PBIS Manual
Atlantis Charter School - Lower School
2013-2014

© LaffTeon * www.ClipartOf.com/40207
# Atlantis Charter School

## Positive Behavior Intervention and Support (PBIS)

### Table of Contents

#### Part I: PBIS at ACS: A General Overview
- School-Wide Systems for Student Success: A Response to RTI ..................................................... 6
- Responsive Classroom Practices - Three-Tiered Framework .......................................................... 8
- The Responsive Classroom Approach ............................................................................................... 9
- PBIS Classroom Expectations ........................................................................................................... 10

#### Part II: Goals of School-Wide PBIS - Getting Started
- Goals of School-Wide PBIS ................................................................................................................. 12
- Tier I - 6 Essential PBS Best Practices - Classroom Management .................................................. 13
- Responsive Classroom Rules and Logical Consequences ................................................................. 14
- Levels of PBIS Intervention ................................................................................................................. 16
- Range of Disciplinary Consequences ................................................................................................. 17
- Buddy Room Procedures ..................................................................................................................... 20
- We are Responsible Matrix ................................................................................................................ 21
- Starfish Pride Matrix for Parents to Use at Home ............................................................................. 23

#### Part III: Data Communication
- ACS Lower School Student Behavior Management Process ........................................................... 25
- Responsibility to Behavior in Leveled Interventions ......................................................................... 26
- Elementary School Behavior Form Definitions .................................................................................. 27
- Review of the SIR Process ................................................................................................................... 28
- Positive Behavior Support Log ........................................................................................................... 30
- Student Self-Assessment Form ........................................................................................................... 32
- SIR - Student Intervention Report ..................................................................................................... 33
- Classroom Behavior Tracking Form ................................................................................................... 34
- Teacher Turn Around Form ................................................................................................................ 35
- ACS Elementary Office Discipline Referral Form ............................................................................ 36
- RTI Grade Level Team Reverse Request for Assistance .................................................................... 37
- Tier 2-Supplemental Support .............................................................................................................. 38
- RTI/PBIS Continuum/Second Step Program ..................................................................................... 39
- Grade Level Scorecards ....................................................................................................................... 40

#### Part IV: Incentive Program
- Starfish Awards, ICU Certificate ....................................................................................................... 45
- PBIS Privileges ..................................................................................................................................... 46
- Monthly Awards .................................................................................................................................... 47

#### Part V: Assessment
- Classroom Discipline Plan ................................................................................................................ 49
- Classroom PBIS Strategies Self-Assessment .................................................................................... 50
- Sustainability of School-Wide PBIS Implementation ......................................................................... 51
- PBIS Classroom Management Checklist .......................................................................................... 52
- Lesson Plan Resources/Samples ........................................................................................................ 53
Part I

PBIS at ACS:
A General Overview
PBIS at ACS: A General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Atlantis Charter School. This system includes a broad range of systemic and individualized strategies for achieving important academic and school-wide behavior outcomes. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process. It will focus upon teaching children positive behaviors and changing children's environments so that they may learn from their choices and be accountable for their actions.

The PBIS approach uses universal strategies for helping students achieve important social and learning goals. When good teaching and good behavior come together, students will excel in their learning. As part of the PBIS program, we have established several clear rules for the behavior we expect in all areas of our school. Furthermore, we will actively teach, model, and reinforce our School-Wide Expectations of Respect for Ourselves, Respect for Others, and Respect for Property. Students will be instructed in what respect looks like across all settings of the school ie. classroom, hallway, cafeteria, etc. We will explicitly teach these expectations to our students and reward them frequently with positive notes and incentives for their great behavior.

Our school rules will specifically address bullying behaviors, provide a safer school environment and give more time for instruction. We will apply consistent consequences and positive reinforcement for all students. By detailing expected behavior, we will provide a common language for everyone and will build a school community in which students will excel. Two dynamic approaches to addressing student behavior that are incorporated into the PBIS model are Responsive Classroom and Developmental Design both of which utilizing the "morning meeting" to connect with students, discuss important classroom topics, and increased community building.

During the summer of 2010, several ACS administrators and staff participated in a week long training of workshops in Responsive Classrooms (K-4) and Developmental Designs (5-8) to be followed by professional development at several intervals during the school year. Both philosophies emphasize social, emotional, and academic growth in a strong and safe school community. PBIS is not a curriculum, but a decision making framework which will incorporate the Responsive Classroom (K-4), Lower School and Developmental Design (5-8), Upper School in correlation to the age and academic readiness of our students at both sites. (For a synopsis of both initiatives and how they correspond to PBIS, see the chart on the following page 6.) Procedures for PBIS range from addressing the student behavior with logical consequences to re-learn the appropriate student response and reserving a student's self-esteem while re-entering the classroom learning environment.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct:

   - Respect
   - Responsibility
• Ready to Learn/Safety

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- Respect means treating people the way that you would like to be treated.
- Responsibility means following school rules.
- Safety means taking the appropriate steps to ensure safety of self and others

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and modeled, and negative examples ("wrong way") are discussed. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. ACS has designed a formal system that rewards positive behaviors. Dolphin Dollars are immediate forms used by the individual staff member, at their discretion, as a tool of encouragement and a student motivator. Use Dolphin Dollars to encourage and reinforce positive behaviors demonstrated on a consistent basis. Dolphin Deeds and Dolphin Dollars are also turned in to the office to enter students and teachers in drawings for tangible rewards.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. Student Incident Reports (SIRs) and Positive Behavior Logs are used to document and record incidents managed by the teacher in the classroom. Monthly incentives earned by students will depend upon grade level team teacher recommendations to celebrate student success. Office Discipline Referral forms are used to refer major incidents or chronic disruptions to the administration. The Student Behavior Management Process Flowchart is used to help teachers distinguish major from minor behavioral incidents.

5. Decisions about behavior management are data based. One of the most important features of PBIS is the use of the web-based data management system called SWIS. However, at ACS, the VeraCross system will be used. It will track what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. VeraCross will eliminate guesswork from the decision making process about what is and is not working in a building's behavior management system. It allows decision makers to create reports that enable them to devote resources and time to the precise place, and parts of the school day. These reports will be documented in graphic form and reported to staff monthly.
School-Wide Systems for Student Success:  
A Response to Intervention ( RtI ) Model for  
Positive Behavior Interventions and Supports ( PBIS )

<table>
<thead>
<tr>
<th>SYSTEM ORGANIZATION</th>
<th>INTERVENTIONS &amp; SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 3</strong></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>Intensive Supports for 1-5%</td>
<td>Intensive Interventions</td>
</tr>
<tr>
<td>- Individual Students</td>
<td>- Wraparound Services</td>
</tr>
<tr>
<td>- Assessment-Based</td>
<td>- Intensive Case Management</td>
</tr>
<tr>
<td>- High Intensity</td>
<td>- Community Mental Health</td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>Supplemental Supports for 5-15%</td>
<td>Intensive Progress Monitoring</td>
</tr>
<tr>
<td>- Some Students (At-Risk)</td>
<td>- Social Skills Instruction</td>
</tr>
<tr>
<td>- High Efficiency</td>
<td>- Skill-based instructional programs</td>
</tr>
<tr>
<td>- Rapid Response</td>
<td>- Data: ODRs and teacher referrals</td>
</tr>
<tr>
<td>- Small Group Interventions</td>
<td>- Tier 1</td>
</tr>
<tr>
<td>- Some Individualizing</td>
<td>Universal Programming</td>
</tr>
<tr>
<td><strong>Tier 1</strong></td>
<td><strong>Tier 1</strong></td>
</tr>
<tr>
<td>Universal Instruction</td>
<td>Teach Behavior Expectations</td>
</tr>
<tr>
<td>- 80-90% Effective</td>
<td>- Common rules for entire school</td>
</tr>
<tr>
<td>- All Students</td>
<td>- Developmental guidance programs</td>
</tr>
<tr>
<td>- Preventive, Proactive</td>
<td>- Data: Office Discipline Referrals</td>
</tr>
<tr>
<td></td>
<td>- Screening for Behavior Disorders</td>
</tr>
</tbody>
</table>

Features of Successful PBIS Implementation

Experience in many states has shown that PBIS initiatives are successful when the following elements are in place. A high-stature, school-based leadership team, including an administrator, and a high level of priority in the school’s improvement plan are critical. These teams are supported by an internal coach from the building and an external coach who supports numerous teams. PBIS uses a systems approach, emphasizing prevention and positive discipline. Implementation is also staged over the course of numerous years, requiring a long-term commitment and endorsement from staff. Finally, important decisions are based on data collected about student need and response to evidence-based practices, programs, and strategies.

**Building-level teams include:**
- An internal coach
- Building administrator
- General education teachers from each grade
- Special education teacher
- Pupil services staff
- Related arts teacher
- Paraprofessional
- Family Members

**Internal Coaches:**
- Are school staff members
- Attend and monitor training
- Ensure PBIS is implemented with integrity
- Coordinate with other school or district teams
- Understand applied behavior analysis, observation, and interviewing
- Staffed at one period per day or .15 FTE per building

**External Coaches:**
- Link internal coaches, the District, and the WI PBIS Network
- Support district PBIS Teams at all three tiers
- Coordinate school and district improvement efforts including RtI
- Staffed at about .2 FTE for 4 buildings
**Intensive Involvement/Support:**
Specialized, Individualized Systems for families at High-Risk or with Students with High-Risk Behavior

**GOAL:** To aide and support the entire family in identifying and receiving the individualized assistance they need.

**Primary Involvement/Support:**
Including families on PBIS team and activities

**GOAL:** To inform families of SW expectations, create greater opportunities to volunteer and offer general support with academic & behavioral issues.

**Targeted Involvement/Support:**
Specialized assistance for families At-Risk or with Students with At-Risk Behavior

**GOAL:** To assist and support families with behavioral strategies and work cooperatively to reduce academic deficiencies and behavior problems BEFORE they escalate.

**CONTINUUM OF PBIS & Family Involvement & Support**
Responsive Classroom Practices Fit Well into PBIS’s Three-Tiered Framework

Here’s how specific Responsive Classroom practices fit within PBIS’s three-tiered framework for providing a continuum of behavior supports to students.

