POSITIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT

VANDEN HIGH SCHOOL

PBIS HANDBOOK

2023-2024

The purpose of this handbook is to guide and support Vanden High School as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

CONTENTS

Introduction

PBIS: Background Information 3
PBIS-SW has 5 Critical Components 4
Dr. Dale's Five Big Ideas 5

Section 1: Clear Expectations

PBIS: School Rules 6
Good Rules Are Important 6
What Makes Good Rules 6
Matrix of School Rules & Expectations 7

Section 2: Explicitly Taught Expectations

PBIS: Teaching Behaviors 11
How Do We Teach Social Behavior 11
When Do We Teach Behavior 11
Where & Why Do We Teach Behavior 11
Voice Levels 12

Section 3: System for Encouraging Desired Behavior

Reinforcement Menu 13
Our Reinforcement Coupons 15
How Positive Behavior Tickets Work 15
Scripts for Delivering Positive Reinforcement 16

Section 4: System for Discouraging Undesired Behavior

Our Goal in PBIS 17
Level 1 Behaviors and Corrections 18
Level 2 Behaviors and Corrections 19
Level 3 Behaviors and Corrections 20
Scripts for Correction 20
Does Punishment Work 22
When Are Students Sent to the Office 23

Section 5: Data-Based Decision Making

What is Aeries® SIS 25
What Gets Documented 26

APPENDIX

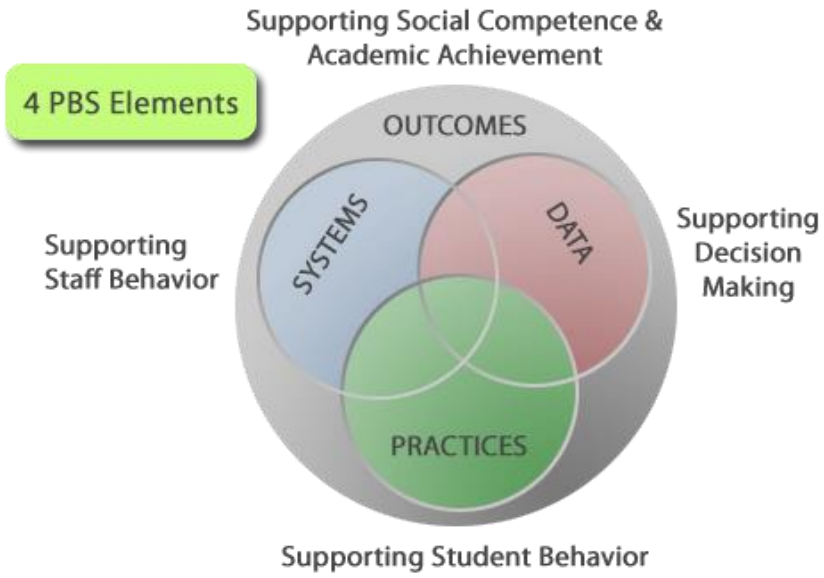
PBIS INTRODUCTION

Vanden High School will pursue a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

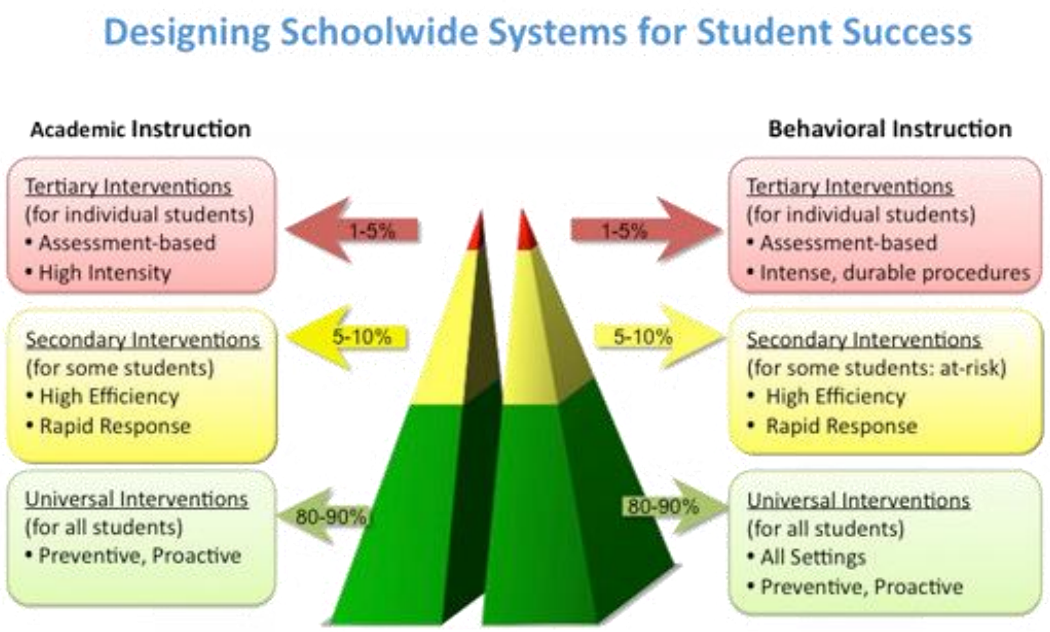
Background Information
The goal of PBIS is to help all students acquire the social-behavioral skills and emotional intelligence and academic skills to have a fulfilling life. In order to achieve this, we are committed to creating environments that are physically and emotionally safe, where teachers can teach, and all students can learn.

