

SOMERSWORTH HIGH SCHOOL

&

CAREER TECHNICAL CENTER

PBIS FAMILY ENGAGEMENT MANUAL



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[SHS/CTC PBIS Teams](#)

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**The Somersworth High School & Career Technical Center
Mission Statement:**

The Somersworth High School community will foster intellectual curiosity, critical thinking, and literacy in students while developing respectful, responsible, and articulate global citizens.

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Section One: PBIS Universal Team & Family Engagement

PBIS UNIVERSAL TEAM

The mission of the PBIS Universal Team is to create, promote and monitor the development of school-wide behavior expectations through data based decision making to help maintain and improve a positive school culture.

What is PBIS? PBIS is a sustainable, proactive process that improves social, behavioral, and academic outcomes through positive, preventive evidence-based strategies, collegial and collaborative teaming, and data-based decision

-Muscott & Mann, 2003

Standard

1

Welcoming All Families into the School Community

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Positive Behavior Support for Family

The link between families and positive behavioral interventions and supports is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections. In many schools, family participation in the school-wide positive behavior support process is growing. Family members are part of state, district, and school planning teams and participate in school-wide activities in a variety of ways. Family members participate in the assessment and problem solving process to create individualized positive behavior support plans for their children. <http://www.pbis.org>



A. Welcoming Letter

When new families come to Somersworth High School to register a new student they are asked to visit the guidance office. Once in the guidance office, they will discuss the course offerings with a guidance counselor. Parents can also ask general questions about living in Somersworth and the greater community. After a new student has become a registered student, the guidance secretary will send out the Welcoming Letter. This letter is located on the “I drive” in the “Family Engagement” folder (I:\High School\Universal Team\Family Engagement). A copy of this is also located in Appendix A. Welcome letter will also include the SHS/CTC PBIS brochure. Please refer to Appendix B.

B. Phone Call to New Families

Part of the PBIS culture that is cultivated at SHS/CTC is to try to foster a “Community of Caring” where by the students truly feel that the adults within the building sincerely care for Somersworth students and are working hard to make them successful. One way to help build a community of caring is for one of the Administrators to call new families within 1 to 2 weeks of the new student starting at SHS/CTC. Refer to Appendix C to view script of questions.

C. “Walls” Tell the Story of the School-Wide PBIS Behavior Expectations.

The Positive Behaviors Expectations are visible in all common areas of school:

Be Safe, Be Respectful, Be Responsible, Be Cooperative

- The Universal Team creates posters and hangs them in all specified locations before School begins each year or Freshman Orientation. The Universal team will also ask teachers during first teacher workshop days if they need a Classroom Behavior Paw for their room before the start of the year.
- “PAW” posters are located at: Enter/Exits Hallways, Classrooms, and the Cafeteria. Mini “paw” posters with magnets located in all freshman lockers. These magnets are put in the lockers before freshman orientation by a member of the Universal Team.
- Behavior expectations change according to location. i.e. café, classroom, hallway, enter/exit.

- Materials and supplies necessary: Large scale printer, paper, laminator, tape/adhesive, magnets

A sample “paw” can be found in Appendix D

D. Freshmen Orientation, New Student and Transfer Student.

Setting the date...

The Freshmen, New Student, and Transfer Student Orientation (FNTO) takes place the first Thursday the teachers are back for Teacher Workshop Days. During this orientation, the PBIS Behavior Expectations are explained to parents and students, along with other important school information. This date can be set in late May, early June. Please contact the Middle School to let them know the date and times. They will add it to their last mailing of the year. Next, the Athletic Director will let all sport teams know the date and time. The previous date setting and contacting is taken care of by the Principal.

The Assistant Principal will contact the advisors of Student Council to make sure 10-12 students are available for small group student tours. The Principal will contact 5-7 parents to attend the “Parent Panel” to answer questions from incoming student’s guardians. The Principal will also contact the Nurse, Librarian, Athletic Director and Department Heads to ensure all are available to attend in order to lead Parent Tour Groups. All faculty should also be invited to attend in the staff “Welcome Back” letter that the Principal sends out in early August. All available guidance counselors should also attend in order to help with any schedule questions or concerns.

In the “August Hilltopper News” the Assistant Principal will make sure to put in information on the date, schedule and what occurs during it. See below for example:

FRESHMEN & Transfer Student ORIENTATION
Thursday, August 23rd
5:00 – 7:30pm

5:00-5:15 Light refreshments and finger foods

5:30-6:00 Administration Welcome!

Parent Schedule

6:10-6:40 Small group tours of high school

6:40-7:00 Cafeteria – Meet the Athletic Director, School Nurse, Department Heads

7:10-7:30 Parent Panel Q&A

Student Schedule

6:10-7:30 Small group tours, locker opening training, group activities hosted by the Student Council

This same information will also be sent to Channel 22. The Administrators will contact the City Manager by sending a PowerPoint slide to his work email address. This is also done by the Assistant Principal. About a week before the event, the Principal will do an “Alert Now” to all incoming new students. In July, all PowerPoints are updated by the Universal Team for the beginning of the school year and given to the Assistant Principal. These updates include any new programs, new behavioral expectations and any new major discipline definitions. These PowerPoints can be found on the “I Drive” in “Administration PowerPoint’s.”

Planning and Implementing Orientation...

