

TARGET RANGE SCHOOL DISTRICT #23



MBI HANDBOOK

CONTENTS

INTRODUCTION.....	1
THE 2019-2020 TEAM.....	3
BEHAVIORAL EXPECTATIONS.....	4
TARGET RANGE SCHOOL BEHAVIOR MATRIX.....	5
SCHEDULE FOR TEACHING LESSONS	6
LESSON PLANS.....	7
SYSTEM FOR ACKNOWLEDGING BEHAVIOR.....	19
ACKNOWLEDGEMENT GUIDELINES.....	19
ASSEMBLY SCHEDULE.....	20
SYSTEM FOR CORRECTING BEHAVIOR.....	21
REFOCUS GUIDELINES.....	21
MBI BEHAVIOR FLOW CHART.....	22
MINORS AND MAJORS.....	23
REFOCUS SHEETS.....	24
OFFICE DISCIPLINE REFERRAL.....	27
ACTIVE SUPERVISION GUIDELINES.....	28

INTRODUCTION

What is MBI?

A state initiative that is part of a national movement (PBIS) to help schools use the research based practices of positive behavior support at a school-wide level

The Big Ideas of MBI:

Research indicates that schools make greater **academic** gains when they build a school-wide **positive social culture**.

MBI/PBIS is a **process** to organize staff and students to create a high likelihood of using **effective practices** to create a **positive** social culture.

MBI emphasizes...

- Building relationships & aspirations
- Teaching behaviors like we teach academics
- Reinforcing expected behaviors
- Procedures for responding to undesirable behaviors
- Procedures for promoting self-worth, active engagement, and a sense of purpose

How decisions are made:

- Data collection systems used by a problem-solving team
- Communication with staff and students about data, patterns, and decisions
- Continual self-evaluation to increase effectiveness and sustainability

Our Goals:

- Respond effectively to the range of behaviors observed in our school
- Engage in team-based problem solving
- Use research-based behavioral practices
- Give priority to prevention
- Use positive reinforcement (tickets, praise, 4:1 positive to negative ratio)

MBI Belief Statements

- All students should be taught all the skills necessary for success: academic, social, emotional, and behavioral.
- Schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills.
- A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- All students are entitled to be treated with dignity and respect.

- Successful schools gather and use a variety of information to improve teaching and learning.
- Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness.

MBI Key Goals

Training:

To increase the awareness and understanding of effective schools practices.

Team Process:

To increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth.

Proactive Support Systems:

To support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results.

Evaluation Process:

To increase awareness regarding the value and use of data-based decision-making in education.

Community Process:

To foster the belief that the education of today's youth is a community responsibility.

MBI is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students.

MBI uses the Response to Intervention model which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively education all students.

The principles and practices of MBI/PBIS are consistent with federal education mandates.

TARGET RANGE MBI TEAM MEMBERS 2018-2019

Team Member	Grade Level	Role on Team
Tara Anderson	3rd Grade	Data Manager
Karla Armstrong	2nd Grade	Communication Coordinator
Cody Davis	Choir	Communication Coordinator
Michal Farley	5th-8th Grade Counselor	Communication Coordinator
Thomas Hersee	PE	Time Keeper/Task Manager
Megan Hopper	Assistant Principal	Admin/Data Manager
Tim Kempff	1st Grade	Data Manager
Clare Maguire	K-4th Grade Counselor	Secretary
Kammy Meyers	5th Grade	Sight Coach
Cedar Smith	6th Grade	Communication Coordinator

2019-2020 MEETING DATES

Dates will be announced

BEHAVIORAL EXPECTATIONS

Target Range School has four behavior expectations for all students:

- R- Respectful
- O- On Task/On Time
- A- Act with Kindness
- R- Responsible

The Target Range Behavior Matrix below contains the behavior indicators or what the expectation looks like in each setting.