What is PBIS?
PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity: everyone works together
- A process for capacity building: we use the process to achieve an outcome
- A continuum of behavior supports: appropriate supports for all students
- Prevention-focused efforts: it is more effective to prevent than to remediate
- Instructionally-focused: the best prevention, is good instruction
- Empirically sound practices: we use what has been shown to work
- Assessment information analyzed and used on a frequent basis



School-wide positive behavior intervention and support is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. School-wide PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.



PBIS-School-Wide has 5 Critical Components

1. **CLEAR EXPECTATIONS**
   - As defined in the Behavior Matrix
2. **EXPLECITLY TAUGHT**
   - Each area in the matrix is accompanied by a lesson plan
   - A schedule for teaching and re-teaching behaviors is used.
3. **A SYSTEM FOR ENCOURAGING APPROPRIATE BEHAVIOR**
   - Reward or recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. **A SYSTEM FOR DISCOURAGING INAPPROPRIATE BEHAVIOR**
   - A Correction Menu for how to respond to and correct Level One, Level Two, and Level Three behaviors.
5. **A DATA COLLECTION SYSTEM**
   - Answering two important questions. Are we…
     a. Doing what we said we would do?
     b. Achieving the student outcomes, we said we would achieve?

     The data collection system analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

DR. DALE'S BIG FIVE IDEAS:

1. All children can learn and are always learning!
   - *Children are learning all the time. If you work around children, you are a teacher.*

2. School is responsible for preparing students for life.
   - *Schools should teach important life lessons.*

3. School expectations must be explicit, and taught to all children.

4. The only way to change student behavior is to change adult behavior.
   - *We create environments in which behaviors arise.*

5. Things aren't always as they appear!
   - *Human perception is often flawed. It is important to use data.*

A YEAR OF POSSIBILITIES… WHAT WILL WE DO WITH THEM?

180 days of possibilities
1,170 hours of possibilities
70,200 minutes of possibilities
4,212,000 seconds of Possibilities

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."
~William A. Foster (Medal of Honor Recipient)

Section

1

CLEAR EXPECTATIONS

If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize, and reward it.
- Dale R. Myers

At Vanden High School, our school standards for behavior are:

Have SELF CONTROL
OWN Their Actions
SHOW UP on Time
BUILD Strong Relationships

Good Rules are Important because…

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

What Makes Good Rules?

- Simple and easy to remember.
- Positively stated: What we want.
- Applicable to everyone, staff and students.
- Monitored and enforced by all.
- Consistently applied.

Matrix of School Expectations

Our matrix serves two purposes:

1. Helps the adults "get on the same page"
2. Serves as the basis for developing school standards lesson plans (See next Section: Explicit Teaching and Appendix: Lesson Plans)

VANDEN BEHAVIOR EXPECTATIONS

	HAVE SELF CONTROL	OWN THEIR ACTIONS	SHOW UP ON TIME	BUILD STRONG RELATIONSHIPS
COMMON AREAS (HALLWAYS, QUAD, CAFETERIA)	▶ Keep areas clean ▶ Respect personal space (both physical and noise) ▶ Use appropriate language ▶ Respect school property ▶ Stay in-bounds	▶ Apologize when needed ▶ Throw away your trash	▶ Move safely through the campus ▶ Walk towards your destination with time to spare (at the first bell)	▶ Limit phone use ▶ Positively engage with others ▶ See something, say something
LIBRARY AND OFFICES	▶ Use appropriate voice level and language ▶ Use phones only as directed ▶ Respect the space ▶ Return materials in the same condition	▶ Self-correct when needed ▶ Return materials on time ▶ Pay the fines you owe ▶ Apologize when needed	▶ Plan ahead for printing ▶ Visit offices outside of class time	▶ Are considerate of others ▶ Respect and follow staff direction ▶ Help others around you
PARKING LOT	▶ Follow the rules of the road ▶ Obey the speed limit ▶ Drive without distractions ▶ Respect others space ▶ Use appropriate language ▶ Park in the assigned lot Follow school rules	▶ Leave a note or contact staff when there is a problem ▶ Apologize when needed	▶ Arrive early and drive safely ▶ Use the parking lot only for parking (not for hanging out)	▶ Respect and follow staff directions ▶ Exit safely, taking turns ▶ Report problems
RESTROOM AND LOCKER ROOMS	▶ Honor privacy ▶ Use facilities as intended ▶ Wait their turn ▶ Keep phones stowed	▶ Clean up after themselves ▶ Flush and wash hands	▶ Use the nearest restroom ▶ Sign in/out of class ▶ Are timely so they don't miss class time	▶ Report problems ▶ Help others when needed ▶ Respect others
SCHOOL EVENTS	▶ Follow school rules ▶ Use appropriate language ▶ Keep hands to themselves ▶ Follow adult directions ▶ Listen/ applaud respectfully	▶ Clean up after themselves ▶ Take responsibility for actions	▶ Attend school activities on time ▶ Get rides home/leave activities on time	▶ Are kind to others ▶ Respect differences ▶ Reach out and help struggling peers ▶ Are flexible
IN THE CLASSROOM	▶ Raise your hand to talk ▶ Wait patiently to have your needs met ▶ Follow directions ▶ Communicate appropriately	▶ Hold themselves accountable ▶ Apologize when appropriate ▶ Are respectful ▶ Are honest	▶ Are prepared ▶ Manage time wisely ▶ Plan ahead ▶ Be in the classroom before ▶ the bell	▶ Are kind ▶ Help others ▶ Lead by example ▶ Be willing to listen

Section

2

EXPLICITLY TAUGHT EXPECTATIONS

Two main truths regarding behavior:

If you want it, teach it.
You get more of what you pay attention to.

How do we teach social behavior?
You teach behavior the same way you teach academics.