The Principal will coordinate funds to provide finger foods and drinks for students and families. Examples: small packs of pretzels and small water bottles. The Assistant Principal will contact the Librarians to have the microphones, DPS and screen set up for the event. When the date is set in June, the Assistant Principal will set up a schedule on SchoolDude, and then check in with the custodial staff to ensure the cafeteria is set up in assembly style seating for about 200 people.

The Guidance Secretary will print out schedules at the beginning on August for all freshmen and new students. The Assistant Principal’s secretary will then attach stickers on each of the schedules that has the student’s locker number and combination on it. These schedules are passed out by Student Council members the night of orientation. The Student Council Members will give families small group tours of the school. A member of the Universal Team will put the “paw” magnets in the lockers prior to freshmen orientation.

Transfer Students During the School Year

Somersworth High School & Career Technical Center welcomes transfer students throughout the year. The school counselors will meet with new/transfer students to make sure their academic transition is as smooth as possible with course scheduling and transfer of credits. The school counselors will also provide the new/transfer students and their families with the school-wide behavioral expectations and information regarding PBIS. The agenda book will be given to new/transfer students and their families to ensure they are aware of all important school information. The Universal PBIS team will create a packet of important information and resources for new students and their families called, “How to be a Hilltopper”, which the school counselors can distribute to the students and families. The school counselor will arrange for a student representative, in the same grade level or higher to give students and families a tour of the school. This will include a tour of the building, pointing out important areas, such as the cafeteria, library, and gym, as well the classrooms that are on the student’s schedule. The counselor will meet with the new student at the end of their first day to give new students a chance to ask questions they have from the day’s experiences and review the PBIS behavior expectations. The school counselor will follow up with the family one week after the student’s first day of school. The school counselor will communicate monthly with the entire faculty during staff meetings, informing them of newly enrolled students.

Standard

2

Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

We need the two way communication going – let's start with a survey to see what the parents think!

Parent feedback is important for the running of the school. Here's how to get regular, two-way, meaningful communication about student learning.

A. The Parent Survey

Creating the Survey

The Universal Team will create/update the Parent Survey each summer based on feedback/needs of the previous year. All senior families will have responded to it, and data should be used to inform the new survey, when needed. The survey should focus on Family Background, Education, Communication, Climate, Future Involvement, and a space for parent feedback. Refer to Appendix E to view Parent Survey. Survey can also be found in the I Drive in the Universal Team Folder.

Currently, the survey will be done at the first home football, the September Open House, and be a component of the Senior Check-Out process. The Facilitator of the Universal Team will contact the advisor of Student Council to get 8-10 students to survey the parents at both the football game and Open House. The Facilitator will provide pen, clipboards and copies of the survey. In both cases, there will be a drawing awarded to a family that completed the survey the evening of the event.

The winner can receive a small gift card (i.e. gas card, Dunkin Donuts gift card, Target or some retail gift card).

After collecting the survey (should have at least 40 to be considered valid), the co-chairs or data member of the Universal Team will collect the results, put into an excel spreadsheet and will put on the I Drive to share. Results will be shared at the next UT meeting and based on these data goals and actions steps will be created to address the needs around family engagement.

Major results should be shared in the next mailing of the Hilltopper News and could be put as the Welcome Message on Web2S. The Assistant Principal will also create a PowerPoint slide of the key results, and send it to the City Manager to be included on Channel 22. Results will be distributed in a within a month of the compiled data.

Completed Survey

Once the survey is created, results will be tabulated by the Universal Team and shared with other PBIS teams, administration and to parents through the Hilltopper News and Channel 22. These results will be added the newsletter and Channel 22 by the Assistant Principal. UT will create one goal a year directed to Family Engagement based on survey results and update families on progress periodically with the newsletter.

B. Sharing Information with Families

Information is distributed to parents in many ways. Over the summer, mailings are sent home through Hilltopper News and Channel 22. These are developed in collaboration between the Principal and Assistant Principal. The summer Hilltopper News includes all the information of important dates for the beginning of the school year, what to expect on the first day of school, necessary paperwork, athletic information, and information in regards to PBIS.

On the first day of school, parents are required to sign pages in the agenda book. By signing these sheets, it implies that they have read the agenda book, are aware of the PBIS school-wide expectations, the behavior matrix, consequences and other general school information. The agenda book is updated each year by the Universal Team. The Assistant Principal will finalize the updates and have their administrative assistant will order the agenda book in April.

The PBIS Brochure is just one effective way to communicate the PBIS framework to parents. This brochure is distributed at Open House, Orientation and any relevant school/community event. This will be done and updated by the Universal Team every year.

The bulletin board by the front office is another great way to share PBIS information with parents and the community. This information will be maintained by the Universal Team monthly.

C. Parents as Team Members

It is highly encouraged for family representatives to be involved on the PBIS teams. This involvement helps families to have direct and meaningful input into and influence on systems, policies, programs, and/or practices affecting students and families. Each year the Universal Team members and administration work actively to recruit multiple family members to be part of the PBIS Universal Team. The team meets twice a month on Tuesdays from 6:30 -7:30 am, Universal Team members will set an ongoing action plan every spring in an effort to recruit families. These family representatives help to implement and sustain PBIS, engage in meaningful feedback and dialogue in school-wide decisions. It is expected that family representatives are involved in and attend all PBIS related trainings and meetings. Family representatives can also help articulate and communicate the PBIS framework onto the larger community, helping to ensure sustainability. The Universal Team completes the Family Engagement Checklist, annually, to ensure it is meeting the goals of family engagement in regards to PBIS. See Appendix F for examples of the checklist.

