

Ellis School
PBIS

Parent
Guidebook

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What Is PBIS?

Positive Behavioral Interventions and Supports

History of PBIS

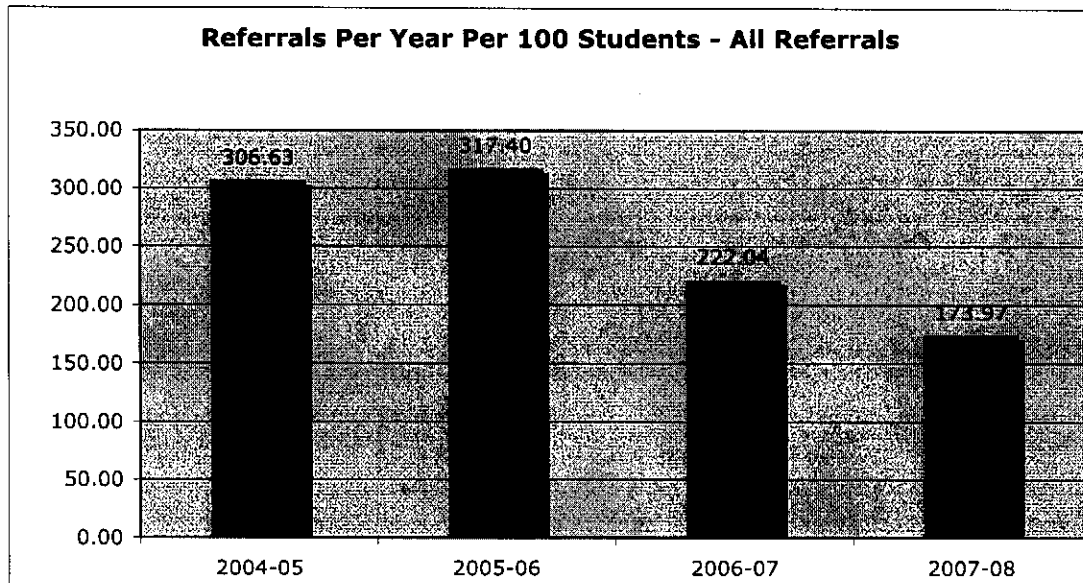
Since the 2004-2005 school year, PBIS (Positive Behavioral Interventions and Supports) has been integrated into Ellis School on all grade levels. PBIS originates from the University of Oregon (www.pbis.org) and exists in nearly every state, as well as throughout several countries outside the U.S. In the late 1990's, upon hearing about the successes that schools were experiencing in regard to improving behavior in Illinois, several NH schools sought to bring PBIS into their facilities. A few years later, grant funding was awarded to NH-CEBIS, to build PBIS programming across the state (www.nhcebis.seresc.net/pbis_nh). Currently, there are close to 140 New Hampshire schools that actively participate in PBIS program implementation.

Why PBIS?

Research on PBIS has found that when the program is designed to fit the context of a particular school and it is implemented with fidelity, the results indicated

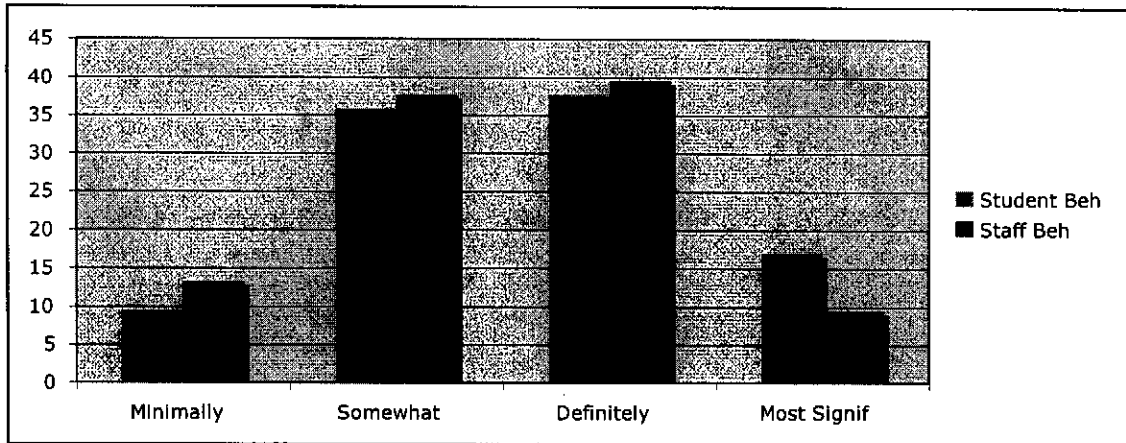
- Increased desirable social behavior
- Reductions in misbehavior
- Decreased office referrals
- Reductions in detentions & suspensions
- The "giving back" of instructional time
- Improvements in learning outcomes
- Increased administrator efficiency
- Improvements in school climate
- Enhanced teacher-student interactions
- Improved family-school relations

At Ellis, data has shown the program to be effective in many areas. Specifically, objective data shows a definite trend towards a decrease in undesirable behaviors. The graph below is the number of documented problem behaviors by school year.



In comparing Ellis School to the national average on documented major behavior violations in 2006-2007, Ellis had 1.56 referrals per 100 students per day for school size vs. 4.6 per 100 students per day of comparable size.