	Classroom	Lunch Room	Playground	Hallway	Bathroom	Assembly	Bus
R RESPECTFUL	<ul style="list-style-type: none"> *Keep a positive attitude *Use positive words with teachers and peers *Use the golden rule *Listen while others are taking *Wait your turn *Use appropriate voice level 	<ul style="list-style-type: none"> *Level 1-2 Voices *Pick up after yourself *Follow directions the first time *Stay in your space *Talk to the nearest neighbors only 	<ul style="list-style-type: none"> *Play safely *Care for equipment *No food outside *Return equipment 	<ul style="list-style-type: none"> *Keep hands and feet to yourself *Use appropriate language *Level 0-1 voice *Quiet walking feet *Stay to the right side *Single file 	<ul style="list-style-type: none"> *Provide privacy to others *Use level 0-1 voice 	<ul style="list-style-type: none"> *Keep hands and feet to yourself *Eyes watching, ears listening *Use appropriate voice levels 	<ul style="list-style-type: none"> *Follow driver's directions *Use appropriate language *Use level 1 voice *Keep hands, feet and objects to yourself
O ON TASK ON TIME	<ul style="list-style-type: none"> *Attend school everyday *Bring all materials to class *Be on time to all classes *Eat breakfast 	<ul style="list-style-type: none"> *Be in designated areas when the bell rings *Move through the line quickly *Eat your lunch 	<ul style="list-style-type: none"> *Line up as soon as the bell rings 	<ul style="list-style-type: none"> *Go where you need to go quickly *Follow a direct route 	<ul style="list-style-type: none"> *Use nearest restroom *Use during passing time or recess 	<ul style="list-style-type: none"> *Arrive on time *Enter quietly *Find seat quickly 	<ul style="list-style-type: none"> *Be on time to the bus before and after school *Talk quietly to the people sitting close to you
A ACT WITH KINDNESS	<ul style="list-style-type: none"> *Help others *Participate in class *Use positive words 	<ul style="list-style-type: none"> *Wait your turn *Help others *Be polite and patient *Use a level 1 voice 	<ul style="list-style-type: none"> *Help others *Include others *Wait patiently to use equipment *Share equipment 	<ul style="list-style-type: none"> *Greet others silently with a smile and a wave *Yield to the younger students and guests *Be courteous 	<ul style="list-style-type: none"> *Report problems to an adult *Help keep the area clean 	<ul style="list-style-type: none"> *Listen attentively *Raise your hand if the speaker asks questions *Clap politely when appropriate 	<ul style="list-style-type: none"> *Help the bus driver *Use manners
R RESPONSIBLE	<ul style="list-style-type: none"> *Be accountable for your actions *Use time wisely *Clean-up after yourself *Do your homework 	<ul style="list-style-type: none"> *Carry tray with two hands *Pick up after yourself *Sit at the table *Use level 1 voice *Single-line while waiting 	<ul style="list-style-type: none"> *Stay outside *Ask to enter the building *Report problems to the person on duty 	<ul style="list-style-type: none"> *Be in assigned area when the bell rings *Resolve conflicts maturely *Be in appropriate areas before and after school 	<ul style="list-style-type: none"> *Use only what you need *Conserve paper and water *Go, flush, wash, return to class *Lock only your stall *Dispose of trash properly 	<ul style="list-style-type: none"> *Enter and exit in a quiet and orderly fashion *Follow directions *No food or drinks 	<ul style="list-style-type: none"> *Stay in your assigned seat *Take all your items with you *Be safe *Report problems to the bus driver

LESSON PLAN SCHEDULE

Below is a schedule of when the lessons should be taught throughout the year.



LESSON PLANS

The following pages contain all the lesson plans needed to teach the ROAR expectations throughout the school year.

MBI Lesson Plan - Hallways

Step 1: Objective:

- *To have safe and effective movement through the halls
- *To ensure a positive learning environment by keeping noise levels down.
- * To focus on transition times, yielding to others respectfully, and not interrupting learning times for others

Step 2: Why is it important?

- To be respectful, responsible, and safe in the hallways
- To minimize time outside of the classroom
- To maximize instructional time

Step 3: Identify examples and non-examples of the desired behavior.

- What would the behavior look/sound like?
- What would the behavior not look/sound like?

Examples	Non-examples
Present videos of what it's like now and have students come up with strategies for what they can do to improve the hallway behaviors.... Video feet or speed up the day to see the problems. Use the ROAR matrix for hallways.	

