

The seal of the Board of Education of the City of Painter, Montana, is a circular emblem. It features an eagle with spread wings perched on a globe. The text "BOARD OF EDUCATION" is at the top, "CITY OF PAINTER" is at the bottom, and "MONTANA" is in the center. The words "ALUM ROCK UNION" and "DISTRICT" are also visible.

Painter PBIS Assembly 2025-26

January REVIEW: Painter Students
will model **Positive Behaviors!**



Painter PBIS Assembly 2025-26

**Positive Behaviors
Beginning of the year!**

School Wide Core Values

Supportive
Optimistic
Achieving
Resilient
Inclusive
Noble & Nice
Globally Minded

Focused Culture!

VISION

Ben Painter will promote our students' academics through research-based pedagogies and develop them to become empathetic college and career ready leaders with moral values, who are dedicated to lifelong learning, career success, multicultural competency and multilingualism.

MISSION

In partnership with the parents and community, Ben Painter Elementary School will empower students to meet their full potential as unique 21st century thinkers with strong curricular implementation, trained staff, parent partnerships and Socio-Emotional Learning.

In alignment with the CCSS, Painter staff will develop student skills in collaboration, communication, creativity, critical thinking, the meaningful use of technology, rigorous learning, and the development of their multilingualism and multicultural competency that builds upon language acquisition in listening, speaking, reading and writing.

PBIS LEADERSHIP



Painter PBIS Team



Dr. Manluco -- Principal

Ms. Diana -- Admin. Asst.

Ms. Alexa -- Health Asst.

Ms. Alexa -- Office Asst.

Counselor -- Mr. Hernandez
Tien Phan -- Community Liaison

Tuyen Nguyen -- Community
Schools Grant Site Specialist

Dana Yamaguchi -- School Linked
Services Coordinator

ASB Wing (2021-22)

Teacher -- Mrs. Doan

Teacher -- Mrs. Moyoli

Teacher -- Ms. Postrado

ASB Wing (2022-23)

Jenny Tran

Andrea Souto

Jeffrey Berta

Giselle Postrado

Raquel Hummel (23-24)

ASB Wing (2023-25)

Jenny Tran

Ana Tejada

Tina Mai

Giselle Postrado

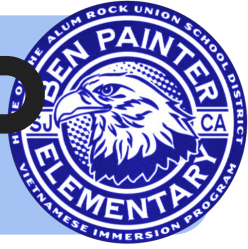
ASB 2025-2026

Ms. Jenny

P.B.I.S.
Positive
Behavior
Intervention
Support



What is PBIS & LEADERSHIP



PBIS stands for Positive Behavior Interventions and Supports

- PBIS focuses on improving the behavior outcomes of ALL students.
- Leadership team focuses helping to improve the educational outcomes of ALL students by planning positive and engaging activities for the whole school!

Uphold a whole-child approach in every decision we make as a school.

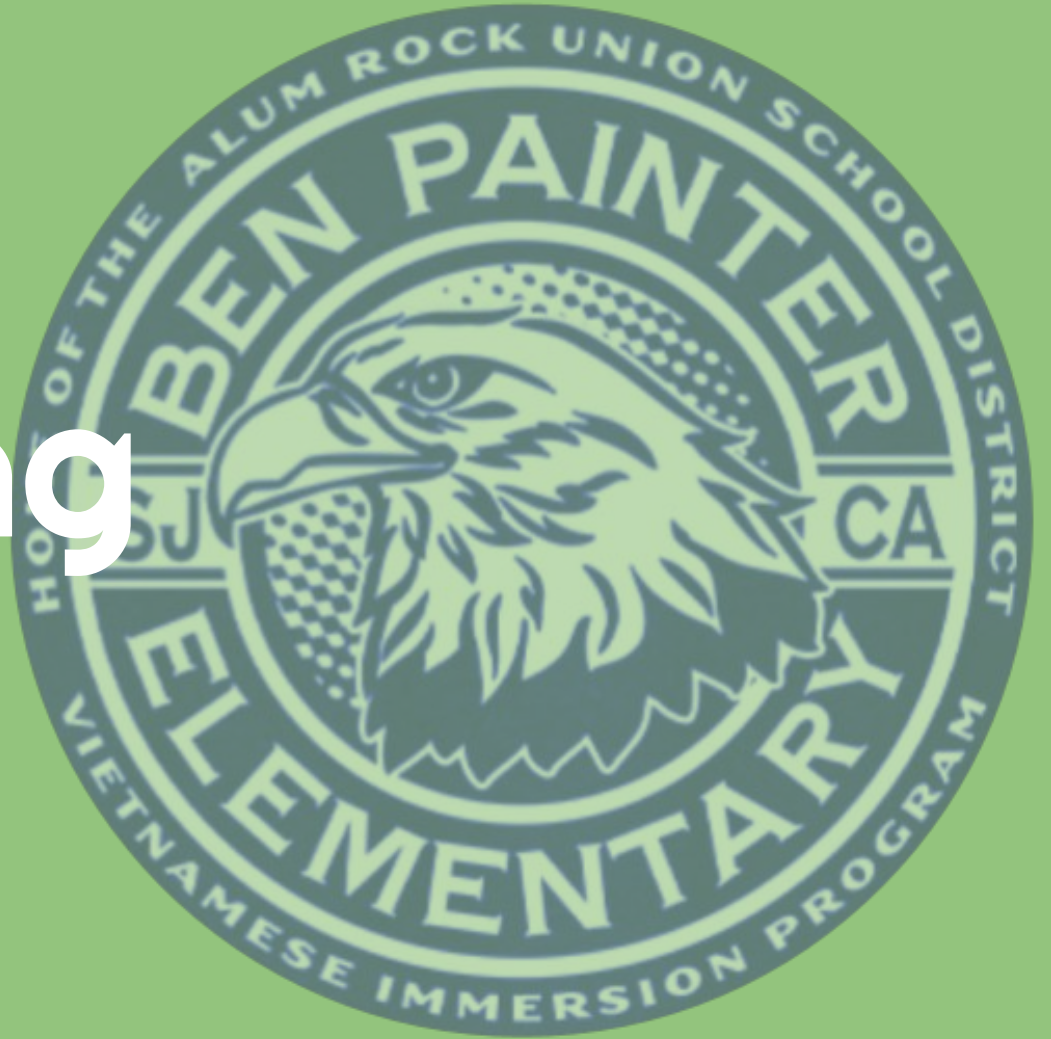
The PBIS-LEADERSHIP will work toward prioritizing and working on both

- *behavior and*
- *academic progress of ALL students.*



What are some positive activities we had last year?

**No bullying
or hate
allowed!**





Stop
bullying!

PAINTER
EAGLES ARE
UPSTANDERS!

What are the different types of bullying?



PREVENT BULLYING BY..

- Being an **UPSTANDER**. Tell the person who is bullying to “Stop!”
- **Reporting** acts of bullying **to an adult right away**
- **Help someone** get away from the bullying situation and report it to an adult immediately.
- **Behaving positively** such as **practicing kindness** and care. Say, “Good morning,” or “Hello!” to someone.
- Encouraging others to **STAND UP** against bullying.



No Place for Hate® Promise

- ☀ I promise to do my best to treat everyone fairly.
- ☀ I promise to do my best to be kind to everyone - even if they are not like me.
- ☀ If I see someone being hurt or bullied, I will tell a teacher.
- ☀ Everyone should be able to feel safe and happy at school.
- ☀ I want our school to be *No Place for Hate®*.



