

RESPECT
RESPONSIBILITY
SAFETY

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Mission Statement

It is the mission of Granton Area School District to enable students to gain knowledge, work skills, learn acceptable social concepts, and develop appreciations and values, which shall help them become responsible members of their community.

Educational Philosophy

Interests, attitudes, skills and habits developed during the school years of a person's life greatly influence the individual's behavior as an adult.

The opportunity to participate in the programs of the school shall be extended to all residents of the community provided statutory, and school board regulations and requirements have been fulfilled. For the individual to realize maximum benefits from these programs, the student must be willing to accept the responsibilities, which go along with the educational privileges.

All aspects of the school's program of studies and activities shall be concerned with the total development of the individual student. It is recognized that students have differing interests, needs, and abilities. Therefore, course offerings, school activities, and teaching methods shall be planned which will provide for individual differences and which will enable each student to develop according to his or her capability. Every effort shall be made to help the students experience success in their search for personal improvement.

District Goals

The goals of education may best be achieved through cooperation and understanding among students, parents, faculty and members of the community. The working relationships shall be purposeful and business-like with mutual respect for individuals and their ideas, accomplishments and objectives. Each person involved in the educational process shall work towards the overall goal of maximum educational advancement for each child.

Therefore, we believe the district goals to be to:

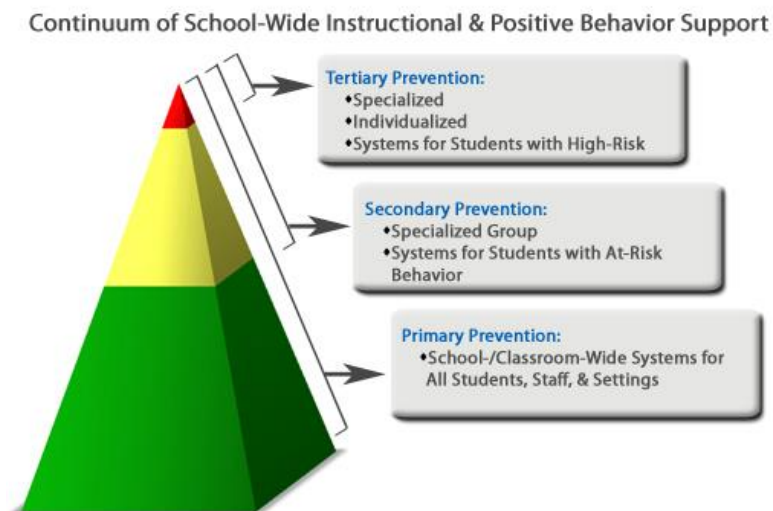
1. Provide a safe learning environment.
2. Provide a well-rounded curriculum for teaching students the fundamentals that will prepare them for a four-year college, technical college, or the work world.
3. Provide a learning environment that will maximize the potential of all students.
4. Provide opportunities to develop each student's imagination, creativity and constructive and critical thinking.
5. Provide the skill each student needs to become a functioning, self-supporting, productive adult.
6. Provide opportunities that showcase the importance of a lifelong love for learning.
7. Provide opportunities to share their own cultures and to be aware of other cultural expressions and heritage.
8. Provide opportunities to develop an awareness of our political system starting at the school level and moving through all levels of government.
9. Provide opportunities to develop knowledge and responsibility concerning global resources.
10. Provide opportunities for career education and occupational awareness.
11. Provide the opportunity to develop each individual's abilities, goals, and self-concept.

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. It is rooted in the behavior analytical perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include:

- 1) administrative leadership
- 2) team-based implementation
- 3) a clear set of defined positive expectations and behaviors
- 4) teaching of expected behaviors
- 5) recognition of meeting expected behaviors
- 6) monitoring and correcting errors in behaviors
- 7) using data-based information for decision-making, monitoring, and evaluating building results

Using the most current best practices, staff are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).

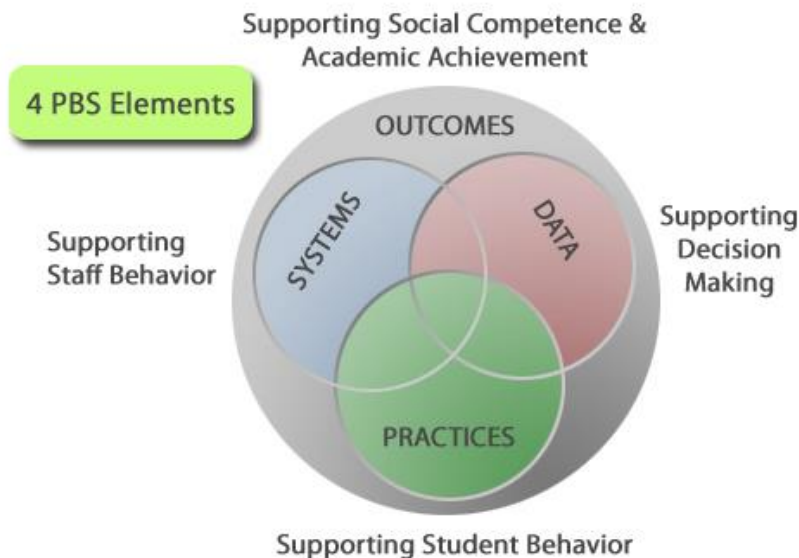


Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



◦Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

◦Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

◦Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

◦Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Rationale

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior-it is the positive relationships we build as a learning community between students, families, and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior. The Granton Area School District staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, responsible, and ready. By teaching students the necessary social skills for future success we set our students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society.

