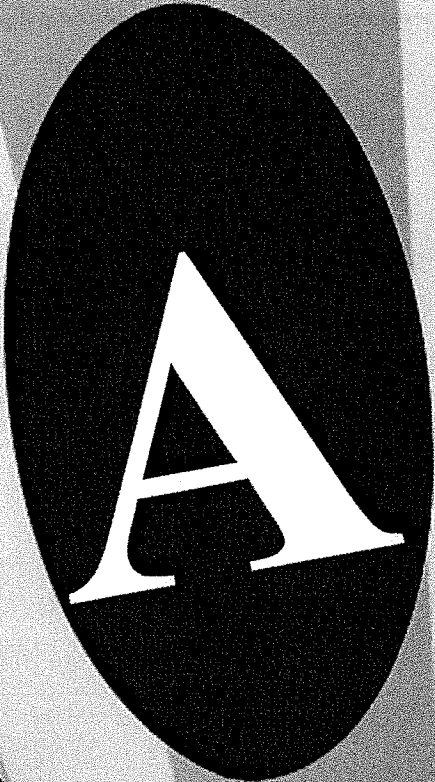
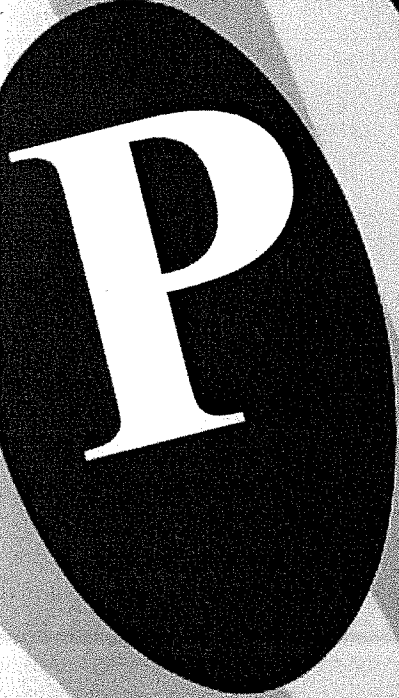




A



W



P



S



*Personal best
Act Responsibly
Work and play Safely
Show Kindness*

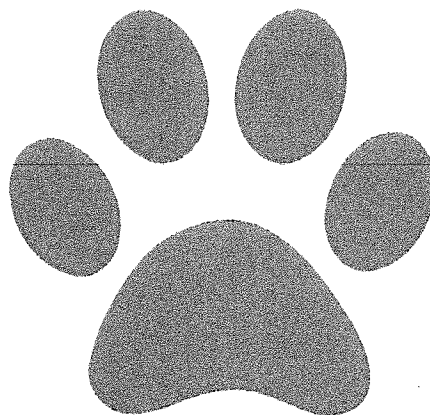
SATEC PBiS STATEMENT OF PURPOSE

The purpose of PBiS at SATEC is to create a positive school culture. Our SATEC Community (school staff, students, and families) promotes and celebrates positive school-wide behavior and academic expectations.

SCHOOL WIDE EXPECTATIONS

SATEC expects you to do your Personal Best and

1. Act responsibly
2. Work and play safely
3. Show kindness

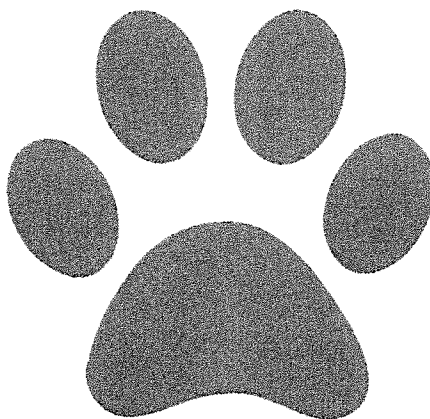


SATEC PBIS SCHOOL-WIDE EXPECTATIONS

Who is responsible for teaching the expectations to students?

Location/Area	Staff Responsible
Audience	Classroom teachers
Bathroom	Classroom teachers
Bus*	SSC
Cafeteria*	Cafeteria Duty Staff (in homerooms with teachers present)
Classroom	Classroom teachers
Fire Drill*	All teachers in first three days of school
Lock Down Drill*	All teachers in first three days of school
Halls/Lobby*	SSC with custodians
Gym	Physical Education Teachers
Locker Room	Physical Education Teachers
Outside*	Classroom teachers
Field Trip*	Classroom teachers (before each FT)
Tech Lab	Technology Staff
Library	Library Media Specialist

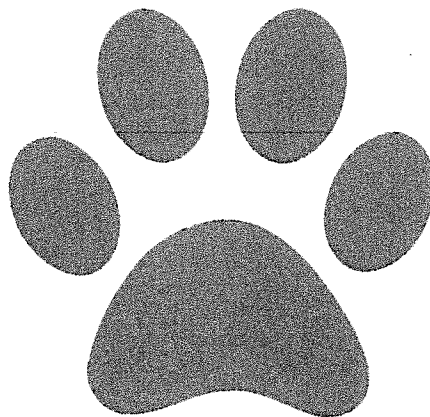
*Topic will be reviewed at welcome assembly with students on 2nd day of school by administration and should be reviewed in more detail by staff responsible listed.



