

CESAR CHAVEZ ACADEMY
POSITIVE BEHAVIOR SUPPORT PLAN
2004-2005

SCHOOL VISION

To implement a fourth through middle school educational program that will focus on the attainment of grade level standards.

It is our intent to deliver seamless instructional services and articulation that will address the unique needs of all students in a rich, culturally diverse, student-centered environment.

To ensure student achievement, the classroom will be the focus of instructional delivery that will engage students in the learning process.

To achieve these educational goals, resources and community services will always target student achievement.

DISTRICT MISSION

The stakeholders of the Ravenswood City School District will work collaboratively to create a quality instructional program, which empowers students to make choices, achieve their personal best and be productive and responsible members of our society. All students will have access to an enriched academic curriculum in which high standards are set for all students. Ravenswood students will also experience an educational environment rich in a set of universal values or like skills, which recognize and celebrate our cultural diversity. The stakeholders of the Ravenswood Collaborative Compact will take responsibility to ensure that the goals of the mission statement are realized.

PHILOSOPHY OF BEHAVIOR SUPPORT

1. All young people can learn.
2. All young people deserve respect, for themselves, their families, and their cultures.
3. All adults at Cesar Chavez Academy share responsibility for all young people.
4. All adults must hold and maintain high expectations for learning and behavior for all young people.
5. All adults can work to build the assets that young people need for healthy development.
6. Behavior and expectations must be taught.
7. Because young people have different needs, they will need different types of support.

LEVELS OF SUPPORT

SCHOOL WIDE SUPPORT

This is the broadest level of support that positively affects student behavior. The school wide support consists of the rules, policies, expectations of behavior that are the same for every student. It also includes the systems for acknowledging and rewarding positive behavior. The goal of this level of support is to provide a consistent structure that will both teach appropriate behavior and prevent unwanted behavior.

CLASSROOM LEVEL SUPPORT

This is an intermediate level of support. An individual teacher may request support from the Positive Behavior Support Team to address specific challenges or issues in the classroom. Support may include: strategies on how to build community, how to do teach procedures, being observed and getting feedback, locating resources, etc. The goal of this level of support is to meet the needs of individual teachers who request assistance.

INDIVIDUAL STUDENT SUPPORT

This is targeted towards students who need extra support to learn and to practice the school wide behavioral expectations. Students may be targeted for this level of support through identifying students with a high number of referrals through the use of SWIS data or by a staff referral.

SCHOOL WIDE PROGRAMS

SCHOOL RULES

1. Be Safe
2. Be Responsible
3. Be Respectful

TEACHING SCHOOL RULES AND EXPECTATIONS

At Cesar Chavez Academy, we believe that just like any academic subject, rules, procedures, and expectations must be explicitly taught to students. Teachers will have a bank of resources that will provide support in teaching behavior. During the first two weeks of the school year, there will be a school wide emphasis on the teaching of behavioral expectations. Teachers will include teaching behavior in their lesson plans, and administrators will informally observe teachers and provide feedback.

PROFESSIONAL DEVELOPMENT PLAN

| Time | Topic | Objective |
|-------------|--|--|
| August | Summer Institute | Familiarize all staff members with PBST plan for school. |
| September | Asset Building | Familiarize staff members with developmental assets. Staff members will be able to plan how to support building the assets of their students. |
| September | Conflict Resolution | Familiarize staff with components of conflict resolution program. Teachers will be able to establish a conflict resolution program in the classroom. |
| October | Fred Jones / Classroom Mgmt / PBST | Teachers will be able to strategically refine their classroom management system based on principles of positive classroom management. |
| November | Cooperative Learning / Tribes | Staff members will be familiar with the elements of a cooperative classroom. Staff members will be able to implement Tribes activities/norms in the classroom. |
| January | PBST/SWIS | Teachers will be able to use data to strategically refine their classroom management system and/or modify support to individual students. |
| March | Fred Jones | Teachers will be able to strategically refine their classroom management system based on principles of positive classroom management. |

REWARD ASSEMBLIES

1. All staff members will have "Chavez Checks."
2. Staff members will give students a Chavez Check when observed exemplifying the school rules.
3. Chavez Checks will be collected once a month for a school-wide rewards assembly.
4. Students whose Chavez Checks are drawn will be awarded a prize.
5. Trophies will be given at the end of the year for perfect attendance and for being on the honor roll all year.
6. Teachers will be acknowledged for perfect attendance for each quarter.

SCHOOL WIDE INCENTIVE PROGRAM

1. Each 7th and 8th class will represent a specific college; 6th grade classes will represent a specific ancient culture; 5th grade classes will represent a specific state; 4th grade will represent California Indian Tribes.
2. Each class will be rewarded for the following points each quarter:
 - a. 10,000 points: 30 min. free time in computer lab
 - b. 15,000 points: Free Dress Day
 - c. 20,000 points: 30 min. free time in computer lab

- d. 30,000 points: Free Dress Day and Movie OR Trip to Park
3. Points will start from 0 each quarter.
 4. The 4-6th grade class and 7-8th grade class with the highest points for the year will earn a trip to Raging Waters.
 5. Points can be earned or lost by the following:

| | |
|---|-----------|
| All students present AND on time at 8:30am | 100 / day |
| All students present (1 or more tardy) | 50 / day |
| All on time and in line after recess | 50 / day |
| All on time and in line after lunch | 50 / day |
| All students bring homework | 100 / day |
| All students in uniform | 100 / day |
| All students return papers sent home | 100 |
| All students have a book for independent reading | 50 |
| Chavez Check | 50 |
| Positive Report from pull-out class: <ul style="list-style-type: none"> • Science Lab • Library • Physical Education | 50 |
| Reward at Administrator's Discretion (e.g. coming in to assemblies, on-task during observation, etc.) | variable |
| Office Referral | -50 |
| Suspension | -100 |
| In Halls without hall pass | -10 |
| Gum, Food, Drink in class | -10 |
| Non-education materials in class (e.g. cell phone / headphone in class) | -10 |

6. Scores will be tallied using the following system:

Teachers will receive a daily checklist. They check off all of the automatic points that apply during a given day. Checklists will be given to the PBST point person at the end of each week for tallying. Running point totals will be displayed in the cafeteria.

