



2026-2027 Positive Behavior Intervention and Supports (PBIS) Plan



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PBIS 2026-2027 Committee Members

Member Name	Role 2026-27
	PBIS Committee Co-Chair
	PBIS Committee Co-Chair, Assistant Principal
	Office Staff Rep
	7th Grade Team Rep
	8th Grade Team Rep
	Science Dept Rep
	Math Dept Rep
	English Dept Rep
	History Dept Rep
	World Lang Dept Rep
	SPED Dept Rep
	Fine Arts Dept Rep
	MLL Dept Rep
	Attendance Social Worker
	School Social Worker
	Guidance Counselor Rep
	School Psychologist Rep
	Dream Builders University Rep
	ALC Facilitator Rep
	Parent/Family Representative
	Junior High Student Representative
	High School Student Representative

Dater PBIS Committee Meeting Dates and Times

The Dater PBIS Committee meets weekly during the Advisory bell. Teachers serving on the PBIS Committee will not be assigned an Advisory class. If needed, coverage will be provided to ensure they are available to complete PBIS-related work.

The PBIS Committee will structure its meeting schedules and agendas to include discussions and planning around Tier 1, Tier 2, and Tier 3 systems.

2026-2027 Meeting Dates:

Wednesday, September 2, 2026
Wednesday, September 9, 2026
Wednesday, September 16, 2026
Monday, September 21, 2026
Wednesday, September 30, 2026
Wednesday, October 7, 2026
Wednesday, October 14, 2026
Monday, October 19, 2026
Wednesday, October 28, 2026
Wednesday, November 4, 2026
Monday, November 16, 2026
Wednesday, November 25, 2026
Wednesday, December 2, 2026
Wednesday, December 9, 2026
Wednesday, December 16, 2026
Wednesday, January 6, 2027
Wednesday, January 13, 2027
Monday, January 18, 2027
Wednesday, January 27, 2027
Wednesday, February 3, 2027
Wednesday, February 10, 2027
Wednesday, February 17, 2027
Wednesday, February 24, 2027
Wednesday, March 3, 2027

Wednesday, March 10, 2027
Monday, March 15, 2027
Wednesday, March 24, 2027
Wednesday, April 7, 2027
Wednesday, April 14, 2027
Monday, April 19, 2027
Wednesday, April 28, 2027
Wednesday, May 5, 2027
Wednesday, May 12, 2027
Monday, May 17, 2027
Wednesday, May 26, 2027

**Meeting days may change as the Advisory schedule is changed.
The meeting location is to be determined at the beginning of each school year.

Gilbert A. Dater School-Wide Core Values



Dater students are:

DETERMINED
ACHIEVING
THRIVING
ENGAGED
RESPONSIBLE

At Dater High School, we are committed to creating a community built on mutual respect and dedicated to the academic, social, and emotional growth of every student. We expect all students to contribute to a positive school culture by showing respect

toward administrators, teachers, substitutes, classified staff (including cafeteria workers, custodians, and security personnel), peers, visitors, and volunteers.

We believe that every member of our community deserves to feel safe and valued. Therefore, we expect students to conduct themselves in a way that promotes a safe environment, free from any form of physical or emotional harassment.

Our PBIS (Positive Behavioral Interventions and Supports) framework is designed to encourage and reinforce positive behavior. At Dater, students are explicitly taught our Core Values and are recognized for demonstrating them across all areas of school life. All staff members model and reinforce these values, ensuring consistency and clarity in behavioral expectations.

We recognize that our community is diverse and that not all students arrive with the same understanding of what is expected. That's why we intentionally teach and model these behaviors—to ensure every student knows what it means to be part of the Dater community.

The Dater community is invested in preparing students for success beyond high school. Success requires the ability to adapt to various settings, plan for the future, and take purposeful action. Dater's Core Values are designed to guide students in developing these essential life skills, empowering them to be prepared, respectful, and ultimately successful.

Dater's Core Values will apply to students:

- while on the school grounds and in classrooms
- while going to or from school
- during lunch
- during or while going to or from any school-sponsored activities/trips
- during any other event related to school activities or attendance

Dater's Core Values align with the [International Baccalaureate Learner Profile Attributes](#)

Introduction to PBIS at Dater



To support both students and staff, PBIS, or 'Positive Behavior Intervention and Support,' is the framework that we use to implement our behavior systems building-wide. It is a proactive behavioral approach that focuses on prevention, not punishment.

Gilbert A. Dater High School has a comprehensive PBIS (Positive Behavioral Interventions and Supports) program, which is frequently reviewed and adjusted, based upon student need.

PBIS is an evidence-based, three-tiered framework that integrates data, systems, and practices to affect and improve student outcomes. PBIS is intended to create schools where all students have the opportunity to succeed.

PBIS is:	PBIS is not:
• A Framework that helps improve behavior and academics by improving school climate. • For ALL students, ALL staff, and ALL settings. • Ongoing, deliberate, and intentional work. • Team-based process for systemic problem solving, planning, and evaluation.	• Packaged Curriculum or Program • Targets one specific population • One and done approach



Tiered Framework

Tier 1 – Universal Prevention

- Universal All Students
- Universal prevention that focuses on positive behavior schoolwide through verbal and visual support. Any interventions needed are handled by the T1 team.

Tier 2 – Focused Prevention

- Selected Small group and individual strategies.
- Tier 2 focuses on the students who require more intervention. Tier 2 interventions aim to figure out any underlying causes of a student's behavior and attempt to correct them.

Tier 3 – Intensive Intervention

- Targeted/Intensive Individual Interventions
- A small number of students require more support than what T1 and T2 can provide. Tier 3 engages families and implements individualized support for high-risk cases.

Lesson Plan for Teaching Schoolwide Core Values and Procedures

Discipline is the act of training and teaching expected behavior. It is most successfully done when we treat students with care and respect. Core Values will be taught and stated positively. (ex. “We walk in the hallway: instead of “No running. Consistency is key. A calm, peaceful voice and attitude model to students and fellow staff to respect ourselves and each other. Sarcasm or humiliation are not practiced as disciplinary techniques. Student corrections will be given using positive language that reinforces the Dater Core Values when addressing student behaviors. See Safety Script in Appendix.

The Dater Core Values will be taught using a combination of video, lecture, and activities following the schedule below. Videos will utilize students to exhibit student expectations and procedures. The 2025-2026 teaching plan is to utilize more differentiated instructional tools to help students better understand the expectations and their purpose. All teachers will be responsible for teaching the Core Values by breaking up the lessons into small sections, which will be taught during each bell of the school day. Examples of lesson plans for teaching the Core Values follow the teaching timeline. Slides will be available to students in English, Spanish, and French.

In addition to all common areas, each classroom will be provided with Dater Core Values posters to be displayed. Posters will be displayed in frequently used languages as well as English. Posters will be aesthetically pleasing.

New students will be taught the Core Values in a shortened video format that will be created by Dater High School students. Student Ambassadors will be volunteer students selected from a variety of backgrounds, languages, grades, and interests. Ambassadors will tour the building with the new students after enrollment. Ambassadors will be pulled from class with the teacher's permission. Grade-level Guidance Counselors will show new students the shortened student-created video about Dater's Core Values.

Expectation lessons will also include Cincinnati Public Schools and Dater High School policies and procedures, including, but not limited to, attendance, arrival, and general information.

Staff will review Dater's Expectations at each staff meeting.

Link to Dater High School One Plan: [25-26 One Plan](#).

Dater Core Values: Teaching and Reteaching Timeline

2026-2027 TENTATIVE PBIS TIMELINE

This timeline is reflective of current district-mandated safety practices. This may be adapted over time as district procedures change.

