

# PBIS Team Handbook

*We care for ourselves, all others and our environment*



Bell School Behavior Expectations: Be responsible, Be respectful, Be safe



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# PBIS

## Positive Behavioral Interventions and Supports

The Positive Behavioral Interventions and Supports (PBIS) program is designed to help schools create a positive learning environment and decrease adverse behaviors. PBIS is a school and district wide program that emphasizes the importance of proactively defining, teaching and supporting students to create a positive school environment. It provides a continuum of positive behavior supports for all students within all school settings. These include classrooms, hallways, lunch areas, bathrooms, specials, arrival/dismissal, assemblies and the playground. The program is designed to support everyone in the school community, including staff, students and families.



# PBIS: General Overview and FAQs

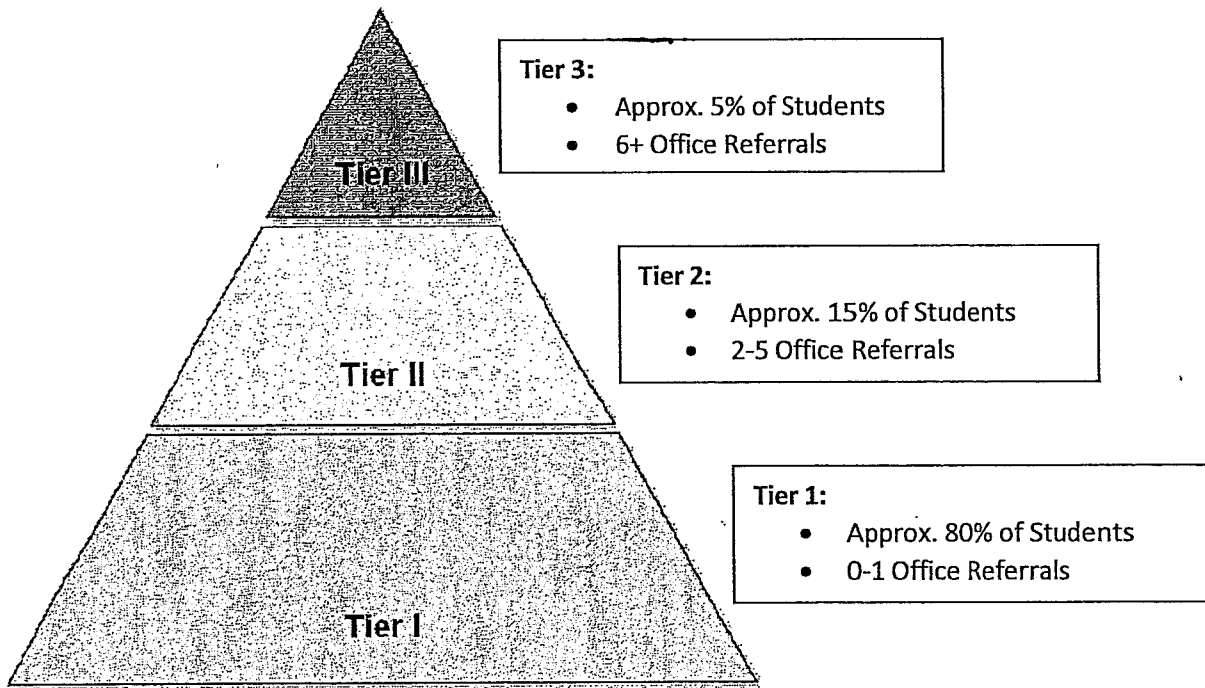
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**Positive Behavioral Interventions and Supports (PBIS):** PBIS is an organizing framework for providing a continuum of evidence-based interventions and utilizing functionally based approaches for improving school safety and student success by eliminating challenging behaviors and teaching students pro-social skills. The framework includes the following eight key features:

1. PBIS Leadership Team that guides the implementation
2. Statement of purpose
3. Three to five school-wide positive behavioral expectations
4. Procedures for teaching the expectations, including a behavioral matrix explaining how those expectations will look in the school
5. Lesson plans that incorporate the behavioral expectations
6. Acknowledgement system that recognizes students for using expected behaviors – both within and outside the classroom
7. Flowchart of detailed procedures showing how to handle student misbehaviors schoolwide – both within and outside of the classroom
8. Data-based system for monitoring implementation, fidelity, and outcomes.

The **three-tiered system** of PBIS is based on a model of prevention. The bottom of the triangle (Tier 1) represents school-wide behavioral initiatives. Tier 1 is the primary level of prevention, and it involves setting school-wide expectations and interventions for student behavior.



# PBIS: General Overview and FAQs

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## How long will it take for it to be implemented?

- The process of adopting a new system of practice tends to take up to **3 to 5 years**.
- Initial Implementation:
  - Training school staff.
  - Collecting baseline data.
  - Putting minimal features in place – such as, teaching behavioral expectations school-wide, and setting up the behavioral referral process.
- Full Implementation:
  - All universal (Tier 1) components are operating completely.
  - Behavioral expectations are taught school-wide.

## What is an acknowledgement system?

- A system that provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school-wide expectations, behaviors, or associated rules.
- Purpose – increasing positive social acknowledgement and interaction.
- Different types of acknowledgement:
  - High Frequency Acknowledgements
    - Delivered at a high rate for a short period **while teaching new behaviors** or responding to problem behavior.
    - Examples: Verbal praise, smile, thumbs up, high-five, Golden Tokens
    - When providing high frequency acknowledgements, name the behavior and tie it back to school-wide expectations
  - Intermittent/Unexpected Acknowledgements
    - Bring “surprise” attention to certain behaviors or at scheduled intervals.
    - Used to **maintain target behavior**.
    - Examples: Raffles, special privileges, Golden Tokens
  - Long-term Celebrations
    - Used to **celebrate/acknowledge accomplishment**.
    - All kids and all adults
    - Examples: Quarterly parties (e.g., popcorn party, class movie, field day), school-wide celebrations

## Shouldn't students know how to behave? Why should students be acknowledged for doing what is expected?

- PBIS is a framework that encourages consistency in teaching and understanding the behavioral expectations in different locations within the school environment.
- Behaviors that are taught and acknowledged are more likely to be repeated, while behaviors that are ignored are less likely to reoccur.
- Providing behavior-specific praise that is tied to already established behavior expectations will support student understanding and monitoring of their own behavior.

