



Oroville Union High School District

Culturally Responsive-Positive Behavioral Intervention Supports (CR-PBIS) Implementation Plan

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Introduction

In 2020-2021, The Oroville Union High School District (OUHSD) began its journey towards full implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) for all OUHSD students, families, and staff. CR-PBIS is a proactive approach to behavior management on a school-wide level for creating and sustaining safe and effective schools. It is part of a Multi-Tiered System of Support (MTSS) and is a prevention-oriented, three-tiered framework that uses evidence-based behavioral interventions to improve school climate, safety, and academic outcomes for all students. It integrates school data, systems and practices affecting student academic and behavioral outcomes. OUHSD understands that CR-PBIS is a journey and not final destination. Therefore, the District is committed to on-going reflection, assessment, and learning, in order to best meet the needs of students, families, and staff of the Oroville community.

The purpose of CR-PBIS is to make schools more effective and efficient in order to ensure an equitable learning environment for all students, including students with disabilities and students from underrepresented groups. CR-PBIS places emphasis on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns.

Site CR-PBIS Team meetings began during the 2020-2021 school year. The meetings focused on:

- Developing a system to teach students what is expected of them.
- Acknowledging students when expectations are met.
- Identifying and respecting the culture, voice and identity that students, families and staff bring to our schools.
- Having staff be consistent in correcting student behaviors when expectations are not met.

CR-PBIS methods are research-based and schools are discovering that CR-PBIS:

- Addresses the behavioral needs of all students with proven, easy to implement strategies.
- Allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time.
- Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience.
- Is affordable.
- Helps to create a positive school climate.
- Results in increased time for instruction and fewer disciplinary incidents.
- Values the cultures of families, students, and staff.

One of the keys is to focus on prevention, which is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-90% of students will meet these expectations. The 10-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is the 4:1 principle, which encourages faculty and staff employ the 4:1 principle, where four positive behaviors are addressed for every one negative behavior. Examples include actions (vs. attire unless referring to dress code) and/or observable behavior.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows the CR-PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

The purpose of this staff manual is to illustrate how these components will be utilized within OUHSD's CR-PBIS system. Included in this manual are several suggestions, examples, and supports that will aid staff in effectively implementing the CR-PBIS system within their respective roles. A minimal number of determined expectations for students are printed on posters and located around common areas of the school. When students arrive in August, they will be taught the school-wide expectations, focusing on what is appropriate behavior and provided examples of inappropriate behavior. As we implement this model, there will be on-going staff development, monitoring of the effectiveness of our efforts, and communication with our students, families and staff.

The ultimate goal is to increase academic performance, increase safety, decrease problem behavior, and establish positive school climates through these research-based strategies and systems.

Steps to CR-PBIS Implementation

There are eight steps to CR-PBIS Implementation:

1. Establish Team Membership
2. Develop Brief Statement of Behavior Purpose
3. Identify Positive School-wide Behavioral Expectations
4. Develop Procedures for Teaching School-wide Behavioral Expectations
5. Co-Develop with students Procedures for Teaching Classroom Behavioral Expectations
6. Develop Continuum Procedures for Encouraging and Strengthening Student Use of School-wide Behavioral Expectations.
7. Develop Continuum of Procedures for Discouraging Student Behavior Violations of School-wide Behavioral Expectations.
8. Develop Data-Based Procedures for Monitoring Implementation of School-wide CR-PBIS.

Step 1: CR-PBIS Team Composition

OUHSD developed a CR-PBIS Team to lead implementation of CR-PBIS districtwide. The District team is composed of Principals, Assistant Principals, Director of Alternative Education, Director of Education, Supportive School Climate Advisory Committee, and the Superintendent.

Each school team is composed of the Principal, Assistant Principal, a teacher, a counselor, a classified employee, parents and students. Each team meets on a monthly basis.

Step 2: Guiding Principles

OUHSD involved all stakeholders in the development of the Guiding Principles:



OROVILLE UNION HIGH SCHOOL DISTRICT

GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

School-Wide Positive Behavior Intervention and Support

The Oroville Union High School District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students.

Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruption and obstacles that impede learning.

1. RESPECT

- I treat others the way I want to be treated
- I respect laws, rules, and school authority
- I treat people fairly and respect their rights
- I respect private and public property

2. RESPONSIBILITY

- I take responsibility for my actions
- I choose how I respond to others
- I return what I borrow

3. APPRECIATION OF DIFFERENCES

- I look for the good in others
- I respect each person's right to be different
- I see cultural diversity as an opportunity for learning

4. HONESTY

- I am honest with myself and others
- I act with integrity
- I avoid spreading rumors or gossip

5. SAFETY

- I engage in safe activities
- I keep my body and mind healthy
- I choose only those things that are really good for me

6. LIFE-LONG LEARNING

- I come to school prepared to learn
- I give my best in everything I do
- I am open and alert to solutions

When you model the Guiding Principles for the School Community,

you

- Treat others with respect
- Find peaceful solutions
- Listen to each other
- Are drug free
- Keep our school clean
- Have healthy friendships
- Produce your own work
- Maintain honesty and integrity
- Show empathy and compassion
- Defend others' rights
- Appreciate differences
- Respect the property of others
- Engage in safe activities

And **you** don't tolerate:

- Bullying and intimidation
- Weapons
- Fights, threats, and violence
- Drug possession and sale
- Graffiti and vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

Trusted Staff Members

OUHSD understands the importance of trusting relationships in order to create safe, positive and effective learning environments at each school site. In response to this need, the District identified the following people as trusted designated support providers for students who are experiencing or who have experienced harassment and bullying:

- Erica Garman: Social Worker at Oroville High School
- Olivia Garcia: Social Worker at Las Plumas High School
- Marisol Navarro-Jacobo: Social Worker at Prospect High School/Community Day School
- Autumn McIntosh: Counselor at Prospect High School/Community Day School

Affinity Groups

An affinity group is a group formed around a shared interest or common goals, to which individuals formally or informally belong. In order to embrace the cultures served in the OUHSD community, the District offers the following affinity groups at school sites and encourages all students to be engaged in these opportunities:

