



POSITIVE BEHAVIOR
INTERVENTIONS AND SUPPORTS

PBIS
STAFF HANDBOOK

2014-2015



Mission Statement

The mission of Paradise High School is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on the shared commitment to be safe, respectful and responsible. We will work to empower and motivate all students to reach their learning potentials and to realize their personal visions for the future.

Revised 1-12

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Introduction

PBIS at Paradise High School

Paradise High School is dedicated to being a place of mutual respect. It is an expectation that students will follow directions whether given by administrators, teachers, substitutes, classified staff (including campus supervisors) and any adult employed by the Paradise Unified School District. It is expected that students will conduct themselves in such a fashion that everyone will feel safe and free from harassment, both physical and emotional.

Paradise High School has implemented the PBIS (Positive Behavior Interventions Support) Program, in our school. The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Paradise High School. While many faculty and students have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Our school-wide Positive Incentive Program benefits ALL students who follow our school-wide expectations. PBIS focuses on positive behavior. Students are taught, and rewarded for following, the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard, and show respect in and out of the classroom.

PHS's Behavioral Plan will apply to students (EC 48900):

- while on the school grounds
- while going to or from school
- during lunch, whether on or off the campus
- during or while going to or from any school-sponsored activities
- during any other event related to school activities or attendance

Respect and courtesy for persons and property is expected at all times. Where a specific penalty for violating a rule is not listed, the consequences assigned will be in proportion to the severity of the infraction.

General Overview

School-wide Positive Behavior Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.¹

Schools are discovering that PBIS:

- helps to create a positive school climate
- addresses the behavioral needs of all students with proven, easy to implement strategies
- allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time
- results in increased time for instruction and fewer disciplinary incidents
- is doable and does not have to overwhelm staff given the limited time and resources that schools are experiencing
- is affordable

Schools that implement school-wide systems of positive supports focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined

A small number of clearly defined behavioral expectations are defined in positive, simple rules, i.e.—Be Respectful—Be Responsible—Be Safe.

2. Behavioral Expectations are Taught

The behavioral expectations are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula.

3. Appropriate Behaviors are Acknowledged

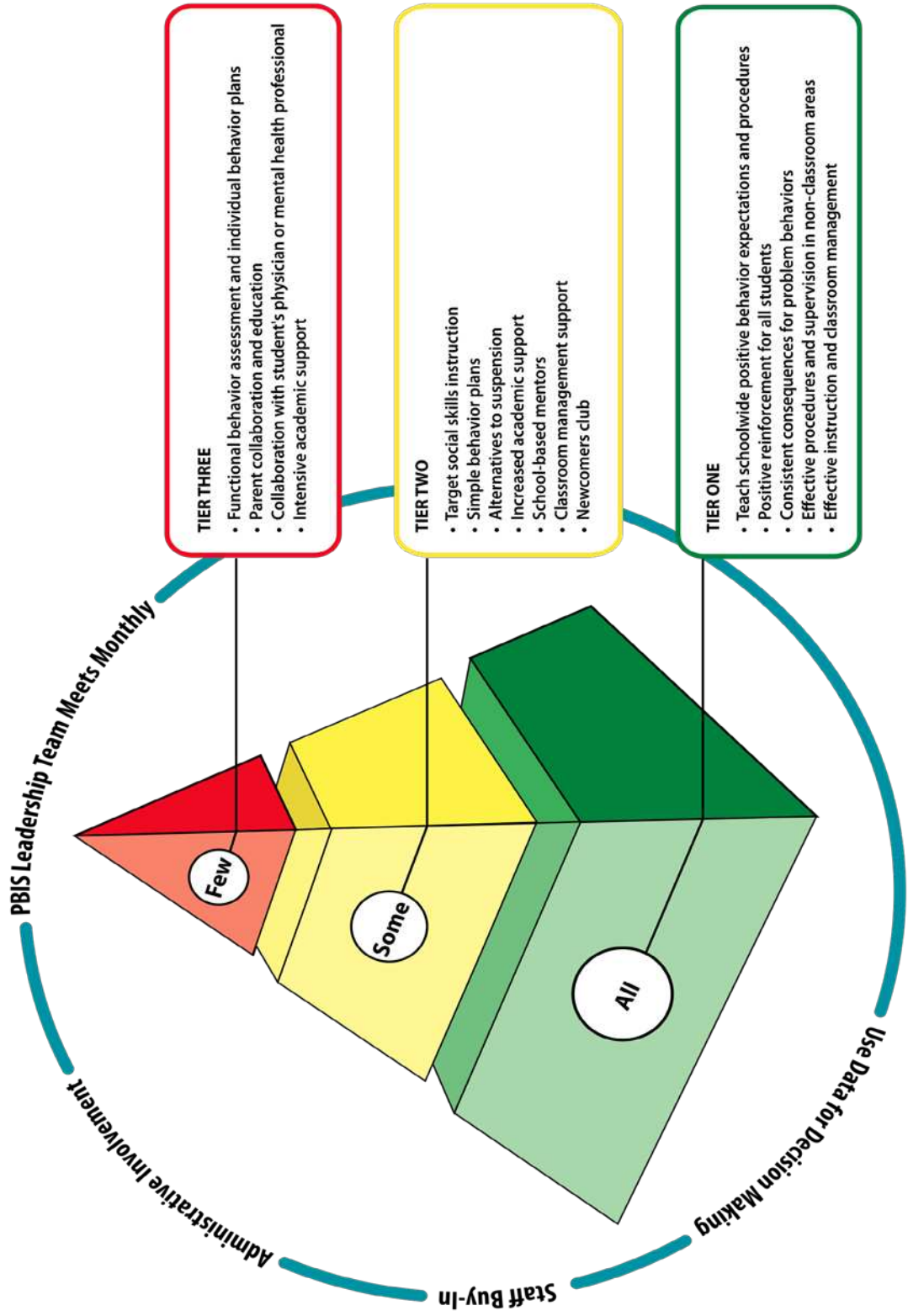
Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.

4. Behavior Errors are Corrected Proactively

When students violate behavioral expectations, clear procedures are needed for providing them with feedback, and preventing their unacceptable behavior from resulting in inadvertent rewards. Students, teachers, parents, and administrators all should be able to predict what will occur when behavioral errors are identified.

¹ Michigan Department of Education

School-wide Positive Behavioral Interventions & Supports: Three-Tiered Model



Leadership Team

As a PBIS school, we have incorporated a few simple practices that are crucial to sustaining this program over time.

- We have established a representative, school-based PBIS leadership team with strong administrative presence and support. Our PBIS leadership team uses the framework of PBIS to design our school's unique set of practices.
- PBIS activities are embedded into our school's annual Single Plan for Student Achievement and WASC Self Study.
- Our school has established a system for using behavioral data to determine the effectiveness of our system.

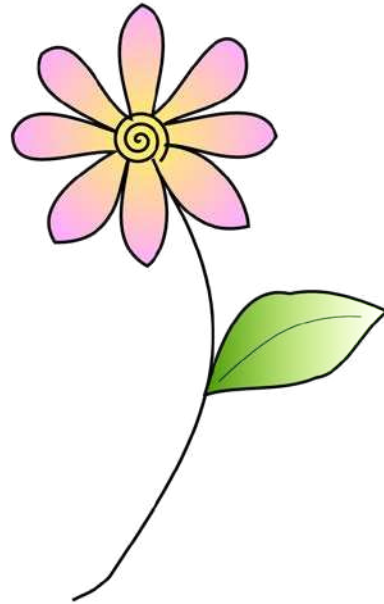
In 2011-2012, Paradise High School developed their first PBIS leadership team consisting of staff members, students, parents and administrators. The purpose of this team is to focus on developing and providing a clear system for all expected behaviors at Paradise High School.

Our leadership team meets regularly with the primary goal of developing a systematic program of school-wide behavioral interventions based on staff input and current research data. The leadership team also:

- Serves as a resource to help staff consistently implement this program.
- Facilitates communication with colleagues, support staff and community regarding PHS's behavioral expectation program.
- Reviews behavior data to determine the effectiveness of the program and to recommend changes as indicated by the data.

14-15 PBIS Leadership Team

<u>Name</u>	<u>Role</u>
John Christie	Assistant Principal
Becky Safarik	Library/Technology
Brenna Hall	Teacher/Leadership/Link Crew
Donny Koehler	Teacher
Jori Krulder	Teacher
Karen Lessard	Teacher
Kelly Rash	Teacher
Vickie Regier	Teacher
Gail Cafferata	Coordinator
Michelle John	Co-Principal



Student, Staff and Administrator Responsibilities

Student Responsibilities

As a student at PHS, I will:

- Be Respectful
- Be Responsible
- Be Safe

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the school-wide behavioral expectations and reteach these expectations throughout the year as needed.
- Teachers will establish their own classroom expectations based upon the school-wide expectations by developing a classroom matrix that will be posted in the teacher's classroom.
- Teachers will use the PBIS leadership team and school administrators when working with students who fail to meet school-wide and/or classroom expectations.
- Teachers will use PHS's PBIS established reward system for recognizing students who meet and/or exceed school-wide and classroom expectations.