Civil Rights
Department
STATE OF CALIFORNIA

**DISCRIMINATION
IS AGAINST
THE LAW**

- **ANCESTRY**
- **AGE** (40 and above)
- **COLOR**
- **DISABILITY** (physical, developmental, mental health/psychiatric, HIV and AIDS)
- **GENETIC INFORMATION**
- **GENDER EXPRESSION**
- **GENDER IDENTITY**
- **MARITAL STATUS**
- **MEDICAL CONDITION** (genetic characteristics, cancer, or a record or history of cancer)
- **MILITARY OR VETERAN STATUS**
- **NATIONAL ORIGIN** (includes language restrictions and possession of a driver's license issued to undocumented immigrants)
- **RACE** (includes hair texture and hairstyles)
- **RELIGION** (includes religious dress and grooming practices)
- **REPRODUCTIVE HEALTH DECISIONMAKING**
- **SEX/GENDER** (includes pregnancy, childbirth, breastfeeding and/or related medical conditions)
- **SEXUAL ORIENTATION**

Anti-Hate Anti-Discrimination



No Place for Hate® Promise

- ☀ I promise to do my best to treat everyone fairly.
- ☀ I promise to do my best to be kind to everyone - even if they are not like me.
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Civil Rights
Department
STATE OF CALIFORNIA

**DISCRIMINATION
IS AGAINST
THE LAW**

Bullying behavior is explicitly prohibited based on characteristics such as:

- mental, physical or sensory disability
- gender, gender identity or gender expression
- national origin
- race/ethnicity
- religion
- sexual orientation
- those associated with anyone in these categories

Anti-Hate Anti-Discrimination

Following your Bell Schedule



We follow specific Bell to Bell Instructional Times

2025-2026 Bell Schedule / NO BIC - w/ TK/K MOU (Ext. Day)

Transitional Kindergarten and Kindergarten (2 lunches to split the TKKs)

Time	M-T-W-F (Extended Day)	Thursday
Start Time	8:30 am	8:30 am
Lunch 1 Recess 11:40-12:00	11:20-12:00 pm	11:20-12:00 pm
Lunch 2 Recess 12:00-12:20	B- 11:40 am - 12:20 pm	B- 11:40 am - 12:20 pm
Dismissal	1:40 pm (see below)	12:50 pm

All 40 minute lunches
have 20 minutes of eating and
20 minutes of release for recess.

Grab and go breakfast daily 8:10
am at the drop off point by the
cafeteria

Grades 1, 2, 3

Time	M-T-W-F	Thursday	Minimum Day
Start Time	8:30 am	8:30 am	8:30 am
1st, 2nd & 3rd Recess	9:24-9:40 am	9:24-9:40 am	9:24-9:40 am
1st g. Lunch (20 min)+20 min recess	11:20-12:00 pm	11:20-12:00 pm	11:20-12:00 pm
2nd g. Lunch (20 min)+20 min recess	11:20-12:00 pm	11:20-12:00 pm	11:20-12:00 pm
3rd g. Lunch (20 min)+20 min recess	11:30-12:10 pm	11:30-12:10 pm	11:30-12:10 pm
Dismissal	2:31 pm	1:16 pm	1:11 pm

Grades 4, 5

Time	M-T-W-F	Thursday	Minimum Day
Start Time	8:30 am	8:30 am	8:30 am
4th & 5th Recess	9:44-10:00 am	9:44-10:00 am	9:44-10:00 am
4th g. Lunch (20 min)+20 min recess	11:45-12:25 pm	11:45-12:25 pm	11:45-12:25 pm
5th g. Lunch (20 min)+20 min recess	11:55-12:35 pm	11:55-12:35 pm	11:55-12:35 pm
Dismissal	2:51 pm	1:36 pm	1:31 pm

Breakfast Before Class



1. BIC - Breakfast in the Cafeteria (8:00 am)
2. Students are seated and eat in the cafeteria or outdoor tables. DO NOT take food to playground or lines.

3. Milk & waste emptied into the trash baskets.

4. Trash is placed into appropriate container.
5. Line up after the first bell at 8:28 am.

NO MORE 2nd breakfast during your recess.



Recess/Lunch Procedures



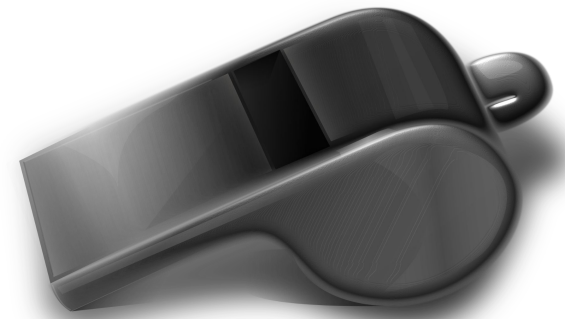
STARTING Recess

1. Recess daily times: **TK/K** w/ teacher, grades 1-3 9:24-9:40 am, and grades 4-5 9:44-10:00 am. Lunch is staggered **FOLLOW THE YELLOW LINE TO PLAY!**
2. Students exit the door on the minute of the recess start time on district approved bell schedule. **NO EARLIER!**
3. Students can line up first & WALK single file until entering the blacktop square (boxed by yellow line on the Western Quad

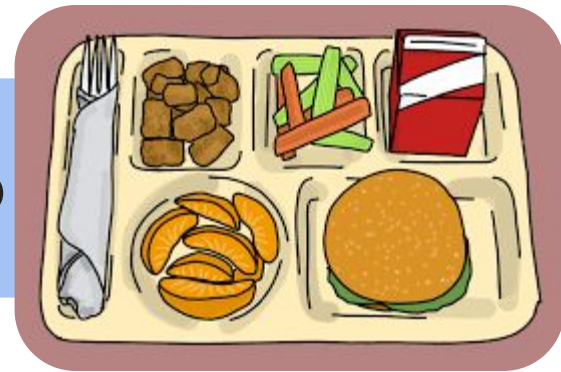


ENDING Recess

4. Students **FREEZE at the bell.**
5. **WALK to your line** after the whistle!
6. Teachers will walk you single or double file to class.



Lunch Procedures



Commencing Lunch

1. Students are delivered to the cafeteria by the minute of lunch start by grade level on the district approved bell schedule.

Lunch Recess

2. Begins 20 minutes after the beginning of lunch or halfway into the 40 minute lunch.
 - We will excuse table groups to lunch recess by **CLEANLINESS. Dispose your own trash!**
 - TK and K will walk students to the Kinder Yard along the Yellow line.
 - **Upper grades clear the hallway and yellow line for TK & Kindergarten!**
3. Students **FREEZE at the bell**, and **WALK to your lines** at the whistle.
4. Teacher meets you at the last minute of the 40 minute lunch period and walk you back to class in double or single file, space permitting.



Dismissal



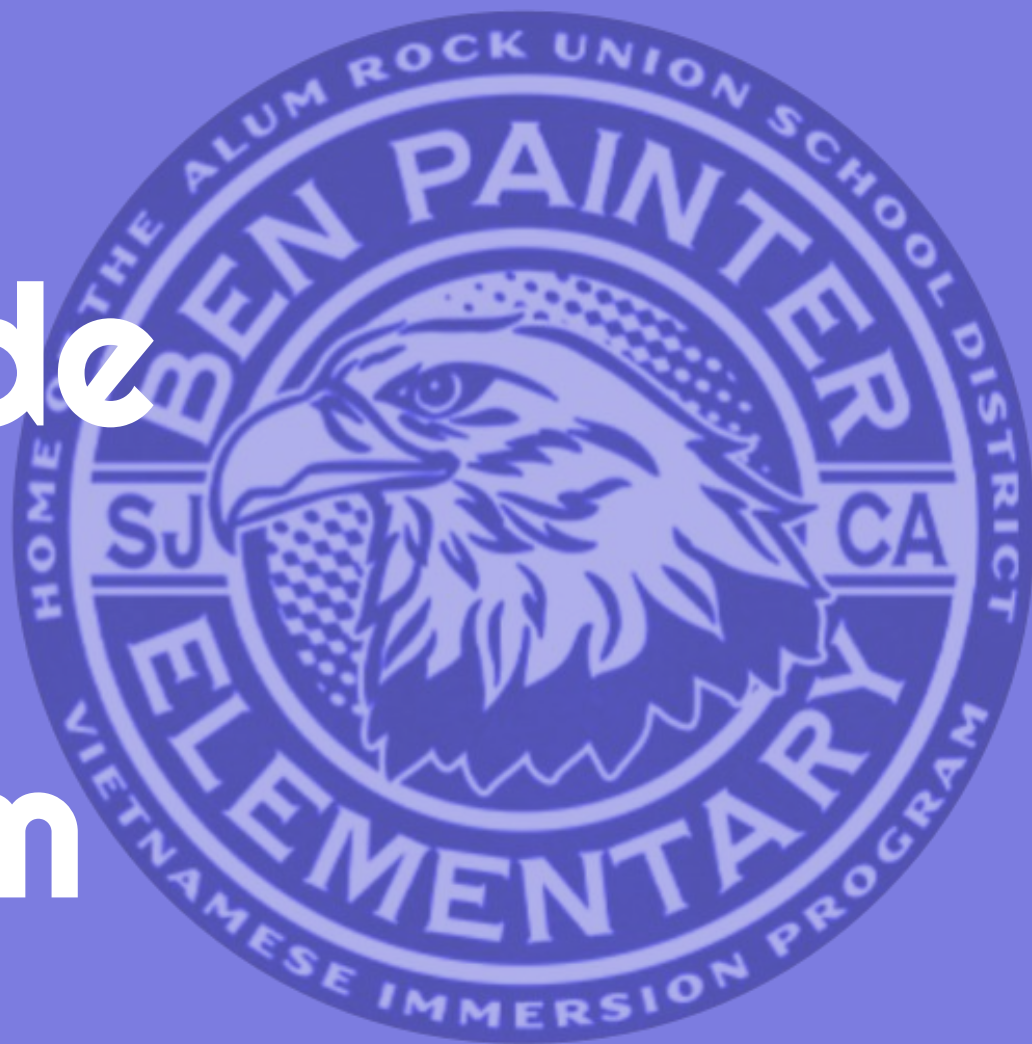
Classes will exit students from the building at the time designated by grade level on the bell schedule and NO EARLIER. Follow the yard duty directions towards the direction of the **Rough & Ready lawn for pickup** or for after school program leaders attendance.

