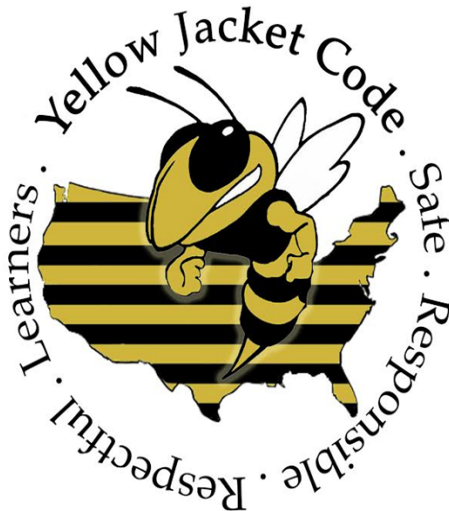


Lebanon High School

Positive Behavioral Interventions and Supports Teacher Handbook

JACKET NATION



JACKET STRONG

2021-2022 School Year

Positive Behavioral Interventions and Supports Teacher Handbook

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Positive Behavioral Interventions and Supports Overview

Positive Behavioral Interventions and Supports Defined

Positive Behavioral Interventions and Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

Why PBIS?

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

Lebanon High School Expectations and Goals

Building-Wide Expectations

In accordance with PBIS universal guidelines, the PBIS expectations at Lebanon High School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as **"The Yellowjacket Code."**

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Connection to BSIP Goals

Positive Behavioral Interventions and Supports promote the accomplishment of BSIP goal one, which aims to decrease behavioral infractions by 25% this school year. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance.

Positive Behavioral Interventions and Supports Program Overview

Program Element	Description
Behavioral Expectations Curriculum	The Behavioral Expectations Curriculum is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around The Yellowjacket Code and behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback. All teachers also include these expectations in their policy statements and syllabi at the beginning of each school year.
Second Step Behavioral Intervention Curriculum	Second Step Intervention Curriculum emphasizes empathy, impulse control, anger management, and other behavior related skills through a problem solving approach. Students requiring secondary intervention are primarily those who make choices that result in an assignment to ISS, ASC, or OSS.
Common Area Expectations and Procedures	Common Area Expectations and Procedures are specific for successful participation in those areas. Each procedure specifies expectations for beginning, participating in, and ending common area activities. The Common Area Expectations and Procedures are developed and designed for common areas (i.e. cafeteria, hallways, assemblies, school activities). Expectations and procedures are taught at the beginning of the year in each Jacket Time classroom and at the grade level administrator assemblies; they are then practiced with individual students/classes as needed.
Classroom Expectations and Procedures	Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own classroom procedures as appropriate. If assistance is needed in this area, teachers may contact the PBIS team. Classroom procedures should be specified for such things as preparing for class, taking care of personal needs, turning in assignments, receiving and submitting make-up work, requesting assistance, etc; these procedures should be personalized for each classroom. Each classroom teacher determines if the routines will be teacher-defined and/or student-defined. Expectations and procedures are taught at the beginning of the year and practiced with individual students/classes as needed. A classroom expectations matrix is developed by each teacher and submitted to his or her zone administrator.
Pyramid of Interventions	The Pyramid of Interventions is a hierarchy of programs teachers and the PBIS team may access when selecting intervention methods for addressing student behavior concerns.
PBIS Behavioral Recognition Programs	These programs are designed to recognize individuals who meet and/or exceed behavioral expectations.

Positive Behavioral Interventions and Supports Teacher Responsibilities Guide

PBIS School Goal

Students at Lebanon High School will meet the four building-wide expectations specified in The Yellowjacket Code within both classroom and non classroom settings at all times.

Building-Wide Expectations (The Yellowjacket Code)

As a student at LHS, I will be

- Safe
- Responsible
- Respectful
- A Learner

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year as needed. (See Sample Lesson Plans on pages 19 to 27.)
- Teachers will establish their own classroom expectations based upon the building-wide expectations by developing a classroom matrix that will be submitted to the building principal and posted in the teacher's classroom.
- Teachers will help students settle academic problems by instructing students on how to be a learner.
- Teachers will use the PBIS team and the Pyramid of Interventions when working with students who fail to meet building-wide and/or classroom expectations. (See "Interventions Handbook" and "Pyramid of Interventions" on page 17.)
- Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See "Recognizing Individuals Who Achieve Behavioral Expectations" on page 12.)

Supervisor Responsibilities

- Supervisors are defined as all adults with supervisory authority, including those assigned to hall duty, lunch duty, bus duty, and all teachers whose students are in attendance at assemblies. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
- Supervisors will circulate among students and observe students to see that they are meeting building-wide expectations in all non classroom settings of the school.
- Supervisors will talk with students and provide feedback based on the building -wide expectations.
- Supervisors will follow instructional procedures for handling infractions of building -wide expectations. (See "Instructional Procedure for Dealing with Problem Behaviors" on page 16.)
- Supervisors will help students settle problems safely, respectfully, and responsibly.
- Supervisors will use the PBIS team and the Pyramid of Interventions when working with students who fail to meet building -wide expectations. (See "Interventions Handbook" and "Pyramid of Interventions" on page 17.)
- Supervisors will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building -wide and classroom expectations. (See "Recognizing Individuals Who Achieve Behavioral Expectations" on page 12.)

Positive Behavioral Interventions and Supports at Lebanon High School

The PBIS Team

The PBIS team at Lebanon High School consists of representatives from each area of the building. The team members are here to serve the teachers at LHS in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBIS questions or need assistance in regards to PBIS, they should contact a PBIS team member. 2021-2022 PBIS team members are

