

# Positive Behavior Interventions and Supports Handbook

Sherwood Montessori



2021-2022

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## Positive Behavior Interventions and Supports

### What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in school. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a site-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all youth and improve school climate.

### Who is on the site-wide PBIS Team?

The PBIS team is representative of the entire facility staff across units, departments, General and Special Education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the facility and should also improve involvement and buy-in throughout the facility. The current PBIS team consists of the following members:

	<b>Facilitator/ Team Leader</b>	<b>Minutes Taker</b>	<b>Data Analyst</b>	<b>Administrator</b>	<b>Active Team Members</b>
<b>Primary</b>	TBD	Sheng	TBD	Michelle	Brenda/Teresa
<b>Back Up</b>	Teresa	Michelle	Brenda	TBD	TBD

### What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide and facility-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, even volunteers and substitute teachers.

## **School-Wide Rule:**

### **Sherwood Wolves Use Grace and Courtesy**

#### **Why do we have a School-wide Rule?**

Having a one simple, positively stated rule facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on one simple rule it is easier for students to remember. It is also important for staff because instruction focusing on one simple rule will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only one rule it is important that the rule is broad enough to talk about all potential problem behaviors. With the rule selected, the PBS team believes that we can then teach all specific behavioral expectations across all school settings. According to our simple rule, for example:


- Cleaning up your spills in the cafeteria is an example of **Grace and Courtesy** because someone could slip on the spill and get hurt.
- You were **Using Grace and Courtesy** when you asked your classmate to walk in a straight line in the hallway.
- Thank you, class, for **Using Grace and Courtesy** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rule to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rule. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rule. The goal is that 90 % of staff and students know the school-wide rule. To be most effective, regular teaching using the school-wide rule should become part of the school culture.

## School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

	<b>Grace and Courtesy</b>			
	<b>Order in the environment</b>	<b>Coordination in your body</b>	<b>Concentration in your mind</b>	<b>Independence on your own</b>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>● Eat your own food</li> <li>● Remain seated and wait to be excused</li> <li>● Raise hands to be excused</li> </ul>	<ul style="list-style-type: none"> <li>● Sit with your feet on the floor</li> <li>● Walk</li> </ul>	<ul style="list-style-type: none"> <li>● Respond quickly to quiet signal</li> <li>● Use soft table voices</li> <li>● Use respectful manners</li> </ul>	<ul style="list-style-type: none"> <li>● Clean your area</li> <li>● Recycle</li> </ul>

*The poster above, designed for the Cafeteria, is an example of one of our School Rules Posters. Each poster will focus on one area with specific expectations displayed that describes how Sherwood Wolves use Grace and Courtesy for that area of the campus.*

# **Teaching School-wide Rules, Behavioral Expectations, & Routines**

## **Starting the Year off Right**

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBS team is organizing a set of events to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

## **Why teach the Rules, Expectations, and Routines during the first week of school?**

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

## **What are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

## **Booster Sessions: Re-teaching the Rules, Expectations, and Routines.**

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan: bathroom

# EXPECTATIONS & PROCEDURES LESSON PLAN

**SETTING:** Bathroom

**Step 1: Review School Wide Rules**

Order, Coordination, Concentration and Independence with Grace and Courtesy

**Step 2: Teach Expectations for Specific Settings:**

ORDER	COORDINATION	CONCENTRATION	INDEPENDENCE
<ul style="list-style-type: none"> <li>● Keep water in the sink</li> <li>● One person per stall</li> <li>● Put paper towels in the garbage</li> <li>● Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Safely use the ramp</li> </ul>	<ul style="list-style-type: none"> <li>● Wash your hands thoroughly with soap</li> <li>● Report any problems to an adult</li> <li>● Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>● Be prompt and return directly to your classroom</li> <li>● Keep your shoes on when outside the classroom</li> </ul>

**Step 3: Tell Why Rules Are Important**

Expected behaviors help everyone feel comfortable.

