

Willow Oaks School Rules

Be Safe

Be Respectful

Be Responsible

Reglas de Willow Oaks

Tener Cuidado

Ser Respetuoso

Ser Responsable

Willow Oaks School- Teaching School Rules

Location	Be Safe	Be Respectful	Be Responsible
<u>Bus Area/ Outside Areas:</u> Arrival- Dismissal/ Sidewalk/ Bike rack	<ul style="list-style-type: none"> • Walk quietly • Wait patiently • No running • Keep hands and feet and object to self • Do not talk to/go with strangers • Stay in line 	<ul style="list-style-type: none"> • Board bus quietly • Wait your turn • Use a respectful tone of voice • Let younger students board ahead of you 	<ul style="list-style-type: none"> • Be on Time! If late, report to the office • Keep belongings with you • Go promptly to your after school program
<u>Hallways/ Breezeways</u>	<ul style="list-style-type: none"> • Open and close doors carefully • Do not litter • Walk quietly facing forward with hands to yourself • Do not play with windows in hallway • Stay in one line 	<ul style="list-style-type: none"> • Use quiet voices • Keep hands and feet to yourself • Hold door open for the person behind you • Be careful of younger children • Respect hallway displays 	<ul style="list-style-type: none"> • Carry hall pass • Go directly to your destination • Follow directions the first time • Stay to the right • Keep walls free of pen, pencil and scratch marks
<u>Instructional Areas:</u> Classroom Gym Music Library ESL SMART Computer lab	<ul style="list-style-type: none"> • Walk in rooms • Keep hands, feet, and objects to yourself • Use tools and equipment appropriately • Enter only when supervising adult is present • Enter and leave safely 	<ul style="list-style-type: none"> • Be a good listener • Use appropriate voice level • Respect rights of others • No put-downs 	<ul style="list-style-type: none"> • Have materials ready • Stay on task • Raise hand quietly for help • Clean up after yourself • Take responsibility for own actions • Handle books, materials and equipment properly • Place material back where it belongs • Follow directions without arguing
<u>Cafeteria:</u> Breakfast/ Lunch	<ul style="list-style-type: none"> • Enter and leave safely • Wait your turn in line • Always walk • Sit correctly at table • Keep hands feet and objects to self 	<ul style="list-style-type: none"> • Raise hand to be excused • Respect personal space and property • Talk in a quiet voice • Ask permission to leave seat • Be silent when signaled • Allow anyone to sit next to you • Use good manners 	<ul style="list-style-type: none"> • Carry food carefully • Sit at table while eating Sit appropriately • Only eat your own food • Take responsibility for own actions • Carefully clean your space • Recycle milk cartoons • Follow directions without arguing

School-Wide Rules

Be Safe

Be Responsible

Be Respectful

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.

You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.

- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan
- Blank Lesson Plan

**Willow Oaks School
PBS Plan for 2004-2005**

- 2002-2003 – School-wide plan developed
-Focus on BRAVO tickets, assemblies, classroom demonstration/lessons on school rules, school-wide knowledge of the program, minor/major referrals and consequences developed.
- 2003-2004 – School-wide PBS plan continued.
 - Focus on continuing what was started last year, but added new components to help with school-wide management of problem areas.
 - New components added this year:
 1. Positive Behavior Support Specialist – New staff position to coordinate, train and supervise the PBS school-wide program for the school, students and staff. First line of support for discipline, recess supervision, referrals, SWIS input, staff awareness, finding resources and solutions to problem areas, developing strategies for students success with PBS team, monitoring of behavior plans and parent partnership meetings.
 2. Collect data up front in the beginning of the school year to identify students with behavioral and attendance issues.
 3. Referrals enhanced for more effective use by teachers and administration.
 4. CrimeStoppers Program to help with monitoring hallways/bathrooms and problem areas at recess time.
 5. Peer Mediator Program – trained students to help solve minor issues between students.
 6. Town Hall Meetings – began to help talk about issues facing our middle school youth both in the classroom and in their community.
 7. In-House Suspension – used extensively with the cooperation of our K-4 teaching staff to keep students in school instead of at home when they are in trouble.
 8. Behavior Chart – PBS coordinator monitors problem behavior in the classroom with incentives and consequences depending on the outcome. Issues such as defiance, attendance problems, homework issues, depression, anger issues and acting out in class are some of the areas addressed on a behavior chart that is started by the teacher.
 9. Community Service – Students are requested to provide community service at school as a consequence for poor choices in behavior. Some of the activities include helping in the cafeteria, school beautification, helping in classrooms and distributing materials.
 10. In-House Counseling Services began mid-year and are focusing on individual and family issues.
 11. SWIS data used to help resolve problem areas in school and notify teachers of excessive referrals.

