Eureka City Schools

Zane Middle School: Staff PBIS Handbook

Zane Middle School's PBIS Team created this handbook in consultation with Dr. Dale R. Myers and Dale R Myers & Associates. The purpose of this handbook is to guide and support Zane Middle School staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

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Introduction

Background Information

The goal of PBIS is to help all students acquire the social-behavioral skills and emotional intelligence and academic skills to have a fulfilling life. In order to achieve this, we are committed to create environments that are physically and emotionally safe, where teachers can teach and all students can learn.

What is PBIS?

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

- A systems approach for building capacity: everyone works together.
- A process for capacity building: we use the process to achieve an outcome.
- A continuum of behavior supports: appropriate supports for all students.
- Prevention focused efforts: it is more effective to prevent than to remediate.
- Instructionally focused: the best prevention, is good instruction.
- Empirically sound practices: we use what has been shown to work.
- Assessment information analyzed and used on a frequent basis.

FIVE Critical Components of PBIS

1. **Clear Expectations**
   - Our "Standards Matrix" documents what we've agreed to teach, monitor, and enforce.
2. **Explicitly Taught**
   - Each area or activity in the matrix is accompanied by a lesson plan.
   - A schedule for teaching and re-teaching behaviors is used.
3. **A System for Increasing Desired Behavior**
   - A reward or recognition system is developed and used, including a Reinforcement Menu for encouraging positive and appropriate behaviors (Safe, Respectful, and Responsible).
4. **A System for Decreasing Undesired Behavior**
   - A correction system is developed and used, describing Level One, Level Two and Level Three behaviors. This document includes definitions, examples and how to respond to each level of behavior.
5. **A System for Data-Based Decision-Making**
   - Data answers two important questions. Are we…
     - Doing what we said we would do? Fidelity!
     - Achieving the student outcomes we hoped to achieve?
   - The data collection system summarizes and analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

Dr. Dale's Five Big Ideas

1. All children can learn and are always learning!
   Children are learning all the time. If you work around children, you are a teacher.

2. School is responsible for preparing students for life.
   Schools should teach important life lessons.

3. School expectations must be explicit, and taught to all children.

4. The only way to change student behavior is to change adult behavior.
   We create the environments in which behaviors arise.

5. Things aren't always as they appear!
   Human perception is often flawed. It is important to use data.

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."
~Willa A. Foster

Section 1:
CLEAR EXPECTATIONS

If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize and reward it.
- Dale R. Myers

Why Good Rules/Standards are Important:

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

Good Rules/Standards are:

- Simple and easy to remember.
- Positively stated: What we want.
- Applicable to everyone, staff and students.
- Monitored and enforced by all.
- Consistently applied.

Vision

Success for all
United in a common purpose
Community involvement
Commitment to academic achievement
Excellence in education
Staff personal and professional growth
Shared work through collaboration

At Zane, our school standards for behavior are:

Be Safe
Be Respectful
Be Responsible

Matrix of Standards

School Standards for Behavior: Guidelines for Success

August 6, 2013			
	BE SAFE	**BE RESPECTFUL**	**BE RESPONSIBLE**
All the time and everywhere	*Keep hands, feet and objects to self *Notify adults of unsafe behavior *Walk except for play areas and PE time *Stay in designated areas	*Use designated voice level *When waiting, be patient *Follow adult direction immediately *Demonstrate acceptance of diversity * PPETT: positive, please, excuse me, thank you, take turns *Enter all rooms quietly and calmly *Maintain a respectful learning environment: adhere to dress code and cell phone policy	*Follow procedures for school equipment and materials *Encourage others to follow the rules *Bring your supplies *Be on time
Arrival	*Stay on campus once you arrive *Use crosswalk *Walk your wheels *Lock up your wheels *Use designated entrance/exits to school *Stay on paved areas	*Open doors gently *Voice level 0-2 *Allow others to move freely in the halls; keep moving	*Keep your things with you
Hallways/ Walkways	*Avoid yellow lines outside doors *Walk at all times *Stay on paved areas *Never cross red/yellow line at lunch and break without permission.	*Walk the “right” way *Voice level= 0-2 *Carry sports equipment	*Have required passes for class time, break, and lunch
Library	*Sit only on chairs *Chairs need to have all four legs on the floor at all times *Enter and exit through student door one at a time	*Reshelf your book *Reading area voice level=0 *Tables/computers voice level=1 *One person per computer *Push in chair when finished *Keep feet on the floor *Keep food and drinks out of library	*Know what resources are available in library *Have a purpose and a pass *Use check out procedures appropriately *Use computers for schoolwork only *Let librarian know when a book is damaged *Ask the librarian before printing
Quad/ Main Street	*Walk *Keep hands, feet, objects to self *Hang out here, it’s a monitored area	*Stay on walkway *Walk on the right to allow others to pass. *Voice level 0-2 *Say “hi” to people you see	*Clean up after yourself *Keep the path clear for walkers *NEVER leave food scraps for the seagulls

Dismissal	*Use crosswalk *Walk your wheels *Lock up your wheels *Wait patiently and calmly in designated areas: bus area and flagpole *Stay in paved areas *For any regular after school activities (ie: athletics or clubs), students must enroll and attend the ASIS at least 3 days a week.	*Open doors gently *Voice level 0-2 *Allow others to move freely in the halls; keep moving	*Arrive to ASIS program by 3:10, or have a pass issued by an adult *Leave campus by 3:20 unless with a supervising adult *Make after school arrangements before school *Keep your things with you
Restroom	*Keep water in sink and toilet *Wash your hands *Have adult permission	*Flush toilets *Clean up after yourself *Leave toilets and sinks in perfect condition *Give others privacy *Voice level 0-2	*Inform adults of vandalism or problems *Do your business and leave *Use restroom before school, break, lunch
Cafeteria	*EXIT quad door *ENTER front door *Keep aisles clear *Sit only on benches at tables *Keep all food to yourself or in the trash	*Keep a voice level 0-2 *Go to the end of the line and wait patiently *Have financial resources ready when in line *Take appropriate portion size	*Clean up your own area (table, seat, floor) *Stay seated until you finish your meal *Put recycling and trash in proper containers *Know your lunch balance
Office	*Enter and exit quietly and calmly *Sign in upon arrival *Ask permission to use office phones and restroom	*Wait your turn patiently *Voice level 0-2 *Answer adults when they ask you a question *Respect confidentiality by minding your own business	*Use correct entrance and exit *Clean up after yourself *During class time, enter with a pass. *Get a pass to return to class
Computer Lab	*Push in your chair *Use designated sites on the internet *Food and drinks should remain outside of the lab * Be aware of loose power cords	*Leave equipment in perfect condition *Push in your chairs when done *Voice level 0-2 *While teacher is talking, remove hands from keyboard/mouse.	*Save any work into appropriate account *Log on and off of your computer *Keep your password to self *Ask adult before printing *Report technology failures to adult immediately
Blacktop	*Play safe *No physical contact	*Follow monitors' directions promptly *PPETT: see "All the Time" *Demonstrate acceptance of diversity *Play by the rules *Voice levels 0-4	*Return equipment to the appropriate location

Extracurricular Activities	*Stay in designated areas *For any regular after school activities (ie: athletics or clubs), students must enroll and attend the ASIS at least 3 days a week. *Stay with designated chaperone *Follow gym seating procedure during school hours *Walk with your class down bleachers seats carefully *You will be dismissed by your teacher	*Adhere to the school dress code *Demonstrate acceptance of diversity	*Arrange for transportation before the event begins *Adhere to the school's cell phone policy

Voice Levels

0 = no voice/silence
1 = whisper
2 = conversation/elbow voice
3 = public speaker voice
4 = blacktop voice
5 = emergency voice

Our matrix serves two purposes:

1. Helps the adults "get on the same page".
2. Serves as the basis for developing school standards lesson plans.
    - See Section 2: Explicitly Taught Expectations and Appendix: Lesson Plans.

Section 2:
Explicitly Taught Expectations

Two main truths regarding behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

- You teach behavior the same way you teach academics.
- Create clear behavioral expectations.
- Communicate clearly to students what we want and why.
- Explicitly model desired behaviors and provide practice opportunities (Model—Lead—Test)
- Monitor student behavior.
- Provide performance feedback.

When do we teach behavior?

