

# **SCHOOL DISTRICT OF TOMAHAWK**

**Phone: 715-453-5555 - Fax: 715-453-6736**

Notice of Regular Board Meeting

School District of Tomahawk

## **SCHOOL DISTRICT OF TOMAHAWK**

**1049 East King Road**

**Tomahawk, Wisconsin (WI) 54487**

Tuesday, March 11, 2014

6:30 PM

### **Agenda**

- I. Call to Order
- II. Pledge of Allegiance
- III. Roll Call
- IV. Declaration of a Quorum
- V. Additional Agenda Items
- VI. Adoption of Agenda
- VII. Public Comment
- VIII. Consent Agenda Items
  - A Approve Minutes from Board Meeting from February 11, 2014
  - B Approve Invoices from February 12, to March 11, 2014
  - C Employment/Contract Adjustments
    - 1. Approve Replacement Staff
    - 2. Approve Additional Staff
    - 3. Approve Above Pay Contracts
    - 4. Approve Volunteers
    - 5. Approve Resignations
    - 6. Approve Leaves of Absence
    - 7. Approve Layoffs / Recall from Layoff
    - 8. Approve Retirements
  - D Youth Options Program
  - E Gifts / Donations to the District
- IX. Financial Report
- X. Reports
  - A Staff Reports
  - B Student Council
  - C District Administrator
- XI. Budget/Referendum Update
- XII. Approve 2014-2015 C.E.S.A. Contract
- XIII. Approval of 2014-2015 School Calendar
- XIV. Parent Transportation Contract
- XV. Consideration of Pre-Expulsion Process
- XVI. COMMITTEE REPORTS

- A CURRICULUM AND ASSESSMENTS
  - 1. PBIS and RtI Implementation Status Update
  - 2. Blended Learning Design Status Update
  - 3. Recommended Graduation Requirement for the Class of 2015 and Future
  - 4. High School Course Offering Changes
- B OPERATIONS
  - 1. Taher Food Service Catering
  - 2. Review of Project List
- XVII. CLOSED SESSION pursuant to Wisconsin Statute (1)(f) "Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigations of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations."
  - a. Update on Expulsion Students
- XVIII. RECONVENE into open session and take action where applicable and necessary.
- XIX. Board Referrals
- XX. Public Comment
- XXI. Adjourn

## Minutes of Regular Board Meeting School District of Tomahawk

---

A Regular Board Meeting of the Board of Education of the School District of Tomahawk was held Tuesday, February 11, 2014, beginning at 6:30 PM in the Elementary Room 133.

- I. Call to Order: President Wurl called the meeting to order.
- II. Pledge of Allegiance
- III. Roll Call: Dirks, Ernst, Hafeman, Krueger, Schulz, Steigerwaldt, Kissinger Wolf, Wurl. Members absent: Schlegel.
- IV. Declaration of a Quorum: President Wurl declared a quorum.
- V. Additional Agenda Items: There was none.
- VI. Adoption of Agenda: Moved by Dirks, seconded by Ernst to approve the agenda as printed. Motion carried. 8 ayes 0 nays
- VII. Public Comment: Peg Billing
- VIII. Consent Agenda Items
  - A. Approve Minutes from Board Meeting January 14, 2014
  - B. Approve Invoices from January 15, to February 11, 2014
  - C. Employment/Contract Adjustments
    1. Approve Replacement Staff  
There was none.
    2. Approve Additional Staff  
There was none.
    3. Approve Above Pay Contracts  
There was none.
    4. Approve Volunteers  
Amanda McKellips for Softball  
Chris Uttech for Softball  
Jack Jarvensivu for Baseball  
Anthony Klein for Baseball  
Troy Gullo for Baseball  
Sid Lokken for Golf
    5. Approve Resignations  
There was none.
    6. Approve Leaves of Absence  
There was none.
    7. Approve Layoffs / Recall from Layoff  
There was none.

- 8. Approve Retirements
  - Dotti Andersen as Elementary Special Education Teacher
  - Becky Frese as High School Health Teacher
- D. Youth Options Program
  - There was none.
- E. Gifts / Donations to the District: Moved by Schulz, seconded by Kissinger Wolf to approve the consent agenda items. Motion carried. 8 ayes 0 nays
- IX. Financial Report: given by Sherry Baker.
- X. Reports
  - A. Staff Reports: were given by Mitch Hamm, Shane Saari, Dan McGuire, Trisha Detert, Scott Swenty and Nathan Hanson.
  - B. Student Council: There was none.
  - C. District Administrator: given by Sherry Baker
- XI. Approval of Budget Reductions for the 2014-15 School year: Moved by Schulz, seconded by Dirks to approve the 2014 Budget reductions as presented. Motion carried. 8 ayes 0 nays
- XII. Recommendation of Academic Excellence Scholarship: Moved by Ernst, seconded by Steigerwaldt to award the Academic Excellence scholarship to Madeline Garrison and to Tiffany Knight as an alternate.
- XIII. Board Referrals: There was none.
- XIV. Public Comment: Cheryl Schultz
- XV. Adjourn: Moved by Dirks, seconded by Krueger to adjourn at approximately 8:25 p.m.

*Mark Schlegel*  
\_\_\_\_\_  
Clerk

March 2014

VIII. C. Recommended Employment / Contracts

**C.4 Volunteers**

<b>Name</b>	<b>Position</b>	<b>Past Volunteer</b>
Justine Riebe	Track	Yes
Jeff Zehner	Track	Yes
Beau Below	Baseball	Yes
Jeff Shilts	Baseball	Yes
Mike Lee	Golf	No

**C.5 Resignations**

<b>Name</b>	<b>Position</b>
Daisy Kubitschek	Part-Time Paraprofessional
Lisa Piekarski	PBIS Coach

**D. Youth Options**

<b>Name</b>	<b>Class</b>	<b>Location</b>
T.W.	Creative Writing I	UWC-Online
H.M.	Composition I	UWC-Online
K.R.	Webpage Development, Composition	UWC-Online
C.K.	Creative Writing I	UWC-Online
C.C.	Certified Nursing Assistant	Nicolet Technical
C.G.	Certified Nursing Assistant	Nicolet Technical
T.J.	Certified Nursing Assistant	Nicolet Technical
S.K.	Certified Nursing Assistant	Nicolet Technical
E.L.	Certified Nursing Assistant	Nicolet Technical
C.L.	Certified Nursing Assistant	Nicolet Technical
E.S.	Certified Nursing Assistant	Nicolet Technical
A.S.	Certified Nursing Assistant	Nicolet Technical
D.T.	Certified Nursing Assistant	Nicolet Technical
E.V.	Certified Nursing Assistant	Nicolet Technical
A.W.	Certified Nursing Assistant	Nicolet Technical
A.Z.	Certified Nursing Assistant	Nicolet Technical

**E. Donations to the School District**

<b>Name</b>	<b>Donation</b>	<b>Value</b>
Dr. Dean Hussong	Free dental services for 20 Tomahawk students	

**SCHOOL DISTRICT OF TOMAHAWK**  
**CHECKING, SAVINGS AND INVESTMENTS**

February 28, 2014

<b><u>CHECKING ACCOUNT - Tomahawk Community Bank</u></b>		<b>\$216,341.24</b>
<hr/>		
<b><u>SAVINGS ACCOUNTS TOTAL - Community Bank</u></b>		<b>\$195,496.49</b>
10 Fund Savings	\$107,720.14	
39 Regular Debt Retirement	\$4,165.77	
72 Scholarship Savings	\$83,610.58	
<hr/>		
<b><u>LOCAL GOVERNMENT POOLED INVESTMENT TOTAL - ALL FUNDS</u></b>		<b>\$9,323,807.29</b>
10 Fund	\$9,004,348.92	
39 Regular Debt Retirement	\$115,288.22	
10 School Forest	\$104,027.88	
72 Scholarship	\$100,142.27	
<hr/>		

