



Ready, Set, Go! Start the Year Off Right by Teaching Behavioral Expectations

*2014 Conference on Schoolwide Culture,
Climate and Positive Behavior Support*
August 20-21, 2014

Howard Muscott, Ed.D., Director & Eric Mann, MSW
NH Center for Effective Behavioral Interventions & Supports at SERESC
Diane Chauvette, Teresa Kellaway, & Nancy Stafford
Sandown North Elementary School
hmuscott@seresc.net; emann@seresc.net
www.nhcebis.seresc.net



John Foster Dulles

- The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.

2



Agenda

1. Welcome, Introductions
2. Positive, preventative features of Schoolwide Positive Behavior support
3. Designing behavioral expectations for strategic locations or problem routines
4. Designing initial teaching and acknowledgement plans
5. Sandown North examples

Voice from the Field

“I was very skeptical about this program at first. I thought, here we go again – another initiative. But I can honestly say that teaching is much easier with PBIS in place – I am now sold on this approach.”

Barbara Condon, Classroom Teacher,
Merrimack School District



NH Invested in Positive Behavioral Interventions and Supports because

1. Maintaining a safe & positive instructional climate is a critical responsibility of schools.
2. The social, emotional and behavioral development of our students is positively affected by a safe, consistent, predictable, and positive school climate
3. Safe schools and those with positive climates are higher achieving schools.
 - Teaching social & emotional skills are associated with increases in reading, writing and math grades and achievement test scores.



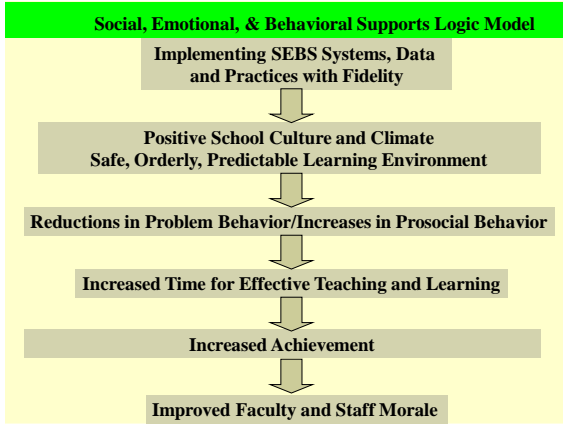
Why Invest in PBIS-NH? Because We Know It Works!

1. Improve academic and social competence
2. Increase academic proficiency on statewide assessments
3. Increase graduation rates
4. Improve post-school outcomes
5. Increase attendance rates



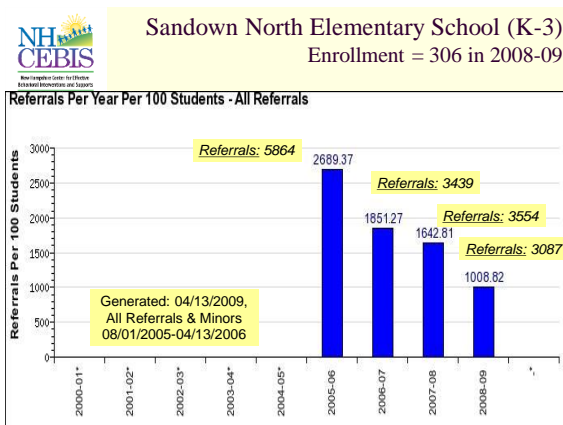
1. Decrease problem behavior
2. Reduce dropout rates
3. Reduce inappropriate referrals to Special Education





“Making a turn”		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	Maximum Student Benefits	
	Not Effective		

Fixsen & Blase, 2009





Reversing Disrespect, Defiance and Aggression in a Middle School

- High number of problem behavior in the first six weeks
- 145 instances of defiance or disrespect,
- 75 acts of aggression and
- 130 disruptions
- Teaching intervention delivered in advisory periods that focused on respectful behavior.
- Teaching reduced all documented major problem behaviors by at least 50% in a six-week period



A Tale of Tardiness at ConVal High School 1,200 Students

2005-06	2006-07	2008-09
7,982	253	127
Averaged nearly 800 per month	Averaged about 25 per month	Averaged about 25 per month
Averaged approx. 44 per day	Averaged about 1.5 per day	Averaged less than 1 per day



Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love to chatter in all places of exercise. They no longer rise when elders enter the room, they contradict their parents before company, gobble up their food and tyrannize their teachers.