Subjective data also indicated that PBIS has had a positive impact at Ellis. The following graph was based on data collected in a staff survey in the Fall of 2007 asking participants to rate to what degree has PBIS been effective at motivating positive behavior both in students and in staff:



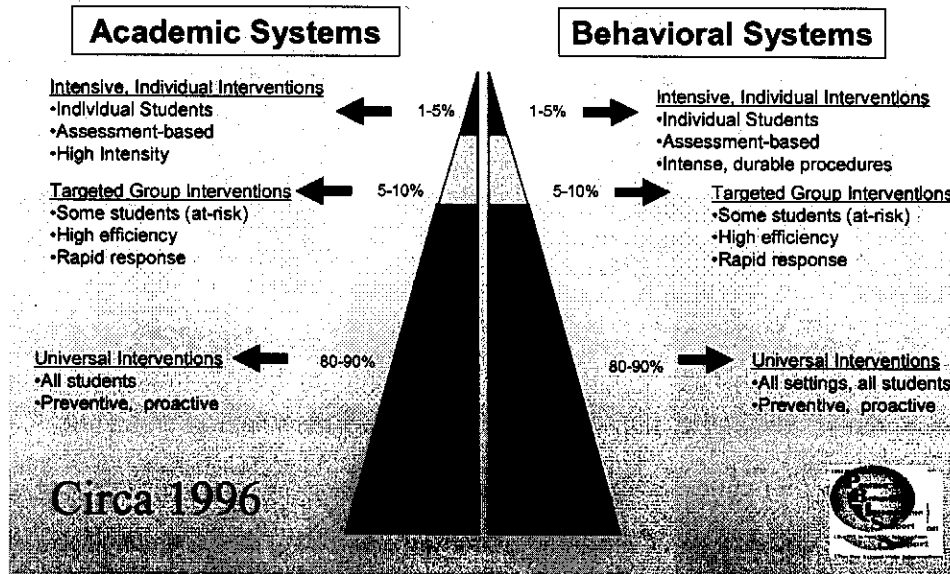
Staff Rating of Increases in Positive Behavior

What is PBIS?

A comprehensive system of Positive Behavioral Interventions and Supports, which aims to improve school culture and climate and improve student behavior so that teachers can teach and children can learn. PBIS supports all students in all school and preschool settings, builds school environments that are more positive, predictable and consistent and supports growth and achievement in academics and social skills. The principles and practices of PBIS can also be used at home and in community settings such as youth athletic teams and youth clubs. PBIS is appropriate for use in early childhood settings, K-12 schools and alternative school settings.

PBIS thinks of the population in 3 segments visualized by a triangle of 3 tiers. The base, tier one, the largest part of the triangle is called the universal section. The second section, tier two, is a smaller part of the population. The final tier is the smallest segment. PBIS makes these divisions because there are different needs for the different sections of the population. Most students will find themselves in tier one and will participate and respond to most of the programs offered to the entire school. Other students may need some individualized or small group attention and tier two and tier three programs will be designed for them to enhance their school experience.

Designing School-Wide Systems for Student Success



Tier 1: Universal/ Green defined as the general school population

Tier 2: Targeted/ Yellow defined as students who are not responding to Tier 1

Tier 3: Intensive/ Red defined as students with intensive or chronic behavioral and emotional problems

Together the supports on each of the tiers work to reach all students and family involvement is encouraged at all levels. For each level, there is a team comprised of faculty, staff, administrators and where appropriate parents and students. Each team works to implement the supports required to help and positively impact its intended population.

The Full Picture of PBIS: Recognition of Desirable Behaviors and Response to Problem Behaviors

As a school wide system at Ellis, PBIS addresses both goals of increasing positive behavior and decreasing undesirable behavior. It does this by addressing "both sides of the coin." PBIS teaches and then recognizing positive behaviors that meet the promoted expectations of **Be Respectful**,

Be Responsible and Be Prepared while also laying out a system of consistent consequences for when misbehavior occurs.

Universal Tier 1 Programs: Promoting Positive Behaviors

What does the Universal (Green) Team do?

Universal PBIS establishes the expectations for behavior, for all students and adults, in every location in the school, including the classroom, hallway, bathrooms, cafeteria, playground, field trip and on the bus. These expectations are deliberately clear and concretely defined. Students and adults are able to recognize specific behaviors as following, or not following, the expectations.

The established overriding behavioral expectations at Ellis School are to **Be Responsible, Be Respectful and Be Prepared**. If we want students to engage in positive behaviors, we need to teach them. These behavioral expectations are promoted through a positive reward system the Elementary School and the Eagle Card System in the Middle School.

The expectations are systematically taught and demonstrated through a Roll-Out on a typically monthly schedule developed by the Universal Team (see calendar example in Appendix A). A Roll-Out is a specific period of time in which the universal program focuses on one specific behavioral expectation. It is determined by looking at data and seeing what misbehavior is occurring most. Where and when it is happening is also important. A Roll-Out would then be developed around teaching the desired behavior, as indicated on the Behavior Matrix.

