

Tier 1 Handbook

What is Tier 1?

Tier 1 is a component of the school's PBIS system that focuses on school systems for all students. It includes three major components: setting expectations, positive reinforcement system (star tickets), documenting system problems and need for further intervention (referrals), and celebrating efforts. The Tier 1 team is made up of a diverse group of teachers and administrators.

Expectations

Clearly defined expectations are a key component of PBIS. At Lincolnwood, we focus on the following school-wide behavioral expectations:

Be Respectful

Be Safe

Be Responsible

Students and staff are asked to think about what each of these expectations looks like in different area. For example, in the hallway, students can be respectful by using quiet voices and having quiet feet. In the cafeteria, students can be respectful by using low voices to talk. In a large group discussion in the classroom, being respectful can mean raising your hand if you have something to say. In each of these instances, students are given models of what the behavior would look like in each situation. In shared space (e.g., cafeteria, hallway, auditorium, bathroom, etc.), the expectations are set by the Tier 1 team and are defined in the accompanying matrices.

Cool Tools

Throughout the year, the different expectations are directly taught to students through Cool Tools, lesson plans that focus on clearly presenting different behavior expectations (see accompanying example). These are short lessons that may include reading a book, having a discussion, doing a project, etc.

PBIS Expectation Rotations

Twice a year (in August/September and January/February), students will be introduced to the PBIS expectations in key areas at the school: bathroom, cafeteria, playground and blacktop, gym, and hallway. The stations are taught by teachers and other staff members. Each station takes about 10 minutes.

Lincolnwood Elementary School Student Behavioral Expectations

Expectations	Be Respectful	Be Safe	Be Responsible
<p style="text-align: center;">Bus</p> 	<ul style="list-style-type: none"> -Volume 3 -Listen to the adults 	<ul style="list-style-type: none"> -Stay seated and buckle up -Keep hands and feet to yourself -Walk on/off bus 	<ul style="list-style-type: none"> -Walk straight to the auditorium -Find your seat and stay seated
<p style="text-align: center;">Arrival/Dismissal</p> 	<ul style="list-style-type: none"> -Use kind language and quiet voices -Follow adult directions 	<ul style="list-style-type: none"> -Walk to and from the bus -Hands and feet to yourself 	<ul style="list-style-type: none"> -In the morning go to your star -Have your backpack with you
<p style="text-align: center;">Bathroom</p> 	<ul style="list-style-type: none"> -Volume 0 -Keep the bathroom clean -Give people privacy 	<ul style="list-style-type: none"> -Wash your hands -Use the bathroom appropriately 	<ul style="list-style-type: none"> -Keep the bathroom clean -Be quick -Report problems to adults
<p style="text-align: center;">Hallway</p> 	<ul style="list-style-type: none"> -Volume 0 -Hands and feet to yourself 	<ul style="list-style-type: none"> -Face forward -Keep hands and feet to yourself -Bodies behind bodies 	<ul style="list-style-type: none"> -If you're not with a class carry a pass -Keep things in your locker
<p style="text-align: center;">Recess</p> 	<ul style="list-style-type: none"> -Line up when the whistle blows -Use kind words -Include others -Talk it out, Walk it out, Rock it out 	<ul style="list-style-type: none"> -Use equipment appropriately -Hands and feet to yourself 	<ul style="list-style-type: none"> -Put things back where you found it -Tell an adult when there is a problem -Dress for the weather
<p style="text-align: center;">Lunch</p> 	<ul style="list-style-type: none"> -Volume 3 -Follow adult directions -Wait your turn 	<ul style="list-style-type: none"> -Stay seated at your table -Hands and feet to self 	<ul style="list-style-type: none"> -Eat what you bought or brought -Clean up after yourself
<p style="text-align: center;">Assemblies</p> 	<ul style="list-style-type: none"> -Whisper while you wait -Volume 0 when it starts -Clap when it is over 	<ul style="list-style-type: none"> -Stay seated -Keep hands and feet to yourself 	<ul style="list-style-type: none"> -Use the bathroom before -Eyes forward -Stay positive

