

## UDSD MS Behavior Flow Chart for Staff

To determine if a behavior is Tier  
1, 2, or 3, refer to the

[Middle School Code of  
Character.](#)

<b><u>Classroom Teacher</u></b> <i>*Tier I and Tier II referrals must be entered via TAC and must include dates. Referrals for repeated offenses must include dates of previous referrals.</i> <i>*Each step is per period</i>		<b><u>Administration</u></b>
<b><u>MINOR:</u></b> <b><u>Tier I Offenses</u></b>	<b><u>MINOR:</u></b> <b><u>Tier II Offenses</u></b>	<b><u>MAJOR:</u></b> <b><u>Tier III Offenses</u></b>
<b>Step 1: Verbal Warning</b> Teacher/Student Conference Reteach Expectation	<b>Step 1: Parent Contact and apply new intervention:</b> Individual meeting with Student Support Specialist	<b>Parent Contact and Administrative Reflection</b> lunch, before or after school
<b>Step 2: Parent Contact</b> Teacher Reflection (before or after school)	<b>Step 2: Parent Contact and apply new intervention:</b> Individual meeting with Counselor	<b>Conference with Assistant Principal, family, student and teacher</b>
<b>Step 3: Parent Contact via Phone Call</b> Apply intervention: Behavior book/chart/log for 2 week time frame	<b>Step 3: Parent Contact and Restorative Circle with Student Support Specialist, student and teacher</b>	<b><u>Possible Consequences for Major Offenses:</u></b> (not limited to this list) <ul style="list-style-type: none"> <li>• Student conference</li> <li>• Parent contact</li> <li>• Loss of privilege</li> <li>• Apology/Restitution</li> <li>• Refer to Guidance</li> <li>• Refer to Social Worker</li> <li>• Refer to Youth Court</li> <li>• Refer to SAP</li> <li>• After-school Administration Detention</li> <li>• Out school suspension</li> <li>• Expulsion</li> <li>• Police Referral</li> <li>• Other</li> </ul>
<b><u>Behavior Stops:</u></b> No further action required	<b><u>Behavior Stops:</u></b> No further action required	
<b><u>Behavior Continues:</u></b> Move to Tier II	<b><u>Behavior Continues:</u></b> Move to Tier III	

# PBIS School Wide Class Cut Flow Chart

	TOTAL CUTS	POSSIBLE INTERVENTIONS (NOT PROGRESSIVE) *Referral must be entered in E-School for each individual class cut as a Tier II Referral
Individual Teacher Responsibility: *Per Period	1	Teacher reteaches expectation (teacher warning)
	2-5	Parent contact by teacher (in same period) and one or more of the following: <ul style="list-style-type: none"> <li>Teacher reteaches expectation</li> <li>Teacher/student conference</li> <li>Teacher reflection (before or after school, lunch) <ul style="list-style-type: none"> <li>Teacher should review all period attendance at this time</li> </ul> </li> <li>Attendance Log via Email to Parent Daily: <i>"Student name did/did not attend {insert period number} today"</i></li> <li>Restorative Conference with teacher</li> </ul>
	6	Parent Contact via <b>phone call</b> by teacher, and <ul style="list-style-type: none"> <li>Conference with learning community teachers, family, and student</li> </ul>
Center Staff:	7-9	Parent Contact via <b>phone call</b> by center staff, and one or more of the following <ul style="list-style-type: none"> <li>Administration Reflection</li> <li>Restricted Hall Pass</li> <li>Student meeting with Student Support Specialist/Lead Teacher</li> <li>Student meeting with Counselor</li> <li>If a student has an IEP, an IEP meeting must be scheduled (<i>follow up with Melissa for what to discuss, offer, amend, etc.</i>)</li> </ul>
Administration:	10-12	Parent contact via <b>phone call</b> , and <ul style="list-style-type: none"> <li>Conference with Assistant Principal, family, student, teacher</li> <li>Written notice that <i>continued</i> class cuts will result in an informal hearing scheduled with Director of Secondary Education</li> <li>Administration Reflection</li> </ul>
	13	Parent contact by an administrator, and <ul style="list-style-type: none"> <li>Suspension Letter</li> <li>1 day Suspension</li> </ul>
	14	Parent contact by an administrator, and <ul style="list-style-type: none"> <li>Written notice that <i>next</i> class cut will result in an informal hearing scheduled with Director of Secondary Education</li> </ul>
	15+	Parent contact by an administrator, and <ul style="list-style-type: none"> <li>Written Notice of Informal Hearing scheduled with Director of Secondary Education</li> </ul>

## 24-25 UDSD Middle School Cutting Class Flow Chart

For administrative use. Teachers are to follow the [UDSD MS Behavior Flow Chart](#) to address Class Cuts.