Socrates, 400 BC

An Old Concept: Three Types of Students

- Some are responsible and highly motivated;
- Some are responsible but only moderately motivated; and
- Some are like Huck Finn (1884).



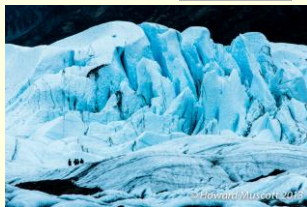
13

We know that students exhibit problem behavior....

1. Not following directions
2. Calling out in class
3. Using inappropriate language
4. Running in the hallways
5. Making noise that disrupts the learning of others
6. Fighting on the playground
7. Coming to school late
8. Not finishing their work or homework
9. Not wearing appropriate clothing
10. Not following technology rules

Gaining Your Perspective

- Who: Participants
- What: Discuss the most common behaviors of concern in non-classroom locations
- Timeframe: 5 minutes
- Report Out: 5 minutes





Big Ideas to Consider

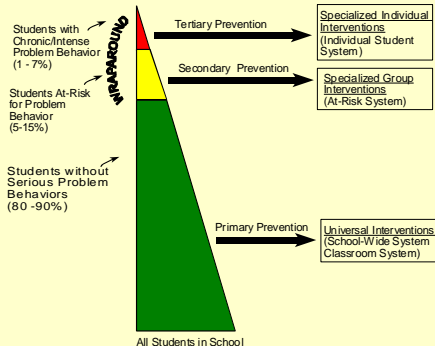
- 1. Increase school pride, spirit and positive culture
- 2. Reduce problem behaviors (disrespect and irresponsibility)
- 3. Common consistent language and approaches that are developmentally appropriate
- 4. It's about adult behavior and being on the same page: Model and live what we want from children
- 5. Focus on routines and expectations in both classroom and non-classroom locations
- 6. Gather and use data for decision making



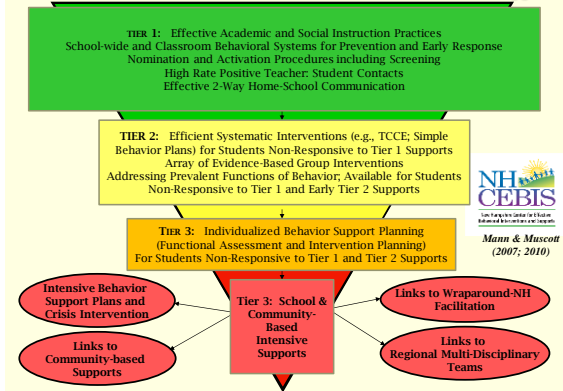
Positive Behavioral Interventions and Supports as Response to Intervention Muscott & Mann (2007)

- PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.
- PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.

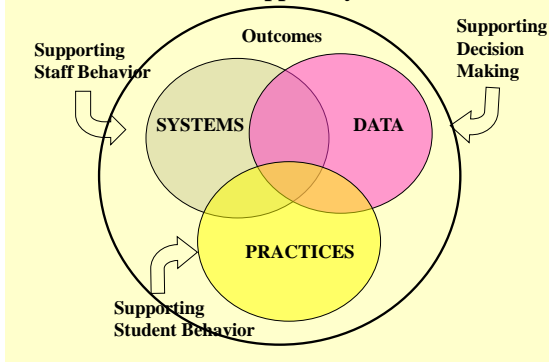
Continuum of Positive Behavior Interventions and Support



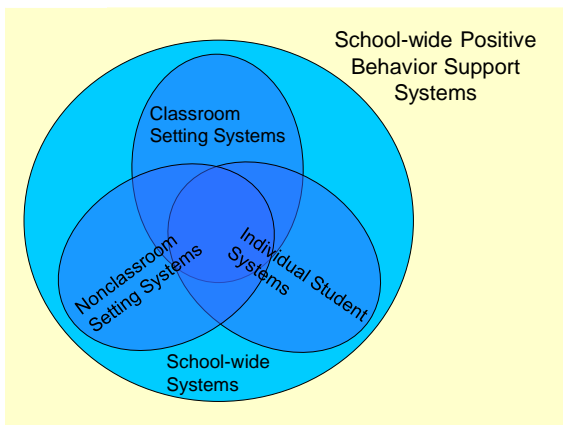
Multi-Tiered Continuum of Positive Behavior Supports



PBIS Support Systems



School-wide Positive Behavior Support Systems





We Know that Addressing these Behaviors Requires a Consistent, Predictable, & Positive School Climate

They achieve this result through a long-term **commitment** to **culture building** experiences associated with creating a common **vision, language, and set of experiences** for all members of the community.

