

BLC T.I.E.R. Program Handbook



Transform • Inspire • Educate • Return



BLC T.I.E.R Program Mission and Goals

Mission

To facilitate student achievement, engagement and behavioral success through a structured and consistent educational environment.

Goals

Academic – Increase academic achievement through administrative, teacher, and student accountability by utilizing Clay County and Florida Curriculum standards to deliver rigorous and engaging content.

Behavioral – Establish a level of structure that enhances student accountability while improving behavioral and social skills throughout the student placement cycle reducing recidivism.

Objectives

Administrative	Teacher	Student
<ul style="list-style-type: none"> ● Implement a structured system that provides academic rigor and behavioral success to students. ● Utilize the student placement cycle to facilitate an understanding and acceptance of BLC placement through student and staff accountability. ● Impose an exit plan that provides evidence of academic and behavioral success and ensures self-awareness leading to reduced rates of recidivism. 	<ul style="list-style-type: none"> ● Improve student performance by utilizing data driven instruction, differentiated learning, engagement and higher order thinking strategies. ● Consistently implement the BLC T.I.E.R. program, require accountability and establish structure to facilitate student success. 	<ul style="list-style-type: none"> ● Reach a high level of academic achievement through engagement, motivation and focus...as demonstrated through attendance, participation, and a positive attitude. ● Demonstrate behaviors conducive to school success – to include increased time on task, positive peer interactions, and reduced room removals.

Criteria for T.I.E.R. Progression

T.I.E.R. A No ID	T.I.E.R. B White ID	T.I.E.R. C Yellow ID	T.I.E.R. D Blue ID
<ul style="list-style-type: none"> ● 4 successful weeks beginning on program entry. ● Must be passing all classes for the week (2.0 GPA). No more than 1 borderline per week. ● No more than 1 room removal Behavior Incident Report in Thursday to Thursday week period. ● Must meet weekly criteria to advance each week. ● No privileges 	<ul style="list-style-type: none"> ● 5 successful weeks upon completion of T.I.E.R.- A. ● Must be passing all classes for the week. No more than 1 borderline per week. ● Must meet weekly criteria to advance each week. ● Administrative review. ● ID required. ● Use of Healthy Snack Cart ● No more than 1 room removal Behavior Incident Report in Thursday to Thursday week period. ● Eligible for "Bison Monday". 	<ul style="list-style-type: none"> ● 9 successful weeks minimum upon completion of T.I.E.R.- A & B and depending on placement. ● Must be passing all classes. ● Must meet weekly criteria to advance each week. ● New ID required. ● May go to Growlstopper. ● Unescorted. ● Shorts ● Cafe Booth ● All TIER "B" privileges. 	<ul style="list-style-type: none"> ● TIER D luncheon ● Leadership opportunities. ● Head of line privileges. ● All TIER "B & C" privileges.

****STUDENT MUST HAVE ID ON TO RECEIVE THEIR LEVEL OF PRIVILEGE****

**A student may receive a T.I.E.R. Adjustment and/or a Recommendation for Expulsion at Administrator's discretion based on extreme behavioral, academic, or attendance concerns.

Criteria for Weekly Progression

- White WSR must be returned (signed by parent / guardian) weekly.
- No more than 2 excused absences per week. Not to to
- tal more than 5 per nine weeks (county policy)
- No Discipline OR Bus Referrals (if question please contact Mr. Aftuck).
- No more than 1 room removal/Behavior Incident Report in a week period - including removals for dress code or tardy.
- Students must be making a reasonable attempt to pass all classes for the week. No more than 2 borderline per week with academic remediation.
- If a student has not met the above criteria they will stay on the same week for the following week. For example, a student who is on T.I.E.R. A/Week 3 and does not meet the weekly criteria will be on T.I.E.R. A/Week 3 for the following week.
- A student may be moved back a week or more for severe offenses based on Administrative decision.
- Students must turn in old ID's to receive new ID's. Replacement ID's are \$3.00.

