

GILCHRIST COUNTY SCHOOL DISTRICT



A Framework for Safe and Successful Schools

July 2019

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Vision Statement: *To continually provide high performing schools which include diversified experiences to all students so they exit college and/or career ready, are productive, contributing citizens and have an appreciation for and willingness to serve their community.*



GCSD Executive Summary

The Gilchrist County School District has embraced A Framework for Safe and Successful Schools as a model for the mental health services provided in all four of our public schools: Bell Elementary, Trenton Elementary, Bell Middle/High and Trenton Middle/High. The framework builds on the use of our prior implemented Multi-tiered Systems of Support program and is in concert with the work completed in our effort toward compliance with the Marjory Stoneman Douglas High School Public Safety Act signed into law on March 9, 2018. This plan has been established to expand school-based mental health care in Gilchrist County Schools.

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1. Integrate Services through Collaboration

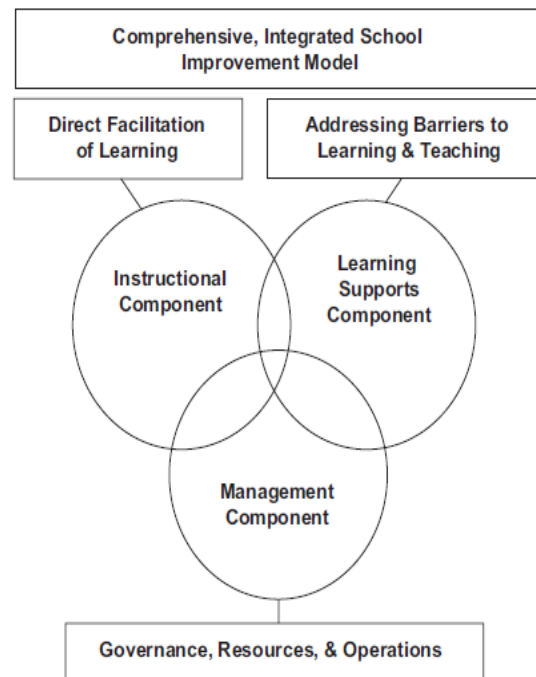
Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.

GCSD

The Gilchrist County School District offers evidenced-based mental health awareness and assistance programs that assist school personnel to identify and understand signs of emotional disturbances, mental illness, and substance abuse disorders and provide the skills for delivery of services.

Overall, the Gilchrist County School District is committed to meet the educational needs of all students. In order for learning to occur, a focus must be maintained on the learning process. Is the content being delivered in a manner where all students have an opportunity to learn? Are there some students that are learning while others are not? An integrated services approach allows for a school district to problem solve on both sides of this dilemma. The goal is to balance between fine-tuning the art of teaching with meeting the individual needs of all students along the way. It is not always easy to make changes to instructional delivery. In addition, it is not always apparent how to resolve barriers that interfere with learning. However, it is through collaboration that true problem solving occurs. The goal of Integrated Services through Collaboration is to look at the problem through all three lens (Instructional component, Learning Supports Component and the Management Component), bringing all of your available resources together until we can ensure that the educational needs of all students are

Figure 1.



Note. Adapted from UCLA Center for Mental Health in Schools and the National Association of School Psychologists. (2010). *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two- to a Three-Component Approach* [Advocacy statement]. Adapted with permission.

Meeting the full continuum of standard needs is dependent on integration of services through collaboration between schools and community mental health providers and is accomplished through a school-wide multi-tiered system of support (MTSS). Rather than viewing school safety as a targeted outcome for a single, stand-alone program or plan developed by the school building principal alone, the Gilchrist Model seeks to integrate all services for student and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning.