Ellis School PBIS Behavior Matrix

	Be Prepared	Be Responsible	Be Respectful
<i>Classroom</i>	<ul style="list-style-type: none"> • Have materials ready for class • Be on time • Be awake and alert • Have completed work ready 	<ul style="list-style-type: none"> • Use materials appropriately • Do your own work • Stay on task • Participate appropriately • Keep your area clean and safe 	<ul style="list-style-type: none"> • Listen and follow adult directions • Use appropriate words and actions • Keep hands, feet and objects to self
<i>Hallways</i>	<ul style="list-style-type: none"> • Walk slowly and safely • Be ready to listen and follow adult direction by using quiet voices 	<ul style="list-style-type: none"> • Keep areas clean • Keep a clean locker or cubby • Listen and follow adult directions 	<ul style="list-style-type: none"> • Use appropriate words and actions • Be aware of classes in session • Respect others' space • Stay to the right
<i>Cafeteria</i>	<ul style="list-style-type: none"> • Bring what you need 	<ul style="list-style-type: none"> • Keep area clean and recycle • Walk to and stay in assigned area • Use appropriate sign in/ sign out procedures 	<ul style="list-style-type: none"> • Use table manners • Listen and follow adult directions • Use kind words and quiet voices
<i>Bathrooms</i>	<ul style="list-style-type: none"> • Sign in and out • Take a pass • Remember to wash and dry your hands 	<ul style="list-style-type: none"> • Keep bathrooms tidy • Use toilets, paper products, and sinks appropriately • Wash hands and dispose of towels properly • Use time wisely 	<ul style="list-style-type: none"> • Give others privacy • Knock on the stall door • Use quiet voices and appropriate language
<i>Outdoor Areas</i>	<ul style="list-style-type: none"> • Bring in what you bring out • Choose your activities ahead of time • Dress for the weather 	<ul style="list-style-type: none"> • Follow equipment rules • Whatever is on the ground should stay there • Listen and follow adult directions • Leave nature where it is • Use equipment appropriately 	<ul style="list-style-type: none"> • Play Fair • Observe playground boundaries • Be a good sport • Be mindful of nature
<i>Arrivals/ Departures</i>	<ul style="list-style-type: none"> • Arrive on time • Leave on time • Organize materials before transitions • Know your daily schedule 	<ul style="list-style-type: none"> • Walking directly and safely to your destination • Walk on the right side of the hallway 	<ul style="list-style-type: none"> • Listen and follow adult directions • Use quiet voices • Respect others' space • Use appropriate words and actions
<i>Emergency</i>	<ul style="list-style-type: none"> • Know the procedures in the emergency plans posted in each classroom 	<ul style="list-style-type: none"> • Listen and follow adult directions • Follow the procedures in the emergency plans posted in each classroom 	<ul style="list-style-type: none"> • Listen and follow adult directions
<i>Bus</i>	<ul style="list-style-type: none"> • Walk from classroom to the bus • Be ready to listen to bus driver instructions 	<ul style="list-style-type: none"> • Sit in your seat • Keep the bus clean • Stay in your personal space • Follow bus driver's instructions 	<ul style="list-style-type: none"> • Use quiet and appropriate language • Observe boundaries
<i>Assembly/ Field Trip</i>	<ul style="list-style-type: none"> • Dress appropriately • Be ready to listen and follow adult directions • Have permission slip and one money turned in on time • Have prepared materials with you 	<ul style="list-style-type: none"> • Stay in your personal space • Stay with your group • Display good audience behavior 	<ul style="list-style-type: none"> • Use quiet voices • Observe boundaries

More on Roll-Outs

Reinforcing desired behavior is more effective than trying to just eliminate the undesirable behavior. For instance, if the data indicated that there was a high incidence of students running while passing down the halls, a Roll-Out would be planned that first taught appropriate hallway behavior as designated by the Behavior Matrix. In this case, the desirable behavior that would be taught would be to walk slowly and safely down the hall. The Universal team then designs how the desirable behavior will be taught and then students are recognized. To further illustrate the example, walking slowly down the hall could be demonstrated during an assembly. For the designated time (e.g. 1-2 weeks), the desirable behavior would then be reinforced with a tangible and/or verbal form of recognition.

A **Cool Tool**, similar to a lesson plan, is used during an Elementary Roll-Out to help students learn the desired behavior being emphasized in the Roll-Out. A Cool Tool is integrated in the classroom as a part of the regular curriculum and is developed and distributed by the Universal Team. An example of a Cool Tool could be: When rolling out the target behavior of Staying on Task in the classroom, teachers could ask students to brainstorm, as a class or in small groups, positive behavioral strategies to use when students are feeling frustrated while doing their work. The teacher would talk about how important it is to stay on task when working in school. The strategies the students come up with may then be compiled on a poster and hung in the classroom. The teacher would then refer to the poster throughout the school day to continuously remind students of their great strategies for staying on task.

A **Teach To**, similar to a lesson plan, is used in the Middle School Roll-Out to teach students the expectations of the desired behavior. A Teach To is a structured systematic format for teaching students the rules and routines of Ellis School.

Other teaching strategies for promoting positive behaviors include providing:

- Direct Instruction
- Opportunities for Practice
- Modeling of desirable behavior

- Feedback for demonstrating expected behavior as quickly as possible following behavior
- Pre-correction as prevention ("Before we move down the hall boys and girls, we're going to make sure we walk, paying attention to the person's pace in front of us.")
- Reminders ("Remember to walk SLOWLY")
- Re-teaching
- Specific, verbal recognition ("Great job walking down the hall slowly. You are all showing wonderfully responsible behavior.")

As a way of recognizing positive behavior, students are given Eagle Stickers in the elementary school or Eagle Card status in the middle school. Students are frequently recognized and acknowledged for following the expectations. They are "caught doing the right thing" as part of a school-wide recognition system. As part of the universal system, there are also consequences for misbehavior.