- Create clear behavioral expectations.
- Communicate clearly to students what we want and why.
- Explicitly model desired behaviors and provide practice opportunities (Model—Lead—Test; I Do--We Do--You Do)
- Monitor student behavior.
- Provide performance feedback.

When do we teach behavior?

- At the beginning of school year or activity before they need to perform it
- Often enough to achieve and maintain fluency
- Before times when problem behaviors tend to increase
- Ongoing throughout the year
- At teachable moments
- During subject area instruction

Where do we teach behavior?

- Where you want the behavior performed
- Everywhere in the school
- Integrated into other academic activities

Why do we teach behavior skills?

- Behavior skills are necessary for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach and learn other skills.

PBIS: Lesson Plans

Lesson plans were created for the following areas:

1. All the Time/Everywhere
2. Restrooms
3. After School Dismissal
4. Library
5. Computer Lab
6. Hallways
7. Cafeteria
8. Outside Recess

See Appendix for Lesson Plans.

Section

3

SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

Reinforcement Menu

Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise:

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records

POSITIVE BEHAVIORS:

Expected Regularly	Above Standard Expectations	High Level of Initiative/accomplishments
- Picks up own trash - Participates - Asks and answers questions - Helpfulness - In seat before bell - Has supplies/ prepared - Follows directions - Classwork/homework done - Anticipates transitions - Follows class procedures - Attends class	- Picks up others' trash - Helps/ tutors peers - Admits to being wrong - Takes steps to correct behavior - Honest - Shows persistence - Shows initiative - Seeks out help - Comes in outside of class - Willing and appropriate communication - School event involvement	- Notify Staff of safety issues - Willingness to participate and try new things - Mentor new students - Sticks up for friends

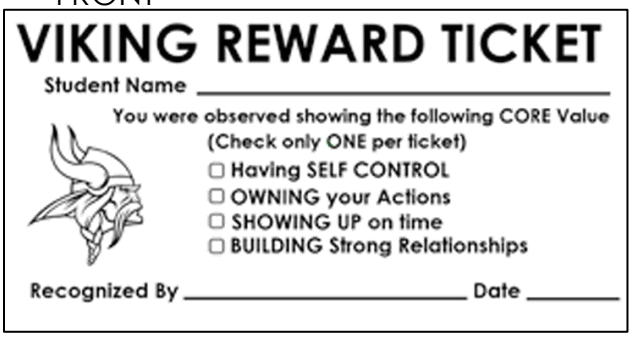
ACKNOWLEDGEMENT & REINFORCEMENT MENU:

Expected Regularly	Above Standard Expectations	High Level of Initiative/ Accomplishment
- Viking Reward Ticket - Smile/ "Thank You" - "Good Job" - "I like it when you…" - "I noticed that you…" - Use them as an example. - Showcase exemplary work - Circle/ highlight excellent work	- Viking Reward Ticket - Preferred activity time - Contact parents (email/ phone) - Positive postcards - Special jobs - Certificate - Note from teacher to student for positive behavior	- Viking Reward Ticket - Campus wide event - Lunch with principal/teacher - Positive call/note home - Positive office referral - Thank you notes - Head of the lunch line - Tickets to Vanden Sporting Events - Gift Cards (In N Out, etc.)

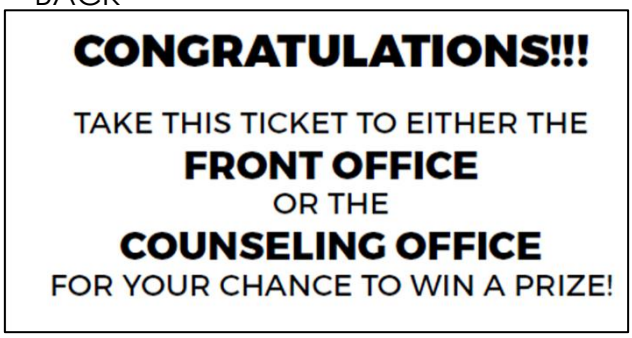
Refer to this Reinforcement Menu for ideas of how to recognize and reinforce all levels of **Vanden's Core Values**.

Vanden Reward Tickets

FRONT



BACK



How to use the Viking Reward Tickets:

1. **Name of ticket:** Viking Reward Ticket (a.k.a. Green Ticket)
2. **Who can give the Green Tickets out?**
   - Any adult can give it to any student inside or outside of the classroom.
3. **How many are given out at one time?**
   - Use your best judgment
   - All Staff members should hand out a minimum of 4-5 Green Tickets per week
   - Only mark **ONE** category per ticket

4. **Who are they given to?**

   - Any student who is demonstrating any of Vanden's Core Values
   - **Staff will not give tickets to students who ask for them.**
   - Staff will not offer to give a Green Ticket if the student does a desired behavior. Green Tickets are always delivered after a behavior is observed, not as a lure to do an activity. For example: "If you take this to the office, I will give you a Green Ticket."

5. **What may students do with the coupon?**

Students are responsible for their own tickets. To be eligible for the prize drawing, they need to place their tickets in the drawing box in either the front office or counseling.

   a. Weekly Drawing: Students will place Green Tickets in the designated box within the front office or counseling. Winners will be drawn by the office staff and announced on Wednesday during the morning announcements.

6. **What are some of the prizes?**
   a. Weekly Drawings: blankets, spirit gear, specialty items like Front of Lunch Line, tickets to extracurricular (Sports, dances, etc.)

We Reward Behaviors, Not Students!