12. **Parent Liaison works as an invaluable link between staff and families. Makes home visits, counsels parents and students, provides resources to families in need, provides weekly classes and guest speakers on a variety of topics to help their children in school and at home.**
13. **Juvenile Diversion Program – This program is offered through Menlo Park Police for first time offenders and has a counseling component and follow through at school as well.**

2004-2005 – School-wide PBS plan continued with these changes in program:

- PBS Specialist will train up front in the beginning of the school year, along with administration and classroom teachers on how to effectively do classroom management. Specific strategies and consequences will be discussed and developed. All teachers will have a plan to begin the year. Quarterly review and training will be conducted on site, as well as on-going support for teachers who are not making progress. Weekly meetings will take place to help with problem areas.**
- Data collected at the beginning of the year again to know up front who needs special help (teachers and students).**
- Referrals will either be copied or made into NCR duplicates so they can be given back to teachers for feedback on consequences**
- CrimeStoppers program will need to have bi-weekly meetings to make sure the students are trained and have incentive to keep volunteering.**
- Peer Mediation Program – students were trained last year, but did not get called on for helping as much as needed. Develop system of calling them for helping resolve issues. Identification of students, on-going training throughout the year and incentives for volunteering will be conducted on a bi-weekly basis.**
- Town Hall Meetings – occur regularly with administration and guest speakers on an on-going basis with middle school students. Bi-weekly.**
- SWIS data provided to staff on a monthly basis to help resolve problems.**
- Partnership with Menlo Park police to provide on-going training in areas such as gang awareness, alcohol and drug training and other areas of concern in our community.**
- Parent Handbook given out at the beginning of the school year. “Parent Partnership” with information on how to support your child at home with school.**

BRAVO! TICKETS

The BRAVO! Ticket Program is a school-wide reward program that has the following attributes:

Whole school reward system

Staff distributes tickets. Each staff member will receive his or her own packet to distribute

- Students earn tickets by being 'caught being good particularly with regards to school rules
- Teachers collect tickets in containers
- Winners are drawn monthly at a school wide "quick" assembly
- Teachers may have weekly drawings in their classroom
- Sample prizes may include: erasers, pencils, stickers or other school supplies (no candy or gum)
- The names of the Monthly drawings will be posted publicly

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
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Name _____

Teacher _____

**Willow Oaks School
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- ___ You are safe
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- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- ___ You are safe
- ___ You are respectful
- ___ You are responsible



Name _____

Teacher _____

Responding to Misbehavior

Office Managed Behaviors

Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

Behaviors

- Danger to others with intent to hurt
- Weapons
- Fighting/ assault/ physical aggression
- Serious disruption
- Overt defiance
- Harassment/Bullying
- Inappropriate touching
- Unsafe activities
- Theft
- Use/possession of alcohol or drugs
- Vandalism
- Chronic minor behavior
- Truancy/Leaving class or school
- Use of inappropriate language towards an adult

Responses/Consequences

- Send student to office
- Complete office referral form
- Parent contact
- Notify law enforcement (as necessary)
- Consequences
 - Detention
 - Suspension (In-School)
 - Restitution
 - Loss of privileges
 - Parental escort at school
- Formal behavior plan
- Cross grade tutoring
- Volunteer work (after school/weekends)

Responding to Misbehavior

Behaviors

Level 1- Minor

- Talk outs
- Off task
- Failing to follow rules/directives
- Interrupting instruction
- Inappropriate voice level
- Disruptive
- Inappropriate language/comments
- Put downs/ low level teasing
- Hands/feet/objects on others
- Note passing
- Out of assigned area
- Unsafe play/ inappropriate use of equipment
- Late coming in from playground
- Spitting
- Running in halls
- Not walking wheels on school grounds
- Littering
- Bringing Toys
- Bringing chips, soda, candy, gum
- Inappropriate use of furniture (rocking on chairs, climbing on tables)
- Failure to wear school uniform

