

Wyoming Valley West Middle School

Positive Behavior Interventions and Supports



- ❖ Be Responsible
- ❖ Be Respectful
- ❖ Be Kind

2019 – 2020 School Year Handbook

Handbook version: 2.0, September 25, 2019

An electronic copy of this handbook is available at the Wyoming Valley West Middle School Website under staff resources.

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Reviewed and edited by PBIS Core Team:

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Introduction

“Thank you and intro from principal”

“Thank you and intro for PBIS team”

What is School-Wide PBIS?

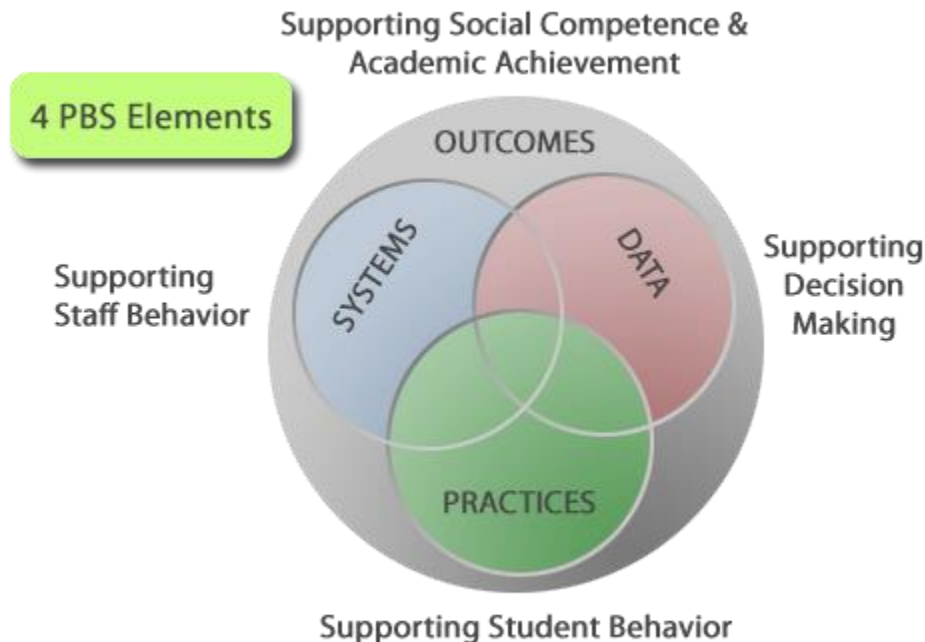
Definition

Positive Behavioral Interventions and Supports (1996) – Referenced in Individuals with Disabilities Education Act (IDEA) to refer to a framework for delivering practices and systems to enhance academic and behavior outcomes for students with disabilities and their families.

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:

- ❖ Customized practices to support student behavior, such as defining and teaching appropriate behavior
- ❖ Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- ❖ Data-based decision making, which is the corner stone of the behavior problem solving process
- ❖ And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success

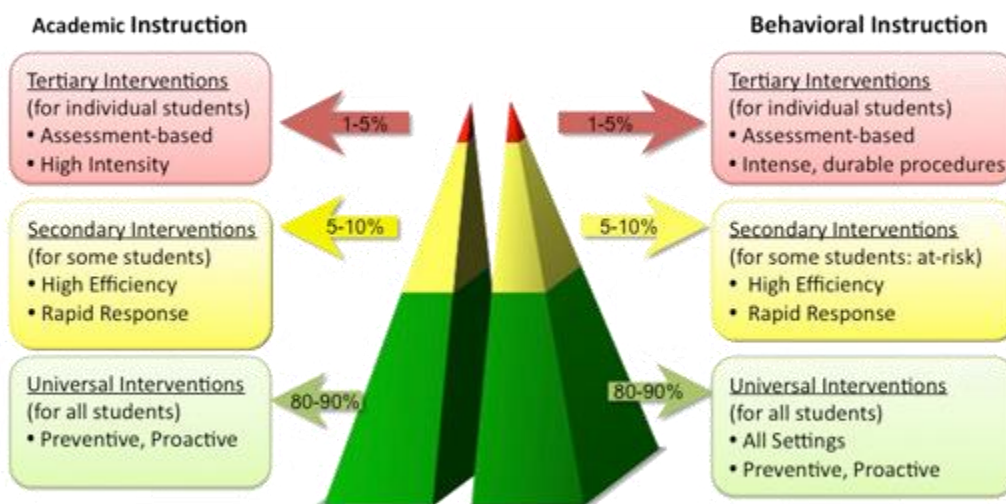


Multi-tier Support

Multi-tiered System of Supports (2013) – Used in general and special education to refer to a framework for delivering practices and systems for enhancing academic and behavior outcomes for all students.