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## How do we respond to interfering behaviors?

- Identifying minor and major incidents by utilizing the *Behavior Procedural Flowchart* and behavior definitions.
- Managing minor incidents in the classroom:
  - Re-teaching behavioral expectations and implementing classroom strategies (i.e., eye contact, verbal warning, change of seat)
  - Responsibility Report
  - Completing Guidance Referral Form
  - Refer to behavior resource binder for additional strategies
  - More to come!
- Tracking reoccurring minor incidents (see minor incident form)
- Completing Office Referral Form for Major Incidents

## What about students on IEP's?

- If the student has a behavior plan that is outlined through an IEP, the behavior plan is always the first priority.
- Students with IEP's should be taught school-wide behavioral expectations and allowed access to the same classroom and school-wide acknowledgments/rewards that are provided to their peers.
- Major and minor incidents should be reported/documentated the same way for *all* students
- Consequences and responses to interfering behaviors may be individualized for students with an IEP.

## What are the expected outcomes? How do we know it's working?

- "Having good behavioral systems and disciplinary practices in place, and using data to confirm or deny your hunches will create outcomes that every school wants to see: improved social and behavioral competence and improved academic achievement."
- Information regarding interfering behaviors is primarily gathered through the Office Referral Form and Minor Incident Forms.
  - This information is used to identify specific areas of need and targeting specific students who need additional intervention.
- Ongoing opportunities for staff to provide feedback (i.e., feedback form, survey's, staff meetings, etc.)

## What are the connections between PBIS, Responsive Classroom and Second Step?

- While PBIS places an emphasis on *school discipline*, Second Step and Responsive classroom place an emphasis on *self-discipline*.
- PBIS offers a way of taking all the great initiatives already implemented in the school and tying them together into a framework that works toward a common language, common practice, and consistent application of positive and negative reinforcement.
- PBIS Strengths:
  - Preventing problem behavior (within immediate environment)
  - Correcting problem behaviors (short term goal)

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- Social-Emotional Learning (Second Step) & Responsive Classroom Strengths:
  - Developing the social and emotional competencies of self-discipline
  - Preventing problem behaviors (longer lasting effects)

## ***Where can I find additional information and resources on PBIS?***

- Positive Behavioral Interventions and Supports – [www.PBIS.org](http://www.PBIS.org)
- The Massachusetts Tiered System of Supports – [www.doe.mass.edu/apa/sss/mts](http://www.doe.mass.edu/apa/sss/mts)
- The PBIS Team Handbook: Setting Expectations and Building Positive Behavior by Beth Baker and Char Ryan (can be requested from PBIS leadership team members).

## School PBIS Leadership Team Roles

<b>Team Meeting Roles</b>	<b>Assigned</b>	<b>Back up</b>
<b>Coach</b> – Coordinates the communication, facilitation, and behavioral support for the team. Links with PBIS Trainer for technical assistance and support. Creates meeting agenda and follows up with subcommittees or team members regarding tasks. Keeps a current action plan of PBIS action steps.	Kara Rachel	Aimee
<b>Facilitator</b> –starts the meeting, reviews the purpose of the meeting and agenda, facilitates the meeting by keeping the team focused on each step	Katelyn	Kara
<b>Recorder</b> – takes notes, finalizes minutes, and sends completed minutes to team members.	Jess	Aimee
<b>Time keeper</b> – monitors the amount of time available, keeps the team aware of time limits by giving “warnings” (i.e., “10 minutes left”)	Katelyn	Kara
<b>Scribe</b> – keeps track of “Parking lot” ideas for next meeting. Helps to clarify and visualize important info during discussions by transcribing the team’s responses on dry board, flip chart paper, transparency, etc.	n/a	n/a
<b>Team Competencies/Roles</b>	<b>Assigned</b>	<b>Back up</b>
<b>Data Specialist</b> – is trained in entering and accessing data from the SWIS data system	Jessica	Katelyn
<b>Behavior Specialist</b> – competent with behavioral principles and assists in analyzing data	Jessica	Katelyn
<b>Administrator</b> – actively encourages team efforts, provides planning time, feedback, and support initiatives	Donna	Kara
<b>Communications</b> – acts as the point person for communication between the team and staff regarding PBS and behavior issues	Aimee	Lisa J.
<b>Presenter</b> – Presents important information/PowerPoints to staff, parents, school committee, etc.	Lindsay M.	



**Tentative PBIS Meeting Schedule**  
**2016-2017**

**September 27<sup>th</sup>**

**October 25<sup>th</sup>**

**November 29<sup>th</sup>**

**No December meeting due to conferences**

**January 31<sup>st</sup>**

**February 28<sup>th</sup>**

**March 28<sup>th</sup>**

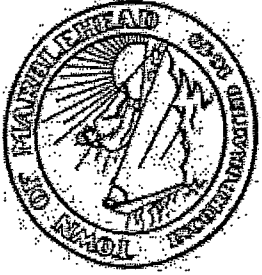
**April 25<sup>th</sup>**

**May 30<sup>th</sup>**

**June 20<sup>th</sup>**

**Meetings will take place from 2:45-4:00 in the Library. Since we will be getting credits for this there will be additional meetings throughout the year as well as sub-group work to be done on your own time.**

# Bell School Expectations and Settings



## Bell School Cares....

Be Responsible, be Respectful, be Safe

Rules/ Expectations	Classroom	Hallway	Playground	Arrival/ Dismissal	Bathroom	Bus/Field Trip	Lunch	Assembly
<b>R</b> Be Responsible	Raise our hand Follow the school rules Be prepared to learn	Keep belongings in our lockers Use quiet inside voices	Put away all playground toys Report problems or injuries	Be in your allotted space Wait patiently outside the door	Flush the toilet Throw away trash Return quietly to class	Stay seated Keep our hands and feet to ourselves	Eat our own food Stay in our seats Clean up area	Quiet and still when people are presenting
<b>R</b> Be Respectful	Be kind to each other Listen to others Wait our turn	Hold doors Follow each other in a straight line	Take turns Include everyone Share toys and equipment	Be polite Help others Follow directions	Give people their privacy Use quiet voices	Use quiet inside voices Listen to the bus driver	Use inside voices Listen to lunch aides Use polite manners	Stay seated Give the presenter our full attention
<b>S</b> Be Safe	Use material and tools appropriately Keep hands to ourselves	Walk and face forward Keep our hands to ourselves	Set game boundaries Use gentle hands and feet Follow game rules	Use crosswalks and sidewalks Walk on stairs Stay off snow and ice Sign off with teacher or staff	Wash hands with soap	Wear our seatbelts Follow all bus rules	Wash our hands Walk to get our lunch	Keep our hands to ourselves