Adapted from Rob Horner, 2004



What Would a Positive, Encouraging School Climate Look Like?

- Students **know what is expected of them** and choose to do so because they **know** what to do, have the **skills** to do it, and see the **natural benefits**
- Adults and students have **more time** to focus on **relationships and classroom instruction**
- There is an **instructional approach** to discipline where instances of **problem behavior** are **opportunities to learn** and practice **prosocial behavior**



“With PBIS, as the students move through the grade levels they find that the rules are the same, the cues are the same and the consequences are the same. By the time they reach grade four, students are able to self-monitor their behaviors and work out many of the conflicts that previously required so much teacher time.”

Kathleen Custer
Principal, James Mastricola Elementary School
Merrimack



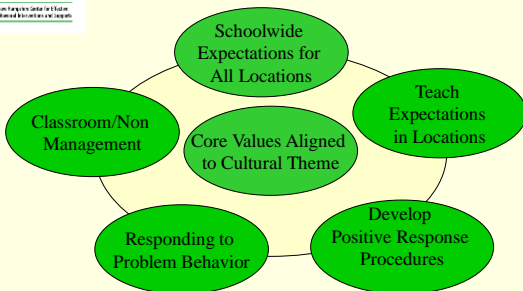
What Would a Positive, Encouraging School Climate Look Like?

1. A **tiered approach** to support all students and staff
2. That each tier address **both positive preventative** and **response features**.
3. A **leadership team** charged with oversight over **design, implementation, and evaluation** of the success of the program.



6 Steps to Enhancing School Climate and Discipline

1. Develop Core Values Aligned to Cultural Theme
2. Define Expected Behaviors within Locations or Routines
3. Teach Expected Behaviors
4. Routinely Acknowledge Students for Exhibiting Expected Behaviors
5. Respond to Problem Behaviors Effectively
6. Use Effective Classroom and Non-Classroom Management Techniques





Steps for Enhancing School Climate

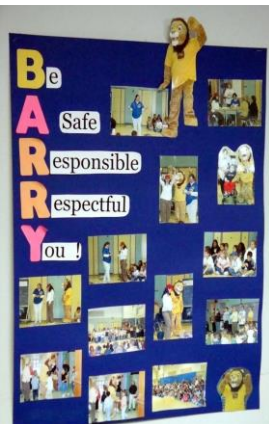
Establish a clear set of **positively stated** program or schoolwide **behavioral expectations** based on **needs** and aligned with a **cultural theme**



Building Culture: The Stickiness Factor

- Messages that are **“sticky” or memorable** are more likely to be successful
- A message can be so sticky that it can **create change** and **spur someone** to action

The Tipping Point, Malcolm Gladwell (2002)



Amherst Street Elementary School BARRY Culture

Amherst Street School community builds strong minds, healthy bodies, and responsible citizens in a safe respectful environment.



Marlborough Dukes' Code of Honor



Danville Hawkes Soaring for Success Respect + Responsibility = Pride



- Respect means treating others and yourself the right way
- Responsibility means doing the right things
- Pride means feeling good from doing the right things and treating others way the right way

Sandown Eagles

Respect, Responsibility, & Right Choices = Learning





Bais Hachinuch Ari Program "התגבר כארי" Hisgaber K'ari



Responsibility

Respect

Reaching Higher

- From Shulchan Aruch (basic code of Torah law)
- One should strengthen himself like a lion in the service of his Creator each morning



Steps for Enhancing School Climate

Clearly **define expected behaviors** in the different settings **by location** (e.g., bathroom, hallway, cafeteria, playground, library, classroom) **or routine** (e.g., arrival, dismissal)



Develop a Core Curriculum of Behavioral Expectations

- Translate core values into observable behaviors within various locations or routines
- Begin by identifying the locations or routines to be considered
- Chose an important/strategic routine or location that needs to be addressed
- Develop positively stated behavioral expectations within the routine or location
- Use action verbs and short statements
- Consider subroutines for certain locations (e.g., hallway, cafeteria, playground)



Essential Questions to Consider When Building Behavioral Expectations

1. Is it important?
2. Is it developmentally appropriate?
3. Does it promote independence/autonomy?
4. Are there expectations that address more than compliance?
5. Do we expect similar behaviors from adults?



