



Our school receives students from three sending schools.
Each year we work to help them come together as a vocational student body.

Universal team make up and functioning:

Committee comprised of teachers, ed techs, admin, specialists, secretaries, guidance, parent, and a student.

We began our process unenthusiastic about the PBIS initiative. Our director recognizes the transformation of the committee's attitude toward PBIS. Collaboration creates ownership.

Twenty percent of people will be against anything. When you realize this, you avoid compromising what really should be done because you stop watering things down. **If you always try to reach consensus, you are being led by the 20 percent.**

1. People deny that the innovation is required.
2. People deny that the innovation is effective.
3. People deny that the innovation is important.
4. People deny that the innovation will justify the effort required to adopt it.
5. People accept and adopt the innovation, enjoy its benefits, attribute it to people other than the innovator, and deny the existence of stages 1 to 4.

Meetings • Agendas • Minutes

PBIS Universal Team December 10, 2009 Minutes

Present: Angel, Ann, Jeannette, Rosie, Audrey, Russell, Rob

Summary: After looking at several superb suggestions, the team decided to link the core values (*school-wide behavior expectations*) with the Work Ethic Rubric. Each letter in the acronym, PRIDE, is connected to one of the five standard of the Work Ethic Rubric.

Productive (4)
Reliable (5)
Imitative (1)
D (2)
Excellence (3)

Action:

- Wordsmith an acronym associated with the Work Ethic Rubric.
- Tagline using the acronym
- Ideas for a graphic

Next Meeting: Thursday, December 17th @ 7:30 am

Agenda

Define the Core Values Acronym
Curriculum Matrix Work Begins

We conduct 30 minute bi-monthly meetings with clear agendas and action items given well in advance of the meetings. Action Items push the agenda forward. Minutes of all meetings are disseminated via email, no attachment to download. Information is shared with all staff at weekly staff meetings.

Collaborative meetings are headed by a facilitator that is knowledgeable about PBIS and prepares, researches prior to the meetings, encourages full participation with various facilitating techniques and promotes a mutual understanding and builds sustainable agreements. The collaboration method cultivates a shared responsibility. The facilitator finds the most effective method to accomplish the task in the shortest amount of time.

Meetings are powered by like-minded members with various skills. This fuels divergent thinking. By means of collaborative meetings we develop convergent thinking. From there we are able to move to decision making.

WORK ETHIC RUBRIC
Lake Region Vocational Center

Rating Description	12	13	14	15	16	17	18	19	20
	Failing	Marginal	Satisfactory	Very Good	Excellent				
1. Work habits & attitudes – Motivation & energy for self-improvement, initiative, enthusiasm, pride in work, adaptability, willingness to learn.									
Apathetic, irresponsible. No effort to learn or improve.	Does just enough to get by. Seldom anything to improve work performance. Requires extra supervision.		Shows satisfactory initiative/motivation. Willing to learn when presented with the opportunity.		Diligent towards job. Often seeks to learn and improve performance. Takes pride in work.		Excellent initiative and adaptability. Continually sees better ways to do work. Makes significant contributions to the job.		
12 13	14 15	16 17	18 19	20	Comments:				
2. Interpersonal effectiveness – Ability to get along with others, tact, courtesy, ability to contribute to a team effort.									
Difficult to work with. Uncooperative. Hinders team efforts.	Occasionally reluctant to help. Inclined to be moody.		Cooperative and courteous most of the time. Gets along well with others. Willing to support a team's efforts.		Consistently courteous and helpful. Functions effectively as a member of a team.		Excellent in contacts with people even in difficult situations. Goes "extra mile" to make a team successful.		
12 13	14 15	16 17	18 19	20	Comments:				
3. Quality of work – How accurate, neat, error-free and complete is the work?									
Many errors, sloppy and often incomplete performance of job.	Occasionally careless. Makes recurrent errors. Work needs checking and improvement.		Work meets quality standards. Completes routine assignments thoroughly and with a minimum of error.		Very accurate, careful and neat. Seldom makes errors on routine assignments.		Consistently high quality work. Accurate and neat on both routine and more complex assignments.		
12 13	14 15	16 17	18 19	20	Comments:				
4. Quantity of work – How much acceptable work is produced in relation to anticipated deadlines and prior experience on similar assignments?									
Always behind in work. Seldom meets deadlines.	Requires close supervision to complete.		Satisfactory amount of work completed. Rarely fails to meet important deadlines.		Consistently completes work on time with little or no supervision required.		Produces high volume of work. Typically asks for additional work and always strives to improve productivity.		
12 13	14 15	16 17	18 19	20	Comments:				
5. Dependability – Attendance, punctuality, conscientiousness, reliability in meeting commitments.									
Very poor attendance. Frequently late to work. Cannot be relied upon to meet commitments.	Improvement needed. Occasionally late to work and/or returning from breaks or lunch. Marginally reliable.		No unexcused absences. Usually prompt for work and returning from breaks.		Very good attendance and punctuality. Can be counted on to meet commitments.		Seldom absent or late for work. Highly dependable and conscientious.		
12 13	14 15	16 17	18 19	20	Comments:				