Teacher training day: August 12-14, 2026:

- ☐ Review school-wide and classroom Core Values and schedule with the staff
- ☐ Review examples of various category 1 referrals
- ☐ Review log entry vs referral and appropriate referral and email procedures
- ☐ General Vocabulary of Code of Conduct (esp. Disorderly Conduct vs Disruptive)

August 19-21, 2025 During the school day in classes:

- ☐ PBIS Kick-Off: Teach schoolwide matrix and classroom behavioral Core Values
- ☐ General Vocabulary of Code of Conduct with Students

October 5, 2025 or October 19, 2025 Staff Meeting

- ☐ 2nd Qtr. begins (October 16th) reteach of schoolwide and classroom behavioral expectations
- ☐ Review examples of various category 1 referrals (staff meeting)

January 5, 2026:

- ☐ Post Winter Break, reteach schoolwide and classroom behavioral expectations weekly
- ☐ Review examples of various category 1 referrals (staff meeting)

March 29, 2026:

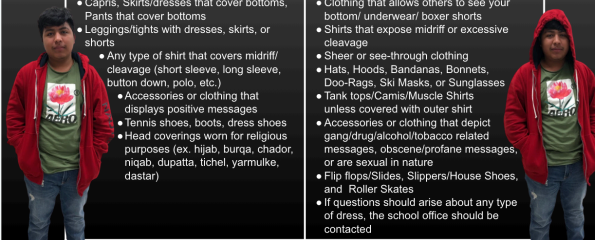
- ☐ Post Spring Break, reteach schoolwide and classroom behavioral expectations as needed (April 13th is the first staff meeting after Spring Break)
- ☐ Review examples of various category 1 referrals (staff meeting)

Dater Core Values Lesson Plan Examples:

DRESS EXPECTATIONS

Entire dress code located in student handbook

Appropriate Attire	Inappropriate Attire
- Capris, Skirts/dresses that cover bottoms, Pants that cover bottoms - Leggings/tights with dresses, skirts, or shorts - Any type of shirt that covers midriff/cleavage (short sleeve, long sleeve, button down, polo, etc.) - Accessories or clothing that displays positive messages - Tennis shoes, boots, dress shoes - Head coverings worn for religious purposes (ex. hijab, burqa, chador, niqab, dupatta, tichel, yarmulke, dastar)	- Clothing that allows others to see your bottom/ underwear/ boxer shorts - Shirts that expose midriff or excessive cleavage - Sheer or see-through clothing - Hats, Hoods, Bandanas, Bonnets, Doo-Rags, Ski Masks, or Sunglasses - Tank tops/Camis/Muscle Shirts unless covered with outer shirt - Accessories or clothing that depict gang/drug/alcohol/tobacco related messages, obscene/profane messages, or are sexual in nature - Flip flops/Slides, Slippers/House Shoes, and Roller Skates - If questions should arise about any type of dress, the school office should be contacted



DISMISSAL EXPECTATIONS

Determined
Quickly and safely exit the building

Achieving
Speak to peer and adults in an appropriate tone and voice level

Thriving
When staying after school, go to the designated area of after school staff

Engaged
Respect others' cultures, values, and beliefs

Engaged
See something, say something

Responsible
Follow directions from any staff member.
Keep your hands and feet to yourself (try to avoid touching walls or objects as well)



COUGAR CASH

Awarded via electronically by adults in the building for:

- Demonstrating our core values: D.A.T.E.R.
 - Determined, Achieving, Thriving, Engaging, Responsible
- Meeting/exceeding school expectations
- Helping others
- Picking up trash
- Class participation
- Work completion
- Being on time to class
- Amongst other than related to our school core values and more.

THE CATCH- YOU MUST BE CAUGHT BEING GOOD BY AN ADULT

The more good you do, the more likely it is you will be CAUGHT BEING GOOD!

STUDENT ARRIVAL

Daily attendance is **CRITICAL** to academic success!
The school day is **8:00AM - 3:00PM**

If you arrive between 7:45 and 8 AM-

- ★ Grades 7 & 8 enter the building at Stairwell 5 - located to the left of the courtyard
- ★ Grades 9-12 enter the building at the main student entrance in the center of the courtyard

All students arriving between 8 and 9:15 A.M. must enter school through the main student entrance

All students arriving after 9:15 A.M. must enter school through the main office



ARRIVAL EXPECTATIONS




- ★ Be on time
- ★ Keep your hands to yourself
- ★ Be polite and calm
- ★ Use the appropriate entrance
 - ★ Grades 7 & 8 - Stairwell #5 (Left of the Health Center)
 - ★ Grades 9 - 12 - Health Center/ Cafeteria Entrance
- Tips for Security Check-in
 - ★ Empty pockets completely
 - ★ Be aware of phones, belts and keys
 - ★ Have bags open and ready
 - ★ Have Yondr bag ready to lock

Defining Dater's Core Values Across Our School Community

To ensure a shared understanding of what it means to be **Determined, Achieving, Thriving, Engaged, and Responsible**, we have developed a series of behavior matrices that outline how the Dater Core Values are demonstrated in different areas of our school environment.

These matrices provide clear expectations for both **students and staff**, illustrating what each Core Value looks like in action. By clearly defining behaviors for all members of the Dater community, we help create a safe, supportive, and respectful learning environment for everyone.

The behavior matrices will be **explicitly taught and reviewed** with all students and staff during the Dater Core Values Lessons. This shared language and consistent understanding of expectations are essential to fostering a positive and inclusive school culture.

Bus Matrix

	Students	Staff (Bus personnel)
D Determined	• Arrive on time to catch the bus • Know the location of your pick-up and drop-off locations and be ready to transition • Model safe and appropriate behavior	• Arrive on time at bus stops as often as possible • Know the location of your pick-up and drop-off locations and be ready to transition
A Achieving	• Finish homework when possible	• Maintain a good safety record
T Thriving	• Use positive and kind language • Respect others' cultures, opinions, and viewpoints • Clean up after yourself • Respect the privacy of others • Encourage others • Sit one student per seat, maintaining social distancing	• Use positive and kind language • Say hello to students as they come on the bus • Encourage others
E Engaged	• Report incidents • See something, say something	• Report incidents • See something, say something
R Responsible	• Follow directions from any staff member. • Keep your hands and feet to yourself • Keep your belongings to yourself	• Drive responsibly • Scan the bus for positive and negative behavior when it is safe to do so; praise when possible

Arrival Matrix

	Students	Staff
D Determined	• Arrive on time • Walk on sidewalks • Use crosswalks • Follow traffic and parking rules. • Model safe and appropriate behavior	• Arrive on time • Follow traffic and parking rules.
A Achieving	• When arriving before school, wait in the area near your designated entrance. • Put litter in the trash • Wait with a calm body and quiet voice in line. • Speak to peers and adults using a quiet voice level • Put phones/earbuds into the Yondr bag and lock	• Be prepared to greet and assist students entering your wing. • Speak to students in an appropriate tone and voice level
T Thriving	• Enter the building through your designated entrance. • Follow the entry instructions from the staff. • If no Yondr bag, turn in phones to the Main Office • Walk to authorized areas • Once inside the building, refrain from letting other students in through unauthorized doors.	• Be visible! • Actively monitor student activity and behavior in hallways.
E Engaged	• Listen to adults in a positive manner • Report incidents • See something, say something	• Listen and/or redirect students who are unsure of Core Values • Report incidents • See something, say something
R Responsible	• Follow directions from any staff member. • Keep your hands, feet, and belongings to yourself • Report time: ____ Be seated in 1st bell ready to learn. • Respect other cultures, values, and beliefs	• Model, notice, and redirect students who need assistance with following arrival expectations. • Display Core Values Banner/Poster in all entrances (main, cafeteria, resource center)

Cafeteria Matrix

	Students	Staff
D Determined	• Arrive promptly at cafeteria • Wait in line patiently • Maintain self control • Model safe and appropriate behavior • Stay in your seat	• Arrive to your post on time • Scan the cafeteria for appropriate and inappropriate behavior
A Achieving	• Make your food choices as quickly as possible • Use appropriate voice levels	• Give verbal praise for appropriate behaviors • Lunch DT monitors- have all materials ready
T Thriving	• Use positive and kind language • Respect the privacy of others • Encourage others • Respect others' cultures, values, and beliefs	• Use positive and kind language • Say hello to students as they enter the cafeteria • Encourage others • Respect others' cultures, values, and beliefs
E Engaged	• Interact with peers who are sitting alone • Report incidents • See something, say something	• Report incidents • See something, say something • Lunch DT monitors- encourage students to find school-appropriate ways to meet their needs
R Responsible	• Follow directions from any staff member. • Clean up after yourself • Keep your hands and feet to yourself	• Encourage students to clean up their trash • Wait until all students clear the cafeteria to leave • Staff will display Core Values posters

Hallway Matrix

	Students	Staff
D Determined	Walk purposefully to their destination	- Stand at the doors - Monitor students
A Achieving	Arrive at their destination on time	Give out positive reinforcement (verbal or tangible) when appropriate
T Thriving	Interact with students and staff in a positive way	- Interact with students and staff in a positive way - Remind students of safety/health rules when needed - Respect others' cultures, values, and beliefs
E Engaged	- Greet other students and teachers - Report incidents - See something, say something	- Staff are present in the hallways and engaging with students - See something, say something
R Responsible	- Pick up their belongings and garbage - Act in a safe manner - Respect other' cultures, values, and beliefs	- Shut doors when bell rings - Make sure students have passes from your class - Staff will Display Core Values posters

Classroom Matrix

PBIS Classroom - This one should be individualized by each teacher for your own classroom or lab

