

Freeman Public School PBIS Handbook

2019-2020

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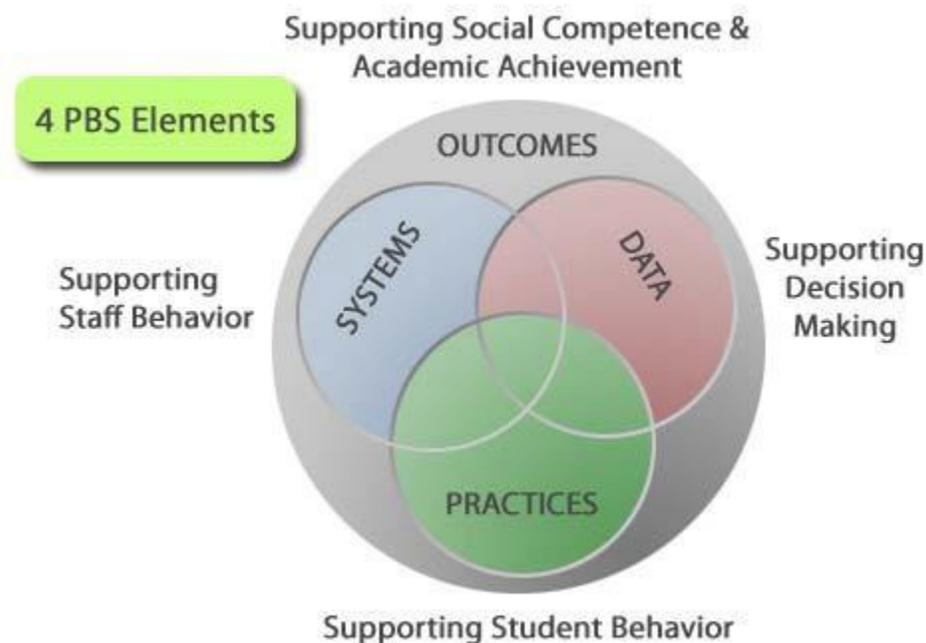
What is School-wide PBIS?

Definition

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

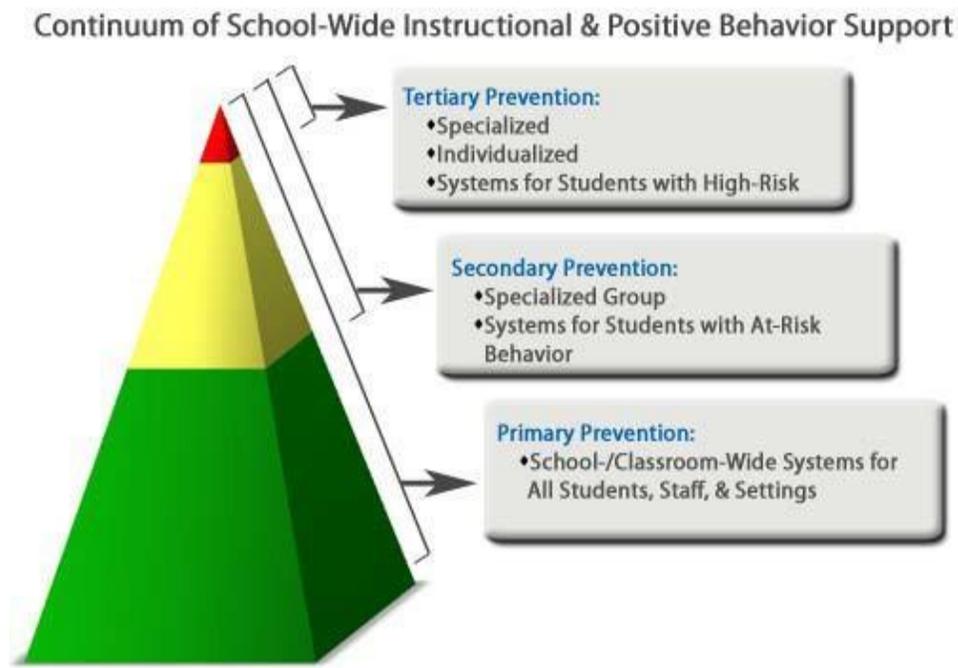
There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-tier support

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Specific Practices and Supports

- Behavior matrix
- Behavior indicators
- Procedures

- Strategies for acknowledging behavior
- Flyer Miles

- Strategies for Correcting Behavior
- Discipline Referral

- PBIS Team
- PBIS Coach

For more information:

- A short video about SW-PBIS:
http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx
- A more in-depth introduction into SW-PBIS:
<http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS:
<http://www.pbis.org/research/default.aspx>
[x](#)

The 2019-2020 PBIS Team

Purpose Statement

We will support positive behavior in order to maximize academic achievement for all students.

Team Members

Team Member	Grade Level
Kevin Kunz	Superintendent/9-12 Principal
Rebecca Hofer	K-12 Special Education
Joshua Faulkner	K-12 School Counselor
Will Massey	Dean of Students
Dawn Maske	2 nd Grade

Facilitation

Name: Pat Hubert, External PBIS Coach

Email: pat.hubert@k12.sd.us

2019-2020 Meeting Dates:

- September 13
- October 11
- November 1, 22
- December 13
- January 31
- February 14
- March 6
- April 3, 24
- May 8

Behavioral Expectations

Behavioral expectations: The Freeman School District has three behavioral expectations for all schools: Be Safe, Be Respectful, Be Responsible.

Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

Freeman School-wide Behavior Matrix

Freeman Flyers PBIS Behavior Matrix

	Be Respectful	Be Responsible	Be Safe
Classroom	<ul style="list-style-type: none"> • Follow directions • Raise your hand • Use appropriate language • Use an appropriate tone/volume • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Employ active listening • Participate actively 	<ul style="list-style-type: none"> • Use materials and supplies safely
Lunchroom	<ul style="list-style-type: none"> • Follow adult directions • Keep food on your plate or in your mouth • Keep conversations appropriate • Use volume level 2 	<ul style="list-style-type: none"> • Stay in designated area • Clean up your eating area • Ask before getting up from seat 	<ul style="list-style-type: none"> • Wait in line for your turn • Raise hand to ask for seconds and to scrape • Walk to line when dismissed from table
Bathrooms	<ul style="list-style-type: none"> • Clean up after yourself • Keep your hands and feet to yourself • Keep your eyes to yourself so that others may have privacy • Wait patiently to use the toilet or sink 	<ul style="list-style-type: none"> • Do your business and leave • Flush the toilet • Throw trash in trash can and toilet paper in toilet • Wash hands • Go back to class when you're finished • Keep voice level at 0 or 1 	<ul style="list-style-type: none"> • Report problems, vandalism, etc. • Walk • Wash hands with soap and dry them
Hallways	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Observe personal space • Listen to adults in hallway • Voice level 0 	<ul style="list-style-type: none"> • Go straight to where you are going • Keep things in your own locker and close locker • Pick up your 	<ul style="list-style-type: none"> • Face forward • Wear appropriate shoes at all times

		things and litter	
Buses	<ul style="list-style-type: none"> • Follow directions • Wait in line • Listen to the bus driver and the teacher • Share seats • Use appropriate language 	<ul style="list-style-type: none"> • Stay seated while the bus is moving • Keep your body and belongings to yourself in line and in the bus when riding 	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion • Report any incidents
Front of School	<ul style="list-style-type: none"> • Follow adult directions • Use appropriate language • Walk 	<ul style="list-style-type: none"> • Keep your body and belongings to yourself • Go straight to your ride or head home 	<ul style="list-style-type: none"> • Watch for crossing traffic • Only go with your family or the person your parents told you to • Walk
School Grounds	<ul style="list-style-type: none"> • Follow adult directions • Use appropriate language • Obey fire drill procedures 	<ul style="list-style-type: none"> • Dispose of trash in appropriate receptacle • Use equipment correctly 	<ul style="list-style-type: none"> • Use equipment correctly • Keep your hands and feet to yourself
Library	<ul style="list-style-type: none"> • Follow adult directions • Use volume 0 or 1 • Wait your turn • Read quietly when done checking out • Wait patiently to check books in and out • Take good care of books 	<ul style="list-style-type: none"> • Use library time to search for books or read books • Use materials correctly • Put books back where you got them facing the correct way • Return books on time • Report damage 	<ul style="list-style-type: none"> • Enter and exit in a line • Keeps hands and feet to yourself • Walk
Computer Lab	<ul style="list-style-type: none"> • Follow directions • Use volume 0 or 1 • Raise your hand to be recognized 	<ul style="list-style-type: none"> • Use equipment correctly • Bring headphones and take materials with when you leave • Access only designated and approved websites 	<ul style="list-style-type: none"> • Use equipment correctly • Keep hands and feet to yourself
Playground/Recess	<ul style="list-style-type: none"> • Follow the line-up procedures • Line up 	<ul style="list-style-type: none"> • Follow snow play procedures • Wearing coat or 	<ul style="list-style-type: none"> • Hands to yourself, unless playing tag • Follow equipment

	<p>immediately when the bell rings</p> <ul style="list-style-type: none"> • Use any voice level • Take turns when using the equipment • Use appropriate language 	<p>jacket when colder than 60 degrees</p> <ul style="list-style-type: none"> • Wear snow boots in winter • Pick up trash • Wait patiently for your turn on the equipment 	<p>instructions</p> <ul style="list-style-type: none"> • Feet first down slide • Follow adult direction as given
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Hand washing procedure:

1. Turn water on
2. One or two pumps of soap
3. Wash palms, fingers, backs of hands
4. Rinse
5. Turn water off
6. Dry hands
7. Go back to class

Cafeteria line-up procedure:

1. Raise hand
2. Wait for signal
3. Pick up your space
4. Walk to barrel
5. Dump tray
6. Walk back to seat

Recess procedure for when the bell rings:

1. We stop playing
2. We turn our voices off
3. We walk safely to the end of the line
4. We stand quietly in our own space

Volume Levels in School:

0 (silent)

1 (whisper)

2 (softly talking)

3 (loud talking/outside voice)

Schedule for Teaching Behavior

August 21, 2019

(Jr. High Schedule)

- 7th and 8th grade students will report to the gym during 6th period.
- Students will be informed about the specifics of the program (tickets, store, purpose and the expectations that they are expected to follow)

August 22, 2019

(Elementary Schedule)

- Teach school-wide behavioral expectations in 15-minute rotations
 - Teach behavioral expectations in the spot they are expected
 - Station 1: Out Front/Non-Bus Kids – Sonja Waltner, Emera Ortman
 - Station 2: Lunchroom – Shane Voss, Chris Maske, Rebecca Hofer
 - Station 3: Library – Karen Jorgensen, Brenda Golder,
 - Station 4: Bathroom – Dawn Maske, Sherry Rembold, Patti Graber
 - Station 5: Bus – Rebecca Peterson, Sharon Horning
 - Station 6: Playground – Kym Tschetter, Jane Hermsen, Kelley Kruger
 - Station 7: Hallway – Jodie Hendrix, Chris Sayler, Jenille Neufeld
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- Staff will teach expectations in the setting it happens in teams. Staff will walk students through practicing the steps and will tell students that all adults will be watching for students to show that they know how to “Be Respectful, Responsible, and Be Safe”
 - During the very first session, introduce the idea of the store and reinforce/remind of the store in each rotation afterward. Give examples of positive choices that will earn rewards as you teach

Flyer Fridays – PBIS meetings will be held to check progress of PBIS implementation, possible need for training, and address any changes needed.

