COUNCIL SCHOOL DISTRICT

Positive Behavioral Interventions & Supports (PBIS) Staff Handbook

PBIS Tier 1

PBIS Basics

What is PBIS?

PBIS is a multi-tiered framework – three tiers, to be exact. Each tier aligns to the type of support students need. These three tiers are:

Tier 1: Universal Prevention (all)
Tier 1 systems, data, and practices improve outcomes for all students, across all settings. They establish the foundation for delivering regular, proactive support and preventing challenging behavior. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging expected student behavior

Tier 2: Targeted Prevention (some)
Tier 2 systems, data, and practices, improve outcomes by providing targeted support for students who need intervention at a higher intensity or frequency than other students. The focus in Tier 2, is on supporting students who are at risk for developing more serious problem behavior. Tier 2 support often involves group interventions with 10 or more students participating. The support at this level is mor targeted than Tier 1 and less intensive than Tier 3.

Tier 3: Intensive, Individualized Prevention (few)
At most schools, 1-5% of students need more than the support provided in Tier 1 and Tier2. At Tier 3, these students receive more intensive, frequent, and individualized support to improve behavioral and academic outcomes.

Our Mission

Empower every student to succeed.

Values

Our schoolwide values are…

Lumberjacks have…

G ratitude’/

R espect

I ntegrity

T enacity



Schoolwide Expectations (Behavior Matrix)

	Classroom	Hallway	Assemblies	Bathroom	Extracurriculars	Busses
Gratitude	● Say please and thank you ● Appreciate opportunities / take advantage ● Have a growth mindset	● Say please and thank you	● Say please and thank you ● Engage in activities	● Say please and thank you	● Say please and thank you ● Appreciate opportunities given and those work to give them ● Have a growth mindset	● Say please and thank you
Respect	● Follow adult instruction the first time Respect ● Yourself ● Others ● The space ● Differences	● Follow adult instruction the first time ● Walk quietly ● Keep hands and feet to yourself ● Pick up after yourself ●	● Follow adult instruction the first time ● Listen intently ● Applause at appropriate time/level ● Enter and exit quietly ● Walk in appropriate places	● Go ● Wash ● Return ● Keep the space clean	● Follow adult instruction the first time ● Encourage your team ● Clean up after yourself ● Represent your school with pride	● Follow adult instruction the first time ● Sit in your seat ● Use appropriate voice ● Listen to your bus driver ● Clean your area
Integrity	● Be honest, do your own work ● Do your best work ● Follow through on what you say ●	● Walk with purpose ● Tell an adult if something needs attention	● Pay attention ● Participate in activities ●	● Use the space for its intended purpose	● Be proud to be a Lumberjack ● Be a good representative of our school	● Be honest ● Follow the rules, be safe ● Tell an adult if something needs attention
Tenacious	● Resilience through difficulties ● Complete your work ● Bounce back from setbacks ● Keep trying	● Walking with purpose ● Be on time	● Be passionate ● Have school spirit ● Encourage others ● Participate	● Go ● Wash ● Return	● Encourage others ● Overcome difficulties ● Always give your best ● Represent Lumberjack nation	● Persistence in face of daily challenges ● Be on time

Classroom Expectations

All teachers at Council School District are expected to establish clear routines and expectations that align to the schoolwide values. Classroom expectations will be posted in each classroom using the template below.

Classroom Routines						
Schoolwide Values	**Arrival to class**	**Instruction Time**	**Group Work**	**Transitions**	**Turning in Work**	**Leaving Classroom**
Gratitude	● Greet teacher and others before class starts	● Be engaged	● Be engaged ● Acknowledge your group mates	● Acknowledge your class mates ● Say please and thank you	● Acknowledge teacher ● Say please and thank you	● Acknowledge your teacher ● Say please and thank you
Respect	● Be in the proper place on time ● Keep hands and feet to self	● Quiet and eyes on teacher ● Raise your hand if you have a question ● Follow adult instruction	● Use appropriate language ● Quiet voices ● Keep hands and feet to yourself ● Clean up after yourself	● Stay in designated area ● Quiet voices ● Keep hands and feet to yourself ● Use materials for intended purpose ● Clean up after yourself	● Keep hands and feet to yourself ● Quiet voices ● Put work in proper receptacle ● Follow adult instruction ● Keep your work neat	● Stay in seat until dismissed ● Keep area clean, pack it in, pack it out. ● Be prepared to leave (have all your stuff, homework, etc.)
Integrity	● Arrive prepared for class ● Start bell work	● Encourage others to be on task ● Complete assignments/ task	● Encourage others to be on task ● Complete assignments/task	● Move with purpose ● Encourage others to be on task	● Move with purpose ● Encourage others to be on task ● Make sure your name is on your work	● Move with purpose and order ● Be mindful of others
Tenacity	● Do your best! ● Use your resources	● Do your best work! ● Use your resources	● Do your best work! ● Use your resources	● Move with purpose	● Move with purpose ● Make sure you turn in your best work	● Ensure all tasks completed or understood what needs done

