

PAINTER EAGLES

How to be a “Soaring Eagle”



BE SAFE

BE RESPONSIBLE

BE RESPECTFUL



SY 2022 – 2023

adapted from the School Year 2018-19 version by Dr. Kleidon

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PBIS Summary and Rationale

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in school. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports ALL students through intervention ranging from a school wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school culture.

Why use PBIS?

The main purpose of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Painter Elementary School. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the education process. Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach of teaching appropriate behavior to all students.

School Rules and Posters

BE SAFE, BE RESPONSIBLE, BE RESPECTFUL

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language. Positively stated rules are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior. With the rules selected, the PBIS team believes that we can teach all specific behavioral expectations across all school settings according to these simple rules. For example:

- “Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.”
- “You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.”
- “Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.”

The Behavioral Expectations Matrix uses the school-wide rules to identify specific behavior expectations across all school settings. All staff and students in the school are expected to know the School-wide Rules. School will be surveyed twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be **posted in every room in the school**, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first few weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff.

Why Teach the Rules, Expectations, and Routines during the first few weeks of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff and students are aware of what is expected. This will improve consistency across staff in enforcing the school rules. Staff has different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for how to raise your hand for help in class, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first weeks of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines. Like all good teachers, we must remember that we cannot simply teach the expectations and routines

once. It is important to hold booster sessions, especially in the new year, to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including lesson plans.

Acknowledgement System

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). Oftentimes, it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to ***increase the number of positive interactions*** that all school staff have with students.

At Painter we use PBIS to acknowledge students for appropriate behavior. Through this program, we hand out Painter Bucks to students for following school rules. When recognizing students with a Painter Buck, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

“Alejandra, I wanted to thank you for helping pick up the books someone knocked on the floor. You were being very responsible, and it really helped me out. Here is a Painter Buck”

Ideally, students should be given Painter Bucks immediately following the behavior and be told exactly why they received the Painter Bucks. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e., if a student breaks a window, they work it off in restitution, etc.). In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, teaching expectations and routines, implementing incentives for positive behavior, and providing clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

School-wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

The following pages and presentation ([LINK](#)) contain materials outlining the consequence system at our school and behavior expectations around campus:

- Lesson Plans
- 3 Be's Posters
- Discipline/Referral Levels
- Office versus Staff Managed Behavior Flow Chart
- Eagle Warning Form (Minor Referral Form)

PAINTER EAGLES

How to be a “Soaring Eagle”



Lessons Around Campus

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: CAFETERIA

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Walk quietly in a straight line, keeping hands, feet, and food to yourself • Eat and handle your own food • Get adult help for accidents and spills • Stay seated until dismissed 	<ul style="list-style-type: none"> • Clean up your area • Raise your hand for help • Take only what you can eat • Wait for your turn • Ask adult help for spills • Food on table or floor should be picked up and thrown away 	<ul style="list-style-type: none"> • Use quiet voices • Follow adult directions • Use kind words, actions, and proper table manners • Kindly gesture to others to follow rules • Greet others appropriately • Handle food appropriately • Raise your hand for help or to get up • Eat your own food

Introduction: “Today we are going to learn what the expectations are in the cafeteria so that everyone can responsibly eat and toss their garbage I.” Ask students what the correct way to eat in the cafeteria looks like.

Presentation: vocabulary – manners, polite, greet

- In class, discuss each behavioral expectation and what they look like
- Model how students enter the cafeteria, how they sit down, what voices sound like, what good manners look like, and how to clean up
- “Does everyone have an example of what good manners look like?”

Guided Practice:

- In class, students model and practice appropriate behavior (enter cafeteria walking, in a quiet line, get lunch, sit down)
 - **Teacher demonstrates inappropriate** behavior and has students state correct behavior •
- Practice all the expectations in the cafeteria
- Teacher observes and gives guidance as needed
 - Thumbs up/down to check for understanding
 - **Closure:** “Today we learned how to behave respectfully, responsibly, and safely when eating at school. Tell a partner one positive behavior.”

Independent Practice/Follow up:

- Students show appropriate behavior in lunch lines and at tables
- Teacher assesses and praises accordingly

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: ASSEMBLIES

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Stay seated with hands and feet to yourself • Always walk Ask permission to leave the area • Keep walkways clear • Wait to be dismissed 	<ul style="list-style-type: none"> • Treat others’ area and property respectfully • Raise your hand to ask for help • Follow directions quickly 	<ul style="list-style-type: none"> • Use kind words and actions • Use quiet voices • Kindly gesture to others to follow rules • Greet others appropriately

Introduction:

“Today we are going to learn how to behave at school assemblies so everyone can enjoy award assemblies and other presentations.” Ask students what the correct behavior in each category looks like.

Presentation:

- In class, teach behavioral expectations and what they look like
- Model how students enter the assembly area (walk)
- Model how they sit down (hands & feet to self, sitting on their bottoms, hands in their laps, keeping aisles clear)
- Model what their voices sound like
- Model where their attention is (eyes and ears on the speaker, not talking to their neighbor) •
- Model correct applause (listen for directions from moderator silent or aloud)
- **Teacher demonstrates incorrect** assembly behavior (sitting with legs straight out, kicking another student, poking others, talking, clapping instead of silent applause, looking back/around, and running) •
- Students repeat correct behavior for school assemblies
- Thumbs up/down to check for understanding

Guided Practice:

- In the classroom, students model and practice appropriate behavior
- Practice all of the above in the assembly area
- Teacher observes and gives guidance as needed
- Thumbs up/down to check for understanding

Closure: “Today we learned how to enter and behave at a school assembly. Tell your partner one behavior you learned.” Then quickly review what correct behavior looks like for each core value.

Independent Practice/Follow up:

- Teacher assesses and praises accordingly
- Students show appropriate behavior during an assembly

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: HALLWAYS & PLAYGROUND

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Walk on blacktop and playground areas • Use equipment correctly • Stay inside the yellow boundary lines • Run only on the grass • Report strangers, animals, or dangerous items to an adult • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Freeze at the bell and walk when whistle blows • Line up in your designated area on time • Use the restroom, get a drink BEFORE the bell rings • Follow adult directions <ul style="list-style-type: none"> • stay on task • Return all play equipment <ul style="list-style-type: none"> • Go directly to destination 	<ul style="list-style-type: none"> • Follow the rules of the game • Use kind words and actions • Take turns and share the equipment <ul style="list-style-type: none"> • Kindly gesture to others to follow the rules • Stay away from classrooms that are in session & Use quiet voices

Introduction: “Today we are going to learn how to play on the playground, blacktop, and field, so that everyone can enjoy their recess time.” Ask students what correct behavior on the playground looks like.

Presentation: Vocabulary—equipment, freeze, take a knee

- Discuss appropriate behavior
- **Teacher models inappropriate behavior:** not taking a knee, running to line
- Go outside and model/demonstrate appropriate playground behavior

Guided Practice:

- Teachers and students practice waiting in line, using appropriate voices/kind words, walking between games, taking a knee, holding equipment, putting equipment away and walking to line • “We are going to have a mini-recess and practice appropriate behavior.”
- When I blow the whistle we will practice what we learned in class, then we’ll reflect on our performance.”
- Discuss appropriate use of equipment
- Discuss expectations on the field, i.e. soccer rules, tag, ...
- Discuss playing on the structure (one way on the monkey bars, go down the slide) • Have a 5 minute mini-recess. Return to class to reflect on what they did well and what they can do better next time
- Teacher observes and gives guidance as needed
- Thumbs up/down to check for understanding

Closure: “Today we learned how to behave on the playground so everyone can enjoy their recess time. Tell a partner one behavior we use on the blacktop, field, play structure, etc.”

Independent Practice/Follow up:

- Practice on blacktop at recess and reflect in class afterwards (reteach as necessary) •
- Teacher assesses and praises accordingly
- Check in with students regularly (weekly/daily) to monitor progress

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: CLASSROOM, LIBRARY, OFFICE

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Always walk & keep walkways clear • Keep hands and feet to yourself • Use the Health Aide’s door to enter the office • After school, use the main office door • Raise your hand to leave your area or to ask for help 	<ul style="list-style-type: none"> • Use quiet voices • Follow directions the first time • Treat property respectfully • Wait in front area for your turn • Ask permission to use the phone and restroom • Use active listening • Wear school uniform • Keep your area clean 	<ul style="list-style-type: none"> • Follow and listen to adult directions • Use kind and appropriate school language words and actions • Kindly gesture to others to follow the rules • Greet others appropriately

Introduction: “Today we are going to learn how and why we need to behave appropriately in the office.” Ask students what appropriate behavior in each category looks like.

Presentation:

- Teach behavior expectations and what they look like
- Teacher models how students enter and exit the office (which doors, walk quietly)
- Model how to address the office staff
- **Teacher demonstrates incorrect behavior:** using loud voice, running around, playing, interrupting people, using phone without permission

Guided Practice:

- First in classroom and then in office, students model and practice appropriate behavior
- If you are waiting in the office, sit/stand quietly, keeps hands to self
- Teacher observes and gives guidance as needed.
- Thumbs up/down to check for understanding.

Closure: “Today we learned the appropriate way to behave in the school office.” Review what correct behavior looks like.

Independent Practice/Follow up:

- Students independently model
- Teacher assesses and praises accordingly

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: RESTROOMS

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Walk • Keep hands & feet to yourself • Close door & flush when done • Wash hands with soap & water • Keep water in sink • Wash hands with soap 	<ul style="list-style-type: none"> • Use toilet & sink properly - Keep it clean: Paper towels in the trash • Report problems to an adult • Return to class or recess quickly 	<ul style="list-style-type: none"> • Quiet Voices • Respect stall privacy • If the door is closed, knock - use stall alone • Clean up after yourself

Introduction: “Today we are going to learn how to use the restrooms in a respectful, responsible, and safe way.” Ask students what the correct behavior in the restroom looks like.

Presentation:

- In class, discuss these behavior expectations and what they look like. Teacher models appropriate and inappropriate behaviors:

Appropriate	Inappropriate
• Walk	• Running
• Quiet Voice	• Yelling
• Use stall appropriately	• Stand on toilet
• Wash hands	• Avoid washing hands
• Place trash in can	• Throw towels on floor
• Walk directly out of restroom	• Run out

Guided Practice:

- In the restroom, teacher models and practices appropriate behavior
- Review appropriate behavior inside the restroom using student models
- (wash hands at sink, using paper towels, putting trash in trash can)
- Teacher observes students practicing appropriate behavior in the restroom
- Thumbs up/down to check for understanding

Closure: “Today we learned how to behave in the restrooms. Tell your partner one behavior you learned today.” Then quickly review what correct behavior looks like.

Independent Practice/Follow up:

- Students show appropriate behavior in the restrooms
- Regularly review proper practices in the restrooms by asking children to restate expectations • Check in with students regularly (weekly) to monitor progress

Painter Elementary “Soaring Eagles” Reference Plan
At Painter we follow the 3 B’s
Be Safe, Be Responsible, Be Respectful

Location: DISMISSAL AREA

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none">• Keep your hands and feet to yourself• Line up/Wait in the designated area• Report any strangers, animals, or dangerous items	<ul style="list-style-type: none">• Work together to keep the area clean• Report any strangers, animals, or dangerous items	<ul style="list-style-type: none">• Use quiet voices• Listen and follow directions quickly• Kindly gesture to others to follow rules• Greet others appropriately

Introduction: “Today we are going to learn the appropriate behavior in the dismissal area.” Ask students what the correct behavior for the dismissal area looks like.

Presentation: Vocabulary – single file, designated area, hallways, bike rack

• In the classroom, model walking quietly, keeping hands and feet to self, staying on the yellow line, staying clear of doors, where to line up while waiting for parent, sibling, guardian, babysitter, After School program, etc.

• **Teacher demonstrates incorrect behavior:** student running around, climbing on benches, or bike rack.

Guided Practice:

- Take class on school tour to show various dismissal areas
- Teacher models appropriate and inappropriate behavior
- Monitor students walking to dismissal areas and waiting patiently
- Provide positive reinforcement and corrective feedback in the form of a question

Closure: Review expectations and rules. “Today we learned how to walk appropriately to the dismissal areas. Tell your partner one behavior you learned.”

Independent Practice/Follow up:

- Appropriate behavior is shown while transitioning from class to dismissal areas.
- Teacher continues to monitor periodically.
- Teacher assesses and praises accordingly

Rules Posters

How to be a Soaring Eagle in the CAFETERIA & AT ASSEMBLIES



Be RESPECTFUL

Use quiet voices

Use kind words and
table manners

Handle food
appropriately

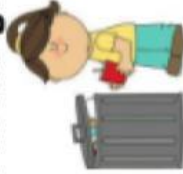
Raise your hand for
help or to get up for
any reason



Eat your own food

Be RESPONSIBLE

Clean up your area
Trash in the garbage



Food left on tables or
floor should be picked
up and thrown away

Get adult help for spills

Practice the Eagle Way
(3B's)

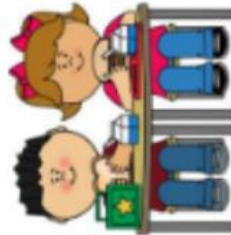
Be SAFE

Walk

Keep hands, feed
and food to yourself

Stay in line

Stay seated until
dismissed





How to be a Soaring Eagle in the HALLWAYS

Be SAFE

Walk

**Keep your
hands and feet
to yourself**



Be RESPONSIBLE

Be on time to class

Must have a pass

**Go directly to your
destination**



Be RESPECTFUL

**Use quiet voices
for other classes
in session**

**Kindly gesture to
others to follow
directions**



How to be a Soaring Eagle in the PLAYGROUND



Be SAFE Be RESPONSIBLE Be RESPECTFUL

Walk to designated area

Stay inside the YELLOW boundary line

Keep hands and feet to yourself

Run only on grass



Freeze when bell rings

Walk when whistle is blown

Line up on time

Use bathroom and drink water before the bell rings



Stay on task

Follow the rules of the game

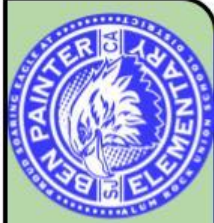
Use kind words and actions

Take turns and share the equipment

Return play equipment

Stay away from classrooms that still have class going on





How to be a **Soaring Eagle** in the **CLASSROOM & LIBRARY**

Be SAFE

**Walk and keep
walkways clear**

**Keep hands, feet
and objects to
self**

**Raise your hand
to leave your
area or to ask for
help**



Be RESPONSIBLE

**Follow directions the
first time & raise
your hand for help**



**Use active
listening**

Wear school uniform

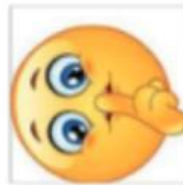
**Keep your area
clean**

Be RESPECTFUL

**Use appropriate
school language &
inside voices**

**Respect the rights
and properties of
others**

**Leave toys at
home**



How to be a Soaring Eagle in the BATHROOM



Be SAFE

Be RESPONSIBLE

Be RESPECTFUL

Walk

Keep water in sink
when washing
hands with soap

Report problems to
an adult



Keep bathroom clean

Return to your area
quickly

Paper towels go in the
trash



Use quiet voices

Enter the stall alone

Allow for privacy



Discipline Referral Levels

Painter Elementary Discipline Matrix

Referral Levels

Level 1- Incidental Violations (Redirect/Reteach behavior)	Level 2- Minor Violations (Non-referred/Recorded)	Level 3- Major Violations (Referred/ Recorded)	Level 4- Illegal Violations (Referred/ Recorded)
<ul style="list-style-type: none"> • Running • Loud voices • Off-task behavior • Disruptive sounds • Insubordination • Out of seat • Missing homework • Not being prepared for class • Disruptive • Breaking cafeteria rules • Breaking common area rules • Inappropriate behavior in the bathrooms • Off task use of electronic devices • Other: 	<ul style="list-style-type: none"> • Lying/ • Indirect, inappropriate language /gestures • Inappropriate dress • Spitting • Repeated level 1 Offense • Off task use of electronic devices that are disruptive to learning • Unauthorized Access to Non- Student Areas • Other: 	<ul style="list-style-type: none"> • Direct inappropriate language/gestures • Verbal/Physical aggression • Harassment/bullying • Overt Defiance • Property destruction/misuse • Theft • Forgery • Cheating/plagiarism • Internet misuse/cyber-bullying • Truant class • Repeated Level 2 offense • Taking pictures/video without consent • Other: 	<ul style="list-style-type: none"> • Drug use/possession • Weapon use/possession • Habitual Truancy • Arson • Bomb threat • Vandalism • Combustibles • Assault/threats • Other:

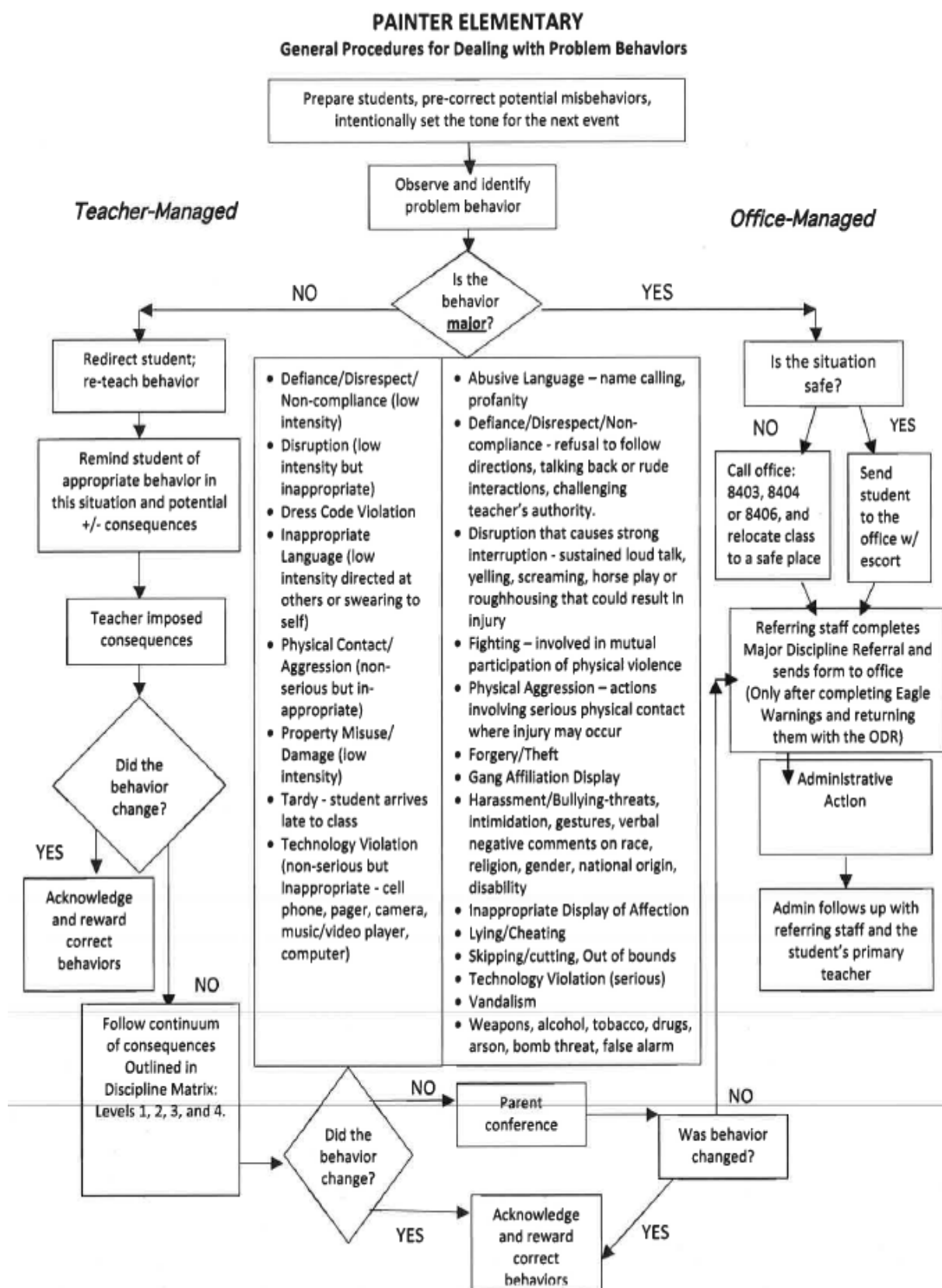


Level 1- Violations 1st & 2nd warning refer to Tier 1: Gentle Consequences	Level 2 – Violations In addition to Eagle Warning # 1, refer to Tier 2: Mild for consequences	Level 3 & 4- Violations In addition to Referral, refer to Tier 3: Moderate and Tier 4: Severe for consequences.
TK- 2nd Grade 3 warnings- violation- Student Reflection 4 th , 5 th , 6 th warning- violation- Eagle Warning 7 th warning- violation- Referral 3rd-5th Grade 1 st warning-violation- Verbal Warning 2 nd warning-violation- Verbal Warning 3 rd warning- violation- Eagle Warning 4 th warning-violation- Referral	1 st warning- violation- Eagle Warning 2 nd warning-violation- Eagle Warning 3 rd warning- violation- Eagle Warning 4 th warning- Referral	Automatic Referral

**Minor infractions from Level 1 & Level 2 are refreshed and start over every month. Meaning, infractions or warnings for the same violation do not roll over the next month.*

**If student reaches 7th warning for the same violation from Level 1, teacher or staff member must attach copies of eagle warnings to referral. If student reaches 4th warning for the same violation from Level 2, eagle warning must be attached to the referral.*

Discipline Flow Chart



Discipline Referral (TBD pending review)

Ben Painter Elementary OFFICE DISCIPLINE REFERRAL BE SAFE, BE RESPONSIBLE, BE RESPECTFUL		(For Data Entry only) SWIS Referral Number			
Date of Incident/Fecha: _____ Time of Incident/Hora: _____ (Circle One) / Día de la semana M T W Th F Student's Name (First & Last/Nombre del estudiante (nombre y apellido): _____ Grade (circle one) Grado (marque uno): K 1 2 3 4 5 Referring Staff/Remitente: _____ Student's Teacher/Maestro(a) del estudiante: _____					
<input type="checkbox"/> Level 1 Eagle Warning (3) within a month = ODR <input type="checkbox"/> Level 2 Eagle Warning (3) within a month = ODR (all classroom Eagle Warnings need to be attached to the Office Discipline Referral)					
Location (choose one)					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Classroom (salón de clases) <input type="checkbox"/> Bathroom/Restroom (baño) <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Cafeteria (cafetería) </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Hallway/Walkway (pasillo) <input type="checkbox"/> Library (biblioteca) <input type="checkbox"/> Office (oficina) <input type="checkbox"/> Parking Lot/Estacionamiento </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Playground/Blacktop (patio de recreo) <input type="checkbox"/> Unknown Location <input type="checkbox"/> Assembly/Field Trip (asamblea/paseo) </td> </tr> </table>			<input type="checkbox"/> Classroom (salón de clases) <input type="checkbox"/> Bathroom/Restroom (baño) <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Cafeteria (cafetería)	<input type="checkbox"/> Hallway/Walkway (pasillo) <input type="checkbox"/> Library (biblioteca) <input type="checkbox"/> Office (oficina) <input type="checkbox"/> Parking Lot/Estacionamiento	<input type="checkbox"/> Playground/Blacktop (patio de recreo) <input type="checkbox"/> Unknown Location <input type="checkbox"/> Assembly/Field Trip (asamblea/paseo)
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MAJOR PROBLEM BEHAVIOR/PROBLEMAS GRAVES DE COMPORTAMIENTO					
(Mark just one behavior)/(Marque solo un comportamiento)					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Disruption (Interrupción del orden escolar) <input type="checkbox"/> Defiance/Disrespect/Insubordination (Desobediencia/Acto de desobediencia) (Inapropiada) <input type="checkbox"/> Abusive/Inappropriate Language (Lenguaje abusivo o inapropiado) <input type="checkbox"/> Harassment/Bullying (Acoso/Intimidación) <input type="checkbox"/> Lying/Cheating (Mentir/Engañar) <input type="checkbox"/> Physical Aggression (Agresión física) <input type="checkbox"/> Fighting (Pelear) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Forgery/Theft (Falsificación/Robo) <input type="checkbox"/> Inappropriate Location/Out of Bounds (Estar en zona inapropiada) <input type="checkbox"/> Technology Violation (Infringir el reglamento de tecnología) <input type="checkbox"/> Gang affiliation display (Demostrar afiliación a pandilla) <input type="checkbox"/> Property Damage/Vandalism (Daños a la propiedad/Vandalismo) <input type="checkbox"/> Use/possession of weapons (Uso/posesión de armas) <input type="checkbox"/> Other Problem Behavior (Otro problema de comportamiento) </td> </tr> </table>			<input type="checkbox"/> Disruption (Interrupción del orden escolar) <input type="checkbox"/> Defiance/Disrespect/Insubordination (Desobediencia/Acto de desobediencia) (Inapropiada) <input type="checkbox"/> Abusive/Inappropriate Language (Lenguaje abusivo o inapropiado) <input type="checkbox"/> Harassment/Bullying (Acoso/Intimidación) <input type="checkbox"/> Lying/Cheating (Mentir/Engañar) <input type="checkbox"/> Physical Aggression (Agresión física) <input type="checkbox"/> Fighting (Pelear)	<input type="checkbox"/> Forgery/Theft (Falsificación/Robo) <input type="checkbox"/> Inappropriate Location/Out of Bounds (Estar en zona inapropiada) <input type="checkbox"/> Technology Violation (Infringir el reglamento de tecnología) <input type="checkbox"/> Gang affiliation display (Demostrar afiliación a pandilla) <input type="checkbox"/> Property Damage/Vandalism (Daños a la propiedad/Vandalismo) <input type="checkbox"/> Use/possession of weapons (Uso/posesión de armas) <input type="checkbox"/> Other Problem Behavior (Otro problema de comportamiento)	
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Details: _____ _____ _____					
Others Involved		Perceived Motivation (choose one)			
<input type="checkbox"/> None (Nadie) <input type="checkbox"/> Staff (Personal) <input type="checkbox"/> Peer(s) (Compañero(s)) <input type="checkbox"/> Unknown (Desconocido) <input type="checkbox"/> Teacher (Maestro(a)) <input type="checkbox"/> Other (Otra persona)		<input type="checkbox"/> Obtain Peer Attention (Obtener la atención de sus compañeros) <input type="checkbox"/> Avoid Peer(s) (Evitar a los compañeros) <input type="checkbox"/> Obtain Adult Attention (Obtener la atención de los adultos) <input type="checkbox"/> Avoid Adult(s) (Evitar a los adultos) <input type="checkbox"/> Obtain Items/Activities (Obtener objetos/actividades) <input type="checkbox"/> Avoid Task/Activities (Evitar hacer su trabajo o participar en actividades)			
Steps Already Taken by Referring Staff (Prior to writing this referral)		Administrative Decision (Consequence given & completed by administrator)			
<input type="checkbox"/> Redirect student / re-teach expected behavior <input type="checkbox"/> Remind student of appropriate behavior and potential +/- consequences <input type="checkbox"/> Classroom time-out <input type="checkbox"/> Student completed a self-reflection document <input type="checkbox"/> Contacted parent/ guardian: date _____ <input type="checkbox"/> Parent meeting: date _____ <input type="checkbox"/> Referred to counselor: date _____ <input type="checkbox"/> Buddy classroom: date _____ <input type="checkbox"/> SST Referral: date _____		<input type="checkbox"/> Conference with student _____ <input type="checkbox"/> In-School Suspension _____ <input type="checkbox"/> Individualized Instruction _____ <input type="checkbox"/> Loss of Privilege _____ <input type="checkbox"/> Out-of-School Suspension: # of days _____ <input type="checkbox"/> Restitution _____ <input type="checkbox"/> Time in Office _____ <input type="checkbox"/> Time Out / Detention _____ <input type="checkbox"/> Other Admin Decision _____ Admin. Signature: _____			
Parent Follow-Up Please discuss this incident/behavior with your child, Favor de hablar de este incidente. Student Signature/Firma de estudiante: _____ Date sent to parent /fecha: _____					
cc: Administrator/White Teacher/Yellow Parent/Pink					