Administrator Responsibilities

- Administrators will circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings of the school.
- Administrators will talk with students and provide feedback based on the school-wide expectations.
- Administrators will follow schoolwide discipline procedures for handling infractions of school-wide expectations.
- Administrators will help students settle problems safely, respectfully, and responsibly.
- Administrators will use the PBIS team, the Three-Tiered Model, and the Behavioral Flowchart, when working with students who fail to meet school-wide expectations.
- Administrators will develop and/or use PBIS established rewards for recognizing students who meet and/or exceed school-wide and classroom expectations.
- Administrators will support staff accountability in fully implementing all components of PBIS.



Code of Conduct



BE RESPECTFUL

We will:

- Treat everyone with dignity and respect
- Use appropriate language
- Be kind, not hurtful
- Be open-minded
- Take care of our environment, including personal property and school property

BE RESPONSIBLE

We will:

- Be on time
- Come prepared
- Be accountable for choices and actions and understand the consequences
- Express needs in a respectful manner
- Complete and submit all work on time

BE SAFE

We will:

- Act in a manner that does not endanger self or others
- Resolve conflict peacefully
- Establish and maintain an environment that is free from harassment, violence, and bullying
- Be aware of surroundings at all times
Report unsafe situations and conditions

Universal Expectations in Common Areas

	Classroom	Halls	Cafeteria & Quad	Library & Computer Labs	Restrooms & Locker Rooms	School-Sponsored Activities
Be Respectful	<p>Use appropriate language.</p> <p>Take care of property.</p> <p>Be open-minded.</p> <p>Treat everyone with dignity and respect.</p> <p>Follow staff directions.</p>	<p>Use appropriate language & voice volume.</p> <p>Treat everyone with dignity and respect.</p> <p>Use <i>Catch & Release</i></p>	<p>Use appropriate language.</p> <p>Use appropriate body contact.</p> <p>Use <i>Catch & Release</i>.</p>	<p>Use appropriate language.</p> <p>Leave your work area clean & return any used materials</p>	<p>Use appropriate language.</p> <p>Treat everyone with dignity and respect.</p> <p>Use <i>Catch & Release</i>.</p>	<p>Use appropriate language.</p> <p>Treat everyone with dignity and respect.</p> <p>Use <i>Catch & Release</i>.</p>
Be Responsible	<p>Be on time.</p> <p>Come prepared.</p> <p>Complete and submit all work on time.</p>	<p>Move to and from classes on time.</p> <p>Keep campus clean.</p>	<p>Be accountable for your actions and choices.</p> <p>Express yourself in a respectful manner.</p> <p>Keep campus clean.</p>	<p>Complete and submit the Internet Use form.</p> <p>Use the computer for intended use.</p> <p>Return books on time.</p>	<p>Use restroom & locker rooms for intended use only.</p> <p>Take care of school property & secure personal property.</p> <p>Clean up after self.</p>	<p>Backpacks not permitted unless a participating athlete.</p> <p>Keep facilities clean.</p>
Be Safe	<p>Resolve conflict peacefully.</p> <p>Harassment, violence, and bullying-free.</p> <p>Report unsafe situations and conditions.</p>	<p>Be aware of surroundings at all times.</p> <p>Resolve conflict peacefully.</p> <p>Walk to the right.</p>	<p>Resolve conflict peacefully.</p> <p>Report unsafe situations and conditions.</p> <p>Act in a way that keeps self & other safe.</p>	<p>Report unsafe situations and conditions.</p>	<p>Report unsafe situations & conditions.</p> <p>Act in a way that keeps self & others safe.</p> <p>Keep areas harassment, violence, and bullying free.</p>	<p>Stay in the designated seating/standing area.</p> <p>Follow directions of staff and officials.</p>

Policies and Procedures

Tardy Procedure



Objective: To promote a responsible, respectful, and effective learning environment.

1. You are tardy if you are not in your seat when the bell stops ringing.
2. Every student will receive two free tardies per semester.
3. Once the student has reached the 3rd tardy, the teacher will notify the student that they must serve one lunch detention (same day if Tardy is accrued before lunch, next day if after lunch).
The teacher will fill out and give the student a lunch detention assignment slip and **promptly email Michelle Gaylord, mgaylord@pusdk12.org, with “Detention Assigned” in the subject line, with the student’s name and grade level.**
4. Remind the student to go directly to the lunch detention room (126) at the first lunch bell and inform them they will be released to get lunch when there are 10-12 minutes left in the lunch period.

Incentives:

1. Students who demonstrate punctuality may be given Bobcat Bucks to put in for a reward ([see Rewards page](#))

Consequences:

1. On the third tardy, and every subsequent tardy, a lunch time detention will be assigned. If the tardy occurs before lunch, the detention will be served the same day. If the tardy occurs after lunch, the detention will be served the following day.
2. If a student chooses not to attend lunch detention on the assigned day, they will be assigned a second detention and will be picked up from class before lunch the following day to serve the first of their 2 assigned detentions.
3. Habitual tardiness and/or failure to attend lunch detention will result in the assignment of a Saturday School.

Tardy Lunch Detention Assignment Slip

In accordance with the Paradise High School's attendance guidelines and procedures, you have been assigned lunch detention for exceeding the number of free tardies permitted (2) in a single semester .

Teacher _____

Student _____

Date to serve (date to go to detention): _____

Serving For: Date _____ Period _____

of Tardies _____

PLEASE REPORT DIRECTLY TO:

Room 126

EXPECTATIONS:

- Arrive promptly, within 5 minutes of the 1st lunch bell.
- Please sign in with the Lunch Detention teacher/supervisor when you arrive.
- Bring something to work on quietly, or something to read.
- You will be released after 30 minutes to go get your lunch.

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- Please sign in with the Lunch Detention teacher/supervisor when you arrive.
- Bring something to work on quietly, or something to read.
- You will be released after 30 minutes to go get your lunch.

Unexcused Absence Procedure

Objective: To promote a responsible, respectful, and effective learning environment.

1. Your absence is unexcused if a parent or guardian has not written a note excusing your absence and turned it into the attendance office within 3 school days of the absence.
2. The attendance office must recognize the excuse as valid.

Incentives:

1. Students who demonstrate regular attendance will be acknowledged with one of the rewards from the [Rewards/Incentive Drawings page](#).
2. Students with regular attendance experience higher grades due to more time in class and work completed.

Consequences:

1. Once a student has 5 unexcused absences (adding up to 1 day of class), they must serve their detentions at a Saturday school.

Dress Code Procedures

Objective: To promote a professional and respectful learning environment and readiness for the world of work.



1. Clothing must cover the body with no undergarments exposed².
Unacceptable clothing includes:
 - Exposed midriff and/or cleavage;
 - Pajama pants and/or lounge wear;
 - Backless, strapless, tube tops and/or halter tops.
2. Shoes or sandals must be worn at all times. Slippers are not acceptable.
3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane are not allowed.

Parents and students are responsible for clothing choices.

Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

1. Student asked to change clothes.
2. Student's parent brings new/additional clothing.
3. Student assigned a lunch detention for each dress code violation.
4. Habitually choosing to break dress code expectations will result in loss of sports/extra-curricular activities.

² "Spaghetti strap" tops are acceptable as long as appropriate undergarments are worn and the student's body is sufficiently covered. That is, if a student's bra straps are showing on their shoulders because of a spaghetti strap top, that is OK. If the student's bra is showing in the back or the front, regardless of the top, or if the top they are wearing exposes too much of their body, they will need to be sent to the office for a dress code check.

Procedures for Electronic Devices

Objective: To promote a professional, respectful, and effective learning environment.

All personal electronic devices are to be turned off and put away prior to entering the classroom and will not be in use during instructional time (unless authorized by teachers for instructional purposes). If the device is used or turned on during instructional time, it will be confiscated and turned in to the office.



Incentives:

1. See [Reward/Incentive Drawing Page](#)

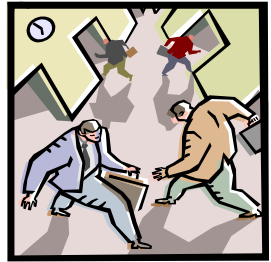
Consequences:

1. On the first offense the device will be returned to the student at the end of the school day.
2. After the first offense the student's parent or guardian will be required to come to the school to pick up the device.
3. The school takes no responsibility for the loss or damage of such devices and will not investigate loss or theft.

Procedures for Hallway Behavior

Objective: To promote a safe, respectful, and effective learning environment.

Students will use appropriate language and voice volume when walking in the hallway. Move to and from classes on time. Keep campus hallways clean. Be aware of surrounding at all times. Resolve conflict peacefully. Walk to the right.



Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

1. Student counseling
2. Notification of parent(s)/guardian(s)
3. Withholding of privileges
4. After school detention, lunch detention, and/or Saturday School

Procedure for Entering & Exiting Campus

Objective: To ensure school and student safety.

Closed Campus

Paradise High School is a closed campus. An authorized adult must "check out" the student in the attendance office prior to the student leaving campus. Juniors and Seniors may leave campus during lunchtime provided they adhere to the following:

- Students will obey all laws, including not trespassing on other's property.
- Eleventh and twelfth grade lunch policy is a privilege for students and may be revoked at any time for non-adherence to policies and/or behavioral issues.
- Juniors and Seniors who are 25 or more credits "behind" will not be scheduled in to a second lunch.

Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

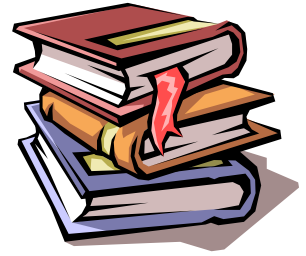
Students who leave campus (including the parking lots) during the school day will be subject to discipline actions that may include:

1. Lunch or after school detention
2. Saturday School
3. Suspension

Procedures for Academic Integrity

Objective: To promote a professional, respectful, and mutual trustful learning environment.