	Students	Staff
D Determined	Be on time	Be on time
A Achieving	Be prepared for class	Be prepared for the lesson
T Thriving	- Participate, engage, and learn - Respect others' cultures, values, and beliefs	- Teach, support, and assess - Prioritize social-emotional learning
E Engaged	- Follow classroom policies and procedures - See something, say something	- Continue studying the subject area and ways to teach it - Follow classroom policies and procedures - Encourage all students to participate and learn about the subject - See something, say something
R Responsible	- Show respect for school property, other students, parents, visitors, and staff - Assist substitute teachers to ensure learning continues	- Acknowledge and address student concerns as soon as you are able - Display Core Values poster in classroom

Student Bathroom Matrix

	Student	Staff
D Determined	Take pride in keeping the bathrooms clean-treat it like you would your bathroom at home!	- Encourage students to keep the bathroom clean - Model and teach appropriate bathroom procedures
A Achieving	Use and exit the bathroom promptly, returning to class immediately afterwards	Reinforce students for positive behavior in the bathroom, such as picking up trash or reporting a problem
T Thriving	- Respect others' privacy and use good manners - Keep hands to yourself and avoid horseplay - Use appropriate and positive language with peers - Respect others' cultures, values, and beliefs	- Use positive and appropriate language to redirect students - Respect others' cultures, values, and beliefs
E Engaged	- Practice good hygiene, such as flushing or washing your hands - See something, say something	- Stand in hallways between bells and monitor bathrooms - Redirect students to class/bathroom if they are seen loitering in hallways - See something, say something
R Responsible	- Pick up garbage in the bathroom, even if it's not yours - Pick up your garbage in the bathroom - One child per stall - Report any problems to an adult immediately - Clean up after yourself by flushing, washing, and throwing away garbage	- Report any problems to security and/or the office - Monitor students' bathroom use and record/report inappropriate usage - Staff will display Core Values posters

Technology Matrix

	Students	Staff
D Determined	• Use only approved websites/resources	• Teach expectations for laptop use (What websites can they use, headphone use, etc.)
A Achieving	• Plug in the laptop so it can charge for the next class	• Teach laptop check-in/check-out procedures
T Thriving	• Use positive and kind language • Respect the privacy of others • Encourage others	• Use positive and kind language • Encourage others
E Engaged	• Keep laptop safe - Use 2 hands, be careful/cautious • Report incidents • See something, say something	• Monitor laptop use • Report incidents • See something, say something
R Responsible	• Follow directions from any staff member. • Place laptop in correct slot #	• Teach how to carry laptops (2 hands, keep in case)

Courtyard/Recess Matrix

	Students	Staff
D Determined	- Keep hands and feet to yourself - Must stay in the courtyard or go directly back to the cafeteria until lunch is over.	- Watch students and stay visible when on duty. - Alert security if student behaviors are compromising their safety or the safety of others (rough-housing).
A Achieving	Maintain self control	Watch students and stay visible when on duty.
T Thriving	- Use positive and kind language - Clean up after yourself - Respect the privacy of others - Encourage others - Respect others' cultures, values, and beliefs	- Use positive and kind language - Encourage others - Respect others' cultures, values, and beliefs
E Engaged	- Play games and have fun, but keep the games away from the steps. - Report incidents - See something, say something	- Report incidents - See something, say something - Engage primarily with students instead of adults
R Responsible	- Follow directions from any staff member. - Keep phones/electronics in your Yondr pouch. - Keep your hands and feet to yourself - Finish lunch and throw all the trash away before going outside. - Stay in student-approved areas	- Remind students to throw away trash before entering the courtyard. - Scan the courtyard for student behavior problems, intervene or redirect when needed

Assembly Matrix

	Students	Staff
D Determined	- Expect to learn from the presentation - Listen to the presenter's message	- Prepare students for the presentation - Review expectations
A Achieving	- Apply the presenter's message to your life - Talk to your peers, teachers, and/or families about the presentation	- Help students connect the presenter's message to their life situations - Recap the presentation to check for understanding
T Thriving	- Ask questions when appropriate - Respect others' cultures, values, and beliefs	- Encourage students to ask questions - Respect others' cultures, values, and beliefs
E Engaged	- Maintain eye contact with the presenter - Phones should stay in Yondr pouches - See something, say something	- Model attentive listening - See something, say something
R Responsible	- Be on time - Enter the room quietly - Sit with your class and next to classmates who will not distract you	- Accompany your class to the assembly - Monitor student attentiveness and behavior

Dismissal Matrix

	Students	Staff
D Determined	Quickly and safely exit the building	Assist students exiting the building
A Achieving	Speak to peers and adults in an appropriate tone and voice level	Speak to students in an appropriate tone and voice level
T Thriving	- When staying after school, go to the designated area of after-school staff - Respect others' cultures, values, and beliefs	- Ask students where they are supposed to meet after school staff member(s) - Respect others' cultures, values, and beliefs
E Engaged	- Listen to adults in a positive manner - Report incidents - See something, say something	- Listen and/or redirect students who are unsure of expectations - Report incidents - See something, say something
R Responsible	- Follow directions from any staff member. - Keep your hands and feet to yourself - Unlock the Yondr pouch as you leave	Model, notice, and redirect students who need assistance with following dismissal expectations.

Acknowledging Positive Behavior

Dater High School is committed to promoting a positive school culture by consistently acknowledging and reinforcing appropriate behavior. We use a variety of methods to recognize students who exemplify our Core Values: **Determined, Achieving, Thriving, Engaged, and Responsible**.

All staff members are encouraged to provide frequent, specific, and positive verbal feedback to both students and colleagues. [Research supports a 5:1 ratio of positive acknowledgments to corrective feedback as most effective in fostering a positive climate.](#)

Example: "Thank you for throwing away your trash, Jamir. I love that you are showing responsibility."

These brief, sincere statements reinforce expected behaviors and help build strong, respectful relationships.

Dater Cougar Cash & PBIS Rewards

In addition to verbal praise, staff use **Dater Cougar Cash** through the **PBIS Rewards App** to recognize positive behaviors. Cougar Cash is an essential tool in our acknowledgment system.

Please refer to the following pages for:

- Cougar Cash descriptions
- Incentive menu
- Helpful tips for implementation

Incentives & Student Voice

Incentives for the **2026–2027 school year** will be developed using **student survey data**, ensuring rewards are meaningful and motivating. These incentives will be implemented by the PBIS Committee and other relevant groups.

Team & Grade-Level Recognition

Teacher teams and grade levels celebrate student success through:

- **Awards Assemblies**

- **Recognition for academic achievement, behavioral improvement, and consistent positive behavior**
- **Team reward days**, based on criteria established by individual teams

Staff collaborate to determine eligibility and select students who best exemplify the Core Values in their daily actions.

PBIS REWARDS & COUGAR CASH SYSTEM

PBIS Rewards is Dater High School's digital platform for recognizing and reinforcing positive behavior through the **Cougar Cash** system. All staff are expected to actively use PBIS Rewards to issue **digital Cougar Cash**, which supports a culture of encouragement and recognition.

How It Works

- **Each Cougar Cash = 1-3 points** assigned to each core value (D.A.T.E.R) can be used at the **Cougar Cash Store**.
- The **Cougar Cash Store** is **entirely funded by donations and fundraising**. Fundraising is a key responsibility of the PBIS Committee.

When & Why to Award Cougar Cash

Staff may award Cougar Cash **at their discretion** for:

- Demonstrating **Dater Core Values**
- Positive **academic behavior**
- General **classroom and school conduct**

Two types of awarding strategies:

1. **Targeted/Planned Recognition**

Use Cougar Cash to address specific behaviors by informing students ahead of time.

Examples:

- "This week, I'll be awarding Cougar Cash for on-time arrivals."
- "Students scoring 85% or higher on assessments will receive Cougar Cash."

2. **Random/Spontaneous Recognition**

Award students unexpectedly for positive, above-and-beyond actions.

Examples:

- A student picks up trash in the hallway.

- A student helps a peer without being asked.

Best Practice: Research shows that **random and specific recognition** is most effective for shaping behavior.

Guidelines for Staff Use

- Award Cougar Cash **freely**, especially **early in the quarter** to build momentum.
- Be **intentional**: Look for students who may often be overlooked and recognize their efforts.
- **Clarify expectations**:
 - Students **should not expect** Cougar Cash every time they demonstrate Core Values.
 - **Discourage students from asking** for Cougar Cash—staff should explain that rewards are earned, not requested.