Amanda Goodwin (Tier I & Tier II Building Coach)	agoodwin@lebanon.k12.mo.us
Dan Schott (Tier II Coach)	dschott@lebanon.k12.mo.us
Molly Lowery (Tier II Coach)	mlowery@lebanon.k12.mo.us
Heidi Conti(Counselor and Tier III Coach)	hconti@lebanon.k12.mo.us
Amanda Perschall (PBIS Secretary)	aperschall@lebanon.k12.mo.us
Michelle Armstrong (Jacket Success Center)	marmstrong@mail.lebanon.k12.mo.us
Bob Matthews (Administrator)	bmatthews@mail.lebanon.k12.mo.us
Katie O'Quinn(Administrator)	koquinn@lebanon.k12.mo.us
Kim Hinkley (Administrator)	khinkley@lebanon.k12.mo.us
Craig Reeves (Administrator)	creeves@lebanon.k12.mo.us
Stacie Vestal (Counselor)	svestal@lebanon.k12.mo.us
Michael Winfrey(Counselor)	mwinfrey@lebanon.k12.mo.us
Toni Redick (Counselor)	treddick@lebanon.k12.mo.us
Kristine Wapelhorst (SPED Coordinator)	Kwapelhorst@lebanon.k12.mo.us
Erin Bowman (school nurse)	ebowman@lebaon.k12.mo.us
Amanda Miller	amiller@lebanon.k12.mo.us
Justin Slye	jslye@lebanon.k12.mo.us
Chad Coleman	Ccoleman@lebanon.k12.mo.us
Kacie Cotta	kcotta@lebanon.k12.mo.us

Positive Behavioral Interventions and Supports Implementation Schedule

Task Description	Timeline	Responsible Individuals
Develop and/or revise classroom expectations matrix to be posted in classroom and submitted to zone administrator	Prior to the second full week of school	ALL teachers
Teach and reinforce memorization of The Yellowjacket Code	Daily over the morning announcements; reinforce as needed	ALL teachers and administrators
Assemble each grade level and discuss building-wide expectations and goals for the school year	First Day of school assemblies	administrators and PBIS team
Reinforce and practice building-wide behavioral expectations	throughout the year as needed	ALL teachers
Undergo School Evaluation Tool (SET Evaluation)	third quarter	PBIS team and a sampling of ALL individuals at LHS
Complete PBIS Self Assessment Survey online	fourth quarter	ALL teachers and administrators
Analyze behavioral reporting data and report information to all faculty	monthly	PBIS team
Report behavioral data to regional consultant	monthly	PBIS team
Maintain secondary intervention lesson plans for students assigned to ISS, ASC, or OSS	September 2007 to present	PBIS team and administrators
Develop and implement secondary interventions	beginning in June 2007 to present	PBIS team
Recognize students for meeting and/or exceeding building-wide behavioral expectations	daily; teachers are encouraged to utilize one of the PBIS recognition programs at least twice per month	ALL teachers and PBIS team
Inform the public about progress in regards to PBIS at the high school	each semester	PBIS Team
Note: The above Implementation Schedule has been approved by administration. All teachers are expected to uphold responsibilities and timelines. If assistance is required, teachers should contact a PBIS team member (see page 8 for a list of team members).		

Behavioral Expectations Matrix for Building Areas

Be . . .	Safe	Responsible	Respectful	a Learner
Classroom	<ul style="list-style-type: none"> Obey Classroom Rules Obey Teacher Directives Display Appropriate Classroom Behaviors 	<ul style="list-style-type: none"> Be on Time Be Prepared Turn in Assignments 	<ul style="list-style-type: none"> Be Attentive Appropriately Respond When Asked Engage in Class Activities Use Appropriate Language Keep Hands and Feet to Self Respect Self and Others 	<ul style="list-style-type: none"> Do personal best by AREA o <u>A</u>ctive o <u>R</u>espond o <u>E</u>ngage o <u>A</u>ppropriate Study for Assessments Complete Assignments on Time
Hallways	<ul style="list-style-type: none"> Display Appropriate Yellowjacket Behaviors Keep to the Right Keep Moving Keep Hands and Feet to Self 	<ul style="list-style-type: none"> Be on Time Be Prepared Go straight to and from destination. Remove trash Bring/take your supplies/materials 	<ul style="list-style-type: none"> Use Appropriate Language Keep Hands and Feet to Self Respect Self and Others Keep to the Right Keep Moving Use Only Acceptable PDA 	<ul style="list-style-type: none"> Allow Others to Learn Be Timely Be Prompt Take with you what you will need to complete the assignment.
Cafeteria	<ul style="list-style-type: none"> Wait in Line Keep Hands and Feet to Self Treat Food as Food 	<ul style="list-style-type: none"> Put Away Tray Clear Table Pick up after Self 	<ul style="list-style-type: none"> Wait in Line Use Appropriate Vocal Tone 	<ul style="list-style-type: none"> Be Healthy

			<ul style="list-style-type: none"> ▪ Keep Hands and Feet to Self ▪ Use Only Acceptable PDA 	
GYMNASIUM	<ul style="list-style-type: none"> ▪ Display Appropriate Yellowjacket Behaviors ▪ Be Aware of Yourself ▪ Appropriate supervision present ▪ Keep Hands and Feet to Self ▪ Be Aware of Others 	<ul style="list-style-type: none"> ▪ Be on Time ▪ Remove trash ▪ Be on time getting dressed ▪ Be in assigned area ▪ Participate in activities 	<ul style="list-style-type: none"> ▪ Use Appropriate Language ▪ Keep Hands and Feet to Self ▪ Respect Self and Others ▪ Include Others ▪ Erase scuff marks 	<ul style="list-style-type: none"> ▪ Be Timely ▪ Be Prompt ▪ Pay Attention ▪ Learn Techniques ▪ Apply best effort
Common Area	<ul style="list-style-type: none"> ▪ Display Appropriate Yellowjacket Behaviors ▪ Keep Hands and Feet to Self 	<ul style="list-style-type: none"> ▪ Be on Time ▪ Remove trash ▪ Bring/take your supplies/materials 	<ul style="list-style-type: none"> ▪ Use Appropriate Language ▪ Keep Hands and Feet to Self ▪ Respect Self and Others 	<ul style="list-style-type: none"> ▪ Be Timely ▪ Be Prompt ▪ Take with you what you will need to complete the assignment.
Activities/ Assemblies	<ul style="list-style-type: none"> ▪ Obey Safety Rules ▪ Stay Seated 	<ul style="list-style-type: none"> ▪ Be in Assigned Area ▪ Participate in a Positive Manner ▪ Take Own Belongings When Leaving 	<ul style="list-style-type: none"> ▪ Show School Spirit ▪ Display Sportsmanship ▪ Give Speaker(s) Undivided Attention ▪ Respond Appropriately 	<ul style="list-style-type: none"> ▪ Participate Appropriately ▪ Pay Attention to Presenter(s) ▪ Demonstrate Sportsmanship

Recognizing Individuals Who Achieve Behavioral Expectations

The Positive Behavioral Interventions and Supports team in conjunction with faculty members at Lebanon High School has devised key recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The Yellowjacket Code on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Many teachers use the below described programs (especially Buzz Bucks) and adapt them to fit classroom applications (e.g. giving class Buzz Bucks for 100% homework turned in and having a popcorn party after the class accrues a set number of Buzz Bucks).