2. Implement Multi-tiered Systems of Supports (MTSS)

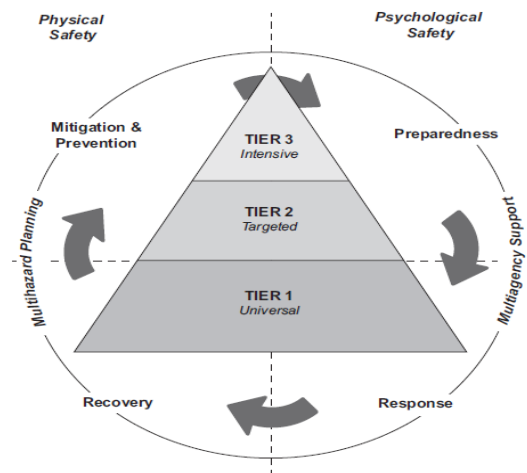
Implement multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.

GCSD

Mental health programs offer three tiers of support: **Universal (Tier 1)** to include mental health promotion activities to all students, **Targeted (Tier 2)** prevention services for students identified as at-risk for a mental health problem, and **Intensive (Tier 3)** services for students who already show signs of a mental health problem.

Problem solving teams will select an intervention that has evidence supporting it and also examine the contents of the intervention to determine if it contains appropriate strategies to target the present problem behavior. Gilchrist County incorporates Response to Intervention (RtI) and Positive Behavior Intervention and Support (PBIS) as part of implementing the Multi-tiered Systems of Support (MTSS) framework. This framework will be even more effective with the coordination of school-employed services and community-based service providers to ensure integration of services among the school, home and community.

Figure 2. Comprehensive Safe Learning Environment: The M-PHAT Approach



Note. From *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety – Prevention Through Recovery*, by M. A. Reeves, L. M. Kanan, & A. E. Plog, 2010, New York, NY: Routledge. Reprinted with permission.

DELIVERY OF EVIDENCE-BASED MENTAL HEALTH SERVICES

What awareness prevention efforts are provided that address mental health issues at tier one?

Strategies are used to improve the early identification of social, emotional, or behavioral problems or substance use disorders, to improve the provisions of early intervention services, and to assist students in dealing with trauma and violence. PBIS is used to teach expected behavior to all students as a Tier 1 service. In addition, teachers are trained and school counselors assist with bullying awareness and prevention activities using Stop Bullying.gov and Eyes on Bullying curriculum. A universal screen is used at the start of the school year for all students to identify any students who might be in need of greater support during the school year. Teachers are supported through consultation and collaboration on how to contribute to their students' mental health by creating safe learning environments for students. All staff and students of the Gilchrist County School District participate in the Character First character trait program in conjunction with our community program and uses Student Ambassadors to help promote the monthly character trait and develop leadership skills. All staff will also complete mental health training as part of our awareness prevention efforts that will provide an overview of mental illnesses and substance use disorders and the need to reduce the stigma of mental illness. Information on the potential risk factors and warning signs of emotional disturbances, mental illness, or substance use disorders, including, but not limited to depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks according to our school board approved training plan. Resources will also include Mental Health First Aid and Kognito. Suicide prevention program Elephant in the Room is used at the middle and high level.



What evidenced based targeted mental health interventions are available to address mental health at tier 2?

School counselors work with problem-solving teams to design and implement evidenced-based interventions to meet the behavioral and mental health needs of students. Interventions at the tier 2 level include Second Step lessons (elementary), Check-in Check-out, Leaps lessons, and small group counseling. A strategy being implemented to increase direct services to students is the additional mental health counselor and will assist with small groups. The progress of the intervention will be reviewed for effectiveness through the PBIS, problem-solving meetings that take place over the course of the school year. In addition, the district will collaborate with SEDNET (Students with Emotional/Behavioral Disabilities Network) for appropriate interventions for tier 2 behavior as well. The Focus (alternative education setting) Program will be available for short term stays and for modified schedules as a behavior intervention when needed for students in Grades 6-12. Additional on-going counseling will be provided in the district’s alternative education program, Focus, by a certified guidance counselor.

What intensive evidenced based mental health interventions and services are available to address mental health needs at tier 3?