- Academic Decathlon
- Anime Club
- ASB
- Art Club
- Auto Enthusiasts
- Asian Club
- Black Student Union (BSU)
- Block "O"
- Chess Club
- Christians in Action
- CSF
- Club Latino
- Dance Club
- Environmental Club
- FCCLA
- Fellowship of Christian Students
- FFA
- Friday Night Live
- Gay Straight Alliance
- Interact Club
- Key Club
- Link Crew
- LP Block
- LP/O Alliance Band
- Native American Club
- Photo Club
- SkillsUSA

Supportive School Climate Advisory Committee

OUHSD values and embraces community engagement and involvement. As a result, the District established a Supportive School Climate Advisory Committee (SSCAC) consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

The focus of this committee will be to: (a) emphasize the District's commitment to treating all students fairly and equitably in the administration of discipline without regard to race, color, national origin, sex, gender, gender identity, disability, religion or foster youth or homeless status; (b) discuss what is expected of students and staff under the revised policies and practices; (c) describe the alternative means of correction that will be available and implemented; (d) explain the law, research, and evidence supporting the steps and practices the District will be implementing to provide a safe, welcoming, and supportive school environment; and (e) the ways in which parents, guardians, and education rights holders can partner with the District to provide a safe, welcoming, and supportive school environment.

The SSCAC and its work will align with and support the District's larger efforts to improve its equity and achievement policies and practices, including increasing staff training, modifying its student discipline policies and practices, establishing district-wide Multi-Tiered Systems of Support, strengthening mental health, social work, and counseling services for students, engaging with the school community regarding student discipline policy changes, and improving procedures for handling student complaints.

Visit the [SSCAC webpage](#) for more information about the meetings, committee members, and related information.

Step 3: Establish School-Wide Behavioral Expectations

Safe, Respectful, Responsible

Each school developed its mission, vision, and school-wide academic and behavioral expectations. The following three pages contain the outcomes of those efforts.



LAS PLUMAS HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

CLASSROOM COMMON AREAS BATHROOM OFFICE SCHOOL ACTIVITIES

BE SAFE

- Clean up after yourself
- Be considerate to others
- Follow teacher instructions and expectations
- Handle school materials with care.

- Be mindful of your surrounding
- Walk
- Keep your hands to yourself
- Look both ways when crossing to other side of campus

- Wash your hands
- Report any maintenance issues
- Only use the bathroom for its intended uses
- Report suspicious activities

- Be mindful of your surrounding
- Wear your mask when you are on campus

- Keep your hands to yourself
- Be aware of your surroundings
- If you see something, say something

BE RESPECTFUL

- Be respectful of the space around you
- Be respectful of student and teacher space
- Use appropriate language
- Be a good listener
- Give others a chance to speak
- Keep your phone in your pocket

- Take care of school property
- Use appropriate language
- Throw your trash in the trash can
- Don't yell in the halls or other parts of the school
- Support and welcome new students

- Respect others privacy
- Flush the toilet
- Clean up after yourself
- Keep the stall walls clean and clear of writing

- Use quiet, respectful language in others work space
- Say please and thank you often
- Wait patiently until someone is ready to help you

- Be a positive representative of your school
- Exhibit sportsmanship
- Use appropriate language
- Win and lose with grace

BE RESPONSIBLE

- Arrive in class on time ready to learn
- Take responsibility for your actions.
- Use your time wisely
- Complete work and turn in on time
- Make good choices

- Check on people to make sure they are doing ok (find help if they need it)
- If you see something, say something
- Follow dress code

- Clean up after yourself
- Report damages
- Return to class promptly

- Choose an appropriate time to go to the office
- Be mindful of the attendance space
- Turn in absence notes on time

- Pick up after yourself
- Follow the rules and guidelines of the event



OROVILLE HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

CLASSROOM

COMMON AREAS

BATHROOM

OFFICE/LIBRARY

BE SAFE

- Follow COVID Protocols: sanitize hands, wear a mask
- Keep hands and things to yourselves
- Follow safety guidelines and use tools appropriately
- Be accepting of others

- Walk
- Make safe choices
- Be aware of your surroundings
- Keep hands and things to yourselves

- Wash your hands
- Clean up after yourself
- Report the need of bathroom supplies
- Return to class promptly

- Follow COVID Protocols: sanitize hands, wear a mask
- Follow staff directions
- Sit in waiting area until called in to avoid crowding

BE RESPECTFUL

- Respect personal space and belongings
- Use appropriate language and tone
- Be kind and honor differences in opinion
- Be an active listener and engage in class activities appropriately

- Respect personal space and belongings
- Be accepting of people's race, religion, body shape, gender, sexual identity
- Acknowledge staff and students
- Use good manners when interacting with others

- Be patient and mindful of others
- Make healthy choices in the bathroom
- Report any damage

- Be patient
- Keep a low voice
- Use polite and friendly language with staff and students

BE RESPONSIBLE

- Complete and turn in work on time
- Be on time and use class time wisely
- Bring all needed materials each day
- Communicate with your teachers

- Clean-up after yourself
- Be mindful of classes in session
- Respect other people's boundaries
- See something, say something

- Pick up after yourself
- Make safe choices
- Wash your hands
- Communicate issues to staff

- Keep the library clean
- Report to the office if you're called in
- Return to class promptly



PROSPECT HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

CLASSROOM

COMMON AREAS

RESTROOMS

OFFICES

BE SAFE

- Use language that is supportive and positive.
- Follow the teachers classroom and schoolwide expectations
- Handle school materials and equipment with care.
- Be considerate of others' physical and emotional space

- Follow Covid Protocols
- Respect personal space and belongings
- Make positive, appropriate comments
- Keep campus tobacco/drug/ alcohol free

- Wash your hands and flush
- Report suspicious activities to an adult
- Only use the restroom for its intended purpose
- Be considerate of school property

- Follow Covid Protocols
- Use a calm, indoor voice
- Be honest with staff
- Follow staff directions