- At the beginning of school year or activity before they need to perform it
- Often enough to achieve and maintain fluency
- Before times when problem behaviors tend to increase
- Ongoing throughout the year
- At teachable moments
- During subject area instruction

Where do we teach behavior?

- Where you want the behavior performed
- Everywhere in the school
- Integrated into other academic activities

Why do we teach behavior skills?

- Behavior skills are necessary for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach and learn other skills.

Section 3:
System for Encouraging Desired Behavior

Preparing Students for the "Real World"

Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise:

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records

The Magic Ratio: A minimum of four positives for every corrective or punishing consequence.

POSITIVE BEHAVIORS		
SMALL: Expected Regularly	MEDIUM: Above Standard Expectations	LARGE: High Level of Initiative/ Accomplishment
• Picks up own trash • Sticks up for self • Participates • Asks and answers questions • Helpfulness • In seat before bell, quiet calm start • Has supplies/ prepared • Prepared mentally • Follows directions • Homework done • Anticipates transitions • Follows class procedures • Attends class • SLANT	• Picks up others' trash • Sticks up for friends • Helps/ tutors peers • Shows desire to improve • Empathetic • Honest • Shows persistence • Shows initiative • Seeks out help • Comes in outside of class • Willing and appropriate communication • School event involvement	• Notifies Staff of safety issues • Shows empathy • Perfect effort • Comes to school on time, everyday, ready to learn • Willingness to participate and try new things • Mentors new students • Stands up to bully (bystander or victim)

ACKNOWLEDGEMENT & REINFORCEMENT MENU		
SMALL	MEDIUM	LARGE
• Golden Falcon ticket • Smile • “Thank You” • “Good Job” • Pat on the back • “I like it when you…” • “I noticed that you…” • “I really needed you to ____ and you did ____” • Use them as an example • Put ups/wall of fame • Showcase exemplary work • Props (TLC) • Circle/ highlight excellent work AKA “cookies” on their work	• Golden Falcon ticket • Free homework pass • Preferred activity time • Contact parents (email/ phone) • Positive postcards • Perpetual Trophy • Special jobs • Certificate • Stamps, stickers, pencils, bookmarks	• Golden Falcon ticket • Falcon High Flyer • Certificate/ medal • Honor roll • Class party/ treats • Field trip • Fabulous Friday once per quarter • Dance party- school • Campus wide event • Lunch w/ principal • T-shirt • Falcon news item coverage • Lunch on the Lawn

Refer to this Reinforcement Menu for ideas of how to recognize and reinforce all levels of Safe, Respectful and Responsible behavior.

Our Reinforcement Ticket

Zane Middle School
System for Encouraging Desired Behaviors

Level One: Positive Feedback from Teachers and Staff

- Verbal Praise and acknowledgement
  - Such as: "Thank you for…", "Great Job", "I like it when you …" etc.
- Acknowledgement of excellent work:
  - Such as: highlighting or showcasing excellent work, using students as a positive example
  - See the Reinforcement Menu on page 9 of the PBIS handbook for suggestions
- Golden Falcon Ticket awarded with explicit description of rationale for the presentation to the student.

Level Two: Golden Falcon Ticket Drawings

- Drawings will take place in a consistent manner. (See PBIS Ticket Drawing Procedures)
- Students will be able to submit tickets in each classroom.

Level Three: Students of the Month

- Awarded to students who set themselves apart through their consistent effort, passion, and excellent attitude.
- Eight students from the Language Arts, Math, Science, Social Studies, Electives, Physical Education (2), and Sixth Grade Departments will be selected each month.
- Students will be receiving special recognition on posters, bulletin boards, on Facebook, etc.

Level Four: Falcon High Flyer Award

- Awarded students who truly exemplify the consistent effort to make the most of their educational opportunity.

Level Five: End of the Year Special Awards

- 8th grade students of the year at Graduation

  Note: Potential Special events and privileges are under consideration

How to use Zane's Golden Falcon tickets:

1. Name of ticket:

- Golden Falcon

2. Who can give the Golden Falcon tickets out?

- Any adult who has been trained in PBIS use of reinforcements.
- Any adult can give it to any student inside or outside of the classroom.

3. How many are given out at one time?

- One ticket at a time (never more than 1 ticket).
- Staff members should handout a minimum of 4-5 tickets per day to different students.

4. Who are they given to?

- Any student who is demonstrating any Safe, Respectful or Responsible behavior.
- Staff will not give tickets to students who ask for them.
- Staff will not offer to give a Golden Falcon if the student does a desired behavior. Tickets are always delivered after a behavior is observed, not as a lure to do an activity. For example: "If you take this to the office, I will give you a Golden Falcon ticket."
-

5 What may teachers do with the tickets?

- Teachers may use for class drawings at their discretion. Tickets will then be collected for school-wide drawings.

6. What may students do with the tickets?

- Weekly Drawing: Students will place tickets in the designated bins located in various locations around campus, including the gym, library and office. Tickets will be drawn on Mondays. Surprise drawings may occur at any time!
- Students are responsible for their own tickets.

7. What are some of the prizes?

- Weekly Drawings: coupons from local businesses, front-of-the-line pass (to include one friend), Dollar Tree items. Larger prizes are awarded throughout the year and may include: IPODS and gift certificates to local businesses including: Ultimate Yogurt, Lazer Tag, Pizza Parlors, etc.

We Reward Behaviors, Not Students!

1. Reinforcement is a valuable tool to help students become successful at life.
2. “Golden Falcon” tickets reinforce the specific Safe, Respectful, Responsible behaviors we want to see as defined in our Standards Matrix.
3. Use scripts to help students learn our 3 concepts: Safe, Respectful and Responsible.

Scripts for Encouraging Desired Behavior

1. Thank you for (specific behavior). It shows that you have been (SRR).
2. Thank you for (specific behavior). That’s a great example of being (SRR).
3. I really appreciate how you (specific behavior). That’s a wonderful example of being (SRR).
4. By (specific behavior) in the library you show a good example of being (SRR).
5. Thank you, (name) for (specific behavior). That’s showing (SRR).
6. Thank you, (name) for (specific behavior). You’re showing a good example of being (SRR).
7. Wow, great job of being (safe/respectful/responsible) by (specific behavior).

PBIS GOLDEN TICKET DRAWING PROCEDURES

1. **Tuesday**, at the beginning of 5th period the Leadership Class will collect the contents of the PBIS Golden Ticket bucket and draw 20 tickets for **"Small Prizes".** **Students may only win one prize per weekly drawing**
    a. Leadership students will go to assigned classrooms and collect tickets.
        i. Golden Falcon Ticket buckets should be kept near the door, but in a secure location.
        ii. Leadership students should know where the "buckets" are located.
        iii. Leadership Class should assign 2 students to each building (excluding the Cafeteria and combining the gym and music building) forming 6 groups. (Don't forget the library and office!)
    b. Leadership students will return to class and pull 20 tickets (tickets must be identifiable and legible).
    c. A list of winners will be generated and delivered to the office.
    d. Office assistant students will look up Wednesday's 5th period room numbers of these students and check that the spelling of each name is correct, then photo copy the list.
    e. The original list will be returned to the leadership class. Those students will then write the name and room number of winners on the Congratulations Notes.
    f. Leadership students will deliver the notes to the winners during 5th period Wednesday.
    g. Prize winning students will go to the library during their break or lunch to select their prize.
    h. Using the copy of the hand written list of winners, an office assistant will type the list of names to be sent to the school secretary for inclusion in the next bulletin.
    i. Nancy Walsh will replenish prize stock on an as needed basis.
    j. **All** Tickets will be put in the "Cauldron" for weekly Wednesday drawings.

2. **Wednesdays,** in the middle of lunch, there will be a drawing on the quad for **"Medium Range" prizes** ($5-$10). **Students may only win one prize per weekly drawing**
    a. Three prizes will be drawn each week from the "Cauldron" of tickets by the counselor.
    b. The list of winners will be turned in to the school secretary for inclusion in the bulletin. She will include the school rule the student was following and the staff member who gave them the ticket.

3. **Quarterly** drawings, for a **"Grand Prize"** will be drawn from "the Cauldron" and advertised in the daily bulletin. **Students may only win one prize per quarterly drawing**
    a. The Leadership Class PBIS Committee will identify the preferred "bigger" prize items ($50.00 to $100.00 prizes) and provide this list to the principal.

b. These Grand Prize Drawings will be held during lunch on the last day of the quarter (or during Lunch on the Lawn when timely).
c. The list of winners will be turned in to the secretary for inclusion in the bulletin.