Lesson Plans

The following pages include all the lesson plan for behavior that is Safe, Respectful, and Responsible in non-classroom areas and events.

Teaching Expectations
Freeman Elementary School
Setting: Hallway

Skill and Critical Behavior Indicator: How to be respectful, responsible and safe in the hallway

“Today we are going to talk about ways to be respectful, responsible, and safe in the hallway. What are some ways to be respectful..... responsible.....safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Be Respectful

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none"> • Voices at level 0 (silent) • Voices at level 1 (whisper) • Wave quietly to friends (s’up nod) • Hats off 	<ul style="list-style-type: none"> • Speaking loudly or yelling (voice levels 2, 3) • Whistling • Shouting out to friends • Touching friends (high fives, fist bumps [with or without explosion]) • Wearing hats

Be Responsible

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none"> • Enjoying wall displays (art, wall hangings) with your eyes • Looking at the displays (art, wall hangings) • Reading the displays (art, wall hangings) • Having our mouths empty 	<ul style="list-style-type: none"> • Touching the displays (art, wall hangings) • Removing the displays (art, wall hangings) • Tearing and ripping the displays (art, wall hangings) • Chewing gum or candy

Be Safe

Appropriate hallway behavior:	Inappropriate hallway behavior:

<ul style="list-style-type: none"> • Walking • Stay to the right (right is right) • Stay in personal space 	<ul style="list-style-type: none"> • Swinging on the rails, twirling on the rails, hanging on the rails • Running, skipping, walking backward • Walking to the left or the middle • Touching, getting in another's face, pushing, tripping • Jumping and touching the exit signs and door frames
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Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Be Safe

- Is it okay to walk in the hallway?
- Is it okay to walk on the left?
- Is it okay to use rails for support? (Or, how do we use the rails? [for older students])
- Is it okay to keep your hands and feet to yourself?

Be Respectful and responsible

- Is it okay to wave silently to friends?
- Is it okay to talk loudly (voice level 2 or 3)?
- Is it okay to s'up nod? (Or, how do we acknowledge friends in a respectful and silent way? [for older students])
- Is it okay to whisper in the hallway?
- Is it okay to be carrying your hat?
- Is it okay to look at the displays (art, wall hangings)?
- Is it okay to touch the displays (art, wall hangings)?
- Is it okay to enjoy the displays (art, wall hangings)? (Or, is it okay to appreciate the displays (art, wall hangings) and how do we do that? [for older students])
- Is it okay to read the displays (art, wall hangings)?
- Is it okay to have our mouths empty?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being **respectful** and some ways of being disrespectful in the hallway. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful hallway behavior; appropriate and respectful hallway behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with

Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Line for Bus and on the Bus

Skill and Critical Behavior Indicator: How to be respectful, responsible and safe on the bus

“Today we are going to talk about ways to be respectful, responsible, and safe on the bus. What are some ways to be respectful..... responsible.....safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Be Respectful

Appropriate bus behavior	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Follow directions • Wait in line • Listen to the bus driver and the teacher • Share seats • 	<ul style="list-style-type: none"> • Pushing • Yelling • Taking other’s things • Not standing in line • Using inappropriate language

Be Responsible

Appropriate bus behavior	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Stay seated while the bus is moving • Keep your body and belongings to yourself in line and in the bus when riding • 	<ul style="list-style-type: none"> • Touching others • Leaving things on the bus • Leaving things in the school and going back •

Be Safe

Appropriate bus behavior:	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Enter and exit in an orderly fashion • Report any incidents 	<ul style="list-style-type: none"> • Running and pushing in line • Standing while the bus is moving

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Be Safe

- Is it okay to walk to line?

- Is it okay to stand on the bus?
- Is it okay to keep your hands and feet to yourself?

Be Respectful and responsible

- Is it okay to wave to friends?
- Is it okay to be carrying your hat?
- Is it okay to push?
- Is it okay to share seats?
- Is it okay stay seated while the bus is moving?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being **respectful** and some ways of being disrespectful in the bus and bus line. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful bus behavior; appropriate and respectful bus behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Non-Bus / Front of School Exit Procedure

Skill and Critical Behavior Indicator: How to be respectful, responsible and safe in front of the school

“Today we are going to talk about ways to be respectful, responsible, and safe in front of the school. What are some ways to be respectful..... responsible.....safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Be Respectful

Appropriate bus behavior	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Follow adult directions • Use appropriate language • Walk 	<ul style="list-style-type: none"> • Pushing • Yelling • Taking other’s things • Using inappropriate language

Be Responsible

Appropriate bus behavior	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Keep your body and belongings to yourself • Go straight to your ride or head home 	<ul style="list-style-type: none"> • Touching others • Running around before going home • Messing around in the school

Be Safe

Appropriate bus behavior:	Inappropriate bus behavior:
<ul style="list-style-type: none"> • Watch for crossing traffic • Only go with your family or the person your parents told you to 	<ul style="list-style-type: none"> • Running • Not looking for cars • Going with a friend instead of where your parents told you to go

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Be Safe

- Is it okay to walk?