Level 2

- Repeated minor behavior
- Unexcused tardy/absence
- Cheating
- Defiance
- Intimidation/threats (serious insults, sexual comments)
- Inappropriate displays of affection
- Electronic games at school
- Play in bathrooms

Responses/Consequences

1st Minor Offense

- Ask student which school rule was broken
- Teach appropriate behavior
- Remind, redirect, reinforce
- Additional practice of the correct behavior
- Closer monitoring/proximity
- Ignore/acknowledge appropriate behavior
- Use humor
- Complete paperwork for minor behavior if necessary
- Contact parent (as necessary)
- Class problem solving
- Cool off buddies
- Talk to students one on one
- Clean up duty
- Loss of recess
- Send student to another class for a specific period of time

Repeated minor offense or Level 2 behavior

- Re-teach appropriate behavior w/ student practice
- Complete necessary paperwork
- Mild Consequences (natural, logical consequences are optimal):
 - loss of a privilege (i.e. recess, computer time, etc.)
 - time out
 - write letter or a plan for change
 - clean up duty
 - contact parent
 - send to another classroom
 - stay after school to complete work missed
 - restitution
 - detention
 - referral to Rule School
 - Consult with student
 - Conference w/ student & parent
- Consult w/ colleagues, behavior specialist in school
- Parent escort
- In-School suspension

Willow Oaks School Office Referral Form

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 Other _____

Problem Behavior	Possible Motivation	Administrative Decision
<p>Check specific major problem behavior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate Language (towards students and/or adults) <input type="checkbox"/> Fighting/ physical aggression <input type="checkbox"/> Overt defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Danger to others with intent to hurt <input type="checkbox"/> Weapons <input type="checkbox"/> Serious disruption <input type="checkbox"/> Overt defiance <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Unsafe activities <input type="checkbox"/> Theft <input type="checkbox"/> Vandalism <input type="checkbox"/> Chronic minor behavior <input type="checkbox"/> Truancy/Leaving class or school <input type="checkbox"/> Use/Possession of alcohol or drugs <input type="checkbox"/> Harassment/ Tease/ Taunt <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/ activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activities <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact <input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension _____ (hours / days) <input type="checkbox"/> Out of school suspension _____ day(s) <input type="checkbox"/> Other _____

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

If peers were involved, list them

Other comments:

I need to talk to the student's teacher I need to talk to the administrator

Parent Signature: _____ Date: _____

*All minors are filled with classroom teacher. Three minors equal a major.
 All majors require consequence by administrator, parent contact and signature.*



Average Referrals Per Day Per Month

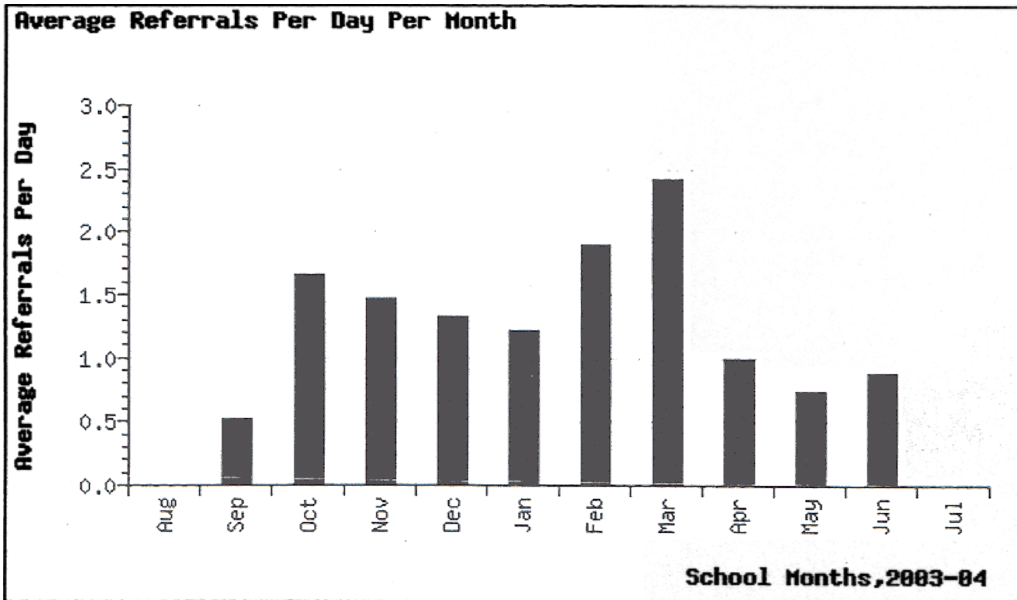
School Wide Information System

Willow Oaks Elementary School

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All Referrals & Minors
2003-04