Yard duty staff:

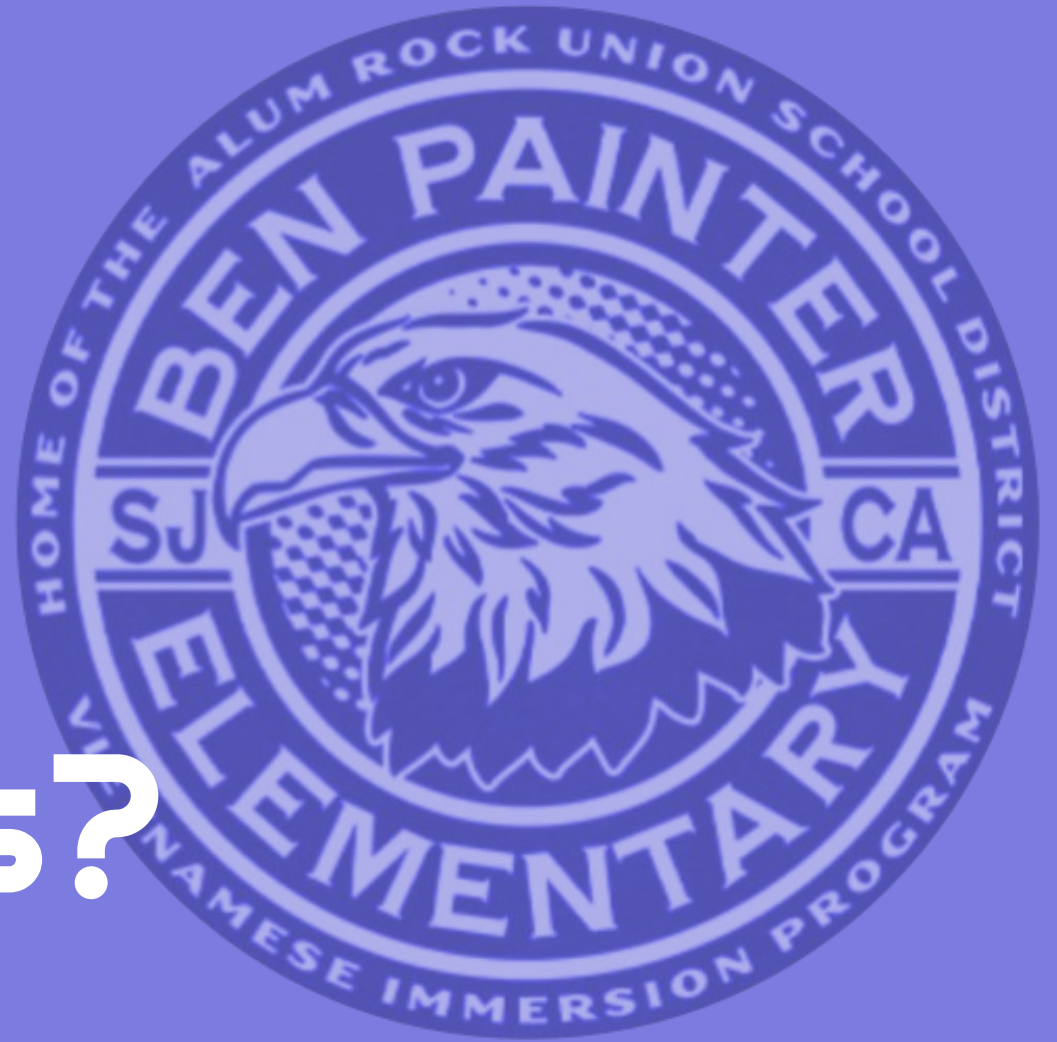
- Will support your exit or filtering into after school programming.
- Will observe the adult picking you up at the Rough and Ready Gate.
- May stop you and intervene in concerning safety situations.
- Will not let you cross the street unattended by an adult.

PBIS is in ALL AFTER SCHOOL programs!

Schoolwide 3-B's Classroom Posters



What are
the 3 Be's?



Be Safe
Be Responsible
Be Respectful

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



Be SAFE

Walk

**Keep hands, feet
and food to yourself**

Stay in line

**Stay seated until
dismissed**



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 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

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

Walk to designated area

Stay inside the YELLOW boundary line

Keep hands and feet to yourself

Run only on grass, soccer, or basketball courts



Be RESPONSIBLE

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

Be RESPECTFUL

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

Walk

**Keep water in sink
when washing
hands with soap**

**Report problems to
an adult**



Be RESPONSIBLE

Keep bathroom clean

**Return to your area
quickly**

**Paper towels go in the
trash**



Be RESPECTFUL

Use quiet voices

Enter the stall alone

Allow for privacy



How to be a **Soaring Eagle** in the School Computers & iPads



Be **SAFE**

Carry your device with care, like a baby.

Keep your device away from food and drink at school and at home.

Charge your device away from where you sleep.



Be **RESPONSIBLE**

Treat your device and the devices of others with care.

Bring your device to school fully charged every day.

Ask your teacher for the classroom charger before the battery runs out.

Notify school of any damage immediately.



Treat it like a baby!

Be **RESPECTFUL**

Keep all district stickers provided on the device.

Use your device programs and internet as directed by your teacher.

Use your device at home only for school related assignments.



Student of the Month Core Values Review!

S.O.A.R.I.N.G. to Excellence

SUPPORTIVE

Optimistic

ACHIEVING

Resilient

Inclusive

Noble & Nice

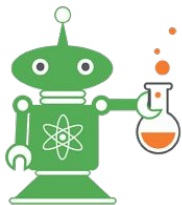
Globally Minded



Programs Coming Soon!

Little Heroes PE and Recess Engagement all grades. We will be hosting a new Art teacher by the district. **Waiting on district approval of** Science From Scientists g. 3-5, and lion dancing. Click to learn about these local community organizations.

