

Canyons School District PBIS Tools

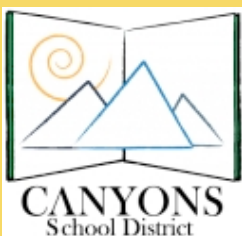


Schools that enter their monthly data into the CSD PBIS data collection system are eligible for \$500 per semester to be used for supplies and reinforcements in managing PBIS implementation.

A school may apply for funds after entering data for two monthly data-cycles. Additional funds may be applied for on condition of continued data entry. To do so the Action Plan and Funding Request Form must be completed and sent to Allan Whitmore in the Evidence-Based Learning Department.

These funds are to be used for purchasing supplies and materials to implement PBIS (posters, printing, and non-food related reinforcements). Accounting of these funds will be tracked at the school level for auditing purposes (currently we are not required to have receipts turned into the district.).

It is highly recommended to establish relationships with PTA and community business partners, as they are valuable resources in helping to reinforce staff and students.



Canyons School District is partnering with the State Office of Education and the Utah Personnel Development Center to implement PBIS in our district.

PBIS Action Plan and Funding Request

Request of funds may be submitted each semester in the amount of \$500. To be eligible to request funds, your school needs to fill out monthly data reports at <http://tinyurl.com/pbisdatasubmission>. Send completed forms to Allan Whitmore, EBL.

School: _____ Date: _____ Fall Winter (Circle One)

Administrator's Signature _____

District Coach's Signature _____

Action Plan

Semester Goal #1:	What is your baseline data?	Action Needed and Person(s) Responsible?	How will we know it's working?
Semester Goal #2:	What is your baseline data?	Action Needed and Person(s) Responsible?	How will we know it's working?

Funding Request

Rationale for Funds	Funds Needed	Person(s) Responsible for Accounting of Funds

Sample Business Letter

Dear Business Owner,

Our school, _____, is implementing PBIS (Positive Behavioral Interventions and Supports), a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. We would like to initiate an incentive program to reward positive behavior for our students.

We are creating a school store, where after earning positive incentive cards, students will be able to redeem their cards for rewards. We want to include our community and the businesses that our students and families patronize. We are asking if you will donate items to include in our school store, such as gift certificates, school supplies, or other items. In addition we would also appreciate items that would be rewarding to our faculty members as well.

We appreciate your generosity and efforts in making school a positive experience for our students.

Sincerely,

Please send your donation to:

Implementation Quick Look

Schools who implement with fidelity and collect and report data quarterly will be eligible to receive funding from Canyons School District to support implementation of PBIS.

Beginning Phase:

The purpose of the beginning phase is to establish commitment and infrastructure for implementation of school wide behavior support, which provides an environment for successful outcomes for the majority of students in a school. In so doing, more resources will be freed up for more intensive behavior supports to be developed in subsequent years. The main activities of the beginning phase include:

- Meeting bi-monthly with a team to plan PBIS implementation
- Plan and provide training to all staff in philosophy and salient features of PBIS
- Choosing a building coordinator who will communicate consistently and participate in on-site visits with district PBIS coach
- Establishing a system for data collection and use through Skyward.
- Report school behavior and academic data monthly at _____.
- Collecting ODR (office discipline referral) data, and presenting data to staff on a quarterly basis.
- Problem solving around student behavior data
- Implementing the basic principals of PBIS (i.e. school-wide rules matrix agreed on by faculty that are explicitly taught & posted, school-wide positive reinforcement and consequence system, major vs. minor behaviors)
- Participate in a systematic evaluation (SET) at the end of the year

Intermediate Phase:

The purpose of the intermediate phase is to maintain the implementation of the beginning phase of behavior supports and to apply those principles to the classroom setting, to identify students needing supplemental strategies, and provide them with appropriate interventions. Additionally, it lays the necessary groundwork for implementing effective intensive supports to a few students who need the additional support to be successful.

The main activities of the intermediate phase include:

- Refining the problem solving team process
- Using individual student data to match instruction/intervention to student need
- Increasing consistency across classrooms

Advanced Phase:

The purpose of the advanced phase is to refine the implementation of core/universal and supplemental supports and apply those principles to identify students needing intensive strategies and providing them with appropriate interventions.

