Active Supervision

Action Item 6

<table>
<thead>
<tr>
<th>Action Items: Active Supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Item 6: Evaluate the playground</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Review PPT: Playground Supervision</td>
<td></td>
<td></td>
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<tr>
<td>• Review: Playground Facts</td>
<td></td>
<td></td>
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<tr>
<td>• Conduct: Non-Classroom Management Self-Assessment &amp; Observation</td>
<td></td>
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</tr>
<tr>
<td>• Review and analyze results</td>
<td></td>
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</tbody>
</table>
Benefits of Recess
- Provides valuable learning opportunities
- Research shows taking short breaks appears to help some students focus in class
- Promotes social competence by allowing opportunities to practice:
  - new skills
  - negotiate and problem-solve
  - interact with a wide range of children

Risks of Recess
- Most school related injuries occur on the playground
- May be unsafe or frightening for students who are bullied

Be an Alert and Attentive Supervisor
- Move throughout designated location
- Focus your attention on student activities
- Know the “hiding” places
- Make eye contact with as many students as possible

Routinely Assess the Physical Environment
- Gaps in fence
- Public access points
- Branches and shrubs
- Barriers that block clear paths of vision
- Large areas that are difficult to access

Common Supervision Problems
- Obscured lines of sight to all areas
- Difficulty hearing in large areas
- Inadequate number of supervisors
- Poor supervisor circulation – perimeter and area

Unit: Active Supervision
**Common Supervision Problems** (continued)

- Inadequate interventions for misbehaviors
- Lack of follow-through on playground related issues
- Poor communication between supervisors and rest of staff

**Evaluate for Hazards**

- Look for potential hazards
  - glass
  - nails
  - bottle tops
  - unprotected surfaces
- Check equipment for hazards
  - nuts
  - bolts
  - broken parts
  - exposed concrete
- If possible remove hazards, otherwise report them to the office

**Know the Expectations**

**Playground Expectations**

<table>
<thead>
<tr>
<th>Be</th>
<th>Be</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Safe</td>
</tr>
<tr>
<td>Wait your turn in line</td>
<td>Follow the rules</td>
<td>Walk from classroom to playground</td>
</tr>
<tr>
<td>Listen to all adults</td>
<td>Put away all equipment</td>
<td>Play fighting is not allowed</td>
</tr>
<tr>
<td>Play by the rules</td>
<td>Tell an adult if someone is hurt</td>
<td>Stay in designated play areas</td>
</tr>
</tbody>
</table>

**Know the Rules by Location**

**Sandbox Expectations**

- Be Safe
- Be respectful

**Blacktop Expectations**

- Be Safe
- Be respectful
  - Always try to solve problems before you get violent
  - Don’t throw or kick
  - Don’t throw or kick
  - Keep your hands to yourself

**Correct Rule-Violating Behaviors**

- Proximity
- Behaviorally specific discussions
- Verbal warnings
- Playground Citation
- Low Level Referral
- Office Referral

**Acknowledge Rule-Following Behaviors**

- Nonverbal praise
- Verbal praise
- Reinforcers: high & low frequency

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Unit: Active Supervision
10 Quick Fixes

1) Maintain a reasonable student/staff ratio—research suggests the same ratio outdoors as indoors
2) Provide on-going training for playground monitors
3) Establish a means of communication between supervisors, classroom teachers, and administration
4) Assign designated areas for classes to line-up at the end of recess
5) Be aware of where other supervisors are located so all areas are covered at all times

10 Quick Fixes (continued)

6) Create a playground emergency plan
7) Make sure at least one supervisor can communicate with office staff at all times
8) Routinely inspect and maintain all equipment
9) Close off all equipment/areas of concern
10) Ensure all supervisors are active monitors

Scary Playground Facts

- 1990-2000: 147 students died from playground related injuries
- 2004: 206,900 children ages 14 and under were treated in the emergency room for playground related injuries
- 45% of playground related injuries are severe (fractures, internal injuries, concussions, dislocations, amputations)

How Students Get Hurt

- Falls: 80% of all injuries
- Strangulation: 50% of all fatalities
- Head injuries are involved in 75% of all fall related deaths
- Lack of supervision is associated with 40% of all playground injuries
- 40% of playground injuries occur in the months of May, June, and September

PBS Coaches

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Unit: Active Supervision
Playground Accidents:

- Playground accidents are the most common school-related injuries for children ages 5-14.
- Each year, more than 200,000 children go to US hospital emergency rooms because of playground equipment-related injuries.
- Over 79% of playground accidents are due to falls.
- Falls account for 90% of the most severe playground equipment-related injuries.
- More than 40% of playground-related injuries are due to inadequate supervision.
- Children play without adult supervision more often on school playgrounds (32% of the time) than on playgrounds in parks and childcare centers.

Reasons for Injuries:

- Poor surface material
- Inadequate fall zones around equipment
- Equipment too close together
- Head entrapment hazards
- Outdated and/or dangerous equipment

Playground Safety Checklist:

- Ensure no less than 12 inches of wood chips, mulch, sand, or pea gravel surrounds all equipment.
- Ensure protective surfacing extends at least 6 feet in all directions of equipment.
- Ensure play structures more than 30 inches high are spaced at least 9 feet apart.
- Remove all dangerous hardware (open S-hooks, bolts, etc.).
- Ensure spaces which could entrap children do not measure less than 3.5 inches or more than 9 inches.
- Remove and/or repair tripping hazards (exposed concrete, tree stumps, rocks).
- Remove all sharp edges.
- Ensure elevated surfaces have guardrails.
- Inspect for glass, litter, dangerous objects daily.
- Eliminate all exposed moving parts which may create potential pinching or crushing hazards.
- Ensure there is adequate supervision at all times: research recommends the same ratio indoors/outdoors.

The Importance of Establishing Playground Rules:

✓ Creates a safe outside environment  
✓ Provides structure to a highly unstructured environment  
✓ Allows for staff to consistently correct and acknowledge behaviors  
✓ Helps teach students appropriate social norms  
✓ Teaches students to use equipment properly