FIRST DAY LESSON PLAN

At Council School District, we teach behavior skills as explicitly as we teach academic skills. It is important to explicitly teach, model, and practice the skills required to demonstrate the expected behaviors that are consistent with our schoolwide values and expectations.

Schoolwide Behavior Lesson Plans

8:00 – 10:30
Class advisors will take their classes around to stations where GRIT expectations and an explanation of model behavior and not-model behavior will take place. Each station will be 10 minutes long at each station and students will rotate through each station separately.
Mr. Ivey – Business Computer Lab/chromebook checkout
Mr. Bauer – Bus behavior
Mrs. Davidson – Lunch behavior
Mrs. Tucker – Athletics/Extracurricular behavior
Mr. James – Counseling / Hope Squad
Mrs. Shelton – Custodian/Hallway, Classroom, Bathroom behavior and cleanliness
Mrs. Lantz – High School Office procedures/behaviors
Mrs. Cook – Snack Cart procedures/behaviors
Mr. Joyce – Fire Drill / jr. high recess procedures / behaviors

10:30 – 11:30 Assembly in the gym

- Explain PBIS
    - PBIS Matrix
    - Reward system
    - Collect GRIT cards from the morning, reward some students
- Games / activities

11:30 – 12:30

- BBQ and games

12:30 – 3:54 (25 minute classes)
1st Period – 12:30 – 12:55
2nd Period – 12:58 – 1:23
3rd Period – 1:26 – 1:51
4th Period – 1:54 – 2:19
5th Period – 2:22 – 2:47
6th Period – 2:50 – 3:15
7th Period – 3:18 – 3:50 (added time to take survey)

Teach

At Council School District, we teach behavior skills as explicitly as we teach academic skills. It is important to explicitly teach, model, and practice the skills required to demonstrate the expected behaviors that are consistent with our schoolwide values and expectations. Our schoolwide expectations are taught and reviewed at least quarterly using the lesson plans included below. Teachers provide instruction specific to the expectations of their individual classroom routines using their own lesson plans.

Schoolwide Behavior Lesson Plans

Area: Location **Time Allotted:** 15-20 minutes

Gratitude	Respect	Integrity	Teamwork
● Expectations go here ● Expectations go here	● Expectations go here ● Expectations go here	● Expectations go here ● Expectations go here	● Expectations go here ● Expectations go here

Teach

- Overview of the lesson: "Today we are going to talk about how to be Gratitude, Respect, Integrity, Tenacity in the location."
- Provide and discuss rationale: See above matrix for expectations
    - Show the schoolwide behavior expectations matrix and walk through the expectations
    - Discuss the details of the expectations with the students

Model

- Demonstrate examples of not following expectations.
    - Gratitude –
    - Respect –
    - Integrity –
    - Tenacity –
- Choose a couple of students to demonstrate examples of following the expectations.
    - Gratitude –
    - Respect –
    - Integrity –
    - Tenacity –
- Discussion: "Tell me what Gratitude, Respect, Integrity, Tenacity feel or sounds like in the location."

Practice

- Have all students go to the location and practice engaging in the values within that location.
- Provide feedback while the students practice.
- Debrief with student questions: "Are there any questions you have about being Gratitude, Respect, Integrity, Tenacity, and value 5 in the location.