Behavioral Support System

Tier 1:

Tier 1 provides high quality instruction and behavioral supports for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback.

Building Wide Expectations

In accordance with PBIS universal guidelines, the building wide expectations at Granton Area School District are designed to:

1. Provide a clear understanding of expected behavior
2. Be few in number
3. Be positively stated and structured
4. Use familiar language
5. Include example behaviors defined for purposes of instructions

These expectations are demarcated as “The Bulldog Buddies.”

Bulldog Buddies



Building
Unique individuals for
Lasting relationships
Living together in a
Diverse
Ongoing, ever changing
Group of Individuals

Being respectful and
Understanding of peoples
Differences
Developing ways to
Involve
Everyone in our great
School

As a student at Granton Area School District I will be:

Respectful
Responsible
Safe

Classroom Expectations

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Teachers will:

- Teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year as needed in conjunction with the Student Services Team. (see Behavioral Matrix and Sample Lesson Plans on pages 11-13)
- Teachers will establish their own classroom rules based upon the building-wide expectations as outlined in the building level classroom matrix. Each teacher's classroom rules will be submitted to the principal and posted in the teacher's classroom. (see Classroom Matrix on page 13)
- 4K-2 Teachers will also implement the expectations according to the Conscious Behavior Program in their classrooms.
- Teachers will use the Student Services PBIS Team and the Pyramid of Interventions when working with students who fail to meet building-wide and/or classroom expectations (see PBIS Team and Pyramid of Interventions on page 21)
- 4K-2 Teachers will also utilize the interventions according to the Conscious Behavior Program in their classrooms.
- MS/HS Teacher will utilize the Google Doc for reporting minor classroom infractions. This log will be monitored and managed by the PBIS Coordinator.
- Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (see "Acknowledgement System" on page 10)

If a student fails to behave at a level similar to his/her classmates, the teacher will utilize the Behavior Tracking Form (see Minor Classroom Behavior Tracking form on page 25).

Minor Incidents

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a minor behavior using the classroom management plan have been ineffective a progression of consequences called "The Step System" will be utilized. (see page 27 for the descriptions of minor incidents and page 26 for the Step System)

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of the dean of students and/or administrator. In the event of a major incident a progression of consequences called "The Step System" will be utilized. Referral forms must be completed on-line and submitted to the dean of students and/or principal. (see page 28 for the descriptions of major incidents and page 26 for the Step System)

Once several classroom interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Tier 2/Student Services PBIS Team to discuss further interventions.

Character Education

All student in grades 6-12 will participate in character education on Tuesdays and Thursdays during homeroom.

PAWS Activities

All students in grade K-12 will participated in bi-monthly PAWS activities.

Tier 2:

- Tier 2 interventions are designed for students who have had a major incident or are not responding to classroom interventions. The student will be assigned to an adult mentor (**classroom teacher or homeroom teacher**) to follow the Tier 2 procedures. The classroom teacher, the student, the parent/guardian, the mentor, and the Student Services PBIS Team will develop a Behavior Intervention Plan which will be **documented in Infinite Campus**. A BIP is a concrete plan of action for managing a student's behavior. (See **example** BIP form pages 22) Progress will be monitored and graphed for at least 6-8 weeks. If there are no improvements within 2-4 weeks, the student will be referred to the Tier 3/Student Services PBIS Team to discuss further interventions.

Behavior Intervention Plan

- A student checks in with an adult mentor at the start of the school day.
- The adult mentor gives the student a point sheet or **similar document** that has the goals/expectations the student is working on.
- The adult speaks briefly with the student in a positive manner, to encourage them and remind them what they need to focus on to meet their goal.
- The student goes through their day with the point sheet or **similar document** having each teacher check how well they did during that time period.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on.
- A copy or the score should be turned into the PBIS Coordinator for monitoring progress.
- The student then takes their point sheet home to show and discuss it with their parent to be signed and returned if need be.
- The daily goals may be used along with a reward system where the student receives an incentive for meeting their goal.
- Tier two students may also be placed with a student mentor from the PALS program. The student mentor will meet with the student 1-2 times per week to practice behavior expectations and build a relationship.

Act Now! Program

Act Now curriculum is an intervention program for 4th – 8th grade students who have bullied others. Designed to be used as a PBIS Tier II intervention, the program consists of online lessons and a Student Success Guide for the student to complete as they work through the program. A designated school intervention specialist will facilitate discussion and reflection segments of the program.

Tier 3:

Tertiary supports are specialized and intensive for individuals who exhibit very high-risk behaviors. In many cases, individuals who require individualized supports have significant histories of academic and behavioral difficulties over an extended period of time, and equal only a small percentage of the whole. Individualized support for these individuals will include measures such as:

- **Behavior Contract-** A behavior contract is a written document between an instructor and student which specifies (see Behavior Contract p. 23)
 - ✓ Expected behaviors.
 - ✓ Positive and negative consequences.
 - ✓ Time frame of the contract with review dates
- **Wraparound Programs or Services**—a comprehensive and adaptable plan that addresses an individual’s domains at home, at school, and within the community, as well as the individual’s basic needs; safety; and social, emotional, educational, spiritual, and cultural needs
- **Alternatives to Suspension or Expulsion**—such as intensive social and/or academic skills development. Students may be assigned to participate in Reconnecting Youth program. Classes will be held during Intervention/Enrichment period.