HEROES

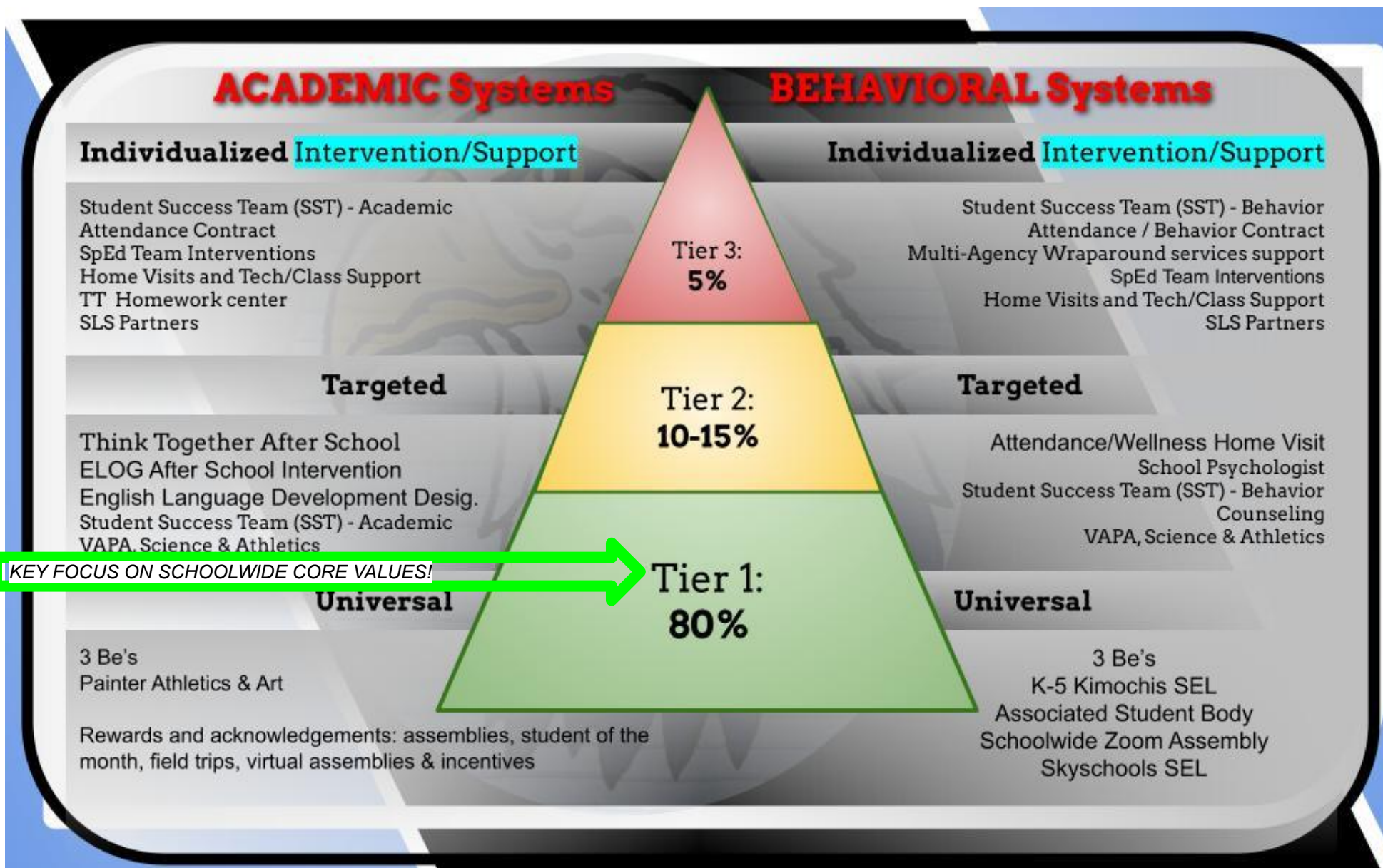


think
TOGETHER
SCIENCE
FROM SCIENTISTS®

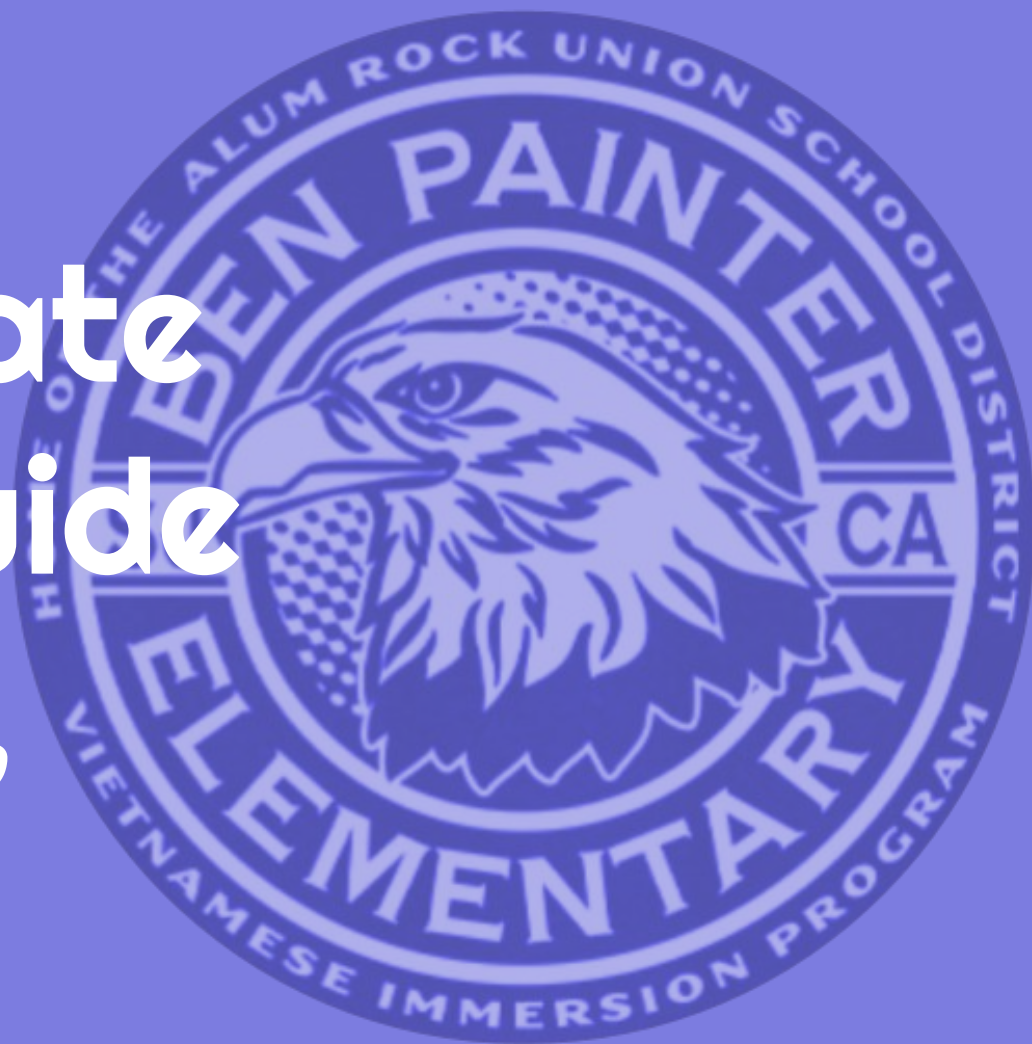


Intervention
@ Painter TBA

MTSS - Multi Tiered Systems of Support



We will elevate
our schoolwide
core values,
mission &
vision!



Eagle Buck Stamps Starts NOW!



- You can get rewards for your positive behaviors we described. Rewards are stocked in the office.
- We are focused on the positive to catch you doing GOOD THINGS!
- **Eagle Bucks Values:** 1 stamp = \$
- Your names must written on the eagle stamp card and with an adult's full name/signature in their writing.

Eagle Store \$tamps Key



Bucks Value= \$5 <ul style="list-style-type: none"> • Party favors • Bouncy balls • Erasers • Fake money • Coloring books • Slime (small) 	Bucks Value= \$25 <ul style="list-style-type: none"> • Fidgets • Headphones • Wooden train whistle
Bucks Value= \$10 <ul style="list-style-type: none"> • Slime (ball) • Smelly pencils • Erasers • Sticky hands • Party favors 	Bucks Value= \$50 <ul style="list-style-type: none"> • Free dress pass
Bucks Value= \$15 <ul style="list-style-type: none"> • Slime (egg) • Mechanical pencils • Party favors (music) 	Bucks Value= \$250 (class can combine stamps) <ul style="list-style-type: none"> • Popcorn/movie party • Arts/Crafts party
Bucks Value= \$20 <ul style="list-style-type: none"> • Slime jar (large) • Plastic cars • Pop-it keychains • Stress balls • Pokemon cards 	

Do good



Earn stamp
"bucks"

**What if you
don't
follow PBIS
Behavior
Expectations?**



Support from our partners



Mr. Hernandez, Counselor

Mr. Phan, Liaison

Ms. Tuyen, Site Specialist

Ms. Nguyen, Psychologist

Mr. Berta, Case Management



**& All of our Wonderful
Teaching & Office Staff!**



Minor vs. Major Behaviors



- Minor behavior issues are handled by the teacher.
- Major behavior issues require an ODR (Office Discipline Referral) be completed and submitted to the principal.

