



2013-2014

TES PBIS Staff Manual

Positive Behavior Interventions and Supports

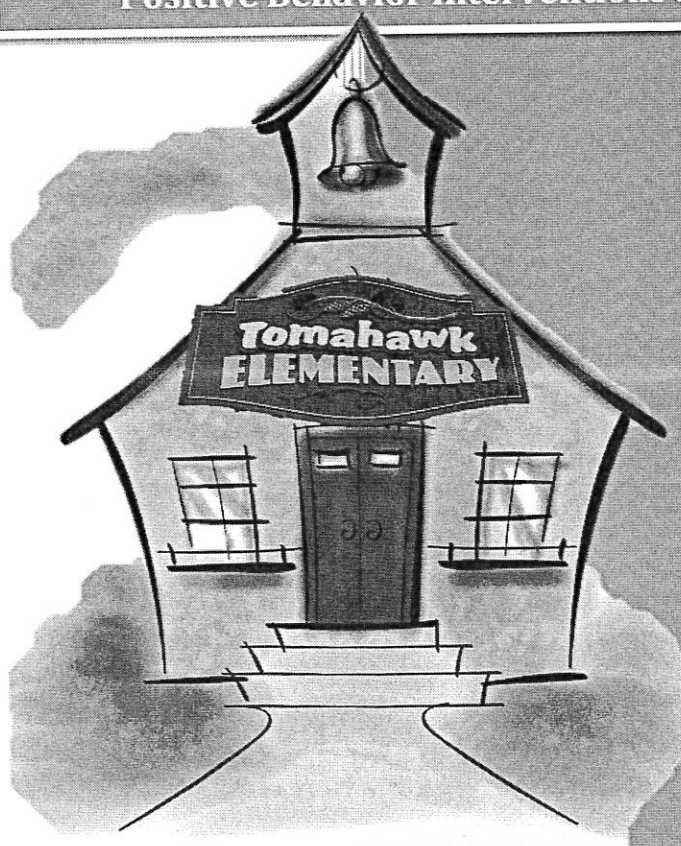


TABLE OF CONTENTS

CONTENT	PAGE
OUR MISSION	2
PBIS DEFINED	2
OUR EXPECTATIONS	2,3
• TES SCHOOL WIDE MATRIX	3
• BLANK CLASSROOM MATRIX	4
OUR REWARDS AND INCENTIVES	5
• WEEKLY INCENTIVES	5
• MONTHLY INCENTIVE	5,6
• QUARTERLY INCENTIVES	6
• YEARLY INCENTIVE	6
• TEACHER INCENTIVES	6
COOL TOOL (LESSON PLAN) INFORMATION	6
HATCHET HANDLES	7
2013-2014 CALENDAR DATES	8,9,10
BEHAVIOR OVERVIEW	10
• MAJOR AND MINOR DEFINITIONS	11
• FLOWCHART	12
MINOR REPORTING FORM	13, 14
MAJOR REPORTING FORM	15
PBIS ASSESSMENTS	16

OUR MISSION

- Establish a positive school culture
- Increase academic performance
- Improve safety
- Decrease problem behavior

PBIS DEFINED

The purpose of Positive Behavioral Interventions and Supports (PBIS) in our school is to create consistent, researched based strategies to teach expected behavior and routine within our school. PBIS is a shift in focusing on what students should be doing instead of just always focusing on students' misbehavior. These expectations hold true not only in the classroom, but also all other non-classroom school settings such as on the bus, lunch room, playground, and in the hallways. Students learn through repeated reinforcement of the expected behaviors, while monitoring and correcting unwanted behaviors with a re-teaching component. Introducing, modeling, and reinforcement are key modules to this system. The PBIS system uses data to create and continually evaluate its effectiveness.

PBIS builds on the positive behaviors already working in each school. These behaviors then become expectations that are taught and practiced school-wide.

PBIS relies on a team of educators to evaluate effective behaviors throughout the school, both in the classroom and elsewhere. Based on the evaluation, the team sets expectations for the school and teaches those expectations to students. PBIS, like RtI, is a system that uses a multi-layer/tiered approach with increasing levels of support that reach all students.