Lincolnwood Monthly Focus

Month: September

Theme:	School Rules
Focus:	Follow The Rules and Be Cool
Sharing Circle Lesson:	2.7: Understanding and Living With School Rules (Circle Forward)
Children's Literature:	<p><u>The Recess Queen</u> by Alexis O'Neill</p> <p><u>What Does it Mean to Be Present?</u> By Rana DiOrio</p> <p><u>How Do Dinosaurs Go to School</u> by Jane Yolen</p> <p><u>The Worst Day of My Life Ever! My Story About Listening and Following Instructions (...or not!)</u> By Julia Cook (K-2)</p>
Goal:	Creating a safe community of respectful and responsible students and teachers.
Teacher Action:	<ol style="list-style-type: none"> 1. Teach the matrix 2. Create a classroom matrix 3. USE the language on the matrix to ENSURE consistency 4. Teach one 30-minute Sharing Circle on your long day 5. PBIS School Field Trip 6. Teach one 30-minute Lincolnwood Family lesson around school rules on the half day from 11:30-12:00
Student Action:	All students will participate in a Sharing Circle once per week with their class and demonstrate following the rules.
Recognition:	<p>Lincolnwood Star Tickets for respectful, safe and responsible behavior.</p> <p>Minute-To-Win-It All-School Celebration</p>

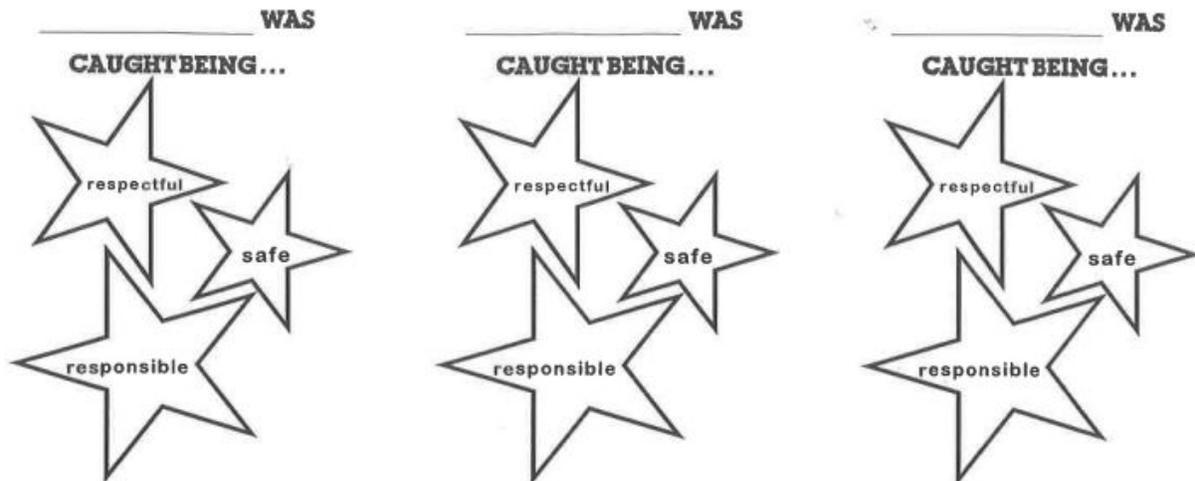
STAR TICKETS

What are Star Tickets?

Star Tickets are a tool used to reinforce positive student behavior. Teachers/staff give a child a Star Ticket if he or she has followed the expectations in the classroom or in another location at school. In order to be effective, the positive reinforcement must be sincere and authentic to the class/situation and can be given to a student at any moment of the day.

To Use Star Tickets

The teacher will fill in his or her name and the student's name on the Star Ticket.



Individual Star Tickets

Each student will save and collect the Star Tickets that he or she earns. Throughout the year and in the individual classrooms, the students may be able to use the Star Tickets as a currency to “buy” fun incentives inside the classroom and the students may also use them for the Friday Raffle to win fun prizes.

Class Stars

During certain times of the year, when an entire class exhibits the positive and expected behaviors during Fine Arts and PE, they will receive a large class star that is used in order to attend an all-school incentive party that is displayed in the hallway outside of the classroom. In the past, this has

included _____, Minute to Win it, and cookie decorating for Evanston community helpers.

In addition, after each day of Fine Arts and PE, the class earns additional stars. In some classrooms, the students can earn a set number of stars to earn an all class party (e.g., pajama day, hat day, extra recess, etc.).

Celebrations

Classroom Celebrations

As the students earn class superstars, they will work toward the classroom goal. When the goal is reached, the class has a celebration of the work that they have done. These classroom celebrations reinforce student behavior and both the classroom and school PBIS system.

As students earn the class superstars, the class counts and records the number of superstars earned. This can be done using tally marks or a more elaborate system such as marking on a goal thermometer. Whatever the system, the goal and progress towards the goal should be displayed in the classroom.