Should a staff member need to take away points from a student, that staff member will leave a note in the tally box in staff lounge. Points will be tallied at the end of the week by the PBST point people.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT ACTION PLAN

| Time | Action | Person(s) Responsible |
|-----------|--|-----------------------|
| August 13 | Finalize Lesson Plan Bank. | Herrera, PBST |
| August 17 | Digital Copies of PBST Resources available on classroom computers. | Trujillo |
| August 16 | Identify potential high priority students and | Herrera |

| | | |
|------------------------|---|---------------------------|
| | provide information to current teachers. | |
| August 23-24 | Finalize PBST membership for year | PBST |
| August 26 | Copies of Chavez Checks, Hall Passes, etc. in staff members boxes | Ochoa |
| August 27 | Lesson Plans due (should include teaching of behavior/expectations) | Teachers |
| August 30-September 10 | Informal observation and feedback for teachers about teaching of behavior and expectations. | Harris / Herrera |
| September 2 | Provide form to teachers to identify high priority students | Herrera |
| September 9 | First PBST meeting (weekly) | PBST / Harris / Herrera |
| September 9 | Identify high priority students for support | Teachers |
| September | Establish behavior contracts for high priority students. | PBST / Teachers |
| September | Staff Dev't: Asset Building | Harris |
| September | Rewards Assembly | Harris |
| September | Staff Dev't: Conflict Resolution | Harris |
| October 11-15 | Distribute survey on school and class culture | Herrera |
| October | Staff Dev't.: Fred Jones / Classroom Mgmt / PBST | Herrera |
| November | Staff Dev't: Cooperative Learning / Tribes | Wright / Harris / Herrera |
| January | Staff Dev't: PBST/SWIS | PBST team / PBST |
| March | Staff Dev't: Fred Jones | Herrera |

BEHAVIORAL EXPECTATIONS

| Location | Be Safe | Be Respectful | Be Responsible |
|---|--|---|--|
| Playground | <ul style="list-style-type: none"> <input type="checkbox"/> Stay within the boundaries <input type="checkbox"/> Leave playground only with a hall pass <input type="checkbox"/> Play safely <input type="checkbox"/> Play fighting prohibited <input type="checkbox"/> No lingering by classroom doors, fences, office, cafeteria, and bathroom | <ul style="list-style-type: none"> <input type="checkbox"/> Follow game rules <input type="checkbox"/> Play fairly <input type="checkbox"/> Use polite language <input type="checkbox"/> Include everyone <input type="checkbox"/> Do not argue with yard supervisors <input type="checkbox"/> Resolve disputes peacefully | <ul style="list-style-type: none"> <input type="checkbox"/> Line up quickly once the whistle blows <input type="checkbox"/> Share equipment <input type="checkbox"/> No toys from home <input type="checkbox"/> No food, drinks, gum <input type="checkbox"/> Keep belongings with you <input type="checkbox"/> Follow supervisors' instructions |
| Hallways | <ul style="list-style-type: none"> <input type="checkbox"/> Open doors carefully <input type="checkbox"/> Throw trash in cans <input type="checkbox"/> Walk peacefully, facing forward, with hands to your side | <ul style="list-style-type: none"> <input type="checkbox"/> Use quiet voices <input type="checkbox"/> Keep hands to self while walking <input type="checkbox"/> Enter a classroom only with permission | <ul style="list-style-type: none"> <input type="checkbox"/> Carry a hall pass <input type="checkbox"/> Go directly to your destination <input type="checkbox"/> Keep walls free of any markings or scratches |
| Bathrooms | <ul style="list-style-type: none"> <input type="checkbox"/> Wash your hands <input type="checkbox"/> Flush toilet <input type="checkbox"/> No pushing or fighting <input type="checkbox"/> Do not congregate in the bathroom <input type="checkbox"/> Do not take your backpack into the restroom | <ul style="list-style-type: none"> <input type="checkbox"/> Use quiet voices <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Respect the privacy of others | <ul style="list-style-type: none"> <input type="checkbox"/> Carry a bathroom pass <input type="checkbox"/> Reports problems to an adult <input type="checkbox"/> Put towels in trash <input type="checkbox"/> Keep the water in the sink <input type="checkbox"/> Keep the bathroom clean and dry <input type="checkbox"/> No graffiti |
| Cafeteria | <ul style="list-style-type: none"> <input type="checkbox"/> Enter and leave safely <input type="checkbox"/> Always walk <input type="checkbox"/> Sit appropriately at the table <input type="checkbox"/> Keep hand, feet, and all objects to yourself <input type="checkbox"/> Stay in line and wait peacefully <input type="checkbox"/> Exit and cafeteria through assigned doors | <ul style="list-style-type: none"> <input type="checkbox"/> Respect personal space and property <input type="checkbox"/> Talk in a quiet voice <input type="checkbox"/> Allow anyone to sit next to you <input type="checkbox"/> Use good manners <input type="checkbox"/> Do not disturb the meal cards <input type="checkbox"/> Do not carry food outside. | <ul style="list-style-type: none"> <input type="checkbox"/> Carry food carefully <input type="checkbox"/> Sit at table while eating <input type="checkbox"/> Sit appropriately <input type="checkbox"/> Only eat your own food <input type="checkbox"/> Carefully clean your space <input type="checkbox"/> Recycle milk cartons <input type="checkbox"/> Follow directions without arguing <input type="checkbox"/> Dispose of all trash in the containers |
| Classrooms: Library Science Lab Computer Lab | <ul style="list-style-type: none"> <input type="checkbox"/> Walk in rooms <input type="checkbox"/> Keep hands, feet, and objects to yourself <input type="checkbox"/> Enter only when an adult is present <input type="checkbox"/> Enter and leave safely and peacefully <input type="checkbox"/> Always wear uniform | <ul style="list-style-type: none"> <input type="checkbox"/> Be a good listener <input type="checkbox"/> Use appropriate voice level <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Respect the rights of others <input type="checkbox"/> Maintain an insult free school <input type="checkbox"/> Do not argue or defy any adult <input type="checkbox"/> Respect the property of others <input type="checkbox"/> Be patient with others | <ul style="list-style-type: none"> <input type="checkbox"/> Enter the classroom quietly and orderly <input type="checkbox"/> Line up at assigned spot before entering class <input type="checkbox"/> Line up on time <input type="checkbox"/> Have materials ready <input type="checkbox"/> Pay attention <input type="checkbox"/> Raise hand quietly if help is needed <input type="checkbox"/> Participate in class <input type="checkbox"/> Complete class work |

RULES



No, no, no doesn't work:
Giving the students a list of "don'ts" only provides them with specific examples of what not to do. Rules should guide student understanding of what to do in the classroom.

Characteristics of Good Rules:

- They should be **stated positively**.
- They should be **simple and clear**.
- They should be few in number.

How to Communicate the Rules:

- Post them in the classroom
- Clearly communicate them in writing and orally to your students.
- You can discuss with the class: Why rules are needed; Why a particular rule will help students succeed; Specific examples of general rules.

Types of Rules:

General Rules

- Be Safe
- Be Responsible
- Be Respectful.

General rules can apply to many situations. However, you **must** explain and teach them carefully. What does "Respect others" mean in the classroom? At recess? In the cafeteria, etc?

Specific Rules:

- Be in class on time.
- Keep hands, feet, and objects to yourself.

Specific rules can work well because they are easy to understand. A possible disadvantage is that you must limit yourself to five rules.

Remember: Academic behavior should not appear on your rules. (e.g. Do your homework.) Rules should be a guide to positive behavior, not academic work.

One Way of Introducing Rules:

Step 1: "We are all here for **YOU**—for you to success and to enjoy this class. Because I care about each of you, I am here to help you. So I will not allow you to do anything that will interfere with your success in this class."

Step 2: "We will be working together this year. We need to have a class where you can come without fear of being ridiculed or threatened. Because I care about **ALL** of you, I will not allow you to do anything that will interfere with someone else who is trying to learn."

