



MAPLE PRIDE
Tradition of Opportunities
Future of Possibilities

LINCOLN PBIS HANDBOOK

FOR STUDENT & FAMILIES

*"If a child doesn't know how to read, we teach."
"If a child doesn't know how to swim, we teach."
"If a child doesn't know how to multiply, we teach."
"If a child doesn't know how to drive, we teach."
"If a child doesn't know how to behave, we... teach? ...punish?"
Why can't we finish the last sentence as automatically as
we do the others?"*

Tom Herner, 1998.

TABLE OF CONTENTS

PBIS Overview	3
Foundation of PBIS Throughout the School Year	3
Maples Show Pride	4
What is PBIS?	5
Guidelines for Teaching Positive Behavior Expectations (The Matrix)	6
How long should it take to teach the behaviors on the matrix?	6
And then I'm done, right?	6
What do you mean by "teach" the expectations? I always go over the class rules.	7
Recognition Systems	8
Student Recognition System	8
Classroom Reward Ideas	8
Schoolwide Rewards	9
PBIS Lessons	12
Lincoln's Lesson Plans	13
ADDED COVID lessons on	13
Location: Arrival and Dismissal	14
Location: Assemblies	16
Location: Bus	18
Location: Cafeteria (Lunch)	20
Location: Guest Teacher	22
Location: Hallway	24
Location: Hallway Restroom	26
Location: Library	28
Location: Office	30
Location: Playground	32
COVID Safety (Patience)	35
COVID Safety (Social Distance)	36
COVID Safety (Washing Hands)	37
COVID Safety (Wearing a Mask)	38
Procedures to Practice	40
Ways to Practice Some Procedures	41
Compact!	43
Behavior and Discipline	44
How to Monitor Behavior	44
Discipline Procedures	45

Behavior Referral Process	46
Discipline Referral Folder	47
Discipline Referral Form: Minor Behavior	49
Definition of Minor Behaviors	50
Discipline Referral Form: Major Behavior	51
Definition of Major Behaviors	52
Examples of Discipline Management	53
Discipline Procedures Flow Chart	54
Tier 2/3 Intervention Grid: Revised	55
CICO Flow Chart	56

PBIS Overview

Foundation of PBIS Throughout the School Year

- Positive genuine relationships with all kids - Get to know every kid and make the first and the majority of the interactions positive all year.
- Positive genuine relationships with all parents. Positive communication through text, phone call or face to face throughout the year.
- Set consistent expectations.
- Teach, Reteach, & Reteach Again the PBIS Lessons and Classroom expectations.
- Reward and recognize positive behavior often.

Maples Show Pride

OUR BEHAVIOR EXPECTATIONS

PRODUCTIVITY

ADRIAN PUBLIC SCHOOLS MISSION STATEMENT



RESPECT

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

INTEGRITY

DETERMINATION

LINCOLN ELEMENTARY MISSION STATEMENT



EXCELLENCE

The Lincoln Elementary School community will enhance, enrich, and broaden the education of every student through local and global awareness. We will work together to develop high achieving lifelong learners who welcome others and their differences.

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom and individualized interventions.

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

We agree to:

1. Focus on long-term behavior changes vs. short-term quick fixes.
2. Stop doing ineffective things.
3. Be fair even if it means you don't treat everyone the same.
4. Make sure your rules make sense (especially to the students).
5. Understand that responsibility is more important than obedience.
6. Model what we expect.
7. Always treat students with dignity.

Always keep in mind that students need to:

1. Feel and believe they are capable and successful.
2. Know we care for them.
3. Realize they are able to https://docs.google.com/document/d/12cxo4tbXM7Lufan_nyvL18oQllqiJ0uW6jng_1V1aMc/edit influence people and events.
4. Remember others and practice helping them through their own generosity.
5. Have fun and be engaged in the classroom environment.

For optimal effectiveness, all staff should:

1. Increase student awareness about their positive behaviors.
2. Provide choices.
3. Be predictable when it comes to expectations and consequences.

4. Discuss with students ways to behave appropriately.
5. Help students write a plan to change behavior.
 - PBIS Staff Checklist
 - [Student Code of Conduct](#)

Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first two-three weeks following the kickoff assembly. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.
- Keep the lesson brief: 5-15 minutes in the beginning. After the first few weeks, the lessons should only take 2-5 minutes.

And then I'm done, right?

- Not quite. Plan to teach "booster" lessons every day of the school year (3-5 minutes). If there are a lot of problems in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

What do you mean by “teach” the expectations?

I always go over the class rules.

- This is a little different. By teaching, we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

Lincoln Students Show:							
	Arrival/ Departure	Classroom	Hallway	Restroom	Lunch Room	Playground	Bus
PRODUCTIVITY	<ul style="list-style-type: none">• Get to school early enough for breakfast if needed• Stay in designated areas• Clean up after yourself• Have all of your materials.	<ul style="list-style-type: none">• Be actively engaged in all teaching and learning opportunities• Complete school work	<ul style="list-style-type: none">• Proper line spacing• Arriving on time	<ul style="list-style-type: none">• Use the restroom• Flush the toilet• Wash hands properly	<ul style="list-style-type: none">• Eat for your health• Clean up	<ul style="list-style-type: none">• Run and participate• Share equipment	<ul style="list-style-type: none">• Walk safely• Sit down in seat• Stay in seat the whole time
	<ul style="list-style-type: none">• Use kind words and actions• Follow school rules	<ul style="list-style-type: none">• Use kind words and actions• Follow classroom rules• Be a positive group member• Use electronic devices as instructed by the teacher	<ul style="list-style-type: none">• Walk• Keep hands and feet to self• Level zero voice	<ul style="list-style-type: none">• Wait your turn• Give others privacy• Level 1 voice	<ul style="list-style-type: none">• Level 1 voice• Talk only to your neighbors when at the table• Raise your hand	<ul style="list-style-type: none">• Use appropriate and positive words• Keep hands and feet to self	<ul style="list-style-type: none">• Level 1 voice• Talk only to your neighbors• Keep hands, feet and objects to self
RESPECT	<ul style="list-style-type: none">• Be honest• Accept responsibility• Admit mistakes• Accept consequences	<ul style="list-style-type: none">• Follow school dress code• Be honest• Accept responsibility• Admit mistakes• Accept consequences	<ul style="list-style-type: none">• Be a role model for others	<ul style="list-style-type: none">• Follow the expectations	<ul style="list-style-type: none">• Use manners• Show gratitude to others	<ul style="list-style-type: none">• Use equipment properly• Be honest• Accept responsibility• Admit mistakes• Accept consequences	<ul style="list-style-type: none">• Respond immediately to quiet signal• Accept responsibility• Admit mistakes
	<ul style="list-style-type: none">• Walk to the right• Stay in line	<ul style="list-style-type: none">• Set goals, give your best effort• Seek help• Help others succeed• Utilize resource	<ul style="list-style-type: none">• Principled all the time	<ul style="list-style-type: none">• Focus on the purpose of being in the restroom	<ul style="list-style-type: none">• Stay seated• Include everyone	<ul style="list-style-type: none">• Line up quietly• Include others	<ul style="list-style-type: none">• Keep area clean• Pay attention to route
DETERMINATION	<ul style="list-style-type: none">• Keep hallway clean• Be a good role model• Show Prairie PRIDE	<ul style="list-style-type: none">• Complete high quality work.• Lead by example	<ul style="list-style-type: none">• Respect classrooms that are learning	<ul style="list-style-type: none">• Take care of the school property	<ul style="list-style-type: none">• Eat a balanced diet• Lead by example	<ul style="list-style-type: none">• Help others• Lead by example	<ul style="list-style-type: none">• Lead by example
EXCELLENCE							