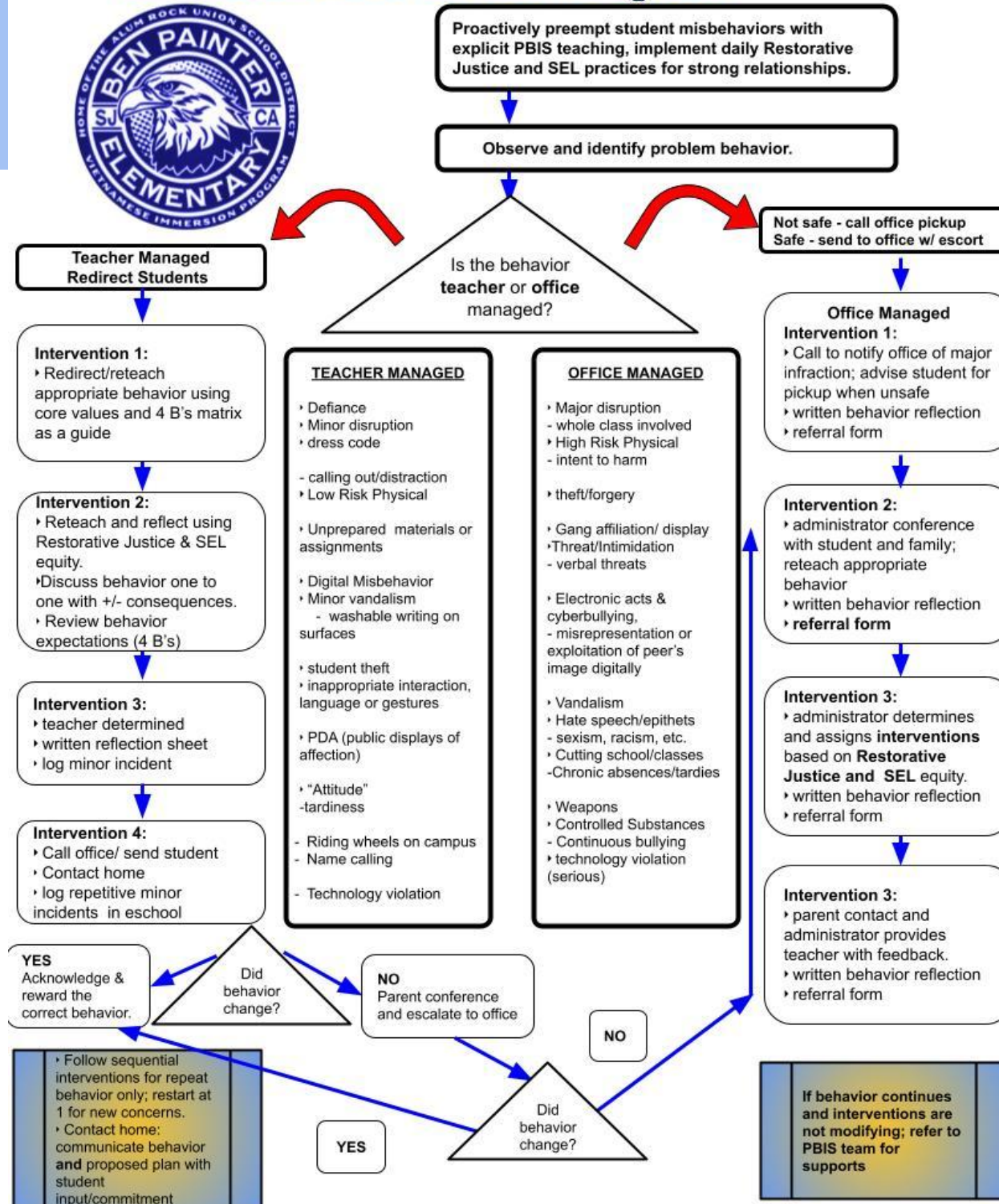
Painter School, Home of the ARUSD Vietnamese Immersion Program