Elementary School Eagle Stickers

Students in the Elementary School are working to earn Eagle Stickers. Eagle Stickers are earned when an adult catches the student demonstrating a specific positive behavior that is aligned with the 3 behavioral expectations of **Be Respectful, Be Responsible and Be Prepared**. Weekly positive behaviors will be identified at Elementary Community Meetings. Students keep their earned Eagle Stickers for the week on a personal chart. Each Friday there are privileges students can earn with their stickers. These privileges will vary from having a picnic lunch to participating in crazy hair day.

Middle School Eagle Card

In Middle School, students will earn Eagle Card status. Students will be awarded an Eagle Card Gold for following the Ellis School Code of Conduct by demonstrating the 3 behavioral expectations of **Be Respectful, Be Responsible and Be Prepared**.

Eagle Card status grants a student the following privileges:

- Use of electronic music device (*When allowed by the teacher-not to be used in the hallways*)

- Chewing Gum
- Eagle Card Hall Pass
- Special Events
- Community Discounts
- Eligibility for Student Council

Middle School staff and administration set the parameters of these privileges and have the right to terminate that privilege if those are not being followed.

Eagle Card status can be revoked for Major Behaviors. Middle School staff and/or the Principal can revoke status. Once status is revoked, the privileges are no longer available effective immediately. Students have the ability to earn back their Eagle Card by demonstrating improved behavior.

Universal Tier Response to Problem Behaviors

PBIS defines within the school what constitutes a minor behavior versus a major behavior. When problem behavior does occur, there is a clear set of definitions and processes for these situations so that the school environment becomes a calmer, more predictable and consistent place to be for students and adults alike. Faculty, staff and administrators will need to test their understanding of the behavior definitions and practice consistent responses to major and minor offenses. There are opportunities for adults to discuss their responses to problem behavior and any difficulties they are having in following the agreed upon response process. These opportunities can occur at staffing meetings and with the behavior specialist. Discipline Flow Charts (see Appendix B) provide a visual representation of the school-wide discipline procedures.

What Are Behavior Tracking Forms?

Ellis School uses behavior tracking forms to document and track student behavior, so that appropriate interventions can be implemented as part of the school wide discipline system. The information from the behavior tracking forms is inputted into a computerized program called School Wide Information System (SWIS). The data in SWIS can be used to determine and provide interventions for all three levels of the PBIS system: Universal/Green, Target/Yellow and Intensive/ Red.

The filling out of a Behavior Tracking Form is in itself not intended to be a consequence, although a student may receive a consequence due to the behavior that is documented on the behavior tracking form. Consequences may include, but are not limited to, being taught the correct behavior by a teacher or being sent to speak with the principal. These consequences are dependent on the frequency and severity of the misbehavior. Staff is expected to complete the tracking forms so that data being used on all 3 tiers of the PBIS system is accurately providing information to indicate if the current behavior programming is effective.

There are 3 types of behavior tracking forms—whoops! (Pre-K through grade 2), minor (grade 3-8), and major (all grades).

Whoops!

If a student's behavior is tracked using a Whoops! form (see appendix C), then the teacher/staff member will have addressed the behavior as part of their classroom behavior management system. The Whoops! form is a teaching tool that is used in grades Pre-school - Grade Two. The Whoops! form is utilized by teachers to alert the parent/guardian of any age-appropriate behaviors about which the teacher has to repeatedly speak to a student. For example; there may be a 1st grader who is always in someone else's personal space. This student is in another's space in line, at his seat, at lunch, and has been repeatedly reminded to stay in his own space yet he continues to have difficulties. While this is an age-appropriate behavior, it is occurring at the level that a parent would be informed. The parent is informed to help support the student with remembering to stay in their own space. The Whoops! form is not a discipline referral form of any kind.

Minor Behavior Tracking Form

If a student's behavior is tracked using a minor form (see appendix D) then the teacher/staff member will address the behavior as part of their classroom behavior management system. The minor tracking forms are for data collection only.

Major Behavior Tracking Form

If a Middle School student's behavior is tracked using a major form (see appendix D), the student will have the consequence of having his or her Eagle

Card status suspended. Students will follow an individualized plan to improve behavior. Eagle Card status will be reviewed after one month of improved behavior.

If an Elementary School student's behavior is tracked using a major form the student will lose their Eagle Sticker privileges. Students will follow an individualized plan to improve behavior. Eagle Sticker privileges will be reviewed weekly.

Parents will be notified of a major behavior incident via a phone call.

Data is entered and reviewed regularly to help identify and pin point school-wide trends in behavior issues. This helps the PBIS Universal Team determine next steps (e.g. planning Roll-Outs, etc.) and to identify students who are not responding to the universal implementation and may need more direct support. These students may be referred to the next tier of support, which is Target Team.

Universal Team looks at the SWIS data for patterns in the type of behaviors that are recorded. For instance, if there is a group (grade-wide or school-wide) pattern of students coming to class without their materials, then the Universal Team would create a Roll-Out designed to teach, reinforce, and reward the school expectation of being prepared, including coming to class with the appropriate materials.

The discipline response process will have the following characteristics:

- Adult responses to common problem behaviors will be consistent, utilizing common language, and sending common messages
- Predictable adult responses to student behavior
- The behavioral data will be reported to staff at a minimum of once a trimester to check for accuracy around behavioral trends
- Response strategies will be measured through data collection over time to check effectiveness for that strategy. Effectiveness will be defined as decreased repetition and/or reduced escalation of problem behavior.