1. Reinforcement is a valuable tool to help students become successful in life.
2. "Green Tickets" reinforce the Vanden Core Values.
3. Use scripts to help students learn our 4 Core Values: HAVE Self Control, SHOW UP on time, OWN your actions, BUILD strong relationships

Scripts for Encouraging Desired Behavior

1. Thank you for (specific behavior). That's a great example of being (Core Value).
2. I really appreciate how you (specific behavior). That's a wonderful example of being (Core Value).
3. By (specific behavior) in the library you show a good example of being (Core Value).
4. Thank you, (name) for (specific behavior). That's showing (Core Value).
5. Thank you, (name) for (specific behavior). You're showing a good example of being (Core Value).

Section

4

SYSTEM FOR DISCOURAGING UNDESIRED BEHAVIOR

Our Goal in PBIS

Our goal is to use positive feedback (reinforcement and acknowledgement) when students follow the rules, and corrective feedback (re-teaching and negative consequences) when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Levels of Undesired Behavior

Student misbehavior has been categorized into three levels. This level system is designed to increase staff consistency in responding to misbehavior. The Behavior Tracking Form is for use in documenting level two and three behavior.

Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior. These levels are also articulated on the Behavior Tracking Form.

Procedures for Correcting Rule Violations

LEVEL ONE

DEFINITION	EXAMPLES	PROCEDURES	CORRECTION MENU
Behaviors that: **<u>Do Not</u>** require administrator involvement *and* Are not more than a minor disruption to the learning environment *and* Are not chronic (occur less than three times per week) *and* Are low severity and low frequency	• Passive non-compliance/not following directions • Using inappropriate level of voice • Coming unprepared to class • Talk outs/chatting • Not paying attention in class • Using inappropriate language (not directed towards a person)	1. Inform student of rule violated 2. Describe expected behavior 3. Use Small (Level 1) Corrective Menu 4. These behaviors may be documented in the classroom, but <u>not</u> on a Behavior Tracking Form.	✓ Restate direction ✓ Redirect to task ✓ Reteach ✓ Differential Reinforcement (Ignoring negative behavior while paying attention to what you want) ✓ Nonverbal cue to task ✓ Notice ✓ Proximity ✓ Thank you to nearby student who is doing desired behavior ✓ "The Look" ✓ Clearly state choices/options

LEVEL TWO

DEFINITION	EXAMPLES	PROCEDURES	CORRECTION MENU
Behaviors that: Are a moderate disruption to the learning environment or May require administrative involvement or Are chronic Level One behavior (3+ times a week)	• Active defiance & actively refusing to follow directions • Arguing with teacher, talking back • Inappropriate language or gestures directed at a person(s) • Academic dishonesty • Minor physical contact • Dress code • Tardy • Property misuse • Electronics violation • Mean-spirited teasing	1. Complete Behavior 2. Form to office 3. Parent Contact Encouraged 4. Use Moderate 5. (Level 2) Correction Menu	✓ positive reinforcement ✓ Conference with student ✓ Problem-solving worksheet ✓ Restate direction + mild consequences ✓ Change seating ✓ Modify assignment

LEVEL THREE

DEFINITION	EXAMPLES	PROCEDURES	CORRECTION MENU
Behaviors that: Pose a danger to themselves and/or others *or* Are illegal *or* *Are a major disruption to the learning environment* *or* *Are chronic Level Two behaviors* (3+ times a week)	See list of **Definitions of Major Behaviors** • Possessing weapon or look-alike weapon • Drugs, alcohol, and/or tobacco • Student makes a specific and credible (target/method/ mean) threat to others • Purposefully hitting a teacher or student • Throwing potentially dangerous objects at others • Spitting or biting • Racial, ethnic, religious, or sexual harassment (i.e., bullying) • Vandalism that results in serious or permanent damage • Any act of fire starting or arson • Stealing	1. Contact office immediately 2. Student escorted by adult 3. Referring person sends completed Behavior Tracking Form with escort. 4. Parent Contact 5. Administrative Options include: ▪ SST ▪ Suspension ▪ Contact Law Enforcement ▪ Detention ▪ Restitution	✓ Send to Office ✓ Classroom ✓ Detention ✓ Suspension ✓ Contact Law Enforcement ✓ Conference with family ✓ Call home ✓ SST (Student Study Group- Tier 3 Intervention) ✓ Reteach Groups

Script for Correction Cycle

Step 1: What are the rules?

Step 2: Was your behavior in line with our Core Values?

Step 3: What do you need to do?

Step 4: Are you willing to do that?

**See Appendix for Behavior Tracking Flowchart.*

Scripts for Correction

"Thank You for Desired Behavior"

Try this: When a student is not meeting expectations, such as running in the hallway, the adult can say, "Thank you for walking in the hallway," looking at the student, smiling and walk-away. Stop and look back. If the student is walking, you can say or mouth "Thank you."

Try this: When a student is yelling in the library, the teacher asks, "What is the correct voice level for the library?" The adult can say "Thank you for using an indoor voice."

Script for Reteach

Try this: A student is talking during a lesson. The adult gives a reminder of the rule, "Please show respect by paying attention to the lesson. Attention means being silent and listening."

If active ignoring is not working, then teacher can say, "I expect that all the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?" Student answers. Adult says, "Thank you, I am glad that we all understand this now."

Positive Reminder (Pre-correction):

Going to the (location) we need to remember to (expected behavior). Example: We are going to the library. I know you will be safe, respectful and responsible. Example: I know you will be respectful to the guest teacher tomorrow.

Negative Reminder (Pre-correction):

Last time we had a problem with (problem behavior), this time we need to (expected behavior).

Example: You were not respectful last time we had a substitute. Today, you will be respectful to our guest speaker, showing me that you know how to be a respectful listener.