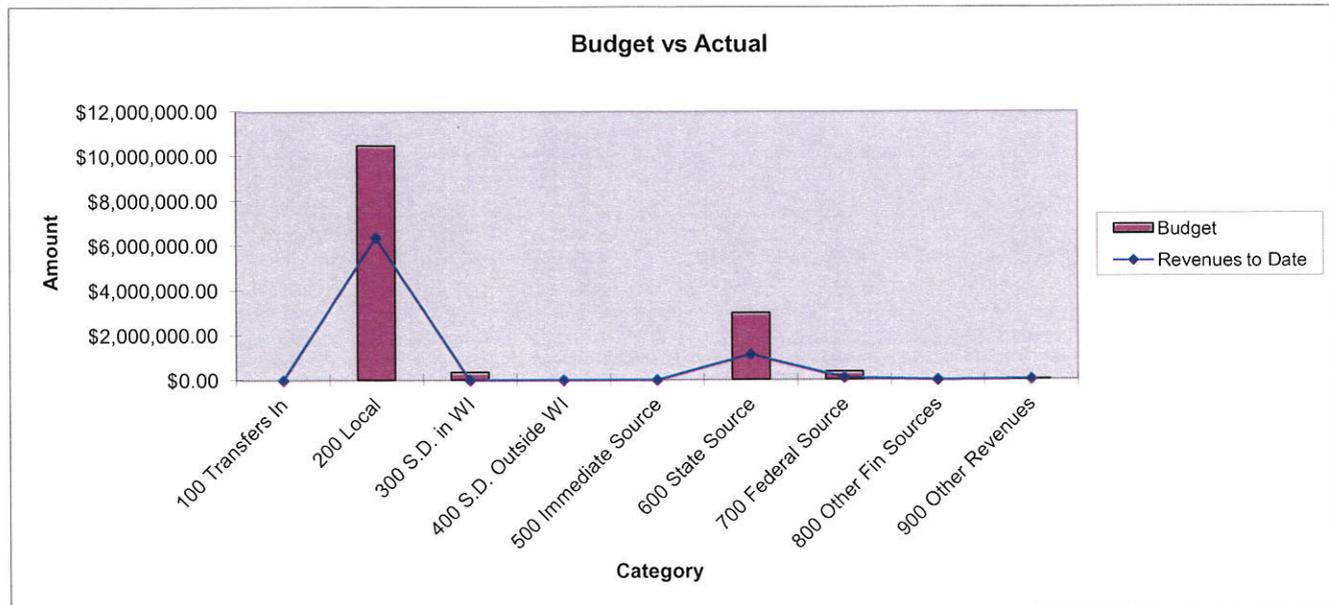
**FEBRUARY 2014 - REVENUE**

<u>SOURCE</u>	<u>10 FUND</u>	<u>20 FUND</u>	<u>30 FUND</u>	<u>40 FUND</u>	<u>50 FUND</u>	<u>80 FUND</u>	<u>TOTAL ALL FUNDS</u>
100 Transfers In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200 Local	\$3,572,438.20	\$0.00	\$3.30	\$0.00	\$34,284.84	\$0.00	\$3,606,726.34
300 S.D. in WI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 S.D. Outside WI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
500 Immediate Source	\$0.00	\$7,478.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,478.00
600 State Source	\$123,207.09	\$62,089.00	\$0.00	\$0.00	\$0.00	\$0.00	\$185,296.09
700 Federal Source	\$107,114.35	\$3,980.49	\$0.00	\$0.00	\$28,701.49	\$0.00	\$139,796.33
800 Other Fin Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
900 Other Revenues	\$7,944.35	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,944.35
<b><u>FEBRUARY 2014 TOTAL</u></b>	<b>\$3,810,703.99</b>	<b>\$73,547.49</b>	<b>\$3.30</b>	<b>\$0.00</b>	<b>\$62,986.33</b>	<b>\$0.00</b>	<b>\$3,947,241.11</b>
<b><u>RECEIVED YTD 13-14</u></b>	<b>\$7,626,833.94</b>	<b>\$344,928.70</b>	<b>\$707,509.85</b>	<b>\$0.00</b>	<b>\$347,709.43</b>	<b>\$153,462.00</b>	<b>\$9,180,443.92</b>
<b><u>% of Budget YTD 13-14</u></b>	<b>53.76%</b>	<b>16.24%</b>	<b>99.93%</b>	<b>0.00%</b>	<b>50.07%</b>	<b>96.82%</b>	<b>51.37%</b>

**PRIOR YEARS REVENUE - FOR COMPARISON**

FEBRUARY 2013 REVENUE	\$4,452,820.20	\$117,932.05	\$6.05	\$0.00	\$66,327.66	\$0.00	\$4,637,085.96
RECEIVED YTD 12-13	\$8,353,658.79	\$340,607.72	\$711,367.72	\$0.00	\$351,312.07	\$150,123.00	\$9,907,069.30
	59.08%	16.19%	99.94%	0.00%	48.19%	94.71%	55.52%

FUND 10 - GENERAL FUND  
 FUND 20 - SPECIAL EDUCATION  
 FUND 30 - DEBT SERVICE  
 FUND 40 - BUILDING PROJECT  
 FUND 50 - FOOD SERVICE  
 FUND 80 - COMMUNITY SERVICE



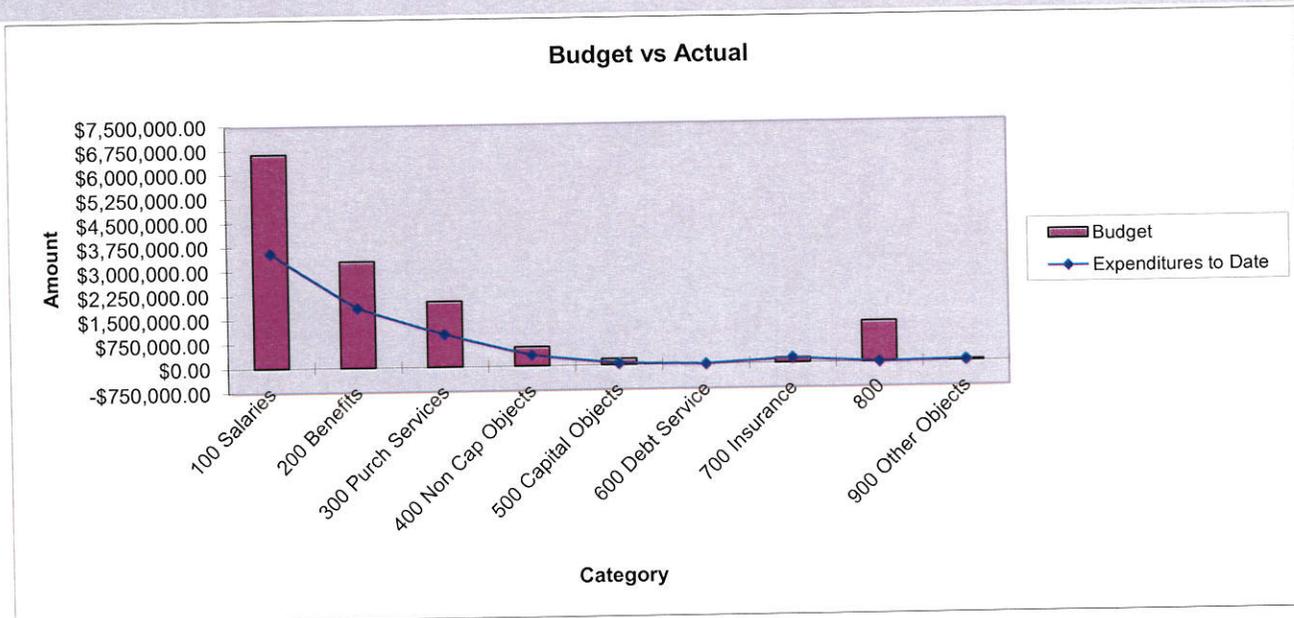
**FEBRUARY 2014 - EXPENDITURES**

<u>SOURCE</u>	<u>10 FUND</u>	<u>20 FUND</u>	<u>30 FUND</u>	<u>40 FUND</u>	<u>50 FUND</u>	<u>80 FUND</u>	<u>TOTAL ALL FUNDS</u>
100 Salaries	\$513,479.83	\$91,394.31	\$0.00	\$0.00	\$0.00	\$4,969.18	\$609,843.32
200 Benefits	\$333,512.65	\$39,107.40	\$0.00	\$0.00	\$0.00	\$3,726.60	\$376,346.65
300 Purch Services	\$169,300.18	\$14,863.09	\$0.00	\$0.00	\$52,931.21	\$0.00	\$237,094.48
400 Non Cap Objects	\$26,224.71	\$2,641.84	\$0.00	\$0.00	\$0.00	\$154.50	\$29,021.05
500 Capital Objects	\$11,639.98	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,639.98
600 Debt Service	\$0.00	\$0.00	\$641,950.50	\$0.00	\$0.00	\$0.00	\$641,950.50
700 Insurance	\$3,120.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,120.38
800	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
900 Other Objects	\$3,444.24	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,444.24
<b><u>FEBRUARY 2014 EXPENDED</u></b>	<b>\$1,060,721.97</b>	<b>\$148,006.64</b>	<b>\$641,950.50</b>	<b>\$0.00</b>	<b>\$52,931.21</b>	<b>\$8,850.28</b>	<b>\$1,912,460.60</b>
<b><u>SPENT YTD 13-14</u></b>	<b>\$6,958,463.88</b>	<b>\$1,105,912.16</b>	<b>\$713,573.00</b>	<b>\$0.00</b>	<b>\$349,519.17</b>	<b>\$71,174.57</b>	<b>\$9,198,642.78</b>
<b><u>% of Budget YTD 13-14</u></b>	<b>49.05%</b>	<b>52.07%</b>	<b>99.95%</b>	<b>0.00%</b>	<b>55.17%</b>	<b>44.91%</b>	<b>51.63%</b>