Once the goal is reached, the class can have a celebration, which is usually a small, special event. It does not have to be expensive or cost anything. Some fun, inexpensive celebrations can include:

- A class game of kickball
- A time to play board games
- A class dance party
- Extra computer time
- A time for a fun art/craft project
- Learning to make origami
- Bring your favorite stuffed animal to school
- A special dress up day for the class (pajama day, hat day, etc.)
- Do some class yoga
- Read to a younger/older class
- Read outside
- Extra recess
- Gum party with a surprise reader
- Tell jokes/perform poetry around the school
- Learn a dance and do a flash mob around the school

These can be decided by the teacher or voted on by the class. Some classes plan one celebration at a time. Others plan their celebrations for several months in advance or even the entire school year.

Friday Raffle

When students earn individual superstars, they can use the superstars to enter the Friday Raffle, which occurs on a weekly basis. Students will save superstars in a plastic bag or other container. Their superstars can be kept in their desk, mailbox, or another secure place. Students can choose whether or not to enter the Friday Raffle based upon what the raffle prize. Every Thursday during morning announcements the raffle prize for this week will be announced.

All-School Celebrations

Three times a year, the entire school celebrates its accomplishments with all school celebrations. These are times when the entire school participates in a special activity, such as a special assembly, crazy sock party, all-school Bingo, Minute to Win It, Are You Smarter Than A 5th Grader?, etc. These are planned by the Green Team (PBIS Tier 1) and Student Leaders Club- throughout the year.

Celebration Ideas

- Dance Party (with each grade, or each class from team planning, picking a song)
- School-Wide Pajama Day & Drop Everything and Read (could do with buddy classes)
- All-School Bingo
- All-School Board Game Break
- Crazy Hair/Hat/Accessories Day
- Grade/Class Decides Day-Every grade/class decides what they want to wear... favorite color, hats, moustaches, etc.
- Sports Day (wear your favorite sports team/colors; Mr. Hunter might sing Take Me Out to The Ball Game for a “7th Inning Stretch over the intercom in the afternoon)
- Arts & Crafts Break (e.g., free drawing, origami)
- Name that Tune (using the intercom)
- Paper Airplane Competitions
- Guest Readers

- Make bookmarks/placemats/something useful to give to an organization in the community.
- Door Decoration Parties (decorate classroom doors in a special way and walk around and admire everyone's work)
- Beach Day

Referrals (also known as an **Office Discipline Reports** or **ODRs**)

At Lincolnwood, there are two kinds of referrals given for problem behavior: MINOR or MAJOR. Both are used to document student behavior that is inconsistent with expectations and to help develop plans for improving behavior on both a student and school level. Filling out a referral is not a consequence in and of itself; it is simply a way to document behavior and communicate with the Tier I and Tier II team as well as with the school administrations.

The referral will be written by the teacher/staff supervising at the time of the behavior or as soon as possible after the incident occurred. If the referral is written by someone other than the classroom teacher, the referral should be written and the classroom teacher should be informed.

Minor Referrals are for situations that a teacher can address without the help of the office, social worker, or other support staff (see the Behavior Definitions Chart for more information). Documentation typically happens after a first or second warning has been issued without having the desired effect.

Major Referrals are often situations that need to be addressed by the principal and is used to document more serious behavior (see Behavior Definitions Chart). The principal must **ALWAYS** be advised of major referrals and will establish consequences for certain behaviors as needed (see Classroom vs. Office Referral T-Chart for more information).

In some cases, it may be appropriate for another staff member (e.g., social worker, CICO coach, or Type 75 substitute principal in case of absence) to implement consequences and follow-up communication. The student's teacher and principal will make that decision collaboratively, following the same Major ODR steps indicated above. In absence of the opportunity to

make that decision, the default for major offenses is for the principal to address the situation.

A major referral will also be written for students that have received three minor referrals within a two-week period. These are generally more serious and will be shared directly with the principal. Please see the flowchart below for more information about what to do after a major referral has been written.

The referral data will be monitored by the PBIS Tier I and Tier II/Tier III teams for student and school-wide trends. When applicable, referral data for individual students will be used to create Tier II behavior plans to assist students in meeting our behavioral expectations. School-wide trends will be used to help plan teaching tools to address problems areas within the physical building.