Step 4: Practice/Role Play Activities

- Video what it looks like now.
Then have students evaluate, "What do the hallways look like right now during transitions. What should they look like?"
- 1) Not interrupting other's learning as you're walking by
 - 2) transitions
 - 3) Yielding to the younger or being respectful to others in the hallway

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

MBI Lesson Plan - Lunchroom - K-2

Step 1: Objective:

Identify & practice appropriate lunchroom behavior

Step 2: Why is it important?

**Time to eat, digest food, and get good nutrition
Being safe
Show respect for lunchroom staff and our school**

Step 3: Identify examples and non-examples of the desired behavior.

- What would the behavior look/sound like?
- What would the behavior not look/sound like?

Examples	Non-examples
<ul style="list-style-type: none">● Level 1-2 voices● Stay in your space● Talk to nearest neighbor only● Pick up after yourself● Eat your lunch● Carry tray with 2 hands● Putting silverware in tub appropriately	<ul style="list-style-type: none">● Yelling● Leaving your space without asking● Talking to people far away● Leaving your garbage● Not eating your lunch● Carrying you're with 1 hand● Throwing silverware into the tub

Step 4: Practice/Role Play Activities

- Picture sort of desired and undesired behavior
- Make a poster "do this, not that"
- Act it out examples and non-examples. Class guesses which it is.
- Role playing of what to do (make a movie & make an interactive book)

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

**Lunch is being eaten
Behavior improves in the lunchroom
Noise level decreases
Students are cleaning up after themselves**

MBI Lesson Plan - Lunchroom - 3-5

Step 1: Objective: Identify & practice appropriate lunchroom behavior

Identify & practice appropriate lunchroom behavior

Step 2: Why is it important?

**Time to eat
Being respectful of space and staff
Socializing appropriately
Being safe**

Step 3: Identify examples and non-examples of the desired behavior.

Examples	Non-examples
<ul style="list-style-type: none">● Level 1-2 voices● Stay in your space● Talk to nearest neighbor only● Eat your lunch● Carry tray with 2 hands● Putting silverware in tub appropriately● Inviting someone to sit at their table● Clean up your area before leaving	<ul style="list-style-type: none">● Yelling● Leaving the lunchroom without asking● Yelling to people far away● Leaving your garbage● Not eating your lunch● Carrying your tray with 1 hand● Throwing silverware into the tub● Telling someone they cannot sit at a table

Step 4: Practice/Role Play Activities

- Role playing- example, non-example, example
- Student created posters
- Video with associated quizlet/kahoot
- Role playing- how to handle social issues appropriately (kindness)

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

**Lunch is being eaten
Areas are clean
Noise level has decreased**

MBI Lesson Plan - Lunchroom - 6-8

Step 1: Objective: Identify & practice appropriate lunchroom behavior

Identify & practice appropriate lunchroom behavior

Step 2: Why is it important?

**Time to eat
Being respectful of space and staff
Socializing appropriately
Being safe**

Step 3: Identify examples and non-examples of the desired behavior.

Examples	Non-examples

Step 4: Practice/Role Play Activities

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

**Lunch is being eaten
Areas are clean
Noise level has decreased**

MBI Lesson Plan - Bathroom/Locker Room

Step 1: Objective:

Locker room-to promote a safe area where students feel secure and can respect the space they are in.

Step 2: Why is it important?

Locker room-it is a self-monitored environment where students have an expectation to be responsible.

Step 3: Identify examples and non-examples of the desired behavior.

- **What would the behavior look/sound like?**
- **What would the behavior not look/sound like?**

Examples	Non-examples
Students will change clothes quickly and efficiently within the 3 to 4 minutes provided for them. If students are already dressed in athletic type clothes they go directly to the gym without entering the locker room. Students will follow official school policy regarding cell phones. Keep locker room clean i.e. hanging up clothes, picking up trash before you leave, taking your belongings with you.	Lingering in the locker room. Entering the locker room when you don't have a purpose to be in there. Leaving garbage or other items behind. Throwing none toiletries in the toilet. Using cell phones in the locker room.