Threat assessment teams and problem solving teams will meet to address the mental health needs determined to be at the tier 3 level. Individual counseling (either by school staff or through a community service), would be considered and recommended, if needed. School counselors also assist with the development of behavior plans for students when needed. The district will collaborate with SEDNET for appropriate interventions for tier 3 behavior as well. The Focus (alternative education setting) Program will be available for students as a behavior intervention when needed for students in Grades 6-12. Community Action Team (CAT) services are available for children 11 to 13 years of age, adolescents, and young adults from 18-21 years of age with serious behavior conditions who are at risk of out-of-home placement. The CAT Team will provide services including, but not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. In addition, the Mobile Response Team is available to serve children up to age 25 who are in a crisis. These behavioral services may be provided on or off school campus and may be supplemented by telehealth. The Gilchrist County School District’s Guidance Plan includes re-entry protocol for student returning to school after a Baker Act. There is also re-entry protocol for students returning to GCSD from a juvenile setting as well.

ASSESSMENT, DIAGNOSIS, INTERVENTION, TREATMENT AND RECOVERY

Does your plan include mental health screenings and assessment procedures for determining which students need mental health interventions and treatments?

A universal screener is currently in place to be completed at the start of each school year and is completed on all students K-12. This universal screener is conducted approximately one month into the school year after all teachers have had ample time to observe students’ current behavior. After completing the screener, problem-solving teams meet to review the data and collaboratively identify the students who they believe are in need of interventions and services. In addition, information will flow out of our problem-solving teams and through our review of the early warning system. The Director of Mental Health Services is tasked with a review our current procedures and coordinate new ones if needed (job duties included in this document). This process is also described in the section above relating to Tier 1 resources.



Does your plan include coordination and supports for students who received intensive community mental health services?

Meeting the full continuum of student needs is dependent on collaboration between schools and community mental health providers and is accomplished through the MTSS process. School teams and partners work together to analyze data to determine appropriate mental health supports and services. The collaboration reduces barriers to access, allows interventions to occur in natural settings, provides schools with a more diverse range of resources and supports and improves outcomes for young people. These may include community-based mental health services that may provide supplementary or intensive services that go beyond school capacities. Partnerships include: State and local law enforcement agencies; The Department of Juvenile Justice; The Department of Children and Families; The Agency for Health Care Administration; Agency for Persons with Disabilities; The Statewide Guardian Ad Litem Office; Severely Emotionally Disturbed Network; Multidisciplinary Diagnostic and Training Program; Meridian Behavior Health Care; Community Action Team; Interface Youth Program Shelters; Haven Hospice; The Gilchrist County Health Department; The University System; and Center for Autism and Related Disabilities.

Policies and procedures, including contracts with service providers will ensure that students who are referred to a school-based or community-based mental health identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

SERVICES FOR ONE OR MORE CO-OCCURRING MENTAL HEALTH OR SUBSTANCE ABUSE DIAGNOSIS AND STUDENTS AT RISK OF SUCH DIAGNOSIS

Describe process for identifying and delivering evidence-based mental health interventions and evidence-based substance abuse interventions to include strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems.

Mental Health: School counselors refer parents or guardians to community services for long-term counseling needs and to deal with crisis such as suicide, violence, abuse, substance abuse, and terminal illness. Community resources may include: mental health services, employment and training programs, juvenile services, and social services.

Substance Abuse: The Gilchrist County School District uses the DARE (Drug Abuse Resistance Education) at the elementary and middle school level as an evidenced-based mental health intervention. D.A.R.E. is a police officer-led series of classroom lessons that teaches children how to resist peer pressure and live productive drug and violence-free lives.

Opportunities occur from time to time via Meridian Behavioral Healthcare, Inc. that brings additional drug prevention programs into our middle school grades through our physical education classes. In addition, the middle schools teachers have access to the Too Good for Drugs curriculum to use during middle school intervention time. Secondary students receive instruction on substance abuse interventions when taking the HOPE Physical Education Course.

3. Improve Access to School-Based Mental Health Supports

Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.