Student Behavior Management Flow Chart



Minors

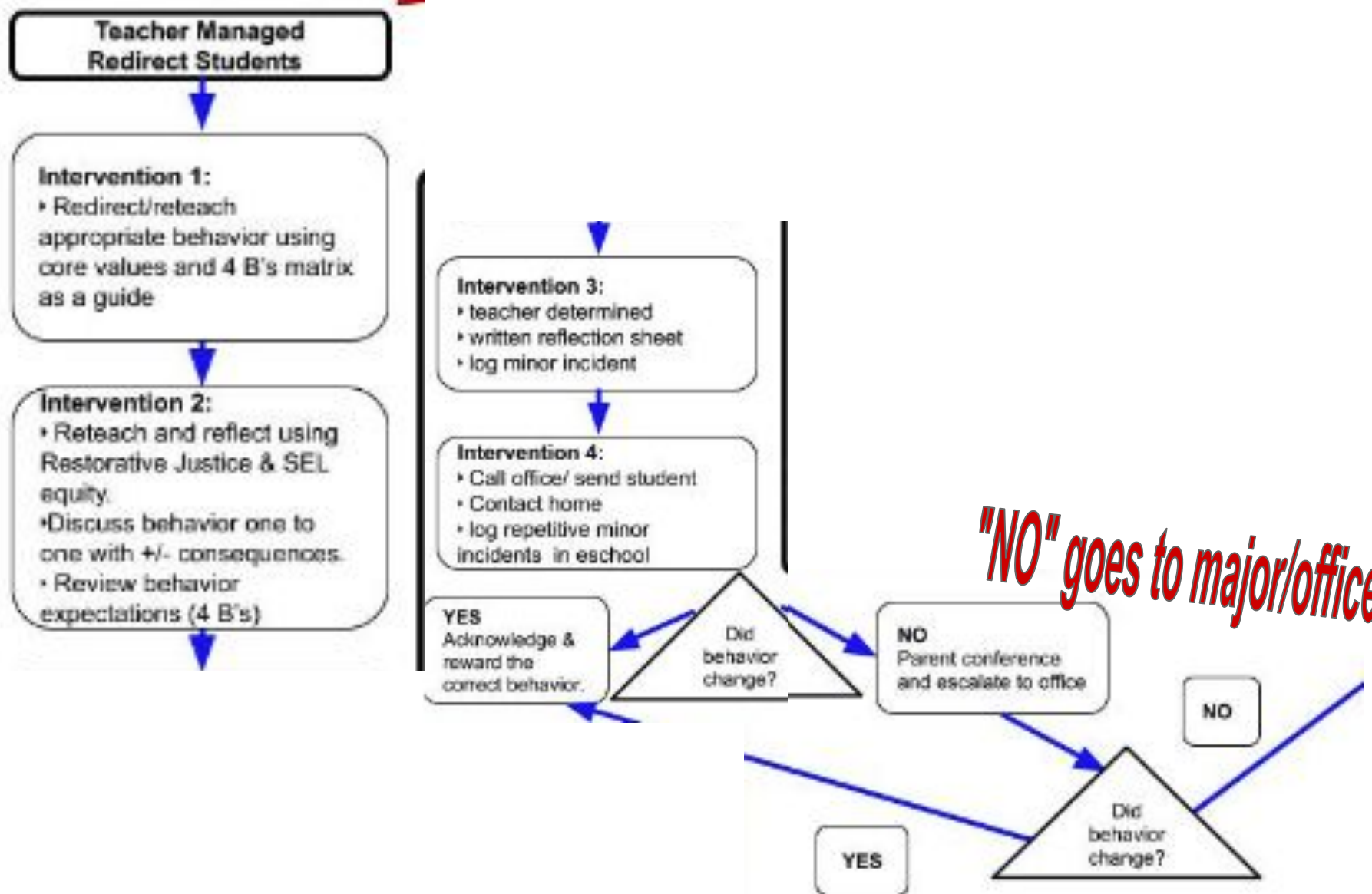
Majors



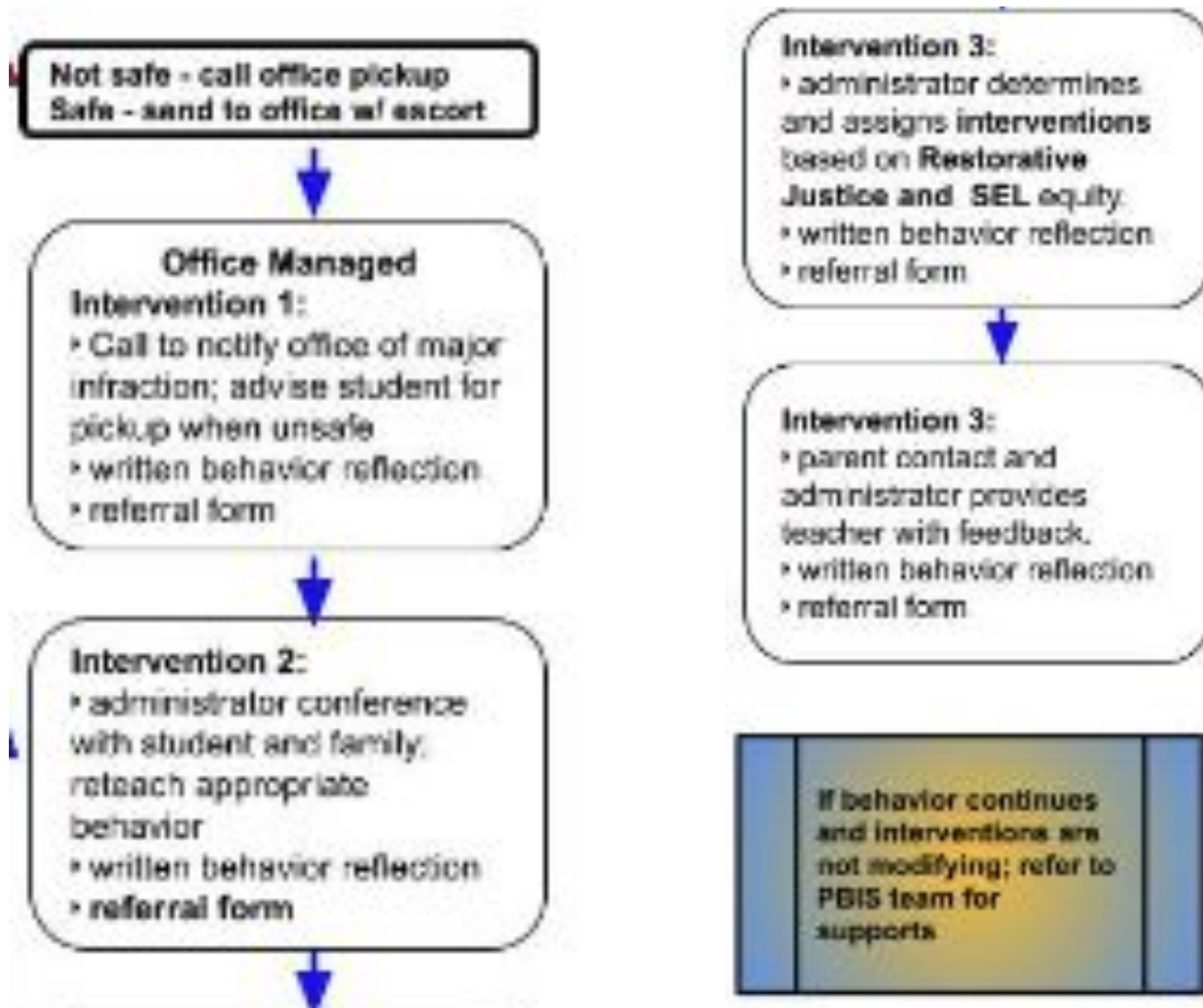
By your teacher...



Minors



By the office...



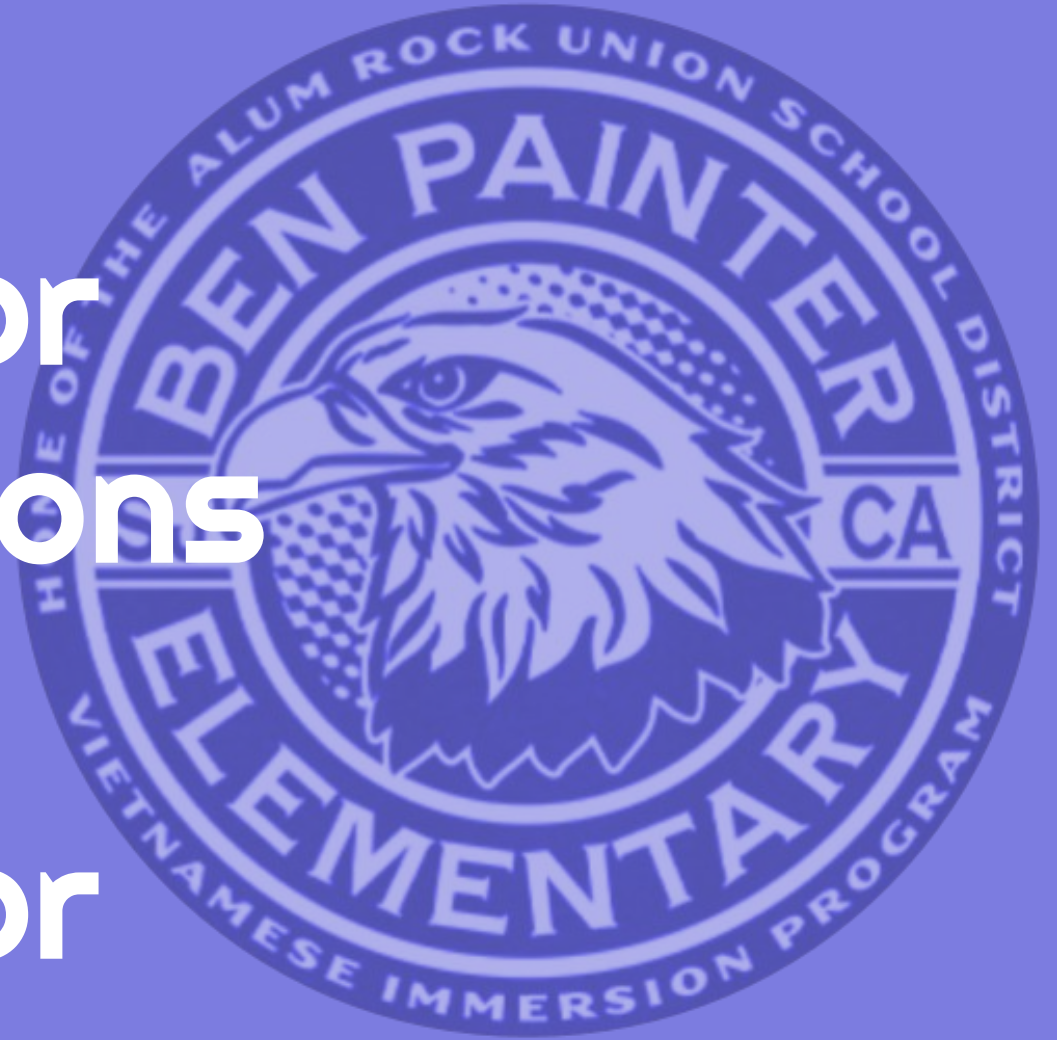
Majors

Possible outcomes



- Parent contact
- Parent meeting in person
- **Incident Log entry on file**
- Behavior Contract and/or Student Success Team
- School Counseling Referral
- Outside/home Counseling Referral
- Community support at home & school
- **Child Protective Services / REQUIRED for certain incidents**
- **Police Involvement / REQUIRED for certain incidents**

Behavior Expectations VS Behavior Procedures



Behavior Expectations

SY 2018-19



- Expectations are general **behavior outlines** that we expect of you students!
- Expectations are consistent across all grade levels in the school
- Key expectations:
 - Keep hands, feet, and objects to yourself
 - Speak in a quiet voice, when others are working.
- Expectations are outlined in the *Matrix*.