Buzz Bucks

Buzz Bucks are an incentive program designed to recognize positive behaviors in those individuals found upholding The Yellowjacket Code as well as those going above and beyond what is expected of them. Students are allowed to redeem Buzz Bucks for items printed on the back of each one. Teachers and administrators are responsible for distributing Buzz Bucks to students who meet and/or exceed the building-wide expectations set forth in The Yellowjacket Code. Buzz Bucks are only redeemable if signed and dated by the issuing teacher.

Lowery's Loot

Lowery's Loot is an incentive program designed to recognize positive behaviors in those faculty members found going above and beyond what is expected of them. Teachers are allowed to redeem Lowery's Loot for items printed on the back. Teachers also enter their Lowery's Loot in a prize drawing each semester. Administrators are responsible for distributing Lowery's Loot. Teachers must arrange their options with an administrator and turn in their Lowery's Loot for the drawing. PBIS team members may be asked to cover duties for teachers as needed.

Jacket Grams

Jacket Grams are a way to recognize special achievements of students. They can be sent home, personally delivered to the student, or presented as a special recognition in front of a class. Teachers who use Jacket Grams typically give them to students who show vast improvements, who produce work that exceeds outlined expectations, or who receive top honors on a test or project. Jacket Grams are a great way to involve parents in the celebrations of their students' successes and can be a tremendous tool in building relationships with both students and parents. Teachers are encouraged to send at least one of these recognitions home each month.

Student/ Teacher Appreciation Recognition (STAR)

STAR recognitions are intended to publicly acknowledge those students who exceed building-wide expectations on a regular basis. The PBIS team has found that students appreciate being recognized, and students who are not normally acknowledged academically are shown appreciation for what they do as an LHS community member. STAR is also special in so much as it recognizes those teachers and staff who exceed the expectations set for them.

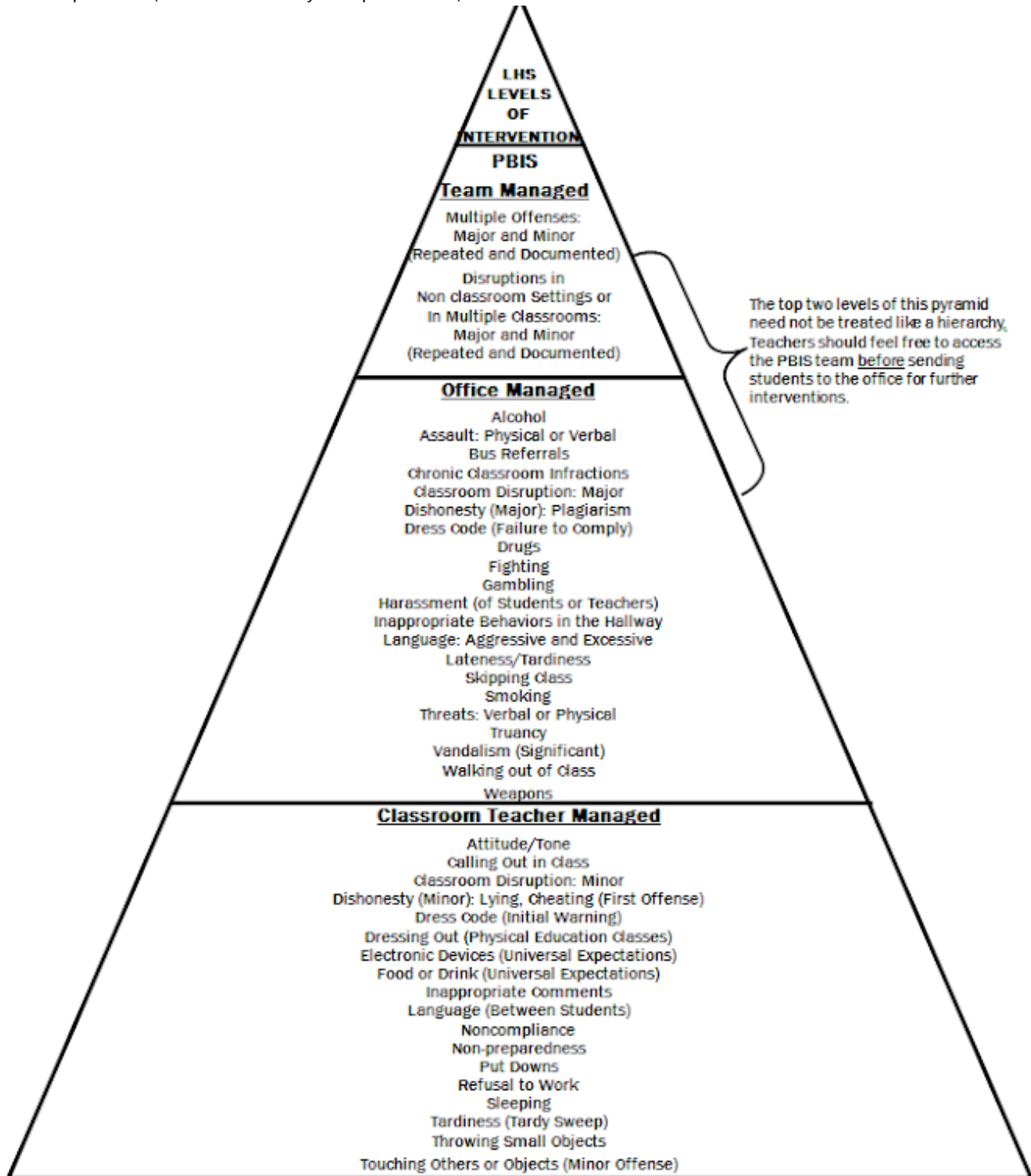
The process for STAR is begun with teacher nominations. The PBIS team then selects recipients and conducts all awards ceremony and recognition tasks. One male and one female student are selected from each grade level every month along with one faculty and one support staff member. Students and teachers both receive tangible items and are acknowledged in a public form. Recognition items for all winners include a STAR plaque, a formal luncheon, and their pictures included in the school paper, yearbook, and STAR wall. STAR recipient names are also included in the daily school announcements, and the local paper is notified.

