



Moore PBIS Campus Expectations



	Locker Rooms	Outdoor Areas	Hallways	Restrooms
Effort	<p>Be prepared and have supplies.</p> <p>Get ready quickly and be self-sufficient.</p> <p>Ask for help only when needed.</p>	<p>Practice positive participation.</p> <p>Follow rules and be accountable for your actions.</p> <p>Demonstrate personal responsibility.</p>	<p>Focus and use self-control while moving around campus.</p> <p>Get to class on time.</p>	<p>Take care of “business” quickly.</p> <p>Get back to class in a timely manner.</p>
Kindness	<p>Do not treat others in a way that you would not want to be treated.</p> <p>Include everyone enthusiastically.</p> <p>Encourage and accept personal differences.</p>	<p>Be supportive of your peers.</p> <p>Be positive and avoid “drama.”</p> <p>Sharing is caring (share a seat at lunch; meet a new person, etc.).</p>	<p>Honor others by helping in times of need (dropped binders, spills, etc.).</p> <p>Be considerate of others’ space.</p>	<p>Practice role model behavior by entering and exiting quickly and quietly.</p> <p>Throw trash in appropriate areas.</p>
Respect	<p>Respect school & personal property.</p> <p>Be courteous to all staff and students.</p> <p>Honor personal space.</p> <p>Take responsibility for your actions.</p> <p>Follow all adult directions immediately.</p>	<p>Wait your turn and be patient at all times.</p> <p>Use appropriate language at all times.</p> <p>Throw away all of your trash.</p> <p>Follow all adult directions immediately.</p>	<p>Voice volume to a minimum.</p> <p>Use appropriate language at all times.</p> <p>Follow all adults directions immediately.</p>	<p>Use restrooms during passing period and lunch as often as possible.</p> <p>Keep hands and feet to yourself.</p> <p>Follow all adult directions immediately.</p>

PBIS = Positive Behavior Intervention Support



Moore PBIS Classroom Expectations



	Entering the Room	During Direct Instruction	During Group Work	Independent Classwork
Effort	<p>Enter the room quietly.</p> <p>Go immediately to your seat.</p> <p>Get your materials out.</p>	<p>Face forward and pay attention to the teacher.</p> <p>Appropriate participation.</p> <p>Ask/Answer questions related to the lesson.</p>	<p>Participate with your group to complete the assigned work.</p> <p>Take responsibility for your role in your group.</p>	<p>Stay on task (concentrate).</p> <p>Follow directions.</p> <p>Work to the best of your ability.</p>
Kindness	<p>Wait patiently to enter the room.</p> <p>Allow others to pass.</p>	<p>Be supportive of your classmates.</p> <p>Positive comments only.</p>	<p>Share supplies.</p> <p>Positive collaboration.</p> <p>Be supportive and listen to your classmates.</p>	<p>Encourage your classmates to do their best work.</p> <p>Choose a quiet activity if you finish early.</p>
Respect	<p>Keep hands and feet to yourself.</p> <p>Voice volume to a minimum.</p> <p>Follow all adult directions immediately.</p>	<p>Sit quietly.</p> <p>Raise your hand!</p> <p>Follow all adult directions immediately.</p>	<p>Keep hands and feet to yourself.</p> <p>Treat all books, classroom materials, and other people's personal property with respect.</p> <p>Follow all adult directions immediately.</p>	<p>Work quietly.</p> <p>Keep hands and feet to yourself (stay seated).</p> <p>Raise your hand if you have any questions or comments.</p> <p>Follow all adult directions immediately.</p>

PBIS = Positive Behavior Intervention Support



PBIS School Organizational Chart



Respect, Kindness, and Effort

Tier I Team Composition		
Role	Individual	Areas of Expertise
Facilitator	Heidi Vandeventer	Coaching
Minute Taker	Jon Best	Academic
Timekeeper	Michelle Depuy	Academic
Data Analyst	Rachel Malatesta	Applied (Student) Behavior
Administrator	Heidi Vandeventer	Coaching
Communication	Earnest Clark	Student Behavior Patterns
Norms Observer	Helga Reese	Academic
PBIS Coach	Rachel Malatesta	Applied (Student) Behavior

Tier II Team Composition		
Role	Individual	Areas of Expertise
Facilitator	Heidi Vandeventer	Coaching
Minute Taker	Jon Best	Academic
Timekeeper	Michelle Depuy	Academic
Data Analyst	Rachel Malatesta	Applied (Student) Behavior
Administrator	Heidi Vandeventer	Coaching
Communication	Earnest Clark	Student Behavior Patterns
Norms Observer	Helga Reese	Academic
PBIS Coach	Rachel Malatesta	Applied (Student) Behavior