The Student Placement Cycle

Entry Level (4 Weeks)	Transition Level (5 Weeks)	Foundation Level (9 weeks)	Exit Level (9 Weeks)
<ul style="list-style-type: none"> ● Student will be escorted on campus. ● Student will participate in Silent Sustained Reading (SSR) 5 days per week. ● Student will return their weekly summary report every Monday. ● TIER A – no privileges for Snack Cart. ● Student will not have an ID. 	<ul style="list-style-type: none"> ● Student will be escorted on campus. ● Student will return their weekly summary report every Monday. ● Students may purchase items from the Healthy Snack Cart. ● TIER B students must wear the <u>White ID at all times.</u> ● Student will participate in Bison Monday. 	<ul style="list-style-type: none"> ● Student may participate in Growlstopper. ● Student will return weekly summary report every Monday. ● TIER C students must wear Yellow ID at all times. ● Shorts blue/black according to dress code. ● Cafe Booths 	<ul style="list-style-type: none"> ● Student may participate in growl-stopper. ● Student may run teacher errands. ● Student may be out on a hall pass. ● Student may eat breakfast in the courtyard. ● Student may participate on the yearbook staff. ● Student may help with special assignments. ● Leadership opportunities. ● Head of line privileges. ● TIER D luncheon



Teacher BLC's T.I.E.R. Responsibilities

1. To monitor and enforce the T.I.E.R. Program.
2. To adhere to and support ALL rules and procedures.
3. To supervise Homeroom/1st period by addressing dress code, WSR, and attendance.
4. To eliminate ALL hall-passes for T.I.E.R. A and T.I.E.R. B students.
5. To call for an escort if a student has an emergency and needs to leave class for the bathroom or clinic.
6. To be aware of what T.I.E.R. each of your students are on and to stay current with changes/progress.
7. To check with administration **if unsure** of a policy and/or procedure before informing the student. It is OK to say "I will get back to you."
8. To monitor the Sustained Silent Reading Practice time (8:35 - 8:55) and 4th Period TIER Math/5th period SUCCESS Math Monday through Friday, while implementing recommendations to the ELA & Math PLC's.
9. To assist your coworkers with policies and procedures.
10. To notify administration immediately when students are not following procedures (ex. out of class, in clinic, no escort, etc.) either by phone or email.
11. To own the system and be actively engaged.
12. Sixth Period TIER Sheets- return yellow sheets to 1st period teacher (use current up to date TIER sheets please).

WEEKLY SUMMARY REPORT

NAME: _____

DATE: _____ HR: _____

TIER: _____ WEEK: _____

	Behavior	Grade	BIR	Discipline Referral	Attendance/Tardy	Teacher Initials
1 st						
2 nd						
3 rd						
4 th						
5 th						
6 th						

Behavior: **O** - Outstanding **S** - Satisfactory **U** - Unsatisfactory

Academics: **A** - Adequate **Brd**- Borderline **F** - Failing

SUB – Indicates a Substitute Teacher = No Data

NEXT WEEK: TIER _____ WEEK _____

PARENT SIGN: _____



Weekly Summary Reports

1. Reports will be given to students on Friday during Homeroom/1ST Period Teacher.
2. All of the top information must be filled out by 1st Period Teacher or Assistant.
3. 1st Period Teacher will put their name on the top so yellow copies can easily be returned.
4. On Friday, students will bring their WSR to each class and give to teacher upon arrival. Teachers will have a designated place assigned for students to put them.
5. Teachers will fill out the information using the legend given on the report. It is important this is completed well before the period ends so students are not waiting for them to be completed after class.
6. Reports will be given to the students leaving the room upon dismissal.
7. There will be no discussion about the report during instructional time. Make an appointment to discuss with teacher.
8. The 6th period teachers will give the students the original copy upon dismissal, keep the copies, and return them to the 1st period teacher by Tuesday.
9. It is very important that the information is accurate, and the report is filled out PRIOR to dismissal of each class; therefore, preventing any student from being tardy.
10. 1st period Teachers will collect and file signed Weekly Summary Reports on Monday morning.
11. If you have any questions please see administration.
12. Students will also be required to access FOCUS for additional grade information.

Quick Reference Guide for Procedures

AM Arrival	Guidance/SAP /BRT Request	Clinic
<ul style="list-style-type: none"> ● Students depart bus. ● Students go directly to get breakfast. ● Students go directly to Homeroom, which is 1st per. ● Parenting students take their child to nursery, get their breakfast, and go to Homeroom. ● Teachers will check for dress code issues and take attendance while students eat breakfast in classroom. On Friday, Weekly summary Reports are handed out. ● If the student is on T.I.E.R. C <u>OR</u> T.I.E.R D she/he may eat in the courtyard with other T.I.E.R. C students. Must be in class by 7:45 a.m. ● Once the bell rings for 1st period breakfast is over whether you are finished or not.. ● On Monday, collect signed Weekly Summary Report and file. ● First period begins. 	<ul style="list-style-type: none"> ● Students will tell their teacher if they need to see Guidance, BRT, & SAP. ● Students will give the teacher a general reason why, in order for teacher to state the level of importance. ● The teacher will contact the appropriate person with the student # of the person wanting to be seen, the general reason, and the level of importance. ● Guidance, BRT, or SAP will call for the student when they can see them. *Remember, the students on T.I.E.R. A & B must have an escort. ● Students will wait to be called knowing it may not be for a few periods depending on the level of importance and availability of the person. ● Do not sent BRT/SAP student to Guidance without contacting first. 	<ul style="list-style-type: none"> ● Student will inform the teacher that they need to go to the clinic with a reason why. ● Teacher will call the nurse on the phone then radio if need be giving the name of student and reason why they need to be seen. The nurse will call for an escort. ● Student will no longer request ice from the nurse, including parenting students. Ice will only be provided for injuries requiring it. ● Do not sent a student to the nurse without contacting first.