We value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on an individual assignment or a course grade.



Incentives:

1. See [Reward/Incentive Drawing Page](#)

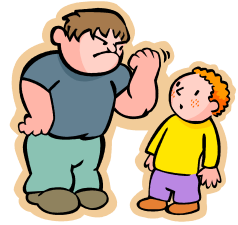
Consequences:

1. If a student is found to be cheating, he/she will receive an "F" or a zero on that assignment.
2. If that student cheats on a subsequent assignment, the student will, at the discretion of the teacher involved, receive an "F" for the grading period.
3. A third occurrence may result in failure of the course for the semester in which the incident occurs.
4. Parents will be notified of each occurrence of plagiarism and/or cheating.
5. Incidents of cheating will be reported in writing to the counselor/administrator and will be placed in students' discipline files.
6. Certain severe acts of cheating may result in a recommendation for expulsion.

Procedures for Anti-Bullying/Harassment

Objective: To promote a safe and healthy school environment.

A student shall not intimidate or harass another student through words or actions for any reason including race, religion, and sexual preference. Such behaviors include, but are not limited to: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyber-bullying.



Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

1. Student counseling
2. Notification of parent(s)/guardian(s)
3. Withholding of privileges
4. Removal from classroom
5. After school detention, lunch detention, and/or Saturday School
6. Suspension from school
7. Expulsion from school and all school-sponsored activities and events for a definite period of time, not to exceed two calendar years, provided that the appropriate procedures are followed.
8. Notification of juvenile and law enforcement authorities whenever the conduct involved illegal activities.

Procedures for Drugs/Alcohol

Objective: To promote a safe and healthy school environment.

Paradise High School will not tolerate the use of, possession of, or the association with, illegal drugs including alcohol while at school or school activities.

Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

1. Suspended for up to five days.
2. Attend a drug-awareness program.
3. Return to school under a behavior contract.
4. On a second offense, the student will face a hearing with the Governing Board and possible removal from Paradise High School.

Procedures for Avoiding Conflicts/Fighting

Objective: To promote a safe, healthy school, and effective learning environment.



What to Do to Avoid a Fight

- Let administrator, counselor, teacher, or campus security know if you are feeling unsafe, threatened, or harassed. These feelings may interfere with your ability to concentrate on your schoolwork, so it is important that the problem be addressed quickly.
- Avoid listening to, and spreading, gossip. The only thing that comes from gossip is hurt feelings and anger.
- Adopt the attitude, “If I did not hear it with my own ears, it is not worth being hurt or angry about it.”
- Don’t confront another student when angry; the other person may react defensively, unsure of what you might do. Ask for help from a teacher or staff member, if you are not able to forget about or ignore what the other student is doing that makes you angry.
- Make an appointment with your guidance counselor or a peer counselor. He/she can give you additional suggestions, meet with the other student, or arrange a meeting for the students involved in order to solve the problem in a safe and non-confrontational manner.

Definitions and Consequences Associated with Fighting

1. **Breaking Up or Preventing a Fight** is characterized by: seeking help from the nearest adult; encouraging the students to walk away; surrounding a friend and moving him/her away from the argument.
2. **Defending One’s Self** is characterized by putting hands up to block or prevent a hit; putting hands out to keep the other student at a distance; repeating over and over the desire to NOT fight; calling for help; turning away; walking away.
3. **Threatening / Initiating Fights** will be treated the same as fighting. The following behaviors communicate a willingness to fight: remaining engaged in an argument; stepping threateningly towards the other student; clenching fists; throwing down items being held, i.e. backpack, books, etc.; removing outer garments such as a jacket; threats via text message; and posts on social networking sites or any electronic means. Threats to any school employee or their property, including via the Internet, will result in a 5-day suspension and possible recommendation for expulsion.

Incentives:

1. See [Reward/Incentive Drawing Page](#)

Consequences:

1. **Fighting** is defined as mutual combat, contributing to or perpetuating a fight.

-
- 1st offense up to 5-days suspension
 - 2nd offense up to 5-days suspension/citation by Paradise Police Department/possible recommendation for expulsion
 - 3rd offense 5-days suspension/citation by Paradise Police Department/recommendation for expulsion
- 2. Causing Serious Injury**
- 1st offense 5-days suspension, possible recommendation for expulsion, possible notification of law enforcement agencies.
- 3. Jumping In** is joining in on another student's fight or contributing to/perpetuating the fight.
- 1st offense up to 5 days suspension, possible recommendation for expulsion
- 4. Running to or Being Present to Watch a Fight** escalates the potential of a fight occurring and the seriousness of the fight.
- 1st offense up to 1-day suspension
 - 2nd offense up to 3-days suspension
 - 3rd offense up to 5-days suspension

School-Wide Reinforcement System

What is School-wide Reinforcement and Acknowledgement?

A school-wide reinforcement system provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school-wide expectations, behaviors, or associated rules

Why Develop a School-wide Reinforcement and Acknowledgement System?

- Increase the likelihood that desired behaviors will be repeated
- Focus staff and student attention on desired behaviors
- Foster a positive school climate
- Reduce the need for engaging in time consuming disciplinary measures

Components of a School-Wide Reinforcement and Acknowledgement System

- Immediate/high frequency/predictable/tangible reinforcement and acknowledgement
 - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior
 - Name behavior and tie back to school-wide expectation upon delivery
 - Examples: “Caught Being Good”, “Bobcat Buck”, positive referral
- Intermittent/Unexpected
 - Bring “surprise” attention to certain behaviors or at scheduled intervals
 - Used to maintain a taught behavior
 - Examples: Raffles, special privileges, principal random call
- Long-term Celebrations
 - Used to celebrate/acknowledge accomplishment
 - ALL kids, all adults
 - Examples: Quarterly activities: popcorn party, class movie, class field trip

Students learn appropriate behavior in the same way a child who doesn’t know how to read learns to read—through instruction, practice, feedback, and encouragement.

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Procedures/Expectations of How Staff Will use School-Wide Reinforcements.

Think of reward/reinforcement systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and finally lottery or token systems.

Positive Staff Attention

Perhaps the most powerful, and yet simplest, system of positive reinforcement involves all staff, including teachers, office, lunchroom, custodial, and transportation implementing **a simple ratio of giving students positive attention at least 5 times for every 1 correction for problem behavior**. Simple positive acknowledgments must be quick and easy to deliver to students, they need to be natural and in context, not forced or contrived. The following are some examples:

- Simple verbal acknowledgments and encouragement. e.g., “Thanks,” “I saw that,” “You did it!”
- Thumbs up
- Pat on back, high five
- Use student’s name
- Eye contact
- Smile
- Individualized greetings
- Give Bobcat Buck
- Write a card to student

The idea is that by using the 5 to 1 ratio, especially in recognition of students demonstrating the specific positive behavior expectations identified in the matrix, we increase the likelihood that those behaviors will be strengthened in all students. Use of the 5 to 1 ratio sets a positive tone for the classroom and the school at large, creating an improved climate. Positive language and actions are contagious.

Use of the Bobcat Buck

- All staff agree to distribute a minimum of 25 Bobcat Bucks per week to students (their own and others, in classroom and non-classroom settings) who are observed demonstrating schoolwide behavioral expectations.
- Students will deposit their Bobcat Bucks in the appropriate bin, found in the library, for a weekly drawing in which several “winners” are pulled.
- Small prizes are awarded to the winners. This may be done by grade level or whole school.

Bobcat Buck



Respectful
Responsible
Safe

Name _____



Bobcat Buck



Respectful
Responsible
Safe

Name _____



Bobcat Buck



Respectful
Responsible
Safe

Name _____



Bobcat Buck



Respectful
Responsible
Safe

Name _____



Bobcat Buck



Respectful
Responsible
Safe

Name _____



Bobcat Buck



Respectful
Responsible
Safe

Name _____



Rewards/Incentive Drawings

All Bobcat Bucks will be either:

1. "spent"
 - a. 1 Bobcat Buck buys 1 day late fee in the library
2. Entered by the student in one of the drawing boxes to possibly win either a weekly, grading period, or semester drawing.