**PRIOR YEARS EXPENDITURES - FOR COMPARISON**

FEBRUARY 13 EXPENDED	\$1,068,535.06	\$139,137.14	\$640,068.00	\$0.00	\$59,103.51	\$8,207.92	\$1,915,051.63
SPENT YTD 12-13	\$7,043,810.26	\$1,166,559.19	\$719,828.00	\$0.00	\$400,073.91	\$82,394.69	\$9,412,666.05
	49.82%	55.44%	99.96%	0.00%	56.10%	51.98%	52.77%

FUND 10 - GENERAL FUND  
 FUND 20 - SPECIAL EDUCATION  
 FUND 30 - DEBT SERVICE  
 FUND 40 - BUILDING PROJECT  
 FUND 50 - FOOD SERVICE  
 FUND 80 - COMMUNITY SERVICE



COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 9  
 SHARED EDUCATIONAL SERVICES  
 CONTRACT SUMMARY SHEET  
 2014-2015

**TOMAHAWK**

**2/14/2014**

SCHOOL DISTRICT

DATE

PLEASE SEE THE SHARED SERVICE CATALOG FOR INSTRUCTIONS TO COMPLETE THIS FORM.

2013-2014 PURCHASED SERVICES ARE "X"ed AND ARE FOR REFERENCE ONLY.

2014-2015 BUDGETED COSTS REFLECT 11% DISCOUNT FOR DIRECT SERVICES PROVIDED BY PARTICIPATION IN SCHOOL IMPROVEMENT SERVICES(SIS).

NON-SIS MEMBERS WILL RECEIVE A REVISED SHARED SERVICE SUMMARY WORKSHEET TO REFLECT INCREASED BUDGETED COST

ONCE COMMITMENT & SERVICE NEED IS KNOWN.

**PLEASE COMPLETE AS INSTRUCTED, SIGN AND RETURN ORIGINAL TO THE CESA #9 OFFICE  
 NO LATER THAN APRIL 11, 2014. RETAIN COPY FOR YOUR RECORDS.**

SCHOOL IMPROVEMENT/SPECIAL EDUCATION SUPPORT						
SERVICE	SERVICE PURCHASED 2013-2014	BUDGETED COST 2013-2014	PROJECTED COST 2014-2015	RENEW	NON RENEW	ADD
1 School Improvement Services (SIS) INCLUDING Central Ldrshp ;Principal's Lrng Network; RtI; Professional Development; PI34 Consortium; Standards & Assessment Center; Curric Ldrshp Network; SEE SHARED SERVICE CATALOG FOR ADDITIONAL INCLUSIONS AND DISCOUNTS	X	\$16,323	\$16,198	✓		
2 Special Education Director						
3 Psychological Services (BASED ON 44 DAYS)	X	\$20,312	\$20,667		✓	
4 Early Childhood Program						
4A Early Childhood Grant	X	NO CHARGE	NO CHARGE			
5 Special Ed Classrooms (EBD/ED/LD/ETC.)						
6 Behavior Strategist/ED Program Support (BASED ON <del>30</del> <sup>20</sup> DAYS))	X	\$16,364	\$16,563	✓*		
6A PBIS Grant	X	NO CHARGE	NO CHARGE			
7 Speech/Language Clinician	X	\$1,668	\$1,740	✓		
8 Salt Transcription	X	\$50/Tape	\$50/Tape	✓		
9 Audiology/ED/HI Interpreter						
10 Visually Impaired Services (as needed)	X	\$3,348	\$3,501	✓		
11 Orientation Mobility Specialist						
12 Physical Therapy Services						
13 Adaptive Physical Education						
14 Occupational Therapy/COTA Services <del>10</del> *	X	\$54,478	\$55,187	✓		
15 Assistive Technology Services(BASED ON <del>30</del> <sup>10</sup> DAYS)	X	\$18,125	\$18,631	✓*		
16 School Based Services (SBS)		PER PO	PER PO			
17 IDEA Consortium/PL99-457 Consortium		4%	4%	✓		
18 Regional Systems of Support (RSS)	X	PER PO	PER PO	✓		
19 RSN/CSPD	X	NO CHARGE	NO CHARGE			
20 Autism Support Services						
21 Deaf/Hard of Hearing Support						
22 School Nurse						
23 School Social Services	X	\$76,679	\$79,025		✓	

INSTRUCTIONAL SUPPORT						
SERVICE	SERVICE PURCHASED 2013-2014	BUDGETED COST 2013-2014	PROJECTED COST 2014-2015	RENEW	NON RENEW	ADD
24	Standards/Assessment/Curriculum Coordinator	***	***			
25	TBD	***	***			
26	TBD	***	***			
27	TBD	***	***			
28	Parent Liaison					
29	Reading Specialist	***	***			
30	Gifted/Talented Coordinator	***	***			
31	ATOD Local/Safe & Healthy Schools Services	X	\$289	\$282	✓	
32	ESEA CONSOLIDATED PLAN & REPORTING WRITING SERVICE*					
33	Title 1 Network	X	NO CHARGE	NO CHARGE		
34	ESEA Supplemental Services		***	***		
35	Carl Perkins/LVEC Basic Services	X	\$1,949	\$1,776	✓	
36	Carl Perkins Consortium	X	\$609	\$555	✓	
37	LVEC/Supplemental Services		***	***		
38	HS Career center					
39	TBD		***	***		
40	Grant Writer/Development and Evaluation		\$4,500	\$4,500		
41	Instructional/Educational Materials-Base Fee		\$2,813	\$2,897		
42	Library/Media Specialist		***	***		
43	Star Lab	X	PER PO	PER PO	✓	
44	Driver Education		***	***		
45	Wisconsin Virtual School	X	PER PO	PER PO	✓	

\*FORMERLY TITLE 1 SERVICE CENTER

ADMINISTRATIVE SUPPORT						
SERVICE	SERVICE PURCHASED 2013-2014	BUDGETED COST 2013-2014	PROJECTED COST 2014-2015	RENEW	NON RENEW	ADD
46	Administration	X	\$13,137	\$13,137	PRORATED DISTRICT SHARE	
47	Facility Operations/Maintenance	X	\$1,150	\$1,150	ALL DISTRICTS PARTICIPATE	
48	Facility Debt Retirement					
49	Cooperative Purchasing - CESA #2		N/C	N/C		
50	TBD		***	***		
51	Delivery System - USPS (NO WALTCO)		\$570	\$570		

TECHNOLOGY SUPPORT						
SERVICE	SERVICE PURCHASED 2013-2014	BUDGETED COST 2013-2014	PROJECTED COST 2014-2015	RENEW	NON RENEW	ADD
52	Technology & Digital Learning Services- ONLY (Tier 2)**		\$1,850	\$1,850		
53	Google Apps for Education - A La Carte		PER PO	PER PO		
54	E-Rate Application Service **		\$1,125	\$1,125		
55	Network Administration		***	***		
56	Online/Blended Learning Consortium-ONLY (Tier 3)**		\$1,050	\$1,050		
57	Technology & Digital Learning Services AND Blended Learning (Tier 1)**		\$2,900	\$2,600		
<b>TOTAL SERVICES PURCHASED (X'ED ITEMS)</b>			<b>\$224,431</b>	<b>\$228,412</b>		

\*ERATE-MINIMUM OR 5% OF TOTAL PRIOR YEAR ALLOCATION WHICHEVER IS GREATER

\*\*Discounted \$300 if #57 is selected in lieu of #52 & #56

\*\*\*Services are individually designed by District need

  
 Cheryl Baker  
 School District Administrator

3/10/2014  
 Date

**SHARED SERVICE CONTRACT AGREEMENT SIGNATURE PAGE**

SAID PARTY of the first part agrees to make payments to the personnel providing the services and to remit to the authorized governmental or private agencies such amounts for which salary deductions are required or authorized including, but not limited to, the Federal Old Age Survivors Insurance Act and Chapter 42, Wis. Stats.

The party of the first part agrees to forward federal and/or state funds which are due the party of the second part as soon as possible after the receipt of said funds.

The party of the second part agrees to pay biannual prorata costs in advance for services rendered. Biannual payments to be made in August and January.

All billings from party of the first part will be on budgeted estimated costs. Any overpayments will be refunded or paid no later than 60 days after receipt of all state aids.

The party of the second part agrees to reimburse the party of the first part for its proportionate share of costs of the services provided under this contract including but without limitation because of enumeration, unemployment compensation, litigation expense, collective bargaining and monetary awards by courts and agencies as per Sec. 116.03(4).