<b>SETTING: Playground</b>		
<b>PROCEDURES:</b>		
<ul style="list-style-type: none"> <li>• Walk to and from the playground safely and quietly.</li> <li>• Use equipment appropriately.</li> <li>• Include others in playground activities.</li> <li>• Stay in assignment playground area.</li> <li>• Stop when you hear the whistle.</li> <li>• Line up promptly when called.</li> </ul>		
<b>EXPECTATIONS:</b>		
<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"> <li>• Put away all playground toys</li> <li>• Report problems or injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Include everyone</li> <li>• Share toys and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Set game boundaries</li> <li>• Use gentle hands and feet</li> <li>• Follow game rules</li> </ul>
<b>TEACHING EXAMPLES:</b>		
<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>	
<ol style="list-style-type: none"> <li>1. Walk in line appropriately.</li> <li>2. Follow rules for playing on structures.</li> <li>3. Follow game rules.</li> <li>4. Respond to teacher directions and signals to line up.</li> <li>5. Collect and put equipment back in shed or bring back to classroom.</li> <li>6. Stay visible to teacher or lunch para.</li> <li>7. Use designated boundary for game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Running in line, changing places, touching others.</li> <li>2. Being unsafe on structures and rock areas.</li> <li>3. Interrupting games played by others (i.e. crossing into another game).</li> <li>4. Ignoring teacher signal or directions, and continuing to play or walk away from teacher.</li> <li>5. Leaving out toys and equipment on playground area and getting in line without cleaning up.</li> <li>6. Inappropriate language and body contact.</li> </ol>	
<b>STUDENT ACTIVITIES:</b>		
<ol style="list-style-type: none"> <li>1. Overview of lesson: <ol style="list-style-type: none"> <li>a. Today we are talking about how we can be responsible, respectful and safe on the playground.</li> </ol> </li> <li>2. Brainstorm “expected” and “unexpected” classroom behavior. What does it look like and sound like?</li> <li>3. Teacher models expected playground behavior (see above).</li> <li>4. Allow students to practice expected behaviors on the playground and follow-up discussion.</li> </ol>		
<b>AFTER THE LESSON:</b>		
<ol style="list-style-type: none"> <li>1. Use visuals to remind students about expected behaviors on playground prior to recess.</li> <li>2. “Catch students being good” with specific praise statements and acknowledgement system.</li> <li>3. Revisit expectations seasonally and after vacations or long breaks by reviewing expected behaviors.</li> </ol>		

**SETTING: Lunch****PROCEDURES:**

- Walk to the lunch cart quietly and safely.
- Wait quietly and respectfully in lunch line.
- Sit down and begin eating.
- Talk quietly to friends at your table.
- When teachers call students to line up for recess, collect your belongings and throw away all trash; recycle.
- When you leave the table, work together with others at your table to be sure it is clean.

**EXPECTATIONS:**

Be Responsible	Be Respectful	Be Safe
<ul style="list-style-type: none"> <li>• Eat our own food</li> <li>• Stay in our seats</li> <li>• Clean up our area</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voices</li> <li>• Listen to lunch aides</li> <li>• Use polite manners</li> </ul>	<ul style="list-style-type: none"> <li>• Wash our hands</li> <li>• Walk to get our lunch</li> </ul>

**TEACHING EXAMPLES:**

EXPECTED BEHAVIOR	UNEXPECTED BEHAVIOR
<ol style="list-style-type: none"> <li>1. Walk quietly to the lunch cart.</li> <li>2. Respect others' personal space in lunch line.</li> <li>3. Say "yes please" and "no thank you" to all staff members.</li> <li>4. Throw all trash away and check floor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Running to lunch cart with loud voice.</li> <li>2. Pushing and shoving friends in line.</li> <li>3. Yelling across the room to friends.</li> <li>4. Leaving your trash and crumbs in your area.</li> </ol>

**STUDENT ACTIVITIES:**

1. Overview of lesson:
  - a. Today we are talking about how we can be responsible, respectful and safe at lunch.
2. Brainstorm "expected" and "unexpected" lunch behavior. What does it look like and sound like?
3. Teacher models expected lunchroom behavior (see above).
4. Students observe the teacher modeling appropriate action while eating lunch.

**AFTER THE LESSON:**

1. Use visuals to remind students about expected behaviors during lunch.
2. "Catch students being good" with specific praise statements and acknowledgement system.
3. Revisit expectations seasonally and after vacations by reviewing expected behaviors

**SETTING: Hallway**

**PROCEDURES:**

- Enter the hallway quietly.
- Stay in line and to the right.
- Hold door for others.
- Walk to designated place.

**EXPECTATIONS:**

<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"><li>• Keep belongings in our lockers</li><li>• Use quiet inside voices</li></ul>	<ul style="list-style-type: none"><li>• Hold doors</li><li>• Follow each other in a straight line</li></ul>	<ul style="list-style-type: none"><li>• Walk and face forward</li><li>• Keep our hands to ourselves</li></ul>

**TEACHING EXAMPLES:**

<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>
<ol style="list-style-type: none"><li>1. Pick up trash and use lockers to hang up and store belongings.</li><li>2. Use a quiet voice while walking to the right.</li><li>3. Holding the door for someone behind you.</li><li>4. Look at student artwork and enjoy it!</li><li>5. Face forward and keep hands to yourself.</li></ol>	<ol style="list-style-type: none"><li>1. Running in the hallway.</li><li>2. Waving to a friend in a classroom as you pass by.</li><li>3. Touching the art displays.</li><li>4. Yelling.</li></ol>

**STUDENT ACTIVITIES:**

1. Overview of lesson:
  - a. Today we are talking about how we can be responsible, respectful and safe in the hallway.
2. Brainstorm “expected” and “unexpected” classroom behavior. What does it look like and sound like?
3. Teacher models expected hallway behavior (see above).

**AFTER THE LESSON:**

1. Remind students about expectations.
2. “Catch students being good” with specific praise statements and acknowledgement system.
3. Revisit expectations seasonally and after vacations or long breaks.

