

CLERMONT NORTHEASTERN SCHOOLS

ROCKET WAY STAFF FIELD GUIDE



TIER 1

ACADEMIC SCHOOL YEAR 2018-2019

CNE Elementary School PBIS Tier 1 Team

Team Roles	Name(s)
<p><u>Coach/Facilitator</u> The Coach/Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the tasks. Note: we recommend that this is NOT the school administrator.</p>	<p>Coach/Facilitator Elementary Shannon Backer District TJ Dorsey</p>
<p><u>Recorder/Minute Taker</u> The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.</p>	<p>Recorder/Minute Taker Rebecca Reynolds</p>
<p><u>Time Keeper</u> This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.</p>	<p>Time Keeper Lynne Carter</p>
<p><u>Reporter/Communicator</u> This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.</p>	<p>Reporter/Communicator Grade Level Representative</p>
<p><u>Data Analyst</u> This person should have ready access to available school data, including, but not limited to discipline information, etc. This role is important because data drives problem solving and decision-making.</p>	<p>Data Analyst Kendra Young</p>

CNE Middle School PBIS Tier 1 Team

Team Roles	Name(s)
<p><u>Coach/Facilitator</u> The Coach/Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the tasks. Note: we recommend that this is NOT the school administrator.</p>	<p style="text-align: center;">Coach/Facilitator Middle School Tracey Kirk District TJ Dorsey</p>
<p><u>Recorder/Minute Taker</u> The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.</p>	<p style="text-align: center;">Recorder/Minute Taker Cindy Dorsey</p>
<p><u>Time Keeper</u> This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.</p>	<p style="text-align: center;">Time Keeper Jason Conley</p>
<p><u>Reporter/Communicator</u> This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.</p>	<p style="text-align: center;">Reporter/Communicator BLT Representative</p>
<p><u>Data Analyst</u> This person should have ready access to available school data, including, but not limited to discipline information, etc. This role is important because data drives problem solving and decision-making.</p>	<p style="text-align: center;">Data Analyst Building Administrators</p>

CNE High School PBIS Tier 1 Team

Team Roles	Name(s)
<p><u>Coach/Facilitator</u> The Coach/Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the tasks. Note: we recommend that this is NOT the school administrator.</p>	<p align="center">Coach/Facilitator</p> <p align="center">High School Chris Moore</p> <p align="center">District TJ Dorsey</p>
<p><u>Recorder/Minute Taker</u> The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.</p>	<p align="center">Recorder/Minute Taker</p> <p align="center">Robbi Kleinholz</p>
<p><u>Time Keeper</u> This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.</p>	<p align="center">Time Keeper</p> <p align="center">Beth Price</p>
<p><u>Reporter/Communicator</u> This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.</p>	<p align="center">Reporter/Communicator</p> <p align="center">Rhonda Campbell</p>
<p><u>Data Analyst</u> This person should have ready access to available school data, including, but not limited to discipline information, etc. This role is important because data drives problem solving and decision-making.</p>	<p align="center">Data Analyst</p> <p align="center">Mike Tabor Scott Wells</p>

“The Rocket Way Every Day”

Positive Behavioral Interventions and Supports (PBIS)

Purpose Statement

The purpose of implementing Positive Behavior Interventions and Supports (PBIS) at Clermont Northeastern Schools is to:

- Create a more positive culture in the entire learning community: K-12 buildings, buses, extra-curricular activities and district households.
- Continue to improve life in school for all students.
- Challenge students and adults to maintain consistent expectations.
- Inspire positive behaviors within the learning environment.
- Empower the decision-making process by utilizing behavioral data.

Student Behavior Expectations

Elementary	Middle/High
<ul style="list-style-type: none">● Be Respectful● Be Responsible● Be a Problem Solver	<ul style="list-style-type: none">● Be Respectful● Be Responsible● Be Dedicated● Display Pride

Teachers and Staff Responsibilities

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet our four expectations.
- Teachers and staff will follow the Six Components of School-Wide PBIS:
- Select and define expectations and routines.
- Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
- Teach behaviors and routines directly in all settings.
- Actively monitor behavior
- Acknowledge appropriate behavior.
- Review data to make decisions.
- Correct behavioral errors

When a child doesn't know how to read, we teach.

When a child doesn't know how to add, we teach.

When a child doesn't know how to spell, we teach.

When a child doesn't know how to behave, we _____.

We can no longer expect students have been taught accepted behavior.