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.

Designing Schoolwide Systems for Student Success



For more information:

- A short video about SW-PBIS:
http://www.pbis.org/swpbs_videos/pbs_videocreating_the_culture.aspx
- A more in-depth introduction into SW-PBIS:
<http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS:
<http://www.pbis.org/research/default.aspx>

Specific Practices and Supports

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. Intervene early. It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. Use research-based, scientifically validated interventions to the extent available. The Every Student Succeeds Act (ESSA) requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

The 2019 – 2020 Core Team

What is the PBIS Core Team?

This team is comprised of administrators, guidance counselors, and regular and special education teachers. The school will focus on three behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors.

The Core Team is trained and then works with the faculty to establish the PBIS Plan for the school. The team will then create a matrix of what the behavioral expectations look like, sound like, and feel like in all the non-classroom areas. This matrix will have approximately three positively stated examples for each area.

Team Members and Role

Deborah Troy	Building Administrator, Principal
Angelo DePrimo	Building Administrator, Asst. Principal
Tim Needle	Building Administrator, Asst. Principal
Theresa Holodick	Team Co-Leader, represents 6 th Grade
Ned Whalen	Recorder, represents 7 th Grade
Holly Pick	Team Co-Leader, represents 8 th Grade
Scott Coates	Treasurer, represents Arts and Electives
Lisa Moses	Represents Special Education
Shawn Kelly	Represents Guidance

Facilitator

Name: John Bubblo, Luzerne IU, PBIS Coordinator Email: jbubblo@liu18.org

Core Team Meetings

The WWMS Core team will meet on Thursdays during the extended homeroom period from 8:05 – 8:41.

Behavioral Expectations

Behavioral expectations: The Wyoming Valley West Middle School has three behavioral expectations for all: Be Responsible, Be Respectful, and Be Kind.

Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Follow directions the first time, 2. Respect others personal space, 3. Sit in seat appropriately.

WVW Middle School Behavioral Matrix

	Classroom	Hallway	Cafeteria	Auditorium	Lav.
Be Responsible	<ul style="list-style-type: none"> • Wait your turn. • Be prepared. • Stay on task. 	<ul style="list-style-type: none"> • Walk • Open doors for others. • Monitor your time. • Keep your hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> • Wait your turn in line. • Sit calmly waiting to be called. • Walk at all times. • Place trash and recyclables correctly. 	<ul style="list-style-type: none"> • Be seated. • Wait to be called to be dismissed. • Be sure to have your belongings. 	<ul style="list-style-type: none"> • Always have a pass. • Report in appropriate behavior. • Monitor your time.
Be Respectful	<ul style="list-style-type: none"> • Give full attention to the speaker. • Keep hands to yourself. • Use kind words. 	<ul style="list-style-type: none"> • Hold doors for others. • Use appropriate language. • Stay to the right when walking in the hall • Keep your hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> • Respect others' personal space and food. • Listen to the cafeteria workers. • Walk back to lockers quickly. 	<ul style="list-style-type: none"> • Be attentive to the presentations. • Sit in seats appropriately • Keep your hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> • Throw all garbage in the trash. • Use appropriate amount of soap and water • Take care of school property.
Be Kind	<ul style="list-style-type: none"> • Encourage and help others. • Be open-minded to ideas. • Use kind words. 	<ul style="list-style-type: none"> • Arrive to class on time. • Be patient. • Use kind words. 	<ul style="list-style-type: none"> • Clean a mess even if it wasn't yours. • Set a positive example. • Use kind words. 	<ul style="list-style-type: none"> • Be attentive to the presentations. • Keep hands, feet, and objects to yourself. • Use kind words. 	<ul style="list-style-type: none"> • Demonstrate positive/sanitary behaviors. • Move quickly. • Manage your time. • Try to use lav during first and last 10 minutes of class. • Keep clean and wash hands. Sign in and sign out.