Sample Playground Rules

<table>
<thead>
<tr>
<th>Location</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td>• Wait your turn in line</td>
<td>• Freeze at the bell</td>
<td>• Walk to/from class and playground</td>
</tr>
<tr>
<td></td>
<td>• Listen to all adults</td>
<td>• Put away all equipment</td>
<td>• Play fighting is not allowed</td>
</tr>
<tr>
<td></td>
<td>• Play by the rules</td>
<td>• Tell an adult if someone is hurt</td>
<td>• Stay in designated play areas</td>
</tr>
<tr>
<td>Sandbox</td>
<td>• Use kind words</td>
<td>• Keep hands and feet to yourself</td>
<td>• Keep sand in the sandbox</td>
</tr>
<tr>
<td></td>
<td>• Share the sandbox toys</td>
<td>• Only use sand toys in the sandbox</td>
<td>• Report unsafe items to staff</td>
</tr>
<tr>
<td></td>
<td>• Let everyone play</td>
<td>• Put toys away after recess</td>
<td>• Remember the “Rule of 3”</td>
</tr>
<tr>
<td>Blacktop</td>
<td>• Take turns</td>
<td>• Always listen to adults</td>
<td>• Only play games that are allowed</td>
</tr>
<tr>
<td></td>
<td>• Include everyone who wants to play</td>
<td>• Accept staff decisions</td>
<td>• Walk to your destination</td>
</tr>
<tr>
<td></td>
<td>• Return equipment</td>
<td>• Apologize if you make a mistake</td>
<td>• Report unsafe items to staff</td>
</tr>
<tr>
<td>Swings</td>
<td>• Wait patiently for your turn</td>
<td>• Get off the swing when your turn is over</td>
<td>• Once the swing stops, get off carefully</td>
</tr>
<tr>
<td></td>
<td>• Count to 30</td>
<td>• Report problems with the swing</td>
<td>• Wait on the side for your turn</td>
</tr>
<tr>
<td></td>
<td>• Listen and obey adults</td>
<td>• Swing facing the school</td>
<td>• Swing by yourself, no pushing</td>
</tr>
</tbody>
</table>

California Legislation:

Schools have the responsibility to provide adequate supervision (Dailey vs. Los Angeles Unified School District, 1970, 2 Cal. 3d 741, 749-750: Hoyem vs. Manhattan Beach City School District, 1978, 22, Cal. 3d 508, 513)
SCHOOL-WIDE
POSITIVE BEHAVIOR SUPPORT
(PBS)

Non-Classroom Management:
Self-Assessment and Observation

Action Items 6 & 10:
6) Evaluate the playground
10) Evaluate the effectiveness
of supervision

George Sugai & Geoff Colvin
Center on Positive Behavioral Interventions and Supports
University of Oregon

Version: March 10, 2004
School-Wide Positive Behavior Support

OSEP Center on Positive Behavioral Interventions and Supports¹
University of Oregon
www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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# Supervision Self-Assessment

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<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Setting:</td>
<td>Date:</td>
</tr>
<tr>
<td>□ Hallway</td>
<td>□ Entrance/Exit</td>
</tr>
<tr>
<td>□ Other:</td>
<td>Time Start:</td>
</tr>
<tr>
<td></td>
<td>Time End:</td>
</tr>
<tr>
<td>Tally each Positive Student Contact:</td>
<td>Total #</td>
</tr>
<tr>
<td>Tally each Negative Student Contact:</td>
<td>Total #</td>
</tr>
</tbody>
</table>

**Ratio** of Positives to Negatives: \(\_\_\_\_ : 1\)

1. Did I have at least 4 **positive contacts** for every negative contact? **Yes** **No**
2. Did I **move** throughout the area I was supervising? **Yes** **No**
3. Did I frequently **scan** the area I was supervising? **Yes** **No**
4. Did I positively **interact** with most of the students in the area? **Yes** **No**
5. Did I handle **minor** rule violations quickly and quietly? **Yes** **No**
6. Did I follow school procedures for handling **major** rule violations? **Yes** **No**
7. Do I know the **school-wide expectations**? **Yes** **No**
8. Did I use behaviorally specific praise to **acknowledge** at least five students for following the school-wide expectations? **Yes** **No**

**Overall active supervision score:**
- 7-8 “Yes” = “Super Supervision”
- 5-6 “Yes” = “So-So Supervision”
- <5 “Yes” = “Improvement Needed”

# Yes:

---

2 To calculate, divide # positives by # of negatives.

George Sugai & Geoff Colvin – [www.pbis.org](http://www.pbis.org)
Permission granted by George Sugai (10/08)
# Supervision Observation

## Staff Member Observed:   

### Date:   

### Setting:  

- [ ] Hallway  
- [ ] Entrance/Exit  
- [ ] Cafeteria  
- [ ] Playground  
- [ ] Other:   

### Time Start:   

### Time End:   

### Tally each Positive Student Contact:  

- Total #   

### Tally each Negative Student Contact:  

- Total #   

### Ratio of Positives to Negatives:  

### 1. Adult engaged in at least 4 positive contacts for every negative contact with students.   

### 2. Adult moved throughout the supervision area.   

### 3. Adult frequently scanned the supervision area.   

### 4. Adult positively interacted with most of the students in the area.   

### 5. Adult handled minor rule violations quickly and quietly.   

### 6. Adult followed school procedures for handling major rule violations.   

### 7. Adult demonstrated knowledge of the school-wide expectations.   

### 8. Adult used behaviorally specific praise to acknowledge at least five students for following the school-wide expectations.   

### Overall active supervision score:   

- 7-8 “Yes” = “Super Supervision”   
- 5-6 “Yes” = “So-So Supervision”   
- <5 “Yes” = “Improvement Needed”   

### # Yes:   

### Observer:   

### Date:   

---

3 To calculate, divide # positives by # of negatives.
Selected References


# Active Supervision

## Action Item 7

**Action Items:**

1. **Assign:** PBS Professional Reading (Staff) — *Active Supervision of the Common Areas*
2. **Present:** referral/suspension data, survey, and observation results
3. **Present PPT:** *Supervision — Chore? Or Opportunity?*

<table>
<thead>
<tr>
<th>Action Items: <em>Active Supervision</em></th>
<th>Pages</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Action Item 7: Present unit concepts to staff</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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SBCUSD Positive Behavior Support Initiative

Page 63
PBS Professional Reading (Staff)

One way to foster a common vision among team and staff members is through the reading of professional articles. A variety of methods may be utilized when assigning professional readings: whole staff, group, independent, round robin, and jigsaw to name a few. Make the process of learning new concepts together as fun and enjoyable as possible.

Suggested Reading:


Action Item 7: Present unit concepts to staff

Unit: Active Supervision
Summary:
Supervision must be viewed as an opportunity to build relationships and acknowledge student behavior — both positive and negative. By understanding one’s role as a supervisor, staff will be better prepared to act in a proactive manner.

