

**Agenda for Positive Behavioral Intervention Supports  
For Learning Support Coordinators  
Session 2-December 13, 2013**

**Review**

Matrix

What does it look like at your school?

1. School Wide approach
2. Common language
3. Focusing on positive behavior
4. Check the language on your matrix to be sure that it is all positive.
5. Remember to create a system for new students.
6. Assembly to “kick off” PBIS

**Group work**

- Come up with ways to acknowledge appropriate behavior.

**Level of Behavior**

**Consequences**

- Look at the Referral System already in place. Is there room for PBIS?

**Think Time**

**Planning with your team**

- Periodic PBIS Team meetings
- Staff Feedback
- Promotion and program evaluation-ongoing

### **Develop Plan for Recognizing Appropriate Behaviors**

There are various ways to acknowledge appropriate behaviors for individuals, a class and school wide. The following are some suggestions:

- Consistent praise and recognition.
- Coupons or slips given immediately to students when appropriate behavior is displayed. The coupons are redeemed for a prize. The coupons are given out to students by any/all school staff, teachers, administrators.
- Pizza/popcorn parties for students or classrooms demonstrating that they are following the PBS program rules.
- Visits to the principal's office for special prizes or bumper stickers reinforcing positive behaviors.
- Awards assemblies celebrating student of the month and positive role models who demonstrate exceptional positive behaviors.
- Awards assemblies celebrating perfect daily, weekly, or quarterly attendance for individuals or a class.
- School newsletters and/or individual certificates announcing winners who demonstrate PBS program expectations.
- Evening community presentations to family and friends to celebrate students who display behaviors reinforcing the PBS model.

### Systems for Reducing Inappropriate Behavior

There are three levels of consequences for students who are not following the Bear Care Expectations.

**1<sup>st</sup> Consequence:** Warning – referral to the Bear Care Rules and reminder. (Example: “Alex, please remember to act safely. I need you to sit down on your chair.” Teachers have been trained to use positive language.)

**2<sup>nd</sup> Consequence:** Think Time - If a student continues to do the same inappropriate behavior, the teacher will send him/her to a buddy teacher’s classroom. This is a pre-designated teacher. In the buddy classroom the teacher is given a pass by the students. The students sit down at a pre-designated place in the classroom. This desk is placed where there are the least amount of distractions. The student will fill out a Think Time form. They are to write what they did, what rule they broke, and how they will change their behavior when they return to their classroom. The buddy teacher checks to see that the form is filled out in a sincere meaningful manner. If the form is satisfactory, the buddy teacher will ask if the student is ready to return to their own class. If the student is not ready to return, they are to go back to the Think Time desk until they are ready. The only interaction with the student is checking the form. The buddy teacher’s classroom should not be interrupted. If the student is too angry to fill out the form, they just wait at the Think Time desk until they are ready.

**3<sup>rd</sup> Consequence:** Office referral – If the student still does not comply after two times of Think Time, the student is sent to the office. When the principal sees the student, he/she finds out what the misbehavior was, and refers back to the Bear Care Rules. The student is asked what an appropriate consequence would be for the offense. The principal determines what consequence the student will receive. The student’s parents are called and informed about the behavior. It is recommended to have established what consequence matches the exhibited behavior.

**Interventions:** For the small percentage of students who do not respond to the PBS expectations, rewards and consequences, we started a Check-in, Check-out program in year three. Once a student has had multiple office referrals, and has had a parent, teacher or principal conference, and still continues to misbehave, the student is referred to the Check-in/Check-out program. The student is paired with a staff member, and the student checks in with that staff member on a daily basis. Students also carry a form with them so that they are rated on their behavior for various parts of the day, according to the PBS rules. At the end of the day, they must check-out with that staff member. The hope is that the student develops a relationship with a caring staff member so that they will want to change the current behavior to positive behavior. Students may receive a reward if they earn a certain amount of points in a week.

Here are a few forms that may help you.