Unless party of the second part gives written notice to party of the first part on or prior to April 1, 2015, that this contract is not to be renewed as to one or more of the above listed services, party of the first part shall have the option to renew this contract for any above listed service for the following 2015-2016 school term, provided and on condition:

1. That the option is exercised by party of the first part by giving written notice thereof to party of the second part on or before May 15, 2015.
2. That the budgeted cost of the service to party of the second part for the renewal for the 2015-2016 school term will reflect and be determined by negotiated or agreed upon increases in personnel contracts and/or agreed upon increase in level of service.

The party of the first part is the sole employer of the person or persons providing services under this contract.

IN WITNESS WHEREOF, the parties have set their hands the day and year written below:

\_\_\_\_\_  
Tomahawk, Wisconsin

\_\_\_\_\_  
February 5, 2014  
(Date)

\_\_\_\_\_  
*Scott Edging*  
President, Board of Control, CESA #9

\_\_\_\_\_  
*Dr. Karen Wendorf-Heldt*  
Secretary, Board of Control, CESA #9

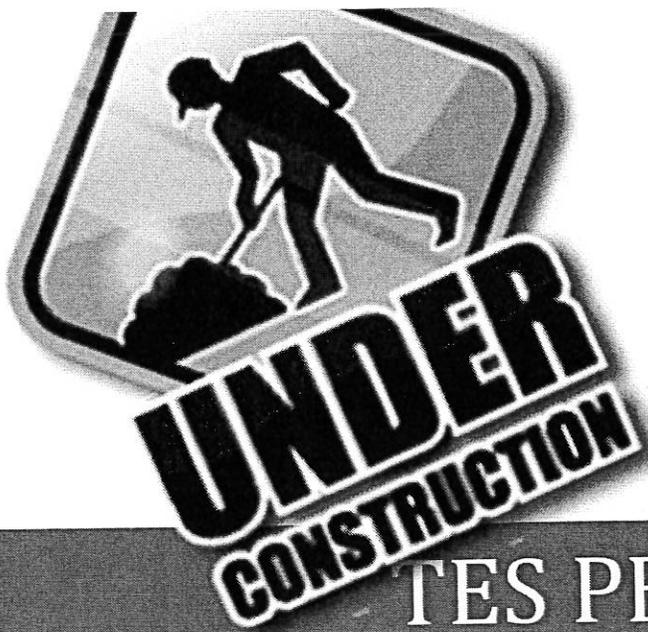
\*\*\*\*\*

\_\_\_\_\_  
\_\_\_\_\_, Wisconsin

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
President, Board of Education

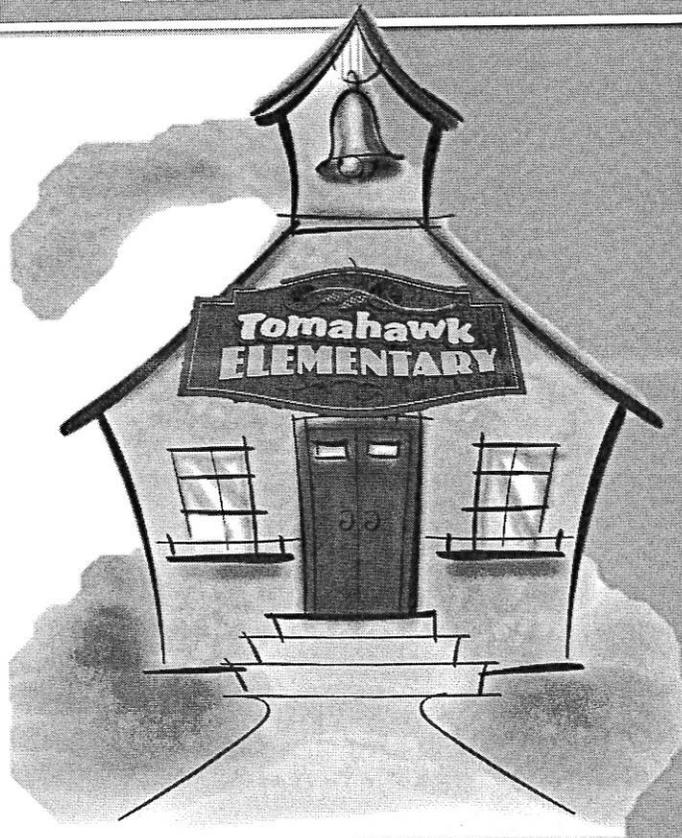
\_\_\_\_\_  
Clerk, Board of Education



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

3

2

1

0

## Voice Level Chart

0



Silent

1



Whisper

2



Normal Voice

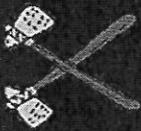
3



Outside Voice



# Classroom Expectations Matrix



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

## 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 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**

**1<sup>ST</sup> AND 3<sup>RD</sup> WEDNESDAYS OF EACH MONTH ROOM 133 3:45PM**

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

**TES PBIS CALENDAR 2013-2014**

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

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

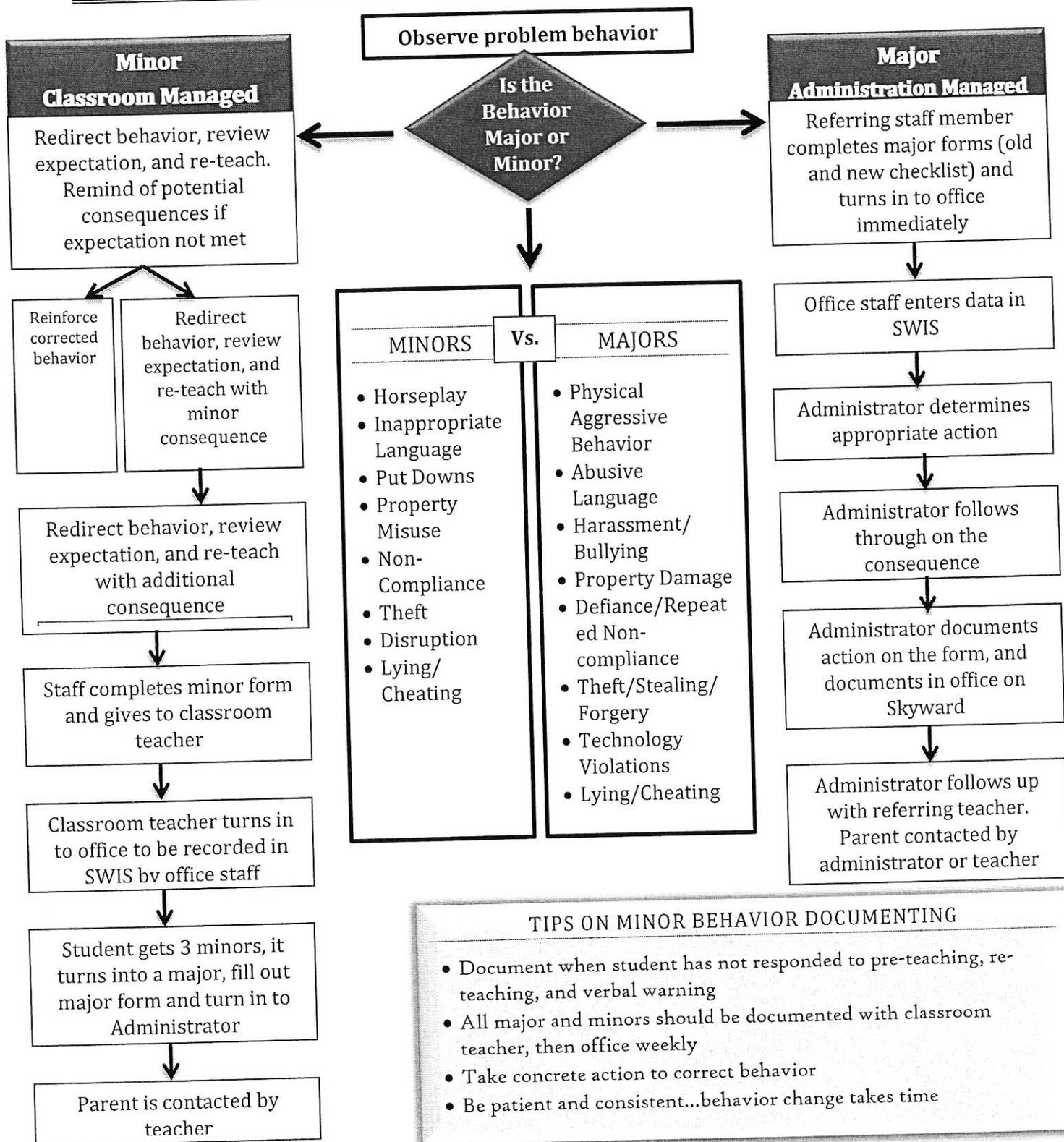
<b>May</b>		
Friday, May 2 <sup>nd</sup>	Friday HH Drawing & Delivery	Office staff
Wednesday, May 7 <sup>th</sup>	PBIS Team Meeting Room 133	PBIS Team
Friday, May 9 <sup>th</sup>	Friday HH Drawing & Delivery	Office staff
May 12 <sup>th</sup> -16 <sup>th</sup>	<b>PBIS Staff Self-Assessment</b>	<b>All Staff</b>
Friday, May 16 <sup>th</sup>	Friday HH Drawing & Delivery	Office staff
Wednesday, May 21 <sup>st</sup>	PBIS Team Meeting Room 133	PBIS Team
Friday, May 23 <sup>rd</sup>	Friday HH Drawing & Delivery	Office staff
May 28 <sup>th</sup>	End of year school recognition ½ day choice activities	4k? All staff
May 28 <sup>th</sup> -May 30 <sup>th</sup>	Recognition Feedback Survey	All staff
<b>June</b>		
Wednesday, June 4 <sup>th</sup>	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](http://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 <sup>st</sup> Offense, 2 <sup>nd</sup> Offense, 3 <sup>rd</sup> Offense, etc (if known):
Description of Incident/Interventions attempted:		

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

Office

Guidance

25 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 dan)	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. <b>Examples are listed below.</b>
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.