<table>
<thead>
<tr>
<th>PBIS Primary Prevention:</th>
<th>PBIS Secondary Prevention:</th>
<th>PBIS Tertiary Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional systems for students for all students and settings</td>
<td>School/classroom-wide systems with at-risk behavior</td>
<td>Highly individualized systems for students at high risk</td>
</tr>
<tr>
<td><strong>Responsive Classroom Practices:</strong></td>
<td><strong>Responsive Classroom Practices:</strong></td>
<td></td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Additional Modeling</td>
<td></td>
</tr>
<tr>
<td>Rule creation</td>
<td>Additional role-playing</td>
<td></td>
</tr>
<tr>
<td>Interactive Modeling</td>
<td>Buddy teacher time-out</td>
<td></td>
</tr>
<tr>
<td>Role-playing</td>
<td>Additional collaborative problem-solving</td>
<td></td>
</tr>
<tr>
<td>Positive teacher language</td>
<td>Individual written Agreements</td>
<td></td>
</tr>
<tr>
<td>Logical consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative problem-solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**The Responsive Classroom Approach**

“The Responsive Classroom is a curriculum structure that combines the teaching of social and academic skills in a manner that is respectful of children's developmental needs and that helps create a climate conducive to purposeful work, creativity, and cooperation.”

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Teaching Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The social curriculum is as important as the academic curriculum. * How children learn is as important as what they learn: process and content go hand in hand. * How the adults at school work together is as important as individual competence: lasting change begins with the adult community. * The greatest cognitive growth occurs through social interaction. * There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control. * Knowing the children we teach, individually, culturally, and developmentally, is as important as knowing the content we teach. * Knowing the families of the children we teach and inviting their participation is essential to children's education.</td>
<td>* Morning Meeting: a daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills. * Rules and Logical Consequences: a clear and consistent approach to discipline that fosters responsibility and self-control. * Guided Discovery: a format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment. * Academic Choice: an approach to giving children choices in their learning that helps them become invested, self-motivated learners. * Family Communication Strategies: ideas for involving families as true partners in their children's education.</td>
</tr>
</tbody>
</table>

---

* Image of aquatic life illustration.
PBIS Classroom Expectations

**RESPECT**

- Listen to others so that all may learn.
- Use good manners and polite words.
- Treat others the way you would like to be treated.

**RESPONSIBILITY**

- Do your best work.
- Come to school ready to learn.
- Take care of ourselves and the community.

**SAFETY**

- Stop, relax, and think before you act.
- Remember the personal space of yourself and others.
- Take care of our classroom and school, inside and out.
Part II

Goals of School-Wide PBIS - Getting Started
GOALS OF SCHOOL-WIDE PBIS

- **Primary Prevention**: Classroom and school-wide strategies for all students in the school. The goal is to create a positive social culture in which positive behaviors are explicitly taught and reinforced and all adults respond to problem behaviors in a consistent way.

- **Secondary Prevention**: Additional interventions for students with at-risk behaviors who need a little more than primary prevention.

- **Tertiary Prevention**: Highly individualized interventions for students who engage in serious problem behaviors. Tertiary Prevention may be needed for children with developmental disabilities, autism, or emotional and behavioral disorders, as well as students with no diagnostic label but who are nevertheless demonstrating serious problem behaviors. The supports are tailored for each child.

The above efforts will...

- Increase time for instruction - reduce administrative and teacher time spent on discipline
- Help promote a climate of civility and respect school-wide
- Help students achieve social and academic success

**TIER ONE SCHOOL-WIDE PBS—Universal Instruction**

<table>
<thead>
<tr>
<th>Establish Commitment</th>
<th>Form PBS Team</th>
<th>Identify &amp; Teach Positive Behavior Expectations</th>
</tr>
</thead>
</table>

| Institute Reward | Create a continuum of consequences | Use of Data Systems |
Teacher responses to student actions are paramount in the PBIS process. Responses to student behavior should follow the process discussed and approved by each grade level team.

- Teach and review positive behavior expectations
- Teach and review classroom routines & cues
- Implement informal and formal systems of positive reinforcement
- Active supervision in all settings
- Continuum of appropriate consequences enforced consistently & fairly
- Provide high rates of opportunities to respond

**CLASSROOM/TEACHER INTERVENTIONS:** Possible Options/Teacher Documents with positive behavior log and/or student intervention report.

<table>
<thead>
<tr>
<th>Conference with Student/Behavioral Narration</th>
<th>Conference with Parent</th>
<th>Time-Out In-Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Private time with student to discuss behavior interventions/solutions. This can include direct instruction in expected or desired behaviors.</td>
<td>• Teacher communicates with student’s parent by phone, written notes, or person to person about the problem behavior.</td>
<td>• Predetermined consequence for breaking a classroom rule. Short duration - usually separated from the group, but remains in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buddy Room Procedure</th>
<th>Loss of Privilege</th>
<th>Apology of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Form used to help students to point out positive behavior and a chance to write a solution for their behavior.</td>
<td>• Incentives given for positive behavior are lost. Example: Loss of computer time or loss of a reward.</td>
<td>• The student takes responsibility to correct the problem created by the behavior. This can be a verbal or written declaration of remorse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corrective Assignment</th>
<th>Home/School Plan</th>
<th>Written Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completion of a task that compensates for the negative action.</td>
<td>• Parent(s) and teacher agree on a consistent approach with the child/student. The plan should be consistent with PBS practices.</td>
<td>• The written contract should be positive in tone and include incentives, but many also include consequences for misbehavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;Morning Meeting&quot;</th>
<th>Small Group</th>
<th>Verbal/Non-Verbal Cue</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share time and reflection</td>
<td>• Conflict/Resolution</td>
<td>• Redirection Strategy</td>
</tr>
</tbody>
</table>
Rules and Logical Consequences

Discipline in the Responsive Classroom approach is both proactive and reactive. Proactively, we work with children to create, teach, and practice classroom rules. Reactively, we use logical consequences to help children regain control, make amends, and get back on track when they forget or choose not to take care of themselves or each other. In the Responsive Classroom, the teacher respects the child, teaches necessary social skills, uses empowering and encouraging language to support children’s success, values mutual problem-solving, uses logical consequences to help children solve their problems and regain self-control, and strives for students to learn to think for themselves and act in caring and responsible ways. Students in the Responsive Classroom grow to develop positive relationships, understand and respect the rules, and internalize the skills of Caring, Assertion, Responsibility, Empathy, and Self-control (CARES).

Logical consequences are a way of responding to inappropriate behavior in a natural way that allows children to learn from their mistakes. Logical consequences are respectful, relevant, and realistic. There are three kinds of logical consequences. They are:

- **You Break It, Your Fix It** - Children are responsible for fixing the mess, material, or even the friendship they broke. In mending a relationship, children will be asked to do a “friendship fix it” in which they do something kind to make them feel like friends again, rather than simply apologizing.

- **Loss of Privilege** - When children misuse materials or work areas, the materials or privilege are taken away until they are ready to make better choices and try again.

- **Take a Break** - When children are beginning to lose control, you may ask them to “take a break” and remove themselves from the group until they are able to regain their self-control and are ready to rejoin the class and participate in a more positive way.
Hierarchy of Management Strategies: Responsive Classroom/Developmental Design

Prevention:

- **Morning Meeting, Goals Setting, Community Topics for Discussion**
- Social, Privilege, Tangible Re-enforcers- (earned classroom privileges)
- Nonverbal Cues: Facial expressions, Eye Contact, Gestures, Proximity, Removal of Distractions, Waiting, Recording of Student Behaviors (Logs)
- Verbal Cues: Positive use of student’s name, reminders, prompts cues, questions, choices

Intervention: Tier 1

- Logical Consequences: 4 Categories (Responsive Classroom, Developmental Design)
- Restitution: “You break it, you fix it”
- Restoration: Take a Break, Time Out
- Restriction: Loss of Privilege
- Reflection: Apology of Action, Community Service
- Individual Plan, Home/School Plan

School staff may collaborate and problem solve in relation to the defining need, refer to medical/special need for student, and implement a monitored plan, setting progress schedules to evaluate the response to intervention. The following structure lists the Tiered Interventions as they apply to the PBIS model.
### Levels of PBIS Prevention and Intervention

<table>
<thead>
<tr>
<th><strong>Tier 1</strong></th>
<th><strong>Tier 2</strong></th>
<th><strong>Tier 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Handled by classroom teacher)</td>
<td>(Handled by teacher with staff support)</td>
<td>(Handled with Main Office)</td>
</tr>
</tbody>
</table>

**Tier 1**
- *Moving position in class*
- *Have student take frequent breaks*
- *Send student on an errand*
- *Snack break*
- *Use Buddy Room Procedure*
- *Break down assignment*
- *Break down directions*
- *Non-verbal Cues/Signals*
- *Avoid power struggles, speak with student 1:1 in hallway*
- *Call parent or note home*
- *Clear, consistent and predictable consequences*
- *Do unfinished work during recess or unstructured time*
- *Have student say a nice thing to the student they teased*
- *Logical consequences (see list)*
- *Reflection sheet*
- *Speak in calm/neutral tone*
- *Loss of privilege*
- *Take away unstructured or free time*
- *Acknowledging positive behavior*
- *Praise student frequently (4 positive/1 negative ration)*
- *Praise when cooperative and well behaved, use incentive*
- *Praise when good attitude and involvement occur*
- *Praise when on-tasks*
- *Simple reward system, incentive currency, privilege*
- *Alternative modes of completing assignments*
- *Assign a buddy or partner*
- *Assign a classroom job*

**Tier 2**
- *Behavior contract*
- *Behavior Modification Plan (BMP)*
- *Check-in/Check-out (CICO) beginning and end of day*
- *Counselor Referral*
- *Daily Behavior Form*
- *Functional Behavior Assessment*
- *Mentoring*
- *Parent Partners*
- *Peer Tutoring*
- *Response to Intervention (RTI)*
- *Reward System*
- *SAC Intervention*
- *Social Skills Groups*
- *Teach Conflict Resolution Skills*
- *Teach Coping Skills*
- *Teach Relationship Skills*
- *Teach Relaxation Techniques*
- *Teach Social Skills*

**Tier 3**
- *Alternatives to suspension*
- *Behavior Intervention Plan Higher Levels*
- *Behavior meetings with Parent/Guardian*
- *Collaboration with Student’s physician, and/or mental health*
- *Counselor Referral*
- *Daily Behavior Form - school/home*
- *Functional Behavior Assessment*
- *Peer Tutoring*
- *Response to Intervention (RTI) Tier 2/3*
- *Reward System*
- *Seclusion and Restraint*
Family Integration-Ongoing
- Continuum of positive behavior support for all families in correlation with FLC
- Frequent, regular positive contacts, communication, and acknowledgements, celebrations
- Formal, active participation, and involvement as equal partners
- Access to system of integrated and community resources

Range of Disciplinary Consequences supported by ACS PBIS

Level 1 Intervention
1\textsuperscript{st} Offense - Verbal warning from staff,
- Positive behavior log documentation
- Common Planning Time Team update

2\textsuperscript{nd} Offense - Verbal Correction (Reminder)
- Take a Break, parent phone call, loss of privilege, PB Log, Team update

3\textsuperscript{rd} Offense - Verbal Conversation (out of room)
- “Buddy Room”, reflection sheet, work, designated return time or out for rest of period; SIR form completed, Staff Turn Around Session assigned, parent signature - affects monthly Incentive Program

Level 2 Intervention
4\textsuperscript{th} Offense - Staff Options particular to student: staff consequence assigned, progressive in nature, parent conference, team support, if necessary RTI referral, SAC support, office conversation with student.