THE ROCKET WAY

Clermont Northeastern began the implementation of the PBIS (Positive Behavior Intervention and Support) initiative in 2014. The purpose of the PBIS initiative is to establish a consistent and effective positive learning environment for all our students at Clermont Northeastern Schools. This framework is a school-wide program that is designed to improve the overall academics and behavior of the school environment. It is a system in place to promote positive success within the school community through expectations, procedures, and focusing on positive behaviors; while responding to problems based on a child's needs.

This effort has been, and always will be, a combined effort amongst our school community. Together we can create the same expectations and language used with the students, bridging the path for our students educational paths. It will be known as **THE ROCKET WAY**.

The Rocket Way focuses on Targeted behaviors for success. We expect the Students to demonstrate the appropriate behaviors. Teachers are also expected to correct any behavior errors.

As a part of the Rocket Way, when students demonstrate a target behavior (examples from the matrix), they can be rewarded with a point(s) on the PBIS Rewards App (see PBIS Rewards Instructions.) Points can be spent in the The Rocket Way Stores in each building. Points may also be used to gain entry into events set up by each building.

Teacher expectation is to document behavior errors in PBIS Rewards for data tracking and student interventions. The data is required for teams to make evidence based decision making on implementation of targeted interventions. Minors behaviors are described as classroom/teacher managed behaviors. Major behaviors are described as Office/Principal managed behaviors.

Tiers of Interventions

Positive Behavioral Intervention & Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.(Center for Positive Behavior Intervention Supports)

Tier 1—All Students

Includes:

- General curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Tier 2—Targeted Interventions- Some Students

Focus on:

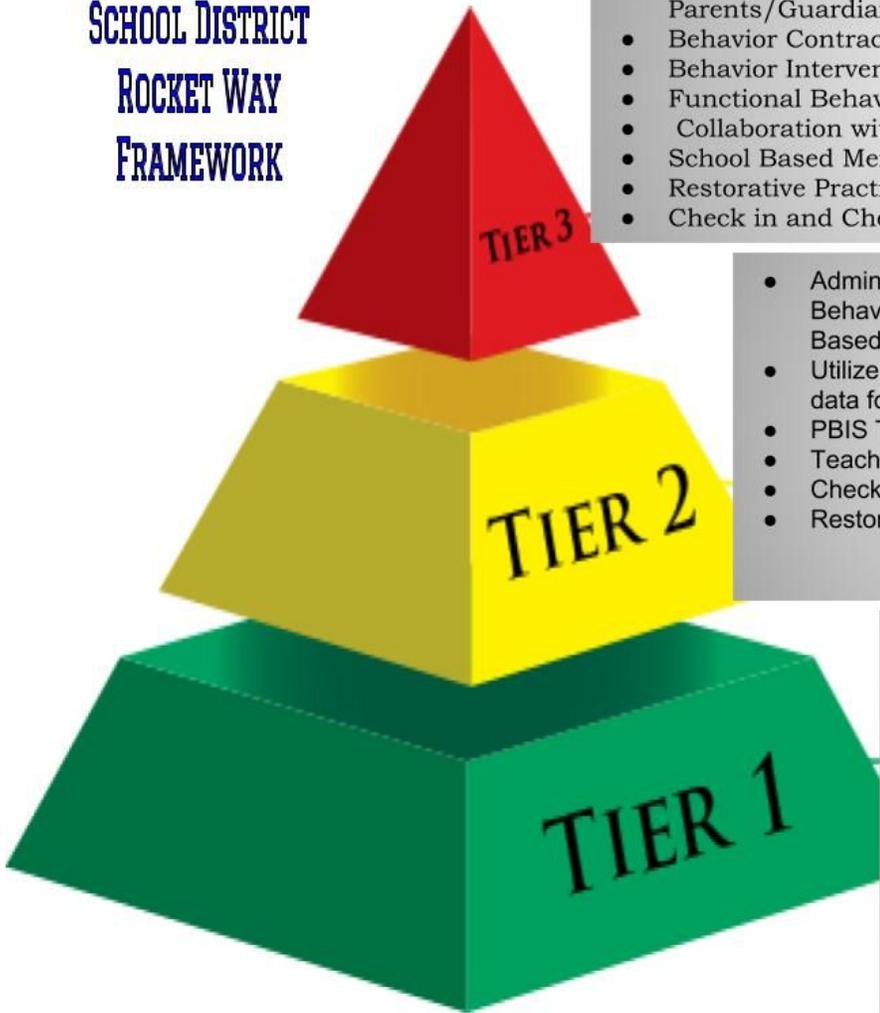
- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Tier 3—Intensive Individualized Interventions- Few Students