<b>Perceived Motivation</b>	<b>Definition</b>
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.
<b>Others Involved</b>	<b>Definition</b>
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
- ◇ Playground
- ◇ Bathroom
- ◇ Other \_\_\_\_\_
- ◇ Hallway
- ◇ Cafeteria
- ◇ Library

### Others Involved:

- ◇ None
- ◇ Substitute
- ◇ Peers
- ◇ Other \_\_\_\_\_
- ◇ Teacher
- ◇ Unknown
- ◇ Staff

*\*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
- ◇ Playground
- ◇ Bathroom
- ◇ Other \_\_\_\_\_
- ◇ Hallway
- ◇ Cafeteria
- ◇ Library

### Others Involved:

- ◇ None
- ◇ Substitute
- ◇ Peers
- ◇ Other \_\_\_\_\_
- ◇ Teacher
- ◇ Unknown
- ◇ Staff

*\*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
- ◇ Playground
- ◇ Bathroom
- ◇ Other \_\_\_\_\_
- ◇ Hallway
- ◇ Cafeteria
- ◇ Library

### Others Involved:

- ◇ None
- ◇ Substitute
- ◇ Peers
- ◇ Other \_\_\_\_\_
- ◇ Teacher
- ◇ Unknown
- ◇ Staff

*\*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
- ◇ Playground
- ◇ Bathroom
- ◇ Other \_\_\_\_\_
- ◇ Hallway
- ◇ Cafeteria
- ◇ Library

### Others Involved:

- ◇ None
- ◇ Substitute
- ◇ Peers
- ◇ Other \_\_\_\_\_
- ◇ Teacher
- ◇ Unknown
- ◇ Staff

*\*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><b>Utilize PBIS meeting calendar for 2013-14 School Year</b></p> <p><b>Elementary School PBIS student kick-off</b>            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>2013-2014 School Year</p> <p>August 2013</p> <p>Summer date TBD/August 2013</p>	<p>Internal Coach (A. Knitt)</p> <p>Building PBIS Committee</p> <p>Identify specific team members responsible</p>	<p>Team in-service</p> <p>Staff in-service</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>September 2013</p> <p>September 3<sup>rd</sup> and 4<sup>th</sup> 2013</p>	<p>Internal Coach &amp; Team</p> <p>All school</p>	<p>Teacher in-service</p> <p>Auditorium and technology</p>
<p>Distribute and review kick-off plan with staff</p>	<p>September 3<sup>rd</sup> to 13<sup>th</sup> 2013</p>	<p>Students and teachers</p>	
<p>Deliver student kick-off</p>	<p>September 9<sup>th</sup>-13<sup>th</sup> 2013</p>	<p>Identify team members responsible</p>	<p>Survey</p>
<p>Student and teachers collaborate to develop individualized expectations</p>	<p>September 29<sup>th</sup> 2014</p>	<p>Building PBIS Committee</p>	<p>Time and resources</p>
<p>Create and send kick-off feedback survey to staff</p>	<p>All year 2013-2014</p>	<p>TES Staff</p>	<p>Hatchet handles</p>
<p><b>Elementary School Expectations and Recognition Systems</b>            Staff refreshers available</p>	<p>November, January, March, 2013-2014 school year</p>	<p>Students and staff</p>	<p>Popcorn, movies, misc.</p>
<p>Individual expectations and classroom expectations rewards</p>	<p>May 2014</p>	<p>Students and staff</p>	<p>Release time for students and staff</p>
<p>Quarterly classroom goal recognitions</p>	<p>May 2014</p>	<p>Staff &amp; select Committee members</p>	
<p>End of year school recognitions – hobby day reward</p>	<p>May 2014</p>		
<p>Recognition survey created by team for all staff to take and reviewed by team</p>	<p>May 2014</p>		

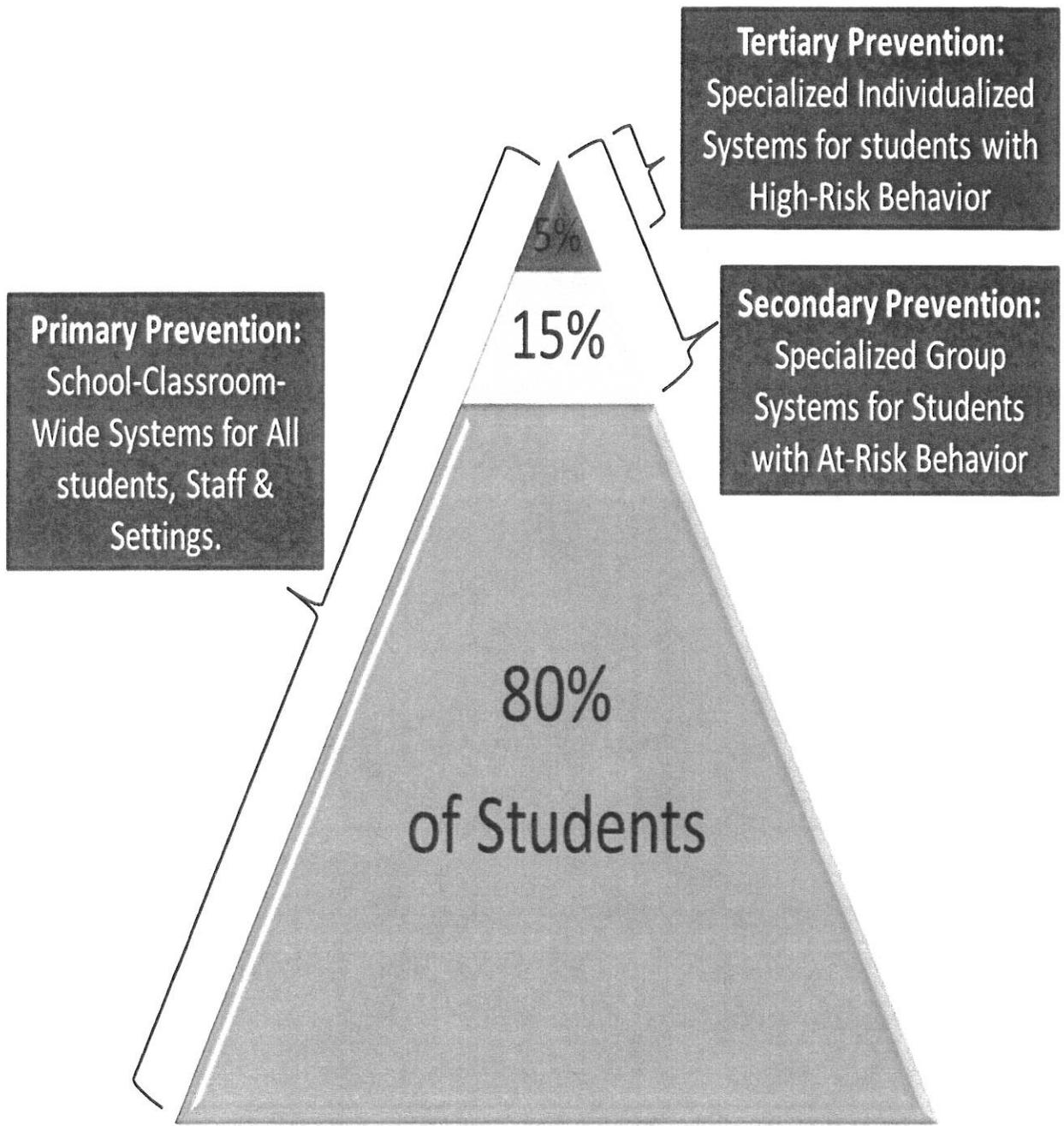
<p>Expectation matrix and recognition program are reflected on and modified for 2014-2015</p> <p>Develop staff acknowledgement system</p> <p>Review and revise TES manual to prepare for 2014-2015 school year</p> <p><b>Elementary PBIS Team Cohesion</b></p> <p>Review meeting norms, mission/vision, team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