**Step 4: Demonstrate Rules**

EXAMPLES	NON-EXAMPLES
<p><b>Order</b></p> <ul style="list-style-type: none"> <li>● Keep water in sink</li> <li>● One person per stall</li> <li>● Use careful aim (boys' restroom)</li> <li>● Throw paper towels in garbage</li> <li>● Use 1-2 paper towels ONLY</li> <li>● Pick-up any towels on the ground</li> <li>● Flush the toilet or urinal</li> </ul>	<ul style="list-style-type: none"> <li>● Splashing water</li> <li>● Crawling under stalls</li> <li>● Locking stall door</li> <li>● Towels all over the floor</li> <li>● Toilet that needs to be flushed</li> <li>● Grabbing a lot of paper towels</li> </ul>
<p><b>Coordination</b></p> <ul style="list-style-type: none"> <li>● Walking feet, facing forward</li> <li>● Walk up and down ramp</li> </ul>	<ul style="list-style-type: none"> <li>● Running on the ramp</li> <li>● Swinging on the rails</li> </ul>
<p><b>Concentration</b></p> <ul style="list-style-type: none"> <li>● Wash your hands thoroughly with soap</li> <li>● Report any problems to an adult: overflowing toilet, graffiti, empty or</li> </ul>	<ul style="list-style-type: none"> <li>● Not washing your hands or using just water</li> <li>● Not reporting mess or broken bathroom equipment (toilet, door, soap dispenser,</li> </ul>

<p>broken soap dispenser, toilet paper, or paper towel dispenser, body fluid</p> <ul style="list-style-type: none"> <li>● Give people privacy: no crawling under, no peeking in the stalls</li> <li>● Using the correct bathroom</li> </ul>	<p>paper towel dispenser, etc.)</p> <ul style="list-style-type: none"> <li>● Crawling under stalls</li> <li>● Peking in the stalls</li> <li>● Using and looking in the wrong bathroom</li> </ul>
<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>● Be prompt and return directly to your classroom</li> <li>● Keep your shoes on when outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Playing/socializing on the way to bathroom, in the bathroom, and returning back to classroom</li> <li>● Barefoot/socks/etc.</li> </ul>

**Step 5: Provide Opportunities to Practice**

- Correct usage of bathroom
  - flushing
  - washing hands thoroughly with soap
  - throwing paper towels in trash
  - one person per stall

Practice walking up and down the ramp

Practice reporting a problem

**Step 6: Reinforce in Classrooms**

Practice washing hands and throwing away paper towels in classroom at snack or before lunch.



**Kick Off Week**  
**Description of Activities/ Schedule**

**Kick-off Assembly: Monday, August 16, 9:30 am at the picnic tables**

Following the assembly, the classes will begin school tour and introduction of the school expectations for each area listed below.

**Date: Monday, August 16th**

<b><u>Time</u></b>	<b><u>Cafeteria</u></b>	<b><u>Playground</u></b>	<b><u>Bathroom</u></b>
10:30	Jessi & Michael	Sheng	Kim
10:50	Kim	Jessi & Michael	Sheng
11:10	Sheng	Kim	Jessi & Michael
11:30	Anne	Marlo	April
11:50	April	Anne	Marlo
12:10	Marlo	April	Anne

**Tuesday, August 17th**

<b><u>Time</u></b>	<b><u>Office</u></b>	<b><u>Pick-up Areas</u></b>	<b><u>Hallway</u></b>
10:30	Jessi & Michael	Sheng	Kim
10:50	Kim	Jessi & Michael	Sheng
11:10	Sheng	Kim	Jessi & Michael
11:30	Anne	Marlo	April
11:50	April	Anne	Marlo
12:10	Marlo	April	Anne

**Wednesday, August 18th**

<b><u>Time</u></b>	<b><u>1010 Cleveland</u></b>	<b><u>Library</u></b>	<b><u>20th Street Park</u></b>
10:30	Jessi & Michael	Sheng	Kim
10:50	Kim	Jessi & Michael	Sheng
11:10	Sheng	Kim	Jessi & Michael

11:30	Anne	Marlo	April
11:50	April	Anne	Marlo
12:10	Marlo	April	Anne

\*These lessons will be scheduled once the classrooms are open for use

All teachers review focus area throughout the week. Reference lesson plans. Catch students doing the expected behaviors and hand out slips for gems.