Teachers who have prep 5th period will need to develop an alternate system for Golden Falcon Ticket collection. Teachers may choose to send tickets to the office at the end of 4th period with a class senator or other responsible student.

(revised 1.27.15)

Section 4:

System for Discouraging Undesired Behavior

Our goal is to use positive feedback (reinforcement and acknowledgement) when students follow the rules, and corrective feedback (re-teaching and negative consequences) when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Levels of Undesired Behavior

Student misbehavior has been categorized into three levels. This level system is designed to increase staff consistency in responding to misbehavior. The Zane Middle School Behavior Tracking Form is for use in documenting level two and three behavior.

Correctives Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of problem behavior.

Before allowing a Level 1 behavior to escalate to Level 2 consequence, please consult with a skilled colleague when repetitive Level 1 behavior occurs.

Zane Middle School: PBIS Corrective Behavior Sequence

Level One Issue: Addressed by Teacher & Staff Intervention

1. Adult restates rule or expected behavior, or asks student to do so.
2. Use one of the scripts for correction such as:
    - Step 1: What are the rules?
    - Step 2: Was your behavior safe, respectful, and responsible?
    - Step 3: What do you need to do?
    - Step 4: Are you willing to do that?
      (See Page ____ of PBIS Binder.)
3. Take a corrective step such as: (See complete Menu on Page ___ of PBIS Binder)
    - Redirect to task
    - Use correctives menu.
    - Proximity management
    - Thank you to nearby student who is doing the desired behavior.
    - Visual reference to rules poster
    - Yard monitors may send students to Reflection Room for 5 minutes of quiet time
4. These behaviors may be documented at teacher discretion, but not on a Behavior Tracking Form

Level Two Problem Behavior

1. Teacher Intervention Options Include but are not limited to:
    - Reflection filled out by student for the teacher
    - Loss of privileges-Break/Lunch reflection & redirection time (short)
    - Write an apology-see appendix for sentence frames
    - Buddy Classroom-alternative site to fill in reflection form and do some classwork
    - Contact Parents

If corrective actions did not lead to acceptable behavior …

2. Referral to the Office/BTF
    - Students are sent to the office during class will complete a "Behavior Reflection Form" See appendix
    - Rule School assigned and documented.
    - Teachers will call home to explain situation.

Level Three Behaviors:

1. Rule School. All level III behaviors earn Rule School

2. Out-of-class suspension. Teacher will call home and provide explanation for out-of-class suspension and invite parents to a parent conference if they desire further explanation.

For Chronic Level Three Behaviors students* with 5 or more BTFs *can receive...

3. Restorative Practice: Students will complete a reflective task and debrief it with their parents and administration. Parent will be invited to a parent conference to review the interventions and expectations. Additional RP lessons will be used as necessary at later times. (4 BTFs)
4. Parent conference & SST
5. PBIS team can have small, regular SST for 10-15 targeted students
6. Check-In Check-Out
   - Consistent Monitoring of progress toward behavior goals
   - Coach provides daily feedback.
7. Altered daily schedule (4 period day)
8. Services of district Behavior Analyst (BCBA)

Dangerous Behaviors: (Violations of Education Code)

1. Parent Contact with any and or all of the 8 points above.

And could include…

2. Suspension or Possible referral to SARB

Level 1 Problem Behaviors

Definition	Examples	Procedures
Behaviors that: 1. Do not require administrator involvement and 2. Are not more than a minor disruption to the learning environment and 3. Are low severity and low frequency	• Unprepared for class • Horse play • Dress code violations • Phones/electronics on in class • Display of affection • Passive non-compliance/not following directions • Giving excuses • Using inappropriate level of voice • Talk outs/chatting • Not paying attention in class • Using inappropriate language (not directed towards a person) • Wearing hats indoors • Gum • Note-writing • Tardy	1. Teacher restates rule or expected behavior, or asks student to do so. 2. Use one of the scripts for correction (listed later in this section). 3. Use Small (Level 1) Correctives Menu. 4. These behaviors may be documented in the classroom but not on a Behavior Tracking Form.

LEVEL 1 CORRECTIVES MENU

Restate direction or rule
Student restates rule or expected behavior
Redirect to task
Reteach expected behavior
Ignoring negative behavior while paying attention to what you want
Nonverbal cue to task
Verbal warning
Hand on shoulder
Practice desired behavior
Proximity management
Thank you to nearby student who is doing desired behavior
“The Look”
Visual icon of rules
Clearly state choices/options
Level I Buddy Classroom

Level 2 Problem Behaviors		
Definition	Examples	Procedures
Behaviors that: 1. Are a moderate disruption to the learning environment *or* 2. May require administrative involvement *or* 3. Are chronic Level One behaviors	• Active defiance & actively refusing to follow directions • Arguing with teacher/escalation of disruption • Frequent talking out of turn • Inappropriate language or gestures directed at a person(s) • Academic dishonesty • Minor physical contact • Dress code violations • Cut class • Property misuse • Electronics violation • Phone in use • Physical horse play that results in injury • Display of affection	1. When behaviors remain unresolved or need administrative support, **always complete Behavior Tracking Form, before end of the day** 2. Submit Tracking Form to office. 3. Parent contact by teacher. 4. Refer to Level Two (Moderate) Correctives Menu.

LEVEL 2 CORRECTIVES MENU
Time-Out from positive reinforcement Cool down opportunity Conference with student Reteach w/overcorrection Problem-solving worksheet Principal pep talk Change seating Modify assignment Buddy class time out Loss of break Phone call to family Letter of apology to person wronged Note home Daily behavior communication (note, e-mail, planner, etc…) Modified expectations Loss of privileges Detention-Minor Progress reports by teacher Level II Buddy Classroom

Level 3 Problem Behaviors		
Definition	Examples	Procedures
Behaviors that: 1. Pose a Danger to themselves and/or others *or* 2. Are Illegal *or* 3. Are a Major Disruption to the Learning Environment *or* 4. Are Chronic Level Two Behaviors	• See list of Definitions of Major Behaviors • Possessing weapon or look-alike weapon • Drugs, alcohol, tobacco • Student makes a specific and credible (target/method) threat to others • Making credible threats of suicide • Hitting / hurting a teacher /student • Throwing potentially dangerous objects at others • Self-inflicting wounds • Spitting or biting • Racial, ethnic, religious, or sexual harassment • Bullying • Vandalism that results in serious or permanent damage • Any act of fire starting, arson or any knowledge of playing with fire • Gang drawing on self or property • Theft	1. **Always** complete Behavior Tracking Form. 2. Contact Office immediately. 3. Student sent to office/Principal. 4. Referring person sends completed Behavior Tracking Form ASAP. 5. Parent Contact by Administration in consultation with teacher. 6. Refer to Level Three (Major) Correctives Menu

LEVEL 3 CORRECTIVES MENU

Request a parent shadow
Home Visit
SST developed Behavior Support Plan
Behavior contract
Administrator conference with parent and student
Referrals to outside agency
CAP
Home visit
Alternate placement for activities
Modified schedule
Conflict resolution
Loss of privilege
Suspension: out of school or in school
Law enforcement contact
Expulsion

Script for Correction Cycle

Step 1: What are the rules?
Step 2: Was your behavior safe, respectful, and responsible?
Step 3: What do you need to do?
Step 4: Are you willing to do that?

Scripts for Correction

"Thank You for Desired Behavior"

Try this: When a student is not meeting expectations, such as running in the hallway, the adult can say, "Thank you for walking in the hallway," looking at the student, smiling and walk away. Stop and look back. If the student walking, you can say or mouth "Thank you."

Try this: When a student is yelling in the library, the teacher asks, "What is the correct voice level for the library?" The adult can say "Thank you for using an indoor voice."

Script for Reteach

Try this: A student is talking during a lesson. The adult gives a reminder of the rule, "Please show respect by paying attention to the lesson. Attention means being silent and listening." If active ignoring is not working, then teacher can say, "I expect that all the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?" Student answers. Adult says, "Thank you, I am glad that we all understand this now."