Danville Hawkes Respect & Responsibility = Pride *Assembly Expectations*

1. Follow adult directions.
2. Repeat clap to give attention
3. Show hand for zero voice
4. Sit on your bottom
5. Keep feet and hands close to your body
6. Face the presenter
7. Use a zero voice during presentation
8. Show appreciation/pride by clapping your hands





Assembly Behaviors

Be Respectful	Be Responsible	Make the Right Choices
<ol style="list-style-type: none"> Follow adult directions Enter silently in a single file Sit in assigned row Remain silent throughout assembly, including transitions Keep hands and feet to yourself Face toward the speaker and sit on your bottom Raise your hand to speak Exit silently and in single file when directed by teacher 		



YESHIVA BAIS HACHINUCH "ARI PROGRAM" "התגבר ארי"

HALLWAY	
BE RESPECTFUL	<ul style="list-style-type: none"> ✓ Use "indoor voice" ✓ Keep hands to yourself ✓ Walk calmly and considerately ✓ Walk around two adults who are talking
BE RESPONSIBLE	<ul style="list-style-type: none"> ✓ Keep hallway clean and neat ✓ Go directly to where you belong ✓ Use two paper towels to dry hands
REACH HIGHER	<ul style="list-style-type: none"> ✓ Pick up trash ✓ Help others with their things (especially rebbe/teacher) ✓ Greet others with a smile (בסבר פנים יפות) ✓ Hold open door for others



Danville Hawkes Respect & Responsibility = Pride *Individual/Small Group Hallway Expectations*

- Follow adult directions.
- Walk.
- One or two across.
- Stay in line.
- Stay to the right.
- Keep your space.
- Use a partner voice.
- Use eyes for artwork.
- Use a responsible wall touch.
- Look before you cross.
- Go directly to your destination.





Danville Hawkes
Respect & Responsibility = Pride
Hallway with Class

1. Follow adult directions.
2. Walk.
3. Single file.
4. Stay in line.
5. Stay to the right.
6. Keep your space.
7. Use a silent voice.
8. Use eyes for artwork.
9. Use a responsible wall touch.
10. Look before you cross.



Dante Says: **IN THE CAFETERIA**

Respect Yourself:

- Practice good table and line manners
- Remain seated at assigned table until dismissed

Respect Others:

- Stop and listen when signaled
- Keep hands and feet to self

Respect the Environment:

- Keep it clean



Potential Locations and
Routines

Locations

- Hallway
- Cafeteria
- Playground
- Offices
- Bathrooms
- Library, Media Center
- Classroom

Routines

- Arrival
- Locker
- Dismissal
- Passing
- Assembly
- Fire Drill
- Shelter in Place
- Instructional

	Respect	Responsibility	Achievement



Gaining Your Perspective

- Who: Participants
- What: Review your list of problem behaviors and identify one or two locations or routines where the occur the most
- Timeframe: 5 minutes
- Report Out: 5 minutes





Steps for Enhancing School Climate

Develop **teaching plans** using **evidence-based instructional strategies** for **teaching** the **expected behaviors** in **one setting/context** to **all students** based on **data**.



Guiding Principles Sugai (2006)

- Remember that **good teaching** is one of our best behavior management tools



Develop Teaching Plans to Teach Behaviors within Routines

- Teaching plans are teaching scripts designed to help students learn the behavioral expectations
- Each one is taught using effective instructional practices
- A plan for teaching all the students is devised
- Booster lessons are provided as needed



Instructional Plan for Teaching Behavior within Routines

1. Introduce the expectations and behavior
2. Explain why it is important
3. Demonstrate (or have students) 3-4 examples of the behavior
4. Demonstrate one low key non-example that is a close confuser or common error pattern.
5. Have students practice
6. Provide corrective feedback and acknowledgements
7. Summarize and remind to practice in context

Teaching Plan for Rollouts

Location or Routine to Address:

Time Period:

Indicators of Success Staff:

Indicators of Success Students:

	Acquisition	Proficiency	Maintenance
Teaching	Direct Instruction including Guided Practice Corrective Feedback	Guided Practice Corrective Feedback	Corrective Feedback
Acknowledging	High Rates of Verbal Praise and Visible Acknowledgement	Intermittent Rates of Verbal Praise and Visible Acknowledgement	Periodic Natural Verbal Praise
Timeframe	First Week	Second Week	Thereafter