Schedule for Teaching Behavior (Lesson Plans)

August 28, 2019 – August 31, 2019

- Teach school-wide Hallway and Cafeteria behavioral expectations by Wednesday, August 29th.
- Teach school-wide Bathroom, Library, and Recess expectations by Friday, August 31st.
- Teach classroom behavioral expectations, as many times as possible

September 4 – November 22, 2019 (End of first trimester)

- Teach school-wide and classroom behavioral expectations 2-3 times per week
- As needed based on data

November 25, 2019 – March 6, 2020 (Second trimester)

- Teach school-wide and classroom behavioral expectations weekly
- As needed based on data

March 9, 2020 – June 9, 2020 (Third trimester)

- Teach school-wide and classroom behavioral expectations as needed

Review/Reteach School-wide and Classroom Behavioral Expectations:

- November 28, 2019 (After Thanksgiving Recess)
- January 3, 2020 (After Year End Recess)
- February 20, 2020 (After Winter/Presidents' Day Recess)
- May 1, 2020 (After Spring Recess)

Spartan Pride Lesson Plan

SPARTAN PRIDE LESSON PLAN

AREA: HALLWAY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 adults – Teaching Poster of Hallway Expectations - pencil

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Face front. 2. Keep personal space. 3. Follow directions.	1. Quiet 2. Leave property alone.	1. Walk on right. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the hallway.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE for the hallway: See above matrix for expectations.
 1. Show the Teaching Poster of Expectations and walk through the expectations.
 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.
 2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.
 3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.
 - B. Choose a couple of students to “show” examples of following the expectations.
 1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway and face forward, use an arm length to show personal space, and keep hands and feet to self.
 2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
 3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”
- PRACTICE**
- A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”

SPARTAN PRIDE LESSON PLAN

AREA: RESTROOM (Boys at the Boys Restroom and Girls at the Girls Restroom)

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Restroom Expectations

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Clean up. 2. Privacy.	1. Quiet 2. Use toilet. 3. Flush toilet. 4. Leave	1. Wash your hands. 2. Keep bathroom graffiti-free

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and kind in the restroom.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE for the restroom: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not cleaning up the space (throw paper towel on the floor), and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the Respectful expectation in the restroom.
 - 2. Responsible - Show example of not flushing the toilet. Talk with students about how else a person might not be following the Responsible expectation in the restroom.
 - 3. Kind - Show example of not washing hands (i.e., act as if going from toilet right to leaving restroom) and defacing restroom property (PRETEND to draw on the wall). Talk with students about how else a person might not be following the Kind expectation in the restroom.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for cleaning up their space (i.e., throw paper towel away after washing hands) and privacy (i.e., knock on the stall door before entering).
 - 2. Responsible – Show an example of not talking (silence), coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step.
 - 3. Kind – Show an example of washing hands. Have the students show all previous restroom expectations and include them washing their hands also to show all expectations.
 - C. Discussion. “Tell me what “Respectful, Responsible, and Kind look, feel, or sound like in the restroom.”
- PRACTICE**
- A. Have all students’ line up outside the restroom, and two at a time come into the restroom to show the following of the restroom expectations with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and kind behavior in the restroom?”

SPARTAN PRIDE LESSON PLAN

TIME ALLOTTED: 15-20 minutes

AREA: CLASSROOM

MATERIALS: 2-3 Adults – Teaching Poster of Media Center Expectations

SPARTAN CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	BE KIND
1. Follow directions. 2. Respecting your property and others’ property	1. Inside Voices. 2. Take care of materials and equipment.	1. Walk. 2. Hands and feet to yourself.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and kind in the classroom.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of SPARTAN PRIDE for the classroom: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.

MODEL

- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e. not getting in place for roll, not beginning tasks, and taking other people’s property without permission). Talk with students about how else a person might not be following the Respectful expectation in the classroom.
 - 2. Responsible - Show example of not using “inside” voice (i.e., yelling across the room, not raising hand, etc.), taking care of materials and equipment (i.e., dropping books, putting book on your head), and checking out materials. Talk with students about how else a person might not be following the Responsible expectation in the media center.
 - 3. Kind - Show example of not walking (i.e., run through the classroom or walking in areas where you shouldn’t be), and not keeping hands and feet to self (i.e., tapping writing utensils, tripping someone who is walking in the classroom). Talk with students about how else a person might not be following the Safe expectation in the media center.
- B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., getting in their seat when they enter class and either starting the first task or waiting for the lesson to begin).
 - 2. Responsible – Show an example of “inside” voice, and taking care of materials and equipment (i.e., not defacing school property, carrying Chromebooks carefully, cleaning up basketballs at the end of the lesson).
 - 3. Kind – Show an example of walking in the classroom and keeping hands and feet to self (i.e., walking with hands to your side when walking through aisles).
- C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the media center.”