Step 3: "I am the teacher, and I am looking forward to being your teacher this year. I have an exciting year of learning planned for you, and I will not allow you to do anything to interfere with my desire to teach you. Nor will I allow you to do anything that will interfere with all of us."

Step 4: "So that **YOU** can learn, so that **WE** can all learn, so that I can teach, I have a set of rules to ensure that we will have an orderly classroom."

CONSEQUENCES

Key Points:

- Consequences to student behavior must be **reasonable** and **logical**.
- You must be **consistent** in how you apply the consequences.
- Consequences **help the student to learn** to choose acceptable actions.

Logical and Illogical Consequences

Student Behavior

Logical Consequence

Illogical Consequence

Chews Gum

Disposes of gum; writes paragraph on how to prevent from occurring again.

Student must scrape gum off of all desk in the classroom.

Turns in sloppy paper.

Redoes the paper.

Teacher refuses the paper.

Walks in noisily.

Walks in again.

Teacher ignores behavior.

Passes paper in incorrectly.

Passes paper in properly.

Teacher lowers grade on paper.

Arrives late.

Student must stay after school to make up for lost time.

Teacher ignores the behavior.

Does not bring pencil.

Teacher supplies one, appropriate class points are deducted.

Student sits without one.

REWARDS

Key Points:

- Rewards, like consequences, should be posted.
- Explain how to **earn** rewards. They should **not** be **given**, but **earned**.

Suggestions for Rewards

The Logical Reward

Earned good grade
 Made the honor roll
 Got extra credit
 Had good work posted
 Was first to be dismissed
 Participated in a special event
 Student of week, month, etc.
 Was awarded a certificate

The Simplest yet Best Reward

A smile
 A high five
 A pat or handshake
 A word of encouragement
 Praise for the deed
 A note or "warm fuzzy"
 A note home
 A phone call home

The best reward is an enjoyable, interesting, and challenging class, and the satisfaction of a job well done.

THE FIRST DAY OF SCHOOL

Welcoming Your Students

- Greet them at the door
- Let them know they are in the right place
- Get them to work



Post the following:

- Your name
- Room Number
- Grade Level
- Welcome Message
- Instructions for getting to work
- Agenda

3 Easy Ideas to get them right to work on day one

- Have a survey at each desk that students must complete
- Writing Prompt on the board
- Index cards at each desk that students complete with biographical information (This can be a handy way to immediately collect parent phone numbers.)

3 Ways to Take Roll Efficiently

- As your students are beginning their bell work. Walk around with your seating chart/class list. Mark whoever is absent.
- Have folders or something personal in a box at the door. When students come in, they take their folders, go to their seats, and begin working. Once the students are at work, you check the box. The remaining folders are the absent students.
- Have each student's name on a clothespin. Clip these pins to a cutout, such as an animal or a seasonal object like a jack-o-lantern or heart. When the students come in, they move their clothespin to a cutout indicating that they are present.



If Taking Roll:

disrupts or delays students getting to work

OR

requires all students to listen to each other say "here" or "present"

it is not efficient or effective.

The students need to know who you are just as much as you need to know who they are.

Be overprepared for the first day, it's worth it.

ROUTINES AND PROCEDURES

Teaching Classroom Procedures

Three Steps to Teaching Procedures

1. **Explain.** State, model, and demonstrate.
2. **Rehearse.** Supervise as the students rehearse and practice.
3. **Reinforce.** Reteach, rehearse, practice, until it's a routine.

Procedure for Lining up and Exiting Class:

Explain

It is 7 minutes before recess on the first day of school in a seventh grade classroom. Since this is the first time the students will be lining up and exiting the classroom, Ms. Routine uses this as an opportunity to teach these procedures.

"Class, thank you for your good efforts in this last activity. It is almost time for recess. Before you go out, you will learn the procedure that we'll be using to line up and exit the classroom. This will be the same routine that we'll use any time we leave the classroom together."

Ms. Routine then goes on to explain the exact expectations (e.g. desk must be clean, materials away before leaving, etc.) for leaving the class. She also demonstrates the procedure and calls on several students (calling on several avoids singling out one student as a show-off or teacher's pet) to demonstrate.



Explain

- Define procedure in concrete terms.
- Demonstrate, don't just tell.
- Demonstrate a complex procedure step by step.

Rehearse

Anticipate what errors the students might make. Ms. Routine began practicing this procedure 7 minutes before recess in order to allow enough time for mistakes and practice. Demand that the students meet your expectations. Failure to correct a procedure will only escalate the problem.

"Carlos, Daveta, and Luisa, please return to your desks."

Do not scold, yell, or demean. And do not use meaningless phrases or questions like "What did I say the procedure was?" You do not want a discussion or argument. You want all students at their desks.



Rehearse

- Check to make sure that students have performed correctly.
- Have students repeat procedure.
- Eventually, they should be able to perform it on their own.

Reinforce

Throughout the first few weeks, the procedure will need to be reinforced frequently. It will occasionally need to be reinforced throughout the year. At lunch time on the first day of class, Ms. Routine might say the following:

Remind: "Class. You all did well lining up and exiting the class at recess today. I would like to remind you of the procedure for lining up and exiting before we leave to lunch. You are to clear off your desks, and wait silently until I call on your group to get in line."

Experience: "Look around the room. Everyone's desk is neat, and everyone is now in line silently. This is the correct procedure for exiting the room. Thank you for doing it correctly. Let's head out to lunch."



Reinforce

- **Remind** the class of the experience.
- Have the class **experience** the procedure.
- Reteach and correct if it's not done right.
- Praise when it is done right.

Procedures to Rehearse with Students

- | | |
|---|---|
| Asking a question | Listening to and responding to questions |
| Changing groups | Moving about the room |
| Checking out classroom materials | Participating in class discussions |
| Coming to attention | Passing in papers |
| End-of-period class dismissal | Responding to a fire drill |
| Entering the classroom | Responding to a severe weather alert |
| Exchanging papers | Responding to an earthquake |
| Finding directions for each assignment | Returning student work |
| Getting materials without disturbing others | Returning to a task after an interruption |
| Getting to work immediately | Saying "thank you" |
| Going to sci. lab, computer lab, library | Walking in the hall during class time |
| Going to the library or career center | Walking Out to P.E. |
| Going to the office | When a school wide announcement is made |
| Handing out playground materials | When visitors are in the classroom |
| Headings on papers | When you are absent |
| If the teacher is out of the classroom | When you are tardy |
| If you are suddenly ill | When you finish early |
| Indicating whether you understand | When you need help or conferencing |
| Keeping a progress report | When you need pencil or paper |
| Keeping your desk orderly | Working cooperatively |
| Keeping your notebook | Workshop Procedures for Open Court |
| Knowing the schedule for the day or class | Other... |
| Lining up after recess, lunch | Other... |

Routines and Procedures must be taught as explicitly as any academic skill.

They are an investment of time that set the class up for success to take place.