Teaching Panther Pride at Parker Varney Elementary School



Silence Signal at Parker Varney ES



Teaching Line Up Routine at Parker Varney Elementary School





Teaching Expected Playground Behavior at Amherst Street Elementary School





Mastricola ES Students Practicing Personal Space in Line



Antrim Elementary School Eagles



Keter Torah Mexico City, Mexico







Engage in Active Supervision

- Active supervision is a critical yet under-utilized skill by adults in all settings including classroom
- Involves 3 sub-skills: **Scan, Move, Interact**
 - **Scan:** Visually examine the entire environment frequently noticing both appropriate and problem behavior
 - **Move:** Physically move around the entire area in an unpredictable pattern while visiting the problem areas frequently
 - **Interact:** Elicit conversations with most of the students while providing precorrections and reminders as well as positive recognition



Steps for Enhancing School Climate

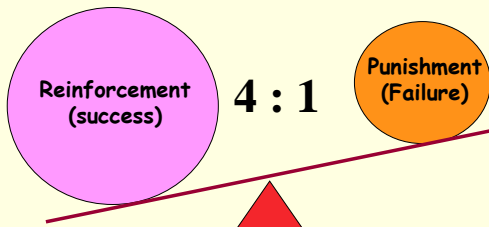
Develop **procedures** to **recognize students** when they **exhibit the expected behaviors** in the setting/context that is **aligned** with the **teaching plan**.

Develop Positive Response Procedures

1. To provide **high rates of positive contacts**.
2. To **recognize students** when they **exhibit the expected behaviors**.
3. To **celebrate success**.

Discipline Works When

Prevention creates more Positive than negative consequences



Ratios of Interactions

The single most important thing that a teacher can do to improve the overall behaviors of students in their classroom is to increase the number of positive interactions they have with each student.



Rationale for Recognition

- Behavior is likely to recur only if demonstrating it has been beneficial
- This is particularly true when it is new and when it is designed to replace an existing problem behavior
- Internalization is goal – but first step is to get behavior practiced; it must become habit



Why is this Strategy so Essential?

- Some students are simply STARVED for attention.
- For the student who is truly starved for attention, the form of attention simply does not matter. *Negative attention usually lasts longer and is more emotionally intense.*
- With students who are starved for attention, the behavior you pay the most attention to is the behavior you will get more of in the future



Positive Engagement

- Positively *interact with most* students during lesson
- *Vary type* of contact
 - Physical, verbal, visual contact
 - Vary by *individual & group*
 - Mix in *fun* instructional & social interactions



Positive and Negative Interactions

- **Positive interaction** - Teacher gives attention by describing correct/appropriate behavior. "Sally. You did an excellent job with writing your opening paragraph in a clear and concise way."
- **Negative interaction** - Teacher gives attention for incorrect/inappropriate behavior. "Johnny. You know you are suppose to be taking notes. Now pick up your pencil and start writing."



Use of Praise

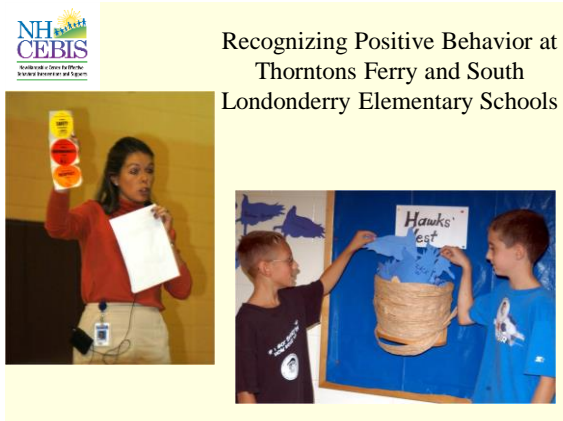
- **Specific** (Use the student's name. Say exactly what they are doing.)
- **Genuine** (Only say it if you mean it AND only if the student is DOING it.)
- **Varied** (Give some praise up close, some across the whole class. Some with a soft voice and some more loudly. Focus on different types of desirable behavior, not always the same thing.)