Recognition Systems

Student Recognition System

An integral part of our PBIS initiative is to recognize the positive behavior shown by our students.

Lincoln Students Show PRIDE:

Students will be individually recognized when they show PRODUCTIVITY, RESPECT, INTEGRITY, DETERMINATION, or EXCELLENCE. Staff members will acknowledge and compliment students who are exhibiting PRIDE behaviors by giving them specific, positive feedback along the way. The student will be given a PRIDE Ticket to use in the school store.

Classroom Reward Ideas



Classroom whole done award will switch to looking for a goal needed to be improved by data referrals. This will be judged by mystery walkers and the whole class will earn a PRIDE ticket to celebrate their hard work.

Here are a list of classroom rewards:

Treats

Computer Time

Drawing Time

Homework Passes

Prize Box/Classroom Store

Classroom Spirit Days
Good Phone Calls Home
Stamps
Movie and Popcorn
Social Time with Peers
Music in Classroom
Games
Extended Free Time
Special Projects
Good Note Home
Stickers
Sit with a Friend
Lunch with the Teacher

Schoolwide Rewards

Goal: To encourage weekly school engagement for all Lincoln Students.

Process: Weekly we will randomly select several names from our bucket of PRIDE Tickets to Receive the award.

Grandma Shoutouts: Foster grandmas will randomly pick students/classrooms who are exhibiting PRIDE throughout the school year. Grandmas will handout PRIDE tickets to individual students and classrooms.

PRIDE tickets

PBIS states that we need an individual reward system, a random reward system, and a whole school reward system. We have worked out a way to maintain all of these within one.

The goal is for students to individually work towards a common goal and be rewarded once the goal is met.

Students will earn PRIDE tickets again this year.
PRIDE tickets will be handed out by all staff to all students.

PRIDE tickets will be collected in a bucket in the office to work towards a whole school reward.

When office bucket is full, the whole school will earn a reward.

The process will begin again.

	<input type="checkbox"/> Productivity
NAME: _____	<input type="checkbox"/> Respect
	<input type="checkbox"/> Integrity
	<input type="checkbox"/> Determination
	<input type="checkbox"/> Excellence

Young 5's

Red

Kindergarten

Orange

1st

Yellow

2nd

Green

3rd

Blue

4th

Purple

5th

Pink

Specials

(includes specials classes, lunchroom and recess, paras, and special education)

Lime Green

Staff

Staff will be recognized each month by the principal with a special surprise. Also, staff shout outs will be posted in the teacher's lounge.

PBIS Lessons

Teach ALL PBIS Lessons before September 12th.

Timeline for remainder of the year:

- September 2022 through November 2022
 - Teach school-wide and classroom behavior expectations 2-3 times per week.

- December 2022 through March 2023
 - Reteach Expectations after Winter Break; Teach school-wide and classroom behavior expectations weekly.
- Returning from Spring Break
 - Teach school-wide and classroom behavior expectations right after and as needed.

Review/ Reteach School-wide and Classroom Behavior Expectations:

- After Thanksgiving Break
- After Winter Break
- After Spring Break

Lincoln's Lesson Plans

- [**Appropriate Language**](#)
- [**Arrival/Dismissal**](#)
- [**Assemblies**](#)
- [**Bus**](#)
- [**Cafeteria \(Lunch\)**](#)
- [**Guest Teacher**](#)
- [**Hallway**](#)
- [**Hallway Restroom**](#)
- [**Library**](#)
- [**Office**](#)
- [**Playground**](#)
- [**Physical Aggression**](#)

ADDED COVID lessons on

- Patience
- Social Distance
- Washing Hands
- Wearing a Mask

[Strategies for Defiance and Aggression in the classroom](#)

[Books to Teach PRIDE](#)

Location: Arrival and Dismissal

Productivity – I will arrive on time and stay in the designated area.

Respect – I will use kind words and actions in the cafeteria and walking trail.

Integrity – I will follow the rules even when no one is watching.

Determination – I will walk safely in the cafeteria and walking trail.

Excellence – I will always show PRIDE.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Walk to the designated area, wait in line, walk with my teacher or staff to the classroom	It's not running or cutting in line. It's not leaving a mess. It's not jumping on friends outside.
R	Listen to teachers	It's not yelling at staff. It's not fooling around and not listening to staff outside.
I	Walk, eat, pick up after myself without being asked.	It's not lying, leaving a mess, or being asked to take care of trash.
D	Follow through with morning and after-school routines.	It's not ignoring expected routines and directives.
E	Do my best.	It's not "giving up and not trying."

Classroom Procedures:

1. Model expected behavior (I do, presentation).
2. Lead students through behavior (We do, presentation)
3. Check to make sure students understand expected behaviors.

Additional items to talk about:

Examples	Non-Examples
<p>Arrival:</p> <ul style="list-style-type: none"> *Walk on the sidewalk * Form single file line (before doors open) *Walk directly to breakfast line or table *Clean up after self *Walk trail *Line up with the class at the back door <p>Departure:</p> <ul style="list-style-type: none"> *Gather all belonging *Backpack on your back *Walk outside in single file *Stay with your class *Check out with the teacher 	<p>Arrival:</p> <ul style="list-style-type: none"> *Walking/running on grass *Jumping on stones in front of the sign *Leaving garbage on tables *Standing by your locker *Sliding on floor <p>Departure:</p> <ul style="list-style-type: none"> *Forgetting things *Running *Swinging belongings *Leaving without checking out *Climbing on the bike rack

Location: Assemblies

Productivity – I will stay seated criss-cross and have a level 0.

Respect – I will clap at appropriate times.

Integrity – I will keep my hands to myself and a level zero, even when the teacher isn't looking at me.

Determination – I will enjoy the assembly.