BE RESPECTFUL

- Use language that is appropriate for a classroom setting.
- Bring a positive attitude to class and be mindful of others
- Honor the differences in others
- Keep your phone/airpods put away and out of sight during class time

- Clean up after yourselves and avoid making messes
- Be polite, positive, and respectful to those around you
- Use proper language and tone
- Be accepting of people's race, religion, body shape, gender, sexual identity

- Keep bathrooms tobacco and drug free
- Flush toilet after use
- Keep the restroom clean (walls/stalls/sink)

- Wait quietly/patiently if staff are assisting someone else.
- Knock if the door is closed
- Use a calm "indoor voice" and appropriate language and tone
- Speak one person at a time
- Keep private conversations confidential

BE RESPONSIBLE

- Arrive to school daily and to class on time
- Take responsibility for your actions.
- Advocate for yourself and others
- Use your time wisely
- Have a growth mindset

- See something, say something
- Stay in designated areas
- Follow dress code
- Respect other people's boundaries

- Clean up after yourself
- Only use the restroom for its intended purpose
- Report any maintenance issue to staff
- Return to class promptly
- Use the restroom during passing periods, break/lunch, or with a Restroom Pass

- Return to class promptly with a signed note
- Be honest and admit mistakes
- Pay attention, listen, and advocate for yourself
- Take responsibility when you make a mistake.

Step 4: Develop Procedures for Teaching School-wide Expectations

Assemblies/Kick-off Events:

The District CR-PBIS Team and the three school CR-PBIS Teams developed a plan to teach the school-wide behavior expectations at the start of the year and reinforce these expectations throughout the school year. This may consist of conversations around the importance of the school-wide behavioral expectations matrix, videos, reading articles, and other relevant learning activities. In addition, it is an opportunity to allow for students and staff to initiate conversations related to equity, culture, race, and social justice.

Step 5: Co-Develop with Students Procedures for Teaching Classroom Expectations

District and School CR-PBIS Teams will explore strategies for students and staff to co-develop classroom behavioral expectations. A variety of strategies may include social contracts, videos, classroom matrices, circles, and other activities that allow for each student and staff member to voice their opinion of what is important to creating a safe, positive, and effective learning environment where all are appreciated and respected.

Co-developing of Positive Classroom Behavior Expectations (Social Contract and/or Respect Agreement)

Social Contracts or Respect Agreements are a very effective restorative practices strategy that a teacher can implement immediately. Social Contracts/Respect Agreements address the behavior that classroom rules cannot. Creating a Social Contract/Respect Agreement is a collaborative process that requires the input of the group it is intended for. If a teacher wants a Social Contract/Respect Agreement to be effective, they need to be constructed collaboratively.

Social Emotional Learning (SEL) Curriculum

SEL curriculum has three purposes:

1. Create positive and caring relationships among staff and students, which promotes an emotionally and physically safe environment for all students.
2. A support system to promote high levels of learning for all students.
3. School wide exposure to relevant and important issues, which include college and career readiness as well as social and emotional growth.

Classroom Walk-Through Protocol

The walk-through is designed for administrators to give feedback on current instructional practices, find areas for future professional development, and assess continuity of implementation of our core-reading program. In addition, the walk-through protocol is designed to gather data to ensure that the school's CR-PBIS expectations are being implemented with fidelity and that all students are treated in a safe, positive, and respectful manner. This walk-through tool is not used for evaluation purposes.

Step 6: Develop System for Encouraging Positive Behaviors

4:1 ratio

Four positives to one correction

- Feedback provides a positive and predictable environment.
- Positive environments are ones that compliance receives more attention than noncompliance.
- Students will demonstrate behaviors given the most attention.

Good Rewards

What makes a good reward?

- Readily available
- Appropriate to the learning environment
- Easy to deliver
- Can be controlled by the teacher
- Is powerful to the student

Words of Encouragement

Encouragement comes when a teacher focuses on their student's assets and strengths. It comes from seeing the positive. Even failures can be outstanding learning experiences. Encouragement sounds like this, "I like the way that you did that," or "I know that you can do it," or, "It looks like you worked very hard at that."

Encouragement is NOT praise. Reserve praise for things well done. Encouragement is given for effort, while praise is given for accomplishment. Just say, "That's a good start, keep at it," when the work is not yet worthy of praise. Words of encouragement and praise are in some instances interchangeable.

Guidelines for School-wide CR-PBIS and Reward System

What materials do I need?

The CR-PBIS Team at each school has created the materials staff will need to use our CR-PBIS system. With your staff notebook, you will need:

- social contracts/respect agreements
- Reward certificates/bucks/tokens
- Ideas for creating your classroom's positive behavior expectations (social contract/respect agreement)

In addition to the materials listed above, you will also need the following materials, which are explained in further detail in the Constructively Addressing Problematic Behavior section: Office Discipline Referral Form (template)

Posters

The classroom expectations poster must be posted in each classroom. It may be helpful to post it where students typically face during instruction. Refer to this poster when teaching the expected behaviors and when reinforcing them throughout the school year. Refer to the Consequences for Problem Behaviors section of this notebook for other information regarding consequence procedures for students who engage in inappropriate behaviors.

Rewards

Students who receive rewards can enter the bucks into quarterly drawings. Please see the section on Positive Acknowledgement Tickets for Students Who Are Demonstrating Positive Behavior.

Positive Acknowledgement Tickets for Students Who Are Demonstrating Positive Behavior

Rewards are pieces of paper that carry a positive message and a place for the recipients to write his/her name. The bucks are given to the students to recognize them when they have performed positive behavior expectations at school, as identified on the matrix. Reward vouchers will be placed in a designated box in the Counseling office for a monthly drawing.