Student of the Week

The student of the week must demonstrate (1) good citizenship, (2) strong attendance—95% or higher, (3) good academics—passing all classes, and (3) a positive attitude. Each Professional Learning Community will select one student of the week each month. PLCs will be asked to submit a “blurb” to the head principal that will be read when announcing the student of the week. These students will be in charge of leading the student body in the pledge of allegiance and recitation of the Yellowjacket Code each day. In addition students of the week will receive a special recognition item (e.g. pizza for him/her and friends) from the principal during each student's specified week.

Pyramid of Successful Behavior Management

When a behavioral incident occurs in classroom or non classroom settings, faculty members should quickly deal with the matter. Some such occurrences will warrant an office referral while others should be handled directly by the faculty member through reinforcement of the behavioral expectation. The PBIS team can also be called upon in dealing with those students who have chronic behavioral problems. While all behaviors should be handled in class first, teachers do not necessarily have to send all behavior to the office before addressing student issues with the PBIS team. Teachers should feel free to contact the team about any students who display chronic behavioral problems (those who have any multiple offenses).



Office Referral Definitions

Updated September 1, 2021

Minor Problem Behavior Definitions (Classroom Managed Behaviors)

(When redirection by teacher is effective.)

- Defiance/Noncompliance
Student engages in brief or low-intensity failure to respond to adult requests.
- Disruption
Student engages in low-intensity, but inappropriate disruption.
- Dress Code Violation
Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district (first offense). Student fails to dress out for physical education class(es).
- Inappropriate Display of Affection
Student engages in inappropriate verbal and/or physical gestures/contact, such as kissing another student, consensual (first offense).
- Inappropriate Language
Student engages in low-intensity instance of inappropriate language with other students.
- Lying/Cheating
Student delivers message that is untrue and/or deliberately violates rules.
- Physical Contact/Physical Aggression
Student engages in non-serious, but inappropriate physical contact, brief low intensity horseplay.
- Property Misuse
Student engages in low-intensity misuse or damaging of property.
- Tardy
Student arrives at class after the bell (or signal that class has started). Send to tardy sweep.
- Technology Violation
Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
- Other
Student engages in any other minor problem behaviors that do not fall within the above categories.

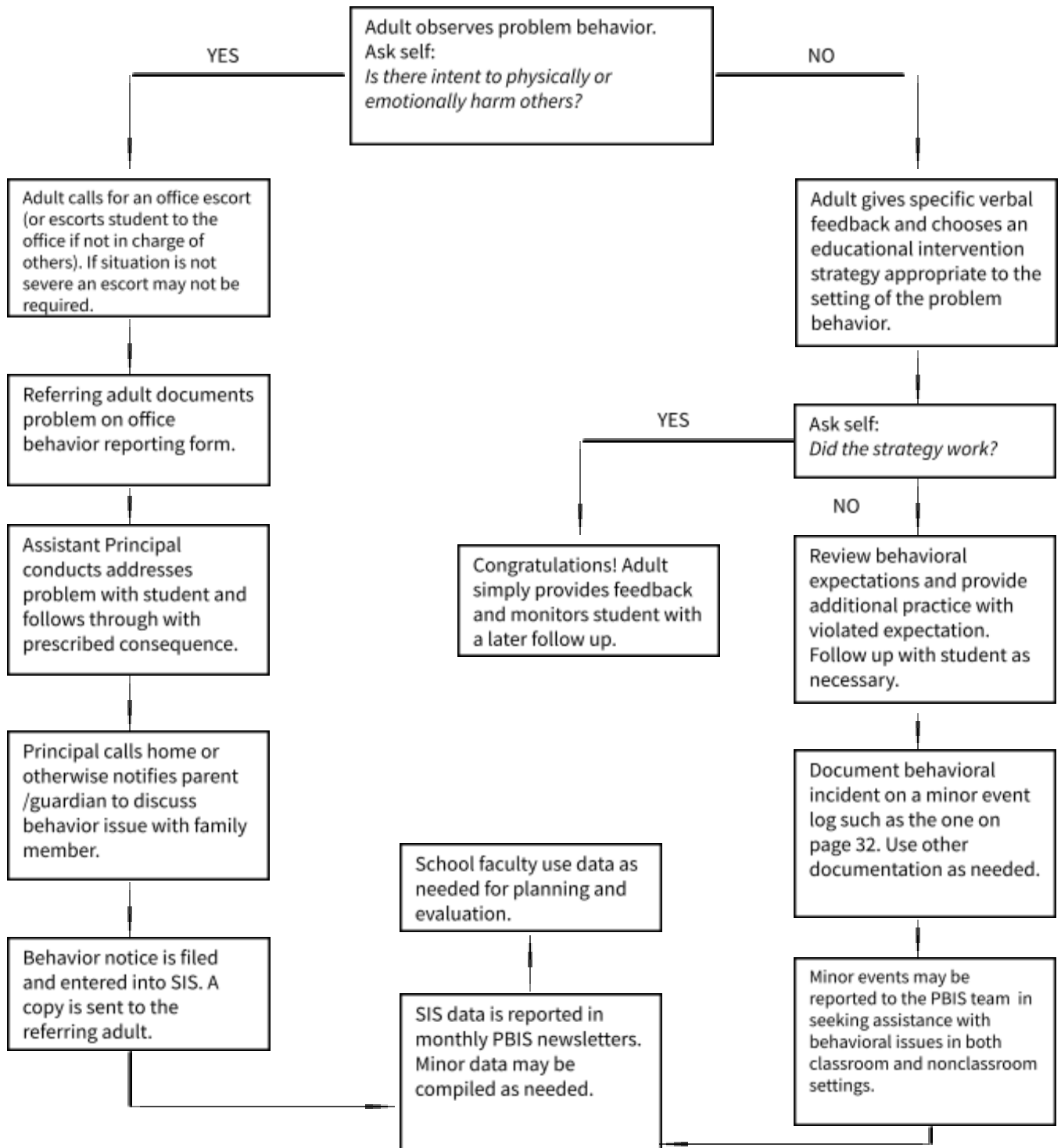
Major Problem Behavior Definitions (Office Managed Behaviors)