D. The Newsletter

The newsletter is started the second week of each month, for the following month. The assistant principal will email the staff the first week of the month for any articles or photos that they would like added. The Hilltopper News should have an updated calendar for the next month, guidance news, athletic news, driver's education, library and yearbook news, and information sharing on school-wide PBIS. It is important to include the school-wide expectations on every newsletter, monthly/quietly rollouts, information regarding acknowledgements, and a means to communicate the behavioral data to families. In addition, it is important to write brief information for major events to share information. It is good to also include photos when possible.

The newsletter should be read by two other people for edits, it is then given to the administrative assistant to make copies, fold and have sent out as a mass mailing. Any other mailings that need to be done during that month should be added during this mailing. Due to costs, there should only be one mass mailing each month. The administrative assistant will then upload this newsletter to the website, in addition to taking out the more important information and sending it to Channel 22. This should be done by the assistant principal. (See Appendix G for an example of the newsletter).

E. Staff availability

There are three Open Houses each year, one the first Thursday of September, the Tuesday before Thanksgiving and an evening in March. These dates can be set the April before the new school year and should be sent to faculty in order to put into their calendars immediately. The athletic director should be contacted by administration to make sure no games are scheduled on that day. Staff will be available for meetings during this time.

Staff can also be emailed directly to set up a meeting with any parent that is interested. At times, parents will contact their student's guidance counselor in order to have them coordinate a meeting with all their students' teachers.

Email is typically the more efficient way to open up lines of communication; teachers have more availability to access their email during the school day than their phone messages. Teachers are strongly encouraged to respond to parent communication within a 24 hour window.

F. The Website

Currently, the website is updated by the administrative assistant. This is an ongoing process that is currently being reviewed for change. The Hilltopper News and other important events are posted as needed.

G. Maintaining Positive Phone Log

The Universal Team will do a quick roll-out at the beginning of the year sharing the "phone log sheet" with other teachers. This sheet is to encourage all teachers to make two phone calls each day to families. This log will record who they spoke with, what the phone call was regarding, and if there is need for any follow up conversations. The log can be found on the I drive in the high school folder.

Standard**3**

Supporting Student Success

Family and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

A. Teaching Behaviors to Support All Students.

One of the big ideas behind PBIS is the belief that all students are part of one proactive educational system; that all students can be successful; and, we use all available resources to teach all students(www.pbis.org). PBIS creates an environment where no student falls through the cracks. This is accomplished by creating a school environment where student safety and demonstration of socially appropriate behaviors can lead to an increased emphasis on academic productivity (www.pbis.org). Teaching the 4 PBIS School-Wide Behavior Expectations (Be Respectful, Be Responsible, Be Cooperative, and Be Safe) occurs through teaching lessons at least four times a year. These rollouts are created by the Universal Team and are given and taught to faculty. These rollouts are taught in every classroom by every teacher throughout the day in order to support all students. These rollouts are communicated to families through the newsletter and website by the Universal Team in order to support student success, encouraging families to reinforce these lessons at home and in the community. It is the job of the Universal Team and administration to communicate to staff that every student counts and to observe and evaluate whether all students are getting their needs met. These rollouts are to support the overall positive school climate and culture and the behavioral/social success for students. Good prevention = teaching expectations.

In 2009, the Universal Team developed a vision for the school to support student success. The vision for the school is known as “Community of Caring”:

- Care about yourself

- Care about others
- Care about your learning
- Care about your success
- Care about your community

The staff mind set is “What can we do to help you be successful?”

B. Acknowledgements to Support Student Success

Another belief of PBIS is that every student has a need for recognition, acknowledgement, purpose, belonging, and competence (www.pbis.org). Students are acknowledged for their positive behaviors by the “Gotcha Card” reward system. This drawing is done daily for the quarter, and created by the Universal Team. Small rewards and donations are provided by the Universal Team and/or administrator fund and welcomed by the community. Students are also supported and recognized for their positive behaviors by “student of the week” certificates, positive post cards home, and school-wide celebrations (See Appendix H for an example “Gotcha Card” and Appendix I for student certificate). Teachers are highly encouraged to give verbal acknowledgments throughout the day by increasing positive interaction to every negative interaction by a 5 to 1 ratio. Data following the rollouts will be shared to families via the newsletter to show the intended goal of the rollout, the awareness of the acknowledgements that support student success, and whether the goal was accomplished.

Section Two: PBIS Tier II Team & Family Engagement

PBIS TIER II TEAM

The mission of the PBIS Tier II Team is increase the likelihood of positive behavior and academic achievement of students.

Objectives:

- To work with students at risk for development of chronic behavioral concerns
- To identify reliable predictors of students behavior
- To determine likely function of behavior and recommend function based behavior support plans
- To assist and support teachers, students, and parents in achieving efficient and effective interventions

Standard

1

Welcoming All Families into the School Community

How to create a family-friendly atmosphere for families of students who need Tier II supports and interventions

Please refer to this section for directions on initially reaching out to families of Tier II students.

Initially Welcoming Students

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

A. Welcome Letter

A Welcome Letter should be sent home to students who join the Tier II Team (TT). When the TT reviews and accepts a new referral at the bimonthly meetings, the coach of the TT should send out a Welcome Letter within 2 days. A sample of the letter can be found as Appendix A. The coach can bring a stack of letters and envelopes to each meeting so that s/he can sign a Welcome Letter immediately after a referral is accepted. During the meeting, an administrator, counselor, or the truancy officer can look up the student's address on Web to School (W2S) and address the envelope so that they can be mailed the next day.