Presentation topics include:
- School-wide supervision philosophies
- Effective supervision practices
- Managing common areas
- Restructuring duty responsibilities and physical space

Audience:
All staff

Time:
Forty-five minutes

Unit: Active Supervision
Active Supervision

Action Item 8

<table>
<thead>
<tr>
<th>Action Items: Active Supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Action Item 8: Based on analysis of collected data and discussion with staff, modify current supervision practices</td>
<td></td>
<td></td>
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<tr>
<td>• Review:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Supervision — Determining Next Steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Supervision Responsibilities by Location</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>☐ Sample Supervision Schedule: Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Sample Supervision Policy Statement</td>
<td></td>
<td></td>
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<tr>
<td>☐ Sample Letter from a Middle School Who Revised the Cafeteria Procedures</td>
<td></td>
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<tr>
<td>☐ Sample Cafeteria Procedures — Map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Good Supervising!</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Supervision: Determining Next Steps

<table>
<thead>
<tr>
<th>Tasks:</th>
<th>Persons Responsible</th>
<th>Presented to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify all supervision locations and times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define supervision responsibilities for eachidentified location.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a supervision schedule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify staff development needs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supervision: Chore? or Opportunity?</td>
<td>□ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff</td>
<td></td>
</tr>
<tr>
<td>• Cafeteria Supervision</td>
<td>□ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff</td>
<td></td>
</tr>
<tr>
<td>• Playground Supervision</td>
<td>□ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff</td>
<td></td>
</tr>
<tr>
<td>• What is Bullying?</td>
<td>□ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff</td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td>□ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff □ all staff □ selected staff</td>
<td></td>
</tr>
<tr>
<td>Ensure supervisors are visible: obtain brightly colored vests, jackets, hats, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine necessary supervision materials: forms, clipboards, walkie-talkies, megaphones, tokens, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish traffic patterns through the use of signs, paint, lines/arrows, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrict access to designated areas of the campus with cones, signs, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and train a group of students to greet students/guests in the hallways before/after school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adopt a school-wide supervision philosophy:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Item 8:** Based on analysis of collected data and discussion with staff, modify current supervision practices.
Supervision Responsibilities by Location

All supervision locations on campus should have clearly defined roles and responsibilities which are posted and regularly reviewed with all staff.

**Location:** East Gate  
**Time:** 7:30 am — 7:42 am  
2:15 pm — 2:30 pm  
**Expectations:**
- □ Arrive at the east gate on time
- □ Monitor students as they enter/exit the school grounds
- □ Intentionally interact with students
- □ Ensure students keep moving through the area — no loitering
- □ Morning: Check for dress code violations — direct students in violation to remain in the designated area
- □ Ensure students do not re-enter the gate at the end of the day unless they have a valid reason

**Location:** Cafeteria Tables  
**Time:** 1st: 11:15 am — 11:43 am  
2nd: 11:50 am — 12:17 pm  
**Expectations:**
- □ Arrive at cafeteria tables on time
- □ Supervise in and around the tables
- □ Intentionally interact with students
- □ Ensure students pick up their trays and trash prior to leaving
- □ Breakfast: Check for dress code violations — direct students in violation to remain in the designated area
- □ Direct students who are finished to move to the quad
- □ Ensure students discard all food prior to leaving the cafeteria tables

**Location:** North Parking Lot  
**Time:** 7:30 am — 7:42 am  
2:15 pm — 2:30 pm  
**Expectations:**
- □ Arrive at north parking lot on time
- □ Wear the provided yellow vest
- □ Make sure the cones are in place to help guide traffic
- □ Intentionally interact with students/parents
- □ Ensure students keep moving, no loitering
- □ Morning: Check for dress code violations — direct students in violation to remain in the designated area
- □ Remind students to use the crosswalk at the corner
- □ Notify administration of any safety concerns

**Location:** Bus Area  
**Time:** 7:30 am — 7:42 am  
2:15 pm — 2:30 pm  
**Expectations:**
- □ Arrive at the bus area on time
- □ Monitor students exiting/entering the bus
- □ Intentionally interact with students
- □ Morning: Check for dress code violations — direct students in violation to remain in the designated area
- □ Direct students to move directly to the north gate
- □ Ensure students do not linger in the bus area
- □ Notify administration of any safety concerns

**Action Item 8:**  
Based on analysis of collected data and discussion with staff, modify current supervision practices

Unit: Active Supervision
Sample Supervision Schedule: Middle School
December – March

We need your help to ensure student safety in all areas!!!

<table>
<thead>
<tr>
<th>Week of:</th>
<th>AM1</th>
<th>AM2</th>
<th>AM3</th>
<th>AM4</th>
<th>AM5</th>
<th>AM6</th>
<th>AM7</th>
<th>PM8</th>
<th>PM-9</th>
<th>PM10</th>
<th>PM11</th>
<th>PM12</th>
<th>PM13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 1-5</td>
<td>Highland</td>
<td>Cafeteria</td>
<td>Picnic</td>
<td>PE Area</td>
<td>X-walk</td>
<td>Quad</td>
<td>S-Bldg</td>
<td>X-walk</td>
<td>Highland</td>
<td>PE Area</td>
<td>S-Bldg</td>
<td>Quad</td>
<td>A Bldg</td>
</tr>
<tr>
<td>8-12</td>
<td>Fernandez</td>
<td>Cachu</td>
<td>Gawlik</td>
<td>Holper</td>
<td>Chavez</td>
<td>Terry</td>
<td>Casillas</td>
<td>Looy</td>
<td>Tucker</td>
<td>Negrete</td>
<td>Burns</td>
<td>Martinez</td>
<td>Brown</td>
</tr>
<tr>
<td>15-19</td>
<td>Shields</td>
<td>Ruff</td>
<td>Walker</td>
<td>Fernandez</td>
<td>Lopez</td>
<td>Vega</td>
<td>Diaz</td>
<td>Falcon</td>
<td>Matteson</td>
<td>Burris</td>
<td>Beltran</td>
<td>Taylor</td>
<td>Tchr A</td>
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<tr>
<td>22-23</td>
<td>Tucker</td>
<td>Friburghouse</td>
<td>Calderon</td>
<td>Apodaca</td>
<td>Kathol</td>
<td>Scruggs</td>
<td>Smith</td>
<td>Ruffin</td>
<td>Chavez</td>
<td>Sterling</td>
<td>Windom</td>
<td>Diep</td>
<td>Myerchin</td>
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<tr>
<td>Jan 5-9</td>
<td>Torres</td>
<td>White</td>
<td>Fernandez</td>
<td>Sagasta</td>
<td>Long</td>
<td>DeBello</td>
<td>Browning</td>
<td>Looy</td>
<td>Casillas</td>
<td>Burns</td>
<td>Negrete</td>
<td>Martinez</td>
<td>Brown</td>
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<td>12-16</td>
<td>Zermeno</td>
<td>Burdwell</td>
<td>Bonjour</td>
<td>Becker</td>
<td>Dorsey</td>
<td>Geerlings</td>
<td>Holper</td>
<td>Vidan</td>
<td>Telphy</td>
<td>Daly</td>
<td>Camargo</td>
<td>Guerrero</td>
<td>Muller</td>
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<td>20-23</td>
<td>Ruff</td>
<td>Vega</td>
<td>Lopez</td>
<td>Beltran</td>
<td>Walker</td>
<td>Taylor</td>
<td>Burris</td>
<td>Falcon</td>
<td>Shields</td>
<td>Ramirez</td>
<td>Rosario</td>
<td>Fernandez</td>
<td>Tchr A</td>
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<td>26-30</td>
<td>Long</td>
<td>White</td>
<td>Chavez</td>
<td>Smith</td>
<td>Ruffin</td>
<td>Apodaca</td>
<td>Windom</td>
<td>Matteson</td>
<td>Cachu</td>
<td>Diep</td>
<td>Myburgh</td>
<td>Sterling</td>
<td>Myerchin</td>
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<tr>
<td>Feb 2-6</td>
<td>Mahmood</td>
<td>Calderon</td>
<td>Tucker</td>
<td>Burns</td>
<td>Kathol</td>
<td>Scruggs</td>
<td>Torres</td>
<td>Looy</td>
<td>Friburghouse</td>
<td>Gawlik</td>
<td>Browning</td>
<td>Martinez</td>
<td>Brown</td>
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<td>10-13</td>
<td>Telphy</td>
<td>Dorsey</td>
<td>Casillas</td>
<td>Zermeno</td>
<td>Terry</td>
<td>Fernandez</td>
<td>Negrete</td>
<td>Geerlings</td>
<td>Vidan</td>
<td>Bonjour</td>
<td>McGarrah</td>
<td>Burdwell</td>
<td>Muller</td>
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<td>17-20</td>
<td>Falcon</td>
<td>Fernandez</td>
<td>Becker</td>
<td>Apodaca</td>
<td>Shields</td>
<td>Daly</td>
<td>Holper</td>
<td>Lopez</td>
<td>Walker</td>
<td>Guerrero</td>
<td>Beltran</td>
<td>Vega</td>
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<td>23-27</td>
<td>Ruff</td>
<td>Chavez</td>
<td>Ruffin</td>
<td>Taylor</td>
<td>Matteson</td>
<td>Sterling</td>
<td>Burris</td>
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<td>Smith</td>
<td>Gawlik</td>
<td>Cachu</td>
<td>Myerchin</td>
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<tr>
<td>Feb 28 –  Mar 24</td>
<td>Off-Track!!!</td>
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</tbody>
</table>

