



**Parkrose  
School District**

**SHAYER  
ELEMENTARY SCHOOL**  
3701 NE 131st Place  
Portland Oregon 97230  
t: 503.408.2850  
f: 503.408.2890  
[www.parkrose.k12.or.us](http://www.parkrose.k12.or.us)

Cindy Bartman  
*Principal*

April 20, 2009

Dear Parkrose School District School Board Members:

In order to give you a comprehensive look at PBIS and discipline at Shaver Elementary School, I have included documentation of everything we do to prepare our students for the rigor we are expecting.

This includes:

- Shaver Positive Behavior Interventions and Support 2008-2009
- Shaver Elementary School - Expectations for Positive Behavior Teaching Grid
- One example of a teaching lesson - SETTING: ALL AREAS
- PBIS - Monthly Principal Lifeskill Focus Areas
- Systematic Supervision - Teaching RULES and EXPECTATIONS (Playground)
- SHAYER ACADEMIC AND BEHAVIORAL SUPPORTS - 2008-09
- Problem Behavior Flow Chart for Major and Minor Office Referrals

Also, I have included the Shaver Elementary School SWIS (School Wide Information System) "End of the Year Report" based on discipline information as of today. This report shows six years of discipline data for Shaver Elementary School. The report includes:

- Referrals Per 100 Students for All Referrals, Major Referrals and Minor Referrals
- Problem Behavior Report for All Referrals, Major Referrals and Minor Referrals
- Grade Report per 100 Students for All Referrals, Major Referrals and Minor Referrals
- Location Report for All Referrals, Major Referrals and Minor Referrals
- Suspension/Expulsion Report Graph
- Triangle Data Report

If you have any questions, please feel free to call or drop by anytime.

Sincerely,

Cindy Bartman

The Parkrose School Community provides a premier education that unlocks the potential in each student.

# Shaver Positive Behavior Interventions and Support 2008 - 2009

## ***Philosophy***

At Shaver Elementary School, we will challenge and empower students to be safe, responsible and respectful of self and others and to be lifelong learners.

## ***Belief Statements***

**We believe** that a school environment that is positive, preventative, predictable and effective is the key to behavior support for our children.

**We believe** that a positive, preventive, predictable and effective school environment:

- \*is healthier and more caring.
- \*enhances learning and teaching outcomes.
- \*can provide continuum of behavior support for all children.
- \*is achievable and sustainable.

**Our** entire learning community has responsibilities for creating a safe, responsible and respectful environment.

- Children must strive to meet learning expectations in behavior and academics.
- Families must help their children to understand the importance of learning and partner with school staff to help their child meet learning expectations.
- Staff must provide quality instruction that inspires, teach motivates and challenges children to meet and exceed learning expectations.

## ***Behavior Expectations***

- Be Safe: Be free from harm of any kind (physical or emotional).
- Be Respectful: Be polite, cooperative, and build peace with others.
- Be Responsible: Be dependable and trustworthy at all times.
- Be a Learner: Use your listening skills and grow from your mistakes.

<u><i>Be Safe</i></u>	<u><i>Be Respectful</i></u>	<u><i>Be Responsible</i></u>	<u><i>Be a Learner</i></u>
<ul style="list-style-type: none"> <li>· Keep hands, feet, and objects to self.</li> <li>· Move safely.</li> <li>· Use equipment appropriately.</li> <li>· Report unidentified visitors.</li> <li>· Get adult help, if needed.</li> <li>· Stay calm and use conversational voices.</li> </ul>	<ul style="list-style-type: none"> <li>· Use appropriate voice level.</li> <li>· Use kind words and actions.</li> <li>· be polite and helpful.</li> <li>· Respect others' space and property.</li> <li>· Be honest.</li> <li>· Use problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>· Follow directions.</li> <li>· Be prepared.</li> <li>· Be on time.</li> <li>· Have appropriate pass.</li> <li>· Keep your school clean.</li> </ul>	<ul style="list-style-type: none"> <li>· Use your listening skills.</li> <li>· Be prepared for class.</li> <li>· Follow adult directions.</li> <li>· Participate in class.</li> <li>· Complete assignments.</li> <li>· Grow from your mistakes.</li> </ul>

### **Minor/Major Correction Loop**

Shaver Elementary Staff will correct or give consequences for inappropriate behavior. Staff will work hard with a student to get the inappropriate behavior corrected before an in-school or out-of-school suspension occurs. If a student has three minor behavior infractions in a week, please send them to the office.

Teachers that send a student to the office will need to fill out the “Behavior Intervention Checklist” that states the problem and what they have done.

Teachers are in charge of their classroom behavior system. All the common areas will be consistent with the minor/major referrals.

#### **A suggested procedure to follow is:**

- 1<sup>st</sup> Incident: State the rules and redirect the student
- 2<sup>nd</sup> Incident: Miss recess
- 3<sup>rd</sup> Incident: Send to Buddy Room/Call home

#### **Staff Managed Problem Behaviors:**

Theft/Cheating  
 Name calling/teasing  
 Disruptive behavior  
 Inappropriate dress  
 Littering  
 Disrespect

#### **Automatic Office Referrals:**

Physical aggression/fighting  
 Possession of illegal drugs  
 Possession of weapons  
 Sexual Harassment  
 Hate Crime/Racial & Sexual bigotry