<b>Week</b>	<b>Focus Area</b>
August 23rd	Classroom
August 30th	Cafeteria
September 6 <sup>th</sup>	Playground
September 13 <sup>th</sup>	Office
September 20 <sup>th</sup>	Hallway
September 27 <sup>th</sup>	Pick-up Area
October 4 <sup>th</sup>	Library
October 11 <sup>th</sup>	20 <sup>th</sup> Street Park
October 18 <sup>th</sup>	Kitchen

## Expectations Grid

<h1>Grace and Courtesy</h1>				
	<b>Order</b>	<b>Coordination</b>	<b>Concentration</b>	<b>Independence</b>
	<b>in the environment</b>	<b>in your body</b>	<b>in your mind</b>	<b>on your own</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>● Use appropriate language and volume</li> <li>● Maintain the prepared environment</li> <li>● Contribute positively to the community</li> <li>● Have tolerance for others</li> </ul>	<ul style="list-style-type: none"> <li>● Move with purpose</li> <li>● Use materials and supplies for intended purpose</li> <li>● Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>● Work with focus</li> <li>● Positive self talk</li> <li>● Do your personal best</li> <li>● Be open to learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Be prepared</li> <li>● Set and meet daily goals</li> <li>● Ask for help</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>● Keep water in the sink</li> <li>● One person per stall</li> <li>● Put paper towels in the garbage</li> <li>● Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Safely use the ramp</li> </ul>	<ul style="list-style-type: none"> <li>● Wash your hands thoroughly with soap</li> <li>● Report any problems to an adult</li> <li>● Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>● Be prompt and return directly to your classroom</li> <li>● Keep your shoes on when outside the classroom</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>● Eat your own food</li> <li>● Remain seated and wait to be excused</li> <li>● Raise hands to be excused</li> </ul>	<ul style="list-style-type: none"> <li>● Sit with your feet on the floor.</li> <li>● Walk</li> </ul>	<ul style="list-style-type: none"> <li>● Respond quickly to quiet signal</li> <li>● Use soft table voices</li> <li>● Use respectful manners</li> </ul>	<ul style="list-style-type: none"> <li>● Clean your area</li> <li>● Recycle</li> </ul>

### Expectations Grid continued

<b>Playground</b>	<ul style="list-style-type: none"> <li>● Use recess equipment on asphalt or grass</li> <li>● Eat at the picnic tables</li> <li>● Respect nature</li> <li>● Sit at tables</li> <li>● No backpacks on playground or field</li> </ul>	<ul style="list-style-type: none"> <li>● No rough play</li> <li>● Respect personal space</li> <li>● Use playground equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● No excessive noise near classrooms</li> <li>● Play away from classrooms</li> <li>● Include others</li> <li>● Take turns</li> </ul>	<ul style="list-style-type: none"> <li>● Return recess equipment to your classroom's bin</li> <li>● Keep your shoes on</li> <li>● Stay in the boundaries</li> <li>● Water fountains for drinking only</li> </ul>
<b>Pick-Up Areas</b>	<ul style="list-style-type: none"> <li>● Stay inside the gates while waiting for an adult: do not wait in the parking lot</li> <li>● Follow classroom procedure to join Extended Day</li> <li>● Close the pedestrian gate behind you</li> </ul>	<ul style="list-style-type: none"> <li>● Pay attention to your surroundings when leaving campus</li> <li>● Walk</li> </ul>	<ul style="list-style-type: none"> <li>● Know how you're getting home before dismissal</li> </ul>	<ul style="list-style-type: none"> <li>● Walk bikes to the gate and across the crosswalks</li> <li>● Stay with the adult who picks you up</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>● Ask permission before taking/touching materials</li> <li>● Return computers appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Safely use the ramp</li> <li>● Carry no more than three Chromebooks or laptops at a time</li> </ul>	<ul style="list-style-type: none"> <li>● Use a quiet voice</li> <li>● Use respectful manners</li> </ul>	<ul style="list-style-type: none"> <li>● Wait patiently for an available adult and then state your purpose politely</li> <li>● Ask before using the copier or office equipment</li> <li>● Always ask permission before going to the office</li> </ul>