Individualized supports are planned, developed, and implemented outside the moment of a crisis and over a period of time by the Student Services PBIS Team in order to better identify patterns of behavior and to collect data for demonstrating success as well as areas that need improvement.

Acknowledgement System

Level 1 Acknowledgement: (Universal)

This acknowledgement is based on students earning PAWS for demonstrating classroom and school-wide expectations. All staff will carry PAWS with them and hand them out to students who are “caught” following the expected behaviors. Classroom teachers will teach the expectations daily and recognize them frequently by handing out PAWS and giving verbal praise, stating exactly what the student is doing correctly. The PAWS will be turned into the office and once a week a name will be drawn for a small prize.

Level 2 Acknowledgement: (Teacher and Team Led)

Each month the staff will nominate a “Top Dawg.” (see Student of the Month p.--) The Student of the Month will receive a certificate to be displayed in the Student Excellence Trophy case along with a gift certificate.

Each class will also set a monthly goal to reach for a classroom wide incentive. Classes who meet their goal will receive a class incentive such as:

- Pajama Day
- Special Snack
- Teach a Lesson Outside
- Game Time
- Use a Pen or Marker for the Day
- Take a Walk

- Lunch with the Teacher
- Extra Recess Time
- Computer Use
- Dance to Music
- Story time with the Principal
- Mentor/ Read to another Class
- Bring a Stuffed Animal for the Day

See additional handout for more ideas.

Classroom incentives for MS/HS will be held during Homeroom time.

Level 3 Acknowledgement: (Team Led)

All-School Celebrations

Staff will hold all-school celebrations every other month throughout the year to recognize the hard work of all students. One student and one grade level from each building level (elementary, MS, and HS) will be recognized for outstanding citizenship receiving a certificate of achievement and having their picture in the newspaper. All students will participate in a review of behavioral expectations in a particular school setting during the school assembly.

MS/HS - Each quarter students meeting the following criteria will be recognized with an additional acknowledgement. Students with C's or better and STAR Reading and Math Goals growth, one or fewer discipline referrals, two or fewer tardies, 4 or fewer excused and zero unexcused absences will be eligible to participate in the quarterly incentive.

These activities will be organized by the Student Leadership team. All school celebration activities could be things such as:

- Rollerskating
- Bowling
- Popcorn and a movie
- Ice Cream Sundaes
- Action City
- Mount Olympus
- Swimming

Resources

PBIS Behavior Matrix

	Respect	Responsible	Safe
Busses	<ul style="list-style-type: none"> • Use quiet voices and appropriate words/actions • Listen to the driver at all times and follow directions • Enter and exit quietly and orderly • Voice Volume 3 	<ul style="list-style-type: none"> • Keep the bus clean • Take all belongings with you • Be on time or early • Know your route number • Have all take home materials • Get bus passes in morning 	<ul style="list-style-type: none"> • Be seated before the bus leaves and stay seated and face forward until you reach your destination • Keep your hands, feet and objects to self and inside the bus • Keep the aisle clear
Arrival	<ul style="list-style-type: none"> • Acknowledge greetings • Use quiet voice volume 2 not disrespectful language • Follow adult directions • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Be on time and use it wisely • Be ready to go to your destination • When inside, remove your hat, ear buds, and put any gaming devices in your bag 	<ul style="list-style-type: none"> • Enter and stay in your grade area, cafeteria, or commons area • Follow area rules

Locker/Elementary Cubby Areas	<ul style="list-style-type: none"> Keep hands/feet/objects to self Wait your turn Use quiet voices volume 1 	<ul style="list-style-type: none"> Use your own locker/cubby Keep locker/cubby area clean Know locker/cubby location Know combinations Know locker stops 	<ul style="list-style-type: none"> Secure locker after each use Keep electronic devices such as cell phones, iPods, etc. in locked locker
Commons	<ul style="list-style-type: none"> Follow adult directions Use good manners Use quiet voice volume 3 Keep hands/feet to yourself 	<ul style="list-style-type: none"> Walk quietly Keep your area clean Throw away any trash Eat in cafeteria first 	<ul style="list-style-type: none"> Stay in your area Find seat and sit down quietly
Cafeteria	<ul style="list-style-type: none"> Follow adult directions Use good manners Wait your turn in line Use quiet voices Keep hands/feet to yourself Remain seated, move only with adult permission 	<ul style="list-style-type: none"> Stand in a single file line Keep your table and floor area clean Stay at your table and designated side Know id number 	<ul style="list-style-type: none"> Keep all food and drink in the cafeteria Voice level 3 Walk quietly to get your food Leave immediately upon being dismissed
Gym/Recess	<ul style="list-style-type: none"> Follow adult directions Use appropriate words and actions Enter and exit quietly 	<ul style="list-style-type: none"> Leave gym/recess area when/as directed Follow rules of good sportsmanship Keep food and drink out of the gym 	<ul style="list-style-type: none"> Stay in the gym/recess area until you are dismissed Use gym/recess equipment appropriately Wait patiently for your turn
Computer Lab/Cart	<ul style="list-style-type: none"> Follow adult directions Leave setting changes to adults Use quiet voices/no disrespectful language Keep hands/feet to yourself Find a computer and wait for instruction 	<ul style="list-style-type: none"> Have all needed materials Use the printer responsibly Use the server appropriately Leave the computer as you found it/plug charger in 	<ul style="list-style-type: none"> Have a purpose and stick to it (know your role) Appropriate use of internet Have signed internet agreement form Keep food and drink out of the lab
Library	<ul style="list-style-type: none"> Walking only Respond quickly and politely to adult requests Make requests of adults politely Use a quiet voice volume 2 Wait quietly in line to check out Treat books with care Push chairs in and pick up after yourself 	<ul style="list-style-type: none"> When necessary show your pass/planner at the circulation desk when you arrive When leaving, have your planner filled out with your purpose, time and teacher signature Have materials you are returning with you 	<ul style="list-style-type: none"> Keep hands and feet to yourself Enter and exit in a line
Drills	<ul style="list-style-type: none"> Follow adult directions Keep hands/feet to yourself Use voice volume 1 	<ul style="list-style-type: none"> Stay with your designated class Leave materials in classroom Do not use electronic equipment 	<ul style="list-style-type: none"> Know your destination Follow adult directions Enter and exit quietly and orderly
Hallways/Stairways	<ul style="list-style-type: none"> Elementary - use quiet voice volume 1 MS/HS use voice volume 2 Walk on the right Keep hands/feet to yourself Answer adult questions appropriately Allow others their space Greet others politely/no use of electronic devices Close lockers quietly 	<ul style="list-style-type: none"> Move directly towards your destination Keep area clean Walk without distracting others or classrooms Only go where you are assigned to go Have planner and assigned/necessary materials with you 	<ul style="list-style-type: none"> Enter, exit and wait appropriately for each class Use rails for support Stay to the right
Activities/Assemblies	<ul style="list-style-type: none"> Follow adult directions Keep hands/feet to yourself Voice volume 1 	<ul style="list-style-type: none"> Participate in a positive manner Show school spirit 	<ul style="list-style-type: none"> Obey safety rules Stay quiet while waiting