Step 4: Practice/Role Play Activities

Staff will create a step by step video of appropriate locker room behavior.

- 1. Get clothes and shoes from personal locker.**
- 2. Walk to gym following MBI hallway expectations.**
- 3.**

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

MBI Lesson Plan - Classroom

Step 1: Objective:

Identify, model, and practice appropriate classroom behavior using the school wide ROAR behavior expectations.

Step 2: Why is it important?

It is important to meet the ROAR expectations for a classroom in order to create a safe and productive learning community where each student can meet their learning potential and experience success.

Step 3: Identify examples and non-examples of the desired behavior.

- **What would the behavior look/sound like?**
- **What would the behavior not look/sound like?**

Examples	Non-examples
<p>RESPECTFUL: Keep a positive attitude Listen while others are talking Wait your turn Use appropriate voice level</p> <p>ON TASK: Attend school everyday Bring all materials to class Be on time to all classes Participating</p> <p>ACT WITH KINDNESS Help others Use positive words with teachers and peers Use the Golden Rule Showing empathy</p> <p>RESPONSIBLE: Be accountable for your actions Use time wisely Clean-up after yourself Do your homework</p>	<p>RESPECTFUL: “This is dumb” “I am stupid” Yelling Screaming</p> <p>ON TASK: Late for school Missing too much school Distracting others Not participating or “checking” out Forgetting materials, such as planner</p> <p>ACT WITH KINDNESS Be unkind Blaming others Making up rumors Not minding your own business</p> <p>RESPONSIBLE: Wasting time Leaving work area messy Forgetting or not completing work Not taking accountability for your actions</p>

Step 4: Practice/Role Play Activities

K-2:
 Role Play using specific prompts. As an extension, make a video of role playing prompts.
 Charades using specific prompts. For example, acting out kindness at the pencil sharpener.
 Draw a comic strip of a successful classroom.
 Read a book and engage in a student led conversation using ROAR language.
 Team building activities using ROAR language in the debrief

3-5:
 Make a poster advertising a positive classroom. “You don’t want to miss out on this classroom”
 Write a song using a current day hit. Replace lyrics with their own lyrics. Talk first about the elements of a good song.
 Role play using specific prompts. As an extension, make a video or role playing prompts.

Charades using specific prompts. For example, acting out kindness at the pencil sharpener.
Make a video to show to the whole school

6-8:

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

MBI Lesson Plan - Playground

Step 1: Objective:

Identify physical playground boundaries.
Identify and model appropriate playground behavior.
Identify appropriate equipment for each grade level.

Step 2: Why is it important?

To ensure student safety.
To get students to appropriate locations on time.
Ensure students are safely sent home at the end of the day.
To maintain a clean and safe play area.

Step 3: Identify examples and non-examples of the desired behavior.

- **What would the behavior look/sound like?**
- **What would the behavior not look/sound like?**

Examples	Non-examples
<ul style="list-style-type: none"> ❖ If you can see the duty the duty can see you. ❖ Lining up when the duty/bell calls. ❖ Staying within the prescribed boundaries. ❖ Using Kelso’s choices to solve minor disagreements. ❖ Putting equipment back where it belongs. ❖ Asking to enter the building for any request. ❖ Reporting problems to the duty. ❖ Playing safely. 	<ul style="list-style-type: none"> ❖ No eating on the playground. ❖ Throwing garbage on the ground. ❖ Going down the slide face first. ❖ Tackling during sports. ❖ Leaving your designated play area.

Step 4: Practice/Role Play Activities

K - 1

Classroom discussion, role modeling, and recess rodeo.
 Walk the boundary, identify unsafe areas.
 Practice line up call from duty/bell.
 Identify all playground areas, equipment, and boundaries.

2 - 5

Walk the play boundary. Identify appropriate grade level equipment and locations.

6 - 8

Walk the play boundary. Identify appropriate grade level equipment.

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

MBI Lesson Plan - Technology/Cell Phones

Step 1: Objective:

To Demonstrate skills related to achieving personal and academic goals and to demonstrate decision making skills and responsible behavior in personal, school, and community contexts.

Step 2: Why is it important?