The main activities of the advanced phase include:

- Maintaining the problem solving team process
- Maintaining using individual student data to match instruction/intervention to student need
- Planning for continuous improvement and sustainability

District Support:

- Provide on-site consultation
- Provide additional training for building coordinators and faculty by request
- Provide support for school faculty professional development
- Provide access to the state-wide ABC-UBI professional development coaching network
- Provide 8 hours of training for school PBIS teams
- Seek funding to support PBIS implementation

Appropriate activities to track are: planning and carrying out PD for your staff, attending district or state sponsored PD, attending BLT/PBIS meetings throughout the school year, time spent gathering data to help guide team decisions, time spent problem solving around specific students and delivering interventions.

Date	Description of Activity	Hours
TOTAL HOURS:		

Entering Office Discipline
Referrals in Skyward



Entering Office Discipline Referrals Into Skyward

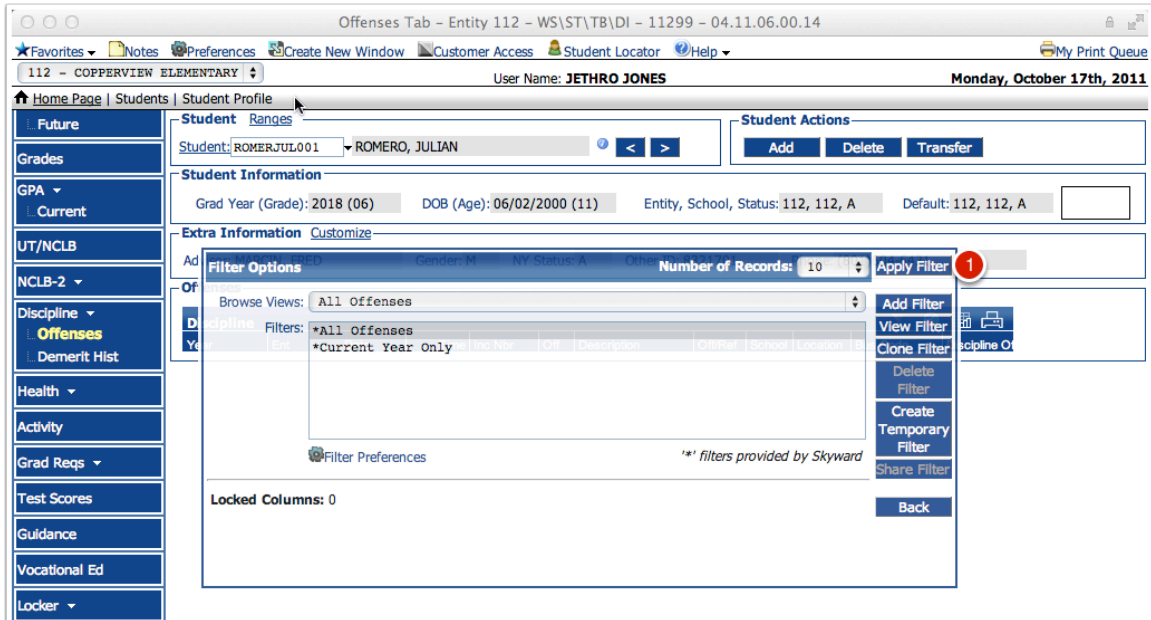
Go to Skyward.canyonsdistrict.org

Sign in to Skyward Student

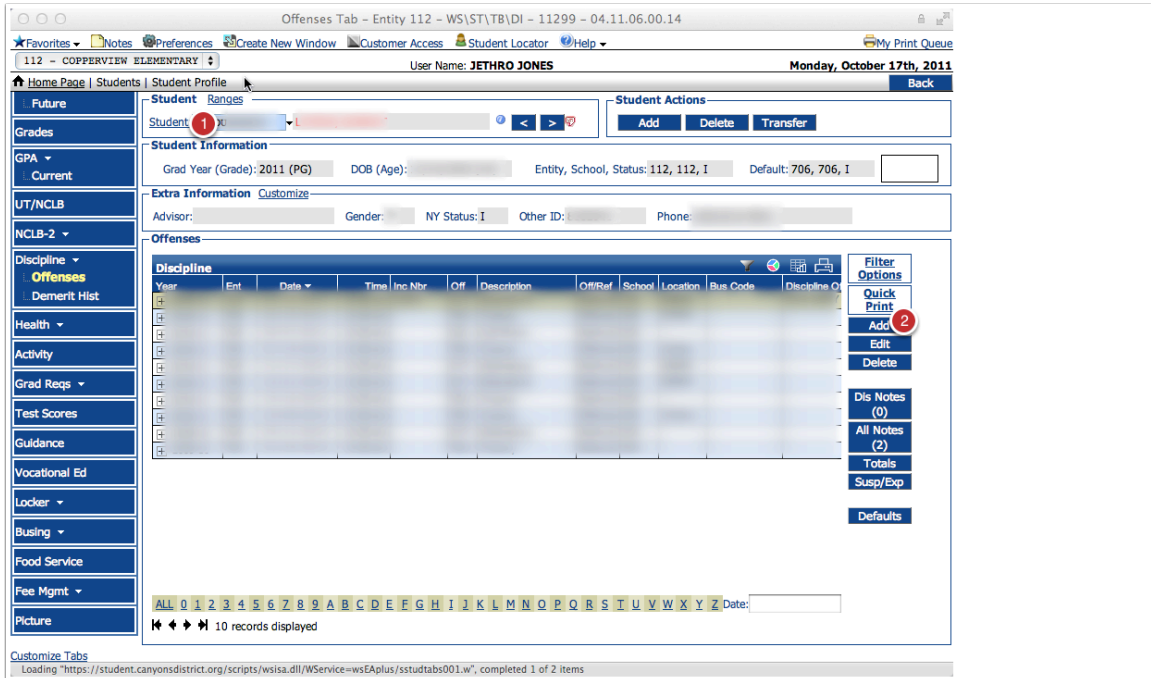
1. Click on **Student Management**
2. Click on **Students**
3. Click on **Student Profile**

The screenshot shows the Skyward Student Management web application interface. The browser window title is "Skyward Student Management - Entity 112 - WS - 10668 - 04.11.06.00.14". The page header includes "112 - COPPERVIEW ELEMENTARY" and "User Name: JETHRO JONES" with the date "Monday, October 17th, 2011". The interface features a navigation menu with icons for Students (2), Families, Staff, Office, Admin, Educator Access Plus, Advanced Features, and Federal/State Reporting. Below this is another row of icons for Product Setup, Student Profile (3), Student Browse, Student Data Mining, Student Access, Emergency Contacts, and Reports. The main content area displays the Skyward logo with the text "www.skyward.com" and "SKYWARD® School Management System". At the bottom, there is a "Student Production" button and a footer with "Account Information | Family Access | Login History".