PRACTICE

- A. All students are to enter the classroom and use “inside” voices. They will get to their assigned spaces, keeping hand and feet to self. They will be instructed on how to care for their property, school property, and other people’s property.
- B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the media center?”(Practice could be done during the first “check out” time in the media center)

SPARTAN LESSON PLAN

AREA: MAIN OFFICE/HEALTH OFFICE

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Main Office/Health Office Expectations

SPARTAN CHARACTER

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Follow adult directions.	1. Quiet. 2. Pass/permission necessary. 3. Wait (sit in chair) for attention.	1. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and kind in the main office/health office.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE for the main office/health office: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e. not going right to nurse’s office to get a Band-Aid). Talk with students about how else a person might not be following the Respectful expectation in the main office/health office.
 - 2. Responsible - Show example of not being quiet (i.e., coming into the office saying “I need help, I need help” five times loudly). Show example of not waiting or sitting in the waiting room chair (i.e., roaming the office and touching things/other students). Talk with students about how else a person might not be following the Responsible expectation in the main office/health office.
 - 3. Kind – Show an example of kicking the wall, desk, or someone and/or touching things in the office without permission. Talk with students about how else a person might not be following the Kind expectation in the main office/health office.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., show a pass or note of why they are in the office).
 - 2. Responsible – Show an example of being quiet (i.e., enter the office and stand and wait for adult acknowledgement).
 - 3. Kind – Show an example of waiting or sitting in the office chair (i.e., after standing in the office without adult acknowledgement sit down in the chair to wait).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Kind look, feel, or sound like in the main office/health office.”
- PRACTICE**
- A. Students line up outside the office and one at a time come into the office with a pass or note and use the expectations for this area, with adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and kind behavior in the main office/health office?”

SPARTAN PRIDE LESSON PLAN

AREA: LUNCHROOM

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Lunchroom Expectations – trays – napkins – silverware – milk –

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Wait for food quietly. 2. Eat your own food. 3. Raise our hand for help. 4. Follow directions.	1. Sit at table. 2. Talk quietly. 3. Leave with permission.	1. Walk. 2. Clean up.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and kind in the lunchroom.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE for the lunchroom: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not waiting for food quietly (i.e., pushing others, yelling, cutting in line), eating your own food (i.e., grabbing someone else’s food, taking from another tray), raising your hand for help (i.e., get up and go to get items forgot, to use the lav and to throw garbage away), and following directions (i.e., sitting at the wrong table, cutting in line). Talk with students about how else a person might not be following the Respectful expectation in the lunchroom.
 - 2. Responsible - Show example of not sitting at a table (i.e., standing to eat, getting up and going to a different spot at a table), using “inside” voices (yelling down the table to someone), and leaving appropriately (i.e., walking out the entrance doors, lingering around the lunchroom at the utensil area waiting for another student). Talk with students about how else a person might not be following the Responsible expectation in the lunchroom.
 - 3. Kind - Show example of not walking (i.e., run through the lunchroom), and cleaning up (i.e. dropping napkin on the floor and leaving it), Talk with students about how else a person might not be following the Safe expectation in the lunchroom.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for waiting for food (i.e., lining up on the line in single file line, wait at the counter for food), eat your own food (i.e., sit and eat from own tray), raise your hand for help (i.e., sit at the table and raise hand until called upon by section teacher), and follow directions (i.e., wait at the table for permission to leave)
 - 2. Responsible – Show an example of sitting at the table (i.e., as you come to the table choose a seat that hasn’t already been taken [NO SAVING SEATS]), talking using “inside” voices (sit at table and use conversation voice talking with another), and leaving (waiting for your section teacher to dismiss your table and walking out of the lunchroom and down the hallway using HALLWAY rules).
 - 3. Kind – Show an example of walking (i.e., walk into the lunchroom to your seat; walking to the lunch line after your table has been called), cleaning up (picking up a napkin on the floor), and throwing away trash (walk to the line and wait turn to dump tray in barrel, as well as putting recycling into the blue bins).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Kind look, feel, or sound like in the lunchroom.”
- PRACTICE**
- A. Students enter the lunchroom and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the lunchroom?”