Excellence – I will show PRIDE.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Walking into the gym in a single file line with a level 0 voice. Sit down criss-cross and keep hands to self.	It's not running and fooling around. It's not climbing over others to talk to someone in another class.
R	Clap at the appropriate time. Have a level 0.	It's not clapping or talking when the speaker is speaking.
I	Continue to sit criss-cross, keep hands to self, and have a level 0 voice even when the teacher isn't looking.	It's not messing around when the teacher looks away.
D	Enjoy the assembly. Clap when appropriate. Talk when appropriate.	It's not ignoring expected routines and expectations. .
E	Always do your best and show PRIDE.	It's not giving up and distracting others.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).**
2. **Lead students through behavior (We do, presentation)**
3. **Check to make sure students understand expected behaviors.**

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Level 0 (zero) voice when the signal is given it is going to start• Level 1 voice while sitting and waiting• Sit criss-cross with hands on your lap• Eyes and ears on the person speaking• Stay in single file line to sit down	<ul style="list-style-type: none">• Move• Yelling• Laying on the floor• Sitting on your knees• Turning around• Touching others• Talking while the speaker is talking

Location: Bus

Productivity – I will get on the bus safely and stay seated the whole time.

Respect – I will say good morning or good afternoon to the bus driver. I will have a level 1 voice on the bus.

Integrity – I will do what is safe.

Determination – I will stay seated and use a level 1 voice for the whole bus ride.

Excellence – I will do my best.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Walk safely, Sit down in seat (bottom to bottom, back to back) Stay in the seat the whole time.	It's not running onto the bus. It's not jumping up and down in your seat.
R	Say good morning or afternoon to the bus driver. Tell them thank you for the ride. Remember to have a level 1 during the whole ride.	It's not yelling on the bus. It's not using a rude tone of voice with the driver.
I	Respond immediately to the quiet signal. Follow the bus safety rules even when the driver isn't looking.	It's not fooling around when the driver isn't looking.
D	Stay seated and use a level 1 voice during your entire bus ride.	It's not ignoring bus expectations and routines.
E	Always do your best and show PRIDE on the bus.	It's not giving up and getting out of your seat during part of your trip.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).**
2. **Lead students through behavior (We do, presentation)**
3. **Check to make sure students understand expected behaviors.**

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Sit on your bottom.• Back against the seat.• Facing Forward.• 1 voice.• 0 (zero) voice at a railroad crossing.• Hands and feet to yourself.• Keep your backpack on your lap.• Food, toys, papers, books, and collectibles are stored and remain in a backpack.• Keep hands and other belongings inside the bus.• Stay seated until the bus has completely stopped.• Follow the bus driver's directions.	<ul style="list-style-type: none">• Yelling• Standing/Moving seats• Touching others• Hands out the window• Feet in the aisle• Ignoring the driver's directions

Location: Cafeteria (Lunch)

Productivity – I will make good use of my time.

Respect – I will follow expectations in the lunchroom.

Integrity – I will do what is right.

Determination – I will make healthy choices.

Excellence – I will do my best.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Hold tray with two hands.	One hand, pushing.
R	Chew with mouth closed.	Sloppy eating.
I	Do the right thing when nobody's watching.	Food fight.
D	Use a level 2 voice.	Level 4 voice. Not asking for help when needed.
E	Clean area.	Making a mess.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).** Model walking through the lunch line with two hands on a tray.
2. **Lead students through behavior (We do, presentation)** Do it together.
3. **Check to make sure students understand expected behaviors.** Students do it independently. Model for class.

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Single file line.• Level 2 voice in the lunch line and at your seat.• Hands and feet to yourself.• Sitting on your bottom on the benches.• Stay in your chosen seats.• Raise your hand when help is needed.• Clean up the area where you eat. <p>SERVING LINE:</p> <ul style="list-style-type: none">• Take only the food you are going to eat.• Level 1 voice in the serving line. <p>TIME TO GO OUT TO RECESS:</p> <ul style="list-style-type: none">• Throw trash away when the table is released.• Line up in a single file	<ul style="list-style-type: none">• Take other people's food without asking for permission.• Throwing food.• Using forks to cut up the tray.• Knees on the bench.• Pouring liquid on the tray.• Yelling.• Leaving trash.• Changing seats.

Location: Guest Teacher

Productivity – I will participate and listen to the guest teacher.

Respect – I will use appropriate and positive words with the guest teacher.

Integrity – I will make the right choices even when my teacher is absent.

Determination – I will model appropriate behavior for peers.

Excellence – I will always show PRIDE in my actions and behaviors with the guest teacher.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Listen and do what is asked by the guest teacher	It's not saying, "you're not my teacher" , "my teacher doesn't do that.."
R	Treat the guest teacher as your own teacher	It's not ignoring the teacher's directions or misleading the guest teacher
I	Do your BEST work for the guest teacher	It's not using materials not permitted
D	Follow classroom expectations	It's not ignoring the teacher's directions or misleading the guest teacher
E	Help your guest teacher feel welcome	It's not talking back to the teacher.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).**
2. **Lead students through behavior (We do, presentation)**
3. **Check to make sure students understand expected behaviors.**

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">● Basic Classroom Expectations should include:<ul style="list-style-type: none">○ Treat guest teacher as your own.○ Help guest teacher feel welcome.○ Do your Best work.○ Follow classroom Expectations.● In the lesson plans have the guest teacher go over classroom expectations.	<ul style="list-style-type: none">● Making up rules.● Change seats.● Mislead guest teacher.● Using materials not permitted.● Ignore the guest teacher's directions.● Talking back to the teacher.

Location: Hallway

Productivity – I will get to where I need to go.

Respect – I will be calm and use a level one voice.

Integrity – I will do the right thing.

Determination – I will follow the hallway rules.

Excellence – I will do my best.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Teacher model's walking and reaching the destination and keepin social distance	Messing around. Running.
R	Teacher models using voice level 0 and why a level 0 is important.	Yelling.
I	Teacher models walking, level 0, social distance, reach the destination, even when others aren't doing the right thing.	Pushing, shoving, running, yelling when a teacher isn't around.
D	Teacher models walking, level 0, and reaching the destination every time.	Sometimes pushing, running, yelling.
E	Teacher models walking, level 0, social distance, and reaching the destination.	Pushing, shoving, running, yelling.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).** I take the students into the hallway and model walking up and down the hallway.
2. **Lead students through behavior (We do, presentation)** We will try it out. We will walk together.
3. **Check to make sure students understand expected behaviors.** Show by walking to their destination appropriately.

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Stay in your line• Walk in a single file• Keep social distance• Fold hands in front or back of you• Keep hands and feet to yourself• Go directly to your location• Allow others to pass• Level 0 (zero) voice in the hallways when the class is moving• Level 1 voice in the hallway while standing in the lunch line and in small groups with an adult	<ul style="list-style-type: none">• Speed walking or running• Side by side walking• Touching others walking by• Touching walls and art on the walls• Cutting through other class lines• Level 3 and 4 voices

Location: Hallway Restroom

Productivity – I can do what I came in to do.