Samples of Staff Logical Consequences, to be determined by Grade Level Team, respectively.

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
</table>
|         | Whole class does not follow the rules in the hallway. | * Go back to room and practice again.  
* Take the whole class on the walking path during recess to practice desired hallway behavior. (Teacher led) |
|         | A certain student is messing around in line. | * They have to have a specific place in line they may have to be moved from their line order.  
* Go to the end of the line and try again. |
|         | Talking at the drinking fountain. | * Loss of privilege of having a drink. |
|         | Running in the hallway. | * Go all the way back to starting point to try again. |
### Restroom

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soiling in other places other than the toilet</td>
<td>• Clean it up</td>
</tr>
<tr>
<td>Paper towels on the floor</td>
<td>• Picking them up for &quot;x&quot; number of days.</td>
</tr>
<tr>
<td>Playing with water/soap</td>
<td>• Person crawling under and unlocking them</td>
</tr>
<tr>
<td>Peeking and crawling under the doors (locking them)</td>
<td>• Cleaning up mess if necessary, loss of privilege of going to bathroom alone.</td>
</tr>
</tbody>
</table>

### Classroom

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Destroys school property/misuse of classroom materials. | • They have to clean it up or try to replace it (if possible).  
• Work to pay back the teacher. |
| Not completing work/wasting learning time | • They have to finish their work on their own time. (Recess, bring it to work outside if you are on duty, or as homework).  
• Do it at their "free time". |
| Running in the classroom | • Take a break  
• Go back and try it again |
| Excessive Talking | • Take a break or time away from the room  
• Move desk |
| Not returning notes/assignments | • Child contacts parents by phone |
| Nasty/unfriendly language | • Apology of Action  
• Practice using alternate language at alternate time |
| Not participating in lesson | • Take a break  
• Do work at another time |
| Disrespect | • Take a break  
• Time away  
• Apology of Action  
• Note home  
• Team Notification, Strategy Conversation |
| Using Supplies incorrectly | • Loss of privilege to use that supply |
| Writing on desk | • Clean desk(s) |
| Talking to neighbor during work time after Take a Break has been used | • Move away from group/partner |
| Lining up infraction | • Go to the end of the line, walk on the other side of the hallway away from your class, hold the teacher’s hand |
| Wasting time in the morning (before morning meeting) | • Loss of privilege to participate in all of morning meeting. |
### Arrival

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Not raising hand for silence| • Review Rule Chart - expectations  
                               • Stand until all participate  
                               • Practice                     |
| Talking                     | • Review Rule Chart - expectations  
                               • Go back to point of origin and wait until quiet  
                               • Practice standing in line with voices off |
| Running                     | • Review Rule Chart - expectations  
                               • Practice walking  
                               • Go back to point of origin and try again |
| Disrespectful              | • Apology of Action                                                          |
|                             | • Note home                                                                  |
|                             | • Time away to reflect                                                       |
| Not lining up               | • Loss of privilege of lining up with class  
                               • Loss of privilege/defined play area next to lines until student regains responsibility  
                               • Practice lining up at another time |

### Dismissal

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running</td>
<td>• Escort back to point of origin and practice walking</td>
</tr>
</tbody>
</table>
| In wrong place| • Escort to right place  
                               • Re-direct in right direction                                              |
| Yelling       | • Practice soft voices  
                               • Review Rule Chart                                                           |
| Disrespectful | • Apology of Action                                                          |
|               | • Note home                                                                  |
|               | • Time away to reflect                                                       |

### Playground

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Aggression</td>
<td>• Loss of recess/refer to Main Office</td>
</tr>
<tr>
<td>Using playground equipment unsafe (same with football, soccer, balls, jump ropes…)</td>
<td>• Warning, loss of privilege for &quot;X&quot; amount of time</td>
</tr>
<tr>
<td>Ignoring playground boundaries</td>
<td>• Stay on blacktop only or sit for recess duration</td>
</tr>
</tbody>
</table>
| Consistent stragglers lining up             | • Lose 5 minutes of next recess  
                               • Loss of privilege of where to play (teacher chooses a spot for them near their line) |
| Ignore quiet signal when lining up          | • All students must be quiet before line goes in                             |
Walking path is used only for a cool down and to remove a child from the situation. Should not be punitive.

Quiet signal should be repeated until it is done successfully. Teacher on duty gives quiet signal.

### Lunchroom

<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking during quiet time</td>
<td>Move to Take a Break table</td>
</tr>
<tr>
<td>Throwing food</td>
<td>Pick it up/floor clean-up</td>
</tr>
<tr>
<td>Not using inside voices</td>
<td>Warning, lose privilege to talk</td>
</tr>
</tbody>
</table>

### Buddy Room Procedures

Sometimes it is necessary to stop a disruption immediately or remove a child from a situation to prevent escalation. When, in a teacher’s judgment, this is necessary, but the situation does not warrant going the office-managed route, the “Buddy” room is a useful alternative. To make the “Buddy” room function optimally for all concerned, follow these procedures.

1. **Arrange ahead of time.**
   - Choose a colleague who is teaching at the same time as each of your classes.
   - Make sure the “Buddy” is next door, directly across the hall, or no more than a couple of doors away. That way, children will not be tempted to wander the halls, and you will be able to watch to ensure that they do indeed report to the “Buddy” room.
   - Reciprocate for your colleague. If he/she is willing to take in your students, you should do the same.

2. **Send work with the student.**
   - Send student with a hall pass.
   - Make sure the work is something the child can do independently; if what the class is doing at that moment is something that can’t be sent, have something else to give the child.
   - Arrange with the colleague to collect the work for you and return it to you.
   - Give the child directions to turn in the work to the “Buddy” teacher.

3. **Follow up on the Student Intervention Form with a parent contact.**
   - Whenever a child is sent from the classroom, he/she is missing instructional time. The parent needs to know this.
   - If the parent cannot be reached by phone after reasonable effort has been made, send a letter.

*NO students shall be left unattended in a hallway or other location.
<table>
<thead>
<tr>
<th>STUDENT BEHAVIOR MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td>*We raise our hand</td>
</tr>
<tr>
<td><em>We treat others the way we want to be treated</em></td>
</tr>
<tr>
<td><em>We listen politely</em></td>
</tr>
<tr>
<td><em>We keep our hands to ourselves</em></td>
</tr>
<tr>
<td><em>We say &quot;please&quot; and &quot;thank-you&quot; when necessary</em></td>
</tr>
<tr>
<td><em>We use materials appropriately</em></td>
</tr>
<tr>
<td><strong>Hallway</strong></td>
</tr>
<tr>
<td><em>We walk quietly</em></td>
</tr>
<tr>
<td><em>We stay in line</em></td>
</tr>
<tr>
<td><em>We hold the door for the next person in line</em></td>
</tr>
<tr>
<td><em>We use materials appropriately</em></td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
</tr>
<tr>
<td><em>We wash our hands</em></td>
</tr>
<tr>
<td><em>We respect the privacy of others</em></td>
</tr>
<tr>
<td><em>We return promptly to class</em></td>
</tr>
<tr>
<td><em>We eat politely</em></td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
</tr>
<tr>
<td><em>We use an inside voice</em></td>
</tr>
<tr>
<td><em>We stay in our seat and keep our hands and bodies in our own space</em></td>
</tr>
<tr>
<td><em>We clean up after ourselves</em></td>
</tr>
<tr>
<td><em>We treat cafeteria staff respectfully</em></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td><em>We take turns</em></td>
</tr>
<tr>
<td><em>We stay in our line</em></td>
</tr>
<tr>
<td><em>We wait patiently</em></td>
</tr>
<tr>
<td><em>We include everyone</em></td>
</tr>
<tr>
<td><em>We follow directions</em></td>
</tr>
<tr>
<td><strong>Swim Class</strong></td>
</tr>
<tr>
<td><em>We stay in our seat</em></td>
</tr>
<tr>
<td><em>We use the equipment appropriately</em></td>
</tr>
<tr>
<td><em>We keep hands to ourselves</em></td>
</tr>
<tr>
<td><em>We get ready in a timely manner</em></td>
</tr>
<tr>
<td><em>We eat politely</em></td>
</tr>
<tr>
<td><em>We wait patiently and calmly to be picked up</em></td>
</tr>
<tr>
<td><strong>Arrival:</strong></td>
</tr>
<tr>
<td><em>We make good choices</em></td>
</tr>
<tr>
<td><em>We keep our hands by our sides</em></td>
</tr>
<tr>
<td><em>We help keep the cafeteria clean by picking up trash or spills</em></td>
</tr>
<tr>
<td><em>We report broken equipment to an adult</em></td>
</tr>
<tr>
<td><em>We follow directions</em></td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>We use calm hands and bodies</td>
</tr>
<tr>
<td>We always help others</td>
</tr>
<tr>
<td>We are always kind to each other</td>
</tr>
<tr>
<td>We take care of classroom materials</td>
</tr>
<tr>
<td>We share materials responsibly</td>
</tr>
</tbody>
</table>
## HOME MATRIX