Suggested Uses for Cougar Cash

- Address **class-wide issues**:
 - Tardiness, homework completion, participation, following directions, etc.
- Recognize students who:
 - Show **empathy, volunteer, or help others**
 - Are often **under-recognized** due to behavioral distractions from others
- Support **behavior intervention plans**:
 - Individual students needing improvement
 - Grade-level or team initiatives (e.g., uniforms, reducing litter, improved homework completion)

PBIS REWARDS - TEACHER TIPS:



1

BUILD THE HABIT

Open PBIS on Clever each morning when you open Focus for attendance.

Remind your students to check their points and look at your store each Friday.



2

ENGAGEMENT

Leave the volume on!



When you notice a student worthy of a point verbally notice their positive behavior and have them listen for the DING!

3

VARIETY

Reward students for a variety of behaviors:



- Being on time
- Focused on work
- Helping others
- Asking for help
- Thinking creatively

4

INCENTIVIZE

Have a store stocked with things that kids are motivated to work and save up for.

- Homework Pass
- Drop lowest grade
- Bump a Quiz Grade
- Positive Phone Call Home
- Pick Your Own Seat
- Classroom DJ
- Snacks / small prizes



5

CONSISTENCY

If teachers consistently use the tool, so will students! Let's build up the school's PBIS economy together!

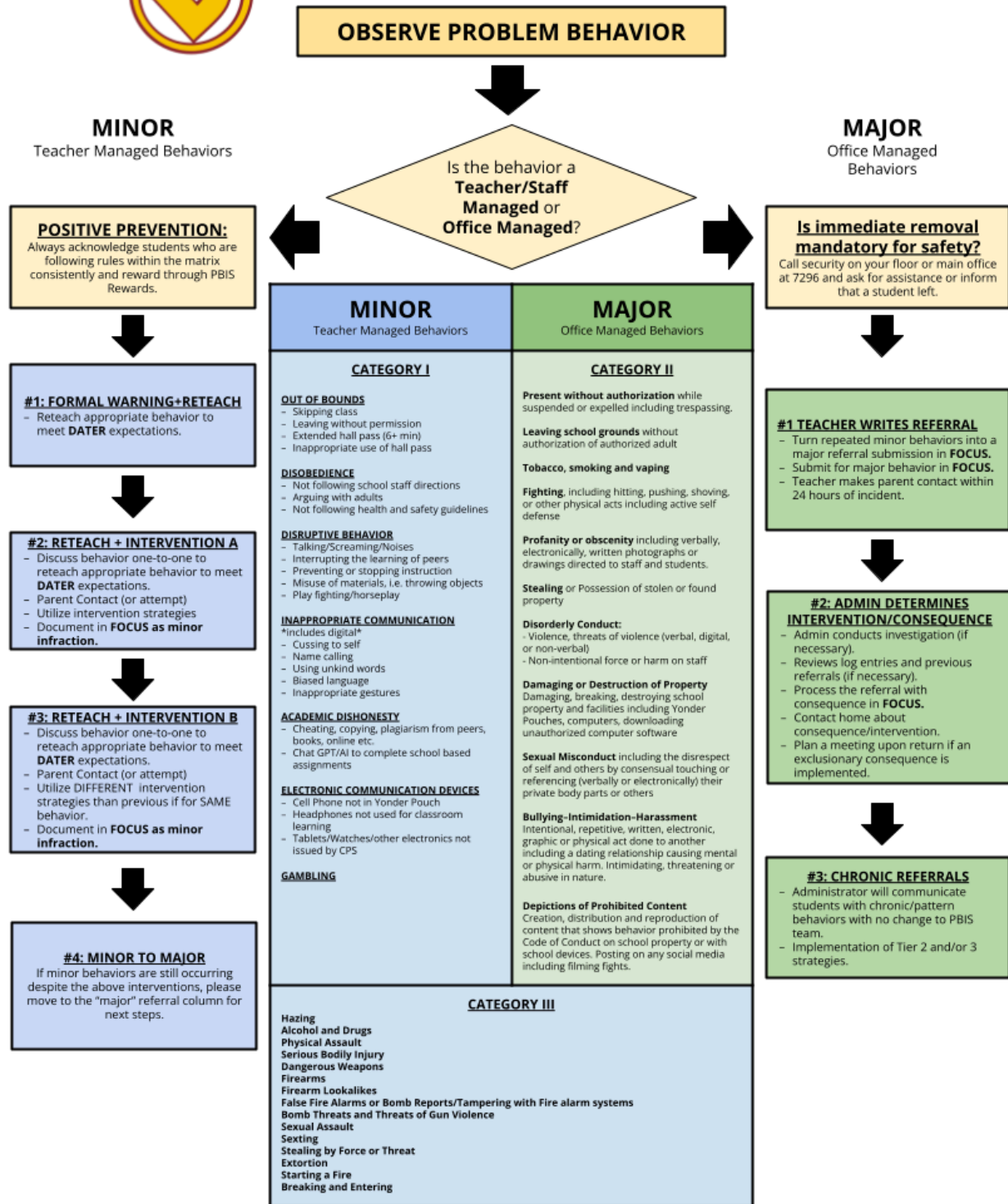


Dater Discipline Flow Chart



Making Dater Greater!

Corrective Action Flow Chart



Category I Offenses

CORRECTIVE STRATEGIES CATEGORY I OFFENSES

DEFINITIONS OF TERMS FOR CATEGORY I OFFENSES

In most instances, Category I infractions are corrected by the teacher or supervising adult in the setting where the misbehavior occurs. If a pattern of these offenses persists, consultation to set up a corrective plan may be necessary.

Out of Bounds

Students must stay in designated areas of the school building to which they are enrolled or have been assigned. Students must attend assigned classes and not skip - i.e., not going to an assigned classroom during school hours.

Disobedience

Students are expected to do what school adults tell them to do. School adults include administrators, teachers, paraprofessionals, secretaries, security personnel, custodians, bus drivers, lunchroom workers and school volunteers. Students must not argue with adults. Students are expected to follow all CPS health and safety guidelines.

Students are not expected to obey any directives by an adult that would cause the students harm or are of a sexual nature. A student who feels uncomfortable with an adult's directive should report the incident to a trusted adult, such as a parent or principal.

Disruptive Behavior

Students are expected to follow school wide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Inappropriate Communication

Students are expected to speak respectfully to others. Examples of inappropriate communication include put-downs, making fun of or negatively talking about a person or their family. This includes written, electronic and verbal communication.

False Identification

Students are expected to be honest. Students must not trick, or cause someone to be tricked, by not telling the truth. Students must not sign or give a name other than their own.

Gambling

Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

Electronic Communication Devices

Electronic communication devices brought to school may be used only in accordance with district and school policies, as referenced in Acceptable Use Policy (AUP).

Academic Dishonesty

Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. Examples of acts of cheating/plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to copying word for word from references such as books, magazines, research materials or the Internet. This includes any violation of the CPS Student Testing Code of Conduct, which may result in disciplinary action and an invalidation of test scores.

**A Category I Offense could be upgraded to a Category II Offense depending on the circumstances.*

Category I Corrective Strategies

Corrective Strategies for Category I Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	Stay in assigned area	- Disruptive behavior - Out of bounds
BE RESPECTFUL	- Communicate respectfully - Follow directions - Obey classroom rules	- Disobedience - Inappropriate Communication
BE RESPONSIBLE	- Do your work - Tell the truth - Use cell phones only as allowed by district and school rules	- Academic Dishonesty - False Identification - Gambling - Misuse of Communication Devices
<i>* Selections from this list will be made by school officials in a least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports (PBIS) Plan</i> <i>* Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences.</i>		

Corrective Strategies for Category I Infractions — Grades PreK - 12

In each instance, a restorative response should always be used whether or not another consequence is administered. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES: (These are not intended to be the only choices or sequential.)	Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.	MENU OF OTHER CONSEQUENCES: (These are not intended to be the only choices or sequential.)
- Re-teach the behavioral expectations - Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors - Require the student to complete a community service task within the school community - Have student choose a method of apologizing or making amends to those harmed or offended - Provide a reflective activity - Refer to intervention team		- Loss of Privileges - Office referral for chronic Category I offenses - Detention, during which the student completes work* - Alternative Learning Center (ALC), during which school work is completed *Dependent on school building availability and model CPS Board Policy No. 5610 prohibits out-of-school suspension or expulsion of students in preschool to third grade, except when required by law.
Support Practices for Return to the Classroom/School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check ins for a set period of time. (Note: This list is not meant to be the only choices or sequential.)		
Administrators will consider a student's age, disability status, developmental level and other mitigating factors when issuing consequences. This is in alignment with CPS' equitable and antiracist practices. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from this list will be made by school officials in a least-restrictive manner in alignment with the school's Positive Behavior Interventions and Supports (PBIS) Plan.		

