

SOUTHERN ELEMENTARY SCHOOL PBIS SYSTEMS

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School Wide Expectations	Acronym, Pledge, Song
1. Stay Safe	At Southern Elementary we SOAR: S-Stay Safe O-Outstanding Attitude A-Always Respectful R-Responsible
2. Outstanding Attitude	
3. Always Respectful	
4. Responsible	
Name of your School Wide Expectations:	Southern Standards

SCHOOL WIDE RULES AND SOCIAL SKILLS:

1.	Keep hands, feet, and objects to self while maintaining personal space.
2.	Have appropriate materials throughout the school day.
3.	Follow directions the first time given.
4.	Use polite and kind language.
5.	Help others.
6.	Apologize and problem solve disagreements.

<p>Procedure for: Playground</p>
<p>Expected Student Behaviors (Describe desired behavior from entry to exit and address Conversation, Help, & Movement)</p> <ul style="list-style-type: none"> • Students are to stay away from the building and windows. • Students need to play in areas above the back slope so they can be seen. They should stay in front of Pre-K unit and off of the Pre-K playground area and equipment. • Students may only bring balls from home (with their name written on it) on the playground. • Paper and trash should be placed in the trashcans. • Keep hands, feet, and objects to yourself. • They need to climb up the ladder and slide down the slide in a seated position. • Use playground equipment safely and appropriately. • Students should include others in play. • Use appropriate language for school.
<p>Expected Staff Supervision Supports (List the supervisory and support responsibilities)</p> <ul style="list-style-type: none"> • Effectively monitor students by protecting, expecting, connecting, and correcting. • • • • • •
<p>Structural Needs (Identify any changes needed in the physical space that would support student and staff supervisory behaviors)</p> <ul style="list-style-type: none"> • Trash cans will be provided outside. • Bins will be placed by back doors with recess equipment. • • • • • •

<p>Procedure for: Cafeteria</p>
<p>Expected Student Behaviors (Describe desired behavior from entry to exit and address Conversation, Help, & Movement)</p> <p>Entering Cafeteria:</p> <ul style="list-style-type: none"> • Students enter using the door on the right in a single file line. • Students should use voice level 0. • Students who do not need to purchase lunch, should walk directly to a table and sit down. • Quietly ask supervising staff for help as needed. <p>Lunch Line: While going through the lunch line,</p> <ul style="list-style-type: none"> • No conversation between students when in line. • When placing lunch orders, speak to cafeteria staff in a voice level 2 and use polite words, such as please and thank you. Ask cafeteria staff for help as needed. • Students will have lunch card ready to scan at the end of the line. • Students will pick up milk, utensils, and condiments before sitting down. <p>Cafeteria Seating:</p> <ul style="list-style-type: none"> • Students can only talk only with others at their table (voice level 2) and • Students will remain seated for the duration of the lunch period. • Students should eat using good manners, such as chewing with their mouths closed and not playing with their food. • Students should only eat food that he or she brought from home or purchased in the cafeteria (no food sharing). • Ask teacher or supervising staff for help by quietly asking for their attention. <p>Exiting:</p> <ul style="list-style-type: none"> • Students should begin cleaning up their designated areas (including floor) and throwing trash away when instructed by cafeteria monitor. • Students should line up by walking to the designated place using voice level 0. They should not sit in the window ledges.
<p>Expected Staff Supervision Supports (List the supervisory and support responsibilities)</p> <ul style="list-style-type: none"> • Cafeteria monitors should be familiar with all expected student behaviors, the assigned supervision zones in the cafeteria and the zone they are to supervise. • Cafeteria monitors should arrive for duty 2 minutes before lunch starts. • Cafeteria monitors should scan the entire cafeteria for potential problems and circulate through their assigned supervision zone every few minutes, using positive feedback for appropriate behaviors and quietly correcting inappropriate behaviors. • During the last five minutes of the lunch period, cafeteria monitors should instruct students by tables to clean up area and throw trash away. • Cafeteria monitors should monitor students cleaning tables and sweeping floors.
<p>Structural Needs (Identify any changes needed in the physical space that would support student and staff supervisory behaviors)</p> <ul style="list-style-type: none"> • • • • •

<p>Procedure for: Arrival/Dismissal</p>
<p>Expected Student Behaviors (Describe desired behavior from entry to exit and address Conversation, Help, & Movement)</p>
<p>Arrival</p> <ul style="list-style-type: none"> • Car riders will stay on the right side of the sidewalk and enter the front door of the building, holding the door for the next person. • Bus riders will enter the right side of the cafeteria door, holding the door for the next person. • Students will greet staff members and peers with a hello (voice level 2) or wave. • Students will walk on the blue line to their classroom. <p>Dismissal</p> <ul style="list-style-type: none"> • Students will walk in a single file line to their designated area: ACES, buses, car riders. Students will hold the door for the next person. • Car riders should line up on the sidewalk according to their grade level: K-2 or 3-5. • Voice level for car riders waiting to be picked up is Level 0. • K-2 students will exit the building at 2:23. • No food (including candy) or drinks will be allowed in the car rider line.
<p>Expected Staff Supervision Supports (List the supervisory and support responsibilities)</p>
<p>Arrival</p> <ul style="list-style-type: none"> • Staff members should be signed in by 7:15 in the office. • Staff members should be at assigned duty spot by 7:22. • Classroom teachers should monitor student visitors. Greet and quickly send to their own classroom. <p>Dismissal</p> <ul style="list-style-type: none"> • Classroom teacher should escort students to buses and stay to monitor until buses are dismissed from the parking lot. • Staff members on car rider duty should be at their post by 2:20 in order to monitor students. • K-2 teachers should split duties with one teacher taking bus riders and the other escorting ACES students and then reporting to buses.
<p>Structural Needs (Identify any changes needed in the physical space that would support student and staff supervisory behaviors)</p> <ul style="list-style-type: none"> • • • • • • • • •

<p>Procedure for: Hallway</p>
<p>Expected Student Behaviors (Describe desired behavior from entry to exit and address Conversation, Help, & Movement)</p> <ul style="list-style-type: none"> • Students walk on the blue line on the right side. • Voice Level 0 in hall. • Keep hands by your side. • Stay on the left side of the columns. • Students walk one behind the other facing forward. • Students use quiet feet when walking in the hallway.
<p>Expected Staff Supervision Supports (List the supervisory and support responsibilities)</p> <ul style="list-style-type: none"> • Teachers stay and walk with class monitoring student behavior. •
<p>Structural Needs (Identify any changes needed in the physical space that would support student and staff supervisory behaviors)</p> <ul style="list-style-type: none"> • Students will need to be taught to stay to the left of columns. • • • • • • •

<p>Procedure for: Bathroom</p>
<p>Expected Student Behaviors (Describe desired behavior from entry to exit and address Conversation, Help, & Movement)</p> <ul style="list-style-type: none"> • Give others privacy. • Use the restroom and leave immediately after washing and drying hands. Turn off the water. • Only use 1-2 pumps of soap and 2 pumps of the paper towel dispenser. • Throw all trash away in the trash cans. • Only one person per stall. • Remember to leave all classroom items in the classroom. • Keep voice level at level 0.
<p>Expected Staff Supervision Supports (List the supervisory and support responsibilities)</p> <ul style="list-style-type: none"> • Monitor students while in the bathroom. • Monitor materials students may have on them. • Monitor the number of students in the bathroom. • Ensure that students wait, enter, and exit the bathroom quietly. • After students exit, check the bathroom for cleanliness.
<p>Structural Needs (Identify any changes needed in the physical space that would support student and staff supervisory behaviors)</p> <ul style="list-style-type: none"> • • • • • • • • •

Name of Expectations								
School-wide Expectations ↓	All Settings	Hallway	Cafeteria	Arrival/Dismissal	Bathrooms	Playground	Buses	
S tay Safe	- Keep hands, feet, and objects to self. - Use appropriate personal space.	-Walk on the right hand side -Look forward.	-Enter using the door on the right in a single file line. -Remain seated during lunch.	-Walk on right hand side in a single file line. -Stay on the sidewalk until the student’s name is called.	-Only 1 person per stall	-Play in areas above the back slope. -Climb up the ladder and slide down the slide.	Remain seated at all times except to get on the bus or off the bus. Buckle up.	
O utstanding Attitude	-Help others.	-Voice level 0.	-Quietly ask supervising staff for help.	-Say hello and wave in the morning.	-Keep voice level at 0.	-Include others in play.	Follow the directions of the bus driver or safety assistant.	
A lways Respectful	-Use polite and kind language. - Apologize and problem solve disagreements.	-Use quiet feet.	-Speak on voice level 2 and use polite words.	-Hold the door for the next person.	-Give others privacy.	-Use playground equipment safely and appropriately. -Stay away from the building and windows.	Talk quietly and only with those in nearby seats.	
R esponsible	-Follow directions the first time given. -Have appropriate materials throughout the school day.	-Keep hands by your side.	-Students have lunch cards ready to scan. -Pick up your milk, utensils, and condiments before sitting down. -Your area should be clean before leaving the table.	-Walk on the right hand side of the hallway. -Stay together with your class during dismissal.	-Throw all trash away in the trash cans. -Turn off the water. -Use 1-2 pumps of soap and 2 pumps of paper towels.	-Paper and trash should be placed in the trash can.	Keep hands, feet, and objects to yourself.	