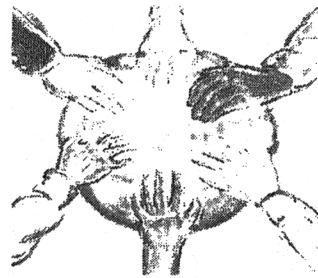
CESAR CHAVEZ ACADEMY SCHOOL WIDE RULES

RAVENSWOOD CITY SCHOOL DISTRICT

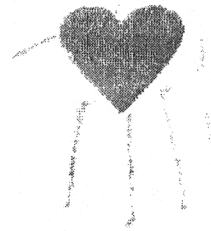
1. BE SAFE



2. BE RESPONSIBLE



3. BE RESPECTFUL



CONSEQUENCES:

- 1st Offense – Warning
- 2nd Offense – Student/Teacher Conference
- 3rd Offense – Life Skill Sheet & Parent Conversation
- 4th Offense – Detention
- 5th Offense – Parent Conference
- 6th Offense – Office Referral

CESAR CHAVEZ ACADEMY Behavior Log

Student: _____

Teacher: _____

Rm. #: _____

If a student reaches the final column s/he should be sent to the office. This indicates that the teacher has gone through the consequence system and has tried several interventions.

| Behavior | Date | Date | Date | Date | Date | Date | Comments |
|-------------------------|------|------|------|------|------|------|----------|
| abusive lang./profanity | | | | | | | |
| defiance/disrespect | | | | | | | |
| disruption | | | | | | | |
| teasing/taunting | | | | | | | |
| tardy | | | | | | | |
| bullying | | | | | | | |
| physically unsafe | | | | | | | |
| dress code violation | | | | | | | |
| skipping class | | | | | | | |
| other | | | | | | | |

| Consequence | | |
|---------------|---------------------------|--|
| 1 – Warning | 2 – Student/Teacher Conf. | 3 – Life Skill Sheet / Parent Conversation |
| 4 – Detention | 5 – Parent Conference | 6 – Office Referral |

| Teacher Interventions | | | | |
|-----------------------|--------------------|-------------------|-----------------|----------------------|
| loss of privilege | loss of recess | time owed | over correction | reteach expectations |
| precorrect | written assignment | behavior contract | other | |

Note: Students should only be sent to the office immediately if they engage in zero-tolerance behaviors.

CESAR CHAVEZ ACADEMY Office Referral Form

Student: _____

Date: _____ Time: _____

Teacher: _____

Grade 4 5 6 7 8

Referring Staff: _____

Location

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> classroom | <input type="checkbox"/> bathroom |
| <input type="checkbox"/> cafeteria | <input type="checkbox"/> arrival |
| <input type="checkbox"/> breezeway | <input type="checkbox"/> dismissal |
| <input type="checkbox"/> playground | <input type="checkbox"/> computer lab |
| <input type="checkbox"/> gymnasium | <input type="checkbox"/> science lab |
| <input type="checkbox"/> library | <input type="checkbox"/> other location |

| Zero Tolerance Behavior Direct Referral to Office |
|---|
| <input type="checkbox"/> fighting / physical aggression <input type="checkbox"/> possession / use of a weapon <input type="checkbox"/> possession / use drugs / alcohol <input type="checkbox"/> vandalism <input type="checkbox"/> extreme defiance <input type="checkbox"/> verbally / physically threatening <input type="checkbox"/> harassment <input type="checkbox"/> other _____ |

| Others Involved: | Possible Motivation: |
|---|---|
| List specific names: <input type="checkbox"/> No one <input type="checkbox"/> Peers _____ <input type="checkbox"/> Staff _____ <input type="checkbox"/> Substitute _____ <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____ | <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"/> Don't Know <input type="checkbox"/> Other _____ |

Other Information: _____

To be completed by the Administrator

| Administrative Decision | Comments |
|---|---|
| <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Counseling student <input type="checkbox"/> Parent contact/conference <input type="checkbox"/> Detention (____ hours/days) <input type="checkbox"/> In-school suspension (____ hours/days) <input type="checkbox"/> Out of school suspension (____ hours/days) <input type="checkbox"/> Other _____ | _____ _____ _____ _____ _____ _____ _____ _____ _____ |

Parent Signature: _____ Date Sent to Parent: _____

**CESAR CHAVEZ ACADEMY
LIFE SKILL REFLECTION SHEET**

Name: _____

Date: _____

I was not _____ today. I broke this rule by doing the following thing(s):
(safe, respectful, responsible)

I will follow the rules by: _____

The life skill(s) that I must improve is/are: _____

I want to achieve my goal of becoming a _____

Student Signature

Teacher Signature

Parent Signature

Date

Cesar Chavez Check



I saw you Being:

- Responsible
- Respectful
- Safe

50

Rm# _____

Cesar Chavez Student Name _____

Cesar Chavez Staff _____

Cesar Chavez Check



I saw you Being:

- Responsible
- Respectful
- Safe

50

Rm# _____

Cesar Chavez Student Name _____

Cesar Chavez Staff _____

Cesar Chavez Check



I saw you Being:

- Responsible
- Respectful
- Safe

50

Rm# _____

Cesar Chavez Student Name _____

Cesar Chavez Staff _____

Cesar Chavez Check



I saw you Being:

- Responsible
- Respectful
- Safe

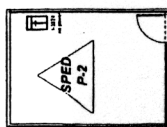
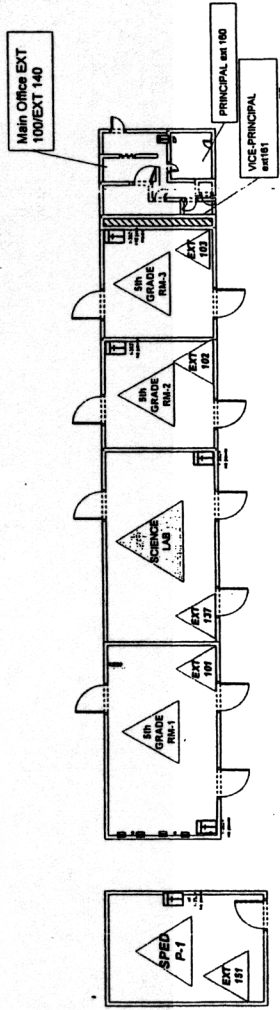
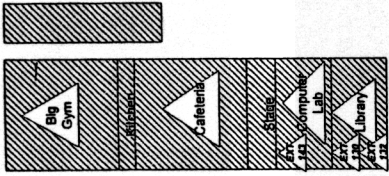
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Rm# _____

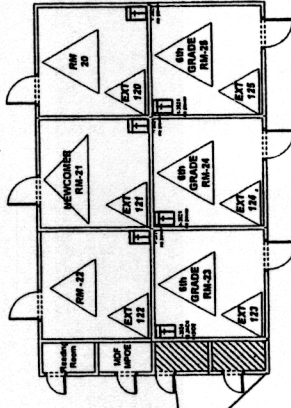
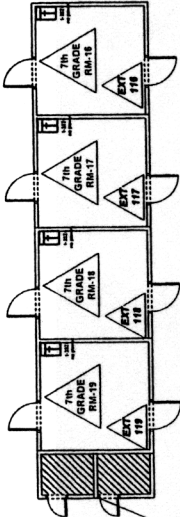
Cesar Chavez Student Name _____