- 1) To stay on task while using technology
- 2) To use equipment/devices appropriately
- 3) To promote, enhance, and further learning while strengthening 21st Century skills essential in becoming a life-long learner

Step 3: Identify examples and non-examples of the desired behavior.

Have a discussion with the students and have them brainstorm answers for the following (they can do this in small groups and report out):

- How can you be Respectful while using technology?
- How can you be On-Task while using technology?
- How can you Act with Kindness while using technology?
- How can you be Responsible while using technology?

Examples	Non-examples

Step 4: Practice/Role Play Activities

- 1) Have students create a presentation using presentation software in small groups. One group could focus on how to appropriately use technology and another could present on inappropriate uses of technology.
- 2) In small groups, have students write down how technology can be used for learning purposes in the real-world. They can write these ideas on post-it's to be displayed on a bulletin board titled "How We Can Use Technology in the Real World"
- 3) Create a bulletin board labeled, "How We Use Technology at TR". Provide students with post-it notes and have them write their responses and post it to the bulletin board. Have students share out their ideas.

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

MBI Lesson Plan - Assembly

Step 1: Objective:

Create a safe and effective environment for students to enter leave assemblies.

Step 2: Why is it important?

**To keeps students safe.
To respect younger grades.
To get students to class on time.**

Step 3: Identify examples and non-examples of the desired behavior.

- **What would the behavior look/sound like?**
- **What would the behavior not look/sound like?**

Examples	Non-examples
<ul style="list-style-type: none">● Students enter the gym oldest to youngest through designated doors (k-3 through equipment room doors, 4-5 through main doors, and 6-8 through opposite main doors)● Students enter the gym in pairs and split to their designated side and area of the bleachers.● Students are staying seated until they see their teacher standing/directing them to stand up.● Grade levels are dismissed from youngest to oldest, leaving 30 seconds after the younger grade leaves the gym.● Classes lineup/meet at the base of the bleachers until their teacher directs them out through entrance doors.	<ul style="list-style-type: none">● Students are running to exit the gym.● Students are walking across the gym floor.● Students are running or jumping down the bleachers.● Students are pushing.

Step 4: Practice/Role Play Activities

K-2
Pre-assembly walk-through with classrooms
Class conversation before leaving for assembly reminding students where they sit
Video

3-5
Pre-assembly walk-through during PE time
Class conversation before leaving for assembly reminding students where they sit
Video

6-8
Pre-assembly walk through during PE time

Class conversation before leaving for assembly reminding students where they sit
Video

Step 5: Assess Student Understanding: How will you ensure your lesson was successful?

SYSTEM FOR ACKNOWLEDGING BEHAVIOR

At the individual student level:

- Adults in the building will acknowledge appropriate student behavior with ROAR bucks and/or positive, specific verbal praise
- Students will save ROAR bucks to purchase items at the Tiger Store

At the classroom level:

At the grade level:

At the school level



and looking for
ideas/feedback

ACKNOWLEDGEMENT GUIDELINES

Adult behavior when providing acknowledgment is:

- Positive
- Clear and specific
- Applied immediately
- Teacher/staff initiated
- Focused on improvement

Examples of behavior acknowledgement

Free and Frequent

- Verbal Praise
- Smile
- Stickers
- Rubber stamps
- Thumbs Up
- Notes home

Intermittent

- ROAR bucks
- Phone Calls
- Special Privileges
- Computer Time
- Social/Free Time
- Special Seat

Strong & Long Term

- Group Reward
- Special Project
- Recognition
- Ceremonies
- Field Trip

Other incentive ideas: <https://www.pbisrewards.com/pbis-incentives/>

The Houses of Target Range:

The Building Blocks of our Community



SYSTEM FOR CORRECTING BEHAVIOR

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior is as follows:

- **Prompt**- provide verbal and/or a visual cue
- **Redirect**- Restate the matrix behavior
- **Reteach**- State and demonstrate the matrix behavior. Have student demonstrate the expected behavior. Provide feedback.
- **Provide Choice**- Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same objective.
- **Conference**- Describe the problem. Describe the alternate behavior. Tell why the alternative is better. Practice and provide feedback.

Part of these guidelines were adapted from the Longley Elementary School PBIS Handbook.