<table>
<thead>
<tr>
<th>H Help Out</th>
<th>O Own Your Behavior</th>
<th>M Manners Count</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting up in the morning</strong></td>
<td>*Make your bed&lt;br&gt;*Clothes in hamper</td>
<td>*Get up on time&lt;br&gt;*Get cleaned up and dressed on time</td>
<td>*Try a morning SMILE&lt;br&gt;*Thanks your parents for help</td>
</tr>
<tr>
<td><strong>Getting to School</strong></td>
<td>*Have your backpack, lunch, notes, keys</td>
<td>*Be ready to leave on time</td>
<td>*Say &quot;thanks for the ride&quot; and have a nice day.&quot;</td>
</tr>
<tr>
<td><strong>Clean-up Time</strong></td>
<td>*Do your chores</td>
<td>*Clean up after yourself</td>
<td>*Ask politely for help</td>
</tr>
<tr>
<td><strong>Time to Relax</strong></td>
<td>*Clean up after yourself&lt;br&gt;*Play quietly</td>
<td>*Ask before you borrow&lt;br&gt;*Ask to change activities</td>
<td>*Respect other things&lt;br&gt;*Offer to share</td>
</tr>
<tr>
<td><strong>Homework Time</strong></td>
<td>*Put your things in your backpack when finished&lt;br&gt;*Do your best</td>
<td>*Complete your homework on time</td>
<td>*Ask for help respectfully&lt;br&gt;&quot;Say &quot;thanks for the help&quot;</td>
</tr>
<tr>
<td><strong>Mealtme</strong></td>
<td>*Set the table&lt;br&gt;*Put the dishes away</td>
<td>*Use kind works&lt;br&gt;*Recognize mistakes and apologize</td>
<td>*Say &quot;please&quot; and &quot;thank you&quot;&lt;br&gt;*Use your napkin</td>
</tr>
<tr>
<td><strong>Getting Ready for Bed</strong></td>
<td>*Brush your teeth</td>
<td>*Get to bed on time!</td>
<td>*End the day with nice words and thoughts</td>
</tr>
</tbody>
</table>

---

### HOME BEHAVIOR CHART

<table>
<thead>
<tr>
<th>Daily Job</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the Bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a Bath</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comb Your Hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush Your Teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick up Toys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III

Data Communication
**ACS Lower School**  
**Student Behavior Management Process**

**Prepare students, pre-correct potential Misbehaviors using PBIS guidelines, Intentionally set the tone for the next event**

- **Teacher Managed**
  - Redirect student Behavior: no consequence
  - Remind student of appropriate behavior in this situation and of potential +/- consequences

- **Support Room Managed**
  - Referring teacher completes referral and sends to support room

**Observe and Identify Problem Behavior**

- **Is the behavior teacher or support room managed?**

- **Teacher Managed** vs. **Office Managed**

- **Teacher Managed**
  - Positive Behavior Log
  - Third reminder – student self-assessment and/or support room referral
  - **Did the behavior change?**
    - **No**
      - **Parent contact, Level 2 Interventions**
      - **Possible referral to office with attached Log of Interventions**
    - **Yes**
      - Notice and reward correct behaviors.

- **Office Managed**
  - Administration conference with student
  - Administrative action.
  - Administration follows-up with referring teacher

**Inappropriate**
- *language*
- *Not having materials*
- *Calling Out*
- *Teasing*
- *Refusal to work*
- *Non-compliance*
- *Running*
- *Minor dishonesty*
- *Minor disruption*
- *Minor aggression (actions that do not pose safety risk)*
- *Unsafe or rough play*
- *Disrespectful tone, attitude, body language*
- *Disrespect towards property*
- *Cheating*

**Inappropriate physical contact**
- *Fighting*
- *Property destruction*
- *Weapons*
- *Leaving school property*
- *Pattern of aggressive/profane language*
- *Credible threats*
- *Bullying/harassment of students/teachers*
- *Unsafe behavior*
- *Major/chronic refusal to follow school rules*
- *Major dishonesty*
- *Chronic minor infractions*
- *Theft*
- *Racial/Ethnic Discrimination*
Responsibility to Behavior in Leveled Interventions

<table>
<thead>
<tr>
<th>Tier 1 (Handled by classroom teacher)</th>
<th>Tier 2 (Handled by teacher – seek support)</th>
<th>Tier 3 (Handled by Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Inappropriate Language</strong></td>
<td><strong>1. Inappropriate Language</strong></td>
<td><strong>1. Abusive Language</strong></td>
</tr>
<tr>
<td>• Swearing</td>
<td>• Chronic Level 1</td>
<td>• Sexual harassment</td>
</tr>
<tr>
<td>• Name calling</td>
<td>• Harassment (taunting)</td>
<td>• Racial harassment</td>
</tr>
<tr>
<td>• Teasing</td>
<td>• Threats/intimidation</td>
<td>• Bomb threat</td>
</tr>
<tr>
<td>• Verbal argument (students)</td>
<td></td>
<td>• Gang harassment</td>
</tr>
<tr>
<td><strong>2. Physical Contact</strong></td>
<td><strong>2. Physical Contact</strong></td>
<td>• Gang recruitment</td>
</tr>
<tr>
<td>• Pinching</td>
<td>• Pushing/shoving</td>
<td>• Punching/hitting</td>
</tr>
<tr>
<td>• Pushing</td>
<td>• Kicking</td>
<td>• Bullying</td>
</tr>
<tr>
<td>• Simple slap</td>
<td>• Spitting</td>
<td></td>
</tr>
<tr>
<td><strong>3. Defiance</strong></td>
<td><strong>3. Defiance</strong></td>
<td><strong>2. Fighting/Physical Aggression</strong></td>
</tr>
<tr>
<td>• Talking back</td>
<td>• Arguing with others and not</td>
<td>• Physical Intimidization of faculty</td>
</tr>
<tr>
<td>• Non-verbal (when asked a</td>
<td>complying with redirection</td>
<td>• Sexual assault</td>
</tr>
<tr>
<td>question)</td>
<td>• Defiance of verbal direction</td>
<td>• Physical assault</td>
</tr>
<tr>
<td>• Inappropriate response (sucking</td>
<td>• Talking back</td>
<td></td>
</tr>
<tr>
<td>teeth, rolling eyes, sighing)</td>
<td>• Lying</td>
<td><strong>3. Overt Defiance</strong></td>
</tr>
<tr>
<td>• Play fighting</td>
<td></td>
<td>• Walking out of classroom</td>
</tr>
<tr>
<td>• Lying</td>
<td></td>
<td>• Leaving your class in the hallway</td>
</tr>
<tr>
<td><strong>4. Disruption</strong></td>
<td><strong>4. Disruption</strong></td>
<td>• Leaving the building</td>
</tr>
<tr>
<td>• Making noises</td>
<td><strong>5. Property misuse</strong></td>
<td></td>
</tr>
<tr>
<td>• Constant talking</td>
<td>• Inappropriate use of physical</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Throwing small objects</td>
<td>space</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td>• Yelling out during instructional</td>
<td><strong>5. Property misuse</strong></td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>• Throwing objects</td>
<td></td>
</tr>
<tr>
<td>• Throwing small objects</td>
<td>• Fire crackers</td>
<td>• Fire crackers</td>
</tr>
<tr>
<td>• Going into other people’s lockers</td>
<td>• Snaps</td>
<td></td>
</tr>
<tr>
<td>desks</td>
<td><strong>7. Forgery/Theft</strong></td>
<td><strong>7. Forgery/Theft</strong></td>
</tr>
<tr>
<td><strong>6. Dress Code</strong></td>
<td><strong>8. Property damage</strong></td>
<td></td>
</tr>
<tr>
<td>• Repeated violation</td>
<td>• Major graffiti</td>
<td>• Major graffiti</td>
</tr>
<tr>
<td><strong>7. Possession of Cell Phone</strong></td>
<td><strong>9. Alcohol/Drugs</strong></td>
<td>• Destroying school property</td>
</tr>
<tr>
<td>• Cell Phone confiscation</td>
<td>• Alcohol/Drugs</td>
<td>• Damaging property</td>
</tr>
<tr>
<td>• Referral to office</td>
<td><strong>10. Weapons</strong></td>
<td>• Bathroom vandalism</td>
</tr>
<tr>
<td></td>
<td><strong>11. Cell Phone</strong></td>
<td>• Setting fire</td>
</tr>
<tr>
<td></td>
<td>• Office cell phone/contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent pick-up of cell phone</td>
<td></td>
</tr>
</tbody>
</table>

**Level 1** Behaviors Rule violations that will result in immediate verbal correction with immediate teacher consequence, data kept within grade level team for use in incentive program.

**Level 2** Behaviors-Rule violations that are more serious-result in verbal correction, log consequence written form signed by parent. Possible conference, data filed in main office, guidance intervention.
## Elementary School Behavior Form Definitions

<table>
<thead>
<tr>
<th>Teacher Managed Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inappropriate Language</strong></td>
<td>Student engages in low-intensity instance of inappropriate language that is not directed at someone. Student uses replacement words such as &quot;fricking&quot;, &quot;gay&quot;, &quot;retarded&quot;, etc.</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td>Student engages in non-serious, but inappropriate physical contact such as not keeping hands and feet to self, picking up other students, hugging in line, etc.</td>
</tr>
<tr>
<td><strong>Defiance</strong></td>
<td>Student engages in brief or low-intensity failure to respond to adult requests. Example: If a student is asked to complete assignment and responds, &quot;No, I don’t want to&quot;.</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Student engages in brief or low-intensity, but inappropriate disruption such as noises, rocking chair, tapping pencil, etc.</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Student wears clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, pants low, clothes with offensive designs or writing, etc.</td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td>Student engages in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, etc.</td>
</tr>
<tr>
<td><strong>Stealing</strong></td>
<td>Student engages in minor acts of stealing. Example: takes pencils from another student.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Student engages in any other minor problem behaviors that do not fall within the above categories. Example: running, inappropriate volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Managed Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abusive Language</strong></td>
<td>Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone.</td>
</tr>
<tr>
<td><strong>Fighting/Physical Aggression</strong></td>
<td>Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc.</td>
</tr>
<tr>
<td><strong>Defiance</strong></td>
<td>Student engages in continuous refusal to follow directions, talks back, and/or delivers socially rude interactions.</td>
</tr>
<tr>
<td><strong>Disrespect</strong></td>
<td>Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc.</td>
</tr>
<tr>
<td><strong>Harassment/Bullying</strong></td>
<td>Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property without that person’s permission.</td>
</tr>
</tbody>
</table>
Review of the SIR Process
STUDENT MISBEHAVIOR

IS IT TEACHER MANAGED OR OFFICE MANAGED?