Quick Reference Guide for Procedures (Con't)

Room Removals (moderate to severe offenses)	Local Alternative Education(LAE/ISS)	Other Related Information
<ul style="list-style-type: none"> ● Call for room removal immediately. ● Have <u>Behavior Incident Report completed or completed discipline referral printed</u> and ready to leave with escort. ● Make sure to keep track of BIR/DR for the Weekly Summary Report. ● Follow up with Admin. for information about student consequences. 	<ul style="list-style-type: none"> ● Log student information into LAE log book or computer. ● For dress code violations enter information into dress code log book. ● Have student wait for Admin. without talking. ● Do not engage them to discuss what happened. ● Redirect them if they start talking to other students. ● Separate students if talking continues. ● Teachers should not have any discussions with students in LAE other than academic related conversations. ● Once Admin. assesses the incident, he will decide on the consequence. ● Students in LAE/ISS do not leave the room for lunch. Lunch will be brought to them. ● Students in LAE/ISS may not make Guidance/BRT/SAP requests. All requests will be handled through Administration. 	<ul style="list-style-type: none"> ● T.I.E.R. Adjustments are only made by Administration. ● Food and drink are at the discretion of the teacher. ● <u>Students may not leave lunch or growlstopper with food or drink.</u> ● If students bring an item that is not supposed to be at school it will be confiscated, they will get a warning, and will get it back at the end of the day. ● If it happens again, the item will be confiscated, and a parent will have to pick it up. ● If students bring lunch, it is their responsibility to carry it with them. <u>Staff will not be putting lunch items in their refrigerators.</u> ● If students bring lunch and it needs to be heated, they may use the microwave in the café. <u>Teachers will not be heating food in the classroom, clinic, or guidance.</u> ● Students may not store contraband items in guidance or anywhere else on campus. ● No phone charging on campus.

DRESS CODE PROCEDURES

- If a student enters your class with a dress code violation after 1st period it is an immediate room removal to LAE/ISS with a Behavior Incident Report. There is no need for a debate with the student. Administration will have the dress code discussion with the student in 1st period.
- If you see a student anywhere on campus with a dress code violation (reasonable request), he/she is sent to LAE/ISS with a Behavior Incident Report. There is no need for a debate with the student. Administration will have the dress code discussion with the student.
- Students **DO NOT** go to the clinic for dress code violations.
- If there is clothing available, students may change. They will return to LAE/ISS at the end of the day(1:55) to change back and return borrowed clothing (ISS procedures for return).
- We will NOT be calling parents to bring a change of clothes unless directed by Administration.
- If no clothes are available in LAE/ISS, or the student refuses to change the student will remain in LAE/ISS for the day. Multiple violations will result in disciplinary action for defiance/disrespect.
- If there is a question about whether the student's clothing meets the dress code requirements, Administration will make the final call.
- If a bag is left with Mrs. Norris student may not access until 2:00 p.m.

Basic Discipline Guidelines

Mild Offense (in class)

Chewing gum/food in classroom
Not sitting in assigned seat
Sleeping
Talking
Refusal to participate
Horseplay
Tardy
Dress code
Profanity in conversation
Calling other students insulting names

Possible Consequence

In class intervention (Ignore/proximity)
Teacher call to parent
Collaborative Team Problem Solving
Loss of privileges in class
Teacher Contract
Contract w/BRT
Move to Moderate

Moderate Offense (BIR)

Continued mild offenses after intervention by teacher
Opposition/Defiance
Leaving class without permission (Call to admin required)
Collaborative team problem solving
Use of cell phone
Skipping
Public display of affection
Contraband
Cell phone goes off

Possible Consequence

BRT call to parent
Immediate behavior incident report
Room removal
Silent lunch
Loss of privileges
Probationary contract w/ BRT
Corporal punishment
Time out
Work detail
ISS
OSS
Tier adjustment