**SETTING: Community Meeting**

**PROCEDURES:**

- Walk to the gym quietly and safely.
- Sit in designated community meeting spot.
- Wait quietly for meeting to begin.
- Use a listening body; sit on bottom, hands to yourself, eyes on the speaker.
- Listen to the speaker. (V sign)
- Stand for community meeting song; keep hands to yourself.
- At the end of meeting, stay seated until teacher asks you to stand.

**EXPECTATIONS:**

<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"><li>• Quiet and still when people are presenting</li></ul>	<ul style="list-style-type: none"><li>• Stay seated</li><li>• Give presenter our full attention</li></ul>	<ul style="list-style-type: none"><li>• Keep our hands to ourselves</li></ul>

**TEACHING EXAMPLES:**

<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>
<ol style="list-style-type: none"><li>1. Walk quietly to community meeting.</li><li>2. Respect others' personal space while sitting.</li><li>3. Clap after a performance.</li><li>4. When presenting, walk to front of gym quickly and quietly.</li></ol>	<ol style="list-style-type: none"><li>1. Run through the halls to get to community meeting.</li><li>2. Push and shove friends during meeting.</li><li>3. Yell out after a performance.</li><li>4. Talk to friends during meeting.</li></ol>

**STUDENT ACTIVITIES:**

1. Overview of lesson:
  - a. Today we are talking about how we can be responsible, respectful and safe at community meeting.
2. Brainstorm "expected" and "unexpected" community meeting behavior. What does it look like and sound like?
3. Teacher models expected community meeting behavior (see above).
4. Students observe the teacher modeling appropriate behavior used for community meeting.

**AFTER THE LESSON:**

1. Use visuals to remind students about expected behaviors during community meeting.
2. "Catch students being good" with specific praise statements and acknowledgement system.
3. Revisit expectations seasonally and after vacations by reviewing expected behaviors.

<b>SETTING: Classroom</b>		
<b>PROCEDURES:</b>		
<ul style="list-style-type: none"> <li>• Enter and exit the classroom quietly.</li> <li>• Wait for teacher to give instructions.</li> <li>• Stay in your assigned space.</li> </ul>		
<b>EXPECTATIONS:</b>		
<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"> <li>• Raise our hand</li> <li>• Follow the school rules</li> <li>• Be prepared to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind to each other</li> <li>• Listen to others</li> <li>• Wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials and tools appropriately</li> <li>• Keep hands to ourselves</li> </ul>
<b>TEACHING EXAMPLES:</b>		
<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>	
<ol style="list-style-type: none"> <li>1. Walk to classroom using quiet voices, and safe bodies.</li> <li>2. Clean personal space, put materials where they belong.</li> <li>3. Walk while you are in the classroom.</li> <li>4. Raise hand to share.</li> <li>5. Wait to be called on.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blurting out answers and/or thoughts.</li> <li>2. Leave your belongings all over your personal space.</li> <li>3. Yelling and running into the classroom.</li> <li>4. Not using materials correctly resulting in broken and damaged items.</li> </ol>	
<b>STUDENT ACTIVITIES:</b>		
<ol style="list-style-type: none"> <li>1. Overview of lesson: <ol style="list-style-type: none"> <li>a. Today we are talking about how we can be responsible, respectful and safe in the classroom.</li> </ol> </li> <li>2. Brainstorm “expected” and “unexpected” classroom behavior. What does it look like and sound like?</li> <li>3. Teacher models expected classroom behavior (see above).</li> <li>4. Students create posters to use as visuals in classrooms.</li> </ol>		
<b>AFTER THE LESSON:</b>		
<ol style="list-style-type: none"> <li>1. At the end of the day, discuss tomorrow’s expectations.</li> <li>2. “Catch students being good” with specific praise statements and acknowledgement system.</li> <li>3. Revisit expectations seasonally and after vacations or long breaks by reviewing expected behaviors.</li> </ol>		

<b>SETTING: Bus/Field Trips</b>		
<b>PROCEDURES:</b>		
<ul style="list-style-type: none"> <li>• Wait for teacher or adult to enter the bus.</li> <li>• Greet the bus driver and walk onto the bus.</li> <li>• Go directly to your seat and put on seatbelt.</li> </ul>		
<b>EXPECTATIONS:</b>		
<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Keep our hands and feet to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet inside voice</li> <li>• Listen to the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>• Wear our seatbelts</li> <li>• Follow all bus rules</li> </ul>
<b>TEACHING EXAMPLES:</b>		
<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>	
<ol style="list-style-type: none"> <li>1. Say hello to the bus driver when you get on the bus.</li> <li>2. Listen to the bus driver's directions.</li> <li>3. Help a friend put on their seat belt.</li> <li>4. Stay in your seat during the bus ride.</li> <li>5. Talk quietly to the person next to you.</li> <li>6. Check your seat for belongings before you get off the bus.</li> <li>7. Use a safe body to exit the bus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Throwing objects.</li> <li>2. Standing up in the seat.</li> <li>3. Yelling.</li> <li>4. Opening windows without permission.</li> <li>5. Kicking seat in front of you.</li> <li>6. Switching seats while the bus is moving.</li> <li>7. Taking off your seat belt.</li> <li>8. Sticking head and hands outside the window.</li> </ol>	
<b>STUDENT ACTIVITIES:</b>		
<ol style="list-style-type: none"> <li>1. Overview of lesson:             <ol style="list-style-type: none"> <li>a. Today we are talking about how we can be responsible, respectful and safe on the bus.</li> </ol> </li> <li>2. Brainstorm "expected" and "unexpected" bus behavior. What does it look like and sound like?</li> <li>3. Teacher models expected bus/field trip behavior (see above).</li> <li>4. Students watch the bus safety video and participate in the bus safety drill.</li> </ol>		
<b>AFTER THE LESSON:</b>		
<ol style="list-style-type: none"> <li>1. Remind students about expectations.</li> <li>2. "Catch students being good" with specific praise statements and acknowledgement system.</li> <li>3. Go over rules before a field trip. Watch the bus safety video.</li> </ol>		