	<ul style="list-style-type: none"> • Use appropriate applause when finished • Leave materials in the classroom 	<ul style="list-style-type: none"> • Display sportsmanship • Show appropriate, quiet attention • Stay with your designated class • Wait to leave until dismissed • No use of electronic devices 	<ul style="list-style-type: none"> • Enter and exit quietly and orderly
Office Area	<ul style="list-style-type: none"> • Use quiet voice volume 2 and wait your turn • Follow adult directions and be courteous • Enter/remain in the office without disturbing others 	<ul style="list-style-type: none"> • Bring signed planner/pass to enter • Report to the office only when necessary • Conduct office business before school, after school, or during lunch 	<ul style="list-style-type: none"> • Report to/remain in designated areas
Restrooms	<ul style="list-style-type: none"> • Flush • Use restroom supplies appropriately • Use trash receptacles • Be mindful of other people's privacy • Use quiet/polite voices • Keep surfaces clean and do not deface school property 	<ul style="list-style-type: none"> • Use facilities as intended • Throw trash away • Go directly to and from restroom • Voice level 2 • Use restroom during lunch • Have your planner with you 	<ul style="list-style-type: none"> • Notify staff of problems • Wash hands with soap and turn off water • Be mindful of other people's privacy

Classroom Expectations

Preparing for a successful school year involves more than making your classroom look nice and preparing glorious lesson plans. Teachers must be mentally prepared for every situation. We must know what we expect from our students before we even meet any of them. You must consider how you want your students to act in given situations to meet your expectations and develop a plan for how you want your classroom to look. Without a plan behavioral magic does not take place, and when students are not behaving according to expectations, learning is compromised. At Granton Area School District we have three universal expectations of all students in every area of the building. As a classroom teacher, you need to decide what you expect in your own classroom for each of these categories. Now is the time to devise a plan! Use the Behavioral Expectations Matrix to guide you **in the process of setting up your classroom rules**, and do not hesitate to talk with others to find out what they do to be successful with their own classroom management. Seek help from a PBIS team member for guidance if you need it. We're here to help you!

Classroom Behavior Matrix (Elementary)

	Respect	Responsible	Safe
Teacher's Desk	Only touch with permission Respect others stuff	Only touch with permission Respect others stuff	Only touch with permission Unsafe items kept inside
Students' Desks	Be responsible for your own desk and keep it clean Respect others stuff	Be responsible for your own desk and keep it clean Respect others stuff Stay organized	Be responsible for your own desk and keep it clean Respect others stuff Keep all toys
Classroom Materials	Take care of materials and use appropriately	Return items when finished with them and in their original condition	Only use materials in the way they were intended to be used

Student Materials	Take care of your own materials and respect those of other students	Students will be responsible for bringing all necessary materials to class	Only use materials in the way they were intended to be used
Entering and Exiting (passing time)	Respect others' personal space.	Quiet voice. Walk on the right side of hallway.	Walk on the right side of the hallway; keeping hands to oneself.
Dismissal Bell	Remain in seats and wait until the teacher dismisses you	Work until bell rings and make sure you put classroom materials away and bring personal items with you	Leave the room in a safe and orderly fashion
Asking for Help	Ask politely and appropriately	Make an attempt to figure out on your own first, but then ask for help when needed	Ask for help when completing potentially unsafe tasks if necessary
Quiet Time (Independent Work)	Be respectful of others' need for a quiet work time	Take responsibility for making the best use of work time	Keep your work area uncluttered and safe
Lunch Time (Dismissal to and Return from)	Wait until dismissed by teacher and return to class on time	Work until the bell and be prepared to start class on time	Leave and enter the room in an orderly fashion
Food & Drinks	Follow school and classroom rules in regards to food and drinks	Store food and drink items appropriately and clean up after yourself if needed	Keep food and drink items away from electronics, and consume appropriately
Hall Passes (Bathroom, Water Fountain, etc.)	Follow school and classroom rules in regards to hall pass use	Use only as needed and return to class in a timely fashion	Walk in hall appropriately. Go directly to and from destination
Office Passes (Principal, Counselor, etc.)	Follow school and classroom rules in regards to hall pass use	Use when requested and return to class in a timely fashion	Walk in hall appropriately. Go directly to and from destination
Announcements/Interruptions	Be quiet so others can hear announcements	Listen to announcements so you are aware of what is going on in school	Sit quietly in your seat
Make-up Work	Respect school and teacher rules for make-up work	Be responsible for making up your missed work	
Homework (Late Work)	Respect teacher rules for late work	Be responsible for completing your late work as soon as possible	