1. Apply the filter.



1. Then choose a student by clicking on the underlined student, or typing the last five letters of the student's name.
2. Once you have found the correct student, click "Add".



Add Offense - Add information for the offense or referral.

1. Offense is for incidents that require an action (lunch detention, contract, etc.). Referral does not require an action, but is just a way to record conversations, meetings, conferences, etc.
2. Choose from the list of offenses.
3. 112 is the easiest way to input Copperview.
4. Location is most likely classroom, but if it is playground, choose an outside area that is close enough.
5. Enter the date.
6. And time.
7. Indicate whether a parent was notified.
8. For your Incident Selection, if it is new incident, choose new. If it is existing, you need to have the incident number from the previous entry. Use existing when the incident involves more than one student.
9. You may type in the incident if you have the incident number from another incident, otherwise it will be auto-generated when you choose "New Incident".
10. Enter your name as the discipline officer. If you are just entering old incidents, you may choose the principal.
11. Enter comments that describe what happened. If it is a referral, include what the resolution is. If it is an offense, choose "Save and Add Action" in step 12.
12. "Save and Back" if it is a referral. "Save and Add Action" if it is an offense.
13. "Victims" is where you will input information about victims of the incident. "Defaults" is where you can add information so you don't have to type it in all the time. For example, you can set the default school as Copperview so it appears automatically.