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

**CLERMONT NORTHEASTERN
SCHOOL DISTRICT
ROCKET WAY
FRAMEWORK**



- Administration, Teachers, School Psychologist, Behavior Intervention Specialist, School Therapist, Parents/Guardians, School Based Mental Health Support
- Behavior Contracts
- Behavior Intervention Plan
- Functional Behavior Assessment (FBA)
- Collaboration with community agencies and support
- School Based Mental Health
- Restorative Practices
- Check in and Check out (CICO)

- Administration, Teachers, School Counselors, Behavior Intervention, School Psychologist, School Based Mental Health Support.
- Utilize PBIS Rewards major and minor discipline data for decision making
- PBIS Team Initiated Request for Support
- Teacher Initiated Request for Support
- Check in and Check out (CICO)
- Restorative Practices

- All teachers and staff
- PBIS Rewards points/referrals
- Character Education
- School Store
- Instruction of Behavior Matrix and school-wide expectations.
- Reteaching of expectations
- Restorative Practices.
- PD on Trauma Informed Care
- Student Conference
- Parent Phone Call
- Other

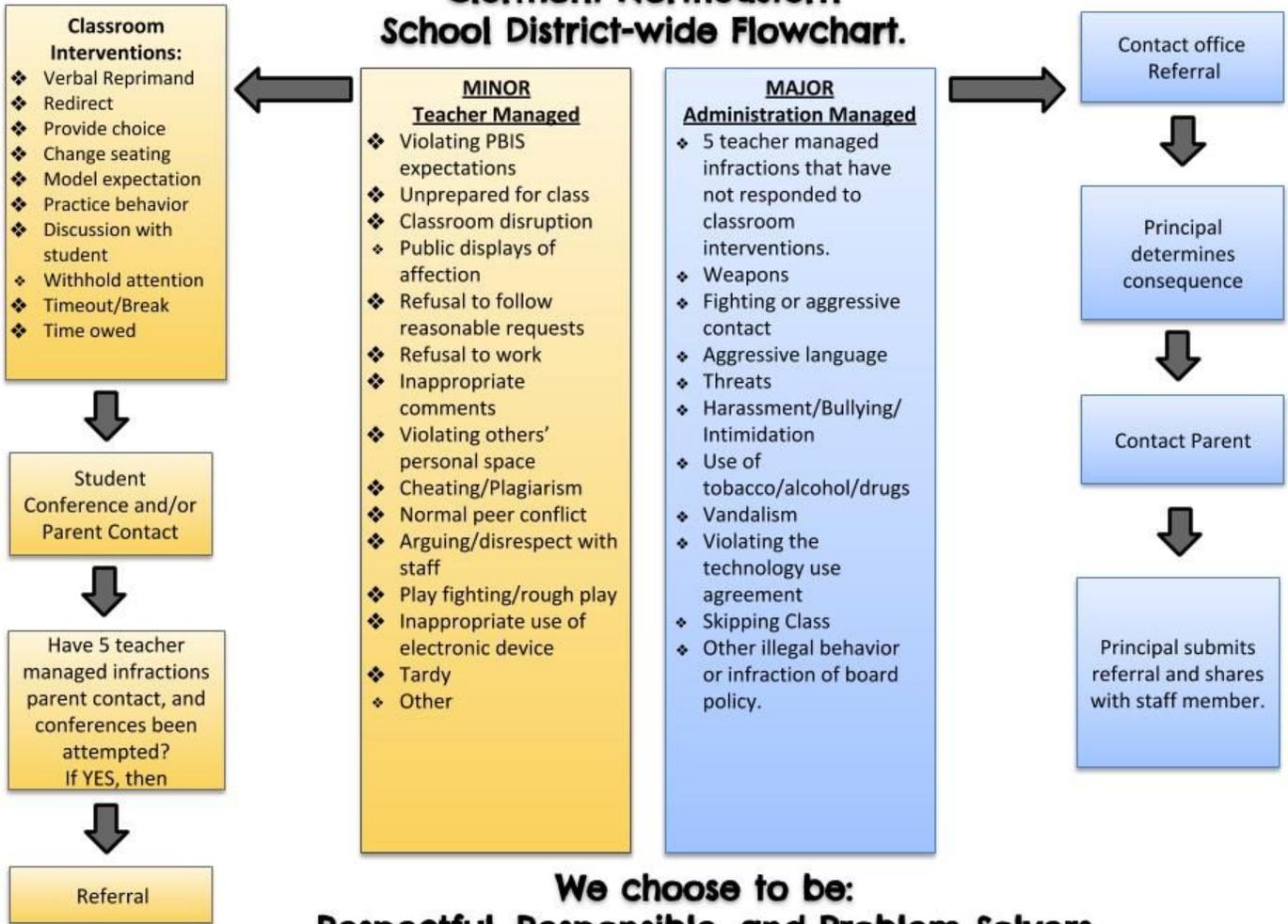
Middle/High School Behavior Matrix

	CLASSROOM	HALLWAY	CAFETERIA	BATHROOM	LIBRARY + COMPUTER LABS	GYM + ASSEMBLIES	EXTRA- CURRICULAR ACTIVITIES	PARKING LOT BUSES	TECHNOLOGY
RESPECTFUL	Follow directions Use appropriate language and tone Keep your hands & feet to yourself	Keep your hands & feet to yourself Observe personal space Listen to adults in the hallway	Follow directions Exhibit good table manners Keep food in cafeteria	Respect the privacy of others Keep the bathrooms clean	Follow directions Use your quiet inside voice	Follow directions Use appropriate language Give presenter full attention	Follow directions Use appropriate language Demonstrate good sportsmanship	Park in assigned areas Be patient Follow rules of road Display parking pass	Follow directions Keep your hands on your device Return the device to the appropriate slot on the cart Be patient