Cesar Chavez Staff _____

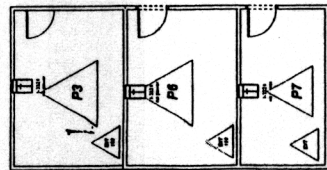
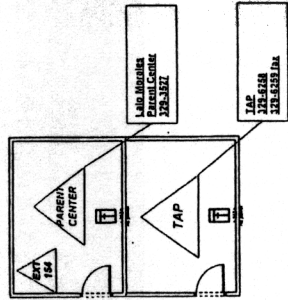
Cesar Chavez Elementary
2450 Ralmar St
E.P.A. . CA. 94303
650-329-6700
650-325-8256 fax



CLARK BUCHHEITLER
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 Anne Faith and Line
 Baseball, Jan. ext. 138



BOYS AND GIRLS RESTROOMS



Cesar Chavez Academy
Behavioral Educational Plan Contract

In order to implement the Behavioral Education Plan Contract effectively, the members of the behavioral contract will have the following responsibilities. These responsibilities will ensure a collaborative effort among members and hopefully establish an open communication that will lead to a successful behavior program.

BEP Coordinator agrees to:

- 1) Facilitate check-in and check-out.
- 2) Provide student with positive and constructive feedback.
- 3) Collect and share BEP information with students, parents, and teachers.

Teachers of BEP participant agree to:

- 1) Evaluate the student's progress toward meeting the behavioral expectations on the BEP Daily Progress Report.
- 2) Provide the student with positive feedback and share the progress with the parents.

Parent(s) of BEP participants agree to:

- 1) Review the BEP Daily Progress Report from each evening and sign on the Parent signature line and provide relevant comments.
- 2) Provide encouragement and support for your child's effort and progress.

Student Participant in BEP program agrees to:

- 1) Review the contract with each of their teachers and have them sign it.
- 2) Follow all the expectations outlined in the contract.
- 3) Accept the evaluations of the teachers and staff participating.

I have read and understood the expectations of the BEP. By signing this contract I accept my responsibilities as a member of the BEP.

Student's Signature

Parent's Signature

Teacher 1 Signature

Teacher 2 Signature

Teacher 3 Signature

BEP Coordinator Signature

Parent Signature (Mother)

Parent Signature (Father)

Other

Other



Average Referrals Per Day Per Month

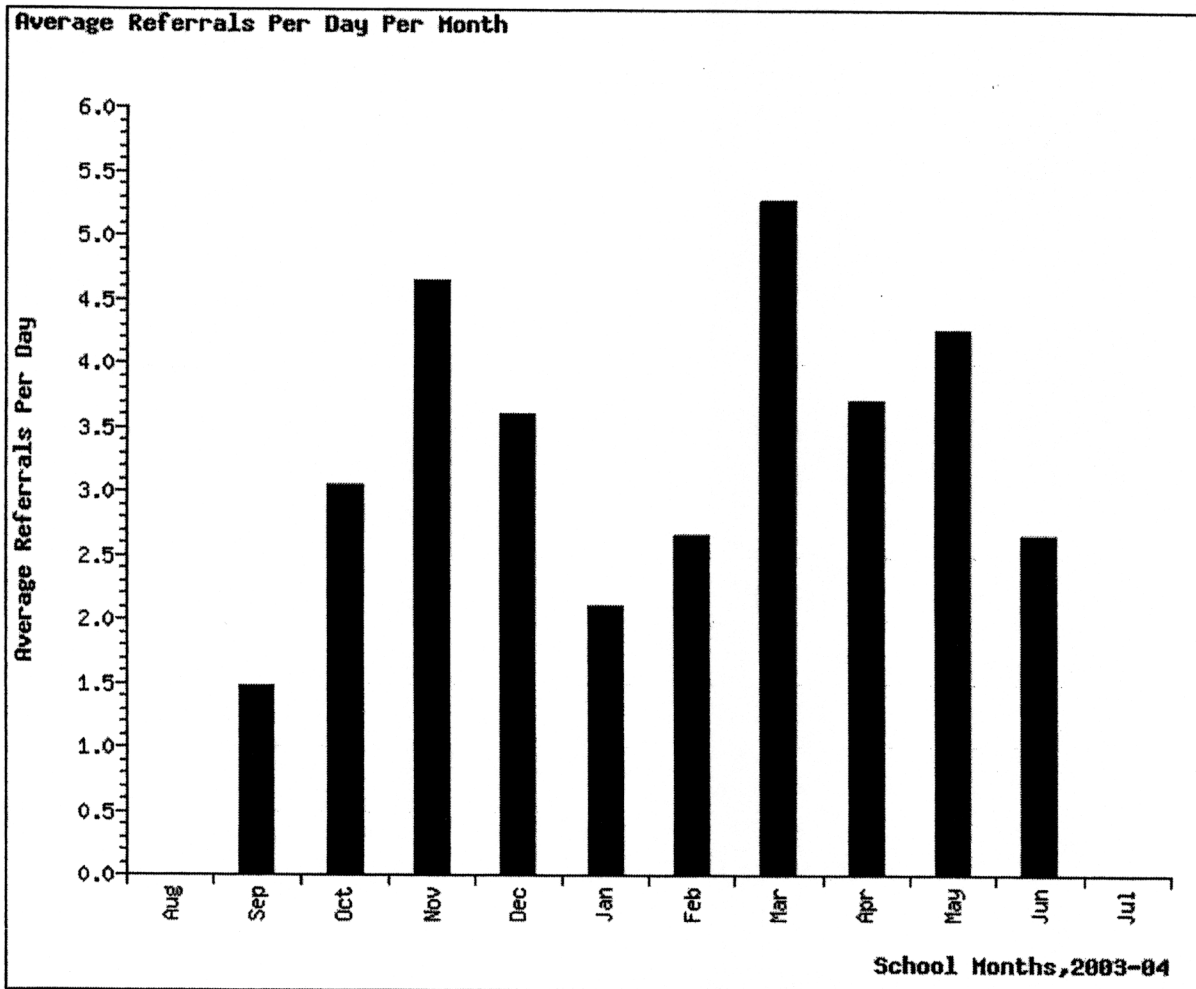
School Wide Information System

Cesar Chavez Academy

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Generated: 08/17/2004, 08:23:18 PM
All Referrals & Minors
2003-04

| Year | Month | Days Count | Referral Count | Avg Referrals |
|---------------|-------|------------|----------------|---------------|
| 2003 | Aug | 0 | 0 | 0.00 |
| 2003 | Sep | 21 | 31 | 1.48 |
| 2003 | Oct | 23 | 70 | 3.04 |
| 2003 | Nov | 17 | 79 | 4.65 |
| 2003 | Dec | 15 | 54 | 3.60 |
| 2004 | Jan | 19 | 40 | 2.11 |
| 2004 | Feb | 18 | 48 | 2.67 |
| 2004 | Mar | 22 | 116 | 5.27 |
| 2004 | Apr | 17 | 63 | 3.71 |
| 2004 | May | 19 | 81 | 4.26 |
| 2004 | Jun | 9 | 24 | 2.67 |
| 2004 | Jul | 0 | 0 | 0.00 |
| Totals | | 180 | 606 | 3.37 |