# **PBIS Status Update for the Curriculum and Assessment Committee February 17, 2014**

## **Outline**

1. Short review and explanation of the “PBIS pyramid”
2. Established structures and “Essential Functions” in Tomahawk
  - a. Director of Pupil Services
  - b. Building Level Administrators
  - c. External Coach/s
  - d. Internal Coaches
  - e. Building Level PBIS Committees
3. Meeting/work schedule
  - a. Status update meetings (one every two months)
    - i. Director of Pupil Services
    - ii. Building Level Administration
    - iii. External Coaches
    - iv. Internal Coaches
  - b. Coaches work days (one day per month)
  - c. Building PBIS Committees (1-2 times per month minimum)
4. Introduce PBIS Coaches
  - a. 2013-14 progress update and look toward the future
    - i. Elementary Internal Coach – Amanda Rezney
    - ii. Middle School Internal Coach – Lisa Piekarski
    - iii. High School Internal Coach – Amanda Duncan
  - b. Systems Evaluation, Looking To Tier 2 & School Recognition
    - i. External Coach – Scott Wallace
5. Questions



## School-Wide Positive Behavior Support

## Tomahawk School District PBIS

### Director of Pupil Services:

The Director of Pupil Services has been charged the oversight of district wide Positive Behavior Interventions and Supports.

### Essential Functions of the Pupil Services Director:

1. Include district-wide Positive Behavior Interventions and Supports in the Pupil Services Plan of Priority Work.
2. Work with building administration and PBIS coaches to ensure that each building has an annual PBIS Plan of Priority Work that includes: a schedule of work to be completed, person/s responsible, timelines for work completion and a metrics for evaluation.
3. Serve as the District PBIS Assessment Coordinator.
4. Provided district level PBIS implementation progress updates to the District Administrator and the School Board.
5. Plan for and schedule district level PBIS trainings.
6. Budget for district level PBIS trainings.
7. Meet with and assist external coaches in planning and developing the agendas for monthly coaches meetings.
8. Work with building administration and PBIS coaches to secure needed resources for PBIS implementation.

## Tomahawk School District PBIS

### **Building Level Administrators:**

Building level administrators play a key role in the implementation and oversight of successful school wide Positive Behavior Interventions and Supports. The Wisconsin PBIS network indicates that Literature regarding effective school administrators has identified ten important leadership strategies related to PBIS. Those strategies include:

1. Maintaining standards regarding which innovations their school would employ.
2. Making a public statement of support once the faculty selected an innovation.
3. Establishing a representative leadership team to lead the process of implementing the innovation.
4. Supporting the team members to have the time and resources to accomplish the task.
5. Guiding rather than dictating decision-making.
6. Taking a leadership role to model and reinforce implementing the innovation with fidelity.
7. Regularly attending and participating in team meetings.
8. Providing recognition to faculty for their hard work.
9. Serving as the spokesperson to community stakeholders about the worth and importance of the innovations.
10. Establishing objective means to monitor and provide feedback to all staff about the effect of the innovation.

Based upon these identified leadership strategies, the Tomahawk School District has identified essential functions for building level administrators.

### **Essential Functions of Building Level Administrators:**

1. Include School-wide Positive Behavior Interventions & Supports (SW-PBIS) in Building Plans of Priority Work.
2. Serve as gate-keeper for "high yield" strategies; prioritize SW-PBIS.
3. Support training for all staff in building.
4. Counsel and support teachers who are not implementing SW-PBIS.
5. Provide financial support and time for SW-PBIS team and activities.
6. Assist in establishing a representative building PBIS team.
7. Recruit and support the PBIS Internal Coach.
8. Collaborate with the PBIS team to establish a process for school-wide communication.
9. Assist in prioritizing time for SW-PBIS team members and acknowledge efforts.
10. State frequent and public support for SW-PBIS with all staff, parents and students.
11. Make SW-PBIS a standard faculty meeting agenda item.
12. Provide ongoing information about building SW-PBIS goals and activities to key school groups such, district administration, parent organizations, student organizations and community organizations.

13. Support the establishment of a system to provide tangible, specific positive feedback to students when they meet expectations.
14. Support teachers in using the building process for addressing behavior violations.
15. Establish a data collection & reporting process that provides complete and accurate "time out of instruction" information.
16. Regularly use, encourage and support data driven decision-making.

**Tomahawk School District PBIS External Coaches (2 Positions)**  
**1 Within the District**  
**1 From outside the District**

**Summary of Position:**

External Coaches serve as PBIS leaders throughout the district. They are responsible for expanding and sustaining implementation of PBIS in the district. External Coaches support and provide technical assistance to building level teams. They also work with the Director of Pupil Services to assess PBIS progress and needs throughout the district and assist in the development of the annual district PBIS Plan of Priority Work.

**Essential Functions:**

1. Participate in district and building level team meetings.
2. Support building level team meetings by providing technical assistance (e.g.: meeting dates, calendar tasks, agenda, communication with staff and assist with action plan development at all three tiers).
3. Provide on-going support and technical support to Internal Coaches (Building Level Leaders) through district level coaches' meetings.
4. Oversee progress of district teams (e.g.: faculty, team, district and principals).
5. Ensure school-wide data collection systems are established.
6. Collect data from schools (e.g.: School Profiles, ODR, etc.) and forward to the building level administrator and Director of Pupil Services, as needed.
7. Collaborate with Regional Coordinator to obtain data from PBS Surveys.
8. Provide technical assistance on school-wide data analysis.
9. Provide technical assistance on interventions and data analysis.
10. Assist schools in sustaining PBIS.
11. Participate in sub-region and statewide trainings for PBIS.
12. Provide school-based trainings in collaboration with Regional Coordinators.
13. Communicate progress and needs of each building to the building level administrator and Director of Pupil Service.
14. Assist in the development of the district and building annual PBIS "Plans of Priority Work".
15. With input from the Director of Pupil Services and the building administration, develop agendas and lead monthly PBIS Coaches workdays.
16. With input from building level administration, support and assist Internal Coaches in developing building level PBIS meeting agendas.

**Compensation:**

1. External Coaches are contracted or have a portion of their work schedule designated for PBIS work.
2. External PBIS Coaches will be provided release time to attend essential PBIS trainings and networking sessions.

## **Tomahawk School District PBIS Internal Coaches (3 Positions)**

**1 Elementary Position**

**1 Middle School Position**

**1 High School Position**

### **Summary of Position:**

Internal Coaches are school PBIS building committee members that serve in a leadership role for their buildings PBIS initiatives and training. Internal coaches provide support in implementation activities, oversee the collection, analysis, and reporting of data, and are responsible for ensuring that PBIS is implemented in their buildings with integrity.

### **Essential Functions:**

1. Attend and monitor PBIS trainings with building level PBIS Team.
2. Learn, research, and apply practices related to school-wide behavioral support, including applied behavior analysis.
3. With input from the building level administrator and External Coach, create the agenda and facilitate PBIS team meetings.
4. Help to ensure that PBIS is implemented with integrity throughout the school.
5. Communicate building PBIS activities at staff meetings.
6. Collect data and prepare needed PBIS documents (team implementation checklists, School data forms, etc.).
7. Serve on the District PBIS Leadership Team (quarterly meetings).
8. Network with other internal coaches, external coaches and regional
9. Coordinate and work with PBIS Team members to ensure the following:
  - Data collection in the building ("Big Five" and Academic Data)
  - Expectations are taught, reinforced, and monitored at the school-wide level.
  - Celebrations and boosters are planned and carried out.
  - An annual report is prepared and presented to the District PBIS Leadership Team and when requested the Board of Education.

### **Compensation Plan:**

1. Internal PBIS Coaches will be provided one day of release time per month (9 per year) to meet with other district PBIS Internal Coaches and plan, prepare, and complete tasks essential to the position.
2. Internal PBIS Coaches will be provided release time to attend essential PBIS trainings and networking sessions.
3. Internal PBIS Coaches will be paid a \$500.00 annual stipend.