RESPONSIBLE	Participate Actively Complete all assignments	Carry a valid hall pass Use your own locker Pick up litter	Stay in designated area Clean up your eating area	Do your business and leave Throw trash in appropriate receptacles Wash hands	Follow media center and computer lab rules Use equipment correctly Access appropriate websites	Throw trash in appropriate receptacles Use equipment correctly Be on time and prepared for activities	Show maturity Recognized the privilege Lock up personal items	Drive safe/slow Lock car Look for other driver/people	Sit in a safe place Visit educational websites only Carry one device at a time.
DEDICATED	Participate in a positive manner Keep trying even when it is difficult Finish what you have started	Walk with a purpose Go straight to your destination Plan ahead	Have I.D. ready and money out Be in designated lunch areas when the bell rings	Use the closest bathroom Use bathrooms during transitions	Have I.D. or pass ready Sign-in with correct password	Be engaged in the presentation Lead by example	Be on time Finish what you have started Always do your best	Allow time for safe driving Take all the items you need	Listen for directions from your teacher Make sure your area is clear of any food or liquid Know usernames and passwords
DISPLAY PRIDE	Speak kindly about self and others Cooperate with others Congratulate your and other's successes	Use positive language Report potential concerns to staff	Keep area clean Help others Embrace differences and diversity	Report problems Help keep area clean	Read Utilize resources Use time wisely	Show appropriate enthusiasm Keep remarks positive and polite Approach assemblies with an open mind	Show school spirit Use positive language Represent the school with integrity	Assist others Keep parking lot clean	Use devices in approved areas Report damage or problems.