Our core values were developed with organic values from our Work Ethic Rubric.

- Productive – Section 4 Quality of Work
- Respectful – Section 2 Interpersonal Effectiveness
- Involved – Section 1 Work Habits and Attitudes
- Dependable – Section 5 Dependability
- Excellence – Section 3 Quality of Work

Additional research reinforced our sense that the Work Ethic Rubric aligns with key areas employers and educators are looking for from our students:

Critical thinking, creative problem solving, collaboration, adaptability and communication.

Collaboration Method: brainstorming via email (reply all), whiteboard for wordsmithing.

Behavior Matrix

	Classroom * (may be augmented)	Hallways/Lobby Common Areas	Bathroom	Bus	Assembly/Field Trip
Productive (4)	Produces high volume of work; typically asks for additional work and always strives to improve productivity.	Moves through hallway for a timely arrival to class.	Be quick. Be quiet. Washes hands with soap and water. Uses trash can.	Chooses seat quickly. Faces forward. Keeps aisle clear. Exits safely.	Follows dress code. Prepares for event (e.g., homework, research, lunch money)
Respectful (2)	Makes positive comments to others. Respects teacher and the learning environment. Accepts diversity.	Greet others positively using appropriate language and volume. Keeps hallway open for passage. Demonstrates patience.	Knocks on door. Flushes toilet. Keeps bathroom clean. Honors others privacy.	Uses kind language and minimal volume. Keeps music at a personal volume. Discourages bullying.	Listens to speakers. Turns off electronic devices. Represents school and self.
Involved (1)	Leads by example. Creates solutions; Works well with others.	Assists those in need; Reports safety issues; Picks up trash.	Reports issues to an adult. Conserves resources (e.g., soap, water, paper).	Report issues. Picks up trash.	Attentive. Asks appropriate questions. Participates when asked. Reports issues.
Dependable (5)	Maintains consistent attendance. Punctual. Follows through on commitments.	Goes back to work on time. Keeps track of personal belongings.	Chooses an appropriate time to use the bathroom. Returns to class promptly.	Punctual. Follows all posted bus rules. Helps keep others. Takes belongings.	Punctual. Keeps pace with group. Assists others without being asked.
Excellence (3)	Produces quality work; Asks questions; takes notes; research	Maintains personal space.	Leaves the bathroom in better condition.	Stays in seat; Keeps hands and feet to self.	Shares and applies acquired knowledge.