Year	Month	Days Count	Referral Count	Avg Referrals
2003	Aug	0	0	0.00
2003	Sep	21	11	0.52
2003	Oct	23	38	1.65
2003	Nov	17	25	1.47
2003	Dec	15	20	1.33
2004	Jan	19	23	1.21
2004	Feb	18	34	1.89
2004	Mar	22	53	2.41
2004	Apr	17	17	1.00
2004	May	19	14	0.74
2004	Jun	9	8	0.89
2004	Jul	0	0	0.00
Totals		180	243	1.35



Days: 180

Referrals: 243

Avg: 1.35

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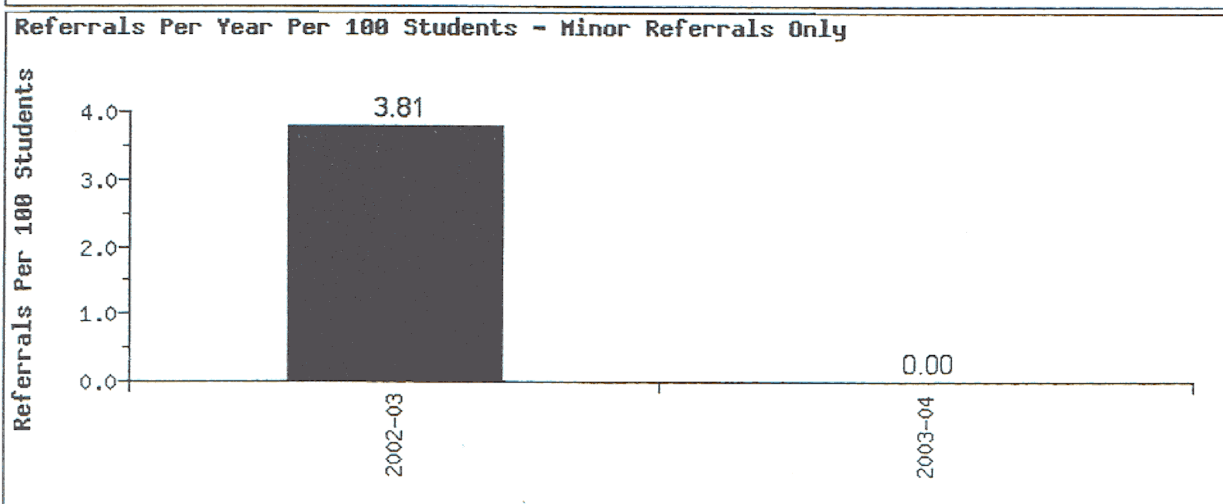
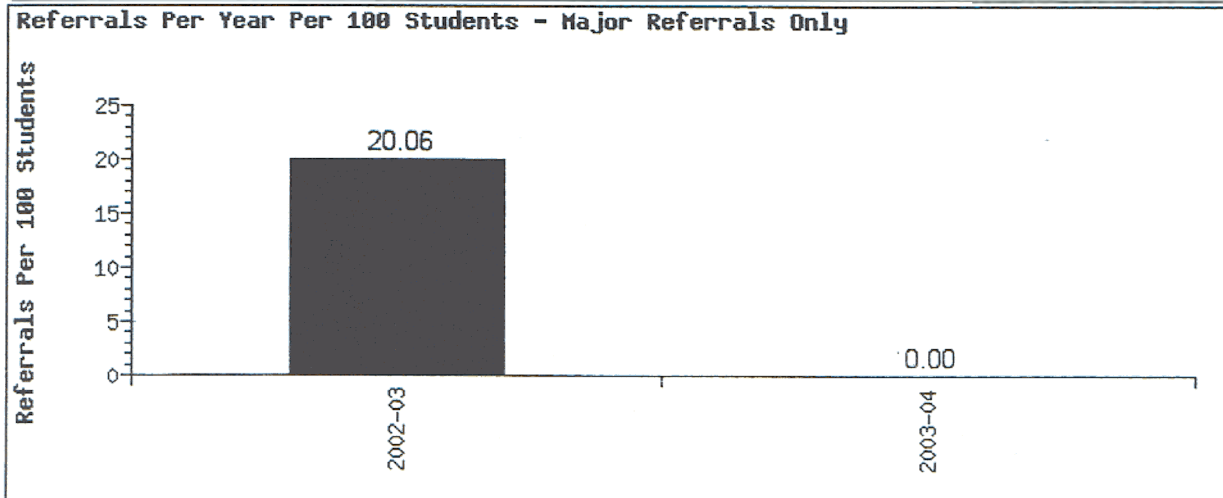
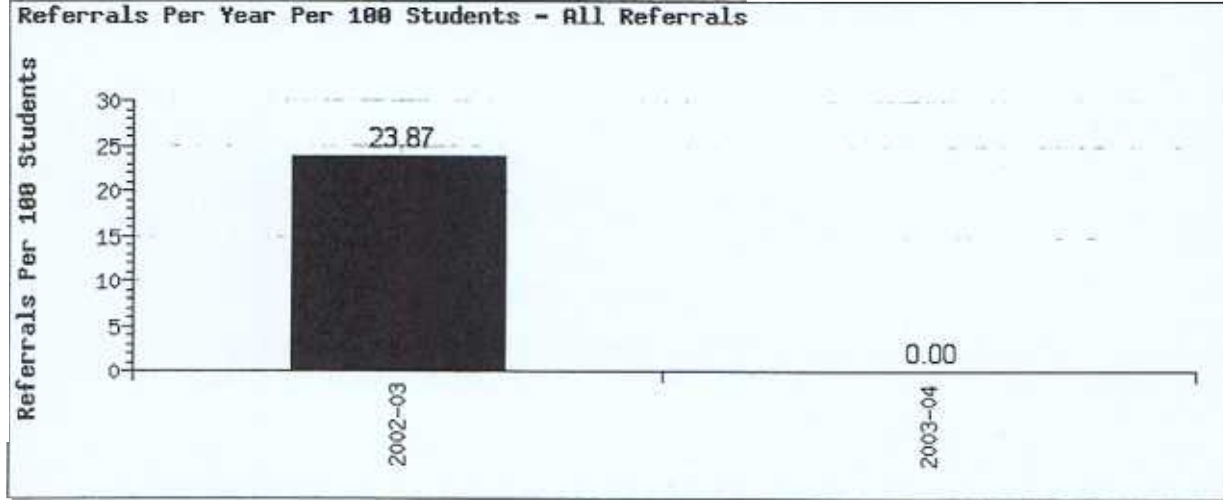
Year End Report