Classroom Behavior Matrix (Middle School – High School)

	Respect	Responsible	Safe
Teacher's Desk	Ask permission when borrowing items off desk.	Return items when finished with them and in their original condition	Keep clean and organized
Students' Desks	Use desk and chair for their intended purpose	Leave desk in the condition you found it.	Sit at desk and in chair in the proper way

		Clean up if necessary; push chair in	
Classroom Materials	Take care of materials and use appropriately	Return items when finished with them and in their original condition	Only use materials in the way they were intended to be used
Student Materials	Take care of your own materials and respect those of other students	Students will be responsible for bringing all necessary materials to class	Only use materials in the way they were intended to be used
Entering and Exiting (passing time)	Respect others' personal space.	Quiet voice. Walk on the right side of hallway.	Walk on the right side of the hallway; keeping hands to oneself.
Dismissal Bell	Remain in seats and wait until the teacher dismisses you	Work until bell rings and make sure you put classroom materials away and bring personal items with you	Leave the room in a safe and orderly fashion
Asking for Help	Ask politely and appropriately	Make an attempt to figure out on your own first, but then ask for help when needed	Ask for help when completing potentially unsafe tasks if necessary
Quiet Time (Independent Work)	Be respectful of others' need for a quiet work time	Take responsibility for making the best use of work time	Keep your work area uncluttered and safe
Lunch Time (Dismissal to and Return from)	Wait until dismissed by teacher and return to class on time	Work until the bell and be prepared to start class on time	Leave and enter the room in an orderly fashion
Food & Drinks	Follow school and classroom rules in regards to food and drinks	Store food and drink items appropriately and clean up after yourself if needed	Keep food and drink items away from electronics, and consume appropriately
Hall Passes (Bathroom, Water Fountain, etc.)	Follow school and classroom rules in regards to hall pass use	Use only as needed and return to class in a timely fashion	Walk in hall appropriately. Go directly to and from destination
Office Passes (Principal, Counselor, etc.)	Follow school and classroom rules in regards to hall pass use	Use when requested and return to class in a timely fashion	Walk in hall appropriately. Go directly to and from destination
Announcements/Interruptions	Be quiet so others can hear announcements	Listen to announcements so you are aware of what is going on in school	Sit quietly in your seat
Make-up Work	Respect school and teacher rules for make-up work	Be responsible for making up your missed work	
Homework (Late Work)	Respect teacher rules for late work	Be responsible for completing your late work as soon as possible	

General Lesson Template for Teaching School Behavioral Expectations

When introducing school and/or classroom expectations, follow three basic steps.

Step 1: Introduce the Expectation

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

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of the expectation; emphasize the positive.
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks, such as:
 - a. "List all the things that I/he/she did that were 'safe'"
 - b. "List all the things that I/he/she did that were 'not safe'"
- E. Conduct a role-play: choose one to three students to participate.
- F. Require one student to demonstrate the skill in response to an example.
- G. Have students fill out the blank "Behavioral Expectations Matrix" (page --) with actions that would be required of each expectation in the various locations in the building.
- H. Coach Students on key expectation (skills) as needed.
- I. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Sample Lesson Plan for “Be Respectful”

Use and/or adapt this lesson plan to teach the “Be Respectful” expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Now, we are going to learn about being respectful at Granton Area School District.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being respectful.
Universal Definition: Being respectful means to be polite and cooperative with others.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being respectful”; emphasize the positive examples.
Have students label the situations as “respectful” or “not respectful.”
- E. Ask two or three students to give an example of a situation in which they know how to be respectful; you may want to provide the instances and ask the students to tell how they would be “respectful” in such cases.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that were ‘respectful.’”
 - b. “List all the things that I/he/she did that were ‘not respectful.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You notice that someone in class has your pencil and you want it back. What is the respectful thing to do?
 - 2. Someone causes you to drop your lunch tray. What is the respectful thing to do?
 - 3. You do not agree with a classmate’s response during a class discussion. What is the respectful thing to do?
 - 4. Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples. Whenever possible teachers can/should make a connection to their curricular area such as ties to a character from literature, current events (when appropriate), famous quotations, or to a content area (e.g., safety in industrial technology or science lab, plagiarism in any academic content area, etc.).
 - a. The teacher is teaching the math lesson and Alex is busy cleaning out his binder.
 - b. The teacher asks Jonathan to move into the walk zone and he says, “Okay!” in a loud and angry tone.
 - c. Amanda chooses to sit near her best friend, Katie during the assembly. She wants to ask Katie if John asked her out even though she knows she should be giving the speaker her undivided attention.
- H. Have students fill out the blank “Behavioral Expectations Matrix” (page --) with actions that would be required to “be respectful” in the various locations in the building.
- I. Coach students on key aspects of being respectful as needed; see the “Behavioral Expectations Matrix” for more examples (page --).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Sample Lesson Plan for “Be Responsible”