# Shaver Elementary School - Expectations for Positive Behavior 2008 - 2009



	Arrival and Dismissal	Passing Areas	Common Areas	Bathrooms	Special Events & Assemblies	Cafeteria & Breakfast in the Classroom	Playground	Bus
<b>Be Safe</b>	Use crosswalk and crosswalks only. Cross street with an adult. Walk in designated areas. Walk bikes on school grounds. Use bike racks.	Walk, face forward with zero voice. Stay to the right. Use right hand door. Keep hands, feet and objects to self.	Walk, face forward with zero voice. Walk in line as a whole class. Keep hands, feet and objects to self.	Keep water in sink. Wash hands. Put towels in garbage can and keep area clean. Report problems to an adult. Use toilet and urinal properly.	Keep hands, feet and objects to self. Sit criss-cross on bottoms. Wait for dismissal instructions.	Sit with feet on floor, bottom on bench and face the table. Hold the tray with two hands. Walk in line facing forward. Wait in line for salad bar and to dump tray.	Walk safely to and from the playground. Play safely and follow game rules. Stay within the playground boundaries. Keep hands, feet and objects to self. What's on the ground stays on the ground.	Keep all parts of the body inside the bus and keep the aisle and exits clear. Stay seated, body facing forward until bus comes to a complete stop. Keep hands, feet and objects to self. Leave the bus only at your designated spot.
<b>Be Respectful</b>	Use polite language and respectful #2 voice.	Respect property - yours and others. Hold the door open for the person behind you.	Use kind words and actions. Follow adult directions. Wait your turn. Clean up after self.	Knock on stall door and wait your turn. Allow people privacy. Use a #2 voice.	Zero voice during presentations. Use your eyes, ears, and hear. Applaud appropriately.	Allow anyone to sit next to you. Use polite conversation language and a respectful #3 voice. Talk only to people next to or directly across from you. Use your eyes, ears, and heart during announcements.	Play fairly. Include everyone. Use polite language and respectful voice during games. Face forward and keep line moving.	Follow all directions of the driver. Keep food, drink and papers in your backpack.
<b>Be Responsible</b>	Arrive on time. Leave on time. Get permission from the teacher to use the classroom phone. Cell phones need to be "off and away".	Always walk. Place coat and backpack on coat rack.	Follow school rules. Remind others to follow school rules. Take proper care of all personal belongings and school equipment.	Use a bathroom pass. Flush the toilet one time after use. One squirt of soap and three clicks of the paper towels.	Participate appropriately.	Use good manners. If you drop it, pick it up. Clean up your area. Raise hand and wait to be excused.	Use a pass to leave the area. When whistle blows, stop all games immediately and line up. Line up with a zero voice, facing forward.	Board and leave the bus in an orderly manner. Do not change seats. Take a seat and stay in that seat.
<b>Be A Learner</b>	Arrive on time. Help other students. Follow adult directions.	Be respectful. Follow adult directions.	Use your listening skills. Follow adult directions.	Use bathroom appropriately.	Follow adult directions. Face forward. Listen.	Be polite. Help others. Follow adult directions.	Help others. Teach others how to play. Follow adult directions. Be respectful.	Help others. Listen and follow the bus driver's directions.

## SETTING: ALL AREAS

### Step 1: Review 4 School Wide Expectations

Be Safe: Be free from harm of any kind (physical or emotional).

Be Respectful: Be polite, cooperative, and build peace with others.

Be Responsible: Be dependable and trustworthy at all times.

Be A Learner: Be ready to learn.

### Step 2: Teach Expectations for Specific Setting

(cut grid here!)

### Step 3: Tell Why Rules are Important

Be Safe: To prevent injury at Shaver.

Be Respectful: To make a place where everyone can learn.

Be Responsible: To take care of ourselves, each other, and our school.

Be A Learner: To learn as much as you possible can.

### Step 4: Demonstrate Rules

#### **Example**

#### **SAFE**

1. You are walking down the hall and you see an adult without a badge. You tell your teacher.
2. You find a spot on the blacktop to jump rope where you won't bump into anyone.

#### **RESPECTFUL**

1. You get to school late, and you go to the office for a pass. Then you quietly enter your classroom.
2. You find a dollar on the playground. You ask a duty teacher if you can turn it into the office.

#### **RESPONSIBLE**

1. You see someone has dropped a candy wrapper on the playground; you pick it up and put it in the trash.
2. You get off the bus and go directly to the cafeteria to eat breakfast before the bell rings for class.

#### **LEARNER**

1. You listen and follow all your teachers' directions. You help your friends pay attention.

#### **Non-Examples**

#### **SAFE**

1. You see a person in the hall without a badge and ignore him/her.
2. You and your friend are playing tag with a rope.

#### **RESPECTFUL**

1. You get to school late; you burst into the classroom to announce your arrival in a loud voice.
2. You find a dollar on the playground, you put it into your pocket and yell, "Finders Keepers!"

#### **RESPONSIBLE**

1. You see a candy wrapper on the ground and leave it there because it wasn't yours.
2. You get off the bus and play around until the bell rings and you are late for class.

#### **LEARNER**

1. A friend is talking while the teacher is giving directions and you join in the conversation.

### Step 5: Follow-up/Reteaching

1. Read a book that demonstrates a rule or behavior
2. Have a class discussion or partner discussion.
3. Brainstorm or list examples of ways to follow the rules.
4. Draw or write examples or non-examples.
5. Perform skits of examples and/or non-examples.
6. Teacher role plays examples or non-examples in the setting. Remember: teach the example, then the non-example, then reteach the example.
7. Students teach other students about the rules.

**Positive Behavior & Instructional Support (PBIS)  
Monthly Principal Lifeskill Focus Areas  
2008-09**

**September**

**Lifeskill - Pride**

**Assembly: Sept. 29, 2008 - 2:20 PM**

**October**

**Lifeskill - Sense of Humor**

**Assembly: Oct. 31, 2008 - 2:20 PM**

**November**

**Lifeskill - Common Sense**

**Assembly: Nov. 25, 2008 - 2:20 PM**

**December**

**Lifeskill - Curiosity**

**Assembly: Dec. 18, 2008 - 2:20 PM**

**January**

**Lifeskill - Perseverance**

**Assembly: Jan. 30, 2009 - 2:20 PM**

**February**

**Lifeskill - Caring**

**Assembly: Feb. 23, 2009 - 2:20 PM**

**March**

**Lifeskill - Problem Solving**

**Assembly: Mar. 31, 2009 - 2:20 PM**

**April**

**Lifeskill - Initiative**

**Assembly: April 30, 2009 - 2:20 PM**

**May**

**Lifeskill - Courage**

**Assembly: May 29, 2009 - 2:20 PM**

**June**

**Lifeskill - Flexibility**

**Assembly: June 8, 2009 - 2:00 PM**

# SYSTEMATIC SUPERVISION

## RULES AND EXPECTATIONS

Rules and expectations need to be:

- ❖ School-wide
- ❖ Established by all school staff
- ❖ Taught regularly to all students on the playground by supervision staff

Staff need to:

- ❖ Be able to effectively teach rules and expectations
- ❖ Support and enforce them consistently
- ❖ Give both positive and corrective feedback

### School Wide General Expectations: The 4-Bs for Outdoor Recess

<u><i>Be Safe</i></u>	<u><i>Be Respectful</i></u>	<u><i>Be Responsible</i></u>	<u><i>Be a Learner</i></u>
<ul style="list-style-type: none"> <li>· Walk on all paved areas.</li> <li>· Stay within the play/activity boundaries.</li> <li>· Get permission from adult before leaving the play/activity area.</li> <li>· Report accidents/injuries to adults.</li> <li>· Play safely.</li> <li>· Leave nature where it belongs.</li> </ul>	<ul style="list-style-type: none"> <li>· Include everyone.</li> <li>· Be a good sport; play fair.</li> <li>· Use kind words.</li> <li>· Share and take turns.</li> <li>· Be courteous of games and activities around you.</li> <li>· Use problem solving skills to resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>· Follow game and equipment rules.</li> <li>· Use equipment appropriately.</li> <li>· Return equipment when finished.</li> <li>· When the whistle blow, stop all games immediately and line up.</li> <li>· Line up with zero voice facing forward.</li> </ul>	<ul style="list-style-type: none"> <li>· Use your listening skills.</li> <li>· Follow adult directions.</li> <li>· Participate in new games.</li> <li>· Grow from your mistakes.</li> </ul>

Rules should all:

- ❖ Focus on expected behaviors
- ❖ Be positively stated
- ❖ Be taught regularly
- ❖ Be reinforced and acknowledged

# SHAVER ACADEMIC AND BEHAVIORAL SUPPORTS - 2008-09

## Academic Supports

### Intensive Level:

Small group reading instruction  
 Small group math instruction  
 Individual instruction in reading, math, and writing

## Behavior Supports

### Intensive Level:

Check-In, Check-Out  
 FBA  
 Behavior Plans-  
 Small group counseling  
 Individual Counseling  
 Structured Recess

Indicators: More than 5 major office referrals  
 Multiple suspensions/expulsions  
 Attendance below 85%

### Strategic Level:

Read Well –K-2  
 Read Naturally 3<sup>rd</sup>-5<sup>th</sup>  
 ELD instruction – 30 min. /4 times/wk.  
 Sidewalk Reading - Kinder  
 Orchards Math Program

### Strategic Level:

Check-In, Check-Out Program  
 Student Intervention Team Referral  
 Family Support Team Referrals  
 Small group counseling  
 Buddy Teacher System

Indicators: More than 5 major office referrals  
 Multiple suspensions/expulsions  
 Attendance below 85%

15%

### School-wide Programs

90 min. Reading Blocks  
 Harcourt Reading  
 K-3 Bridges Math  
 4-5 Math Bridges program  
 6-trait writing process  
 FOSS Science K-5  
 Sheltered Instruction Strategies  
 Orchards Math Program

80%

### School-wide Programs

All students taught appropriate expectations and prevent problem behavior  
 Counseling classes twice/month  
 Principal/Lifeskill lessons once/month  
 Tiger Paws  
 Lifeskill Assemblies – once a month  
 Second Steps  
 Steps to Respect  
 Kelso's Conflict Management  
 Self-Manager Buttons

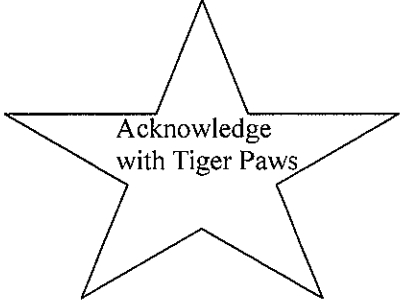
Indicators: More than 5 major office referrals  
 Attendance below 85%



Problem Behavior

No

Yes



Minor

Major

- Dress code
- Tardy
- Swearing (mark)
- Shouting Out
- Ignoring Adult Direction
- Running In Hall
- Pushing/Shoving
- Pole Dancing on Tether Ball

- \* Racial Slur
- \* Sexual Harassment
- \* Physical Fighting (in face, leaves)
- \* Swearing *AT* Someone
- \* Stealing
- \* Abusive Language
- \* Bullying & Physical Threats
- \* Destroying Classroom
- \* Bullying over time

- \* Proximity
- \* Tiger Paw nearby students
- \* Reteach expected behavior
- \* Class Mtg.
- \* Call Home
- \* Behavior Reminder

Office Referral= DATA

PBIS Team will look at Big 5 & determine appropriate interventions

BIG 5 = location, time, student, behavior, average referrals per day/month

- 1 stop behavior
- 2 review chain of events
- 3 go over reminder form
- 4 give form to teacher(?)

3 in same area = ODR

- \* Structured Recess
- \* Phone Call Home
- \* Homework on Wall
- \* Problem Solve w/coun
- \* Distribute Tiger Paws - "Recess Training"
- \* Parent/Student/Teacher Mtg.