Days: 180

Referrals: 606

Avg: 3.37

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Referrals By Problem Behavior

School Wide Information System

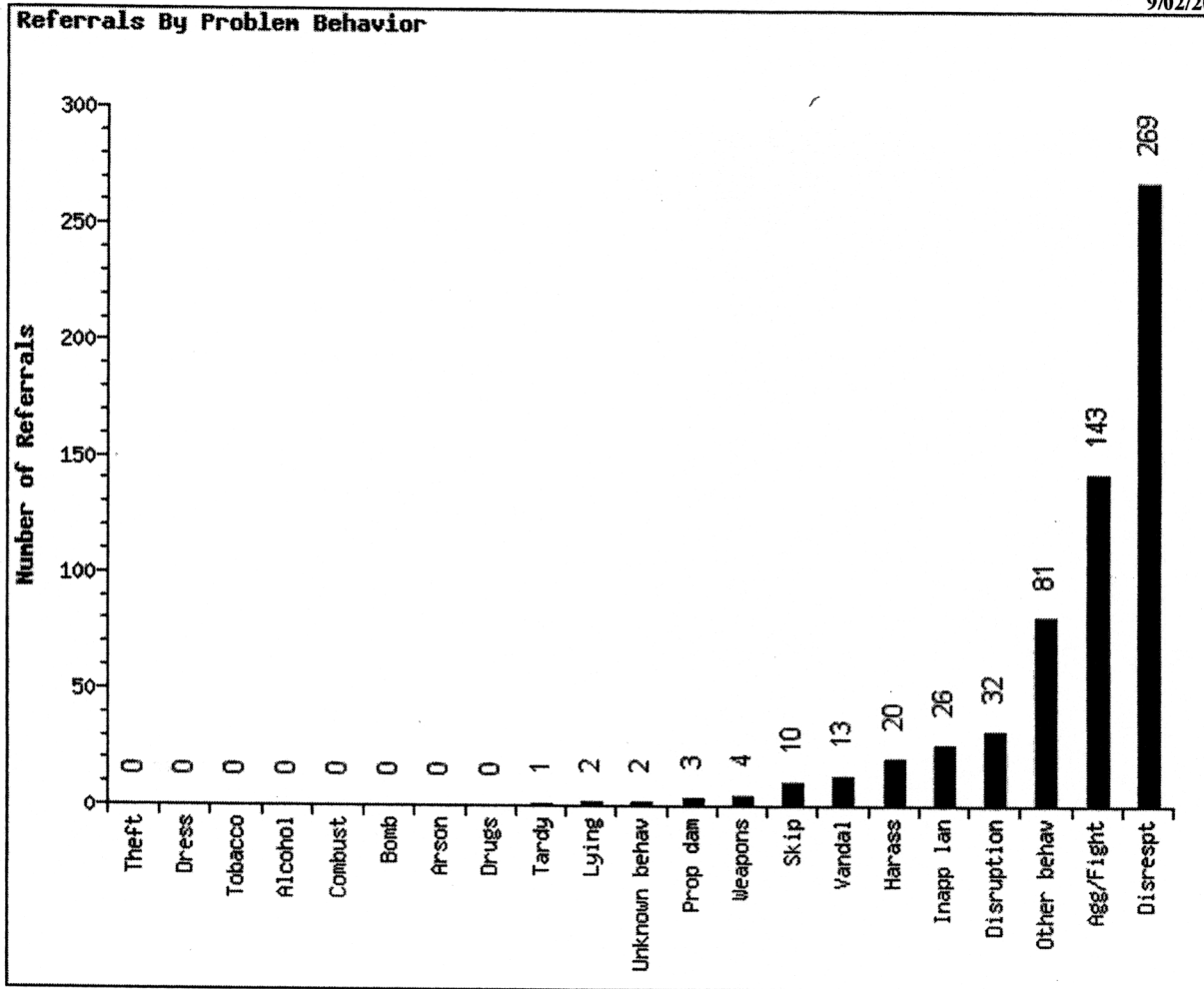
Cesar Chavez Academy

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Generated: 08/17/2004, 08:27:01 PM

Office Discipline Referrals (no minors)

9/02/2003-06/11/2004



Referrals: 606

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Referrals By Location

School Wide Information System

Cesar Chavez Academy

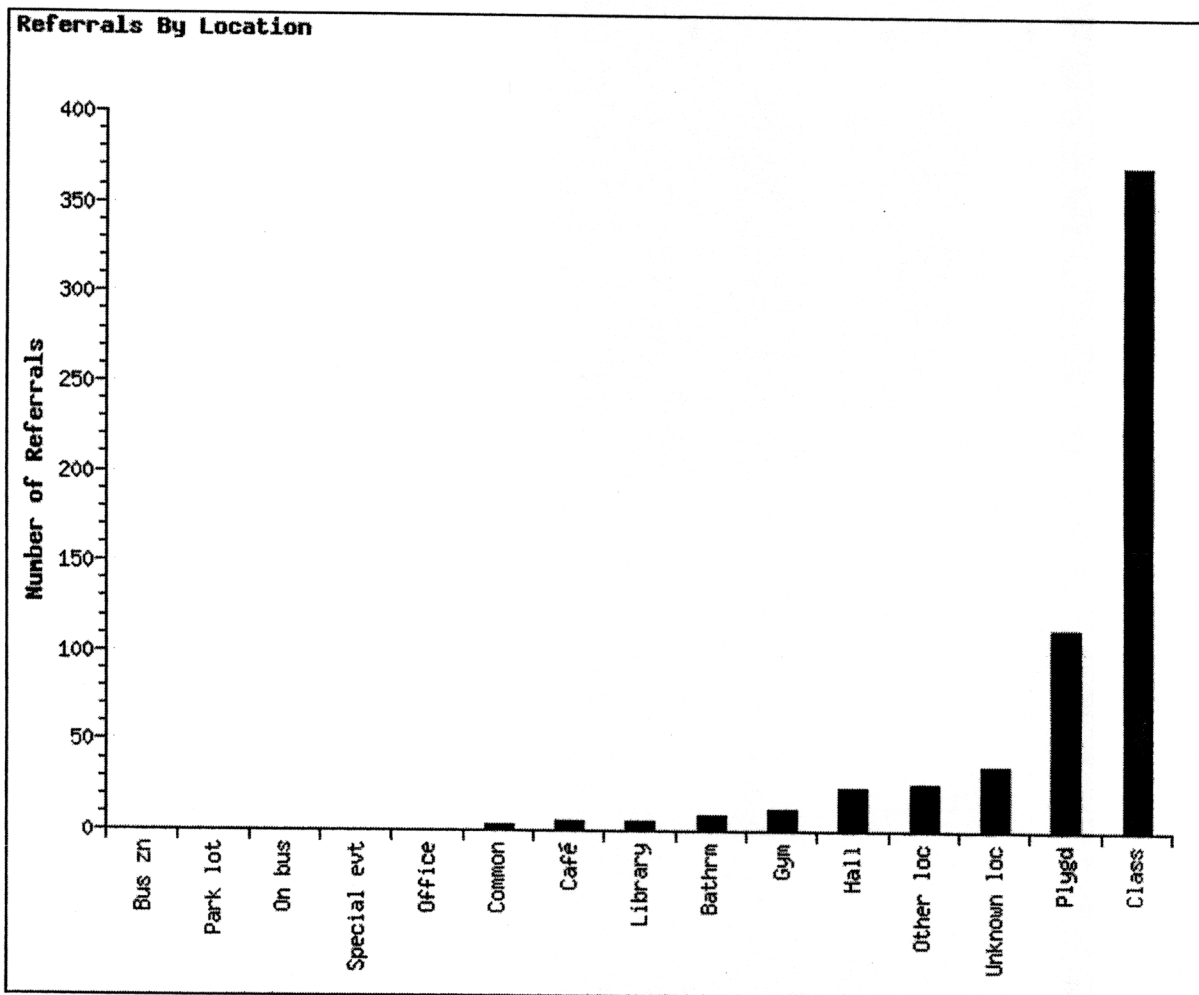
[Previous Location](#) | [Main Menu](#)

