <li>• IEP progress reports</li> <li>• Graduation progress</li> <li>• Course failures</li> <li>• Formative and summative assessment</li> <li>• MasteryConnect assessments</li> <li>• Course grades</li> <li>• Post-secondary entrance exams (ACT, Accuplacer, ASVAB)</li> </ul>	<b>Behavior:</b> <ul style="list-style-type: none"> <li>• Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE or SRSS-EC)</li> <li>• IEP progress reports</li> <li>• Attendance</li> <li>• Tardies</li> <li>• Office discipline referrals</li> <li>• Suspensions</li> <li>• Visits to the nurse</li> <li>• Crisis call log</li> </ul>	<b>Social Skills:</b> <ul style="list-style-type: none"> <li>• Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE or SRSS-EC)</li> <li>• IEP progress reports</li> <li>• Office discipline referrals</li> <li>• Counselor/social worker referrals</li> <li>• Bullying referrals</li> <li>• Visits to the nurse</li> </ul>
<b>Program Measures (School-Level)</b>	<b>Social Validity:</b>  Primary Intervention Rating Scale (PIRS)	<b>Treatment Integrity:</b>  Ci3T: Teacher Self Report (TSR) Ci3T: Direct Observations Principal Walk-throughs Schoolwide Evaluation Tool (SET) Tiered Fidelity Inventory (TFI) Evaluation	<b>Program Goals:</b>  85% Graduation Rate  95% Attendance Rate

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## Topeka High School Behavior Intervention Flowchart



Problem Behaviors		
<b>Level 1</b> (teacher managed) <i>Minor behaviors that only impact the student</i> <b>“Teachable Moments”</b>	<b>Level 2</b> (teacher managed) <i>Minor behaviors that impede learning or safety of others</i> <b>“Problem Solving: Tier 2 &amp; 3”</b>	<b>Level 3</b> (office managed) <i>Major behaviors that are harmful, illegal, or show disorderly conduct</i> <b>“Behavior Referral”</b>
<p>If these are chronic move to Level 2 (chronic = 3 per student per class)</p> <ul style="list-style-type: none"> <li>• Not following directions</li> <li>• Out of seat</li> <li>• Refusing to work</li> <li>• Sleeping</li> <li>• Inappropriate use of technology</li> <li>• Teasing</li> <li>• Name calling</li> <li>• Excessive tardiness</li> </ul>	<p>Includes Level 1 chronic behaviors (chronic = 3 per student per class)</p> <ul style="list-style-type: none"> <li>• Consistently not following directions</li> <li>• Throwing things</li> <li>• Touching others’ materials</li> <li>• Poking/touching/shoving</li> <li>• Horseplay</li> <li>• Running</li> <li>• Leaving class without permission</li> <li>• Leaving supervised area</li> <li>• Inappropriate noises</li> <li>• Inappropriate language/gestures</li> <li>• Disrespect to students/staff</li> <li>• Argumentative behaviors</li> <li>• Dress that does not adhere to socially accepted workplace norms</li> <li>• Excessive tardiness</li> </ul>	<p>Includes Level 2 chronic behaviors (chronic = 3 of the same behavior or 3 unrelated behaviors in a semester)</p> <ul style="list-style-type: none"> <li>• Refusal to comply with administrative redirection</li> <li>• Spitting on others</li> <li>• Verbal aggression or intimidation to staff/students (including but not limited to racist or homophobic language)</li> <li>• Bullying, harassment, or cyberbullying</li> <li>• Throwing with intent to harm</li> <li>• Aggressive behavior/fighting</li> <li>• Credible threat to do injury to person or property</li> <li>• Destruction of property</li> <li>• Self-injurious behaviors</li> <li>• Disrupting the school environment</li> <li>• Violation of technology use policies</li> <li>• Theft</li> <li>• Sexual misconduct</li> <li>• Use or possession of illegal substances</li> <li>• Possession or use of weapons, or manipulation of items to be weapons</li> </ul>

## Response to Problem Behaviors

The consequences below are part of our Positive Behavioral Intervention and Supports (PBIS) framework and intended to help students to be successful in all settings, while protecting their dignity by responding in a calm, respectful manner. As part of our Ci3T philosophy, we take an instructional approach to behavior.