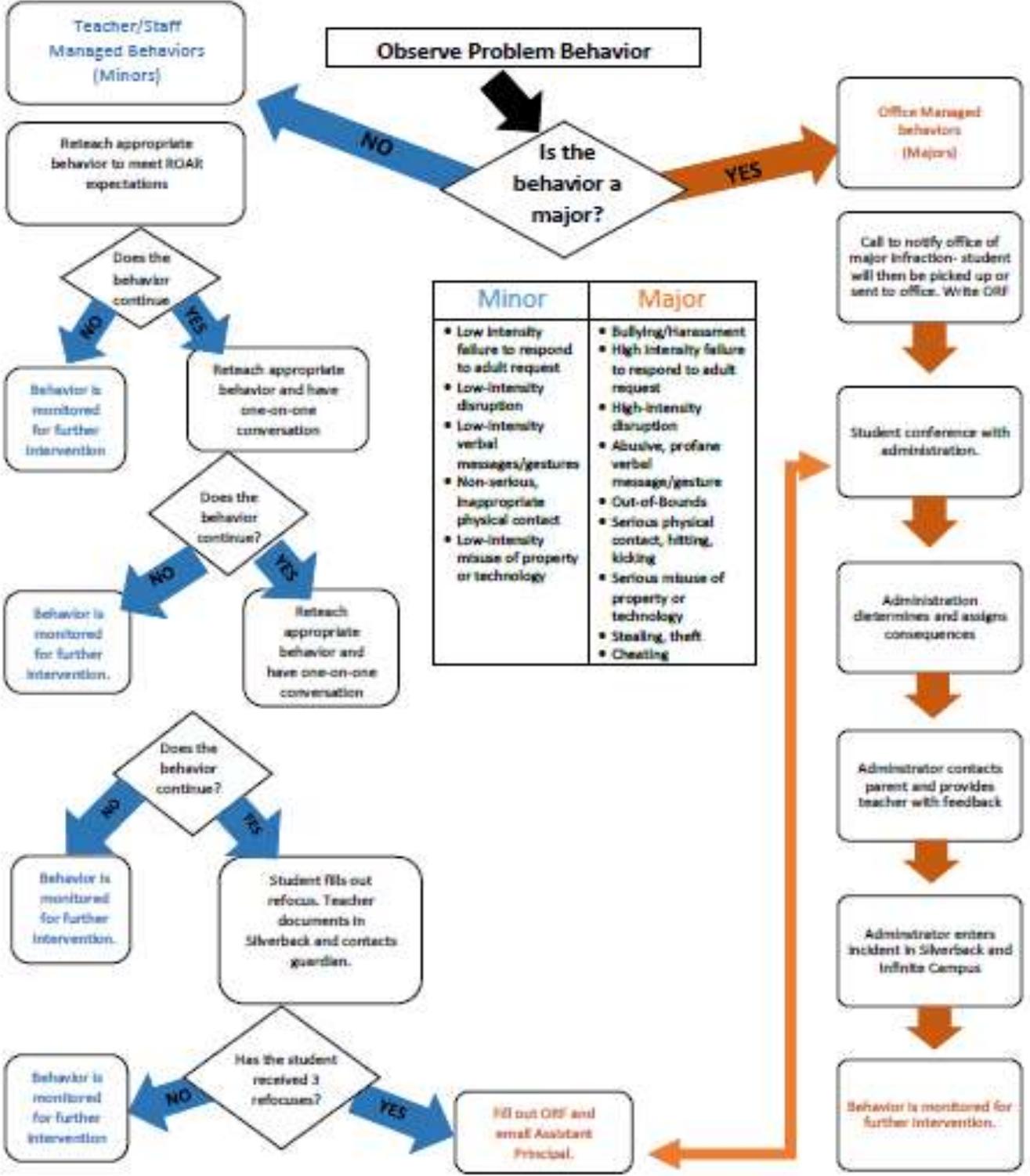
REFOCUS GUIDELINES

1. Assign refocus
2. Student goes to designated refocus area
3. Student fills out refocus
 - a. 15-minute time limit to fill it out
 - b. If they don't complete it, email Ms. Hopper and she will help them finish it at a later time
4. Teacher privately discusses refocus with student
5. Teacher signs and dates refocus
6. Parent contact made (email, phone call)
7. Refocus goes home for parent signature – One copy goes home; one copy goes in Ms. Hopper's mailbox by the end of the day.
 - a. If it's not brought back the following day signed by a parent, call or email home to inquire.
8. Refocus incident is inputted into Silverback/Mileposts
9. On the 4th refocus, fill out an Office Referral Form, and email Ms. Hopper to let her know.