OUR EXPECTATIONS

Our expectations at TES are to Be Safe, Be Responsible, Be Respectful, and Be a Good Citizen.

Tomahawk Elementary Expectations

Expectation	Hallway	Bathroom	Cafeteria	Playground	Bus	Classroom
Be Safe	<ul style="list-style-type: none"> Walk on right Hands, feet, objects to selves Eyes & Body forward 	<ul style="list-style-type: none"> Wash hands with soap before leaving Leave water in sink Leave the lights on 	<ul style="list-style-type: none"> Use walking feet Hands and feet to selves Clean up spills and trash 	<ul style="list-style-type: none"> Use equipment properly Stay in boundaries Avoid icy, wet, and Muddy areas 	<ul style="list-style-type: none"> Sit and stay seated Face front 	<ul style="list-style-type: none"> Follow classroom expectations
Be Responsible	<ul style="list-style-type: none"> Supplies to go home in backpacks Keep our personal items in our own area 	<ul style="list-style-type: none"> Always flush Keep it clean Get in and get out 	<ul style="list-style-type: none"> Eat your own lunch Recycle items Keep table area neat and orderly Empty and stack trays 	<ul style="list-style-type: none"> Wear seasonal clothing Take care of and return equipment when finished 	<ul style="list-style-type: none"> Follow school & bus rules Report unsafe behavior 	<ul style="list-style-type: none"> Follow directions Return things you borrow Report to assigned area on time
Be Respectful	<ul style="list-style-type: none"> Follow adult directions Voice at 0 or 1 Wave to say hi Move silently 	<ul style="list-style-type: none"> Knock on door before entering Respect privacy of others Voice at 0 or 1 Stall door unlocked when finished 	<ul style="list-style-type: none"> Indoor voice 2 or lower Wait patiently Raise hand for help Respect others food 	<ul style="list-style-type: none"> Display good sportsmanship Play by the rules Use kind words Use voice level "0" when entering the building 	<ul style="list-style-type: none"> Follow driver directions Hands and feet to self Voice level at 1 or 2 	<ul style="list-style-type: none"> Listen to adults
Be a good citizen	<ul style="list-style-type: none"> Prepare for class quickly 	<ul style="list-style-type: none"> Take care of school property 	<ul style="list-style-type: none"> Use table manners Invite someone alone to sit with you Clean up after selves and others 	<ul style="list-style-type: none"> Include others to play Have a positive attitude Line up quickly and quietly on whistle 	<ul style="list-style-type: none"> Greet and thank driver politely Treat others with kindness Be ready for bus on time 	<ul style="list-style-type: none"> Treat others how you want to be treated

3

2

1

0

Voice Level Chart

Silent



Whisper



Normal Voice

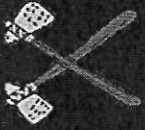


Outside Voice





Classroom Expectations Matrix



Expectation	What to do:
Be Safe	<ul style="list-style-type: none">
Be Responsible	<ul style="list-style-type: none">
Be Respectful	<ul style="list-style-type: none">
Be a good citizen	<ul style="list-style-type: none">

OUR REWARDS FOR TARGETED BEHAVIORS

Staff receives an electronic file and hard copy of "Hatchet Handles" to print on yellow paper which students received if they are caught by a staff member doing the expected behaviors. See page 5 for form.

WEEKLY INCENTIVE

Students are that receive at least one HH are eligible to receive a small prize if their name is drawn on the Friday morning announcements. HH slips are never taken away from students once earned. If there is a substitute, prizes will be cashed in upon teacher return. Teachers decide during first few days of school with their students what choices the student could have if he/she is picked. Below are some ideas:

Student Hatchet Handle Flowchart

- Student receives slip (from any staff member)
- Student gives to classroom teacher
- Student or teacher puts in classroom container
- Classroom teacher logs hatchet handles weekly
- Classroom emails principal before Friday morning announcement one student randomly drawn from weekly container
- Students that were chosen pick one of the classroom rewards from classroom reward

