

Unit Tracking Form

The following action items were intentionally sequenced to assist PBS Teams in the implementation of this unit, *Enforcement of Expectations*. It is strongly recommended that each item be thoughtfully reviewed and addressed. Once all relevant Action Items have been implemented, forward the completed *Unit Tracking Form* to district PBS Coaches.



Action Items: <i>Enforcement of Expectations</i>	Pages	Person(s) Responsible	Date Completed
Action Item 1: Conduct first team meeting <ul style="list-style-type: none"> • Assign: <i>PBS Professional Reading (Team) — Zero Tolerance: The Assumptions and the Facts</i> • Schedule District PBS Coaches to meet with PBS Team: <i>PBS Department Contact Information</i> • Contact Youth Services to obtain copies of the district discipline matrix: <i>Obtaining Copies of the Progressive Discipline Matrix (PDM)</i> 	9 10 11		
Action Item 2: Meet with PBS Coaches <ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Essential Unit Outcomes</i> <input type="checkbox"/> <i>Positive Behavior Support (PBS) Framework — Data-Based Decision Making, School-Wide Interventions & Consequences</i> <input type="checkbox"/> <i>Managing Challenging Behaviors — Traditional vs. Proactive Approaches</i> <input type="checkbox"/> <i>How PBS and CA Ed. Code are in Agreement</i> <input type="checkbox"/> <i>SBCUSD Progressive Discipline Matrix (PDM)</i> • Discuss: <i>PBS Professional Reading (Team) — Zero Tolerance: The Assumptions and the Facts</i> 	1 15-17 18 19 9		Date of meeting with PBS Coaches:
Action Item 3: Review unit PowerPoints (PBS Team) <ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Classroom Management 7 — After the Screaming Stops</i> <input type="checkbox"/> <i>Consequences — Are They Working for Us or Against Us?</i> <input type="checkbox"/> <i>Consequences, Part 2 — Things are Not Always as They First Appear</i> <input type="checkbox"/> <i>Suspensions — Let the Games Begin</i> <input type="checkbox"/> <i>Verbal De-escalation — Choose Your Dance Partners Wisely</i> 	23-28 29-35 36-40 41-47 48-52		

Action Items: Enforcement of Expectations	Pages	Person(s) Responsible	Date Completed
Action Item 4: Introduce unit concepts to staff <ul style="list-style-type: none"> • Distribute/Discuss: <i>PBS Professional Reading (Staff) — Zero Tolerance: The Assumptions and the Facts</i> • Distribute: <ul style="list-style-type: none"> □ <i>Consequences — Questions to Consider</i> □ <i>Managing Challenging Behaviors — Traditional vs. Proactive Approaches</i> □ <i>How PBS and CA Ed. Code are in Agreement</i> • Review: <ul style="list-style-type: none"> □ <i>SBCUSD Progressive Discipline Matrix</i> □ <i>Minor Offenses & Major Infractions</i> 	55 56-58 59		Date of staff presentation:
Action Item 5: Present classroom management strategies to teaching staff <ul style="list-style-type: none"> • Present PPT: <i>Classroom Management 7 — After the Screaming Stops</i> • Complete: <i>Activity — Stating Expectations Positively</i> 	63 64		Date of staff presentation:
Action Item 6: Introduce the four types of consequences to staff <ul style="list-style-type: none"> • Present PPT: <i>Consequences — Are They Working for Us or Against Us?</i> • Distribute: <i>Types of Consequences</i> 	67 68		Date of staff presentation:
Action Item 7: Present verbal de-escalation strategies to staff <ul style="list-style-type: none"> • Present PPT: <i>Verbal De-escalation — Choose Your Dance Partners Wisely</i> • Distribute: <ul style="list-style-type: none"> □ <i>Tips for Increasing Compliance</i> □ <i>Corrective Strategies</i> 	71 72-73		Date of staff presentation:
Action Item 8: Establish a process to identify and address chronic misbehaviors <ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> □ <i>Understanding the Problem Behavior</i> □ <i>Low Level Referral Flowchart — Minor Offenses</i> □ <i>Office Referral Flowchart — Major Infractions</i> 	77-80		
Action Item 9: Present suspension legalities <ul style="list-style-type: none"> • Present PPT: <i>Suspensions — Let the Games Begin</i> • Distribute: <i>Student Suspension by Classroom Teacher — What Teachers Must Know</i> 	83 84		Date of staff presentation:
Action Item 10: Provide follow-up staff development regarding the evaluation of consequences <ul style="list-style-type: none"> • Present PPT: <i>Consequences, Part 2 — Things are Not Always as They First Appear</i> 	87		Date of staff presentation:
Action Item 11: Review PBS Framework categories <ul style="list-style-type: none"> □ <i>Data-Based Decision Making</i> □ <i>School-Wide Interventions & Consequences</i> 	91-93		

On-Going Action Items: <i>Enforcement of Expectations</i>	Pages	Person(s) Responsible	Date Completed
<p>At the end/beginning of each academic year – Schedule staff development regarding the enforcement of school-wide expectations</p> <ul style="list-style-type: none"> • PPTs: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Classroom Management 7 – After the Screaming Stops</i> <input type="checkbox"/> <i>Consequences – Are They Working for Us or Against Us?</i> <input type="checkbox"/> <i>Consequences, Part 2 – Things are Not Always as They First Appear</i> <input type="checkbox"/> <i>Interventions for Miners</i> (refer to the <i>Office Referral Procedures</i> unit) <input type="checkbox"/> <i>Minor Offenses vs. Major Infractions</i> (refer to the <i>Office Referral Procedures</i> unit) <input type="checkbox"/> <i>Suspensions – Let the Games Begin</i> <input type="checkbox"/> <i>Verbal De-escalation – Choose Your Dance Partners Wisely</i> <input type="checkbox"/> <i>Why Teach Behavior Skills?</i> (refer to the <i>Universal Rules & Expectations</i> unit) <input type="checkbox"/> <i>Why Teach Social Skills?</i> (refer to the <i>School-wide Social Skills Instruction</i> unit) 	<p>23-28</p> <p>29-35</p> <p>36-40</p> <p>–</p> <p>–</p> <p>41-47</p> <p>48-52</p> <p>–</p> <p>–</p>		
<p>Provide training to new staff regarding the enforcement of expectations</p> <ul style="list-style-type: none"> • PPTs: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Classroom Management 7 – After the Screaming Stops</i> <input type="checkbox"/> <i>Consequences – Are They Working for Us or Against Us?</i> <input type="checkbox"/> <i>Consequences, Part 2 – Things Are Not Always as They Appear</i> <input type="checkbox"/> <i>Suspensions – Let the Games Begin</i> <input type="checkbox"/> <i>Verbal De-escalation – Choose Your Dance Partners Wisely</i> <input type="checkbox"/> <i>Why Teach Behavior Skills?</i> (refer to the <i>Universal Rules & Expectations</i> unit) 	<p>23-28</p> <p>29-35</p> <p>36-40</p> <p>41-47</p> <p>48-52</p> <p>–</p>		