The following pages contains the Discipline Flow Chart as well as a list of Minor/Major behaviors. Examples of Refocuses are also included.



TARGET RANGE SCHOOL BEHAVIOR FLOW CHART





Target Range Tiger's
ROAR
 Behavior Expectations

Behavior	<u>Minor Behavior</u> <ul style="list-style-type: none"> • classroom managed • refocus given after three re-teaches 	<u>Major Behavior</u> <ul style="list-style-type: none"> • principal managed • Infinite Campus report filled out by teacher
Physical Contact/Aggression	<ul style="list-style-type: none"> • Minor pushing/shoving in line or on playground <ul style="list-style-type: none"> • Aggravating tapping/nudging • Horseplay/roughhousing that does not result in injury • Not keeping hands to self 	<ul style="list-style-type: none"> • Fighting, physical behavior • Horseplay that results in injury
Defiance/Disrespect	<ul style="list-style-type: none"> • Not following expectations <ul style="list-style-type: none"> • Talking back • Refusal to follow directions <ul style="list-style-type: none"> • Not staying in line • Tone/attitude • Dress code violations <ul style="list-style-type: none"> • Teasing • Inappropriate language without intent 	<ul style="list-style-type: none"> • Continuous or blatant open disrespect and disregard to adults' directions • Active refusal to do what is asked <ul style="list-style-type: none"> • Running away • Leaving the classroom without permission
Disruption	<ul style="list-style-type: none"> • Talking out • Out of seat, disrupting others <ul style="list-style-type: none"> • Sustained loud talk 	<ul style="list-style-type: none"> • Sustained behavior that disrupts the entire class • Sustained out-of-seat behavior
Harassment/Bullying		<ul style="list-style-type: none"> • Blatant verbal abuse towards others • Obscene language/gestures (use your judgment) <ul style="list-style-type: none"> • Negative comments/pictures/gestures related to race, ethnicity, , or disability, etc.
Theft	<ul style="list-style-type: none"> • Leaving class with materials (markers, pencils, etc.) 	<ul style="list-style-type: none"> • Deliberately taking something that belongs to someone else in the school
Throwing Objects	<ul style="list-style-type: none"> • Paper wads and airplanes 	<ul style="list-style-type: none"> • Large or sharp objects thrown with force
Lying/Cheating	<ul style="list-style-type: none"> • Academic misconduct 	<ul style="list-style-type: none"> • Cheating • Forgery
Weapons		<ul style="list-style-type: none"> • Weapons of any kind brought to school



Target Range Refocus

A Problem Solving Form (K-1)

Teacher Use:
 Grade: _____ Homeroom: _____
 Parent Contact: _____
 Parent Name _____
 Phone _____ Email _____
 MP _____

Date _____

I feel:



Angry



Happy



Scared



Guilty



Embarrassed



Sad

I made someone else feel:



Angry



Happy



Scared



Guilty



Embarrassed



Sad

Because I chose to not to be:

- Respectful
- On Task/On Time
- Acting with Kindness
- Responsible

I could have been:

- Respectful
- On Task/On Time
- Acting with Kindness
- Responsible

Do I need to apologize to anyone?
 Yes No

Student Name _____

Teacher's Signature _____

Parent's Signature _____ Date _____



Target Range Refocus

A Problem Solving Form (2nd-4th Grade)

Teacher Use:	
Grade: _____	Homeroom: _____
Parent Contact: _____	
Parent Name _____	
Phone _____	Email _____
MP _____	

Date: _____

I was not (circle all that apply)

Respectful

On Task / On Time

Acting with Kindness

Responsible

What did you do?