Category II Offenses

CORRECTIVE STRATEGIES CATEGORY II OFFENSES

DEFINITIONS OF TERMS FOR CATEGORY II OFFENSES

Students will receive consequences and corrective instruction when they commit, attempt to commit or participate in committing any of these infractions.

In most instances, Category II infractions are corrected by the building principal or another administrator at the building level - who shall choose a corrective strategy in consultation with the teacher or supervising adult. While Restorative Practices will be employed to the greatest extent possible, students may also be subject to suspension or referred to the Promise Center - especially for repeated or egregious Category II behaviors. The time while a student is in an alternative program will be used to plan the corrective instruction and support necessary to change the pattern of behavior.

Present Without Authorization

Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a school building other than their own.

Students must not return to any school while assigned to the Promise Center, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During alternative placement, students may not go to any school, or school activity, other than to the school to which they are assigned, except with specific permission and supervision as described in this paragraph.

Leaving Without Authorization

Students must not leave school property during the school day without the authorization of a building administrator or being escorted by a parent/caregiver or emergency contact person.

Tobacco/Smoking

Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes or vaping device.

Fighting

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting is defined as hitting, pushing, shoving, tripping and other physical acts. Self-defense will be considered in the investigation. During the investigation, the administrator or designee will consider whether physical contact could have been avoided.

Profanity or Obscenity

Students are expected to use appropriate language. Students must not verbally, electronically or by written words, photographs or drawings direct profanity to anyone in the school environment. Students must not insult anyone by obscene gestures.

Stealing or Possession of Stolen Property

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Gang Activity

Students should associate with peers and adults who engage in safe, respectful and responsible behavior. Students must not participate in gang activity. Gangs are defined as groups of two or more students and/or adults who organize for the purpose of engaging in activities that threaten the safety of the general public, compromise the general community order and/or interfere with the school district's educational mission.

Gang activities include:

- A. Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.
- B. Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks or personal items.
- C. Engaging in activity or discussion promoting gangs by two or more persons.
- D. Recruiting students for gangs or anti-social behavior.

Category II Offenses continued...

Disorderly Conduct

Students must solve problems peacefully. Violence and threats of violence, with or without a weapon, disrupt the learning process. Disorderly conduct includes use of violence; threats of violence; non-intentional force or bodily harm against staff, students or property; which further includes: threats of physical attack; an intentional threat by word or action to do violence to another student or his/her property.

Damaging/Destruction of Property

Students must be respectful and take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Examples of this behavior include writing in school textbooks or library books; ruining bulletin boards; damaging desks or computer equipment such as laptops, tablets and e-readers, including installing or downloading unauthorized/malicious software; intentionally clogging the plumbing system; breaking light bulbs or fixtures or spray-painting surfaces.

Fireworks

Students must obey the law regarding fireworks. Students must not bring to school or possess, handle, transmit, conceal or use any fireworks (poppers, firecrackers, rockets, sparklers, smoke bombs or other types) while at school.

Sexual Misconduct

Students must respect themselves and the privacy of others. Students must not act or behave in an unacceptable way by touching or making reference to, verbally, electronically or in writing, their private body parts or those of another person. Included in sexual misconduct are actions involving touching of a sexual nature.

Bullying – Harassment – Intimidation

All communication in the school is to be conducted with respect. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings or any form of communication to intimidate, harass, bully or threaten harm to another person based on race, gender, religious beliefs, nationality, disability, sexual orientation, or gender identity or expression. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Bullying, harassment or intimidation means any intentional, repeated written, verbal, graphic or physical act that a student or group of students exhibit toward another particular student or students, including within a dating relationship, or toward school personnel; and the behavior both: Causes mental or physical harm to the other students/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of personal property, and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other students/school personnel.

CPS' Board Policy No. 5517.01, Bullying And Other Forms Of Aggressive Behavior (See Sexting section on page 19.)

Depictions of Prohibited Conduct

Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Code of Conduct on school property or at school events, including using school-owned or personal electronic devices (i.e., laptops, iPads, tablets, e-readers, cell phones, or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.

Counterfeit Currency or Documents

Students may use only real United States currency (money). Students cannot use school property or equipment to create, or attempt to create, counterfeit currency or documents. Students must not knowingly possess counterfeit currency.

*A Category II Offense could be upgraded to a Category III Offense depending on the circumstances.

Category II Corrective Strategies

CORRECTIVE STRATEGIES CATEGORY II OFFENSES

Corrective Strategies for Category II Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	• Keep hands and feet to yourself • Obey laws regarding smoking for minors • Respect others' opinions • Solve problems peacefully	• Disorderly Conduct • Fighting • Gang Activity • Leaving without Authorization • Present without Authorization • Tobacco/Smoking
BE RESPECTFUL	• Consider the feelings of others • Use polite words	• Bullying/Harassment/Intimidation • Depictions of Prohibited Conduct • Profanity or Obscenity • Sexual Misconduct
BE RESPONSIBLE	• Ask before borrowing • Take care of school property	• Counterfeit Currency • Damaging/Destruction of Property • Fireworks • Stealing/Possession of Stolen Property

*** OFFENSES IN CATEGORY II REQUIRE A MANDATORY OFFICE REFERRAL.**

** Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences.*

Corrective Strategies for Category II Infractions – Grades 4 - 12

In each instance a restorative response should always be used whether or not another consequence is administered. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES: (These are not intended to be the only choices or sequential.)	Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.	MENU OF OTHER CONSEQUENCES: (These are not intended to be the only choices or sequential.)
• Conference with student to determine disciplinary consequences • Parent contact • Loss of privileges • Written reflection • Reteach (may include role-play) • Create a behavior contract • Require the student to complete a community service task • Have student choose a method of apologizing or making amends to those harmed or offended • Repair of situation • Refer to intervention team • Arrange linkage with counseling agency • Create a home/school communication system • Require daily or weekly check-ins with administrator for a set period of time • Identify a mentor and establish a schedule of activities related to school performance		• Detention** • Alternative Learning Center (ALC), during which school work is completed • Saturday School** • Out-of-School Suspension • Assignment to the Promise Center • Recommendation for Expulsion* • File charges if law is broken * Recommendation for expulsion may be applied based on the nature of the infraction, multiple infractions or a requirement to administer a certain consequence. **Dependent on school building availability and model.
Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. (Note: This list is not meant to be the only choices or sequential.)		
Administrators will consider a student's age, disability status, developmental level and other mitigating factors when issuing consequences. This is in alignment with CPS' equitable and antiracist practices. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in a least-restrictive and progressive manner.		

Category III Offenses

CORRECTIVE STRATEGIES CATEGORY III OFFENSES

DEFINITIONS OF TERMS FOR CATEGORY III OFFENSES

Like Category I and II, there is a Menu of Consequences for Category III Infractions. Administrators have the authority to assign consequences that do not result in school removal. An administrator can assign students to the Promise Center as an alternative to suspension or pending an expulsion hearing. The Hearing Officer determines if a student will remain at the Promise Center or be removed as a result of the expulsion hearing. If an administrator determines a criminal offense has been committed, CPS Security Services should be notified. See Board Policy 5610 for further information regarding removal, suspension, expulsion and permanent exclusion of a student.

Hazing

"Hazing" means committing an act that causes or creates a substantial risk of mental or physical harm to a student as a part of pressuring that student into joining or remaining on, or as a requirement for joining, an athletic team, school organization or other school group. Hazing can occur on or off school grounds, or not within school hours.

Alcohol and Drugs

Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of, or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia.

Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor and school administrator or administrator's designee. Prescribed or over-the-counter medication is for the student's use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.

In grades 7-12, with parent's and administrator's permission, a student may keep over-the-counter medication in a secure location and access that medication, if needed, through an administrator's designee. The medication is to be in the original labeled container with the protective seal intact and stored in a secure location supervised by a staff member (except as provided by student's Health Plan, 504 or IEP).

Physical Assault

Students must get help when needed to solve problems nonviolently. Students must not physically attack another person. Physical assault is considered intentional, unprovoked hitting, kicking, shoving, spitting or otherwise causing physical pain or harm to another, except if all involved are engaged in a fight. This includes student-to-student assaults and student-to-staff assaults.

(Please refer to Disorderly Conduct (Category II) for non-intentional explanation.)

Serious Bodily Injury

Students must not contribute to or cause bodily injury to themselves or others that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or bodily capability.