Daily Rewards/Incentives

1. Verbal Affirmation from teacher, principal, staff
2. Phone call home from teacher or principal
3. Simple verbal acknowledgments and encouragement. e.g., "Thanks," "I saw that," "You did it!"
4. Thumbs up
5. Pat on back, high five
6. Use student's name
7. Eye contact
8. Smile
9. Individualized greetings
10. Bobcat Bucks (Teacher gives out approximately 1 per class period)

Weekly Rewards/Incentive Drawings – 1 Bobcat Buck to Enter – 2 names pulled each week

1. \$5.00 gift card

Grading Period Rewards/ Incentive Drawings – 2 names pulled each grading period; 1 for each of the following:

1. \$50 Best Buy Gift Card
2. \$50 Chico Mall Gift Card

Semester Rewards – 1 name pulled at the end of each semester

1. iPad Mini

Teaching Behavior Expectations

As a universal intervention, all students will receive direct instruction in PHS behavior expectations. Teachers will teach behavior expectations during their 2nd period homeroom and all staff will be involved in re-teach/reinforce/review throughout the day as necessary. Teachers and staff will:

- Teach behaviors as they would teach academics or any other skill. By way of introduction, teachers will emphasize key language terms. They will give a brief rationale for why this behavior expectation is important. Teachers will use demonstration, modeling, role playing, and explanations as appropriate. They will give examples of what the behavior is and what it is not. What does the behavior look like and sound like? Teachers will make the lesson relevant and actively engage all students. Students will demonstrate the behaviors and have opportunities to practice.
- As the program is getting underway (and subsequently at the beginning of every school year) teachers will provide frequent lessons and opportunities for practice. Then, over the course of the school year, they will schedule refresher lessons about once per week (See PBIS Lesson Schedule). Additionally, teachers will provide lessons when a new student arrives in class or when large numbers of students are having difficulty with the expectation.
- Keep lessons brief (5-10 minutes typically). Providing frequent, brief lessons is more effective than providing a few long lessons.
- Be aware of all school behavior expectations and take every opportunity to model those behaviors at all times.
- Use simple corrective responses with students (positive practice) when errors are observed; e.g., disrespectful language or tone— “Let’s try saying that the right way, thanks.”

Behavioral Expectation Lesson Schedule 2014-2015

Week 1* (Aug. 25)

Introduction to PBIS

Tardies & Dress Code (Brief)

Hall Behavior, Electronic

Devices, Unexcused Absences

Week 2* (Sept. 2)

Avoiding Conflicts & Fighting,

Anti-Bullying/Harassment,

Drugs/Alcohol, Academic

Integrity, Entering/Exiting

Campus

Week 3 (Sept. 8)

Tardy Expectations

Week 4 (Sept. 15)

Dress Code Expectation

Week 5 (Sept. 22)

Hallway Expectations

Week 6 (Sept. 29)

Electronic Devices Expectations

Week 7 (Oct. 6)

Unexcused Absences

Expectations

Week 8 (Oct. 13)

Avoiding Conflicts/Fighting

Expectations

Week 9 (Oct. 20)

Anti-Bullying/Harassment

Expectations

Week 10 (Oct. 27)

Drugs/Alcohol/Smoking

Expectations

Week 11 (Nov. 3)

Academic Integrity Expectations

Week 12 (Nov. 10)

Entering/Exiting Campus

Expectations

Week 13 (Nov. 17)

Cafeteria/Quad Expectations

Week 14 (Dec. 1)

School Sponsored Activities

Expectations

Week 15 (Dec. 8)

Library/Computer Lab

Expectations

Week 16 (Dec. 15)

Classroom Expectations

Week 17 (Jan. 5)

Restroom/Locker Room

Expectations

Week 18 (Jan. 12)

Dance Expectation

* The first 2 weeks are for general overview. In-depth behavior expectation lessons begin with week 3.

Lesson Plan Samples

The following pages provide sample lesson plans for our school-wide expectations. These lesson plans may be adapted to fit individual teacher needs, and are also suitable for teaching specific expectations for common areas.

Note: Individual teachers are expected to teach the school-wide expectations as applicable to their specific classroom needs. All 2nd period teachers are expected to teach these lesson plans as they apply to all common areas (hallways, cafeteria, assemblies, and school activities) as well as to the advisory classroom itself.

General Lesson Template for Teaching School Behavioral Expectations

When introducing school-wide and/or classroom expectations, follow these five basic steps.

Step 1: Introduce the Expectation

- A. Briefly outline what the focus of the lesson will be, what activities will be engaged in, and what your expectations are for the lesson.
 - B. Check for understanding by asking students to tell you what they will be working on and doing during the lesson.
 - C. State the expectation and its definition.
-

Step 2: State the Rationale for the Expectation

- D. Explain why it is important to follow the expectation.
 - E. Explain what can happen when you do not follow the expectation.
-

Step 3: Demonstrate the Expectation

- F. Model at least two positive and negative examples of the expectation; emphasize the positive.
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks, such as:
 - i. "List all the things that I/he/she did that were 'safe'"
 - ii. "List all the things that I/he/she did that were 'not safe'"

Choose one of the following activities to reinforce the expectation that has been taught:

- G. Conduct a role-play: choose one to three students to participate.
 - H. Require one student to demonstrate the skill in response to an example.
 - I. Have students fill out the blank "PHS Behavioral Expectations Matrix" with actions that would be required of each expectation in the various locations in the building.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Use key words when discussing the role-play.
 - b. Example: "That's right, she walked facing forward; this action was safe."
 - c. Provide specific feedback to students during the discussion.
 - K. Use real situations throughout the day/class/quarter/year as needed for further examples to discuss and use for review.
 - L. Refer to the expectation and the definition when giving feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
 - N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
 - O. Inform students about the outcomes for following and not following the expectations.
-

Lesson Plan for “Be Respectful”

Step 1: Introduce the Expectation

- A. Outline the focus:
 - a. Example: “Today, we are going to learn about being respectful at PHS.”
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define being respectful. To be respectful we will:
 - Treat everyone with dignity and respect
 - Use appropriate language
 - Be kind, not hurtful
 - Be open-minded
 - Take care of our environment, including personal property and school property
-

Step 2: State the Rationale for the Expectation

- D. It is important to be respectful to your peers and adults. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally.
 - E. Negative interactions in the school interfere with learning and can cause problems at school and in the community.
-

Step 3: Demonstrate the Expectation

- F. Model at least two positive and negative examples of “being respectful”; emphasize the positive examples. Have students label the situations as “respectful” or “not respectful.”
 - G. Ask two or three students to give an example of a situation in which they know how to be respectful; you may want to provide the instances and ask the students to tell how they would be “respectful” in such cases.
 - H. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. “List all the things that I/he/she did that were ‘respectful.’”
 - ii. “List all the things that I/he/she did that were ‘not respectful.’”
 - I. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. The bell is about to ring, you are trying to get to class and you bump into another student and knock their things to the ground. What is the respectful thing to do?
 - b. A teacher corrects you in the front of the entire class. What is the respectful thing to do?
 - c. You need to speak with an administrator and you go into the office and all the office staff are busy. What is the respectful thing to do?
 - J. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required to “be respectful” in the various locations in the school.
-

-
- K. Coach students on key aspects of being respectful as needed; see the “Behavioral Expectations Matrix for Building Areas”
 - L. Refer to the expectation (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- M. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - N. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom, ask them to tell you how they can “Be Respectful.” (pre-correction)
 - b. Throughout the school year, when you see student(s) being respectful, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not being respectful, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- O. Set aside a few minutes at the beginning of each period to practice the rule.
- P. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- Q. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Be Responsible”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about being responsible at PHS.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being **responsible**. To be responsible we will:
 - Be on time
 - Come prepared
 - Be accountable for choices and actions and understand the consequences
 - Express your needs in a responsible manner
 - Complete and submit all work on time

Step 2: State the Rationale for the Expectation

- D. It is important to be responsible and accountable for your choices and actions. School is the business of learning and requires everyone to behave in a professional manner.
- E. When individuals behave irresponsibly learning is interrupted, others do not respect you, and there may be negative consequences.

Step 3: Demonstrate the Expectation

- F. Model at least two positive and negative examples of “being responsible”; emphasize the positive examples. Have students label the situations as “responsible” or “not responsible.”
- G. Ask two or three students to give an example of a situation in which they know how to be responsible; you may want to provide the instances and ask the students to tell how they would be “responsible” in such cases.
- H. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. “List all the things that I/he/she did that were ‘responsible.’”
 - ii. “List all the things that I/he/she did that were ‘not responsible.’”
- I. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You got up late and your ride is expected before you have time to put on your make-up and do your hair. What is the responsible thing to do?
 - b. You see a student being harassed by another student. What is the responsible thing to do?
 - c. You have football practice and have not yet finished an assignment that is due the next day. What is the responsible thing to do?
- J. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required to “be responsible” in the various locations in the school.

-
- K. Coach students on key aspects of being responsible as needed; see the “Behavioral Expectations Matrix for Building Areas”
 - L. Refer to the expectation (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- M. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be responsible in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - N. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Responsible.” (pre-correction)
 - b. Throughout the school year, when you see student(s) being responsible, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not being responsible, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- O. Set aside a few minutes at the beginning of each period to practice the rule.
- P. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- Q. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Be Safe”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about being safe at PHS.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being **safe**. To be safe we will:
 - Act in a manner that does not endanger self or others
 - Resolve conflict peacefully
 - Establish and maintain an environment that is free from harassment, violence, and bullying
 - Be aware of surroundings at all times
 - Report unsafe situations and conditions

Step 2: State the Rationale for the Expectation

- D. It is important to be safe all times to prevent self or others from being hurt or harmed in any manner.
- E. When individuals behave unsafely they jeopardize both the emotional and physical welfare of self and others.

Step 3: Demonstrate the Expectation

- F. Model at least two positive and negative examples of “being safe”; emphasize the positive examples. Have students label the situations as “safe” or “not safe.”
- G. Ask two or three students to give an example of a situation in which they know how to be safe; you may want to provide the instances and ask the students to tell how they would be “safe” in such cases.
- H. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. “List all the things that I/he/she did that were ‘safe.’”
 - ii. “List all the things that I/he/she did that were ‘not safe.’”
- I. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. The end of class bell rings and you need to get to your next class quickly. What is the safe thing to do?
 - b. You have a disagreement with a friend in the hallway/cafeteria/gym/classroom. What is the safe thing to do?
 - c. You spill your beverage at lunch (or in the hallway). What is the safe thing to do?
- J. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required to “be safe” in the various locations in the school.
- K. Coach students on key aspects of being safe as needed; see the “Behavioral Expectations Matrix for Building Areas”.
- L. Refer to the expectation (C. above) when giving feedback.

