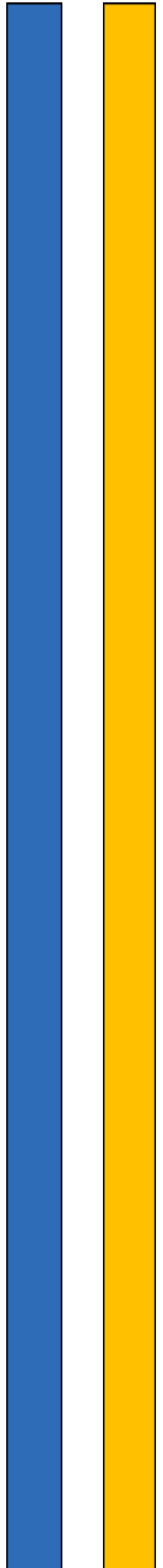


Westwood Elementary

PBIS Handbook

-Positive Behavior
Interventions & Supports-

“This is how we roar!”

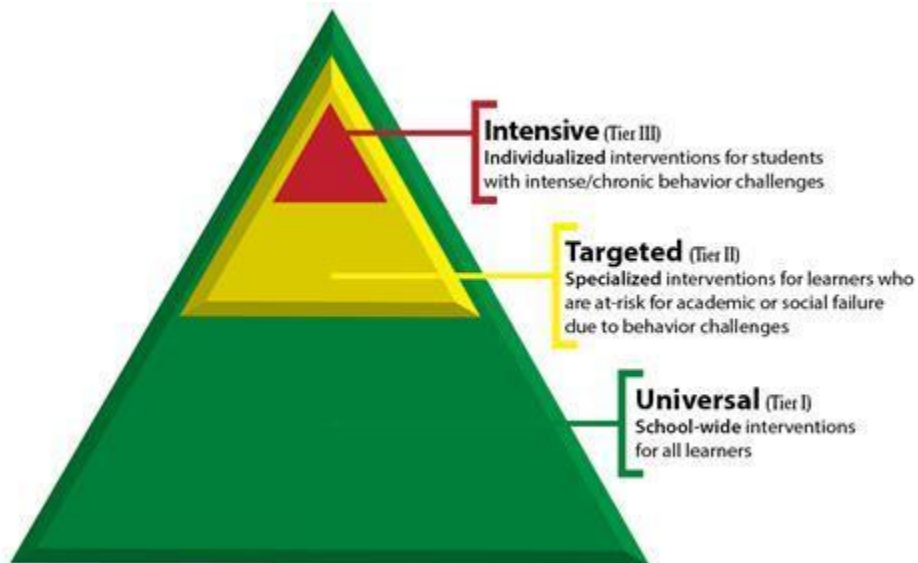


Positive Behavior Interventions and Support (PBIS)

What is Positive Behavior Support?

Positive Behavior Interventions and Support (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports **ALL** students through interventions ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate. PBIS has a preventative focus and it changes the paradigm of focus from negative behaviors to positive expectations and interactions.

PBIS is a multi-tiered system of supports (MTSS) which defines strategies and supports for students within a 3-tiered system. **Tier 1** is the part of the intervention that supports **ALL** students at Westwood Elementary School. **Tier 2** is for a small group of students that require additional support in meeting the Behavior Expectations. **Tier 3** is focused on individual students whose needs are beyond the expertise of the classroom teacher.



An important aspect of PBIS is the understanding that appropriate behavior is a skill that requires direct teaching to students, similar to math and reading. There is no assumption that students will learn appropriate behavior automatically or pick it up as they go through the school day. This critical feature in PBIS leads to its effectiveness. The following pages describe the school-wide systems and supports utilized at Westwood. Our approach to supporting *ALL* students includes communicating clear school-wide rules and expectations, providing support for the prevention of bullying, building strong relationships among students and staff, and teaching skills for managing stress and conflict. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff;

Certified and Classified staff members; noon supervisors, cafeteria and custodial staff; and even volunteers and guest teachers.

There are **four** main elements in School-Wide PBIS:

- Customized practices to **support student behavior**, such as defining and teaching appropriate behaviors;
- Systems of **support for educators** in the school, such as school-wide behavioral expectations, indicators, and coaching;
- **Data-based decision-making**, which is the cornerstone of the behavior problem-solving process;
- The combination of these results in **school-wide outcomes** which promote our three school rules; ***Be Safe, Be Respectful, Be Responsible.***

Throughout the school year, staff, students, and families are formally invited to provide input regarding our program and discuss its effectiveness during School Site Council, ELAC, Parent-Faculty Club, and Morning Meetings.

School-Wide Rules

Be Safe

Be Respectful

Be Responsible

Why do we have School-wide Rules?

Having a few, simple, positively stated rules facilitates the teaching of behavioral expectations across school settings and ensures students will be learning through the same language. Focusing on 3 simple rules, it is easier for students to remember. It is also important for staff because instruction focused on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior. In addition, having the 3 school rules posted in all areas of the school will be a constant reminder to students and staff of the expectations in the classroom, cafeteria, office, etc.

By selecting only a few rules, it is important that they are broad enough to encompass all potential problem behaviors. The PBIS team believes that behavioral expectations across all school settings can be taught according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- Thank you class for **Being Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.
- You were **Being Responsible** when you asked your classmate to walk in a straight line in the hallway.

All staff and students in the school are expected to know the School-wide Rules. The goal is that 100 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

The **Behavioral Expectations Matrix** uses the school-wide rules to identify specific behavioral expectations across all school settings. The **Behavioral Expectations Matrix** will be disseminated to all staff and will be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. The **Behavior Expectations Matrix** will be big enough to read and highly visible throughout all settings in the school.



The Westwood Way School Rules and Behavioral Expectations

*Everyone is expected to wear masks/face coverings indoors at all times.

Common Area	Be Safe	Be Respectful	Be Responsible
Assemblies / Special Events and Activities	-Sit properly - pockets on floor, 'criss-cross apple-sauce', hands in lap -Maintain personal space. -Keep center aisle clear.	-Listen attentively to speaker. -Applaud when appropriate.	-Keep your body to yourself. -Follow adult directions the first time. -Take all belongings with you.
Bathrooms	-Wait your turn. -Keep hands and objects to yourself. -Wash your hands with soap (20 seconds). -Keep feet on the floor.	-Only one student per stall. -Use quiet voices. -Flush toilet when done. -Place paper towels in the trash can. -Respect privacy. -Use only for intended purpose.	-Carry a bathroom pass/clip. -Wash your hands (20 seconds). -Conserve water, soap, toilet paper, and paper towels – only use what you need. -Wait outside against the wall for your partner.
Cafeteria/ Outdoor Dining Area	-Line up in a single file, in order. -Maintain personal space. -Walk with trays and lunchbox. -Stay seated with feet under the table. -Eat and keep food in the cafeteria/eating area. -Eat only your <i>own</i> lunch.	-Use quiet voices. -Raise your hand for assistance. -Stay seated until given permission to get up. -Keep your food to yourself. -Follow all adult directions the first time. -Respond immediately to the attention signal.	-Walk with your class to lunch in line order. -Pick up all supplies when going through the line. -Clean up after yourself – check the table and floor. -Recycle and compost garbage.
Classrooms	-Control your body. -Walk at all times. -Use materials appropriately.	-Use kind, positive words. -Listen attentively. -Use inside voices. -Help others learn. -Take responsibility for your words and actions. -Follow all adult directions the first time given.	-Arrive on time to class. -Take care of classroom materials. -Be honest. -Do your personal best. -Bring only school-appropriate materials. -Write name, date on your work.
Hallways	-Walk at all times (on blue/green lines) -Keep feet on the ground. -Keep hands, feet, bodies to self. -Eyes front - watch for opening doors.	-Be quiet-honor others' learning -Hold the door open for others entering/exiting behind you. -Allow others to pass.	-Stay on the cement/sidewalk. -Hold any balls/equipment/meal trays with <u>both</u> hands. -Go directly to/from destination. -No eating.
Office	-Keep hands and objects to yourself.	-Stay in front of counter. -Use indoor voices. -Follow adult directions the first time.	-Clean up after yourself.
Playground/ Recess	-Walk to and from the playground. -Stay within the boundaries. -Be aware of activities/games around you. -Move in one direction on bars. -Keep hands, feet and bodies to yourself. -Throw only balls.	-Follow all adult directions promptly. -Play fairly – follow all games rules as written; take turns. -Include everyone; invite others to join games. -Use appropriate language. -Be kind. -Remember: "It's just a game!"	-Walk directly to line. -Use the bathroom and get a drink <i>before</i> the bell rings. -Take your belongings with you. -Eat <i>healthy</i> snacks; no candy allowed. -Eat/keep snacks <i>only</i> at the snack tables; no sharing of food items.