Use and/or adapt this lesson plan to teach the “Be Responsible” expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Now, we are going to learn about being responsible at Granton Area School District.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being responsible.
Universal Definition: Being responsible means to be reliable and honorable at all times.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being responsible”; emphasize the positive examples. Have students label the situations as “responsible” or “not responsible.”
- E. Ask two or three students to give an example of a situation in which they know how to be responsible; you may want to provide the instances and ask the students to tell how they would be “responsible” each case.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that were ‘responsible.’”
 - b. “List all the things that I/he/she did that were ‘not responsible.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You find a twenty-dollar bill on the classroom/hallway floor. What is the responsible thing to do?
 - 2. You need to use the restroom during class/lunch. What is the responsible thing to do?
 - 3. You notice a student being bullied. What is the responsible thing to do?
 - 4. Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples. Whenever possible teachers can/should make a connection to their curricular area such as ties to a character from literature, current events (when appropriate), famous quotations, or to a content area (e.g., safety in industrial technology or science lab, plagiarism in any academic content area, etc.).
 - a. Bryan drops by his teacher’s room early the morning after being caught teasing another student by taking his things from his spot the lunch table and hiding them. He wants to give his teacher a note of apology and find out a way to fix the problem he caused yesterday.
 - b. Sheena told the teacher she would make sure to sit up straight and not sleep in class ever again. Hopefully now the teacher would stay off her back about what happened earlier in class.
 - c. “Man, shut up and get off me!” yelled a student as he walked away from the teacher who was urging him to get to class on time.
- H. Have students fill out the blank “Behavioral Expectations Matrix” (page --) with actions that would be required to “be responsible” in the various locations in the building.
- I. Coach students on key aspects of being responsible as needed; see the “Behavioral Expectations Matrix” for more examples (page --).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Sample Lesson Plan for “Be Safe”

Use and/or adapt this lesson plan to teach the “Be Safe” expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Now, we are going to learn about being safe at Granton Area School District.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being ready.
Universal Definition: Being safe means being prepared at all times.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being safe”; emphasize the positive examples. Have students label the situations as “being safe” or “not being safe.”
- E. Ask two or three students to give an example of a situation in which they know how to be safe; you may want to provide the instances and ask the students to tell how they would “be safe” in such cases.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that involved ‘being safe.’”
 - b. “List all the things that I/he/she did not involve ‘being safe.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You have a writing assignment due in a week. What would a person being safe do?
 - 2. You have a test in your science class in two weeks. What would a person being safe do?
 - 3. You were given homework today, but you have to work tonight. What would a person being safe do?
- H. Have students fill out the blank “Behavioral Expectations Matrix” (page--) with actions that would be required to “be safe” in the various locations in the building.
- I. Coach students on key aspects of being safe as needed; see the “Behavioral Expectations Matrix” for more examples (page --).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Expected Behavior Lesson Plan

The Topic/Rule: _____

What do we expect the student to do?

How will we teach the expected behavior?

Tell why following the rule is important:

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

Provide opportunities to practice and build fluency:

Expected Behavior Lesson Plan (Sample)

The Topic/Rule: Be Respectful

What do we expect the student to do?

1. Speak respectfully to adults and peers.
2. Use respectful words to resolve conflicts.
3. Keep hands and feet to self in common areas.

How will we teach the expected behavior?

Tell why following the rule is important:

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

List examples and nonexamples of the expected behaviors (at least three each):

A positive example: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him praise, and Mary thanked him for resolving the problem with respect.

A nonexample: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late for class and called Joe a "jerk." Joe got angry and told Mary she was ugly and stupid. He walked away, and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out in a role play, (e) discuss how each person in the scenario is meeting the expectation, and (e) evaluate the overall solution carried out.

Provide opportunities to practice and build:

1. Set aside a few minutes at the beginning of each period to practice the rule.
2. As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play).
3. Tell students about the consequences for following and not following the rules.

PBIS Team

PBIS Team Goal:

To proactively teach students appropriate behaviors essential to valuing self, valuing others, and valuing learning.

Universal Team:

- Dean of Students
- Guidance Counselor
- Principal
- PBIS Coordinator

Elementary Team:

- 1 Teacher Rep
- Universal Team

MS/HS Team:

- 2 Teacher Reps
- Universal Team

Pyramid of Interventions

Academic Systems

Tier 3: Intensive Interventions

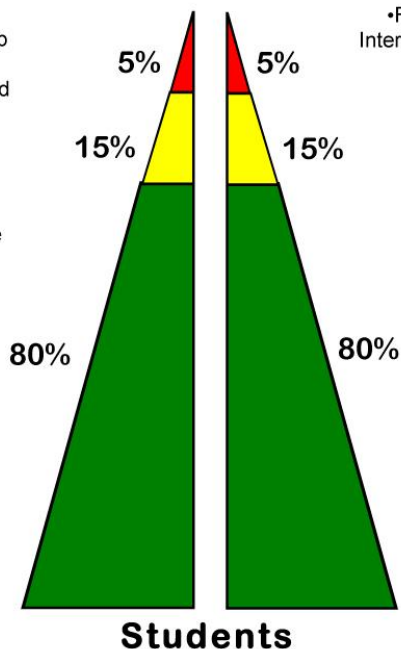
- At-Risk students
- Individual Students or Small Group
- Reading: Corrective Reading, REWARDS, Soar to Success, Read Naturally, Reading Mastery