***Duplicate this and create a unique lesson plan for each location identified within your schoolwide matrix.*

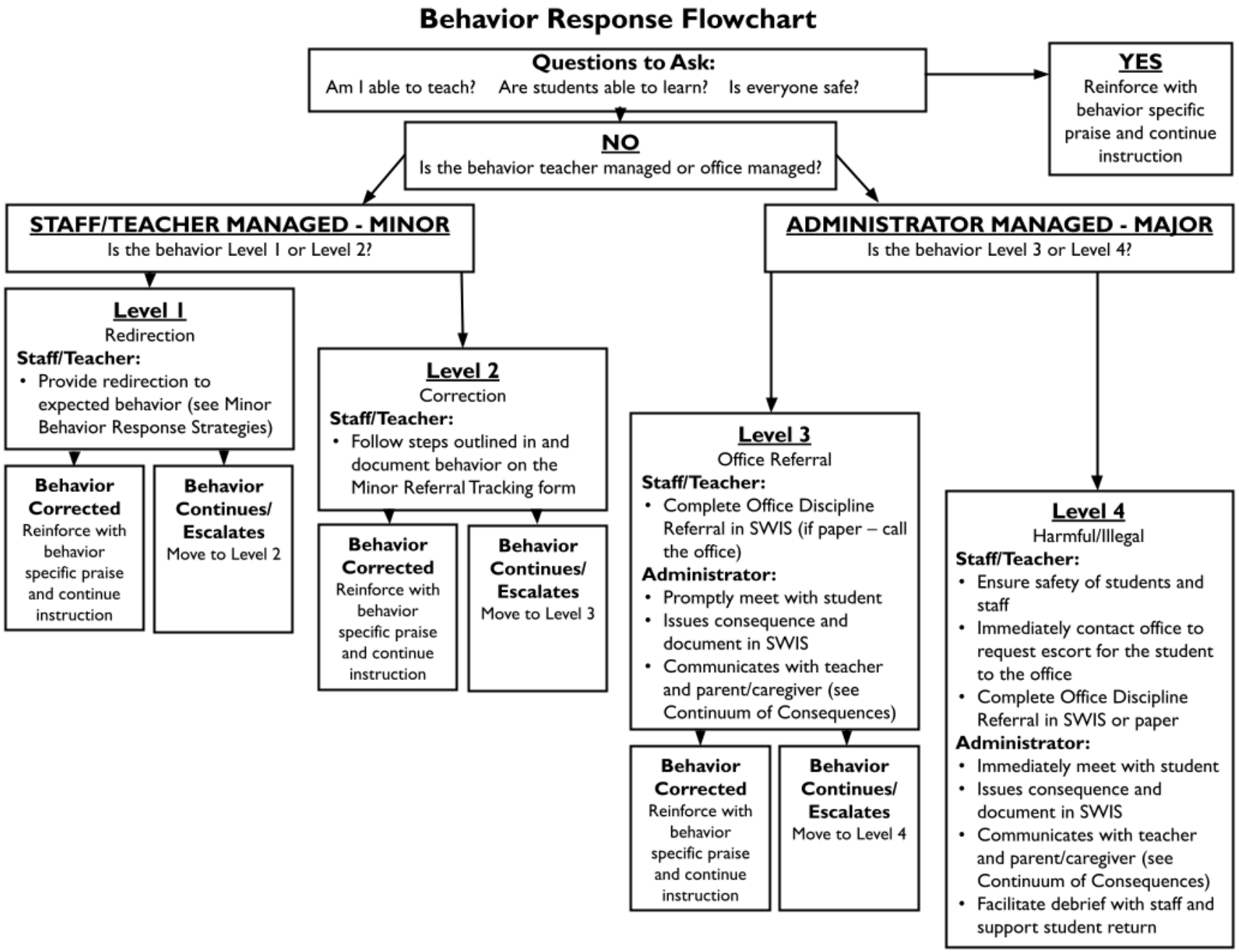
Respond

Acknowledgment

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 3 positive interactions with students to every 1 negative interaction (3:1 ratio). The goal of the acknowledgement system is to increase the number of positive interactions that all school staff have with students.

