

# UPSON-LEE ELEMENTARY

## *PBIS: Positive Interventions & Supports*

2018-2019

### PBIS HANDBOOK

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**Upson-Lee Elementary School  
334 Knight Trail  
Thomaston, GA 30286  
Phone: 706-647-3627**

The purpose of this handbook is to guide and support ULES's staff members as we implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

## 2018-2019 PBIS Team Members

NAME	TEAM POSITION
<b>TRAVIS BARBER</b>	<b>PBIS COACH/Data Analysis/Motivational Speaker</b>
<b>Monique Henry</b>	<b>TEAM LEADER/Product Notebook</b>
<b>Cheryl Barkley</b>	<b>Recorder/Posters</b>
<b>Amy Salter</b>	<b>Bus Incentives/Posters</b>
<b>Shameika Worthy</b>	<b>RTI/Timekeeper/Character Ed</b>
<b>Shelley Austin</b>	<b>RTI/Character Ed</b>
<b>Chip Clarke</b>	<b>PBIS Administrator/ Facilitator/ Agenda/Pictures</b>
<b>Shad Seymour</b>	<b>Principal/ Principal's 200/Positive Referral Recognition</b>
<b>Amy Ellington</b>	<b>Administrator for RTI behavior</b>
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<b>Bruce Dunaway</b>	<b>Resource/ Facebook liason/Videos</b>
<b>Ashanti Brown</b>	<b>3<sup>rd</sup> Grade/Communications/Teacher Incentives/ Character Ed/ 200 hall bulletin board</b>
<b>Meagan Broom</b>	<b>4<sup>th</sup> Grade/Communications/ Character Ed</b>
<b>Elizabeth Bunn</b>	<b>4th Grade Communications/help with Character Ed</b>
<b>Jessi Hale</b>	<b>5th grade/ Teacher Incentives</b>
<b>Rick Witte</b>	<b>SPED/ Posters</b>
<b>Elizabeth Davis</b>	<b>SPED Communications/teacher incentives</b>
<b>Niki Dunn</b>	<b>Action Plan/5<sup>th</sup> Grade Communications</b>
<b>Michael Kirby</b>	<b>Help with bus, principals 200, and Positive Behavior Recognition</b>
<b>Joyce Williams</b>	<b>Front Desk/ Noble Passes</b>
<b>Sarah Thompson</b>	<b>Para/ Noble Passes</b>

# Table of Contents

<b>1. Positive Behavior Support</b>	<b>3-4</b>
a. Background Information	
b. 10 Critical Elements	
<b>2. Clear Expectations</b>	<b>5-7</b>
a. Behavior Statement & Explanation	
b. NOBLE Expectations Matrix	
<b>3. Teaching the Expectations</b>	<b>8-10</b>
a. Who, What, When, Where, Why, How	
b. PBIS Lesson Plans	
<b>4. System for Encouraging Desired Behavior</b>	<b>11-15</b>
a. Reinforcement Menu	
b. Common Language	
c. Staff Recognition Program	
<b>5. System for Discouraging Undesired Behavior</b>	<b>16-19</b>
a. Flowchart	
b. Student Incident Report	
c. PBIS Common Language for SIRs	
d. Discipline Referral	
<b>6. Data-Based Decision Making</b>	<b>19-21</b>
a. What is Infinite Campus?	
b. Response to Intervention (RtI)	

# What is Positive Behavior Interventions & Support PBIS?

## Background Information

PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts.

## 10 Critical Elements

- PBIS Team
- Faculty Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry & Analysis Plan
- Expectations & Rules Developed
- Rewards/Recognition Program Established
- Lesson Plans for Teaching Expectations/Rules
- Implementation Plan
- Classroom Systems
- Evaluation of Procedures

## ULES Behavior Statement

I am respectful...

I am responsible...

I am ready...

I AM SOMEBODY!