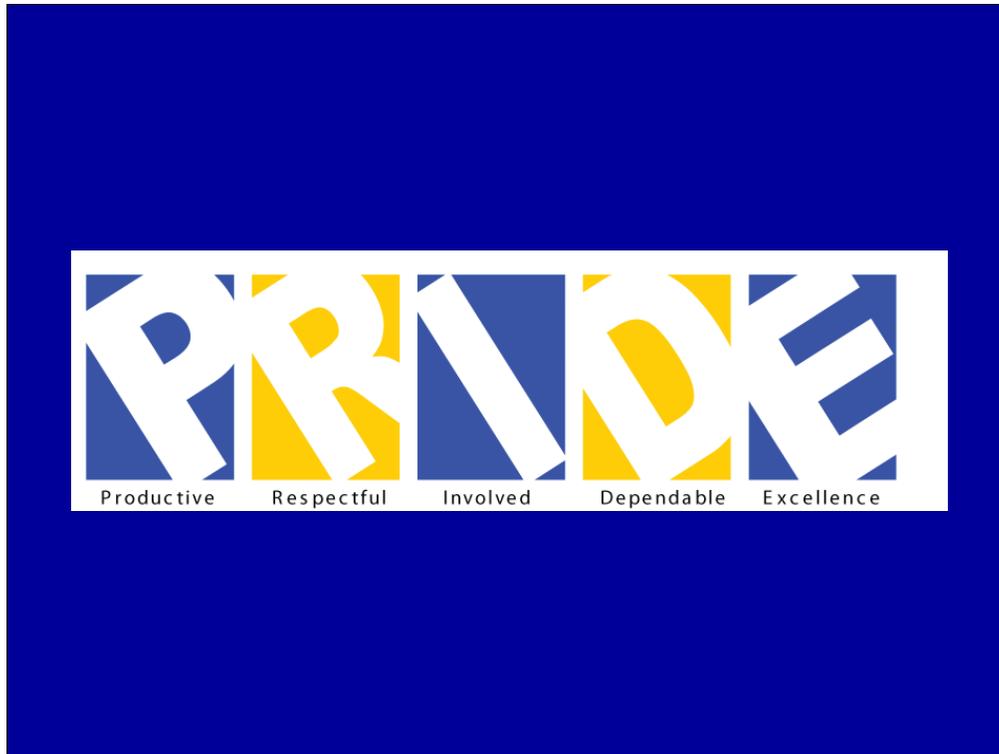
1.14.2010

Focus here was on staying positive – rather than a list of ‘don’t do’s’ we focused on behaviors we WANTED to see and encourage. Finding the positive alternative. This really required a shift in thinking for some.

It is important to acknowledge that making PBIS a reality really requires a paradigm shift.

Collaboration method: Jigsaw method. Paired up and each took a core value. Came together at the end to revise and wordsmith.

At this point we decided to develop teachable moments, and not develop a “canned curriculum” to teach appropriate behaviors.



Collaboration Method: Several people designed logos, then we came to agreement on one.

We decided on Mr. Mayo's logo design, which will be built into the tile in our building.

Logos serve as a visual reminder of the behavioral expectations as well as expectations of the Work Ethic Rubric.

We have the capability at LRVC to make T-Shirts and caps and visors for staff and students.



Pirates Game

Building positive relations with students through new experiences outside of school setting. Students were able to interact with each other across program lines. The thought here was that students who see each other as people with whom they have something in common versus “those kids in the other programs” would improve students’ sense of community.

Teacher Managed Behaviors	Office Managed Behaviors
No pencil to class	Vandalism
Aggression	Black marks on wall and floor
Forgets to turn off cell phone	Threatening of students & staff
Electronics	Property misuse
Not on task	Fighting
Inappropriate use of computers	Walking out of class
Cheating	Skipping Class
Texting during class	Pornography
Not being productive	Major safety violation
Tardy	Sex
Absences	Drugs
Swearing	Harassment
Minor safety violation	Chewing tobacco
Dress code violation	Gambling
Lying	Repeated Violations
	Habitually tardy or absent
	Late for class often
	Excessive absences
	Swearing after warnings
	Flagrant or repeated cell phone use
	Repeated inappropriate dress or refuses to fix

02.04.2010

Collaborative Method: “sticky note activity”

Individually listed behaviors on sticky notes.

Then placed on the T-Chart according to how

Looked at the many commonalities.