<b>SETTING: Bathroom</b>		
<b>PROCEDURES:</b>		
<ul style="list-style-type: none"> <li>• Ask teacher to use the bathroom and sign out.</li> <li>• Walk directly to the bathroom.</li> <li>• Use bathroom, wash hands and walk back to your classroom.</li> </ul>		
<b>EXPECTATIONS:</b>		
<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"> <li>• Flush the toilet</li> <li>• Throw away trash</li> <li>• Return quietly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Give people their privacy</li> <li>• Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Wash our hands with soap</li> </ul>
<b>TEACHING EXAMPLES:</b>		
<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>	
<ol style="list-style-type: none"> <li>1. Ask teacher politely to use the bathroom.</li> <li>2. Walk to the bathroom assigned to your grade or closest one to you.</li> <li>3. Use bathroom and keep stall door closed.</li> <li>4. Flush the toilet and wash your hands.</li> <li>5. Throw away any trash.</li> <li>6. Walk back to your classroom quietly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaving the room to use the bathroom without asking.</li> <li>2. Using a bathroom that is assigned to a different grade.</li> <li>3. Looking underneath the stall at another person.</li> <li>4. Clogging the toilet and sinks with paper towels.</li> <li>5. Writing on the walls.</li> <li>6. Running back to your classroom.</li> </ol>	
<b>STUDENT ACTIVITIES:</b>		
<ol style="list-style-type: none"> <li>1. Overview of lesson: <ol style="list-style-type: none"> <li>a. Today we are talking about how we can be responsible, respectful and safe for the bathroom.</li> </ol> </li> <li>2. Brainstorm "expected" and "unexpected" bathroom behavior. What does it look like and sound like?</li> <li>3. Teacher models expected behavior for the bathroom (see above).</li> </ol>		
<b>AFTER THE LESSON:</b>		
<ol style="list-style-type: none"> <li>1. Remind students about expectations.</li> <li>2. "Catch students being good" with specific praise statements and acknowledgement system.</li> <li>3. Revisit expectations seasonally and after vacations or long breaks.</li> </ol>		

**SETTING: Arrival/Dismissal**

**PROCEDURES:**

- Wait for teacher or staff member to open the doors.
- Go through appropriate door when arriving at school.
- Walk to designated place at dismissal.
- Stay with class when being dismissed.

**Arrival Doors:**  
K- Front door (lower and upper)  
1<sup>st</sup>- Door 4  
2<sup>nd</sup> and 3<sup>rd</sup> - Door 42

**EXPECTATIONS:**

<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"><li>• Be in your allotted space</li><li>• Wait patiently outside the door</li></ul>	<ul style="list-style-type: none"><li>• Be polite</li><li>• Help others</li><li>• Follow directions</li></ul>	<ul style="list-style-type: none"><li>• Use crosswalks and sidewalks</li><li>• Walk on stairs</li><li>• Stay off snow and ice</li><li>• Sign off with teacher or staff</li></ul>

**TEACHING EXAMPLES:**

<b>EXPECTED BEHAVIOR</b>	<b>UNEXPECTED BEHAVIOR</b>
<ol style="list-style-type: none"><li>1. Use crosswalks and sidewalks.</li><li>2. Wait outside the doors in the morning until an adult opens the door.</li><li>3. Leave clear path for adults to enter the school.</li><li>4. Keep hands to yourself and walk to classroom or designated pick-up area.</li><li>5. Speak calmly and quietly. Have school appropriate conversations.</li><li>6. Stay with teacher and class until teacher/adult contact is made.</li></ol>	<ol style="list-style-type: none"><li>1. Climbing on the hill or snow banks.</li><li>2. Entering building before school opens.</li><li>3. Running.</li><li>4. Pushing or knocking over other students.</li><li>5. Talking about birthday parties or play dates.</li><li>6. Leaving teacher before adult contact is made.</li></ol>

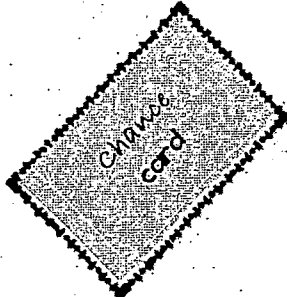
**STUDENT ACTIVITIES:**

1. Overview of lesson:
  - a. Today we are talking about how we can be responsible, respectful and safe at arrival and dismissal.
2. Brainstorm “expected” and “unexpected” arrival/dismissal behavior. What does it look like and sound like?
3. Teacher models expected behavior for arrival and dismissal (see above).
4. Review arrival/dismissal rules.

**AFTER THE LESSON:**

1. Remind students about expectations.
2. “Catch students being good” with specific praise statements and acknowledgement system.
3. Revisit expectations seasonally and after vacations or long breaks.

# BELLOPOLY



Buddy 	Bathroom Safety	?	Bathroom Respect	Bathroom Responsibility	Kindergarten 	Classroom Safety	Classroom Respect	Water 	Classroom Responsibility 	GO TO THE NURSE Opa! You skipped!	
	Bus/Field Trip Safety		Bus/Field Trip Respect	Community Meeting Respect	Bus/Field Trip Responsibility	Third Grade Railroad 	Arrival/Dismissal Safety	Arrival/Dismissal Respect	Lunch Responsibility 	Community Meeting Responsibility 	Halfway Safety Halfway Respect
AT NURSE JUST VISITING	Playground Responsibility Playground Respect	Community Meeting Safety 	Playground Safety 	First Grade Railroad 	Library Responsibility Respect Safety	Gym Responsibility Respect Safety	Music Responsibility Respect Safety	Art Responsibility Respect Safety	Lunch Responsibility Lunch Respect Lunch Safety	Second Grade Railroad 	?
										GO TO THE NURSE Opa! You skipped!	

Kindergarten

	9:00-9:20	9:25-9:45	9:50-10:10	10:15-10:35
Berg	Arrival/Dismissal	Playground	Specials- Gym	
McGuiness	Special-Library	Arrival/Dismissal	Playground	
Spillane	Playground	Special- Art	Arrival/Dismissal	

First Grade

	9:00-9:20	9:25-9:45	9:50-10:10	10:15-1:35
Leavitt/Levine	Arrival/Dismissal	Playground	Specials-Art	Lunch
Fairbanks	Lunch	Arrival/Dismissal	Playground	Specials- Gym
Babbit	Specials-Gym	Lunch	Arrival/Dismissal	Playground
Herendeen	Playground	Specials-Music	Lunch	Arrival/Dismissal

Second Grade

	9:00-9:20	9:25-9:45	9:50-10:10	10:15-1:35
Duffy	Arrival/Dismissal	Playground	Specials- Music	Lunch
Blanchard/Bach	Lunch	Arrival/Dismissal	Playground	Specials- Art
Wahtera	Specials- Music	Lunch	Arrival/Dismissal	Playground
Sheppard	Playground	Specials- Gym	Lunch	Arrival/Dismissal

### Third Grade

	9:00-9:20	9:25-9:45	9:50-10:10	10:15-1-:35
Willard	Arrival/Dismissal	Playground	Specials- Library	Lunch
Erikson	Lunch	Arrival/Dismissal	Playground	Specials- Music
McMahon	Specials-Art	Lunch	Arrival/Dismissal	Playground
Bowen/Pierce	Playground	Specials-Library	Lunch	Arrival/Dismissal

Things to be done within classrooms on September 28. Don't forget to stamp Bellopoly!