School Wide Information System

Willow Oaks Elementary School

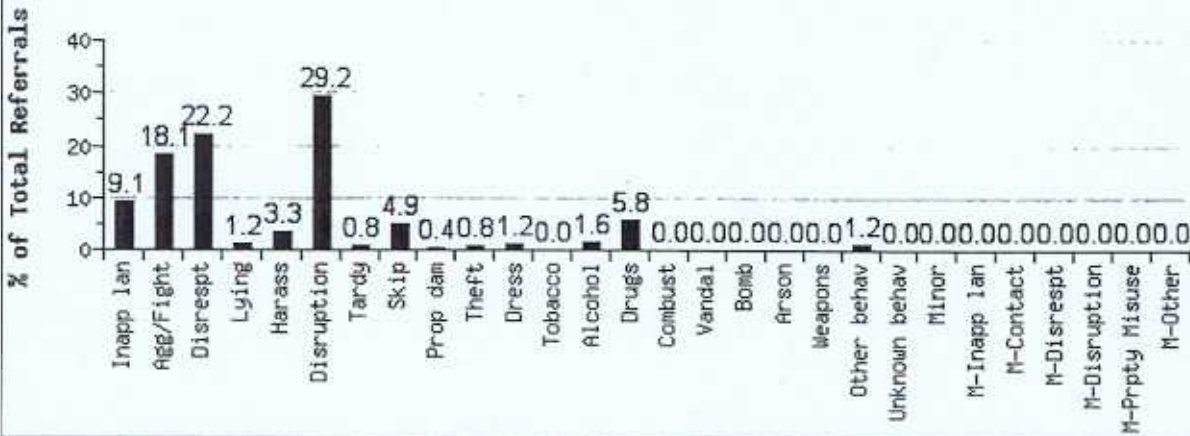
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2003-04