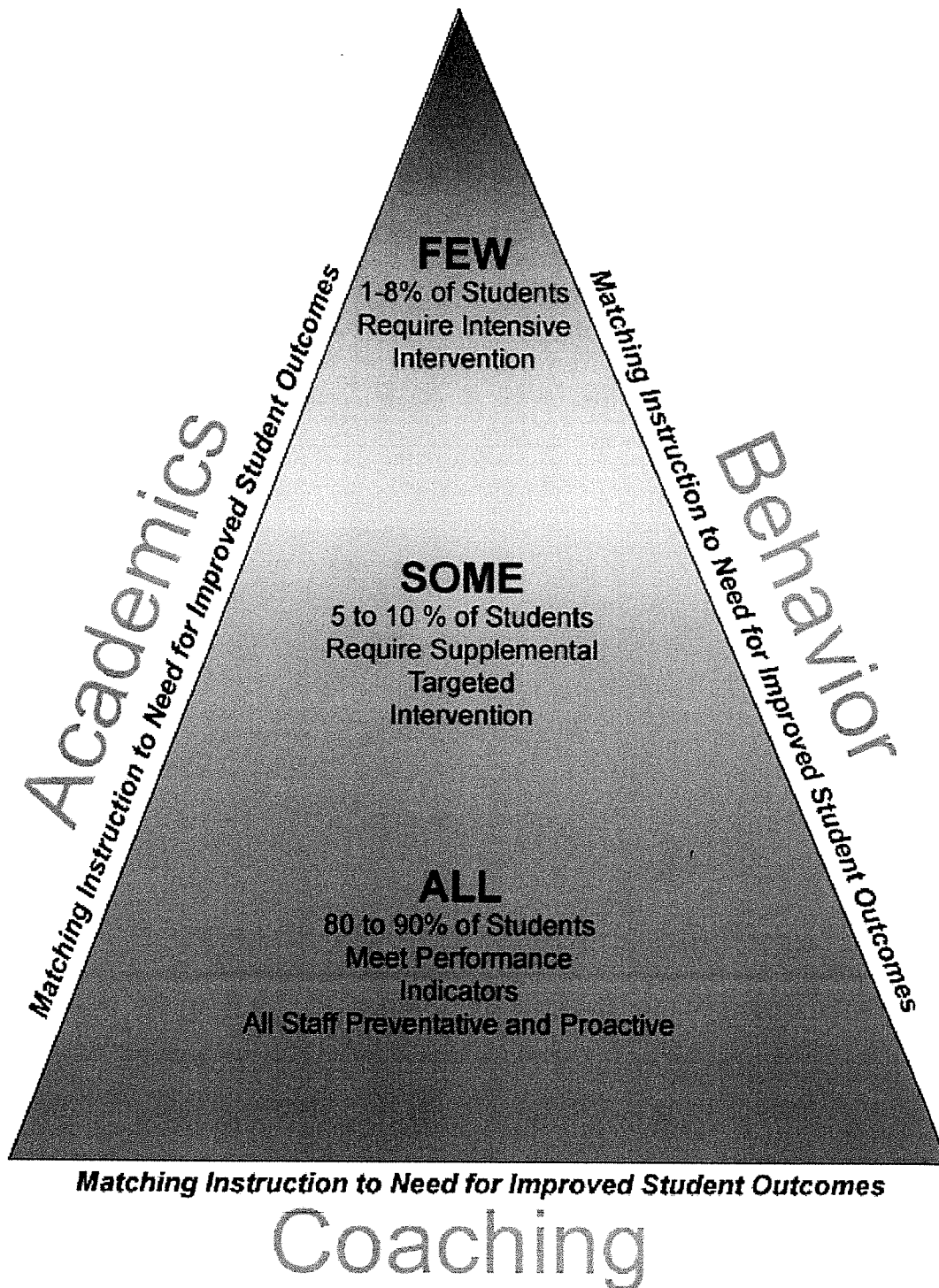
SATEC PBiS TEACHER EXPECTATIONS

Find a convenient 15 minutes in your day:

1. Use the common language
2. Adult consistency school wide
3. Positive reinforcement school wide
4. Teach the expectations
5. Hang posters in your area
6. 10 tickets a day minimum (you can give 1000 if you want to)
7. Ask for help ~~ We're all learning this together
8. Celebrate!!!