Tier 2: Strategic Interventions

- Some-Risk students
- Students who don't respond to the core curriculum
- Reading: Soar to Success, REWARDS, Read Naturally
- Math: TBD

Tier 1: Benchmark Interventions

- All students; low-risk
- Reading: Harcourt Trophies (including Intervention Kit)
- Quick Reads
- Reading Intervention Block
- Study Island
- Math: EveryDay Math
- Learning Focus Strategies



Behavioral Systems

Tier 3: Intensive Interventions

- At-Risk students
- Individual Counseling
- Functional Behavior Assessment / Behavior Intervention Plan/ Behavior Contract Monitoring
- Teach, Reinforce, and Prevent (TRP)
- Intense, durable procedures

Tier 2: Strategic Interventions

- Some-Risk students
- Small Group Counseling
- Bullying Prevention Program
- Functional Behavior Assessment/ Behavior Intervention Plan
- Classroom Management Techniques
- Professional Development
- Data (Discipline, Surveys, etc.)
- Teach, Reinforce, and Prevent (TRP)
- Check and Connect
- Meet and Greet
- Monday Meetings

Tier 1: Benchmark Interventions

- All settings, all students; low-risk
- Committee
- Preventive, proactive strategies
- School Wide Rules/ Expectations
- Positive Reinforcement System
- School Wide Consequence System
- School Wide Social Skills Program
- Data (Discipline, Surveys, etc.)
- Professional Development (behavior)
- Classroom Management Techniques

BIP Form (Sample)

Granton Area School District

Respect Responsibility Safe

Name _____ Start Date _____ Exit Date _____

Skills I am practicing:

1. _____
2. _____
3. _____

Did I meet my ____ pt goal?

Total Score: ____/____

Respect	_____	_____	_____	_____	_____	_____	_____	_____
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsibility	_____	_____	_____	_____	_____	_____	_____	_____
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	_____	_____	_____	_____	_____	_____	_____	_____
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Teachers Comments:

Parent Signature and Comments:

Behavioral Contract Agreement (Sample)

Name: _____

Start Date: _____ Exit Date: _____

These are my goals:

1.

2.

3.

These are my consequences if I don't meet my goals:

These are my rewards/reinforcers if I meet my goals:

My contract will be reviewed on _____

Signatures:

Student Signature

Date

Teacher Signature

Date

Parent/Guardian Signature

Date

TOP DAWG

STUDENT OF THE MONTH CRITERIA

The Granton Area School District student of the month is chosen based on qualities such as character, leadership, and citizenship, not necessarily academics. The student of the month must be a diligent student, completing his/her assignments on time, showing strong effort to learn the subjects. The student of the month demonstrates excellent behavior inside and outside the classroom, is well mannered, and respectful to both peers and teachers. The student of the month displays excellent citizenship by aligning him/herself with the Bulldog Buddies affirmation. Lastly, the student of the month shows exemplar character through his/her compassion, honesty, trustworthiness, responsibility, optimism, and loyalty in creating a positive school environment.

Student Selection Criteria: The selection criteria for the Student of the Month are not to be based on any one characteristic of a student. However, we would like for the person(s) nominating the student to consider the following criteria when evaluating a student:

Rubric (10pts maximum for each)

- Character/Attitude/Disposition _____
- Citizenship _____
- Class Attendance _____
- Classroom Participation _____
- Leadership/Responsibility _____
- Extracurricular Activities _____
- School Spirit _____
- Academics (not necessarily an "A" student) _____
- Good work ethic/Diligence _____
- Discipline/Conduct (no infractions) _____

Total _____

Minor Classroom Behavior Tracking Form (Sample)

Student: _____

1st Step Date: _____ Time _____

Give Warning / Restate the expectation and / or rule.

Incident Type (check one)

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="radio"/> Inappropriate Language <input type="radio"/> Physical Contact/Physical Aggression <input type="radio"/> Defiance/Disrespect/Non-compliance <input type="radio"/> Defiance/Disrespect/Insubordination/ Non-Compliance <input type="radio"/> Minor Disruption | <ul style="list-style-type: none"> <input type="radio"/> Minor Dress Code Violation <input type="radio"/> Minor Inappropriate Display of Affection <input type="radio"/> Property misuse <input type="radio"/> Technology Violation <input type="radio"/> Tardy <input type="radio"/> Other |
|---|---|

2nd Step Date: _____ Time _____

Intervention (Check one)	Possible Motivation (Check One)	Others Involve(Check One)
<ul style="list-style-type: none"> <input type="radio"/> Student Conference <input type="radio"/> Re-teach Expectation <input type="radio"/> Seating Change <input type="radio"/> Peer Mediation <input type="radio"/> Safe Seat <input type="radio"/> Time Out/Away <input type="radio"/> Curricular Modification _____ <input type="radio"/> Student Contract <input type="radio"/> Phone Parent <input type="radio"/> Loss of Privilege <input type="radio"/> Verbal Cue <input type="radio"/> Extra Time Spent on task <input type="radio"/> Other _____ 	<ul style="list-style-type: none"> <input type="radio"/> Avoid Adult <input type="radio"/> Avoid Peer <input type="radio"/> Avoid Task <input type="radio"/> Obtain Peer Attention <input type="radio"/> Obtain Adult Attention <input type="radio"/> Obtain Items/Activities <input type="radio"/> Other _____ 	<ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Peers <input type="radio"/> Staff <input type="radio"/> Teacher <input type="radio"/> Substitute <input type="radio"/> Unknown <input type="radio"/> Other _____