Student Signature _____

Parent Signature _____

8/11/21, 7:20am

Teaching School-Wide Rules, Behavioral Expectations, & Routines

The Behavior Expectations and Procedures Matrix is reviewed at least 3 times throughout the school year - at the beginning of the year, after Winter Break, and after Spring Break. Lessons are also reviewed periodically and 'as needed' to address issues that arise within the classroom and in Common Areas.

Teachers share the Matrix at Back-to-School Night and send it home for a parent signature to ensure that parents are aware of the behavioral expectations across campus.

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team organizes a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right, the entire staff is expected to participate in and support all activities. In addition, classroom teachers create a set of classroom rules/agreements, in collaboration with the students. These rules are signed by the students, and posted in the classroom.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff members have different expectations about what behavior is acceptable in different settings which can confuse the students. In addition, we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include proper behaviors in the following areas: office, cafeteria, play structure, blacktop, hallways, arrival and dismissal areas, bathrooms, computer lab, special events and assemblies, library and music. Choosing classroom routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior such as sharpening pencils, selecting a book to read, distributing materials, etc. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold re-teaching sessions to review the expectations.

Re-teaching sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic.

Re-teaching sessions may include re-teaching expectations, increasing the number of acknowledgment Howls, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area. All routines will be re-taught in January after Winter Break and after Spring Break.

Westwood Elementary Behavior Expectations and Procedures Matrix Review Checklist

Directions: Review the expectations in our Matrix with your students, and rehearse the procedures with them as you tour each Common Area throughout the week. Record the date that the review was completed, and turn in the completed checklist to the principal no later than _____.

Assemblies/Special Events _____

Bathrooms _____

Cafeteria _____

[Cafeteria Procedures](#)

Classrooms _____

Hallways _____

Office _____

Computer Lab _____

Playground _____

[Entering/Exiting Procedures](#)

[Playground Procedures and Game Rules](#)

[Buddy Bench](#)

We have completed the Common Area review and tours:

Signature of Teacher

Room #

Expected Behavior Lesson Plan

The Topic/Rule: **Assemblies**

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
-Walk slowly in line when entering and leaving the cafeteria. -Sit properly (pockets on floor, "criss-cross applesauce" hands in lap) -Maintain personal space -Keep center aisle clear	-Sit in designated area -Raise hand to ask questions -Applaud when appropriate -Listen attentively to the speaker -Wait for dismissal signal	-Keep your body to yourself -Whole body listening (eyes, ears, feet, body and heart) -Follow directions given the first time -Take all belongings with you

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES

- A-5 class walks slowly and quietly to the cafeteria. They sit down in their class area on their pockets so others can see behind them.
- While sitting at an assembly, Roberto has a question and raises his hand quietly and waits to be called on.
- Jessica is sitting and listening during the assembly, when it is finished, she waits for her teacher's signal to stand up and walk out quietly with her class.

NON EXAMPLES

- Jon and Heather are yelling out during the assembly and talking to each other during the presentation.

- Students stand up before the assembly is finished and start for the door.
- Juan runs into the cafeteria and slides across the floor.

Ask students to come up with their own examples and non-examples.

Provide opportunities to practice and build fluency:

- Show and tour the areas ahead of time, and have the students practice procedures/routines - modeling desired behavior.
- When entering the cafeteria reinforce all procedures and stop to model and have students model for each other.
- EXAMPLE: “As we enter the cafeteria, we are silent and walking. We look at our teacher for guidance. Michael, show everyone how we would do that. Great job, now let’s all try it.”
- Take your class to your designated area.
- Have them sit cross-legged with their hands in their laps or by their sides.
- When you return to class, share out what everyone has learned. You can extend this lesson by drawing or writing about the correct procedures.
- Remind students that they can help the class earn WOW’s or your class prizes by being safe, respectful and responsible during the assembly.

Expected Behavior Lesson Plan

The Topic/Rule: **BATHROOMS**

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
-Wait your turn. -Keep hands and objects to yourself. -Keep feet on the floor.	-Only one student per stall. -Use quiet voices. -Flush toilet when done. -Place paper towels in the trash can. -Respect privacy. -Use only for intended purpose.	-Carry a bathroom pass. -Wash your hands. -Conserve water, soap, paper and paper towels – only use what you need. -Wait outside against the wall for your partner.

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES

- Michael asked his teacher to use the restroom. She gave him a bathroom pass and he took it, silently walking there.
- Amaya escorted Sabrina to the bathroom. She waited for her outside.
- Darnell needed to use the bathroom, but all of the stalls were taken. We waited in line.

NON EXAMPLES

- John wanted to see if he was strong enough to climb to the top of the bathroom door. So he tried.
- Amy wanted to make sure she had a chance to play Wall Ball during recess so she went to the bathroom quickly. She forgot to flush and wash her hands.
- Monica sang as loud as she could when she went to the bathroom.

Ask students to come up with their own examples and non-examples.

Provide opportunities to practice and build fluency:

- Show and tour the areas ahead of time, and have the students practice procedures/routines - modeling desired behavior.
- Reinforce appropriate behavior.

Expected Behavior Lesson Plan

The Topic/Rule: CAFETERIA

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none">● Line up in a single file, in order.● Maintain personal space.● Walk with trays and lunchbox.● Stay seated with feet under the table.● Eat and keep food in cafeteria● Eat only your own lunch.	<ul style="list-style-type: none">■ Use quiet voices.■ Raise your hand for assistance.● Stay seated until given permission to get up.■ Keep your food to yourself.■ Follow all adult directions the first time.■ Respond immediately to the attention signal.	<ul style="list-style-type: none">■ Walk with your class to lunch.■ Pick up all supplies when going through the line.■ Clean up after yourself – check table and floor.■ Recycle and compost garbage.

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES.

- Jacob waits quietly in line until invited to enter the kitchen area. He gets his card, then his milk choice, meal selection while moving quietly towards the cashier. After getting all food items and paying for lunch, he picks up his utensils and any condiments prior to returning to his assigned table to eat.
- While eating Maddie remains seated, with her legs calmly under the table.

- Once dismissed by the noon supervisor, Juan makes sure all trash is picked up from the table, He walks to the trash can and throws all garbage away. Then walks quietly to the designated line-up spot for his class.

NON EXAMPLES

- Rebecca enters the double-doors, then runs passed other student to get to the front of the lunch line.
- Luke and Alan walk side-by-side talking, as they head for the kitchen, not looking where they are going and bump into the existing line at the kitchen entrance.
- Once seated, Lisa realizes she forgot her utensils and catsup, so she runs back to get them.
- When dismissed at the table, the entire class gets up, picks up some of their items and lines up, leaving the table a mess.

Provide opportunities to practice and build fluency:

- Discuss and review all procedures in the classroom before going to the cafeteria for a walk-through.
- Model what each expectation “looks like” (i.e. entering the cafeteria, moving through the food line, getting food and checking out), “sounds like” (i.e. quiet voices in the line, quiet voices and feet at the tables) and “feels like” (i.e. hands and feet are always kept to self so no one is pushed or hit in line.)
- Role play procedures for each area.
- Review the **sharing policy** – students should not ask others for food, and sharing is not allowed.
- Check for understanding: Ask students to explain safe, responsible and respectful behaviors in the cafeteria.
- Once a student has demonstrated some of the behaviors you want your students to engage in, give them a WOW and explain why they are getting a WOW.

Expected Behavior Lesson Plan

The Topic/Rule: **CLASSROOMS**

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
-Control your body. -Walk at all times. -Use materials appropriately.	-Use kind, positive words. -Listen attentively. -Use inside voices. -Help others learn. -Take responsibility for your words and actions. -Follow all adult directions the first time given.	-Take care of classroom materials. -Be honest. -Do your personal best. -Bring only school-appropriate materials. -Write name, date and title on your paper.

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES

- Sloane is full of excitement as recess begins. She starts to run to the classroom door, but catches herself remembering to be safe. She is rewarded with a “Wow” for her self-control.
- Enrique was in the front office when directions for the class activity were given. When he returned to class, he did not know what to do. His classmate Dante silently gave him the directions he missed.