All grades	Classroom
All grades	Hallway
All grades	Bathroom
K Only	Lunch

### Stations Staffing

	K	1	2	3
Arrival Dismissal	Kara E.	Jen F.	Melissa B.	Rachel M.
Playground	Jess (LB)	Alison C.	Carol N.	Karen P.
Specials	Tammy N.	Fran.	Janet M.	Aimee
Lunch	Jamie Y.	Mary Anne L.	Janet B.	Christina W.

Additional Staff to go with assigned class

Marion Gaskell	Blanchard
Kathy Roeser	Leavitt/Levine
Christina Honos	Bowen
Amanda Ward	McGuiness

# PBIS Acknowledgement System Matrix

Malcolm L. Bell School

2016-2017



Type	What?	Who?	When?	Where?	How?	To Whom?	Why? (Purpose)
<b>High Frequency</b> In the moment, predictable, happens all the time.	Goldie Tokens	Any staff member in the building	When students are displaying target RRS behaviors in target areas	Hallways, other target areas (lunch, playground, bathroom, bus, etc.)	Staff member hands token to student with verbal praise	All students: Individual students displaying RRS	Acknowledge and recognize target behaviors, increase expected behavior
<b>Redemption of High Frequency</b> What happens once one gets a high-frequency acknowledgement.	Put tokens in your class tube at front desk.	Identified student adds token and announce award through announcements.	Weekly	Upper Bell Front desk Lower Bell lobby	Tokens counted on Fridays, announced by principal on Friday afternoon announcements	Class with most in tube= classroom reward from menu.	Acknowledge class for expected behavior
<b>Unpredictable /Intermittent</b> Surprise acknowledgement, not frequent, may be based on data	Golden coin (1 per grade)=5 tokens	Principal identifies student/class modeling target behavior	By Friday afternoon	Gold coin is replaced with 5 coins for class tube	Delivered to student/class	Student/class per grade displaying RRS.	Acknowledge expected behavior
<b>Long-Term Universal Celebrations</b>	Set total tokens for whole school = celebration	PBIS team plans celebration with subcommittee/PTO	When goal is met	TBD	Graph for school to see	All students	Celebrate efforts of students who demonstrate RRS behavior

## PBIS Rewards Menu

### Individual Student Rewards

- Junior Staff Member
  - Assist custodian, nurse, secretary for block of time.
- Teacher's Assistant
  - Be a helper in another class
- Classroom Job Choice
- Choose book for class
- Homework pass
- Be the scout
  - Go ahead of the class and alert teacher class is coming
- Extra Computer Time
- Extra Ipad Time
- Eat lunch with principal
- Eat lunch with teacher of your choice
- Read aloud to the class
- Shoot baskets with a teacher
- Picture Showcase- picture with a friend or 2 for bulletin board
- Be recognized during announcements

## Whole Class

- Door décor competition
  - Bed Head Day
    - Wear your pajamas to school with messy hair
  - Dog Ate Your Homework Night
    - No Homework Pass (day picked by teacher)
  - Giggles and Games
    - Play a board game for a  $\frac{1}{2}$  hour
  - Rocking Recess
    - 20 minutes of extra recess
  - Delightful dining in the garden
    - Eat lunch in the garden
  - Party with the Principal
    - Chow Down with the Principal
  - Crazy, Creative Crafts
    - Arts and Crafts Activity for 30 minute block
  - Piece your Puzzles Day
    - Puzzles for 30 minute block
  - Hats On Day
    - Wear a hat of your choice to school
  - Sportsmania
    - Class kickball/wiffleball game



- Red Carpet Day
  - Dress like the Stars in your fancy clothes
- Super Hero Day
  - Dress up like your favorite superhero for the day
- Marvelous Movie Day
  - Enjoy a movie
- Stories in the Sun
  - Read Aloud or bring a book outside
- Mystery Guest
  - Teacher surprises class with a class visitor
- IPAD time for 30 minutes
- Show and Tell
  - Bring in your favorite item to share
- Rock Out Karaoke Party
- Music during Class
- Stuffed Animal Day
- Free Choice Block
- Buddy Class Visit
- Pens, Markers, Oh My!
  - Use a special writing tool during one block
- Shake it Up Dance Party

- Graffiti Wall
- Crazy Hair Day

### Teacher Rewards

- Goose Pass
  - Go Out Of School Early
- Coffee Gift Card
- Parking Spot
- Recess Duty Pass
- Comfy Dress Day
- Principal as assistant for hour
- Flowers for the classroom