Dangerous Weapons

Students must keep dangerous objects out of school. Students must not possess, handle, transmit or use as a dangerous weapon an instrument capable of harming another person. Dangerous weapons include but are not limited to:

- A. **Knives** — Students must not possess, handle, transmit, conceal or use knives. Students violating the prohibition against knives may be assigned to the Promise Center program for up to one year.
NOTE: State law gives the Superintendent the option to expel a student for up to one calendar year for bringing a knife onto school property, into a school vehicle or to a school-sponsored event.
- B. **Defensive Weapons** — Students must not possess chemical Mace, pepper gas or like substances; or stun guns/tasers.
- C. **Other Items** — Students must not possess items such as razors, box cutters, hammers, baseball bats, chains, tattoo paraphernalia, bullets or any other items that can be considered a weapon or can be used as a weapon. School supplies (i.e., compass, scissors, pens) must not be used as weapons.

Category III Offenses continued...

Firearms

Students must not possess, handle or transmit, conceal or use firearms. Students violating the firearms prohibition must be expelled in accordance with State and Federal laws (e.g., educated in a placement other than the school of attendance) for one calendar year.

Firearms are any weapon (including starter guns) that will, or are designed to or may readily be converted to, expel a projectile by explosion (gunpowder) including the frame or receiver of any weapon and any firearm mufflers or silencers or any destructive devices (as defined in 18 USCA Section 921), which include any explosives, incendiary or poisonous gas bombs, grenades, rockets having a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than four ounces, missiles having an explosive or incendiary charge of more than one quarter ounce, mines or devices similar to any of the devices described above.

NOTE: Federal law requires the Superintendent to expel a student for one calendar year if the student brings a gun onto school property, into a school vehicle or to a school-sponsored event.

Firearm Look-Alikes

Students must not possess, transmit or conceal any item that resembles a firearm. Firearm look-alikes can propel an object or substance with force by spring load or air pressure (i.e., toy guns, cap guns, BB guns, pellet guns).

False Fire Alarms or Bomb Reports/ Tampering with Fire Alarm System

Students must obey laws regarding fire safety. Students must not set off fire alarms at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Tampering with the fire alarm means setting off the squeal alarm or the actual alarm when there is not an emergency.

Bomb Threats and Threats of Gun Violence

Students must respect the rights of others and the school community's right to safety. Students must obey the law. Students must not make bomb threats (or participate in swatting) and must not make threats of gun violence to others. Such threats must not be made in any form of communication.

Sexual Assault

Students must protect the safety of and respect the rights of others. Students must not sexually attack nor sexually abuse another person.

Sexting

Students are prohibited from engaging in sexting, which means sending sexually explicit images through electronic media, such as text messaging.

Stealing by Force or Threat

Students must not take another person's property. Students must not take or attempt to take from another person any property by force or threat of force.

Extortion

Students must accept "no" for an answer when making a request from another person. Extortion means getting money or a promise by using threat or force. Students must not make people do anything they do not want to do by using threat or force.

Starting a Fire

Students must protect the safety of themselves and others. Students must not start, or help to start a fire that may harm any person or property. Students must not create, set off, attempt to set off or possess any type of explosive device.

Breaking and Entering

Students must stay out of locked or private areas. Students must not force their way into places or onto property where they do not belong. Examples of such property include lockers belonging to other students and staff, science labs and supply cabinets.

Category III Corrective Strategies

CORRECTIVE STRATEGIES CATEGORY III OFFENSES

Corrective Strategies for Category III Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	• Ask for help if you are not safe • Eat and drink healthy foods	• Alcohol and Drugs • Dangerous Weapons • Firearms** • Firearm Look-Alikes • Hazing • Physical Assault • Serious Bodily Injury • Sexting • Sexual Assault • Starting a Fire
BE RESPECTFUL	• Accept refusals gracefully • Cope with it when the answer is 'no'	• Extortion
BE RESPONSIBLE	• Choose the right time to celebrate • Obey the laws of the school and neighborhood community • Stay out of other people's property	• Breaking and entering • False fire alarms or tampering with fire alarm system • Stealing by force or threat • Bomb threats and threats of gun violence

** Possession of a firearm requires expulsion. (ORC Ohio Revised Code 3313.66 (B) (3))

OFFENSES IN CATEGORY III REQUIRE A MANDATORY OFFICE REFERRAL.

Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Substantiated instances of staff assault with injury require recommendation for expulsion.

Corrective Strategies for Category III Infractions — Grades 4 - 12

In each instance a restorative response should always be used whether or not another consequence is administered. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence. Substantiated instances of staff assault with injury require recommendation for expulsion. Possession of a firearm requires expulsion (ORC Ohio Revised Code 3313.66 (B) (3)).

MENU OF RESTORATIVE RESPONSES: (These are not intended to be the only choices or sequential.)	Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.	MENU OF OTHER CONSEQUENCES: (These are not intended to be the only choices or sequential.)
• Conference with student to determine disciplinary consequences • Parent contact • Require the student to complete a community service task • Have student choose a method of apologizing or making amends to those harmed or offended • Repair of situation • Refer to intervention team • Arrange linkage with counseling agency • Create a home/school communication system • Identify a mentor and establish a schedule of activities related to school performance		• Assignment to the Promise Center • Possible Out-of-School suspension with recommendation for Expulsion • File charges if law is broken
Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. (Note: This list is not meant to be the only choices or sequential.)		
Administrators will consider a student's age, disability status, developmental level and other mitigating factors when issuing consequences. This is in alignment with CPS' equitable and antiracist practices. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in a least-restrictive and progressive manner.		

For further information, see the [CPS District Code of Conduct](#)

Using Focus to Document Student Behaviors

Log Entry and Referral Procedures

Accurate and consistent documentation in Focus supports effective communication, behavior tracking, and appropriate intervention. Below are the procedures and expectations for using Log Entries and Discipline Referrals in Focus.

Log Entry

Purpose: Log entries are informal records and **do not notify administrators**.

Appropriate Uses:

- Parent/guardian contact documentation
- Teacher/team notes
- Attendance-related notes
- General observations not requiring administrative action

Discipline Referral

Purpose: Referrals are used when behavior warrants administrative intervention based on:

- Multiple incidents (as outlined in the Corrective Action Flow Chart)
- Any office-managed behavior

Referral Guidelines:

- The staff member who witnesses the behavior must complete the referral.
- The guardian must be contacted by the referring staff member.
- Referrals must follow professional standards (see "Writing Appropriate Referrals and Emails" in the Appendix for guidance).

Referral Categories:

- CAT 1 (Minor Behaviors):
 - Typically marked as "**Minor Infraction – No Admin Needed**"
 - These are viewable by administrators but do not generate immediate action unless the behavior becomes chronic
- CAT 2 & CAT 3 (Major Behaviors):
 - **Should not be marked** as minor infractions
 - These referrals are **automatically sent to the administration**

Disruptive Behavior Protocol

If a student's behavior prevents instruction from continuing:

1. The teacher must call the main office or security guard directly from the hallway.
2. Security or another adult will escort the student out of the classroom.
3. Do not send students out of the room without adult supervision.

After a Referral Is Submitted

- The grade-level administrator will investigate the incident as soon as possible.
- If the student is cleared to return to class, the administrator or designee will notify the teacher before the student's return.

Alternative Learning Center Protocol

The Referral Process:

- The administration is alerted to a discipline referral through **Focus**.
- The administrator meets with the student and assigns appropriate consequences based on the **Student Code of Conduct**.
- The administrator **contacts the student's parent or guardian** to inform them of the ALC assignment.
- If the student is assigned to ALC, the administrator **notifies the ALC paraprofessional** (verbally or in writing) and provides a referral.
- The administrator adds the student to the **Do Not Admit (DNA)** list.
- Administrators periodically monitor the ALC room and provide support as needed.

 **Note:** Only administrators may assign students to ALC.

ALC Roles and Responsibilities:

Teacher Responsibilities

- Ensure all assignments (Canvas and/or paper copies) are available to the student while in ALC.
- Provide **enough work** to keep the student engaged for the full class period.
- Respond to communication from the ALC paraprofessional if more work is needed.

ALC Paraprofessional Responsibilities

- Review the **Focus discipline log** and/or confirm the reason for referral with an administrator.
- **Review ALC behavior expectations** daily with students and enforce them consistently.
- Enter **attendance** for each student, every class period, in **Focus**.
- Ensure students complete a **Reflection Form** during their time in ALC:
 - Establish a **tracking and storage system** for completed forms.
 - Review the reflection form with the student before marking it as complete.
- Provide **academic support** as needed and confirm students are completing assigned work.
- **Communicate with teachers** to ensure students have adequate assignments for each class period.
- **Coordinate with Security** to collect classwork if needed. Students should **not leave ALC** to pick up work.

Escort students to and from the restroom or cafeteria. Students should never go unaccompanied.