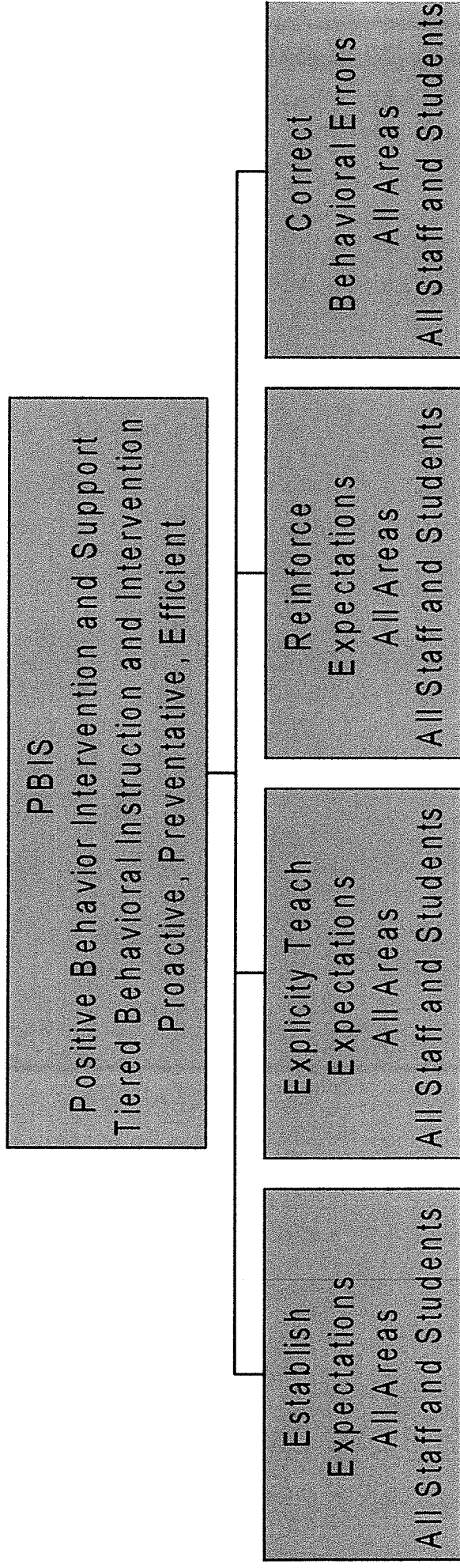


PBiS

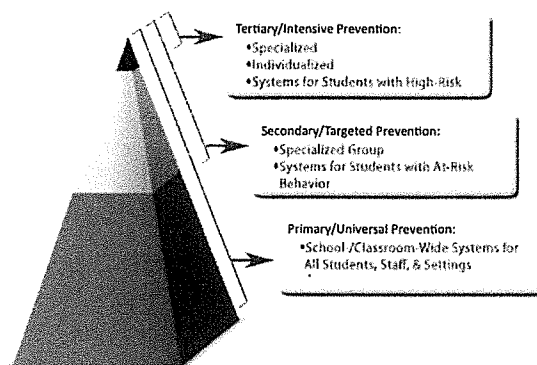


Three Tiered System of Supports

4 Components of PBIS



Continuum of School-Wide Instructional & Positive Behavior Support



SATEC IS
HERE



What is PBIS at the Universal Level?

Positive Behavior Interventions and Supports (PBIS) is an Multi-tiered System of Support (MTSS) framework for behavior made up of three areas of prevention: Universal, Targeted and Intensive. At the Universal Level, support strategies are created that are preventative and proactive apply to all students and staff. During the Universal Training, school leadership teams come together to develop an implementation plan based on the following six components of PBIS implementation:

1. Statement of Purpose
2. 3-5 Behavioral Expectations
3. Procedures for Teaching the Expected Behavior
4. Procedures for Acknowledging Positive Behavior
5. Procedures for Discouraging Problem Behavior
6. Procedures for Record Keeping & Decision-making

What is PBIS at the Targeted Level?

The Targeted Level is designed to provide intensive or targeted interventions to support students who are not responding to school-wide Universal efforts. Common Targeted strategies involve small groups of students or simple individualized intervention strategies. Targeted Level is designed for use in schools for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential.

What is PBIS at the Intensive Level?

The intensive level of VTPBiS is designed to provide a continuum of individualized, comprehensive, and team-based interventions for students with complex issues whose needs have not been adequately addressed with less intensive PBIS interventions at the Universal and Targeted levels.

Students receiving supports at the Intensive Level of PBIS also access the interventions and supports in place at the Universal and Targeted Levels but may need further assessment and individualized planning. Some students with complex needs across home, school and community may need Intensive Level Wraparound supports. The chart below shows the differentiation between PBIS Targeted, Intensive and Intensive Wraparound supports in five key areas: (a) forming teams to develop student plans, (b) setting goals (c) assessing student behavior, (d) providing individualized interventions, and (e) evaluating progress for decision making.



SATEC School-Wide Expectations MATRIX ~ Always do your Personal best!

Expectation	Routine/Setting						
	Audience	Bathroom	Bus	Cafeteria	Classroom	Fire/Relocation Drill	Lock down Drill
<u>A</u>ct Responsibly	- Expected Voice Level - Pay attention	- Clean up - Report messes to an adult	- Expected Voice Level - Follow directions - Respect bus and other's property	- Expected Voice Level - Clean up - Listen to staff - Lights off = voice down	- Expected Voice Level - Arrive prepared and on time - Stay on task - Participate - Clean Up	- Voice Level 0 - Walk directly to destination	Voice Level 0
<u>W</u>ork and <u>P</u>lay Safely	- Sit where assigned - Stay seated - Bodies in	- One at a time - Wash hands - Knock first	- Feet on floor - Stay seated - Face forward - Food free zone - Bodies in	- Walk - Follow directions - Eat your own food - Bodies in	- Use materials appropriately - Follow Directions - Bodies in	- Listen to adult in charge - Bodies in	- Listen to adult in charge - Go to nearest safe space - Bodies in
<u>S</u>how Kindness	- Arrive on time - Appreciate presenter and space	- Give privacy - Wait patiently	- Share seats - Helpful words	Use expected table manners	- Use helpful words - Include everyone	Hold door for others	- Be Patient - Stay Calm



SATEC School-Wide Expectations MATRIX ~ Always do your **P**ersonal best!