- Audria dislikes timed tests because they make her nervous. She takes a deep breath and focuses on the timed test anyway.

NON EXAMPLES

- Chris rushes through his assignment so he has more time to color and play.
- Tiffany yells at Joy on the other side of the classroom, asking her why she is wearing those ugly shoes.
- Ron walks to the back of the room while swinging his arms and “accidentally” bumping into classmates on the way.

Ask students to come up with their own examples and non-examples.

Provide opportunities to practice and build fluency:

- Role Play
- Model Behavior
- Reinforce Proper Behavior

Expected Behavior Lesson Plan

The Topic/Rule: **HALLWAYS**

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
-Walk at all times. -Keep feet on the ground. -Keep hands, feet, bodies to self. -Watch for opening doors (walk on the blue/green line).	-Be quiet-honor others' learning -Hold the door open for others entering/exiting behind you. -Allow others to pass.	-Stay on the cement/sidewalk. -Hold any balls/equipment/meal trays with both hands. -Go directly to/from destination. -No eating.

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES

- Juan and Samantha leave their classroom to go to the restroom. They walk quietly in a line outside of the yellow line. An adult compliments them and rewards them with "Wows".
- Room A1 leaves the cafeteria and lines up immediately, without talking and keeping their hands to themselves.
- A large group of students are walking off the playground after recess and immediately stop talking when they pass through the gate.

NON EXAMPLES

- Marisa and William walk to the corner, and then run to the playground, bouncing a ball along the way and laughing loudly.
- 3 students from your class walk side by side, talking about their plans for the weekend.
- Sean is walking to the office, and knocks on the door of classroom doors on the way.

Ask students to come up with their own examples and non-examples.

Provide opportunities to practice and build fluency:

- Show and tour the areas ahead of time, and have the students practice procedures/routines - modeling desired behavior.

Expected Behavior Lesson Plan

The Topic/Rule: OFFICE

What do we expect the students to do?

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none">• Enter & exit the Westwood Way• Always have a written Permission Slip entering and leaving• Use furniture appropriately• Keep hands and objects to yourself.	<ul style="list-style-type: none">• Wait in the Lobby to be acknowledged• Stay in front of counter.• Use indoor voices.• Follow all adult directions the first time.	<ul style="list-style-type: none">• Ask for permission to use the phone• Ask for permission to use the restroom• Clean up after yourself.

How will we teach the expected behavior?

Have students identify the reasons why these expectations are important.

List examples and non-examples of the expected behaviors (at least 3 each):

EXAMPLES

- Joelle gets hurt at recess; Stephanie brings her to the office with a Permission Slip from the yard duty.
- Students turn in their gold WOWs to the gold bucket quietly.
- Emily patiently waits for the attention of the office staff to ask permission to call her mom.

NON EXAMPLES

- Johnny came to the office without a Permission Slip.
- Students enter the Office Lobby using outside voices and interrupt a parent talking to the office staff.
- 4 students arrive after the morning bell, each of them needs a tardy slip, but they go to class instead of the office first.

Provide opportunities to practice and build fluency:

- Bringing a message to the office: Child holds permission slip and the message. He/She walks quietly to the counter, presents the pass and the message and waits to be addressed by the staff, or politely introduces him/herself by saying, “Excuse me.” Remind students not to disturb staff when they are on the phone. The child says “Thank you” and exits the Westwood Way.
- Arriving late: Student walks quietly to the counter and politely asks for a pass, “May I please have a tardy slip?” Student exits the Westwood Way and goes directly to class.
- Waiting to see an administrator: Child brings in permission slip from teacher, hands the note to an adult behind the counter, sits in seat in the Lobby and waits quietly. Student cannot leave until excused with a permission slip.

**WESTWOOD ELEMENTARY
MULTI-USE LUNCH**




Enter the Westwood Way

- FOLLOW INSTRUCTIONS FROM STAFF
- SPEAK POLITELY
- SIT ON YOUR POCKETS AT YOUR TABLE
- WAIT TO BE EXCUSED
- HANDS AND FEET TO YOURSELF
- EAT YOUR OWN LUNCH / SNACK AND DO NOT SHARE BECAUSE OF ALLERGIES
- CLEAN UP AFTER YOURSELF

BE SAFE · BE RESPECTFUL · BE RESPONSIBLE


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**WESTWOOD ELEMENTARY
OFFICE**



Enter the Westwood Way


- WAIT IN THE LOBBY
- USE INSIDE VOICES
- KINDNESS MATTERS



BE SAFE · BE RESPECTFUL · BE RESPONSIBLE

ORD-2002027-PBISPB-WESTWOOD-OFFICE.ai

**WESTWOOD ELEMENTARY
PLAYGROUND**



- EAT IN THE SNACK AREA AND PICK UP AFTER YOURSELF
- USE KIND WORDS
- PLAY FAIRLY / FOLLOW RULES
- HANDS AND FEET TO YOUR SELF
- USE PLAYGROUND EQUIPMENT APPROPRIATELY
- STOP WHEN THE BELL RINGS
- WALK QUIETLY AND RESPECTFULLY TO CLASSROOMS



BE SAFE · BE RESPECTFUL · BE RESPONSIBLE

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SAMPLES

MDUSD Social Emotional Learning Program

As part of our Tier 1 support system, our district has developed a Social-Emotional Learning program based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework to support students in developing skills in 5 core SEL competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Social Awareness, and Relationship Skills. To monitor progress, students will be given surveys 3 times throughout the year to self-report how they feel they are doing in each of these areas. Results from these surveys will be analyzed by teachers and other relevant staff to determine strategies and supports needed to address individual student needs, as well as trends evident in classrooms, within grade levels and/or across the school. Staff and parents have access to a library of resources designed to support program implementation: [SEL Program Resources](#).



Additionally, Westwood teachers have access to additional training and resources to support students' social-emotional well being and relational capacity:

- Through the [Responsive Classroom](#) program, teachers received training and resources ("First Six Weeks of School" and "Morning Meetings" handbook) to help them facilitate building positive relationships among students in the classroom. Teachers conduct daily Morning Meetings to help the students build their relational capacity by creating positive classroom environments that include daily Morning Meetings in which students read a message from their teacher, review the agenda for the day, greet each other, share, and engage in a community building activity.
- Westwood has continued to partner with [Soul Shoppe](#) to provide online lessons in their Tools of Heart and Allies Against Racism courses. These lessons support trauma-informed practices that teach students conflict resolution, self-regulation, and friendship skills.
- Some staff members have received training in [Dynamic Mindfulness](#), and incorporate research-based movement techniques to promote self-regulation to calm the nervous system and prepare the brain for learning.

Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness with the goal of creating safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

Independent [research](#) has found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been described by the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.

The Four Key Domains of Responsive Classroom

Engaging Academics

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.

Positive Community

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.

Effective Management

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Developmentally Responsive Teaching

Basing all decisions for teaching and discipline upon research and knowledge of students’ social, emotional, physical, and cognitive development.

At Westwood, we incorporate Responsive Classroom’s ***Morning Meetings*** and ***Quiet Time*** systems school-wide in order to support effective learning environments:

Morning Meeting

Morning Meetings give students a consistent time and place every day to explore and practice social skills and to merge social, emotional, and academic learning. Morning Meeting also nurtures empathy by offering students an opportunity to practice taking care of others. During Morning Meeting everyone gathers in a circle for 20 minutes at the beginning of the school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message. Although there is much overlap, each component has its own purpose and structure.

Goals of Morning Meeting

1. To set a tone for respectful and engaged learning in a climate of trust
2. To create the positive power of community by fulfilling students' need to belong, to feel significant, and to have fun
3. To model and practice social and emotional skills
4. To merge social, emotional, and academic learning

Four Components of Morning Meeting

1. Greeting: Students greet each other by name, often including handshaking, singing, movement, and other activities.
2. Sharing: Students share some news or information about themselves and respond to each other, articulation their thoughts, feelings, and ideas in a positive way.
3. Group Activity: The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
4. Morning Message: Students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by the teacher.

Quiet Time

Purpose of Quiet Time

Consider the energy and intensity that often accompany the middle of the day. Lunch and recess provide students with opportunities to run, play, eat, and socialize, and teachers often see this energy spilling over into the classroom as students reenter for the afternoon. They often run into the room, bumping and shoving, laughing and talking loudly; sometimes they return upset about something that happened at recess or lunch. The energy can be overwhelming, for both teachers and students.