Elementary School Behavior Matrix

ELEMENTARY	CLASSROOM	HALLWAY	CAFETERA	BUS	BATHROOM	TECHNOLOGY	PLAYGROUND	ASSEMBLY
BE RESPECTFUL	<p>Come to class ready to learn.</p> <p>Follow directions the first time given.</p> <p>Raise your hand, waiting until the teacher calls upon you. .</p>	<p>Use no or quiet voices.</p> <p>Smile and wave at a friend without either student leaving the line.</p> <p>Keep hands and feet to yourself.</p>	<p>Keep hands and feet in your personal space.</p> <p>Talk softly.</p> <p>Please raise your hand if you need assistance and remain quiet while patiently waiting.</p> <p>Remain sitting until your teacher invites you to line up at dismissal.</p>	<p>Keep your hands and feet to yourself.</p> <p>Talk only to the people close to you.</p> <p>Talk softly.</p> <p>Keep all objects inside bus.</p>	<p>Respect the privacy of others.</p> <p>One student per stall.</p> <p>Use a quiet voice.</p> <p>Keep the bathroom clean.</p>	<p>Keep your hands on your own device.</p> <p>Return device to appropriate spot.</p> <p>Follow directions.</p> <p>Take turns and share.</p>	<p>Keep hands and feet to yourself.</p> <p>Promptly line up when asked.</p> <p>Stay within the playground area.</p> <p>Take turns and share.</p>	<p>Give presenter full attention.</p> <p>Enter and exit quietly.</p> <p>Remain on your bottom and criss cross applesauce.</p>
BE RESPONSIBLE	<p>Always do your best.</p> <p>Stay focused on the task at hand.</p> <p>Use supplies appropriately.</p> <p>Clean up supplies and put them in the appropriate place.</p>	<p>Face forward, walking on the right.</p> <p>Stay in line with your toes behind the person in front of you.</p>	<p>Ask before you leave your seat.</p> <p>Clean up your ENTIRE area--even under your table.</p> <p>Wait to throw away garbage until an adult taps you and brings a trashcan to your table.</p>	<p>Go directly to your assigned seat and stay there.</p> <p>Sit "seat on seat and back on back".</p>	<p>Use the bathroom, wash hands, and quickly exit.</p> <p>Wash hands after using the bathroom.</p> <p>Use resources appropriately, using only the necessary amount.</p>	<p>Use device for educational purposes only.</p> <p>Handle device carefully.</p>	<p>If you have time off recess, go immediately to the location required.</p> <p>Rocks must stay on the ground at all times.</p>	<p>Raise your hand to answer or ask a question.</p> <p>Participate without disrupting.</p>
BE A PROBLEM SOLVER	<p>Keep your area clean and organized.</p> <p>Think it through before asking a teacher for help--follow the "Ask 3, then me" approach during independent or group work.</p>	<p>Pick up trash.</p> <p>Use most direct route to your destination.</p>	<p>If you see trash, pick it up--even if it is not yours!</p> <p>Raise your hand for assistance from an adult.</p>	<p>Be ready at your stop.</p> <p>Inform the driver of any problems.</p> <p>No eating or drinking on the bus.</p>	<p>Tell an adult if something needs to be fixed.</p> <p>Keep water and soap in the sink and dry hands before leaving the bathroom.</p> <p>Flush the toilet.</p>	<p>Be patient.</p> <p>Help others around you if they ask.</p>	<p>Avoid tattling.</p> <p>Use appropriate language to solve problems.</p> <p>Report all injuries immediately to the adult on duty.</p>	<p>Raise your hand if you need assistance.</p>

Clermont Northeastern School District-wide Flowchart.



**We choose to be:
Respectful, Responsible, and Problem Solvers**

Levels of Interventions/Consequences

The Code of Student Conduct shall apply to all students at all times on all Board of Education property, including: In school buildings, on school grounds, in all school vehicles, at all school, school-related, or board-sponsored activities

Interventions and Consequences for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of Board policy and/ or regulation. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. Interventions include a continuum of proven activities, supports and programs to support students' social, emotional, and behavioral health. Interventions are aimed at reducing continued and/or escalation of inappropriate behaviors or violations of the code of conduct. Consequences are actions taken by school administrators in response to a violation of the Code of Conduct. Interventions and Consequences may be used simultaneously. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Code of Student Conduct, the consequence may be expulsion from Clermont Northeastern Schools. Restitution for loss or damage will be required in addition to any other prescribed consequences. Levels of consequences and options for progressive interventions follow. Repeated chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/ consequences may begin at a higher level.

Unproductive School Behavior Definitions

Inappropriate use of tech- Should only be used for intended purposes related to academic pursuit or school business

Bullying and harassment- Any unwanted behavior that makes someone feel intimidated, degraded, humiliated, or offended.

Defiance disrespect- To lack regard, contempt for, resist, willingness to contend, or fight

Disruption- Behavior that substantially or repeatedly interferes with the conduct of a class

Fighting- A violent confrontation; take part in a violent struggle with the exchange of physical blows

Inappropriate behavior language- Behaviors or language that have the potential to cause harm to another person

Possession of alcohol drugs or weapons- The state of having, owning, or controlling alcohol, drugs, or weapons

Repeated minor referrals- 5 documented minors

Destruction of property- Damage caused by a person who does not own the item

Other- Any possible offense not covered above

Clermont Northeastern Schools K-5th Grade
Corrective Strategies for Minor/Classroom Managed Offenses