	What?	Who?	When?	Where?	How?	To Whom?	Why? (Purpose)
High Frequency Delivery	GRIT cards	Any staff member	When any student exhibits GRIT behavior	Throughout the school year	Staff member fills out GRIT card with student name and behavior exhibited	All students	To acknowledge students for displaying behavior expectations
High Frequency/ Intermittent Redemption	- LJ Reward Buck - LJ Swag box - LJ t-shirt/hat	Administrator draws names from a random drawing	Daily - LJ Buck Weekly - LJ Swag box Monthly -t-shirt/ hat	Students put cards in box by the office	-Random drawing - Student name over the intercom - Students come down to office	All students	To provide public recognition
Intermittent Delivery	GRIT postcards mailed home or a positive email	All teachers, admin, aides in the school	As needed	Postcards can be found in front office	Bring to front office to mail, or mail yourself	All students	To provide surprise note to parents of student effort
	GRIT cards for teachers and staff	All teachers, admin, aides in the school	Weekly	In the office?	Grab from the office and put in their mailbox	All staff	To provide recognition
Long-Term Delivery	Class sticker on bulletin board Clear tube with school wide goal	All teachers, staff, admin	Per semester	In the hallway	Class with most stickers wins a prize Establish a school wide goals	Whole class Whole school	To encourage good behavior To encourage good behavior

Behavior Response Flowchart



Level 1 – Redirection

Behavior results in minimal classroom disruption.

Form: none

Behavior	**Possible Consequences** (Consider the behavior and function)
• Whining • Food/ drink in class • Unprepared • Missing/ incomplete/ late work • Tardy • Interrupting • Wandering • Sleeping in class • Lying • Cell phone/ Technology • Off task • Arguing • Distracting others • Talking out of turn or at inappropriate time • Passing notes • Yelling • Tattling	**Teacher will provide redirection to expected behavior:** • Planned ignoring: Ignore behaviors when motivation is attention. • Physical proximity: Use teacher proximity to communicate teacher awareness, caring, and concern. • Direct eye contact: Give the "teacher look" to get attention and nonverbally prompt students. • Signal or non-verbal cue: Use gestures to prompt desired behavior or remind students of expectations. • Acknowledge others' behavior: Use behavior-specific praise to respectfully acknowledge the appropriate behavior of another student or group. • Redirect: Restate the desired behavior as outlined on matrix. • Support for routines and procedures: Install a routine to prevent the problem behavior. Remind and acknowledge for following expectations or an existing routine. • Re-teach: State and demonstrate the expected behavior. Have students demonstrate the expected behavior. Provide feedback. • Shaping: Acknowledge approximations of the desired behavior while simultaneously ignoring the inappropriate behavior. • Specific and contingent error correction: Specific directions that alert the student to stop the undesired behavior and engage in the expected behavior. • Provide choice: Provide choice to accomplish a task. Options of choices include location, order of task completion, alternate supplies, etc. • Conference with student: Describe the problem. Teach alternate behavior. Tell why alternate behavior is important. Practice. Provide feedback.

Level 2 – Correction

Behavior interferes with the learning of others.

Form: Minor Referral Tracking

Behavior	**Possible Consequences** (Consider the behavior and function)
• Defiance/ Insubordination/ Non-compliance • Disrespect • Disruption • Dress Code Violation • Inappropriate Language • Material/ Property Misuse • Physical Contact/ Physical Aggression • Tardy (chronic) • Technology Violation	**Restorative** • Provide an apology. • Restore materials, property, or environment to prior condition. • Use non-core instruction time to work on tasks missed due to tardy or off-task behavior. **Instructional** • Participate in conferences with teachers and receive re-teaching specific to the behavior/skill necessary to engage in behavior consistent with schoolwide values and classroom expectations. • Participate in opportunities to practice the skill/behavior and receive feedback. **Reflective** • Complete reflection form and discuss with the teacher. • One time loss of access to desired activity, in or out of class (e.g., recess, computer time). • Participate in conferences with teachers and parent/caregiver to discuss the behavior in comparison to schoolwide values and classroom expectations.