<p>Supervision and Supports</p> <p>→</p>		<p>-Teachers stay and walk with class monitoring student behavior.</p>	<p>- Cafeteria monitors should be familiar with all expected student behaviors, the assigned supervision zones in the cafeteria and the zone they are to supervise.</p> <p>-Cafeteria monitors should arrive for duty 2 minutes before lunch starts.</p> <p>-Cafeteria monitors should scan the entire cafeteria for potential problems and circulate through their assigned supervision zone every few minutes, using positive feedback for appropriate behaviors and quietly correcting inappropriate behaviors.</p> <p>-During the last five minutes of</p>	<p>Arrival</p> <p>-Staff members should be signed in by 7:15 in the office.</p> <p>-Staff members should be at assigned duty spot by 7:22.</p> <p>-Classroom teachers should monitor student visitors. Greet and quickly send to their own classroom.</p> <p>Dismissal</p> <p>-Classroom teacher should escort students to buses and stay to monitor until buses are dismissed from the parking lot.</p> <p>-Staff members on car rider duty should be at their post by 2:20 in order to monitor students.</p> <p>-K-2 teachers should split duties with one teacher taking bus riders and the other escorting ACES students and then reporting to buses.</p>	<p>-Monitor students while in the bathroom.</p> <p>-Monitor materials students may have on them.</p> <p>-Monitor the number of students in the bathroom.</p> <p>-Ensure that students wait, enter, and exit the bathroom quietly.</p> <p>-After students exit, check the bathroom for cleanliness.</p>	<p>-Effectively monitor students by protecting, expecting, and correcting</p>	<p>-Classroom teacher should escort students to buses and stay to monitor until buses are dismissed from the parking lot.</p>
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			<p>the lunch period, cafeteria monitors should instruct students by tables to clean up area and throw trash away.</p> <p>-Cafeteria monitors should monitor students cleaning tables and sweeping floors.</p>				
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Model Classroom Procedures Matrix							
Model Classroom Procedures Matrix	School-wide Expectations↓	All Settings	Whole Group Instruction	Small Group Instruction	Independent Work	Entering the Classroom	End of Class
	Stay Safe	<ul style="list-style-type: none"> - Keep hands, feet, and objects to self. - Use appropriate personal space. 	<ul style="list-style-type: none"> -Keep chair flat on the floor. -Use pencils appropriately. -Keep your work area clean 	<ul style="list-style-type: none"> -Use center materials appropriately. 	<ul style="list-style-type: none"> -Stay on task. 	<ul style="list-style-type: none"> -Avoid tripping and falling by walking into your classroom with your hands by your side. 	<ul style="list-style-type: none"> -Walk to get book bags. -Pack up safely.
	Outstanding Attitude	<ul style="list-style-type: none"> -Help others. 	<ul style="list-style-type: none"> -Listen when others are talking. -Always give your best effort. 	<ul style="list-style-type: none"> -Participate in group activity/discussions. -Be ready to add ideas. 	<ul style="list-style-type: none"> -Complete your assignments on time. -Give your best effort (100%) 	<ul style="list-style-type: none"> -Smile! -Greet your teacher/peers with a Level 2 voice. 	<ul style="list-style-type: none"> -Pack up and be ready to walk out at dismissal.
	Always Respectful	<ul style="list-style-type: none"> -Use polite and kind language. - Apologize and problem solve disagreements. 	<ul style="list-style-type: none"> -Avoid distracting behavior. -Raise your hand permission to talk. 	<ul style="list-style-type: none"> -Use appropriate voice level 2. -Handle teacher materials with care. -Listen to teacher/peers discussion to add your ideas. 	<ul style="list-style-type: none"> -Voice level 0. 	<ul style="list-style-type: none"> -Greet teacher with a smile on Voice level 2. 	<ul style="list-style-type: none"> -Pack up for dismissal at voice level 0.
	Responsible	<ul style="list-style-type: none"> -Follow directions the first time given. -Have appropriate materials throughout the school day. 	<ul style="list-style-type: none"> -Keep your work area clean. -Listen when others are talking. 	<ul style="list-style-type: none"> -Stay on task. -Clean up your area when done. -Remain in your areas. -Keep materials center where they belong. 	<ul style="list-style-type: none"> -Stay on task. -Complete task in timely manner. 	<ul style="list-style-type: none"> -Unpack your materials. -Have all materials needed. -Complete morning work at voice level 0. -Write down homework assignments. 	<ul style="list-style-type: none"> -Pack up all materials needed to complete homework assignments. -Clean up your area and classroom.

Tell, Show Do, Review Lesson: PROCEDURE		
School Area: Cafeteria		
<p>Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.</p>	<p>This lesson should be taught in the cafeteria. “At Southern Elementary, our goal is for the cafeteria to be a safe and clean environment where all people interact with courtesy and respect. Today we are going to learn the exact behaviors that will help us achieve this goal. Tell me one way we can “Stay Safe” in the cafeteria? Super! Tell me one way we can display an “Outstanding Attitude” in the cafeteria? Now turn to your shoulder partner and tell them a way to “Always Respect” others in the cafeteria. Allow students to share with their partner and call on a few pairs to share their ideas. How can we be “Responsible” in the cafeteria? Refer to the Cafeteria Matrix to go over the expectations. Next, give examples and non-examples of each behavior on the matrix. Allow student groups to act out the examples. The teacher should demonstrate the non-examples, not the students.</p>	
<p>Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”</p>	Example:	Non-Examples:
	Go through the line in a single file line with no talking except to the cafeteria staff.	Students having a conversation while in the lunch line.
	Students should speak to others at the table on voice level 2.	Students yell at students at other lunch tables.
	Students will remain seated for the duration of the lunch period.	Students getting up and roaming the cafeteria.
	Students should throw away all trash when the lunch monitor comes around with the trash can.	Students throw trash on the floor.
<p>Do- Practice Give students opportunities to role play the procedure</p>	<p>Take students into the hallway. Practice entering the cafeteria with all students practicing going through the lunch line with no conversation. Have one student pretend to be cafeteria staff and give students food so students can practice using polite words. Then have students practice sitting down, staying seated, and talking at voice level two to other students at their table. Finally, practice cleaning area and throwing away trash as the monitor pushes the trash can around. Give students positive feedback while practicing. If students make errors, reteach and model the behavior and then practice again.</p>	
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	<p>Remember students, you need to be silent in the lunch line except to talk to cafeteria staff. Also, remember to use polite words like please and thank you. We want to make sure we are treating others with respect in the cafeteria. Today, I want you all to make sure to clean up your area and throw away all trash. Sometime it may not be your trash, but you can use a napkin to pick up around you (table and floor). That really helps to keep our cafeteria clean for all of us. It is very important that you make sure to get everything that you need before you are seated.</p>
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	<p>These are examples you may use: “Thank you for being responsible and cleaning the area around your table. You are helping the cafeteria be a nice place to eat.” “Thank you for remaining quiet as you entered the lunch line area so the cafeteria staff can hear lunch order. That is respectful behavior.”</p>

Tell, Show Do, Review Lesson: PROCEDURE		
School Area: Hallway		
Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.	This lesson should be taught in the hallway. “At Southern Elementary School our goal is to Stay Safe , have an Outstanding Attitude , Always be Respectful , and be Responsible .” Ask for examples in each these areas and how they apply to the hallway. For example, we walk in the hall to help us stay safe.	
	Example:	Non-Examples:
Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”	Keep hands by your side.	Touching walls and bulletin boards.
	Walk on the right side on the blue line.	Walk on the left side off the blue line.
	Look forward.	Turned around to the person behind you.
	Voice Level 0 Use quiet feet	Talking Stomping/running/squeaky feet
Do- Practice Give students opportunities to role play the procedure	Take students into the hallway. Practice walking in the hallway.	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Remember-use matrix rules that need reminding
	Feedback Observe student performance & give positive, specific feedback to students	“Great job walking quietly!” “Thank you for being on the blue line.”