Referrals Per 100 Students

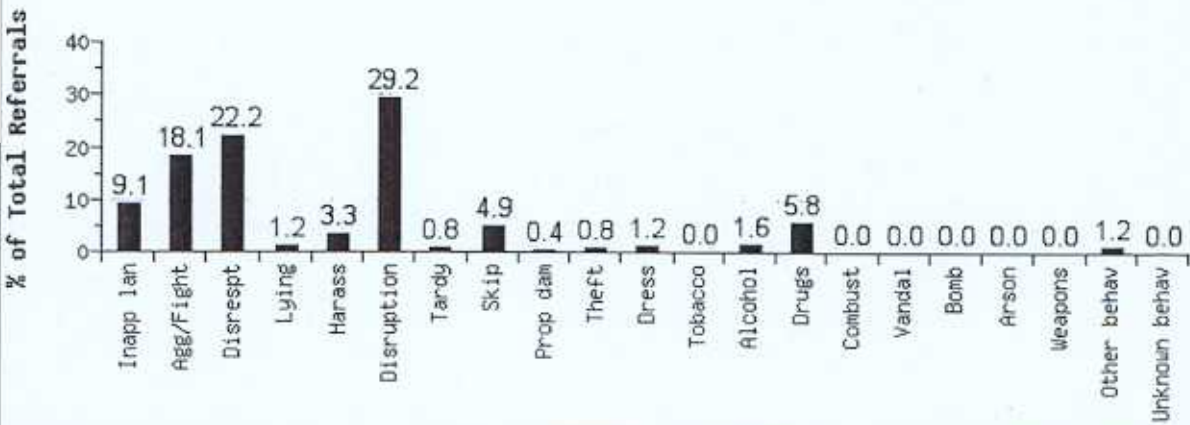


Problem Behavior Report

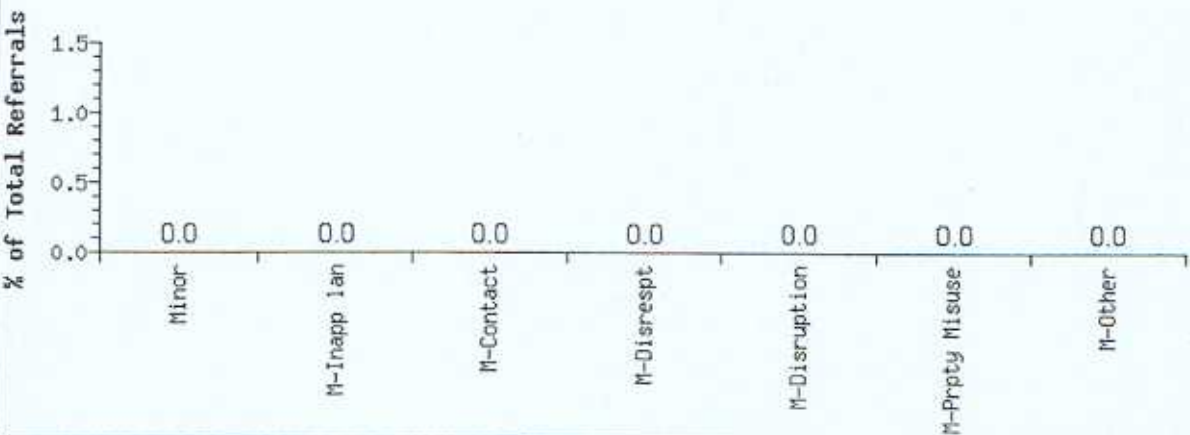
Percent Of Total Referrals By Problem Behavior