## RtI Definitions

### Tomahawk School District

#### **RtI: Response to Intervention**

RtI is a system for increased success for all students, and universal screening and progress monitoring are central to this system. RtI may also be used as a method for identifying students with specific learning disabilities (SLD). As a student moves further toward a process of a SLD determination, by rule, the criteria of progress monitoring tools becomes more stringent to ensure strict consistency, fidelity, and reliability across the state. Making educational decisions based on multiple types of data is equally important to this process.\*

#### **Universal Screening:**

Universal screening is a process in which data from multiple measures are analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes. A screener is an assessment given as one part of the screening process to establish a baseline from which students are beginning and to align the instructional starting point to student need. Screeners are typically a form of data collection designed to be easy, quick, and repeatable. No single piece of data should determine a student's experience within a RtI system; multiple types of data (survey, interview, teacher observation, etc.) should be collected to assist in a complete universal screening process. Data from the universal screening process are used to make decisions about interventions and additional challenges. It is also important to note that universal screening data can be examined to determine if a change in universal curriculum and instruction is needed.\*

#### **Universal Screeners:**

**Universals Screeners** are the products that are used to screen ALL students to establish a baseline for each student. Our universal screeners at include, but are not limited to: AIMS-web, PALS, MAP, 2<sup>nd</sup> grade In-View, Fountas and Pinnell, ands DRA's.

## Progress Monitoring:

**Progress monitoring** is a process used to assess a student's academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. This process is also used to monitor a student's response to specific interventions or additional challenges. Progress monitoring can be formal (quantifiable, norm referenced tools) or informal (teacher-developed formative tools) and can be implemented with individual students or an entire class. The frequency of progress monitoring will increase with the intensity of an intervention or additional challenge. Like universal screening, progress monitoring is a process, and thus data should include multiple pieces of evidence with a focus on individual student improvement as well as small group improvement.\*

## Academic and behavioral interventions

Academic and behavioral interventions are research-based strategies or programs that are systematically used with a student or group of students whose universal screening data indicate that they are not likely to meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including group size, length, frequency, and duration of implementation. It is important to emphasize that interventions:

- are provided IN ADDITION to universal/core instruction;
- should be standards based; and
- should support the skills required to succeed in the universal curriculum.

Instructional Interventions are:

1. Planned
2. For a specified set of skills
3. Goal oriented
4. Sustained
5. Follow a set of procedures

## Additional challenges:

Are similar to interventions, but are intended to meet the needs of students who are exceeding benchmarks. A significant difference, however, is that these learning opportunities should be in place of all or part of the core curriculum rather than in addition to it.

## Tiers:

**Tier I:** Students receive anything that is “standard” within regular instruction.

- Needs are met through content, process and product differentiation by the classroom teacher.
- Academic and behavioral accommodations for students who are capable of mastering the content with teacher support.
- 80% of the students’ needs are met within this level

**Tier II:** Students cannot have their needs met exclusively within regular instruction.

- High quality, differentiated core instruction for and with:
  - Struggling learners
    - Interventions based on student need
  - Academically able learners
    - “Alternate, not extra” challenges based on student need
- Interventions become more frequent and intense
- Small group
- 5-10% of the students’ needs are met within this level

**Tier III:** Programming is within and outside of the classroom for this student

- Intensive interventions
  - Interventions or challenges
- 1:1 or small group
- 1-5% of the students’ needs are met here

\*Wisconsin Rtl Center <http://www.wisconsinrticenter.org>

# Tomahawk School District

## Intervention Resources

### Human Resources

- Reading Interventionists- Shelly Casey, Angie McPherson, Rachel Tassler
- School counselors- Pat Willems, Dan Reiter, Lara Craft
- Special Education teachers
- Behavioralist- Scott Wallace
- School Psychologist- Jay Bessa
- Library Media Specialist- Peg Billing
- Assistive Technology Specialist- Marcia Obukowicz
- Gifted and Talented Resources- Cathy Schmit
- English Language Learners- Sarah Kaminski
- Alternative Education- Amanda Johnson

### Programming Resources

- Alternative Education Program
- High school Intervention
- Middle school enrichment
- Reading Recovery

### Material Resources

#### 1. General Resources

- The Teacher's Resource Guide- Hawthorne
- RtI Success- Resource book
- Intervention Central <http://www.interventioncentral.org/>
- Wisconsin RtI Center <http://www.wisconsinrticenter.org>
- National Center on Response to Intervention <http://www.rti4success.org>
- Nova Net
- Passbook

#### 2. Reading

- *Reading with Strategies*- poster kits, interactive- Reading office
- Leveled Literacy Intervention Kits- Reading office
- *Reading A to Z (RAZ)*
- *Read Naturally*
- *Soar to Success*
- *Gear Up*
- *Power Reading*

- *PCI- sight words*
- *Read 180*
- Comprehension cubes-Reading office
- Systematic Sight word Instruction books for fluency- Reading office
- Systematic Sequential Phonics- Reading office
- Professional reading Library- Room #121
- Reading resource room library-Room #142
- Moby Max On-line

### **3. Math**

- Math series with differentiation materials
- Moby Max On-line
- ALEKS On-line

### **4. Gifted and Talented**

- Gifted and Talented resource library- Room #148
- Gifted Intervention Manual- Hawthorne

### **5. Behavioral**

- PBIS forms- district materials
- The Teacher's Resource Guide- Hawthorne
- Intervention Central <http://www.interventioncentral.org/>

## Tomahawk School District Data Tracking

### Type of data tracked and methods of tracking

- Reading assessments
  - Running records
  - DRA's
  - Lexile testing through MAP test
  - Fountas and Pinnell
    - Progress charts
- Charting missing assignment slips
- Attendance-Daily
  - Skyward
- PALS assessment
- Kindergarten quarterly assessment
- Daily 5
  - Daily observations
- Behaviors
  - Check marks next to student names for disruptive behavior
  - Think sheets
  - Daily log books
  - Rubber band tracking- slip rubber band off left onto right wrist as behaviors occur
- Writing assessments
  - Yearly sample
    - 6 Traits scores collected
- Individualized observations (notes, goals, strategies, teaching points)
- Math assessments
  - Pretesting
  - Post testing
  - Fluency- Math Minutes
    - Students charting their own
- PBIS tracking forms
  - Weekly
  - Monthly
- MAP testing
  - Testing done three times per year to track progress
    - Math and Reading scores are collected
    - Reading lexiles
- Spelling test results
  - Students graphing their own results
- Social Studies test results
- Clip Board Tracking

## GRADUATION REQUIREMENTS AND GUIDELINES

The transition to a seven period day required modifications to the Tomahawk School District mandated graduation credits. Tomahawk High School requires 23 credits to graduate for the Class of 2015 and the Class of 2016. The Class of 2017 and later will require 22 credits to graduate.

**It is the student’s responsibility to complete all graduation requirements.** Graduation requirements will be reviewed each year with the student and school counselor. Counselors, teachers, and parents will assist students in planning their programs so that they meet the following graduation requirements. Tomahawk High School graduation standards meet or exceed the graduation requirements established by the State of Wisconsin.

<b>English</b>	<b>4.0 credits</b>
English 9 or Literacy Foundations	1.0 credit
English 10	1.0 credit
English 11	1.0 credit
English 12 or Advanced Placement English	1.0 credit
<b>Social Studies</b>	<b>3.0 credits</b>
United States History	1.0 credit
World Geography	1.0 credit
Economics and Civics	1.0 credit
<b>Mathematics</b>	<b>3.0 credits</b>
Math I or Algebra I	1.0 cred
Math II or Geometry A	1.0 credit
Math III or Algebra II	1.0 credit
<b>Science</b>	<b>3.0 credits</b>
Biology	1.0 credit
Science Electives:	2.0 credits
Physical Science, Chemistry, Environmental Science, Physics, Anatomy/Physiology, Advanced Placement Biology	
<b>Physical Education</b>	<b>1.5 credits</b>
<b>Health</b>	<b>.5 credit</b>
<b>Personal Finance</b>	<b>.5 credit</b>

**The remainder of the graduation credits is taken from elective courses.**

## **TOMAHAWK HIGH SCHOOL GRADE ADVANCEMENT POLICY**

Grade level advancement is determined by the number of credits earned.

The transition to a seven period day causes a change in the availability of credits a student may earn each school year. Therefore, the following modification is in place starting with the 2014-15 school term:

A student entering THS with the Class of 2015 must have passed a total of eighteen credits by the end of their third year to earn senior status.

A student entering THS with the Class of 2016 must have passed a total of twelve credits by the end of their second year to earn junior status.

A student entering THS with the Class of 2017 must have passed a total of six credits by the end of their first year to earn sophomore status.

### **Starting with the Class of 2018 the following credit accumulation will determine grade level advancement:**

A student of sophomore status must have earned five credits by the end of the freshman year.

A student of junior status must have earned a total of ten credits by the end of the sophomore year.

A student of senior status must have earned a total of sixteen credits by the end of the junior year.

Credit deficiencies may be made up in summer school depending on course availability.

Students who do not meet these standards will be retained.

**It is the policy of the Tomahawk School District that no person may be denied participation in, the benefits of, or be discriminated against in any program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13 Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.**

## Chemistry

Length of course: Year

Eligible grade levels: 10<sup>th</sup> -12<sup>th</sup>

Prerequisites for this course: Biology and Algebra I. “Recommended grade of B or higher in Algebra is suggested.”