Step 4: Provide Monitoring and Feedback

- M. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- N. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom, ask them to tell you how they can “Be Safe.” (pre-correction)
 - b. Throughout the school year, when you see student(s) being safe, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not being safe, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Step 5: Provide Opportunities to Practice and Build Fluency

- O. Set aside a few minutes at the beginning of each period to practice the rule.
- P. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- Q. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Dress Code Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about Dress Code Expectations at Paradise High School.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define Appropriate Dress:
 - a. Clothing must cover the body with no undergarments exposed. Unacceptable clothing includes:
 - Exposed midriff and/or cleavage;
 - Pajama pants and/or lounge wear;
 - Backless, strapless, tube tops and/or halter tops.
 - b. Shoes or sandals must be worn at all times. Slippers are not acceptable.
 - c. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane are not allowed.
 - d. Student clothing and personal appearance should promote an environment of school pride and professionalism.

Step 2: State the Rationale for the Expectation

- D. It is important that all students dress appropriately to help promote a professional and respectful learning environment and readiness for the world of work.

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of appropriate dress. Emphasize the positive examples. Have students label the situations as following dress code expectations or not following dress code expectations.
- F. Ask two or three students to give an example of a situation in which students followed dress code expectation; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. “List all the things that I/he/she wore that followed the Dress Code Expectations.
 - ii. “List all the things that I/he/she did not follow the Dress Code Expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You oversleep and have only 10 minutes to get dressed for school. What are the respectful/responsible clothes to put on?
 - b. You forgot to complete the laundry and you do not have any clean clothes to wear to school. What is the respectful/responsible thing to do?
 - c. It is 90 degrees outside. What are the respectful/responsible clothes to wear to school?

-
- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our Dress Code Procedures in the various locations in the school.
 - J. Refer to the definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible” when dressing for school. (pre-correction)
 - b. Throughout the school year, when you see student(s) dressing appropriately provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not dressed appropriately, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, give the student an opportunity to immediately change clothes if they have extra clothes or send student to the office to call home for appropriate clothes.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Electronic Devices”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about behavior expectations for electronic devices on campus.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Electronic Devices:
 - Cell Phones
 - iPods
 - MP3 Players
 - CD Players, etc...
-

Step 2: State the Rationale for the Expectation

- D. It is important that all personal electronic devices are turned off and put away prior to entering a classroom or during any instructional time, regardless of location, to help ensure a professional, respectful, and effective learning environment.
-

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of “putting away electronic devices before entering a classroom or during any instructional time regardless of location.” Emphasize the positive examples. Have students label the situations as correct electronic device expectations or incorrect electronic device expectation.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly use an electronic device while on campus; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the Electronic Device Expectations.
 - ii. List all the things that I/he/she did that did not follow the Electronic Device Expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. The bell is about to ring, you are trying to get to class and your phone rings. What is the respectful/responsible thing to do?
 - b. You need to use the restroom during class-time. While in the restroom you receive a text from a friend. What is the respectful/responsible thing to do?
 - c. You are at a school assembly and you have a new song on your iPod that you have been waiting to listen to. What is the respectful/responsible thing to do?
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- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our Electronic Device Expectations in the various locations in the school.
 - J. Refer to the expectation (see below) and the definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible” when using electronic devices. (pre-correction)
 - b. Throughout the school year, when you see student(s) using electronic devices correctly provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not using electronic devices correctly, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the expectation.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Closed Campus”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about behavior expectations for leaving campus during the school day at Paradise High School.”
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define leaving school during the school day, including lunch time.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the checking out of school and closed campus lunch procedures to ensure school and student safety.
-

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of appropriately checking out of school during the day and/or closed/open campus lunch procedures. Emphasize the positive examples. Have students label the situations as following “leaving school” expectations or not following “leaving school” expectations.
 - F. Ask two or three students to give an example of a situation in which students followed the leaving school during the school day expectation; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the Closed Campus Expectations.
 - ii. List all the things that I/he/she did that did not follow the Closed Campus Expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You have a dentist appointment scheduled for 10:00 AM and your mom tells you to drive yourself. What is the responsible and safe thing to do?
 - b. You are a sophomore and your friends want to walk on the bike trail to Burger King for lunch. What is the responsible and safe thing to do?
 - c. You just became ill and need to go home. What is the responsible and safe thing to do?
 - I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our Closed Campus Procedures for various scenarios at school.
 - J. Refer to the expectation (see below) and the definition when giving feedback.
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Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be responsible and safe in the examples used.
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- b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Responsible and Safe” when leaving campus during the school day. (pre-correction)
 - b. Throughout the school year, when you see student(s) appropriately leaving campus provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who have not followed the closed campus procedures appropriately, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, give the student an opportunity to immediately check out with the office or return to campus.

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Classroom Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about behavioral expectations when in the classroom.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define Classroom Behavior Expectations:
 - **Respectful:** Use appropriate language. Take care of property. Be open-minded. Treat everyone with dignity and respect. Follow staff directions.
 - **Responsible:** Be on time. Come prepared. Complete and submit all work on time.
 - **Safe:** Resolve conflict peacefully. Harassment, violence, and bullying free. Report unsafe situations and conditions.

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when in classrooms to help ensure a safe, respectful, and effective learning environment.

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe in a classroom. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as correct classroom behavior expectations or incorrect classroom behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectations while in the classroom; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the classroom behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the classroom behavior expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You walk into class five minutes late. You do not have your homework and begins to argue with the teacher about the fact that your dog actually ate your homework. What is the respectful/responsible/safe thing to do?
 - b. The student sitting behind you keeps making comments under his/her breath about your clothes and hair. You are becoming really angry. What is the respectful/responsible/safe thing to do?
 - c. A student begins to talk about their weekend Yom Kippur service. They are very excited and say it is the best religious service ever. You attended a great youth retreat at your church and you

think your retreat was the best religious service ever. What is the respectful/responsible/safe thing to do?

- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our classroom behavior expectations.
- J. Refer to the expectation (below) and the definition (C. above) when giving feedback.

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when in the classroom.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when in the classroom provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when in the classroom, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Hallway Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about expectations for hallway behaviors.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Hallway Expected Behavior:
 - **Respectful:** Use appropriate language and voice volume. Treat everyone with respect and dignity. Use Catch & Release
 - **Responsible:** Move to and from classes on time. Keep campus clean.
 - **Safe:** Be aware of surrounding at all times. Resolve conflict peacefully. Walk to the right.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the Respectful, Responsible and Safe behavior expectations when walking or standing in the hall areas to help ensure a safe, respectful, and effective learning environment.
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Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe while walking or standing in the hallways. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as correct hall behavior expectations or incorrect hall behavior expectations.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation while walking or standing in the hall; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the hall behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the hall behavior expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You are late for class and there is much less foot traffic on the left side of the hallway. What is the respectful/responsible/safe thing to do?
 - b. You notice two students standing in the hall. They are kissing and holding on to each other. What is the respectful/responsible/safe thing to do?
 - c. The tardy music has started to play. You are in the middle of telling your friend a really important story. You know you will have time to finish the story if you run all the way to class. What is the respectful/responsible/safe thing to do?
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- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our Hall Behavior Expectations in the various locations in the school.
 - J. Refer to the expected behavior (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when in the hallways.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when in the hallways provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when in the hallways, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Cafeteria & Quad Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about behavior expectations for the cafeteria and quad areas.
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define Cafeteria and Quad Areas Expected Behavior:
 - **Respectful:** Use appropriate language. Use appropriate body contact. Use Catch & Release
 - **Responsible:** Be accountable for your actions and choices. Express yourself in a respectful manner. Keep campus clean.
 - **Safe:** Resolve conflict peacefully. Report unsafe situations and conditions. Act in a way that keeps self & others safe.

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations for both the quad areas and cafeteria to help ensure a safe, respectful, and effective learning environment.

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe while in the cafeteria and/or quad area. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as correct cafeteria and quad behavior expectations or incorrect cafeteria and quad behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation while in the cafeteria and/or quad; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the cafeteria and or quad behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the cafeteria and or quad behavior expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You haven’t seen your boyfriend/girlfriend all day. It is lunch time and you are finally getting to spend some time with him/her. What is the respectful/responsible/safe way to spend time together?

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- b. You have just finished lunch and you are in a hurry to get to a class to take a make-up test. You look around and do not see a trash can for your lunch garbage and recyclables. What is the respectful/responsible thing to do?
 - c. You see a group of students surrounding two girls. The girls are yelling and swearing at each other. One girl begins to push the other. What is the respectful/responsible/safe thing to do?
- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our cafeteria & quad behavior expectations in the various locations in the school.
 - J. Refer to the expectation (below) and the definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when in the cafeteria and/or quad.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when in the cafeteria and/or quad areas provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when in the cafeteria and/or quad areas, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Library & Computer Lab Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about expectations for library and computer lab behavior.
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define Library and Computer Lab Behaviors:
 - **Respectful:** Use appropriate language and voice volume. Leave your work area clean and return materials used.
 - **Responsible:** Complete and submit the Internet use form. Use the internet for intended use. Return books on time.
 - **Safe:** Report unsafe situations and conditions.