### Expectations Grid continued

<b>Hallways &amp;Corridors</b>	<ul style="list-style-type: none"> <li>● Stay on Sherwood campus</li> <li>● Follow your class' procedures for walking as a group</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Face forward</li> </ul>	<ul style="list-style-type: none"> <li>● Mindful of personal space</li> <li>● Use quiet voice (classes are in session)</li> </ul>	<ul style="list-style-type: none"> <li>● Get permission to be in the hallway</li> </ul>
<b>20<sup>th</sup> Street Park</b>	<ul style="list-style-type: none"> <li>● Stay within designated boundaries</li> <li>● Return quickly upon teacher's signal</li> <li>● Respect nature</li> </ul>	<ul style="list-style-type: none"> <li>● Use playground equipment appropriately</li> <li>● Follow safe procedures traveling to and from</li> </ul>	<ul style="list-style-type: none"> <li>● Interact only to Sherwood staff and students</li> <li>● Pay attention to your surroundings</li> <li>● Take turns with equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Stay with your group/class</li> <li>● Be responsible for your personal belongings</li> </ul>
<b>1010 Cleveland</b>	<ul style="list-style-type: none"> <li>● Put items back where you found them or where they belong</li> <li>● Use all materials and supplies for their intended purpose</li> <li>● Use designated rooms for their intended purpose (library, kitchen, bathroom, front room, front porch area, yard area)</li> <li>● Close the gate</li> </ul>	<ul style="list-style-type: none"> <li>● Play safely when appropriate</li> <li>● Picnic benches are for sitting only</li> <li>● No climbing on the fence</li> <li>● Follow safe procedures traveling to and from</li> </ul>	<ul style="list-style-type: none"> <li>● Use an inside voice</li> <li>● Speak only with Sherwood staff</li> <li>● Be mindful of others</li> </ul>	<ul style="list-style-type: none"> <li>● Clean up after yourself</li> <li>● Stay with your group</li> <li>● Be an attentive listener</li> <li>● be responsible for your personal belongings</li> </ul>

<b>Library</b>	<ul style="list-style-type: none"> <li>● Wait for adult to enter library</li> <li>● Use shelf markers</li> <li>● Remove only one book at a time</li> <li>● Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>● Wait patiently</li> <li>● Walk and move carefully</li> </ul>	<ul style="list-style-type: none"> <li>● Return books to proper place</li> <li>● Read quietly</li> <li>● Handle books with care</li> </ul>	<ul style="list-style-type: none"> <li>● Return borrowed books to library by date due</li> <li>● Complete proper checkout procedure</li> <li>● Clean up after yourself</li> </ul>
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## Acknowledgment System

### Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

This year at Sherwood Montessori we will be using Friday Celebrations and Monthly Grace and Courtesy Field Trips. Students who earn less than three classroom or playground behavior reports and/or no major office referrals will be able to participate in Friday Celebrations and Monthly Grace and Courtesy Field Trips.

## Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Classroom Behavior Report forms for Minors
- Playground Behavior Report forms for Minors
- Office Discipline Referral form for Majors
- Office versus Staff Managed Behavior Definitions
- Discipline Levels

### **PBIS Referral and Report System**

Classroom Behavior Reports, Playground Behavior Reports, Office Referrals and suspensions are entered into a program that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a weekly and monthly basis to make decisions about School-wide programming and individual students in need of additional support.

## Classroom Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

### What Happened?

- Disruptive
- Disrespectful
- Defiant
- Physical Contact
- Threat
- Property Misuse
- Technology Violation
- Elopement
- Other \_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_

Staff Name or Initials \_\_\_\_\_

## Classroom Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

### What Happened?

- Disruptive
- Disrespectful
- Defiant
- Physical Contact
- Threat
- Property Misuse
- Technology Violation
- Elopement
- Other \_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_

Staff Name or Initials \_\_\_\_\_

## Classroom Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

### What Happened?

- Disruptive
- Disrespectful
- Defiant
- Physical Contact
- Threat
- Property Misuse
- Technology Violation
- Elopement
- Other \_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_

Staff Name or Initials \_\_\_\_\_

## Classroom Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

### What Happened?

- Disruptive
- Disrespectful
- Defiant
- Physical Contact
- Threat
- Property Misuse
- Technology Violation
- Elopement
- Other \_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_

Staff Name or Initials \_\_\_\_\_



### Playground Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

#### What Happened?

- Kept playing after whistle
  - Defiant
  - Disrespectful
  - Fighting
  - Play Fighting
  - Profanity
  - Threat/Harassment
  - Unauthorized Area
  - Playing in the restrooms
  - Did not keep hands, feet, objects to self
  - Physical Display of Affection
  - Throwing food, bark, \_\_\_\_\_
  - Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Playground Supervisor Name or Initials \_\_\_\_\_

### Playground Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

#### What Happened?

- Kept playing after whistle
  - Defiant
  - Disrespectful
  - Fighting
  - Play Fighting
  - Profanity
  - Threat/Harassment
  - Unauthorized Area
  - Playing in the restrooms
  - Did not keep hands, feet, objects to self
  - Physical Display of Affection
  - Throwing food, bark, \_\_\_\_\_
  - Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Playground Supervisor Name or Initials \_\_\_\_\_