# PBIS School Wide Late to Class Flowchart

## 24-25 UDSD Middle School Late to Class

	Number of Instances per Course	<u>Late to Class Interventions/Procedures</u> Teachers, for all lates to class, record incident in ATTENDANCE using code: LAT
Teacher	1-2	<ul style="list-style-type: none"> <li>• Reteach expectation, verbal reminder</li> <li>• <i>(Tier 1: Teacher Conference)</i></li> </ul>
	3-4	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Teacher/Student Conference</li> <li>• <i>(Tier 1: Parent Contact and Teacher Conference)</i></li> </ul>
	5-6	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Teacher reflection (before or after school)</li> <li>• <i>(Tier 1: Parent Contact and Teacher DET. )</i></li> </ul>
Administration/ Center Team	7-8	<ul style="list-style-type: none"> <li>• Parent Contact via phone call</li> <li>• Administrative reflection</li> <li>• If a student has an IEP, an IEP meeting must be scheduled</li> <li>• Student meeting with Center Team Member</li> <li>• <i>(Tier 2, no action, will stay in que)</i></li> </ul>
	9-10	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Conference with Assistant Principal, family, student, teacher</li> <li>• Administration Reflection (lunch, before or after school)</li> <li>• <i>(Tier 2, no action, will stay in que)</i></li> </ul>
	11 +	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Suspension Letter</li> <li>• 1 day Suspension</li> <li>• <i>(Tier 3 no action )</i></li> </ul>

## Teacher Reflection

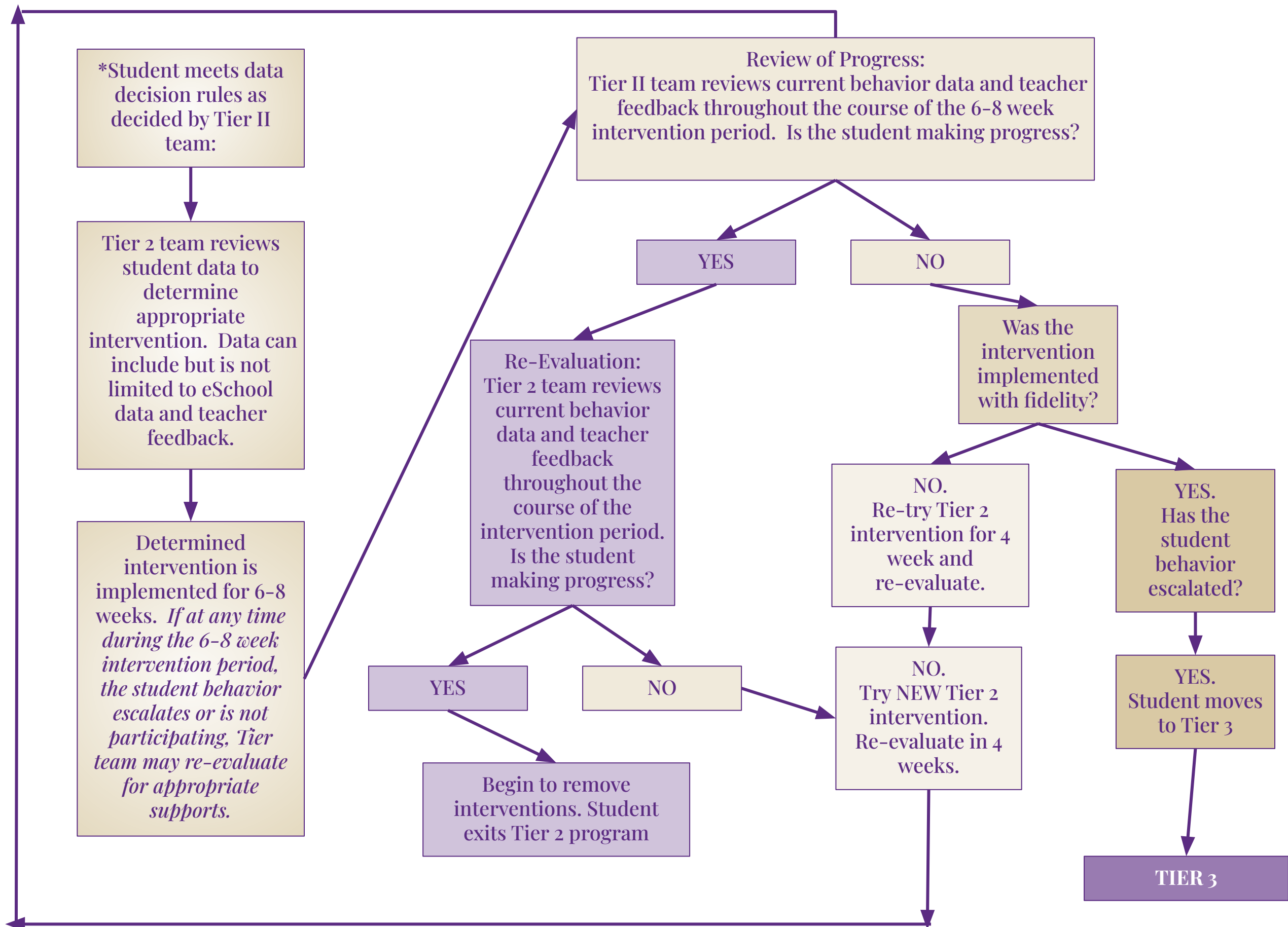
Tier I and II Infractions, including but not limited to:

- Cell Phone Use
- Cutting
- Excessive Lates to Class
- Disrespectful, Disruptive behavior
- Misuse of Hall Pass
- Leaving Class w/o Permission

## Teacher Reflection

- Held from 2:40 - 3:00 PM or teachers may arrange for another time with the parent.
- Students will complete a reflection form
- Consequences for cutting teacher reflection:
  - 1st Cut → Rescheduled with Teacher
  - 2nd Cut → Lunch Detention in Cafeteria

## PBIS Tier 2 & 3 Systems: Intervention Flowchart



## PBIS Tier 2 & 3 - Interventions

### Targeted Small Groups:

**Intervention Leaders: Dina Moscony & Alex Haines**

Types of groups: mindfulness, 2nd step, skills for success. Groups can run during lunch/citizenship or wheel and elective periods.

**Synch/Asynch Groups:** Students will meet with a staff member from the grade level team twice weekly for 1 month. The grade level team will re-eval after 1 month. Students will use the 2nd step program during their synchronous agreement period.

### Mentoring:

**Intervention Leader: Tia Mozzani**

Students will meet with their mentor 1-2 times per week. Mentors will work with their mentees to review grades, attendance and behavior data. Together they will create and track goals.

### Tier 2 Citizenship Class:

**Intervention Leader: Rachel Panella**

Tier 2 citizenship groups will meet everyday during the student's grade level citizenship time. Citizenship teachers will help students set goals for academic and behavioral success.

### Conflict Resolutions:

**Intervention Leader: Alex Haines**

Students will meet individually and together (when possible) to discuss what led to the situation, how to resolve it and how to avoid it in the future.

### Tier 3:

**Intervention Leader: Dina Moscony**

1:1 intervention. Students will be pulled and intervention will push-in.

Students will meet with their interventionist daily. The interventionist and will work with their student to review grades, attendance and behavior data. Together they will create and daily and long term goals.



# PBIS Tier 2 & 3 - Team Roles

Identifying Tier 2 Student  
(pre-meeting)

**Tier 2 Coordinator**  
Individual Students Data is examined weekly to identify students who meet the Data Decision Rules.

Data Collection (pre-meeting)

**Tier 2 Coordinator**

- Eschool behavior data report
- Student attendance report
  - Student grade report
- Student biographical information

• Send google form initial evaluation and document staff feedback Staff feedback (positive and observable behaviors and perceived motivation

- SPED/ELL information

Weekly Grade Level Meeting

**Designated Team Member**  
Focus (Timer): The Team will have 3 minutes to focus/discuss each student.

**Tier 2 Coordinator**

- Notes: Team discussion/ decisions will be documented in the Tracking Google sheet.

**Lead Teacher/Student Support Specialist**

- Using a building block, the intervention leader and the student's teachers will be notified of the student's intervention & start date..

**Grade Level Counselor**

- Running list of students for each intervention will be maintained & updated weekly.

After Meeting Actions

**Tier 2 Coordinator**

- Re-evaluation dates will be determined & documented in the tracking sheet.

**Grade Level Counselor**  
Parents are notified by phone & letter of student's intervention & documented in the "Tier 2/3 Notification Log" tab (in the Tier 2/3 Tracking Sheet).

**Lead Teacher/Student Support Specialist**

- Individual student behavior data will be sent to implementing interventionist bi-weekly for all Tier 2 & 3 students. CC intervention leader.

**Intervention Leader**

- Send intervention tracking sheet to the interventionalist.
  - Monitor individual student tracking sheets.
- Send re-evaluation forms one week prior to the student's re-eval (building block and forms already exist) & provide a brief synopsis of the students progress based on the intervention tracking sheets

**Interventionist**

- Implement the intervention with fidelity.
- Maintain accurate attendance and anecdotal records.
- Communicate each instance of escalating or non-compliance with the intervention leader ASAP.

**All Staff**

- All staff members notified of the student's intervention are expected to support the purpose and encourage participation in the intervention.
  - Staff members communicate with the student's interventionist which may include a google form, point sheet or direct email as needed.