- Use the reproducible tickets provided to you each quarter by your CR-PBIS Team.
- Sign your name on the tickets. When you hand bucks out, you will just need to write the date and the student's name. You can also check what expectation was being demonstrated.
- Explain the program to students. Give examples of desired behaviors: role-play if necessary to make certain the students understand the expectations.
- Implement the program. It is recommended that staff award at least 5-10 tickets per week to students who demonstrate the positive expected behaviors (give generously!)
- When giving out the tickets, specifically describe and praise the behavior for which the ticket is being given.
- All staff members need to have tickets to give to students.
- Students are responsible for placing their certificates in the designated box prior to the quarterly drawing.
- Staff may have their own collection receptacle in their classroom or office to collect reward certificates from students.

A designated number of tickets will be pulled each quarter and the students will be recognized during announcements. Students may also be given a privilege/reward.

Step 7: Develop Continuum for Interventions and Addressing Violations of Expectations

Progressive Intervention Policy

In alignment with MTSS and CR-PBIS frameworks, OUHSD believes in and has adopted a [Progressive Intervention Policy](#) to support students who have challenges with meeting school-wide and/or

classroom expectations. The goal is to support every student in a culturally responsive manner to meet his/her academic and behavioral needs.

Oroville Union High School District Progressive Intervention Policy

The Progressive Intervention Policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

Level I: Teacher/Staff Interventions

Please take these measures before sending to the counselor

Redirect to positive opposite	Counsel Student	Change Seat
Phone Call Home/Parent Conference	Parent Sits in Class	Behavior Contract

**Use Aeries to Document Measures Taken*

Teacher Interventions (Positive)

Positive Phone Call	Lunch w/ Teacher	Preferential Seating in Cass	School Gear/Items
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Level II (Counselor/ Social Worker)

Please take these measures before sending to Administration

Counsel Student	Contact Parent	Parent Conference	Check in-Check Out
Reflection Sheet	Referral to SST	Lunch Intervention	Home Visit
Restorative Practice Agreement			

**Use Aeries to Document Measures Taken*

Counselor/Social Worker Interventions (Positive)

Positive Phone Call	Front of the Line Lunch Pass	School Gear/Items
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Level III (Administration)

All continuous behaviors listed below that are not resolved by the Level II measures taken by the Counselor/Social Worker will be referred to Administration. Administration will use student discipline practices that, consistent with District policy, equitably implement research-based alternatives to suspension, and will only use suspension as a last resort or if mandated by Education Code.

Fighting, Weapons & dangerous objects, Setting Off False Alarms, Drugs/Alcohol, Defiance, Terrorist Threats, Harassment/Bullying, Profanity directed towards staff, Smoking, Stealing/Robbery/Extortion, Chronic Truancy*, Pornography, Vandalism, Violence, School Disruption, Other

Administration Intervention

Reflection Sheet	Structured Day	Brief Intervention	Drug/Tobacco Course
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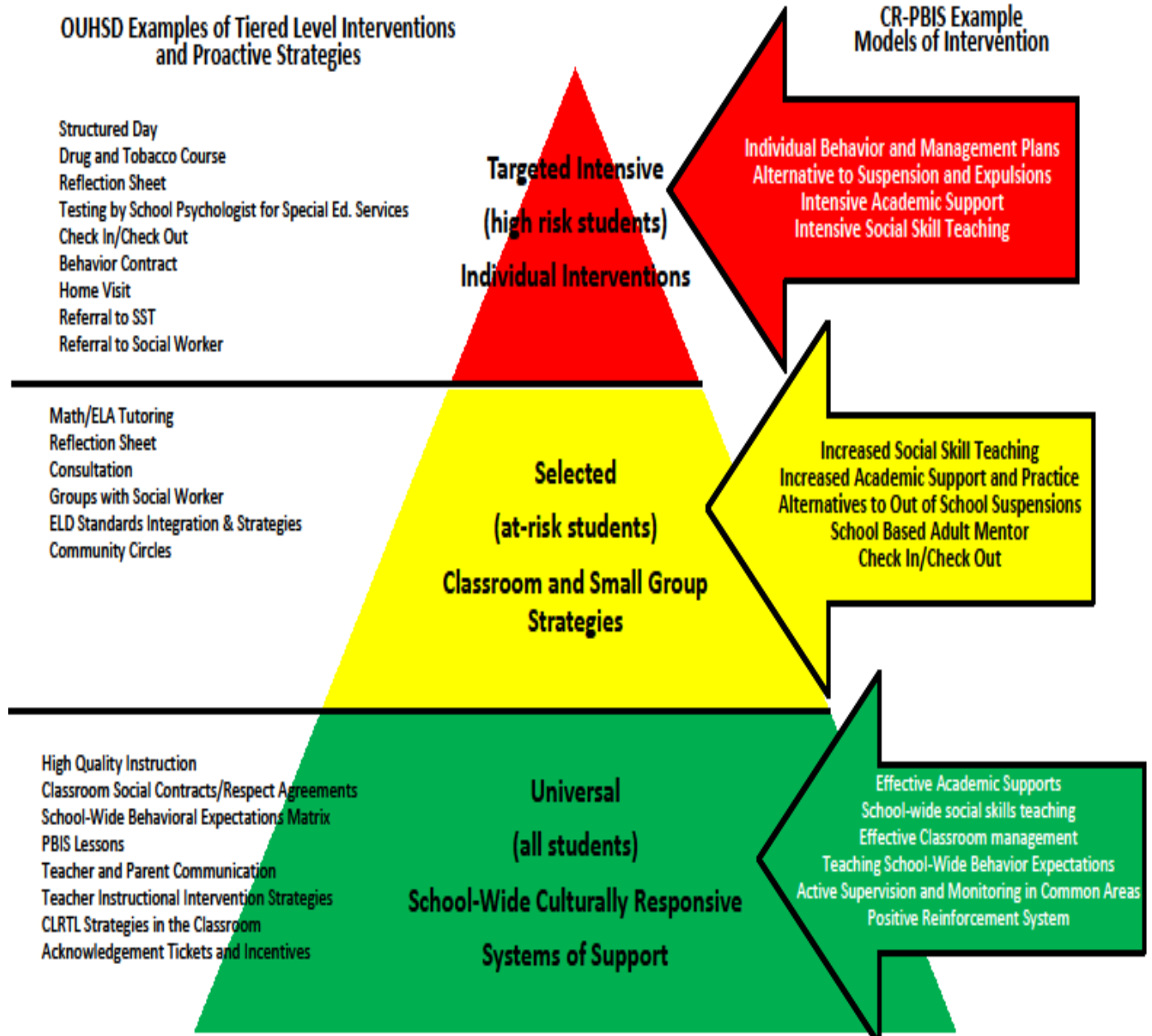
Administration Interventions (Positives)

Phone Call	Lunch w/ Admin.	Front of the Line Lunch Pass	Game Pass	School Gear/Items
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OUHSD's goal is to prevent student misconduct and correct student behavior through Schoolwide Culturally Responsive Positive Behavioral Interventions and Supports in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning.