### Rules & Expectations

Be ready , be responsible, and be respectful in all locations of the school. Specific expectations are outlined in the Noble Expectations Matrix.

### Explanation of Student Recognition System

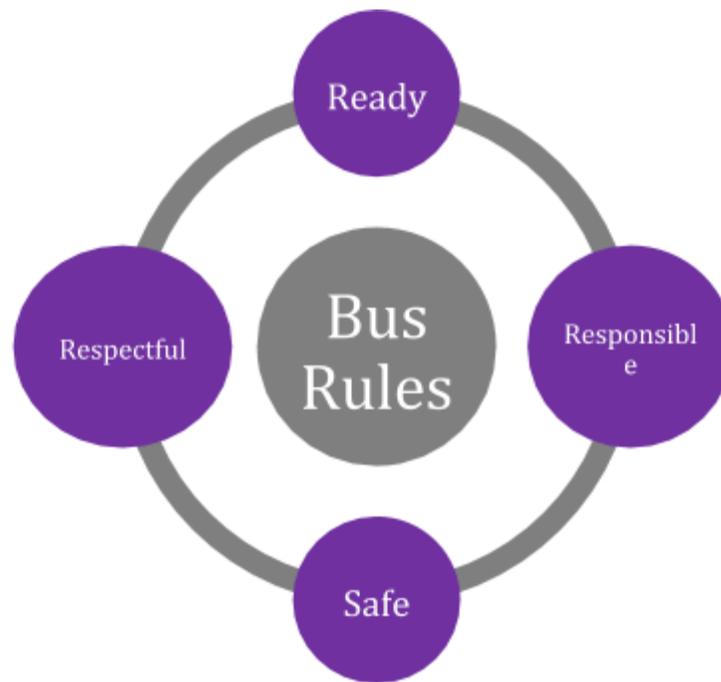
**Noble passes** will be awarded to students for exhibiting outstanding Noble behavior. All faculty and staff will have the opportunity to reward students for appropriate behaviors. Any student can be rewarded by any staff member. When students earn a given amount of passes they will be allowed to choose a reward from the Noble Knights Reward Menu (see attached.)

IT'S ALL ABOUT THE



# Noble Expectations

	Classroom	Hallway	Cafeteria	Restroom	Media Center	Bus	Playground
Be Respectful	<p>Speak kindly and listen carefully</p> <p>Eyes on the speaker</p>	<p>Move quietly in the halls</p> <p>Stay an elbow length off of the wall</p>	<p>Eat only your food unless someone offers you food</p> <p>Keep food on your tray or in your area</p> <p>Assist others when spills occur</p>	<p>Stay in your private space</p> <p>Keep walls and stalls free of writing, etc.</p>	<p>Return books on time</p> <p>Handle books with care</p> <p>Ask for help if needed</p>	<p>Speak kindly and quietly</p> <p>Sit where the driver tells you to</p> <p>Respond kindly to driver and peers</p>	<p>Include others when playing</p> <p>Share equipment with others</p> <p>Speak kindly to others</p>
Be Responsible	<p>Do what your teacher asks of you</p> <p>Keep your area clean and organized</p> <p>Begin task immediately</p>	<p>Go directly to where you need to go</p>	<p>Use a quiet speaking voice</p> <p>Talk only to those around you at your table</p> <p>Clean your area before leaving</p>	<p>Flush the toilet</p> <p>Wash your hands</p> <p>Place all used paper towels in the trash</p>	<p>Bring agenda or pass</p> <p>Scan and place books quickly and calmly</p>	<p>Be on time to the bus stop</p> <p>Keep seat area clean</p>	<p>Line up when called</p> <p>Stop, Think, &amp; Decide before you act</p>
Be Ready	<p>Stay in your personal space</p> <p>Keep hands and feet to self</p>	<p>Keep hands and feet to self</p> <p>Stay in designated area</p>	<p>Stay in your designated area</p> <p>Sit facing the table with feet in front of you</p>	<p>Keep hands and feet to self</p> <p>Use the facilities appropriately</p>	<p>Keep hands and feet to self</p> <p>Use equipment correctly</p>	<p>Sit in correct seat with feet on floor in front of you</p> <p>Keep hands, feet, and objects to self</p> <p>Only move when the bus is stopped and you have permission from the driver</p>	<p>Keep hands and feet to yourself</p> <p>Use equipment correctly</p>



