

Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress. Within the multi-tiered framework of RTI<sup>2</sup>-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

## RTI<sup>2</sup>-B Tiers

**Tier I:** Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support

**Tier II:** Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports.

**Tier III:** Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students.

## Mission Statement

The mission of Holice Powell School is to create an environment in which students, staff members, and community members exhibit appropriate and positive behavior and attitudes that will lead to quality learning experiences.

Our faculty and staff at Holice Powell School are committed to fostering an environment that encourages academic, social, and behavioral growth for each individual student.

The Holice Powell Community is grateful for the tremendous support of our parents and families. By volunteering and being present on the school campus, you are an integral member of our mission. Thank you for your continued support and commitment to our school, our students, and our faculty and staff.

# HOLICE POWELL ELEMENTARY SCHOOL



## What is PBIS?

- PBIS stands for Positive Behavior Interventions and Supports.
- PBIS is a process for teaching appropriate behaviors and offering interventions to those struggling to follow school expectations.
- PBIS offers clear school wide expectations with incentives and consequences.

## **HPS Expectations**

- Have Respect
- Prepare Yourself
- Show Responsibility

Students are expected to be respectful, prepared, and responsible in all areas of school.

## Reward System

Our goal is to acknowledge students for displaying our three behavioral expectations. Students who are caught following the HPS expectations will receive a scan. These scans accumulate and can be used to purchase items from the PBIS store.

Students who do not receive **ANY** write ups (major or minor) the entire year will be able to attend a special end of year celebration/field trip. Last year students went on a field trip to Reelfoot Lake.

### **Behavior Celebrations**

A behavior celebration is held each nine weeks. Students who have exhibited the HPS expectations get to attend.

1<sup>st</sup> Nine Weeks: If a student receives 3 minors or 1 major, they will not attend the celebration.

2<sup>nd</sup> Nine Weeks: If a student receives 3 minors or 1 major, they will not attend the celebration.

3<sup>rd</sup> Nine Weeks: If a student receives 2 minors or 1 major, they will not attend the celebration.

4<sup>th</sup> Nine Weeks: If a student receives 2 minors or 1 major, they will not attend the celebration.

## Consequences

### **Minor Consequences**

When a minor behavior occurs that does not follow the HPS expectations, the student will be given a verbal warning and retaught the expectations. Minor behaviors include, but are not limited to, being off task, incomplete work, and excessive talking. If the behavior continues, the student will be given an appropriate consequence, the behavior will be documented in the PBIS system, and the parent will be notified in writing. Parents will be responsible for signing the document and returning it to school. Consequences include, but are not limited to, loss of recess, seat change, and lunch detention. Four minor behavior referrals in one nine weeks will result in an office visit, ISS, and be entered in the PBIS system as a major.

### **Major Consequences**

If a student's behavior is seen as a major incident, the student will immediately be sent to the principal's office without any interventions. Major incidents include, but are not limited to, physical aggression, verbal aggression, and defiance. Certain behaviors outlined in the Handbook will be addressed according to district policy.

1<sup>st</sup> Major: Principal's Visit, Parent Phone Call, ½ Day ISS, No Behavior Celebration

2<sup>nd</sup> Major: Principal's Visit, Parent Phone Call, 1 Day ISS, No Behavior Celebration

3<sup>rd</sup> Major: Principal's Visit, Parent Meeting, 1 ½ Day ISS, No Behavior Celebration

4<sup>th</sup> Major: Principal's Visit, Parent Meeting, 2 Days ISS, No Behavior Celebration