B. Check In/Check Out Welcome Letter

When the team decides that a student should be part of the Check In/Check Out (CICO) intervention, the student's progress monitor should ask the student as soon as possible whether they would like to participate in CICO.

CICO is an early, efficient and effective group intervention designed for students who do not respond to the school wide system of behavioral supports. It is a group based, standardized intervention through which the student receives daily positive feedback from teachers on a written form outlining student expectations. The intervention provides for systematic and frequent reinforcement and encouragement for positive behaviors by the classroom teacher (s) so that the student receives high rates of immediate feedback.

If the student agrees to participate in CICO, the progress monitor will mail home a CICO Welcome Letter (example in Appendix B). Ideally, this would be done the same day that you ask the student, so that the family can be well-informed of what is going on with their student's education. If not the same day, this should be done no later than two days after speaking to the student. This letter must be sent prior to the initiation of the CICO intervention. As you can see in Appendix B, the letter should include the progress monitor's contact information.

C. Functional Behavior Assessment Parent Interview

If the TT decides that the best intervention for a student will be to write a Functional Behavioral Assessment (FBA), the progress monitor is in charge of collecting information about the student. A “[f]unctional assessment of behavior is defined as a systematic process for developing statements about factors that contribute to the occurrence and maintenance of problem behavior, and more importantly, serve as the basis for developing proactive and comprehensive behavior support plans” (Sugai, 1998).

Information about the student is collected from the student, her/his teachers, and the student's parent/guardian, ideally within 3-5 days of the team's decision to formulate an FBA. At this point, a member of the TT will contact the family to get their insight on the student's strengths & any concerns the family has, as well as strategies family members have found helpful at home. This helps to emphasize to parents that they know their child best and the TT wants to hear from them. When the progress monitor calls the parent, they should start with an introduction of what is included in a Functional Behavioral Assessment. An example of a script progress monitors can use to talk to parents is located as Appendix C. It could be used as a script while talking on the phone or mailed home if the progress monitor is unable to reach the parent via phone. An example of an FBA Interview Form can be found as Appendix D.

D. Other Group Interventions

Coordinators of group interventions (i.e., clubs, anger management, social skills groups) will be contacted by the student's progress monitor to encourage them to disseminate a letter to families welcoming the student to their group. Once these

group interventions are in place, we encourage families with questions about a specific group intervention to contact the coordinator/facilitator of group.

Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Parent feedback is important for the running of a Tier II Team. Here are ideas on how to achieve regular, two-way, meaningful communication about student learning.

Quarterly Updates

A. Positive Report Card Inserts

Progress monitors should update their students' families quarterly. This can be done at report card time so that the update can be included into the report cards. It is important to keep the update positive and focused on improvement.

A week before the final TT meeting before report cards go out, progress monitors will send a form to their students' teachers via email. This form (Appendix E) is a short form that asks for data about improved behavior and attendance. It also asks the teachers to provide a positive quote about the student. The final TT meeting before report cards go out will be dedicated to creating short positive narratives about students on the TT.

The progress monitors will transfer teacher comments onto a short form. The progress monitor can also use the data-gathering questions to tell the parent whether the student's attendance/behavior improved. Truancy Officer will attend the last meeting before report cards are made available to provide attendance reports to TT members regarding attendance data. The Tier II Team coach will provide Office Discipline Support (ODR) data at this meeting.

See the example narrative in the Appendix F.

Ongoing Communication

A. Intervention Status

When the Tier II student is enrolled in a particular intervention, a notification of completion will be sent to parents within one week of program completion. If the level of intervention changes, parents will be notified of the change (within one week) via the intervention level change notification. An example of an intervention level change notification letter can be found as Appendix G.

For families desiring Tier II Team information in their home language, please contact the ESOL director of Somersworth/Rollinsford school district.

B. Helpful Hints from the Tier 2 Team

The Hilltopper News is a great way to reach many families. At the first meeting of the TT each year, choose one team member to compile “Helpful Hints from TT” to put in every issue of the newsletter. These short articles will be focused on helping families improve their students’ behaviors and study skills at home. The team member responsible for submitting to the Hilltopper News does not necessarily have to write every article, they can ask for ideas and help from the team. However, that person should be the one who emails it to the Assistant Principal to ensure that the TT is represented in every issue of the Hilltopper News. Designated TT member will communicate with administration to observe Hilltopper News deadlines. For the 2012-2013 school year, items must be submitted to assistant principal by the 10th of each month.

C. FBA Communication

Please see Section C of Standard 1: Welcoming All Families into the School Community and Section A of Standard 3: Supporting Student Success.

D. Parent/Guardian Survey

The Tier II Team will initiate efficacy surveys to enrolled parents/guardians at the end of each school year. These surveys will be issued electronically using Survey Monkey unless a parent specifies that they cannot receive electronic communication of any type. For parents/guardians without access to the internet, paper copies of the survey along with stamped, school-addressed envelopes will be mailed by a Tier II Team designee one week prior to the electronic version. Survey results will be tallied using Survey Monkey software and results will be summarized and sent to parents via letter at the beginning of the following school year.