Campus Lessons



Soaring Eagles are Safe, Responsible and Respectful

Common Area	Be Safe	Be Responsible	Be Respectful
Hall	Walk Keep hands to self & feet to yourself	Be on time to class Must have a pass Go directly to your destination	Use quiet voices for other classes in session Kindly gesture to others to follow directions
Cafeteria	Walk Keep hands, feet and food to yourself Stay in line Stay seated until dismissed	Clean up your area Trash in the garbage No food left on tables or floor Get a dult help for spills Practice the Eagle way (3B's)	Use quiet voices Use kind words and table manners Don't play with food Raise your hand for help or to get up for any reason Eat your own food
Playground	Walk to designated area Stay inside the YELLOW boundary line Keep hands, feet, and objects to self 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 Stay on task	Follow game rules Use kind words & actions Share equipment Return all play equipment Stay away from classrooms that still have class going on
Office, Classroom, Library	Walk & keep walkways clear Keep hands, feet, and objects to self Raise your hand to leave your area or to ask for help	Follow directions the first time & raise your hand for help Use Active Listening Wear school uniform Keep your area clean	Use appropriate school language & inside voices Respect the rights and properties of others Leave toys at home
Bathroom	Walk Keep water in sink when washing hands with soap	Keep bathroom clean Return to your area quickly	Use quiet voices Enter the stall alone

Behavior Matrix

Behavior Procedures SY 2018-19



- Procedures are step-by-step guidelines students follow to complete an activity.
- Many procedures can vary between different grade levels and different teachers
- Example of a procedure -- Entering Classroom
 1. Walk silently into classroom in single file line
 2. Go directly to your desk
 3. Sit quietly until the teacher begins instruction
- Keep your procedures short and simple
- Avoid using the word “rules” with students

Common Procedures

SY 2018-19



- Raising hand to speak/waiting your turn
- Think-Pair-Share/collaborating in a group
- Interactive structures (lines of communication, etc.)
- Centers/group rotations
- Transitioning from tables to the carpet
- Turning in classwork or homework
- Sharpening/exchanging pencils
- Using the restroom/drinking water
- Waiting in line
- Entering and exiting the classroom

Schoolwide Procedures

SY 2018-19



Recess Procedure:

- Walk from your classroom to the blacktop or cafeteria
- Drink water and use the bathroom before playing
- Freeze when you hear the first whistle
- Walk to your line after you hear the second whistle

Schoolwide Procedures

SY 2018-19



Ball Procedure:

- Ball stays *in your hands* while walking to the playground.
- Ball stays *in your hands* after the whistle.
- Walk your ball back to the storage rack or the classroom.

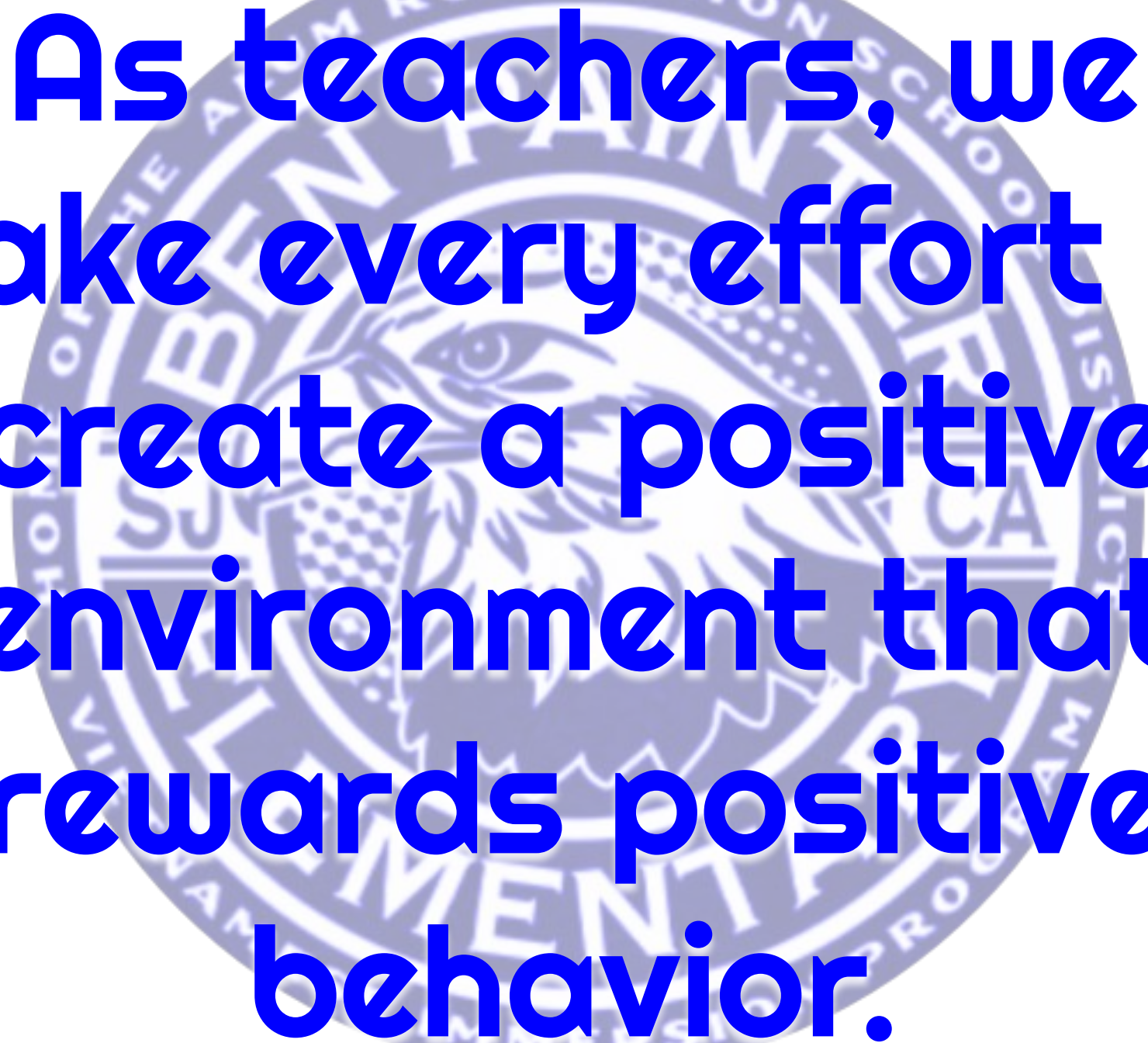
Schoolwide Procedures

SY 2018-19



Line Procedures

- Line up single file in classroom order
- Keep hands, feet and objects to yourself while waiting in line
- Walk directly to your destination in single file