### Playground Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

#### What Happened?

- Kept playing after whistle
  - Defiant
  - Disrespectful
  - Fighting
  - Play Fighting
  - Profanity
  - Threat/Harassment
  - Unauthorized Area
  - Playing in the restrooms
  - Did not keep hands, feet, objects to self
  - Physical Display of Affection
  - Throwing food, bark, \_\_\_\_\_
  - Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Playground Supervisor Name or Initials \_\_\_\_\_

### Playground Behavior Report

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Time \_\_\_\_\_ Where \_\_\_\_\_

#### What Happened?

- Kept playing after whistle
  - Defiant
  - Disrespectful
  - Fighting
  - Play Fighting
  - Profanity
  - Threat/Harassment
  - Unauthorized Area
  - Playing in the restrooms
  - Did not keep hands, feet, objects to self
  - Physical Display of Affection
  - Throwing food, bark, \_\_\_\_\_
  - Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Playground Supervisor Name or Initials \_\_\_\_\_

## Office Referral Form for Major Problem Behavior

Student Name: _____ Date of incident: _____ Time of incident: _____ Grade:    TK    K    1    2    3    4    5    6    7    8 Referring Staff: _____	<p><b>Location</b> <i>choose only one</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Hallway</td> </tr> <tr> <td><input type="checkbox"/> Bathroom</td> <td><input type="checkbox"/> 20th Street Park</td> </tr> <tr> <td><input type="checkbox"/> Cafeteria</td> <td><input type="checkbox"/> 1010 Cleveland</td> </tr> <tr> <td><input type="checkbox"/> Playground</td> <td><input type="checkbox"/> Library</td> </tr> <tr> <td><input type="checkbox"/> Pick-up Areas</td> <td><input type="checkbox"/> Office</td> </tr> <tr> <td><input type="checkbox"/> Off Campus</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>	<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway	<input type="checkbox"/> Bathroom	<input type="checkbox"/> 20th Street Park	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> 1010 Cleveland	<input type="checkbox"/> Playground	<input type="checkbox"/> Library	<input type="checkbox"/> Pick-up Areas	<input type="checkbox"/> Office	<input type="checkbox"/> Off Campus	<input type="checkbox"/> Other _____								
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<p><b>Action Taken</b>      <i>Choose up to two, circle the primary action taken if choosing two.</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Reset</td> <td><input type="checkbox"/> Restitution</td> <td><input type="checkbox"/> Parent Contact</td> </tr> <tr> <td><input type="checkbox"/> Individualized Instruction</td> <td><input type="checkbox"/> Action Pending</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Loss of Privilege</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Conference with Student/Thought Paper</td> <td colspan="2"><input type="checkbox"/> Out-of-School Suspension (_____hours/days)</td> </tr> <tr> <td><input type="checkbox"/> Other _____</td> <td colspan="2"></td> </tr> </table>		<input type="checkbox"/> Reset	<input type="checkbox"/> Restitution	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> Action Pending			<input type="checkbox"/> Loss of Privilege		<input type="checkbox"/> Conference with Student/Thought Paper	<input type="checkbox"/> Out-of-School Suspension (_____hours/days)		<input type="checkbox"/> Other _____							
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<p><b>Other Comments:</b> _____</p> <p>_____</p>																					

## SWISTM Office Referral Definitions

### Office v. Staff Managed Behavior

<b>Non- Recorded Problem Behavior</b>	<b>Definition</b>
Example: Running	Student is running in walking zones.
Disruptive movement	Student is moving body in a way that disrupts learning.
Pulling things or people	Student is grabbing others or materials.
Repeating words/noises	Student is making repetitive noises or repeating a word or phrase.
Can't stay in seat/wandering	Student is moving around without on-task purpose.
Blurting Out	Student is speaking when it's someone else's turn or it is a time for silence.
Using work as a prop	Student has set up work, but is off-task.
Work Avoidance	Student is not doing the work s/he is expected to do.
Creating disorder in the environment	Student is making a mess and/or not returning materials to where they belong.

<b>Minor Problem Behavior (Thought Paper)</b>	<b>Definition</b>
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

<b>Major Problem Behavior (Incident Reports)</b>	<b>Definition</b>
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.

<b>Major Problem Behavior (Incident Reports)</b>	<b>Definition</b>
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.

<b>Major Problem Behavior</b>	<b>Definition</b>
Skip class (Skip)	Student leaves or misses class without permission.
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

<b>Locations</b>	<b>Definition</b>
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.