Administrator Managed – Office Discipline Referral

Level 3 – Office Referral

Behavior disrupts the teaching environment.
Form: Office Discipline Referral

Behavior	Possible Consequences (Consider the behavior and function)
• Abusive Language/ Inappropriate Language/ Profanity • Academic Dishonesty • Defiance/ Insubordination/ Non-compliance • Disrespect • Disruption • Dress Code Violation • Inappropriate Display of Affection • Inappropriate Location/ Out of Bounds Area • Lying • Skip Class • Tardy • Technology Violation • Truancy	**Restorative** • Write an apology letter to the individual(s) impacted. • Complete community service and lose specific privilege(s) until completed. • Develop a behavior contract in collaboration with the administrator/ teacher. • Restores materials, property, or environment to prior condition. • Use non-core instruction time to work on tasks missed due to tardy or off-task behavior. **Instructional** • Participate in weekly sessions of instruction, for 6-8 weeks, specific to the necessary skills/behavior needed. • Participate in opportunities to practice the appropriate skill/behavior and receive feedback. • Research the impact of their behavior on self and/or others and present the information to an administrator or class. • Prepare a lesson and teach it to younger students about the importance of solving problems appropriately. **Reflective** • Have behavior actively supervised to ensure the following behavior contract. • Complete an exit behavior exam to demonstrate the skills learned during social-skills instruction. • Follow a structured schedule until specific requirements are completed. • Participate in an interview with the administrator to identify the reason they engaged in the behavior. • Loss of access to desired activity, in or out of class for a period of time. • Participate in conferences with administrator and parent/caregiver to discuss the behavior in comparison to schoolwide values and classroom expectations. • Follow district discipline policies.

Level 4 – Harmful/Illegal

Behavior is harmful, Illegal, or chronic.
Form: Office Discipline Referral

Behavior	Possible Consequences (Consider the behavior and function)
• Arson • Bomb Threat/ False Alarm • Bullying • Fighting • Gang Affiliation Display • Harassment • Physical Aggression • Property Damage/ Vandalism • Theft • Threatening Behavior • Use/ Possession of Alcohol • Use/ Possession of Combustibles • Use/ Possession of Restricted Substances • Use/ Possession of Tobacco/ Nicotine • Use/ Possession of Weapons	**Restorative** • Participate in facilitated conflict resolution with other individual(s). • Restore materials, property, or environment to prior condition. • Develop a behavior contract in collaboration with the administrator/ teacher. **Instructional** • Research the dangers of their behavior and the impact to self and/or others and present the information to an administrator or class. • Prepare a lesson and teach it to younger students about the importance of solving problems appropriately. • Participate in weekly sessions of instruction, for 6-8 weeks, specific to the necessary skills/behavior needed. • Participate in opportunities to practice the appropriate skill/behavior and receive feedback. **Reflective** • Meet with a school or community police officer and gather information on the consequences of engaging in this type of behavior in the community. Write a two-page paper sharing what was learned. • Complete an exit behavior exam to demonstrate the skills learned during social-skills instruction. • Follow a structured schedule until specific requirements are completed. • Loss of access to desired activity, in or out of class for a period of time. • Participate in an interview with the administrator to identify the reason they engaged in the behavior. • Participate in conferences with administrator and parent/caregiver to discuss the behavior in comparison to schoolwide values and classroom expectations. • Receive in or out of school suspension. • Will be referred to authorities (Police or Fire), if necessary. • Follow district discipline policies.

Office Discipline Referral

Name: _____ Grade: _____ Date: _____
Referring Staff: _____ Time of Incident: _____
Others Involved:☐ No One ☐ Peers: _____ ☐Teachers ☐Staff ☐Substitute ☐Unknown

Minor Behavior (select only one)	**Location:** (select only one)	**Perceived Motivation:** (select only one)
• Chronic Level 1 Behaviors _____ • Defiance/Non-compliance • Disrespect • Discrimination • Property Misuse • Cell Phone/Tech Use • Other: _____	• Classroom • Hall • Playground/field • Cafeteria • Bathroom • Library • Gym • Locker Room • Bus • Other:_____	• Attention from peers • Attention from adults • Obtain item/activity • Avoid peer • Avoid adults • Avoid work/activity • Other: _____

Major Behavior (select only one)	**Location:** (select only one)	**Perceived Motivation:** (select only one)
• Physical Aggression • Bullying • Harassment • Lying/Cheating • Abusive/inappropriate Language/Profanity • Destruction of property • Truancy • Alcohol/Drugs • Possession of Weapons • Leaving Campus • Threat to School Safety • Threat to Harm Another • Other: _____	• Classroom • Hall • Playground/field • Cafeteria • Bathroom • Library • Gym • Locker Room • Bus • Other:_____	• Attention from peers • Attention from adults • Obtain item/activity • Avoid peer • Avoid adults • Avoid work/activity • Other: _____

Action(s) Taken:

☐ Timeout/Detention ☐Conference w/Student ☐ ISS ____ Days ☐ OSS ____Days ☐Loss of Privilege(s) _____ ☐Parent Contact ☐Other: _____

What happened? _____
_____

□ Documented in SWIS

Behavior Definitions

It is important that when we talk about behavior, we use consistent, and objective language. Before completing an Office Discipline Referral (ODR), please be sure to accurately label the behavior using the definitions below.