Days:  AM Supervision:  PM Supervision:
Blue Day (Regular)  7:20 - 7:35 am  2:11 - 2:26 pm
Purple Day (Professional Development)  9:30 - 9:40 am  2:35 - 2:50 pm
Yellow Day (Track Change)  7:20 - 7:35 am  12:00 - 12:15 pm

Action Item 8: Based on analysis of collected data and discussion with staff, modify current supervision practices.

Please check the schedule weekly!

Note: If you’re going to be absent please leave your guest teacher information regarding your assigned duty.

Unit: Active Supervision
Sample Supervision Policy Statement

Supervision Policy

- All staff are legally responsible to monitor student safety throughout the day
- All staff are responsible for reviewing the current supervision schedule and being familiar with the responsibilities specific to their assigned duty location
- Supervision contractually begins at 7:30 am and ends at 2:50 pm
- Assigned morning duty begins promptly at 7:30 am and ends at 7:40 am
- Assigned afternoon duty begins promptly at 2:10 pm and ends at 2:25 pm
- All teaching staff are required to supervise during every passing period
- Staff unable to cover their assigned positions are responsible to notify administration in advance

Hall Pass Policy

- All students in the hallway during class time must be in possession of a valid hall pass
- Hall passes must indicate the teacher’s name, team, room number, and time student left
- Hall passes should not be issued during the first and last 10 minutes of the day
- Only one student may be out of a classroom, with a hall pass, at any given time

Tardy Policy

- Definition of on-time: Student in assigned seat working on starter when the bell rings
- Accurate documentation of tardies is mandatory every period of the day
- Tardy students will be issued a Detention Slip
- Detention Slips must be completed in full and given to the designated Vice Principal by the end of each day
- Students will be expected to report to detention on the second day following the tardy

Detention Policy

- Tardy detentions will be held in room H1
- Detentions will be supervised by assigned staff members
- A list of students expected to report to detention will be e-mailed to all staff prior to the last block of the day
- All staff should review the detention list daily to note if any of the students on the list are in their last block — please walk identified students to H1 at dismissal
- PBS Team members will conduct sweeps 5 minutes prior to the last bell to escort students with 3 or more tardies to detention

Note: Detention for all violations, other than tardies, will be provided for by the staff member who assigned the detention.

Action Item 8: Based on analysis of collected data and discussion with staff, modify current supervision practices
Sample Letter from a Middle School Who Revised the Cafeteria Procedures

All staff:

Due to a series of incidents which occurred in the cafeteria at the end of last trimester, a number of changes have been made to the lunch procedures. Please take a moment to review the changes and do not hesitate to ask if you have any questions.

Teachers will introduce the new lunch procedures during their first block class. Teachers should provide students a clear rationale for the new procedures; i.e., “Most of you are aware of the series of food fights which occurred prior to break. Because it is our responsibility as a staff to ensure a safe and orderly environment, we have made changes to the lunch procedures. These procedures will be in effect for the next three weeks. At that time we will re-evaluate the need for such a structured process.” Inform students they will be escorted to the cafeteria where they will sit at assigned tables to eat. Students who choose not to eat will be expected to sit in a separate designated no eating area. All teachers will be responsible for escorting their students to the cafeteria.

1st Lunch

• Sixth grade core teachers will be expected to escort their students to the cafeteria in single file quiet lines three minutes prior to the lunch bell. All teachers should stay with their students until the lunch bell rings.
• Direct students to line up in a single file line in order to enter the cafeteria.
• Students who have first lunch may continue to sit where they choose.

2nd Lunch

• Divide your class into two quiet single file lines: 1) those students choosing to eat, and 2) those students choosing not to eat.
• Escort your class to the MPR room five minutes prior to the lunch bell.
• Refer to the attached map to determine:
  • which door to use when entering the cafeteria,
  • the assigned tables where students from your team will sit while eating,
  • the designated area where students choosing not to eat will sit, and
  • additional staff who will be on duty to assist in cafeteria supervision.
• Direct students to their assigned locations — students choosing to eat should sit at their assigned tables, students choosing not to eat should be directed to the bleachers where they will sit until dismissed by an administrator.
• Teachers stay with your students who are choosing to eat until the lunch bell rings.
• Notify students they will be expected to remain seated until an administrator dismisses them to get in line.
• Students will remain at their assigned table until all students have finished eating. At that time, the table will be dismissed to go to the quad area or to intramurals.

Thank you for your ongoing support in ensuring we have a safe campus at ABC Middle School. Your hard work and support is appreciated.

Mr. Adam Administrator
Sample Cafeteria Procedures — Map

Panther Team:
- Campbell
- Delatorre
- Escalante
- Gomez

Leopard Team:
- Harmon
- McAdams
- Jimenez
- McIntyre

Puma Team:
- Alverson
- Bargone
- Stanford
- West

Cheetah Team:
- Aguirre
- Archibald
- Fowler
- Substitute

Carol, PE

Greer, VP

Escort Time:
- Start of Second Lunch (Bell): 12:05 pm
- End of Second Lunch (Bell): 12:38 pm
- Start of 6th Block: 12:43 pm

Smith, VP

Action Item 8:
Based on analysis of collected data and discussion with staff, modify current supervision practices

Unit: Active Supervision
Good Supervising!