- Is it okay to change plans without talking to your parents?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to go straight home?
- Is it okay to wave to friends?
- Is it okay to push?
- Is it okay to be carrying your hat?
- Is it okay to leave the building when dismissed?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being **respectful** and some ways of being disrespectful in the in front of the school. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful dismissal behavior; appropriate and respectful dismissal behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Lunchroom

Skill and Critical Behavior Indicator: How to be safe in the lunchroom

“Today we are going to talk about ways to be safe in the lunchroom. What are some ways to be respectful, responsible, and safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Being Respectful

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none"> • Take turns • Say please & thank you • Use silverware • Follow cleanup directions • Using level 2 volume or quieter 	<ul style="list-style-type: none"> • Speaking loudly or yelling (voice level 3 or louder) • Cutting in line • Not using manners • Not raising hand and/or waiting for signal to get permission to get up • Putting hands in other kids' trays • Throwing food

Being Responsible

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none"> • Waiting patiently • Picking up trash • Staying in your seat 	<ul style="list-style-type: none"> • Getting up and walking around • Being impatient and cutting in line • Leaving trash behind, dropping trash • Telling without trying to work things out

Being Safe

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none"> • Hands to yourself • Voice level 0, 1, or 2, • Walking feet • Follow line-up procedure • Get condiments the first time • Finishing your food before getting up (empty mouth) 	<ul style="list-style-type: none"> • Touching others • Yelling • Running • Getting up to line-up before the teacher signals • Talking with food in your mouth • Still drinking and eating when dumping tray • No getting up for condiments

Check for understanding:

Being respectful

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to raise your hand and wait for help?
- Is it okay to get up without permission?
- Is it okay to wait patiently for the signal?
- Is it okay to say please when making a request?
- Is it okay to yell (to people at another table)?
- Is it okay to say thank you?

- Is it okay to help wipe down tables (after signing up and getting permission)?
- Is it okay to cleanup your own mess?
- Is it okay to throw food?
- Is it okay to use the plastic ware appropriately?
- Is it okay to keep your hands in your own tray?

Being Responsible

- Is it okay pick up trash and throw it away?
- Is it okay to cut in line?
- Is it okay to talk & squawk? (talk & squawk: try to resolve issue with student first, then seek adult assistance)
- Is it okay to stay in your seat?
- Is it okay to talk nicely to the people at your table?
- Is it okay to get up and walk around?
- Is it okay to wait patiently?
- Is it okay to eat your food?

Being Safe

- Is it okay to walk in the cafeteria?
- Is it okay to get up for more food?
- Is it okay to dump your tray with your mouth empty?
- Is it okay to finish your food before getting up?
- Is it okay to follow the line-up procedures?
- Is it okay to run in the cafeteria?
- Is it okay to push your chair in when done?
- Is it okay to get everything you need the first time?
- Is it okay to have voice level 0, 1, or 2?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful, responsible, and safe and some ways of being disrespectful, irresponsible, and not safe in the lunchroom. I want you to watch and tell which choice I am showing. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful cafeteria behavior; appropriate and respectful cafeteria behavior. Etc.

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Recess/Playground

Skill and Critical Behavior Indicator: How to be respectful, responsible, and safe in recess

“Today we are going to talk about ways to be respectful, responsible, and safe in recess. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Being Respectful

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none"> • Follow the line-up procedures immediately • Use any voice level • Take turns when using the equipment • Use appropriate language 	<ul style="list-style-type: none"> • Swearing • Ignoring the line-up whistle • Running between lines • Having conversations in line • Cutting in line to get the equipment

Being Responsible

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none"> • Follow snow play procedures • Wearing coat or jacket when colder than 60 degrees • Wear snow boots in winter • Pick up trash • Wait patiently for your turn on the equipment 	<ul style="list-style-type: none"> • Going in the snow with only one pair of pants • Throwing snow <ul style="list-style-type: none"> • Leaving trash on the ground • Pushing • Angry yelling • Tattling

Being Safe

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none"> • Hands to yourself, unless playing tag • Follow equipment instructions • Follow the snow play procedure • Feet first down slide • Follow adult direction 	<ul style="list-style-type: none"> • Pushing • Throwing snow • Walking up the slide • Jump off the slide • Stand on the slide • Jump off equipment • Twisting on the swings

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Being Respectful

- Is it okay to yell at recess?
- Is it okay to swear at recess?
- Is it okay to wait your turn for the equipment?
- Is it okay to whisper at recess?

- Is it okay to wait patiently and listen to adults?
- Is it okay to ignore the line-up whistle?
- Is it okay to ask questions about the line-up procedures?
- Is it okay to use nice words with others?

Being Responsible

- Is it okay to throw snow?
- Is it okay to pick up trash?
- Is it okay to wait patiently for the equipment?
- Is it okay to go in the snow when wearing two pants or snow pants?
- Is it okay to push?
- Is it okay to play in the snow and keep it on the ground?
- Is it okay to ask for help?