Referral Flow Chart

Classroom-Handled Referral	Office-Handled Referral
<p>Teacher resolves incident. Student is given a think sheet to complete. Teacher handles additional consequences in classroom as needed.</p>	<p>Teacher resolves incident. Student is given a think sheet to complete. When think sheet is completed, teacher will add relevant notes and send student to the office. Office should be contacted to inform them that a student is coming.</p> <p>If child needs to be removed from the classroom or if the classroom learning is severely disrupted, the office is contact immediately. Principal or CRISIS team member will come to classroom. Think sheet will be completed in the office.</p>
<p>⇓</p>	<p>⇓</p>
<p>As soon as possible, teacher writes and submits a referral.</p> <p>Parent is contacted by teacher. Teacher makes a copy of think sheet</p>	<p>As soon as possible, teacher writes and submits a referral.</p> <p>Principal contacts (or collaborates with teacher to contact*) parents via</p>

and it is sent home (with additional information from teacher as needed).	phone or email. Principal makes a copy of the think sheet and it is sent home (with additional information from the principal/teacher as needed).
⇓	⇓
Think sheet is returned to the teacher with parent signature. Referral is entered into SWIS by PBIS team member for progress monitoring purposes.	Principal and teacher confer to confirm additional consequences or resolutions (see Office vs. Classroom managed chart and guidelines). Think sheet is returned to teacher/principal with parent signature. Referral is entered into SWIS by PBIS team member for progress monitoring purposes.

Classroom vs. Office Managed Behaviors

Classroom-Managed Behaviors	Office-Managed Behaviors
Inappropriate Language (verbal or body)	Abusive, Threatening, or Derogatory Language
Minor Physical Contact	Disruption (major)
Defiance/Non-Compliance	Chronic Minor Behavior
Disrespect	Fighting
Disruption (minor)	Physical Aggression
Misuse of Property or Technology	Bullying

<p>Tardiness</p> <p>Lying/Cheating</p> <p>Leaving Class Without Permission</p> <p>Homework</p>	<p>Sustained Harassment</p> <p>Truancy</p> <p>Property Damage</p> <p>Major Vandalism</p> <p>Theft</p>
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Think Sheets

Think sheets are used after a student behaves in a way that is inconsistent with Lincolnwood expectations. A student will fill out all parts of a think sheet immediately after behavior is exhibited. The purpose of the think sheet is to remove students from a situation in which the behavior occurred and to allow student and teacher reflection on the behavior. The sheet is to be sent home and signed by students and parents.

Major and Minor Behavior Definitions

Minor offenses, by definition, are situations that a teacher can address without the help of the office, social worker, and other support staff. Documentation typically happens after a first warning has been issued without having the desired change in behavior.

Minor Offenses (Classroom)	Definition
Inappropriate Language	Profanity or other inappropriate comment directed at a student, teacher, or staff member.
Physical Contact	One student making unwanted, non-accidental (bumping, touching) physical contact with another.
Defiance/Disrespect	Purposeful non-compliance or refusal to follow instruction and/or routines that temporarily distracts student from learning. Negative, oppositional or disrespectful language that interrupts instruction.

Disruption	Student engages in low-intensity, inappropriate disruption (e.g., talking, joking, whispering).
Property Misuse	Student engages in low-intensity abuse of personal or classroom property (e.g., pencil cases, dry erase markers, etc.)
Technology Misuse	Student engages in use of technology, personal or school, in an inappropriate, but minor way (e.g., not on approved website, cell phone interrupts class).
Tardy	Student is not seated in assigned or expected seat when bell rings.

Major offenses are often situations that need to be addressed by the principal. In some instances, a teacher may feel they may be able to better address giving a consequence and communicating with the parents. The principal, however, must always be advised of major offenses. On the chart below, any major offense labeled with an asterisk (*) indicates that the principal must be involved in establishing consequences and communicating with parents.

Major Offenses (Office)	Definition
Abusive or Inappropriate Language *	Profanity, ethnic/religious slur, derogatory language directed at a student, teacher, or staff member.
Fighting*	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression*	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object, spitting, biting).
Insubordination/Defiance	Refusal to follow staff directions in a manner that classroom learning is significantly disrupted and/or the student (or classmates)

	are place in an unsafe situation.
Cheating	Academic dishonesty (copying, plagiarizing, forgery, etc.) on any assignment, project, or test ().
Bullying*	Student intimidates, manipulates, or threatens others (often aggressively) using negative speech and/or action that target ethnicity, disability, gender, religion, or other personal characteristics.
Harassment*	Harassment is the sustained verbal, written, or physical attacks based on ethnicity, disability, gender, religion, or other personal characteristics.
Disruption	Behavior causing a sustained or significant interruption of a class/activity.
Tardy	Student is chronically (more than 3x per grading period) late to class (not in seat when bell rings) or the start of the school day.
Truancy*	Student leaves class/school without permission or stays out of class/school without permission.
Property Damage - School*	Deliberately breaking or impairing the usefulness of school property.
Property Damage - Other*	Deliberately breaking or impairing the usefulness of another student's or staff member's personal property.
Vandalism*	Participating in an activity that results in the substantial destruction or disfigurement of property.
Theft*	Possession of, passing on, or removing someone else's property.
Technology Misuse	Student engages in inappropriate use (during

	the school day without teacher permission) of cell phone, music/video players, camera, personal electronic devices, and/or computer.
Inappropriate Location	Student is in an area that is inside/outside of school (in an unsupervised area) without a pass or permission.