Expectation		Routine/Setting						
		Hallways/Lobby	Gym	Locker Room	Outside	Field Trip/ Athletics	Tech Lab	Library
<u>A</u> ct Responsibly		• Voice level 1 • Use Hall Pass • Walk directly to destination	• Expected Voice Level • Arrive prepared and on time • Participate	• Expected Voice Level • Respect other's belongings • Proper hygiene • Change quickly	• Expected Voice Level • Use equipment appropriately • Dress for weather • Return equipment	• Expected Voice Level • Turn in forms on time • Be a positive ambassador of SATEC	• Expected Voice Level • Use equipment appropriately • Log out when finished	• Expected Voice Level • Check out books and return on time • Use library pass
<u>W</u> ork and <u>P</u> lay Safely		• Tight to the right • Bodies in	• Use equipment appropriately • Follow directions • Bodies in	• Use your assigned locker • Report issues to SATEC PE staff • Bodies in	• Stay in designated area • Listen to adult in charge • Bodies in	• Follow directions • Stay with your assigned group • Bodies in	• Push chairs in • Food free zone • Bodies in • Clean up before you leave	• Push chairs in • Food free zone • Bodies in • Clean up before you leave
<u>S</u> how Kindness		• Hold door for others • Use helpful words	• Sportsmanship • Positive attitude • Use helpful words	• Honor other's privacy • Use helpful words	• Include others • Take turns • Use helpful words	• Honor the host site and their staff • Work cooperatively • Use helpful words	• Raise your hand before speaking to get a grown up's attention • Take turns • Use helpful words	• Be gentle with books • Take turns • Be mindful of others in library

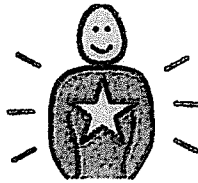
AUDIENCE



Personal Best
Act Responsibly ~ Work & Play Safely ~ Show Kindness

P

Personal Best



A

Pay Attention

~

Expected Voice Level



W

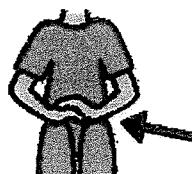
Sit Where Assigned

~

Bodies In

~

Stay Seated

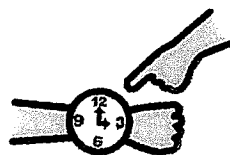


S

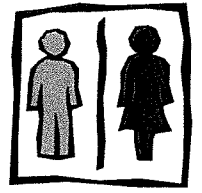
Arrive On Time

~

Appreciate Presenter and Space



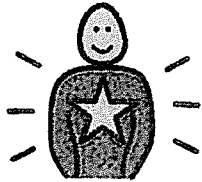
BATHROOM



Personal Best
Act Responsibly ~ Work & Play Safely ~ Show Kindness

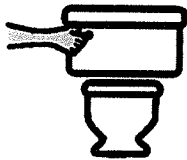
P

Personal Best



A

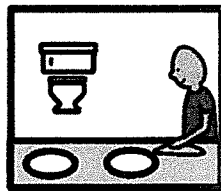
Use equipment
appropriately



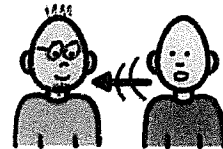
~

Clean Up

~



Report Messes to Adult



W

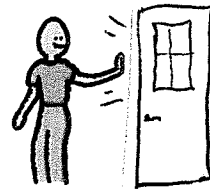
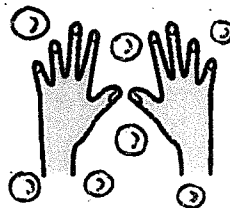
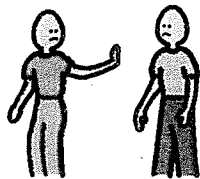
One at a Time

~

Wash Hands

~

Knock First

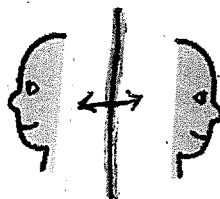


S

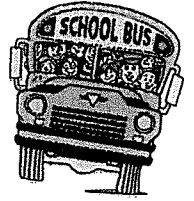
Give Privacy

~

Wait Patiently



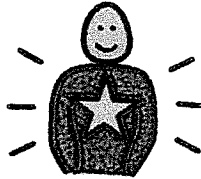
The BUS



Personal Best
Act Responsibly ~ Work & Play Safely ~ Show Kindness

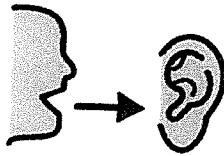
Personal Best

P ~



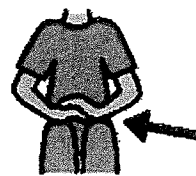
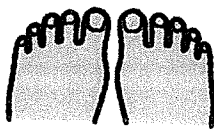
Follow directions ~ Expected voice level ~ Respect bus and other's property