Being Safe

- Is it okay to gently tag others in a game?
- Is it okay to walk up the slide?
- Is it okay to keep the snow/rocks on the ground?
- Is it okay to slide down the slide on your bottom?
- Is it okay to sit on the swings?
- Is it okay to slide down two at a time?
- Is it okay to wait for someone to get out of the way before sliding down?
- Is it okay to swing straight?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in recess. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe recess behavior; appropriate and safe recess behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Bathroom

Skill and Critical Behavior Indicator: How to be respectful, responsible, and safe in the bathroom

“Today we are going to talk about ways to be respectful, responsible, and safe in the bathroom. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Being Respectful

Appropriate bathroom behavior:	Inappropriate bathroom behavior:
<ul style="list-style-type: none"> • Cleaning up after yourself • Keeping your hands and feet to yourself • Keeping your eyes to yourself so that others may have privacy • Waiting patiently to use the toilet or sink, if you need to 	<ul style="list-style-type: none"> • Dropping paper towels on the floor • Throwing dirty toilet paper in the trashcan instead of the toilet • Touching others • Looking over or under the stalls or through the cracks • Cutting in line • Pushing

Being responsible

Appropriate bathroom behavior:	Inappropriate bathroom behavior:
<ul style="list-style-type: none"> • Going back to class when you're finished • Keeping your voice at level 0 or 1 • Picking up your own trash 	<ul style="list-style-type: none"> • Hanging out in the bathroom • Yelling • Throwing trash on the floor

Being Safe

Appropriate bathroom behavior:	Inappropriate bathroom behavior:
<ul style="list-style-type: none"> • Using the hand washing procedure • Flushing the toilet • Walking • Using the water to wash our hands 	<ul style="list-style-type: none"> • Not washing hands • Not flushing the toilet • Running • Tossing the water • Splashing the water

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Be respectful

- Is it okay to wait patiently?
- Is it okay to peek over the stalls?
- Is it okay to throw away your trash?
- Is it okay to keep your hands to yourself?
- Is it okay to keep your feet to yourself?
- Is it okay to throw your trash on the floor?

- Is it okay to keep your eyes in your own stall?
- Is it okay to wait to use the sink?

Be Responsible

- Is it okay to go back to class right away when you're finished?
- Is it okay to yell in the bathroom?
- Is it okay to throw your paper towels in the trash?
- Is it okay to pick up your own trash?

Be Safe

- Is it okay to use one or two pumps of soap?
- Is it okay to splash the water?
- Is it okay to use one or two paper towels?
- Is it okay to turn the water off after washing our hands?
- Is it okay to walk in the bathroom?
- Is it okay to forget to flush the toilet?
- Is it okay to use the hand washing procedure?
- Is it okay to flush the toilet?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the bathroom. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe bathroom behavior; appropriate and safe bathroom behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Library

Skill and Critical Behavior Indicator: How to be respectful, responsible, and safe in the library

“Today we are going to talk about ways to be respectful, responsible, and safe in the library. What are some ways to be respectful, responsible, and safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Being Respectful

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none"> • Use voice level 0 or 1 • Follow adult directions 	<ul style="list-style-type: none"> • Speaking loudly or yelling (voice level 2 or 3) • Cutting in line • Not using manners • Ignoring adult directions • Sitting on the tables

Being Responsible

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none"> • Returning books on time • Staying in personal space • Using library time to search for books or read books • Waiting patiently to check books in and out 	<ul style="list-style-type: none"> • Returning books late • Cutting in line • Pushing • Touching others • Not searching for a book • Interrupting when waiting in line • Rushing to check books in and out

Being Safe

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none"> • Keeping hands, feet and objects to yourself • Entering and exiting in a line • Walking feet 	<ul style="list-style-type: none"> • Running • Touching others • Using your shelf marker to touch others • Not entering in a line (a mob)

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Being Respectful

- Is it okay to whisper (voice level 1)?
- Is it okay to sit in the spinning chair (teacher chair)?

- Is it okay to follow adult directions?
- Is it okay to sit on the rug?
- Is it okay to sit in small chairs?
- Is it okay to sit on the table?
- Is it okay to be silent (voice level 0)?
- Is it okay to listen to adults?

Being Responsible

- Is it okay to return books on time?
- Is it okay to push?
- Is it okay to search for a book to read?
- Is it okay to read a book?
- Is it okay to stay in your personal space?
- Is it okay to yell?
- Is it okay to wait patiently in the check in and checkout line?
- Is it okay to ask for help when looking for a book?

Being Safe

- Is it okay to walk in the library?
- Is it okay to touch others with objects like the shelf markers?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to enter and exit in a line?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the library. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe library behavior; appropriate and safe library behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

Teaching Expectations
Freeman Elementary School
Setting: Computer Lab

Skill and Critical Behavior Indicator: How to be respectful, responsible, and safe in the computer lab

“Today we are going to talk about ways to be respectful, responsible, and safe in the computer lab. What are some ways to be respectful, responsible, and safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Being Respectful

Appropriate computer lab behavior:	Inappropriate computer lab behavior:
<ul style="list-style-type: none"> • Follow directions • Use volume 0 or 1 • Raise your hand to be recognized 	<ul style="list-style-type: none"> • Speaking loudly or yelling • Not using manners • Ignoring adult directions • Spinning chairs • Making chairs go up and down • Sitting on the tables

Being Responsible

Appropriate computer lab behavior:	Inappropriate computer lab behavior:
<ul style="list-style-type: none"> • Use equipment correctly • Bring headphones and take materials with when you leave • Access only designated and approved websites 	<ul style="list-style-type: none"> • Using equipment incorrectly • Touching others • Not using the correct website, changing websites • Interrupting • Talking while the teacher is talking • Forgetting headphones

Being Safe

Appropriate computer lab behavior:	Inappropriate computer lab behavior:
<ul style="list-style-type: none"> • Use equipment correctly • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Using equipment incorrectly • Touching others • Not using the correct website • Running • Touching others

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

Being Respectful

- Is it okay to whisper (voice level 1)?
- Is it okay to spin the chair?
- Is it okay to follow adult directions?
- Is it okay to bring your headphones?