Quiet time offers an opportunity for students to transition back into the classroom in a purposeful and relaxed way so they are better ready for an afternoon of learning. Just 10 to 15 minutes of time to read, write, draw, work on a puzzle, or do some other quiet work can help children take a physical, mental, and emotional breather so they are more ready to engage in learning in the afternoon.

Structure of Quiet Time

Teachers structure quiet time in a variety of ways. The following tips offer some ideas to consider.

Time

Generally, 10 to 15 minutes is about right. It might be hard to think about setting aside time each day for quiet time, but teachers who use quiet time often say they can't live without it. Some teachers even say they save time, because many disputes and worries that spill into the room after lunch often dissipate as students relax into quiet time. Whatever time you choose, try to be as consistent as possible so that students can count on that time each day.

Choices

When students can choose what to do during quiet time, they have a sense of power and control during that time and are more likely to engage positively in their work. At the beginning of the year, consider limiting choices to keep things simple. They might be able to read, write, or draw, for example. As the year goes on, you might offer more choices as students are ready.

Some teachers keep choices focused on the daily work of the room. For example, students can read, write, work on unfinished classwork, or get a start on upcoming homework. Other teachers offer choices such as doodling, playing a solitary game, or meditating or resting. Consider your goals for this time as you decide what choices to offer.

Teacher's Role

What do teachers do during quiet time? Sometimes, they give themselves the same choices as their students. It can be a welcome break for teachers and can help recharge adult batteries for the afternoon to take a few minutes to read, write, or draw. Some teachers use quiet time to get ready for the afternoon or catch up on some paperwork. Something teachers should not do is to walk around and chat with students, as children may have a hard time following the rules of quiet time if adults aren't following them as well.

Teach Quiet Time

Like any other routine or structure, teachers need to teach students how quiet time will work. They may use Interactive Modeling to teach skills such as how to transition into the room, how to make productive choices, and what to do if you finish what you're working on. Teachers can also help children build into quiet time gradually, first setting up the routine, and then trying just 5 minutes for a while before building to 10 or 15 minutes.

When used effectively, students and teachers alike look forward to this oasis of peace and quiet in the midst of a busy and energetic school day.

Ideas for Quiet Time Routines/Skills to Model

- Transitioning into the room
- Making productive choices
- What to do if you finish what you're working on



Now more than ever, kids need connection

Tools of the Heart delivers our award-winning curriculum in an on-demand format. Designed by our Social Emotional Learning experts to help kids overcome isolation and strengthen their relationships, this course is offered in grade-appropriate levels that tracks with cognitive and emotional development. The course can be repeated year after year to deepen learning.

All of our courses teach Social Emotional Learning (SEL) competencies that align with guidelines set by the Collaborative for Academic, Social, and Emotional Learning (CASEL). They are designed to give students the tools to be more emotionally resilient, empathetic, happy, and ready to learn. With our special emphasis on equity, belonging, and restorative justice, students acquire a deep sense of connection and empowerment.

We use [mindfulness and embodiment techniques](#), [social engagement exercises](#), [art](#), and [restorative practices](#) to teach kids how to recognize, manage, and express their feelings and needs in healthy ways. Over the course of [50 on-demand mini-lessons](#), our facilitators share [four essential communication and problem-solving skills](#) that students can use in their everyday lives, whether they're in the classroom, on the playground, or at home. These are skills that serve kids for a lifetime.

Four modules cover foundational communication and problem-solving skills using interactive videos, writing prompts, stories and fun activities.

Module 1: Empty Big Feelings – Recognize the connection between feelings and sensations in the body

Module 2: Use Your Voice – Learn language to express feelings and needs

Module 3: Breathe to Calm – Practice mindful breathing to help us slow down and check in

Module 4: Make It Right – Use a restorative practice to repair and heal mistakes



Talking about racism is hard.

Talking with kids about racism can be even more challenging.

Often we tell ourselves that we should spare children the discomfort of facing tough issues head-on – that we should wait until they’re older. But what most parents don’t realize is that you are always communicating about race, whether you address it explicitly or not.

With an increased focus on racial justice taking place in our country, kids may feel confused and worried about how to relate to their peers and people of color. How do we supply them with the tools they need to grow in healthy ways?

We’ve developed a program that gives kids (and grown-ups) the self-awareness and social skills to navigate complex issues like racism with more confidence and consideration.

In this course, our big-hearted facilitators walk through exercises that empower kids to ask questions, recognize racism, and express feelings that they might not have words for.

We offer the tools to be an upstander and ally against racism.

Some topics we will address include:

Racism: Causing hurt and harm to someone because of skin color

Labels: How we can look beyond what we see on the outside

Target: Awareness of who is vulnerable because of labels

Protests: One way to take a stand for what you believe in

Upstander: Having the courage to stand up for what is right, even when it's scary

Allyship: Speaking out when someone needs our help

DYNAMIC MINDFULNESS (DMind) AT WESTWOOD



Dynamic Mindfulness is an evidence-based, trauma-informed program that strengthens stress resilience and social-emotional learning.

Mindful action, breathing, and centering are its key elements.

Teachers and classified staff at Westwood were trained in August of 2018. Some classrooms are utilizing the program several times a week. Others are implementing strategies on a regular basis (i.e. during transitions). Teachers report improvement with engagement, focus, students' ability to cope with their stress, and interactions between peers. The staff incorporates short mindfulness practices into their staff meetings, encouraging a more focused, productive, and efficient process. The goal for next year is to provide more consistent implementation and gather data in the areas of attendance, engagement, and peer relations.

Nancy Bennett, SLP and our on site trainer and consultant.

Learn more [here](#).

Acknowledgment System

Why do we want to recognize expected behavior?

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 5 positive interactions with students to every 1 negative interaction (5:1 ratio). For staff, it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

How do we acknowledge positive behavior at Westwood?

At Westwood Elementary we use our “Westwood Wows” to acknowledge students for appropriate behavior. Through this program, we hand out blue and golden wows to students for following the school-wide expectations.

Blue Wows: Blue Wows are handed out to students caught being safe, respectful, and/or responsible. Blue Wows can be collected until they have enough collected to trade them in for a reward of choice. Some rewards include: rulers (10 Wows); markers (20 Wows); Westwood dog tag (50 Wows) and story time with the Principal (80 Wows). Posters displaying some of the prizes offered should be posted in each classroom and can be requested from the front office if needed. To collect reward, students fill out an order form and submit that order form with their collected Wows to the front office to claim their reward. Orders are generally filled on Fridays.

Golden Wows: Golden Wows are handed out to students caught going above and beyond when following school-wide expectations and leading by example, “The Westwood Way.” Golden Wows are dropped off to the main office and placed in the golden bucket. At the end of each month, one Golden Wow per classroom is chosen. Winners pick out their prize at the front office.

Class Wows: Class Wows are similar to the Golden and Blue Wows, but are given to classes as a whole seen following the behavior expectations of the school. Classes remembering to walk quietly in the halls, classes lining up for lunch safely and responsibly, classes being respectful as a whole during an assembly, etc. As with Golden Wows, when a class receives a Class Wow, the teacher can send a student to the front office to submit the Wow to the Wildcat Way bucket. Every Monday, 2 class winners will be drawn at random. Winners will be announced in the Monday morning announcement, stating what expectation the class was caught doing. The winning class will get an extended/extra recess of 10 minutes one day that week (teacher’s choice of day) and will be the first class to line up in the cafeteria for lunch every day that week. Recognized classes will also be able to fly the Wildcat Spirit Flag for the week, identifying them

as leaders. Class Wows in the Wildcat Way bucket will be emptied at the end of each month so that more recent expectations followed will have an increased likelihood of being acknowledged. The class with the most Class Wows earned during the course of the month, will earn a Fun Friday activity with the principal.

When recognizing students/classes with a Wow it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Aries, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Wow.

Ideally, students should be given Wows immediately following the behavior and be told exactly why they received the Wow. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

Who should be handing out Westwood Wows?

All staff in the school should be provided with Westwood Wows, including General and Special Education teachers, Classified staff, Noon Supervisors, and guest teachers.

How many Wows should be given out?