A ~



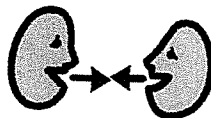
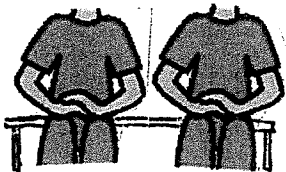
W ~

Feet on floor ~ Stay seated, face forward ~ Bodies in ~ Food free zone



S ~

Share seats ~ Helpful words

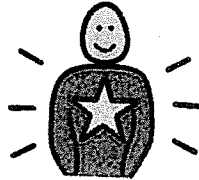


CAFETERIA

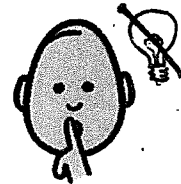
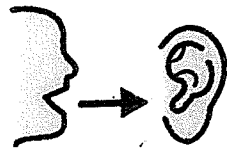
Personal Best
Act Responsibly ~ Work & Play Safely ~ Show Kindness



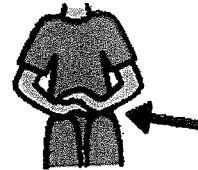
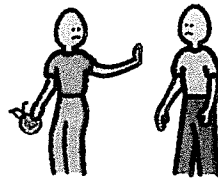
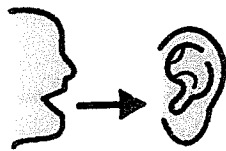
P ~ Personal Best



A ~ Expected voice ~ Clean up ~ Listen to staff ~ Lights off = voice down



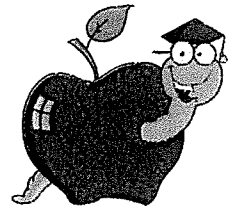
W ~ Walk ~ Follow directions ~ Eat your own food ~ Bodies in



S ~ Use expected table manners



The CLASSROOM



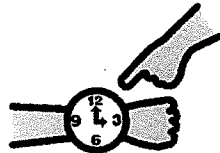
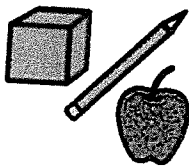
Personal Best

Act Responsibly ~ Work & Play Safely ~ Show Kindness

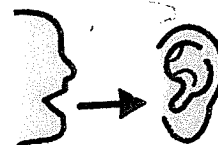
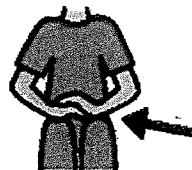
P ~ Personal Best ~ Expected Voice Level



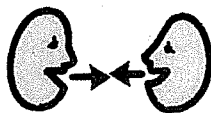
A ~ Arrive prepared and on time ~ Participate ~ Clean up



W ~ Use materials appropriately ~ Bodies in ~ Follow directions



S ~ Use helpful words ~ Include everyone





Guidelines for Teaching the Matrix of Behavior Expectations

How long should it take to teach the behavior in the matrix?

- Lessons will need to be taught frequently in the beginning, and reinforced continually throughout the school year.
- Teach lessons repeatedly through the first two/three weeks of implementation

How long should the lessons be?

- Keep them short, 10-15 minutes per lesson.

How do you “teach” expectations?

- Show, model, demonstrate, and role-play the way you want kids to behave.
- Have students get up and practice exactly what you demonstrated for them, and have shown them to do.
- Give students feedback and model the reinforcement for doing it appropriately.
- Continue this process until students learn the behaviors.
- Team up with a colleague to plan and teach lessons.

Where should I teach the lessons?

- Teach the behavioral expectations in the area it is expected. (ex. cafeteria, locker room, hallway, classroom).

How is this different from teaching my classroom rules?

- Some of these rules may be similar to classroom rules, but it is important to teach the consistent school-wide expectations that deal with being safe, being kind and being responsible. We are teaching the students the importance of these values within the school community.

On-Going reinforcement

- Continue to remind and give reinforcement for following the matrix throughout the year.
- If consistent problems develop in a specific situation, time, etc. re-teach those expectations in that setting.
- When a new student joins your class, re-teach to the whole group.

Sample Teaching Strategies/Lesson Ideas:

- Classroom discussions.
- Brainstorm a list of actions that show each expectation.
- Have students talk about a person or character from a book that uses one of the expectations.
- Role play both appropriate and inappropriate behaviors in relation to the expectations
- Create posters that demonstrate the expectations.
- Allow students to create teaching videos for both appropriate and inappropriate behaviors in relation to the expectations.
- TEACH and PRACTICE procedures.

"Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America's schools."

Algozzine, Wang & Violette; 2011

"Behavior and academics are two sides of the same coin. We need to better understand how the two are connected."



SATEC PBiS
Lesson Plan Sample

**Lesson 1: Personal best at Acting Responsible, Working and Playing
Safe and Showing Kindness**

Name of the Setting: Audience

Purpose of the lesson/why it is important:

To ensure all audience members have the opportunity to listen and respond to the speaker without being disturbed.