Discussed some discrepancies. (Should a student be sent to the office for not having a pencil?)

Compiled T-Chart

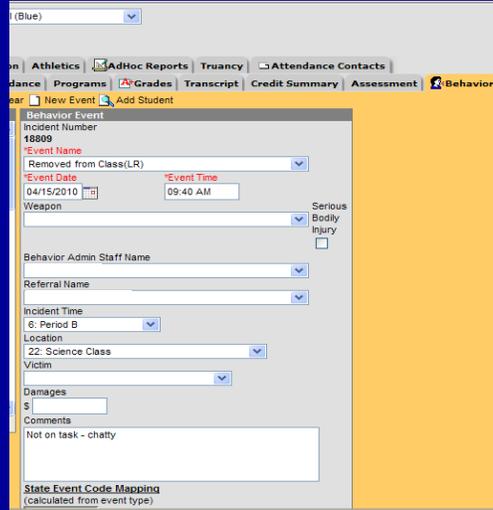
SWIS

The screenshot shows a web-based form for entering a referral. The form is titled "Referral" and "Id: (new referral)". It contains the following fields and options:

- Student (required): Text input field
- Grade (required): Dropdown menu
- Staff (required): Text input field
- Date (required): Date picker showing 02/05/2010, with MM/DD/YYYY format
- Time (required): Dropdown menu
- Location (required): Dropdown menu
- Minor:
- Problem Behavior (required): Dropdown menu
- Motivation (required): Dropdown menu
- Others Involved (required): Text input field
- Admin Decision (required): Dropdown menu
- Days Suspended/Expelled: Text input field with "half day increments (0.5; 3; 6.5; etc)"
- Other Information: Text input field
- Extra Info: Harassment: Dropdown menu
- Extra Info: Hallway: Dropdown menu
- Extra Info: Additional Admin Decis...: Dropdown menu
- Student's IEP Status: (read only)
- Copy data to next new referral?

Looked at a variety of information systems.
Including SWIS which extremely simple in its design and function.

Infinite Campus



The screenshot shows a web-based form for entering a behavior event. The form is titled "Behavior Event" and includes the following fields and options:

- Incident Number: 18809
- *Event Name: Removed from Class(LR)
- Event Date: 04/15/2010
- *Event Time: 09:40 AM
- Weapon: (empty)
- Behavior Admin Staff Name: (empty)
- Referral Name: (empty)
- Incident Time: 6: Period B
- Location: 22: Science Class
- Victim: (empty)
- Damages: \$ (empty)
- Comments: Not on task - chatty

Additional options include "Serious", "Body Injury", and "Injury", each with a checkbox. At the bottom, there is a "State Event Code Mapping" field, noted as "calculated from event type".

We chose IC because of its vast reporting capabilities. Also, the add-on Tableau can extrapolate a vast array of data.

PBIS Facilitator held many meetings with IC database manager. Worked together in a sandbox server to iron out any unforeseen issues. We also met with the Tableau trainer and the superintendent to get his blessing on the purchase of this software.

We generated a list of Behaviors already in IC in an effort to work smarter not harder.

IC Database Manager then presented to the committee.

**Molly Ockett Middle School
Office Discipline Referral
Teacher/Staff fill out and send with Student**

Name: _____ Grade (circle): 6 7 8 Date: _____

Referring Person: _____ Time of incident: _____

Location:

<input type="checkbox"/> Bathroom	<input type="checkbox"/> Recess	<input type="checkbox"/> Travel to Portables	<input type="checkbox"/> Classroom
<input type="checkbox"/> Hall	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library	<input type="checkbox"/> Office
<input type="checkbox"/> Bus	<input type="checkbox"/> Bus/gym	<input type="checkbox"/> Special Event/Assembly/Field trip	<input type="checkbox"/> Other _____

Minor Problem Behavior:

<input type="checkbox"/> Inappropriate Verbal Language	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Tardy to class
<input type="checkbox"/> Disruption	<input type="checkbox"/> Physical Contact/Aggression	<input type="checkbox"/> Dress Code
<input type="checkbox"/> Electronic/Technology Violation	<input type="checkbox"/> Defiance/disrespect/lying/noncompliance	<input type="checkbox"/> Other _____
<input type="checkbox"/> Plagiarism/Cheating on class assignment/test		

Major Problem Behavior:

<input type="checkbox"/> Abusive/inapprop/profane lang.	<input type="checkbox"/> Skip class	<input type="checkbox"/> Permanent Mjr Property Damage
<input type="checkbox"/> Defiance/disrespect/lying/noncompl.	<input type="checkbox"/> Alcohol & Drugs	<input type="checkbox"/> Forgery/Theft
<input type="checkbox"/> Fighting/Physical Aggression	<input type="checkbox"/> Disruption	<input type="checkbox"/> Combustibles
<input type="checkbox"/> Electronic/Technology Violation	<input type="checkbox"/> Tobacco	<input type="checkbox"/> Display of affection
<input type="checkbox"/> Plagiarism/Cheating on stds test	<input type="checkbox"/> Vandalism	<input type="checkbox"/> h01- verbal
	<input type="checkbox"/> Weapons	<input type="checkbox"/> h02- phys.
		<input type="checkbox"/> h03- racial
		<input type="checkbox"/> h04- sexual

Possible Motivation:

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

Others Involved:

Peers Staff Teacher Substitute None Unknown Other _____

Describe Incident:

Consequences:

<input type="checkbox"/> Confer w/Student	<input type="checkbox"/> Teacher Lunch Dt	<input type="checkbox"/> Office Lunch Dt	<input type="checkbox"/> Office AfterSchl Dt
<input type="checkbox"/> Parent Contact by _____	<input type="checkbox"/> Teacher AfterSchl Dt	<input type="checkbox"/> Indvll Instruction	<input type="checkbox"/> Loss of Privilege
<input type="checkbox"/> Time in Office _____	<input type="checkbox"/> Bridge Processing	<input type="checkbox"/> Guidance/counseling	
	<input type="checkbox"/> In-school Susp.	<input type="checkbox"/> Out-of-school Susp.	<input type="checkbox"/> Other _____

Other Information:

Facilitator gathered a variety of Office Referral forms for review.
Discussion centered on a document that was useable and user-friendly.

**Lake Region Vocational Center
Office Referral Form**

Student Name _____

Event Name Absent from class without permission Left class without permission
 Destruction of property/vandalism Misuse of technology/cell phone/computer
 Fighting Safety violation
 Harassment tobacco-related
 Insubordination - rude/inappropriate Other

Event Date _____ Event Time _____

Weapon Specify Type _____

Referring Staff _____

Incident Time Morning Afternoon

Location Assembly/Field Trip Bus Hallways/Common Areas
 Bathroom Classroom Other

Victim Please Specify Student Staff Member

Comments (Event Specific - no names)

Role Offender Participant

Comments (Student Specific)

Motivation Obtain Peer Attention Avoid peer(s)
 Obtain Adult Attention Avoid Adults
 Obtain Items/Activities Other
 Avoid Items/Activities Motivation
 Unknown Motivation