Our Supervision Philosophy is:

We Agree To:

✓ Check the supervision schedule every week.
✓ Be on time to our assigned supervision area.
✓ Stay at post until designated area is cleared of all students.
✓ Arrange for coverage if we will be off campus.
✓ Be proactive — listen, scan, and intervene.
✓ Acknowledge students behaving appropriately.
✓ Interact with students more than staff.
✓ Avoid standing in one place — move throughout the designated supervision area.
✓ Greet visitors and offer assistance.

We Go Above & Beyond When We:

• Support those on duty — thank them, acknowledge their efforts, and lend a helping hand.
• Notice when areas are not being adequately supervised and fill-in until assigned person is present.
• Report all supervision concerns to administration/PBS Team.

Action Item 8:
Based on analysis of collected data and discussion with staff, modify current supervision practices
### Action Items: Active Supervision

Action Item 9: Present updated supervision procedures to staff

- **Distribute:**
  - Duty locations, schedules, responsibilities
  - Effective Supervision Practices
  - Why Do We ALL Have to Supervise ALL the Time?
- **Present PPT (if applicable):**
  - What is Bullying? AND/OR
  - Cafeteria Supervision AND/OR
  - Playground Supervision

<table>
<thead>
<tr>
<th>Action Items: Active Supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Item 9: Present updated supervision procedures to staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Distribute:
  - Duty locations, schedules, responsibilities
  - Effective Supervision Practices
  - Why Do We ALL Have to Supervise ALL the Time?
- Present PPT (if applicable):
  - What is Bullying? AND/OR
  - Cafeteria Supervision AND/OR
  - Playground Supervision
Effective Supervision Practices

What is "Active Supervision?"

♦ Conduct safety checks: report and/or remove hazards
♦ Move around assigned area for maximum visibility
♦ Scan area to observe all children in vicinity
♦ Listen for possible problems or conflicts
♦ Avoid standing with back to students
♦ Monitor proximity to students for quick response
♦ Anticipate any possible conflicts and/or problems
♦ Inform other supervisors if post is left vacant
♦ Interact frequently with students

All Supervisors Need Access to:

- Playground Expectations
- Rules By Location (swings, blacktop, etc.)
- Game rules
- Office Referral Forms
- Low Level Referral Forms
- Passes
- Pens/pencils

Action Item 9: Present updated supervision procedures to staff
Why Do We ALL Have to Supervise ALL the Time?

* Quality supervision promotes a safe and welcoming school environment.
* It is important students know we take pride in actively managing our school.
* The visible presence of adults prompts desired behaviors and deters problem behaviors.
* We are a community that supports one another.
* We are committed to protecting the quality of instruction time — not letting common area issues encroach on instruction.
* Supervision provides us with an opportunity to build relationships with students who are not in our classrooms.

Teachers report that when students are greeted by an adult in the morning it takes less time to complete morning routines and get the first lesson started!

Action Item 9: Present updated supervision policies/procedures to staff

Unit: Active Supervision
Summary:
Research indicates staff members grossly underestimate the degree to which bullying occurs on school campuses. Because of this, it is critical all staff are trained to identify and proactively address/support victims, bullies, and bystanders.

Presentation topics include:
- Learning the common myths and facts regarding bullying
- Understanding ways in which students bully one another
- Understanding how schools and staff support bullying
- Getting to know the bully
- Getting to know the victim
- Creating an anti-bully policy

Audience:
All staff

Time:
45 minutes
PowerPoint Title:
Cafeteria Supervision

Summary:
Because the cafeteria is a location where large numbers of student congregate in a small area, staff must intentionally establish expectations, routines, and procedures.

Presentation topics include:
Review the 8 step process to modify cafeteria procedures
- Establish a Committee
- Complete a Fact Assessment
- Determine WHY Behaviors Occur
- Determine Severity of Behaviors
- Review Cafeteria Expectations
- Make Logistical Changes
- Train all Staff
- Maintain the Program

Audience:
PBS Team & Cafeteria Problem-Solving Team

Time:
30 Minutes
**PowerPoint Title:**
Playground Supervision

**Summary:**
Because so many accidents happen on school playgrounds every year, all supervisors must be trained on the critical components of active supervision on a regular basis.

**Presentation topics include:**
- Understanding the benefits and risks of recess
- Assessing the physical environment
- Evaluating the playground for potential hazards
- Knowing the expectations and rules by location
- Correcting and acknowledging student behaviors
- Understanding the realities of playground accidents

**Audience:**
All playground supervisors

**Time:**
30 minutes
Active Supervision

Action Item 10

Action Items:
Active Supervision

- Conduct: Non-Classroom Management
  Self-Assessment & Observation
- Review and analyze observation results
- Determine next steps: Modify current policies and procedures? Provide whole staff training? Provide selected staff training?

<table>
<thead>
<tr>
<th>Action Item 10: Evaluate the effectiveness of supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
SCHOOL-WIDE
POSITIVE BEHAVIOR SUPPORT
(PBS)

Non-Classroom Management:
Self-Assessment and Observation

Action Items 6 & 10:
6) Evaluate the playground
10) Evaluate the effectiveness of supervision

George Sugai & Geoff Colvin

Center on Positive Behavioral Interventions and Supports
University of Oregon

Version: March 10, 2004
School-Wide Positive Behavior Support

OSEP Center on Positive Behavioral Interventions and Supports
University of Oregon
www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials is forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org. Permission granted to SBCUSD by George Sugai (10/08).

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1 The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
# Supervision Self-Assessment

**Name:**

<table>
<thead>
<tr>
<th>Setting:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Hallway</td>
<td>☐ Entrance/Exit</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ Time Start:</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ Time End:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tally each <strong>Positive Student Contact:</strong></th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each <strong>Negative Student Contact:</strong></td>
<td>Total #</td>
</tr>
</tbody>
</table>

**Ratio**<sup>2</sup> of Positives to Negatives:

_____ : 1

---

1. Did I have at least 4 **positive contacts for every negative** contact?  
   **Yes**  **No**

2. Did I **move** throughout the area I was supervising?  
   **Yes**  **No**

3. Did I frequently **scan** the area I was supervising?  
   **Yes**  **No**

4. Did I positively **interact** with most of the students in the area?  
   **Yes**  **No**

5. Did I handle **minor** rule violations quickly and quietly?  
   **Yes**  **No**

6. Did I follow school procedures for handling **major** rule violations?  
   **Yes**  **No**

7. Do I know the **school-wide expectations**?  
   **Yes**  **No**

8. Did I use behaviorally specific praise to **acknowledge** at least five students for following the school-wide expectations?  
   **Yes**  **No**