Generated: 08/17/2004, 08:28:31 PM

All Referrals & Minors

9/02/2003-06/11/2004

| Location | Frequency |
|-------------------------------------|------------|
| Bus Loading Zone | 0 |
| Parking Lot | 0 |
| On Bus | 0 |
| Special Event/ Assembly/ Field trip | 0 |
| Office | 0 |
| Commons/ Common Areas | 3 |
| Cafeteria | 5 |
| Library | 6 |
| Bathroom/ Restroom | 9 |
| Gym | 12 |
| Hall/ Breeze way | 24 |
| Other Location | 26 |
| Unknown Location | 36 |
| Playground | 113 |
| Classroom | 372 |
| Totals | 606 |



Referrals: 606



Referrals By Time

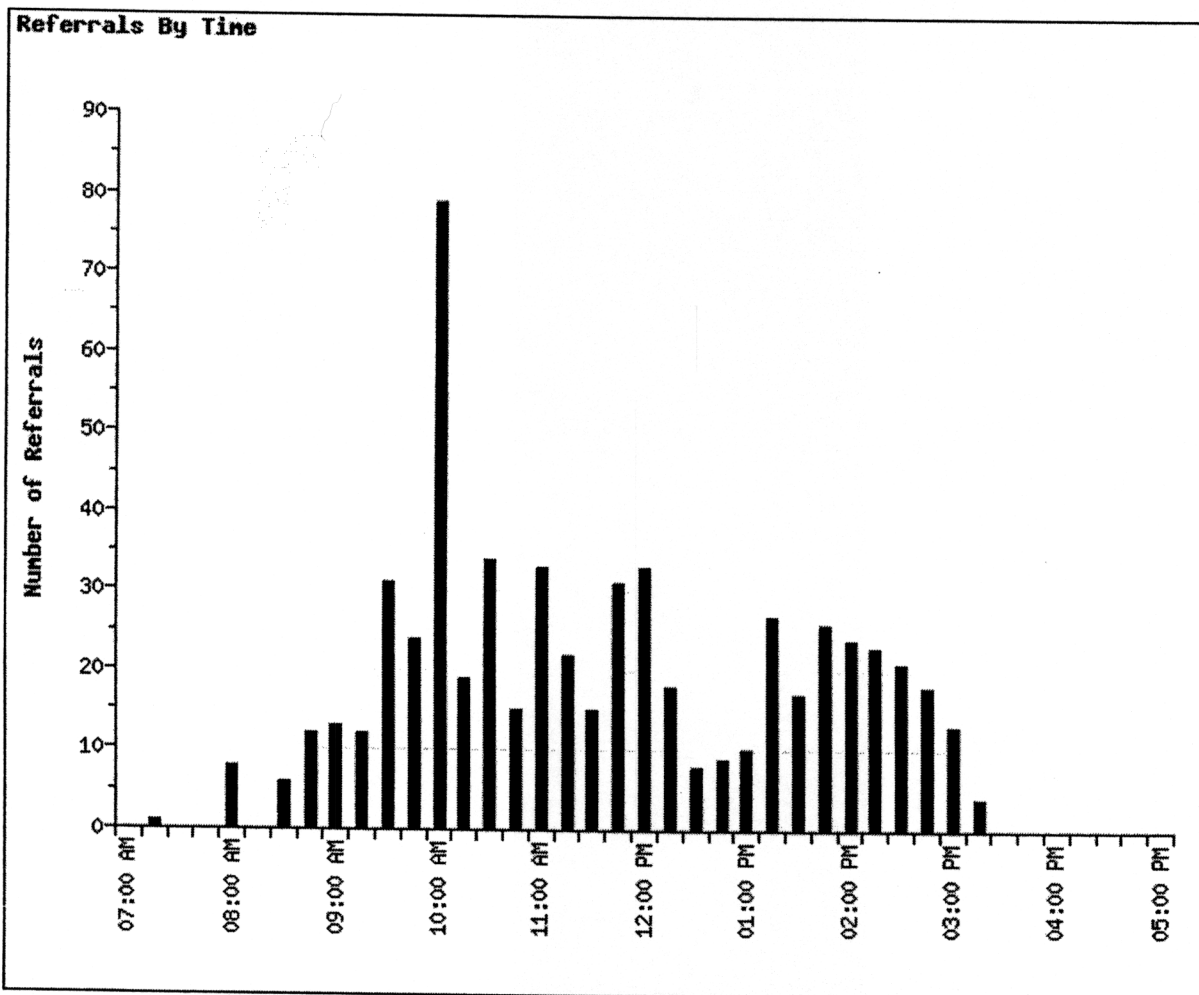
School Wide Information System

Cesar Chavez Academy

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Generated: 08/17/2004, 08:30:09 PM
Office Discipline Referrals (no minors)
9/02/2003-06/11/2004

| Time | Freq | Time | Freq | Time | Freq |
|----------|------|----------|------|---------------|------------|
| 07:00 AM | 0 | 10:30 AM | 34 | 02:00 PM | 24 |
| 07:15 AM | 1 | 10:45 AM | 15 | 02:15 PM | 23 |
| 07:30 AM | 0 | 11:00 AM | 33 | 02:30 PM | 21 |
| 07:45 AM | 0 | 11:15 AM | 22 | 02:45 PM | 18 |
| 08:00 AM | 8 | 11:30 AM | 15 | 03:00 PM | 13 |
| 08:15 AM | 0 | 11:45 AM | 31 | 03:15 PM | 4 |
| 08:30 AM | 6 | 12:00 PM | 33 | 03:30 PM | 0 |
| 08:45 AM | 12 | 12:15 PM | 18 | 03:45 PM | 0 |
| 09:00 AM | 13 | 12:30 PM | 8 | 04:00 PM | 0 |
| 09:15 AM | 12 | 12:45 PM | 9 | 04:15 PM | 0 |
| 09:30 AM | 31 | 01:00 PM | 10 | 04:30 PM | 0 |
| 09:45 AM | 24 | 01:15 PM | 27 | 04:45 PM | 0 |
| 10:00 AM | 79 | 01:30 PM | 17 | 05:00 PM | 0 |
| 10:15 AM | 19 | 01:45 PM | 26 | Totals | 606 |