**As teachers, we
make every effort to
create a positive
environment that
rewards positive
behavior.**

Minor vs. Major Behaviors

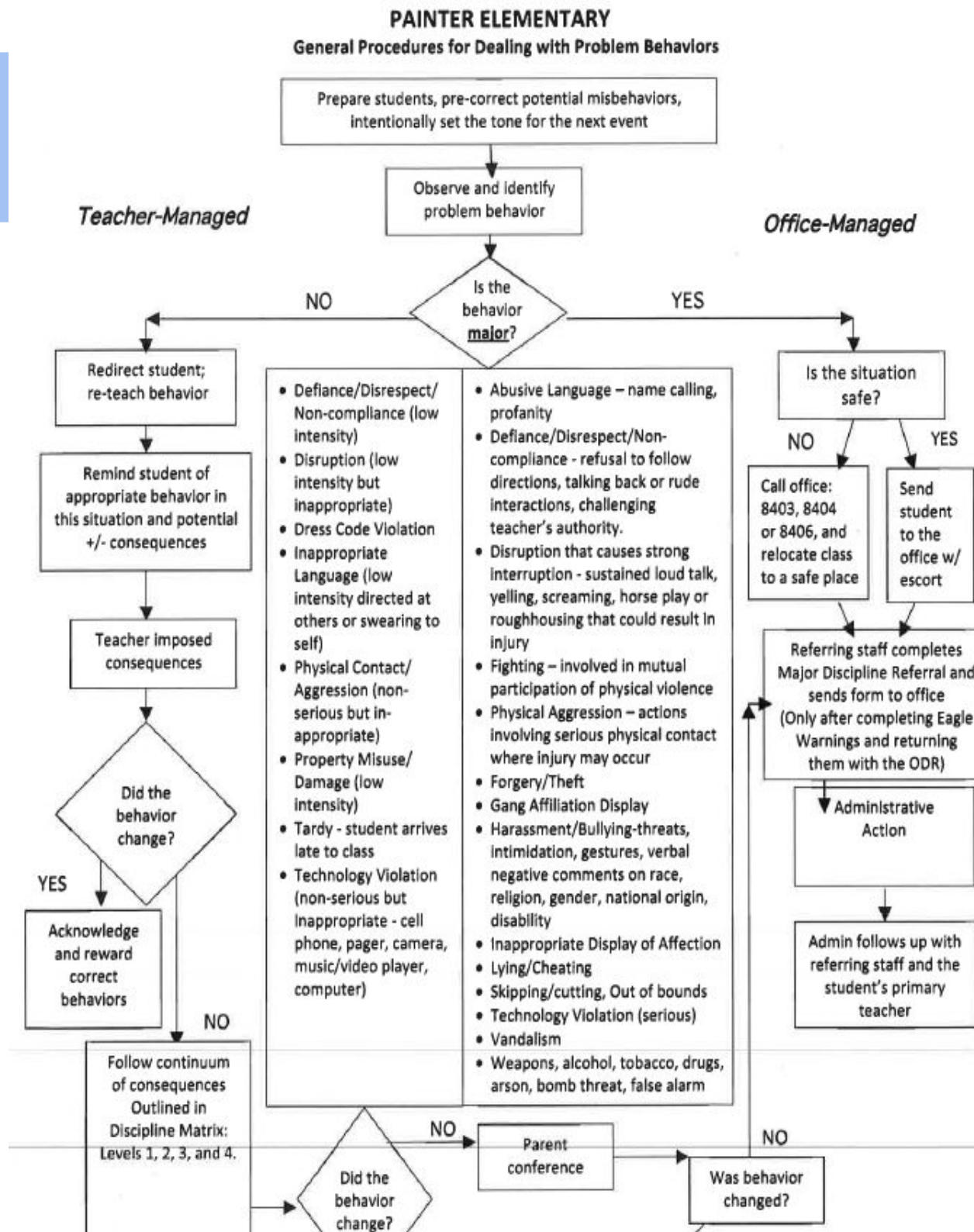


- **Minor** behavior issues are handled by the teacher.
- **Major** behavior issues require an ODR (Office Discipline Referral) be completed and submitted to the principal.
- There is a real degree of age-appropriate implementation of office handled issues

Resources



Minors



Majors



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 1 st & 2 nd 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	1st warning- violation- Eagle Warning 2nd warning-violation- Eagle Warning 3rd warning- violation- Eagle Warning 4th 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.*

Tiered Consequences



<ol style="list-style-type: none"> 1. Referral to counselor 2. Referral to admin/office 3. Suspension from class 4. Meeting with parents 5. Behavior contract 6. Privilege revoked (for preferred activity) 7. School community service assigned 8. Essay on appropriate behavior assigned 	Tier 4: Severe	<ul style="list-style-type: none"> + call home (always) + clean slate upon return
<ol style="list-style-type: none"> 1. Permanent seat change 2. Referral placed on desk 3. Detention 4. Rehearsal of expected behavior/procedure 5. Points or Prizes withheld 6. Small privilege temporarily revoked 7. Behavior form / Reflection sheet 8. Time-out in another teacher's room, with an assignment 	Tier 3: Moderate	<ul style="list-style-type: none"> + call home (sometimes)
<ol style="list-style-type: none"> 1. Temporary seat change 2. Private conversation 3. Brief time-out (in room or hallway) 4. Change of color card/clip 5. Drink of water 6. Runaround / TA 	Tier 2: Mild	<ul style="list-style-type: none"> + call home (occasionally)
<ol style="list-style-type: none"> 1. Give teacher look 2. Use proximity 3. Give non-verbal hand signals (to listen, to focus, to watch, etc.) 4. Say student's name 5. Point to class rules 6. Comment on other students who are on-task 7. State class rules(s) out loud to entire class 8. Verbal re-direct (stop inappropriate behavior or resume appropriate behavior) 9. Ask student a question about the assignment 	Tier 1: Gentle	

Thoughts From Conscious Teaching: Typically, a teacher would use more than 1 consequence from each tier before progressing. The key is, once you progress, to make your intentions known "You have a choice right now..." and then follow through. You do not want to repeat the same choice over and over, but at the same time you want to give the child an equitable chance to comply, with foreknowledge of the consequence should he/she choose not to. And you want to consistently follow through quickly and calmly with a consequence once a student has made his/her choice.



Student Reflection
Ben Painter Elementary
(Primary Grades)

Student Name: _____ Grade: _____ Date: _____ Time: _____

Teacher: _____

1. Circle the **location** and the **rule(s)** you broke.
2. **On the back** of this form, write the rule(s) you broke.
3. Write a sentence and draw a picture to describe what you should do next time.

Location	Be Safe	Be Responsible	Be Respectful
Hall	Walk Keep hands to self & feet to yourself	Be on time to class Must have a pass Go directly to your destination	Use quiet voices for other classes in session Kindly gesture to others to follow directions
Cafeteria	Walk Keep hands, feet and food to yourself Stay in line Stay seated until dismissed	Clean up your area Trash in the garbage No food left on tables or floor Get a adult help for spills Practice the Eagle way (3 B's)	Use quiet voices Use kind words and table manners Don't play with food Raise your hand for help or to get up for any reason Eat your own food
Playground	Walk to designated area Stay inside the YELLOW boundary line Keep hands, feet, and objects to self 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 Stay on task	Follow game rules Use kind words & actions Share equipment Return all play equipment Stay away from classrooms that still have class going on
Office, Classroom, Library	Walk & keep walkways clear Keep hands, feet, and objects to self Raise your hand to leave your area or to ask for help	Follow directions the first time & raise your hand for help Use Active Listening Wear school uniform Keep your area clean	Use appropriate school language & inside voices Respect the rights and properties of others Leave toys at home
Bathroom	Walk Keep water in sink when washing hands with soap Report problems to an adult	Keep bathroom clean Return to your area quickly	Use quiet voices Enter the stall alone Allow for privacy



Student Reflection
Ben Painter Elementary
(Primary Grades)

Write the rule(s) you broke neatly and completely.

Write a sentence and draw a picture of what you should do next time.



Student Reflection
Ben Painter Elementary
(Upper Grades)

Student Name: _____ Grade: _____ Date: _____ Time: _____

Teacher: _____

1. Circle the **location** and the **rule(s)** you broke.
2. **On the back** of this form, write the rule(s) you broke.
3. Write a sentence and draw a picture to describe what you should do next time.



Location	Be Safe	Be Responsible	Be Respectful
Hall	Walk Keep hands to self & feet to yourself	Be on time to class Must have a pass Go directly to your destination	Use quiet voices for other classes in session Kindly gesture to others to follow directions
Cafeteria	Walk Keep hands, feet and food to yourself Stay in line Stay seated until dismissed	Clean up your area Trash in the garbage No food left on tables or floor Get a dult help for spills Practice the Eagle way (3B's)	Use quiet voices Use kind words and table manners Don't play with food Raise your hand for help or to get up for any reason Eat your own food
Playground	Walk to designated area Stay inside the YELLOW boundary line Keep hands, feet, and objects to self 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 Stay on task	Follow game rules Use kind words & actions Share equipment Return all play equipment Stay away from classrooms that still have class going on
Office, Classroom, Library	Walk & keep walkways clear Keep hands, feet, and objects to self Raise your hand to leave your area or to ask for help	Follow directions the first time & raise your hand for help Use Active Listening Wear school uniform Keep your area clean	Use appropriate school language & inside voices Respect the rights and properties of others Leave toys at home
Bathroom	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



Student Reflection
Ben Painter Elementary
(Upper Grades)

Write the rule(s) you broke neatly and completely.

Write a sentence on what you should do next time.

Ben Painter Elementary
OFFICE DISCIPLINE REFERRAL
BE SAFE, BE RESPONSIBLE, BE RESPECTFUL

(For Data Entry only)
 SWIS Referral Number



- Completing
- Consequences
- Communication
- Follow-up

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) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom (salón de clases) <input type="checkbox"/> Bathroom/Restroom (baño) <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Cafeteria (cafetería) </div> <div> <input type="checkbox"/> Hallway/Walkway (pasillo) <input type="checkbox"/> Library (biblioteca) <input type="checkbox"/> Office (oficina) <input type="checkbox"/> Parking Lot/Estacionamiento </div> <div> <input type="checkbox"/> Playground/Blacktop (patio de recreo) <input type="checkbox"/> Unknown Location <input type="checkbox"/> Assembly/Field Trip (asamblea/paseo) </div> </div>	
MAJOR PROBLEM BEHAVIOR/PROBLEMAS GRAVES DE COMPORTAMIENTO (Mark just one behavior)/(Marque solo un comportamiento) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Disruption (Interrupción del orden escolar) <input type="checkbox"/> Defiance/Disrespect/Insubordination (Desobediencia/ falta de respeto) (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) </div> <div> <input type="checkbox"/> Forgery/Theft (Falsificación/Robo) <input type="checkbox"/> Inappropriate Location/Out of Bounds (Estar en zona inapropiada) <input type="checkbox"/> Technology Violation (Violación del 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) </div> </div> Details: _____ _____ _____	
Others Involved <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)	Perceived Motivation (Choose one) <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) <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 _____	Administrative Decision (Consequence given & completed by administrator) <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: _____

The End!