- **Walk to and from the bus**
- **Be on time to get on the bus**
- **Sit where the driver tells you to**
- **Respond kindly and quietly to driver and peers**
- **Keep seat area clean**
- **Sit in correct seat with feet on floor in front of you**
- **Stay seated until the bus stops**
- **Keep hands, feet, and objects to self**
- **Report any problems to the driver**

# Teaching the Expectations

**Who?** Behavior expectations are taught explicitly by ALL faculty to ALL students. Homeroom teachers are responsible for the direct instruction and all faculty members are responsible for continual re-teaching and reinforcement. In addition, targeted students are identified based on data.

**What?** Respectful, Responsible, & Ready are the Noble Expectations. Specific targeted behaviors are addressed with intentional lesson plans created by the PBIS team. Lesson plans are added based on data.

**When?** Explicit instruction of the desired behaviors is taught during the first weeks of school and in January of each school year. Additional lesson plans are developed based on data and are taught on-going as deemed necessary based on discipline data.

**Where?** Initial annual introduction to PBIS and NOBLE Expectations occurs in each homeroom. Desired behaviors are expected and acknowledged in all locations of the school.

**Why?** Explicit instruction of desired behaviors will decrease the incidents of undesired behaviors and will improve the positive climate of ULES.

**How?** ULES PBIS video is used to introduce the 'right way and the wrong way' to all students. A system for encouraging positive behaviors and discouraging negative behaviors is implemented using Noble Passes.

## ULES Lesson Plans for Teaching Positive Behaviors

### Lesson Plan for Respectful Behavior in the Classroom

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

*Respectful behavior: Students will interact with others by:*

- *using good manners*
- *choosing to follow teacher directions on the first request*
- *responding calmly when addressed or corrected by an adult*
- *responding calmly with kind words when solving conflicts with peers*
- *accepting responsibility*

Step 2: List a rationale for teaching the behavior (Why is it important?)

*It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.*

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> <li>● <i>Apologizing</i></li> <li>● <i>Offering to help</i></li> <li>● <i>Appropriate language</i></li> <li>● <i>Speak kindly and listen carefully to others</i></li> <li>● <i>Eyes on the speaker</i></li> <li>● <i>Asking an adult to help when a conflict can't be resolved</i></li> <li>● <i>Hands and feet to self (stay in your own physical space)</i></li> <li>● <i>Beginning task immediately</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Unkind words (cursing)</i></li> <li>● <i>Teasing</i></li> <li>● <i>Put downs</i></li> <li>● <i>Pushing/shoving</i></li> <li>● <i>Yelling</i></li> <li>● <i>Getting into a person's physical space</i></li> <li>● <i>Littering</i></li> <li>● <i>Shrugging</i></li> <li>● <i>Huffing/eye rolling</i></li> <li>● <i>Making excuses</i></li> <li>● <i>Not coming in from recess when called</i></li> </ul>

Step 4: Practice/Role Play Activities

**Model expected behavior (I do):** Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

*Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she thought Tina did it on purpose so she called Tina a “crazy fool”. Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late getting in the class. Kristin was mad and began to spread untrue rumors about Tina to her friends.*

*Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she thought Tina did it on purpose so she started to call Tina names. Tina recognized that she was not watching where she was going, apologized to Kristin and helped her pick up her books. Tina’s teacher gave both students a “Noble Pass” for resolving the conflict with respect.*

**Lead students through behavior (We do):** Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

*Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Kim called Denyse a “clumsy ox” and took her milk and poured it into Denyse’s food. Both girls began to scream at each other with tears in their eyes. The cafeteria monitor witnessed this and escorted the girls to the principal’s office.*

*Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls “school bucks” for resolving a potential conflict respectfully.*

**Test to ensure students understand behavior (You do):**

*With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.*

**Step 5: Provide opportunities for practice**

- *Morning work - give weekly scenarios and have students create Multi-Flow Maps w/partners determining cause/effect relationships*
- *Publicly recognizing students who display respectful behavior*
- *Teacher regularly models respectful behavior*

# **System for Encouraging Desired Behavior**

## **NOBLE PASSES**

Students have an opportunity to cash in their Noble Passes with their homeroom teacher each week. The menu below reflects the current options available to each student.

Students can collect and save passes to spend on higher priced items or they can spend them frequently. Teachers record the passes on a spreadsheet and turn it in, along with a list of prizes of requested, to the front desk. The front desk receptionist will keep a running total for each student in order for the student to earn the cumulative reward of having their drawing on the Wall of Fame.

## **CLASSROOM (WHOLE GROUP) INCENTIVE**

Teachers encourage positive behavior from the whole class by motivating them with a visual goal such as earning letters, collecting marbles, adding link, etc. Students must demonstrate ULES's noble expectations to earn these acknowledgements. Once the students have reached their classroom goal, they are recognized with a prize of the teachers choosing.

## **POSITIVE BEHAVIOR REFERRALS**

Teachers are encouraged to 'write children up' for exhibiting positive behaviors as much as possible. Positive referrals can be sent to the front desk and Mr. Seymour will call the student(s) to the front and congratulate them for showing Noble behaviors. He will give them a Noble Pass, draw slip, and staple the positive behavior referral in their agenda. Students will be allowed to take home and share with family members.

## **'REFERRAL FREE' CLASS INCENTIVE**

The challenge posed to the students "Survivor", much like the game show, you must survive to win. Every homeroom teacher will have their picture taken, only face. Teachers will have fun with the pictures; make a silly face or a competitive face. Those pictures will be on display on the bulletin board outside the lunchroom. If anyone in your homeroom receives a referral during the allotted time of competition, your face will be

taken off the board. Classrooms that go referral free for an allotted time will receive a class based incentive. The classes are able to vote from a list of acknowledgements.

### **BUS 'REFERRAL FREE' INCENTIVE**

Bus cut-outs with bus #s will be displayed on the main hall bulletin board. When a bus receives a discipline referral, it will come off of the bulletin board for the remainder of the month. At the end of each month, buses who have remained referral free will receive a treat. The school will purchase treats such as suckers or other candy to give to bus drivers to give out on the referral free buses.

### **BUS PASSES and DRAW SLIPS**

Bus passes will be give to drivers for ULPS and ULES students. The bus passes will not be specific to the schools. Drivers will give them out and then the schools will convert them to noble passes or royal coins. At ULES, when bus passes are turned into the front desk, they will then be placed in a container at the back cafeteria door for easy access to drivers.

The draw slips can be purchased with noble passes or earned when receiving a positive referral. The slips are entered into a weekly drawing. The winner receives prizes off the PBIS cart.

### **AMBASSADOR PROGRAM**

At the beginning of 5th grade, students will be designated as an Ambassador of ULES.

Ambassadors will be selected by the resource teachers. Students who are selected must maintain the attributes of an Upson-Lee Knight: responsible, respectful, and ready. If an Ambassador receives more than one disciplinary referral, they will be removed. The Ambassador's responsibilities will include but are not limited to the following: greet new students, mentor peers, etc. When outside groups come to tour our school, the Ambassadors will accompany the administration on these tours as well. All of this is contingent upon academics being the first priority; thus if any of the duties take away from essential classroom time, the Ambassador will not be used.