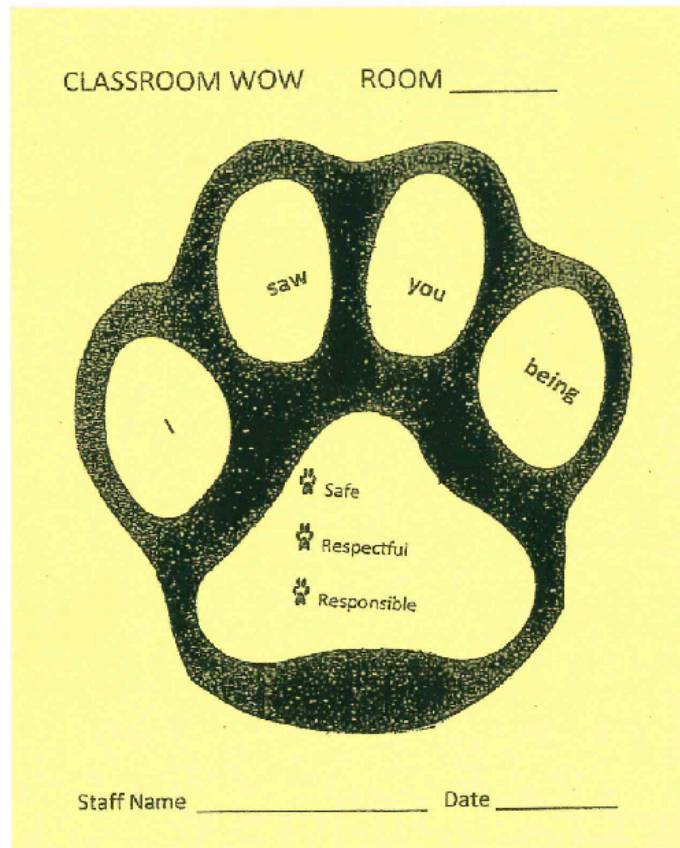
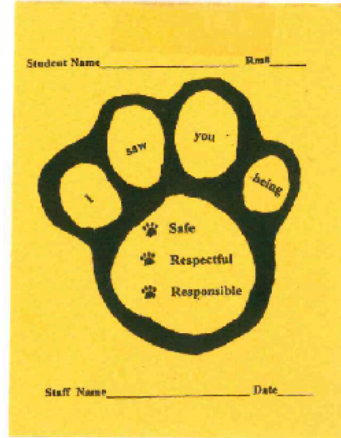
The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. *Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.*

What other ways do we celebrate at Westwood?

Spirit Day: Every Friday is *Spirit Day*. Students are encouraged to wear Westwood spirit wear/colors. Teachers complete Spirit Tallies indicating the number of participating students, and turn them into the office. 3 trophies, filled with a special treat, will be distributed to one of each K-2, 3-5, SpEd class with the highest percentage of participation. Winners are announced over the intercom.

Awards: Teachers distribute **monthly** awards in class to acknowledge students with *'perfect'* or *'improved'* attendance, and students who consistently demonstrate the *Life Skill of the Month*. Shortly after the end of each **trimester**, we hold grade level Awards Assemblies in which we recognize students for *academic achievement/effort*, and for *'perfect'* and/or *'improved'* attendance during that trimester. Parents of students receiving awards are invited to attend the ceremonies.

Positive Office Referrals: Teachers may complete Positive Office Referrals for students who consistently behave "The Westwood Way" or who have reached a significant personal achievement.



WOW Order Form

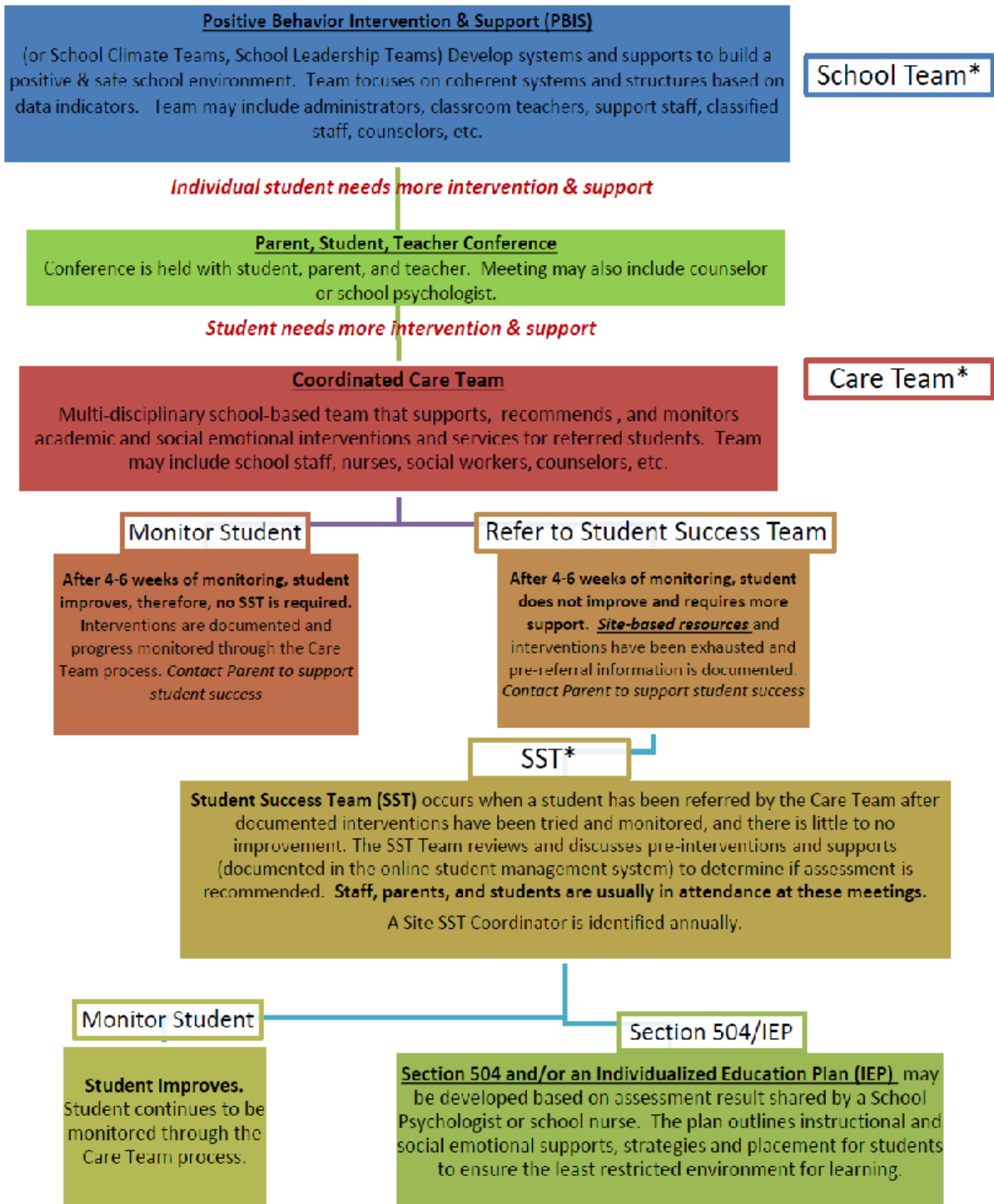
NAME: _____

ROOM #: _____

—	10 WOWs	Pencil and Eraser
—	15 WOWs	Bracelet
—	15 WOWs	Folder
—	15 WOWs	Ruler
—	15 WOWs	Mini Note Pad
—	15 WOWs	Pencil Sharpener
—	20 WOWs	Slinky
—	20 WOWs	Paw Print Stamp
—	30 WOWs	Colored Pencils
—	30 WOWs	Markers
—	50 WOWs	Westwood Pin
—	55 WOWs	Westwood Dog tag
—	80 WOWs	Art Box
—	80 WOWs	Story Time with Mrs. Klinkner for your class