**Overall active supervision score:**

- 7-8 “**Yes**” = “Super Supervision”
- 5-6 “**Yes**” = “So-So Supervision”
- <5 “**Yes**” = “Improvement Needed”

---

**# Yes:**

---

<sup>2</sup> To calculate, divide # positives by # of negatives.
# Supervision Observation

**Staff Member Observed:**

<table>
<thead>
<tr>
<th>Setting: □ Hallway □ Entrance/Exit □ Cafeteria □ Playground □ Other:</th>
<th>Date:</th>
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<tr>
<th>Time Start:</th>
<th>Time End:</th>
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<tr>
<th>Tally each <strong>Positive Student Contact:</strong></th>
<th>Total #</th>
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<tr>
<th>Tally each <strong>Negative Student Contact:</strong></th>
<th>Total #</th>
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<tr>
<th><strong>Ratio</strong>[^3] of Positives to Negatives:</th>
<th>1:1</th>
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</table>

1. Adult engaged in at least 4 positive contacts for every negative contact with students.

2. Adult moved throughout the supervision area.

3. Adult frequently scanned the supervision area.

4. Adult positively interacted with most of the students in the area.

5. Adult handled minor rule violations quickly and quietly.

6. Adult followed school procedures for handling major rule violations.

7. Adult demonstrated knowledge of the school-wide expectations.

8. Adult used behaviorally specific praise to acknowledge at least five students for following the school-wide expectations.

### Overall active supervision score:

| 7-8 “Yes” = “Super Supervision” | # Yes: |
| 5-6 “Yes” = “So-So Supervision” | ________ |
| <5 “Yes” = “Improvement Needed” | |

**Observer:** _________________________________________     **Date:** _____________

[^3]: To calculate, divide # positives by # of negatives.

George Sugai & Geoff Colvin – [www.pbis.org](http://www.pbis.org)  
Permission granted by George Sugai (10/08)
Selected References


## Active Supervision

### Action Item 11

<table>
<thead>
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<th>Action Items: Active Supervision</th>
<th>Pages</th>
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<tr>
<td>Action Item 11: Establish a student PBS Team</td>
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<tr>
<td>• Student PBS Team — Sample Description</td>
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</tr>
<tr>
<td>• Student PBS Team — Sample Nomination Form</td>
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</table>
Here at ABC elementary, we encourage students to become active members of the school community. One way students may contribute in the creation of a safe and welcoming school climate is through participation in the Honor Patrol. Serving on the Honor Patrol gives students a unique opportunity to provide service to their community, learn responsibility, and demonstrate leadership skills.

The Honor Patrol is comprised of 4th and 5th grade students nominated by their teachers. In order to be eligible for consideration, students must meet a minimum set of requirements: 1) maintain good grades, 2) maintain good attendance, and 3) build positive peer relations.

Honor Patrol duties include:
- Greeting visitors
- Providing an orientation to new students
- Welcoming and escorting Guest Teachers to their assigned classroom
- Monitoring the hallways before/after school
- Demonstrating leadership responsibilities in the classroom
- Providing assistance to staff on the playground
- Assisting in the operation of the PBS store and bank

The school counselor is responsible for facilitating the Honor Patrol program which includes: training Honor Patrol students, meeting with Honor Patrol students each morning as they sign in and pick-up their badges/vests, assigning each member a specific task, monitoring the Honor Patrol’s daily attendance, providing feedback to students and staff, and paying (school currency) each Honor Patrol member their weekly salary.

Action Item 11: Establish a student PBS Team

Unit: Active Supervision
Student PBS Team: Sample Nomination Form

To: All 4th and 5th Grade Teachers
From: School Counselor
RE: Nominations for Honor Patrol
Date: 8/24/2010

I am currently accepting nominations for the 2010-2011 Honor Patrol. Each 4th and 5th grade teacher is encouraged to nominate up to three students from their class. Being a member of the Honor Patrol gives students the unique opportunity to help create a safe and welcoming school community, learn responsibility, and demonstrate leadership skills.

Honor Patrol duties include:
- Greeting visitors
- Providing an orientation to new students
- Welcoming and escorting Guest Teachers to their assigned classrooms
- Monitoring the hallways before/after school
- Demonstrating leadership responsibilities in the classroom
- Providing assistance to staff on the playground
- Assisting in the operation of the PBS store and bank

Students must be able to consistently demonstrate the following characteristics, as the Honor Patrol is a position of responsibility and leadership:
- Satisfactory grades
- Regular attendance
- Positive peer relations

Please provide the names of the three students you would like to nominate to serve on the Honor Patrol during the first semester of the 2010-2011 school year.

1. _______________________________
2. _______________________________
3. _______________________________

Teacher Name: _______________________________ Date: _______________

Please return your nominations to the counselor by August 31st

Unit: Active Supervision
**Active Supervision**

**Action Item 12**

<table>
<thead>
<tr>
<th>Action Items: Active Supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>Action Item 12: Review PBS Framework categories</td>
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<tr>
<td>☐ Data-Based Decision Making</td>
<td></td>
<td></td>
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<tr>
<td>☐ Managing Common Areas</td>
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</table>
### Positive Behavior Support (PBS) Framework