Scripts for Redirecting:

1. **"What are you supposed to be doing right now?"**
   - (Student is playing with phone and was directed to take out a book.)
2. **"We are on page 3, please read the first paragraph out loud"**
   - (Student's book fell on the floor and she is lost.)
3. **"Laura, please go to the board and show us how to do problem #12."**
   - (Laura KNOWS how to work the problem. We wouldn't ask her to go to the board if she couldn't work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)
4. **Stand next to student and point to where you are in the book or on the page.**
   - (It is apparent that the student is on the wrong page.)
5. **"Stop. Look at me. What should you be doing right now?"**
   - (Student may have been directed once already but is still not following directions.)
6. **"Where are you supposed to be right now? Are you there? So what do you need to do now?"**
   - (Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)

Does Punishment Work?

It is only effective in the presence of the punishing agent.
Increased Covertness: When the adults are not present, then the students act out.

It requires greater resources to be effective:
Results in increasing severity spiral and requires constant vigilance.

It may produce unintended negative consequences:
Damage to relationship, anger and aggression, "mean world" syndrome.

You get more of what you pay attention to.
Pay attention to desired behavior more often than undesired behavior.

Schools & Risk Factors

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

- Aggression
- Tardiness
- Vandalism
- Truancy

WHEN ARE STUDENTS SENT TO OFFICE?

Students will be sent to the office when their behavior is:

1. A danger to themselves or others
2. Illegal and/or
3. Moderate or major disruption to the learning environment

Our goal is to maximize instructional time. Please keep students in the classroom and engaged in learning whenever possible.

Students will always be escorted to the office for Level Three Behaviors.

The teacher should request an escort by calling the main office (x 8001).

WHEN ARE STUDENTS SENT TO THE OFFICE?

NEVER	SOMETIMES	ALWAYS
– Lack of work – No supplies – No homework – Blurt out – Cutting in line – Hat/hood in class – Bickering	– Chronic minor offenses – Language – Defiance – Disruption – extended – Lack of work (Opting Out) – Inappropriate clothing – Bullying – Inappropriate electronic devices use – Injuries – When class needs a break – Stealing – Chronic cheating/copy – Use of Cell Phones	– Loss of self-control – Throwing things (chairs) – Assault – Weapons – Drugs – Sexual harassment – Extortion – Vandalism of personal and school property – Verbal abuse of staff and students – Leaving campus – Major illness/injuries – Pulling fire alarm – Threatening (witness/reporter)

OTHER INTERVENTIONS THAT SUPPORT APPROPRIATE BEHAVIOR

- Build positive relationships – know names, notice
- Buddy classroom
- Greet each student and make personal/nonacademic comment
- Follow through/consistency
- Student helpers or Cross age helpers/tutors
- Positive phone calls/notes to parents
- Outside the classroom/job area social interactions
- High 5's
- Check-In / Check-Out
- Mentoring someone outside of class
- College mentors – adult /community mentors
- Peer buddy for new students
- Empowering the student – choices – involvement in decision making
- School wide celebrations
- Etiquette
- Student work
- Including students' names and cultures in lessons
- Technology
- Positive Climate Enhancers – posters, multicultural
- School pride/litter patrol
- Art project

INTERVENTIONS THAT DO NOT WORK

DOESN'T WORK	BECAUSE…
– Humiliation	– Damages relationships
– Sarcasm	– Often misunderstood
– Promise something for good behavior	– Bribing/paying off all the time
– Kicking kids out of school/class	– Don't learn/doesn't change behavior
– Idle threats	– Follow through not good
– Rhetorical questions: "How many times do I have to tell you?"	– No acceptable answer, it's a put down
– Yelling vs. raised voice (which is sometimes necessary)	– Adult is not in control, raises student's receptive filter
– Showing teacher frustration (okay to be "real")	– Loss of control, becomes personal, doesn't model good emotional regulation during stressful events
– Taking rewards back	– Not fair, discouraging, why work for something that may get taken away?
– One size fits all rewards	– May not be effective for everyone
– Not delivering consequences	– Inconsistency leads kids to push limits harder
– Not listening	– They don't get a chance to explain, damages relationships

Section

5

DATA-BASED DECISION MAKING

Aeries® SIS

The Aeries Student Information System is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of Aeries® are:

- an efficient system for *gathering information*
- a web-based computer application for data entry and *report generation*
- a practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. Aeries® reports indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

WHAT GETS DOCUMENTED (Behavior Tracking Form)

NEVER	OFTEN	ALWAYS
LEVEL 1 Behaviors	LEVEL 2 Behaviors	LEVEL 3 Behaviors

EVERY MONTH WE LOOK AT THE BIG 5 PLUS 1

1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report
6. Referrals by Grade Level
7. Wellness Center data

APPENDIX

Appendix A Behavior Flow Chart

Appendix B Documenting in Aeries

Appendix C Vanden Core Values

Appendix D Vanden Intervention Form

Appendix E Vanden Behavior Expectations

Appendix F Sample Newsletter

PBIS Behavior Flow Chart

Problem Behavior Observed

Ask yourself, what type of behavior is it?