Teaching examples:

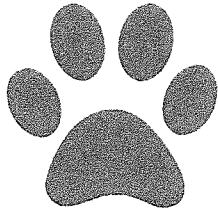
1. Work and Play Safely: Choose a seat where you will be focused
2. Work and Play Safely: Bodies In
3. Work and Play Safely: Sit with your class
4. Show Kindness: Arrive on Time
5. Show Kindness: Stay for the entire presentation
6. Act Responsibly: Pay attention to the presentation
 - a. Respond/clap only when appropriate
 - b. Active listening
 - c. Ask related questions when appropriate
7. Act Responsibly: Quiet feet

Kid activities/modeling/role-plays:

1. Practice
2. Model wrong way vs. right way
3. Have students present information informally to a peer audience where some peers aren't following an expectation on purpose
Reflect/share what it's like when they are presenting and an audience does not meet these expectations
4. Homework assignment: have children teach families about audience member expectations
5. Punch card for successful completion of introduction/practice of behavior just for roll-out (if they don't participate properly, etc. they would not earn the punch, but would have an opportunity to earn the punch later in order to receive the reward)

Follow-up reinforcement Activities:

1. Expectations restated at the beginning of assemblies
2. Expectations posted in kiva, gym, and cafeteria
3. Punch card for successful completion of introduction/practice of behavior just for roll-out (if they don't participate properly, etc. they would not earn the punch, but would have an opportunity to earn the punch later in order to receive the reward)
4. Provide tangible with verbal positive reinforcement when expected behavior is shown.



SATEC PBIS Sample Lesson Plan

Lesson 1: Personal best at Acting Responsible, Working and Playing Safe and Showing Kindness

Name of the Setting: **Bathroom**

Purpose of the lesson/why it is important:

Being safe, responsible and kind in the bathroom will contribute to a clean and hygienic bathroom for all students and visitors. This will promote a healthy, safe, and comfortable learning environment. Systems will be put into place that hold students accountable for following these expectations. *(K-4 Sign out Sheet in classroom w/ name and time, 5-8 clipboard w/ initials for in/out)*

1. Safe and clean bathroom
2. Healthy and comfortable learning environment

Teaching examples:

1. Act Responsibly: Report any messes to an adult
 - a. Teaching:
 - i. Sorting/Classifying examples and non-examples of when to report a mess (non-examples: running water, 1 paper towel on floor; examples: toilet is full of paper towels, the mirror is smeared with soap, clogged toilet, etc.)
 - ii. Emphasize that when reporting to specifically report to an adult, and not the previous student on the list
2. Act Responsibly: Clean up
 - a. Teaching:
 - i. Skits and role-play -- what did they forget?
 1. Empty toilet
 2. Empty sink
 3. Clean floor
 - ii. ****For intentional, serious messes (like vandalism):** adult will supervise student cleaning up
3. Show Kindness: Wait your turn
4. Show Kindness: Positive Communication
 - a. Teaching Wait your turn/communication: Skits showing right way VS wrong way to approach closed/locked door
 - i. Knock 3 times

- ii. If on the inside respond--provide possible responses
 - 1. "someone's in here"
 - 2. "just a minute"
 - 3. "be right out"
- iii. If somebody is on the inside, wait patiently and give them space
- iv. If nobody is in there, open the door slowly
- 5. Work and Play Safely: One at a time
- 6. Work and Play Safely: Shut and lock the door
- 7. Work and Play Safely: Wash your hands

***Should we have supplies available for kids to clean up their own messes? (Gloves, etc.)

Kid activities/modeling/role-plays:

- 1. Skits-- teachers or kids can act it out-- kids can hold up right way/wrong way signs, or thumbs up/thumbs down
- 2. Sorting examples vs non-examples
- 3. Modeling/teaching how to sign out/in and what to do if somebody is "out"
- 4. Practice (locking the door-listen for the click)
- 5. Guided Discovery: Washing Hands IN BATHROOM
 - turn on sink, get hands wet, get soap, scrub, rinse off, turn water off, take 2 paper towels
- 6. Nurse gives demonstration--- maybe gives 3 hand-washing demonstrations and students rate from best to worst

Follow-up reinforcement Activities:

- 1. Use of the sign-out sheet
- 2. Visuals in bathroom
- 3. Revisiting expectations and learning activities as needed
- 4. Punch card for successful completion of introduction/practice of behavior just for roll-out (if they don't participate properly, etc. they would not earn the punch, but would have an opportunity to earn the punch later in order to receive the reward)
- 5. Provide tangible with verbal positive reinforcement when expected behavior is shown.