Office Use

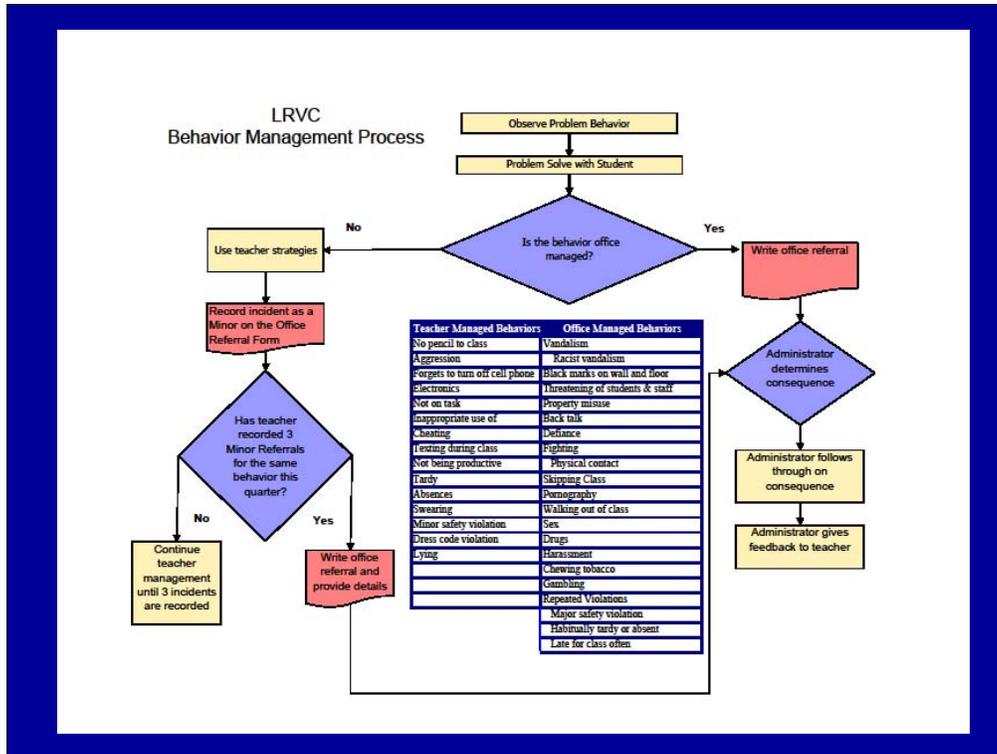
Resolution Conference with Administration ISS Suspension

Comments

Office Referral form designed sequentially with database manager for data entry personnel.

We are working closely with the Database Manager to report directly into Infinite Campus, thus reserving the need for written forms in the event Internet access was hindered.

Office Referral Form was then edited by Administration and then presented to the committee.



Flow Chart on Behavior Management designed with Administration and presented to committee.

Consistency and accountability must exist

LRVC Schoolwide Rewards/Incentive Audit

March 24, 2010

	Name of reward	Criteria for obtaining reward	Process for delivering reward	Concorded to Conceded to expectations	Status of Implementation
Schoolwide formal recognitions	Student of the Month End of Year Class Awards Richardson Award Scholarships Hockey Game	Good grades Hard work Productivity Good grades Good behavior	Certificate, Dinner, Savings Bond Dinner Money Letter home	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Schoolwide "quick" acknowledgements	Picture/Article in Newspaper Snack Schacht "Culinary Delights"	Successful competition outcomes Productive, Respectful, Student success	Published in local paper Opens during breaks Delivered to rooms by culinary students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Classroom reward system	Class Holiday Party Good Work Incentive Jeopardy Game Food Reward Fun Town Snack Schacht Rewards	Hard work before vacation When we finish a unit/project successfully Great work and test completion Quality work & happy customers Hard work Good grades, Hard work, Productivity	Announce no class work that day Sit at discussion table Small prizes and quiz grades Delivered by customers Taken on field trip Given during break	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input checked="" type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Individual student reward system	Snack Schacht Rewards Work in Community Verbal Praise	Good grades, Hard work, Productivity Exemplary work skills Hard work	Given during break Letter to parent Immediate verbal feedback	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Staff reward system	Safety Staff Birthday recognition Skills Advisor of the Year	Modeling safety in the work place It's your birthday Exemplary leadership	Nominated for the raffle Cake during lunch Dinner and award ceremony	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
<p>Sustainability: What is the procedure to inform new staff/students of the various reward systems.</p> <p>Student Advisory Committee will focus on targeting behaviors that need to be corrected, and develop extrinsic reward if appropriate. Members and facilitators of the Student Advisory Committee will disseminate information to staff and students.</p>					