Tier III Team Composition		
Role	Individual	Areas of Expertise
Facilitator	Heidi Vandeventer	Coaching
Minute Taker	Jon Best	Academic
Data Analyst	Amanda Rivera	Applied (Student) Behavior
Administrator	Heidi Vandeventer	Coaching
PBIS Coach	Rachel Malatesta	Applied (Student) Behavior



PBIS School Organizational Chart

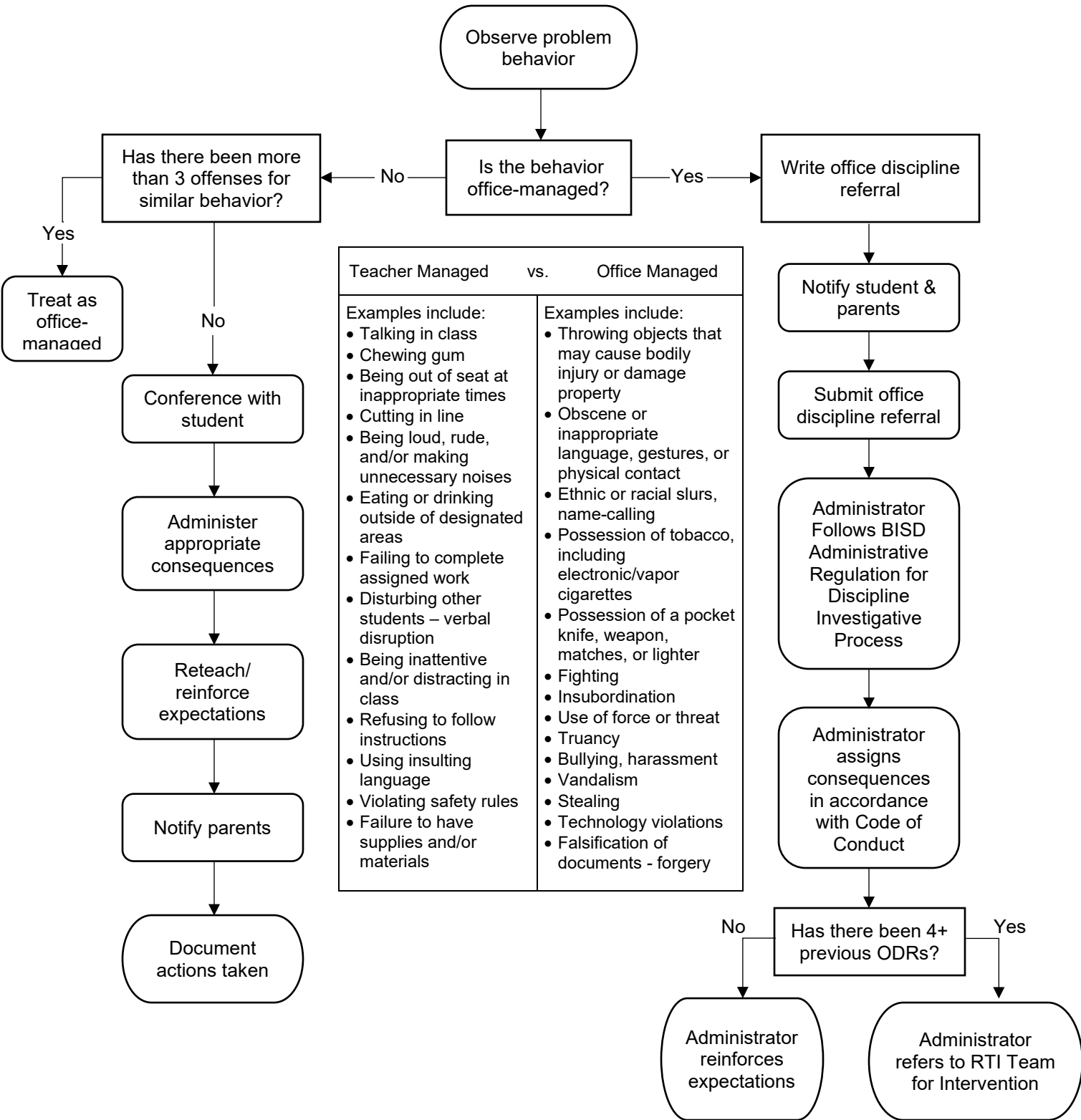


Respect, Kindness, and Effort

Recommended Roles for PBIS Team Members

- **Facilitator** – Starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step
- **Minute Taker** – Takes notes, completes, and distributes minutes within 24 hours of completion of meeting.
- **Timekeeper** – Monitors the amount of time available, keeps the team aware of time limits by giving warnings (i.e., “10 minutes left”)
- **Data Analyst** – Trained in accessing data from discipline data system. Is ready to report “Big 5 +2” data (ODRs per day per month, and ODRs by location, by behavior, by time, by student + disaggregated by race and by disability for most recent month). Analyzes data and creates precision statements for team action planning. Notifies facilitator of potential new problems to add to agenda prior to meeting.
- **Administrator** – Actively encourages team efforts, provides planning time, feedback, and supports initiatives.
- **Communication** – Acts as the point person for communication between the team and staff regarding PBIS and behavior issues.
- **Norms Observer** – May call norms and at the close of the meeting reflect on what the team can celebrate and what they need to refine at the next meeting.
- **PBIS Coach** – District-level (external) and school-based (internal) individuals that facilitate the team through the process and become the school/district’s main PBIS contact.

Discipline Procedure Flowchart





PBIS Action Plan

Respect, Kindness, and Effort

Tier I Action Steps	PBIS Step	Peron(s) Responsible	Timeline	Materials Needed	Evaluation
1 - Establish PBIS organizational chart	1	Assistant Principal	August 1, 2017	None	An updated PBIS organizational chart will be submitted to the District PBIS coach
2 - Share Statement of Behavior Purpose, School-wide Expectations, and Classroom-wide Expectations with staff	2, 3, 4, 5	PBIS Tier 1 Team Whole faculty	August 7, 2017	School-wide expectation matrix Classroom-wide expectation matrix School Assessment Survey (SAS) Tiered Fidelity Inventory (TFI)	School Assessment Survey (SAS) - 08/08/17 & 06/01/18 Internal TFI walkthrough (by 09/15/17) Partner middle school TFI walkthrough (by 01/15/18) External TFI walkthrough (by 04/15/18)
3 - Share and monitor acknowledgement system	6	PBIS Tier 1 Team Whole faculty	Ongoing	QR Reader Student IDs	School Assessment Survey (SAS) - 08/08/17 & 06/01/18 Internal TFI walkthrough (by 09/15/17) Partner middle school TFI walkthrough (by 01/15/18) External TFI walkthrough (by 04/15/18)
4 - Develop and monitor procedures for violations of school-wide expectations	7, 8	PBIS Tier 1 Team Administrator Safety Officer District PBIS Coordinator Director of Student Services	Ongoing	Office Discipline Referral Form Behavior tracking system (Aeries)	Monthly Review



PBIS Action Plan