PBiS Lesson Checklist

Homeroom _____

Setting	Date Taught	Date Revisited
Audience		
Bathroom		
Bus		
Cafeteria		
Classroom		
Fire/Relocation		
Lock Down		
Hallway/Lobby		
Gym		
Locker Room		
Outside/Recess		
Tech Lab		
Library		
Field Trip/Athletics (as needed)		

PBiS Lesson Plans

Do Your Personal Best

Act RESPONSIBLY Work and Play SAFELY Show KINDNESS

SATEC
2015-2016

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Library.....	18

Format of Lesson Plans

TEACH ☐ MODEL ☐ PRACTICE ☐ ACKNOWLEDGE

1 Expectations	2 Location	3 Teaching Example/ Activities	4 After the Lesson	5 Date taught/ Date revisited
Act Responsibly				
Work and Play Safely				
Show Kindness				

Column 1: School-wide behavior expectations

Column 2: A school-based location, with the school-wide behavior expectations specific to that location

Column 3: Ideas, suggestions, and some links for teaching students the specific expectations

Column 4: Follow up ideas to reinforce the expected behavior

Column 5: A log to record when students were initially taught the expectations, and when the lesson was revisited

******These lessons are intended to provide a framework for the expected behaviors to be consistently taught, while allowing teachers room to adapt their instruction to their students, and their teaching style.

	Audience	Teaching Example/ Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Pay attention -active listening -ask related questions -Expected Voice Level	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing videos: ○ <u>Video 1 (middle school)</u>, ○ <u>Video 2 (elementary)</u>, ○ <u>Video 3 (teachers behaving badly)</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Sit where assigned -Bodies in -Stay Seated	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Arrive on Time -Appreciate presenter and space -clap when appropriate	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Bathroom	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Clean up -Empty Sink -Empty Toilet -Clean Floor -Report messes to an adult	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing videos: ○ Video 1 ○ Video 2 • peer modeling/adult modeling • T-chart • Sort examples and non-examples	→ Punch cards for successful practice → Practice as necessary → Possible use of sign out sheet → Hand out tangible → Visual in bathroom	_____ _____ _____ _____
Work and Play Safely	-One at a time -Wash hands -water, soap, 1-2 paper towels -Knock first -knock 3 times, wait for response	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Possible use of sign out sheet → Hand out tangible → Visual in bathroom	_____ _____ _____ _____
Show Kindness	-Give privacy -wait nearby (not right next to the door) -Wait patiently	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Possible use of sign out sheet → Hand out tangible → Visual in bathroom	_____ _____ _____ _____

	Getting on the Bus	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	- Find a seat where your grade is expected to sit - Politely ask to sit with others, or if others ask to sit with you make room - up to 3 in a seat	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips ○ Video 1 ○ Video 2 ('Happy' parody starts at 1:40) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	- Walk to bus - Bodies In - Walk down bus aisle	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Show Kindness	- Wait patiently to climb up steps to bus and find a seat	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	

	Arrival From the Bus	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Go straight to your destination	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips ○ <u>Video 4 (includes dismissal too)</u> ○ <u>Video 5 (arrival)</u> • peer modeling/adult modeling • T-chart • sort examples/non-examples	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	-Stay seated until bus stops -Bodies in -walking -Exit bus from front seats to back seats -wait for the seat in front of you to exit	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Show Kindness	-Wait patiently for your turn to exit -Helpful words - "Excuse me" - "It's your turn"	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	

	Riding the Bus	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Follow directions -Respect bus and other's property -pick up after yourself -respect the seat	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips ○ <u>Video 1 (same as other bus video 1)</u> ○ <u>Video 2 (same as other bus video 2)</u> ○ <u>Video 3 ('All About That Bus')</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Feet on floor -Stay seated -Face forward -Food free zone -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Share seats -up to 3 in a seat -make room for others -Helpful words	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Cafeteria	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Clean Up -tray, trash, table -Listen to staff -Lights off=voice down -look at adult talking	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips ○ <u>Video 1</u> ○ <u>Video 2 ('Lunch Story')</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Walk -to table, line, trash, line-up -Follow directions -Eat your own food -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Use expected table manners/clean conversation	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart • sort examples/non-examples of using manners	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Classroom	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Arrive prepared and on time -Stay on task -Participate -Clean Up	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • <u>Video 1</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	-Use materials appropriately -Follow Directions -Bodies In	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Show Kindness	-Use helpful words -Include everyone	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	

	Fire Drill /Relocation	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Voice Level 0 -Walk directly to destination	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips: ○ <u>Video 1</u> ○ <u>Video 2</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Listen to adult in charge -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Hold door for others	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Lock Down	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Voice Level 0	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips: ○ <u>lock down part starts at 1:25</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary/ → Give reminders/ pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	-Listen to adult in charge -Go to nearest safe space -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary/ → Give reminders/ pre-corrections before → Hand out tangible → Visual	
Show Kindness	-Be patient -Stay Calm	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart • sorting examples/non-examples	→ Punch cards for successful practice → Practice as necessary/ → Give reminders/ pre-corrections before → Hand out tangible → Visual	

	Hallways/ Lobby	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Voice Level 1 -Use Hall Pass -Walk directly to destination	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips: ○ <u>Video 1</u> ○ <u>Video 2</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Tight to the right -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Hold door for others -Use helpful words	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders / pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Gym	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected Voice Level -Arrive prepared and on time -Participate	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Use equipment appropriately -Follow directions -Bodies In	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Sportsmanship -Positive Attitude	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Locker Room	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Respect others belongings -proper hygiene (non-aerosol products only) -change quickly and exit the locker room	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	-Use your assigned locker -Report issues to SATEC PE staff	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Show Kindness	-Honor other's privacy, leave as soon as you are finished -Use helpful words	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	