Lunch with a staff member	Sit with a buddy for the day	Eat lunch outside with class
Wear a hat for the day	Take a rest buddy/stuffed animal to all classes	Help with announcements
Borrow your teacher's chair for the day	Listen to music while working	Dance to your favorite music with your class
Earn a piece of equipment like jump rope that promotes physical activity	Wear smart beads (Mardi Gras beads) for a day	Pick a recess game our class plays with the teacher
Enter a drawing for donated prizes (donated by TES families)	Receive a 5 minute chat break at the end of the day	Sit with a friend from another class at a special table at lunch
Read a book to the class	Notify parent of accomplishment	Play a favorite game or puzzle
Eat lunch with your teacher	Write with a special pen for a day	Help in a lower class
	Take home a class game for a night	

MONTHLY CLASSROOM INCENTIVE

If a class meets their classroom goal for total amount of slips per quarter, the class gets to choose a reward that they vote on (teacher discretion of choices). Your class can help create your own meaningful rewards not listed. September's classroom goal will be the class total equaling 5 slips per student. Each student does not each have to have 5. For example, a class of 20 students would have a goal of 100 hatchet handles in one month. A class of 15 students would have a goal of 75 handles per month. Goals after that are determined by teachers with their students (Hopefully increasing in #). Each 100 slips earned goes towards 1 wood hatchet handle displayed in the display case, working towards our yearly goal.

Monthly reward ideas:

Popcorn & or a movie	Snowshoeing	A nature walk in the back 40
Show and Tell bring something special to share	Wear a fun hat in the classroom for a day	Crazy hair day, silly socks, sports day, etc.
Games: Bocce ball, mini golf...	Face painting	Listen to the radio
Free time	Listen to favorite CD's	Read a book
Play sports – class wide game (kickball)	Sit in a different spot for the day	Dance to favorite music in classroom
Eat lunch outside on a nice day	Eat lunch in the classroom	NO homework for a night
Bring in stuffed animal and keep it at your desk	Extra minutes for favorite subject	Listen to music during reading time or during individual work
Grade level social with music	Play board games	Teach class outside
Wear slippers to school	Extra computer time	Pizza Party
Crazy sock day	Class-wide party	Extra Recess
Special snack	Smartboard game	Pajama day
Nature walk in the woods	Gum	

QUARTERLY SCHOOL-WIDE INCENTIVE

If the school meets our quarter wide goal of 80% of students receiving 1 slip/quarter, the school will have a special all school day such as “dress like a sports star day” for first quarter. An assembly at Semester will be a recognition and booster assembly to reinforce our expectations and possibly introduce new videos.

YEARLY SCHOOL-WIDE INCENTIVE

If the school meets our yearly goal, the entire school gets a half a day of activities chosen by staff that students can sign up for. Examples could be: fishing, nature walk, reading, movie, crafts, yoga, games, etc.

TEACHER INCENTIVES

All staff receives a blue sheet of “staff Hatchet Handles” that are anonymously put into a jar in the workroom. When a teacher is caught enforcing positive behaviors or following PBIS protocol, another staff member can enter that staff’s name in a weekly, quarterly, and semester drawing. Teacher incentives will be drawn once monthly and the teacher gets to choose which reward he/she would like. Below are some ideas

Special parking spot for a week	Lunch delivered to your room	Duty free for one day
Gift certificate from local store	Flowers on desk from someone’s garden	Someone walks their class to the bus
Scrape off windshield and start car	Hot chocolate/coffee bar	Administrator takes a class

TEACHING COOL TOOLS

Cool tools are resources for lesson plans to frontload and follow through with learning the expected behaviors in our school. Cool tools and videos are all linked to TES PBIS Haiku page where you can add and use cool tool resources.

RULES AND ROUTINES

During the Winter/Spring of 2014, staff will create with their class expectations for rules and routines in their classroom. Clearly stated rules identify, define, and operationalize concepts of acceptable behavior specific to the classroom setting that are necessary to maintain order and a well-functioning environment. These are a foundation for effective classroom management. The goal is to work on these this spring, so that they will be clearly established for next school year. They address the same "Be's" as our school and classroom expectations. Headings include things such as: entering the classroom, individual work time, small group work, large group work, end of day. A large block of time will be given to classroom teachers to complete, to allow time to teach, practice, and reinforce.

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

HATCHET HANDLE



Date: _____

Student: _____

Teacher: _____

*Congrats! You have been
caught making good decisions!*

You were...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe
- ☐ A good citizen

TOMAHAWK ELEMENTARY PBIS TEAM MEETING DATES

1ST AND 3RD WEDNESDAYS OF EACH MONTH ROOM 133 3:45PM

September 18 th	November 6 th	December 18 th	February 19 th	April 2 nd	May 21 st
October 2 nd	November 20 th	January 15 th	March 5 th	April 16 th	June 4 th
October 16 th	December 4 th	February 5 th	March 19 th	May 7 th	

TES PBIS CALENDAR 2013-2014

Date	Event	Who's involved
August		
August 22 nd	½ day AM Teach Prep for kickoff	PBIS Team
August 28 th	Staff in-service training 1 hour, 30 min	All staff (include para's and support staff)
August 28 th	New family open house	Select PBIS team members
August 28 th	TES open house	PBIS Team
	TES staff snacks	PBIS Team
September		
Sept. 3 rd -6 th	Teach expectations as much as possible	All school
Tuesday, September 3 rd	PBIS kickoff assembly #1 2:00pm	Upper & 4k
Wednesday, September 4 th	PBIS kickoff assembly #2 9:00am	Primary & 4k
September ?	Kindergarten (4k?) bus orientation	Kindergarten students/staff
September 6 th	Friday Hatchet Handle (HH) Drawing & Delivery	
September 9 th -13 th	Staff feedback on PBIS kickoff	All staff
Friday, September 13 th	Friday HH Drawing & Delivery	Office staff
Wednesday, Sept. 18 th	PBIS Team Meeting	PBIS Team
Friday, September 20 th	Friday HH Drawing & Delivery	Office staff
Friday, September 27 th	Friday HH Drawing & Delivery	Office staff
Monday, September 30 th	Individual classroom reward	Select classes that earned reward
October		
Wednesday, October 2 nd	PBIS Team Meeting Room 133	PBIS Team
Friday, October 4 th	Friday HH Drawing & Delivery	Office staff
Friday, October 11 th	Friday HH Drawing & Delivery	Office staff
Wednesday, October 16 th	PBIS Team Meeting Room 133	PBIS Team
Friday, October 18 th	Friday HH Drawing & Delivery	Office staff
Friday, October 25 th	Friday HH Drawing & Delivery	Office staff
Thursday, October 31 st	Individual classroom reward	Select classes that earned reward
November		
Friday, November 1 st	End of Quarter	
November 4 th -8 th	School Wide Quarterly Reward/Celebration	Sports Hero Day
Wednesday, November 6 th	PBIS Team Meeting Room 133 (TIC)	PBIS Team
Thursday, November 7 th	Parent climate survey @ conferences	PBIS team
Friday, November 8 th	Friday HH Drawing & Delivery	Office staff

Friday, November 15 th	Friday HH Drawing & Delivery	Office staff
Wednesday, Nov. 20 th	PBIS Team Meeting Room 133	PBIS Team
Friday, November 22 nd	Friday HH Drawing & Delivery	Office staff
Tuesday, November 26 th	Individual classroom reward	Select classes that earned reward
December		
Wednesday, December 4 th	PBIS Team Meeting Room 133	PBIS Team
Friday, December 6 th	Friday HH Drawing & Delivery	Office staff
Friday, December 13 th	Friday HH Drawing & Delivery	Office staff
Wednesday, December 18 th	PBIS Team Meeting Room 133	PBIS Team
Friday, December 20 th	Friday HH Drawing & Delivery	Office staff
	Individual classroom reward	Select classes that earned reward
January		
Friday, January 3 rd	Friday HH Drawing & Delivery	Office staff
Friday, January 10 th	Friday HH Drawing & Delivery	Office staff
Wednesday, January 15 th	PBIS Team Meeting Room 133	PBIS Team
Friday, January 17 th	Friday HH Drawing & Delivery	Office staff
	End of Semester	
January 20 th -24 th	School Wide Quarterly Reward/Celebration	Booster Assemblies w/ awards?
Friday, January 24 th	Friday HH Drawing & Delivery	Office staff
Friday, January 31 st	Friday HH Drawing & Delivery	Office staff
	Individual classroom reward	Individual classroom reward
February		
Wednesday, February 5 th	PBIS Team Meeting Room 133 (TIC)	PBIS Team
Friday, February 7 th	Friday HH Drawing & Delivery	Office staff
Friday, February 14 th	Friday HH Drawing & Delivery	Office staff
Wednesday, February 19 th	PBIS Team Meeting Room 133	PBIS Team
Thursday, February 20 th	Friday HH Drawing & Delivery (NS Friday)	Office staff
February 28 th	Friday HH Drawing & Delivery	Office staff
	Individual classroom reward	Select classes that earned reward
March		
Wednesday, March 5 th	PBIS Team Meeting Room 133	PBIS Team
Thursday, March 6 th	Friday HH Drawing & Delivery (NS Friday)	Office staff
Friday, March 14 th	Friday HH Drawing & Delivery	Office staff
Wednesday, March 19 th	PBIS Team Meeting Room 133	PBIS Team
Friday, March 21 st	Friday HH Drawing & Delivery	Office staff
	End of 3 rd Quarter	
Monday, March 31 st	Individual classroom reward	Select classes that earned reward
April		
March 31 st -April 4 th	School Wide Quarterly Reward/Celebration	Activity TBD
Wednesday, April 2 nd	PBIS Team Meeting Room 133	PBIS Team
Friday, April 4 th	Friday HH Drawing & Delivery	Office staff
Friday, April 11 th	Friday HH Drawing & Delivery	Office staff
Wednesday, April 15 th	PBIS Team Meeting Room 133	PBIS Team
Friday, April 17 th	Friday HH Drawing & Delivery	Office staff
Friday, April 25 th	Friday HH Drawing & Delivery	Office staff

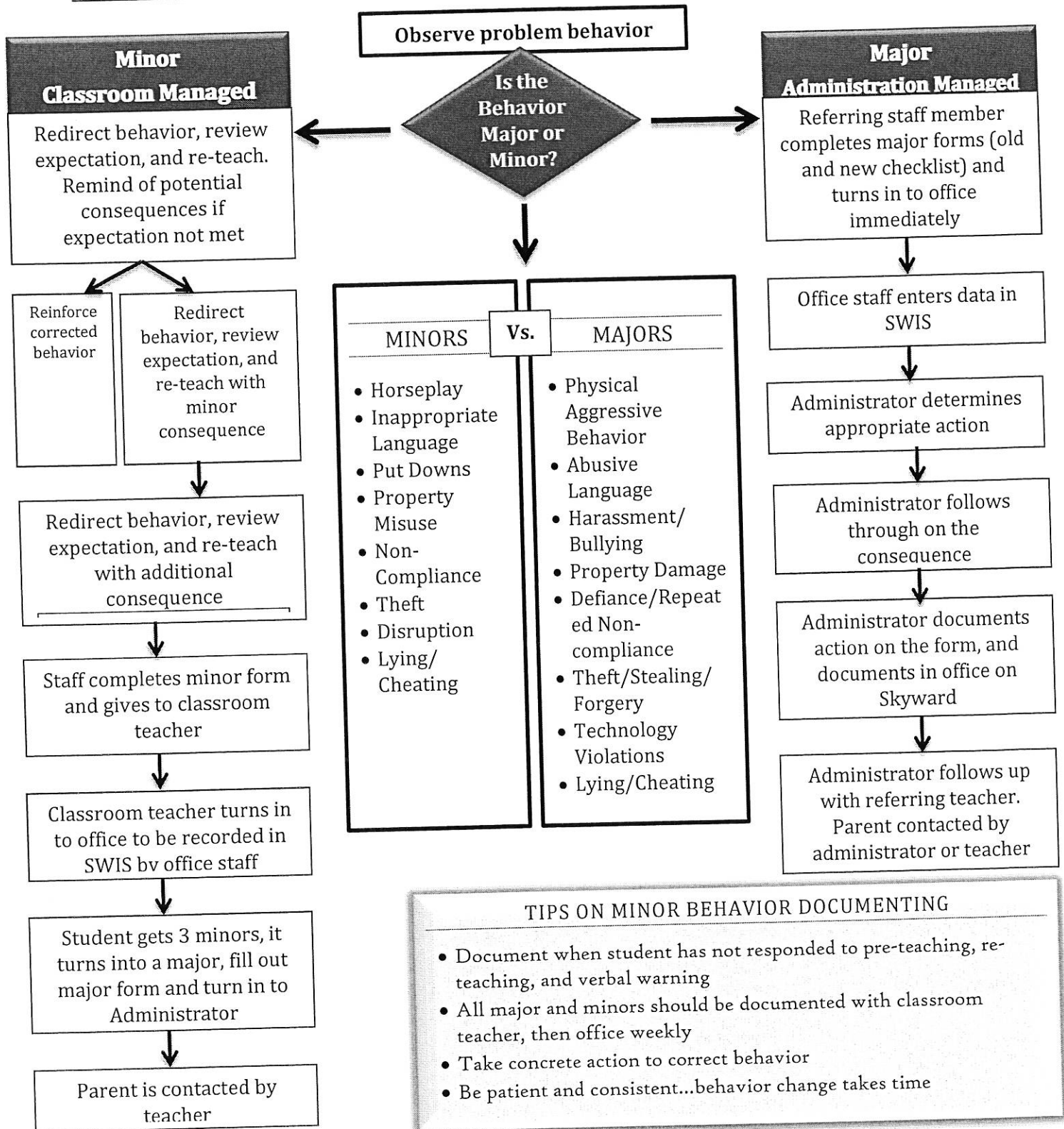
May		
Friday, May 2 nd	Friday HH Drawing & Delivery	Office staff
Wednesday, May 7 th	PBIS Team Meeting Room 133	PBIS Team
Friday, May 9 th	Friday HH Drawing & Delivery	Office staff
May 12 th -16 th	PBIS Staff Self-Assessment	All Staff
Friday, May 16 th	Friday HH Drawing & Delivery	Office staff
Wednesday, May 21 st	PBIS Team Meeting Room 133	PBIS Team
Friday, May 23 rd	Friday HH Drawing & Delivery	Office staff
May 28 th	End of year school recognition ½ day choice activities	4k? All staff
May 28 th -May 30 th	Recognition Feedback Survey	All staff
June		
Wednesday, June 4 th	PBIS Team Meeting Room 133	PBIS Team

BEHAVIOR OVERVIEW

Tier 1 interventions are designed for use with all students, and will be successful with approximately 80% of the students. Classroom management and individual student behavior is based on expectations and proactive feedback.

- The TES expectations matrix is posted around the school
- Matrix is taken home and reviewed
- Individual classroom expectations are posted in each classroom/learning environment
- Lesson plans available for specific behaviors are posted on our Haiku page
- All staff needs to recognize and acknowledge children that are following the school wide expectations
- Hatchet handles are used by all staff to integrate the school wide reward system
- 5:1 ratio for positive rewards to negative consequences
- If a student does not follow the expectations, reteach. If it happens again, reteach with a minor consequence. If it happens a third time, reteach with a larger consequence
- Correction guidelines: Remain calm, consistent, brief, immediate, and respectful
- Classroom teachers email Hatchet Handles weekly winner to principal by Friday morning announcements
- Students randomly drawn on Fridays get to pick a prize from their classroom list
- The Behavior flowchart needs to be followed and consistent with responses
- All data for slips is documented in the office daily and entered into SWIS.
- Minors are classroom managed behaviors. Majors are office managed behaviors.
- Three minors within a month becomes a major.

BEHAVIOR FLOWCHART



MAJOR REPORTING FORM (Available online in better quality)

To access form online:

www.tomahawk.k12.wi.us

- Staff Resources
- Login with your username/password
- Click on Elementary Discipline Form
- Staple NEW major checklist to this form

TOMAHAWK ELEMENTARY SCHOOL OFFICE DISCIPLINARY REFERRAL

Student's Name:	Class Period:
Offense Location:	Homeroom Teacher:

Reporting Staff Member:	Date:	
Staff Parent Contact:	Date:	1 st Offense, 2 nd Offense, 3 rd Offense, etc (if known):
Description of Incident/Interventions attempted:		

Administrator Name:	Date:		
Admin. Parent Contact:	Date:	Offense Type:	Offense Location:
Action Codes:	1 st Offense, 2 nd Offense, 3 rd Offense, etc:		
Action Taken by Administrator:			

☐ Office

☐ Guidance

☐ Staff
Copy

☐ Parent/Guardian

PBIS ASSESSMENTS

Last February our staff took the **Self-Assessment Survey (SAS)** that determines the status of PBIS as perceived by all staff in our school. It determines where we are, where we are going, and where we need to go in setting goals for PBIS. It is completed annually by all staff. Fidelity is an average of 80% or greater. It will be taken again in May, 2014 by all staff.

February 2013 TES Scores:

The PBIS team will complete the **Team Implementation Checklist (TIC)** to guide and action plan the direction of the team. It will be completed by the team in November and February each year. Fidelity is an average of 80% or greater.

January, 2013 TES Scores:

Benchmarks of Quality (BOQ) helps to find areas needed for improvement. It is completed annually each spring by the PBIS team. Fidelity is an average of 70% or greater.

Spring, 2013 TES scores:

December 2013 TES scores: 80%



Documentation Project

Referral Form Definitions

Version 5.0

July 2013

**Anne W. Todd, Rob H. Horner, Tary Tobin, Bert Eliason
& Katie Conley**

Intended Audience

Referral form definitions are for School Administrators, school teams and SWIS™ Facilitators to use as a guide for defining all categories on an office discipline referral form.

Description

The office referral categories that are available in SWIS™ are listed with specific definitions for problem behaviors, locations, possible motivation, others involved and administrative decisions. All categories listed in the referral form definitions are available for SWIS™ referral entries. School adopting SWIS™ must enter referral information in the categories provided. The category labels cannot be changed within the SWIS™ program.

***Updates to SWIS 5.0 Referral Definitions are indicated in red.**

SWIS™ Office Referral Definitions

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

Major Problem Behavior	Definition
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Major Problem Behavior	Definition
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
Custom Fields	SWIS allows schools to use custom fields to more clearly define categories within their data. Examples are listed below.
Custom Fields Explanation	Categories : The additional information to be collected Labels: The drop-down items to be available
Custom Fields Demo	Category: Hallway Labels: East Wing, West Wing, Breezeway
Custom Fields Demo	Category: Bullying Labels: threats, name calling, teasing/taunting

Locations	Definition
Art Room (Art)	The area used for art classes and activities.
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Bus (Bus)	The area inside the bus.
Bus Loading Zone (Bus zn)	The area used for bus loading and unloading.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Common area (Common)	Areas shared by students and staff for specific activities.
Computer Lab (Comp)	Area used for group computer classes and activities.
Gym (Gym)	Areas used for physical education activities.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Locker Room (Locker rm)	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room (Music rm)	The area used by students for music activities (e.g., music class, choir, band)
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Stadium	Area used for athletic/special events.

Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.
Vocational Room (Voc Rm)	The area of a school used for vocational classes and activities.

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.
Others Involved	Definition
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

Restraint/Seclusion	Definition
None	(Default) No restraint or seclusion was used.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely.
Restraint & Seclusion	The use of both restraint and seclusion.
Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
<i>Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.</i>	

Action Taken	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Additional Attendance/ Saturday School (Sat Sch)	Consequence for referral results in student attending classes on a Saturday.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Other (Other)	Action taken not listed above.

TES MINOR FORM

Complete form, classroom teacher
turns in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Bathroom
- ◇ Playground ◇ Hallway
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

Comments: _____

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MINOR FORM

Complete form, classroom teacher
turns in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Bathroom
- ◇ Playground ◇ Hallway
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

Comments: _____

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MINOR FORM

Complete form, classroom teacher
turns in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Bathroom
- ◇ Playground ◇ Hallway
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

Comments: _____

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MINOR FORM

Complete form, classroom teacher
turns in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Bathroom
- ◇ Playground ◇ Hallway
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

Comments: _____

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MAJOR FORM

Staple to old Major Form
Turn in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Hallway
- ◇ Playground ◇ Cafeteria
- ◇ Bathroom ◇ Library
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MAJOR FORM

Staple to old Major Form
Turn in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Hallway
- ◇ Playground ◇ Cafeteria
- ◇ Bathroom ◇ Library
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MAJOR FORM

Staple to old Major Form
Turn in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Hallway
- ◇ Playground ◇ Cafeteria
- ◇ Bathroom ◇ Library
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

TES MAJOR FORM

Staple to old Major Form
Turn in to office ASAP

Name _____ Grade _____

Staff: _____ Date: _____ Time: _____

Location:

- ◇ Classroom ◇ Hallway
- ◇ Playground ◇ Cafeteria
- ◇ Bathroom ◇ Library
- ◇ Other _____

Others Involved:

- ◇ None ◇ Teacher
- ◇ Substitute ◇ Unknown
- ◇ Peers ◇ Staff
- ◇ Other _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Be Safe, Be Responsible, Be Respectful, Be a Good Citizen.

Elementary PBIS

2013-14 Plan of Priority Work

Actions to be Completed	Schedule of Work	By Whom	Resources Required
<p>Utilize PBIS meeting calendar for 2013-14 School Year</p> <p>Elementary School PBIS student kick-off Prepare agenda for new and veteran staff during in-service (see next item), hang expectation charts around school, open house marketing, and review for student kickoff assembly</p> <p>Staff in-Service for expectations matrix, behavior flowchart for majors and minors, minor reporting forms printed and finalized, cool tools curriculum, survey for staff, and student recognition system. Teach to staff and teach to fluency.</p> <p>Distribute and review kick-off plan with staff</p> <p>Deliver student kick-off</p> <p>Student and teachers collaborate to develop individualized expectations</p> <p>Create and send kick-off feedback survey to staff</p> <p>Elementary School Expectations and Recognition Systems Staff refreshers available</p> <p>Individual expectations and classroom expectations rewards</p> <p>Quarterly classroom goal recognitions</p> <p>End of year school recognitions – hobby day reward</p> <p>Recognition survey created by team for all staff to take and reviewed by team</p>	<p>2013-2014 School Year</p> <p>August 2013</p> <p>Summer date TBD/August 2013</p> <p>September 2013</p> <p>September 3rd and 4th 2013</p> <p>September 3rd to 13th 2013</p> <p>September 9th-13th 2013</p> <p>January 29th 2014</p> <p>All year 2013-2014</p> <p>November, January, March, 2013-2014 school year</p> <p>May 2014</p> <p>May 2014</p>	<p>Internal Coach (A. Knitt)</p> <p>Building PBIS Committee</p> <p>Identify specific team members responsible</p> <p>Internal Coach & Team</p> <p>All school</p> <p>Students and teachers</p> <p>Identify team members responsible</p> <p>Building PBIS Committee</p> <p>TES Staff</p> <p>Students and staff</p> <p>Students and staff</p> <p>Staff & select Committee members</p>	<p>Team in-service</p> <p>Staff in-service</p> <p>Teacher in-service</p> <p>Auditorium and technology</p> <p>Survey</p> <p>Time and resources</p> <p>Hatchet handles</p> <p>Popcorn, movies, misc.</p> <p>Release time for students and staff</p>

<p>Expectation matrix and recognition program are reflected on and modified for 2014-2015</p>	<p>March 2014</p>	<p>All staff, reviewed by TES committee</p>	
<p>Develop staff acknowledgement system</p>	<p>December 2013</p>	<p>Building PBIS Committee</p>	
<p>Review and revise TES manual to prepare for 2014-2015 school year</p>	<p>Start February, 2014</p>	<p>Building PBIS Committee</p>	
<p>Elementary PBIS Team Cohesion Review meeting norms, mission/vision, team roles, and minutes at all meetings</p>	<p>Monthly meetings</p>	<p>Building PBIS Committee</p>	
<p>Data driven decisions from assessments, student and staff feedback, attendance, grades, etc.</p>	<p>Monthly meetings</p>	<p>Building PBIS Committee</p>	
<p>Team Implementation Checklist (TIC)</p>	<p>Nov. 6th 2013 and Feb 5th 2014</p>	<p>Building PBIS Committee</p>	