Office-Managed Consequence Guidelines

Abusive or Inappropriate Language*

1. Student confers with principal and writes an apology note to student and teacher involved. Parents contacted by office. If another student is involved, his/her parent is contacted as well. Referral goes home to be signed.
2. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Student does community service for three days during lunch/recess. Student and community supervisor discuss and practice using respectful language.
3. If the problem continues to re-occur, a prevention plan will be set up between school and family with the guidance of the social worker.

Fighting*

1. Students involved conference with principal. Students write apology letters to each other and to the teacher/classroom. Parents are contacted by office. Students spend lunch/recess in office (or alternative setting) for 1-3 day(s). Referral goes home to be signed.
2. Students involved conference with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Students and their respective families can meet separately or together. Students spend lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Students involved conference with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Physical Aggression*

1. Student confers with principal. Student write apology letters to the students and teachers. Parents are contacted by office. Students spend lunch/recess in office (or alternative setting) for 1-3 day(s). Referral goes home to be signed.
2. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Student spends lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Bullying*/Harassment*

1. Student confers with principal. Student writes apology letters to the student(s) involved. Parents are contacted by the office. Parents of bullied/harassed student is contacted by office. Students spend lunch/recess in office (or alternative setting) for 1-3 day(s) or equivalent class privilege is lost. Referral goes home to be signed.
2. Student confers with principal. Parents are contacted. Parents of bullied/harassed student is contacted by office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Students spend lunch/recess in office (or alternative setting) for 3-5 days. Class privileges (e.g., class field trips, celebrations, etc.) will be removed as needed.
3. Student confers with principal. Parents are contacted. A meeting is set up between teacher, principal, and parents (student and social worker may be included). Tier III process begun for student. Immediate consequences set by teacher and principal.

Truancy*

1. Parents are contacted by office. A meeting is set up between principal and parents (student may be included).
2. Parents are contacted by office. A meeting is set up between principal, parents, and District 65 Truancy Officer (student and social worker may be included).
3. Parents are contacted. A meeting is set up between teacher, social worker, principal, and parents (student may be included). Tier III process begun for student.

Theft*

1. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by office. Student loses independent privileges (e.g., going places by self) for 1-3 day(s). Student works with teacher and principal on a one-day community services project connected to the referral. Referral goes home to be signed.
2. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by office. Student loses independent privileges (e.g., going places by self) and must be supervised at all times for 3-5 days. Student works with teacher and principal on a three-day community service project connected to the referral. Referral goes home to be signed.
3. Student confers with principal. Parents are contacted by the office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). A prevention plan is set-up between school, family, and student. Student loses independent privileges (e.g., going places by self) and must be supervised at all times until prevention plan is in place.

Property Damage/Vandalism*

1. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by the office. Student loses privilege associated with item (e.g., using the classroom computer) for 1-3 day(s). Student works with teacher and principal on a one-day community service project connected to the referral. Referral goes home to be signed.
2. Student confers with principal. Student writes apology letters to the people involved. Parents are contacted by the office. Student loses privilege associated with item (e.g., using the classroom computer) for 3-5 days. Student works with teacher and principal on a three-day community service project connected to the referral. Referral goes home to be signed.
3. Student confers with principal. Parents are contacted by the office. A meeting is set up between teacher, principal, and parents (student and social worker may be included). A prevention plan is set-up between school, family, and student. Student loses independent privileges (e.g., going places by self) and must be supervised at all times until prevention plan is in place.

Tier 1 Parent Involvement and Communication

Families are a critical part of school success and are important partners in developing behavior supports and interventions. The Lincolnwood Tier I team tries to involve and encourage family participation in the following ways:

- Parent representatives are included on the Tier I team.
- Parent volunteers during PBIS celebrations (e.g., cookie decorating party).
- PBIS column in the Lincolnwood SuperStar (published monthly), to inform families about aspects of the PBIS program and upcoming events.
- The PBIS teams maintain the PBIS website for families. The website includes PBIS Tier I, II, and III handbooks, general information about PBIS, and ways families can help support PBIS at home.
- Once per year, families are asked to contribute feedback through the 5Essentials Survey.
- Parents are contacted when referrals are written.