SPARTAN PRIDE LESSON PLAN

AREA: BUS

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Bus Expectations – Bus numbered signs

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Follow directions. 2. Be a bus rider (bus pass).	1. Quiet talking. 2. Leave property alone. 3. No eating.	1. Remain seated. 2. Keep hands, feet, and other objects to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the bus.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE for on the bus: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not following directions (i.e., bus driver tells you to sit in the front seat, and you go to the back of the bus). Talk with students about how else a person might not be following the Respectful expectation on the bus.
 - 2. Responsible - Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the Responsible expectation on the bus.
 - 3. Safe - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation on the bus.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example for following directions (i.e., sit in the front seat when asked to by the bus driver).
 - 2. Responsible – Show an example of talking quietly (i.e., talk with someone sitting in the same seat), leaving property alone (i.e., leaving your seat partner’s bag alone while sitting in the seat), and not eating (i.e., putting a snack from school in your book bag).
 - 3. Kind – Show an example of remaining seated (i.e., sitting in the seat for an extended period of time looking out the window) and keeping hands, feet, and other objects to self (i.e., placing a crumpled up paper in your book bag, placing feet on the floor and sitting up straight).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the bus.”
- PRACTICE**
- A. Students get on the bus and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the bus?”

SPARTAN LESSON PLAN

AREA: BODY BASICS “GIVE ME FIVE”

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Body Basics “Give Me Five” – “Give Me Five” Hand Poster

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Face me. 2. Eyes on me. 3. Ears on me.	1. Quiet.	1. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe when given the nonverbal signal of an Open Hand and/or the verbal signal ‘Give Me Five.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition SPARTAN PRIDE for the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’:
See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show example of not facing me (i.e., sitting or standing looking to the side of the room), eyes on me (i.e., looking away from signal), and ears on me (i.e., saying “huh?”). Talk with students about how else a person might not be following the Respectful expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
 - 2. Responsible - Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the Responsible expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
 - 3. Safe - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example face me (i.e., stand or sit up straight with face toward signal), eyes on me (i.e., sitting or standing with eyes on signal person), and ears on me (i.e., show a smile and head nod).
 - 2. Responsible – Show an example of being quiet (i.e., mouth closed while sitting or standing).
 - 3. Kind – Show an example of hands and feet to self (i.e., sit or stand with feet firm to floor and hands on desk or to side).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’.”
- PRACTICE**
- A. Students line up and/or sit at their seats and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior when given the nonverbal signal of an Open Hand and/or the verbal signal of ‘Give Me Five’?”

SPARTAN LESSON PLAN

AREA: ARRIVAL

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Arrival Expectations – Breakfast sign – Grade Line Map – Grade Line painted labels on concrete

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Keep personal space. 2. Grade level line up at front entrance.	1. Breakfast students enter from 8:15-8:35 AM. 2. Late students sign in at office and take Pass to class. (School begins at 8:35 AM)	1. Walk. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe when arriving to school.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE when arriving to school: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show an example of not keeping personal space (i.e., bumping another in line, cutting in line). Talk with students about how else a person might not be following the Respectful expectation of arrival to school.
 - 2. Responsible - Show example of not lining up in grade level line (i.e., walking on the grass, standing in another line). Talk with students about how else a person might not be following the Responsible expectation of arrival to school.
 - 3. Safe - Show example of not walking (running up the sidewalk, skipping into school) and keeping hands and feet to self (i.e., standing touching others, kicking someone in line). Talk with students about how else a person might not be following the Safe expectation of arrival to school.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example keeping personal space (i.e., stand in line with hand out to measure space).
 - 2. Responsible – Show an example of lining up in the grade level line (i.e., line up in right line).
 - 3. Kind – Show an example of walking (i.e., walk into the school) and hands and feet to self (i.e., stand with feet firm to floor and hands to side).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like at arrival to school.”
- PRACTICE**
- A. Students line up and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior at arrival to school?”

SPARTAN LESSON PLAN

AREA: DISMISSAL

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Dismissal Expectations – Dismissal Logistics Map – Bus line labels on concrete

SPARTAN CHARACTER

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Keep personal space.	1. Line up. Bus: Numbers on sidewalk. Vehicle Pick Up: Wait at curb. 2. Go straight home. Walkers cross at crosswalk. Bike riders walk bike on grounds.	1. Walk. 2. Hands and feet to self.