Respect – I will leave the bathroom clean and go quickly and quietly.

Integrity – I will only go when I have to.

Determination – I will wash with soap and water. I will flush the toilet paper.

Excellence – I can do this 100% of the time.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Teacher model. Going in, lifting the seat and later lowering, flushing, washing hands. Social distance.	Leaving seat up. Paper on the floor. Getting water on the seat.
R	Model looking at the seat, sink, floor, trash can.	Loud, loitering, not noticing a mess.
I	Think aloud. "Do I have to go?" Model hurrying.	Model Think aloud about "I'm bored. I hate math. I think I'll go into the bathroom."
D	Model washing hands and flushing.	Model not flushing or washing hands.
E	Model learning from a mistake. "I forgot yesterday, but today and from now on, I'm going to make sure."	Opposite.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).** See above.
2. **Lead students through behavior (We do, presentation)** See above.
3. **Check to make sure students understand expected behaviors.** See above.

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Walk to the bathroom• 0 (zero) voice when going to the bathroom.• Place toilet paper in the toilet.• Flush the toilet• Wash hands with soap and water.• Use 1 squirt of soap and 2 paper towels.• Place paper towel in the trash• One person per stall.• Return to class promptly.	<ul style="list-style-type: none">• Splashing water on the floor.• Putting the paper towel on the floor/toilet/sink.• Not washing hands with soap and water.• Yelling/singing• Hanging out in the bathroom.• Putting soap on the walls.

Location: Library

Productivity – I will go to the library to choose books.

Respect – I value the time and resources.

Integrity – I show responsibility.

Determination – I find a “Just Right” Book.

Excellence – I came. I saw. I conquered.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Bring books. Use a stick to choose books. Put books down straight.	Forgetting books. Slam books down. Using my stick as a toy.
R	Follow directions. Be safe & quiet. Keep feet off the furniture.	Shouting. Chairs not pushed in. Feet on chairs.
I	Use correct voice level. Bring books back.	Shouting. Forgetting books.
D	Find books at the reading level. Read chosen books. Look for interest.	Wasting time. Choosing too easy or too hard book.
E	Hold books properly. Attentiveness during stories.	Throwing books up in the air. Talking or looking around during stories.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).** I will demonstrate how to use shelf markers to choose books in the specified section and check out.
2. **Lead students through behavior (We do, presentation)** We will practice together the proper way to return books, choose books, and return books.

- 3. Check to make sure students understand expected behaviors.** During the first visit to the library, students will have the opportunity to demonstrate library expectations.

Additional items to talk about:

Examples	Non-Examples
<ul style="list-style-type: none">• Walk• Keep voices and bodies quiet.• Sit on their bottom with feet under the table.• Raise your hand to ask for help.• Use library materials safely.• Take care of books.• Follow teacher's/librarian directions.• Hands to yourself when directed by teacher/librarian.• Ask permission to use the bathroom.• Zero voice during story time.• Sit on their bottom during story time.• 1 voice during book check out time.• Need permission to use library computers.• Use shelf markers to mark your book place.	<ul style="list-style-type: none">• Ripping book pages, throwing books, folding pages of books.• Writing on books.• Loud voices.• Laying on the floor.• Touch the fairy door.• Taking books off the shelf without book markers.• Using the computers in the library without asking for permission.

Location: Office

Productivity – I will go to the office when asked.

Respect – I will use manners and a level 1 voice.

Integrity – I will tell the truth.

Determination – I will accept responsibility.

Excellence – I will always show P.R.I.D.E.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Use inside voices while others are talking and working; Do assignment or homework while waiting	It's not yelling and interrupting Mrs. Richards.
R	Use positive language and actions; Be patient and wait your turn; Say please and thank you;	It's not yelling and demanding a walkie-talkie.
I	Stay calm/quiet, Stay out of others' business, Tell the truth	It's not lying about the situation
D	Use this time to decide to do a better job, Accept responsibility	It's not sitting in the office everyday, all day.
E	Acknowledge or greet staff and students, Use only one chair so others can sit and wait	It's not laying in the chairs and bothering other students in the office.

Classroom Procedures:

1. Model expected behavior (I do, presentation).
2. Lead students through behavior (We do, presentation)
3. Check to make sure students understand expected behaviors.

Additional Items to Talk About

Examples	Non-Examples
<ul style="list-style-type: none">• Walk to the office with a pass and wait for a turn.• Use manners and say please and thank you.• Tell the truth when asked a question.	<ul style="list-style-type: none">• Running into the office and yelling at Mrs. Richards.• Yelling for a walkie-talkie and leaving• Lying to get out of trouble.

Location: Playground

Productivity – I will stay active and be safe in our designated area.

Respect – I will be kind and obey rules.

Integrity – I will be honest and fair, even when no one is watching.

Determination – I will be a team player and problem solver.

Excellence – I will always show P.R.I.D.E.

	Examples: Looks like/Sounds like.	Non Examples: Teacher Taught
P	Play. Use equipment safely and appropriately. Stay in designated area	Not participating or using equipment correctly.
R	Line up fast. Obey rules. Including others in play.	Excluding others. Not lining up. Not listening.
I	Take turns, owning actions, accepting consequences.	Lying, cheating at games.
D	Working it out w/out the teacher. Compromising.	Tattling/pouting/complaining. Insisting on your way.
E	Doing above without reminders or rewards 100% of the time.	Wanting rewards. Not always doing above.

Classroom Procedures:

1. **Model expected behavior (I do, presentation).** Show them ourselves. Books, pics, videos.
2. **Lead students through behavior (We do, presentation)** Practice and teach games that incorporate cooperation.
3. **Check to make sure students understand expected behaviors.** Have them demonstrate.

Additional Items for the Morning

Examples	Non-Examples
<u>Playground in the morning</u> <ul style="list-style-type: none"> • Walk to the trail and walk the trail • Keep hands and feet to yourself • Use kind words and actions at all times 	<u>Playground in the morning</u> <ul style="list-style-type: none"> • Running on the trail • Not keeping hands and feet to yourself • Not using kind words and actions at all times

Additional Items for Lunch Recess

Examples	Non-Examples
<ul style="list-style-type: none"> • Take turns on equipment. • Only go <u>DOWN</u> the slide on your bottom. • Stay in assigned area. • Carry equipment until outside. • Bring in any sports equipment that you brought out. • Walk a safe distance around the swings. • Keep hands and feet to yourself. • Follow supervisor's directions • Line up immediately when signaled. • Single file line and 0 (zero) voices when entering the building. 	<ul style="list-style-type: none"> • Picking up/throwing sticks, stones, and other things that belong outside. • Pushing/shoving • Climbing up the slide. • Continuing to play when lining up after the signal has been given. • Bouncing a ball in line. • Loud voices when entering the building.