- Is it okay to sit on the table?
- Is it okay to bang the keyboard?
- Is it okay to be silent (voice level 0)?
- Is it okay to listen to adults?

Being Responsible

- Is it okay to change websites?
- Is it okay to stay in your personal space?
- Is it okay to yell?
- Is it okay to wait patiently?
- Is it okay to ask for help?

Being Safe

- Is it okay to walk into the lab?
- Is it okay to touch others with objects?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to enter and exit in a line?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the computer lab. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe library behavior; appropriate and safe library behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Reward positive examples with Flyer Miles when observed. Can be given to any student in any grade by any adult that witnesses the correct choice.

System for Acknowledging Behavior

Freeman Flyer Mile Program

Elementary Grade:

Kindergarten – 6th Grade

- Give the student a Flyer Mile when they follow the expectations as outlined on the posters presented during the rotations.
- When giving the Flyer Mile to the student give direct and specific praise.
 - i.e. “Jim you showed responsibility when you threw your trash in the trashcan. I’m going to put a Flyer Mile in your pocket. Thank you.”
 - Flyer Miles can be given directly to the student or staff may put in their pocket in the classroom. Make this decision based on the situation.
- Flyer Miles cannot be taken away.
- Remember to address concerns in private with the individual child. If a concern is addressed, be on the lookout for positive examples that show an improvement in behavior and reward accordingly.
- Students will shop at the school store using the Flyer Miles they have earned.
- Store dates to be determined. An announcement will be made once a final decision has been.

Freeman Flyer Mile Program

Jr. High School

7th -8th Grade

- Give the student a Flyer Mile (ticket) when they follow the expectations of the setting.
- When giving the Flyer Mile to the student give direct and specific praise.
 - i.e. “Dave I was really impressed by the respect you showed your classmate by helping her pick up her books. Here is a Flyer Mile. Thank you.”
 - Flyer Miles can be given directly to the student. (students are responsible for any Miles earned)
- Flyer Miles cannot be taken away.
- Remember to address concerns in private with the individual student. If a concern is addressed, be on the lookout for positive examples that show an improvement in behavior and reward accordingly.
- Students will shop at the school store using the Flyer Miles they have earned.
- The store will be operated out of the Library during the last 10 min. of 7th and 8th grade lunch on one to two Tuesdays a month.
- The first open date for the store will be Sept. 10th. Other dates will be determined and announced as the program progresses.

Acknowledgement Guidelines

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

100 Free or Individual Awards for Students:

<http://usm.maine.edu/smart/files/freerewards4studentsnstaff.pdf>

Part of these guidelines was adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

Elementary PBIS STORE REWARD AND COST

Awards and cost will be adjusted throughout the year depending on how students respond to options.

Jr./Sr. High PBIS STORE REWARDS AND COST

Pencil or pen– 2 tickets

Highlighter or permanent marker – 3 tickets

Notebook – 4 tickets

Homework pass – 15 tickets (examples in appendix)

Early Lunch pass – 15 tickets (examples in appendix)

Extra credit – 10 tickets

10 minutes of cell phone – 15 tickets

12-pack of pop – 15 tickets

1 Gatorade – 3 tickets

Pack of Gatorade – 15 tickets

Gatorade bottle – 10 tickets

Candy – 1 ticket

Snacks (granola bars, little Debbie, rice Krispy) – 4 tickets

- Rewards and cost subject to change.

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique Words/actions an adult can use

Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

Part of these guidelines was adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

Minor Problem Behavior	Definition
Defiance/Disrespect/ Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student engages in low-intensity misuse of property.
Tardy	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.

Non-Compliance	
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior	Student engages in problem behavior not listed.
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Skip class	Student leaves or misses class without permission.
Truancy	Student receives an 'unexcused absence' for ½ day or more.

Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or prescription drugs not prescribed to the student.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
CRISIS	Definition
	Any Major Problem Behavior where it is determined that there is an immediate threat to the safety of students, staff, or facility.

Behavioral Referral Form

Student Name: _____

Location

Date: _____ **Time:** _____

Playground

Library

Teacher: _____

Cafeteria

Bathroom

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Hallway

Arrival/Dismissal

Referring Staff: _____

Classroom

Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Abusive language	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Fighting/ Physical aggression	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance	<input type="checkbox"/> Overt Defiance	<input type="checkbox"/> Obtain items/activities
<input type="checkbox"/> Disruption	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Avoid Peer(s)
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Adult
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Tardy	<input type="checkbox"/> Avoid task or activity
<input type="checkbox"/> Tardy	<input type="checkbox"/> Inappropriate Display Aff.	<input type="checkbox"/> Don't know
<input type="checkbox"/> Other _____	<input type="checkbox"/> Lying/ Cheating	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Other _____	