<p>INSTRUCTIONS:</p> <p>1. Teacher submits this form to office as soon as possible.</p> <p>2. All appropriate information should be included.</p> <p>3. Following administrative action, a copy will be sent home.</p>	<p>Mt. Diablo Unified School District Equity Department</p> <p><u>POSITIVE BEHAVIOR</u> <u>STUDENT REFERRAL</u></p>	<p>Student Name: _____</p> <p>Teacher/Staff Member: _____</p> <p>Date of Observed Behavior: _____</p> <p>School: _____</p> <p>Grade: _____</p> <p>Time: _____</p>												
<p>Reason for Referral:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Continual Punctuality</td> <td style="width: 25%;">Polite behavior</td> <td style="width: 25%;">Positive Attitude</td> <td style="width: 25%;">Respectful Behavior</td> </tr> <tr> <td>Gesture of Good Will</td> <td>Sought extra help</td> <td>Provided help to a peer</td> <td>Taking a stand against bullying</td> </tr> <tr> <td>Able to overcome adversity</td> <td>Great smile</td> <td>Provided help to a staff member</td> <td>Continual Compliance of School Rules</td> </tr> </table> <p>Other/Explanation: _____</p> <p>_____</p> <p>_____</p>			Continual Punctuality	Polite behavior	Positive Attitude	Respectful Behavior	Gesture of Good Will	Sought extra help	Provided help to a peer	Taking a stand against bullying	Able to overcome adversity	Great smile	Provided help to a staff member	Continual Compliance of School Rules
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<p>Action Taken by Administrator:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Verbal Praise</td> <td style="width: 20%;">Parent (Phone) Conference</td> <td style="width: 20%;">Parent Note/Email</td> <td style="width: 20%;">Treat!</td> <td style="width: 20%;">Recognition Lunch</td> </tr> <tr> <td>Date: _____</td> <td>Date: _____</td> <td>Date: _____</td> <td>Date: _____</td> <td>Date: _____</td> </tr> </table> <p>Other: _____</p> <p>_____</p> <p>_____</p>			Verbal Praise	Parent (Phone) Conference	Parent Note/Email	Treat!	Recognition Lunch	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____		
Verbal Praise	Parent (Phone) Conference	Parent Note/Email	Treat!	Recognition Lunch										
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____										
<p>Administrator's Signature _____ Student Signature _____</p> <p>Date: _____ Date: _____</p>														

Mt. Diablo Unified School-Based Support & Intervention Teams



* School Counselors participate on these teams at principal's discretion.

Correction System: Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at Westwood, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff members are encouraged to deal with problem behavior in the classroom as much as possible. This requires that staff develop a clear discipline plan, with teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the counselor, school psychologist, or school administrator.

It is essential that staff members and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

Documentation

The following pages contain materials outlining the consequence system at our school:

- Classroom versus Office-Managed Behavior/Discipline Procedures Flowchart
- Behavior Intervention Record
- Office Discipline Referral form

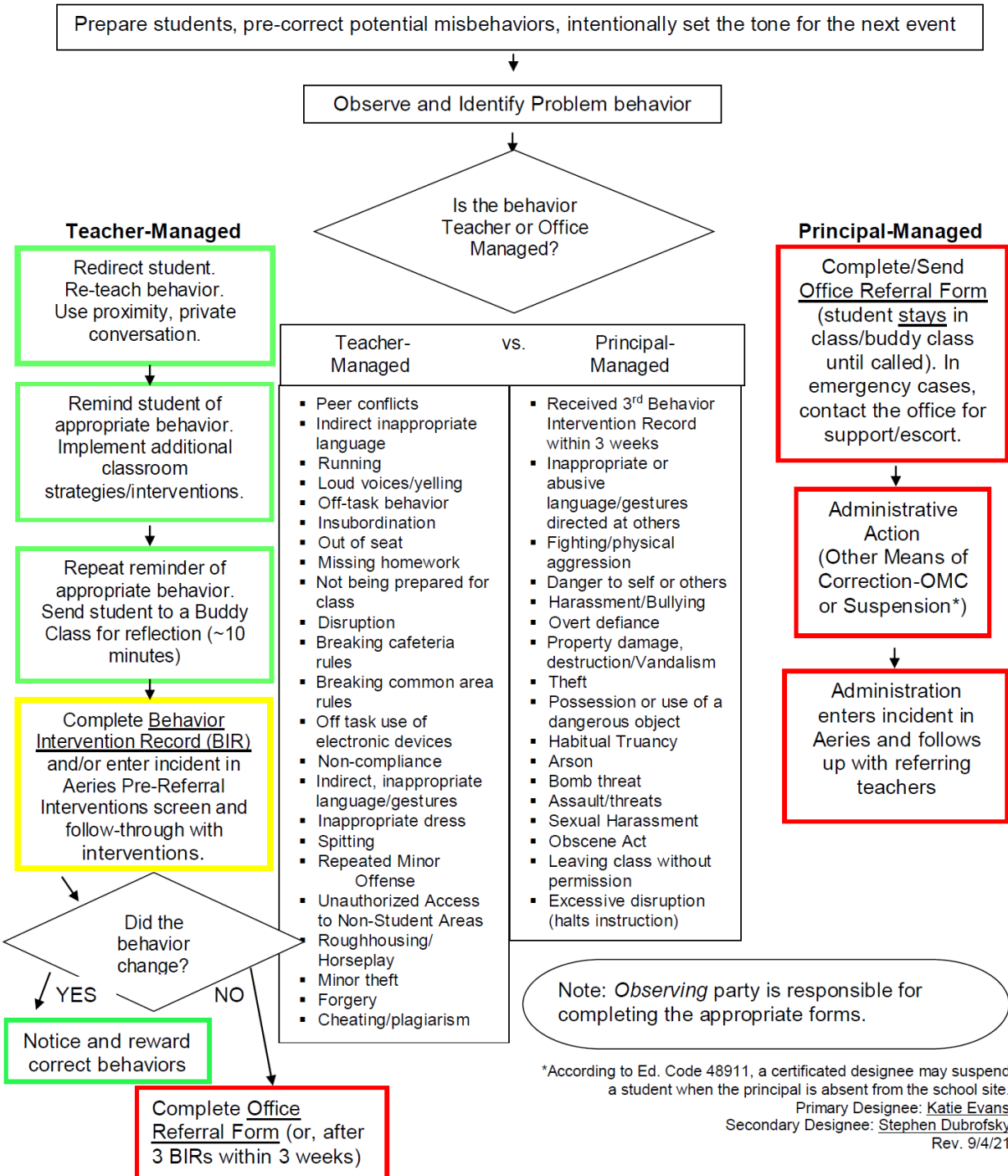
Classroom behaviors are recorded by teacher in Aeries under the Pre-Referral Intervention screen. Office referrals and suspensions are entered by the Principal into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-Wide programming and individual students in need of additional support.

Resources:

[“Assuming the Best” Article](#) (R. Smith and M. Lambert)

WESTWOOD ELEMENTARY SCHOOL

Student Behavior Management Process



Classroom-Based Strategies

Quiet Corner (a.k.a. Peaceful Place, Calming Corner):

Teachers create an area in the classroom that allows students a structured routine for regaining self-control and being able to return to ‘ready to learn’.

Sample Routine:

- 1. Teacher or Student determines a break is necessary.*
- 2. Student enters the ‘Calming Corner’ and sets the timer (no more than 5 minutes).*
- 3. Student selects a calming tool or strategy to use (read, draw, play dough, etc.)*
- 4. If student has broken a class rule, or harmed others with their actions, s/he can be asked to complete an [activity sheet](#) to reflect on their behavior and how to work out the problem.*
- 5. Student cleans up ‘Calming Corner’ and returns to his/her desk.*

Resources:

[“A Quiet Place for Rough Moments”](#) (Responsive Classroom)

[“Positive Time Out”](#) (Responsive Classroom)

Buddy Class:

The Buddy Class strategy is intended to disrupt a student’s negative cycle of behavior. Students are given the opportunity to briefly (~10 minutes) join another class to re-set and return ‘ready to learn’.

Ideally, a Buddy Teacher will be a teacher of the same grade, however, a teacher with a positive relationship with the specific student is often an effective choice. Also, if the student could benefit from a walking break, a classroom across campus may be a good alternative (Note: An escort may be necessary for safety reasons).

Students should be sent with a Think Sheet or similar reflective activity and/or class work to be completed before returning to the home room.

Resources:

[Buddy Class Procedures](#) (San Juan Unified School District)

[Buddy Teachers](#) (Responsive Classroom)



Conflict Resolution

When students are in conflict, we use the Soul Shoppe “I Message” and “Clean Up” tools to help them communicate and resolve the issue(s) between them.

The “I” Message for Intermediate Grades

I feel.....

When I.....

I need.....

Will you.....?

“I” Message for Primary Grades

I feel...

When....

THE CLEAN-UP

1) I know that I . . .

2) I apologize.

3) What can I do to make it right?

4) Next time I will . . .

5) Will you forgive me?