Tell, Show Do, Review Lesson: PROCEDURE		
School Area: Bathroom		
<p>Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.</p>	<p>Goal: Use the bathroom quickly and correctly.</p> <ol style="list-style-type: none"> 1. Give others privacy. 2. Use the restroom. Leave immediately after washing and drying hands. 3. Only use 1-2 pumps of soap and 2 pumps of paper towels. 4. Throw all trash in the trash can. 5. Only 1 person per stall. 6. Keep voice level at level 0. 7. Turn off the water. 8. Leave classroom items in class. 	
<p>Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”</p>	Example:	Non-Examples:
	Model each expectation. Be explicit.	Give rationale for non-examples.
<p>Do- Practice Give students opportunities to role play the procedure</p>	<p>Role-play examples only. Do not have students role-play non-examples.</p>	
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	<p>Teach bathroom expectations. Review expectations during each visit to the restroom. Remind students daily.</p>
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	<p>Provide positive feedback to students for practicing expectations correctly. Provide specific individual feedback and group feedback.</p>

Tell, Show Do, Review Lesson: PROCEDURE		
School Area: Playground		
Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.	This lesson should be taught on the playground as you discuss each area. “At Southern Elementary School our goal is to SOAR –Stay Safe, Outstanding Attitude, Always Respectful, and Responsible.” Ask for examples of each expectation and review them.	
	Teachers should explicitly discuss each area of the playground and expectations: track, black tops, slides, monkey bars, project fit equipment, etc.	
Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”	Example:	Non-Examples:
	Go up the ladder and slide down the slide.	Climbing up the slide.
	Play in front of the Pre-K unit.	Hiding/playing behind Pre-K unit.
	Inviting others to play a group activity.	Excluding others from your activity.
	Sit on benches out on the playground.	Sitting by benches by the building and disturbing the nearby classrooms.
Do- Practice Give students opportunities to role play the procedure	Visit each area of the playground and discuss safe and appropriate actions. Explicitly teach what is acceptable and what’s not.	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Refer to the playground matrix when needed as a reminder of expectations.
	Feedback Observe student performance & give positive, specific feedback to students	Provide positive feedback when students are following the expectations.

Tell, Show Do, Review Lesson: PROCEDURE			
School Area: Arrival			
<p>Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.</p>	<p>This lesson should be taught at car rider line and bus parking lot coming into the school. “At Southern Elementary School our goal is to SOAR –Stay Safe, Outstanding Attitude, Always Respectful, and Responsible.” Ask for examples of each expectation and review them.</p>		
<p>Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”</p>	Example:	Non-Examples:	
	Walk on the sidewalk	Cut through grass	
	Enter on the right side of the door	Enter on the left side	
	Walk on the blue line to the classroom	Run/walk on wrong side of the hallway	
	Greet staff members and peers with Level 2 voice	Ignore others or yell	
<p>Do- Practice Give students opportunities to role play the procedure</p>	<p>Take students to car rider area and bus parking lot. Practice walking in from each area.</p>		
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	<p>Remember: Use matrix rules that need reminding</p>	
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	<p>“Great job walking on the blue line.” “I like how you walked and didn’t run.” “Excellent use of the correct door.”</p>	

Tell, Show Do, Review Lesson: PROCEDURE		
School Area: Dismissal		
<p>Tell Introduce the goal for the common area. Explain the expected student behaviors. Include a rationale (why important) and link to School Wide Behavioral Expectations.</p>	<p>This lesson should be taught going out of the building to the car rider line and bus parking lot. “At Southern Elementary School our goal is to SOAR –Stay Safe, Outstanding Attitude, Always Respectful, and Responsible.” Ask for examples of each expectation and review them for dismissal.</p> <p>K-2 should line up and prepare for departure by 2:22. Students should stay in line. 3-5 students will dismiss at 2:25.</p> <p>Students will remain in a single file line in the designated area: ACES, buses, car riders Car riders will line up by grade level and stand silently on the sidewalk. No food or drink in the car rider line.</p>	
<p>Show Teacher demonstrates or models the procedure. Teacher models non-examples. Use student helpers as needed for “extras.”</p>	Example:	Non-Examples:
	Car riders line up on sidewalk	Stand in grass and flower beds
	Voice level 0	Talking and can’t hear names being called
	Bus riders staying in single file line and walking to buses	Passing other students and running across the bus parking lot
<p>Do- Practice Give students opportunities to role play the procedure</p>	<p>Take students to car rider area and bus parking lot. Practice walking out from each area. Model the expectations. Explicitly discuss safety.</p>	
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	Review daily
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	Praise students with specific information about appropriate behavior.

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Rule: Keep hands, feet, and objects to self while maintaining personal space.		
Tell Introduce the rule and why it is important	Today we're going to learn more about staying safe and treating others with respect by keeping our hands, feet, and objects to self. Teachers should discuss the meaning of personal space. Brainstorm with the class why it's important to keep our hands, feet, and objects to ourselves. Discuss what can happen if we don't abide by this rule.	
Show Teacher demonstrates or models the rule. Teacher models non-examples	Teachers should role-play various examples of students keeping their hands (feet and objects) to themselves. Teachers should also model non-examples. Have a student role-play being the teacher providing instruction while the teacher portrays a student putting his/her hands on another student or pretending to poke another student with a pencil.	
Do- Practice Give students opportunities to role play the rule across all relevant settings	Provide scenarios to students requiring them to come up with alternatives to "touching" others. For example, Michael took your pencil and you want it back. You could slap him so he'd give it back, but you know you aren't supposed to touch others. What could you do instead?	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Remind students as needed that there's never a reason to put their hands (feet or objects) on other students.
	Feedback Observe student performance & give positive, specific feedback to students	Praise students when they make the right choice to keep their hands, feet, and objects to themselves.

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Rule: Have appropriate materials throughout the school day.		
Tell Introduce the rule and why it is important	Today we're going to learn more about how we can be responsible by having appropriate materials throughout the school day. Ask students who play sports what type of equipment they must have when they go to practice or games. Ask what would happen if they don't have needed equipment. Relate this to being prepared for class. Ask students why it's important to have materials for class.	
Show Teacher demonstrates or models the rule. Teacher models non-examples	Discuss what's appropriate to bring to class. This will differ from K-2 and 3-5 and individual teachers.	
Do- Practice Give students opportunities to role play the rule across all relevant settings	K-2: Call out different areas you use throughout the day and have students hold up what they should have. 3-5: Have students practice lining up with appropriate materials for each class.	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Review lesson and matrix throughout the year.
	Feedback Observe student performance & give positive, specific feedback to students	Great job bringing your appropriate materials to class today.

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Rule: Follow directions the first time given.		
<p>Tell Introduce the rule and why it is important</p>	<p>Today we're going to learn more about treating others with respect by learning the skill of following directions. The steps to following directions are:</p> <ol style="list-style-type: none"> 1. Listen attentively. 2. Raise hand to speak or ask questions. 3. Begin task immediately. <p>Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, coaches, secretaries, cafeteria workers, bus drivers, custodians and many others. Discuss why it is important to follow directions given by all adults in the building.</p>	
<p>Show Teacher demonstrates or models the rule. Teacher models non-examples</p>	<p>Example:</p> <ul style="list-style-type: none"> • An adult blow the whistle on the playground, all students stop playing, look to see that the path to their lineup spot is clear and move keeping their hands and feet to themselves to their lineup spot. • The teacher directs the class to push their chairs in and lineup. The class politely pushed their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time. <p>Non-Example:</p> <ul style="list-style-type: none"> • Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant. 	
<p>Do- Practice Give students opportunities to role play the rule across all relevant settings</p>	<p>Give a direction, such as clear your desk, and time students to see how quickly they comply. "Simon Says" game: practice with this follow the leader game to reinforce compliance with directions. Role-play procedures such as lining up at the end of recess. Have one student be the "supervisor" and have that child verbalize the positive things they notice.</p>	
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	<p>"Before I give the next directions, let's review the steps to following directions. They listen attentively, raise hand to speak or ask questions and begin task immediately."</p>
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	<p>"Thank you for following the fires drill expectations and safely exiting the building." "Great job counting off quickly and moving to numbered corners. That shows responsible use of our learning time." "I heard some interesting discussion....."</p>

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Social Skill: Use polite and kind language.		
Tell Introduce the rule and why it is important	"Today we are going to focus on always being respectful by using polite and kind language." Brainstorm with class what polite and kind words are and why's it's important to use them.	
Show Teacher demonstrates or models the rule. Teacher models non-examples	Example: Teacher compliments a student's clothing. Discuss when to use "please" and "thank you."	
Do- Practice Give students opportunities to role play the rule across all relevant settings	Invite other students to turn and talk to a partner and give each other compliments.	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Remind students to say "please" and "thank you" at appropriate times and to say positive things about each other.
	Feedback Observe student performance & give positive, specific feedback to students	"I liked how you said thank you when the cafeteria server handed you your tray."

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Social Skill: Help others.		
Tell Introduce the rule and why it is important	Today we're going to talk about why it's important to help others. <ol style="list-style-type: none"> 1. To show that you care. 2. It feels good to help others. 3. If you needed help, you would want someone to help you. 	
Show Teacher demonstrates or models the rule. Teacher models non-examples	Example: What does being respectful and helping others look like? You see someone with his/her hands full, so you hold the door open. Non-example: Walking through the door and ignoring the person behind you allowing the door to shut in his/her face.	
Do- Practice Give students opportunities to role play the rule across all relevant settings	<ol style="list-style-type: none"> 1. Have students role-play a scenario of helping others. 2. Have small group/classroom discussion on helping others. 3. Brainstorm and list times that students have helped others. 	
Review- Monitor	Pre-correct/Remind Anticipate and give students a reminder to perform behavior	Remind students how to help others prior to giving assignments.
	Feedback Observe student performance & give positive, specific feedback to students	Verbal praise when a student helps others or helps the teacher.

Tell, Show Do, Review Lesson: SCHOOL WIDE RULES / SOCIAL SKILLS		
Social Skill: Apologize and problem solve disagreements.		
<p>Tell Introduce the rule and why it is important</p>	<p>Today we're going to focus on being responsible by problem solving disagreements and apologizing to others.</p> <p>These are the steps for problem solving disagreements and apologizing:</p> <ol style="list-style-type: none"> 1. Identify the problem (what's wrong). 2. Listen to what the other person says and try to find an agreement that will be fair to everyone. 3. If you did something wrong, take responsibility for your actions by apologizing. 4. Ask your teacher or an adult for help if necessary. 	
<p>Show Teacher demonstrates or models the rule. Teacher models non-examples</p>	<p>Example: The teacher will model how to problem-solve a disagreement through role-play. The teacher will model how to compromise as well as what to do when one compromise is reached.</p> <p>Non-example: The teacher will model the non-examples through role-play. The teacher will present a disagreement and then model the non-examples (yelling, screaming, throwing objects, hitting, etc.)</p>	
<p>Do- Practice Give students opportunities to role play the rule across all relevant settings</p>	<p>K-2 Invite students to role play with a partner different disagreements. The teacher will present the various scenarios for K-2 grades.</p> <p>3-5 Invite students to role play with the partner different disagreements. Students will work in groups to create scenarios that involve disagreements between peers.</p>	
Review- Monitor	<p>Pre-correct/Remind Anticipate and give students a reminder to perform behavior</p>	<p>Remind students of how to problem-solve disagreements and when to apologize before group or partner work, and at social times such as lunch and recess.</p>
	<p>Feedback Observe student performance & give positive, specific feedback to students</p>	<p>Monitor students as they work in groups. Give positive feedback to students that compromise or students that may have apologized during social times and other group interactions.</p> <p>For example, "I like the way Johnny and Randy agreed to share the puzzle during prop during center time."</p> <p>" I noticed that Noel and Ariel were having a problem during Center time. But when I looked over they were still working at the center together. Would you two like to come up and share how you solved your disagreement?"</p>

Tell, Show Do, Review Lesson: SCHOOL WIDE EXPECTATIONS	
<p>Tell Introduce the school wide expectations and why they are important</p>	<p><i>“Here at Southern Elementary School, we SOAR to success.” Display the SOAR matrix. “SOAR stands for Stay Safe, Outstanding Attitude, Always Respectful, and Responsible. Now let’s say that together. Over the next few days, you are going to be learning and practicing how to meet these school wide expectations all over the school building, including un the hallways, cafeteria, my classroom, and even in the restroom. Today I want to introduce to you what these words mean.”</i></p> <p><i>Stay Safe-</i> <i>Outstanding Attitude</i> <i>Always Respectful-</i> <i>Responsible-</i></p>
<p>Show Teacher demonstrates or models the expectations. Teacher models non-examples</p>	<p>Now I am going to read some scenarios to you guys. I want you to help me categorize them as:</p> <p>-Staying Safe or Unsafe</p> <ol style="list-style-type: none"> 1) Having all four legs of a chair on the floor. 2) Running down the hallway. 3) Buckling up on the school bus <p>-Outstanding Attitude or Bad Attitude</p> <ol style="list-style-type: none"> 1) Saying hello or waving in the morning. 2) Including others in play. 3) Ignoring someone when they say “good morning.” <p>-Respectful or Disrespectful</p> <ol style="list-style-type: none"> 1) Staying quiet in the hallway. 2) Talking to an adult without raising your hand. 3) Holding the door for others. <p>-Responsible or Irresponsible</p> <ol style="list-style-type: none"> 1) Having your lunch card ready. 2) Leaving the playground equipment outside. 3) Bring a pencil to class.
<p>Do- Practice Give students opportunities to role play behaviors associated with the expectation across all relevant settings</p>	<p>Have groups of students come up with scenarios using each of the 4 school expectations to share with the class.</p> <p>We will be learning more about how to practice each of the 4 expectations. Teachers make sure to highlight and review these school wide expectations as applicable in subject area curriculum.</p>

School Wide Acknowledgement Systems for Students:

Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
<p>High Frequency/ Immediate <i>Delivered at high rate for short period for teaching new behaviors and/or responding to problem behaviors</i></p>	Reinforce new learning of school wide expected behaviors.	SOAR	Demonstration of school-wide expected behaviors.	ClassDojo points, paired with positive feedback.	All Students	Common Areas and Classrooms	Daily for the first month after teaching; 80% of students demonstrate fluency daily, move to 3 days a week and then to intermittent in the common area. Teachers will focus on the expected behavior in their classroom that need the most work.	Reward Coupons	Students will turn in the coupons to the classroom teacher to use
Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
<p>Intermittent/ Unexpected <i>Used to maintain taught behaviors, Bring “surprise” attention to certain behaviors or at scheduled intervals</i></p>	Reinforce new learning of school wide expected behaviors.	SOAR	Demonstration of school-wide expected behaviors.	ClassDojo points, paired with positive feedback.	All Students	Common Areas and Classrooms	After the first month, PBIS coach will email focus area(s) for the week.	Reward Coupon	Students will turn in the coupons to the classroom teacher to use

Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
<p>Long-term Celebrations <i>Used to celebrate/ acknowledge achievement of goal by whole school, grade level, classroom, bus, or individual</i></p>	<p>Ensure that school wide expectations are generalized across settings.</p>	<p>SOAR</p>	<p>Demonstration of school-wide expected behaviors as a class, grade level or school.</p>	<p>Class, grade level and school wide celebrations/ activity.</p>	<p>Classes, grade level, and school</p>	<p>Common Areas and Classrooms</p>	<p>Common areas</p>	<p>Surprise reward</p>	<p>Exchange eagle wings</p>

MENU OF REINFORCERS FOR SCHOOL WIDE ACKNOWLEDGEMENT SYSTEMS - STUDENTS:

Earned by:	Types of Reinforcers		
	Activities or Privileges	Social Attention & Recognition	Tangible Items
Individual Students	Coupons for privileges: <ul style="list-style-type: none"> • Homework Pass • No Shoes • Hat Day • Bring Stuffed Animal • Use a Pen • Sit With a Buddy • Positive Note • Pick a Seat • 5 Bonus Points • Bring a Show & Tell Item 	<ul style="list-style-type: none"> • Student of the Week • Name on ticket drawn announced on morning announcements. 	<ul style="list-style-type: none"> • Reward Coupons
Whole Classrooms	<ul style="list-style-type: none"> • Extra recess • Popcorn party • Movie party 	<ul style="list-style-type: none"> • Eagle's wing 	<ul style="list-style-type: none"> • Buy supplies for popcorn party
Small Groups of Students (e.g., bus, walkers, 1st lunch, Team A, etc.)	<ul style="list-style-type: none"> • Connect-ed from Ms. Ashby 	<ul style="list-style-type: none"> • Ticket to earn Dojo point 	<ul style="list-style-type: none"> • Tickets made by Mr. Seagraves
Whole School	<ul style="list-style-type: none"> • Staff vs Student Basketball game • Principal challenge voted on by students • Dance 		

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
DEFIANCE	Student engages in brief or low-intensity failure to follow directions or talks back.	<ul style="list-style-type: none"> -refusals -argues with teachers -talking out -rolling eyes -leaving class -unnecessary movement 	DEFIANCE/ INSUBORDINATION / NON-COMPLIANCE	Student engages in refusal to follow directions or talks back.	<ul style="list-style-type: none"> -minor actions are repeated
DISRESPECT	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> -name calling -profanity -eye rolling 	DISRESPECT	Student delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> -stealing -cursing at teachers -hitting adults or other students

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
		-touching/invading touching space -not following directions -not respecting classroom, school, or other’s property	BULLYING (GCS)	The delivery of direct or technology-based messages that are intended to intimidate, discredit, injure or disturb a student/group of students to the extent that the behavior causes mental/physical harm and is sufficiently severe, persistent (happening frequently) and pervasive.	-repeated over time physical, social, and emotional exclusions specifically targeting a student
		-intentional, inappropriate noises	HARASSMENT	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	-repeated over time physical, social, and emotional exclusions specifically targeting a student

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
DISRUPTION	Student engages in low-intensity, but inappropriate disruption.	<ul style="list-style-type: none"> -refusal to do work -intentional, inappropriate noises -blurting out -unnecessary movement -touching others -talking -arguing with teachers and peers 	DISRUPTION	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	<ul style="list-style-type: none"> -fighting -destroying property -verbal confrontation (yelling) -repeat offending behaviors
DRESS CODE VIOLATION	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	<ul style="list-style-type: none"> -inappropriate shoes for PE and recess -hats worn inside building or on bus -shorts, skirts, and dresses not at proper length -exposing skin or underwear -inappropriate language/gestures on clothing 	DRESS CODE VIOLATION	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	<ul style="list-style-type: none"> -minor actions are repeated

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
INAPPROPRIATE LANGUAGE	Student engages in low-intensity instance of inappropriate language.	-cursing or unkind words in classroom	ABUSIVE LANGUAGE/ INAPPROPRIATE LANGUAGE/ PROFANITY	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	-minor actions are repeated

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
PHYSICAL CONTACT/ PHYSICAL AGGRESSION	Student engages in non-serious, but inappropriate physical contact.	-mutual pushing, shoving, and hitting	FIGHTING	Student is involved in mutual participation in an incident involving physical violence.	-mutual excessive pushing, shoving, and hitting in a “real” fight
		-kissing, hugging, holding hands	INAPPROPRIATE DISPLAY OF AFFECTION	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	-touching in inappropriate places
		- individual is pushing, shoving, and hitting	PHYSICAL AGGRESSION	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	- individual using excessive pushing, shoving, and hitting in a “real” fight
PROPERTY MISUSE	Student engages in low-intensity misuse of property.	-breaking pencils -coloring on desks	PROPERTY DAMAGE/VANDALISM	Student participates in an activity that results in destruction or disfigurement of property.	-carving on desks

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
TARDY	Student arrives at class after the bell (or signal that class has started).		SKIP CLASS	Student leaves or misses class without permission.	-doesn't show up for class when at school
			TARDY	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).	
TECHNOLOGY VIOLATION	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	-showing electronic devices to others -listening to inappropriate music	TECHNOLOGY VIOLATION	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	-computers open to adult sites

Problem Behavior Definitions and Examples

Administrator Managed (Major) Problem Behaviors (without Minor versions):

Administrator Managed Problem Behavior	Definition	Looks Like / Sounds Like
ARSON	Student plans and/or participates in malicious burning of property.	
BOMB THREAT/ FALSE ALARM	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	
FORGERY/ THEFT/PLAGIARISM	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	
GANG AFFILIATION DISPLAY	Student uses gesture, dress, and/or speech to display affiliation with a gang.	
INAPPROPRIATE LOCATION/ OUT OF BOUNDS AREA	Student is in an area that is outside of school boundaries (as defined by school).	
LYING/CHEATING	Student delivers message that is untrue and/or deliberately violates rules.	
TRUANCY	Student receives an 'unexcused absence' for ½ day or more.	
USE/POSSESSION OF ALCOHOL	Student is in possession of or is using alcohol.	
USE/POSSESSION OF COMBUSTIBLES	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	
USE/POSSESSION OF DRUGS	Student is in possession of or is using illegal drugs/substances or imitations.	
USE/POSSESSION OF TOBACCO	Student is in possession of or is using tobacco.	
USE/POSSESSION OF WEAPONS	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.	

Staff Responses to Misbehavior

Staff Responses to Misbehavior		
Actions to Minimize	Description	Examples – Classroom and Common Areas
Provide Pre-Corrects	An antecedent instructional event designed to prevent the occurrence of predictable problem behavior and to facilitate the occurrence of more appropriate desired behavior. Prompt the desired behavior to minimize the possibility of problem behaviors with a student or students prior to a particular context where student or students may have some difficulty.	Before students enter the hallway remind them of the hallway expectations. "Class, remember to walk on the right side of the hallway, keep hands and feet to self with silent voices."
Quick Check	A quick reminder to the students of the rules you agreed to together as a class or of the rules that the teacher taught them at the beginning of the year.	Whenever a few or many students are not following the rules in the classroom, do a quick check and ask them to rate themselves by holding up correct number of fingers.
Proximity Management	The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses.	If particular students are not following expectations, move to those students.
Signals or Non-verbal Cues	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues.	If students talking, hold "shh" finger to mouth.
Positive Feedback as a Prompt: Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the inappropriately behaving student. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.	"Thank you Sharon for staying on the right with your voice off."
Direct Error Corrections	Description	Examples – Classroom and Common Areas
Re-direct Misbehavior	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the school wide, non-classroom, or classroom rule or procedure.	"Remember Rebecca, our rule states to keep all hands, feet, and objects to yourself."
Re-Teach Appropriate Behavior	Re-teaching builds on the re-direct and re-teaches the specific expectation, rule, or procedure in question. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, the staff member labels the skill, teaches and models, and gives the student the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, specific positive feedback should follow.	"Remember Rebecca, our rule states to keep all hands, feet, and objects to yourself. In the hallway you can hold your hands down to your side and make sure to leave enough space between you and the student in front of you. Let me show you." (Demonstrates for student) "Now you try." (Student demonstrates). Thank you, you did that exactly right. You had your hands down and you left enough space. I will be looking for that next time we are in the hall.

Staff Responses to Misbehavior

<p>Guided Self-Correction</p>	<p>The teacher actively involves the student by asking a series of questions to get the student to think about a situation and determine what the appropriate behavior is and why the student should be engaged in the appropriate behavior:</p> <ul style="list-style-type: none"> • <i>“What are you doing?”</i> • <i>“What should you be doing?”</i> • <i>“Why should you be doing that?”</i> (appropriate behavior) • <i>“Great, now let me see you do it”</i> (appropriate behavior) <p>Staff may also want to make a statement about being available to help the student if needed: “I’ll be here to help you if you have any questions about completing that task. Just let me know.”</p>	<p>T - “What are you doing?” S – “Poking Sherry” T - “What should you be doing?” S – “Keeping my hands to self” T - “Why should you be doing that?” S – “Because my friends don’t like me poking them and it is being nice.” T - “Great, now let me see you do it” S – demonstrates the behavior T - “Good job.”</p>
<p>Provide Choice</p>	<p>There are two strategies that involve providing choice to students:</p> <ul style="list-style-type: none"> • Choice between options that are equally desirable, at least by the teacher • Choice between an option that is preferred or desired and a less preferred choice 	<p>“Sherry, either you can keep your hands to yourself as we go down the hall or you can come walk with me.”</p>
<p>Student Conference to Re-teach and Problem Solve</p>	<p>Student Conference - Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.</p>	<p>“Max, I know you were upset because the group didn’t include you. You responded by calling them names and saying, ‘You said I could play.’ A respectful way to handle this is to just walk away and report to an adult. If you can do that, you won’t get into arguments and someone might be able to help you join the group. Yelling and name calling doesn’t help solve the problem. Do you understand? Max, let’s think of some things you could say to ask to join a group. How about, ‘Hey guys, can I join your game?’ or ‘Who would like to start a new game with me?’ Still someone might tell you ‘No.’ So, the next time someone tells you can’t join their group, how will you handle it? That’s great, Max. Let me know if I can help you with that.”</p>

Staff Responses to Misbehavior

Corrective Consequences	Description	Examples – Classroom and Common Areas
Loss of Privilege	Student loses a privilege, such as an opportunity to have a leadership role, to sit with friends, etc. in the class or common area.	Elizabeth sits in an assigned seat during lunch.
Brief Delay with Short Discussion	A brief delay is when the student is held back very briefly from a preferred activity. This can be a logical consequence for taking time away from teaching.	“Sharon, wait here with me until everyone else gets to the cafeteria. I want to talk to you about keeping your hands to yourself.” As the rest of the class walks on, the teacher says, “Remember Sharon, our rule states to keep all hands, feet, and objects to yourself. In the hallway you can hold your hands down to your side and make sure to leave enough space between you and the student in front of you. Let me show you.” (Demonstrates for student) “Now you try.” (Student demonstrates). Thank you, you did that exactly right. You had your hands down and you left enough space. I will be looking for that next time we are in the hall.
Positive Practice	This is an appropriate consequence to use when the student is engaging in misbehavior that is easily practiced appropriately, such as running in the hall. If the misbehavior occurs repeatedly, he/she might be required to spend some free time <u>practicing</u> . At this point, you are combining positive practice with time owed. (You may want to define how many errors equals practice time owed.)	“Sherry, let me see you walk down the hallway and keep your hands to yourself.” (Watches student and gives feedback)

Staff Responses to Misbehavior

<p>Timed Owed</p>	<p>Time owed works best when the student owes the teacher time during something he/she values. Examples include:</p> <ul style="list-style-type: none"> ✓ Elementary- getting in line to go somewhere, packing up at the end of the day, going to a special, etc. ✓ Secondary- class changes, going to lunch, leaving at the end of the day <p>Appropriate teacher response for behaviors such as compliance or in class behavior rule violations and disruptions. Decide ahead of time when you are able to use this corrective response. Keep the amount of time owed short- about 15-30 seconds per infraction. For example, if the student talks out 3 times, then they may owe 45-90 seconds. Students should not do anything during the time owed– you don’t want to create an attention-seeking pattern of behavior.</p>	<p>Teacher marks tallies on sticky note each time a Debika is disrupting during class (out of seat, talking to peers, and blurting out). Each tally mark equals 10 seconds of owed time during class change. Teacher sets a kitchen timer during class change, and Debika remains at her desk until time-owed is completed.</p>
<p>Restitution</p>	<p>With restitution the student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. The goal of restitution is for the misbehaving student to learn that when his or her behavior causes damage, he/she needs to repair that damage. The key is to make it clear to the student that what they are asked to do, such as apologize, is not a punishment but a reparation – an attempt to repair any damage that may have been caused. When this strategy is used with ongoing misbehavior, it may be effective to increase the “amount” of the restitution with successive instances of misbehavior.</p>	<p>Amy writes on the desk, and the teacher has her wash the desk. If Amy does it a second time, the teacher has her wash all the desks in the class.</p>
<p>Time-Out</p>	<p>Time-out should represent a loss of attention gained when students are otherwise engaged in learning opportunities. In order for time-out to be effective, your instruction needs to be so interesting and enjoyable that your students want to participate. Using time-out effectively requires that you <u>plan ahead</u> and have a <u>system</u> in place so that it can be carried out quickly and easily. The <u>location</u> and the details of how the student gets to time-out, how long the student remains, and <u>what</u> the student does when he/she gets to time-out must be pre-arranged and taught to the students. You may want to consider posting the time-out procedure in the space you are using for time-out. There are several ways to implement time-out.</p> <ul style="list-style-type: none"> • Time-out from instruction (elementary level) • Time-out at desk (elementary level) • Time-out in classroom (all grades) • Time-out in another class (all grades) 	<p>Teacher assigns Jaylen time-out in the classroom for mocking the teacher and making negative comments about the classroom assignments. After Jaylen walks to the time-out desk that is at the back of the classroom, facing the wall, the teacher sets the timer for five minutes. When the timer goes off, Jaylen can quietly return to his seat and rejoin the class.</p>



Staff

Admin

PBIS Systems

Admin Responses to Misbehaviors

- Time in office
- Loss of privilege
- Conference with the student- problem solving
- Parent contact- problem solving
- Time out
- Individualized instruction- re-teaching
- ISS
- OSS
- Bus suspension
- Restitution/ Restorative Discipline
- Community Service
- Counseling- Individual and/or group
- Teach self-management strategies

Staff completes ODR form and contacts office to escort student or escorts student

Admin determines consequences

Copy of referral given to teacher/staff, copy given to data manager to enter into SWIS, Copy sent to parent via student

Staff Responses to Misbehaviors

Actions to Minimize:

- Provide Pre-Corrects
- Quick Check
- Proximity Management
- Signals or Non Verbal Cues
- Positive Feedback as prompt: Ignore, Attend, Praise

Corrective Consequences:

- Loss of Privilege
- Brief Delay with Short Discussion
- Positive Practice
- Time Owed
- Restitution
- Time-out

Direct Error Corrections:

- Re-direct Misbehavior
- RE-teach Appropriate Behavior
- Guided Self-Correction
- Provide Choice
- Student Conference to RE-teach and Problem Solve

Actions to Minimize and / or
Direct Error Corrections, Reteach Expectations
– Repeat as needed

2nd Step

Direct Error Corrections, RE-teach
Expectation, Minor Reports, Continue building
relationship

3rd Step

Direct Error Correction, Re-teach Expectation,
Corrective consequence, Minor Report,
Problem solve with family, PLC, Continue
building relationship

4th Step

Direct Error Correction, Re-teach Expectation,
Corrective Consequence, Minor Report,
consult with counselor or admin, continue
building relationship

5th Step

**At teacher discretion complete ORD form and
contact office to escort student**

Behavior Improves

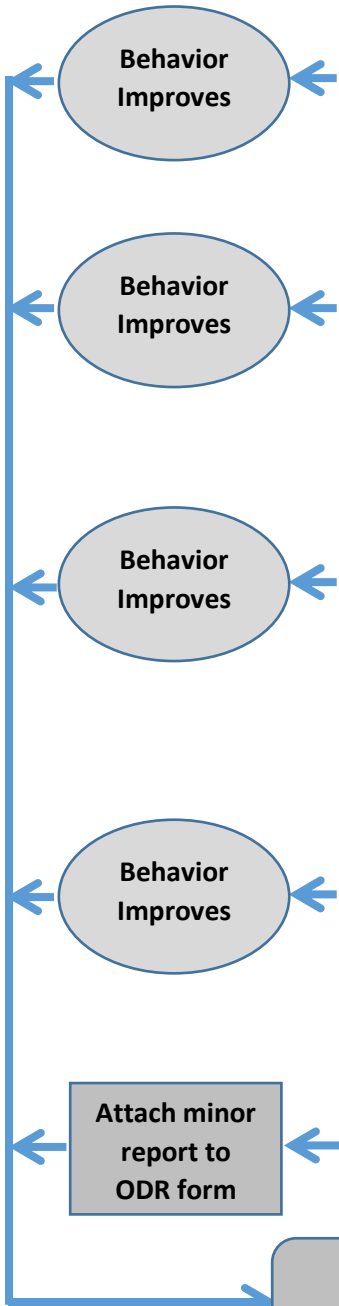
Behavior Improves

Behavior Improves

Behavior Improves

Attach minor report to ODR form

On-going teaching and positive feedback for appropriate behavior, building positive relationship and learning what works for each student



Student Name: _____

Note: 1st step is using actions to minimize, direct error corrections, etc. as you would for any student in your classroom. Does not require documentation.