Expected Behavior What Students Should Do	Districtwide Expectations What's Expected of Students	Choices to Address Student Infractions These are not intended to be the only choices or sequential.*
Be Respectful	<ul style="list-style-type: none"> ● Follow directions ● Use appropriate language and tone ● Keep hands and feet to yourself ● Observe personal space ● Listen to others when they are speaking ● Use your quiet inside voice ● Use respectful language ● Be patient 	<ul style="list-style-type: none"> ● Re-teach the behavioral expectations ● Parent guardian phone call ● Move seat ● Take a break ● Proximity control ● Restorative practices ● Visit the school based mental health ● Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors ● Require the student to complete a community service task (clean desks) ● Have the student choose a method of apologizing or making amends to those harmed or offended ● Provide a reflective activity ● Teacher Initiated request for support ● Teacher led after school intervention ● Restitution ● Other with prior administrator permission
Be Responsible	<ul style="list-style-type: none"> ● Participate actively ● Complete assignments on time ● Stay in designated areas ● Use technology appropriately ● Clean up after yourself ● Be on time and prepared 	
Be a Problem Solver	<ul style="list-style-type: none"> ● Participate in a positive manner ● Keep trying even when it is difficult ● Never give up ● Be in your designated area on time ● Be engaged in activities ● Always do your best. ● Never give up! 	

Clermont Northeastern School K-5th Grade
Corrective Strategies for Major/Office Managed Offenses

Expected Behavior What Students Should Do	Districtwide Expectations What's Expected of Students	Choices to Address Student Infractions These are not intended to be the only choices or sequential.*
Be Respectful	<ul style="list-style-type: none"> ● Follow directions ● Use appropriate language and Tone ● Keep hands and feet to yourself ● Observe personal space ● Listen to others when they are speaking ● Use your quiet inside voice ● Use respectful language ● Be patient 	<ul style="list-style-type: none"> • Conference with student • Parent contact • Loss of privilege • Re-teach (may include role-play) • Create a behavior contract • Require the student to complete a community service task • Written reflection • Restorative practices • Lunchtime detention
Be Responsible	<ul style="list-style-type: none"> ● Participate actively ● Complete assignments on time ● Stay in designated areas ● Use technology appropriately ● Clean up after yourself ● Be on time and prepared 	<ul style="list-style-type: none"> • Have the student choose a method of apologizing or making amends to those harmed or offended • Refer to PBIS intervention team • Restitution • Arrange support from school based mental health.
Be a Problem Solver	<ul style="list-style-type: none"> ● Participate in a positive manner ● Keep trying even when it is difficult ● Never give up ● Be in your designated area on time ● Be engaged in activities ● Always do your best 	<ul style="list-style-type: none"> • Create a home/school communication system • Establish a CICO routine with a trusted staff member or administrator. • Administrator led after school intervention • In-school suspension • Friday School Intervention (Reteach Expectations) • Out of school Suspension with a re-entry meeting with those harmed by the behavior • Recommendation for expulsion • File charges if law is broken

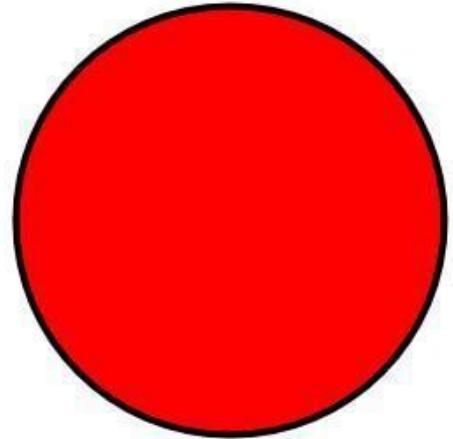
Clermont Northeastern Schools 6th-12th Grade
Corrective Strategies for Minor/Classroom Managed Offenses

Expected Behavior What Students Should Do	Districtwide Expectations What's Expected of Students	Choices to Address Student Infractions These are not intended to be the only choices or sequential.*
Be Respectful	<ul style="list-style-type: none"> ● Follow directions ● Use appropriate language and tone ● Keep hands and feet to yourself ● Observe personal space ● Listen to others when they are speaking ● Use your quiet inside voice ● Use respectful language ● Be patient 	<ul style="list-style-type: none"> ● Re-teach the behavioral Expectations ● Parent guardian phone call ● Move seat ● Take a Break ● Proximity control ● Restorative practices ● Visit the school based mental health ● Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors ● Require the student to complete a community service task (clean desks) ● Have the student choose a method of apologizing or making amends to those harmed or offended ● Provide a reflective activity ● Teacher initiated request for support ● Teacher led after school intervention ● Restitution ● Other with prior administrator permission
Be Responsible	<ul style="list-style-type: none"> ● Participate actively ● Complete assignments on time ● Stay in designated areas ● Use technology appropriately ● Clean up after yourself ● Be on time and prepared 	
Be Dedicated	<ul style="list-style-type: none"> ● Participate in a positive manner ● Keep trying even when it is difficult ● Never give up ● Be in your designated area on time ● Be engaged in activities ● Always do your best 	
Display School Pride	<ul style="list-style-type: none"> ● Participate in a positive manner ● Keep trying even when it is difficult ● Never give up ● Be in your designated area on time 	