How do you feel?

How did it make the others student(s) or adults feel?

What should you have done instead?

Do you need to apologize to someone? _____

Teacher Signature: _____ Student Signature: _____

Parent Signature: _____ Date: _____

Top Copy- Parent

Bottom Copy- Assistant Principal



Target Range Refocus

A Problem Solving Form (5th-8th Grade)

Teacher Use:	
Grade: _____	Homeroom: _____
Parent Contact: _____	
Parent Name _____	
Phone _____	Email _____
MP _____	

Date _____

Answer each question in complete sentences.

I was not (circle all that apply)

Respectful On Task / On Time Acting with Kindness Responsible

What was your behavior?

What did you want?

What were you supposed to be doing during this time?

How did your behavior affect your classmates and/or teacher?

How do you plan to change your behavior for the future?

Teacher Signature: _____ Student Signature: _____

Teacher Printed: _____ Printed Name: _____

Parent Signature: _____ Date: _____

Top Copy- Parent

Bottom Copy- Assistant Principal



TARGET RANGE SCHOOL
**OFFICE REFERRAL
FORM**

Entered in MP

Student's Name: _____ Grade: _____ Teacher: _____

Date of Incident: ____ / ____ / ____ Time of Incident: _____ am / pm

Referring Staff: _____

Location

- | | | | |
|--|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Playground - Field | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Gym | <input type="checkbox"/> Library |
| <input type="checkbox"/> Playground - Basketball Court | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway | <input type="checkbox"/> Bus <input type="checkbox"/> Bus Loading Zone |
| <input type="checkbox"/> Playground- Equipment | <input type="checkbox"/> Classroom | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Other: _____ |

Problem Behavior

- | | | |
|--|--|---|
| <p><u>Minor (must have 3 refocuses in MP)</u></p> <input type="checkbox"/> Defiance / Disrespect / Non-compliance
<input type="checkbox"/> Physical Contact / Aggression
<input type="checkbox"/> Disruption
<input type="checkbox"/> Inappropriate Language
<input type="checkbox"/> Property Misuse
<input type="checkbox"/> Dress Code
<input type="checkbox"/> Technology Violation
<input type="checkbox"/> Other: _____ | <p><u>Major</u></p> <input type="checkbox"/> Abusive Language
<input type="checkbox"/> Fighting
<input type="checkbox"/> Physical Aggression
<input type="checkbox"/> Cheating/Plagiarism
<input type="checkbox"/> Overt Defiance / Disrespectful
<input type="checkbox"/> Harassment / Bullying
<input type="checkbox"/> Disruption
<input type="checkbox"/> Continuous Disruption | <input type="checkbox"/> Theft / Forgery
<input type="checkbox"/> Prop. Damage/ Vandalism
<input type="checkbox"/> Other: _____ |
|--|--|---|

Possible Motivation

- | | | |
|---|---|---|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Items |
| <input type="checkbox"/> Avoid Tasks <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Avoid Adult(s) | <input type="checkbox"/> Don't Know <input type="checkbox"/> Other: _____ |

Others Involved

- None Peers Staff Teacher Substitute Other: _____

Brief Description of Incident: _____

Decision

- | | |
|--|---|
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Bus Suspension |
| <input type="checkbox"/> Time in Office | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Conference w/Student | <input type="checkbox"/> In-School Suspension (_____ hrs / days) |
| <input type="checkbox"/> Parent Contacted | <input type="checkbox"/> Out-of-School Suspension (_____ hrs / days) |
| <input type="checkbox"/> Time-out / Detention | <input type="checkbox"/> Community Service |
| <input type="checkbox"/> Restitution / Apology | <input type="checkbox"/> Other: _____ |

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____

* All minors are filed * Three minors equal a major
 * All majors require administrator consequence, parent contact and signature

ACTIVE SUPERVISION GUIDELINES

Active Supervision is a monitoring procedure that uses three components: moving, scanning, and interacting frequently

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets problem areas outside or inside

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, non-contingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Deliver at high rates and consistently

**Thanks to Longley Elementary School PBIS Handbook. Many ideas and guidelines were borrowed from their example.*