

# Super Paw's FAQ for parents

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## **What does PBIS stand for?**

*Positive Behavior Interventions and Supports*

## **Why is PBIS important?**

*PBIS challenges students and adults to maintain consistent expectations and inspires positive behaviors within the learning environments.*

## **What does a PBIS Team do?**

*Our Super Paw Committee is made up of CREC staff members who meet regularly on a monthly basis to review and revise program expectations, recognition program, lesson plans, and discipline data*

## **What is CREC's school motto?**

*Caring kids at CREC are respectful, responsible, and trustworthy.*

## **What are our immediate, intermediate, and long range rewards?**

*Immediate...paw passes*

*Intermediate...golden awards*

*Long range...end of the month rewards such as Panther Mart, kick-off Carnival, movies, raffles and Super Paw Palooza*

## **What does "Tier I" mean?**

*Tier I refers to the overall school-wide Super Paw program that all students, staff participate in on a daily basis in all settings of the school environment. Expected students behaviors are taught directly and rewarded regularly.*

## **How and when do we teach the expected behaviors?**

*A behavioral curriculum which includes explicit lesson plans regarding each targeted area within the school environment have been created by the Super Paw committee and can be found in your Super Paw folder in the lesson plan section. A schedule for the cafeteria, bathroom, hallway, playground, and bus has been developed and is also located in your Super Paw folder.*

## **Is bully prevention included in our program?**

*Yes, CREC utilizes the Bully Prevention in Positive Behavior Support (BP-PBS.) Our Stop-Walk-Talk program focuses on teaching students how to respond to students exhibiting disrespectful behavior. Pre-scripted lesson plans can be found on the staff portal under Bully Prevention in the "Super Paw" tab. Expected students behaviors regarding Stop-Walk-Talk are included for each setting of our Super Paw program. We also teach the Second Step Bullying prevention program in Second Grade.*

## **What does "Tier II" mean?**

*Tier II requires more targeted interventions for students who exhibit negative behaviors. Targeted Interventions may include Social Skills Groups and Behavior Education Program (BEP) Check-In/Check-Out (CICO).*

## **How do students enter Tier II?**

*Counselors and Administrators review demerit and office referral (ODR) data. Red flags concerning these students arise when students have received 3 or more referrals; problem behaviors are occurring across locations and times; and spikes in classroom behavior data are occurring. The counselors will then consult with the classroom teacher and contact the parents concerning the program.*

**What does “Tier III” mean?**

*Tier 3 requires more intensive and individualized programming. Tier 3 interventions are for students whose behavioral concerns are not appropriate for BEP/CICO; are presenting with more internalizing, emotional issues; and have not been successful with Tier II supports.*

**What are Tier III Interventions?**

*Tier III Interventions may include Informal Classroom Assessments conducted by the Behavior Specialist through a referral and discussion with the Child Study Team (academic/behavior support planning and problem solving team); referral to Project Won to One School-Based Behavioral Health Program; or a full Functional Behavior Assessment (FBA) that may conclude with a recommendation for the need for special education services.*

**How do we handle a student exhibiting negative or problem behaviors?**

*Classroom problem behaviors should be managed through the grade-level pull-a-card system and documented on the class behavior chart (turned in monthly to guidance). When the classroom system has been exhausted, the teacher follows the procedures outlined for issuing demerits and office referrals.*

**What is our Super Paw Data Collection system?**

*Any and all demerits and office referrals are entered into e-school and SWIS (School-wide Information System). From there, data is summarized and disaggregated based on student, grade level, offense, location, etc. Data is then sent out to faculty monthly and reviewed/discussed at grade level meetings. Booster training activities for students are developed, modified, and conducted based on school data.*

**Are parents made aware of our Super Paw program and expectations?**

*Information is sent home to parents at the beginning of the school year outlining our Super Paw program. We encourage parents to discuss with their children ways in which they can be caring, respectful, responsible, and trustworthy within the home. Throughout the school year, parents are informed of Super Paw events, accomplishments, rewards through our monthly school newsletter.*