Staff Managed Behaviors

Intervention 1:

Re-teach appropriate behavior

Intervention 2:

Re-teach appropriate behavior

Document

Staff Managed Behavior in Aeries under Discipline

Contact Home

note in Aeries under Intervention

Intervention 3:

Write Referral

Send paperwork to Admin

Administration Managed Behavior

Complete Referral

Conference with student

Contact parent

Administrative Response:

Admin investigates and creates a written report

Student discipline record consulted

Admin determines intervention

Admin provides staff feedback

Staff Managed Behaviors	Administration Managed Behaviors
Failure to Follow Directions Disrespect Disruption Inappropriate Language Horseplay Property Misuse Tardy Technology Violation Academic Dishonesty (classwork/homework)	Abusive/ Inappropriate Language Academic Dishonesty (assessments and theft) Bullying/ Cyberbullying Defiance Disrespect (high intensity) Disruption (high intensity) Fighting/ Physical Aggression Gang Displays/ Affiliation Harassment Lying Property Damage Technology Violation (high intensity) Theft Truancy/ Class Cut Possession of Substances or Weapons

Tier 1 Interventions:

- Change seat
- Student breaks
- Send student on errand
- Call parent or note home
- Do unfinished work during lunch or unstructured time
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Acknowledging positive behavior
- Call parent or positive note home
- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Break down assignment
- Call on student frequently
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Engage student
- Frequent eye contact
- Give choices
- Have student repeat directions back
- Help student start assignment
- Planned Ignoring
- Model appropriate language
- More structured routine
- Non-verbal cues
- Proximity to students
- Reassurance
- Redirection
- Review PBIS expectations and rules
- Speak with student in privately

Documenting in Aeries

Where in Aeries?	What is included?	Examples? (not exhaustive)	Who can input?	Who can see this info?
Visitation	Routine contacts with parents	• Reminders • Review of progress • Log of call/return call or email communication • Home Visits • Scheduling meetings	Teachers Counselors SSW SSS Admin TOSA/TIC Family Liaisons Secretary/Clerk	Teachers Counselors SSW SSS Admin/TOSA/TIC Family Liaisons Secretary/Clerk
Intervention	Corrective actions to improve or support a challenge with academics, attendance, behavior, and/or social-emotional issues NOTE: **Do not record a discipline issue and the consequences in this section**. If there was no positive strategy or service provided to the student, then that is not an intervention. Ex. "Student sent to office" is a consequence of a discipline issue and should be documented in Discipline. "Student provided an ANYTIME pass to take breaks in the office as needed" is an Intervention.	• CICO • Truancy Letters • Truancy supports/SART/SARB • Class accommodations or modifications • Behavior Contracts • Conflict mediation • Referrals to counselor, SSW, or SSS • Referral to outside agency • SST, Parent-Teacher Conf, 504 meetings • "No Contact" Orders (only when used for safety) • Prevention efforts (non-punitive) • ***Other means of correction*** for behavior • Awards and Rewards • Tactile/Sensory Devices (noise cancellation headphones, weighted blankets, fidget spinners, etc) • Change of placement/class/schedule if done to support a challenge • PRB notes • Post-Suspension Conferences • Issuing an "anytime pass"	Teachers Counselors SSW SSS Admin TOSA TIC Secretary/Clerk	Teachers Counselors SSW SSS Admin TOSA TIC Family Liaison Secretary/Clerk

Where in Aeries?	What is included?	Examples? (not exhaustive)	Who can input?	Who can see this info?
Counseling	Confidential actions by school counselors, SSW, and admin	• Academic Planning/Course selections • College and Career Counseling • Suicide Intervention Screening (SIS) **provide SIS to SSW • Meeting with student of confidential nature • Parent contact of confidential nature • Outcome of admin investigations that are confidential • Student use of an anytime pass • Referral to *Care Solace* ***Does not include sensitive information/details*** *IMPORTANT: SIS Screenings should begin with "**SIS Screening**" at the beginning of the narrative. The SIS score should be tagged as well. Completed SIS must be provided to SSW.*	Counselors SSW School Psychs MH Coordinators Admin	Counselors SSW School Psychs MH Coordinators Admin
Discipline	Inappropriate behavior observed by teachers or other support staff	Inappropriate behaviors observed by teachers or other support staff that resulted in a classroom consequence, parent contact, student sent to the office, or written referral to admin (excessive talking, disruptions, academic dishonesty, unsafe behavior, defiance, bullying, harassment, etc)	Teachers SSS TOSA TIC	Teachers Counselors SSW SSS School Psychs MH Coordinators Admin/TOSA/TIC Family Liaison Secretary/Clerk
Assertive Discipline	Behavior addressed by administration **Also document information about incidents to which a student was not disciplined but was involved or was a victim. For these situations, use code **IN** (information only)	Referrals - Progressive Discipline Outcomes of discipline referrals • Detentions • Saturday School • Conflict Mediation • Parent Notification • Sent Home • Warning • No Contact Order (when done for progressive disc) • Admin Counseled Student • **Other Means of Correction** *Searches (include details about reasonable suspicion and outcome of search) Suspension – Expulsion	Admin TOSA TIC	Teachers Counselors SSW SSS School Psychs MH Coordinators Admin/TOSA Family Liaison Secretary/Clerk

Vanden Vikings

Have SELF CONTROL

OWN Their Actions

SHOW UP On Time

BUILD Strong Relationships

VANDEN HIGH SCHOOL INTERVENTION FORM

SAVE PRINT CLEAR FORM

General Information	Location
Name:_____ Date:_____ Time: _____ Grade:_____ Referring Staff:_____ ☐ Mark If Previous Incidents Are Listed in Aeries	☐ Bathroom ☐ Bus Cafeteria ☐ Classroom ☐ Common Area ☐ Computer Lab ☐ Gym ☐ Hallway ☐ Library ☐ Off-Campus ☐ Office ☐ Special Event ☐ Other_____