Have a clear sequence of expected, taught responses to support students not meeting expectations:

1. Show empathy (show concern, assess potential triggers).
2. Maintain flow of instruction.
3. Acknowledge other students who are meeting expectations.
4. Redirect or prompt student who is struggling; provide gentle reminders in private. Reteach expected behavior.
5. Allow time for student to respond to request and re-engage.
6. Recognize and reinforce changed behavior.
7. **If student continues behavior with 3 separate incidents, move to Level 2.**
8. Document behavior in Tyler SIS.
9. Contact parent/guardian regarding chronic behavior.

1. First level 2 behavior:  
Follow Steps 1-6 to re-engage student. Student completes Think Sheet. Document behavior in Tyler SIS.
2. Second level 2 behavior:  
Follow Steps 1-6 to re-engage student. Student completes Think Sheet. Document as second occurrence in Tyler SIS.
3. Third level 2 behavior:  
Communicate with student and parent/guardian to **determine appropriate intervention support**. Document as third occurrence in Tyler SIS.
4. If secondary or tertiary supports implemented with fidelity and adequate time do not yield desired outcome, **student support plan should be developed**.
5. After next set of three incidents in a quarter, document behavior in Tyler SIS. Principal will meet with student and parent/guardian.

1. If major incident or student has third office referral for chronic Level 2 behaviors, contact Division Office. Principal, mental health team member, or other designee will come get the student.
2. **If the situation is a crisis, call the Main Office immediately for assistance.**
3. Administration will follow up with referring teacher to explain response.
4. Student completes a think sheet to facilitate a behavior interview. Student identifies amends before being reintegrated into class.
5. Document behavior.

**If concerned about the safety of others:**

1. Direct students to evacuate the immediate area.
2. Call the Main Office immediately for assistance.
3. Direct students to prepare to leave the room; say something like "We are going on a walk."
4. Students gather classroom materials and personal belongings.
5. Classroom teacher remains with student in need until another staff person arrives.
6. Other students leave the room as soon as a staff person is available to escort them.
7. Document the incident.

**\*\*For students with IEP/GEI/504 behavior goals or Behavior Intervention Plan (BIP)\*\***

Teacher response to and documentation of behavior will differ in the following ways:

- Level 1 and Level 2 behaviors that are listed in the BIP will be documented per the IEP, GEI, or 504 plan and do not need to be entered into Tyler SIS, unless support is needed that goes beyond the specific plan.
- Level 1 and Level 2 behaviors that are not listed in the BIP will follow Steps 1-6.
- All Level 3 behaviors will be documented in Tyler SIS.

## Topeka High School Expectation Matrix

**T = Trojan Best**

**R = Respect**

**O = Ownership**

**Y = Your Success**

	<b>Classroom</b>	<b>Hallway</b>	<b>Auditorium</b>	<b>Cafeteria</b>	<b>Bathroom</b>	<b>Veranda &amp; Outside</b>	<b>Bus</b>	<b>Events &amp; Activities</b>
<b>T</b>	<ul style="list-style-type: none"> <li>Be truthful</li> <li>Bring materials to class</li> <li>Arrive on time daily</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions given for drills and emergencies</li> <li>Follow the dress code</li> </ul>	<ul style="list-style-type: none"> <li>Be a good audience member</li> <li>Appreciate the history of the space</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Practice good hygiene</li> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow adult requests</li> <li>Use crosswalks and lights across 10<sup>th</sup> Street</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow bus driver rules</li> <li>Remain seated</li> </ul>	<ul style="list-style-type: none"> <li>Display good sportsmanship</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>Respond appropriately to conflict</li> <li>Respect people and property</li> </ul>	<ul style="list-style-type: none"> <li>Use hallway time appropriately</li> <li>Appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep food and drinks put away</li> <li>Use aisles instead of climbing over seats</li> </ul>	<ul style="list-style-type: none"> <li>Be polite</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> <li>Share sink and mirror space</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately to conflict</li> <li>Appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Respect visitors</li> <li>Respect others' property</li> </ul>
<b>O</b>	<ul style="list-style-type: none"> <li>Put away electronic devices if asked</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and walk away from drama</li> <li>No PDA</li> </ul>	<ul style="list-style-type: none"> <li>Sit in assigned area with teacher</li> <li>Turn off electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Low volume</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately to conflict</li> <li>Return lost items to the office</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and walk away from drama</li> <li>No PDA</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Return lost items to the driver</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and walk away from drama</li> <li>Clean up after yourself</li> </ul>
<b>Y</b>	<ul style="list-style-type: none"> <li>Remain on task</li> <li>Participate and pay attention</li> <li>Complete your work on time and with best effort</li> </ul>	<ul style="list-style-type: none"> <li>Display your ID or hall pass if asked</li> <li>Report unsafe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Keep cafeteria clean and free of graffiti</li> <li>Report unsafe behavior</li> </ul>	<ul style="list-style-type: none"> <li>Keep bathroom clean and free of graffiti</li> <li>Report unsafe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Display your ID or hall pass if asked</li> <li>Report unsafe behaviors and unknown visitors</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Display your ID or hall pass if asked</li> <li>Listen attentively</li> </ul>