The screenshot shows a web browser window titled "Add Offense - Entity 112 - WS\ST\TB\DI - 11299 - 04.11.06.00.14". The page has a navigation bar with "Home Page | Students | Offenses Tab | Add Offense". The main content area is divided into several sections:

- Student Section:** Includes fields for "Student:" (blurred), "Grade: 01", "Student Type: R", and "Entity: 112 COPPERVIEW ELEMENTARY".
- Offense Section:** Contains "Offense/Referral:" (set to "Offense"), "* Offense:" (dropdown), "* School:" (dropdown), "Location:" (dropdown), "Bus:" (dropdown), "* Offense Date:" (calendar set to 10/17/2011), "Offense Time:" (set to 12:00 AM), "Parent Notified" checkbox, and "Points:" (set to 0.00).
- Incident Section:** Includes "Incident:" (dropdown set to "Not an Incident"), "Incident #:" (set to 0), "* School Year:" (dropdown set to 2011-12), "Cost (\$):" (set to 0.00), "Disc Officer:" (dropdown), and "Time Comment:".
- Utah Reporting Section:** Includes "Gang Related:" (Unknown), "Caused Incident:" (No), "Gang Prevention Program:" (Unknown), "Injured:" (No), "Referred to Police:" (No), "Referred to Court:" (No), and "Weapon:" (None).
- Referred By Section:** Includes "Referred By:" (Staff) and "Staff:" (JONESJET000 - JONES JETHRO).
- Comments Section:** A large text area for "Comments:" and a "Predefined Comments:" dropdown (set to "No Predefined Comments Exist") with an "Insert" button.

Numbered callouts (1-13) are placed over the form to indicate specific fields and actions as described in the list above. On the right side, there are buttons for "Save and Back", "Save and Add Action", "Back", "Victims", and "Defaults".

Asterisk (*) denotes a required field

Edit Action Summary - Action summary details the action that was taken in regards to the incident.

1. Indicate what action has been taken as a resolution.
2. If it is suspension, indicate here.
3. Indicate the total time the student is detained.
4. Indicate parent notification.
5. Add any comments
6. Update action detail. This is where you will record actions that have been taken.
7. Hit save and you are done.

Student: I
Entity: 112 COPPERVIEW ELEMENTARY
Action Summary Entered: 10/17/2011 10:00 am

Action Summary

* Action: COS Conf Warn Stu (1)
Action Status: Open
Suspension Type: None (2)
School: 112 COPPERVIEW ELEMENTARY
* Ordered Date: 10/17/2011 Monday
School Year: 2011-12
Return Date:
Diff. Reason:
Total Time: 0.0 (3) hours
Hours Served: 0.00
 Parent Notifi (4)
Follow Up Officer:
Authorized By:
 Services Offered Referred to Program Alternative Placement Hearing Officer Removal
Comments: Asked to have his mom sign a sexual harassment pamphlet we sent home. (5)
Predefined Comments: No Predefined Comments Exist
 Update Action Detail Records based on changes to the Action Summary?
Hours Per Day: 1.00 Start Time: 09:56 AM
Location:

Action Details Add an Action Deta (6)

Date to Serve	Time	Status	Length	Time Served	Location	Parent's Notified?
No Action Detail Records exist.						

Asterisk (*) denotes a required field

Running Office Discipline
Reports from
Skyward



Running Office Discipline Reports from Skyward

Go to Skyward.canyonsdistrict.org, and sign in to Skyward Student.

1. Click **Student Management**.
2. Click **Office**.
3. Click **Discipline**.
4. Click **Reports**.

1

Skyward Student Management - Entity 403 - WS - 10668 - 04.11.06.00.16

EDUCATOR ACCESS™ plus STUDENT MANAGEMENT

Exit

403 - EASTMONT MIDDLE User Name: NATALIE BARTHOLOMEW Monday, October 24th, 2011

Students Families Staff Student Services Office Admin Advanced Features Federal/State Reporting Custom Reports

Product Setup Attendance GRading Current Scheduling Future Scheduling Discipline Health Records Activities Curriculum & Assessments Lockers Guidance Year End

Product Setup Discipline By Officer Discipline By Student Action Detail Update Discipline Reports