Positive Reminder (Pre-correction):

Going to the (location) we need to remember to (expected behavior).

Example: We are going to the library. I know you will be safe, respectful and responsible.

Example: I know you will be respectful to the guest teacher tomorrow.

Negative Reminder (Pre-correction):

Example: Last time we had a problem with (problem behavior), this time we need to (expected behavior).

Example: You were not respectful last time we had a guest speaker. Today, you will be respectful to our guest speaker, showing me that you know how to be a respectful listener.

Scripts for Redirecting:

1. "What are you supposed to be doing right now?"
   (Student is playing with sharpener and was directed to take out a book.)

2. "We are on page 3, please read the first paragraph out loud."
   (Student's book fell on the floor and she is lost.)

3. "Laura, please go to the board and show us how to do problem #12."
   (Laura KNOWS how to work the problem. We wouldn't ask her to go to the board if she couldn't work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)

4. Stand next to student and point to where you are in the book or on the page.
   (It is apparent that the student is on the wrong page.)

5. "Stop. Look at me. What should you be doing right now?"
   (Student may have been directed once already but is still not following directions.)

6. "Where are you supposed to be right now? Are you there? So what do you need to do now?"
   (Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)

7. "Please get in and stay in your SLANT."

Scripts to begin a parent email or phone call:

1. "I have a small issue with our student's behavior, and I don't want it to become a problem. Can we team up?"
2. "I need your help to support our student in class. Can we commit to two actions, so our student/your child will be more successful?"

Does Punishment Work?

It is only effective in the presence of the punishing agent.
Increased Covertness: When the adults are not present, then the students act out.

It requires greater resources to be effective:
Results in increasing severity spiral, and requires constant vigilance.

It may produce unintended negative consequences:
Damage to relationship, anger and aggression, "mean world" syndrome.

You get more of what you pay attention to.
Pay attention to desired behavior more often than undesired behavior.

Schools & Risk Factors

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

- Aggression
- Tardiness
- Vandalism
- Truancy

WHEN ARE STUDENTS SENT TO OFFICE? DIMM

Students will be sent to the office when their behavior is:

1. **D**angerous to themselves or others
2. **I**llegal and/or
3. **M**oderate or **M**ajor disruption to the learning environment

Our goal is to maximize instructional time. Please keep students in the classroom and engaged in learning whenever possible.

Students will always be escorted to the office for Level Three Behaviors. Teacher should request an escort by (1) Calling the main office, AND (2) Sending a responsible student.

WHEN ARE STUDENTS SENT TO OFFICE?

NEVER	SOMETIMES	ALWAYS
• Lack of work • No supplies • No homework • Blurt out • Cutting in line • Social phone calls/calling home • Duplicate paperwork • Hat/hood in class	• Chronic minor offenses • Language • Defiance • Disruption – extended • Lack of work (Opting Out) • Inappropriate clothing • Bullying • Electronic device use • Injuries • When class needs a break • When sent to buddy class and then disrupts that class	• Loss of self control • Throwing things (chairs) • Assault • Weapons • Drugs • Sexual harassment • Extortion • Vandalism of personal and school property • Verbal abuse of staff and students • Leaving campus • Major illness/injuries • Inappropriate clothing • Pulling fire alarm • Threatening (witness/reporter)

OTHER COMPONENTS THAT SUPPORT APPROPRIATE BEHAVIOR

- ECS District Instructional Norms
- Build positive relationships – know names, notice details about student
- Buddy classroom
- Greet each student and make personal/non academic comment
- Follow through/consistency
- Student helpers or cross age helpers/tutors
- Positive phone calls/notes to parents
- Outside the classroom/job area social interactions
- High 5's/fun recognition of effort
- Check-In / Check-Out
- Mentoring someone outside of class
- College mentors – adult /community mentors
- Peer buddy for new students
- Empowering the student – choices – involvement in decision making
- Arts integration
- School wide celebrations
- Etiquette lessons to promote civility
- Student work shown on classroom walls
- Including students' names and cultures in lessons
- Technology as an engagement strategy
- School pride & improvement activities

INTERVENTIONS THAT DO NOT WORK

Don't Work	Because
Spanking	Creates anger
Humiliation	Damages relationships
Sarcasm	Don't understand until in high school
Promise something for good behavior	Bribing/paying off all the time
"Holding Pen" Suspension or Detention	Does not teach or encourage desired behavior
Kicking kids out of school/class	Don't learn/doesn't change behavior
Idle threats	Follow through not good
Extended time out/sitting on bench	They're the ones who need to run
Ignoring behavior (different from extinction strategy)	Won't make it go away
Rhetorical questions: "How many times do I have to tell you?"	No acceptable answer, it's a put down
Yelling (vs. raised voice, which is sometimes necessary)	Adult is not in control, raises student's receptive filter
Showing teacher frustration (okay to be "real")	Loss of control, becomes personal, doesn't model good emotional regulation during stressful events
Taking rewards back	Not fair, discouraging, why work for something that may get taken away?
One size fits all rewards	May not be effective for everyone
Not delivering consequences	Inconsistency leads kids to push limits harder, escalates issues
Not listening	They don't get a chance to explain, damages relationships
Constant sitting outside classroom	Lack of opportunity to learn

Section 5:

Data-based Decision Making

What is SWIS™?

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- an efficient system for gathering information
- a web-based computer application for data entry and report generation
- a practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

WHAT GETS DOCUMENTED (SWIS Behavior Tracking Form)

NEVER	OFTEN	ALWAYS
LEVEL 1 Behaviors	LEVEL 2 Behaviors	LEVEL 3 Behaviors

EVERY MONTH WE LOOK AT THE BIG 5 PLUS 1
1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report
6. Referrals by Grade Level

Appendix

Assessment-Intervention Pyramid

Voice Levels

Classroom Procedures

Staff 2015-16 PBIS year-long calendar

Lesson Plans

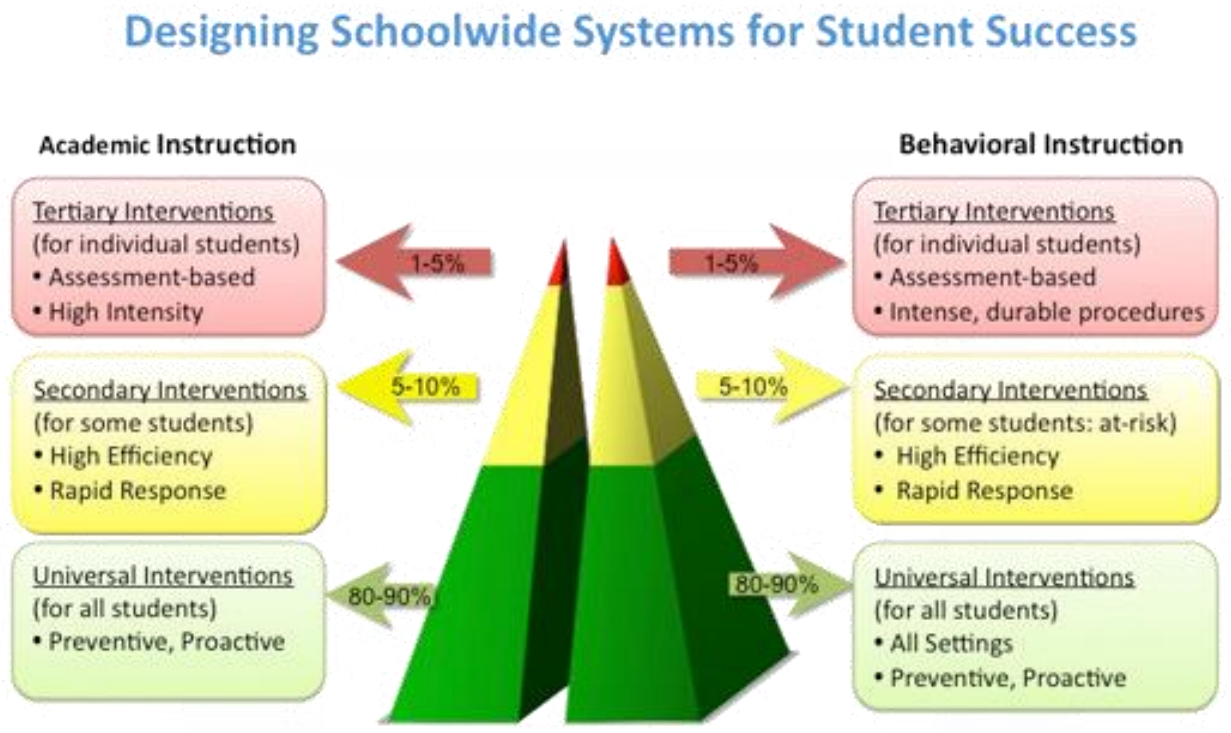
Expectation Stations: map & schedule

Buddy Classroom Protocol

Problem-Solving Worksheet

Behavior Tracking Form (BTF)