## Topeka High Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>School Demographics</b>											
Student Demographic Information	X	X	X	X	X	X	X	X	X	X	X
<b>Screening Measures</b>											
MAP Reading (Aug 20 – Oct 12, Dec 4 – Dec 14, Apr 4 – May 23) Grades 9,10,11	X	X			X					X	
MAP Math (Aug 20 – Oct 12, Dec 4 – Dec 14, Apr 4 – May 23) Grades 9,10,11	X	X			X					X	
SRSS-IE Grades 9,10,11,12			X		X				X		
<b>Student Outcome Measures - Academic</b>											
PSAT (Oct 16 – Dec 4) Grades 9,10				X							
KELPA (Feb 1 – Mar 8) Active, Monitored, and Exempt ELL students in Grades 9,10,11,12							X				
KAP State Assessment Math (Apr 3 – 26) Grade 10									X		
KAP State Assessment English Language Arts (Apr 3 – 26) Grade 10									X		
KAP State Assessment Science (Apr 3 – 26) Grade 11									X		
KAP State Assessment Social Studies (Apr 3 – Apr 26) Grade 11									X		
District Writing Assessment, Grades 9,10,11		X									
Expected Inquiry-Based Project from CDM (World History, US History, Government classes)		X					X				
Course Grades	X	X	X	X	X	X	X	X	X	X	X
Course Failures					X					X	
Graduation Rate			X								X
ACT (Oct 2, Apr 2) optional for college entrance, Grades 11,12			X						X		
Accuplacer optional for technical school and community college entrance, Grades 10,11,12			X	X	X	X	X	X	X	X	
ASVAB optional for military enlistment, Grades 11,12									X		

## Topeka High Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Student Outcome Measures – Behavior</b>											
Attendance	X	X	X	X	X	X	X	X	X	X	X
Tardies	X	X	X	X	X	X	X	X	X	X	X
Office Discipline Referrals	X	X	X	X	X	X	X	X	X	X	X
Suspensions	X	X	X	X	X	X	X	X	X	X	X
Nurse Referrals	X	X	X	X	X	X	X	X	X	X	X
Counselor/Social Worker Referrals	X	X	X	X	X	X	X	X	X	X	X
Counselor/Social Worker Visits	X	X	X	X	X	X	X	X	X	X	X
Stress Pass Utilization	X	X	X	X	X	X	X	X	X	X	X
Participation in Restorative Circles	X	X	X	X	X	X	X	X	X	X	X
Utilization of Behavior Emotional Academic and Restorative Services (BEARS) Room	X	X	X	X	X	X	X	X	X	X	X
Utilization of Support Room	X	X	X	X	X	X	X	X	X	X	X
<b>Program Measures</b>											
Social Validity: PIRS				X				X			
Social Validity:											
Treatment Integrity: SET				X				X			
Treatment Integrity: CI3T TI: TSR/DO				X				X			

Refer to the current Topeka Public Schools Assessment Calendar.

### Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
AM/PM Academy	Free academic tutoring for all core subjects. Available before and after school.	Referrals by self, parent, teacher or coach. OR Attendance requested by administrator if student has 3 or more Fs in core subjects.	Tutoring teachers record attendance. Course grades.	Tier 1: As needed. Tier 2: Passing grades in all core subjects.
Jobs for America's Graduates (JAG)	Graduation enhancement program designed to assist students with their career and college options. May be taken for up to 8 semesters and counts as an elective.	One or more of the following: Academic: Behind in credits, grade point average of C or below. Behavior: Record of excessive absences, previous disciplinary issues. Social/Emotional: Personal, medical, familial, or environmental barriers that impede education or career goals. May include financial need or minority status.	Course grades and participation in activities.	Completion of one or more semesters.
Check In / Check Out	Three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Note, and a scheduled check-out with the same staff member at the end of the day.	Behavior: (1) SRSS Internalizing Needs Moderate 4-5, SRSS Externalizing Needs High 9-21 OR (2) 2 or more office discipline referrals in a 5-week period OR (3) 2 or more tardies or absences per quarter  Academic: (1) 1 or more course failures on progress report OR Targeted for growth for academic learning behaviors	Student Performance: Daily progress reports  Treatment Integrity: Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed).  Social Validity: Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3) SRSS-I5 score: Low (0-1)  With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then asked if exiting is appropriate or if CICO should continue.

**\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\***

### Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
ACT Preparation	Test preparation course taken during the school day for one semester during 11 <sup>th</sup> or 12 <sup>th</sup> grade. Counts as an elective toward graduation.	Referrals by self, parent, or counselor.	Course grades and ACT scores.	Completion of one semester.
ACT Preparation	Test preparation sessions available periodically during Trojan Time prior to ACT test dates.	Referrals by self, parent, or counselor.	Attendance and ACT scores.	Completion of one or more practice sessions.
Trojan Mart	Free snacks, hygiene, and school supplies available from Communities in Schools.	Open to all students during passing time or with permission from teacher, pending availability.	Participation log maintained by Communities in Schools staff.	Exit from this program is by student choice.
Back Snacks Program (Weekend Food)	Free food for the weekend provided for students on Fridays through Harvesters & Communities in Schools. Students are sent a pass to be dismissed on Fridays at 2:45 to pick up their bag.	Through referral process based on need.	Participation log maintained by Communities in Schools staff.	Exit from this program is by student choice.
Cave Expressions	Clothing bank available for students by appointment.	Students make a clothing request through Communities in Schools, another support staff member, or administrator.	Staff record the number of students and the number of items in a data base.	Exit from this program is by student choice.
Communities in Schools Case Management	Site coordinator connects students and families with school and community resources to assist in meeting their social, family, academic, physical health, behavioral, and basic needs to enable students to be successful.	Consent form and questionnaire.	Staff monitor progress against established goals using an online data management system.	Students graduate or exit by choice.

**\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\***

Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Community Social Work Services (Family Service and Guidance)	Counseling sessions that are made available during the school day on site.	Divisional Consult Team recommendation, student advocacy, parent request. Parent permission and intake process prior to entry.	Agency Criteria	Agency Criteria
Migrant Education Program (MEP)	District coordinator connects students and families with school and community resources to assist in meeting their social, family, academic, physical health, behavioral, and basic needs to enable students to be successful.	Parent or guardian is classified as a migrant agricultural worker.	Staff monitor progress against established goals.	Students graduate or exit by choice.
<b>BEARS</b> (Behavior, Emotional, Academic, Restorative, Support)	The <b>BEARS</b> cluster comprises two rooms and an office area that focus on providing supports for students who are unable to be served in the mainstream population and are not being excluded from the school environment.	<b>B</b> -Administrator Placement <b>E</b> -Staff Recommendation, Student/Parent Request, Administrator Placement <b>A</b> -Administrator Placement <b>R</b> -Administrator Placement	BEARS staff monitor the placement criteria and assist administration in determining successful completion. Think Sheet data.	<b>B/R</b> -Completion of the restorative process at the conclusion of the disciplinary placement. <b>E</b> -Emotional situation resolved. <b>A</b> -Placement requirement completed.
AVID Elective	College preparation course taken during the school day for up to 8 semesters. Counts as an elective toward graduation.	Students meet one or more of the following criteria: member of under-represented group in college, potential for college success (state assessment data, FastBridge or MAP data, grades, teacher recommendation, interview), would be first generation in family to attend college, motivation. Placement by application, interview, and rubric.	Student performance, must maintain C average, must enroll in at least one Honors or AP class per semester.	Students remain in AVID all 4 years unless they have issues with attendance, grades, or attitude.