# NOBLE KNIGHT MENU



NUMBER OF PASSES	REWARD CHOICES MENU		
5	PBIS DRAW SLIP	FREE HAT DAY or FREE PENCIL/ERASER	
10	HOMEWORK PASS		
15	TAKE YOUR SHOES OFF FOR A CLASS PERIOD		
20	FREE ICE CREAM	ASSIST WITH MORNING ANNOUNCEMENTS	
25	CLASS PJ DAY AND/OR HAT DAY **Students may choose to wear a hat and/or PJ's		
30	PICTURE WITH A FRIEND (Classroom only and no more than 2 friends)	HELP A TEACHER FOR 15 MINUTES	
35	BYOT – MUSIC DURING CLASS (MUST HAVE HEADPHONES)	LUNCH MONITOR (ASSIST WITH DISMISSAL)	
40	TEACHER SCREENSAVER FOR A WEEK	FLIGHT SIMULATOR DURING MEDIA <u>ART TIME</u>	NOBLE KNIGHT BRACELET
45	CHOOSE YOUR OWN SEAT FOR THE DAY (CAFETERIA)  LUNCH ON THE STAGE WITH A FRIEND		
50	15 MINUTES EXTRA RECESS FOR YOUR CLASS	NAME ON MARQUEE SIGN & ON SCHOOL WEBSITE	
	KNIGHT BAG	KNIGHT T-SHIRT	
75	ONE FREE SNACK AND ONE FREE DRINK AT A SCHOOL DANCE		
100	PAINT A TILE IN YOUR ROOM		

**200**  
(cumulative #)

**PRINCIPAL'S 200** Once a student reaches 200 Noble Passes, his or her name will be added to the Principal's 200 board and his or her name will be painted on the wall.

## Verbal Prompts for Encouraging Desired Behavior – Common Language

1. Thank you (name) for (specific behavior). It shows that you have been (Responsible/Respectful/Ready).
2. Thank you (name) for (specific behavior). That's a great example of being (Responsible/Respectful/Ready).
3. I really appreciated how you \_\_\_\_\_. That's a wonderful example of being (Responsible/Respectful/Ready).
4. By being \_\_\_\_\_(specific behavior) in the library you show a good example of being (Responsible/Respectful/Ready).
5. Thank you, (name) for (specific behavior). That's showing (Responsible/Respectful/Ready).
6. Thank you, (name) for (specific behavior). You're showing a good example of being (Responsible/Respectful/Ready).

## **Staff Recognition**

**Star Award**

At ULES we encourage teachers to write kids up for positive behavior acknowledgement. Any faculty or staff member can write a positive behavior referral on a student and have he/she recognized by the principal. In addition, parents are notified by phone call or note about this “write up.”

We recently decided to reverse this process and allow students to write teachers up for exhibiting positive behaviors. Ten students each day are selected to write a positive referral on any adult they see being respectful, responsible, and/or safe. The teacher’s name is announced and a number on the Star Award grid is assigned to him/her. When there are 10 consecutive numbers covered on the grid, those 10 teachers receive a treat.

# **System for Discouraging Undesired Behavior**

# Upson-Lee North Elementary Behavior Management Flow Chart



Observe Problem Behavior

Warning or Conference with Student

Is the behavior  
Office-  
managed?

**NO**

**YES**

**Classroom-Managed  
consequences**

- Possible consequences:
- verbal warnings
  - written reprimand
  - note to parent
  - student conference
  - loss of privileges

Track minor behaviors on Student Incident Reports (SIRs) and assign teacher determined consequences.

When student receives the 4<sup>th</sup> SIR complete an office referral form. The reason for referral should state "4 SIRs" and the SIR sheet should be attached.  
  
Note: You do not have to write the reason for the last SIR on the office referral.