- Fill out the **Daily Behavior Tracking Sheet** for each student.
 - Notify administration of any student **non-compliance** or significant issues.
 - **Do not contact parents** unless specifically instructed to do so by an administrator.
- Support students with **reflection and behavior goal setting**.

PBIS Data Review Process

The Dater High School PBIS Committee will review both **school-wide discipline data** and **individual student behavior data** during each weekly committee meeting.

- **School-wide data** will be analyzed for trends such as high-frequency behavior issues, locations, or times that may require targeted interventions at the school or grade level.
- This data will be shared with all staff during monthly staff meetings to ensure transparency and collaborative problem-solving.

The PBIS Committee will also monitor **individual student referrals** for patterns of repeated behavior. Students who accumulate multiple referrals may be referred to the **Intervention Assistance Team (IAT)** following the established referral process.

A PBIS team designee will:

- Initiate the IAT referral process when appropriate.
 - Notify the student's teaching team and request completion of the IAT documentation.
- Provide support and answer any questions about completing the IAT referral.

Table of Continuum of Supports

Tier	Description	Target Group	Interventions/Supports
Tier 1	Universal Supports	All Students	- Teaching of school-wide expectations (Dater Core Values) - Classroom management strategies - Positive reinforcement (verbal praise, Cougar Cash) - PBIS lessons and assemblies - Clear behavior expectations in all settings (classroom, hallway, cafeteria, etc.) - School-wide behavior data review
Tier 2	Targeted Supports	Students who need additional support (at risk for behavioral issues).	- Small group interventions (e.g., check-in/check-out) - Behavior contracts and goal setting - Mentoring programs (Dream Builders University) - Social skills groups - Increased individual positive reinforcement - Referral to IAT (Intervention Assistance Team) for further support - Data-driven interventions based on individual student behavior
Tier 3	Intensive Supports	Students with significant behavioral needs.	- Individualized behavior intervention plans (BIPs) - Functional Behavior Assessment (FBA) - Specialized support from counselors or behavior specialists - Frequent data collection and progress monitoring - Family involvement in planning and support - Collaboration with outside agencies or mental health professionals if needed

Reviewing data for individual students

Movement	Criteria/Triggers	Process	Supports/Actions
Tier One to Tier Two	- Student shows consistent or recurring minor behavioral issues despite Tier 1 supports - Behavior patterns indicate the need for targeted interventions (e.g., consistent tardiness, defiance, low academic engagement) - Student does not respond to universal interventions (positive reinforcement, behavior lessons)	1. Data Review: Monitor student behavior data to identify patterns (e.g., referrals, office discipline data, academic struggles) 2. Referral: Teacher or staff member refers student to PBIS team for further evaluation 3. Team Discussion: PBIS team reviews data and discusses targeted interventions 4. Intervention Plan: Develop a targeted plan (e.g., check-in/check-out, behavior contracts, mentoring)	- Small group interventions - Behavior tracking - Increased teacher support and monitoring - Social skills or behavior intervention groups - Mentoring or peer support
Tier Two to Tier Three	- The student does not respond to Tier 2 interventions (e.g., behavior continues or worsens despite targeted strategies) - High frequency of referrals, significant disruption to learning, or safety concerns - Student exhibits severe or chronic behavioral problems requiring more intensive support	1. Data Review: The PBIS team reviews all data and assesses the effectiveness of Tier 2 interventions. 2. Referral to IAT: If progress is not observed, the student is referred to the Intervention Assistance Team (IAT) for further support and evaluation 3. Functional Behavior Assessment (FBA): Conduct an FBA to understand the root causes of the behavior and inform a more individualized plan 4. Team Decision: IAT decides on an intensive intervention plan and sets clear goals for progress monitoring	- Development of an Individualized Behavior Intervention Plan (BIP) - Functional Behavior Assessment (FBA) - Specialist involvement (behavior specialist, counselor, outside agencies) - Increased family involvement and communication - Frequent and intensive progress monitoring

Appendices

Appendix A: Notice Writing Appropriate Referrals and Emails

Appendix B: Dater Safety Scripts

Appendix C: The Big 5 of Behavior Data

Appendix D: Procedures for Teachers to Practice

Appendix E: How to Monitor Behavior

Appendix F: Reflection Form A

Appendix G: Reflection Form B (modified)

Appendix H: Classroom/Teacher Intervention Menu

Appendix I: Restorative Questions

Appendix A: Notice to Staff about writing appropriate referrals and emails

Public Records and Privacy

Emails sent via **Gmail** and referrals submitted in **Focus** are subject to **public records requests**. While individual student names and identifying information will be redacted, the **content** of the email or referral is not protected. This means that **any email or referral** you write could potentially be released to the public, including in legal proceedings or media coverage.

Guidelines for Writing Referrals and Emails

To ensure professionalism and maintain privacy, please adhere to the following guidelines:

- **Use a formal, conversational tone:** Avoid abbreviations, ALL CAPS, excessive exclamation marks, and emoticons.
- **Be objective and factual:** State only **what you observed**. Do not speculate about student or parent motivations or feelings unless the student has directly communicated those feelings.
Provide clear, concise details: Keep referrals as brief as possible but include sufficient details to inform administrators.
- **Proofread:** Always review your emails and referrals for spelling and grammar errors before submitting.

Specific Guidelines for Discipline Referrals

- **Student Names and Initials:** Use **initials** for any other students involved in the incident but not the primary subject of the referral.
- **Focus on observations:** Write only about **what you observed** and **what actions you took**. If other adults were involved, they should write their own entries.
- **Location of Incident:** Specify the **exact location** of the incident (e.g., room number, stairwell, or other specific areas on school property). This helps identify patterns and areas that may require more supervision.
- **Referral Content:** Avoid referencing **prior referrals** unless necessary for context. Each referral should stand on its own.

Updating Student Contact Information

- If you obtain **updated contact information** for a student, please include the new information in the referral.
Additionally, **email the school registrar** to ensure the student's contact information is updated in **Focus**.

Appendix B: Dater Safety and Core Values Scripts

Introduction: Trust-Based Relational Intervention and Trauma-Informed Care

To incorporate research from **Texas Christian University** and the **Karyn Purvis Institute of Child Development** on **Trust-Based Relational Intervention (TBRI)** and **Trauma-Informed Classrooms**, the PBIS Committee has worked alongside **community partners from Back-2-Back** to develop **Safety Scripts** and **Core Values Scripts**. These scripts are designed to proactively teach positive behaviors and provide methods for de-escalating problem behaviors.

The goal is to ensure that these scripts, once finalized through collaboration with the PBIS Committee, administration, and key stakeholders, can be used consistently by teachers, security, support staff, administrators, and community members across all school settings—**classrooms, hallways, lunchrooms, restrooms, assemblies, arrival/dismissal, addressing technology, and extracurricular events**.

Trauma-Informed Approach

These scripts aim to be used **uniformly and consistently** to create a safe, supportive environment where staff and students can build **relational equity and trust**. This approach aligns with **Trauma-Informed Care** principles, which emphasize that when children feel safe and connected to their educators, they are more capable of learning.

The research from **Call & Purvis (2014)** states:

“If children feel safe and connected to their teachers, they will be able to learn...Safety itself depends on the development of the second pillar of trauma-informed care—comfortable connections between traumatized children and their care providers and mentors. Positive relationships are necessary for healthy human development, but trauma undermines these life-giving connections. Although the importance of positive relationships has long been recognized, there is now good scientific evidence from human services that these are the critical ingredients in healing and growth.” (Call & Purvis et al., 2014, p. 6)

Implementation

Once finalized, the **Safety Scripts** and **Core Values Scripts** will be adopted **school-wide**. Teachers are also encouraged to create personalized scripts that align with their classroom management plans and their individual relationships with students.

Dater Safety Scripts

- **“This is a safe space. I will not let anyone ____ you, so I cannot let you ____ anybody.”**
(The blank can be filled in as necessary: insult, hit, attack, threaten, throw paper at, etc.)