Staff Managed Behavior (Entered into Aeries under Interventions)	Administration Managed Behavior (Must Provide Explanation)		Perceived Motivation
☐ Failure to follow directions ☐ Disrespect ☐ Disruption ☐ Inappropriate Language ☐ Horseplay ☐ Property Misuse ☐ Tardy ☐ Technology Violation ☐ Academic Dishonesty (classwork/homework) ☐ Other_____	☐ 3 Minor Referrals for Same Behavior (check issue in minor problem column as well) ☐ Abusive/Inappropriate Language ☐ Academic Dishonesty (assessments and theft) ☐ Bullying/ Cyberbullying ☐ Defiance ☐ Disrespect ☐ Disruption ☐ Fighting/ Physical Aggression	☐ Gang Display/Affiliation ☐ Harassment ☐ Lying ☐ Property Damage ☐ Technology ☐ Theft (property) ☐ Truancy/ Class Cut ☐ Use/Possession of: ☐ Alcohol ☐ Combustibles ☐ Drugs ☐ Tobacco ☐ Weapons ☐ Other: _____	**Obtain:** ☐ Adult Attention ☐ Items/Activities ☐ Peer Attention **Avoid:** ☐ Adult ☐ Task/Activity ☐ Peer

Action Taken – Staff Managed	Action Taken – Administration Managed
☐ Classroom Interventions/ Strategies ☐ Physical Proximity ☐ Planned Ignoring ☐ Redirect ☐ Reteach (content or procedures) ☐ Other ☐ Class Suspension ☐ Conference with Student Date:_____ ☐ Detention ☐ Parent Contact Date:_____ (Phone Contact Preferred)	☐ Conference with Student ☐ Detention ☐ Out-of-School Suspension (____) hours/days ☐ Parent Contact ☐ SARB ☐ Saturday School ☐ Other _____

Others Involved		
	☐ None ☐ Peers ☐ Staff	☐ Substitute ☐ Teacher ☐ Unknown ☐ Other _____

Comments:

When you have finished filling out, click save as and save it as a pdf StudentsInitials_TeacherFirstinitialLastname_Date
ex: Billy Madison in Jane Smith's class on October 1, 2023 would look like: BM_JSmith_100123.pdf

VANDEN BEHAVIOR EXPECTATIONS

	HAVE SELF CONTROL	OWN THEIR ACTIONS	SHOW UP ON TIME	BUILD STRONG RELATIONSHIPS
COMMON AREAS (HALLWAYS, QUAD, CAFETERIA)	▶ Keep areas clean ▶ Respect personal space (both physical and noise) ▶ Use appropriate language ▶ Respect school property ▶ Stay in-bounds	▶ Apologize when needed ▶ Throw away your trash	▶ Move safely through the campus ▶ Walk towards your destination with time to spare (at the first bell)	▶ Limit phone use ▶ Positively engage with others ▶ See something, say something
LIBRARY AND OFFICES	▶ Use appropriate voice level and language ▶ Use phones only as directed ▶ Respect the space ▶ Return materials in the same condition	▶ Self-correct when needed ▶ Return materials on time ▶ Pay the fines you owe ▶ Apologize when needed	▶ Plan ahead for printing ▶ Visit offices outside of class time	▶ Are considerate of others ▶ Respect and follow staff direction ▶ Help others around you
PARKING LOT	▶ Follow the rules of the road ▶ Obey the speed limit ▶ Drive without distractions ▶ Respect others space ▶ Use appropriate language ▶ Park in the assigned lot Follow school rules	▶ Leave a note or contact staff when there is a problem ▶ Apologize when needed	▶ Arrive early and drive safely ▶ Use the parking lot only for parking (not for hanging out)	▶ Respect and follow staff directions ▶ Exit safely, taking turns ▶ Report problems
RESTROOM AND LOCKER ROOMS	▶ Honor privacy ▶ Use facilities as intended ▶ Wait their turn ▶ Keep phones stowed	▶ Clean up after themselves ▶ Flush and wash hands	▶ Use the nearest restroom ▶ Sign in/out of class ▶ Are timely so they don't miss class time	▶ Report problems ▶ Help others when needed ▶ Respect others
SCHOOL EVENTS	▶ Follow school rules ▶ Use appropriate language ▶ Keep hands to themselves ▶ Follow adult directions ▶ Listen/ applaud respectfully	▶ Clean up after themselves ▶ Take responsibility for actions	▶ Attend school activities on time ▶ Get rides home/leave activities on time	▶ Are kind to others ▶ Respect differences ▶ Reach out and help struggling peers ▶ Are flexible
IN THE CLASSROOM	▶ Raise your hand to talk ▶ Wait patiently to have your needs met ▶ Follow directions ▶ Communicate appropriately	▶ Hold themselves accountable ▶ Apologize when appropriate ▶ Are respectful ▶ Are honest	▶ Are prepared ▶ Manage time wisely ▶ Plan ahead ▶ Be in the classroom before ▶ the bell	▶ Are kind ▶ Help others ▶ Lead by example ▶ Be willing to listen

VANDEN PBIS

GIVING EVERY STUDENT EVERY OPPORTUNITY

February 2023 | Issue Two

VULNERABLE DECISION POINT

Look at your day in the classroom, campus, office and think about decisions we make. Some of these defined as Vulnerable Decision Points (VDP). Defined as "contextual event or element of the immediate situation that increases the likelihood of bias affecting discipline decision making."

SOURCE: MIACAT7 / DEVIANTART

How to mitigate these
Step 1: Know your hot buttons
Step 2: Find an Alternative
Step 3: Make a Plan to use the routine

Read the full article here!

GREEN TICKETS FOR TEACHERS/STAFF

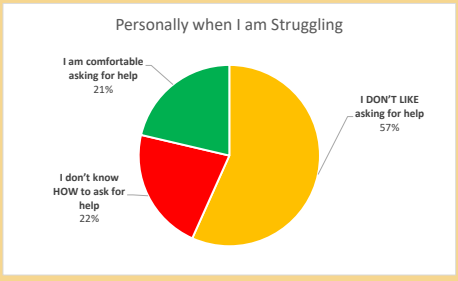
Students - Mental Health, Students - Discipline, Students, Students, Students.