**\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\***

### Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Academic Support OR Credit Recovery	Students retake an entire failed course under a teacher's supervision using the online curriculum delivery system. This may be a semester-long course taken during the school day OR completed outside of school hours.	Semester grade below 60% for a core subject.	Staff monitor completion progress as well as quiz and test scores throughout the course.	Completion of coursework at 60% or above or end of semester.
Unit Recovery	Month-long window for students to retake a portion of a failed course outside of the school day. Students use the online curriculum delivery system independently or complete coursework as determined by the teacher.	Semester grade near passing and teacher referral. Referral is contingent upon student demonstrating consistent attempts towards mastery of content standards.	Staff monitor completion progress as well as quiz and test scores throughout the course.	Completion of coursework at 60% within identified time window.
Restorative Practices	Collaborative process that ensures all parties involved in a situation have had an opportunity to reflect and follow through with activities that provide closure and an ability to successfully reenter the school environment with a plan for success.	Situational need to engage in relationship repair and the development of a plan for future success. Referral from staff or students.	Completion of pre-RP preparatory work and scheduling of the RP circle.	Successful completion of the restorative circle, and the RP agreement document (when appropriate).
Stress Pass	For students who need to be able to take a short break from class for behavioral, academic, or social-emotional needs. Students can show a pass that allows them to take a time out and report to room 113A to access a counselor or social worker to talk, rest, debrief, calm down, etc.	(1) SRSS Internalizing Needs High 6-18, SRSS Externalizing Needs Moderate 4-8 OR (2) 1 or more course failures on progress report, targeted for growth for academic learning behaviors OR (3) 2 or more office discipline referrals (ODR) in a 5-week period OR (4) 3 or more nurse visits per month OR (5) 2 or more absences per quarter	Frequency and duration of visits monitored by the counselor or social worker.	Need for pass subsidies. Think Sheet data.

**\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\***

### Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Literacy Workshop	An individualized reading program to support students in grades 9-10 who are reading significantly below grade level. Reading intervention course taken during the school day for 1-4 semesters. Counts as an English elective toward graduation.	(1) FastBridge or MAP scores at beginning or developing level OR (2) KAP Level 1 or Level 2 OR (3) Lexile Score 700- 1000	(1) Literacy Workshop assessment and/or FastBridge or MAP (2) Instructor monitors student record of assignments, formative assessments, and FastBridge or MAP (3) Self-Reflection Scale	(1) FastBridge or MAP scores at proficient or above OR (2) I LIT G.R.A.D.E. Assessment OR (3) Lexile score of 1200
Algebra Lab	An individualized math program to support students who are not proficient in grade-level skills. Counts as an elective credit toward graduation.	<a href="#">See Entry Criteria Tab</a>	(1) Literacy Workshop assessment and/or FastBridge or MAP (2) Instructor monitors student record of assignments, formative assessments, and FastBridge or MAP (3) Self-Reflection Scale	<a href="#">See Exit Criteria Tab</a>
Individualized De-Escalation Plan	An assessment to determine catalyst for student's behavior.	(1) SRSS-IE High Internalizing OR (2) SRSS-IE High Externalizing OR (3) 10-12 Discipline Referrals	Identify a target behavior for student. Include a label for the behavior, definition, examples, and non-examples. Set a behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points collected for decision making.  Treatment Integrity Checklist  Self-Reflection Scale	(1) Decreased SRSS-IE Internalizing and/or Externalizing score OR (2) Observation data to demonstrate behavior is consistently within expected level. Then transition to maintenance plan and monitor behavior during transition.

**\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\***

### Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Intensive Individualized Mental Health Support	Student receives one-on-one instruction on de-escalation strategies in order to be successful in the school environment.	(1) SRSS-IE score in the high range OR (2) 5 or more discipline referrals OR (3) Attendance rate below 60%	Discipline Referrals, attendance, frequency of visits.  Record of frequency of meetings/support  Self-Reflection Scale	(1) SRSS-IE score of Moderate or below OR (2) Decrease in discipline referrals OR (3) Increase in attendance
Behavior Contracts	Student enters into an individualized contract for employing strategies to be successful in the school environment	(1) SRSS-IE score in the high or moderate range OR (2) 5 or more discipline referrals OR (3) Attendance rate below 90% OR (4) Tardy rate of 15 per semester OR (5) 4 or more failed classes	Identify a target behavior for student. Set a behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points collected for decision making.  Treatment Integrity Checklist  Self-Reflection Scale	(1) Decreased score on SRSS-IE OR (2) Decrease in discipline referrals OR (3) Attendance rate greater than 90% OR (4) Decreased tardy rate OR (5) 2 or fewer failed classes

\*\*Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.\*\*