Positively Recognize Expected Behavior

- ☐ Provide **specific, verbal acknowledgement** using words from the classroom matrix
- ☐ Provide acknowledgement at a **4:1 ratio** or better of positive to corrective contacts
- ☐ Provide acknowledgement **as quickly** after the expected behavior as possible
- ☐ Focus positive attention on **problem routines**
- ☐ Acknowledge at **many students** as possible







Antrim Elementary School Eagle
Soars Recognition

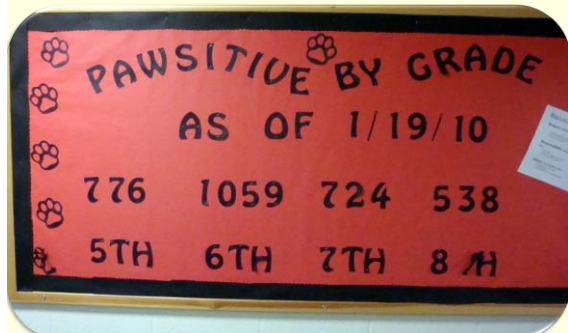




Blackstone Elementary School
School Uniform Data Wall
Ubuntu Celebration Tree



Great Brook Middle School







Steps for Enhancing School Climate

Align **classroom** behavioral expectations with **schoolwide** expectations

Develop **specific behaviors** within **classroom routines** aligned with expectations

Effective Classrooms

- The climate of the classroom is **work-oriented**, but **relaxed and pleasant**
- Students know **what is expected** of them
- Students are **deeply involved** in their work
- There is a **high rate of success**
- There is **little wasted time, confusion, or disruption**
- There are **few behavior problems**

Sources: Anderson (2010); Lewis (2009)



Teachers retain their effectiveness as professional persons only so long as they remain warmly human, sensitive to the personal needs of children, and skillful in establishing effective relationships with them.

Robert Bush (1954)
The Teacher-Pupil Relationship



Evidence Based Practices in Classroom Management

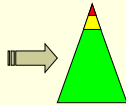
1. **Maximize structure in your classroom.**
2. **Post, teach, review, monitor, and reinforce a small number of positively stated expectations.**
3. **Actively engage students in observable ways.**
4. **Establish a continuum of strategies to acknowledge appropriate behavior.**
5. **Establish a continuum of strategies to respond to inappropriate behavior.**

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, in press)



Effective Routines Anderson (2010)

- Student routines are clear and predictable
- Staff routines are consistent
- Expectations exist for different routines
 - Linked to classroom expectations





Classroom Routines or Activities

- | | |
|----------------------------|----------------------------|
| ■ Whole class instruction | ■ Handing in work/homework |
| ■ Small group instruction | ■ Transitions within class |
| ■ Partner work | ■ Dismissal |
| ■ Morning meeting | ■ Attention Signal |
| ■ Do Now activities | ■ Voice Levels |
| ■ Independent seat work | ■ Getting Help |
| ■ Sustained silent reading | ■ Bathroom |
| ■ Snack | ■ Use of technology |
| ■ Taking tests/quizzes | |
| ■ Centers/lab stations | |

Rules within Routines Matrix

Routines Rules	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

Rules within Routines	Respect/Responsibility	Honesty/Integrity	Community/Service

Expectation Routines	Classroom-wide	Arrival	Computers
Be Safe	<ul style="list-style-type: none"> Follow directions the first time Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Be in your seat when the bell rings 	<ul style="list-style-type: none"> One person per computer station Hands off electric cords and power supply
Be Respectful	<ul style="list-style-type: none"> Raise your hand before speaking & when you need help Listen when others are talking Use inside voice 	<ul style="list-style-type: none"> Use inside voice when talking before the bell Lips are sealed when the bell rings 	<ul style="list-style-type: none"> Wait your turn 10 minutes per station when someone is waiting
Be Responsible	<ul style="list-style-type: none"> Have materials ready before activities begin 	<ul style="list-style-type: none"> Bring your homework, pencil, and paper 	<ul style="list-style-type: none"> Return to log-in screen when you are finished Take all materials with you

Entering the Classroom

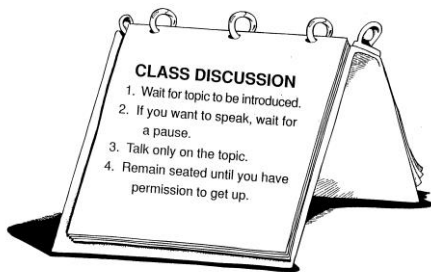
- Quiet Voices
- Deposit homework in the homework basket
- Quietly find your seat
- Scan the whiteboard for warm-up activity instructions



Do Now Activity

- Enter the room quietly
- Go directly to your seat
- Read the Do Now assignment on the board
- Take out materials you need
- Begin Work
- Raise your hand if you need help
- Wait for teacher signal for next step

Classroom Discussion Expectations





Attention Signal Siegel (2007)

- Identify an attention signal that has both an auditory and visual component to teach to students.
- How will I teach this to students? How will corrective and positive feedback be provided to students regarding how they will respond to the signal?



Attention Signals – Add On Activity



- Give me Five
- If you can hear my voice...
- Raise your hand and they will follow
- Class your attention please! Plus
- Music/Bell. Etc.




Steps for Enhancing School Climate

- Identify 4-5 of the behaviors from the **rules within routines matrix** that are important to **all classroom routines**
- We call these **classroom-wide rules**



Classroom Rules

- Define and teach 4-5 classroom rules
 - Important across ANY activity
 - Positively stated and succinct → 
 - Easy to remember
 - Posted in easily seen places in the classroom
 - Consistent with School-wide rules/expectations
 - Taught Directly and Re-taught
 - Acknowledged regularly; Consistently enforced



Classroom Rules Aligned to Schoolwide PBIS

1. Follow adult directions (Respect)
2. Raise your hand to get help (Respect)
3. Have materials ready (Responsible)
4. Complete your work (Responsible)
5. Use kind words with others (Respect)
6. Give your best effort (Learner)



Towle Tigers Community Classroom Expectations Revised

1. Be an Active Listener with Eyes, Ears and Mind
2. Follow Adult Directions the First Time
3. Ask Questions if You are Confused or Have a Concern
4. Use Feelings About Because (FAB) Statements to Communicate Feelings
5. Always Use Kind Words with a Positive Tone
6. Use Manners (Say please, thank you, etc.)



Sandown North Elementary School 9 to Shine!

1. Listen and follow adult directions
2. Signal to talk or if you need help
3. Match voice to activity
4. Use kind words and work cooperatively
5. Keep personal space
6. Promptly gather materials for activity
7. Start and complete your work within a set time
8. Put things where they belong
9. Express feelings appropriately

Sandown North Elementary School PreK-3 (300 students) Mission Statement:

*Challenging learners to succeed in a
respectful environment*



PBIS provides the structure by which we
work toward this mission.





The Beginning...

- January 2005, our team of 10 began attending trainings for Universal Team implementation.
- We created our universal guidelines, the behavior matrix, definitions of majors and minors and our student support form.







Current Universal Team

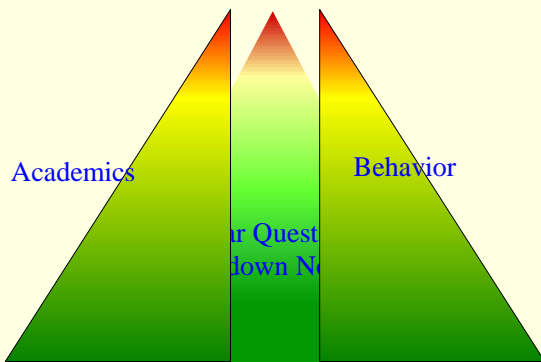
- classroom teachers from grades 1,2 & 3
- parent
- 2 para educators
- school counselor
- special educator
- art teacher
- assistant principal
- principal



Universal Team



- Team meets weekly for 30 min., before students arrive
- Some weeks we meet as a full team
- Other weeks we meet in sub committees
- Sub committees: communication, celebration, roll outs
- We meet 1 full day in the spring to begin our planning for the following school year




Adapted from Sugai (2010)

Our universal goal is to help each student learn the skills necessary to succeed in school. Our path to this goal is guided by our STAR!

- **S**afe
- **T**rustworthy
- **A**lways Respectful
- **R**esponsible





Star Quest Pledge

I am a Sandown North Star,
I know the five points that will take me far.



First, I am Safe
so I may stay
healthy enough to learn and to play.

Second, I am Trustworthy
because I take care
of what's yours and what's mine.
It's just plain fair.

Third, I am Always respectful.
I'm forever trying with all of my might
to treat every person right.

Fourth, I am Responsible.
Whether the task is hard or fun
My aim is always to get it done.

Fifth, I am me!
As I follow and lead as we journey forth
I know I am an important part of Sandown North.



So how do we communicate PBIS to our staff, students and parents?

- Rollouts
- Newsletters
- Bulletin boards
- Common language makes is easy to incorporate into all aspects of our school day.

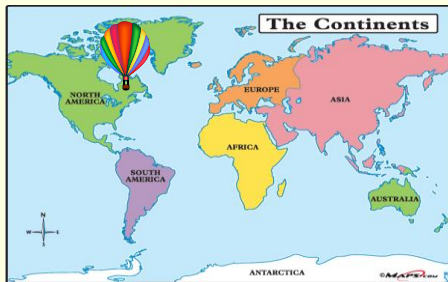




2011-2012 School Wide Theme Hiking our way up Mt. Washington

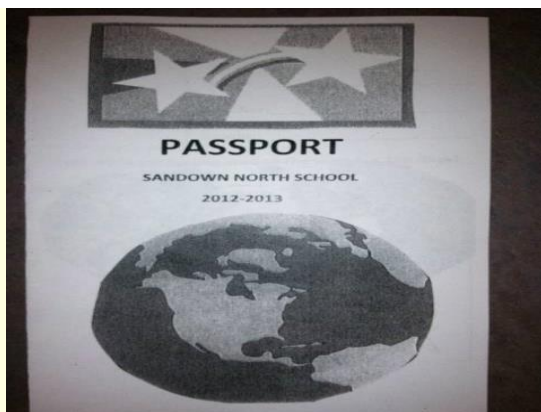


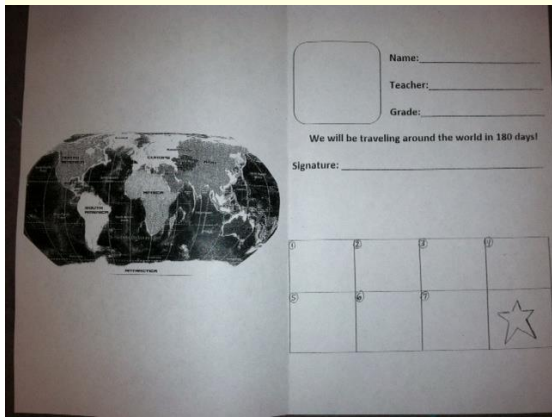
Last year we traveled around the world in 180 days. Following our 9 to Shine behaviors helped us to travel in our hot air balloons to the 7 continents.



Students had passports to help keep track of our journey and the facts we learned about the 7 Continents.













**Sandown North
Elementary School
2011-2012**

This year we will be following a new path, a road that is paved in yellow brick that will take us to a new place. It's not a place you can get to by boat or train. It's far, far away...behind the moon...beyond the rain...



To help us on our journey we need to use our:



- Brains,
- hearts and
- courage



The theme for this year is:

**FOLLOW YOUR
YELLOW BRICK
ROAD**

SAFE



TRUSTWORTHY



ALWAYS RESPECTFUL



RESPONSIBLE



**We will follow the
yellow brick road to our
9 to SHINE!**





Sandown North's 9 to Shine

1. Listen and follow adult directions





Sandown North's 9 to Shine:

2. Signal to talk or if you need help





Sandown North's 9 to Shine:

3. Match voice to activity





Sandown North's 9 to Shine:

4. Use kind words and work cooperatively





Sandown North's 9 to Shine:

5. Keep personal space





Sandown North's 9 to Shine:

6. Promptly gather materials for activity





Sandown North's 9 to Shine:

7. Start and complete your work within a set time



Sandown North's 9 to Shine:

8. Put things where they belong





Sandown North's 9 to Shine:

9. Express feelings appropriately



We started off our school year working on our first 9 to Shine –

LISTEN AND FOLLOW ADULT DIRECTION.

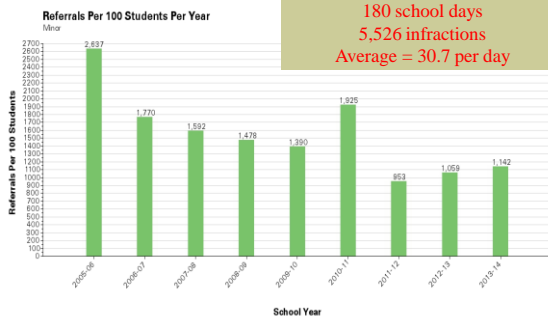
That means we have already started our journey on our yellow brick road!



THERE'S NO PLACE LIKE SANDOWN NORTH!



Sandown North Elementary School (K-3) 2005-2006 to 2013-14



Acknowledgements

- Santina Thibedeau
- Mary Ford
- Virginia Irwin
- Kathleen Murphy
- The PBIS-NH
Statewide Leadership
Team
- PBIS-NH Facilitators
- Joanne Georgian
- Eric Mann
- Tina Pomerleau
- Stacy Szczesiul
- Julie Prescott
- Becky Berk
- Debra Grabill
- Julie Prescott
- Valarie Dumont
- JoAnne Malloy
- Lucille Eber
- George Sugai
- Rob Horner
- Leanne Hawken
- Kathleen Abate
- Linda Thomas