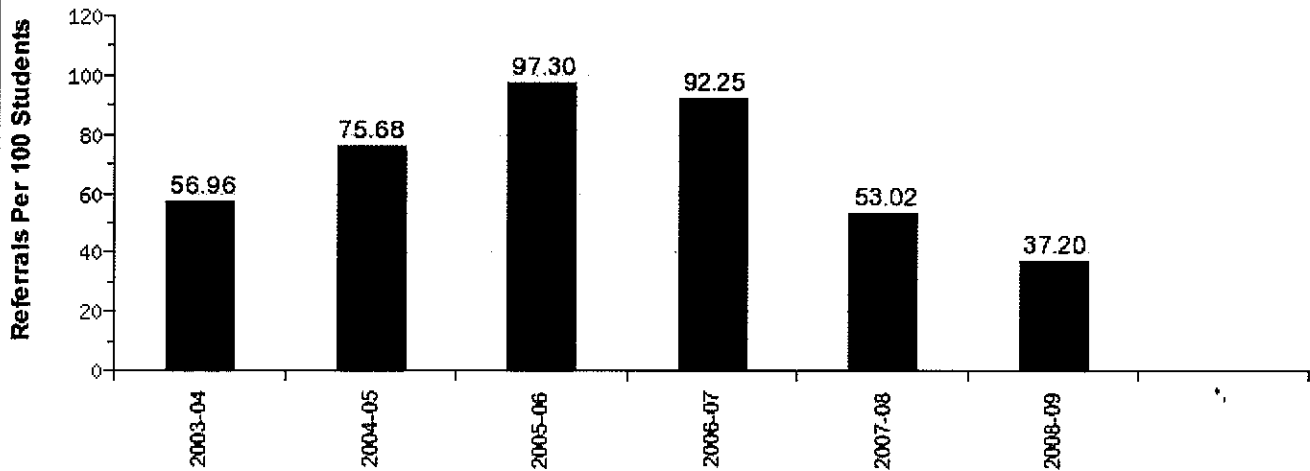
## Year End Report

Shaver Elementary School

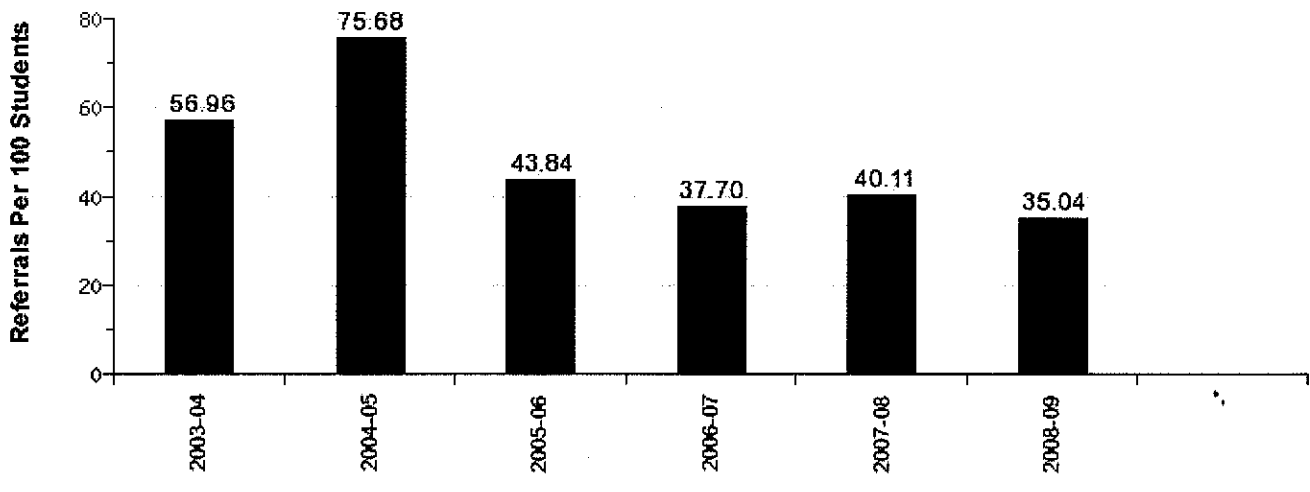
Generated: 04/20/2009, 11:14:26 AM  
2008-09Referrals Per 100 Students

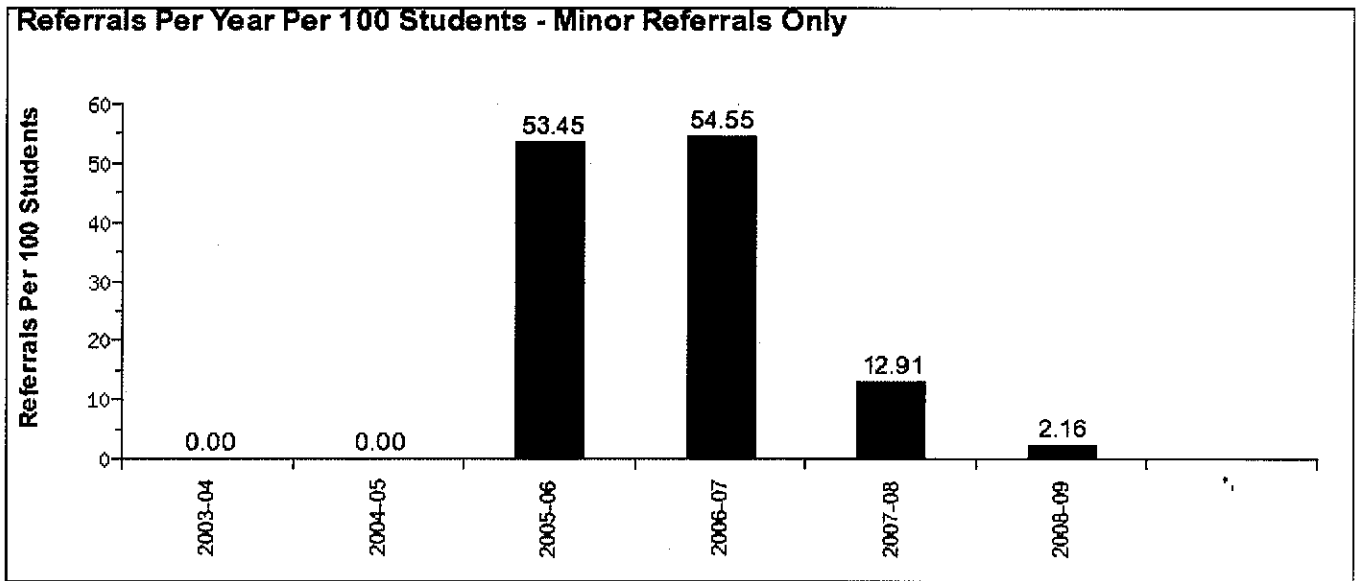
\* - No (or 0) enrollment entered for this schoolyear