Minor (Teacher/Staff Managed Behaviors)		
Problem Behavior	**Definition**	**Examples**
Defiance /Insubordination/Non-compliance (m-Defiance)	Brief or low-intensity failure to follow directions or talking back.	● Work refusal ● Not transitioning ● Not following rules
Disrespect (m-Disrespect)	Low-intensity, rude or dismissive messages to adults or students.	● Name calling ● Eye rolling
Disruption (m-Disruption)	Low-intensity interruption of class or school activities.	● Talking over others ● Making loud noises ● Wandering around and distracting others
Dress Code Violation (m-Dress)	Clothing that is near, but not within, the school/district dress code guidelines.	● Requires adjustment of existing clothing
Inappropriate Language (m-Inapp Lan)	Low-intensity harmful language.	● Saying “butt crack” ● Swearing, but not directed at someone
Material/Property Misuse (mPrprty Misuse)	Low-intensity incorrect use of materials or property.	● Firing staples out of a stapler ● Coloring on a desk ● Tearing up papers
Physical Contact/Physical Aggression (m-Contact)	Non-serious, physical contact that violates school guidelines.	● Horseplay ● Mutual play fighting
Tardy (m-Tardy)	Arrival to class after the signal that class has started.	● In the room, but not at their desk ● Arrival seconds after the bell rings
Technology Violation (m-Tech)	Non-serious use of an electronic device that violates school guidelines.	● Cell phone is on a desk in a no-cell-phone space ● Playing unapproved games

Major (Administrator Managed Behaviors)		
Problem Behavior	**Definition**	**Examples**
Abusive Language/Inappropriate Language/Profanity (Inapp Lan)	Harmful verbal messages.	● Name calling ● Swearing at someone
Academic Dishonesty (Acad Dis)	Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	● Cheating on a test ● Plagiarism ● Not citing sources ● Unauthorized help
Arson (Arson)	Plans to and/or participation in burning of property.	● Burning leaves on the playground ● Playing with matches ● Setting fire to property on purpose
Bomb Threat/False Alarm (Bomb)	A message of impending explosive materials on campus or near campus.	● Social media post ● Prank phone call ● Swatting ● Graffiti message in a bathroom stall
Bullying (Bullying)	Repeated, unwanted interactions in which there is a power imbalance.	● On-going teasing ● Repeated taunting ● Repeated name calling ● Leaving someone out on purpose ● Rumors
Defiance/Insubordination/Non-compliance (Defiance)	Refusal to follow directions or talking back.	● Shouting NO ● Continued refusal to follow instruction after repeated attempts ● Continued refusal after offers of support
Disrespect (Disrespect)	Rude or dismissive messages to adults or students.	● Insults directed at others
Disruption (Disruption)	An interruption in a class or school activity.	● Sustained loud talking ● Yelling ● Screaming ● Noise with materials ● Horseplay or roughhousing ● Sustained out-of-seat behavior
Dress Code Violation (Dress)	Clothing that does not fit within the school/district dress code guidelines.	● Requires a change of or additional clothing to meet guidelines
Fighting (Fight)	Mutual participation in physical violence.	● Two students punching each other ● A group of students kicking each other
Problem Behavior	**Definition**	**Examples**