- Abusive Language/Inappropriate Language/Profanity
Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way, especially towards adults.
- Arson
Student plans and/or participates in malicious burning of property.
- Assault
Physical aggression when the victim does not demonstrate the willingness to engage in fighting.
- Bomb Threat/False Alarm
Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
- Defiance/Disrespect/Insubordination/Non-Compliance
Student engages in refusal to follow directions, uses a derogatory tone of voice, talks back and/or delivers socially rude interactions (first offense).
- Defiance/Disrespect/Insubordination/Non-Compliance
Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions (multiple offenses).
- Disruption (Disruption)—Major
- Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

- Dress Code Violation
Student wears clothing that does not fit within the dress code guidelines practiced by the school/district and fails to comply after addressed by faculty or staff.
- Fighting/ Physical Aggression
Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
- Forgery/ Theft
Student is in possession of, having passed on or being responsible for removing someone else's property or has signed a person's name without that person's permission.
- Gang Affiliation Display
Student uses gesture, dress, and/or speech to display affiliation with a gang.
- Harassment/Bullying
Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
- Inappropriate Display of Affection
Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non consensual and fails to comply when addressed by faculty or staff.
- Out of Assigned Area/Inappropriate Location
Student is in an area that is outside of school boundaries (as defined by school).
- Lying/Cheating
Student delivers message that is untrue and/or deliberately violates rules. Student plagiarizes. Student copies the work of others.
- Property Damage/Vandalism
Student participates in an activity that results in severe destruction or disfigurement of property. Student damages school property in a minor way after being addressed by faculty or staff.
- Skip class/ Truancy
Student leaves class/school without permission or stays out of class/school without permission.
- Technology Violation
Student engages in inappropriate use of cell phone, pager, music/video players, camera, and/or computer (multiple offenses). Student engages in inappropriate access of Internet sites.
- Use/Possession of Alcohol
Student is in possession of or is using alcohol.
- Use/Possession of Combustibles
Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
- Use/Possession of Drugs
Student is in possession of or is using illegal drugs/substances or imitations.
- Use/Possession of Tobacco
Student is in possession of or is using tobacco.
- Use/Possession of Weapons
Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Instructional Procedure for Dealing with Problem Behaviors

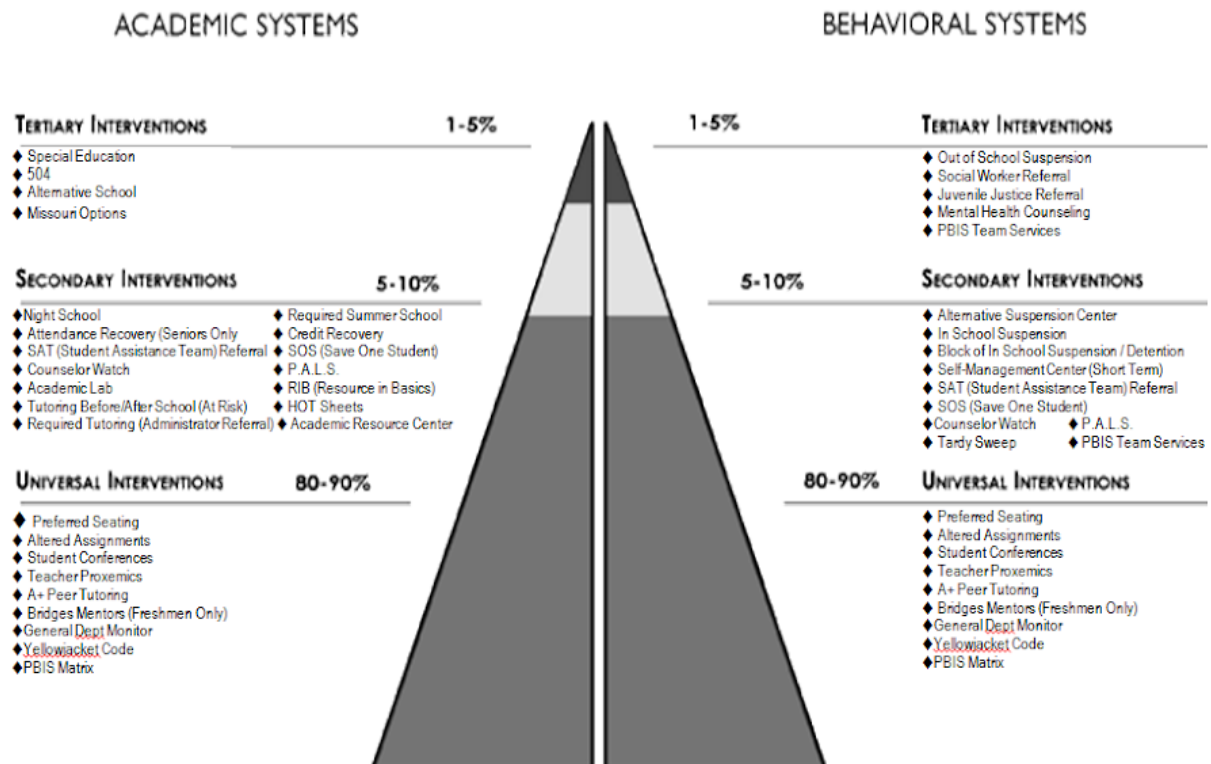
The following is a procedural hierarchy for managing students with problem behaviors. Teachers should follow this process in both classroom and non classroom settings before submitting an office behavioral referral or a request for PBIS support services. Major problem behaviors follow the path to the left and include any behaviors that display intent to physically or emotionally harm others, self, or property. Minor problem behaviors follow the path to the right and include events of low-level intensity behaviors that can be re-directed and re-taught.