<table>
<thead>
<tr>
<th>Evidence: Positive Behavior Support (PBS) Initiative</th>
<th>COMMITMENT Stage 1</th>
<th>IMPLEMENTATION Stage 2</th>
<th>DURABILITY Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PBS Team acquires implementation materials from District PBS Coaches.</td>
<td>□ &gt;80% of staff commits to implementing PBS.</td>
<td>□ PBS Team commits to reviewing the PBS Framework twice/year.</td>
<td></td>
</tr>
<tr>
<td>□ PBS initiative is introduced to all staff.</td>
<td>□ PBS implementation progress is shared with staff monthly.</td>
<td>□ School develops goals and monitors progress based upon the PBS Framework.</td>
<td></td>
</tr>
<tr>
<td>□ PBS professional readings are presented to staff based on implementation focus.</td>
<td>□ Procedures are established to train new staff on the PBS initiative.</td>
<td>□ PBS initiative is able to withstand staff turnover.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PBS Team</th>
<th>Administration selects a PBS Team to represent the school community (tracks/grades/classified, etc.).</th>
<th>□ Administration actively supports implementation (time, funds, resources).</th>
<th>□ PBS Team uses a problem-solving, progress-monitoring approach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PBS Team commits to meeting regularly.</td>
<td>□ PBS Team establishes norms, assigns roles, and keeps minutes.</td>
<td>□ PBS Team is able to withstand member turnover.</td>
<td>□ Sub-committees are established to implement PBS components.</td>
</tr>
<tr>
<td>□ PBS Team updates staff on implementation progress.</td>
<td>□ PBS Team recruits and trains new members, as necessary.</td>
<td>□ PBS Team establishes norms, assigns roles, and keeps minutes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data-Based Decision Making</th>
<th>□ Audit and/or survey data is used to inform PBS implementation.</th>
<th>□ PBS Team utilizes audits and/or surveys to identify systemic challenges.</th>
<th>□ On-going audits and/or surveys are conducted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Staff analyzes referral and suspension data monthly.</td>
<td>□ Staff develops interventions in response to data.</td>
<td>□ Discipline data drives problem-solving at the administrative, staff, and team level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Systems</th>
<th>□ School commits to building open/honest, communication systems.</th>
<th>□ A communication system is in place to link PBS Team→staff/Guest Teachers.</th>
<th>□ All communication links are routinely evaluated for effectiveness (inclusive, open/honest, two-way).</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PBS Team evaluates current communication systems for effectiveness (inclusive, open/honest, two-way).</td>
<td>□ A communication system is in place to link school→students/community.</td>
<td>□ PBS-related forms of communication are routinely reviewed and updated (newsletters, brochures, bulletin boards, marquee, Guest Teacher packets, handbooks, etc.).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Wide PBS Trainings</th>
<th>□ Administration dedicates staff development time for PBS training.</th>
<th>□ PBS training schedule is established for staff.</th>
<th>□ Analysis of staff development results in additional trainings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PBS Team identifies and plans training</td>
<td>□ An annual PBS training schedule is established for students and parents (two times per year – minimum).</td>
<td>□ New staff/students are routinely trained in PBS components.</td>
<td></td>
</tr>
<tr>
<td>□ PBS team evaluates</td>
<td>□ A variety of positive discipline trainings are routinely provided by District Coaches, PBS Team, and/or other personnel.</td>
<td>□ Administration and PBS Team provide differentiated staff development based on identified concerns.</td>
<td></td>
</tr>
</tbody>
</table>

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**Action Item 12:** Review PBS Framework categories

---

**Unit:** Active Supervision
<table>
<thead>
<tr>
<th>Evidence:</th>
<th>COMMITMENT Stage 1</th>
<th>IMPLEMENTATION Stage 2</th>
<th>DURABILITY Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral Procedures</td>
<td>□ Staff is trained to distinguish Minor Offenses from Major Infractions. □ Minor Offenses are documented on district-approved forms (Low Level Referrals). □ Major Infractions are documented on district-approved forms (Office Referrals).</td>
<td>□ &gt;80% of referrals accurately distinguish Minor Offenses from Major Infractions. □ &gt;90% of referrals are completed in a uniform manner. □ Office staff process referrals in a uniform manner.</td>
<td>□ Administration monitors and enforces the referral form process. □ Upon arrival, new staff are trained in the use of district-approved forms. □ Referral processes are reviewed and modified at the end of each school year.</td>
</tr>
<tr>
<td>Referral Information System</td>
<td>□ The school adopts a database capable of tracking and reporting referral information. □ Staff is trained to input data and generate reports. □ Admin/PBS Team are trained to analyze referral data/reports.</td>
<td>□ Staff enters referral information into the database weekly (minimum). □ Admin/PBS Team review referral reports and identify the systemic challenges to address with staff. □ Staff development is lead with a focus on the analysis of referral data.</td>
<td>□ Referral data is used to identify school-wide, group, and individual successes and challenges. □ Staff consistently reviews and responds to current referral data.</td>
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<tr>
<td>Universal Expectations &amp; Rules</td>
<td>□ The school adopts 3-5 positively stated expectations. □ Expectations are defined in behaviorally specific terms (rules). □ Rules are generated for all common areas and posted throughout the school.</td>
<td>□ An annual training schedule is created to teach the expectations and rules school-wide. □ Staff routinely acknowledge and correct student behaviors in accordance with the expectations and rules.</td>
<td>□ &gt;80% of students are able to state the rules and provide examples. □ New students are systematically taught expectations and rules. □ New staff is trained to teach, acknowledge, and enforce the expectations and rules.</td>
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<tr>
<td>School-Wide Social Skills Instruction</td>
<td>□ Staff commits to teach developmentally appropriate social skills (daily or weekly). □ School adopts a research-based social skills curriculum to use on a school-wide basis.</td>
<td>□ PBS Team develops a school-wide social skills lesson schedule and provides staff with necessary instructional materials. □ Social skills instruction takes place in &gt;80% of designated classes at the assigned time.</td>
<td>□ Modifications are made to the schedule as needed. □ &gt;80% of students are able to state the social skills lesson/provide examples. □ New staff is provided necessary training and instructional materials.</td>
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<tr>
<td>School-Wide Acknowledgement System</td>
<td>□ &gt;80% of staff commits to acknowledging appropriate student behavior. □ School commits to establishing a staff acknowledgement system.</td>
<td>□ PBS Team establishes procedures to implement acknowledgement systems. □ &gt;80% of staff utilizes the student incentive program. □ A staff acknowledgement system is in place/functional.</td>
<td>□ Staff consistently acknowledges appropriate student behaviors. □ Analysis of student and staff acknowledgement systems results in refinement to guidelines and practices.</td>
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<td>Evidence:</td>
<td>COMMITMENT Stage 1</td>
<td>IMPLEMENTATION Stage 2</td>
<td>DURABILITY Stage 3</td>
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<tr>
<td><strong>School-Wide Interventions &amp; Consequences</strong></td>
<td>□ Admin/PBS Team review the district’s Progressive Discipline Matrix (PDM).</td>
<td>□ Staff is trained to utilize a variety of interventions and consequences to address Minor Offenses and Major Infractions.</td>
<td>□ Staff routinely evaluates data to determine the effectiveness of interventions/consequences.</td>
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<td>□ Staff members are provided an overview and copy of the district’s PDM.</td>
<td>□ &gt;80% of staff establishes/utilizes a variety of interventions to correct Minor Offenses.</td>
<td>□ PBS Team routinely provides staff development, modifies the environment, and refines processes/procedures based identified needs.</td>
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<td>□ Staff commit to utilizing a variety of interventions to correct Minor Offenses and Major Infractions.</td>
<td>□ The administrative staff establishes/utilizes a variety of interventions to correct Major Infractions.</td>
<td>□ New staff is trained in utilizing a variety interventions and consequences.</td>
</tr>
<tr>
<td><strong>Managing Common Areas</strong></td>
<td>□ Common area data is collected and reviewed to determine supervision effectiveness (observations, audits, referrals, suspensions).</td>
<td>□ Staff is trained to utilize proactive supervision practices.</td>
<td>□ On-going analysis of data from the common areas results in additional training and refining of practices and procedures.</td>
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<td>□ Staff adopts a proactive supervision policy.</td>
<td>□ Procedures are established to evaluate and enforce proactive supervision.</td>
<td>□ New staff is trained to utilize proactive supervision practices.</td>
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<tr>
<td><strong>Individual Behavior Support Planning</strong></td>
<td>□ A team is trained to assist the school in the development of individual Behavior Support Plans (BSP).</td>
<td>□ BSPs are developed within a team setting (smaller learning community, SST, 504, IEP).</td>
<td>□ BSPs are monitored and modified as needed.</td>
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<td>□ Staff responsible for BSP implementation is involved in development of the plan.</td>
<td>□ The BSP process is evaluated to ensure high quality plans are being written and implemented with integrity.</td>
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<td><strong>Behavior Emergency Procedures</strong></td>
<td>□ Staff is trained to use verbal de-escalation strategies and identify students in crisis.</td>
<td>□ Procedures are in place to support staff in the use of verbal de-escalation strategies.</td>
<td>□ Continued analysis of behavior emergency procedures results in necessary improvements, modifications, and trainings for staff.</td>
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<td>□ Administration establishes a team to respond to students deemed a danger to themselves and/or others.</td>
<td>□ Response team attends district-approved training.</td>
<td>□ Response team meets twice yearly to practice emergency responses and review school plan.</td>
</tr>
<tr>
<td><strong>Comprehensive Network of Support</strong></td>
<td>□ Admin and PBS Team ensure Tier One behavior supports are available to all students.</td>
<td>□ School resources are integrated to support at-risk students.</td>
<td>□ A school-based team reviews Tier Two and Tier Three individual student data to determine appropriate levels of support.</td>
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<td>□ Procedures are established to identify students who require Tier Two and Tier Three supports.</td>
<td>□ Targeted skill development is provided to groups of students identified through data.</td>
<td>□ Highly structured school-based alternative classes are available to students identified through data.</td>
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<td>□ Tier Two and Tier Three supports are established based on identified need.</td>
<td>□ Function-based interventions are provided to groups of students identified through data.</td>
<td>□ District and community resources are integrated to support high-risk students.</td>
</tr>
</tbody>
</table>

