

Dear Morse-Marshall Substitute Teacher,

Welcome to our school and thank you for joining us for the day! We wanted to share a little information with you about PBIS to help you have a great day.

PBIS is the way we do business at Morse-Marshall School for the Gifted and Talented. This means that we reinforce the behaviors of students who are following our school expectations and provide support in a positive manner to the students who may need extra assistance in following school rules and expectations. For example, if you are supervising students the hallway during passing time and one child begins to run, you might say, “We walk to the right in the hallways, please help keep our school safe.” This is a way to positive correct behavior rather than saying, “Stop running in the hall!” Don’t forget to reinforce students who are following expectations by stating things such as, “The front of the line is doing a great job remembering to walk quietly!”

At Morse-Marshall, we have certain school-wide expectations of appropriate behavior for all students. These expectations are:

Be Safe

Be Respectful

Be Responsible

Thank you again for joining us today and thank you also for helping to support our Eagle Expectations system at Morse-Marshall!

Thank you,
The PBIS Tier 1 Team

PBIS Tier 1 for Substitute Teachers

Morse-Marshall School for the Gifted and Talented has adopted the Positive Behavior Interventions and Supports (PBIS) approach to student discipline. As a substitute teacher in our building, please be aware of the following:

1. Our primary goal is to prevent discipline problems.

a) Teach, model, and expect students to display the three expectations of the Eagle Expectations: **Be Safe, Be Responsible, Be Respectful.**

b) Treat students in a positive and respectful way—smile, greet them at the door, and supervise the hallways during passing time.

c) Maintain effective supervision of students at all times—groups of students should be in visual contact with an adult at all times.

d) Expect students to follow all expectations and procedures. Know the expectations for the classroom, halls, restrooms, cafeteria, and playground. When students fail to follow the expected procedure, have them repeat the procedure correctly. Please see attached copies of Expectation Posters for areas of the school and your classroom matrix.

e) Reinforce positive behavior.

- Frequently point out and verbally acknowledge appropriate behavior.
- Award **Eagle Tickets** to students who display notable examples of safe, responsible, and respectful behavior. Extra tickets can be found in the main office (in the room behind in the mailboxes. Students turn the tickets in in the office. Raffles are done every Monday and Wednesday during announcements.

2. When we can't prevent problems, we have to respond to behavior in a consistent and effective way

a) Use the attached **T-Chart of Behaviors** to determine appropriate ways to respond to a particular discipline problem.

b) If a behavior requires an office referral,

- Fill out the referral form completely
- Describe the behavior in clear, concrete, non-emotional terms. Be clear about what you observed versus what others reported to you.
- Have an adult accompany the student to the office area (call the front desk for a safety member).

Strategies Definitions

Planned Ignoring: Occurs when an adult does not pay attention and acknowledge minor irritants or silliness in a child. It also requires the adult to determine which behaviors will stop on their own and which behaviors need interventions.

Redirection: When a student fails to meet the expectations, going over them again with the student and allowing them an opportunity to reach the expectations

Secret Signal: Nonverbal communication towards a specific student that is used to remind the student to correct their behavior in a way that no other students in the classroom know. (scratching your nose to remind Tommy to stop talking to his neighbor)

One on One Conference: Speaking with the student on the side while the rest of class is engaged in an educational experience. Speaking with student about ways they can improve their behavior.

Meet and Greet: Meeting all students at the door when class begins and welcoming them with a smile. Teacher attempts to check in with a few students that they know need an additional push to feel welcome in class.

Parent Contact: A phone call or a postcard to a family member about the students behavior, first contact each year should be positive in nature

Active Supervision: Continually scanning room with eyes and walking randomly through room ensuring all student behaviors are being observed

Proximity Control: Simply standing near the off-task pupil will oftentimes be sufficient to make them consider their behavior.

Move Seat: Having the student sit in a location in the classroom that is removed from the negative stimulus for the student

Antiseptic Bounce: Send the target pupil to a colleague with a note or message. The note says, 'Tell (pupil's name) "Well done" and send him or her back!' The pupil has been removed from the problem situation and received praise

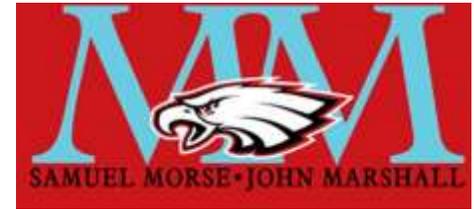
Acknowledgement: create a system in which those students (or the entire class) can receive a tangible acknowledgement when they reach the expectations on a consistent basis

Praise 3: Verbally Acknowledge 3 students who are meeting the expectations and exhibiting the behaviors you want to see, and then waiting to see the behaviors in other students

Building Relationships: Getting to know your students as individual learners and allowing them to get to know you, as a way to build trust and respect within the classroom

Broken Record: Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

Attention Signal: Work to get the attention of the entire class in an organized manner when the teacher needs to address all students or feels like noise levels and behaviors are getting out of control. Should be visual and auditory to reach all students and must be taught and practiced with all students, with re-teaching throughout the year.