Positive Behavioral Interventions and Supports Pyramid of Interventions Lebanon High School

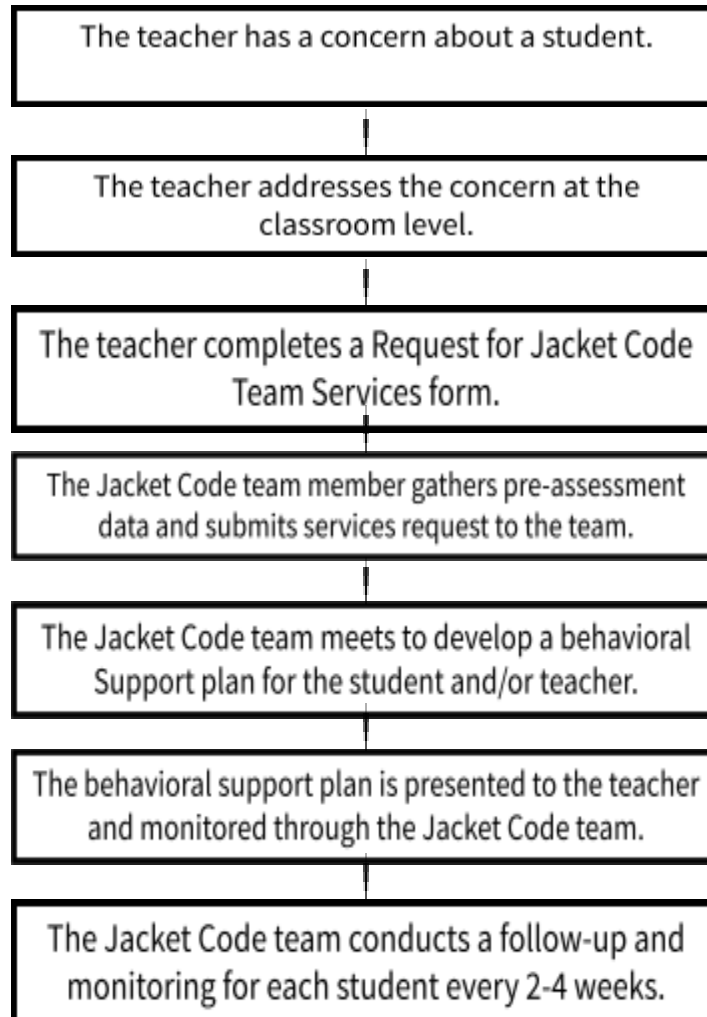
This pyramid shows the various behavioral intervention programs available at L.H.S. Levels should be kept in sequence. For more information, contact the P.B.I.S. team.

Positive Behavioral Interventions and Supports Pyramid of Interventions Lebanon High School



PBIS Individualized Student Support Process

When students display behavioral issues, teachers should follow the process specified below in addressing such concerns.



Evaluation and Monitoring of Positive Behavior Supports

Evaluation and monitoring of the Positive Behavior Supports activities are conducted regularly throughout the school year. Decisions for revisions in the program are based on an integration of the following information. The PBIS team will manage all evaluation and monitoring activities.

1. Weekly PBIS team members will collect data.
2. Monthly summaries of office discipline referrals are shared with faculty through a monthly PBIS newsletter.
3. Monthly, data will be collected and evaluated by the PBIS team over the usage of Buzz Bucks.
4. Monthly, the PBIS team will present STAR awards to one male and one female students from each grade level as well as one faculty and one support staff member.
5. Quarterly behavioral data reports are sent to the regional PBIS consultant.
6. Each semester teacher feedback will be collected on PBIS recognition programs.
7. Each semester school staff will assess current PBIS programs and support needs.
8. Each Semester the PBIS team will collect data about Buzz Bucks and Jacket Gram usage.
9. Annually, all faculty will complete the Positive Behavior Supports Self Assessment Survey.
10. Annually, the School Safety Survey will be completed by a few selected staff members.

Teacher Resources

General Lesson Template for Teaching School Behavioral Expectations

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

Step 1: Introduce the Expectation

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

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of the expectation; emphasize the positive.
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks, such as:
 - a. “List all the things that I/he/she did that were ‘safe’”
 - b. “List all the things that I/he/she did that were ‘not safe’”
- E. Conduct a role-play: choose one to three students to participate.
- F. Require one student to demonstrate the skill in response to an example.
- G. Have students fill out the blank “LHS Behavioral Expectations Matrix” (page 25) with actions that would be required of each expectation in the various locations in the building.
- H. Coach students on key expectation (skills) as needed.
- I. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

The following four pages provide sample lesson plans for each of the four building-wide expectations. These lesson plans may be adapted to fit individual teacher needs, and are also suitable for teaching specific expectations for common areas.

Note: Individual teachers are expected to teach the four building-wide expectations as applicable to their specific classroom needs. All Jacket Time teachers are expected to teach these lesson plans during the first few Jacket Time periods as they apply to all common areas (hallways, the cafeteria, assemblies, and school activities) as well as to the classroom itself.

Sample Lesson Plan for “Be Safe”

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

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Today, we are going to learn about being safe at LHS.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being safe.
Universal LHS Definition: Being safe means that no one gets hurt physically or emotionally.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being safe”; emphasize the positive examples. Have students label the situations as “safe” or “not safe.”
- E. Ask two or three students to give an example of a situation in which they know how to be safe; you may want to provide the instances and ask the students to tell how they would be “safe” in such cases.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that were ‘safe.’”
 - b. “List all the things that I/he/she did that were ‘not safe.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. The end of class bell rings and you need to get to your next class quickly. What is the safe thing to do?
 - 2. You have a disagreement with a friend in the hallway/cafeteria/gym/classroom. What is the safe thing to do?
 - 3. You spill your beverage at lunch (or in the hallway). What is the safe thing to do?
- H. Have students fill out the blank “LHS Behavioral Expectations Matrix” (page 25) with actions that would be required to “be safe” in the various locations in the building.
- I. Coach students on key aspects of being safe as needed; see the “Behavioral Expectations Matrix for Building Areas” for more examples (page 10).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Note: Individual teachers are expected to teach the four building-wide expectations as applicable to their specific classroom needs. All Jacket Time teachers are expected to teach these lesson plans during the first few Jacket Time periods as they apply to all common areas (hallways, the cafeteria, assemblies, and school activities) as well as to the classroom itself.