2 nd Step:			3 rd Step:		
Date:	Time:	Location:	Date:	Time:	Location:
Behavioral Error:		Staff Response: (check all that apply)	Behavioral Error:		Staff Response: (check all that apply)
<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction	<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction <input type="checkbox"/> Time Owed
<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior	<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior <input type="checkbox"/> Restitution
<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction	<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction <input type="checkbox"/> Time Out
<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice	<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice <input type="checkbox"/> Problem solve with PLC
<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference	<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference <input type="checkbox"/> Other:
<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Other:	<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Other:
<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Other:	<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Brief Delay <input type="checkbox"/> Other:
		<input type="checkbox"/> Other:			<input type="checkbox"/> Positive Practice <input type="checkbox"/> Other:
		<input type="checkbox"/>			Family contact date (mandatory):
4 th Step:			5 th Step:		
Date:	Time:	Location:	Date:	Time:	Location:
Behavioral Error:		Staff Response: (check all that apply)	Behavioral Error:		Staff Response: (complete all steps or alternatives)
<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction <input type="checkbox"/> Time Out	<input type="checkbox"/> Defiance		<input type="checkbox"/> Complete ODR form
<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior <input type="checkbox"/> Problem solve with PLC	<input type="checkbox"/> Disrespect		<input type="checkbox"/> Attach minor form
<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction <input type="checkbox"/> Consult with counselor	<input type="checkbox"/> Disruption		<input type="checkbox"/> Contact office to escort student
<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice <input type="checkbox"/> Consult with admin	<input type="checkbox"/> Dress Code Violation		
<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/>
<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Other:	<input type="checkbox"/> Physical Aggression		
<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Brief Delay <input type="checkbox"/> Other:	<input type="checkbox"/> Property Misuse		Alternative Responses instead of ODR (at Teacher Discretion):
		<input type="checkbox"/> Positive Practice <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		<input type="checkbox"/> Time Owed <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		<input type="checkbox"/> Restitution <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		Family contact date (mandatory):			Family contact date (mandatory):

Administrative Managed Behavioral Errors		
Behavioral Error	Definition	Example
Arson	Student plans and/or participates in malicious burning of property.	
Bomb threat/false alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling that is sufficiently severe, persistent and pervasive.	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.	
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	
Inappropriate Location	Student is in an area that is outside of school boundaries (as defined by school).	
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.	
Skip Class	Student leaves or misses class without permission.	
Truancy	Student receives an 'unexcused absence' for ½ day or more.	
Use/Possession of Alcohol	Student is in possession of or is using alcohol.	
Use/Possession of Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.	
Use/Possession of Tobacco	Student is in possession of or is using tobacco.	

Use/Possession of Weapons	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.		
Administrative Decisions / Actions Taken			
Check Decisions / Actions Used	Decision/Action	Definition	Examples of Misbehaviors
	Time in Office	Consequence for referral results in student spending time in the office away from scheduled activities/classes.	
	Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.	
	Conference with Student	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination) to problem solve.	
	Parent Contact	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem to determine solutions.	
	Time Out/Detention	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.	
	Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.	
	In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day that is structured with an instructional component, academic and behavioral.	
	Out-of-School Suspension	Consequence for referral results in a 1-3 day period when student is not allowed on campus.	
	Additional Attendance/ Saturday School	Consequence for referral results in student attending classes on a Saturday.	
	Expulsion	Consequence for referral results in student being dismissed from school for one or more days.	
	Bus Suspension	Consequence for referral results in 1-3 day period when student not allowed on the bus.	

	Restitution / Restorative	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.	
	Community Service	Consequence for referral results in involvement in community service activities or projects.	
	Alternative Placement	Consequence for referral results in student being placed in a different educational setting	
	Action Pending	Consequence for referral is pending. Referral will be modified when “action taken” is determined.	
	Other Action Taken (List & describe below)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.	
	Other - Counseling	Consequence for referral results in student being referred for small group or individual counseling.	
	Other - Teach Self-Management / Monitoring Strategies	Consequence for referral results in student being taught self-management or self-monitoring strategies.	
	Other - Behavior Plan based on function (BFBA/BSP)	Consequence for referral results in student being referred to a problem solving team for development of a behavior support plan based on a basic functional behavioral assessment.	
	Other - Mediation	Consequence for referral results in student participating in a mediation session.	
	Other -		
	Other -		
	Other -		
	Other -		

Yearly Implementation Plan for PBIS

PBIS TEAM:

Identify your team members. Assign **roles** and identify who may have the **skills** and **knowledge** listed.

Team Member	Admin	Coord	Back-up Coord	Data Analyst	Backup Data Analyst	Minutes Taker	Back-up Minutes Taker	Family Member	External PBIS Coach (Coaching Expertise)	Applied Behavioral Expertise	Knowledge of Student Academic and Behavior Patterns	Knowledge about Operations of School Across Grade Levels and Programs	Time Keeper
C. Ashby	X										X	X	
N. Anderson			X								X		
F. Mickens							X						
J. Bibbs				X					X	X	X		
J. Seagraves		X											
G. Humble													X
K. Seagraves						X						X	
K. Schucker										X	X		
R. Starnes					X								

Determine any needed **sub-committees** and assign team members:

Sub-Committee:	Team Members:

1. Start and end on time
2. Stay on topic
3. Be prepared if presenting
4. Indicate support for ideas we like or agree with
5.
6.

Determine your **one to two meetings** per month schedule for the rest of the year:

Day and Time of the Month: First Tuesday 2:45-3:45

Location: Room 113-Mr. Seagraves' room

Dates of Meetings (Recommended - plan dates for the rest of the year):


August 15, September 5, October 3, November 7, December 5, January 16, February 6, March 6, April 17, May 1, June 5

Check the strategies you will use **deciding** with the PBIS Team and **engaging** with your staff:

DECISION OPTION		Use with Team	Use with Staff
Consensus <i>Every view or position is heard. All members are willing to support the decision.</i>	Fist of Five		
	Colored Cards		
	Thumbs - 3	X	X
	Thumbs - 5		
	Other:		
Majority Rule <i>Decision determined by a majority vote.</i>			
Participative or Representative <i>Those making the decision seek and take into account input from the entire team or staff.</i>			X
Unilateral <i>One person or a group is empowered to make a decision without consulting others.</i>			
Work Groups <i>Typically small with 3-5 staff members and at least one member from the PBIS Leadership Team that works on a project and brings it back to the staff or PBIS team for review.</i>			

BEHAVIORAL EXPECTATIONS:

List necessary tasks to prepare the school wide areas and assign team members to complete tasks as needed.

Common Areas	 Procedure, Rules/Social Skill Needs to be Developed or Revised	To Do List		
		Tasks	Person Responsible	By When
Hallways				
Restrooms				
Cafeteria				
Courtyards or Commons				
Playground				
Field Trips				
Arrival (buses, cars, and walkers)				
Dismissal				
Buses				
Assemblies				
Computer Lab				
Other:				
Other:				

TEACHING EXPECTATIONS:

Develop *Implementation Schedule* for Teaching Behavior: Southern Elementary Student Body

INTRODUCTORY EVENT (if applicable):		
<u>What:</u>	<u>Materials Needed:</u>	<u>When:</u>
Kick-off Assembly		8-29-17
INTRODUCE AND MAINTAIN FOCUS ON SCHOOL WIDE EXPECTATIONS:		
<u>Activity/Lesson</u>	<u>Date / Time / Class</u>	<u>Taught By Whom</u>
1. SOAR	August 28-September 1	Classroom Teachers
2.		
3.		
4.		
5.		
6.		
DELIVERY OF DIRECT INSTRUCTION OF SCHOOL WIDE RULES (Beginning of School):		
<u>Name of Lesson</u>	<u>Date / Time / Class Lesson is Taught</u>	<u>Taught By Whom</u>
1. Rules & Social Skills	August 28-September 1	Classroom Teachers
2.		
3.		
4.		
5.		
6.		
DELIVERY OF DIRECT INSTRUCTION OF COMMON AREAS RULES AND PROCEDURES (Beginning of School): Consider reviewing and teaching of lessons for the first two weeks of school		
<u>Name of Lesson</u>	<u>Date / Time / Class Lesson is Taught</u>	<u>Taught By Whom</u>
1. Common Area Lessons	August 28-September 1	Classroom Teachers
2.		
3.		
4.		
5.		
6.		