Behavior Intervention Record

Name: _____ Grade: _____ Date: _____ Room # _____

Reporting Staff: _____ Time: _____

Others Involved: _____

Issue of Concern

Minor Problem Behaviors

- Inappropriate Language
- Disruption
- Property Misuse
- Non-compliance
- Peer Conflict
- Roughhousing/Horseplay
- Minor Theft
- Other _____

Location

- Classroom Playground
- Cafeteria Hallway
- Bathroom Arrival/Dismissal
- Special Event Restricted Area
- Music Library
- Computer Lab P.E.

Possible Motivation

- Attention from adult(s)
- Attention from peer(s)
- Revenge/Retaliation
- Unknown
- Avoid task/activity
- Obtain item(s)
- Self-defense
- Other _____
- Avoid peer(s)
- Avoid adult(s)

What Happened? _____

Interventions (check all that apply):

- Classroom Service /Work Detail
- Parent Conference
- Lose Recess # of min: _____
- Buddy Class
- Reflection Form
- Conflict Resolution teacher
- Calming Corner / Peaceful Place
- Behavior Contract/Chart
- Other _____

REQUIRED Actions:

- Parent Contact by teacher
- Date: _____ Time: _____
- Notes: _____

AND

- Entered into Aeries by _____
- Date: _____

**For School Use Only
Westwood Office Referral Form**

Student name: _____ Grade: _____ Date: _____ Time: _____ Room # _____

Teacher: _____ Referring Staff: _____ Entered into Aeries (date): _____

Problem Behavior	Location	Possible Motivation
<input type="checkbox"/> Severe Defiance/Disrespect <input type="checkbox"/> Abusive/Inappropriate language <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Severe Disruption <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Received 3 rd warning within 3 weeks <input type="checkbox"/> Dangerous object <input type="checkbox"/> Obscene act <input type="checkbox"/> Class leave w/out permission <input type="checkbox"/> Vandalism <input type="checkbox"/> Sexual harassment <input type="checkbox"/> FYI or Other Problem Behavior	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Computer lab <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus Loading Area/ Parking Lot <input type="checkbox"/> Office <input type="checkbox"/> Assembly/Special Event/Trip <input type="checkbox"/> Other	<input type="checkbox"/> Obtain item/activity <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Self defense <input type="checkbox"/> Revenge/retaliation <input type="checkbox"/> Other _____ <input type="checkbox"/> Unknown motivation

Others Involved:	None	Teacher	Other Staff	Substitute	Peers	Other
-------------------------	------	---------	-------------	------------	-------	-------

What happened?

Administrative Decision

- | | | |
|--|--|---|
| <input type="checkbox"/> Recess detention | <input type="checkbox"/> Peace Path/Conflict Resolution | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Lunch detention in office | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Parent contact by administrator | <input type="checkbox"/> Warned/counseled | <input type="checkbox"/> Bus Suspension |
| <input type="checkbox"/> Behavior contract/Check In/Out | <input type="checkbox"/> Verbal apology | <input type="checkbox"/> After school detention |
| <input type="checkbox"/> Care team referral | <input type="checkbox"/> Other Administrative decision _____ | <input type="checkbox"/> Letter of apology |
| | | <input type="checkbox"/> Work detail |

Parent Contacted: Date: _____ Time: _____

Outcome/Notes:

Coordinated Care Team

Request for Assistance Procedures

Students who engage in repeated negative social and/or academic behaviors, or who are experiencing difficulty with self-regulation may require assistance outside of the classroom environment. Westwood’s Coordinated Care Team (CCT) meets weekly to identify tools/strategies for support, and allocate resources toward addressing these issues.

Who is on Westwood’s Coordinated Care Team?

- Principal
- School Psychologist
- School Counselor
- Resource Specialist
- Speech-Language Pathologist(s)

Care Team Referral Process

From Teachers:

1. Teacher identifies student requiring additional assistance via data, observation, etc.
2. Teacher reviews student’s cumulative file, and complete the Student File Review Form.
3. Teacher initiates communication with parents to discuss concerns and strategies for intervention.
4. Teacher uses in-class interventions for at 4-6 weeks (depending on duration and frequency) to target the identified need.
 - a. Teacher records intervention and results in Aeries (Pre-referral Intervention Screen)
 - i. If student is not responding to targeted intervention:
 1. Teacher contacts parent to inform them student is being referred for additional support.
 2. Teacher clicks ‘Refer to Intervention’ button on Details tab on PRI screen, and completes the Referral.
 - ii. If student responds to targeted intervention:
 1. Teacher considers the need for intervention in a different area.
 2. Teacher contacts parent to provide an update on student’s progress.

All academic, attendance, and behavioral concerns should be recorded in Aeries under the tab “Pre-Referral Interventions” (Note: please DO NOT enter information directly into the “Referral to Intervention” tab, as this will result in a denial of the referral.)

Once you have completed all tabs within Pre-Referral Interventions, a button “Refer to Interventions” should pop up within the first tab. Select this button when you would like to refer this child to the Care Team for further support. If you are still gathering information, do not click the button. An email will be sent notifying the principal a referral has been made.

If the student already has an IEP or a Section 504 Plan, continue entering information in the Pre-Referral Interventions section, but DO NOT select the tab ‘Refer to Interventions’. Be sure to consult directly with the students’ Case Manager.

From Parents:

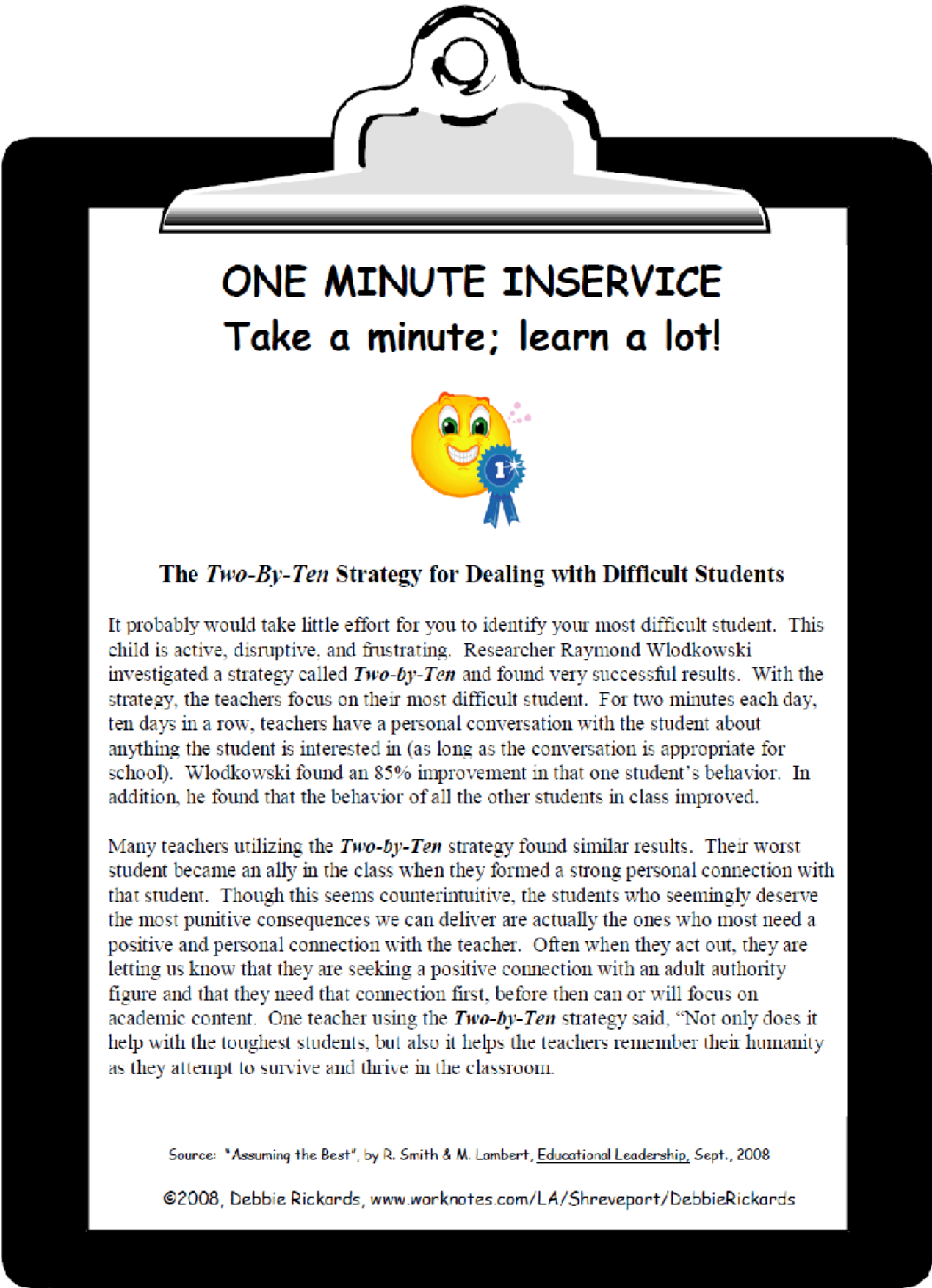
Parents may request support for their child by contacting the classroom teacher or principal, preferably in writing. Once a request is received, and the specific concerns are documented, the teacher proceeds with the steps noted above.