Additional Items for Teacher Recess

Examples	Non-Examples
<u>Playground at recess</u> <ul style="list-style-type: none"> • Go down the slide on your bottom only • Wait until it is your turn to use the equipment • Stay in the assigned area • Hold all balls in the hall on the way to the playground • Bring in any sports equipment that you brought out • Walk a safe distance around the swings • Keep hands and feet to yourself • Follow supervisor's instructions • Line up immediately when signaled • Single file line with level 0 voice when 	<u>Playground at recess</u> <ul style="list-style-type: none"> • Running on the trail • Pushing/shoving • Climbing up the slide • Continuing to play when lining up after the signal • Bouncing the ball in line • Loud voices when entering the building • Running ahead of the supervisor • Leaving equipment and clothing on the playground • Throwing trash on the ground • Leaving the playground without permission asking to use the bathroom

<p>entering the building behind the supervisor</p> <ul style="list-style-type: none"> • Use kind words and actions at all times • If you make a mistake, own it and accept the consequences. • Use the bathroom before going on the playground • Include others who want to be involved • Keep our playground clean 	<p>but really going to the office or other places</p> <ul style="list-style-type: none"> • Climbing or playing near the fence • Going into the parking lot
--	--

COVID Safety (Patience)

Behavior Expectation Lesson Plan

Behavior expectation or rule to be taught: **Safety Procedures for COVID (Patients)**

Location for expectation: **Classroom**

Rationale- tell why following the rule is important: **To prevent the spreading and sharing of germs .**

Provide examples to help students better understand **what is** and **what is not** the expected behavior:

Examples of expected behavior. Choose examples that best “fits” the general case of the behavior expectation	Non examples of expected behavior that are: <ul style="list-style-type: none"> More similar to examples of expected behavior rather than outrageous non-examples Typical of what students do when they are not engaged in the expected behavior
<ul style="list-style-type: none"> Waiting your turn while maintaining social distance. Maintaining a level 1 or 0 voice level while waiting. Keep your body under control while waiting. Staying calm and not getting upset while waiting. . 	<ul style="list-style-type: none"> Cutting or going in front of someone. Getting too close or touching others while waiting Moving out of the space where you should be while waiting.

Provide opportunities to practice and build fluency: **Demonstrate examples and non-examples**

- Show Video <https://youtu.be/qgeuGgODgv4>

Acknowledge expected behavior: **Praise students. Use signs that say good job, right way, etc.**

COVID Safety (Social Distance)

Behavior Expectation Lesson Plan

Behavior expectation or rule to be taught: **Safety Procedures for COVID (Social Distance)**

Location for expectation: **Classroom**

Rationale- tell why following the rule is important: **To prevent the spreading and sharing of germs .**

Provide examples to help students better understand ***what is*** and ***what is not*** the expected behavior:

Examples of expected behavior. Choose examples that best “fits” the general case of the behavior expectation	Non examples of expected behavior that are: <ul style="list-style-type: none">· More similar to examples of expected behavior rather than outrageous non-examples· Typical of what students do when they are not engaged in the expected behavior
<ul style="list-style-type: none">• Keeping distance from any other person.• Only use your personal items.• Only touch your personal items.• Facing the same direction in school and the classroom	<ul style="list-style-type: none">• Close enough to touch/touching someone.• Touching someone else's things or belongings• Sharing things, like pencils or snacks

Provide opportunities to practice and build fluency: **Demonstrate examples and non-examples**

- Show Video https://youtu.be/4ex4H6n_s7w
- Show Video [Social Distancing](#)
- Song [The Bubble Song: Space and Washing](#)
- Song [Greet From 6 Feet: Jack Harman](#)
- Read Aloud [If You Can't Bear Hug. Air Hug](#)
- Read Aloud [What is Social Distancing?](#)

Acknowledge expected behavior: **Praise students. Use signs that say good job, right way, etc.**

COVID Safety (Washing Hands)

Behavior Expectation Lesson Plan

Behavior expectation or rule to be taught: **Safety Procedures for COVID (washing hands)**

Location for expectation: **Classroom**

Rationale- tell why following the rule is important: **To prevent the spreading and sharing of germs .**

Provide examples to help students better understand **what is** and **what is not** the expected behavior:

Examples of expected behavior. Choose examples that best “fits” the general case of the behavior expectation	Non examples of expected behavior that are: <ul style="list-style-type: none">· More similar to examples of expected behavior rather than outrageous non-examples· Typical of what students do when they are not engaged in the expected behavior
<ul style="list-style-type: none">● Wash hands for at least 20 seconds● Wash with soap and warm water● Wash hands before eating● Wash hands after touching things other people may have touched	<ul style="list-style-type: none">● Rinsing your hands off with water● Washing hands for only a couple seconds (not long enough)

Provide opportunities to practice and build fluency: **Demonstrate examples and non-examples**

- Show Video <https://youtu.be/OZ3oSvfiwU4>
- Show Video [Peppa Pig washes hands](#)
- Show Video [Washing hands](#)
-

Acknowledge expected behavior: **Praise students. Use signs that say good job, right way, etc.**

COVID Safety (Wearing a Mask)

Behavior Expectation Lesson Plan

Behavior expectation or rule to be taught: **Safety Recommendation for COVID (Wearing a Mask)**

Location for expectation: **Inside the building**

Rationale- tell why following the rule is important: **Our school district recommends (Please explain what “recommends” in kid terms) all people wear a mask inside of school to help prevent the spreading and sharing of germs. Not everyone will wear a mask in school. Lincoln students will show P.R.I.D.E - RESPECT, INTEGRITY, and EXCELLENCE for those wearing a mask, and for those not wearing a mask. Some Lincoln students will make a personal choice to wear or not wear a mask, others will be expected to do what is asked of them regarding wearing a mask by their parents. Whatever the choice or decision, Lincoln students treat all people with respect.**

Provide examples to help students better understand **what is** and **what is not** the expected behavior:

Examples of expected behavior. Choose examples that best “fits” the general case of the behavior expectation	Non examples of expected behavior that are: <ul style="list-style-type: none">· More similar to examples of expected behavior rather than outrageous non-examples· Typical of what students do when they are not engaged in the expected behavior
<ul style="list-style-type: none">• Your mask covers your nose and mouth• Only use your personal mask, do not share or trade• Be kind and understanding for others in their masking decision·	<ul style="list-style-type: none">• Pulling your or another person's mask down.• Taking off or removing your mask during a time when you should be wearing it.• Sharing or trading masks.• Making fun of or teasing others because they are different than you, ie. choosing to wear or not wear a mask.