www.skyward.com
SKYWARD[®]
School Management System
Mac OS X / Safari 4

Software made and supported in the USA SIF CERTIFIED

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Student Production

Account Information | Login History

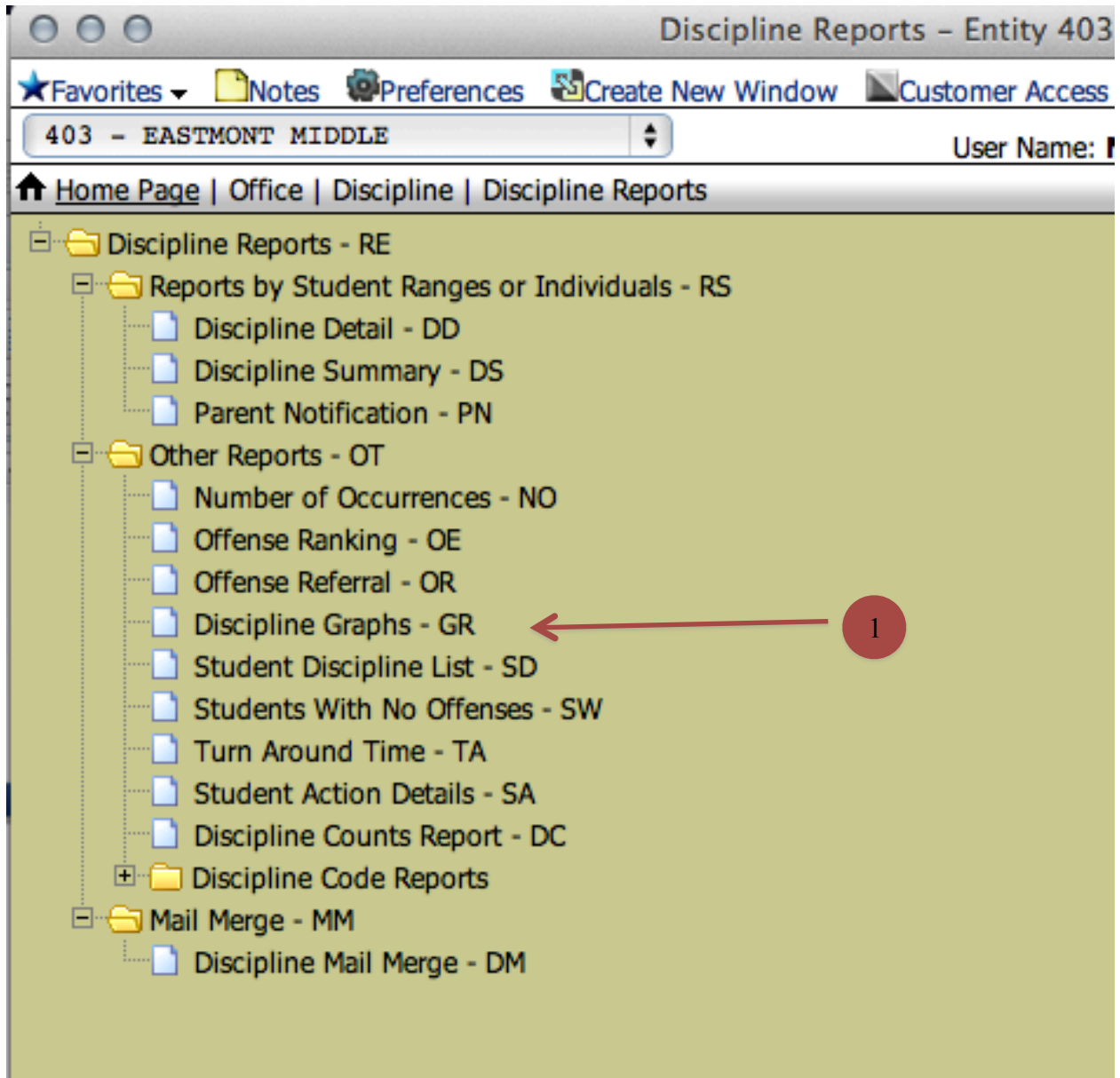
2

3

4

Running Office Discipline Reports

1. Click **Discipline Graphs - GR** on the menu found on the left side of the screen.



Running Office Discipline Reports

1. Select the **Specified Date Range** radio button.
2. Enter the start and end dates of the data you would like to see.

The screenshot shows a web application interface for generating discipline reports. The page title is "Discipline Graph Report Ranges". The interface includes several sections:

- Graph By:** Radio buttons for "Offense" (selected) and "Action / Detail".
- Graph for prev four weeks / Specified Date range:** Radio buttons for "Graph for prev four weeks" and "Specified Date range" (selected). Below this are "Low" and "High" labels and date input fields for "Offense Date" (08/23/2010) and "High" (06/08/2011).
- Breakdown By:** Radio buttons for "Offense Type" (selected), "Location", "Time", "Month", "School", "Disc Officer", "Grade", "Gender", and "Race".
- Legend:** Radio buttons for "Use Code for the Legend" and "Use Code and Short Description for the Legend" (selected).
- Graph Type:** Radio buttons for "Bar 2D", "Bar 3D" (selected), "Line", "Pie 2D", and "Pie 3D".
- Offense Rate Graphs:** A checkbox labeled "Click to select an Offense Rate Graph".
- Graph Titles:** Text input fields for "Title" (Discipline Offenses) and "Sub-Title" (Breakdown by Offense Type).