1. Use flow chart to decide
2. Post flow chart for all

WILL I TALK ONLY OR WILL I TAKE CONCRETE ACTION?

1. Talk only no paperwork
2. Concrete action-SIR with parent communication, when necessary.

WHAT ARE POSSIBLE CONCRETE ACTIONS I CAN TAKE?

1. Contact home
2. Use process of disciplinary consequences, page 16
3. Time-Out from classroom
   - You Must Send Work
   - You Must Have an Arrangement with the Receiving Teacher
   - Teacher retains a copy of the disciplinary interaction
   - Data clerk is given a copy of the disciplinary interaction-SIR
     (mailbox in the office to effect monthly incentives)
   - Attach Teacher Turn-around sheet, if applicable, with parent signature.

EXAMPLES OF SIR SITUATIONS

Student uses inappropriate language.
Teacher decides that it is a teacher-managed behavior and that he/she will take concrete action.
The concrete action chosen is to call the parents.

The student/teacher interaction or dialogue is:
   - Johnny your language is inappropriate. I will not tolerate cursing in the classroom.
   - You need to use other words when you are angry or you may be asked to work in another room.
   - The consequence for this behavior will be a phone call home. If it happens again I will be forced to take a more severe approach in my actions.
Student has used inappropriate language on several occasions.

- The **first** time- the teacher may simply say “**watch your language**.”
- The **second** time- the teacher writes an SIR and **calls home**.
- The **third** time- the teacher writes an SIR and keeps the student for **Teacher Turn-Around**.
- The **fourth** time- the teacher writes an SIR and calls the parent, and assigns another **Teacher Turn-Around or GLT Loss of Privilege**.
- The **fifth** time-the teacher writes an **office referral**, attaches the three SIRs.

The administrator receives the referral and sees that the teacher has taken three concrete actions. The parents are aware of the problem and the student has served two consequences. The next step would be at the administrator’s discretion.

Once the administrator has taken action, it is recorded on the referral. Copies of the referral are forwarded to:

- **Main Office/Guidance**
- **Originating teacher**

If the administrator has seen the student too often, Parent contact will be required and the student’s discipline record may be reviewed. Additional SIRs and referrals from other teachers will be on the record. This report will give everyone in the conference a clear picture of the behaviors the child is presenting in all settings of the school. For example, if the student referred is having problems with inappropriate language in other classrooms, it will be found at this time.
## Positive Behavior Support Log

**RG** – Referral to Guidance  **RSP** – Refer to School Psychologist  **PC** – Parent Conference  
**VW** – Verbal Warning  **BC** – Behavioral Contract  **SC** – Seat Change  
**RSW** – Referral to Social Worker  **PH** – Phone Home (neg./pos.)  **LH** – Letter Home  
**NP** – Note in Planner  **AR** – Alternative Room  **DR** – Discipline Referral

<table>
<thead>
<tr>
<th>Date of Incident</th>
<th>Description of Incident</th>
<th>Intervention Code</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name

1. Which school rule(s) did you break? (circle the rule or rules)

Be Respectful  Be Responsible  Be Ready

2. Why did you break the rule? (circle one reason)

- I didn't want to do my work.
- I wanted someone's attention.
- Other reason

3. How were you feeling? (circle one picture)

- angry
- happy
- sad
- confused

4. Draw a picture to show what happened and what you did.

5. Draw a picture to show what you could do the next time.

This form was given by (teacher). Date  Time

Parent Signature

Please sign and return this form to school on the next school day.

Distribution: Parent (White)  Administration (Yellow)  Classroom Teacher (Pink)  (K-I)
Atlantis Charter School
Student Self-Assessment Form

Date: _____________________________  Time: ______________

1. Which school rule(s) did you break? (circle one)

   Be Respectful  Be Responsible  Be Ready/Safe

2. What did you want?
   
   • I wanted attention from an adult
   • I wanted attention from another child
   • I wanted to make an adult become angry
   • I wanted to let someone know that I am mad with them
   • I wanted to avoid doing my school work
   • I wanted to be in control of the situation
   • I wanted to cause others problems because I don't think they like me
   • I wanted something that someone else has
   • I wanted ____________________________________________

3. This is what happened:
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

4. This is what I could have done to make a better choice:
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

5. This is how I will solve the problem:
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

TEACHER COMMENTS:
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

Student Signature: _____________________________________________
Teacher Signature: _____________________________________________
Parent Signature: ____________________________Date: ______________
### SIR - STUDENT INTERVENTION REPORT - Team Decision - Loss of Privilege

<table>
<thead>
<tr>
<th>Minor</th>
<th>Date</th>
<th>Time</th>
<th>Possible Motivator</th>
<th>Others Involved</th>
<th>Interventions Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>□ Classroom</td>
<td>□ Classroom</td>
<td>□ Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Hallway</td>
<td>□ Hallway</td>
<td>□ Hallway</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Restroom</td>
<td>□ Restroom</td>
<td>□ Restroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Cafeteria</td>
<td>□ Cafeteria</td>
<td>□ Cafeteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Playground</td>
<td>□ Playground</td>
<td>□ Playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Other:</td>
<td>□ Other:</td>
<td>□ Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Obtain peer attention</td>
<td>□ Obtain peer</td>
<td>□ Obtain peer attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Obtain adult attention</td>
<td>□ Obtain adult</td>
<td>□ Obtain adult attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Obtain items</td>
<td>□ Obtain items</td>
<td>□ Obtain items</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Avoid peer(s)</td>
<td>□ Avoid peer(s)</td>
<td>□ Avoid peer(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Avoid adult(s)</td>
<td>□ Avoid adult(s)</td>
<td>□ Avoid adult(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Avoid task or activity</td>
<td>□ Avoid task or activity</td>
<td>□ Avoid task or activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Other (describe)</td>
<td>□ Other (describe)</td>
<td>□ Other (describe)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Staff</td>
<td>□ Staff</td>
<td>□ Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Teacher</td>
<td>□ Teacher</td>
<td>□ Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Substitute</td>
<td>□ Substitute</td>
<td>□ Substitute</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Conference with student</td>
<td>□ Conference with student</td>
<td>□ Conference with student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Parent Contact</td>
<td>□ Parent Contact</td>
<td>□ Parent Contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Buddy pass</td>
<td>□ Buddy pass</td>
<td>□ Buddy pass</td>
</tr>
</tbody>
</table>

### Problem Behavior

- □ Inappropriate Language
- □ Physical Contact/Inappropriate Touch
- □ Defiance/Disrespect/Non-Compliance
- □ Constant Disruptions
- □ Other

### Notes:

---

Staff Member’s Signature/Date

Parent’s Signature/Date
#2 Minor Classroom Behavior Tracking Form

Student: ______________________________

Incident Type (check one)

☐ Stealing  ☐ Disruption  ☐ Property Misuse  ☐ Defiance
☐ Cheating  ☐ Inappropriate Language  ☐ Other

1st Step

Date: ________________________ Time: _____________

Give Warning/Restate the Expectation and/or Rule

2nd Step

Date: ________________________ Time: _____________

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Possible Motivation</th>
<th>Others Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conference</td>
<td>Student Contract</td>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Re-teach Expectation</td>
<td>Phone Parent</td>
<td>Avoid Peer</td>
</tr>
<tr>
<td>Seating Change</td>
<td>Loss of Privilege</td>
<td>Avoid Task</td>
</tr>
<tr>
<td>Peer Mediation</td>
<td>Verbal Cue</td>
<td>Obtain Adult Attention</td>
</tr>
<tr>
<td>Safe Seat</td>
<td>Extra Time Spent on Task</td>
<td>Obtain Items/Activities</td>
</tr>
<tr>
<td>Time Out/Away</td>
<td>Other</td>
<td>Obtain Peer Attention</td>
</tr>
<tr>
<td>Curricular</td>
<td>Don’t Know</td>
<td>Other</td>
</tr>
</tbody>
</table>

3rd Step

Date: ________________________ Time: _____________

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Possible Motivation</th>
<th>Others Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conference</td>
<td>Student Contract</td>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Re-teach Expectation</td>
<td>Phone Parent</td>
<td>Avoid Peer</td>
</tr>
<tr>
<td>Seating Change</td>
<td>Loss of Privilege</td>
<td>Avoid Task</td>
</tr>
<tr>
<td>Peer Mediation</td>
<td>Verbal Cue</td>
<td>Obtain Adult Attention</td>
</tr>
<tr>
<td>Safe Seat</td>
<td>Extra Time Spent on Task</td>
<td>Obtain Items/Activities</td>
</tr>
<tr>
<td>Time Out/Away</td>
<td>Other</td>
<td>Obtain Peer Attention</td>
</tr>
<tr>
<td>Curricular</td>
<td>Don’t Know</td>
<td>Other</td>
</tr>
</tbody>
</table>

4th Step

Date: ________________________ Time: _____________

Refer to office by submitting this form.

Administrative Decision:
Teacher Turn Around Session

Date of Notification: ________________________________

Your child, ________________________________________ HR: __________________ has been
issued a Teacher Turn Around Session(s) to be served on the following day(s):

1. ______________________________ 3. ______________________________
2. ______________________________ 4. ______________________________

To be served: □ Recess
□ Lunch/Recess
□ Before School – Time: ____________
□ After school (parent responsible to pick up student at ____________ p.m.