<b>Perceived Motivation</b>	<b>Definition</b>
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).
<b>Others Involved</b>	<b>Definition</b>
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

<b>Restraint</b>	<b>Definition</b>
None	(Default) No restraint was used.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely.
<i>Definition based on documentation from the U.S. Department of Education on Restraint and Seclusion.</i>	

<b>Action Taken</b>	<b>Definition</b>
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Observe Positive Behavior (OPB)	Child may be asked to observe others displaying appropriate behavior (not to miss more than five minutes of recess or P.E.).
Other (Other)	Action taken not listed above.



## Sherwood Elementary Discipline Levels

Level 1 – Incidental Violations (Non-recorded and Non-referred)	Level 2 – Minor Violations (Recorded and Non-referred)	Level 3 – Major Violations (Recorded and Referred)	Level 4 – Illegal Violations (Recorded and Referred)
<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Loud voices/yelling</li> <li>▪ Disruptive sounds</li> <li>▪ Out of seat</li> <li>▪ Missing homework</li> <li>▪ Not being prepared for class</li> <li>▪ Off task use of electronic devices</li> <li>▪ Inappropriate dress (clothes need to be removed or changed)</li> <li>▪ Other:</li> </ul> <p>* Repeated Level 1 actions are moved to Level 2</p>	<ul style="list-style-type: none"> <li>▪ Disruption that interrupts the learning of others</li> <li>▪ Defiance that interrupts the learning of others</li> <li>▪ Disrespectful to students or staff</li> <li>▪ Breaking classroom rules</li> <li>▪ Off-task behavior</li> <li>▪ Breaking cafeteria rules</li> <li>▪ Breaking common area rules</li> <li>▪ Inappropriate behavior in the bathrooms</li> <li>▪ Lying</li> <li>▪ Indirect, inappropriate language/gestures</li> <li>▪ Spitting</li> <li>▪ Unauthorized access to non-student areas</li> <li>▪ Cheating/plagiarism</li> <li>▪ Repeated Level 1 Offense</li> <li>▪ Other:</li> </ul> <p>* Repeated Level 2 actions are moved to Level 3</p>	<ul style="list-style-type: none"> <li>▪ Direct inappropriate language/gestures</li> <li>▪ Fighting/physical aggression</li> <li>▪ Harassment/bullying</li> <li>▪ Overt defiance</li> <li>▪ Property destruction/misuse</li> <li>▪ Theft</li> <li>▪ Forgery</li> <li>▪ Internet misuse/cyber-bullying</li> <li>▪ Truant class</li> <li>▪ Taking pictures/video without consent</li> <li>▪ Repeated Level 2 Offense</li> <li>▪ Other:</li> </ul> <p>* Repeated Level 3 actions are moved to Level 4</p>	<ul style="list-style-type: none"> <li>▪ Drug use/possession</li> <li>▪ Weapon use/possession</li> <li>▪ Habitual Truancy</li> <li>▪ Arson</li> <li>▪ Bomb threat</li> <li>▪ Extreme property damage/vandalism</li> <li>▪ Combustibles</li> <li>▪ Assault/threats</li> <li>▪ Repeated Level 3 Offense</li> <li>▪ Other:</li> </ul>

	Level 1	Level 2	Level 3	Level 4
Addressing the Behavior	<b>Staff-handled:</b> The staff addresses the behavior using classroom management strategies.	<b>Staff-handled:</b> The staff uses logical consequences (apology of action, take a break, or loss of privilege, focus area). Remind the student their behavior will be documented.	<b>Office-managed</b> Send the student to the office where the administrator will address the behavior.	<b>Office-managed</b> Send the student to the office where the administrator will address the behavior.
Documentation	<b>Not recorded on Behavior Data Form nor entered into the computer.</b>	<b>Behavior Data Form is filled out and Discipline Entry in computer. Data forms are turned into PBIS box.</b>	<b>Referral Form to Principal and Complete Level 2.</b>	<b>Referral Form to Principal and Complete Level 2.</b>



## **PBIS Tier 2 Team For Students**

The PBIS Tier 2 Team will be a source of expertise whenever a student is not achieving up to her or his potential behavior. The PBIS Tier 2 Team, the student's teacher, and the student's parent/s will develop a specific plan so the student can succeed.

### **Who should be referred to the PBIS Tier 2 Team?**

Students that are not progressing with Tier I supports (supports put in place for all students) and need additional interventions will be referred to the PBIS Tier 2 Team. Data from classroom and playground reports and/or office referrals showing 3 consecutive missed Friday Celebrations or a total of 5 missed celebrations will be referred to the PBIS Tier 2 Team.