*Suspension is not permitted for truancy, per Education Code

OUHSD CR-PBIS Tiered Levels of Intervention



Created by Keely Frazier, PBIS Coordinator 2022

Constructively Addressing Problem Behavior

Instructional Interventions to Misbehavior

CR-PBIS research states that the majority of misbehavior is the result of a cultural mismatch* or a skill deficit. Therefore, the natural response to misbehavior is instruction.

This document is intended to:

- A. Define behaviors in terms that are observable and measurable, while avoiding language that is emotionally laden or that conveys value judgments.
- B. Improve student outcomes through accurately defining behavior in order to provide targeted instruction to meet those needs.
- C. Grow and improve throughout the school year because of educator input.

Redirection/De-escalation Techniques and Strategies

When redirecting a student, always pay attention to body language (yours and the student's), and your tone of voice, cadence, and volume:

- Use a calm tone of voice
- Use as few words as possible
- Remind the student of his/her goals
- Remind the student there is always a choice
- Remind the student to make a choice he/she believes will get him/her closer towards his/her personal choice and allow the student reasonable time to decide. Thank you for your dedication to the children and families of Oroville, where we provide quality learning for every student every day!

Intervention Referral Form - Instructions

Procedure for Student Discipline/Referrals

Objective: To provide safe classrooms and healthy learning environments.

Definition: Staff completes an Intervention Referral Form for repeated defiance/disruption, habitual profanity/vulgarity, harassment/bullying, fighting, property damage, or for other reasons. Refer to the Progressive Intervention Policy. Staff will document interventions and equitably implement research-based alternatives to exclusion.

Examples:

- Repeated defiance/disruption: refusing to work, tone/attitude, put downs, inappropriate comments or behavior, etc.
- Poor digital citizenship that cannot be resolved through teachers management strategies

- Bullying/harassment, vandalism, smoking, etc.

Consequence - Action will be taken by admin and will include any of the following:

- Restorative practices (mediation, conference with parent, etc.)
- Parent contacted
- Behavior contract
- Structured Day
- Suspension
- Other

Teacher Procedure:

If you are recording a behavior for repeated minor defiance/disruption, the defiant behavior should be documented in Aeries under “Interventions.”

1. Click on Interventions.
2. Click the "Add" button at the bottom of the screen.
3. Click on the down arrow next to the Code field and select "Phoned Parent/Guardian."
4. Enter your comment in the "Comments," section.
5. Click the “Save” button.

This record is viewable by anyone who can access this student’s record in Aeries.

Step 8: Develop Data-Based Procedure for Monitoring and Assessing Implementation of CR-PBIS

The collection and utilization of student data is an integral part of our Positive Behavior Support System. Our CR-PBIS team will review data monthly in an effort to adjust strategies based on our school’s needs and share the results with the entire staff on a monthly basis.

Why Data?

- It keeps us from jumping too quickly to solutions.
- It gives us information about why a problem situation is occurring.
- Allows us to match our instruction/intervention to why the problem is occurring.

Features of our Data System

- Efficient and simple
- Accurate, timely, and practical
- Computer-based to generate various charts and graphs to aid in decision-making
 - Used locally to make decisions
- Repeating cycle of collection and analysis

Use of Monthly Data Protocol

Agendas, materials, and attendance logs for discussions with staff about data (including staff not part of CR-PBIS teams) that incorporate the discussion of root causes of discrimination, CQI of other means of correction, and assessing whether District is implementing nondiscriminatory discipline.

Use of SWIS and AERIES to Document Interventions

Each school will use SWIS and AERIES to document student attendance, grades, interventions and discipline records. The data generated each month will be used to determine the issues that need to be addressed.

Publishing of Data to Parents and Community Newsletter

OUHSD will schedule consistent bulletins, notices, and in-person information session with parents/guardians at least 2 x per year regarding: (1) nondiscrimination in discipline; (2) student and staff expectations; (3) alternative means of correction; (4) research and law in support of practices to implement safe, welcoming, supportive environment; and (5) outline ways parents/guardians can become partners.

Parent/Guardian Information

Annual Notifications

OUHSD's [Annual Notification Booklet](#) is sent to parent/guardians as part of the parent data confirmation update and provide information about the District's CR-PBIS focus and implementation.

Translation Procedures

OUHSD has staff members at each site available to assist parents with translations in Hmong and Spanish at meetings. The District also has access to IEP forms in Hmong and Spanish.

There is a Google Translate button on our website that is available to anyone wishing to use it.

OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or cannot translate the required language. Parents can contact the Director of Education at 538-2300, ext. 1104 or ksimas@ouhsd.net, if they require translation services.