GCSD School-based Service Providers

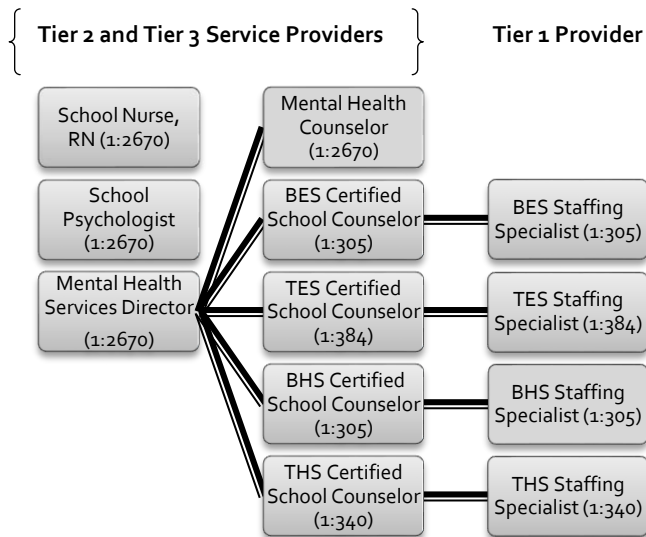
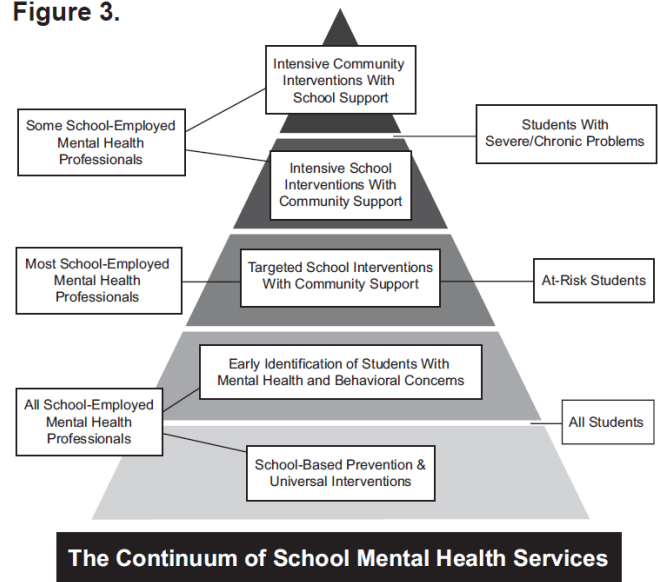


Figure 3.



Note. Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services," by the National Association of School Psychologists, 2006, *Communiqué*, 35(1), p. 27. Copyright 2006 by the National Association of School Psychologists. Adapted

The Mental Health Services Director (supplemental) position coordinates the mental health services for the Gilchrist County School District.

We assure that the Mental Health Assistance Allocation does not supplant other funding sources or increase salaries or provide staff bonuses. Services provided by the Mental Health Service Director will be billed through Medicaid as warranted.

Mental health is developed early in life and educators play a significant role in ensuring that students' experiences throughout their school careers contribute to their positive mental health. Gilchrist County believes that access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, and social-emotional learning. Adequate staffing levels, in terms of school-employed mental health professionals (school counselors, school psychologist, school social worker, and school nurses) are needed to ensure that services are high quality, effective and appropriate to the school context.

School counselors, school psychologists and social workers (when available) will offer individual skills that complement one another and provide a wide range of services such as: collecting, analyzing, and interpreting school-level data to improve availability and effectiveness of mental services; designing and implementing interventions to meet the behavioral and mental health needs of students; promoting early intervention services; providing individual and small group counseling; providing staff development related to positive discipline, behavior, and mental health (including mental health first aid); providing risk and threat assessments; supporting teachers through consultation and collaboration; and coordinating with community service providers and integrating intensive interventions into the schooling process.

Credentials of mental health services providers employed by the district when on staff: School Psychologist- Ed.D in Counseling Psychology, Licensed by the Department of Health, Certified by State of Florida; School Psychologist- Ed.S in Psychology, Certified by State of Florida; and School Counselors- Master's Degree in Guidance and Counseling, Certified by State of Florida.

COLLABORATIVE PARTNERSHIPS WITH COMMUNITY PROVIDERS AND AGENCIES

Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.