Sample Lesson Plan for “Be Responsible”

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

Step 1: Introduce the Expectation

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

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being responsible”; emphasize the positive examples.
Have students label the situations as “responsible” or “not responsible.”
- E. Ask two or three students to give an example of a situation in which they know how to be responsible; you may want to provide the instances and ask the students to tell how they would be “responsible” each case.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that were ‘responsible.’”
 - b. “List all the things that I/he/she did that were ‘not responsible.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You find a twenty-dollar bill on the classroom/hallway floor. What is the responsible thing to do?
 - 2. You need to use the restroom during class/lunch. What is the responsible thing to do?
 - 3. You notice a student being bullied. What is the responsible thing to do?
 - 4. Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples. Whenever possible teachers can/should make a connection to their curricular area such as ties to a character from literature, current events (when appropriate), famous quotations, or to a content area (e.g., safety in industrial technology or science lab, plagiarism in any academic content area, etc.).
 - a. Bryan drops by his teacher’s room early the morning after being caught teasing another student by taking his things from his spot the lunch table and hiding them. He wants to give his teacher a note of apology and find out a way to fix the problem he caused yesterday.
 - b. Sheena told the teacher she would make sure to sit up straight and not sleep in class ever again. Hopefully now the teacher would stay off her back about what happened earlier in class.
 - c. “Man, shut up and get off me!” yelled a student as he walked away from the teacher who was urging him to get to class on time.
- H. Have students fill out the blank “LHS Behavioral Expectations Matrix” (page 25) with actions that would be required to “be responsible” in the various locations in the building.
- I. Coach students on key aspects of being responsible as needed; see the “Behavioral Expectations Matrix for Building Areas” for more examples (page 10).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Sample Lesson Plan for “Be Respectful”

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

Step 1: Introduce the Expectation

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

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being respectful”; emphasize the positive examples.
Have students label the situations as “respectful” or “not respectful.”
- E. Ask two or three students to give an example of a situation in which they know how to be respectful; you may want to provide the instances and ask the students to tell how they would be “respectful” in such cases.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that were ‘respectful.’”
 - b. “List all the things that I/he/she did that were ‘not respectful.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You notice that someone in class has your pencil and you want it back. What is the respectful thing to do?
 - 2. Someone causes you to drop your lunch tray. What is the respectful thing to do?
 - 3. You do not agree with a classmate’s response during a class discussion. What is the respectful thing to do?
 - 4. Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples. Whenever possible teachers can/should make a connection to their curricular area such as ties to a character from literature, current events (when appropriate), famous quotations, or to a content area (e.g., safety in industrial technology or science lab, plagiarism in any academic content area, etc.).
 - a. The teacher is teaching the math lesson and Alex is busy cleaning out his binder.
 - b. The teacher asks Jonathan to move into the walk zone and he says, “Okay!” in a loud and angry tone.
 - c. Amanda chooses to sit near her best friend, Katie during the assembly. She wants to ask Katie if John asked her out even though she knows she should be giving the speaker her undivided attention.
- H. Have students fill out the blank “LHS Behavioral Expectations Matrix” (page 25) with actions that would be required to “be respectful” in the various locations in the building.
- I. Coach students on key aspects of being respectful as needed; see the “Behavioral Expectations Matrix for Building Areas” for more examples (page 10).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Sample Lesson Plan for “Be a Learner”

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

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Now, we are going to learn about being a learner at LHS.”
- B. Check for student understanding.
Example: “What are we going to learn about?”
- C. Define being a learner.
Universal LHS Definition: Being a learner means being an active participant in one’s own educational success through study and classroom instruction.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of “being a learner”; emphasize the positive examples. Have students label the situations as “being a learner” or “not being a learner.”
- E. Ask two or three students to give an example of a situation in which they know how to be a learner; you may want to provide the instances and ask the students to tell how they would “be a learner” in such cases.
- F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all the things that I/he/she did that involved ‘being a learner.’”
 - b. “List all the things that I/he/she did not involve ‘being a learner.’”
- G. Role-plays: Some example scenarios to use include (others may be used as well)
 - 1. You have a writing assignment due in a week. What would a good learner do?
 - 2. You have a test in your science class in two weeks. What would a good learner do?
 - 3. You were given homework today, but you have to work tonight. What would a good learner do?
- H. Have students fill out the blank “LHS Behavioral Expectations Matrix” (page 25) with actions that would be required to “be a learner” in the various locations in the building.
- I. Coach students on key aspects of being a learner as needed; see the “Behavioral Expectations Matrix for Building Areas” for more examples (page 10).
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

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

Note: Individual teachers are expected to teach the four building-wide expectations as applicable to their specific classroom needs. All Jacket Time teachers are expected to teach these lesson plans during the first few Jacket Time periods as they apply to all common areas (hallways, the cafeteria, assemblies, and school activities) as well as to the classroom itself.

LHS Behavioral Expectations Matrix

Be ...	Safe	Responsible	Respectful	a Learner
Classroom				
Hallways				
Cafeteria				
Activities				

Expected Behavior Lesson Plan

The Topic/Rule: _____

What do we expect the student to do?

How will we teach the expected behavior?

Tell why following the rule is important:

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

Provide opportunities to practice and build fluency:

Expected Behavior Lesson Plan (Sample)

The Topic/Rule: Be Respectful

What do we expect the student to do?

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

How will we teach the expected behavior?

Tell why following the rule is important:

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

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

- A positive example: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him praise, and Mary thanked him for resolving the problem with respect.
- A nonexample: Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late for class and called Joe a “jerk.” Joe got angry and told Mary she was ugly and stupid. He walked away, and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

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

Provide opportunities to practice and build fluency:

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

Additional Suggested Application Activities

1. Write down three ways you have been safe, respectful, responsible, or a learner today or this week. Have students do the same.
2. Give homework assignments that give students opportunities to identify and talk about examples of being safe, responsible, respectful, and a learner.
3. Include a discussion about being safe, being responsible, being respectful, or being a learner when you have classroom conversations that lend their way to these topics.
4. Ask for two or three examples from students about being safe, responsible, respectful, and a learner in school, in the community, and at home.
5. Ask students to describe what being safe, responsible, respectful, and a learner looks, feels, and sounds like in various situations. (e.g. What does being responsible look like when leaving the cafeteria? What does being respectful look like when attending an informational or pep assembly?)
6. Have groups create visual representations of being safe, responsible, respectful, and a learner in various school settings. Groups should then share and discuss their drawings.
7. Choose one expectation a day to practice in the classroom setting. Use students as demonstrators, and have a classroom discussion on all the ways to be safe, responsible, respectful, and a learner.