Date of Incident: __________________________________

Description of Incident: ___________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

STUDENT: This notice must be signed by your parent/legal guardian and returned to school
by: _____________________________________________ (**Failure to return this notice by the day
indicated will result in additional disciplinary action.**) 

Student Signature: ____________________________________________________

Teacher Signature: ____________________________________________________

Parent/Guardian Signature**: ____________________________________________

**Parent/Guardian signature does not necessarily indicate agreement with the disciplinary action
taken by the school, but rather that the parent/guardian was informed.**
ACS ELEMENTARY OFFICE DISCIPLINE REFERRAL FORM

Date: ________________________________
Student Name: __________________________ Referring Staff: __________________

Location:
☐ Classroom ☐ Cafeteria ☐ Special Event
☐ Playground ☐ Restroom ☐ Multi-Purpose Room
☐ Hallway ☐ Bus ☐ Other _______________________

Major Problem Behavior(s):
☐ Inappropriate Language/Abusive Language/Profanity
☐ Fighting/Physical Aggression
☐ Disturbing Class
☐ Disrespect/Defiance
☐ Harassment/Bullying
☐ Explain Behavior __________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Possible Motivation:
☐ Obtain peer attention ☐ Avoid tasks/activities/other
☐ Obtain adult attention ☐ Avoid Peer(s)
☐ Obtain items/activities ☐ Avoid Adult(s)
☐ Avoid work
☐ Unknown

Others Involved: Names: ______________________________________________
☐ None ☐ Substitute ☐ Peers ☐ Teacher
☐ Staff ☐ Bus Driver ☐ Other ___________________________

Classroom Interventions:
☐ Take-a-Break
☐ Buddy Room
☐ Parent Phone Call

Administration Decision:
☐ Time-Out in Office ☐ Loss of Privilege ☐ Out of School Suspension ___/___/___
☐ Conference with Student
☐ Conference with Parent ☐ Student may Return on ___/___/___
**RTI/Grade Level Team**

**Reverse Request for Assistance: Interventions Change**

**Student Name:** _________________________________  **Grade:** _________

**Date:** _________________________________

**Teacher:** _________________________________

*************************************************************************

Based on preliminary data, it has come to our attention that the ______________ intervention is NOT having a significantly positive effect on your student (i.e. he/she "is not responding" well to the intervention). Please identify which additional support(s), you feel, would be the best for this student.

1.____ No change in behavior support requested at this time, please continue CICO.

2. **Social/Academic Instructional Groups:**
   - _____ Problem-Solving: To learn replacement behaviors for fighting, arguing, etc. (externalizing behaviors)
   - _____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal, etc., (internalizing behaviors)

**Academic:**
- _____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework, etc.

3. **Individualized Check-In/Check-Out:**
   - _____ Individualize values or behaviors of Check-In/Check-Out
   - _____ Change Check-In/Check-Out person (change adult)
   - _____ Change Check-In/check-Out schedule or add additional times (personalized schedule)
Tier 2-Supplemental Support (Classroom and Group)

Key characteristics of Classroom and Group Support (Secondary Interventions) include the following approaches, strategies, and procedures that are used with some students who are at-risk for serious problem behavior, and for whom universal supports alone have not been effective in teaching social behaviors:

- Problem Solving team (RTI, Administrative, Grade Level, Counseling) meets regularly (weekly) to assure that students are identified and referred who may benefit from group support/secondary interventions
- School-wide expectations are defined and directly taught in settings where some students still have behavior problems based upon analysis of function behavior paper work recording student issues
- Check-in systems are initiated for students who may need additional support

Group support mainly targets those students (5% to 10%) who are at-risk for challenging behavior, reflected by multiple office disciplinary referrals and by students who display chronic challenging behavior even after universal level (primary intervention) supports have been provided to teach expected behaviors. Staff may recommend Tier 2 support for students by forwarding all classroom, grade level, and parent communication documentation to the counseling and/or main office for additional support and intervention.

Tier 2 Supports

- **Mentor Club**: Students will be assigned an adult mentor from volunteers at the administrative and staff level to meet with students 3 times a week. The first day of each week during first period (Community meeting) will begin the goal setting for every student in the classroom and with an adult mentor for Tier 2 students. The official ACS scorecard will provide the basis for the week indicating the student’s projection of success in academics, attendance, and social goals. Wednesdays 8:15-8:45 PM, (second meeting), lunch meeting during week (third meeting) will complete the mentor/student agenda for each week. Meetings have been designated in this manner to avoid conflicts with student instruction and grade level activities.

- **Peer Mentors**: (Name TBA) Students who exhibit role model behavior and goals will be assigned as a “buddy” to help students who are challenged to adhere to school and classroom policy. They will be recognized for their community service. (TBA)

- **Peer Jury**: (Name TBA) The student led peer jury is an intervention strategy to be used as a method of assigning appropriate interventions and consequences for lower tier school infractions. These interventions and consequences are to be directly related to improving the quality of the environment and sense of community in our school. The Youth Peer Jury’s purpose is to provide a means for the offender to account for his/her behavior to a group of their peers. For additional information, see “Student Peer Jury Overview and Parameters” Document in school policy Handbook.

- **Bully Prevention/Intervention**: As required by the state of Massachusetts, ACS has incorporated a comprehensive plan to intervene with peer relationships that have infringed upon the rights of others with a sequential process of documentation involving the victim, attacker(s), and witnesses to a final determination of a leveled offense. Safety plan, possible school consequence(s), and follow-up plan(s) complete the documentation in the data file. For additional specifics, refer to the school policy Handbook.

- **RTI/PBIS Continuum**: See attached.
- **Second Step Program**: See attached.
- **Check In/check Out (CICO):** If deemed necessary by the GR Level team, students needing extra behavior support/intervention will participate in the Check In/Check Out (CICO) program for a minimum of 6-8 weeks. Student behavior will be monitored and the team will discuss the student’s progress at weekly meetings. If after 4 weeks the student is responding adequately, the team will decide to keep the current intervention, modify the intervention for sustainability or exit the student from the intervention. If after 4 weeks the student is not responding adequately with the simple Tier2/Secondary intervention (CICO), the team will look at supporting the student with a more intensive or additional intervention. Classroom teachers may be asked to fill out a “Reverse Request for Assistance” form for the student. Student progress will continue to be monitored and discussed at GL Level team meetings.

- **Social/Academic Instructional Groups (SAIG):** Students may be placed in a Social/Academic Instructional Group (SAIG). SAIG groups will be held once weekly and will focus more specifically on re-teaching and practicing appropriate behaviors. Students will be placed in groups with same age peers and will participate for 8 weeks. Behaviors will be monitored and student progress will be discussed at bi-weekly GR Level meetings. If after 4 weeks the student is responding adequately, the team will decide to keep the current intervention or modify the intervention for sustainability. If after 4 weeks the student is not responding adequately with the simple Tier 2/Secondary intervention (CICO) and the more intensive intervention (SAIG), the team will look at supporting the student with a more intensive Intervention (SAIG), the RTI team will look at supporting the student with a more intensive or additional intervention and/or a referral for a consult.
<table>
<thead>
<tr>
<th>Recess Rules</th>
<th>Points</th>
<th>Matching = 1 bonus point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow rules of game</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>2. Use equipment in safe way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Everyone can play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keep hands and feet to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use kind words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hands and feet</th>
<th>Kind words</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>:smiley:</td>
<td>:frown:</td>
</tr>
<tr>
<td>:smiley:</td>
<td>:smiley:</td>
<td></td>
</tr>
</tbody>
</table>

**NAME:**

**DATE:**

**1st check**

**2nd check**

---

40
# ATLANTIS CHARTER SCHOOL
## STARFISH SCORECARD #2

<table>
<thead>
<tr>
<th></th>
<th>Morning to Recess</th>
<th>Recess to Lunch</th>
<th>Lunch to Recess</th>
<th>Recess to Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>Tough Time</td>
<td>Ok</td>
<td>Good</td>
<td>WOW</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respect Others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respect Property</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Totals:**

**Checked in**
- YES
- NO

**Checked out**
- YES
- NO

**Have materials**
- YES
- NO

**4 = WOW:** Met expectations with positive behavior; worked independently without any corrections/reminders

**3 = GOOD:** Met expectations with only 1 reminder/correction

**2 = OKAY:** Needed 2-3 reminders/corrections

**1 = TOUGH TIME:** Needed 4 or more reminders/corrections

**Parent Signature:**

**Parent Comments:**

*Keep working on:*
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Respect</th>
<th>Responsible</th>
<th>Safe</th>
<th>Integrity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

(4) Way to Go!: Met expectations with positive behavior.
(3) Good: Met expectations with only 1 reminder or correction.
(2) OK: Needed 2-3 reminders or corrections.
(1) Tough Time: Needed 4 or more reminders or corrections.

DAILY TOTAL________________/GOAL________________

Teacher Comments: ____________________________________________________________

Parent/Guardian Comments: ____________________________________________________

Parent/Guardian Signature: ____________________________________________________
### ATLANTIS CHARTER SCHOOL

#### STARFISH CLUB #4

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Period 1</th>
<th></th>
<th></th>
<th>Period 2</th>
<th></th>
<th></th>
<th>Period 3</th>
<th></th>
<th></th>
<th>Specials</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tough</td>
<td>OK</td>
<td>Good</td>
<td>WOW</td>
<td>Tough</td>
<td>OK</td>
<td>Good</td>
<td>WOW</td>
<td>Tough</td>
<td>OK</td>
<td>Good</td>
<td>WOW</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Be Safe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Totals:**
- PS
- PS
- PS
- PS

#### Checked in
- YES
- NO

#### Checked out
- YES
- NO

#### Homework Classroom
- YES
- NO

#### Homework
- YES
- NO

#### Reading
- YES
- NO

4 = **WOW:** Met expectations with positive behavior; worked independently without any corrections/reminders

3 = **GOOD:** Met expectations with only 1 reminder or correction

2 = **OKAY:** Needed 2-3 reminder/corrections

1 = **TOUGH TIME:** Needed 4 or more reminders/corrections

**Parent Signature:**

**Parent Comments:**
Part IV

Incentive Program
Starfish are awarded by staff to students who exemplify the Code of Conduct at Atlantis on a daily basis in the classroom, hallways, cafeteria, and other areas of the building. They are awarded to encourage and reinforce positive behaviors among our students. Staff can award Starfish to any student, whether they teach them or not. Octopi Certificates will also be awarded by staff who witness a student exemplifying a good deed and/or displaying appropriate and expected behaviors/choice.