Referrals will be generated from the MTSS process, monthly Early Warning Systems reviews, and through our problem-solving teams (to include Threat Assessment Teams). The process for coordinating with providers is through direct contact through a referral. The parent signs Consent to Release Information for agencies to be able to share information. The sharing of confidential information between agencies concerning students at risk of emotional disturbance or mental illness is necessary to access appropriate services to ensure the safety of the student or others.

Describe procedures for referring students to community-based mental health interventions and community-based mental health providers for treatment.

School counselors (to include staffing specialists) refer parents or guardians to community services for long-term counseling needs and to deal with crisis such as suicide, violence, abuse, and terminal illnesses. These community resources may include: mental health services, employment and training programs, juvenile services, and social services.

COORDINATING MENTAL HEALTH SERVICES WITH A STUDENT'S PRIMARY CARE PROVIDER AND OTHER MENTAL HEALTH PROVIDERS, INCLUDING PROCEDURES FOR INFORMATION SHARING

Describe the process for coordinating mental health services with a student's primary care provider or other mental health provider including information sharing?

The process for coordinating with providers is through direct contact through a referral. The parent signs Consent to Release Information form for agencies to be able to share information. The sharing of confidential information between agencies concerning students at risk of emotional disturbance or mental illness is necessary to access appropriate services to ensure the safety of the student and other.

STRATEGIES TO DIRECT EMPLOYMENT OF SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDERS TO EXPAND AND ENHANCE SCHOOL-BASED STUDENT SERVICES AND REDUCE THE RATIO OF STUDENTS TO STAFF. PROVIDERS INCLUDE BUT ARE NOT LIMITED TO: CERTIFIED SCHOOL COUNSELORS, SCHOOL PSYCHOLOGISTS, SCHOOL SOCIAL WORKERS, AND OTHER LICENSED MENTAL HEALTH PROVIDERS.

GCSD will add a new mental health counselor that will be available to all (4) GCSD schools. In addition, the Director of Mental Health Services will replace time spent in prior year establishing a program with more time providing direct services to students in GCSD schools. And, a certified guidance counselor will be providing direct service to students in the district's Alternative Education Program.

STUDENTS SCREENED/ASSESSED AND RECEIVE SERVICES/ASSISTANCE

Describe how you will document how many students are referred for services and how many students receive school based and community services.

The Director of Mental Health Services will maintain a record keeping system that will track how many students are referred for services and how many students receive school based and community based services. Currently, information is collected as part of a monthly instructional team report that all school-based administrators have to complete and submit to the superintendent. The report includes information associated with the Early Warning System as well as MTSS/ PBIS meetings.

The Director of Mental Health Services and the School Safety Officer will ensure a Threat Assessment document is used to assist in the data collection regarding threat assessment teams and services that are needed or provided.

Referrals to community agencies are already maintained in the guidance office. However, a new form will need to be created for documenting school-based services that occur throughout the school year. Again, this system of record keeping will be developed by the Director of Mental Health Services.

Describe other outcome data that will be used to evaluate effectiveness of services (e.g., Early Warning System indicators, Youth Risk Behavior Survey data, and school climate / student engagement data)

The outcome data will vary based on the service and/or the intervention. However, whatever data sources were used to indicate a student needed services would serve as a baseline and the same data would be analyzed after intervening to determine the effectiveness of the intervention.

4. Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response, and Recovery

Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.

School Safety, Threat Assessment and Problem Solving Teams

School Safety Specialist: Ray Stoel, Bell Elementary School, Assistant Principal

Primary duties: Responsible for the supervision and oversight for all school safety personnel, policies, and procedures in the school district.

1. Review policy and procedures for compliance with state laws and rules.
2. Provide necessary training and resources to students and school district staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security.
3. Serve as the school district liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security.
4. Conduct a school security risk assessment in accordance with s. 1006.1493 at each public school using the school security risk assessment tool developed by the Office of Safe Schools.
5. Conduct a tour of each campus once every 3 years with first responders.