**Lynn/Urquides Coyotes  
Referral Behavior Levels**

|   |  |
|---|--|
| <p style="text-align: center;"><b>Level 1</b></p> <p style="text-align: center;"><b>Non-Referral Behaviors</b><br/>(taken care of by teachers/staff on the spot)</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Talking out of turn</li> <li>• Loud voices</li> <li>• Not staying on task</li> <li>• Attention-seeking</li> <li>• Annoying others</li> <li>• Out of uniform</li> </ul>   | <p style="text-align: center;"><b>Level 2</b></p> <p style="text-align: center;"><b>Possible-Referral Behaviors</b><br/>(taken care of by teachers/staff – referral optional)</p> <ul style="list-style-type: none"> <li>• Interrupting learning</li> <li>• Defiance</li> <li>• Ignoring adults</li> <li>• Ignoring/breaking rules</li> <li>• Disrespecting others</li> <li>• Stealing</li> </ul>  |
| <p style="text-align: center;"><b>Level 3</b></p> <p style="text-align: center;"><b>Mandatory-Referral Behaviors</b><br/>(referral to the office ASAP- meeting with student/administrator must occur and parent contacted)</p> <ul style="list-style-type: none"> <li>• Continual disrespect</li> <li>• Repeated stealing</li> <li>• Increasing defiance</li> <li>• Continued disruption of class</li> <li>• Inappropriate language/behavior</li> </ul> | <p style="text-align: center;"><b>Level 4</b></p> <p style="text-align: center;"><b>Removal- Referral Behaviors</b><br/>(The referral slip and the student go to office - immediate meeting with administrator and parents)</p> <ul style="list-style-type: none"> <li>• Behaviors that damage property</li> <li>• Intensifying inappropriate language</li> <li>• Running from class</li> <li>• All threats to the safety of self and/or others</li> </ul> |

\* Students may not be sent to office without reaching Level 3 or 4 and without a referral slip

\* 3 or more referrals within a week will result in attending Saturday School

### Administrative Referral Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Teacher: \_\_\_\_\_

Time: \_\_\_\_\_

Given By: \_\_\_\_\_

|  |  |
|--|--|
| <p><b><u>Rule Violated:</u></b></p> <p><input type="checkbox"/> Respectful</p> <p><input type="checkbox"/> Responsible</p> <p><input type="checkbox"/> Ready to Learn</p> <p><b><u>Location:</u></b></p> <p><input type="checkbox"/> Classroom/Library</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Hallways/Transitions</p> <p><input type="checkbox"/> Arriving/ Leaving</p> <p><input type="checkbox"/> Other: _____</p> | <p><b><u>Behavior</u></b></p> <p><input type="checkbox"/> Harmful Behavior (specify)</p> <p><input type="checkbox"/> Non-compliant</p> <p><input type="checkbox"/> Language</p> <p><input type="checkbox"/> Littering/Vandalism</p> <p><input type="checkbox"/> Other: _____</p> <hr/> <p><b><u>Behavior Correction Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Student complete Coyote Pride Problem Worksheet</li> <li>• Name problem behavior</li> <li>• Positively state the rule and expected behavior</li> <li>• Ask student to tell/show the rule and expected behavior</li> <li>• Acknowledge appropriate behavior</li> <li>• Complete Referral Slip</li> <li>• Give Referral to homeroom teacher</li> </ul> |
| <p><b><u>Office Use - Disposition/date:</u></b></p> <p><input type="checkbox"/> In-Daily</p> <p><input type="checkbox"/> Student Conference</p> <p><input type="checkbox"/> Parent Contacted</p> <p><input type="checkbox"/> Parent Conference</p> <p><input type="checkbox"/> In-house Suspension</p> <p><input type="checkbox"/> Suspension for ( ) days</p>   | <p><b><u>Office - Referral entered date:</u></b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>   |

### SCHOOL DISCIPLINE REFERRAL

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_ Room No. \_\_\_\_\_

Given by \_\_\_\_\_

**Rule Violated:**

- Being safe
- Being responsible
- Being respectful
- Being ready to learn

**Behavior:**

- Fighting or threatening to fight\*
- Weapon or substance at school\*
- Damaging property\*
- Inappropriate language\*
- Harassment or bullying\*
- Forgery or theft\*
- 3 Days tardy
- 3 Discipline tickets
- Disrespectful attitude
- Not completing work
- Other

**Location:**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Arriving or leaving school | <input type="checkbox"/> Library      |
| <input type="checkbox"/> Classroom                  | <input type="checkbox"/> Hallways     |
| <input type="checkbox"/> Playground                 | <input type="checkbox"/> Restroom     |
| <input type="checkbox"/> Cafeteria                  | <input type="checkbox"/> Computer Lab |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staff Use:**