Referrals Per Year Per 100 Students - All Referrals



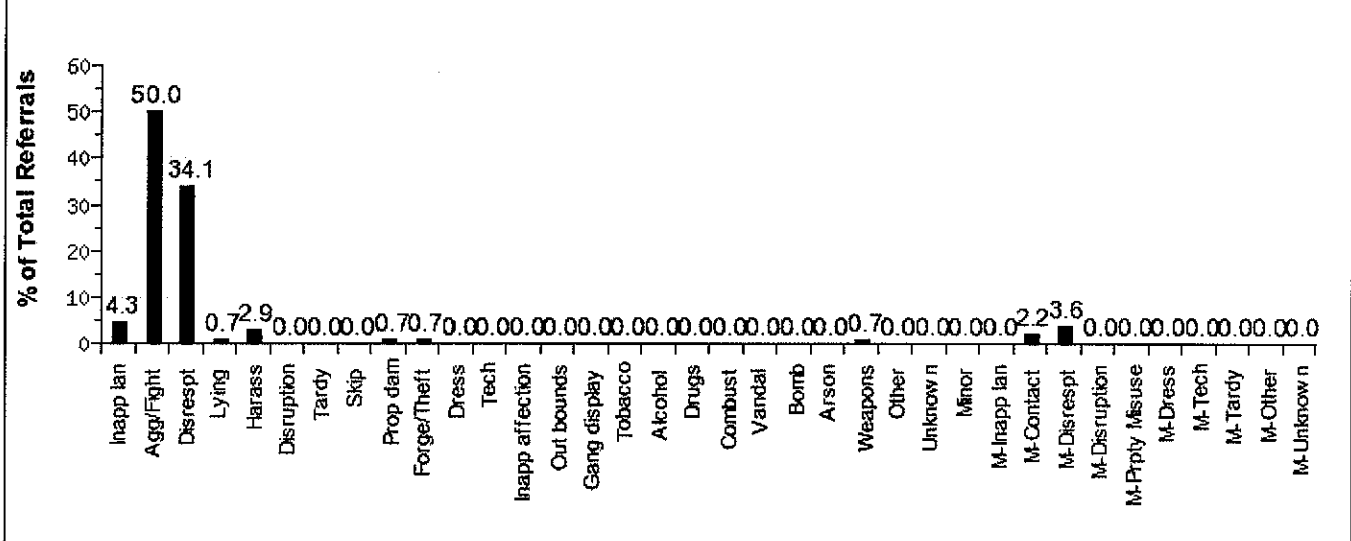
Referrals Per Year Per 100 Students - Major Referrals Only