Referrals: 606

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Referrals By Student

School Wide Information System

Cesar Chavez Academy

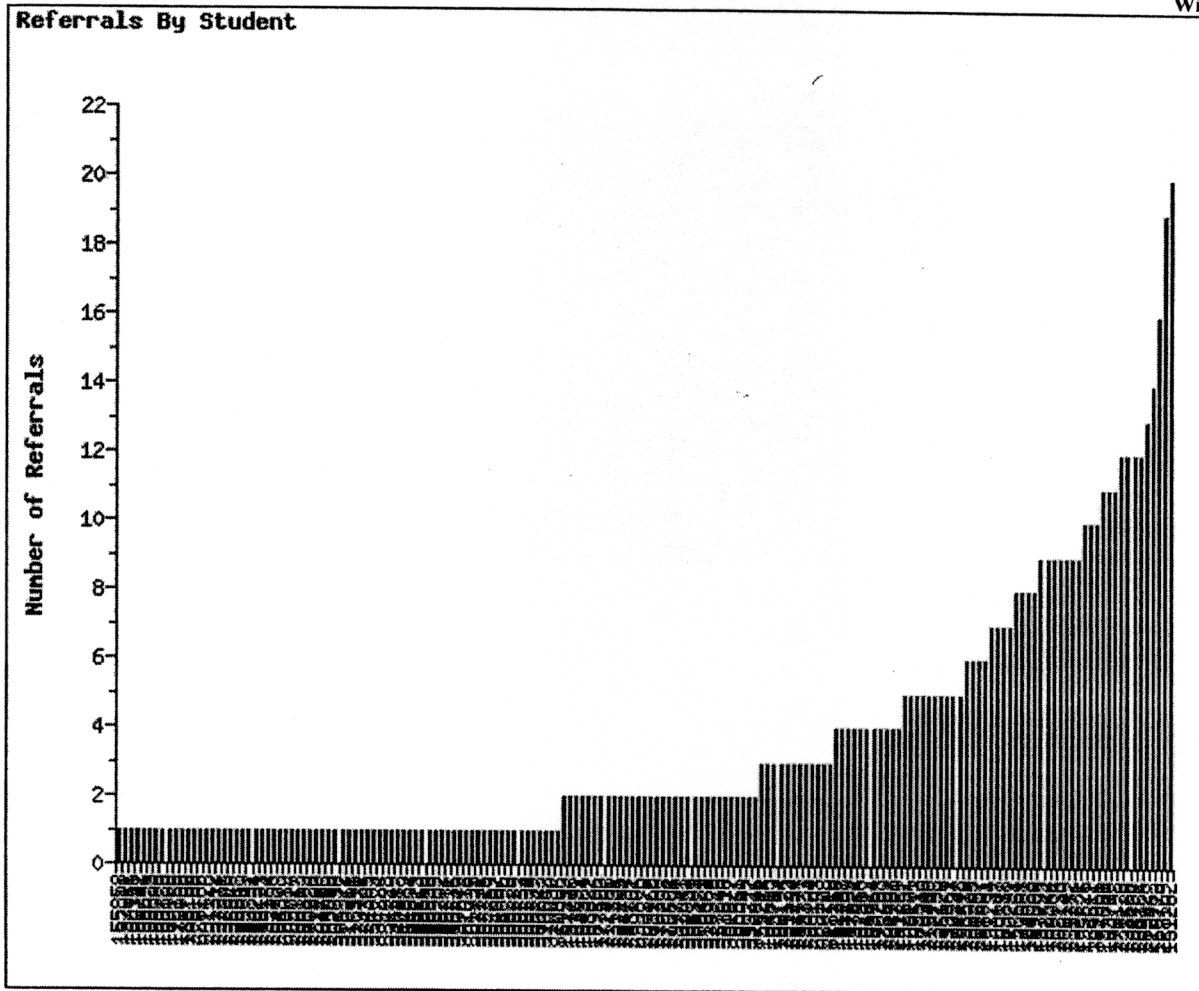
[Previous Location](#) | [Main Menu](#)

Generated: 08/17/2004, 08:31:43 PM

All Referrals & Minors

9/02/2003-06/11/2004

With 1+ Referrals



Students: 171

Referrals: 606

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- 72 students - 1 referral
- 31 students - 2 referrals
- 34 students - 3-5 referrals
- 12 students - 6-8 referrals
- 13 students - 9-11 referrals
- 6 students - 12-14 referrals
- 3 students - 16+ referrals

Top 30 students = 52% of all referrals

Ravenswood City School District

Positive Behavior Support School Profile Report

Date of Report 6/3/04 School Year 2004-2005

| | | | |
|--|-------------------------------------|---|----------------|
| A. Contact Information | | | |
| Name of School: Cesar Chavez | | Secretary: Maria Ochoa | |
| Fax: 326-8902 | | Telephone: 329-6700 (x100) | |
| PBS team facilitator: David Herrera | | Email: dherrera@ravenswood.k12.ca.us | |
| B. School-Wide Positive Behavior Support Team Members | | | |
| Name | Title/Assignment | Telephone | e-mail Address |
| Administrator David Herrera | Assistant Principal | x. 161 | |
| General Education Teacher(s) Ryan Fletcher Diana Lee Michael Corrinet Joe Yribarren Edward Dorsey | | | |
| Special Education Teacher(s) Benghoe Tan | | x. 152 | |
| Paraprofessional(s) Tala Sailele | | | |
| School Psychologist Dr. Lawrence Contreras | | x. 184 | |
| Other staff: (custodian, office manager, etc.) Ms. Marva Als | Parent liaison | | |
| Parent Still in the process of recruiting parent. | | | |
| C. Positive Behavior Support Team -- Functional Analysis Assessment/ Behavior Intervention Planning | | | |
| 1. BICM Eric Barrun | Special Education Inclusion Support | x. 152 | |
| 2. Administrator Cammie Harris | Principal | x. 160 | |
| 3. SpeEd/School Psych/Other Dr. Lawrence Contreras | | x. 184 | |
| D. District Leadership Meeting Attendees: | | | |
| 1. PBST Facilitator | David Herrera and Eric Barrun | | |
| Each School needs 3 persons trained in SWIS Data Entry | | | |
| E. SWIS Data Entry Staff | 1. Linda Strauss | 2. Monica Perez | 3. Maria Ochoa |

Cesar Chavez Middle School School-wide PBS 2002-05