The survey comprises 5 questions on a 5-point Likert scale and one yes/no question (see Appendix H). Additional comments from parents/guardians will be directed to the Tier II Team coach to preserve the integrity of the survey data.

Supporting Student Success

Families will know and understand how their children are progressing in school both academically and behaviorally.

Families and schools continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Functional Behavior Assessment (FBA)

A. FBA Mailing

Parents will receive a copy of their student's FBA within one week of initiation. This will be mailed by progress monitor and be accompanied by information about an upcoming FBA Informational Meeting. Parents will be offered an opportunity to contact the Tier II Team with questions. A sample cover letter to be mailed with the FBA can be found as Appendix I. The letter helps explain the purpose of the FBA and invites parents to attend a community/informational meeting (see below).

B. FBA Informational Meeting

Parents will have an opportunity each semester to understand the basic components of an FBA. Parents can discuss their student's current FBA and learn ways in which they can support and implement the plan at home. Each semester, a designee suggested by the Tier II Team will conduct this informational meeting. Parents of students with current FBAs will receive invitations two weeks before the scheduled Informational Meeting (see Appendix J).

Appendix

Section One: Universal Team

APPENDIX A: Welcome Letter

September 5, 2012
[Recipient Name]
[Title]
[Company Name]
[Street Address]
[City, ST ZIP Code]

Dear [Recipient Name]:

We welcome your child, **[Name]**, to Somersworth High School and Career Technical Center! We are excited about the opportunity to get to know you, as well, and are looking forward to a happy and productive school year.

Every staff member is committed to help you be “all that you can be”. Everyone works together to create a safe environment. Everyone conveys respect by participating in the PBIS (Positive Behavior Interventions and Supports) model of following our school wide expectations centered around our behavior frameworks which include; Be Safe, Be Respectful, Be Responsible, and Be Cooperative.

SHSCTC is a school that welcomes your involvement and input. To encourage your family’s involvement, join us at a few upcoming school events, which include:

[Event] [Date]

[Event] [Date]

[Event] [Date]

To stay informed of other events, please check our website at www.sau56.org, view Somersworth’s community channel on Comcast 22, and our monthly newsletter which is mailed home.

As the school year progresses, we encourage you to contact us with any suggestions, questions, and concerns that you may have.

Sincerely,

Sharon Lampros

Principal

APPENDIX B: PBIS Brochure

APPENDIX C: Phone Call Script to New Families

While on the phone the Administrator will ask about some of the following:

1. How has the transition to SHS/CTC been going for your child?
2. What can we help to continue to make their school year successful?
3. Has your student been able to find the different classrooms and locations within the building easily?
4. How have the faculty, staff, and students welcomed your child?
5. Are you familiar in how to go about finding out about important events that happen throughout the school year?
6. Have you and your child been able to access Web2School successfully?
7. How has your child's experience in the cafeteria been?
8. How have you found homework and class assignments been going overall? Do you have any questions in regards to homework help?

APPENDIX D: Sample Paw Expectations



APPENDIX E: Parent Survey

Somersworth High School Career Technical Center and the Positive Behavior Interventions and Supports Universal (PBIS Team) is committed to improving family engagement and involvement. Please take a few minutes to complete this survey and return it to Somersworth High School.

Background:	
1. What year of high school is your child/children in?	Child 1: <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior Child 2: <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior Child 3: <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior Child 4: <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior
Education:	
1. My student(s) has a designated area to complete homework.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> No Opinion
2. I know how to support my student's learning at home.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> No Opinion
3. I am interested in attending a workshop to learn how to better support my child's education.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> No Opinion
4. Involvement in my student's education is a priority.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> No Opinion
Communication:	
1. I have been contacted by the following personnel at Somersworth High School during the current school year. (please check all that apply)	<input type="checkbox"/> Administrator <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher
2. I have been contacted to discuss the following: (please check all that apply)	<input type="checkbox"/> Something Positive <input type="checkbox"/> Something Negative
3. I have been contacted by: (please check all that apply)	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Mail <input type="checkbox"/> In Person
4. I have contacted the following personnel at Somersworth High School during the current school year. (please check all that apply)	<input type="checkbox"/> Administrator <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher
5. I contacted personnel at Somersworth High School by: (please check all that apply)	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Mail <input type="checkbox"/> In Person
6. I contacted personnel at Somersworth High School to discuss the following: (please check all that apply)	<input type="checkbox"/> Something Positive <input type="checkbox"/> Something Negative

APPENDIX F : Checklist for Family Involvement

New York State
 Positive Behavioral Interventions & Supports Initiative
Team Implementation Checklist (TIC)
 Page 3

Checklist C: Family Involvement and Family Support

Family: defined in the broadest sense, that is inclusive of the child, youth and parent or primary caregiver/guardian of the child or youth.

Family Involvement: Any role or activity that enables families to have direct and meaningful input into and influence on systems, policies, programs, or practices affecting services or community life for children and families.

Family Support: An array of formal and informal supports with an emphasis on self- determination and family development. These services and supports assist families to build on their strengths to live with and care for a child or youth with complex social, emotional and behavioral health needs. These services and supports will also help families and schools keep their students/children/youth in their home school communities.