Gang Affiliation Display (Gang Display)	Gesture, dress, and/or speech to show affiliation with a gang.	● Flashing a gang sign ● Wearing prohibited colors to demonstrate gang affiliation
Harassment * (Harass)	Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. *These subtypes are based on documentation from the U.S. Office of Civil Rights.*	● Making fun on someone's accent ● Racial slurs
Inappropriate Display of Affection (Inapp Affection)	Inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another person.	● Kissing in the hallway ● Public display of affection (PDA)
Inappropriate Location/Out of Bounds Area (Out Bounds)	In an area outside of the school or activity boundaries (as defined by school).	● Leaving school grounds during school hours ● Wandering away during a field trip
Lying (Lying)	An untrue message which violates rules.	● Forging a permission slip signature ● Blaming another student for something they didn't do
Physical Aggression (PAgg)	Physical contact where injury may occur	● Hitting ● Punching ● Hitting with an object ● Kicking ● Hair pulling ● Scratching
Property Damage/Vandalism (Prop Dam)	Destruction or disfigurement of property.	● Graffiti ● Driving on the football field
Skip Class (Skip)	Leaving or missing class without permission.	● Hanging out in the commons during class time
Tardy (Tardy)	Late (as defined by the school) to class or the start of the school day, and Tardy is not considered a staff-managed behavior.	● Not in their seat when the bell rings ● Arriving to class 15 minutes late without a permission slip
Technology Violation * (Tech)	Inappropriate (as defined by school) use of an electronic device.	● Texting in class ● Using a school tablet to play non-school games during a lesson
Theft (Theft)	In possession of, has passed on, or is responsible for removing property that is not their own without permission.	● Taking another student's possessions ● Taking school materials without permission
Problem Behavior	**Definition**	**Examples**
Threatening Behavior (Threat)	Causing fear of injury or harm to people or property.	● Social media post about hurting another student

		● Message in the bathroom about fighting another student ● Saying they'll bring a weapon to school
Truancy (Truancy)	An unexcused absence for ½ day or more.	● Leaving at lunch and not coming back ● Repeatedly skipping class
Use/Possession of Alcohol (Alcohol)	Possession or use of alcohol.	● Bringing beer to school ● Showing up to a school dance drunk
Use/Possession of Combustibles (Combust)	Possession or use of substances or objects capable of setting fire to or burning something	● Matches ● Lighters ● Firecrackers ● Gasoline ● Lighter fluid
Use/Possession of Restricted Substances (Drugs)	Possession or use of drugs, medications, or other substances that are limited, controlled, or banned; misuse of allowed substances in an unapproved way.	● THC in a vape pen ● Sharing anxiety medication ● Huffing glue
Use/Possession of Tobacco/Nicotine (Tobacco)	Possession or use of tobacco or nicotine products.	● Cigarettes ● Vape pens ● Chewing tobacco.
Use/Possession of Weapons * (Weapons)	Possession or use of knives, guns, or other objects readily capable of causing bodily harm.	● Bringing a toy gun to school pretending it's real ● Switchblade

Substitute PBIS One-Page Summary

Dear Your School Name Here substitute teacher, please review the following information to understand how we prevent and respond to behavior School Motto here. We have adopted the following schoolwide values. We expect our students to Motto: Gratitude, Respect, Integrity, Tenacity.

**Update the information below to align with systems and procedures at your school.

Prevent Problem Behavior from Occurring

1. Treat students in a positive and respectful way—avoid yelling, belittling students, or using sarcasm.
2. Maintain active supervision of students at all times—groups of students should be in visual contact with an adult at all times.
3. Be mindful of the pace of instruction. During work time, roam the classroom to ensure engagement and provide support to students as needed

Teach the Behavior we Want to See

1. Review the attached copies of the schoolwide behavior matrix and classroom matrix. Students have been explicitly taught these expectations. Know the expectations for the classroom, halls, restroom, cafeteria, and playground.
2. If students do not follow the expected procedure, have them repeat and demonstrate the expectation. Immediately acknowledge the correct behavior.
3. Before beginning lessons, activities, or direct instruction, explicitly outline expected behavior for the activity/environment (group instruction, independent work, exiting the classroom, etc.).

Response to Expected Behavior

1. Frequently point out and verbally acknowledge expected behavior.
2. Award provided tickets to students who display examples of being Gratitude, Respect, Integrity, Tenacity. Extra tickets can be found _____.
3. At the end of the day, collect all tickets distributed and turn them into the main office for our weekly PBIS drawing.

Response to Challenging Behavior

1. Use the attached Behavior Flow Chart to determine whether a behavior is classroom-managed or office-managed.
2. If a behavior is classroom-managed, see Continuum of Response Strategies for suggestions to redirect and/or re-teach.
3. If a behavior is office-managed, follow the procedure outlined on the flowchart and complete an Office Discipline Referral (ODR) located _____.