Assessment-Intervention Pyramid



ZANE MIDDLE SCHOOL

Challenging Academics Nurturing Environment Discovery Opportunities

Voice Levels

0 = no voice/silence

1= whisper

2= conversation/elbow voice

3= public speaker voice

4= playground voice

5= emergency voice

FLY LIKE A FALCON

Classroom Procedures

Procedure for	**The Suggested Zane Way**	**And/or my teacher's additional way**
Attention Signal	"5, 4, 3, 2, 1, 0... zero voice level" Silently track the speaker ❑ Our common practice	❑ We also use...
Asking for help	Raise hand. ❑ Our common practice	❑ We also use...
Students finished early	Complete AM practice or read AR book. ❑ Our common practice	❑ We also use...
Turn in papers	Use designated turn-in location at designated time. ❑ Our common practice	❑ We also use...
Missing school supplies.	Before the tardy bell, ask 3 friends first, then ask teacher if needed. (3 before me) ❑ Our common practice	❑ We also use...
Sharpen pencil	Use personal silent pencil sharpener. ❑ Our common practice	❑ We also use...

Hand out materials	Teacher hands to row or group to minimize hand out time. ❑ Our common practice	❑ We also use...
Dismissal	Teacher dismisses entire class, not the bell. ❑ Our common practice	❑ We also use...

Teacher's desk	Off limits unless given permission ❑ Our common practice	❑ We also use...
Restroom	Ask for bathroom pass/ sign out by door ❑ Our common practice	❑ We also use...
On time	Seated and ready ***before*** the tardy bell starts to ring. ❑ Our common practice	❑ We also use...
Visitors/ observer	Students continue to work, disregard visitor. ❑ Our common practice	❑ We also use...
Getting assignments when absent	Ask classmates first, then ask teacher outside of class-time if needed. ❑ Our common practice	❑ We also use...
Turning in late/ make up work	See teacher outside of class-time. ❑ Our common practice	❑ We also use...
Active participation SLANT	Sit Up Listen Ask Questions Nod Track the Speaker ❑ Our common practice	❑ We also use...
Other: Food		
Other: Gum		

DRAFT: Zane PBIS 2015-2016 Team Calendar

August 21st New staff orientation 24th PBIS team planning meeting DO2 days staff training Resto Pr. 2 days admin training Resto Pr. 24th PBIS team planning meeting New Student orientation prior to 1st day of school Re Fill Staff Binders Zane Whole Staff meeting ½ day Student Re-Teach x2 days full rotation stations	**September** 15th PBIS team planning meeting Staff Meeting New Staff ½ day training-Zane Re Teach Red Zone Report with VP/CICO coordinator	**October** 20th PBIS team planning meeting Staff Meeting ~~TIC~~ TFI (Tiered Fidelity Checklist) Re Teach-cafeteria/Ruben & Bernie TIPS training (?) Autumn SWIS red zone SST process begins 3+ ZBT students	**November** 17th PBIS team planning meeting Staff Meeting Re Teach
December 13th PBIS team planning meeting ~~TIC~~ TFI (Tiered Fidelity Checklist) Staff Meeting Red Zone Report with VP/CICO coordinator Re Teach day after break	**January** 19th PBIS team planning meeting Staff Meeting Re Teach day after break SWIS red zone SST process continues 3+ ZBT students	**February** Tbd: PBIS team planning meeting Staff Meeting Re Teach day after break VP/CICO coordinator Re Teach day after break	**March** 15th PBIS team planning meeting Conference in Oregon ~~TIC~~ TFI (Tiered Fidelity Checklist) Staff Meeting Red Zone Report with VP
April 19th PBIS team planning meeting Staff Meeting Re Teach day after break	**May** 17th PBIS team planning meeting Staff Meeting ~~TIC~~ TFI (Tiered Fidelity Checklist) ReTeach	**June** Tbd PBIS team planning meeting Staff Meeting	

Last edited 5/28/15 by Beth Baker

PBIS Rotation Stations

Main Street

TELL

Here we are on Main Street. Since many people use Main Street every day, we must be safe, respectful, and responsible. The four minute passing period gives us an opportunity to get to class, be seated, and ready to work before the bell rings. Zane has certain procedures for this area. It is also open for student use at break and at lunch.

DEMONSTRATE/ TELL

The way to move on Main Street is:

- walking from one area to another
- keeping our hands, feet, and objects to ourselves
- stay on the walkways; stay off the grass
- walk on the right side so people can pass
- use a voice level no higher than a conversation with a classroom partner; this is known as a voice level of 2
- POINT Of EMPHASIS - during break and lunch, students are welcome to eat in this area. However, Main Street as well as all areas on our campus need to be left in the same condition they were at the beginning of break or lunch or CLEANER. Students should pick up after themselves and be careful not to spill food. To reduce the number of seagulls on campus, all food wrappers and food scraps need to be put in a trash can. The Zane staff (custodians, monitors, teachers, etc) have a goal of creating a beautiful campus for the students, staff and parents. Each student needs to do his/her part to keep our campus beautiful. Do the right thing...pick up after yourself.

It is NOT safe to run, skip, or hop in our hallways or toss food.
It is NOT respectful to leave food scraps Main Street.
It is NOT responsible to leave the area messy.

CHECK for UNDERSTANDING

To be responsible on Main Street, I will _____ (student responses)

Point to where responsible individuals put food wrappers and food scraps.

Can I have two students demonstrate being respectful while eating on Main Street?

PBIS: Rotation Stations

Hallway

TELL

Here we are in the hallway. Since many people use our hallways every day, we must be safe, respectful, and responsible. The four minute passing period gives us an opportunity to get to class, be seated, and ready to work before the bell rings. Zane has certain procedures for this area.

DEMONSTRATE/ TELL

The way to move in our hallways is:

- walking from one area to another
- keeping our hands, feet, and objects to ourselves
- stay on the walkways; stay off the grass
- before school/break/lunch a solid red and yellow line should never be crossed unless a teacher has given permission to pass
- walk on the right side so people can pass
- use a voice level no higher than a conversation with a classroom partner; this is known as a voice level of 2
- POINT Of EMPHASIS - during rainy days, students tend to congregate near the buildings, such as the front of the office. Staff, including, our Principal, Vice Principal, Counselor and Secretaries continue to work inside during break and lunch. Please be sure that hands, feet and backpacks do not hit the building as it is VERY loud inside. Also, please use a voice level of 2 or less. It is very distracting when yelling, loud laughing and voice levels of 3 or higher are outside their work stations.

It is NOT safe to run, skip, or hop in our hallways.
It is NOT respectful to walk against the flow or block the traffic.
It is NOT responsible to arrive late to class.

CHECK for UNDERSTANDING

To be safe in the hallway, I will _____ (student responses)

Use your fingers to show the highest voice level allowed in our hallways.

Can I have two students demonstrate the procedure for passing each other in the hallway?

PBIS: Rotation Stations

Arrival

TELL

Here we are by the flagpole, which is a common arrival area for students. Some students also arrive at the gate by building 1. How many students do you think arrive here daily? (about 500) Since so many students arrive here daily, we must be safe, respectful, and responsible. Zane has certain procedures for this area.

DEMONSTRATE/ TELL

- It is safe to use the crosswalks.
- It is safe to walk your wheels.
- It is respectful take turns with the vehicles.
- It is responsible to use a helmet.
- It is responsible to lock your bike or skateboard in the provided racks
- It is responsible to arrive between 7:30 and 8:25 so you can be in class by 8:30

It is NOT safe to walk across the parking lot.
It is NOT respectful to expect others to stop for you.
It is NOT responsible to arrive late to school.

CHECK for UNDERSTANDING

Point to the area where you will enter Zane. Do you have any questions about arriving at that area?

Can you imagine what could happen to yourself or a friend if they were not Safe, Respectful or Responsible when they arrive at school? (wait) Who would like to share what they have thought of?

How many students arrive here daily? (500) If we multiply that by 180 school days, that is almost 9,000 student arrivals! Thank you for being safe, respectful and responsible!

PBIS: Rotation Stations

Dismissal

TELL

Here we are by the bus loading zone. Students leave school in a variety of ways including walking, bicycles, skateboards, bus and cars. Just as with arrival, we expect departing students to get where they're going safely, respectfully and responsibly.

DEMONSTRATE/ TELL

- It is safe to use the crosswalks.
- It is safe to walk your wheels.
- It is respectful take turns with the vehicles.
- It is responsible to wear a helmet.
- It is responsible to arrange after school activities and transportation ahead of time.
- You must be off campus by 3:20 unless you are in the after school program because there is no school wide campus supervision.
- If you are in an after school club or sports team, you must enroll in the after school program at least 3 days per week.
- You may stay on campus if you are attending a dance or watching a sports event.

It is NOT safe to use the parking lot as a short cut to the walkways.
It is NOT respectful to block the walkways.
It is NOT responsible hang out after 3:20 unless you're in the after school program.

CHECK for UNDERSTANDING

Show me thumbs up for agree and thumbs down for disagree to these statements:

Walking a skateboard across campus is an example of being safe.
Asking to use the office phone to tell your parents you're going to a friend's house is responsible.
Leaving your bike unlocked is responsible.
Wearing a helmet can save your life.
Taking turns with cars at the crosswalk is respectful.

PBIS: Rotation Stations

Cafeteria

TELL

Here we are in front of the cafeteria. When the lunch bell rings **walk** quietly to the front door. Get in line and with hands to yourself and **walk** quietly in. Follow the rope guideline. Use voice levels 0-2. Remember to be safe, respectful and responsible in line. Monitor will send you through the entrance and kitchen door 5 at a time. Enter and exit the kitchen quietly, **walk** to your table, eat, clean up your mess, **walk** to recycling area, and leave only through the quad door. You need to leave the cafeteria at the designated time. During break, be out two minutes prior to bell. The entrance will be locked at that time. During lunch, be out 6 minutes prior to the first bell. The entrance will be locked at that time***. Students who are not being safe, respectful and responsible will eat at a designated area.***

DEMONSTRATE/TELL

- It is safe to keep the aisles clear.
- It is safe to remain seated while eating.
- It is safe to keep your food in your tray at all times.
- It is respectful to speak kindly to all lunch workers.
- It is respectful to keep voice levels at 0-2.
- It is respectful to leave when you are finished eating.
- It is respectful to open your milk carton at your table so you do not hold up the exit line.
- It is responsible to keep all cafeteria food/drinks inside.
- It is responsible to dispose of your trash and recyclables in the proper place.
- It is responsible to know your lunch number if you use one.
- It is responsible to sit in the 6th grade area or 7th/8th grade area.
- It is Not safe to block aisles, exits, or use incorrect doors.
- It is Not respectful to cut or give cuts in line.
- It is Not responsible to ask others for food or money.

CHECK for UNDERSTANDING

- For lunchtime, point to the proper entrance door, point to the proper exit door.
- Point to the door to enter the kitchen, point to the door to exit the kitchen.
- Show me on your fingers the highest voice level you could use.
- Point to the trash and recycle bins that you will use.
- Is it OK to hang out and socialize in here after you're done eating?
- How many minutes before bell do you need to be out during break (2)? Lunch (6)?

PBIS: Rotation Stations

Library

TELL

Here we are at our school library. Students ~~also~~ check out books to read for recreation and research. The library contains 12 computers hooked up to the internet. Students use this area throughout the day to work on homework, take AR tests, find books, read silently, scan their AM practices, and research for a class assignment.

DEMONSTRATE/ TELL

- It is safe to have the four chair legs on the floor at all times.
- It is safe to enter through the student door.
- It is respectful to use a voice level of 0 at the reading area, up to 1 at the computers, and up to 2 at the tables.
- It is respectful to ask to print from the computers.
- It is respectful to limit your time on the computer, so others may use them too.
- It is responsible to have one person at a time per computer.
- It is responsible to have a school related purpose for using the library, such as, doing homework, reading, or checking grades.
- POINT of EMPHASIS - There is an anonymous reporting box in the library and the cafeteria. Students may use these boxes to report something happening on campus without anyone knowing that he/she reported it. Or, a student can write their name on the report. Trevor, Mr. Perry or Mrs. Schmidt can call the student in to discuss the issue at a later time. Staff empties the boxes regularly.

It is NOT safe to lean back in your chair.
It is NOT respectful to talk to someone across the room or not at your table.
It is NOT responsible to use the computers for non-school topics.

CHECK for UNDERSTANDING

Please respond with a YES or NO to the following statements.

1. A student can enter through this door (point to the wrong door).
2. A student can read silently at the tables.
3. A student can't scan their AM practice.
4. Two students can work on their homework assignment at a table.
5. A student can watch YouTube videos at lunch.
6. A student can talk with a voice level of 2 at the computer.
7. A student can find an AR book at his/her range.

PBIS: Rotation Stations

Office

TELL

Here we are at the hub of our school-the office. It is important to be Safe, Respectful, and Responsible when in the office because others are trying to work. This is where staff, parents, and other community members gather.

DEMONSTRATE/ TELL

- It is safe to enter and exit quietly and calmly through this door (point to entrance).
- It is safe to keep your hands, feet, and objects to self.
- It is respectful to wait your turn patiently after you sign in.
- It is respectful to use a voice level up to 2.
- It is respectful to use positive language: please, excuse me, thank you.
- It is responsible to obtain permission to use the phone.
- It is responsible to sign in when entering the office.

It is NOT safe to wander the office.
It is NOT respectful to ignore an adult's question.
It is NOT responsible to use the phone without asking permission.

CHECK for UNDERSTANDING

Give me reasons WHY a student should be respectful in the office.
Complete these sentences:

To be safe in the office, I will _____(student responses)
One way I will use the office responsibly is to _____ (students)

PBIS: Rotation Stations

Computer Lab

TELL

We are fortunate to provide computer access to our students. It is important to be Safe, Respectful, and Responsible in our lab because we all have to share these computers, and we need to have them working and clean when we use them. The library computers are used often by individual students during lunch and break; however, this lab is used by teachers and their classes.

DEMONSTRATE/ TELL

- It is safe to watch loose power cords.
- It is safe to use appropriate internet sites.
- It is respectful to keep hands off the keyboard and mouse while instructions are given
- It is respectful to use a voice level up to 2.
- It is respectful to use positive language: please, excuse me, thank you.
- It is responsible to ask to print.
- It is responsible to stay on assigned sites.

It is NOT safe to visit sites that are not assigned by the teacher.
It is NOT respectful to type on another student's keyboard.
It is NOT responsible to share passwords.

CHECK for UNDERSTANDING

Show me Thumbs Up for agree/ Thumbs Down for disagree:

1. Touching your neighbor's keyboard is an example of respectful behavior in the lab.
2. Keeping your password secret is an example of being responsible in our lab.
3. Unplugging cords is an example of being responsible in our lab.
4. Listening attentively to the teacher's directions is an example of being responsible in our lab.

PBIS: Rotation Stations

Restrooms

TELL

We all want to use a clean restroom! Like all the locations here, we show respect for our school community by how we use and leave these spaces.

DEMONSTRATE/ TELL

- It is safe to keep the floor dry.
- It is safe to throw trash in the proper place and keep the floor clean.
- It is safe to wash your hands so you don't spread germs.
- It is respectful to flush.
- It is respectful to give others privacy.
- It is responsible to inform adults of any problems here.
- It is responsible to get back to class as quickly as possible.

It is NOT safe to allow the floor to get wet.
It is NOT respectful to write on the walls or leave a mess.
It is NOT responsible to ignore a problem in the bathroom without reporting it.

CHECK for UNDERSTANDING

Raise your hand if this statement applies to you.

1. I want a clean bathroom.
2. I would like privacy when I use the restroom.
3. I would like the person before me to flush the toilet.
4. I want a bathroom with a dry floor.
5. I want to do my part to keep the restrooms clean.