Meetings Supported by Translation

- Individualized Education Plan (IEP) meetings
- Pupil Disciplinary Hearing Panel (PDHP) hearings
- Student Achievement and Attendance Review Team (SAART) meetings
- Local Control Accountability Plan (LCAP) meetings
- District English Learner Advisory Committee (DELAC) meetings

Spanish Version: [Translation Services-Spanish](#)

Hmong Version: [Translation Services: Hmong](#)

Discipline and Discrimination Policies

BP 5137: [Positive School Climate](#)

BP 5144: [Discipline](#)

BPAR 5144.1: [Suspension/Expulsion Due Process](#)

AR 5144.2: [Suspension/Expulsion Due Process \(SPED\)](#)

BP 5145.3: [Non-Discrimination/Harassment](#)

BP 6164.6: [Identification/Education under Section 504](#)

Uniform Complaint Procedures (UCP)

BP 1312.3: [Uniform Complaint Policy](#)

[Annual Notification](#) [\(Hmong\)](#) [\(Spanish\)](#)

Title IX Policy

Know Your Rights (Involuntary Transfer)

Advocacy Groups

The Butte County SELPA has information on [advocacy groups](#) to assist families in navigating Special Education and Section 504 processes. These advocacy groups provide free services to families that are paid by our district. Staff are encouraged to connect families needing support to these advocacy groups. .

Diversity Staffing Plan

The [OUHSD Employee Recruitment and Retention Plan](#) serves as the blueprint for hiring and retaining employees. This is a multi-year development process of attracting, developing and retaining highly qualified employees and substitutes throughout the district. A key element to student success is highly qualified and dedicated employees focused on educating the whole child and committed equitable practices aligned to the District's CR-PBIS Plan. OUHSD is dedicated to recruiting the best employee for the job. Human capital or the "quality of the individual" is paramount to affecting student achievement. This, together with social capital (the quality of the group) and decisional capital (expertise in judgment and decision-making), will have a large impact on performance.

Annual Training

OUHSD develops an annual training plan for all staff that includes but is not limited to:

1. CR-PBIS
2. Nondiscrimination in discipline, equity, and equitable decision-making
3. Bias
4. SEL, conflict resolution, and de-escalation
5. Trauma-informed practices
6. Oral and written reports/complaints of discrimination, harassment and retaliation.

OUHSD Re-entry Protocol for Students Returning From Suspension

When students are suspended from an OUHSD school, the following steps are taken:

1. Once an administrator investigates an incident and determines suspension is the consequence the following steps are followed:
 1. Student is counseled about behavior and the parent/guardian is contacted by the administration.
 2. Administration requests homework for the student for the number of days they will be suspended.
 3. On students returning from suspension, administration will meet with the student and make sure the issue is resolved, determine if there are any outstanding issues that need to be resolved and determine if there are any needs (counseling, connection with outside service providers, etc.) before the student returns to classes.
 4. Meetings will be documented in AERIES.

OUHSD Re-entry Protocol for Students Returning From Expulsion

When students are expulsion from an OUHSD school, the following steps are taken:

1. Once an administrator investigates an incident and determines expulsion is the consequence the follow steps are followed:
 1. Student is counseled about behavior and parent is contacted by administration;
 2. Administration requests homework for the student for the number of days they will be suspended;
 3. Students and parents are referred to the Superintendent for a pre-expulsion meeting prior to the end of their suspension. The Superintendent determines if there will be a recommendation for expulsion during the meeting with both the student and parent.
 4. If the expulsion is determined to be warranted, students will attend an administrative hearing panel. The hearing panel will make a recommendation to the Board.
 5. If it is determined that expulsion is not recommended, students returning from suspension will meet with administration and make sure the issue is resolved, determine if there are any outstanding issues that need to be resolved and determine if there are any needs (counseling, connection with outside service providers, etc.) before the student returns to classes.
 6. If expulsion takes place, students and parents will meet with school administrators to develop a plan during the term of the expulsion to assist students in returning to their referring school.
 7. Meetings will be documented in AERIES.



**Prospect High School /
Oroville Community Day School**

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www.ouhsd.org/phs

Student Success Plan Explanation

The Student Success Plan has been designed to create a visual plan for Students, Parents/Guardians, and Prospect High School to allow for families to choose the path they would like to follow to earn a high school diploma.

The Student Success Plan has a few parts:

1) Student Success Plan Pathway Choice

This sheet allows for discussion to take place on where the student stands credits wise and a pathway choice is made with input by the school, the parent/guardian, and the student. Explanations of possibilities of success will be had. The student has the right to return to the comprehensive high schools after a semester and be encouraged to stay at Prospect High School if an on-time graduation is not mathematically possible. In some cases, earning a diploma and graduating from the Comprehensive High Schools (Oroville High School and Las Plumas High School) may prove to be impossible as the number of credits able to be earned is less than what is needed to earn a diploma at the end of a student's Senior Year. In any case, options will be discussed for the student and parent/guardian to make an informed decision.

2) Student Success Plan Table

This explains where a student should be credit wise to be considered on track to graduate at OHS/LPHS. In some cases, because a number of classes may have been failed in a student's past, the mathematical possibility of graduating "on time" with a student's Senior Class becomes impossible. This document will help complete the above mentioned Pathway Choice Sheet and lead discussion with the student.

3) Student Success Plan Worksheet – Return to OHS/LPHS

This worksheet will walk through a plan to Return to OHS/LPHS and detail what credits are needed to get a student back on track to do so.

4) Student Success Plan Worksheet – Graduate from Prospect

This worksheet will detail the path to graduating from Prospect High School and layout numbers of credits needed to graduate. Courses will be assigned based on availability and need and changed as necessary throughout every Block (6 Week Grading Period).

It should be noted that in Summer School, students can earn 10 credits. Also, through Oroville Adult Education, Credit Recovery courses offered after school hours (or in "Night School") can allow a student to earn an extra 10 credits per semester. Most students voluntarily transfer to Prospect after meeting with a Counselor at OHS/LPHS and having it explained to them and their parents/guardians that they are not on track to graduate. Once at Prospect, most students choose not to return as they thrive in a smaller environment. Students who are off track to graduate can return to OHS/LPHS, can return after a semester. Academic Counselor and/or Principal will likely recommend against a return if an on-time graduation at the comprehensive schools is not possible. Staff will work with the student to create a plan for success to earn a diploma at the school of his or her choosing.