Whole School

Teacher Olympics

Minute to Win It

Carnival Stations

Ways to raise money

Parking spot

Silent auction

Pamper basket

Basket of books for your classroom

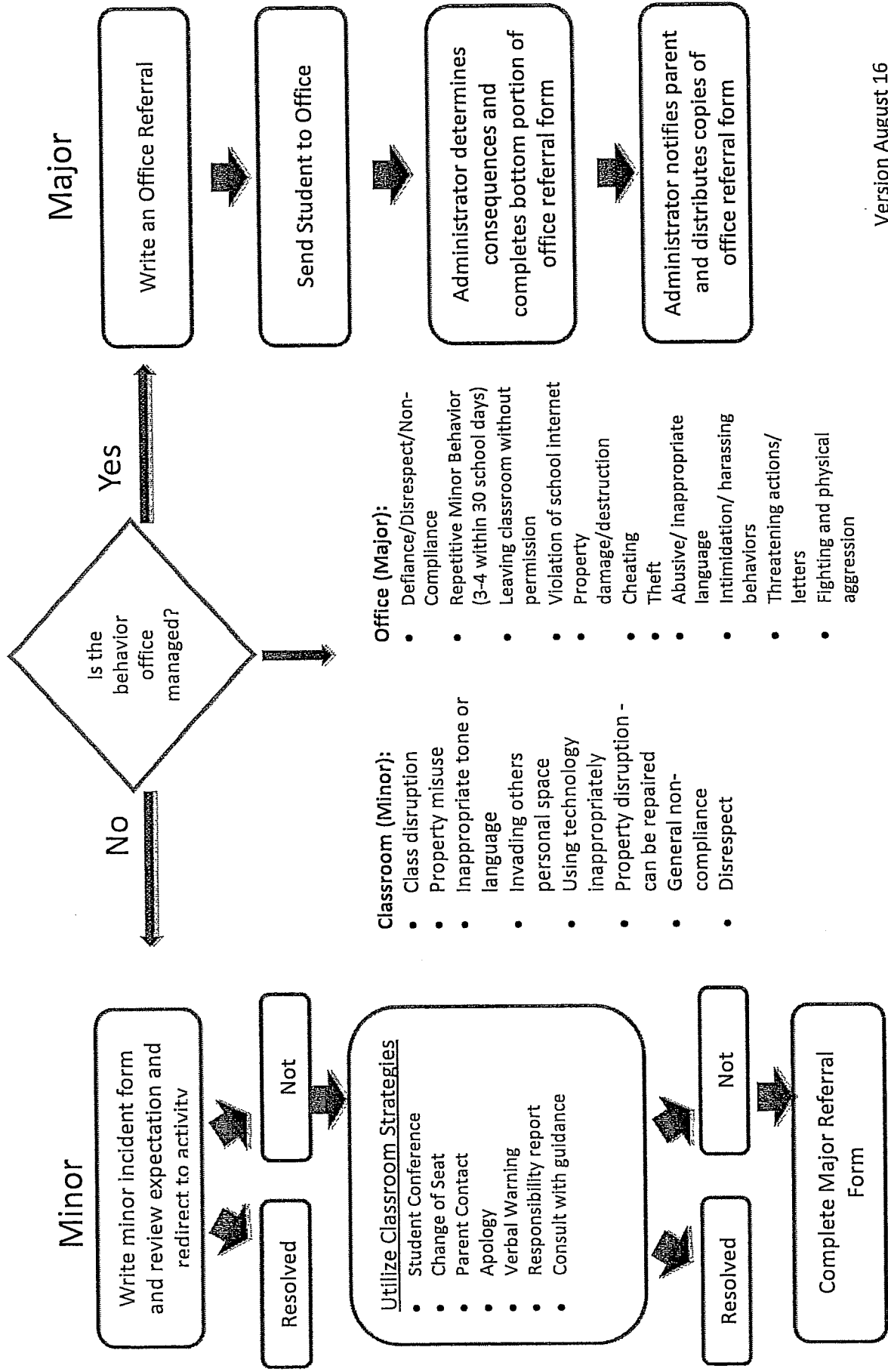
Kids Summer Basket  
Movie Basket  
Supplies basket  
Beach bag

Game- Passport, Monopoly, and Teachers Cards?

Community member donations  
Pay to participate in day  
Pot luck lunch- teacher pay to eat it  
Ice cream social  
Morale Pal- pick me up secret pal  
PTO Donations (money, mani/pedi gc, coffee, movie  
pass,  
UNO Dinner Car Wash  
Box Top

Intermittent-  
Fix Interval Targets for PBIS individual  
recognition

# Student Behavior Procedural Flowchart



## Minor

Write minor incident form and review expectation and redirect to activity

Resolved

Not

### Utilize Classroom Strategies

- Student Conference
- Change of Seat
- Parent Contact
- Apology
- Verbal Warning
- Responsibility report
- Consult with guidance

Resolved

Not

Complete Major Referral Form

Is the behavior office managed?

No

Yes

## Major

Write an Office Referral

Send Student to Office

Administrator determines consequences and completes bottom portion of office referral form

Administrator notifies parent and distributes copies of office referral form

### Office (Major):

- Defiance/Disrespect/Non-Compliance
- Repetitive Minor Behavior (3-4 within 30 school days)
- Leaving classroom without permission
- Violation of school internet
- Property damage/destruction
- Cheating
- Theft
- Abusive/inappropriate language
- Intimidation/ harassing behaviors
- Threatening actions/ letters
- Fighting and physical aggression

### Classroom (Minor):

- Class disruption
- Property misuse
- Inappropriate tone or language
- Invading others personal space
- Using technology inappropriately
- Property disruption - can be repaired
- General non-compliance
- Disrespect

<b>Restraint/Seclusion</b>	<b>Definition</b>
None	(Default) No restraint or time out was used.
Restraint	Direct physical contact that prevents or significantly restricts a student's freedom of movement.
Time Out	Inclusionary time-out is when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.  Exclusionary time-out as a staff- directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
Seclusion	Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
<i>Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.</i>	

<b>Action Taken</b>	<b>Definition</b>
Alternative Placement	Consequence for referral results in student being placed in a different educational setting.
Bus Suspension	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Conference with Student	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors (i.e. counseling, social group, etc.)
Behavior Referral/Referral to Guidance	Referral process initiated with school counselor.
In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.

Out-of-School Suspension	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Time Out	Consequence for referral results in student spending time away from peers and scheduled activities/classes.
Logical Consequence/Restitution	Student and administration agree to consequence related to behavior (i.e. clean up mess made, write apology)
Responsibility Report	Student completes report reviewing behavior, impact on others, emotions, what to do next time and how to fix the situation.