- |   |  |
|---|--|
| <input type="checkbox"/> File only  | <input type="checkbox"/> Parent Contact – After 1 referral     |
| <input type="checkbox"/> Student Conference   | <input type="checkbox"/> Parent Conference – After 3 referrals |
| <input type="checkbox"/> Lunch Detention  | <input type="checkbox"/> In-House Suspension                   |
| <input type="checkbox"/> Apology Letter   |  |
| <input type="checkbox"/> Community Service  |  |
| <input type="checkbox"/> After school detention on _____ at 2:15 – 2:45 p.m. in room _____. |  |
| <input type="checkbox"/> Suspension for _____ days.   |  |

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **10. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS; RESTORATIVE PRACTICES**

Positive Behavioral Interventions and Supports (“PBIS”) is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected. This culture is created by

- Defining and teaching behavioral expectation
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors
- Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds students accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are student or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends. See Section D(8) below for a description of Restorative Practice strategies that may be used by sites.

All sites shall have or share a Restorative and Positive Practices Site Coordinator (“RPPSC”). A school’s learning supports coordinator may be designated to serve as the RPPSC for the site. The RPPSCs shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management, positive behavioral interventions and supports, and restorative practices strategies.

## **Systems for Reducing Inappropriate Behavior**

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**School wide Behavior Support and Discipline Policy:**

The school has adopted a behavior leveling system, which determines behavior that is inappropriate in the school and classroom environment. The leveling of inappropriate behaviors allows the teacher and principal to evaluate the seriousness of the behavior and take proper action to rectify the situation or behavior.

For each level of behavior there is a consequence that will be implemented. The levels and consequences are the following:

**Level I Behavior**

Level I behaviors are minor rule violations that will result in an immediate verbal correction with a possible consequence.

- Running in building/walkways
- Unsafe/rough play
- Littering
- Spitting
- Electronic walkman, video games at school
- Unexcused tardy
- Failure to follow classroom/playground rules
- Disruption of instruction
- Noncompliant/uncooperative behaviors
- Disruptive transitions during lunch, bus, recess, instruction and etc.
- Non-directed profanity (swearing)
- Out of assigned area

**Level I Consequences**

Students who engage in Level I behaviors may be asked to identify the inappropriate behavior and describe the appropriate replacement behavior at staff discretion.

- Verbal Correction
- Loss of Privileges
- Detention
- Redirection
- Time out
- Clean up duty
- Apology

### Level II Behaviors

Level II behaviors are more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence and a written behavior report that is signed by teacher and the student.

- Chronic Level I behavior
- Cheating
- Promoting gang activity
- Unexcused absence
- Play fighting

### Level III Behaviors

Serious fighting, harassment, and verbal abuse violate the dignity, well being, and safety of another person. These behaviors will not be tolerated and will result in suspension from school. Other Level III behaviors may result in suspension but may also be corrected using a variety of logical consequences.

- Chronic Level II behavior
- Stealing
- Fighting/assault/physical aggression
- Vandalism
- Possession of weapon on school grounds
- Possession/under influence of illegal substance (alcohol, tobacco and drugs)
- Intimidation/verbal threats
- Harassment
- Verbal abuse/directed profanity to others

### Level II Consequences

Students who engage in Level II behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The incident will be documented using a Behavior Report Form, which will be signed and discussed by the teacher and student.

- Verbal correction
- Loss of privileges
- Detention
- Behavior contract
- Teacher/student conference
- Time out
- Clean up duty
- Apology

### Level III Consequences

Students who engage in level III behaviors will be referred to the principal for immediate corrective action. After consulting with the parents and appropriate school personnel the principal will issue appropriate consequences and facilitate correction action designed to help the student improve his/her school behavior.