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when in the library and/or computer lab to help ensure a safe, respectful, and effective learning environment.

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when in the library and/or computer lab. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as correct library and/or computer behavior expectations or incorrect library and/or computer behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation while in the library and/or computer lab; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the library/computer lab behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the library/computer lab behavior expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You have been playing chess with a group of students during lunch time. The bell rings and the other students get up and walk out of the library without putting the game away and pushing in their chairs. What is the respectful/responsible/safe thing to do?

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- b. A student is on the internet during class. S/He is looking at a dating site where they can sign up to tell someone about him/herself and eventually go out on a date. What is the respectful/responsible/safe thing to do?
 - c. You really need to spend time in the library during lunch to work on some overdue homework. The lunch line is really long. You figure you can just get your lunch and eat it in the library. What is the respectful/responsible/safe thing to do?
- I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our Library and Computer Lab Behavior Expectations.
 - J. Refer to the expectation (below) and definition (C. above) when giving feedback.
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Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when in the library and/or computer lab.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when in the library and/or computer lab provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when in the library and/or computer lab, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Restroom & Locker Room Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about expectations for restroom and locker room behavior.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define Restroom and Locker Room Behaviors:
 - **Respectful:** Use appropriate language. Treat everyone with dignity and respect.
 - **Responsible:** Use restroom and locker rooms for their intended use only. Take care of school property and secure personal property. Clean up after self.
 - **Safe:** Report unsafe situations and conditions. Act in a way that keeps self and others safe. Harassment, violence and bully free zones.

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when in the restrooms and/or locker rooms to help ensure a safe, respectful, and effective learning environment.

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when in the restrooms and/or locker rooms. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as correct restrooms and/or locker room behavior expectations or incorrect restrooms and/or locker room behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation while in the restrooms and/or locker room; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the restrooms and/or locker room behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the restrooms and/or locker room behavior expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You are part of a group of students who are making fun of another student while he/she is dressing for PE. One of your friends takes his/her shoes and throws them on top of the lockers. What is the respectful/responsible/safe thing to do?

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- b. You come in early from PE to change your clothes. You notice that one of your friends is in the locker room looking in lockers that do not belong to him/her. What is the respectful/responsible/safe thing to do?
 - c. What is the respectful/responsible/safe thing to do?
 - I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our restrooms and/or locker room behavior expectations.
 - J. Refer to the expectation (below) and definition (C. above) when giving feedback
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when in the restrooms and/or locker room.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when in the restrooms and/or locker room provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when in the restrooms and/or locker room, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the rules

Lesson Plan for “School-Sponsored Activities Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about behavioral expectations when participating in and/or attending school sponsored activities.
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define School Sponsored Activities Behaviors:
- **Respectful:** Use appropriate language. Treat everyone with dignity and respect. Use Catch and Release.
 - **Responsible:** Backpacks are not permitted into stadium or gym unless you are a participating athlete. Keep facilities clean.
 - **Safe:** Stay in the designated seating/standing areas. Follow directions of staff and school officials.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when in the restrooms and/or locker rooms participating in and/or attending school sponsored activities to help ensure a safe, respectful, and effective learning environment.
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Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when participating in and/or attending school sponsored activities. (See Behavior Matrix). Emphasize the positive examples. Have students label the situations as school sponsored behavior expectations or incorrect school sponsored behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation participating in and/or attending school sponsored activities; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
- a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the participating in and/or attending school sponsored activities behavior expectations.
 - ii. List all the things that I/he/she did that did not follow participating in and/or attending school sponsored activities behavior expectations.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
- a. There are two students coming to the basketball game. One of the students has a water bottle that you know is filled with vodka. What is the respectful/responsible/safe thing to do?
 - b. Our football team is losing to Lassen. Their players are laughing and calling our players and fans “losers.” What is the respectful/responsible/safe thing to do?
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- c. During a basketball game you notice two students in the senior parking lot “making out.” You also think you may smell marijuana. What is the respectful/responsible/safe thing to do?
 - I. Have students fill out the blank “PHS Behavioral Expectations Matrix” with actions that would be required following our participating in and/or attending school sponsored activities behavior expectations.
 - J. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- K. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when participating in and/or attending school sponsored activities.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when participating in and/or attending school sponsored activities provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when participating in and/or attending school sponsored activities, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- M. Set aside a few minutes at the beginning of each period to practice the rule.
- N. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- O. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Academic Integrity”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about “Academic Integrity,” including behavioral expectations when completing school work, including tests, projects, papers and/or activities.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Academic Integrity Behaviors:
 - **Respectful & Responsible:** Complete your own work. No plagiarism. No cheating.
 - **Safe:** Follow directions of staff and school officials.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when completing all school work, including tests, papers and/or projects to help ensure a safe, respectful, and effective learning environment.
-

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when completing school work. Emphasize the positive examples. Have students label the situations as correct academic integrity behavior expectations or incorrect academic integrity behavior expectations.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly follow the academic integrity behavior expectations; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the academic integrity behavior expectations.
 - ii. List all the things that I/he/she did that did not follow academic integrity behavior expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You have studied really hard for your English test. There is an answer you are not really sure about. Your friend who sits next to you always gets “A’s” on her English tests. You just want to take a glance at her paper to see if you guessed correctly. What is the respectful/responsible/safe thing to do?
 - b. The captain of a sports team has been practicing really hard and hasn’t had enough time to complete his history project. You want to date this student, and besides he has offered you \$50 to make him a really good history project. What is the respectful/responsible/safe thing to do?
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- c. As you are working on your science report you come across this great web site that provides you with all the information you need to get a top grade on the report. You really only need about three paragraphs from the web site to be done with your report. What is the respectful/responsible/safe thing to do?
 - I. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - K. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when following PHS academic integrity behavior expectations.
 - b. Throughout the school year, when you see student(s) correctly following PHS academic integrity behavior expectations provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following PHS academic integrity behavior expectations, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- L. Set aside a few minutes at the beginning of each period to practice the rule.
- M. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- N. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Anti-Bullying/Anti-Harassment”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about Anti-Bullying/Anti-Harassment behavioral expectations.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Anti-Bullying/Anti-Harassment Behavior Expectations:
 - **Respectful:** Use appropriate language. Treat everyone with dignity and respect. A student shall not intimidate or harass another student through words or actions for any reason.
 - **Responsible:** Use appropriate language. Treat everyone with dignity and respect.
 - **Safe:** No direct physical contact, such as hitting or shoving; no verbal assaults, such as teasing or name-calling; no cyber-bullying.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when interacting with their peers, teachers, administrators, PHS staff or guests to help ensure a safe, respectful, and effective learning environment.
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Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when interacting with their peers, teachers, administrators, PHS staff or guests. Emphasize the positive examples. Have students label the situations as respectful, responsible and safe behavior expectations when interacting with their peers, teachers, administrators, PHS staff or guests or incorrect behavior expectations.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation when interacting with their peers, teachers, administrators, PHS staff or guests; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the behavior expectation when interacting with their peers, teachers, administrators, PHS staff or guests.
 - ii. List all the things that I/he/she did that did not follow the behavior expectation when interacting with their peers, teachers, administrators, PHS staff or guests.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. There is a student who is new to our school. He is wearing clothes that you would never even think about putting on. What is the respectful/responsible/safe thing to do?
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- b. There is a freshman student that you notice sits alone each day at lunch. Today you notice some older students laughing at him and what he is eating for lunch. What is the respectful/responsible/safe thing to do?
 - c. A student has told her friends that she is a lesbian. Your personally believe this lifestyle choice is wrong. What is the respectful/responsible/safe thing to do?
- I. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - K. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when interacting with their peers, teachers, administrators, PHS staff or guests.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when interacting with their peers, teachers, administrators, PHS staff or guests provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when interacting with their peers, teachers, administrators, PHS staff or guests, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- L. Set aside a few minutes at the beginning of each period to practice the expectation.
 - M. As the teacher models, have individual students demonstrate examples and non-examples of following the expectation (role play).
 - N. Tell students about the outcomes for following and not following the expectation.
-

Lesson Plan for “Dance Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about Dance behavioral expectations.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Dance Behavior Expectations:
 - **Respectful:** Use appropriate language. Follow school dress code. Dance appropriately (no freak, grinding or sexually explicit dancing).
 - **Responsible:** Only administration approved guests will be allowed in dances. All students must be picked up within 30 minutes of dance ending.
 - **Safe:** Water bottles, drink containers, and backpacks are not allowed at dances. 8th grade guests and guests over 21 years of age will not be allowed at PHS dances.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when attending PHS dances to help ensure a safe, respectful, and fun environment.
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Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when attending school dances. Emphasize the positive examples. Have students label the situations as respectful, responsible and safe behavior expectations when attending school dances or incorrect behavior expectations when attending a school dance.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation when attending a school dance; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the dance behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the dance behavior expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You notice two students who are “grinding” and smell alcohol on their breath. What is the respectful/responsible/safe thing to do?
 - b. You decide to leave the dance and go to a friend’s house to have a soda. You return to the dance 30 minutes later and the chaperone will not let you into the dance. What is the respectful/responsible/safe thing to do?
 - c. You brought Gatorade in your backpack to the dance to drink when you get thirsty. What is the respectful/responsible/safe thing to do?
 - I. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- K. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when attending school dances.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when attending school dances provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when attending school dances, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Step 5: Provide Opportunities to Practice and Build Fluency

- L. Set aside a few minutes at the beginning of each period to practice the rule.
- M. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
- N. Inform students about the outcomes for following and not following the expectations.