# Bell School PBIS Behavior Definitions 2016-2017

Minor Problem Behavior	Definition
Inappropriate Language	Student engages in low-intensity instances of profanity, or yelling, or using language that is not appropriate to the activity or setting.
Invading others personal space	Student engages in non-serious, but inappropriate physical contact.
General Noncompliance	Any instance in which a student verbally or physically refuses academic or nonacademic requests or any response that does not match the instruction given within 10 seconds.
Disruption	Student engages in low-intensity, but inappropriate actions including calling out, or out of seat behavior.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Technology Violation	Student engages in non-serious, but inappropriate or irresponsible use of cell phone, music/video players, tablets, camera, and/or computer.
Property Misuse	Student engages in low-intensity instances in which students use materials or furniture for which they are not intended.
Property disruptions and minor destruction (can be repaired).	Any instance in which a student engages with materials or furniture inappropriately resulting in visible damage.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior	Definition
Defiance/ Disrespect/ Non-Compliance	Student engages in high intensity refusal to follow directions or talks back.
Repetitive Minor Behavior	More than 4 instances of documented minor instances.
Leaving Classroom without permission/Inappropriate Location	Student is in an area that is outside of expected boundaries without permission.
Technology/Internet Violation	Student engages in major inappropriate (sexual or violent material) on cell phone, music/video players, camera, and/or computer.
Property Damage/Destruction	Student engages in behavior resulting in destruction or disfigurement of property that cannot be easily repaired.
Cheating/Theft	Student delivers message that is untrue and/or deliberately violates rules or student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Abusive/ Inappropriate Language/ Profanity	Student engages in high-intensity instances of profanity, or yelling, or using language that is not appropriate to the activity or setting.
Intimidation/Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Threatening Actions	Any instance of a student verbally or non-verbally referencing or killing, death or harm to himself, others or communities.
Fighting or physical aggression	Student is involved in mutual participation in an incident involving physical violence or student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Other Behavior	Student engages in serious interfering behavior not listed.



# Bell School

## Responsibility Report--STUDENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? \_\_\_\_\_

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

Where? \_\_\_\_\_

*Circle one:* classroom hallway recess lunch music art library gym bathroom

Why?: \_\_\_\_\_

*Circle one:* I was angry/frustrated/lost control I thought it was funny I wasn't thinking I was avoiding work

What Bell School Expectation did I break and how:

*Circle one:* RESPECT RESPONSIBILITY SAFETY

What could I have done to make things different or better? \_\_\_\_\_

*Circle one:* Walk away Talk to an adult Calm down Count to 10 Take deep breaths Use my words

How can I fix the situation this time? \_\_\_\_\_

*Examples:* Apologize Written apology Help the person Miss recess School improvement

## Responsibility worksheet

Name:

Date:

Teacher:

Please draw

What happened?

What would you do next time?

How can you fix it now?

**MINOR INCIDENT FORM**

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

<u>Location</u>	<u>Activities</u>	<u>Minor</u>	<u>Consequence</u>
<input type="checkbox"/> Classroom	<input type="checkbox"/> Academic	<input type="checkbox"/> Inappropriate lang.	<input type="checkbox"/> Student Meeting
<input type="checkbox"/> Commons area / Lobby	<input type="checkbox"/> Social	<input type="checkbox"/> Invasion of personal space	<input type="checkbox"/> Parent Contact
<input type="checkbox"/> Hall / Stairway	<input type="checkbox"/> Transition	<input type="checkbox"/> General non-compliance	<input type="checkbox"/> Responsibility report
<input type="checkbox"/> Special _____		<input type="checkbox"/> Disruption	<input type="checkbox"/> Written/verbal apology
		<input type="checkbox"/> Disrespect	<input type="checkbox"/> Change of seat
		<input type="checkbox"/> Technology violation	<input type="checkbox"/> Other
		<input type="checkbox"/> Property misuse/destruction	
		<input type="checkbox"/> Other _____	

**MINOR INCIDENT FORM**

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

<u>Location</u>	<u>Activities</u>	<u>Minor</u>	<u>Consequence</u>
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		<input type="checkbox"/> Technology violation	<input type="checkbox"/> Other
		<input type="checkbox"/> Property misuse/property destruction	
		<input type="checkbox"/> Other _____	

**MINOR INCIDENT FORM**

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

<u>Location</u>	<u>Activities</u>	<u>Minor</u>	<u>Consequence</u>
<input type="checkbox"/> Classroom	<input type="checkbox"/> Academic	<input type="checkbox"/> Inappropriate lang.	<input type="checkbox"/> Student Meeting
<input type="checkbox"/> Commons area / Lobby	<input type="checkbox"/> Social	<input type="checkbox"/> Invasion of personal space	<input type="checkbox"/> Parent Contact
<input type="checkbox"/> Hall / Stairway	<input type="checkbox"/> Transition	<input type="checkbox"/> General non-compliance	<input type="checkbox"/> Responsibility report
<input type="checkbox"/> Special _____		<input type="checkbox"/> Disruption	<input type="checkbox"/> Written/verbal apology
		<input type="checkbox"/> Disrespect	<input type="checkbox"/> Change of seat
		<input type="checkbox"/> Technology violation	<input type="checkbox"/> Other
		<input type="checkbox"/> Property misuse/property destruction	
		<input type="checkbox"/> Other _____	

Malcolm L. Bell School - Office Referral Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Reporting Staff \_\_\_\_\_ HR# \_\_\_\_\_ Time \_\_\_\_\_

LOCATION of Incident (Check Applicable)

- Bus, Drop Off, Pick Up, Gym, Bathroom, Lunch-Time, Hallway, Library, Office, Indoor Recess, Outdoor Recess, Playground, Other, Classroom (#)

MAJOR PROBLEM BEHAVIORS/ INCIDENTS

- Defiance/Disrespect/Non-Compliance, Repetitive Minor Behavior, Leaving the class without permission, Violation of school internet, Property Damage/Destruction, Cheating, Theft, Abusive/inappropriate language, Intimidation/harassing behaviors, Threatening actions/letters, Fighting and physical aggression

PERCEIVED MOTIVATION: What do you think the student was trying to obtain or avoid? (Check one)

- Obtain Staff Attention, Obtain Peer Attention, Obtain Item/Activity/Sensory, Avoid Peer Attention, Avoid Staff Attention, Avoid Task/Activity/Sensory, Unknown Motivation, Other

OTHERS INVOLVED

(Check all that apply)

- Staff, Peers, Teacher, Substitute, Unknown, Other

Names of Staff and Others Involved: \_\_\_\_\_

ADMINISTRATIVE ACTION (Administrator USE ONLY)

- Office Time Out, Reflection/Responsibility Report, Written Apology, Parent Conference, Referral to Guidance, Loss of Privilege, Admin-Student Conference, Logical Consequence, Bus Suspension, Parent Phone Call, In-School Suspension (# of days), Suspension (hearing) (# of days), Other

Recommendations: \_\_\_\_\_

Administrator Signature Date

Teacher Signature Date

Parent Signature Date