	Outside	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Use equipment properly -Dress for weather -Return equipment	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips: ○ <u>Video 1</u>, ○ <u>Video 2</u>, ○ <u>Video 3</u> ○ <u>Video 4</u> • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Work and Play Safely	-Stay in designated area -Listen to adult in charge -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	
Show Kindness	-Include others -Take turns -Use helpful words	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/pre-corrections before → Hand out tangible → Visual	

	Field Trip/ Athletics	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected voice level -Turn in forms on time -Be a positive ambassador of SATEC	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Follow directions -Stay with your assigned group -Bodies in	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Honor the host and their staff -Work cooperatively -Use helpful words	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips (see above) • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders/ pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

	Library	Teaching Example/Activities	After the Lesson	Date Taught and Dates Revisited
Act Responsibly	-Expected Voice Level -Check out books and return on time -Use library pass	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders / pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Work and Play Safely	-Push chairs in -Food free zone -Bodies in -Clean up before you leave	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling/adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders / pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____
Show Kindness	-Be gentle with books -Take turns -Be mindful of others in library	Demonstrate the right way AND the wrong way using at least one of these: • video clips kids have made • existing video clips • peer modeling • adult modeling • T-chart	→ Punch cards for successful practice → Practice as necessary → Give reminders / pre-corrections before → Hand out tangible → Visual	_____ _____ _____ _____

SATEC Student Ideas for Celebrations

BIG and SMALL:

Classroom Celebration Ideas

- Food
 - Ice Cream Social
 - Pizza Party
- Movie Afternoon
 - Popcorn
 - Sleeping Bag and Pillow
 - Pajamas
- Work To Earn A Field Trip
 - Jay Peak
 - Camping
 - Welden Theater
 - Burton Island
- Team Building Activity Time
- Beach Day (External or Internal)
- Outside Learning Day
- Improv (came up more than once)
- Game Day (maybe with human pieces - think human checkers, tic tac toe or chess)
- Video Game Battles
- Music During Class
- Teachers Switch For Fun Day (Teachers switch communities for a day)
- Community Switch (Kids and teachers trade community space for a day)
- Extra Recess
- Extra free time (15-30 minutes)

School-Wide Ideas (or 5-8)/(K//4)

- Field Days With Organized Rotations
- Fun Night
- Extra Specials
- Late Start or Early Release
- Gum Day
- Second Recess
- Multicultural Fair
- Yo Yo Opportunities (came up a lot in every grade except 8)
- Dance Party
- Lip Sync Contest (came up a lot)
- Dunking Booth
- Athletic Event (came up a lot)
- Door Competition
- Fun Science Day
- Winter Carnival
- Pick On Mr. Therrien (Pick on the Adults)

St. Albans Town Educational Center

Student Support Center

DISCIPLINE REFERRAL

BE SAFE

BE KIND

BE RESPONSIBLE

Name: _____

Date: _____ **Time:** _____

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8

Referring Staff: _____

Location

- ☐ Playground ☐ Library
☐ Cafeteria ☐ Bathroom
☐ Hallway ☐ Arrival/Dismissal
☐ Classroom ☐ Emergency Drill
☐ Bus ☐ Gym/Locker Rm.
☐ Field Trip ☐ Other _____

Minor Behavior: 1 2 3	Major Behavior	Perceived Motivation
Inappropriate language Physical contact Defiance/Disrespect/Non Compliance Disruption Dress Code Property misuse Tardy Electronic Violation Lying/Cheating Other _____	Abusive language Fighting Physical aggression _____ Defiance/Disrespect Harassment _____ Bullying _____ Serious Property Damage/Vandalism Inappropriate Display Affection Theft FCSU Policy Violation _____ Skipping class Chronic Violation _____ Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____
		CIRS Violation _____ Yes/No
Description of behavior: 		
Action Taken		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

Teacher/SSC/Administration signature: _____

Date: _____

Other Notes:

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute
☐ Unknown ☐ Other _____

All minors are completed by classroom teacher and a copy given to SSC. A minimum of three minors of the same behavior equal a major. All majors are handled by SSC and/or administration.

SATEC

Defining and Sorting Problem Behaviors

2015-2016

(Minor) Behaviors that:	(Major) Behaviors that:
do not require administrator involvement;	are chronic minors
do not significantly violate rights of others;	may require administrator involvement;
do not put others at risk or harm;	significantly violate rights of others
are not chronic.	put others at risk of harm.

These are defined in order to align to the SWIS program that will sort our data.

Minor Behavior: 1 2 3
Inappropriate language Physical contact Defiance/Disrespect/Non Compliance Disruption Dress Code Property misuse Tardy Electronic Violation Lying/Cheating Other _____

Major Behavior
Abusive language Fighting Physical aggression _____ Defiance/Disrespect Harassment _____ Bullying _____ Serious Property Damage/Vandalism Inappropriate Display Affection Theft FCSU Policy Violation _____ Skipping class Chronic Violation _____ Other _____