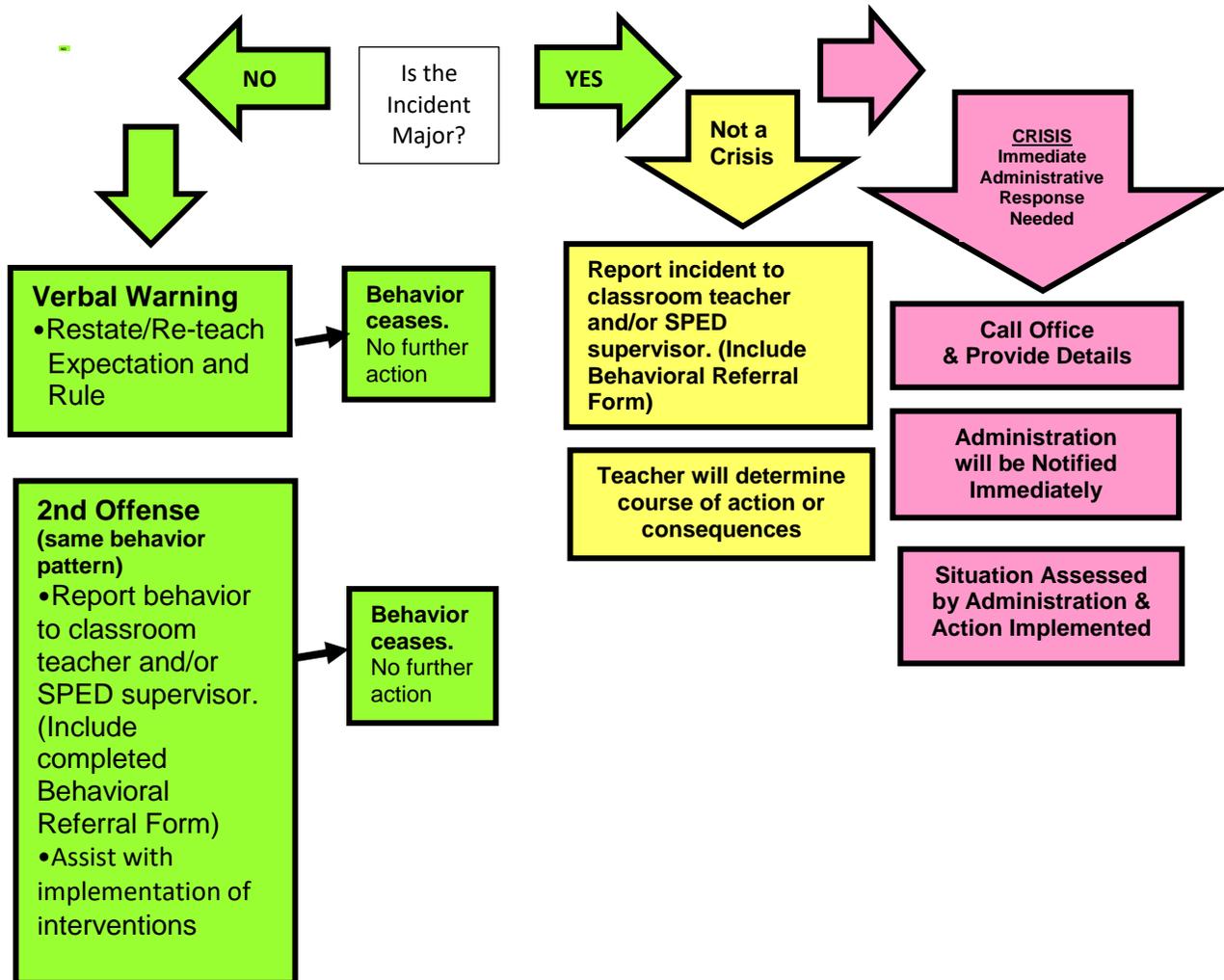
Others involved in incident: None Peers Staff Teacher Substitute
 Unknown Other

Names of involved students/staff:

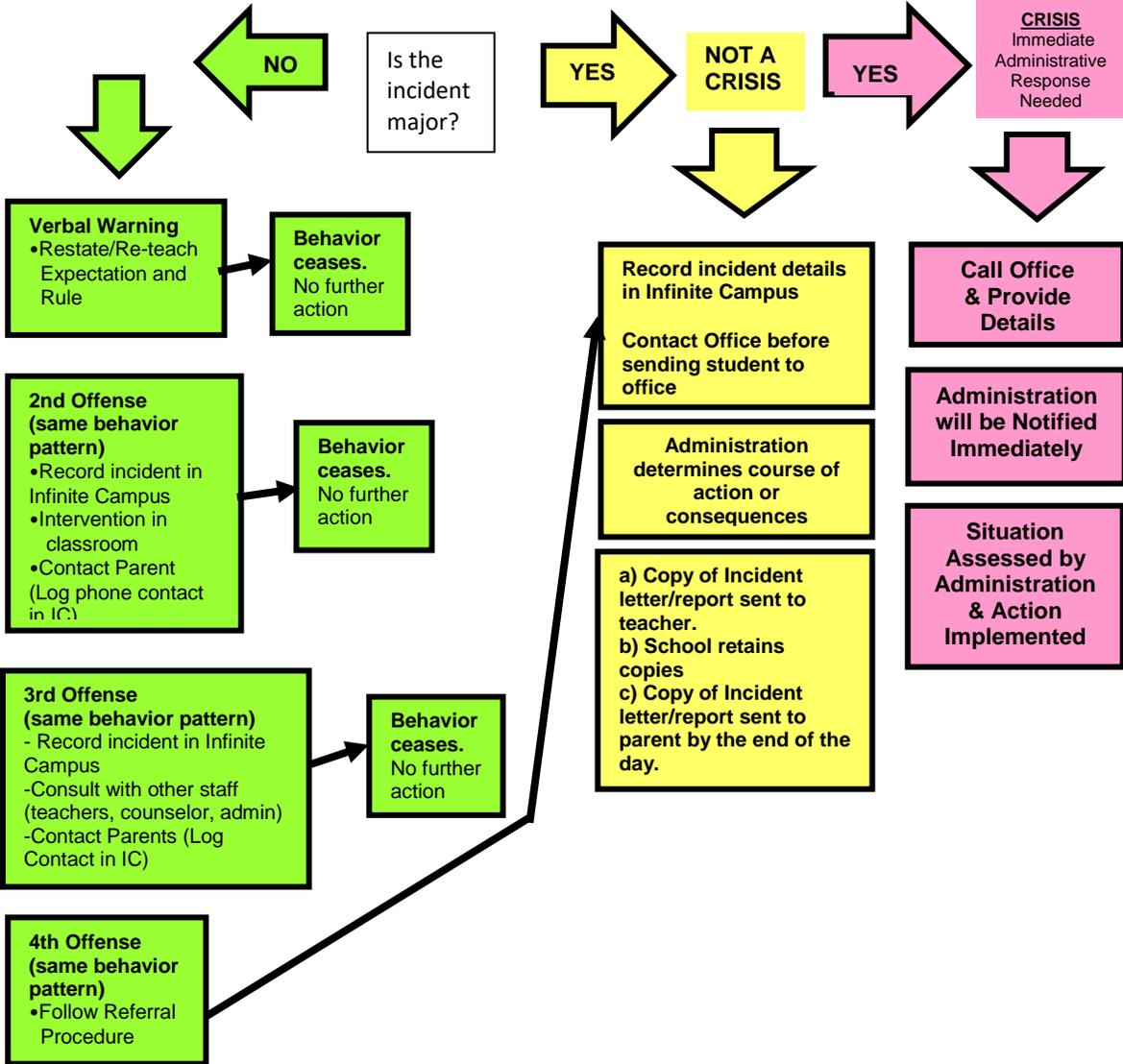
_____	_____
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What happened?

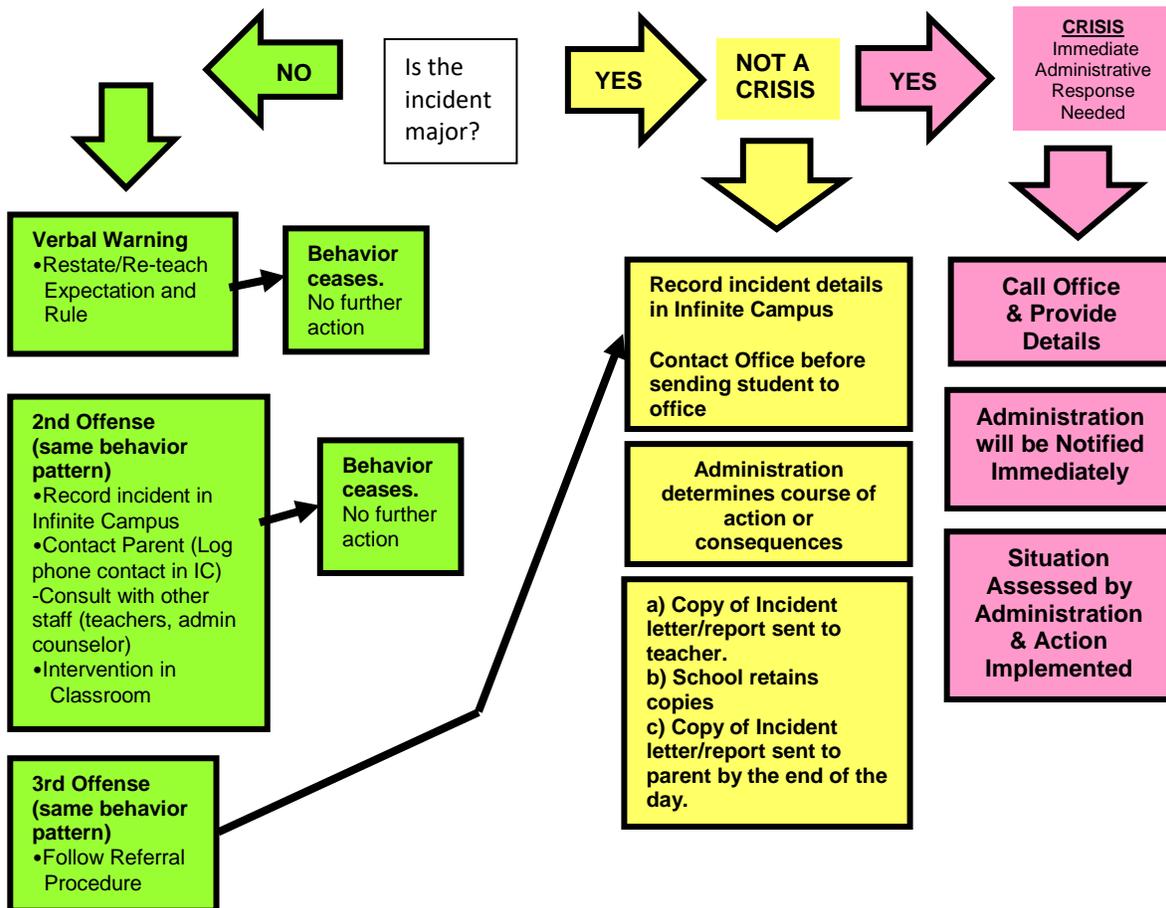
Freeman Discipline Flow Chart Para/Support Staff



Freeman Elementary Discipline Flow Chart



Freeman Jr./Sr. High School Discipline Flow Chart



Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