Status: Implemented; Partially implemented; Not Implemented

		Oct 15	Jan 15	April 15
<u>Meaningful Representation</u>	Status:			
1. Family representatives are involved on the PBIS team at all levels of implementation and attend PBIS team meetings.				
2. Family representatives are involved in and attend all PBIS related trainings, i.e. universal, targeted, intensive, FBA, wraparound process and facilitation.	Status:			
<u>Effective Communication</u>	Status:			
3. Families are informed and kept apprised of school-wide behavioral expectations.				
4. Families are informed and kept apprised of school-wide systems and practices that acknowledge/reward positive behaviors.	Status:			
5. Families are informed and kept apprised of school-wide consequences and procedures for undesirable behavior.	Status:			
6. Communications with families regarding their youth/s are strength-based and positively-stated.	Status:			
<u>Involvement & Support</u>	Status:			
7. Families are involved as active participants when their youth/s need/s individual or group interventions or supports.				
8. Families whose children require individual or group interventions or supports will receive information on school and local community resources to promote healthy family development i.e. after-school programs, skill building, family recreation, peer and group support.	Status:			

APPENDIX G: Hilltopper News



Volume 12

School Info: <http://www.sau56.org/schools/SHS>
Sports Schedule: www.digitalsports.com

SHS & CTC HILLTOPPER NEWS



October 2012

School Library: <http://somersworthslmc.wikispaces.com>
Guidance: <http://www.sau56.org/guidance/guidance.htm>

October Calendar

- 10/1, 3, & 4 NECAP Testing
- 10/4 Project Graduation Committee Meeting 5:30pm
- 10/5 Teacher Workshop Day – No School
- 10/8 Columbus Day – No School
- 10/11 Senior Parent College Info Night by NHHEAF
- 10/13 Pumpkinfest Downtown Somersworth
- 10/13-14 Homecoming Weekend
- 10/17 PSAT's @ SHS/CTC
- 10/27 Halloween Dance 7:30-10pm
- 10/30 Quarter 1 Ends
 - B1 & B3 10/29 Finals/Midterms
 - B2 & B4 10/30 Finals/Midterms

SPORTS NEWS

NEW WEBSITE!!! Sports schedules will now be found at www.digitalsports.com. Any questions or concerns regarding sports should be directed to: Athletic Director Krystyna Smith ksmith@sau56.org or 692-2431 ext. 316.

Homecoming Games:

- 10/12 Field Hockey 4pm against Laconia
- Girls Soccer 4pm against Raymond
- Volleyball 4pm against Windham
- Football 4pm against Moultonborough
- 10/13 Boys Soccer 6:30pm against Farmington
(on Football Field)

LIBRARY

We are excited to announce our new Gale Virtual Reference Library e-Book collection! Students may read, download, and print articles from hundreds of reference e-books. Simply go to our library website at <http://somersworthslmc.wikispaces.com> and type in a search term in the GVRL box on the front page.



GUIDANCE NEWS

There are lots of exciting programs being offered this year in collaboration with NHHEAF -- **New Hampshire Higher Education Assistance Foundation**. Topics include college preparation for Seniors, Financial Aid discussions, FAFSA help and Test Prep 101. Please see the insert for more information, dates, times and locations!! Any questions? Contact the Guidance Office.

WELCOME BACK ASSEMBLY!!

On the first Friday back to school, the students had their first school wide assembly. Students were each given an ice cream cup and a "thank you" for excellent behavior from the previous year! 83% of our students are in the "GREEN ZONE" meaning 1 or less ODR's (see the PBIS Corner for more info) – this is a great accomplishment!! Students then watched a short video clip on Somersworth High School titled "Education Revolution" by film maker Dan Habib; which tells the story of how and why SHS/CTC moved towards PBIS and what it has accomplished for us. This short clip can be viewed online by searching "Education Revolution Dan Habib". Below is a picture of Student Council members getting ready to hand out ice cream to our students!



APPENDIX H: Gotcha Card Example

GOTCHA...

Thank you for being
respectful!



At least that's the way Sue "C's" it!

**Write your name on the back of this card and drop it off in the Main Office
for a daily raffle. Please do so in between blocks.**

APPENDIX I: Student Certificate



Responsible Student of the Week

SOMERSWORTH HIGH SCHOOL &
CAREER TECHNICAL CENTER

In recognition of being SUPER RESPONSIBLE



Class _____

Block _____

Teacher Name _____

Date _____

Mrs. Sharon Lampros

Principal

Date _____

iCARE

Appendix

Section Two: Tier II Team

APPENDIX A : Tier II Team Welcome Letter

Dear _____:

We are excited to offer you and your student the opportunity to access the services provided by the SHS/CTC Tier II Team. The mission of the Tier II Team is to increase the likelihood of positive behavior and academic achievement of students. The Tier II Team comprises a volunteer group of educators from the high school/career technical and SAU 56 buildings. The team is led by a “coach” who helps with communication facilitation and administrative tasks.

We believe that academic success is possible for each and every student, and that each student’s path to success is specific. One of the main goals of the Tier II Team is to help your student be successful at SHS/CTC by creating a plan that is more individualized and based on his or her unique needs. We care about what you have to say. We may ask for feedback and information from your student, teachers, coaches, and mentors, and from you! We highly value your perspective and involvement in your student’s education. We would love to facilitate an open, positive, ongoing dialogue with you, teachers, students, and administrators to help your student succeed in high school and beyond.

At this time, the Tier II Team uses a variety of approaches to increase student success. These may include a Check in/ Check-out program, assessment of your student’s preferred learning environment, personalized plans to inform teachers of your student’s unique needs and learning styles, group interventions, counseling interventions, and special scheduling considerations.