Lesson Plan for “Drug/Alcohol Expectations”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about Paradise High School’s Drug and Alcohol Behavior Expectations.
 - B. Check for student understanding.
Example: “What are we going to learn about?”
 - C. Define Drug/Alcohol Behavior Expectations:
 - **Respectful:** Keep yourself free from drugs and alcohol. Treat everyone with dignity and respect.
 - **Responsible:** Use of drugs or alcohol is prohibited on school grounds or at school sponsored activities/events. Report to a staff member students that you believe are under the influence of any substance, or that are involved with the possession of or distribution of drugs and/or alcohol.
 - **Safe:** Use of drugs or alcohol is prohibited on school grounds or at school sponsored activities/events. Report to a staff students that you believe are under the influence of any substance, or that are involved with the possession of or distribution of drugs and/or alcohol.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow Paradise High School’s Drug and Alcohol Behavior Expectations to ensure a respectful, responsible and safe learning environment.
-

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when following our schools no drug or alcohol behavior expectations. Emphasize the positive examples. Have students label the situations as respectful, responsible, and safe when discussing PHSs no drug or alcohol behavior expectations or incorrect expectations when discussing PHSs no drug or alcohol policy.
 - F. Ask two or three students to give an example of a situation in which they know how to correctly follow our schools no drug or alcohol behavior expectations; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
 - G. Role-plays: Procedure
 - a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the schools no drug or alcohol behavior expectations.
 - ii. List all the things that I/he/she did that did not follow the schools no drug or alcohol behavior expectations.
 - H. Role-plays: Some example scenarios to use include (others may be used as well)
 - a. You are walking to school with a friend. The friend suggests that you stop at the 420 rock and smoke a bowl. What is the respectful/responsible/safe thing to do?
-

-
- b. You are getting ready for a football game with some of your friends. One of your friends gets a bottle of beer out of her backpack and tells everyone to take a drink. All your friends take a drink of the beer. What is the respectful/responsible/safe thing to do?
 - c. You tell your friend that your knee has been hurting since your last soccer game. Your friend offers you a Vicodin that she got from her doctor when she had hurt her back earlier in the school year. What is the respectful/responsible/safe thing to do?
- I. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - K. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when discussing, being around drugs and alcohol.
 - b. Throughout the school year, when you see student(s) correctly following the schools no drug or alcohol policy provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when participating in and/or attending school sponsored activities, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Step 5: Provide Opportunities to Practice and Build Fluency

- L. Set aside a few minutes at the beginning of each period to practice the rule.
 - M. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
 - N. Inform students about the outcomes for following and not following the expectations.
-

Lesson Plan for “Dealing with Conflicts and Avoiding Fighting”

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about avoiding conflicts and/or fighting behavioral expectations.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define conflicts/no fighting Behavior Expectations:
- **Respectful:** Use peaceful solutions to avoid fighting. Treat everyone with dignity and respect. Students shall not threaten/initiate a fight, jump into a fight, or run to a fight to watch/videotape.
 - **Responsible:** Use peaceful solutions to avoid fighting. Treat everyone with dignity and respect. Students shall not threaten/initiate a fight, fight, jump into a fight, or run to a fight to watch/videotape.
 - **Safe:** No direct physical contact, such as hitting or shoving; no verbal assaults, such as teasing or name-calling; no cyber-bullying. Use peaceful solutions to avoid fighting. Treat everyone with dignity and respect. Students shall not threaten/initiate a fight, fight, jump into a fight, or run to a fight to watch/videotape.
-

Step 2: State the Rationale for the Expectation

- D. It is important that all students follow the respectful, responsible and safe behavior expectations when dealing with conflict to help ensure a safe, respectful, and effective learning environment.
-

Step 3: Demonstrate the Expectation

- E. Model at least two positive and negative examples of being respectful, responsible and safe when dealing with conflict/fighting. Emphasize the positive examples. Have students label the situations as respectful, responsible and safe behavior expectations when dealing with conflict and avoiding fighting or incorrect behavior expectations.
- F. Ask two or three students to give an example of a situation in which they know how to correctly follow the behavior expectation when dealing with conflict and avoiding fighting; you may want to provide the instances and ask the students to tell how they would respond appropriately in such cases.
- G. Role-plays: Procedure
- a. Use another adult or a student to demonstrate these examples.
 - b. Give students observation tasks during role-plays, such as:
 - i. List all the things that I/he/she did that followed the behavior expectation when dealing with conflict and avoiding fighting.
 - ii. List all the things that I/he/she did that did not follow the behavior expectation when dealing with conflict and avoiding fighting.
- H. Role-plays: Some example scenarios to use include (others may be used as well)
-

-
- a. You have heard from a girlfriend, who told you that another girl saw it posted on Facebook that there is another girl (who you really do not like) challenging you to meet her after school in the church parking lot to fight. What is the respectful/responsible/safe thing to do?
 - b. A junior boy is really upset with you because you have been talking to his girlfriend. He told one of your friends to tell you that you better knock it off or he will be having words with you. What is the respectful/responsible/safe thing to do?
 - c. Two girls are walking down the hall talking about this big fight that is supposed to happen at noon in the senior parking lot. You don't know the girls involved but you know some friends who do. You really want to text your friend and ask her what's up. What is the respectful/responsible/safe thing to do?
- I. Refer to the expectation (below) and definition (C. above) when giving feedback.
-

Step 4: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - a. Ask students how they would be respectful/responsible/safe in the examples used.
 - b. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - K. Use real situations as examples during class discussions.
 - a. Just before students transition to another activity outside the classroom ask them to tell you how they can “Be Respectful/Be Responsible/Be Safe” when dealing with conflict and avoiding fighting.
 - b. Throughout the school year, when you see student(s) correctly following school behavior expectations when dealing with conflict and avoiding fighting; provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - c. Throughout the school year, when you see student(s) who are not correctly following school behavior expectations when dealing with conflict and avoiding fighting, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback
-

Step 5: Provide Opportunities to Practice and Build Fluency

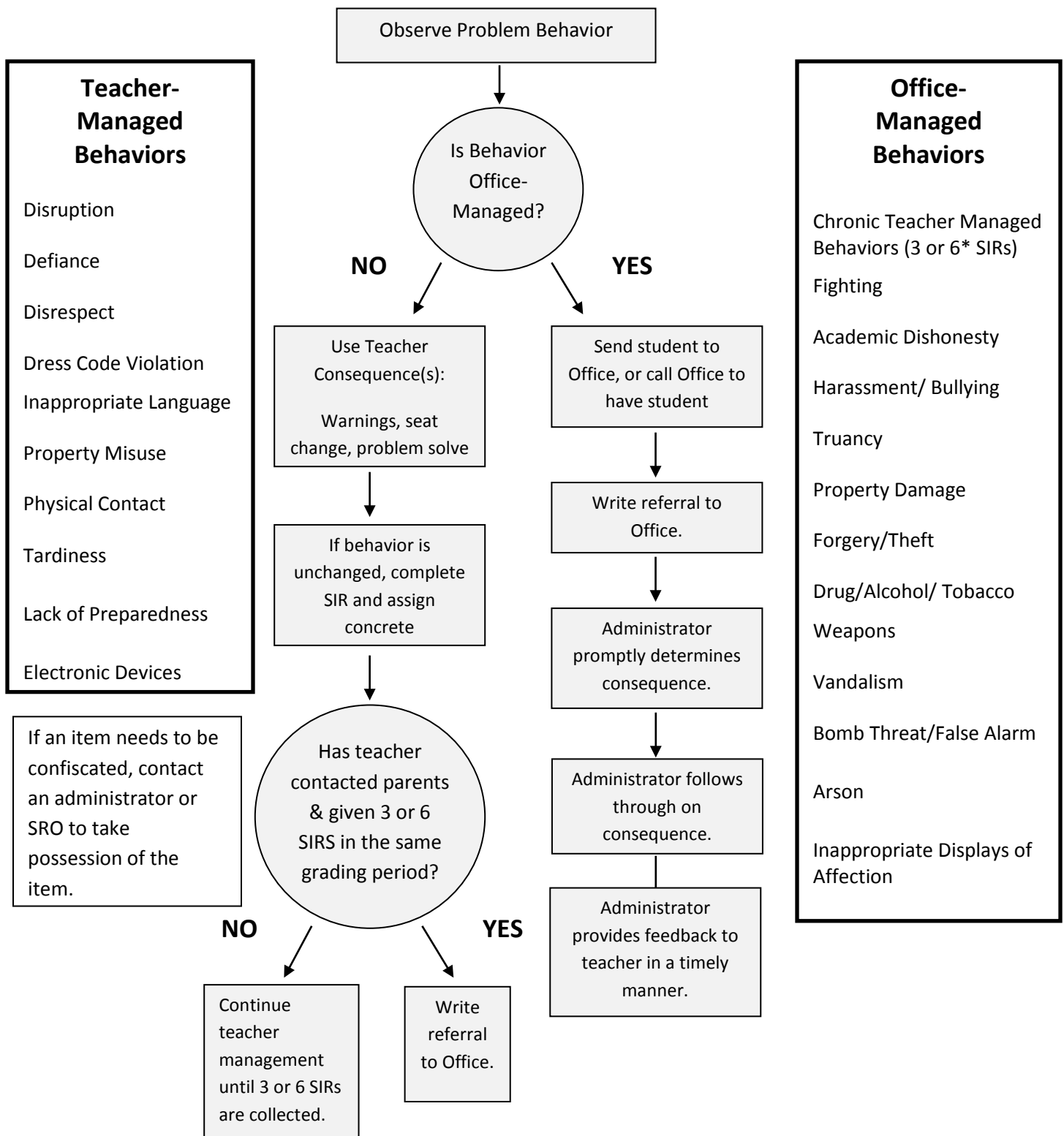
- L. Set aside a few minutes at the beginning of each period to practice the rule.
 - M. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
 - N. Inform students about the outcomes for following and not following the expectations.
-