The most significant goal of the PBIS response to problem behaviors is to teach that there is a more efficient and effective way to get one's needs

met than the behavioral action or reaction adopted by the student. Common behavioral actions are adult attention, task avoidance, and expression of anger. Teaching new behavior is achieved through consistent implementation of natural consequences combined with restitution plans. Telling a child what they should not do may have temporary success because it only teaches a child what not to do. Teaching them what they should do has much greater impact in the long term.

Middle School Refocus Procedures

Step One: Re-teach the behavior

1. Verbally discuss with student what the correct expectation is

Step Two: Correct behavior in classroom

1. Student sits and watches the class activity
2. If that works intervention stops
3. If behavior continues go to step two

Step Three: Refocus in different classroom

1. Student goes to predestinated refocus desk in other classroom
2. Student will fill out refocus sheet
3. Student is in other classroom for ten minutes maximum
4. If behavior continues send to office
5. If behavior stops send back to classroom to observe original class activity

Step Four: Office

1. Student must bring refocus sheet to office
2. In the office student will talk to principal
3. Student will complete refocus sheet at the office
4. A consequence for being sent to the office will be determined.

Step Five: Return to Classroom Refocus

1. Student sits and watches the class activity for two minutes maximum
2. Student will return to classroom activity

On the following pages are two examples of refocus sheets.

REFOCUS SHEET

Student Name: _____ Grade: _____ Date: _____

Time: _____

Leaving: Math Science Social Studies Language Arts Unified Arts:

Returning to class at: _____ Signed: _____

1. What was your behavior? (**Voice Level 2, 3**) (**Off Task**- using material inappropriately, talking off topic, interrupting, inappropriate location, inappropriate language)

Other: _____

2. What did you want/need? (attention from peers, teacher) (avoid work) (did not understand)

Other: _____

3. What will you do differently next time? (**listen** to directions, **raise** your hand and ask for help, use **self-control**, **re-focus** yourself, **quiet fidgeting**, **think** before you **act**.)

Other: _____

4. When I return to class I will sit in the "hot seat" and observe appropriate classroom behavior for 2 minutes and be ready to participate appropriately.

INFOCUS™

Form (Elementary - Intermediate)

(you may reproduce this form)

Student Name: _____ Date: _____

Time left homeroom: _____ Time left buddy: _____

1 What was your behavior?

I was _____

2 What did you want?

I wanted _____

3 What will you do next time?

I will _____

4 I am ready to return to class. "Check" one:

YES NO

What does the Universal Team do?

The PBIS system is based on reinforcing positive behaviors. The system improves school climate and teaches Be Responsible, Be Respectful, and Be Prepared. These expectations will be taught, practiced, and rewarded. Students will clearly know what it means to meet those expectations in all areas of school life, from classrooms to field trips.

What does the Target (Yellow) Team do?

PBIS offers a well-defined and evidence-based process for preventing problem behavior and responding effectively to it when it occurs. The Target Team provides specific interventions for students who do not respond to the Universal (Tier 1) system and require more supports. Students are referred through SWIS data or a teacher referral (see teacher referral form in Appendix H). IEP teams may also access the Target Team for consultation around specific behavioral issues on a special education student. The Target Team looks at the SWIS data for patterns of behavior in small groups, as well as individual behaviors. Parents are notified of a student's referral to the Target Team. There is a Middle School Target Team as well as an Elementary Target Team.

The Target Team will identify and provide small group and/or individual interventions. For instance, if a few students are continually having trouble interacting with peers appropriately in the cafeteria, then a specific plan to teach, reinforce, and reward interacting appropriately with peers would be developed and implemented. At the target (yellow) team level the interventions include but are not limited to; student/whole class participation in a social skills group, small group/individual incentives, individualized instructional strategies, and in behavior support plans.

Teacher Check Connect and Expect

An intervention shared by the Universal and Target Teams is Teacher Check Connect and Expect (TCCE). Teacher Check Connect and Expect is an early, efficient and effective group intervention which provides for systematic and frequent reinforcement and encouragement for positive behaviors by the classroom teacher(s) so that the student receives high rates of immediate feedback. The student is greeted each day in a friendly, positive way by the

teacher. In a very brief conversation (1-2 minutes), the teacher reviews the pre-determined expectations that the student will focus on, expresses confidence in the student's ability to do well, and asks if there is anything they can do during the class/activity to help the student succeed. At the end of the day, the teacher reviews the day, providing feedback and encouragement relative to the expectations.

Level Plans

A Level Plan is a type of behavior support plan. It is individually designed and student centered. Level Plans are developed through the Target(yellow) and/or Intensive(red) Teams. Level Plans are utilized in the Middle and Elementary Schools. As Level Plans (see Appendix G) are uniquely designed for each student, the format of each plan varies but the theory and steps behind each level plan are the same.

The first step of creating a plan is to identify the student's needs. Student needs are then put into a hierarchy and those that are of greatest need are focused on first. Two or three of the student's needs are written into goals. A student will then earn points each day by accomplishing their goal(s). The student will have access to privileges dependent upon the amount of points they have earned that day/week. A student's daily progress on the plan is documented and the plan is reviewed and adjusted as needed. The student's parents and teachers are informed of the plan before it begins and are kept apprised of the student's progress. Parents and teachers are informed when a plan is reviewed and/or revised. A Level Plan is one of the many intervention tools used by the Target and Intensive Team.

What does the Intensive (Red) Team do?