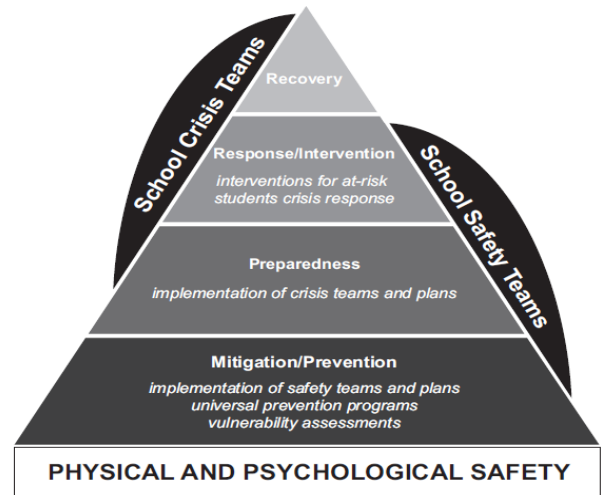
Threat Assessment Teams-the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. Upon the availability of the behavior threat assessment instrument developed pursuant to s. 1001.212(12), the threat assessment team shall use the instrument (Sandy Hook Model).

A threat assessment team shall include: persons with expertise in counseling, instruction, school administration, and law enforcement.

Problem-solving Teams- MTSS and PBIS teams, grade level teams and content area teams.

School Safety Teams: Committee of staff who meet for the purpose of monitoring the needs of the school campus as well as the safety needs of the students.

Figure 4.



Note. Adapted from Cherry Creek School District. (2008). *Emergency response and crisis management guide*. Greenwood Village, CO: Author. Adapted with permission.

Training

Staff will participate in training on blood borne pathogens, workplace harassment, bullying, child abuse, professional ethics and mental health.

Drills

Drills have been designed in conjunction with local safety experts. Drills will be conducted monthly for active shooter and fire evacuations. Bus evacuation drills will take place at the beginning and middle of the school year. Severe weather drill will be conducted in the spring.

Resources

School Mental Health Referral Pathways Toolkit
PREPaRE
Mental Health First Aide
Trauma Informed Care

5. Balance Physical and Psychological Safety

Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.

The Gilchrist County School District will combine reasonable physical security measures with efforts to enhance school climate and more fully promote overall school safety. The following physical and psychological safety measures will be in place.

School Security Risk Assessment

The information gathered in the Florida Safe Schools Assessment Tool (FSSAT) is classified as For Official Use Only, is protected from public disclosure under s. 281.301 F.S., is exempt from public records requests under s. 119.071(2)(d) F.S., and should be handled accordingly.

FSSAT is a product of the Office of Safe Schools and will be completed for each of the (4) GCSD schools on an annual basis as coordinated by the School Safety Specialist.

At a minimum, the FSSAT must address all of the following components:

- School emergency and crisis preparedness planning
- Security, crime, and violence prevention policies
- Physical security measures
- Professional development training needs
- An examination of support service roles in school safety, security, and emergency planning
- School security and school police staffing, operational practices, and related services
- School and community collaboration on school safety, and physical security controls

In accordance with ss.119.071(3)(a) and 281.301, data and information related to security risk assessments administered pursuant to this section and s. 1006.07(6) and the security information contained in the annual report required pursuant to subsection (3) are confidential and exempt from public records requirements.

School Resource Officers

Safe-school officers at each public school. Through an agreement with the Gilchrist County Sheriff Office, there is (1) School Resource Office (SRO) assigned to each GCSD school during school hours.

For protection and safety of school personnel, property, students, and visitors, each district school board and school district superintendent shall-

- Partner with law enforcement to establish or assign (1) or more safe-school officers at each school facility within district by implementing any combinations of the following:

Establish School Resource Officer Program

- Undergo criminal background checks, drug testing, and psychological evaluation
- Be a certified law enforcement officer who is employed by a law enforcement agency
- The SRO shall abide by district board policies and shall consult with and coordinate activities through the school principal, but shall be responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a district school board and a law enforcement agency. Activities conducted by a SRO which are part of the regular instructional program of the school shall be under the direction of the school principal.
- Complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention
 - Training shall improve officer's knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness,

including de-escalation skills to ensure student and officer safety.