Process to collect prizes for students:
- **Gr. K 1st Qtr.**: Teach behavioral expectations.
- **2nd Qtr.**: Whole group octopus earning (based on 10 to reinforce Math) celebration when 10 is reached.
- **3rd Qtr.**: Whole group octopus earning again with base ten, but also individuals can earn octopus or the entire class, this time with a base of 20 to earn a class celebration.
- **4th Qtr.**: Individual ten frames (use stamps provided to teacher) once full, the frame equals an octopus for class - 20 octopi for the entire class = whole class celebration that class votes on.

**Gr. 1 & 2 (1st Half of Year)**: Starfish Bingo (12 starfish) Positive Behavior stamped by teacher. **Gr. 1 & 2 (2nd Half of Year)** and **Gr. 3 & 4**: Starfish awarded to students meeting classroom expectations; students collect them as earned in personal plastic bags.

12 Starfish = 1 Octopus (octopus signed by student and placed in classroom Treasure Box)

12 Octopi = 1 Treasure Chest placed on classroom door
12 Treasure Chests = 1 Classroom Privilege
PBIS PRIVILEGES FOR ACCUMULATED STARFISH AND/OR ICU CERTIFICATES

* Assist the custodian
* Be featured on a photo recognition board
* Be the leader of a class game
* Borrow the principals chair for the day
* Choose music for the class to hear
* Design a class/school bulletin board
* Do half of an assignment
* Draw on a small white board at desk
* Earn a gift certificate for a prize
* Earn a pass to the zoo/aquarium...
* Earn extra credit
* Eat lunch outdoors with class
* Eat with a friend in the classroom
* Enjoy class outdoors with the whole class
* Get a "no homework" pass
* Go on a walking field trip (earn privilege for whole class)
* Have an extra recess
* Have the teacher make a positive phone call home
* Make deliveries to the office
* Play a favorite game or puzzle
* Read morning announcements
* Read to a younger class
* Receive a 5-minute chat break at the end of the class/day
* Receive a plant, seeds and a pot for growing
* Sit next to the teacher during story time
* Take home a class game for a night
* Use colored chalk
* Walk with the teacher during lunch
* Work as the Principal's apprentice for 20 minutes

* Assist with AM announcements on Flag Days.
* Be recognized during announcements
* Be the line leader or the caboose
* Be the scout (person who goes ahead of the class to tell Specials they are coming)
* Choose the game during physical education
* Design and make a bulletin board
* Draw on the chalkboard
* Draw pictures on the chalkboard while teacher reads to the class (illustrations)
* Earn a trophy/plaque/ribbon/certificate
* Earn free tutoring time from the teacher
* Eat lunch with a teacher or principal
* Enjoy a positive visit with the principal
* Enter a drawing for donated prizes among students who meet certain grades
* Get a video store or movie theater coupon
* Go to the library to select a book to read
* Have a free serving of milk
* Have a teacher share a special skill (sing)
* Keep a stuffed animal at your desk
* Learn how to do something on the computer
* Operate the remote for a Power Point lesson
* Receive a "mystery pack" (gift-wrapped items such as a notepad, puzzle, folder)
* Receive a note of recognition from the teacher or principal
* Receive art supplies (coloring book, glitter, stickers, stamps...)
* Take a trip to the treasure box (stickers, key chains, pencil toppers,...)
* Teach the class a favorite game
* Use the teacher's choir
* Watch a video instead of recess
* Write with a marker for the day
* Write with a special pencil for the day

* Be a helper in another classroom
* Be the first one in lunch line
* Be teacher’s helper for a day
* Choose any class job for the week
* Choose which homework problem the teacher will give the answer to for a freebie
* Earn a free pass to a school game or event
* Earn extra computer time
* Earn points for good behavior
* Eat lunch with an invited guest (grandparent/aunt...)
* Get “free choice” time at end of day
* Get extra art time
* Have a drawing lesson
* Have a teacher read a book to the entire class
* Listen with a headset to a book on audiotape
* Play a computer game
* Read a book to the class
* Read outdoors
* Receive verbal praise
* Select a paperback book to take home to read
* Sit at the teacher's desk for a day or period of time
* Take care of class animal
* Take class animal home for the weekend/vacation
* Teach the class a math lesson
* Work in the lunchroom
* Write with a special pen for the day

PBIS Display Case Items:
School Supplies
"Atlantis" Monogramed Items
School Store Items/ACS Monogramed Items
Starfish may be accumulated for entrance ticket to events
Cafeteria Purchases
In class privileges, bonus points, etc.

**Monthly REWARDS**

- North Star
- Prize Redemption- Individual, Class, Grade
- Movie, Ice Cream Sundae Party, Free time
- Grade Level – “Accepts Responsibility” Trophy

**“Catch the Wave” Award**
Staff members who bring innovative and best practices to our teaching, learning, social and emotional growth will be recognized with the “Catch the Wave” Certificate.

The PBIS WAVE Award:
Each grade level team may recommend up to 5 students each trimester to receive the ACS WAVE Award. WAVE awards will be presented monthly by administration:

<table>
<thead>
<tr>
<th>Well Prepared</th>
<th>Value Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always Safe</td>
<td>Eager to Learn</td>
</tr>
</tbody>
</table>

**TLC Award:**
Staff members who display care and concern for our school, staff, and students will be awarded the “Tender Loving Care” Certificate.

**Beary-Good Awards:**
Each staff member may use the “Good Deeds” Recognition sheet to award Starfish to students caught doing something that promotes community to a peer, staff member, guest to the building, etc. These awards will be presented on an ongoing basis whenever students are assembled together.

**Above & Beyond Award:**
Staff recognition for outstanding efforts in exemplary teaching of best practices in the Fall River Community.

**Monthly Fall River Community and other sources within the community outreach.**

**Quarterly Awards:**
Academic, Honor Roll (Levels 1, 2, and 3), Perfect Attendance

**Yearly Awards:**
Academic, Perfect Attendance and President Awards of Excellence and Achievement
Part V

Assessment/Lesson Plan

Resources
CLASSROOM DISCIPLINE PLAN – Plan demonstrates responsiveness to problem behaviors, as evidenced by:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are classroom rules positively stated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is the number of rules limited to no more than 5?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Are the rules worded in observable and measurable terms?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Are the rules posted on a chart that is large enough for all to see?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Are the rules written in words that all can read and/or illustrated with graphics or icons?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What are the criteria used for earning reinforcers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Are reinforcers (verbal, nonverbal, items, activities) available to all that earn them?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Are reinforcers varied and individualized?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Is data on student performance displayed prominently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Are reinforcement opportunities posted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Are the consequences for rule violation sequential?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Are the consequences preplanned and posted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Are the consequences for rule violation explained and reviewed regularly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Are the consequences delivered in a calm, matter-of-fact manner?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Are the students reminded of their choices in calm, positive manner prior to escalation in behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Are consequences delivered consistently and in a timely manner?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASSROOM PBIS STRATEGIES SELF-ASSESSMENT</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The classroom has sufficient space and access to materials to support teaching activities and smooth transitions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom behavior expectations are clear, positive, and posted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom behavior expectations are directly taught and when students have difficulty with a particular expectation, it is immediately re-taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students make a written or verbal commitment to follow the behavior expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can state the classroom behavior expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom routines are directly taught and when students have difficulty with a routine, it is immediately re-taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students spend most of the time engaged in active learning with little unstructured time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher uses at least four positive interactions for each instance of corrective feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher references the behavior expectations when infractions occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional areas of the classroom have clear, visual boundaries for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher can see all students when scanning the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is visible to the students and moving throughout the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The daily schedule of activities or agenda is posted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition between activities or classes is directly taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentives are earned by students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher greets each student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequences are pre-planned and posted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequences are delivered in a calm, matter-of-fact manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are reminded of their choices in a calm, positive manner before escalation in student behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SUSTAINABILITY OF SCHOOL-WIDE PBIS IMPLEMENTATION

<table>
<thead>
<tr>
<th>Components</th>
<th>In Place</th>
<th>Partially In Place</th>
<th>Not Yet In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive behavioral intervention and support activities are embedded into existing school activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team meetings are efficient and organized. PBIS activities are documented and stored for future reference.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS activities are documented and stored for future reference.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an ongoing rhythm for reviewing and acting upon discipline data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is ongoing professional development in providing PBIS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The building leadership team is connected with those at the district level who control policy, funding, and visibility in regards to PBIS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular communication occurs with key stakeholders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular acknowledgement and encouragement exists for staff implementing PBIS with fidelity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is identification of funding sources for continued implementation of PBIS efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations
- Brief lessons on positive behavior expectations are taught at least weekly
- Students are actively involved in lessons
- Students have opportunities to practice behavior expectations
- Pre-corrections/reminders of expectations are given throughout the day

Teach and Review Classroom Procedures and Cues
- Procedures for transitions are taught
- Rules associated with locations and materials are taught
- Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- All class attention-getting signal is used effectively

Informal and Formal Systems of Positive Reinforcement
- 4 to 1 ratio of positives to corrections is used generally
- 4 to 1 ratio is used with Tier 2 and 3 students individually
- Classroom and/or school-wide reward system is implemented daily

Active Supervision
- Unpredictable movement around the environment
- Scanning for problems or early warning signs of trouble
- Frequent positive contacts are given
- Individuals and groups are acknowledged for following the rules
- Behavior is corrected calmly and firmly

Continuum of consequences enforced consistently and fairly
- Redirection to expected behaviors is used
- Corrective feedback is used to address problem behavior (“Try it the right way.”)
- Corrections are done in private, if possible
- Minor non-disruptive behavior is ignored
- Increased assistance is provided to students as needed
- Students have been taught a simple problem solving strategy for conflicts
- Classroom consequence system is implemented with effectiveness

High Rates of Opportunities to Respond
- Whole group oral responses/choral responding is used
- Whole group written responses are used
- Whole group action responses are used
- Small group and partner responses are used
- Small groups share responses with the whole group
Elementary Lesson Plans

Click the Folder symbol within the Matrix. A new window will open with a listing of the lessons available.