We look forward to working with your student and you to create an effective, plan of success. Please feel free to contact me. The Tier II Team looks forward to working with you.

Sincerely,

Michele Wilson
mwilson@sau56.org
603-692-2431 x205

APPENDIX B: Check In/Check Out Letter

[DATE]

It is a pleasure to have your child as part of the Somersworth High School Career Technical Center community this year and we are excited to continue to do our best to support their educational needs. We will continue to do all we can to ensure that your child has a great experience.

We've recently discussed some concerns with [STUDENT'S NAME] regarding [HER/HIS] academic success. As an added piece of support, we have offered your child to be part of something we call Check In/Check Out (CICO) to provide [HIM/HER] with more frequent attention for positive behavior in the areas of respect, responsibility, safety, and cooperation. What this means is that the teachers in each of the classes will use a rating scale to comment on HER/HIS academically-based behaviors and allows the student an opportunity to earn points during each block. Your child will have the opportunity to earn a certain number of points during the day while striving to achieve their daily, weekly, or long-term goal. This is a support we provide for any student in the high school who we think it may help.

Since the teacher will be giving feedback directly and rating their performance every day, this provides an opportunity for us to review this information after a period of time to determine whether it is helping or whether other types of supports may be helpful. This is a *very simple* support that keeps the focus on what [STUDENT'S NAME] is doing right and for some students, just getting the immediate feedback and attention from their teachers can help improve their high school performance.

If you have any further questions or concerns please feel free to contact our CICO coach, [PROGRESS MONITOR NAME] at email@sau56.org

Thank you for the opportunity to work with [STUDENT'S NAME] this year, and we look forward to continued partnership with you.

Sincerely,

[PROGRESS MONITOR NAME]

APPENDIX C: FBA Assessment Parent Interview Script

Dear Parent/Guardian:

I am _____, a representative from the SHS Tier II Team. We are hoping to create a plan called a Functional Behavioral Assessment to help _____ have a more successful experience in her/his classes. This plan will be shared with each teacher to help him/her understand your student's strengths, goals, and needs. I am calling to see if I could interview you in order to find out effective patterns from home we might be able to use here at school to help your student be successful. I will be following a form in order to conduct this interview, but please feel free to add any additional information you think we might find helpful. Your contributions are so important! We will be following up with teachers to see how things are progressing once this plan is created. Please feel free to contact us with any questions or concerns.

Thank you for your time!

APPENDIX D: FBA Assessment Parent/Guardian Interview

Student:	Date:
School:	Interviewer:
Grade: Age:	Respondent:
Problem Behavior:	

1. Describe your child. What is he/she like at home?

2. How often does the behavior occur at home?

3. What are your child’s interests and strengths? (check all that apply)

- | | |
|----------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Easygoing |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Attentive to instruction |
| <input type="checkbox"/> Sociable | <input type="checkbox"/> Kind to adults |
| <input type="checkbox"/> Organized | <input type="checkbox"/> Kind to other students |
| <input type="checkbox"/> Natural leader | <input type="checkbox"/> Good sense of humor |
| <input type="checkbox"/> Liked by peers | <input type="checkbox"/> Has a positive attitude/outlook |
| <input type="checkbox"/> Has lots of friends | <input type="checkbox"/> Good communication skills |
| <input type="checkbox"/> Self starter | <input type="checkbox"/> Hard worker |
| <input type="checkbox"/> Athletic | <input type="checkbox"/> Artistic |
| <input type="checkbox"/> Socially aware | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> Follows directions | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> Goal Orientated | |

4. Do you believe any of the following could contribute to the behavior problems?

	YES	NO	SOMETIMES
❖ Currently on medications:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Sleep problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Medical Conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Physical impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Appetite/diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked “Yes” or “Sometimes” to any of the above (Question 4), please describe condition in detail:

5. Describe certain times or activities when the problem behavior is most likely to occur (mornings, bedtime, eating, grocery stores, etc.).

6. Who is usually present when the behavior occurs?

7. Does the problem behavior occur more often when:

	YES	NO	SOMETIMES
• A certain <u>type</u> of task/request is given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• An <u>easy</u> task/ request is given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A <u>difficult</u> task/request is given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Certain</u> activities are presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>New</u> activities are presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A request is made during the <u>activity</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The child is asked to <u>start</u> a task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The child is asked to <u>stop</u> a task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The child's <u>request had been denied</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The normal routine has been disrupted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "Yes" or "Sometimes", please explain:

8. Is there something that you can do or something that occurs that "triggers" the problem behavior or occur?

9. When a problem behavior occurs or worsens, does your child obtain any of the following?

	YES	NO	SOMETIMES
• Attention from parent(s) in the form of...			
○ Praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Time Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Reprimands/Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Other negative consequences: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attention from a sibling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A certain task/activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “Yes” or “Sometimes”, please explain:

10. When a problem behavior occurs, does your child lose privileges, such as:

	YES	NO	SOMETIMES
• Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Friends over, or social event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Computer, videogames, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Television, movies, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Grounding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Extra-Curricular activity (sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “Yes” or “Sometimes”, please explain:

11. When a problem behavior occurs, does your child avoid any of the following?

	YES	NO	SOMETIMES
• Parent/adult demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Parent/adult reprimands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Specific activity of task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “Yes” or “Sometimes”, please explain:

12. What positive or preventative strategies have you used with your child and how effective were they?

13. What consequence strategies have you used and how effective were they?

14. What other insight can you offer about your child or the behavior that might assist us in developing appropriate, effective interventions (student preferences, situations when the student is successful, etc.)?