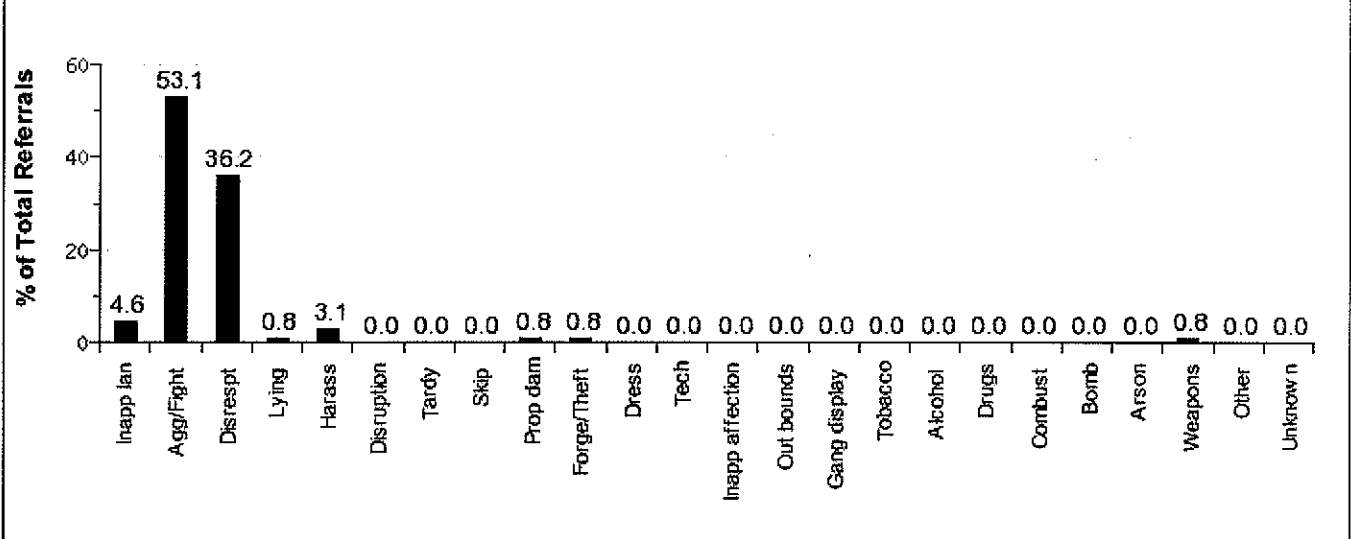


### Problem Behavior Report

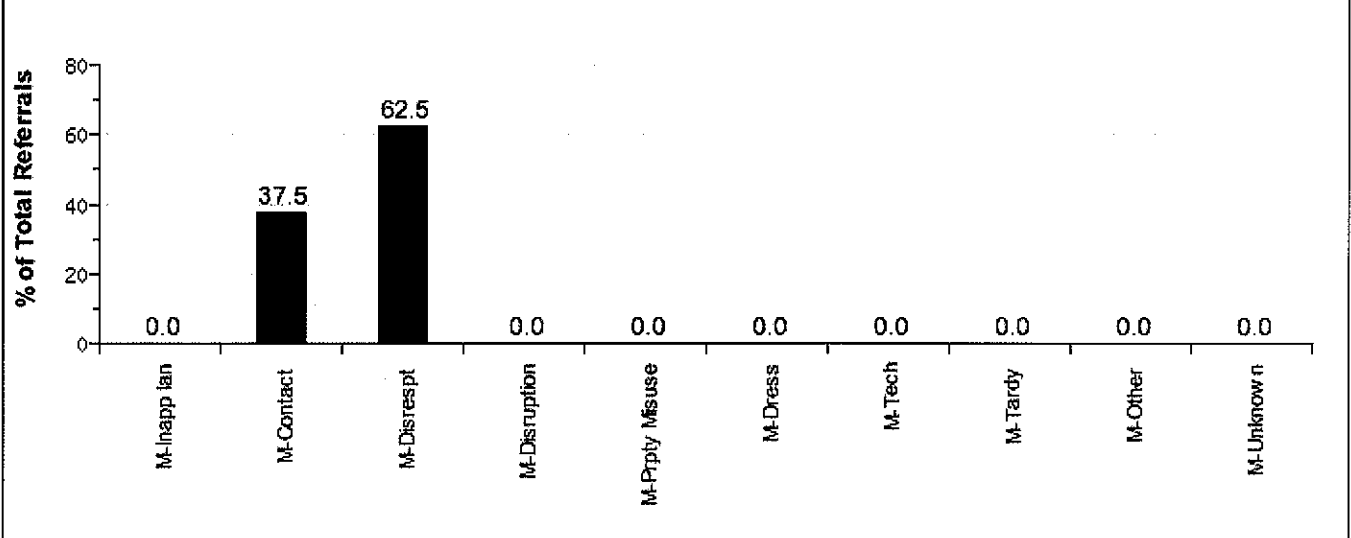
Percent Of Total Referrals By Problem Behavior