List weeks for *planned reviews* of lessons:

Weeks following: Thanksgiving Break, Winter Break, Spring Break, anytime as needed

Record plans for *documentation of lesson plan delivery:*

FEEDBACK & ACKNOWLEDGEMENT:

Record mandatory and suggested adult practices for **building positive relationships** with every student.

Mandatory Practices	Suggested Practices
Greeting each student	Attend extracurricular activities
Positive phone call home w/i first 2 weeks of school	Send cards to students for special days
Eat lunch with small group of students to get to know at the beginning of year	Positive calls throughout the year
2 minutes on Monday-turn and talk	End of class launch
SOAR pledge daily on announcements	

Record ways to encourage staff skill/use of **specific positive feedback**:

Staff will share at staff meetings: “Tell Me Something Good” that each teacher has done in their classrooms.

- _____ PBIS team members give reminders to the staff (see slide 25-considerations for positive feedback)
- _____ Monthly recognition superlatives (leadership-Eagle, flexibility-slinky, kindness-cupcake, digging deeper-shovel)
- _____ Monthly recognition of grade level teachers (September-kindergarten, Oct.-first grade, etc.)-other staff members write compliments and encouraging words

Record ways to encourage staff skill/use of **4:1**:

Post 4:1 signs around the school and move these periodically to other spaces within the school setting

- _____ Increasing Positive Interactions: Paperclips/Pennies in Your Pocket (slide 31)
- _____ PBIS team members model for staff

Record ways to monitor staff use of **4:1**:

PBIS team members drop by other classrooms during planning to do a fidelity check. Report at staff meetings 4:1 without using specific names.

- _____ End-of-quarter self-evaluation on how you’re doing using the 4:1.

Record ways to **recognize and acknowledge staff**:

Report from PBIS team on fidelity checks at monthly staff meetings

- _____ Monthly recognition superlatives (leadership-Eagle, flexibility-slinky, kindness-cupcake, digging deeper-shovel)

IMPLEMENTATION PLAN FOR SCHOOL WIDE ACKNOWLEDGEMENT SYSTEMS - STUDENTS:

System Title/Name: High Frequency

Component	Details	Who, Where, and How?
What Earned? Class Dojo Points	Who will make the items to be earned (e.g., "tickets")?	Class Dojo
	How will "tickets" be distributed to staff?	i-pads
	Where will extra "tickets" be stored?	N/A
	Who will make any additional materials (e.g., graphs, puzzles, bulletin boards)?	N/A
When Earned?	Who will make the calendar or schedule outlining days that the reinforcement system is to be used?	Ms. Ashby
	Who will communicate to staff which days to use system? How will staff be reminded?	Mr. Seagraves-email staff reminders
	Who will monitor data to determine when criteria reached?	PBIS-monthly meetings
Exchange Logistics Reward Tickets and Class Rewards	Who is responsible for purchasing and/or preparing rewards and celebrations?	PBIS
	How will rewards be delivered and who is responsible?	Prize tickets given by classroom teachers
	Where will students save any items earned (e.g., tickets) if not turned in immediately?	Students will keep up with it.
	Who will tally collections for celebrations?	PBIS team/classroom teachers/Class Dojo
	How will reinforcement system be funded?	PTA

PROFESSIONAL DEVELOPMENT:

Develop **Staff Training** plans: *Southern Elementary Staff*

STAFF TRAINING :		
<u>How/Format:</u>		<u>When:</u>
Staff will be trained by PBIS team members.		1-4:00 p.m. 8-21-17
<u>CONTENT</u>	<u>WHO</u>	<u>WHERE</u>
INTRODUCTION TO PBIS AND TEAM:		
1. PBIS Overview/Introduction	J. Seagraves	Media Center
2. PBIS Team & Communication Plan		
BEHAVIORAL EXPECTATIONS:		
3. School Wide Expectations	Humble	Media Center
4. School Wide Rules/Social Skills		
5. School Wide Procedures for Whole School Areas		
6. Student Teaching Matrix		
7. Classroom Teaching Matrix Example		
TEACHING EXPECTATIONS:		
8. Teaching Behavior	Mickens	Media Center
9. Lesson Plans		
10. Implementation Schedule		
FEEDBACK & ACKNOWLEDGEMENT:		
11. Build Positive Relationships	Anderson	Media Center
12. Use Specific Positive Feedback		
13. 4:1 Ratio		
14. Formal Acknowledgement Systems		
15. Staff Acknowledgement System		
BEHAVIORS CORRECTED:		
16. Problem Behavior Definitions & Examples	K. Seagraves	Media Center
17. Staff Responses to Misbehavior		
18. Actions to Minimize		
19. Direct Error Correction		
20. Corrective Consequences		
21. Behavioral Errors Flowchart		
22. Staff Managed		
23. Administrator Managed		
STAFF SUPERVISION:		
24. Effective Supervision Behaviors	Ashby	Media Center
25. General Supervision Responsibilities in School Wide Area Procedures		

How will **guest teachers, substitute teachers, and volunteers** be oriented to PBIS:

Access online to PBIS staff handbook.

How will **new incoming staff members** during the school year be trained in PBIS Systems:

Member of the PBIS team will train any new teachers that come in throughout the year.

STAKEHOLDER COMMUNICATION:

Designate who will develop/update the **PBIS Staff Handbook** and **PBIS Student or Family Handbook**.

Components	Who / When
PBIS Staff Handbook should include the following: <ul style="list-style-type: none"> • Student Teaching Matrix • Common Area Procedures • Lesson Plans • Implementation Schedule for lessons • Formal Acknowledgement Plan(s) descriptions • Staff Acknowledgement Plan description • Problem behavior definitions and examples for staff-managed and office-managed behaviors • Behavioral Errors Flowchart • Staff Responses to Misbehavior descriptions • Staff Supervision Matrix 	K. Seagraves will get digital files to S. Chrisman (webmaster) to post on Share Point for staff access.
PBIS Student or Family Handbook should include the following: <ul style="list-style-type: none"> • Student Teaching Matrix • Formal Acknowledgement Plan(s) descriptions • Problem behavior definitions and examples for staff-managed and office-managed behaviors • Behavioral Errors Flowchart 	J. Seagraves will send this information to S. Chrisman (webmaster) to post on school’s website for parent access.

Record plans to **share data** and **gain feedback** from **faculty/staff, students, and families** regarding tier 1 systems and practices.

	Tier 1 Systems & Practices		
Stakeholder	Expectations, Rules, & Procedures Defined & Taught	Relationships & Behaviors Acknowledged	Behavioral Errors Corrected
Faculty/Staff	Through Presentation on August 21 1-4		
Students	Teachers will teach lesson plans for expectations and gain verbal feedback throughout the year.		
Families	School Website, Connect Ed, Newsletters, Surveys		

DISCIPLINE DATA AND DATA-BASED DECISION MAKING:

Determine **two staff members** who will enter discipline data:

1. C. Ashby

2. M. DeRosa

Note **data sources** in addition to discipline data that will be used to inform behavioral supports.

1. Classdojo
2. Teacher Feedback
3. Minor Reports/ ODR
4. Fidelity Checklist

FIDELITY DATA AND ANNUAL EVALUATION:

Determine the **staff survey(s)** that you will use this year:

1. Survey Monkey Quarterly

2.

Determine any **student and family surveys** that you will use this year:

1. Parent Survey Quarterly

2.