APPENDIX E: Data Gathering Tools for Report Cards

Tier II Team- Teacher Input Form

Student Name:

Progress Monitor:

GOAL(s): Please "X" all goals achieved:

Increased attendance

Decreased number of ODRs (office discipline referral)
[in your class]

Increased # of credits/academic success

Other (please write goal below)

Comments: Please specify an area of strength or success for this student:

APPENDIX F: Quarterly Update Template

Dear Parent/Guardian:

The Tier II Team has enjoyed working with _____ this quarter. Please help us celebrate his/her success in the following area(s):

Decreased office discipline referrals

Improved school attendance

Additional credits earned

We are proud of _____ efforts towards the Somersworth High School and Career Technical Center's goals of being respectful, responsible, safe, and cooperative. We look forward to another successful quarter!

Congratulations!

[PROGRESS MONITOR]

Tier II Team Member

APPENDIX G: Intervention Change Notification

Dear _____,

The Tier II Team believes that it is important to evaluate the effectiveness of any intervention or support we create to help your student achieve success in school on an ongoing basis. At this time, we believe a change in the current plan would be beneficial to _____. We will continue to work with _____ to help _____ achieve success at school.

Please feel free to contact the Tier II Team with any questions or concerns.

Sincerely,

Michele Wilson
Tier II Team Coach
mwilson@sau56.org
603-692-2431 x205

APPENDIX H: Parent/Guardian Survey

Dear Parent/Guardian,

We have enjoyed working with you and your student this school year. In order to continue providing the most effective support to the students on the Tier II Team, we have created a survey. We would appreciate it if you could fill it out and return it in the enclosed envelope.

Thank you for your continued support of the Tier II Team at Somersworth High School & Career Technical Center!

Thank You,
The Tier II Team

Please rate whether you agree with the following statements on a scale of 1 to 5.

1. I am satisfied with the intervention provided.

Strongly Disagree		Neutral		Strongly Agree
1	2	3	4	5

2. I am satisfied with the level of support provided by the Tier II Team.

Strongly Disagree		Neutral		Strongly Agree
1	2	3	4	5

3. I am satisfied with the communication I received from the Tier II Team.

Strongly Disagree		Neutral		Strongly Agree
1	2	3	4	5

4. I have seen improvement in my student since the Tier II Team initially contacted me.

Strongly Disagree		Neutral		Strongly Agree
1	2	3	4	5

5. I have been able to implement strategies recommended in the Hilltopper News or on my child's Functional Behavior Assessment (if applicable) at home.

Strongly Disagree

Neutral

Strongly Agree

1

2

3

4

5

6. If your student received a Functional Behavior Assessment, were you able to attend one of the Parent Workshops?

Yes

No

Not Applicable

APPENDIX I: FBA Cover Letter

Dear Parent/Guardian:

Attached you will find a copy of _____'s Functional Behavioral Assessment (FBA). An FBA is written to help teachers learn more about their students and to help students be as successful as possible in the classroom.

This plan was written after member(s) of the Tier II Team interviewed your student, his/her teachers, and a family member. Before the FBA was finalized, your student reviewed it to make sure her/she agreed with it and that it is accurate. This is the version you will see here.

This FBA will be distributed to all of your student's teachers and paraprofessionals who might be working with your student. A member of the Tier II Team will be assessing the effectiveness of this plan over the course of the semester.

You may have questions about your student's FBA. Each semester, the Tier II Team hosts a community meeting designed to help parents/guardians understand the basic components of an FBA. Parents/guardians can discuss their student's current FBA and learn ways in which they can support and implement the plan at home. We will be notifying you two weeks before the next FBA Informational Meeting via mailed invitation. In the meantime, please feel free to contact the Tier II Team with any questions you might have.

Sincerely,

Michele Wilson
Tier II Team Coach
mwilson@sau56.org
603-692-2431 x205

APPENDIX J: Invitation to FBA Informational Meeting

Dear Parent/Guardian:

The Tier II Team would like to invite you to the Spring/Fall Semester's Functional Behavioral (FBA) Informational Meeting. During this one-hour event, a member of our team will be reviewing the basics of the Functional Behavioral Support Plan. Parents/guardian's are encouraged to bring their student's current FBA to learn how to best support and use this plan at home!

Light refreshments will be provided.

Time:

Date:

Location:

RSVP by:

Please contact me with any questions!

Sincerely,

Michele Wilson
Tier II Team coach
mwilson@sau56.org
603-692-2431 x205

Resources:

Positive Behavioral Intervention and Supports

<http://www.pbis.org/>

Institute on Disability

<http://www.iod.unh.edu>

NH Responds

http://www.iod.unh.edu/Projects/nh-responds/project_description.aspx

Achievement in Drop Out Prevention and Excellence

http://www.iod.unh.edu/projects/apex/project_description.aspx

NH Parent Information Center

<http://www.picnh.org>

New Hampshire Center for Effective Behavioral Interventions and Supports

<http://www.nhcebis.seresc.net/>

New Hampshire Department of Education/Responds

<http://www.education.nh.gov/nhresponds/index.htm>

National Center on Response to Intervention

<http://www.rti4success.org/>

Parent Teacher Association

<http://www.pta.org/>