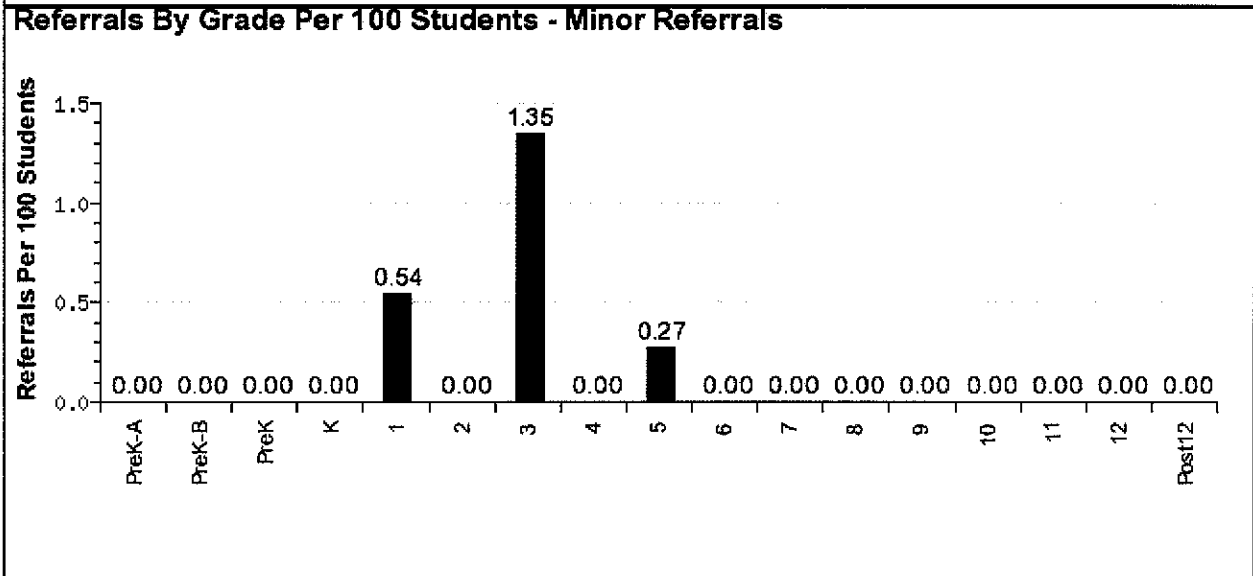
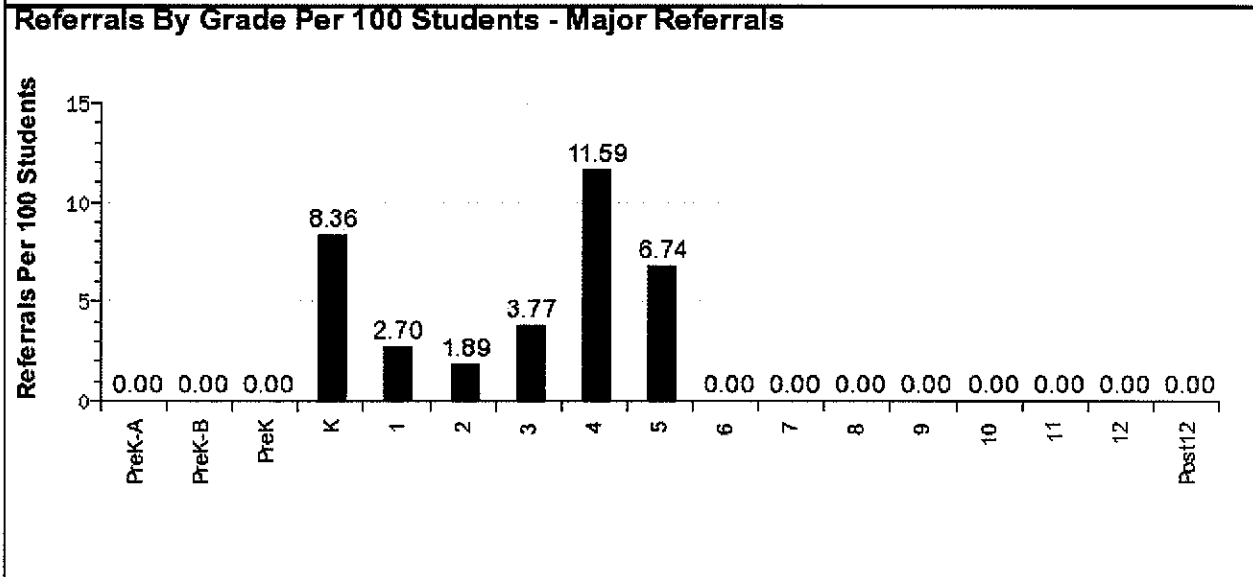
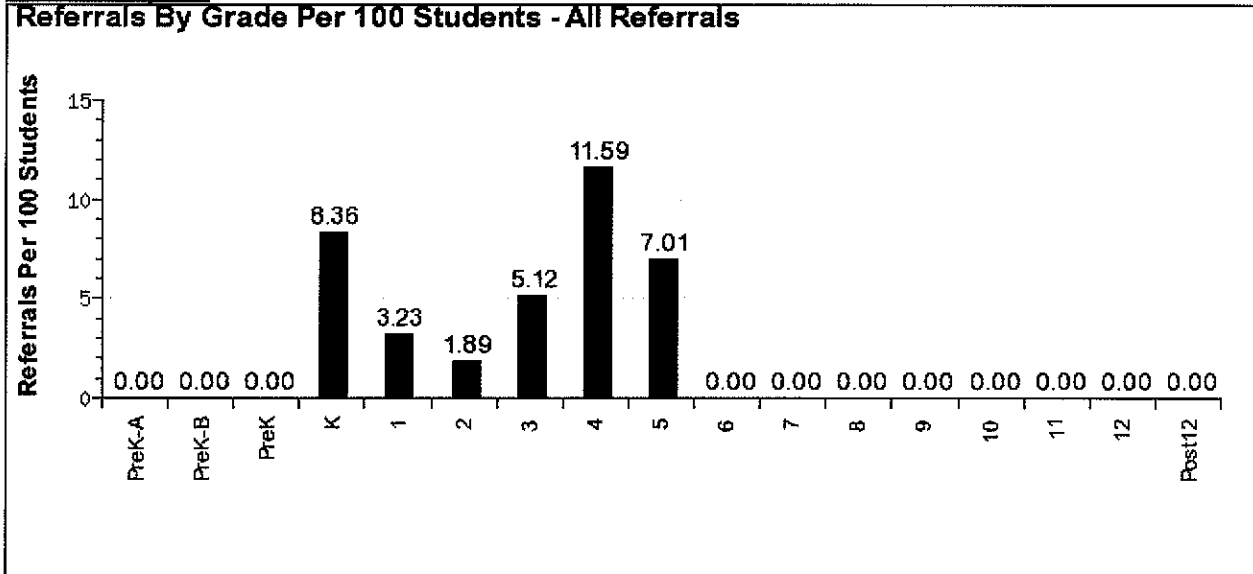
Percent Of Total Referrals By Problem Behavior - Major Referrals Only