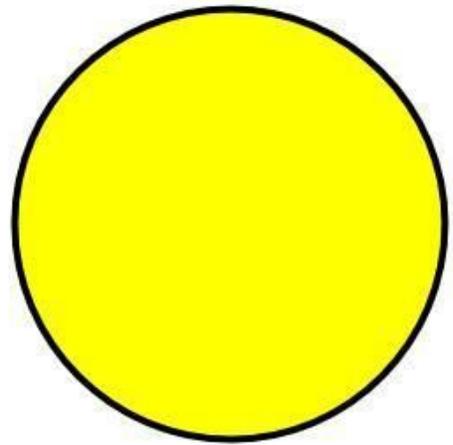
Clermont Northeastern School 6th-12th Grade
Corrective Strategies for Major/Office Managed Offenses

Expected Behavior What Students Should Do	Districtwide Expectations What's Expected of Students	Choices to Address Student Infractions These are not intended to be the only choices or sequential.*
Be Respectful	<ul style="list-style-type: none"> • Follow directions • Use appropriate language and tone • Keep hands and feet to yourself • Observe personal space • Listen to others when they are speaking • Use your quiet inside voice • Use respectful language • Be patient 	<ul style="list-style-type: none"> • Conference with student • Parent contact • Loss of privilege • Re-teach (may include role-play) • Create a behavior contract • Require the student to complete a community service task • Written reflection • Restorative Practices • Lunchtime detention • Have the student choose a method of apologizing or making amends to those harmed or offended
Be Responsible	<ul style="list-style-type: none"> • Participate actively • Complete assignments on time • Stay in designated areas • Use technology appropriately • Clean up after yourself • Be on time and prepared 	<ul style="list-style-type: none"> • Refer to PBIS intervention team • Restitution • Arrange support from school based mental health.
Be Dedicated	<ul style="list-style-type: none"> • Participate in a positive manner • Keep trying even when it is difficult • Never give up • Be in your designated area on time • Be engaged in activities • Always do your best 	<ul style="list-style-type: none"> • Create a home/school communication system • Establish a CICO routine with a trusted staff member or administrator. • Administrator led after school intervention • In-school suspension • Friday school intervention (Reteach expectations)
Display School Pride	<ul style="list-style-type: none"> • Speak kindly about self and others • Cooperate with others • Congratulate yours and others' successes • Use positive language • Embrace differences and diversity • Help others • Represent the school with integrity 	<ul style="list-style-type: none"> • Out of school Suspension with a re-entry meeting with those harmed by the behavior • Recommendation for expulsion • File charges if law is broken

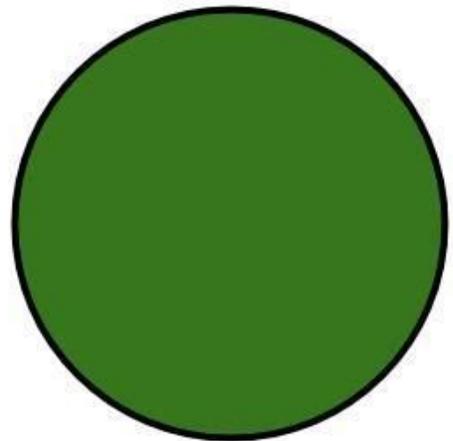
**TECHNOLOGY
FREE**



**MUSIC ONLY
PHONE
FACE DOWN**



**MUSIC
and
RESEARCH**



Continuing the Implementation Plan

Currently Clermont Northeastern Schools conducts a review of the current implementation of The Rocket Way framework. Each building team will conduct the Tiered Fidelity Inventory and provide evidence to demonstrate to what level of fidelity each building is implementing PBIS. Below are the results for the last three PBIS Tiered Fidelity Inventory