Severe Offense (BIR/Referral)

Continued mild/moderate offenses after intervention
Fighting
Tobacco use
Drug possession/Use
Profanity to a school board employee
Weapons
Bullying/Harassment
Vandalism
Threat/Intimidation
Tobacco possession

Possible Consequence

Admin call to parent
Immediate referral
Room removal
Collaborative team problem solving
Loss of privileges
Probationary contract w/ BRT
Work detail
ISS
OSS
Tier adjustment
Recommend expulsion

Rationale

- Our students come from a variety of situations, and all of them can benefit from structure.
- The consistency that this program provides will benefit teachers, students, and parents. Everyone will know what to expect.
- The weekly documentation will keep everyone informed of the student's progress in the T.I.E.R. Program, and hold the student responsible for his time spent at BLC.
- Many of our students have come to us having received mixed messages regarding boundaries, limits, and authority. This program makes it VERY clear where the boundaries are, what the limits are, and who is in authority.
- Most of our students have been given many chances and opportunities for success, however, this is their LAST chance. We need to utilize their placement in the BLC T.I.E.R. Program as way of getting their attention BEFORE it is too late.
- Many of our students have found very creative ways to ignore rules and avoid responsibility. It is up to us to teach them that they will always have rules in life and the object is not to get around them, but comply with them. Therefore, as teachers, administrators, and parents we must "say what we mean and mean what we say" at all times. This means if we have no intentions of following through or are unable to follow through then don't say it!
- Integrity means doing what is right when nobody is watching. Everyone needs integrity.
- When adults negate the rules or the system in place, we are teaching the students that it is ok not to follow the rules or the system.
- Our students need to be empowered to make good decisions. As the adults in their lives, we are not helping them by sending them mixed messages.

Glossary of Terms

Administrative Review- On T.I.E.R. B/Behavior Level, before progressing to T.I.E.R. C administration must review the student's file and give final approval to move to T.I.E.R. C., remembering that students go from having an escort on T.I.E.R.'s A & B to having no escort on T.I.E.R. C.

Behavior Incident Report- Used by teachers in lieu of a discipline referral for mild or moderate offenses.

BRT Request - When a student requests to see the BRT for school based issues, advising, or any other pertinent reason. This request is initiated by the classroom teacher via email to the BRT.

Antecedent/Entry – The beginning level of the Student Placement Cycle, also known as Tier A. A new student starts the program at BLC on the Antecedent/Entry Level. The Antecedent Level is for a minimum of 4 weeks, depending on the student's behavior, academics, and attendance.

Escort – For T.I.E.R. A & B students; a staff member will walk with the student if there is a need to leave the classroom during class time for emergency reasons, early dismissal, or a request to Guidance, BRT, & SAP.

Completion/Exit – The Fourth level of the Student Placement Cycle, also known as Tier D. The Completion level is for the student's remaining placement at BLC.

Exit Essay – This is a requirement for exiting the program at BLC. Guidelines will be given as to the components of the Exit Essay. The Exit Essay will be teacher guided.

Guidance Request- When a student requests to see the Guidance Counselor for scheduling, advising, or any other pertinent reason. This request is initiated by the classroom teacher via email to the Guidance Counselor.

Progression- Moving from one week to the next (ex. a student is on T.I.E.R. A/Week 3 and moves to T.I.E.R. A/Week 4 based on meeting the weekly criteria) or moving from one T.I.E.R. to the next.

Review Committee – Team made up of Guidance/BRT/SAP, Teacher input & Administration. The function is to compile student data and determine level of student success.

SAP Request - When a student requests to see the SAP Counselor for school based issues, advising, or any other pertinent reason. This request is initiated by the classroom teacher via email to the SAP Counselor.

Student Placement Cycle – The system utilized to assist students in acquiring appropriate behavior and social skills necessary to return to their home school.

Tier – Indicates where the student is at on the Student Placement Cycle. There are three Tiers: Tier A (Antecedent/Entry), Tier B (Behavior/Transition), Tier C (Foundation) and Tier D (Exit/Completion).

Tier Adjustment – When a student is moved to a previous Tier due to severe, ongoing, behavioral issues and/or a recommendation for expulsion.

Behavior/Transition Level – The second level of the Student Placement Cycle, also known as Tier B. The transition level is for a minimum of 5 weeks, depending on the student's behavior, academics, and attendance.

Weekly Summary Reports – A report that goes home with the student on Friday, to be signed by parent, and returned on Monday to homeroom Teacher. This is our documentation to parent, and supports the Student Placement Cycle.