**Classroom-Managed  
Behaviors**

- Minor Disruptions
- Disrespect (refusing to follow instructions)
- Defiance
- Dress Code Violation (improper fit, length, or shoulder width; pants severely below waist)
- Inappropriate Language (conversational profanity or improper vocabulary)
- Nonviolent Physical Contact (horseplay)
- Electronic Games (Non-Instructional Use)
- Inappropriate Display of Affection
- Cheating
- Sleeping
- Out of Area
- Internet Violation (Site is not Inappropriate)
- Other Offenses considered to be minor

**Office-Managed  
Behaviors**

- Major Disruptions
- Disrespect to teacher, other staff, substitute, visitor, or guests.
- Inappropriate, Malicious, or Sexually Harassing Language
- Violent Physical Contact – Pushing or Hitting (toward students or staff)
- Internet Violation (Inappropriate Site)
- Theft
- Possession of Contraband (drugs, alcohol, tobacco, weapons, etc.)
- Vandalism
- Bullying
- Violation of School Bus Rules
- Biting
- Terroristic Threats
- Gambling
- Other Offenses considered to be major

**Office-Managed  
procedures**

Send student to administrator with a referral or use call button to summon an administrator.

Administrator will determine and apply consequence(s), attempt parent contact, and send copy of the referral home.

AP Secretary will enter student discipline referral in PowerSchool.

SWIS Data Clerk will enter the discipline referral in SWIS and return the referral to the AP secretary for filing.

## Student Incident Report (SIR)

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

SIR 1:Referring Teacher:	SIR 2:Referring Teacher:
Date: _____ Time: _____ Location: _____ Others Involved: _____ Problem Behavior: <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespectful <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Nonviolent Physical Contact <input type="checkbox"/> Other _____ Teacher Action (note date/time) <input type="checkbox"/> Parent Contact: _____ (circle one) agenda phone email <input type="checkbox"/> Detention (recess/lunch) <input type="checkbox"/> Other: _____ Comments: _____ _____	Date: _____ Time: _____ Location: _____ Others Involved: _____ Problem Behavior: <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespectful <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Nonviolent Physical Contact <input type="checkbox"/> Other _____ Teacher Action (note date/time) <input type="checkbox"/> Parent Contact: _____ (circle one) agenda phone email <input type="checkbox"/> Detention (recess/lunch) <input type="checkbox"/> Other: _____ Comments: _____ _____
SIR 3:Referring Teacher:	SIR 4:Referring Teacher:
Date: _____ Time: _____ Location: _____ Others Involved: _____ Problem Behavior: <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespectful <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Nonviolent Physical Contact <input type="checkbox"/> Other _____ Teacher Action (note date/time) <input type="checkbox"/> Parent Contact: _____ (circle one) agenda phone email <input type="checkbox"/> Detention (recess, lunch) <input type="checkbox"/> Other: _____ Comments: _____ _____	Date: _____ Time: _____ Location: _____ Others Involved: _____ Problem Behavior: <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespectful <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Nonviolent Physical Contact <input type="checkbox"/> Other _____ Teacher Action (note date/time) <input type="checkbox"/> Parent Contact: _____ (circle one) agenda phone email <input type="checkbox"/> Detention (recess/lunch) <input type="checkbox"/> Other: _____ Comments: _____ _____

**Common Language for SIR's**

**Defiance**– disturbance that substantially disrupts the environment but doesn't pose a threat; **DISRUPTIVE BEHAVIORS**, includes general bus misbehavior; encouraging disruptive behaviors. Examples:

- Pulling out a chair making someone fall
- Swinging folders/paper/bookbag around
- Dancing around room
- Excessive and unnecessary noises, gestures, movements (barking, talking, yelling, singing, laughing, antics behind teachers back, etc.)
- Horseplay, minor/playfulness (picking up students, pulling, poking, wrestling, etc.)
- Running in hall or class

**Disrespect**– failure to comply with instructions; **INSUBORDINATION**  
Examples:

- Refusing to do work
- Not coming in from recess when called
- Sleeping in class
- Off task
- Rolling eyes
- Talking bac

## **Data-Based Decision Making**

## **What is Infinite Campus?**

Infinite Campus allows users to collect information about discipline events. The behavior data can be instantly accessed by reports allowing for teams to easily monitor and analyze behavior trends at the school-wide, small group, and individual levels. Information entered into Infinite Campus is confidential and secure. Infinite Campus protects data through the use of account-specific passwords and high-quality data protection procedures.