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Student Success Plan Pathway Choice

Student Name _____ Grade _____ Date _____

School of Residence _____ Program Requested _____

Parent/Guardian _____ Cell Phone _____

Credits Needed to Graduate from Oroville/Las Plumas High School _____ of 220

Credits Needed to Graduate from Prospect High School _____ of 180

(Both transcripts should be attached to show areas of need – and explained to student/parent/guardian)

The goal of the Student Success Plan is to put the student on a path to:

Transfer Back to Graduate from Oroville/Las Plumas High School _____

Complete Graduation Requirements at Prospect _____

Counselor/Principal Recommendation Based On Transcript/Discussion

Parent Recommendation Based on Transcript/Discussion

Student Recommendation Based on Transcript/Discussion

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Admin/Counselor Signature _____ Date _____

This Student Success Plan will be discussed at least once per trimester.



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Student Success Plan Table

The goal of the Student Success Plan is to put students on a path to graduate from the school in the District they choose to graduate from. The plan should be discussed at least once per trimester. Below is a table to show the prospective credit completion needed for success.

Numbers of credits needing to be earned are based on not having Oroville Adult Education Credit Recovery and/or Summer School credits that could be awarded.

OHS-LPHS Needs

Students at OHS-LPHS are enrolled in six classes per semester and each class “Passed” is awarded 5.0 credits. Failing a class results in 0 credits for the entire semester. With 220 credits needed for graduation, an average of 27.5 credits per semester should be earned. This would allow a student to “Fail” 4 classes and still graduate. Once a student fails more than 4 classes, they will no longer be on track and may need Oroville Adult Education Credit Recovery Courses and/or Summer School to get back on track. As more classes are failed, Prospect High School becomes a good choice to earn a diploma as only 180 credits are needed to graduate.

At the Start of Fall

- 10th Grade - Should have at least 40 Credits to be on track at OHS-LPHS
- 11th Grade - Should have at least 100 Credits to be on track at OHS-LPHS
- 12th Grade - Should have at least 160 Credits to be on track at OHS-LPHS 12 or less different classes needed

At the Start of Spring

- Should have at least 70 Credits to be on track at OHS-LPHS
- Should have at least 130 Credits to be on track at OHS-LPHS
- Should have at least 190 Credits to be on track at OHS-LPHS 6 or less different classes needed

Prospect High School Needs

Students at Prospect High School are enrolled in six classes per trimester (approximately 12 weeks) and are awarded credits after each Block (half of a trimester and about 6 weeks). Changes are made when students completed a class. Variable credits are earned based on Attendance, Work Completion, and Achievement. Students with good attendance who complete their work daily typically earn 12.5 credits per block (or 75 credits per year) and this should be the measure students shoot for to stay on track to graduate at the end of their Senior Year. Some students who are highly motivated graduate early even when coming to Prospect being off track at the Comprehensive High Schools.

At the Start of Fall

- 10th Grade - Should have at least 25 Credits to be on track
- 11th Grade - Should have at least 67.5 Credits to be on track
- 12th Grade - Should have at least 117.5 Credits to be on track

At the Start of Spring

- Should have at least 45 Credits to be on track
- Should have at least 105 Credits to be on track
- Should have at least 155 Credits to be on track



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Student Success Plan Worksheet – Return to OHS/LPHS

This worksheet will outline the path needed to Return to OHS/LPHS. Returning to OHS/LPHS can only occur at the beginning of a new semester.

Name of Student _____ Grade _____ Date Enrolled _____

Credits Needed to Graduate _____ (220 Credits Required) Block Enrolled _____

Target Semester/Year to Return: Fall _____ Spring _____

To the fullest extent possible, aligning coursework based on what is offered can be tailored to a student's Post-Secondary Goals.

Post Secondary Goals _____

What would be your preferred Career Choice? _____

What college/trade school would you like to attend? _____

Where do you see yourself in 5 years? _____

Below will outline how many credits will need to be earned for a transfer back to OHS/LPHS at the beginning of the targeted return listed above. Having to earn more than 15 credits a block is generally unrealistic and a plan to stay another semester (or 3 Blocks) should be used to determine a transfer date.

Fall _____ **Spring** _____

Block 1 _____

Block 4 _____

Block 2 _____

Block 5 _____

Block 3 _____

Block 6 _____

If transferring back to OHS/LPHS, certain courses may be needed to be completed to get back on track.

Courses Needed _____ **Credits Needed** _____ **Courses Needed** _____ **Credits Needed** _____



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Student Success Plan Worksheet – Graduate from Prospect

This worksheet will outline the path needed to Graduate from Prospect High School Graduation.

Name of Student _____ Grade _____ Date Enrolled _____

Credits Needed to Graduate _____ (180 Credits Required) Block Enrolled _____

Total Blocks Left in High School Career (6 Blocks Per Year) _____

Average Number of Credits Needed Per Block to Graduate _____

15 Credits is what can be earned per Block if attendance is good, most work is completed, and achievement is average. Some students earn more than 15 credits by completing work, and some students earn fewer than 15 credits when attendance, work completion, and achievement is poor.

Credit Earning Plan for the Current School Year. Blocks that have already occurred will be marked with an “X”

<u>Fall</u>	<u>Spring</u>
Block 1 _____	Block 4 _____
Block 2 _____	Block 5 _____
Block 3 _____	Block 6 _____

This Worksheet may change every Block (approximately every 6 weeks) based on credits being awarded and changes in the credits needed in different areas of the transcript.

To the fullest extent possible, aligning coursework based on what is offered can be tailored to a student’s Post-Secondary Goals. All students at Prospect will be offered and guided through signing up for Butte Community College, the UC/CSU system, taking the SAT/ACT and completing the FAFSA.