- Principal/Parent Conference
- Suspension from school
- Parental escort at school
- In-school Suspension
- Loss of Privileges
- Restitution
- Behavior contract
- Expulsion from school
- Police Involvement

### Administrative Referral Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Teacher: \_\_\_\_\_ Time: \_\_\_\_\_

Given By: \_\_\_\_\_

|  |  |
|--|--|
| <p><b><u>Rule Violated:</u></b></p> <p><input type="checkbox"/> Respectful</p> <p><input type="checkbox"/> Responsible</p> <p><input type="checkbox"/> Ready to Learn</p> <p><b><u>Location:</u></b></p> <p><input type="checkbox"/> Classroom/Library</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Hallways/Transitions</p> <p><input type="checkbox"/> Arriving/ Leaving</p> <p><input type="checkbox"/> Other: _____</p> | <p><b><u>Behavior</u></b></p> <p><input type="checkbox"/> Harmful Behavior (specify)</p> <p><input type="checkbox"/> Non-compliant</p> <p><input type="checkbox"/> Language</p> <p><input type="checkbox"/> Littering/Vandalism</p> <p><input type="checkbox"/> Other: _____</p> <hr/> <p><b><u>Behavior Correction Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Student complete Coyote Pride Problem Worksheet</li> <li>• Name problem behavior</li> <li>• Positively state the rule and expected behavior</li> <li>• Ask student to tell/show the rule and expected behavior</li> <li>• Acknowledge appropriate behavior</li> <li>• Complete Referral Slip</li> <li>• Give Referral to homeroom teacher</li> </ul> |
| <p><b><u>Office Use &gt; Disposition/date:</u></b></p> <p><input type="checkbox"/> File Only</p> <p><input type="checkbox"/> Student Conference</p> <p><input type="checkbox"/> Parent Contacted</p> <p><input type="checkbox"/> Parent Conference</p> <p><input type="checkbox"/> In-house Suspension</p> <p><input type="checkbox"/> Suspension for ( ) days</p>   | <p><b><u>Office &gt; Referral entered date:</u></b></p> <hr/> <p><b>Notes:</b></p> <hr/> <hr/>   |

### SCHOOL DISCIPLINE REFERRAL

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_ Room No. \_\_\_\_\_

Given by \_\_\_\_\_

**Rule Violated:**

- Being safe
- Being responsible
- Being respectful
- Being ready to learn

**Location:**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Arriving or leaving school | <input type="checkbox"/> Library      |
| <input type="checkbox"/> Classroom                  | <input type="checkbox"/> Hallways     |
| <input type="checkbox"/> Playground                 | <input type="checkbox"/> Restroom     |
| <input type="checkbox"/> Cafeteria                  | <input type="checkbox"/> Computer Lab |

**Behavior:**

- Fighting or threatening to fight\*
- Weapon or substance at school\*
- Damaging property\*
- Inappropriate language\*
- Harassment or bullying\*
- Forgery or theft\*
- 3 Days tardy
- 3 Discipline tickets
- Disrespectful attitude
- Not completing work
- Other

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staff Use:**

- |   |  |
|---|--|
| <input type="checkbox"/> File only  | <input type="checkbox"/> Parent Contact – After 1 referral     |
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| <input type="checkbox"/> Lunch Detention  | <input type="checkbox"/> In-House Suspension                   |
| <input type="checkbox"/> Apology Letter   |  |
| <input type="checkbox"/> Community Service  |  |
| <input type="checkbox"/> After school detention on _____ at 2:15 – 2:45 p.m. in room _____. |  |
| <input type="checkbox"/> Suspension for _____ days  |  |

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Problem Solving Form - Primary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sending Teacher: \_\_\_\_\_

Receiving Teacher: \_\_\_\_\_

Arrival Time: \_\_\_\_\_

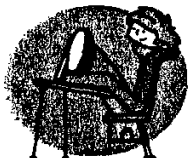
Departure Time: \_\_\_\_\_

*Respectful*

*Responsible*

*Ready To Learn*

#### 1. What was your behavior?



Not working



Disrespectful



Bad Language



Fighting (Aggression)



Not Following Directions

Other: \_\_\_\_\_

#### 2. How would you solve the problem by using another strategy if it were to happen again? (Draw a picture or write)

3. What behavior do you need to display when you go back to your classroom?



Do my work



Listen



Get Along with Others



Use Good Language

4. Will you be able to do it?



YES



NO

Additional Comments:

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### Coyote Pride Problem Solving Form

Name: \_\_\_\_\_  
Sending Teacher: \_\_\_\_\_  
Receiving Teacher: \_\_\_\_\_  
Arrival Time: \_\_\_\_\_  
Departure Time: \_\_\_\_\_

Date: \_\_\_\_\_

|                       |
|-----------------------|
| <i>Respectful</i>     |
| <i>Responsible</i>    |
| <i>Ready To Learn</i> |

1. What was your behavior?

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2. How would you solve the problem by using another strategy if it were to happen again?