Course credit: 1.0credit

Course fee: none

### What you will learn in this course:

Major topics of study are atomic theory, writing chemical formulas and equations, periodic law, types of chemical reactions, and mass stoichiometry.

### How you will learn in this course:

Class time is divided between class lecture, labs, and chemical demonstrations.

### Why this course is important:

This is a lab science that is strongly recommended for any students who intend to further their education, especially in science or health related field.

## Physics A

Length of course: Year

Eligible grade levels: 11<sup>th</sup> -12<sup>th</sup>

Prerequisites for this course: Algebra I, and Algebra II (or concurrently)

Course credit: 1.0 credit

Course fee: none

### What you will learn in this course:

Topics of study included but are not limited to the following: motion, force, energy, momentum, electricity and optics.

### How you will learn in this course:

All of the central models of physics will be developed through experiential learning. Students will build these models through lab experiences, seeing, hearing, graphing and most importantly **thinking**.

### Why this course is important:

Physics A is important because students will not only develop an appreciation of how nature works but they will also develop important life skills such as:

- critical thinking and co-operative learning skills.
- speaking and listening effectively.
- writing scientifically.
- manipulating scientific equipment.
- mental fortitude needed to solve difficult problems.

## **AP Biology**

Length of course: Year

Eligible grade levels: 11th -12th

Prerequisites for this course: General Biology, Chemistry or consent of instructor and guidance

Course credit: 1 credit

Course fee: Students are required to take the AP Biology exam at the completion of this course in May. The test costs approximately \$80. If you score a 3, 4, or 5 on the test (on a five point scale) you may earn between 4-8 college credits, depending on your school/major of choice.

### What you will learn in this course:

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The two main goals of AP Biology are to help students develop an understanding of modern biology and to help students gain an appreciation of science. The fact that biology changes every day makes this challenging! The primary emphasis in AP Biology is on developing an understanding of concepts rather than on memorizing terms and technical details. You will study cells, genetics, plants and animals, evolution, and ecology in more detail than in general biology.

### How you will learn in this course:

You will learn by reading the chapters in each unit and writing about what you have learned. While you are reading, we will work to simplify the material through lectures, discussions, labs and hands on activities. We use the SMART board nearly every day to bring in pictures and diagrams that will help you. There are several labs and projects that will help you to understand the material. You will also have many study groups as the test approaches in May to review material and prepare you for the exam.

### Why this course is important:

First, this course will work to prepare you for college and help you to learn how to study college level material. This is an advantage to all students who are planning on going to college, regardless of major. Secondly, if you do well on the AP exam you can often take upper-level courses in biology sooner than you would generally be able to. If you are a Biology major, this could shorten your time in college or allow you to take other courses. If you are not a Biology major, and just enjoy science, doing well on the AP exam will allow you to fulfill your basic science requirement in college and you will be able to undertake other courses to pursue the major of your choice and not need to worry about this requirement.

# CAPITAL PROJECT LIST SCHOOL DISTRICT OF TOMAHAWK

Revised 3/10/14

Item #	School Year 2013 - 2014	Budgeted cost	Complete
1	Sand and recoat fieldhouse gym floor	\$6,019.00	yes
2	24 infra red patches to the entrance road off of Kings road	\$2,400.00	yes
3	Fill cracks, seal coat and reline M.S. parking lot	\$6,868.00	yes
4	Fill cracks on the outdoor running track	\$3,384.00	yes
5	Recaulk and patch cracks in all of the outside stucco above and below the windows	\$6,776.00	yes
6	Replace the curtian rigging in the Auditorium to bring up to code	\$4,000.00	yes
7	Install door for the art room storage room	\$2,187.00	yes
8	Replace carpet in classroom 189 with Decoria vinyl tiles	\$770.00	yes
9	Replace carpet in classroom 193 with Kamdean HDV wood planks	\$2,406.00	yes
10	Replace carpet in classroom 188 with Armstrong TP 074 vinyl wood planks	\$2,480.00	yes
11	Replace carpet in classroom 190 with Centivia Plank vinyl wood planks	\$4,172.00	yes
12	Paint all of the outside stucco with 2 coats of Thorolastic	\$9,200.00	85%
13	Remove and replace caulk on control joints (1,120 linear feet)	\$4,285.00	
14	Grind & tuck point, install control joints, repair corners (3,282 linear feet)	\$25,140.00	
15	Master clock w/ethernet & remote wireless transmitter towards Nat. time server	\$5,157.00	
16	Replace sinks and toilets in the commons bathrooms	\$6,199.00	
17	Move Central Office to rooms 297 and 299	\$66,136.00	
<b>Estimated Total</b>		<b>\$157,579.00</b>	
Item #	School Year 2014 - 2015	Budgeted cost	Complete
18	Sand and recoat fieldhouse gym floor	\$6,019.00	
19	Refurbish outdoor track (2 layers of rubber w/3 coats of latex) includes relining	\$41,963.00	
20	Reline track only	\$4,097.00	
21	High School parking lot and road way seal coat and strip	\$14,857.00	
22	Replace carpet in classroom 186 with Kamdean HDV wood planks	\$4,142.00	
23	Replace carpet in classroom 192 with Kamdean HDV wood planks	\$4,142.00	
24	Replace carpet in the Elementary cross hall with Kamdean HDV wood planks	\$3,737.00	
25	Replace carpet in three additional classrooms at \$4142 each	\$12,426.00	
26	Replace two urinals and traps in the M.S. boy's bathroom	\$5,500.00	
27	Add 8 additional cameras to the system	\$11,845.00	
28	M-B MCT Broom replaces the John Deere Broom	\$4,822.00	
29	Install cabinets and sink in Elementary teachers lunch room	\$2,200.00	
30	Replace softball infield with Burma Red infield mix		
31	Repair roof #24 ( H.S. gym roof) & roof # 2 Rubber pulling away from walls	\$8,000.00	
<b>Estimated Total</b>		<b>\$119,653.00</b>	
Item #	School Year 2015- 2016	Budgeted cost	Complete
32	Replace roof #16 ( roof above M.S. Office)		
33	Replace bleachers in the High School Gym (capacity from 900 to 694)	\$65,000.00	
34	To bring H.S. bleachers up to code compliant	\$28,070.00	
35	Access controls and card holders for building security		
36	Replace carpet in the Elem Hallway West side		
37	Replace carpet in Elem. classrooms		
38	Replace carpet in Elem. Hallway East Side		57
39	Sand and recoat fieldhouse gym floor	\$6,019.00	
40	Rebuild baseball field	\$32,592.00	

## CAPITAL PROJECT LIST SCHOOL DISTRICT OF TOMAHAWK

Revised 3/10/14

41	Relocate Hydronic Heating Circulation Pumps from the ceiling to the floor	\$10,000.00	
	<b>Estimated Total</b>	<b>\$141,681.00</b>	
	<b>School Year 2016 - 2017</b>	<b>Budgeted cost</b>	<b>Complete</b>
42	Install irrigation system for the baseball field	\$13,518.00	
43	New football bleachers		
44	Black top under new football bleachers		
45	Replace carpet in Elementary classrooms		
	<b>Estimated Total</b>	<b>\$13,518.00</b>	
	<b>School Year 2017- 2018</b>	<b>Budgeted cost</b>	<b>Complete</b>
46	Trophy cases in the commons area	\$90,000.00	
47	Replace old light fixtures in 14 H.S. classrooms with 2x4 fixtures		
48	Replace old light fixtures in 10 M.S. classrooms with 2x4 fixtures		
49	Install irrigation system for the football practice field	\$12,700.00	
50	Install irrigation system for the girls varsity softball field	\$14,850.00	
51	Rebuild the entire football field with irrigation	\$92,440.00	
52	Install irrigation system for the football field	\$16,068.00	
53	Repaint High School lockers		
54	Abate asbestos floor tile in Middle School classrooms		
55	Remove and replace sidewalks and curb in front of entrance # 6	\$19,000.00	
56	10 foot diameter medallion placed in the sidewalk at entrance #6	\$10,000.00	
57	Renovation work to entrance # 4 Rebuild canopy and lettering	\$7,426.00	
58	Remove and replace sidewalks in front of entrance # 4		
59	Replace LD switch board replacing fusible switch board with circuit breakers	\$55,000.00	
60	Refurbish the interiors of the air handlers (AQUIS)	\$118,500.00	
	<b>Estimated Total</b>	<b>\$435,984.00</b>	
	<b>Equipment Replacement</b>		
61	Trade in John Deere 4400 for 4500 tractor with cab	\$21,000.00	
62	Purchase used TLG 2630 scissors lift	\$7,000.00	
	<b>Estimated Total</b>	<b>\$28,000.00</b>	
	Priority		
	Energy Savings		
	Preventive Maintenance		
	Safety		
	Wants		