On the right side, there are three buttons: "Run Graph", "Run Report", and "Back".

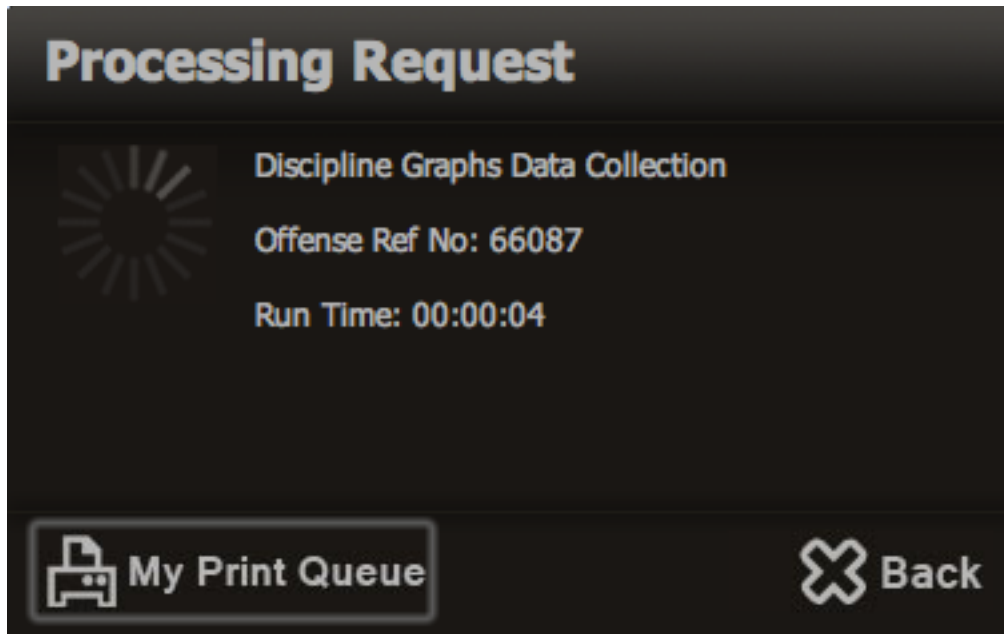
Numbered callouts (1-6) are placed on the interface to highlight specific steps:

- 1: Points to the "Specified Date range" radio button.
- 2: Points to the "Offense Date" input field.
- 3: Points to the "Breakdown By" section.
- 4: Points to the "Bar 3D" radio button in the "Graph Type" section.
- 5: Points to the "Graph Titles" section.
- 6: Points to the "Run Graph" button.

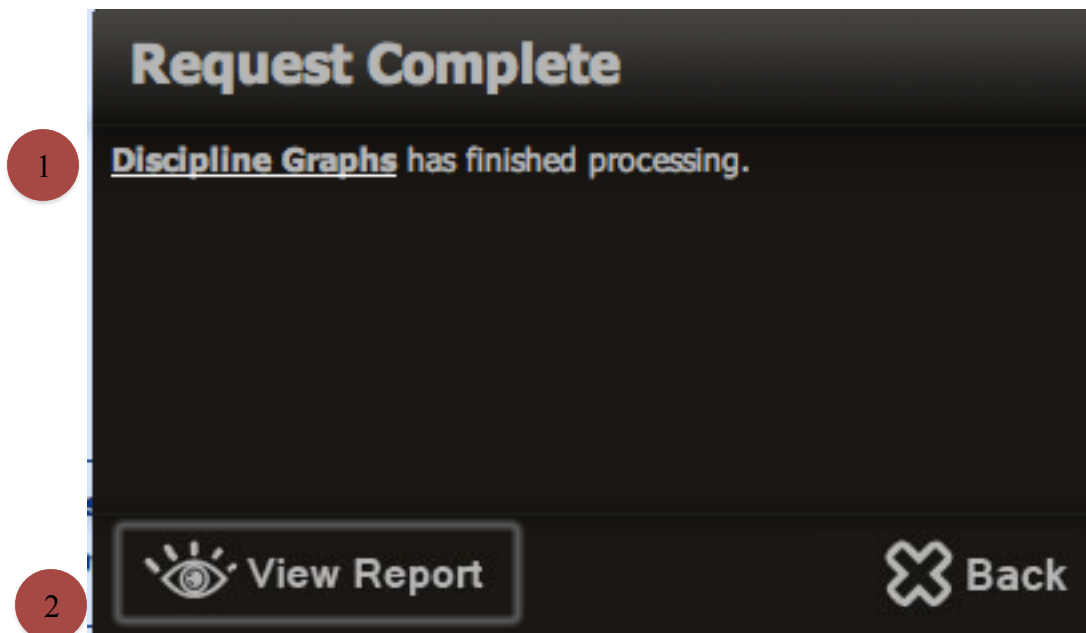
3. You can run multiple reports by selecting an option under "**Breakdown By**", but each report must be ran separately.
4. You can select which format you would like to see your data in. We have found the 3D bar graph to be the most helpful.
5. Optional - You can also rename the titles of the graphs to include school name, dates, etc.
6. After you have set the graph to run with your parameters click "**Run Graph**".