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe being dismissed from school.”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE when dismissed from school: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show an example of not keeping personal space (i.e., bumping another in line, cutting in line). Talk with students about how else a person might not be following the Respectful expectation at dismissal from school.
 - 2. Responsible - Show example of not lining up in the bus line (i.e., walking on the grass, standing in another line), go straight home (i.e., play on the grass), and wait for ride (i.e., playing on the sidewalk and in the street). Talk with students about how else a person might not be following the Responsible expectation of dismissal from school.
 - 3. Kind - Show example of not walking (running up the sidewalk) and keeping hands and feet to self (i.e., standing touching others, kicking someone in line, pushing someone down). Talk with students about how else a person might not be following the Safe expectation of dismissal from school.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example keeping personal space (i.e., stand in line with hand out to measure space).
 - 2. Responsible – Show an example of lining up in the bus line (i.e., line up in right line), going straight home (i.e., walking across the street), and waiting for a ride (stand on the curb and do not go to vehicle until adult signals or comes to get you).
 - 3. Kind – Show an example of walking (i.e., walk into the school) and hands and feet to self (i.e., stand with feet firm to floor and hands to side).
 - C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like when dismissed from school.”
- PRACTICE**
- A. Students practice dismissal time and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior at dismissal from school?”

SPARTAN LESSON PLAN

AREA: ASSEMBLY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Assembly Expectations

SPARTAN PRIDE

BE RESPECTFUL	BE RESPONSIBLE	BE KIND
1. Follow directions. 2. Keep personal space.	1. Keep hands and feet to self 2. Walk	1. Be positive audience member

- TEACH**
- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and kind at an assembly.’”
 - B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
 - C. Definition of SPARTAN PRIDE at an assembly: See above matrix for expectations.
 - 1. Show the Teaching Poster of Expectations and walk through the expectations.
 - 2. Discuss the detail of the expectations with students.
- MODEL**
- A. Demonstrate examples of not following expectations.
 - 1. Respectful – Show an example of not showing following directions by walking to a different spot than directed, and sitting too close to another, invading their personal space. Talk with students about how else a person might not be following being the respectful expectation of being in an assembly.
 - 2. Responsible - Show example of not walking into the auditorium and not keeping hands and feet to self. Talk with students about how else a person might not be following the Responsible expectation of being in an assembly.
 - 3. Kind - Show example to being a positive audience member by showing you are bored or yelling out loud. Talk with students about how else a person might not be following the Kind expectation in an assembly.
 - B. Choose a couple of students to “show” examples of following the expectations.
 - 1. Respectful – Show an example following the leader’s direction, and sitting in their seats and giving others some space.
 - 2. Responsible – Show an example of keeping hands and feet to self, and raising a hand, having a smile on one’s face.
 - 3. Kind – Show an example of being a positive, active audience member (paying attention, not reading, doing classwork, talking, drawing, sleeping, etc.)
 - C. Discussion. “Tell me what “Respectful, Responsible, and Kind look, feel, or sound like when in an assembly.”
- PRACTICE**
- A. Students practice attending an assembly and follow the expectations all of the way through, with an adult monitoring.
 - B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and kind behavior when in an assembly?”

SWIS Referral Form

Office Referral Form

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: 6 7 8 Referring Staff: _____	Location <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Other _____
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SUMMARIZE INFRACTION

Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	Get: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity
Action Taken (Filled Out By Administration)		
<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> In-School Suspension (_____hours/days) <input type="checkbox"/> Out-of-School Suspension (_____hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____ _____ _____	

Others involved in incident: None Teacher Substitute Unknown
 Peers Staff Other _____

Contact Log To Be Made By Referring Teacher and Followed Up By Administrator:

Person Contacted:

Phone Number(s) Called:

Date and Time:

Follow up Agreement (Filled Out By Referring Staff and Student During Homeroom)

Name:

Date:

1. What rule(s) did you break? (Circle) Be Safe Be Respectful Be Responsible

2. What will you do differently next time? (Continue on back as needed)

Student Signature:

Adult Signature: _____

Referral Level of Consequences

Level of Consequences		1	2	3	4	Reportable to Police
Absences (unlawful) Excessive absences may result in loss of credit for the semester		*	*			
Alcohol *First Offense: Suspension *Second Offense: May request ext. suspension	Possession *				*	*
	Consumption *				*	*
	Distribution					*
	Possession w/ intent to distribution					*
Attack (verbal or physical)... ...on others ...on staff				*	*	*
Bullying			*	*	*	If illegal
Cell Phone Misuse		*	*	*		
Cheating (may fail or not receive credit for the assignment)		*	*			
Computer Misuse						If illegal
	Criminal Behavior			*	*	
	Malicious Modification		*	*		
	Mischievous Modification		*			
	Mischievous Use	*	*	*	*	
Cyber Bullying (if it impedes the educational process)						
Defiance *Minor (ignoring reasonable request to stop low level disruption; overt refusal to participate) *Major (ignoring reasonable request that leads to escalation and/or to an unsafe situation)		*	*	*	*	
Destruction of Property/Vandalism			*	*	*	*
Disrespect toward others		*	*	*	*	
Disruptions to Classroom/School		*	*	*	*	If violent
Dress Code Violations Call parent for change of clothes with a warning, ISS		*	*	*		
Drugs Includes: possession, consumption, distribution, possession with intent to distribute					*	Contact Police
Fighting	First Offense: 3-10 OSS Second Offense: 3-10 days OSS Third Offense: extended suspension/change of placement			*	*	Contact Police
Inappropriate Language		*	*	*		
Insubordination		*	*	*		
Leaving class/skipping class			*	*		
Leaving school grounds without permission				*	*	

Sexual Activity	*	*	*	*	
Sexual Assault				*	Contact Police
Sexual Harassment		*	*	*	
Stealing		*	*	*	Value Dependent
Tardiness	*	*	*		
Tobacco (to include all tobacco and nicotine related products) Includes: possession, consumption, distribution, possession with intent to distribute			*	*	
Weapons					Contact Police
Possession of: Firearm				*	
Knife				*	
Possession and/or use of other dangerous implements				*	
Use of Weapon to cause or attempt to cause injury				*	

***If level 1 or 2 consequences are repeated more than 3 times without a change in behavior, the consequence will move up to the next consequence level.

**** If you have faced disciplinary actions, you may lose extra-curricular activities.

Level of Consequences Explanation

<p>Level 1</p>	<p>Classroom Level Interventions/Consequences Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administration is NOT necessary.</p> <p>Warning Letter of apology Loss of privileges Seat change Parent Contact Teacher conference with student Reinforcement of appropriate behavior</p>
<p>Level 2</p>	<p>Appropriate when Level 1 interventions/consequences has been ineffective</p> <p>Office referral required Parent/guardian notification required Lunch detention ISS (1-3 days) OSS (1-3 days)</p>
<p>Level 3</p>	<p>Appropriate when Level 2 interventions/consequences has been ineffective.</p> <p>Office referral required Parent/guardian notification is required Possible parent meeting ISS (3 days) OSS (3-10 days) Restricted activity *Possible Citation</p>
<p>Level 4</p>	<p>Appropriate when Level 3 interventions/consequences has been ineffective</p> <p>Office referral required Parent/guardian notification required Change of Placement Expulsion *Citation</p>

System for Correcting Behavior

Corrections Guidelines:

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

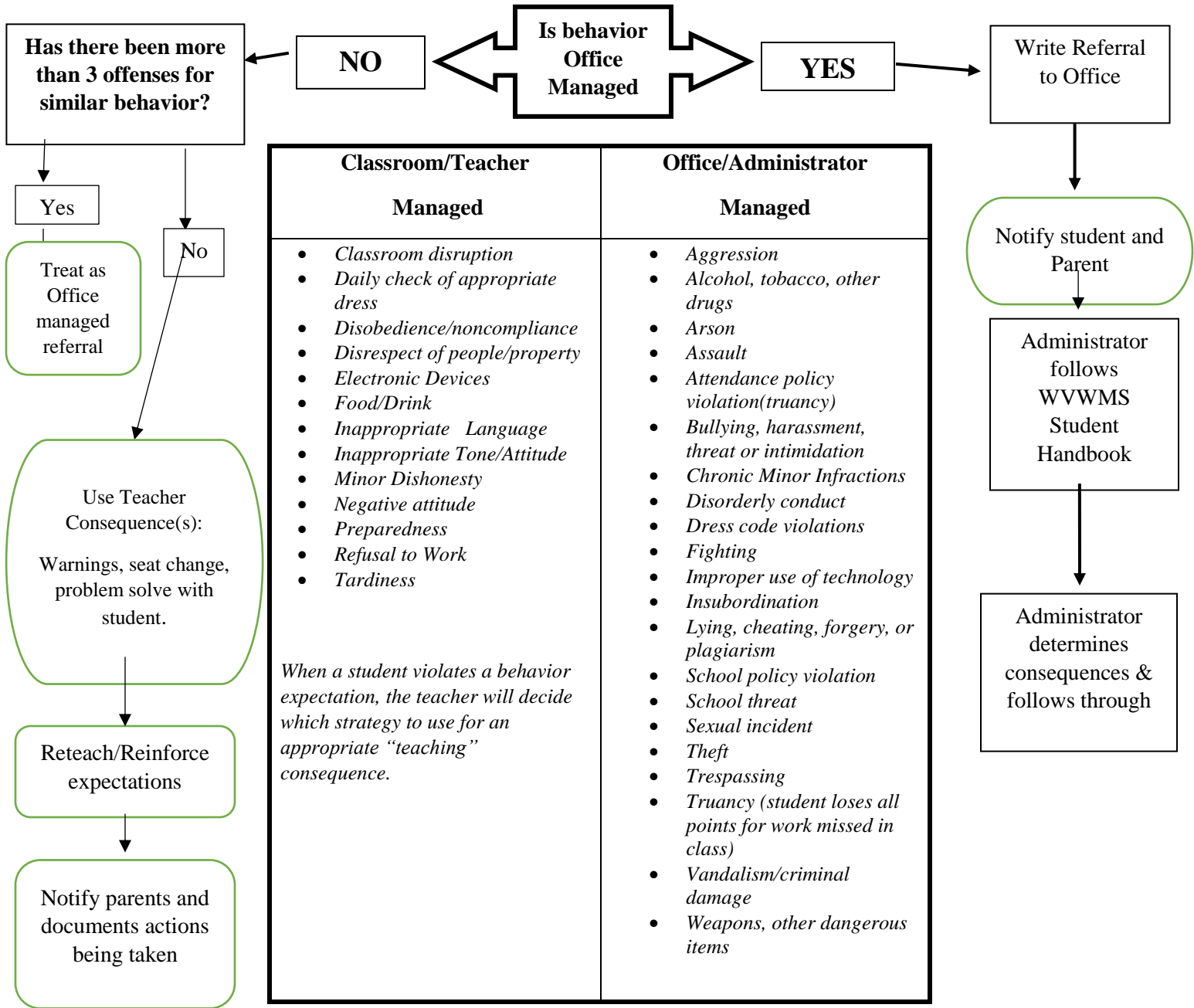
The continuum of strategies to respond to inappropriate behavior:

Correction Technique	Words/actions an adult can use:
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate, provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative behavior is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (What the student should do instead)
4. Tell why the alternative is better
5. Practice
6. Provide feedback

PBIS – Correcting Behavior Flow Chart



Raffle Tickets and “Brag Tags” – Student Incentives

Starting on Tuesday, September 10th, there will be raffle tickets and brag tags in your mailbox. The **recommended** amount for teachers to distribute on a weekly basis is TEN tickets. We realize that some weeks you may find yourself passing out more and others less. TEN is just a recommended amount. Please distribute both the raffle ticket and brag tag to ANY student(s) that you see being KIND, RESPONSIBLE and/or RESPECTFUL in the hallway, bus, cafeteria, auditorium, classroom and/ or bathroom. Students that receive a raffle ticket will fill out the back of the ticket and place the ticket in the grade appropriate box in the main hallway in front of the guidance office. The SPARTAN PRIDE BRAG TAGS are to be taken home and shared with students' parents/guardians. Teachers needing more Raffle Tickets/SPARTAN PRIDE BRAG TAGS are to contact Mrs. Holodick in Room #3 for more tickets.

Every Friday, two names per grade level will be drawn from the box and a small prize will be awarded. Tickets will be placed back in the appropriate grade level box. The following Monday, all students that received tickets will have their name displayed on the monitors as well as their name announced during morning announcements.

Monthly, the grade with the most tickets in the box or most improved grade level will be rewarded during Wednesday's SSR time. A small reward will be provided to this group. Teachers in this grade will also be rewarded at this level.

Trimesters: The class with the most tickets (most improved) in the box at the end of the trimester will have a class reward: Family Feud, Minute To Win It type of event. This class will operate on an alternate schedule so that academics will not be omitted, just compressed.



Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful

Name of adult handing out ticket-Grade level



Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful

Name of adult handing out ticket-Grade level



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You have been recognized for modeling how to be Kind-Responsible-Respectful

Name of adult handing out ticket-Grade level



Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful

Name of adult handing out ticket-Grade level

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Name : _____

Homeroom # _____

Congratulations

Your child been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and GradeWeb address

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade

Congratulations

You have been recognized for modeling how to be Kind-Responsible-Respectful



Teachers Name and Grade