Incentive Program

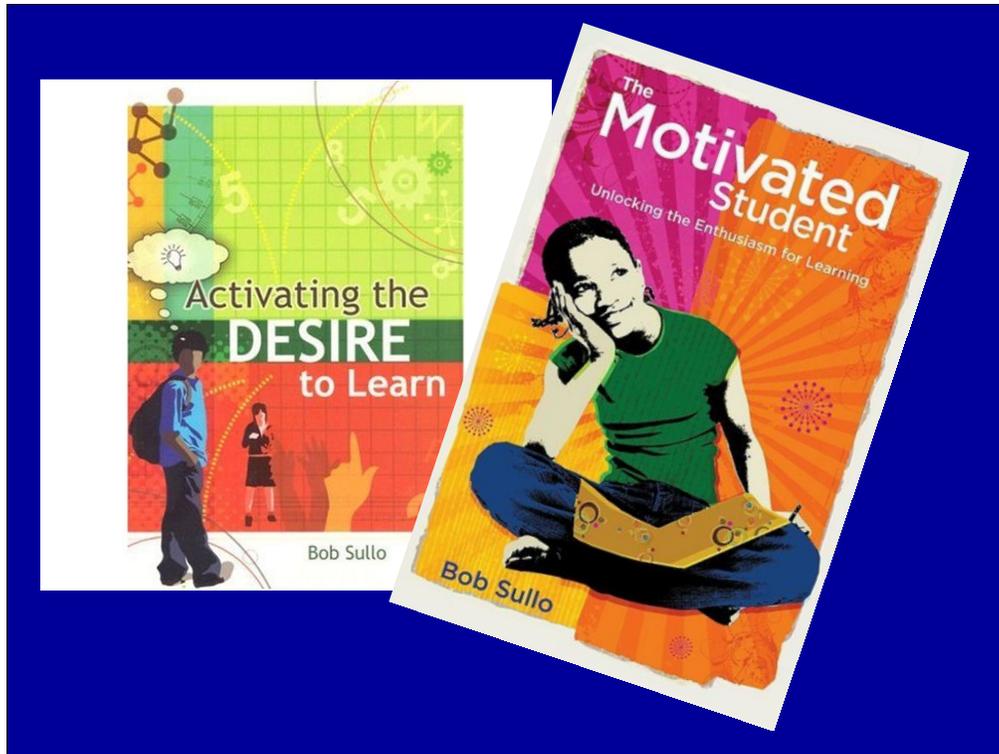
Collaborative Method: Staff Survey

Students surveyed staff to create a Schoolwide Incentive Audit... Having students administer the survey increased involvement and really laid the ground work for other activities such as participation on the Student Advisory Committee.

Survey was compiled.

Universal team made some edits.

Shared with staff. This sparked crucial discussions about the purpose and administration of incentives as well as the realization by the group that there needs to be buy-in across the board in order for PBIS to be most effective. There needs to be a positive culture at all levels of staff and administration.



We reviewed the writings of Robert Sullo

> Eliminate the need for extrinsic rewards with emphasis on the intrinsic reward.

We agreed that extrinsic reward systems should be directly related to changing a targeted negative behavior.

ie: Vandalism in the boys bathroom: When the bathroom remains free of vandalism, boys names are put in for a weekly drawing for prize donated by a local business. On the day of the drawing, the girls bathroom will be decorated.

Student Advisory Committee



Learn how to facilitate and participate in a problem-solving meeting.

Develop the reward system.

Inform staff and students of the reward system.

Came up with the graffiti board idea

Help plan kick-off event..



Student Advisory Committee was created for sustainability purposes.

- Address the behaviors that need to be corrected.
- Develop the reward system.
- Inform staff and students of the reward system.

Where do we go from here?

- Classroom Management Inventory
 - Classroom Management Training
- Teach Behavioral Expectations
 - Just-in-Time Strategies
- Build Capacity for Intervention Strategies
 - Check In • Check Out
- Empower the Student Advisory Committee
 - Decision Making Process

Documents are available for download at:

lakeregion.maine.cte.org