Running Office Discipline Reports

After clicking “Run Graph you should see a processing box, this may take a few seconds.



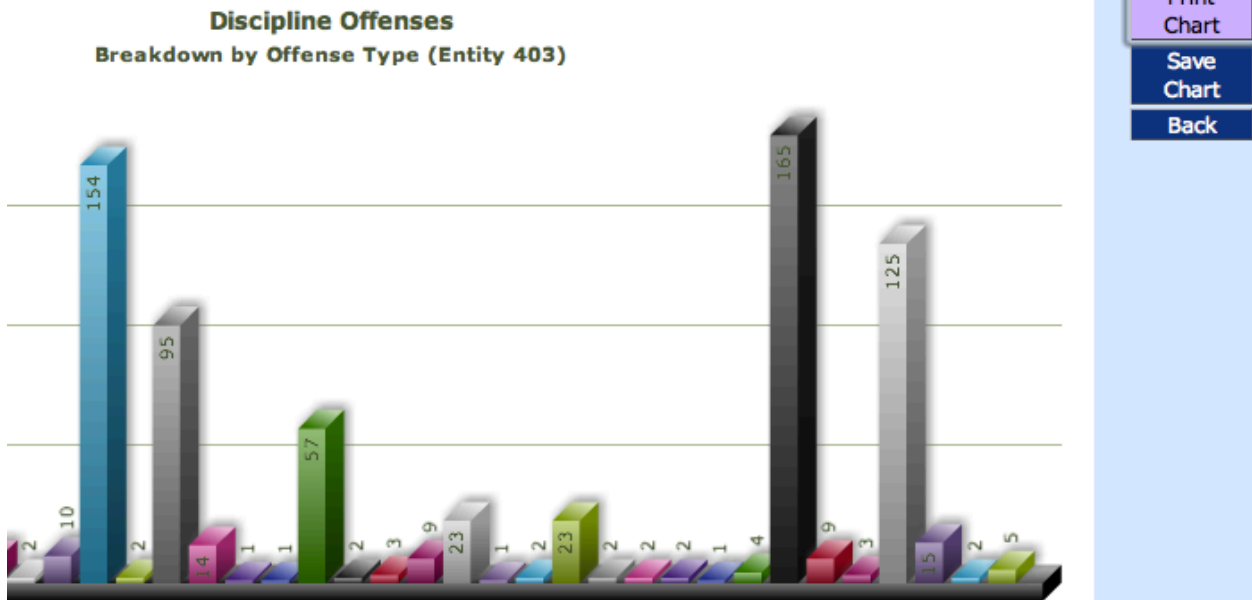
After the graph has been processed you will see a screen that looks like this. You may click 1. “**Discipline Graphs**” or 2. “**View Report**” to see the graph.



Running Office Discipline Reports

You should be able to view the report with the specifics you have requested.

1. To print or save the chart click “**Print Chart**”



You may print a hard copy of the chart to a printer or save the graph as a PDF on your computer.

To save the data as a PDF on your computer, follow the printing prompts.

2. When you get to the print option as seen below hover over the “PDF” option and click Save as PDF.