- **“Respect the people, respect the space.”**

Core Values Scripts

- **“Be responsible for your actions, your words, and your work.”**
- **“Engage and complete your task.”**
- **“Be determined to achieve and thrive in every situation.”** (*Make decisions [determined] with success in mind [thriving and achieving]*)
- **“Believe you can achieve.”**
- **“Be determined to help others thrive.”**
- **“We thrive at Dater, so please _____.”**
(*The blank can be filled in as necessary: do your best, ask questions, finish strong.*)

Call, C., Purvis, K., Parris, S., & Cross, D. (2014). “Creating Trauma-Informed Classrooms.” *Adoption Advocate*, 75(1), 72-81. <https://child.tcu.edu/wp-content/uploads/2019/10/TBRI-TIC-Facilitator-Guide.pdf>

Appendix C: The Big Five

Every month, we look at the “Big Five:”

- What (Primary Offense)
 - **What behaviors are being reported most frequently?**
 - This question gives your team insight into the types of behaviors that are being reported most often. From here, you can determine what replacement behaviors you would like to see instead and develop a plan for skill-building and supporting students for engaging in those more positive behaviors.
- When (Day and Time*)
 - **When are these behavioral incidents happening?**
 - Understanding the time of day, time of week, or time of year that you are seeing these behaviors can help you understand why the behaviors are happening and determine the best course of action for addressing them. How can you serve students more effectively during these times?
- Where (Location)
 - **Where are these behaviors being reported?**
 - Knowing where in school buildings or on campus behavior incidents are occurring can provide insight into reasons why they might be happening and what interventions might be most helpful. Consider what you know about these locations and how caring adults can serve students more effectively there.
- Who (Few or Many? Grades?)
 - **Where are these behaviors being reported?**
 - Knowing where in school buildings or on campus behavior incidents are occurring can provide insight into reasons why they might be happening and what interventions might be most helpful. Consider what you know about these locations and how caring adults can serve students more effectively there.
- How Much? (Frequency)
 - **How often are these behavior incidents occurring?**
 - Looking at the increase or decrease in the frequency of incidents over time can give your team visibility into the efficacy of interventions and programs. What does the number of referrals tell you about the health of your Tier 1 initiatives?

The “Big Five” plus:

- Race
- Ethnicity
- Disability Status
- Others (Gender, EL, Economic Disadvantage)

Appendix D: Procedures to Practice

- ☐ 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 supplies
- ☐ Finding directions to an assignment
- ☐ What to do if you need help
- ☐ 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 student work
- ☐ Returning to work after an interruption
- ☐ What to do during a fire drill, lockdown drill, tornado drill, etc.
- ☐ What to do during announcements
- ☐ Saying “Please,” “Thank you,” “Excuse me,” “I’m sorry/I apologize for”
- ☐ End of the day procedures

Appendix E: How to Monitor Behavior

The behavior you attend to the most will be the one that you will see more of in the future.

1. Active Supervision: Once we have identified, defined and taught expected behavior, it is important to monitor students closely and provide feedback.
 - a. It involves ALL staff in both classroom and non-classroom settings
2. Actively present in order:
 - a. Acknowledge appropriate behavior
 - b. Document inappropriate behavior
 - c. Deliver a continuum of consequences for both
3. Basic management practice:
 - a. Movement: i. constant, unpredictable (move in random patterns), increase opportunities to acknowledge appropriate behavior, reach all areas
 - b. Scanning:
 - i. Head up: scan with eyes and ears
 - ii. Look for cues in behavior/voices
 - iii. Watch and listen for appropriate and inappropriate behavior
 - iv. Increase opportunities for positive contact with students
 - c. Positive interaction:
 - i. Create a friendly atmosphere
 - ii. Make an effort to connect with individual students and groups of students
 - iii. Reinforce students when their behavior is APPROPRIATE, and let students know you appreciate their behavior 44
4. Have more positive student contact than negative:
 - a. 4 positives to 1 negative ratio
5. Walk around, Look around, and Talk around

Appendix F: Reflection Form A

[Link to form](#)



Behavior Reflection Form



Name: _____

-Please answer ALL of the following questions.

-Answers must be in complete sentences and must total 4 or more complete sentences (paragraph).

1. Why were you given this consequence? Explain the specific problem or situation.

2. Based on the outcome, how could you have avoided this consequence? What were the alternatives?

3. Is this the first time you have been assigned a consequence for this problem or behavior? If yes, how did this make you feel? If this is not the first time you have been assigned a consequence for this particular problem or behavior, why are you repeating this negative behavior or decision making?

4. Why are rules and procedures important in any classroom, program, or school?

5. If you were the teacher, how would it make you feel if you had students disrespect the learning environment or not follow your specific rules, procedures, and/or directions?

6. Identify which IB Learner Profile Attribute you did not display when you made the decision that disrespected the learning environment:
(See the next page for an explanation of the Learner Profile Attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, & Reflective)

7. Write a paragraph explaining how you are going to grow or develop the Learner Profile Attribute you identified above for question 6.

Appendix G: Reflection Form B Modified

[Link to form](#)



Behavior Reflection Form



Name: _____

Please answer ALL of the following questions.

You should use the sentence starters to create complete sentences in your own words

1. Why were you given this consequence? Explain the specific problem or situation.

a. I was given this consequence because: _____

b. The specific problem or situation that caused this consequence was: _____

2. Based on the outcome, how could you have avoided this consequence? What were the alternatives?

a. I could have avoided this situation by: _____

b. The other decisions I could have made are: _____

3. If this the first time you have been given a consequence for this behavior or issue, how does this consequence or punishment make you feel?

a. This consequence makes me feel: _____

because _____

4. If this is not the first time being given a consequence or punishment for this particular problem or behavior, why are you repeating the same behavior?

a. I am repeating the same behavior or making the same decisions because: _____

5. Why are rules and procedures important in any classroom, program or school?

a. Rules and procedures are important because _____

6. If you were the teacher, how would it make you feel if you had students disrespect the learning environment or not follow your specific rules, procedures, and/or directions?

a. If I was a teacher and students disrespected the learning environment of my classroom by not following rules, procedures, or directions, I would feel _____

_____ because _____

b. I would want students to _____

because _____

6. Identify which IB Learner Profile Attribute you did not display when you made the decision that disrespected the learning environment:

(See the next page for an explanation of the Learner Profile Attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, & Reflective)

7. Explain how you are going to grow or develop the Learner Profile Attribute you identified above for question 7.

a. I am going to grow the Learner Profile Attribute of _____

by _____

b. Developing this attribute will help me to _____

Appendix H: Classroom/Teacher Intervention Menu for Tier 1

Type of Intervention	Strategy	Purpose/Notes
Relationship-Building	1:1 conversation with student	Build trust, understand root cause, reinforce expectations
Relationship-Building	Positive phone call/email home	Reinforce positive behaviors and improve home-school connection
Relationship-Building	Daily/weekly check-ins with a mentor or trusted adult	Ongoing support and monitoring
Pre-Correction & Reteaching	Reteach behavior expectations (use school-wide matrix)	Ensure clarity around rules; reset expectations
Pre-Correction & Reteaching	Role-play or modeling appropriate behavior	Provide a safe way to practice positive responses
Pre-Correction & Reteaching	Use visual reminders or cues (e.g. posters, hand signals)	Supports memory and focus
Positive Reinforcement	Cougar Cash or other token economy	Immediate, tangible reinforcement for appropriate replacement behavior
Positive Reinforcement	Specific verbal praise ("I noticed you...")	Increase frequency of desired behavior
Positive Reinforcement	Peer recognition systems	Promote classroom culture of positivity
Restorative Practices	Apology (verbal or written)	Encourage accountability and empathy
Restorative Practices	Restorative conversation or mediation	Repair relationships and reduce repeated conflict
Restorative Practices	Reflective writing prompt or behavior journal	Encourage self-awareness and future planning
Environmental Changes	Seat change or proximity adjustments	Reduce peer conflict/distraction
Environmental Changes	Adjust the timing of breaks or transitions	Support students with regulation or focus needs
Environmental Changes	Provide alternative work area	Offer space for focus or de-escalation
Academic Supports	Offer academic help/tutoring	Address root cause if behavior stems from frustration or avoidance
Academic Supports	Break tasks into manageable steps	Reduce overwhelm and task refusal
Academic Supports	Provide choice within assignments	Increase engagement

Behavior Agreements	Informal behavior contract with student	Create shared accountability for change
Behavior Agreements	Goal setting with student and progress check	Focus students on personal growth and success
Behavior Agreements	Use a Check-In/Check-Out (CICO) system	Monitor daily behavior and provide consistent adult feedback
Logical Consequences	Loss of privilege (e.g., last in line, no tech for the period)	Directly tied to behavior, not punitive
Logical Consequences	Redo the task or assignment correctly	Emphasize accountability and learning from mistakes
Logical Consequences	Community service within school (e.g., clean-up duty)	Opportunity to restore the community

Appendix I: Restorative Questions

Restorative Questions I

To respond to challenging behavior

What happened?
What were you thinking of at the time?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

International Institute for Restorative Practices, www.iirp.org

Restorative Questions II

To help those harmed by other's actions.

What did you think when you realized what had happened?
What impact had this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

International Institute for Restorative Practices, www.iirp.org

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