A small percentage of students generally do not respond to either universal (green) or target (yellow) prevention and intervention efforts. These are usually children who experience severe or chronic problem behavior that regularly affects their ability to learn in a school environment, both their own and that of their peers. There is one Intensive Team at Ellis that works with students at both the Elementary and Middle School levels. Students are referred to the Intensive Team via the Target Team, the Special Education Team, or principal. Parents are notified of a student's referral to the Intensive Team.

The Intensive Team looks at SWIS data for patterns within a specific student's behavior. We use the SWIS data in conjunction with classroom observations to determine the function of the behavior and how to best work with wrap-around services to teach appropriate skills. At the intensive (red) level the interventions include but are not limited to developing individualized student and family supports and connecting with community resources.

Conclusion

This parent guidebook is meant as a quick overview to assist teachers in understanding the Ellis PBIS approach to establishing a positive and effective school culture and learning environment. We have been utilizing and refining this approach for 6 years and will continue to do so. Further information about PBIS can be found on the NH-CEBIS website (www.seresc.net/ed_nhcebis.php).

APPENDIX A

I'm Prepared



classroom



September

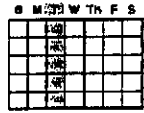
Sunday



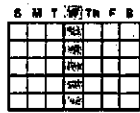
Monday



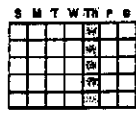
Tuesday



Wednesday



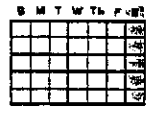
Thursday



Friday



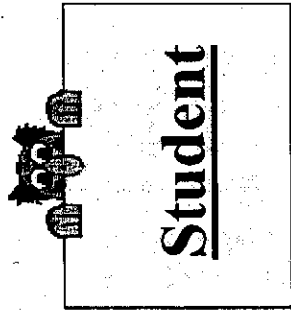
Saturday



	1	2	3	4	5	6
7	8	9	10	11	12	13
Have materials ready for class						
14	15	16	17	18	19	20
Have completed work ready						
21	22	23	24	25	Fun Recess	27
Be awake and alert						
28	29	30	31			

APPENDIX B

Minor Behavior Student Pathway



Teaching to shape positive behavior

Behavior Matrix
Student Handbook
Expectations Be Responsible Be Proud
Roll-Outs
Initiatives
Rewards

Teaching behavioral expectations positively affects student behavior

Minor Behavior

Pre-K - Grade 2

Grades 3 - 8

Whoops Form Completed

Parent Notified

Teacher reviews behavioral expectations with the student

Teacher reviews behavioral expectations with the student

Minor Behavior Tracking Form Completed

Data Input into SWIS

Data informs the Roll-Out focus

Roll-Outs

Student practices appropriate behavior during Roll-Out activities

Students demonstrate positive behavior

Students are systematically and positively reinforced throughout the school day

APPENDIX C

Whoops! Reminder Form

Whoops! _____ needed a reminder to :

- | | |
|--|---|
| <input type="checkbox"/> allow others to learn | Location: |
| <input type="checkbox"/> go directly where they needed to be | <input type="checkbox"/> bathroom |
| <input type="checkbox"/> move safely | <input type="checkbox"/> bus |
| <input type="checkbox"/> respect personal space | <input type="checkbox"/> classroom |
| <input type="checkbox"/> respect property | <input type="checkbox"/> hallway |
| <input type="checkbox"/> show respect for an adult | <input type="checkbox"/> indoor recess |
| <input type="checkbox"/> show respect for a peer | <input type="checkbox"/> lunchroom |
| <input type="checkbox"/> use appropriate language | <input type="checkbox"/> outdoor recess |
| <input type="checkbox"/> other _____ | |

Date _____ Time _____ Teacher _____

Whoops! Reminder Form

Whoops! _____ needed a reminder to :

- | | |
|--|---|
| <input type="checkbox"/> allow others to learn | Location: |
| <input type="checkbox"/> go directly where they needed to be | <input type="checkbox"/> bathroom |
| <input type="checkbox"/> move safely | <input type="checkbox"/> bus |
| <input type="checkbox"/> respect personal space | <input type="checkbox"/> classroom |
| <input type="checkbox"/> respect property | <input type="checkbox"/> hallway |
| <input type="checkbox"/> show respect for an adult | <input type="checkbox"/> indoor recess |
| <input type="checkbox"/> show respect for a peer | <input type="checkbox"/> lunchroom |
| <input type="checkbox"/> use appropriate language | <input type="checkbox"/> outdoor recess |
| <input type="checkbox"/> other _____ | |

Date _____ Time _____ Teacher _____

APPENDIX D

2009 – 2010 BEHAVIOR TRACKING FORM – Middle School

MAJOR

Student: _____ Grade: _____ Date: _____ Time: _____

of Incident

Referring Staff: _____ IEP or 504

Location:

- Assembly / Field Trip / Special Event
- Bathroom / Restroom
- Bus
- Bus Loading Zone
- Cafeteria
- Classroom
- Hall / Breezeway
- Playground
- Other: _____

Problem Behaviors:

MAJOR (check only one)

- Arson
- Bomb Threat / False Alarm
- Cheating / Lying / Plagiarism
- Defiance
- Disrespect
- Disruption
- Harassment / Bullying
- Inappropriate Language
- Non Compliance
- Out of Area / Inappropriate Location
- Property Damage / Vandalism
- Roughhousing / Fighting
- Theft
- Tardy
- Other Behavior _____
- Use and/or Possession of: Alcohol Combustible Items Drugs Tobacco Weapons *(circle one)*