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3. What behavior do you need to display when you go back to your classroom?

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4. Will you be able to do it? \_\_\_ Yes \_\_\_ No \_\_\_ I need to see the teacher

Additional Comments:

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# PASSPORT



 Coyote Pride

# TO SUCCESS

  Respect

  Responsible

  Ready to Learn

|                    |                         |                      |
|--------------------|-------------------------|----------------------|
|                    |                         |                      |
| Cafeteria          | Playground              | Transitions/Hallways |
| Classroom/ Library | Arriving/Leaving School | Restroom             |

# Course Administration

## Section Attendance

| #:                                 | 11465  |       |         |                   |     |  |        |
|------------------------------------|--|-------|---------|-------------------|-----|--|--------|
| Title:                             | USP: PBIS #2 - Implementation for Learning Supports Coordinators   |       |         |                   |     |  |        |
| Clock Hours:                       | <table border="1"> <tr> <th>Hours</th> <th>General</th> </tr> <tr> <td>Staff Development</td> <td>2.0</td> </tr> <tr> <td></td> <td>\$0.00</td> </tr> </table> | Hours | General | Staff Development | 2.0 |  | \$0.00 |
| Hours                              | General  |       |         |                   |     |  |        |
| Staff Development                  | 2.0  |       |         |                   |     |  |        |
|                                    | \$0.00   |       |         |                   |     |  |        |
| Section #:                         | 14185  |       |         |                   |     |  |        |
| Section Title:                     | USP: PBIS #2 for Learning Supports Coordinators  |       |         |                   |     |  |        |
| Start Date:                        | 12/13/2013   |       |         |                   |     |  |        |
| End Date:                          | 12/13/2013   |       |         |                   |     |  |        |
| Maximum Number of Participants:    | 20   |       |         |                   |     |  |        |
| Current Date:                      | Friday December 13, 2013   |       |         |                   |     |  |        |
| Course Sign-in Sheet Information:  |  |       |         |                   |     |  |        |
| Section Sign-in Sheet Information: |  |       |         |                   |     |  |        |

*attendance data entered in portal*

| Name                            | Position         | District / School   | 8:00 AM - 10:00 AM |
|---------------------------------|------------------|---|--------------------|
| Daniel, Kim                     | Certified Staff  | Tucson, Rose Elementary School  |                    |
| Gunnels, Kathryn                | Certified Staff  | Tucson, Curriculum, Instruction and Professional Learning<br>Tucson, Rincon High School   | <i>[Signature]</i> |
| Knippen, Dustin                 | Certified Staff  | Tucson, Carson Middle School<br>Tucson, Secrist Middle School   |                    |
| McGlory, Dinah                  | Certified Staff  | Tucson, Booth/Fickett Magnet School<br>Tucson, Santa Rita High School<br>Tucson, Utterback Magnet School  | <i>[Signature]</i> |
| McNally, Kimberly               | Classified Staff | Tucson, Schumaker Elementary School<br>Tucson, state<br>Tucson, Wheeler Elementary School   | <i>[Signature]</i> |
| Paquette, Karen                 | Certified Staff  | Tucson, Bloom Elementary School<br>Tucson, Hudlow Elementary School<br>Tucson, Office of Prevention Education<br>Tucson, Whitmore Elementary School |                    |
| <i>(H/W)</i><br>Schmidt, Tamara | Certified Staff  | Tucson, Catalina Magnet High School   | <i>[Signature]</i> |
| Udner, Sofia                    | Classified Staff | <del>Tucson, Blenman Elementary School</del><br><del>Tucson, Brichta Elementary School</del><br>* Tucson, Maxwell K-8 *                             | <i>[Signature]</i> |
| Wilderman, Ruth                 | Certified Staff  | Tucson, Lawrence Elementary School<br>Tucson, Robins Elementary School  |                    |

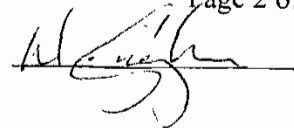
*Anderson Patricia Cert. Staff Tucson, Robinson, Erickson (TRSH) certified UHS*  
*Hernandez Maria (Carmen)*

*[Signature]*  
*[Signature]*

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Scenicam, Debra



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