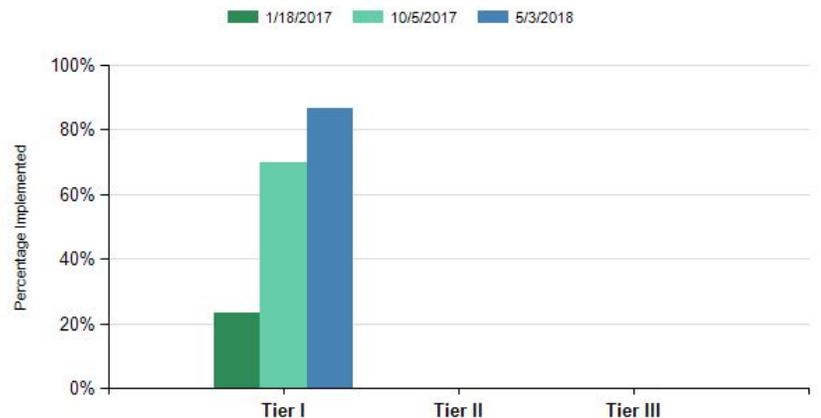
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Clermont Northeastern Elementary School
12/2/2016 - 5/8/2018



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Clermont Northeastern Middle School
1/11/2017 - 5/4/2018



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Clermont Northeastern High School
1/18/2017 - 5/3/2018



Acknowledgement System

Our behavioral expectation system focuses on acknowledging students who follow and adhere to our four expectations. This program works in conjunction with schoolwide and classroom goals.

Specific Verbal Feedback

- When you observe students being respectful, responsible, determined and displaying pride acknowledge them by giving specific positive verbal feedback such as:
 - a) “That was helpful how you helped your classmate pick up his/her books off the floor. Thank you for being respectful.”
 - b) “Thank you for being responsible by being prepared for class today.”
- The key to making this program work is for all teachers and staff in the building to be aware of the program and use the same vocabulary.

Behavior Rewards: PBIS Rewards Points

- Acknowledge students with a positive point when you observe them following our three expectations in the classroom. Please remember to first provide the specific verbal feedback before you award a positive point so the student can understand the purpose of the point and the recognition of their behavior.
- Also, acknowledge students with a positive point when you observe them following our three expectations in other areas of the school, such as the hallways, bathroom, cafeteria, assemblies, etc. This will reinforce the expected behaviors in these areas.
- Please remember to first provide the specific verbal feedback.

Distribution of Points

Every student should have an opportunity to earn at least one point a day. Each grade level will determine the maximum number of points given each day. Each classroom will have a store in which students can spend earned points. There will also be grade-level reward options as well as school rewards.

Classroom Strategies

- Set up your room to be “student friendly.” Arrange desks for easy teacher access to all students.
- Room movement is vital to ensuring students remain on task.
- During instruction, challenging students should not be in the corner or back of the room, but within two to three feet of the teacher. Proximity and eye contact work wonders for increasing positive student behavior.
- Keep students on task with instructional activities at least 70% or more during academic classes. Effective teachers understand that unstructured time or down time will do nothing but cause students to misbehave. Instruction and classroom management go hand in hand.
- Teach students the expectations/objectives for each and every activity, assignment, test, etc. Never assume that a student will know what you expect from them.
- Look for classroom resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best. Collaboration is a beautiful thing.
- Greet each student by name as they enter your classroom.
- Be clear and direct with your expectations.
- Reinforce and remind students of your expectations every class period on a daily basis.
- Limit use of sarcasm or demeaning tones.
- Be firm and to the point.
- Be consistent with discipline, always follow through with what you say you will do, and follow through with the consequences you have set forth when a rule is broken.
- Have the classroom room rules posted for everyone to see.
- Post the process of discipline referrals for all students to see.

Discipline Tips

1. Consequences, such as a detention, do not change a behavior. The adult or teacher changes the behavior. The consequence or punishment simply reinforces that there are established rules and established consequences if a student breaks a rule. Only the teacher is able to correct and change a behavior. A piece of paper cannot.
2. Unless teachers are consistent with their discipline, a child cannot predict consequences, and a child who cannot predict consequences cannot become self-disciplined.

THE ROCKET WAY



ROCKET CHIPS

Who can earn them? Any student grades K-12

What are Rocket Chips? A teacher, administrator, or business in the community, may give a Rocket Chips as a token of appreciation for students demonstrating exemplary behaviors related to the Rocket Way.

Where can a student earn a chip? Students can earn a chip at any location in the school district. A student demonstrating Rocket Way behaviors may even be recognized in the community!

Why Rocket Chips? Rocket Chips can be exchanged in the cafeteria for a treat during grade level lunch time.