Guardian Program- School Board approved, June 5, 2018

A school guardian has no authority to act in any law enforcement capacity except to extent necessary to prevent or abate an active assailant incident on a school premise.

Excluded from participating in the 2018-2019 School Year:

- Individuals who exclusively perform classroom duties as classroom teachers

This limitation does not apply to:

- Classroom teachers of JROTC
- Current service members
- Current or Former Law Enforcement Officer

SB 7030 now allows the following individuals to serve as a school guardian upon satisfactory completion of training and certification by a Sheriff:

- School district employee or personnel who volunteers to serve as a school guardian in addition to his or her official job duties; or
- An employee of a school district who is hired for the specific purpose of serving as a school guardian

It is important to note that there is extensive training the guardian would have to complete. The training requires greater accuracy than an actual, serving law enforcement employee. Here is a list of the required training:

- Hold (or be willing to obtain) a valid concealed weapons license
- Complete 144 total hours of comprehensive firearm safety and proficiency training
 - 80 hours firearm instruction
 - 16 hours of instruction in precision pistol
 - 8 hours of discretionary shooting instruction
 - 12 hours instruction in legal issues
 - 12 hours diversity training
- Complete and pass a Fit for Duties Examination by a physician
- Complete at least (4) hours of defense tactics instruction
- Pass a psychological evaluation administered by a licensed psychologist
- Submit to and pass initial drug test and subsequent random drug tests
- Successfully complete ongoing training, weapon inspection, and firearm qualifications on at least an annual basis
- Successfully complete at least 12 hours of a certified nationally recognized diversity training program

6. Employ Effective, Positive School Discipline

Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.

PBIS-Positive Behavioral Interventions Support

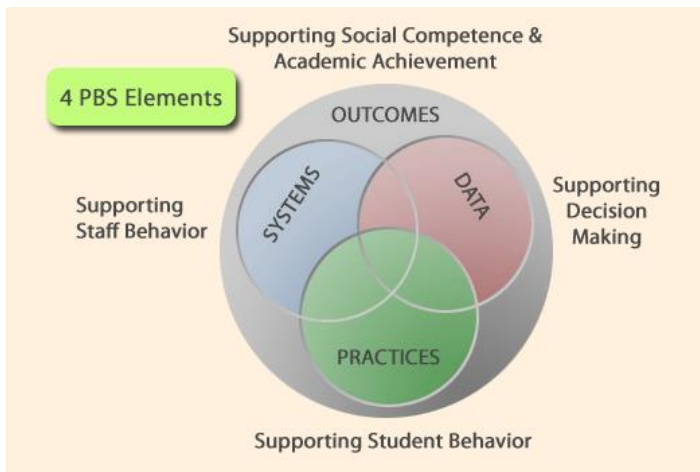
<https://www.pbis.org/scschool>

The Gilchrist County School District is a PBIS School District with active programs at all (4) schools.

<https://www.pbis.org/scschool>

What is School-wide PBIS?

"One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional."



Why is it so important to focus on teaching positive social behaviors?

"Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm."

7. Allow for the Consideration of Context

Consider the context of each school and district and provides services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.

According to A Framework for Safe and Successful Schools, there is no one-size-fits-all approach to creating safe and successful schools. To be most effective, schools should assess the structures and resources already in place and determine what additional resources are needed. Schools should provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to their unique student populations and learning communities. Additionally, decisions regarding appropriate security measures, including the use of SROs, should be determined by each school's leadership team and not via universal mandate.

8. Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

The schools of the Gilchrist County School District will vary considerably in their readiness to change and in their ability to accept the suggestions included within this document. Recognizing that sustainable change takes time both to improve acceptability and allow for full implementation will help set districts up for success rather than setting unrealistic goals. Efforts for change should not be abandoned if goals are not immediately met, as frequent programmatic changes lead to more resistance to change among school personnel in the future (A Framework for Successful Schools, 2013).