MAP Testing Behavior - Lesson Plans

<table>
<thead>
<tr>
<th>Locations</th>
<th>Assembly</th>
<th>Bus</th>
<th>Cafeteria</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Playground</th>
<th>Restroom</th>
<th>School Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE KIND</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
<tr>
<td>BE COOPERATIVE</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
<tr>
<td>BE PEACEFUL</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
<td>🗂️</td>
</tr>
</tbody>
</table>

Lessons may also be found by clicking on the School Examples link to the left and then clicking on a school's name.
PBIS Lesson Plans

Welcome to the Columbia Public Schools' PBIS lesson repository. Here you will find lessons tied to matrix behaviors, that include the components of TELL-SHOW-PRACTICE-FEEDBACK are developed, available for dissemination to all staff when the schedule or data indicates the lessons need to be taught. Any additional resources (e.g., scripts for pre-correcting, announcement scripts, social stories, signage, etc.) are developed and easily available for use as needed in conjunction with the direct lesson materials, such that ALL staff teach social skills commensurate with their job responsibilities.

Implementation Examples include:

- Lesson Plans tied to the matrix with TELL-SHOW-PRACTICE-FEEDBACK components included
- Social stories tied to lessons and Matrix behaviors
- Schedule for school-wide teaching
- School-wide teaching Indicated on Individual teacher schedules
- Announcement, Pre-correct and Corrective Feedback Scripts

Teaching Social Skills with Integrity Tip Sheet - Provides teachers and school staff members with information regarding what direct teaching of social skills looks like, as well as ideas for how ALL staff members teach social skills from the first to the last day of the school year!

Social Skill Lessons

The lessons linked below were developed through collaborative efforts of teachers and administrators from across the district during summer 2007 work sessions. The lessons are aligned with the district Personal Growth and Work Habits, and in many cases directly align with matrix rules from individual buildings (although the wording may be slightly different). These lessons are provided to all district personnel in "word" format so that each school can personalize or tweak the rule wording or scenarios provided to best fit the building matrices, as well as individual school characteristics and populations.

District Wide Lesson Plans-Elementary Level

District Wide Lesson Plans-Middle School Level

Social Skill Lesson Plans (organized by topic/skill)

CPS Social Skill Lesson Plan Template

Tools to Support Teaching Social Skills With Integrity
Defining and Understanding of Teaching with Integrity

Teaching with Integrity Rubric - Developed by the elementary Positive Behavior Support Coaches during the fall of 2006.

Social Skills and Academic Skills Lesson Parallel - Document that illustrates the parallel between direct instruction of social skills and academic skills.

Verifying Teaching With Integrity

Social Skills Teaching Observation Form - A form for observation developed in collaboration with Derby Ridge Elementary administrative staff to verify that social skills instruction is being provided in the most efficient format (e.g., including tell-show-student practice-feedback).

Literature and Supporting Articles:

* Teaching the Social Curriculum (Skiba and Peterson)
Sample Cool Tools

Cool Tools are lesson plans used to teach the school's behavior expectations - they teach all the students what is expected of them and what that looks like. Throughout the school year, new lessons should be taught to all students. Selection, creation, and priority for which lessons are taught should be based on your school’s data.

If you have any cool tools you would like to share with other schools that are implementing PBIS, please email them to us and we can post them on the site.

Assemblies
- Assemblies and Other Speakers
- Audience Behavior
- Behavior - Middle School

Bathroom
- Be Kind and Respectful-Making Your TeamPutin
- General Safety-Intermediate
- General - Middle School
- General Safety-Primary
- Roper Middle School Poster

Cafeteria
- Be Kind and Respectful-PutIn
- General Safety-Intermediate
- General Safety-Primary
- Roper Middle School

Hallway
- Ashland Video-High School
- General
- Middle School
- Walking Fast-PutIn

Misc
- Conflict Resolution
- Getting Into
- Personal Space
- Responsibility in Community
- Responsibility at School
- Roper Middle School Library
- Roper Middle School Office
- Table Manners
- Various High School Examples
Lesson Plan Ideas & More

Looking for quality teaching ideas? Try these sites for inspiration!

- 4Teachers Family of Tools
  Expand your curriculum with our tim-saving educational resources that use technology to improve instruction across all content areas and grade levels. Find current news that aligns with standards, promote higher-order thinking, and support the development of writing skills. Monitor student research and writing, evaluate student performance, and create bilingual online lessons, classroom calendars, and quizzes in less time than traditional methods.

- abcteach
  The website abcteach is a user-friendly educational site that provides quality printable materials for immediate use by teachers, education majors, and parents. Checkout tools such as the shape book maker: http://www.abcteach.com/free-shapemaker-form.php

- Apples 4 the Teacher
  is a Kid Safe Teacher Created Educational Website.
  Online Games and Resources for Toddlers, Preschoolers, Kindergartern, and Elementary Students - includes interactive learning games, quizzes, and worksheet generator tools by subject.

- Busy Teachers' Cafe
  A K-8 resources site for busy teachers and educators of all kinds! Here you will find resources, ideas, lessons, free printables, and more!

- Discovery Education
  Discovery Education provides engaging digital resources to schools and homes with the goal of making educators more effective, increasing student achievement, and connecting classrooms and families to a world of learning.
  Take a look at "Kathy Schrock's Guide" and webtools such as Puzzlemaker.

- Education World
  "a home for educators in the Internet, a place where teachers could gather and share ideas."

- Enchanted Learning (K-3rd grade students) "produces children's educational web sites which are designed to capture the imagination while maximizing creativity, learning, and enjoyment."

- Free Resources for Science Teachers
  National Institute of Health - Office of Science Education http://scienceed.niddk.nih.gov

- The Lesson Plans Page
  The Lesson Plans Page is a collection of over 2,500 lesson plans, primarily at the elementary level, that were developed by Kyle Yarmitz, students, and faculty at the University of Missouri. More recent lesson plans were submitted by the users of this website. Launched in October of 1996, The Lesson Plans Page was developed to assist educators of all types.

- ReadWriteThink
  Student Materials
  This great collection of Flash-based, interactive activities target literacy skills for all grades; you can supplement your own lessons with the tools or use one of the included ideas. (Recommended by Kathy Schrock)
SuperKids is a website for parents and teachers who want the best in education for their children.

Teachers Net Lesson Bank: This site provides access to lesson plans for all grade levels and content areas. The site can be browsed by subject area or grade level or searched by keyword. The site also provides an opportunity for teachers to submit lesson plans.
PBIS Lesson Plans—Elementary, Maryland, USA

36,000 RESULTS  Any time

School Examples
www.pbsmaryland.org/school/example.htm
We appreciate their willingness to collaborate for the good of all Maryland Public...Code of Conduct Lesson Plans.doc.pdf. PBIS Forms Form A...

PBIS Lesson Plans - Columbia Public Schools
service.columbus.k12.mo.us/pbi/lesson-plans.html
District Wide Lesson Plans—Elementary Level...Maryland PBIS; Missouri Schoolwide PBIS; National Center on Positive Behavior Interventions & Supports;

Lesson Plans - Elementary - THE PBIS COMPENDIUM - Positive...www.pbiscompendium.org/k12/no/mj/lessonPlans/Elementary.html
PBIS Lesson Plans...Elementary Lesson Plans Click the folder symbol within the Matrix. A new window will open with a list of the lessons available.

Lesson Plans - Middle School - THE PBIS COMPENDIUM - Positive...www.pbiscompendium.org/k12/no/mj/lessonPlans/Middle.html
Lesson Plans Elementary Middle School High School Surveys style="text-decoration: none" Video/CDs Incentive...PBIS Coaches Corner: Middle School Lesson Plans

Student
www.pbs.org/teachers/student.htm
PBIS Lesson Plan Book.doc, playgroundlessonplan.pdf, pbmsbehaviorlessons.doc, RCSM Behavior Lessons.doc, reactivelessonplans.doc, Respect Rotation...

G. Lesson Plans for Teaching Expectations/ Rules - PBIS Maryland
www.pbsmaryland.org/new%20team%202010/3%20lesson.PPT file

Positive Behavioral Interventions and Supports
www.pbs.org
A New Evaluation Brief, Evaluation Brief: Discipline referral rates for students with disabilities. Buity Prevention in SWPBS (Now In Spanish) PBIS Tools: Tools to...

Cool Tools - Wisconsin PBIS Network
Cool Tools are lesson plans used to teach the school’s behavior expectations...Wisconsin PBIS Network | PO Box 320 (mailing address)...

Education World: PBIS Biotics School-Wide Behavior and Academics
www.educationworld.com/a_admin/admin/va5/d53.shtml
Krugly told the teacher to stop her lessons every three to five minutes and write out three Tiger Tickets...The PBIS Compendium; PBIS Maryland

Maryland Center for Character Education
www.mdpbiscetrac.org/Best20Practices%202001/Best20Practices
Maryland Center for Character Education...Elementary...They are the Developmental Asset Framework and PBIS...

Maryland Center for Character Education
Maryland Center for Character Education...Lesson Plans Elementary...Through PBIS strategies teachers and staff model the six pillars throughout the daily...

PBIS and Positive School Climate - Squidoo: Welcome to Squidoo
www.squidoo.com/PBIS
keyed001 donates 100% of this page's earnings to Humane Society of the United States...Practical Lesson Plans for Teaching Expected Behaviors. PBIS MD...

Related searches for PBIS Lesson Plans—Elementary, Maryland, ...
PBIS Lesson Plans PBIS Lesson Plans High School
PBIS Bus Lesson Plans PBIS Lesson Plans for Responsibility
PBIS Compendium Behavior Lesson Plans for Elementary
PBIS Cool Tools Lesson Plans Being Safe in the Classroom

Your results are personalized. Learn more.

1 2 3 4 5 Next
Many thanks to the contributors of this page. Your dedication and hard work will benefit many.

Elementary and Middle School Examples:
- Bell Elementary
- Chase Elementary
- Chatsworth School
- Dr. Martin Luther King, Jr. Middle (Montgomery)
- Dundalk Elementary
- General John Stricker Middle
- Governor Thomas Johnson Middle
- Lincoln Elementary
- MacArthur Middle
- Mill Mountain Middle
- Old Court Middle
- Parkway Elementary
- Robert Moton Elementary
- Shady Spring Elementary
- Stearns Run Middle
- Stevens Forest Elementary
- Westamar Middle
- William A. Davis Elementary

High School Examples:
- Anacostia High
- Kenwood High
- Lansdowne High School
- Meade High

Lincoln Elementary

MacArthur Middle
Soaring With Pride

Respect, Responsibility, Be Safe

© LaffToon * www.ClipartOf.com/40207