**Unit:** Active Supervision
### Active Supervision

#### On-Going Action Items

**Throughout each academic year** —
**Ensure all staff are actively supervising the common areas**
- **Resources:**
  - Cafeteria Evaluation — Sample
  - Non-Classroom Management Self-Assessment & Observation
  - Proactive vs. Reactive Supervision
  - Supervision — Staff Survey
  - Understanding Student Behavior in the Common Areas

<table>
<thead>
<tr>
<th>On-Going Action Items: Active Supervision</th>
<th>Pages</th>
<th>Person(s) Responsible</th>
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**At the beginning of each academic year** —
**Provide necessary staff development**
- **PPT Resources:**
  - Cafeteria Supervision
  - Playground Supervision
  - Supervision — Chore? Or Opportunity?
  - What is Bullying?

**Re-evaluate supervision practices, make necessary modifications**
- **Resources:**
  - Bullying in Our School: Student Survey
  - Cafeteria Evaluation — Sample & Template
  - Cafeteria Problem Behavior Checklist
  - Non-Classroom Management Self-Assessment & Observation
  - Proactive vs. Reactive Supervision
  - Supervision — Staff Survey
  - Understanding Student Behavior in the Common Areas
Summary:
Because the cafeteria is a location where large numbers of student congregate in a small area, staff must intentionally establish expectations, routines, and procedures.

Presentation topics include:
Review the 8 step process to modify cafeteria procedures

- Establish a Committee
- Complete a Fact Assessment
- Determine WHY Behaviors Occur
- Determine Severity of Behaviors
- Review Cafeteria Expectations
- Make Logistical Changes
- Train all Staff
- Maintain the Program

Audience:
PBS Team & Cafeteria Problem-Solving Team

Time:
30 Minutes
**Summary:**
Because so many accidents happen on school playgrounds every year, all supervisors must be trained on the critical components of active supervision on a regular basis.

**Presentation topics include:**
- Understanding the benefits and risks of recess
- Assessing the physical environment
- Evaluating the playground for potential hazards
- Knowing the expectations and rules by location
- Correcting and acknowledging student behaviors
- Understanding the realities of playground accidents

**Audience:**
All playground supervisors

**Time:**
30 minutes
**PowerPoint Title:**

**Supervision: Chore? Or Opportunity?**

**Summary:**
Supervision must be viewed as an opportunity to build relationships and acknowledge student behavior — both positive and negative. By understanding one’s role as a supervisor, staff will be better prepared to act in a proactive manner.

**Presentation topics include:**
- School-wide supervision philosophies
- Effective supervision practices
- Managing common areas
- Restructuring duty responsibilities and physical space

**Audience:**
All staff

**Time:**
Forty-five minutes

**Unit:** Active Supervision
Summary:
Research indicates staff members grossly underestimate the degree to which bullying occurs on school campuses. Because of this, it is critical all staff are trained to identify and proactively address/support victims, bullies, and bystanders.

Presentation topics include:
- Learning the common myths and facts regarding bullying
- Understanding ways in which students bully one another
- Understanding how schools and staff support bullying
- Getting to know the bully
- Getting to know the victim
- Creating an anti-bully policy

Audience:
All staff

Time:
45 minutes
Active Supervision

Index of Documents by Function
# Index of Documents by Function

## Implementation Documents
- **Essential Unit Outcomes**
- **Positive Behavior Support (PBS) Framework**
- **Unit Tracking Form**

## District-Wide Document
- **Multi-Tiered Behavior Supports**

## Samples & Support Materials
- **PBS Department Contact Information**
- **Sample Cafeteria Procedures – Map**
- **Sample Letter from a Middle School Who Revised the Cafeteria Procedures**
- **Sample Supervision Policy Statement**
- **Sample Supervision Schedule: Middle School**
- **Supervision: Determining Next Steps**
- **Supervision Locations: Before & After School**
- **Supervision Responsibilities by Location**
- **Student PBS Team: Sample Description**
- **Student PBS Team: Sample Nomination Form**

## Staff Handouts
- **Effective Supervision Practices**
- **Good Supervising!**
- **Playground Facts**
- **Why Do We ALL Have to Supervise ALL the Time?**

## PowerPoints & Professional Readings
- **PPT: Cafeteria Supervision**
- **PPT: Playground Supervision**
- **PPT: Supervision – Chore? Or Opportunity?**
- **PPT: What is Bullying?**
- **Reading (Staff & Team): Chapter 8: Active Supervision of the Common Areas from Best Behavior: Building Positive Behavior Support in Schools**

## Surveys & Evaluations
- **Bullying in Our School: Student Survey**
- **Cafeteria Evaluation – Sample**
- **Cafeteria Evaluation – Template**
- **Cafeteria Problem Behavior Checklist**
- **Non-Classroom Management: Self-Assessment and Observation**
- **Proactive vs. Reactive Supervision**
- **Supervision: Staff Survey**
- **Supervision Staff Survey: Tally Sheet**
- **Understanding Student Behavior in the Common Areas**

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**Unit: Active Supervision**