PBIS: Rotation Stations

Blacktop

TELL

This is a great place to play! This is the place where you can run, play basketball, soccer, or socialize with friends. Your safety, both emotional and physical, is important in this location because many students will be out here daily. All the rules of our school are still in effect.

DEMONSTRATE/ TELL

- It is still safe to keep hands, feet, and objects to self.
- It is safe to use the play equipment appropriately.
- It is respectful to play by the rules.
- It is respectful to keep language positive: no name calling or put downs.
- It is respectful to use a voice level up to 4!
- It is responsible to return equipment at the first bell.
- It is responsible to walk to your 5th period classroom when you hear the first bell.
- It is responsible to listen to monitors and follow their directions.

It is NOT safe to hurt people physically nor emotionally.
It is NOT respectful cheat or disobey game rules.
It is NOT responsible to leave equipment for others to put away.

CHECK for UNDERSTANDING

What two things do you do when the first bell rings? (Return equipment, walk to 5th period class)

Name three things you could do on the blacktop that are fun and follow the rules.

Why is it important to respect others and play by the rules?

PBIS: Rotation Stations

Extra-Curricular Activities

TELL

Zane has many activities to enjoy after school, such as, sports' games and dances. This is your time to represent our Zane community to the public and show your school spirit. It is important to be Safe, Respectful, and Responsible.

DEMONSTRATE/ TELL

- It is safe to stay in supervised areas.
- It is safe to keep your hands, feet, and objects to self.
- It is responsible to arrange transportation before the event.
- It is respectful to cheer your team and show good sportsmanship.
- It is responsible to be ready with your game money or dance ticket.
- It is respectful to use positive language: please, excuse me, thank you.

It is NOT safe to leave early without permission or hang out in an unsupervised area.
It is NOT respectful to boo.
It is NOT responsible to still be on campus an hour after the game has ended.

CHECK for UNDERSTANDING

Can someone give me an appropriate shout to use at a Zane basketball game?

Give me one compliment you could use at a Zane dance.

Raise your hand if you plan on being involved in an extra curricular activity at Zane. Does anyone want to share?

PBIS Rotation Schedule Monday

Period 1	8:30 AM	10:05 AM
Break	10:05 AM	10:16 AM
Period 2	10:20 AM	10:54 AM
Period 3	10:58 AM	11:32 AM
Period 4	11:36 AM	12:10 PM
Lunch	12:10 PM	12:50 PM
Period 5	12:54 PM	1:28 PM
Period 6	1:32 PM	2:06 PM

Group 1

Stations Starting Time	Dismissal	Hallways	Cafeteria	Quad/MS	Restroom
8:35	Pickering	Freeman	Brittenburg	Sprague	Brooks
8:41	Brooks	Pickering	Freeman	Brittenburg	Sprague
8:47	Sprague	Brooks	Pickering	Freeman	Brittenburg
8:53	Brittenburg	Sprague	Brooks	Pickering	Freeman
8:59	Freeman	Brittenburg	Sprague	Brooks	Pickering

Period 1:
* PowerPoint (30 minutes)
* Walk Stations (30 minutes)
* Instructional Time (35 minutes)

Group 2

Stations Starting Time	Dismissal	Hallways	Cafeteria	Quad/MS	Restroom
9:05	Baker	Montoya	Colyar	Elkington	Montana
9:11	Montana	Baker	Montoya	Colyar	Elkington
9:17	Elkington	Montana	Baker	Montoya	Colyar
9:23	Colyar	Elkington	Montana	Baker	Montoya
9:29	Montoya	Colyar	Elkington	Montana	Baker

Some 6th Grade/SDC
Period 1: Power Point/Instructional Time
Period 2: Walk Stations (Begin 10:25 AM)

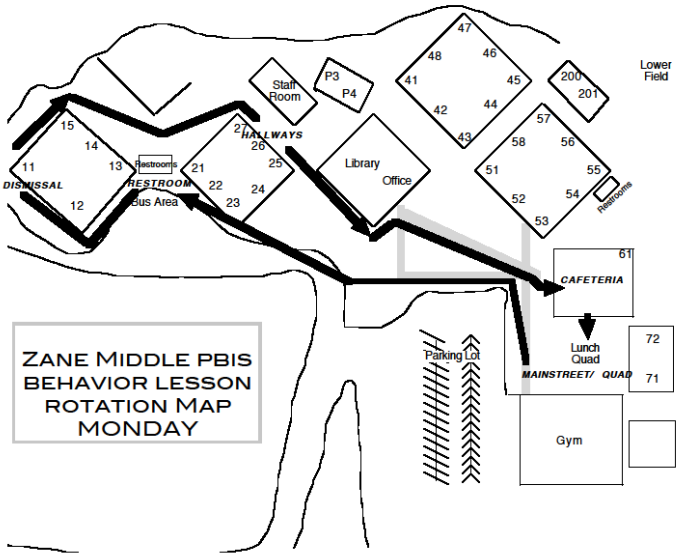
Group 3

Stations Starting Time	Dismissal	Hallways	Cafeteria	Quad/MS	Restroom
9:35	Boomer	Shell	Haraldson	Manion	Bird
9:41	Bird	Boomer	Snell	Haraldson	Manion
9:47	Manion	Bird	Boomer	Snell	Haraldson
9:53	Haraldson	Manion	Bird	Boomer	Snell
9:59	Snell	Haraldson	Manion	Bird	Boomer

BREAK 10:05 AM 10:17 AM

Period 2
*** 6th and SDC Only**
Group 4

Stations Starting Time	Dismissal	Hallways	Cafeteria	Quad/MS	Restroom
10:25	Crandell	SDC	Gonzalez	Lehner	Wilhelm
10:31	Wilhelm	Crandell	SDC	Gonzalez	Lehner
10:37	Lehner	Wilhelm	Crandell	SDC	Gonzalez
10:43	Gonzalez	Lehner	Wilhelm	Crandell	SDC
10:49	SDC	Gonzalez	Lehner	Wilhelm	Crandell



PBIS Rotation Schedule Tuesday

Period 1	8:30 AM	10:05 AM
Break	10:05 AM	10:16 AM
Period 2	10:20 AM	11:07 AM
Period 3	11:11 AM	11:58 AM
Period 4	12:02 PM	12:49 PM
Lunch	12:49 PM	1:25 PM
Period 5	1:29 PM	2:17 PM
Period 6	2:21 PM	3:09 PM

Group 1

Stations Starting Time	Library	Office	Comp. Lab	Blacktop	Arrival
8:35	Pickering	Freeman	Brittenburg	Sprague	Brooks
8:41	Brooks	Pickering	Freeman	Brittenburg	Sprague
8:47	Sprague	Brooks	Pickering	Freeman	Brittenburg
8:53	Brittenburg	Sprague	Brooks	Pickering	Freeman
8:59	Freeman	Brittenburg	Sprague	Brooks	Pickering

Period 1:
* PowerPoint (25 minutes)
* Walk Stations (30 minutes)
* Instructional Time (40 minutes)

Group 2

Stations Starting Time	Library	Office	Comp. Lab	Blacktop	Arrival
9:05	Baker	Montoya	Colyar	Elkington	Montana
9:11	Montana	Baker	Montoya	Colyar	Elkington
9:17	Elkington	Montana	Baker	Montoya	Colyar
9:23	Colyar	Elkington	Montana	Baker	Montoya
9:29	Montoya	Colyar	Elkington	Montana	Baker

Some 6th Grade/SDC
Period 1: Power Point/Instructional Time
Period 2: Walk Stations (Begin 10:25 AM)

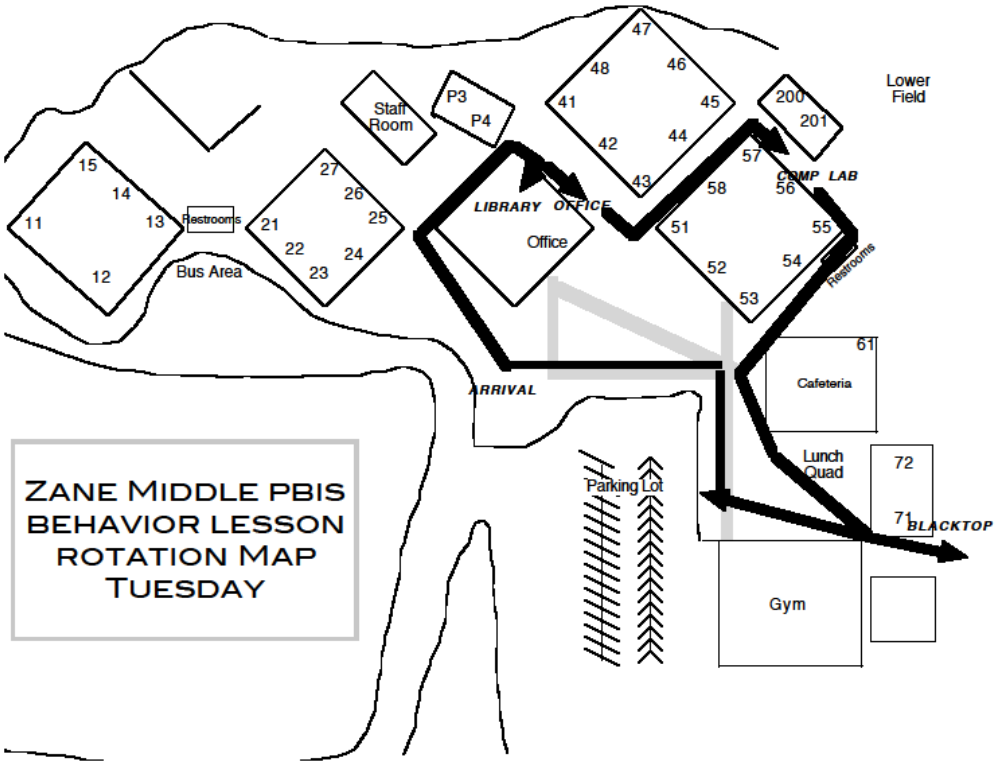
Group 3

Stations Starting Time	Library	Office	Comp. Lab	Blacktop	Arrival
9:35	Boomer	Snell	Haraldson	Marion	Bird
9:41	Bird	Boomer	Snell	Haraldson	Marion
9:47	Marion	Bird	Boomer	Snell	Haraldson
9:53	Haraldson	Marion	Bird	Boomer	Snell
9:59	Snell	Haraldson	Marion	Bird	Boomer

BREAK 10:05 AM 10:16 AM

Period 2
*** 6th and SDC Only**
Group 4

Stations Starting Time	Library	Office	Comp. Lab	Blacktop	Arrival
10:25	Crandell	SDC	Gonzalez	Lehner	Wilhelm
10:31	Wilhelm	Crandell	SDC	Gonzalez	Lehner
10:37	Lehner	Wilhelm	Crandell	SDC	Gonzalez
10:43	Gonzalez	Lehner	Wilhelm	Crandell	SDC
10:49	SDC	Gonzalez	Lehner	Wilhelm	Crandell



Zane

BUDDY CLASSROOM PROTOCOL

DESCRIPTION: The "Buddy Classroom" is an intervention…

WHO SENDS: (Any classroom teacher, guest teacher, paraprofessional)

WHO RECEIVES: A trained teacher. Preferably at (the same or different) grade level and with a classroom that is in close proximity. The choice of "buddy teacher" must be pre-arranged and students trained prior to using this intervention.

FOR WHAT: A. Level I behavior – Early in the escalation cycle for mildly disruptive behavior.
B. Level II behavior – Rarely, teacher's judgment
C. Level III behavior – Never

FOR HOW LONG: 5-15 minutes

DATA: Student Name Time Sent Time Returned

MATERIALS: Chair, "Problem Solving Form", & pencil, data sheet

SCRIPT: Initial Warning given quietly and privately – "Joe, I've asked you to follow directions. If you choose not to follow our classroom rules you won't be allowed to be a part of this class.

SENDING TEACHER – "Joe, you are not following directions. You've broken a classroom rule, please go to Mr./Ms _____ room."
* If the student complies, teacher responds with 'thank you.'

RECEIVING TEACHER – "Please have a seat." Points to chair, 'thank you'
* Do not interrupt flow of instruction.
* At a natural break; "Thank you for not interrupting my class. Please complete the worksheet and raise your hand when you have finished."
* At a natural break; Quickly review the sheet with the student. "So, you are ready to return to class be be S.R.R.?"
If they indicate they are ready, say, "Thank you."
* If student escalates or is non compliant; "I'm sorry you are not choosing to make this work. Please go to the office."

Eureka City Schools
Zane Behavior Tracking Form

☐ **Minor** ☐ **Major**

Student Info

Student (Full Name):_____ Grade_____

Staff_____ Incident Date_____ Time: ____:_____

Location

☐ Locker Room ☐ After School Program ☐ Field Trip/Special Event
☐ Classroom ☐ Bus ☐ Restroom/bathroom ☐ Loading Zone
☐ Assembly ☐ Common Areas ☐ Off Campus ☐ Office
☐ After-School Event ☐ Library ☐ Cafeteria ☐ Gym

Behavior

☐ Disrespect ☐ Inappropriate Language ☐ Misuse of Property ☐ Drug Paraphernalia
☐ Defiance/Disruption ☐ Inappropriate Location ☐ Property Damage ☐ Use/Possession of Alcohol
☐ Cheating ☐ Theft ☐ Dress Code ☐ Use/Possession of Illegal Sub
☐ Misuse of Technology ☐ Tardy (chronic) ☐ Bullying ☐ Tobacco and/or Paraphernalia
☐ Cell Phone ☐ Cutting Class ☐ Weapons ☐ Physical Aggression
☐ Physical Contact ☐ Gang Related Activity ☐Harassment (mark specific type)
☐ Inappropriate Display of Affection ☐ disability ☐ ethnicity ☐ race ☐ gender orientation
☐ Other _____ ☐ sexual ☐ religion ☐ other _____

Possible Motivation

☐ Obtain Peer Attention ☐ Avoid Peer Attention ☐ Avoid Adult Attention
☐ Obtain Items/Activities ☐ Avoid Tasks/Activities ☐ Obtain Adult Attention ☐ Felt Disrespected

Others involved:

☐ No One ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ Other: _____

Teacher Action for Major

☐ Log Completed in Power School
☐ Parent Contact Date:_____ ☐ No Answer/Left Message

Action(s) Taken by Staff

☐ Time Out/Detention ☐ Reteach Program ☐ Peer Intervention
☐ Conference w/Student ☐ Parent Contact ☐ Bus Suspension ☐ Alternative Placement
☐ Restitution ☐ Loss of Privileges ☐ Individual Instruction ☐ Class Suspension
☐ Community Service ☐ Additional Attendance ☐ Action Pending ☐ Other: _____

Action(s) Taken by Administration:

☐ Suspension _____ days ☐ Counseling Referral ☐ Time in Office ☐ Time Out/Detention
☐ In School ☐ Out of School ☐ Peer Intervention ☐ Conference w/Student ☐ Parent Contact
☐ Bus Suspension ☐ Alternative Placement ☐ Restitution ☐ Loss of Privileges
☐ Individual Instruction ☐ Community Service ☐ Reteach Program (Rule School)
☐ Conflict Mediation ☐ Action Pending ☐ Other:_____

Previous Actions and Notes on Current Incident:

Middle School Behavior Contract

Name _____ **Grade** _____

Issue: Commitments made in Rule School have not been met. Ongoing inability to follow the three school rules has impacted the learning environment and created conflict that has impacted my ability to achieve to my potential.

The three rules at Zane are:

BE _____
BE _____
BE _____

- ☐ I understand that I am expected to follow the three school rules at Zane.
- ☐ I know that I have the capability to meet these expectations

I am willing to work to meet these expectations.

- ☐ I will arrive on time to each class at least 90% of time.
- ☐ I will have the materials I need for each class every day.
- ☐ I will actively participate in class activities.
- ☐ I will follow instructions of my teachers.
- ☐ I will treat teachers and peers with kindness and respect.
- ☐ I will not disrupt class with side conversations or other distractions.
- ☐ I will follow the dress code.
- ☐ I will not negotiate with or question my teachers during class, but instead will address him/her privately.
- ☐ I will use respectful language that lifts my classmates up.
- ☐ I will demonstrate outstanding effort though hard work hard every day in every class.

I will make every effort to meet these expectations. I realize that failure to make meet these commitments will result in increasing consequences from the administration.

_____ _____
Student Signature Parent Signature