Provide opportunities to practice and build fluency: **Demonstrate examples and non-examples**

- Show Video <https://youtu.be/7IAcNzTVbTA> (Read aloud)
- Show Video [A Little Spot Wears a Mask](#) Read Aloud
- Show Video <https://youtu.be/OLO1GNXKmNE>
- Show Video [Masked Heroes](#)
- Song [Why Do People Wear Masks](#)

Acknowledge expected behavior: **Praise students. Use signs that say good job, right way, etc.**

Procedures to Practice

- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return student work
- Returning to work after an interruption
- What to do during a fire drill, lockdown drill, tornado drill, etc.
- What to do during announcements
- Saying "Please," "Thank you," "Excuse me," "I'm sorry/I apologize for"
- End of the day procedures

Four Positives to One Correction

4:1

Appropriate Recognition Components of Positive Recognition

1. Readily available
2. Appropriate to the environment
3. Easy to deliver
4. Can be controlled by the teacher
5. Is powerful and affirming to the student.

Ways to Practice Some Procedures

All Quiet Signal

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will hold their fingers up and make the “peace” sign. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sports, if they have siblings, etc. After two minutes give the ALL QUIET SIGNAL. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

Announcement Procedures

When an announcement is made, a brief introduction will precede the announcement; for example, “an announcement in 3 seconds.” Teachers will use the All-Quiet signal and students will be expected to listen and be attentive throughout the announcement.

Bus Line/Dismissal

It is important to demonstrate appropriate bus and bus line etiquette/dismissal. Discuss how to leave the building at the end of the day. Discuss and role-play scenarios that may arise (e.g. forgot something in class, missed bus, someone pushes or cuts in line). Be sure to discuss safety on the bus or areas outside of school.

100 ways to Praise a Child

That's incredible! How extraordinary! Far out! Outstanding Performance!
I can't get over it! Great! Amazing effort! Unbelievable work!
Wonderful! Marvelous! Phenomenal! You've got it! Superb! Cool!
Excellent! You're special! Your work is out of sight! Your project is
first-rate! You've outdone yourself! Way to go! Thumbs up! You're a
good friend! You came through! Terrific! You tried hard! Your help
counts! You made it happen! It couldn't be better! Fantastic work!
You're a real trooper! Fabulous! Bravo! Exceptional! You're unique!
Awesome! Breathtaking! The time you put in really shows! You're a
great example for others! Keep up the good work! I knew you had it in
you! Dynamite! It's everything I hoped for! You should be proud of
yourself! What an imagination! You made the difference! Well done!
You're sensational! Very good! A+ work! Super job! Good for you!
Take a bow! You figured it out! Great answer! You're doing a lot better!
Thanks for being honest! How artistic! Hooray for you! You're a joy!
How thoughtful of you! You're amazing! You're getting there! What a
great idea! You deserve a hug! Thanks for trying! You're getting better!
You're a big help! You're tops! You've made progress! You're neat!
You've got what it takes! You're #1! You're a shining star! You can be
trusted! Wow! Remarkable! Beautiful! I'm proud of you! Very
impressive! You're sharp! You're a winner! Hot dog! Spectacular work!
You're so kind! You've really grown up! What a great listener! Thanks
for helping! Great discovery! You have earned my respect! Thanks for
caring! You're a-okay! You're a great kid! How original! You're a
champ! You're a pleasure to know! Very brave! What a genius! You're
very talented! You're the greatest! You're super!

Compact!

We agree to:

1. Focus on long-term behavior changes vs short term quick fixes.
2. Stop doing ineffective things.
3. Be fair even if it means you don't treat everyone the same.
4. Make sure your rules make sense (especially to students).
5. Understanding responsibility is more important than obedience.
6. Model what we expect.
7. Always treat students with dignity.

Always keep in mind that students need to:

1. Feel and believe they are capable of success.
2. Know we care for them.
3. Realize they are able to influence people and events.
4. Remember others and practice helping them through their own generosity.
5. Have fun and be stimulated.

For optimal effectiveness, all staff should:

1. Increase student awareness about their positive behaviors.
2. Provide choices.
3. Be predictable when it comes to expectations and consequences.
4. Discuss with students ways to behavior appropriately.
5. Help students write plans for change behavior.

Behavior and Discipline

How to Monitor Behavior

The behavior you attend to the most will be the one that you will see more of in the future.

1. **Active Supervision:** Once we have identified, defined and taught expected behavior, it is important to monitor students closely and provide feedback.
 - a. It involves ALL staff in both classroom and non-classroom settings
2. **Actively present in order:**
 - a. Acknowledge appropriate behavior
 - b. Document inappropriate behavior
 - c. Deliver continuum of consequences for both
3. **Basic management practice:**
 - a. **Movement:**
 - i. constant, unpredictable (move in random patterns), increase opportunities to acknowledge appropriate behavior, reach all areas
 - b. **Scanning:**
 - i. Head up: scan with eyes and ears
 - ii. Look for cues in behavior/voices
 - iii. Watch and listen for appropriate and inappropriate behavior
 - iv. Increase opportunities for positive contact with students
 - c. **Positive interaction:**
 - i. Create a friendly atmosphere
 - ii. Make an effort to connect with individual students and groups of students
 - iii. Reinforce students when their behavior is APPROPRIATE and letting students know you appreciate their behavior

4. Have more positive student contact than negative:
 - a. 4 positives to 1 negative ratio
5. Walk around, Look around and Talk around

Discipline Procedures

Lincoln Elementary School will use consistent procedures for handling discipline. Teachers and Support Staff will address all minor infractions in the classroom or learning environment. Staff will document these minor infractions using the Minor Incident section of the Office Discipline Referral when necessary. Teachers or Support Staff will refer all major infractions to the office by completing the Major Behavior section of the Office Referral Form. If a student receives a Major Office Referral, parents will be notified by Administration. Parents must sign and return the Office Referral Form.

Suspensions will be determined on a case-by-case basis, and in accordance with District Code of Conduct policy. Students committing major offenses will be given the opportunity to share their version of the incident with an administrator. Other students and/or staff members involved will also be permitted to report their involvement in, or witness of the incident. After gathering all of the facts, the administrator will make the decision to suspend or not to suspend. In the event of student suspension, the parent will be contacted by administration (by phone if the contact numbers are current, or by suspension note).

Tier 1: Teachers and support staff will address all minor infractions in the classroom or learning environment. Staff will document these minor infractions using the Minor Incident section of the Office Discipline Referral when necessary, and turn them into the office to be recorded in SWIS. Teachers or Support Staff will refer all major infractions to the office by completing the Major Behavior section of the Office Referral Form. Please note that three documented minor incidents will result in a Major Office Referral.

Tier 2: Check-In Check-Out (CICO), Peer to Peer, Peer to Technology interventions will be offered to students by the data entered into SWIS. The PBIS team will review all data in SWIS bi-weekly.

Tier 3: Basic Principles of Behavior Modification. **Behavior is learned.** Learning occurs as a result of the consequences of our behavior. In other words, our behavior is influenced by the events and conditions we experience.

When our behavior is followed by a pleasant consequence, that behavior tends to be repeated and learned. When our behavior is followed by an unpleasant consequence, the behavior tends not to be repeated and thus not learned.

Any Behavior that occurs repeatedly is serving some function for the individual exhibiting the behavior. Finding ways for the student to appropriately gain attention from adults could help to meet this need and decrease the student's argumentative and disruptive behavior. Altering the classroom environment can change student behaviors. Behavior is affected by the events that happen immediately before the behavior (antecedents) and events that happened following the behavior (consequence). By changing the variable affecting behavior, we can increase or decrease behaviors in the classroom. This means that we can change student (and adult) behavior by manipulating these variables.

Behavior Referral Process

- REMINDER - if you send a kid to the office for a discipline/behavior issue to be handled by the office, please, send a referral. Take the time to complete the referral and either send it with the student, or send it with another student. It will make the entire process easier for everyone.
- We need to have referral documentation from the staff member addressing the issue as soon as possible so the incident can be handled appropriately.
- *If the incident needs to be handled immediately (a student hurting another student or being violent) sending the referral and making a quick call to the office to explain the severity is appropriate.
- Lunch and Lunch Recess Referrals will go from the supervisor to the teacher (unless the incident is violent, then it comes to the office.) Teacher then addresses the incident by reteaching PBIS expectations, and following

classroom based interventions, including communicating with parents. If there are multiple occurrences and all interventions have been exhausted, then the referral can be passed to Mr. Skeels to address.

- All referrals need to be submitted to the office for entry into SWIS.
- Referral submission Process- Sam - [Picture](#)
- Fill out the Discipline referral form leaving the **Administrative Intervention** portion blank.
- Please make sure to check something under the MINOR / MAJOR category if you are sending them out of class to the office to handle.
- Make sure that you have checked something in the **Possible Motivation** section.
- If you have tried moving their seat, conferencing with the student, or time in the hallway please check that as well under the **Teacher Intervention/Response** section.
- If someone else or no one else was involved in the incident, please check the appropriate box at the bottom.
 - Please make sure to leave off names of peers involved in situations as these go home to get signed by parents.
- Send students to the Administrator with the form.
- **Major Discipline Referrals** will go home for parents to sign and return to school.

Discipline Referral Folder

- Please make sure to have a Discipline Referral folder in your classroom of **Minor Problem Behavior** that occurs so that you have a record of these. Minors do not need to be sent to the office. 3 Minors of the same incident documented can equal a Major. Also keep the **Major Problems** in the folder as well (Create 2 tabs - Major/Minor).
- Minors DO NOT go home for parent signature...keep for documentation purposes and make sure to document how behavior was handled in the **Teacher Intervention/Response** section on the form.
- If **Major** is sent to the office for administrative attention - administrator will take action and fill out **Administrative Intervention/Response** on the Discipline Referral and send back with student if they are returning to the

classroom. The Discipline Referral will go home to be signed by parents as well. Make sure to keep a copy for your record in the discipline folder (in case it does not come back)

- Administrator will also keep a copy of the Discipline Referral in office File Folder/Bin of Major incidents to give to the SWISS coordinator to upload data. MAJORS will be recorded in SWIS.
- Monthly Meetings will occur to review SWIS data.

Note: Please do not send students to the office without referral (this includes specials teachers too). If behavior warrants them out of your classroom then referral is to be written. Administrative Assistant will send them back to class if a note is not sent with students who may be calling home due to being sick as well.

Lunch Supervisors and other support staff - Expectations of Office Discipline Referrals - If you feel a referral is warranted please begin the referral process.

Again we need to be proactive and try interventions first before just sending students out of the classroom. Remember the behavior you attend to the most will be the one you see more often in the future (STAY POSITIVE)

[Reflection Sheet](#)

Discipline Referral Form: Minor Behavior

4:1 Ratio

Elementary PBIS Minor Behavior Documentation Form-Adrian Public Schools

Name: _____ (First) _____ (Last) _____

Time: _____ Date: _____

Referring Staff: _____

Grade: Y5 K 1 2 3 4 5

Previous Parent Contact? Yes or No

If Yes, Date of Contact _____

Location:

☐ Playground ☐ Computer Lab

☐ Cafeteria ☐ Bathroom

☐ Bus ☐ Gym

☐ Hallway ☐ Drop-off/Pickup

☐ Art Class ☐ Music Class

☐ Classroom ☐ Title I Support

☐ Technology Class ☐ Other _____

☐ Spanish Class ☐ Library

Minor Problem Behavior		
<p>Inappropriate Language (student engages in low-intensity instances of inappropriate language. Language is not intended to offend another student or staff member.)</p> <p>Physical Contact (Physical contact done without intent to injure or intimidate students or staff)</p> <p>Horseplay (Rough or boisterous play or pranks, done without anger or intent to injure or intimidate students.)</p> <p>Disrespect to Peer(s) Teasing/Name Calling Other: _____</p> <p>Defiance (The student refuses to comply with reasonable behaviors of school personnel.)</p> <p>Disruption (Student engages in low-intensity, but inappropriate disruption such as speaking loudly/yelling without raising hand or talking out of turn.)</p> <p>Theft (Student takes something of nominal value, pencil, paper, etc.)</p> <p>Other _____</p>		
Possible Motivation	Teacher Intervention/Response	Administrative Intervention/Response
Obtain peer attention Obtain adult attention Obtain items/Activities Avoid Peer(s) Avoid Adult Avoid task or activity Other _____	Individualized instruction/Re-teach expectation Loss of privilege/Time owed Time out seat/Classroom Conference with student Time in the hallway or other classroom Parent Contact Time in office Silent or supervised Lunch/Recess by teacher Other _____	Conference with student Individualized instruction/Re-teach expectation Time Out in Office Restorative Practice Parent Contact Loss of privilege: _____ Other _____

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

Teacher Comments:

Definition of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engages in brief or low intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling eyes, ignoring requests, etc.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Taking pencils, erasers, items of little value.

Discipline Referral Form: Major Behavior

4:1 Ratio

Elementary PBIS Major Referral Form-Adrian Public Schools

Name: _____
(First) (Last)

Time: _____ Date: _____

Referring Staff: _____

Grade: Y5 K 1 2 3 4 5

Previous Parent Contact? Yes or No

If Yes, Date of Contact _____

Location:

- ☐ Playground ☐ Computer Lab
☐ Cafeteria ☐ Bathroom
☐ Bus ☐ Gym
☐ Hallway ☐ Drop-off/Pickup
☐ Art Class ☐ Music Class
☐ Classroom ☐ Title I Support
☐ Technology Class ☐ Other _____
☐ Spanish Class ☐ Library

Major Problem Behavior	Possible Motivation
Bullying/Harassment Disruptive Conduct Fighting Insubordination Persistent Disobedience Physical or Verbal Altercation Profanity/Inappropriate Language Theft Other (All other items as described in the student code of conduct)	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Other _____
Teacher Intervention/Response	Administrative Intervention/Response
Individualized instruction/Re-teach expectation Loss of privilege/Time owed Time out in seat/Classroom Conference with student Time in the hallway or other classroom Parent Contact Time in office Silent or supervised lunch/By teacher After school detention Other _____	Conference with student Re-teach expectation Parent Contact Lunch Detention Restorative Practices After school detention In-school suspension (____ days) Out of school suspension (____ days) Law enforcement contact Loss of privilege: _____ Other _____

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

Other comments:

Parent Signature: _____

Date: _____

If you have any questions or concerns please contact your child's teacher or the administrator/principal.

Alexander: Principal Shanan Henline 517-263-9533
 Lincoln: Principal Sam Skeels 517-265-8544

Michener: Principal Ann Lacasse 517-263-9002
 Prairie: Principal Carl Lewandowski 517-265-5082

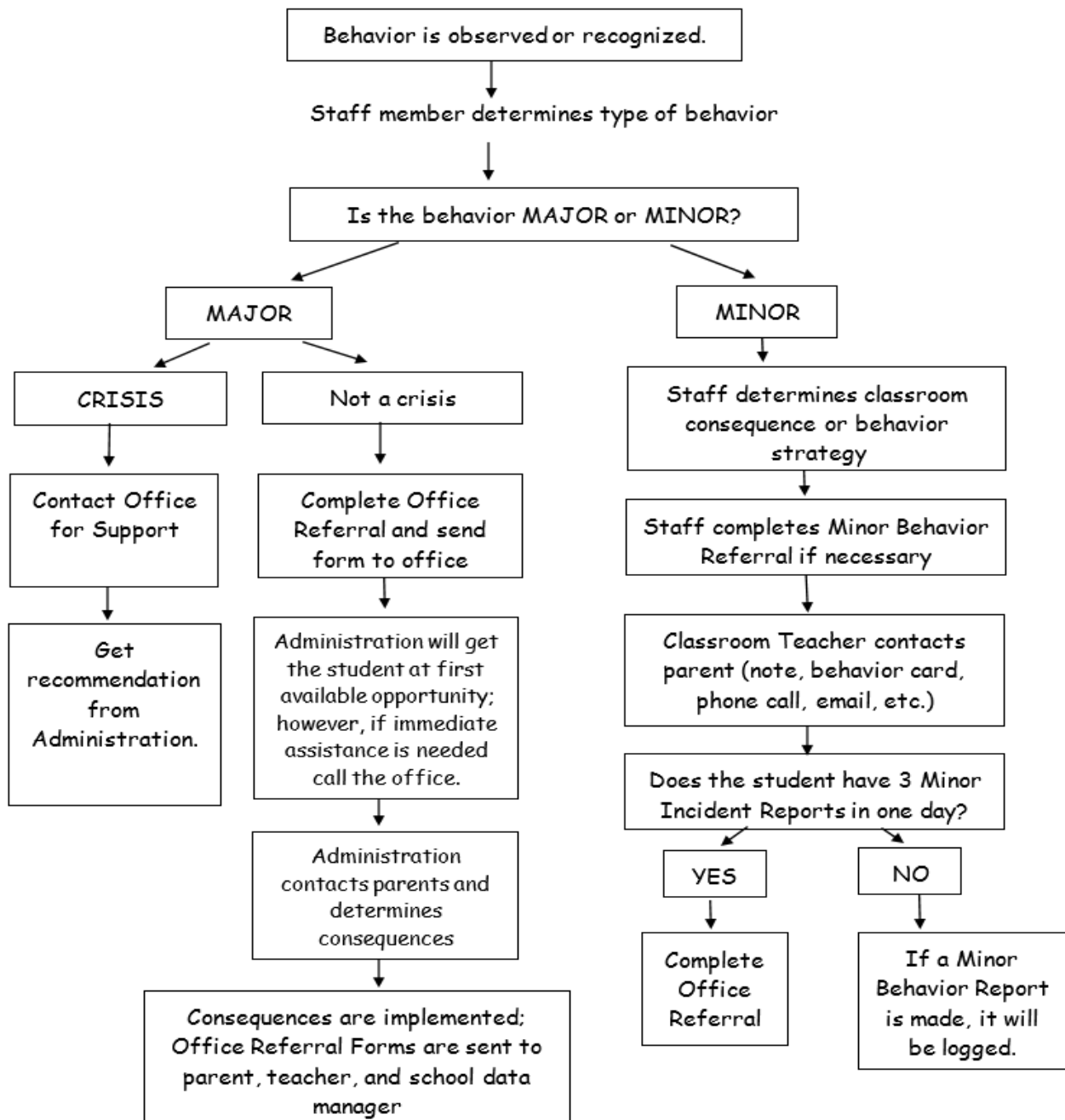
Definition of Major Behaviors

Behavior Types	Definition	Examples
Abusive Language; Harassment; Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, writing, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using	
Disrespect, Defiance, Insubordination	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	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.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc. Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	Intentional actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting, etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to reenter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of knives or guns (objects readily capable of causing bodily harm).	Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.

Examples of Discipline Management

Teacher/Staff Managed	vs.	Administration Managed
<ul style="list-style-type: none"> • Failure to be in one's assigned place • Inappropriate language • Tardiness • Calling out • Teasing • Inattentive Behavior • Invading personal space • Lying/giving false information • Minor disruption • Minor aggression-grabbing items • Pushing past someone • Unsafe or rough play • Misusing property-throwing or damaging items • Disrespectful tone • Pattern of not completing homework 		<ul style="list-style-type: none"> • Aggressive physical contact • Bullying/Harassment • Fighting • Property destruction • Weapons • Leaving school property • Pattern of aggressive/profane language • Dress Code • Credible threats • Major/chronic destruction • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Inappropriate use of internet • Direct refusal of authority

Discipline Procedures Flow Chart



Tier 2/3 Intervention Grid: Revised

The PBIS team offers several Tier 2 and 3 interventions. These include Check In Check Out (CICO), Peer Mentoring, and other interventions. For more information regarding the interventions see the attached Tier 2/3 Intervention Grid linked in this document.

CICO Flow Chart