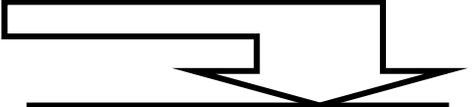
- Teacher Interventions:**
- Student Conference
 - Acknowledge positive /appropriate behavior
 - Verbal Warning
 - Conference with Student
 - Seat Change
 - Re-teaching of Expectations/Rules
 - Proximity Control/Eye Contact
 - Incentive
 - Daily Behavior Report
 - Pre-corrects
 - Model appropriate behavior
 - Hand out Eagle Tickets/teach Eagle lessons



- Teacher Consequences:**
- Parent Contact/Conference/Letter Home
 - ESIS Notes
 - Teacher Detention
 - Refer to Counselor/Social Worker/Psychologist
 - Loss of Privileges
 - Teacher Developed Contract

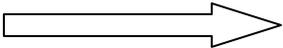
Does the behavior continue to be chronic after various interventions and consequences?

<i>Positive Behavioral Interventions & Supports</i> Teacher/Office Managed Behaviors	
Teacher Managed Behaviors	Office Managed Behaviors
Minor	Major
<input type="checkbox"/> Attendance-Truant/Tardy <input type="checkbox"/> Use of Profanity <input type="checkbox"/> Chewing Gum/Food <input type="checkbox"/> Not Having Materials/Supplies <input type="checkbox"/> Missing Homework <input type="checkbox"/> Tattling <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Name Calling <input type="checkbox"/> Lying <input type="checkbox"/> Minor Stealing <input type="checkbox"/> Cheating <input type="checkbox"/> Dress Code Violation-Inappropriate *Dress <input type="checkbox"/> Put downs/Ribbing <input type="checkbox"/> Electronics Violation	<input type="checkbox"/> Bullying <input type="checkbox"/> Chronic Attendance <input type="checkbox"/> Serious Vandalism <input type="checkbox"/> Illegal Substances <input type="checkbox"/> Chronic Non-Compliance <input type="checkbox"/> Possession of Weapons <input type="checkbox"/> Profanity Towards Adults <input type="checkbox"/> Repeated Major Disruptions <input type="checkbox"/> Fighting/Assault <input type="checkbox"/> Major Threat <input type="checkbox"/> Chronic Wanderers <input type="checkbox"/> Gang Related Behaviors <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Battery <input type="checkbox"/> False AED/Fire Alarm

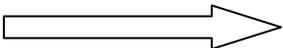


- Office Interventions:**
- Conference with Student
 - Re-teaching of Expectations/Rules
 - Student/Teacher conference
 - Phone Call Home
 - Detention
 - Parent Conference
 - Letter Home to Parent
 - Verbal Warning
 - Document in ESIS
 - CST

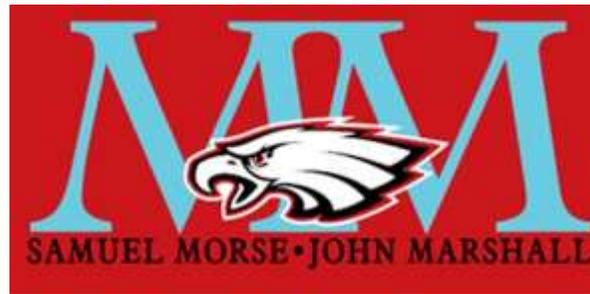
We believe optimal student achievement, both academically and behaviorally, can be attained by utilizing a proactive systems approach for creating and maintaining a safe and effective learning environment.



Yes- Write referral to Office/Administrator



No- Continue Teacher Management



Classroom Expectations

<p>Be Safe:</p> 	<ul style="list-style-type: none">- Follow directions- Keep hands, feet and objects to yourself- Leave personal belongings in your locker (jacket, book bags, hats)
<p>Be Respectful:</p> 	<ul style="list-style-type: none">- Enter class quietly, take your assigned seat and begin to work- Use appropriate voice level in the classroom- Help keep the classroom clean- Respect the opinions of others
<p>Be Responsible:</p> 	<ul style="list-style-type: none">- Arrive to class on time- Do your BEST work (class work & homework)- Keep ALL electronic devices put away- Bring needed supplies to class- Actively participate in class and ask for assistance when needed