Positive Behavior Supports Teacher Tool Kit

Online Resources

Many online resources exist in regards to Positive Behavior Supports. Some major websites include

Positive Behavioral Interventions and Supports	http://www.pbis.org/
Missouri Schoolwide Positive Behavior Supports	http://www.pbissmissouri.org
PBIS Maryland	http://www.pbismaryland.org
Florida PBS	http://www.pbssurveys.org/pages/Home.aspx
The Arc Link	http://www.thearclink.org/news/article.asp?ID=537
University of Oregon Article	http://www.uoregon.edu/~ttobin/
Positive Behavior Support Project	http://www.delawarepbs.org/
Louisiana School Wide PBS	http://www.lapositionbehavior.com/
NASP Resources	http://www.nasponline.org/resources/factsheets/pbs_fs.aspx
PBS Surveys	http://www.pbssurveys.org/pages/Home.aspx
School Wide Information Systems (SWIS)	http://www.swis.org/

Classroom Documentation Forms

The following nine pages include resources that can be used to develop/revise classroom management plans and/or to document behavior in the classroom. These items can also be found in the “Positive Behavior Supports” folder on the faculty network drive.

Classroom Expectations Matrix

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

Be . . .	Safe	Responsible	Respectful	a Learner
Teacher's Desk				
Students' Desks				
Classroom Materials				
Student Materials				
Entering and Exiting (Passing Time)				
Dismissal Bell				
Asking for Help				

Be . . .	Safe	Responsible	Respectful	a Learner
Free Time				
Quiet Time (Independent Seat Work)				
Lunch Time (Dismissal to and Return from)				
Food & Drinks				
Hall Passes (Bathroom, Water Fountain, etc.)				
Office Passes (Administrator, Counselor, etc.)				
Announcements/ Interruptions				
Make-up Work				
Homework (Late Work)				
Additional Categories?				

Classroom Organization Form

Sometimes we need to gain a little perspective to solve those tough behavioral issues in our classrooms; other times we need to plan the particulars of our procedures in detail to ensure our success from the start. Whatever the case may be, this worksheet is designed to provide teachers with the space to develop their classroom management concepts in detail. Consider all of the elements within your classroom expectations matrix and decide what the particulars will be for your procedures; complete a chart like the one below for each procedure you wish to thoroughly develop.

Procedures:	Particulars:
Pick one area that needs improvement in your classroom.	
Write what you <u>want</u> to see in regards to this area.	
Write how you will teach your students the (new) expectation.	
Include examples of this expectation.	
Include non examples of this expectation.	

Minor Event Log: Classroom Disciplinary Record

School Year: _____ Quarter: _____

Course: _____ Number of Students: _____ Block: _____

	Name	Offense	1st	2nd	3rd	4th	+
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Behavioral Warning Slip

_____, please be advised that you received a warning in class on
_____ for _____
_____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Warning Slip

_____, please be advised that you received a warning in class on
_____ for _____
_____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Warning Slip

_____, please be advised that you received a warning in class on
_____ for _____
_____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Warning Slip

_____, please be advised that you received a warning in class on
_____ for _____
_____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Contract Agreement

I _____ have a problem with _____
_____.

In order to fix this problem, I will _____

_____.

If I break this contract at any time, my parents will be called. Following this step of action, I will be assigned a 30-minute detention. Any subsequent issues will result in an office referral.

Student Signature

Date

Teacher Signature

Date

Parent's/Guardian's Phone Number(s)

Date Called

Behavioral Contract Agreement

I _____ have a problem with _____
_____.

In order to fix this problem, I will _____

_____.

If I break this contract at any time, my parents will be called. Following this step of action, I will be assigned a 30-minute detention. Any subsequent issues will result in an office referral.

Student Signature

Date

Teacher Signature

Date

Parent's/Guardian's Phone Number(s)

Date Called

Detention Assignment Form

Student Name

Date

Block

Description of Student Behavior

Detention Location

Date

Time

Student Signature

Date

Teacher Signature

Date

Parent's/Guardian's Signature

Date

Detention Assignment Form

Student Name

Date

Block

Description of Student Behavior

Detention Location

Date

Time

Student Signature

Date

Teacher Signature

Date

Parent's/Guardian's Signature

Date

LEBANON HIGH SCHOOL
Telephone: **657-6006** Fax: 532-3386
TEACHER INTERVENTION FORM

Student: Date: Time:

Student's Grade Level: Staff Member:

Specific location:

Problem Behavior

Behavior, Description:

Motivation for Behavior (circle): Obtain Peer Attention, Obtain Adult Attention,
Obtain Items/Activity, Avoid Tasks/Activities, Avoid Peers, Avoid Adults, Unknown or
Other (Describe):

☐ Others involved: Y/N Peer(s) Teacher Substitute Other Staff Unknown

☐ Conference

☐ Verbal Correction

☐ Review of the Yellow Jacket Code

☐ Re-teach behavioral expectations

☐ Parent/Guardian Contact

Notes from Contact:

☐ Teacher Assigned Detention (dates/times/location)

☐ Other

☐ Referred to an Administrator

Time departing class:

Notes to administrator:

Teacher Signature:

Student Initials:

Revised August 2014

LEBANON HIGH SCHOOL

Phone: 657-6006 Fax 532-3386

BEHAVIOR REPORTING FORM

Student:

Student ID Number:

Date of Incident:

Time of Incident:

Student's Grade Level:

Staff Member Reporting Incident:

Specific Location Incident Occurred:

Administrator:

Reason for Referral (pick one):

Description of Incident:

Possible Motivation/Trigger of Behavior:

Others Involved:

Teacher Intervention Form:

Administrative Action:

- ☐ Conference with Student
 - ☐ Review of the Yellow Jacket Code
 - ☐ Re-teach behavioral expectations
- ☐ Parent/Guardian Contact
- ☐ Detention (dates/times/location)
- ☐ Block ISS (block) Dates
- ☐ In School Suspension (# of days) Dates
- ☐ Out of School Suspension (# of days) Dates
- ☐ ASC (# of days) Dates

Notes:

Administrator Signature:

Time Returning to Class:

Student Signature/Initials:

Any student assigned to ISS who is not in attendance at the beginning of the day will be assigned additional ISS time. Disruption during or absence from assigned ISS may result in OSS. Any 10 day suspension will result in an automatic referral to the Superintendent for further action.