Respect, Kindness, and Effort

Tier II Action Steps	PBIS Step	Peron(s) Responsible	Timeline	Materials Needed	Evaluation
1 - Establish PBIS organizational chart		Assistant Principal	August 1, 2017	None	An updated PBIS organizational chart will be submitted to the District PBIS coach
2 - Identify students requiring Tier II intervention supports		PBIS Tier 1 Team Administrator Safety Officer District PBIS Coordinator Director of Student Services	Ongoing	Office discipline referral data Universal screener (e.g. SDQ)	Office discipline referral data Strengths/Difficulties Questionnaire (SDQ) Aeries analytic data Suspension data Expulsion data
3 - Select appropriate interventions		PBIS Tier 1 Team Administrator Safety Officer District PBIS Coordinator Director of Student Services	Ongoing	Check-in / Check-out sheets Social skills class Peer buddies	Office discipline referral data Strengths/Difficulties Questionnaire (SDQ) Aeries analytic data Suspension data Expulsion data



REDLANDS UNIFIED SCHOOL DISTRICT

NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA.

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. You have the right to be informed by the school district of your rights under Section 504. (The purpose of this Notice form is to advise you to those rights.) 34 CFR 104.32
2. Your child has the right to an appropriate education designed to meet their individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35

7. Testing and other evaluation procedures must conform with the requirement of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical condition, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. 34 CFR 104.35
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements, for least restrictive environment and comparable facilities. 34 CFR 104.35
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. 34 CFR 104.36
10. You have the right to notice prior to any action by the district in regard to the identification, evaluation or placement of your child. 34 CFR 104.36
11. You have the right to examine relevant records. 34 CFR 104.36
12. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36
13. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written appeal with the district's Section 504 Director, Jon Best, within ten (10) calendar days from the time you received a written notice of the Section 504 Committee's action(s). A hearing will be scheduled before a hearing officer and you will be notified in writing of the date, time, and place for the hearing.
14. If you disagree with the decision of the hearing office, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36
15. On Section 504 matters other than your child's identification, evaluation, and educational placement, you have a right to file a complaint with the district's Section 504 Director, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort tot reach a prompt and equitable resolution.
16. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office which covers California is:

United States Department of Education
Office for Civil Rights, Region IX
Old Federal Building
50 United National Plaza, Room 239
San Francisco, CA 94102