Motivations: (check only one)

- Avoid Activities / Tasks
- Avoid Adult(s)
- Avoid Peer(s)
- Obtain Adult Attention
- Obtain Items /Activities
- Obtain Peer Attention
- Other Motivation _____
- Unknown Motivation

Persons Involved: (check all that apply) None Peers Teacher Staff Substitute

Staff Intervention: (check one)

Is follow up needed by Administration? No Yes

- Conference with Student
- Individualized Instruction
- Loss of Privilege (Gold Card / Passport)
- Parent Contact (Date) _____
- Restitution
- Time Out

Administration Notes & Intervention: Bus Suspension In-School Suspension Out-of-School Suspension

Other Administration Decision _____

Comments / Description:

ELLIS SCHOOL
2009 – 2010
BEHAVIOR DEFINITIONS RUBRIC

BEHAVIOR	MINOR REFERAL	MAJOR REFERRAL
Bomb Threat / False Alarm	None.	Pulling a fire alarm without cause. Writing or verbalizing a bomb threat. Shouting "Fire" in a crowd. Dialing 911 when there is no emergency.
Cheating / Forgery	Passing off someone else's work or ideas as your own.	Repeatedly passing off someone else's work or ideas as your own.
Defiance	Displays deliberate contempt or resists authority.	Repeated deliberate or purposeful contempt for or resistance of authority (verbal, physical or written).
Disrespect	Deliberately being discourteous or rude.	Repeatedly being discourteous or rude. Continual negative attitude.
Disruption	Any purposeful low-level intensity activity that interrupts the education process.	A purposeful and persistent activity that interrupts the class to such intensity that an administrator must be present immediately.
Harassment / Bullying / Threatening / Sexual Harassment	None.	Ongoing disrespectful, hurtful messages delivered through verbal, sexual, written or physical means.
Inappropriate Language	Profanity used as an exclamation or as conversational speech, not directed at an individual.	Purposeful swears, racial slurs, near swears, offensive gestures or sexually-oriented comments which includes gay, f***, etc.
Inappropriate Physical Contact / Roughhousing / Fighting	Unprivileged contact with another person such as kicking, hitting, pushing, or play fighting that leaves no visible sign of contact.	Unprivileged contact with another person that is disruptive and/or done with intent to harm that may or may not leave visible marks.
Misuse/Destruction of Property / Vandalism / Arson	Deliberate misuse of materials/items.	Repetitious deliberate misuse/destruction of materials of high personal or monetary value that could result in impairment or injury of materials, vandalism or arson.
Non Compliance	Deliberate failure to follow directions within a reasonable amount of time.	Deliberate and purposeful <u>continual</u> failure to follow directions.
Out of Area	Repeatedly being anywhere in the building other than scheduled place, including leaving the classroom, without permission.	Deliberately being anywhere inside the building other than scheduled place that may result in a search. This also includes leaving the building without permission.
Stealing/Theft	Deliberate or purposeful taking of another's property without permission (less than \$50).	Deliberate or purposeful taking of another's high-value property without permission (over \$50).
Tardy	Patterns of being tardy that interrupts the educational process, but not to an excessive amount.	Excessive patterns of tardiness.
Teasing / Taunting / Name Calling	Occasional unkind or negative message or action directed at another person that hurts feelings. Student is resistant to teacher redirection.	Repeated targeted offenses are harassment.
Use / Possession of Tobacco, Drugs, or Weapons	None.	Student knowingly brings in al illegal substance, combustible, or material that may cause harm to self or others, including drugs, alcohol, and/or weapons.

009 – 2010 BEHAVIOR TRACKING FORM – Middle School

MINOR

Student: _____ Grade: _____ Date: _____ Time: _____

of Incident

Referring Staff: _____ IEP or 504

Location:

- Assembly / Field Trip / Special Event Bathroom / Restroom Bus Bus Loading Zone
 Cafeteria Classroom Hall / Breezeway Playground Other: _____

Problem Behaviors:

MINOR (check only one)

- Defiance Disrespect Disruption
 Inappropriate Language Inappropriate Location Lying / Cheating
 Non Compliance Out of Area Property Damage
 Roughhousing / Fighting / Physical Aggression Teasing / Taunting / Name Calling / Abusive Language
 Tardy Theft Other _____

Motivations: (check only one)

- Avoid Activities / Tasks Avoid Adult(s) Avoid Peer(s)
 Obtain Adult Attention Obtain Items / Activities Obtain Peer Attention
 Other Motivation _____

Person(s) Involved: (check all that apply) Self Peers Staff Others _____

Staff Intervention: (check only one)

- Conference with Student Detention Individualized Instruction
 Loss of Privilege Parent Contact (Date) _____ Time in Office

Administration Notes & Intervention: Bus Suspension In-School Suspension Out-of-School Suspension

Other Administration Decision _____

Comments / Description:

ELLIS SCHOOL
2009 – 2010
BEHAVIOR DEFINITIONS RUBRIC

BEHAVIOR	MINOR REFERAL	MAJOR REFERRAL
Bomb Threat / False Alarm	None.	Pulling a fire alarm without cause. Writing or verbalizing a bomb threat. Shouting "Fire" in a crowd. Dialing 911 when there is no emergency.
Cheating / Forgery	Passing off someone else's work or ideas as your own.	Repeatedly passing off someone else's work or ideas as your own.
Defiance	Displays deliberate contempt or resists authority.	Repeated deliberate or purposeful contempt for or resistance of authority (verbal, physical or written).
Disrespect	Deliberately being discourteous or rude.	Repeatedly being discourteous or rude. Continual negative attitude.
Disruption	Any purposeful low-level intensity activity that interrupts the education process.	A purposeful and persistent activity that interrupts the class to such intensity that an administrator must be present immediately.
Harassment / Bullying / Threatening / Sexual Harassment	None.	Ongoing disrespectful, hurtful messages delivered through verbal, sexual, written or physical means.
Inappropriate Language	Profanity used as an exclamation or as conversational speech, not directed at an individual.	Purposeful swears, racial slurs, near swears, offensive gestures or sexually-oriented comments which includes gay, f***, etc.
Inappropriate Physical Contact / Roughhousing / Fighting	Unprivileged contact with another person such as kicking, hitting, pushing, or play fighting that leaves no visible sign of contact.	Unprivileged contact with another person that is disruptive and/or done with intent to harm that may or may not leave visible marks.
Misuse/Destruction of Property / Vandalism / Arson	Deliberate misuse of materials/items.	Repetitious deliberate misuse/destruction of materials of high personal or monetary value that could result in impairment or injury of materials, vandalism or arson.
Non Compliance	Deliberate failure to follow directions within a reasonable amount of time.	Deliberate and purposeful <u>continual</u> failure to follow directions.
Out of Area	Repeatedly being anywhere in the building other than scheduled place, including leaving the classroom, without permission.	Deliberately being anywhere inside the building other than scheduled place that may result in a search. This also includes leaving the building without permission.
Stealing/Theft	Deliberate or purposeful taking of another's property without permission (less than \$50).	Deliberate or purposeful taking of another's high-value property without permission (over \$50).
Tardy	Patterns of being tardy that interrupts the educational process, but not to an excessive amount.	Excessive patterns of tardiness.
Teasing / Taunting / Name Calling	Occasional unkind or negative message or action directed at another person that hurts feelings. Student is resistant to teacher redirection.	Repeated targeted offenses are harassment.
Use / Possession of Tobacco, Drugs, or Weapons	None.	Student knowingly brings in al illegal substance, combustible, or material that may cause harm to self or others, including drugs, alcohol, and/or weapons.

009 - 2010 BEHAVIOR TRACKING FORM - Elementary

MAJOR

Student: _____ Grade: _____ Date: _____ Time: _____
of Incident

Referring Staff: _____ IEP or 504

Location:
 Assembly / Field Trip / Special Event Bathroom / Restroom Bus Bus Loading Zone
 Cafeteria Classroom Hall / Breezeway Playground Other: _____

Problem Behaviors:
MAJOR (check only one)
 Arson Bomb Threat / False Alarm Cheating / Lying / Plagiarism
 Defiance Disrespect Disruption
 Harassment / Bullying Inappropriate Language Non Compliance
 Out of Area / Inappropriate Location Property Damage / Vandalism Roughhousing / Fighting
 Theft Tardy
 Other Behavior _____
 Use and/or Possession of: Alcohol Combustible Items Drugs Tobacco Weapons (circle one)

Motivations: (check only one)
 Avoid Activities / Tasks Avoid Adult(s) Avoid Peer(s)
 Obtain Adult Attention Obtain Items /Activities Obtain Peer Attention
 Other Motivation _____ Unknown Motivation

Persons Involved: (check all that apply) None Peers Teacher Staff Substitute

Staff Intervention: (check one) Is follow up needed by Administration? No Yes
 Conference with Student Individualized Instruction Loss of Privilege (Gold Card / Passport)
 Parent Contact (Date) _____ Restitution Time Out

Administration Notes & Intervention: Bus Suspension In-School Suspension Out-of-School Suspension
Other Administration Decision _____

Comments / Description:

ELLIS SCHOOL
2009 – 2010
BEHAVIOR DEFINITIONS RUBRIC

BEHAVIOR	MINOR REFERAL	MAJOR REFERRAL
Bomb Threat / False Alarm	None.	Pulling a fire alarm without cause. Writing or verbalizing a bomb threat. Shouting "Fire" in a crowd. Dialing 911 when there is no emergency.
Cheating / Forgery	Passing off someone else's work or ideas as your own.	Repeatedly passing off someone else's work or ideas as your own.
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009 – 2010 BEHAVIOR TRACKING FORM – Elementary

MINOR

Student: _____ Grade: _____ Date: _____ Time: _____

of Incident

Referring Staff: _____ IEP or 504

Location:

- Assembly / Field Trip / Special Event Bathroom / Restroom Bus Bus Loading Zone
 Cafeteria Classroom Hall / Breezeway Playground Other: _____

Problem Behaviors:

MINOR (check only one)

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 Inappropriate Language Inappropriate Location Lying / Cheating
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Person(s) Involved: (check all that apply) Self Peers Staff Others _____

Staff Intervention: (check only one)

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 Loss of Privilege Parent Contact (Date) _____ Time in Office

Administration Notes & Intervention: Bus Suspension In-School Suspension Out-of-School Suspension

Other Administration Decision _____

Comments / Description:

ELLIS SCHOOL
2009 – 2010
BEHAVIOR DEFINITIONS RUBRIC

BEHAVIOR	MINOR REFERAL	MAJOR REFERRAL
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