Post-Secondary Goals _____

Appendices/Other

OUHSD CR-PBIS Implementation

Critical Elements

1. Faculty Commitment obtained and maintained throughout the school year.
 - Basic behavioral principles taught/reviewed with staff.
 - Plans developed for training staff/students.
2. CR-PBIS team established (membership, meeting times, leaders, roles, mission)
3. Data summary reports are presented to staff and community.
4. Expectations Developed (3-5 positively stated)
 - Rules developed for specific settings.
 - Lesson plans developed for teaching expectations and rules.
5. Reward/recognition program established (what/when/how).
6. Establish Responding system to behavioral violations.
 - Behaviors documented and Level I - Level 3 measures taken
 - Staff interventions developed for disruptions and obstacles that impede learning.
 - Intervention Referral Form established and Progressive Intervention Policy developed.
7. How will the team evaluate progress On CR-PBIS activities? (How are we doing? What needs to be modified, maintained and/or terminated?)
8. Lesson plans for teaching expectations/rules.
9. Implementation plan.
10. Effective classroom systems.
11. Strong system of Tier 2 and Tier 3 interventions, including on-site counseling, off-site counseling, coordination with families and community groups, tutoring.

Critical Element	Action/Activity	Who is Responsible?	Completion?	Evaluation?
#1	From District and Site PBIS teams	District and Site Administration	November 2020	Summer 2021
#1/#6	Develop OUHSD Progressive Intervention Policy	Administration/Staff/ Parents/CR-PBIS Teams/Supportive School Climate Committee	20-21 School Year	May 2022
#1	Develop OUHSD Guiding Principles	Administration/Staff/ Parents/CR-PBIS Teams/Supportive School Climate Committee	January 2021	Ongoing
#6	Develop process to track discipline data through AERIES	Administration/Staff/CR-PBIS Teams	November 2020	Summer 2021
#2	Form PBIS Teams at District and Site levels	Administration/Staff/CR-PBIS Teams	November 2020	Summer 2021
#3	Data Summary to Staff and community	Administration/Staff/CR-PBIS Teams	Monthly to staff/ Quarterly to community	Ongoing
#4	Expectations Developed	Administration/Staff/CR-PBIS Teams	May 2021	Ongoing
#5	Reward/Recognition Program Developed	Administration/Staff/CR-PBIS Teams	Summer 2021	Ongoing
#7	Evaluation of CR-PBIS program	Administration/Staff/CR-PBIS Teams	June 2021	Ongoing
#8	Lesson Plans for Teaching Expectations (classroom and site)	Administration/Staff/CR-PBIS Teams	August 2021	Yearly

#9	Implementation Plan Developed	Administration/Staff/CR-PBIS Teams	April 2021	Yearly
#10	Focus on respect and rapport with students, classroom procedures, managing student behavior, and organizing physical space	Administration/Staff/CR-PBIS Teams	August 2021	Yearly
#11	Communicate with students, questioning and discussion techniques, engaging students, being flexible and responsive, , develop strong system of Tier 2 and Tier 3 interventions, including on-site counseling, off-site counseling, coordination with families and community groups, tutoring	Administration/Staff/CR-PBIS Teams	August 2021	Yearly

Oroville Union High School District School Behavior Expectations

What Do We Expect and Why?

SAFE: Student perception of school safety is associated with violence in schools (Gottfredson & Skroban, 1996). When students perceive their school to be a dangerous place, they are more likely to engage in problematic behaviors that they view are necessary for their personal safety. Safety should be the number one concern of school staff, as students cannot learn unless there is a perception of safety. It is the right of all students, parents and staff to be safe from danger, risk, or injury in the school environment. Safety does not "just happen." It is incumbent upon each person to contribute to safety in our community and in all areas of our school. If you witness an unsafe situation, report it.

RESPECTFUL: The showing of honor, esteem, and consideration for others and property. It is the ability to show compassion for others. Respect for others and property is closely related to respect for oneself. Those who lack self-respect usually do not give respect to others and property. Respect is important to give and to receive. It shows that you think the other person has value and importance. An unspoken communication occurs between people. It is an attitude as well as a personal quality, an important "ingredient" of life.

RESPONSIBLE: Students are expected to be able to justify their actions or decisions in a responsible manner. It is an obligation/expectation to carry forward a task to a successful end. Those practicing accountability will think before acting, expect accountability for his/actions, will admit mistakes and plan for correction of those mistakes. In the words of Henry Ward Beecher, an abolitionist, "Hold yourself responsible for a higher standard than anybody else expects of you, never excuse yourself."

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first 2-3 weeks of school and occasionally throughout the school year. Lessons may need to be repeated a few times initially and reinforced strongly at the outset of the year.
- Keep the lessons brief: 5-15 minutes per lesson. And then I am done, right?
- Not quite. Plan to teach booster lessons every day of the school year. If problems arise in a certain area or time of the day, then re-teach the expectations for that location or time. Having a new student enter the class or after an extended break are also perfect times for a refresher course.
- What do you mean by "teach" the expectations? I always go over class rules.
- By teach we mean SHOW, as in model, DEMONSTRATE, and/or ROLE-PLAY. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them positive feedback on how they did by using positive words of encouragement.
- Team up with a colleague to plan and teach lessons. See Appendix for sample lesson plans.
- Show the student CR-PBIS videos to your classes.
- Use simple corrective responses with students when errors are observed (e.g., If a student uses disrespectful language say, "Let's try saying that the right way.") and take a moment to review the expectation(s).

- Repeat this process as often as it takes students to learn the behaviors. The general idea is to teach behavior the same way we teach academics.
- How much time am I supposed to commit to this?
- Keep the lessons brief. 5-15 minutes per lesson
- Give a brief reminder of expectations by highlighting a student who is doing it the "right" way
- How do I fit this in with everything else?
- One consistent finding is that the time taken to teach behavioral expectations is consistently less than would typically have been spent dealing with problem behavior. The big idea is to invest in behavioral "prevention."
- If the expectations are taught and reviewed correctly, students begin to expect appropriate behavior from each other. Developing a positive social culture is more than teaching students how to behave... it is about building a predictable, consistent, and positive environment where student-to-student interactions promote appropriate behavior.

Safe, Respectful, and Responsible

Preparing Students for the Future Today

Procedures to Practice/Review with Students their First Week of School

- Entering the classroom
- Getting to work right away.
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need paper and pencils
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is not in the room
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return students' work.
- Returning to work after an interruption
- What to do during a fire drill, tornado drill, etc.
- What to do during announcements