From Care Team:

1. The CCT monitors behavioral referrals, attendance, and academic progress data to identify students falling in Tier 2/3 categories.
2. A member of the CCT is designated to communicate with the child's teacher to confirm whether or not support is needed for the identified student.
3. Develop intervention plan, if needed.
4. Record interventions in Aeries.

Possible Tier 2/3 Supports

Strategy	Tier 2	Tier 3
Two-by-Ten Mentoring Strategy	X	X
Small Group Counseling	X	X
Behavior Contract	X	X
Check-In/Check-Out (CICO)	X	X
Breaks Are Better System	X	X
Student Success Team Meeting	X	X
Social, Academic, and Emotional Behavior Risk Screener (SAEBR)	X	X
Multi-Step Behavior Referral Form		X
Individual Counseling		X
Referral to Equity Behaviorist		X
Behavior Intervention Plan (BIP)		X
Positive Behavior Team Referral		X
Referral to Counseling Clinic		X
Referral to Wrap-Around Services		X
Evaluation for Section 504 Accommodation Plan or Special Education		X



ONE MINUTE INSERVICE

Take a minute; learn a lot!



The *Two-By-Ten* Strategy for Dealing with Difficult Students

It probably would take little effort for you to identify your most difficult student. This child is active, disruptive, and frustrating. Researcher Raymond Wlodkowski investigated a strategy called *Two-by-Ten* and found very successful results. With the strategy, the teachers focus on their most difficult student. For two minutes each day, ten days in a row, teachers have a personal conversation with the student about anything the student is interested in (as long as the conversation is appropriate for school). Wlodkowski found an 85% improvement in that one student's behavior. In addition, he found that the behavior of all the other students in class improved.

Many teachers utilizing the *Two-by-Ten* strategy found similar results. Their worst student became an ally in the class when they formed a strong personal connection with that student. Though this seems counterintuitive, the students who seemingly deserve the most punitive consequences we can deliver are actually the ones who most need a positive and personal connection with the teacher. Often when they act out, they are letting us know that they are seeking a positive connection with an adult authority figure and that they need that connection first, before then can or will focus on academic content. One teacher using the *Two-by-Ten* strategy said, "Not only does it help with the toughest students, but also it helps the teachers remember their humanity as they attempt to survive and thrive in the classroom."

Source: "Assuming the Best", by R. Smith & M. Lambert, *Educational Leadership*, Sept., 2008

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Westwood Elementary

Check In/Out Form for _____

Date: _____

2 points = 0-1 reminders (Excellent!)

1 point = 2-3 reminders (Good job!)

0 points = 4+ reminders (You can do better next time!)

GOALS	Be Safe	Be Respectful	Be Responsible	Initials/Comments
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	
	2 1 0	2 1 0	2 1 0	

Points Possible: _____ Today's Goal: _____ Points Earned: _____

Parent/Guardian initials: _____

Comments/Questions:

BREAKS ARE BETTER Point Card

Name: _____ Date: _____

2 = great job 1 = OK, try again 0 = hard time

Class	Safe	Responsible	Respectful	Breaks Are Better	
				2 Minute Breaks I can take	Took Breaks appropriately (if needed)
Check-In	0 1 2	0 1 2	0 1 2		
	0 1 2	0 1 2	0 1 2	O O O	Y N
	0 1 2	0 1 2	0 1 2	O O O	Y N
	0 1 2	0 1 2	0 1 2	O O O	Y N
	0 1 2	0 1 2	0 1 2	O O O	Y N
	0 1 2	0 1 2	0 1 2	O O O	Y N
	0 1 2	0 1 2	0 1 2	O O O	Y N
Check-Out	0 1 2	0 1 2	0 1 2		
Today's Goal: _____ points	Today's Total Points			Number of Breaks Used	
Parent's Signature					

How I Take my Break	When I Might Ask for a Break	
<ol style="list-style-type: none"> 1. hold up hand with an "#1" signal 2. wait for teacher to give me a "thumbs up" or "thumbs down" 3. after the "thumbs up", cross out one of the break circles 4. start my break timer for 2-minutes 5. take my break the right way until the timer goes off 6. when the timer goes off, my break is over & I will get back to work 	<ul style="list-style-type: none"> <input type="radio"/> When I'm having a hard time keeping my eyes on the teacher <input type="radio"/> If I get frustrated and/or mad and want to take a break from my work 	
	If my teacher gives me a "Thumbs Down"	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's no big deal <input checked="" type="checkbox"/> I should keep working the best I can <input checked="" type="checkbox"/> I can ask for a break a little later 	
	My Break Choices	
<ul style="list-style-type: none"> <input type="radio"/> Doodle in a Notebook at Reflection Point <input type="radio"/> Work on a drawing or picture at Reflection Point <input type="radio"/> Go outside and run the track 		

HO#2 Breaks are Better

Westwood Elementary Behavior Referral Form

Student: _____ Grade _____ Referring Staff (print name): _____

1st Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruptive Behavior (moaning, loud noises) <input type="checkbox"/> Won't Follow Instructions <input type="checkbox"/> Conflict With Teacher <input type="checkbox"/> Conflict With Peer <input type="checkbox"/> Left Class Without Permission <input type="checkbox"/> Property Damage (kicking desk, banging chair) <input type="checkbox"/> Upset/Angry Bad Attitude <input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> group <input type="checkbox"/> Identified environmental predictors <input type="checkbox"/> Warning given <input type="checkbox"/> Established a behavioral prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reminded student of what privileges he/she could earn <input type="checkbox"/> Contacted parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/> Support Call <input type="checkbox"/> Other _____
2nd Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruptive Behavior (moaning, loud noises) <input type="checkbox"/> Won't Follow Instructions <input type="checkbox"/> Conflict With Teacher <input type="checkbox"/> Conflict With Peer <input type="checkbox"/> Left Class Without Permission <input type="checkbox"/> Property Damage (kicking desk, banging chair) <input type="checkbox"/> Upset/Angry Bad Attitude <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> group <input type="checkbox"/> Identified environmental predictors <input type="checkbox"/> Warning given <input type="checkbox"/> Established a behavioral prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reminded student of what privileges he/she could earn <input type="checkbox"/> Contacted parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/> Support Call <input type="checkbox"/> Other _____
3rd Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruptive Behavior (moaning, loud noises) <input type="checkbox"/> Won't Follow Instructions <input type="checkbox"/> Conflict With Teacher <input type="checkbox"/> Conflict With Peer <input type="checkbox"/> Left Class Without Permission <input type="checkbox"/> Property Damage (kicking desk, banging chair) <input type="checkbox"/> Upset/Angry Bad Attitude <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> group <input type="checkbox"/> Identified environmental predictors <input type="checkbox"/> Warning given <input type="checkbox"/> Established a behavioral prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reminded student of what privileges he/she could earn <input type="checkbox"/> Contacted parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/> Support Call <input type="checkbox"/> Other _____
4th Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruptive Behavior (moaning, loud noises) <input type="checkbox"/> Won't Follow Instructions <input type="checkbox"/> Conflict With Teacher <input type="checkbox"/> Conflict With Peer <input type="checkbox"/> Left Class Without Permission <input type="checkbox"/> Property Damage (kicking desk, banging chair) <input type="checkbox"/> Upset/Angry Bad Attitude <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> group <input type="checkbox"/> Identified environmental predictors <input type="checkbox"/> Warning given <input type="checkbox"/> Established a behavioral prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reminded student of what privileges he/she could earn <input type="checkbox"/> Contacted parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/> Support Call <input type="checkbox"/> Other _____
5th Incident	See attached Office Referral Form	