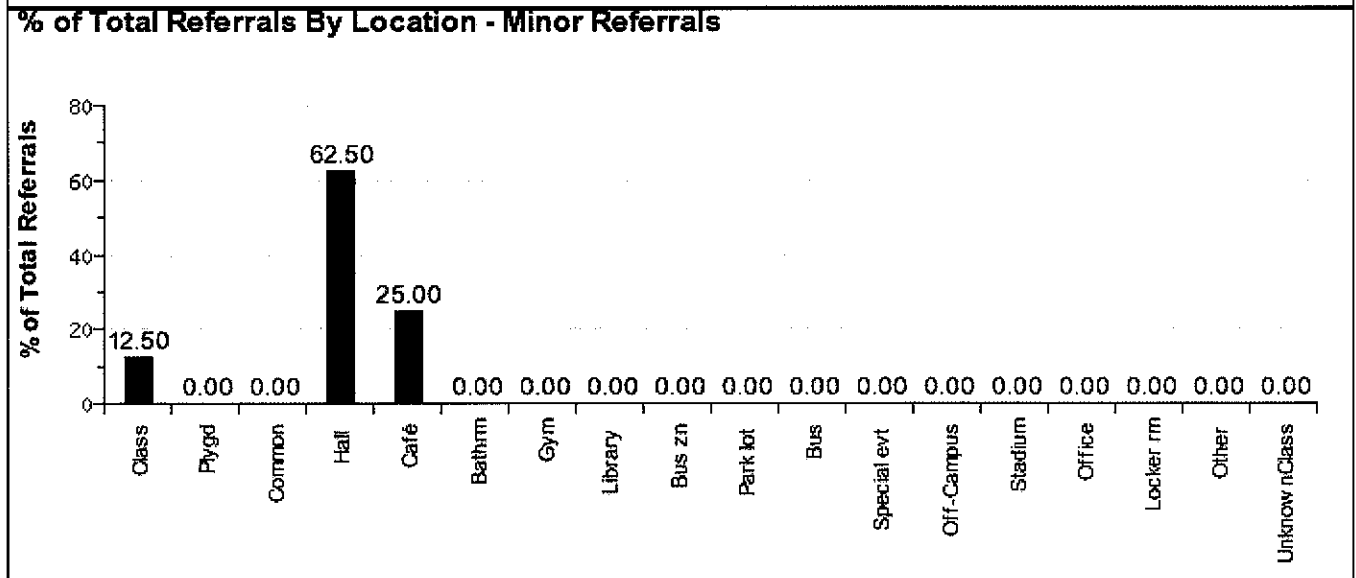
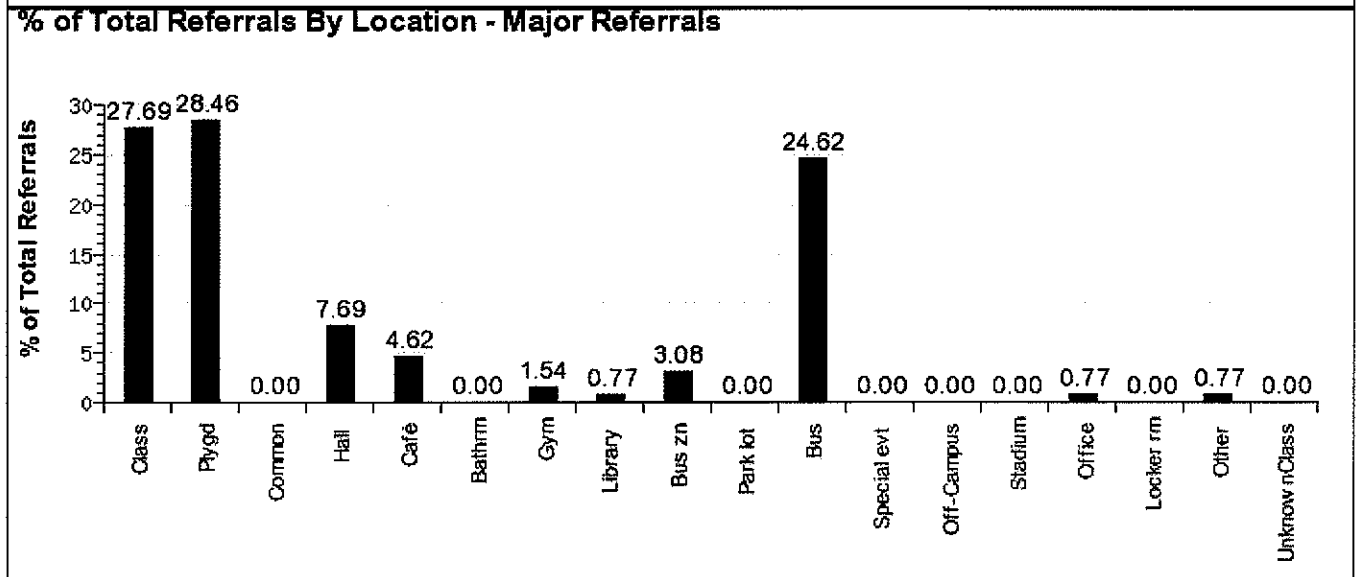
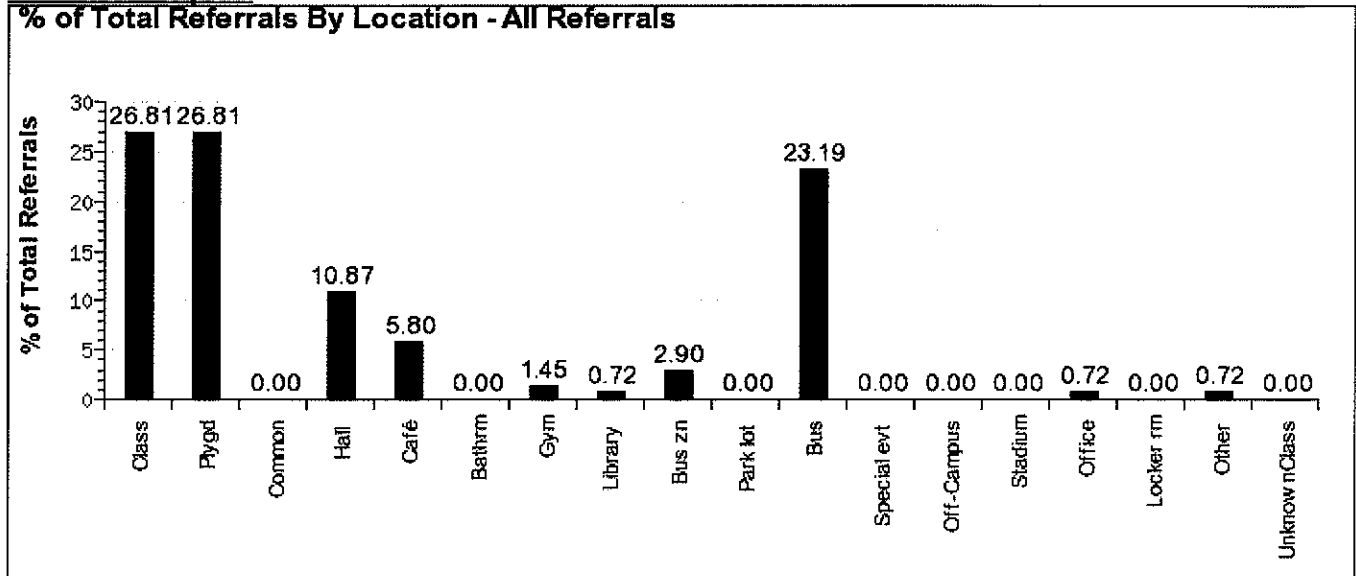
Percent Of Total Referrals By Problem Behavior - Minor Referrals Only



**Grade Report**



### Location Report



**Suspension/Expulsion Report**

	Events	Days	Students Contributing	Events Per 100 Students	Days Per 100 Students
In School Suspensions	8	4.5	6	2.16	1.21
Out of School Suspensions	24	23.5	15	6.47	6.33
Expulsions	0	0	0	0.00	0.00

### Triangle Data Report

	# All	% All	# Major	% Major	# Minor	% Minor
Students with 0 Referrals	320	86.25 %	323	87.06 %	364	98.11 %
Students with 1 Referrals	24	6.47 %	24	6.47 %	6	1.62 %
Students with 0 or 1 Referrals	344	92.72 %	347	93.53 %	370	99.73 %
Students with 2-5 Referrals	21	5.66 %	18	4.85 %	1	0.27 %
Students with 6+ Referrals	6	1.62 %	6	1.62 %	0	0.00 %
Students with 9+ Referrals	4	1.08 %	3	0.81 %	0	0.00 %

Triangle Data Graph