Dashboard School Summary Infinite Campus displays a School Summary Report with the following graphs displayed:

- Average Referrals per Day per Month
- Referrals By Time
- Referrals By Location
- Referrals By Day Of Week
- Referrals By Problem Behavior
- Referrals By Grade
- Referrals By Student

## **What is a behavior contract?**

A behavior contract is a Response To Intervention (RTI) Tier II intervention designed to teach appropriate student behavior. Students will carry their contract with them to every period to be completed by the teacher and student at the end of class. Teacher will have a conversation with the student regarding their behavior during class. At the end of the week, students will check in with the counselor and discuss their progress for the week and set additional goals for the following week. Goals are set by student's teachers and/or Counselor. Students will remain on contract for **4-12 weeks**. If, at the end of the contract period, students have met **80%** of their goals, they may be recommended for removal from the behavior contract.

## **Purpose of behavior contract:**

Purpose of the behavior contract is to teach appropriate and acceptable behaviors and positively modify current undesirable or unacceptable behavior. The contract will document students' behavior by working towards a goal through points earned for appropriate behavior. Acknowledgements will be given for students reaching specified goals. Teachers will have conversations with the student concerning their daily behavior and discuss the expected appropriate behaviors. Students are given the opportunity to self-evaluate their behavior and score themselves. Additional discussion will occur in the event student and teacher scores differ. Additionally, the contract is a tool used for monitoring student behavior. Teacher/student conversations are vital for teaching desired student behavioral expectations.

## **To be recommended for a behavior contract:**

- **4 discipline referrals or 3 discipline referrals with recommendation**
- **Student can be placed by administrator or counselor referral**

## **Teacher expectations:**

- Model acceptable and desired behaviors
- Have frequent and daily conversations with students concerning student expectations
- Score student contract at the end of every class
- Include contract requirements in substitute lesson plans

# RTI Behavior Process

Area of Deficiency	Indicator(s)	Tier Level	Intervention Description	Suggested Materials	Progress Monitoring	re
<p><b>Behavior External</b></p>	<p>Agenda marks</p>	<p><b>1</b></p>	<p>School-wide PBIS Implementation</p>	<p>NOBLE Expectations w/specific lesson plans on Respect, Responsibility, and Safety</p>	<p>NOBLE pass documentation, SWIS discipline data</p>	<p>AL PR m ar</p>
	<p>4 or more referrals</p> <p>Administrator or counselor referral</p>	<p><b>2</b></p>	<p>Begin more in depth teacher/student interaction/communication using a behavior contract (with specific goals and reinforces) to help curb behavior and teach effective ways of dealing with issues.</p> <p>Counselor will administer a Student Reinforcement Survey to determine more specific intrinsic motivators to connect and build a relationship with student</p>	<p>Behavior Contract paper/electronic</p>	<p>Teachers document daily</p>	<p>AL Co Ac St</p>
	<p>8-12 wks contract monitoring and an increase in office referrals, agenda marks, and or not meeting contract goals.</p>	<p><b>3</b></p>	<p>Mentor assigned to student for Check-in/Check-out system</p>	<p>In depth contract documentation centered on specific modalities that are causing behavior.</p> <p>Mentor Log Sheet</p>	<p>Data from contract</p>	<p>T s  In</p>
			<p>Conduct a Functional Behavior Assessment w/Behavior Interventionist Support</p> <p>Determine if Behavior Plan is needed</p>	<p>FBA 10-day data collection</p>		

## **PBIS Team monthly meetings 2018-2019 School Year**

August 22  
September 19  
October 24  
November 28  
December (none)

January 23  
February 20  
March 20  
April 17  
May (TBA)