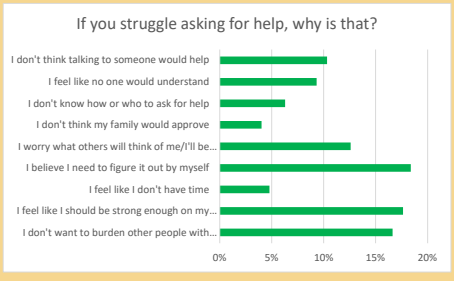
Yes our students come first, but they are not amazing, without the support of everyone at Vanden. We want to celebrate you for what you do...

If you see a teacher or staff member go above and beyond we want you to drop a green ticket for that person in the box outside Sheila McCumber's Office. We will draw from the names each month. It's our way of saying thanks.

NEEDING HELP - STUDENT NEED DIRECTION

Heather Post, MFLC has been hosting seminars in Allison Johnson's health class. At the end of each seminar she polls the students. Here is some of the data collected.





QUOTE OF THE DAY

"When you judge yourself for needing help, you judge those you are helping. When you attach value to giving help, you attach value to needing help. The danger of tying your self-worth to being a helper is feeling shame when you have to ask for help. Offering help is courageous and compassionate, but so is asking for help."

~ Brené Brown

VANDEN VIKINGS...

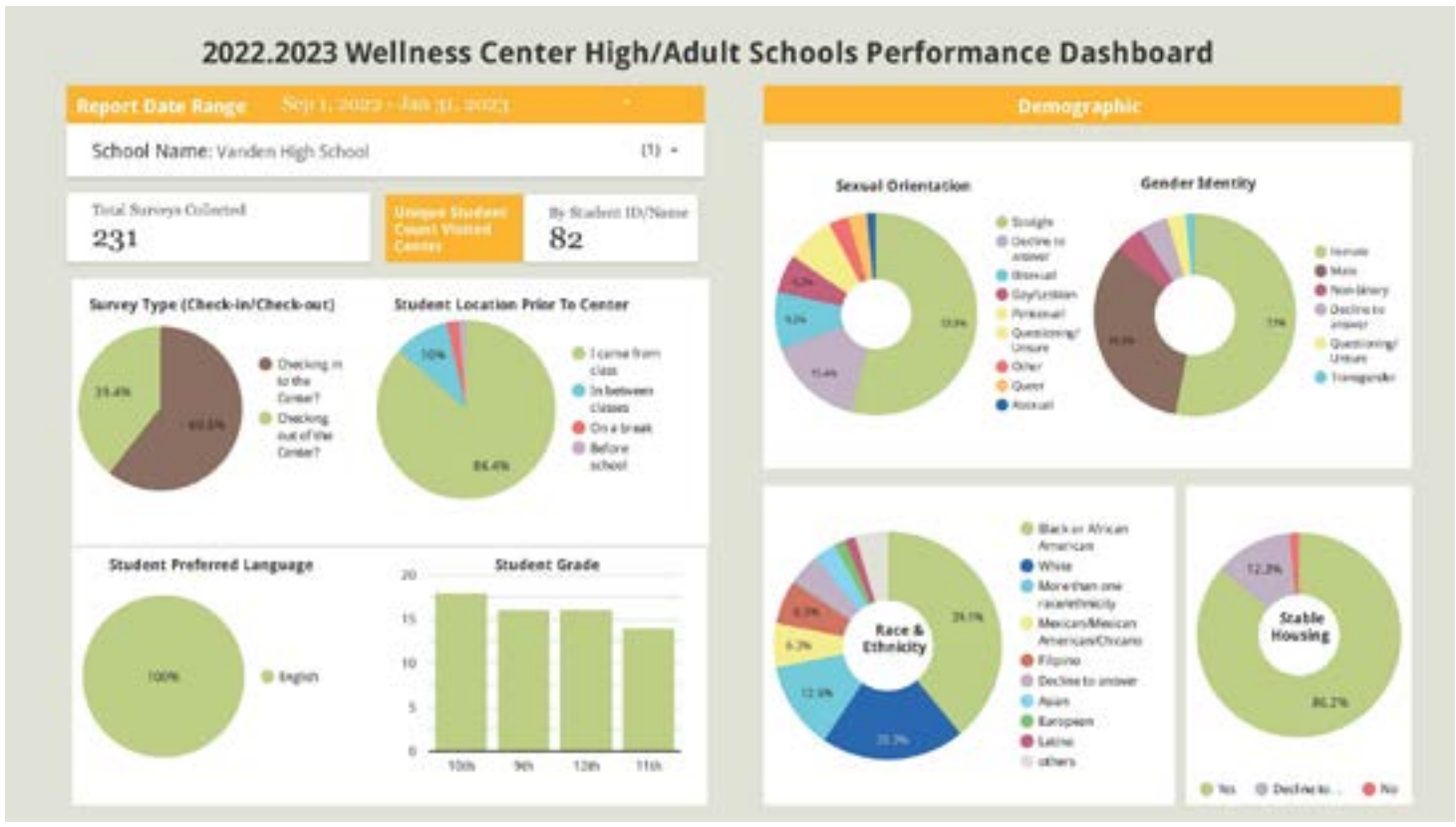
Have **SELF CONTROL**

OWN Their Actions

SHOW UP on Time

BUILD Strong Relationships

UPCOMING MEETINGS

Date: Tuesday, March 14TH
Time: 7:30AM
Location: Student Commons

All are welcome to attend