Additional Suggested Application Activities

1. Write down three ways you have been safe, respectful, or responsible today or this week. Have students do the same.
2. Give homework assignments that give students opportunities to identify and talk about examples of being safe, responsible, and respectful.
3. Include a discussion about being safe, being responsible, or being respectful when you have classroom conversations that lend their way to these topics.
4. Ask for two or three examples from students about being safe, responsible, and respectful in school, in the community, and at home.
5. Ask students to describe what being safe, responsible, and respectful looks, feels, and sounds like in various situations. (e.g. what does being responsible look like when leaving the cafeteria? What does being respectful look like when attending an assembly?)
6. Have groups create visual representations of being safe, responsible, and respectful in various school settings. Groups should then share and discuss their drawings.
7. Choose one expectation a day to practice in the classroom setting. Use students as demonstrators, and have a classroom discussion on all the ways to be safe responsible, and respectful.

Paradise High School Discipline Procedures

Behavior Management Flow Chart



Discipline Levels

<u>Level 1</u> <u>Incidental Violations</u>	<u>Level 2</u> <u>Minor Violations</u>	<u>Level 3</u> <u>Major Violations</u>	<u>Level 4</u> <u>Illegal Violations</u>
<p>Minimal Interference with Instructional Process</p> <p>Teacher managed/non-recorded</p> <ul style="list-style-type: none"> • Inappropriate Displays of Affection • Off task behavior (i.e.: out of seat, socializing, grooming . . .) • Lack of Preparedness • Inappropriate Language (“dropped”) • Throwing items 	<p>Interference with Instructional Process</p> <p>Teacher managed/recorded</p> <ul style="list-style-type: none"> • Repeated Level 1 • Disruption • Defiance • Disrespect • Inappropriate Language (“directed”) • Property Misuse • Physical Contact • Tardiness • Electronic Devices 	<p>Severe Disruption</p> <p>Office-managed/recorded</p> <ul style="list-style-type: none"> • Chronic Teacher Managed Behaviors (3 or 6* SIRs) • Dress Code Violation • Fighting • Inappropriate Language (“directed to teacher”) • Academic Dishonesty • Harassment/ Bullying • Truancy • Property Damage • Forgery/Theft • Vandalism 	<p>Office managed/recorded</p> <ul style="list-style-type: none"> • Drug/Alcohol/ Tobacco • Weapons • Bomb Threat/False Alarm • Arson • Assault

*Escalate to OM

Discipline Process

		Level 1 Incidental Violations	Level 2 Minor Violations	Level 3 Major Violations	Level 4 Illegal Violations
		Minimal Interference with Instructional Process	Interference with Instructional Process repeated Level 1	Severe Disruption/Fighting	
		Teacher managed/non-recorded	Teacher managed/recorded	Office-managed/recorded	Office-managed/recorded
Addressing the Behavior		<ul style="list-style-type: none"> •Maintain the flow of instruction-no attention •Redirection •Proximity control •Nonverbal cue to correct •Verbal Warning •Seat change •Conference with student 	<ul style="list-style-type: none"> •Contact home •Reflective assignment •Corrective assignment •Write apology •Loss of privilege (e.g. last to leave room) •Time out in or out of classroom (Buddy Teacher) •Participation grade deduct •Detention •Parent Teacher Plan •Parent, student teacher conference •Written Contract 	<ul style="list-style-type: none"> •Conference with student •Conference with parent •Loss of privilege •Community/school service •In-school suspension •Out of school suspension •Refer to site intervention team 	<ul style="list-style-type: none"> •Suspension •Required expulsion referral
	Forms	No documentation	SIR	Office Referral	

Referring Staff Name: _____

SIR 1

Date: _____ Time: _____

Location: _____

Others Involved: _____

Problem Behavior

- Disruption
- Defiance/Disrespect
- Dress Code Violation
- Inappropriate Language
- Property Misuse
- Physical Contact
- Habitual Tardiness (detention didn't help)
- Other: _____

Teacher Action Already Taken (check as many as apply):

- Redirection
- Proximity control
- Nonverbal cue to correct
- Maintain the flow of instruction-no attention
- Parent Phone Call/Contact on: _____
- Other: _____
- Verbal Warning
- Seat change
- Conference with student

Narrative (optional):**SIR 2**

Date: _____ Time: _____

Location: _____

Others Involved: _____

Problem Behavior

- Disruption
- Defiance/Disrespect
- Dress Code Violation
- Inappropriate Language
- Property Misuse
- Physical Contact
- Habitual Tardiness (detention didn't help)
- Other: _____

Teacher Action Already Taken (check as many as apply):

- Redirection
- Proximity control
- Nonverbal cue to correct
- Maintain the flow of instruction-no attention
- Parent Phone Call/Contact on: _____
- Other: _____
- Verbal Warning
- Seat change
- Conference with student

Narrative (optional):**SIR 3**

Date: _____ Time: _____

Location: _____

Others Involved: _____

Problem Behavior

- Disruption
- Defiance/Disrespect
- Dress Code Violation
- Inappropriate Language
- Property Misuse
- Physical Contact
- Habitual Tardiness (detention didn't help)
- Other: _____

Teacher Action Already Taken (check as many as apply):

- Redirection
- Proximity control
- Nonverbal cue to correct
- Maintain the flow of instruction-no attention
- Parent Phone Call/Contact on: _____
- Other: _____
- Verbal Warning
- Seat change
- Conference with student

Narrative (optional):

SIR 4

Date: _____ Time: _____ Teacher Action Already Taken (check as many as apply):

Location: _____

Others Involved: _____

Problem Behavior

Disruption

Defiance/Disrespect

Dress Code Violation

Inappropriate Language

Property Misuse

Physical Contact

Habitual Tardiness (detention didn't help)

Other: _____

Redirection

Proximity control

Nonverbal cue to correct

Maintain the flow of instruction-no attention

Parent Phone Call/Contact on: _____

Other: _____

Narrative (optional):

SIR 5

Date: _____ Time: _____ Teacher Action Already Taken (check as many as apply):

Location: _____

Others Involved: _____

Problem Behavior

Disruption

Defiance/Disrespect

Dress Code Violation

Inappropriate Language

Property Misuse

Physical Contact

Habitual Tardiness (detention didn't help)

Other: _____

Redirection

Proximity control

Nonverbal cue to correct

Maintain the flow of instruction-no attention

Parent Phone Call/Contact on: _____

Other: _____

Narrative (optional):

SIR 6

Date: _____ Time: _____ Teacher Action Already Taken (check as many as apply):

Location: _____

Others Involved: _____

Problem Behavior

Disruption

Defiance/Disrespect

Dress Code Violation

Inappropriate Language

Property Misuse

Physical Contact

Habitual Tardiness (detention didn't help)

Other: _____

Redirection

Proximity control

Nonverbal cue to correct

Maintain the flow of instruction-no attention

Parent Phone Call/Contact on: _____

Other: _____

Narrative (optional):

Office Managed Behavior Referral Form

Paradise Unified School District

Paradise High School

Name: _____ Grade: _____ Date: _____ Time/Period: _____

Completed by (please print): _____

Location

Classroom Bathroom Library Hallway Bus Area Cafeteria Other _____

Office Managed Behavior (circle one, if multiple options given)

- Inappropriate/Abusive Language
- Harassment/Bullying
- Defiance/Disrespect/Disruption
- Inappropriate Display of Affection
- Fighting/Physical Aggression
- Electronic Violation
- Forge/Steal/Lie/Plagerize
- Leave School Grounds
- Other: _____
- Alcohol/Drugs/Weapons/Combustibles

Previous Teacher/Classroom Steps to Correct or Action Taken

Parent Contact Made, (optional comment):

Comments (please include issues prior to the behavior as necessary):

As the referring teacher I would like to recommend the following consequences (optional):

I think the student's counselor needs to be involved

I would like to be present when administration meets with this student (if student is dealt with immediately while I am teaching, I would like a follow-up meeting with admin, student, & myself). I am available for this meeting:

0 period 1st lunch 2nd lunch after school on M T W Th F (circle all that apply)

Administrative Action(s)

- Conference w/student Conference w/parent Met w/teacher & student together

Administrative Consequences Given

- Loss of privilege (privilege: _____)
- Lunchtime Detention during which student is required to write a 1 p. apology as well as give a verbal apology to offended party(s)
- In-school suspension (____ hours/days) Out of school suspension (____ days)
- Community/school service
- Required expulsion referral Refer to site intervention team
- Other: _____

Administrative Comments:

Signature:

Date: