Pittsfield Elementary School

Positive Behavior Interventions & Supports (PBIS)

Staff Handbook
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2012-2013 edition

* Be Respectful  * Be Responsible  * Be Safe
Pittsfield Elementary School
Positive Behavioral Interventions & Supports Team

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Table of Contents

Introduction to PBIS
  What is PBIS? PBIS at Pittsfield
  Education YES! and NCLB
  Three-Tiered Model of School-Wide Behavior Support
  Michigan State Board of Education PBIS Policy
  PBIS Introduction Letter to Parents

Teaching Positive Expectations
  Guidelines for Teaching PBIS
  Behavior Expectations Matrix
  Sample Teaching Strategies/Scenarios/Lessons
  Procedures to Practice
  Ways to Practice

Acknowledging/Recognizing Appropriate Behavior
  Positive Teacher Attention: 4:1
  Appropriate Recognition
  Expectations
  Steps for Implementing PBIS Tickets
  Whole School PBIS Recognition Activities
  PBIS During Lunch
  Class Recognition/Celebration Options
  100 Ways to Praise a Child

Interventions and Consequences for Problem Behavior
  Problem Behavior Definition
  Classroom/Teacher Interventions
  How to Set a Positive Tone/Teacher Action Continuum
  Office Discipline Referral Process/Immediate Intervention
  Office/Administration Interventions
  Major Offenses/Minor Offenses

AAPS Student Rights & Responsibilities

Appendix
  Website List
  “My Think Sheet 1”
  “Home Link Think Sheet 1”
  “My Think Sheet 2”
  “Home Link Think Sheet 2”
  Office Discipline Referral Form
Introduction to PBIS

Pittsfield Elementary School

* Be Respectful   * Be Responsible   * Be Safe
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 pro-social 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.

PBIS at Pittsfield

A term you will be hearing this year at Pittsfield Elementary School is Positive Behavior Interventions and Support, or PBIS. PBIS is an approach in behavior management on a school-wide level, in a specific setting such as the bus, hallways, classrooms, cafeteria, lunchroom, recess, and assemblies, or with an individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows Pittsfield’s PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

The goals of PBIS are consistent with those found in other educational initiatives/laws, such as Education YES! and No Child Left Behind.

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

The purpose of this staff manual is to briefly illustrate how these components will be utilized within Pittsfield’s PBIS system.

The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.
Correlation with Positive Behavioral Interventions and Supports

- **Adequate Yearly Progress**
  - PBIS Outcomes
  - Responsibility and leadership are shared between staff and administration.
  - Outcome data on both academic and behavioral progress are monitored, reviewed for progress and used for planning.
  - Reduction in disruptive student behavior results in increased levels of academic engagement.

- **Standardized Testing**
  - PBIS Outcomes
  - A common set of behavioral expectations exists during standardized testing period.
  - Students are on task and focused during standardized testing.
  - Increased time on task increases student confidence and knowledge.

- **Teacher Quality & Professional Development**
  - PBIS Outcomes
  - Teachers practice research-based classroom management strategies.
  - Coaching and mentoring promote effectiveness.
  - Professional development is directly linked to school improvement plan.
  - Integration of technology informs practice.

- **Positive School Climate / Safe & Drug Free Schools**
  - PBIS Outcomes
  - Written disciplinary policies are reviewed and evaluated for effectiveness.
  - Student suspension rates are reduced.
  - Student attendance rates are increased.
  - Anti-social behavior is reduced.
3-Tiered Model of School-Wide Support
The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students’ efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges are linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violations of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implements a system of school-wide positive behavior support strategies.

*Adopted September 12, 2006*
Dear Parents/Guardians:

Pittsfield Elementary School has always strived to create a safe, orderly, and stimulating learning environment for all students. In an effort to continue to improve our school climate, staff at Pittsfield Elementary have worked together to form a Positive Behavior Intervention and Support (PBIS) Plan. The focus of this plan is to create a positive school climate that fosters being respectful, responsible, and ready to learn.

The students will be learning about PBIS, our new behavioral program, at a whole-school assembly on April 20, 2012. The Positive Behavior Intervention and Support Committee created this program to promote the core values of RESPECT, RESPONSIBILITY, and SAFETY for all students and the entire Pittsfield community.

In addition to our kick-off assembly, we will display posters around the building and in the classroom, and modify our environment to make it easier for children to move safely and efficiently in the building. All of the staff at Pittsfield will be teaching their students the positive behaviors they are expected to demonstrate at school. We will acknowledge and reward classes who consistently demonstrate these positive behaviors.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child to make sure he/she understands the expectations in different locations around the school or on the bus. Please discuss the importance of these concepts and encourage your child to be a respectful, responsible, safe Pittsfield Penguin!

With our continued support and involvement, there is no question that Pittsfield Elementary will continue to be a place where students can excel in a safe and stimulating environment. Research shows that when the home and school work together, student learning is more successful. We look forward to working with you as true partners in your child’s education!

Positively yours,

Carol L. Shakarian, Principal
Teaching Positive Expectations

* Be Respectful   * Be Responsible   * Be Safe
How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations aggressively over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

And then I’m done; right?

- Not quite. Plan to teach “booster” lessons every day of the school year (3 – 5 minutes). If a lot of problems arise 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 teach 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.

How much time am I supposed to commit to this?

- Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks the over-head should only take 2-5 minutes.
Guidelines for Teaching the Matrix – continued

How do I fit this in with everything else?

• Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter.

How is this different than teaching “procedures” as described in Harry Wong’s book, The First Days of School?

• Harry Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:

  ➢ What to do when you enter the classroom.
  ➢ How to get the teacher’s attention.
  ➢ What to do when you need to go to the bathroom.

• The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values: RESPECT, RESPONSIBILITY, and SAFETY. Part of our objective is to teach students these core values beyond the level of simple classroom procedures.
# Pittsfield Elementary Positive Behavior Expectation Matrix

<table>
<thead>
<tr>
<th>Behavior Expectation</th>
<th>Bus</th>
<th>Lobby &amp; Hallways</th>
<th>Classrooms &amp; Specials</th>
<th>Lunchroom</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Use kind words and actions and good manners</td>
<td>Use kind words and actions and good manners</td>
<td>Use kind words and actions and good manners</td>
<td>Use kind words and actions and good manners</td>
<td>Use kind words and actions and good manners</td>
<td>Use kind words and actions and good manners</td>
</tr>
<tr>
<td></td>
<td>Follow directions the first time</td>
<td>Follow directions the first time</td>
<td>Follow directions the first time</td>
<td>Follow directions the first time</td>
<td>Follow directions the first time</td>
<td>Follow directions the first time</td>
</tr>
<tr>
<td></td>
<td>Use inside voice</td>
<td>Work and wait quietly</td>
<td>Respect personal space and classes in session</td>
<td>Respect others’ differences and needs</td>
<td>Include everyone and take turns</td>
<td>Respect others, playgroups, and creations</td>
</tr>
<tr>
<td><strong>BE CARE!</strong></td>
<td>Follow the bus rules</td>
<td>Sit in your assigned seat</td>
<td>Be prepared</td>
<td>Eat your lunch using good manners</td>
<td>Wear clothing appropriate to weather</td>
<td>Remain in own personal space</td>
</tr>
<tr>
<td></td>
<td>Sit in your assigned seat</td>
<td>Get a good example for younger students</td>
<td>Do your personal best</td>
<td>Quiet down when the signal is given</td>
<td>Follow the directions of the speaker</td>
<td>Follow the directions of the speaker</td>
</tr>
<tr>
<td></td>
<td>Get a good example for younger students</td>
<td>Be ready to speak</td>
<td>Use materials with care</td>
<td>Wear your own hat</td>
<td>Appreciate the performance</td>
<td>Appreciate the performance</td>
</tr>
<tr>
<td></td>
<td>Be in line and you will be time</td>
<td>Use your learning environment</td>
<td>Clean up after yourself</td>
<td>Clean up after yourself</td>
<td>Take the speaker</td>
<td>Take the speaker</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>When given permission, go directly to assigned area or section</td>
<td>Quickly carry objects close to yourself</td>
<td>Be prepared</td>
<td>Eat your lunch using good manners</td>
<td>Wear clothing appropriate to weather</td>
<td>Remain in own personal space</td>
</tr>
<tr>
<td></td>
<td>Stand before leaving class</td>
<td>Be in line and you will be time</td>
<td>Do your personal best</td>
<td>Quiet down when the signal is given</td>
<td>Follow the directions of the speaker</td>
<td>Follow the directions of the speaker</td>
</tr>
<tr>
<td></td>
<td>Follow rules</td>
<td>Sit in your assigned seat</td>
<td>Be prepared</td>
<td>Eat your lunch using good manners</td>
<td>Wear clothing appropriate to weather</td>
<td>Remain in own personal space</td>
</tr>
<tr>
<td><strong>WE CAN!</strong></td>
<td>Get a good example for younger students</td>
<td>Be ready to speak</td>
<td>Use materials with care</td>
<td>Clean up after yourself</td>
<td>Take the speaker</td>
<td>Take the speaker</td>
</tr>
<tr>
<td></td>
<td>Be in line and you will be time</td>
<td>Use your learning environment</td>
<td>Clean up after yourself</td>
<td>Clean up after yourself</td>
<td>Take the speaker</td>
<td>Take the speaker</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep your hands, feet, and objects to self and inside the bus, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
<tr>
<td></td>
<td>Enter and exit quietly and orderly</td>
<td>Stay with your class</td>
<td>Enter and exit quietly and orderly</td>
<td>See and respect personal space</td>
<td>Stay with your class</td>
<td>Enter and exit quietly and orderly</td>
</tr>
<tr>
<td></td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Use materials properly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
<tr>
<td><strong>WE WILL!</strong></td>
<td>Keep your hands, feet, and objects to self and inside the bus, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
<tr>
<td></td>
<td>Enter and exit quietly and orderly</td>
<td>Stay with your class</td>
<td>Enter and exit quietly and orderly</td>
<td>Stay in the playground area and where we can see you</td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Enter and exit quietly and orderly</td>
</tr>
<tr>
<td></td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Use materials properly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
<tr>
<td></td>
<td>Stay with your class</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Stay in the playground area and where we can see you</td>
<td>Walk at a safe pace; watch where you are going</td>
<td>Stay in the playground area and where we can see you</td>
</tr>
<tr>
<td></td>
<td>Stay seated while eating</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Tell an adult about problems</td>
<td>Enter and exit quietly and orderly</td>
</tr>
<tr>
<td></td>
<td>Tell an adult about problems</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Tell an adult about problems</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
<tr>
<td></td>
<td>Leave an aisle down the middle</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Enter and exit quietly and orderly</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
<td>Tell an adult about problems</td>
<td>Keep your hands, feet, and objects to self, respect personal space</td>
</tr>
</tbody>
</table>
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, lock down 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
### Pittsfield PBIS Lesson Weekly Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 11</th>
<th>Week 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday - Assemblies, Lobby &amp; Hall</td>
<td>Bus</td>
<td>Classroom &amp; Specials</td>
</tr>
<tr>
<td>Wednesday - Bus, Classroom, Specials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday - Lunchroom, Playground</td>
<td>Week 12</td>
<td>Mid-Winter Break</td>
</tr>
<tr>
<td>Friday - Assemblies, Bus, Lobby &amp; Hall</td>
<td>Lobby &amp; Hallways</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 13</th>
<th>Week 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Bus, Lobby &amp; Hallways</td>
<td>Classroom &amp; Specials</td>
<td>Repeat week 2</td>
</tr>
<tr>
<td>Tuesday - Classrooms, Specials, Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday - Lunchroom, Playground</td>
<td>Week 14</td>
<td>TBD</td>
</tr>
<tr>
<td>Thursday - Assemblies, Bus</td>
<td>Lunchroom &amp; Playground</td>
<td></td>
</tr>
<tr>
<td>Friday - Lobby &amp; Hallways</td>
<td>Week 15</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Week 16</th>
<th>Week 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat Week 2 (PBIS Kick-off week)</td>
<td>Assemblies &amp; Bus</td>
<td>Repeat week 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Week 17</th>
<th>Week 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; Specials</td>
<td>Lobby, Hallways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter Break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Week 18</th>
<th>Week 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunchroom &amp; Playground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Week 19</th>
<th>Week 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>Classroom &amp; Specials</td>
<td>Repeat week 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Week 20</th>
<th>Week 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus, Lobby, Hallways</td>
<td>Repeat week 2</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Week 21</th>
<th>Week 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; Specials</td>
<td>Lunchroom &amp; Playground</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Week 22</th>
<th>Week 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch &amp; Playground</td>
<td>Assemblies</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Week 23</th>
<th>Week 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>Bus, Lobby, Hallways</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Week 24</th>
<th>Week 32</th>
</tr>
</thead>
</table>
Teaching Strategies

- Use classroom discussions
- Brainstorm a list of actions that show respect
- Have students talk about a person or character from a book that they respect
- Role-play both appropriate and inappropriate behaviors
- Create bulletin boards showing respect, responsibility, and readiness
- TEACH and practice procedures

*If a student doesn’t know how to read, we teach.*
*If a student doesn’t know how to swim, we teach.*
*If a student doesn’t know how to multiply, we teach.*
*If a student doesn’t know how to behave, we punish?*

~John Herner

Sample Lessons

I. Focus area: Bus

Expectations: We are respectful. We are responsible. We are safe.

Objective: The students will be respectful, responsible and safe on the bus.

**Teacher Example**

**Model-Teacher demonstrates positive bus behaviors**

**Be Respectful**
- Use kind words and actions and good manners
- Follow directions the first time
- Use inside voice

**Be Responsible**
- Follow the bus rules
- Sit in your assigned seat
- Set a good example for younger students

**Be Safe**
- Keep your hands, feet and objects to self and inside the bus; respect personal space
- Enter and exit quietly and orderly
- Stay seated and face forward
- Keep the aisle clear
Scenarios from Pittsfield:
1. Someone gets on the bus with a birthday treat. MMMM…Yummy!! A friend asks for some to eat on the bus ride home. What do you do? Why?
2. Someone opens the window and yells out to a friend!! What do you do and why?
3. Someone throws something out the window? What do you do and why?
4. An older child starts to tease a younger child. What do you do and why?
5. A friend is standing up while the bus is moving!! What do you do and why?
6. Someone is pushing as you are walking down the aisle to get on or off the bus. What do you do and why?
7. The bus driver asks you to move your seat. What do you do and why?
8. Someone is using inappropriate words on the bus. What do you do and why?

Scenarios from Logan:
1. You received a prize for good behavior. Your friend Bobby, asks you to take it out of your bag so he/she can see it. What do you do? Why?
2. You are on the bus and you want to get your friend’s attention. She is sitting 3 seats away from you. What do you do?
3. You are the last one to board the bus. There are backpacks in the aisle. What could happen? What should you do?
4. Additional scenarios specific to your classroom and student(s) needs.

II. Focus area: Lobby and Hallways

Expectations: We are respectful. We are responsible. We are safe.

Objective: The students will be safe in the lobby and hallways by making respectful and responsible choices.

Teaching Example
Model-Teacher demonstrates positive lobby and hallway behavior

Be Ready
• Use kind words and actions and good manners
• Follow directions the first time
• Walk and wait quietly
• Respect personal space and classes in session

Be Responsible
• When given permission, go directly to assigned area or location
• Quietly carry objects close to yourself
• Stay in line and you’ll be fine

Be Safe
• Keep your hands, feet and objects to self; respect personal space
• Enter and exit quietly and orderly
• Stay with your class
• Walk at a safe pace; watch where you are going

Scenarios from Pittsfield:
1. You’re standing in the lobby waiting for the bell to ring and want to put something in your locker. What do you do?

2. A younger student is walking to the bus and an older student wants to get to the bus faster and pushes through. What do you do?

3. You’re at your locker and another class is coming through. You hear a SLAM! Someone slammed the locker. What do you do?

4. Kids are hanging out at their lockers between the 2 morning bells. What should you do?

5. Your class is walking down the hall and a friend jumps up to hit a decoration or art project. What should you do?

Scenarios from Logan:
1. You’ve been asked to bring a note to the office and you see a friend going into the bathroom and you want to ask them to play on your team at recess. What do you do?

2. You are walking with your class down the hallway. You see last year’s teacher and want to say “hi.” What do you do? What can you do instead of talking?

3. During recess, you are lined up waiting to enter the cafeteria; students behind you are pushing, knocking on classroom doors. What do you do?

4. Add own examples specific to your classroom and student needs.

III. Focus area: Classrooms and Specials

Expectations: We are respectful. We are responsible. We are safe.

Objective: The students will work together and do what is right by making respectful, responsible and safe choices.

Teacher Example

Model-Teacher demonstrates positive classroom and specials behaviors

Be Ready
• Use kind words and actions and good manners
• Follow directions the first time
• Actively participate; be cooperative
• Respect others’ differences and needs

Be Responsible
• Be prepared
• Do your personal best
• Listen and wait your turn to speak
• Use materials with care
• Use your learning environment
• Clean up after yourself

Be Safe
• Keep your hands, feet and objects to self; respect personal space
• Enter and exit quietly and orderly
• Use materials properly

Scenarios from Pittsfield:
1. You and a classmate are told to line up. You get to the line at the same time as your classmate. UH OH!!! Your classmate pushes you to get in the front of the line!! How do you handle the situation responsibly and safely?

2. Your classroom has just finished an activity and it is time to transition to the next activity. You notice that there were crayons and pencils left all over the floor. What should you do?

3. You walk into music and your music teacher asks you to sit on the risers without talking. A classmate begins to ask you what you brought for lunch today. Do you answer your classmates question or follow the directions of the music teacher? How do you handle the situation both respectfully and responsibly?

4. An adult asks you to go to another classroom and borrow a book that was in their classroom library. The teacher is not in the classroom and the lights are off. Do you enter the classroom anyways and get the book? What would be the safe and responsible actions to take?

5. Woo Whoo!! You have finally finished making your clay sculpture in the art room and it is time to fire it off!! You notice the machine is HOT and empty but the teacher is not near by. Do you go ahead and put your sculpture into the HOT and empty machine? What is the safe and responsible way to handle this situation?

6. You are working in a small group and your partner in not staying on task and waiting you to find all of the answers to the given task. What should you do?
IV. Focus area: Lunchroom

Expectations: We are responsible. We are respectful. We are safe.

Objective: In the lunchroom, students will make choices that are demonstrating respectful, responsible, and safe behaviors.

Teacher Example

Model-Teacher demonstrates positive lunchroom behaviors

Be Ready
- Use kind words and actions and good manners
- Follow directions the first time
- Use an inside voice
- Respect others’ differences and needs

Be Responsible
- Eat your lunch using good manners
- Quiet down when the signal is given
- Raise your hand to be dismissed or if you need help
- Clean up after yourself

Be Safe
- Keep your hands, feet and objects to self; respect personal space
- Enter and exit quietly and orderly
- Walk carefully and use two hands when carrying food
- Eat your own lunch
- Stay seated while eating

Scenarios from Pittsfield:
1. The lunchroom supervisor tells you to go outside for recess. You notice that there were straw papers, napkins, and milk cartons left on the floor underneath you! GROSS! Even though they are not your left over belongings. How can you handle this situation responsibly and make sure it is safe for the other students’ who will be eating in the lunchroom after you?

2. Sam is allergic to peanuts!! He is already sad that he has to eat at a table for children that have allergies. What is a respectful way to make him feel better about having allergies?

3. The salad bar is full of delicious vegetables!! You notice that there is no one helping out at the salad bar and the tongs are missing to grab the delicious veggies!! Do you just go ahead and grab the veggies with your bare hands? What would be the safe way to handle the situation?

4. Sally decides she no longer wants her milk or the food left on her tray. She tells you
that she wants to make a lunch soup by pouring her left over milk on to the food that is left on her tray! EWW!! How could this become a safety issue?

5. You need to go to the bathroom really bad during lunch. You quickly go to the bathroom and you go to wash your hands and UH OH!!! NO SOAP! What would be the responsible thing to do?

**Scenarios from Logan**
1. Someone stepped out of line and tries to cut back in. What do you do? What should he/she have done?
2. Someone spills your milk all over the table. What should you do?
3. Your friend is sitting at another table and you want to catch up with her about the weekend. How should you do this?
4. Your mom packed a bag of “Doritos” in your lunch. Jimmy insists that you give him some or else he won’t be your friend. What should you do?
5. Additional scenarios specific to your classroom and student(s) needs.

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**V. Focus area: Playground**

**Expectations:** We are respectful. We are responsible. We are safe.

**Objective:** The students will show care and concern for self and others by being respectful, responsible and safe.

<table>
<thead>
<tr>
<th>Teacher Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model-Teacher demonstrates positive playground behaviors</strong></td>
</tr>
</tbody>
</table>

**Be Ready**
- Use kind words and actions and good manners
- Follow directions the first time
- Include everyone and take turns
- Respect others, playgroups, and creations

**Be Responsible**
- Wear clothing appropriate to weather
- Use equipment properly
- Share
- Bring in play equipment
- Line up immediately when signal is given

**Be Safe**
- Keep your hands, feet and objects to self; respect personal space
- Enter and exit quietly and orderly
- Stay in the playground area and where we can see you
- Play carefully
- Tell an adult about injuries and problems
Scenarios from Pittsfield:
1. The 1st graders are playing soccer and the 3rd graders come and take the ball. What do you do? What should you do?

2. Two teams that are equal with players and playing a game. A new payer wants to join in on the fun. What would you do or suggest?

3. A child wants to join in on an activity with a group of students. One of the students starting saying in a negative voice “No! You can’t play!” How do you show the student who wants to play respect?

4. Jamal and Alex are playing basketball and a 5th grader asks to join in. Jamal says “NO!! YOU ARE TOO BIG!” Is this showing respect?

5. Little Bobby is one the sky runner and he is trying to swing back and forth kicking out his legs. Is this safe? What would you say to Bobby? Who would you tell?

6. “RING! RING!” goes the recess bell. You have a ball in your hand. The ball bin is so far away!! What is the respectful and responsible thing to do with the ball?

Scenarios from Logan:
1. You have been waiting for 10 minutes to kick the ball in kickball. It is finally your turn and the supervisor says it is time to line up. What should you do to show you are listening attentively?

2. You see a group of kids teasing a student and the recess supervisors are busy with other students. What do you do? What if they are hurting the student?

3. Sheila wants to play jump rope but the rest of your group doesn’t want her to play because she can’t skip well. What would be the kind thing to do?

4. Jordan’s up to bat in the baseball game and is scared because he has not hit one all week. What could you say to him when he steps up to the plate? What could you do/say if he strikes out?

5. You are walking out to the playground. The first 5 kids begin to run. What should you do?

6. Your team loses the game. You aren’t happy what do you do?

7. Your team wins and you are so happy! How do you celebrate appropriately?

8. Add own examples specific to your classroom and student needs
VI. Focus area: Assemblies

Expectations: We are respectful. We are responsible. We are safe.

Objective: The students will be respectful to the presenter(s) and others by demonstrating respectful, responsible and safe behaviors.

Teacher Example

Model - Teacher demonstrates positive assembly behaviors

Be Ready
- Use kind words and actions and good manners
- Follow directions the first time
- Quiet down quickly
- Look and listen to the performer
- Applaud when appropriate

Be Responsible
- Remain in own personal space
- Follow the directions of the speaker
- Appreciate the performance
- Stay seated until dismissed

Be Safe
- Keep your hands, feet and objects to self; respect personal space
- Enter and exit quietly and orderly
- Stay seated and face forward
- Leave an aisle down the middle

Scenarios from Pittsfield:
1. Students are talking and making noises during a presentation!! HOW RUDE! How do you take charge of your personal actions? What do you do?

2. You are at an assembly and the guest teacher TRIPS and FALLS in front of the how school!! How do you respond?

3. The student in front of you is not sitting on their bottom. How could you solve the problem respectfully?

4. You are sitting quietly trying to see the presenter, the person in front of you starts sitting on their feet, the teacher is not looking. You ask the student to sit on their bottom but they ignore you! What do you do next?

5. The Principal asks for students to hold their applause until the end of the presentation that is being given. You notice a small group of classmates clapping every time the presenter stops speaking and your teacher is having a hard time figuring out who is being
disrespectful. How do you handle the situation responsibly?

6. A special teacher takes you to an assembly. Does this change the expectations of being respectful, responsible, and safe during an assembly? Why?

7. The fire bell goes off during an assembly. How do you respond?

8. You have to get up to use the bathroom and it is an emergency!! The kids are all sitting really close. How do you get to the teacher to ask to use the bathroom?

9. The presenter you think is really boring and you don’t like it. You really don’t want to watch anymore. What should you do?

10. Cameron the Cheetah is on the stage and your friend James starts yelling; “ROAR!! ROAR!!” as if he was a real cheetah!! Since you are sitting next to James what is the responsible thing to do?

11. The speaker of the assembly is pointing to someone else to answer a question. But you put your hand up first and you are sure you know the answer. What do you do? Who should answer the question and why?

**Scenarios from Logan:**
1. A student sitting next to you starts to boo, laugh at an inappropriate time, or talk to you. What would you do? How should the other student be acting?
2. You are really bored at the assembly. How can you show respect to the presenter(s)? What strategies can you use to help you stay focused?
3. Additional scenarios specific to your classroom and student(s) needs.
### Additional Lesson Topics

<table>
<thead>
<tr>
<th>Classrooms:</th>
<th>Cafeteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following directions means oral and written</td>
<td>Keep food/drink at table area</td>
</tr>
<tr>
<td>Remove your hat/hood</td>
<td>Raise hand if you need something</td>
</tr>
<tr>
<td>Use active listening skills</td>
<td>Respond to “quiet” signal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bathrooms:</th>
<th>Indoor/Lunch Recess:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean up after yourself</td>
<td>Report disruptions, accidents, and injuries to an adult</td>
</tr>
<tr>
<td>Tissue in toilet; towels in trash</td>
<td>Put materials away after use</td>
</tr>
<tr>
<td>Flush the toilet</td>
<td>Take turns</td>
</tr>
<tr>
<td>Keep water in the sink</td>
<td>Use materials properly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office:</th>
<th>Outdoor Recess:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave the office with permission</td>
<td>Use good sportsmanship</td>
</tr>
<tr>
<td>Sit or stand in assigned spot</td>
<td>Be quiet near classrooms</td>
</tr>
<tr>
<td>Wait quietly and patiently</td>
<td>Play and share together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arrival:</th>
<th>Report disruptions, accidents, and injuries to an adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain in assigned line/area</td>
<td>Return equipment</td>
</tr>
<tr>
<td>Walk quietly</td>
<td>Line up/come in promptly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dismissal:</th>
<th>Take turns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use quiet voice</td>
<td></td>
</tr>
<tr>
<td>Go to assigned bus line</td>
<td></td>
</tr>
<tr>
<td>Stand using quiet voice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assemblies:</th>
<th>Field Trips:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use assembly behavior</td>
<td>Follow all adult directions</td>
</tr>
<tr>
<td>Use good manners</td>
<td>Be a good listener</td>
</tr>
<tr>
<td>Show appreciation through applause</td>
<td>Be respectful to your chaperone</td>
</tr>
<tr>
<td>Leave supplies and food in classroom</td>
<td>Respect the field trip site</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bus:</th>
<th>Dress appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the bus clean</td>
<td>Bring needed materials</td>
</tr>
<tr>
<td>Keep all personal items with you</td>
<td>Keep money in a safe place</td>
</tr>
<tr>
<td>Value people and property</td>
<td>Report problems to an adult</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hallways:</th>
<th>Return permission slips on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent wave to friends</td>
<td>Keep hands, feet, and objects to yourself</td>
</tr>
<tr>
<td>Get to class on time</td>
<td>Follow rules</td>
</tr>
<tr>
<td>Walk in single file line</td>
<td>Stay with assigned chaperone</td>
</tr>
<tr>
<td>Face forward on the line</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Lesson Topics - Continued

| **Laptops/Computer Lab:** | Follow all adult directions the first time  
| Enter and exit quietly | Use materials appropriately  
| Use indoor voice | Keep hands, feet and objects to yourself  
| Speak when it’s your turn | Walk at a safe pace to line up  
| Take care of equipment |  
| Clean up your computer/desk area |  
| Follow all adult directions the first time |  
| Follow established procedures |  
| Keep hands, feet and objects to yourself |  
| Sit correctly on chairs/stools |  
| **Media:** |  
| Enter and exit quietly |  
| Use indoor voice and walking feet |  
| Use assigned equipment as directed |  
| Speak when it’s your turn |  
| Follow all adult directions the first time |  
| Return books on time |  
| Treat books with care |  
| Treat computers with care |  
| Keep hands, feet, and objects to yourself |  
| Sit correctly on chairs/stools |  
| **P.E.:** |  
| Enter and exit quietly |  
| Use equipment as directed |  
| Use good sportsmanship |  
| Speak when it’s your turn |  
| Give your best effort |  
| **Art:** |  
| Enter and exit quietly |  
| Use indoor voice |  
| Use assigned equipment as directed |  
| Speak when it’s your turn |  
| Only make positive comments about other’s artwork |  
| Take care of supplies |  
| Follow all adult directions the first time |  
| Leave supplies in the art room |  
| Keep hands, feet, and objects to yourself |  
| Sit correctly on chairs/stools |  
| **Music:** |  
| Enter and exit quietly |  
| Use indoor/singing voice |  
| Use assigned equipment as directed |  
| Speak when it’s your turn |  
| Take care of supplies |  
| Follow all adult directions the first time |  
| Keep hands, feet, and objects to yourself |  
| Sit correctly on chairs, risers or floor |
**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 up their hand to signal quiet. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, 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, “please excuse this interruption.” Teachers will use the all-quiet signal and students will be expected to listen and be attentive throughout the announcement.

**Assembly Procedures**
Discuss appropriate behaviors for walking in the hallways. Practice walking to the multipurpose room and demonstrate appropriate manners and ways to sit. Voices should be no louder than a six-inch voice (demonstrate the difference between a six-inch conversational voice, a six-foot oral reading voice, and a twelve-foot outdoor voice) before an assembly starts and should be silent when the all-quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after the assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.

**Bus Line/Dismissal**
Since many of your students ride the bus (or will once they leave Pittsfield), it is important to demonstrate appropriate bus line etiquette. 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.
Acknowledging/Recognizing Appropriate Behavior

Pittsfield Elementary School

* Be Respectful  * Be Responsible  * Be Safe
How often should I give positive attention?

4:1

4 Positives to 1 Correction
Appropriate Recognition

Components of Positive Recognition

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

Materials

The PBIS Committee will provide you with needed materials to use the PBIS system.

1. PBIS Staff Handbook
2. Containers for tickets (1 for whole class rewards; another for individual rewards)
3. Tickets
4. Classroom posters (please post and utilize when reviewing expectations)

All other necessary information will be noted in this manual. Blank awards will be available in the Appendix of this manual for Special Area teachers and Principal, as well as classroom based individual awards, if needed.

Around the building you will note other posters identifying the beliefs we are affirming. “We are respectful, we are responsible, and we are safe.” Appropriate recognition is best given with an affirming statement.

PBIS Tickets

Each staff member will be provided a roll of tickets for their classroom. See “Steps for Implementing PBIS Tickets” for more information.
Bus Expectations
B – Backpack stays closed
U – Using your seat to sit in
S – Setting a good example
R – Riding with manners
I – Inside Voice
D – Directions are followed
E – Enter and exit with patience
R – Respect personal space

Hallway Expectations
M – Move with class
O – Objects stay close to you
V – Voice volume is off
E – Eyes stay forward
M – Move with walking feet
E – Enter and exit rooms quietly
N – Nice and straight line
T – Treat others with respect

Classroom/Specials Expectations
L – Listen actively
E – Eyes on teacher
A – Actively participate
R – Respect the environment
N – Never say never
E – Engage with others cooperatively
R – Ready to do your best

Lunchroom Expectations
Y – You enter and exit quietly and slowly
U – Use your hand for help or dismissal
M – Munch only on your own lunch
M – Move your leftover mess to the right destination
Y – You always use your manners

Acrostics You Can Use If You Choose
Recess Expectations
  P – Play with equipment properly
  L – Line up when signal is given
  A – Appropriate clothing
  Y – You know where an adult is
  I – Include others in play
  N – Nicely sharing
  G – Giving respect to others play

Assembly Expectations
  C – Crisscross applesauce in your own personal space
  O – Open aisle way
  U – Use kind words and actions
  R – Remain looking forward
  A – Applaud when appropriate
  G – Give speakers and performers all of your attention
  E – Enter and exit quietly
Guidelines for Implementing PBIS Tickets

1. All staff members, including maintenance staff, office staff, lunch supervisors, and special area teachers, need to have tickets to give to students. We will have two ticket colors (one for specials; the other for everywhere else).
2. Any staff member can hand out tickets for catching an entire class engaging in appropriate school behaviors.
3. Each staff member will be expected to hand out approximately 20 tickets per week to students in all grades, across all environments.
4. Tickets should be generously given for targeted behaviors.
5. Explain the tickets to the students. Tell them which behaviors will result in earning tickets. Give examples of these behaviors; role-play to make certain the students understand the expectations.
6. Make sure ALL students have the opportunity to earn tickets.
7. Each classroom teacher is responsible for collecting tickets, setting goals, and managing classroom rewards (can be done by older students or classroom volunteers).
8. Note that we will have two level of rewards / buckets:
   • Individual Reward System
     Students earn tickets for ‘targeted’ behaviors, the student writes their name on the back of the ticket and puts it in a small container in the classroom. The classroom teacher draws ticket(s) once a week on Fridays and rewards student/s. Rewards are community based and student created. Individual Rewards Bucket Example: Teachers may draw 5 tickets from the classroom collection each Friday. These students can be All-Star Students in the classroom for the following week. All-Star Students may choose the read aloud, earn lunch or seating privileges, listen to music during writing, be the class line leader, etc
   • Whole Class Reward System
     Classrooms will begin with a goal of filling up their Class Level Rewards Bucket to earn the first classroom activity.* Classroom activities are determined by the teacher but may include treats, computer time, craft activities, etc. All tickets are dumped into a larger classroom container each week after individual drawing and once a goal is met as a class (a set amount of tickets or up to a certain line on the container) then the whole class earns a reward – see ideas in handbook appendix.

Future PBIS Possibilities / Ideas
   • Whole School Reward System
     Classrooms compete against each other for the most tickets.

*A list of websites for more ideas is included in the appendix.
We will start the year with a PBIS kick-off assembly. PBIS will be introduced to the students. During the school year, we will have PBIS assemblies. Topics may include anti-bullying lunchtime and recess expectations. Read aloud assemblies may address specific behaviors and character guidelines.

At the assemblies we will teach and reinforce the expectations through teacher- and student-led skits, read aloud stories, and guest speakers. We may also watch video clips created by students and classrooms. We will also recognize excellence across all settings.

Reinforcement Celebrations

Each class has the opportunity to choose from the individual teacher’s approved list of celebrations (or see our suggested ideas in the appendix). You have the freedom to start small and gradually get bigger with what constitutes the celebration. For example, you can begin with a free recess and work your way to an ice cream party. As the goals increase so can your recognition.

Reinforcement celebrations occur once the large classroom rewards bucket is full.

Whole School PBIS Recognition Activities

- Posters in the designated area
- Assemblies to teach expectations
- Tickets for being caught following the 3 Behavioral Expectations
- Celebration activities for reaching ticket goals
- Modification of the school environment to promote order and safety
PBIS During Lunch

When delivering students to the cafeteria, teachers will walk their class all the way into the cafeteria or to recess as the schedule provides. Teachers will remind students of expected behaviors in the lunchroom / or on the playground.

Posters will be hung around the room identifying the behavior expectations for the cafeteria.

Noon hour supervisors may distribute golden tickets to students they see behaving per the building’s positive behavior expectations in the lunchroom and on the playground.

Class Recognition / Celebration Options

- Extra recess
- Pick a game in PE class
- Special shirt day (e.g. team jersey, color, words, etc.)
- Bingo
- Board games in class / bring a board game from home
- Free time for drawing
- Jump rope / hula hoop time
- Change seats for a day
- Math game afternoon
- Art/craft/origami time
- Read-a-thon
- Comic book/magazine reading during reading block
- Relay races outside
- Special guest reads to class/teaches a short lesson
- Walking field trip
- Lunch with teacher
- Lunch with special guest
- Have class out of doors (teaching reading, math, science, art)
- Computer time (free time in computer lab)
- Music in classroom
- Bring a stuffed animal day (must be able to fit in book bag)
- Pajama day
- Movie (following district/school movie guidelines)
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’ve 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!

Positive Teacher Attention should be given at a rate of 4:1
4 positives to 1 correction.
Interventions & Consequences for Problem Behavior

* Be Respectful   * Be Responsible   * Be Safe

Pittsfield Elementary School
### Problem Behavior Definitions

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption</td>
<td>Behavior that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming; noises with materials; horseplay, roughhousing, or play-fighting; and/or sustained out-of-seat behavior, blurt out.</td>
</tr>
<tr>
<td>Insubordination/Defiance</td>
<td>Refusal to follow directions, talking back, rude to an adult, refusal to deliver and/or return school correspondence when required.</td>
</tr>
<tr>
<td>Inappropriate Language/Gestures</td>
<td>Profanity, verbal messages and/or gestures, including swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>Lack of Participation</td>
<td>Lack of cooperation with instruction and/or to attempt to meet basic instructional expectations.</td>
</tr>
<tr>
<td>Harassment/Bullying</td>
<td>Conduct (teasing, taunting, instigation, or provocation) directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>Name-calling, racial or ethnic slurs, or other derogatory statements that are offensive to another person.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Unwelcome sexual advances, requests for favors and other verbal or physical conduct of a sexual nature (e.g., making obscene comments or gestures, displaying obscene pictures or written material) when it creates an intimidating, hostile, or offensive educational environment and/or it otherwise adversely affects a student’s educational opportunities.</td>
</tr>
<tr>
<td>Threats</td>
<td>Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well-being.</td>
</tr>
<tr>
<td>Fights/Aggression</td>
<td>Actions involving physical force on another person where injury may occur (e.g., hitting, pushing, grabbing forcefully, kicking, scratching, hair-pulling, striking with an object, etc.)</td>
</tr>
<tr>
<td>Tardy</td>
<td>Student is late to class or the start of the school day.</td>
</tr>
<tr>
<td>Truant</td>
<td>Student leaves class or school without permission or stays out of class without permission.</td>
</tr>
<tr>
<td>Property Damage</td>
<td>Student deliberately impairs the usefulness of property.</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Student fabricates untrue stories; copies other student’s work or plagiarizes (claims another’s work as their own).</td>
</tr>
<tr>
<td>Stealing</td>
<td>Student is responsible for deliberately taking someone else’s property.</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Student’s clothing is not appropriate for elementary school.</td>
</tr>
</tbody>
</table>
### Classroom/Teacher Interventions

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with Student</td>
<td>Private time with student to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.</td>
</tr>
<tr>
<td>Conference with Parent / Guardian</td>
<td>Teacher communicates with student’s parent/guardian by phone email, written notes, or person to person about the problem.</td>
</tr>
<tr>
<td>In-Class Time Out</td>
<td>Predetermined consequence for breaking a classroom rule. Short duration (five minutes or less) – usually separated from group, but remains in class – brief withdrawal of attention and other reinforcers – a time for student to reflect on his/her action – use a timer or some other way of showing end of time out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.</td>
</tr>
<tr>
<td>Think Sheet / Home Link Think Sheet</td>
<td>Form used to help student identify negative behavior and space to write solution for their behavior.</td>
</tr>
<tr>
<td>Privilege Loss</td>
<td>Incentives given for positive behavior are lost. Example: 5 minutes off recess.</td>
</tr>
<tr>
<td>Apology Restitution</td>
<td>Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse. Inclusive of positive affirmation to peer or person harmed by student’s actions.</td>
</tr>
<tr>
<td>Corrective Assignment Restitution</td>
<td>Completion of a task that compensates for the negative action – also triggers a desire not to revisit the negative behavior, e.g., clean-up, written assignment, do something for another person, etc.</td>
</tr>
<tr>
<td>Home /School Plan</td>
<td>Parent/guardian and teacher agree on a consistent approach with the student. The plan should be consistent with PBIS practices, emphasizing teaching and rewarding appropriate behaviors, and consistent consequences for problem behaviors. The home/school plan should be explained to the student by parent/guardian and teacher, as appropriate.</td>
</tr>
<tr>
<td>Written Contract</td>
<td>Student, teacher, and possibly parent/guardian formulate a document expressing the student’s intention to remediate or stop further occurrences of the problem behavior. Written contract should be positive in tone; it should include incentives but may also include consequences for misbehavior.</td>
</tr>
</tbody>
</table>
How to Set a Positive Tone and Increase Direction Following

1. Use clear directives – not questions. (Sally, please go to your seat v. Sally will you return to your seat?)

2. Use proximity (move up close) – respect privacy.

3. Get down to student level; it’s less threatening.

4. Establish eye contact.

5. Give time to respond. Remember wait time is 3 seconds.

6. Use positive directives more than negative. (Be safe and walk in the hallway v. Don’t run in the halls.)

7. Follow-through with student expectations after first request.

8. Use a positive tone. Avoid yelling and arguing.


Teacher Action Continuum

Teacher discretion is needed at all levels. Some behaviors may require immediate level jumping, for example, pushing might not result in teacher warning, but immediate Home Link Think Sheet and Privilege Loss. Additionally, all children are different and some children may require different types of warnings (visual, verbal, nonverbal prompting, or a combination of these).

1. Warning
2. Think Sheet (Teacher may include Time Out, and/or Privilege Loss as consequence)
3. Home Link Think Sheet (Teacher may include Time Out, Privilege Loss as consequence)
4. Student and/or teacher phone call home
5. Office Discipline Referral (ODR)
6. Achievement Team Meeting (ATM) request
Office Discipline Referral Process

1. The referring staff determines whether the student infraction meets criteria for an office referral (see Minor/Major Offenses).
2. Staff will complete an Office Discipline Referral (ODR) Form, which will accompany the student to the office.
3. The Administrator reviews the ODR and gathers any additional information necessary.
4. The Administrator determines appropriate consequence(s), completes the ODR, and enters the referral electronically.
5. If the student receives suspension days, then a notice is generated and sent to parent/guardian. This will always include a phone call home by the administrator. A completed ODR is sent to the teacher and/or case manager. A copy is filed electronically for the school’s record.
6. The electronic data system will yield summary information regarding office discipline referrals for individual students, as well as useful information that will aid in the implementation of Positive Behavioral Interventions and Supports strategies for all Pittsfield Elementary students.

Immediate Intervention Required

The AAPS Rights and Responsibilities Handbook identifies specific infractions that require immediate administrative action. (Please review the section within this handbook that provides excerpts from the AAPS Rights and Responsibilities Handbook.)

If such an infraction occurs, the supervising adult will immediately deliver the child to the office for administrative action. The supervising adult does not need to complete an ODR.
# Office / Administration Interventions

<table>
<thead>
<tr>
<th>Administrative Decision</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with Student</td>
<td>Student meeting with administrator, teacher, and/or parent/guardian. This can include direct instruction in expected or desirable behaviors.</td>
</tr>
<tr>
<td>Conference with Parent / Guardian</td>
<td>Administrator communicates with student’s parent/guardian by phone email, written notes, or person to person about the problem.</td>
</tr>
<tr>
<td>Time Out</td>
<td>Student is required to spend a period of time away from the scheduled activity.</td>
</tr>
<tr>
<td>Privilege Loss</td>
<td>Student is unable to participate in some type of privilege; e.g., special activity or events, etc.</td>
</tr>
<tr>
<td>Apology Restitution</td>
<td>Student is required to make amends by taking responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse, inclusive of positive affirmation to the person harmed by student’s actions.</td>
</tr>
<tr>
<td>Corrective Assignment Restitution</td>
<td>Completion of a task that compensates for the negative action – also triggers a desire not to revisit the negative behavior, e.g., assignment to a work detail, school service, written assignment, etc.</td>
</tr>
<tr>
<td>Suspension / Send Home</td>
<td>Temporary removal of the student from the building and all school sponsored activities. Student is sent home for the remainder of the school day. Removal from class counts as a suspension.</td>
</tr>
<tr>
<td>Referral</td>
<td>A referral is made to school support staff or outside resources in order to provide assistance or support to the student.</td>
</tr>
<tr>
<td>Parent / Guardian Escort</td>
<td>An arrangement is made for the student’s parent/guardian to be present in school with his/her child for some portion of the student’s school day.</td>
</tr>
<tr>
<td>Other</td>
<td>An administrative action not listed above. Staff should specify such actions.</td>
</tr>
<tr>
<td><strong>Infraction</strong></td>
<td><strong>Minor Offenses (Classroom Managed)</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Physical contact / aggression</td>
<td>Minor pushing/shoving in line Aggravating tapping / nudging Horseplay</td>
</tr>
<tr>
<td>Defiance / Disrespect</td>
<td>Not following expectations Talking back to adult Refusal to follow directions Not staying in line Name calling, put downs Tone / attitude Dress code violation Leaving the classroom w/o permission</td>
</tr>
<tr>
<td>Disruption</td>
<td>Talking out Out of seat, disrupting others Sustained loud talk Screaming / yelling</td>
</tr>
<tr>
<td>Property Misuse / Damage</td>
<td>Misuse of classroom materials / equipment / property</td>
</tr>
<tr>
<td>Harassment / Bullying</td>
<td>See appendix or Rights and Responsibilities Handbook Teasing</td>
</tr>
<tr>
<td>Theft</td>
<td></td>
</tr>
<tr>
<td>Lying / Cheating</td>
<td>Academic misconduct Cheating</td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
</tr>
<tr>
<td>Violation of Anti-Bullying Policy</td>
<td></td>
</tr>
</tbody>
</table>
AAPS’ Rights & Responsibilities for Students

Pittsfield Elementary School

* Be Respectful   * Be Responsible   * Be Safe
# RIGHTS & RESPONSIBILITIES for Students, Teachers, Staff, Parents, Guardians

## Code of Conduct and Consequences

This code of conduct applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools or maintaining the safety and welfare of the students and staff. These consequences and sanctions are cumulative. Each different action level may include the consequences or sanctions of the prior level. An example of this would be if a student is caught fighting and repeats the offense additional times throughout the school year, the action level consequences would build reflecting multiple offenses. But the accumulation of offenses would only occur for that school year and not carry on into the next school year. The administration reserves the right to exercise discretion in determining the action level based upon the student’s age, any previous violations and other factors to be considered.

## I. Attendance and Punctuality

<table>
<thead>
<tr>
<th>Action Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Truancy*</td>
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<tr>
<td>B. Loitering</td>
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<tr>
<td>C. Trespassing of limits*</td>
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<tr>
<td>D. Attendance and punctuality</td>
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</table>

## II. Appropriate Learning Environment

<table>
<thead>
<tr>
<th>Action Level</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Insubordination/open defiance</td>
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<tr>
<td>B. Willful disobedience</td>
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<tr>
<td>C. Indecent/obscene language &amp; gestures</td>
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<tr>
<td>D. Academic dishonesty (cheating/plagiarism)</td>
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<tr>
<td>E. Interference with school personnel*</td>
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<tr>
<td>F. Inappropriate dress</td>
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<tr>
<td>G. Disruptive Conduct</td>
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<tr>
<td>H. Inappropriate locker/other display/images</td>
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<tr>
<td>I. Gambling</td>
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</table>

## III. Controlled Substances/Alcoholic Beverages

<table>
<thead>
<tr>
<th>Action Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use and/or possession of tobacco products and/or smoking paraphernalia*</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B. Use and/or possession of alcohol and/or any illegal or unauthorized medicines, inhalants, drugs, drug paraphernalia or narcotics**</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. Sale or distribution of alcohol and/or any illegal or unauthorized medicines, inhalants, drugs, drug paraphernalia or narcotics**</td>
<td></td>
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</tbody>
</table>

## IV. Technology Action Level

<table>
<thead>
<tr>
<th>Action Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Inappropriate use of password(s)</td>
<td></td>
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</tr>
<tr>
<td>B. Unauthorized access to files</td>
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<tr>
<td>C. Inappropriate use of the Internet (Web), e-mail and social networking</td>
<td></td>
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<tr>
<td>D. Inappropriate and/or illegal use of software</td>
<td></td>
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<tr>
<td>E. Unauthorized and inappropriate use of district technology</td>
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</tbody>
</table>

## V. Protection of Property

<table>
<thead>
<tr>
<th>Action Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Theft*</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. Possession of stolen property*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. Vandalism/malicious destruction**</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Deliberate misuse of property</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E. False fire alarm**</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>F. Burglary**</td>
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</tbody>
</table>

## VI. Protection of Physical Safety and Mental Well-Being

<table>
<thead>
<tr>
<th>Action Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Verbal assault</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Threats with a weapon and/or dangerous instrument*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Possession of dangerous weapons***</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Possession of other weapons*</td>
<td></td>
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</tr>
</tbody>
</table>

* Principal may refer incident to school police liaison.
** Principal must refer incident to local and state enforcement agencies. All student disciplinary action must be reported on PowerSchool.
*** Serious infractions or repeated offenses may result in an action level higher than indicated on the above chart. The district reserves the right to change a student’s building and/or program assignment.

*In certain circumstances state law requires suspension or expulsion if a pupil enrolled in grade 6 or above commits a verbal assault, MCL 380.131(2).

**A dangerous weapon shall include a firearm (including a starter gun), or any device which will or is designed to or may readily be converted to be aProj., the action of an explosive, any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, missile or similar device; a dagger, dirk, stiletto, knife with a blade over three (3) inches in length, or pocket knife opened by a mechanical device or iron bar or brass knuckles; or any other weapon as set forth in 18 USC 921. Also, any electronic device that inflicts or causes pain or suffering is likewise considered a weapon. State law requires permanent expulsion for possession of a dangerous weapon.

Other weapons shall include any object or instrument including a replica, facsimile or look-alike of such object or instrument, the principal use of which is to inflict injury, physical pain or physical harm. The term "other weapon" shall additionally include an object or instrument which is not and is not of itself a weapon as defined above, but where the possession or use of same is coupled with an intent by a student to inflict injury or harm upon another person. Chemical or toxic substances, e.g., mace, pepper spray, etc., are included in this category.

State law requires permanent expulsion for criminal sexual conduct subject to possible reinstatement, MCL 380.131(2).

**** A pupil enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, school property, or school-related event, suspension or expulsion is required by state law, MCL 380.131(2).

***** A person that constitutes a felony violation of Chapter X of the Michigan Penal Code, MCL 750.71 to 750.8D, will result in permanent expulsion subject to possible reinstatement in accordance with section 131(2) of the Revised School Code, MCL 380.131(2).

Note: Students expelled from the district for arson, criminal sexual conduct (rape), possession or use of weapons, physical or verbal assault will be reported as required by state law, to law enforcement, the prosecutor’s office, WISD and the State.
Rights & Responsibilities for Students, Teachers, Staff, Parents, Guardians

Prohibited Conduct and Consequences

Previous Misconduct in Another Educational Institution

A student who seeks to enroll in the Ann Arbor Public Schools and who previously has been found to have engaged in misconduct in another educational institution as the term "misconduct" is defined in this handbook or by the other educational institution and which resulted in long-term suspension or expulsion, or who is alleged by school authorities to have engaged in such misconduct in another educational institution but withdrew from such educational institution prior to the misconduct being established, may be subject to suspension or expulsion from the Ann Arbor Public School District. Such a student shall be permitted to enroll but shall be held on suspension pending a hearing before the superintendent or his/her designee in accordance with Action Level 4 and/or 5 of the Rights and Responsibilities Handbook (Long-Term Suspension or Expulsion). A student who has been expelled from another educational institution for criminal sexual conduct, arson or possession of a dangerous weapon in a weapon-free school zone, as those terms are defined in Sections 313.11 and 1331 of the School Code of 1976, as amended (MCL 380.3, 1331; MSA 13.4131; 14.1331) or who is found by the Ann Arbor Board of Education to have committed such offense prior to enrollment in the Ann Arbor Schools shall not be admitted to school in the district except in accordance with Section 1331 (5) of the School Code of 1976, as amended (MCL 380.1331 (5); MSA 13.4131 (5)). "Educational Institution" shall have the same meaning as that set forth in MCL 37.140 (5).

Disciplinary Action Levels

General Requirements. One or more of the actions listed below are taken by the administration or other designated person. A meeting, letter, or telephone call with the parent or guardian and the student must take place in addition to the level of action. The communication must include discussion of the student's achievement, unacceptable conduct and a plan for dealing with similar situations in the future. The student will be able to continue his/her schoolwork.

First level administrative action involves the student in a discussion of student achievement, his/her unacceptable behavior, and a mutually agreed upon plan for dealing with similar situations in the future.

Note: These consequences and sanctions are cumulative. Each action level may include the consequences or sanctions of the previous level. Definitions are available at the end of this document.

The disciplinary actions contained in this booklet apply to all students, including special education students. However, due to the unique needs of special education students and federal and state laws, the procedures determining the appropriate disciplinary action will vary somewhat from regular education when a special education student is involved. See the section on Special Education Suspension and Expulsion.

Action Level 1

Conferences between Teacher and Student. A discussion about changes in behavior, use of a travel card, or conflict management skills building activities.

Contract with Student. A written statement developed collaboratively, listing steps to be taken by the student to improve behavior, the date for a review, and the consequences if the contract is not honored.

Communication to Parent or Guardian. Notification to the parent/guardian of a meeting by telephone call or letter, that a behavior problem exists, the action taken, expectations for future behavior and necessary follow-up.

Conference with Staff, Parent/Guardian and Student. A meeting or telephone conversation with staff, parent/guardian and student to discuss student achievement and unacceptable conduct, better ways of behavior and a plan for future behavior.

Official Warning to Student. A written notice to the student specifying the action to be taken if the same or similar misconduct is repeated within a stated period of time. A copy of the notice should be sent to the parent/guardian and one kept for the record.

Referral to Outside Agency. Action taken by the building administrator or in consultation with staff, parent/guardian and student when behavior signals a need.

Special Assignment. Assignment to an activity or program that builds awareness, knowledge and skills to meet similar situations more positively.

Referral to Student Achievement Team. The Student Achievement Team made up of building staff who interact with the identified student provides relevant information and makes recommendations to meet the student's needs. Actions may include counseling, classroom interventions, evaluation or assessment and/or participation in a school-based support group, etc.

Time-Out System. A program that assigns a student to a different location in the classroom or building, coordinated by staff members, teachers or school administrators.

Exclusion from Extracurricular Activities. This action denies the student the opportunity to participate in extracurricular activities for a specified period of time.

Class Exclusion. A student who misbehaves is denied the right to attend particular classes for one day. An alternative educational setting and make-up privileges are provided for this period.

Other School-Authorized Actions. Other appropriate actions, such as community service, which comply with school district policies and administrative regulations, may be carried out in conjunction with the school's discipline management plan.

Before or After-School Detention. Students are required to be in school for up to one hour before or after the regular school day. Parents of students will be notified prior to the detention. Supervision is provided by school staff for all detained students.

One-School-Day Suspension. In accordance with state law, a student may be denied the right to attend a class/school activity for one school day, one subject, or one activity period. Hours accumulate to equal one school day (6 hours). This suspension can occur one day of the ten days a special education student may serve before an IEP (Individualized Educational Planning) meeting is mandated, or will count as one of the ten days a classroom teacher can impose on any one student during the school year.

One-to-Five-Day Suspension. After an informal hearing, an administrator may impose an action to deny a student's right to attend classes and activities for one (1) to five (5) school days. Homework will be provided and make-up privileges will be the same as for an excused absence.

In-School Suspension (Up to 5 Days). After an informal hearing, a student may be barred from attending scheduled classes and required to attend a special program for up to 5 consecutive school days.

Collection of Unauthorized Materials. School administrators and teachers may collect materials that students are prohibited from possessing during the school day, for example, cell phones, iPods, cigarettes, radios and tape recorders, beepers, laser pointers and other electronic devices. Students should be informed how they may reclaim impounded items.

Financial/Service Settlement. In cases where student behavior causes damage, destruction, or loss of property on any district property, the parent/guardian and student will be expected to pay the cost of repair or replacement. The terms of reparation or replacement will be determined by the school staff and/or the central office.
Disciplinary Action Levels (continued)

ACTION LEVEL 2

GENERAL REQUIREMENTS. One or more of the actions listed below are taken by the administration or other designated person. A meeting, letter, or telephone call with the parent or guardian and the student must take place in addition to the level of action. The communication must include discussion of the student’s achievement, unacceptable conduct and a plan for dealing with a similar situation in the future. The student will be able to continue his/her schoolwork.

NOTE: These consequences and sanctions are cumulative. Each action level may include the consequences or sanctions of the previous level. Definitions are available at the end of this document.

ALCOHOL OR DRUG ASSESSMENT AND FOLLOW-UP RECOMMENDATIONS. See the section on controlled substances for disciplinary actions.

POLICE REFERRAL. For conduct that violates the rules and which may also be a violation of criminal law a referral may be made to the police, generally to a police liaison officer. An agreement for the provision of law enforcement services to the Ann Arbor Public Schools by the City of Ann Arbor contains provisions relating to parent notification and to interviews, interrogations, and arrests by the Ann Arbor Police Department.

FINANCIAL SERVICE SETTLEMENT. The same as in Action Level 1.

IN-SCHOOL SUSPENSION. The same as in Action Level 1.

REMOVAL FROM SCHOOL:

EMERGENCY REMOVAL. A student may be removed from school prior to an informal hearing when the administrator determines that the student’s continued presence is an immediate danger to persons or property or is disruptive to school operations. An informal hearing must be held within three days after the student’s removal.

POLICE REMOVAL. For conduct that violates the rules and which may also be a violation of criminal law a referral may be made to the police, generally to a police liaison officer. An agreement for the provision of law enforcement services to the Ann Arbor Public Schools by the City of Ann Arbor contains provisions relating to parent notification and to interviews, interrogations, and arrests by the Ann Arbor Police Department.

SIX-TO-TEN-DAY SUSPENSION. An action, taken after an informal hearing by the building administrator which denies a student the right to attend all classes and school activities for a minimum of six (6) to a maximum of ten (10) days. Homework will be provided during the exclusion from classes and make-up privileges will be the same as for an excused absence.

PROBATION. This is an action taken following reinstatement from suspension which may include a behavior contract and may require the student to forgo participation in specified activities. Examples include plays, athletics, school-sponsored organizations, assemblies, class meetings and other activities for a limited defined period or time.

ACTION LEVEL 3

GENERAL REQUIREMENTS. One or more of the actions listed below are taken by the administration or other designated person. A meeting, letter, or telephone call with the parent or guardian and the student must take place in addition to the level of action. The communication must include discussion of the student’s achievement, unacceptable conduct and a plan for dealing with a similar situation in the future. The student will be able to continue his/her schoolwork.

NOTE: These consequences and sanctions are cumulative. Each action level may include the consequences or sanctions of the previous level. Definitions are available at the end of this document.

SUSPENSION WITH ASSIGNMENT TO A SPECIALIZED PROGRAM. For second possession of drugs/alcohol or first sale or transfer. See section on Controlled Substances.

POLICE REFERRAL. Same as Action Level 2.

FINANCIAL SERVICE SETTLEMENT. Same as Action Level 1.

SEMESTER-OR-LESS SUSPENSION AND ALTERNATIVE PLACEMENT. Suspension can be from eleven (11) school days to a semester in length. The authority to issue a long-term suspension rests with the principal or other building administrators. A student who has been suspended is not permitted to attend class, remain on school grounds (except in the case of in-house suspension) or participate in any extracurricular activities during the period of the suspension.

A student receiving special education services may not be suspended for more than ten (10) days, cumulative, including in-school suspension, without holding an Individual Education Plan (IEP)/Manifestation (MDR) meeting, except when emergency removal is necessary. See Special Education Suspension and Expulsion.

ACTION LEVEL 4

GENERAL REQUIREMENTS. One or more of the actions listed below are taken by the administration or other designated person. A meeting, letter, or telephone call with the parent or guardian and the student must take place in addition to the level of action. The communication must include discussion of the student’s achievement, unacceptable conduct and a plan for dealing with a similar situation in the future. The student will be able to continue his/her schoolwork.

Any violation that requires a disciplinary action at level 4 is subject to possible suspension or long-term suspension. Following a behavior that qualifies as disciplinary Action 4, an informal hearing must take place prior to any suspension except when emergency removal is necessary.

The disciplinary actions contained in this booklet apply to all students, including special education students. However, due to the unique needs of special education students and federal and state laws, the procedures determining the appropriate disciplinary action will vary somewhat from regular education when a special education student is involved.

NOTE: These consequences and sanctions are cumulative. Each action level may include the consequences or sanctions of the previous level. Definitions are available at the end of this document.

LONG-TERM SUSPENSION AND/OR ALTERNATIVE PLACEMENT (One semester up to 180 days). In the event an action warrants suspension, the principal or other building administrator will investigate the incident and schedule a meeting with the student and parent to share the charges and proposed disciplinary action. The student has a right to present evidence or witnesses for support.

The administrator may refer the student who is suspended for more than ten (10) days to an alternative education placement. Referral procedures will be provided by the administrator who takes the action. Students or their parents/guardian may apply for readmission 30 school days prior to the end of the specified period. A hearing before the Reinstatement Committee shall be convened before a student is readmitted from an expulsion or long-term suspension. Requests for reinstatement should be made, in writing, to the Superintendent of Schools, 2555 S. State Street, Ann Arbor, MI 48104. Return from a semester suspension for a drug related activity is conditional upon completion of an approved treatment program.

The Reinstatement Committee includes two Board members, a parent with a child in the district, a central administrator and a teacher. The Committee makes a recommendation to the Superintendent for or against reinstatement.
RIGHTS & RESPONSIBILITIES for Students, Teachers, Staff, Parents, Guardians

ACTION LEVEL 5

GENERAL REQUIREMENTS. One or more of the actions listed below are taken by the administration or other designated person. A meeting, letter, or telephone call with the parent or guardian and the student must take place in addition to the level of action. The communication must include discussion of the student’s achievement, unacceptable conduct and a plan for dealing with a similar situation in the future. The student will be able to continue his/her schoolwork.

NOTE: These consequences and sanctions are cumulative. Each action level may include the consequences or sanctions of the previous level. Definitions are available at the end of this document.

EXPULSIONS. The Board of Education recognizes that expulsion from the education programs of the district is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process since exclusion deprives a child of the right to an education. The Board of Education reserves to itself the authority to make expulsion decisions. However, in some instances, the Board’s discretion is narrowly circumscribed by state law.

The expulsion procedures cannot be used to diminish the due process rights of students. Each student subject to expulsion shall have higher situation reviewed by the Superintendent and the Board of Education on a case-by-case basis.

Non-mandatory expulsion cases recommended for expulsion will be referred to the hearing panel, who will make a recommendation to the Superintendent.

The Superintendent reviews the documentation for each case and determines if the recommendation to expel the student is to be upheld and forwarded to the Board of Education. The parent/guardian will be responsible for finding alternative education for the student; however, the district may provide a program. Alternative education programs for students expelled for a dangerous weapon/firearm violation, arson or rape, must be operated in facilities or at times separate from those used for the general pupil population.

An expulsion recommendation for an offense requiring mandatory expulsion under state law will be made directly to the Superintendent and the Board of Education.

While the review and hearings are taking place, the student will be suspended from school and homework will be provided. The Board will hold an open or closed meeting, by choice of the student (18 years or older) or the parent/guardian, to hear the evidence and make a decision about the expulsion.

EXPULSIONS FOR WEAPONS, ARSON, AND CRIMINAL SEXUAL CONDUCT.

The Revised School Code states that a student must be expelled from all public schools in the state if the student commits criminal sexual conduct (rape), arson or is found to be in possession of a dangerous weapon. The 1999 state law added expulsion from public school for physical or verbal assault on school employees, volunteers, or contractors. The expulsion must be recorded on the student’s permanent record.

The District is not required to expel a student for possessing a weapon if at least one of the following criteria is established in a clear and convincing manner:

- The weapon was not possessed for use as a weapon
- The student did not know the item was a weapon
- The weapon was not knowingly possessed by the student
- The weapon was in the student’s possession with the permission of school or police authorities.

There are no exceptions for students found to have committed criminal sexual conduct or arson. Students expelled for weapons, arson, or rape will be referred to law enforcement.

REINSTATEMENT PROCESS. The parents or legal guardian of a student enrolled in grade 5 or below at the time of the expulsion may petition the Board of Education for reinstatement of the student after sixty (60) school days but the student may not be reinstated before the expiration of ninety (90) school days after the date of expulsion.

If the student in Grade Five (5) or below is expelled for a reason other than the possession of a firearm or threatening another person with a dangerous weapon, the student’s parent or legal guardian may petition for the pupil’s reinstatement at any time, but the student may not be reinstated before the expiration of ten (10) school days after the date of expulsion. The parents or legal guardian of a student enrolled in grade 6 or above at the time of expulsion, may petition for reinstatement after 130 school days, but the student may not be reinstated before the expiration of 180 school days after the date of expulsion.

A hearing before the Reinstatement Committee shall be convened before a student is readmitted from an expulsion or long-term suspension. Requests for reinstatement should be made, in writing, to the Superintendents of Schools, 2555 S. State Street, Ann Arbor, MI 48104.

A Reinstatement Committee includes two Board members, a parent with students in the district, a central administrator and a teacher. Recommendations from this committee are forwarded to the Board of Education for a vote for or against unconditional reinstatement.
Appendix

Pittsfield Elementary School

* Be Respectful   * Be Responsible   * Be Safe
www.pbis.org
National technical assistance Web site on positive behavior intervention and supports includes an online library of reference, videos, and tools.

www.apbs.org
Association for Positive Behavior Support—membership includes The Journal of Positive Behavior Interventions

www.pbismaryland.org
Positive behavioral intervention and support page for the state of Maryland
The Website has examples of school-wide implementation and tools to use.

www.swis.org
School-Wide Information System: A web-based means of recording and charting student behavior

http://challengingbehavior.fmhi.usf.edu/pbs.html
Center for Evidence-Based Practice: An emphasis on the challenging behavior of young children including training, research, and case studies

www.beachcenter.org
The Beach Center provides newsletter, publications, and training resources for PBIS in the home and school

http://flpbs.fmhi.usf.edu
The Florida Positive Behavior Support Project has resources for school-wide, classroom three tier, and family implementation of PBIS. Hosts a powerpoint-based training of school-wide and individual PBIS.

www.successfulschools.org
Effective Educational Practices Web site provides an acknowledgement menu and other information for behavior support.

www.whatworks.ed.gov
The What Works Clearinghouse describes “Character Education” and “Success for All” as approaches that improve student behavior
http://serc.gws.uky.edu/pbis/home.html
The University of Kentucky has four Web-based modules for self-paced learning titled “Understanding Problem Behavior”

http://pbs.fsu.edu/pbs.html
Five free training modules for download addressing implementation of PBIS for young children

www.vanderbilt.edu/csefel/modules.html
Four free training modules to promote social-emotional competence of young children

http://onlineacademy.org
Seven training modules designed to enhance learning and deepen understanding of PBIS

www.interventioncentral.org
Free tools, ideas, and resources for school personnel and parents created by school psychologist and administrator, Jim Wright

www.resa.net/curriculum/positivebehavior
Wayne RESA school-wide positive behavior support includes documents, materials, tools, and samples

www.cenmi.org/miblsi
Michigan’s Integrated Behavior and Learning Support Initiative

www.michigan.gov/mde
Find important policies such as the State Board of Education Standards for the Emergency Use of Seclusion and Restraint, the State Board of Education Positive Behavior Support Policy, and the Model Anti-Bullying Policy. Click on: “State Board of Education” then “Policies.”
  • Seclusion and Restraint—December 2006
  • Positive Behavior Support—September 12, 2006
  • Model Anti-Bullying—September 12, 2006
http://casel.org/
The Collaborative for Academic, Social, and Emotional Learning, or CASEL, is a collaborative scientific organization of educators, researchers and others who care about effective schools and the positive development of children and youth. Social Emotional Learning (SEL) is a process for helping children and even adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle our relationships, our work, and ourselves effectively and ethically. This website offers information and research supporting the use of SEL in our schools.

www.alertprogram.com
Self-regulation is critical to learning and a core skill for life. The Alert Program (“How does your engine run?”) teaches children how to regulate their behavior through learning strategies that help them. Helping all teachers learn strategies to support a student’s ability to self-regulate during early years of school is important. This website has research supporting the program, information, video, and games.
Pittsfield Elementary
My Think Sheet 1

Name: ___________________ Date: __________________

We Are Respectful      We Are Responsible      We Are Safe

1. What expectation did you not meet?

2. I was having a difficult time showing that I can be... (Circle one or more)
   Respectful?        Responsible?        Safe?

3. How do you feel about the choices you made?
   Scared     Sad     Happy     Angry

4. How did others feel?
   Scared     Sad     Happy     Angry

5. Next time I will... (Adult can help)

6. Do you need to apologize to anyone? Circle one.
   Yes (Say something nice to that person)           No

   Student Signature: ______________________________

   Teacher Signature: ______________________________

   Additional comments by supervising adult: (Note additional actions taken)
Pittsfield Elementary
My Think Sheet 2

Name: ___________________ Date: ___________________

**We Are Respectful**      **We Are Responsible**      **We Are Safe**

1. What expectation did you **not** meet?

2. I was having a difficult time showing that I can be... (Circle one or more)

   - Respectful?  
   - Responsible?  
   - Safe?

3. How do you feel about the choices you made?

   __________________________________________________________

4. Describe how others involved in the problem may have felt?

   __________________________________________________________

5. How can you change your choices that you made for next time?

   __________________________________________________________

6. Is there anything you can do to fix this situation? (Circle one.)

   Yes  
   No

If yes: (Check when completed)

   - Apologize or write letter of apology
   - Say 3 positive things to the person you hurt
   - Do something else: ___________________

Student Signature: __________________________
Teacher Signature: __________________________

Additional comments by supervising adult: (Note additional actions taken)

   __________________________________________________________
Pittsfield Elementary
Home Link Think Sheet 1

Name: _______________________ Date: __________________

We Are Respectful      We Are Responsible      We Are Safe

1. What expectation did you not meet?

2. I was having a difficult time showing that I can be... (Circle one or more)

   Respectful?      Responsible?      Safe?

   Scared          Sad              Happy          Angry

3. How do you feel about the choices you made?

4. How did others feel?

   Scared          Sad              Happy          Angry

5. Next time I will... (Adult can help)

   ____________________________

6. Do you need to apologize to anyone? Circle one.

   Yes (Say something nice to that person)          No

   ____________________________

Student Signature: ________________________________

Teacher Signature: ________________________________

Parent Signature: ________________________________ (please discuss / sign / return)

Additional comments by supervising adult: (Note additional actions taken)
Name: ___________________ Date: __________________

We Are Respectful       We Are Responsible       We Are Safe

1. What expectation did you not meet?

2. I was having a difficult time showing that I can be... (Circle one or more)

   Respectful?       Responsible?       Safe?

3. How do you feel about the choices you made?

   ________________________________________________________________

4. Describe how others involved in the problem may have felt?

   ________________________________________________________________

5. How can you change your choices that you made for next time?

   ________________________________________________________________

6. Is there anything you can do to fix this situation? (Circle one.)

   Yes       No

   If yes: (Check when completed)

      _____ Apologize or write letter of apology

      _____ Say 3 positive things to the person you hurt

      _____ Do something else: ________________________________

Student Signature: ________________________________

Teacher Signature: ________________________________

Parent Signature: ________________________________ (please discuss / sign / return)

Additional comments by supervising adult: (Note additional actions taken)