Percent Of Total Referrals By Problem Behavior - Major Referrals Only



Percent Of Total Referrals By Problem Behavior - Minor Referrals Only

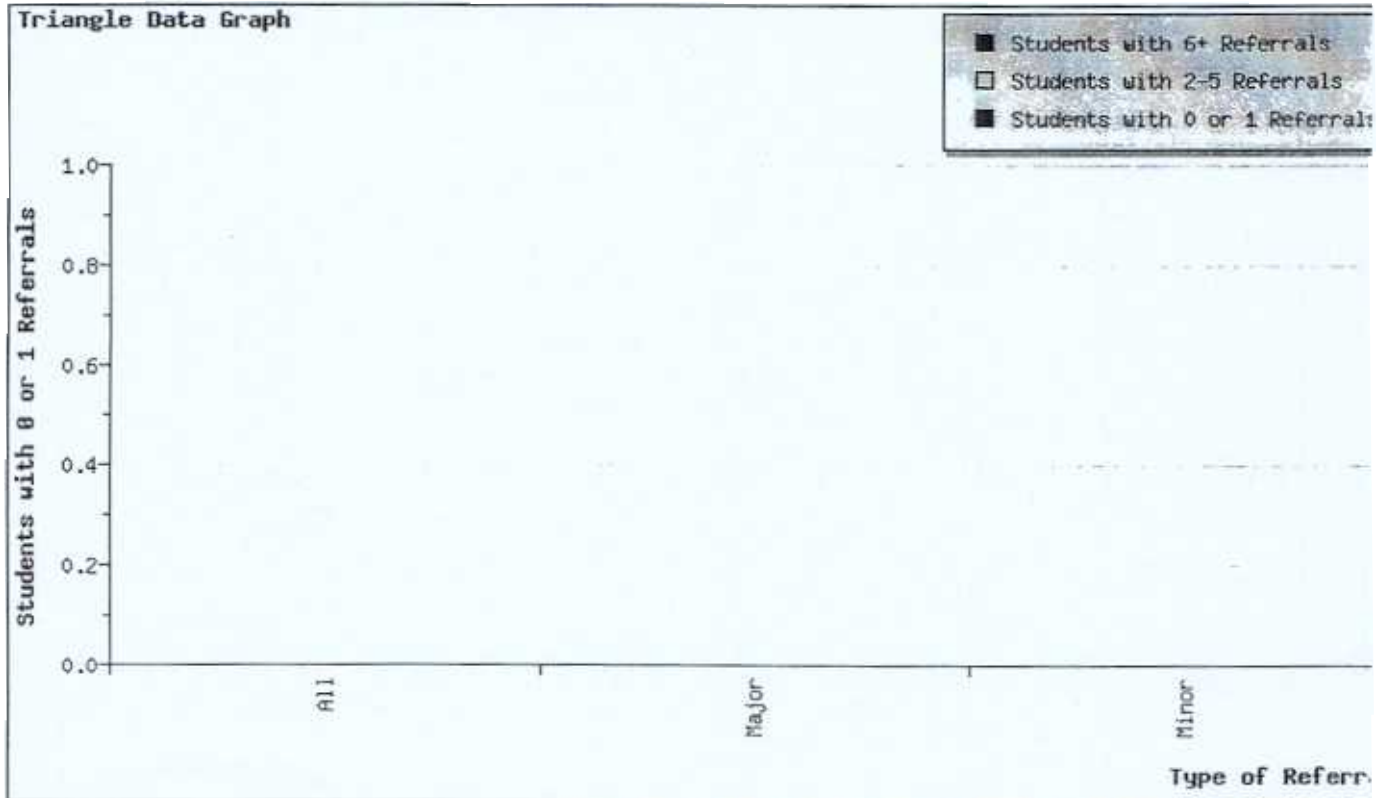


Suspension/Expulsion Report

	Events	Days	Students Contributing	Events Per 100 Students	Days Per 100 Students
In School Suspensions	47	60	35	0.00	0.00
Out of School Suspensions	51	114	36	0.00	0.00
Expulsions	0	0	0	0.00	0.00

Triangle Data Report

	# All	% All	# Major	% Major	# Minor	% Minor
Students with 0 Referrals	0	0.00 %	0	0.00 %	0	0.00 %
Students with 1 Referrals	58	0.00 %	58	0.00 %		0.00 %
Students with 0 or 1 Referrals	0	0.00 %	0	0.00 %	0	0.00 %
Students with 2-5 Referrals	39	0.00 %	39	0.00 %		0.00 %
Students with 6+ Referrals	8	0.00 %	8	0.00 %		0.00 %
Students with 9+ Referrals	3	0.00 %	3	0.00 %		0.00 %



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Willow Oaks

School-wide PBS 2002-2004