3rd Step Date: _____ Time _____

Intervention (Check one)	Possible Motivation (Check One)	Others Involve(Check One)
<ul style="list-style-type: none"> <input type="radio"/> Student Conference <input type="radio"/> Re-teach Expectation <input type="radio"/> Seating Change <input type="radio"/> Peer Mediation <input type="radio"/> Safe Seat <input type="radio"/> Time Out/Away <input type="radio"/> Curricular Modification _____ <input type="radio"/> Student Contract <input type="radio"/> Phone Parent <input type="radio"/> Loss of Privilege <input type="radio"/> Verbal Cue <input type="radio"/> Extra Time Spent on task <input type="radio"/> Other _____ 	<ul style="list-style-type: none"> <input type="radio"/> Avoid Adult <input type="radio"/> Avoid Peer <input type="radio"/> Avoid Task <input type="radio"/> Obtain Peer Attention <input type="radio"/> Obtain Adult Attention <input type="radio"/> Obtain Items/Activities <input type="radio"/> Other _____ 	<ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Peers <input type="radio"/> Staff <input type="radio"/> Teacher <input type="radio"/> Substitute <input type="radio"/> Unknown <input type="radio"/> Other _____

4th Step Date: _____ Time: _____ Refer to the office by submitting this form.

The Step System

When actions taken by the teacher have failed or the rule infraction is of a serious nature, the incident will be reported to the principal or dean of students for investigation and action. The consequences of the infraction will depend upon the severity of the offense and the previous discipline record of the student. In order to incorporate these two factors, a progression of consequences called The Step System will be utilized. A student who is referred for violating a rule contained within the student handbook will receive the consequences that correspond to the entry-level step for that offense. With each successive referral the student may advance up the step system at least one step depending upon the severity of the offense. Placement on the step system will be at the discretion of the dean of students.

1. Referral to dean of students for a conference and/or mediation meeting with parties involved, incident in student file; parents should be notified by the teacher.
 2. Dean of students conference and/or mediation meeting with parties involved, student assigned one detention; initial notification to parents by the teacher, dean of students follow up contact with parents by phone or email.
 3. Student assigned two detentions; initial notification to parents by the teacher, dean of students follow up contact with parents by phone or email to schedule conference with parent, teacher, HR teacher, guidance counselor, PBIS coordinator, and student to complete a behavior intervention plan (See PBIS Handbook for description of BIP).
 4. Student assigned half day in school suspension; initial notification to parents by the teacher, dean of students follow up contact with parents by phone or email to schedule conference with parent, teacher, HR teacher, guidance counselor, PBIS coordinator and student to revisit BIP.
 5. One day in school suspension; initial notification to parent by the teacher, dean of students follow up contact with parents by phone or email to schedule conference with parent, teacher, guidance counselor, PBIS coordinator and student to revisit BIP.
 6. Two days in school suspension; initial notification to parent by the teacher, dean of students follow up contact with parents by phone or email to schedule conference with parent, teacher, guidance counselor, PBIS coordinator and student to complete a behavior contract (See PBIS Handbook for description of behavior contract).
 7. 1 day out of school suspension; initial notification to parent by the teacher, principal/dean of students follow up contact with parents by phone to schedule conference with parent, teacher, guidance counselor, PBIS coordinator and student to revisit behavior contract.
 8. 1-3 days out of school suspension; initial notification to parent by the teacher, principal/dean of students follow up contact with parents by phone to schedule conference to gain re-admittance. Meeting scheduled with PBIS team to revisit behavior contract is deemed necessary.
 9. 3 days out of school suspension, all succeeding violations will be treated as a step 8 or higher. Parent conference required for pre-expulsion behavior contract prior to re-admittance.
 10. 5 day out of school suspension pending pre-expulsion hearing before school superintendent.
- Good Conduct Clause

A student may work his/her way off the step system by demonstrating good behavior. Each period of 20 school days without a referral will result in the reduction of one step. Successful completion of a behavioral contract will result in the student being placed on one lower step.

- Severe Infraction Clause

A list of possible reasons for student suspension and/or expulsion is on page 14 of the Parent and Student Handbook. These severe infractions may lead to a student being placed on Step 4 or higher in the discipline step system on a first offense.

Minor Problem Behavior Definitions (Classroom Managed Behaviors)

Minor Problem Behavior	Definition
Inappropriate Language	Student engages in low intensity instance of inappropriate language.
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Defiance/ disrespect/ non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Defiance/Disrespect/ Insubordination/ Non-Compliance	Refusal to follow directions, talking back and/or socially rude interactions
Disruption Minor	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Display of Affection Minor	Student engages in minor inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult. (First offense)
Property misuse	Student engages in low-intensity misuse of property.
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/ computer.
Tardy	Student arrives at class after the bell (or signal that class has started).
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior Definitions (Office Managed Behaviors)

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Disruption Major	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/ Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.
Harassment/Bullying	<p>Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p>
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual. (Multiple Offenses)

Major Problem Behavior	Definition
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Property Damage/Vandalism	Student participates in an activity that results in destruction of disfigurement of property.
Skip class/ truancy	Student leaves class/ school without permission or stays out of class/ school without permission.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Tardy	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.