Buckeye Elementary School

Positive Behavior Interventions and Supports (PBIS)

Tier I Handbook

2026-2027

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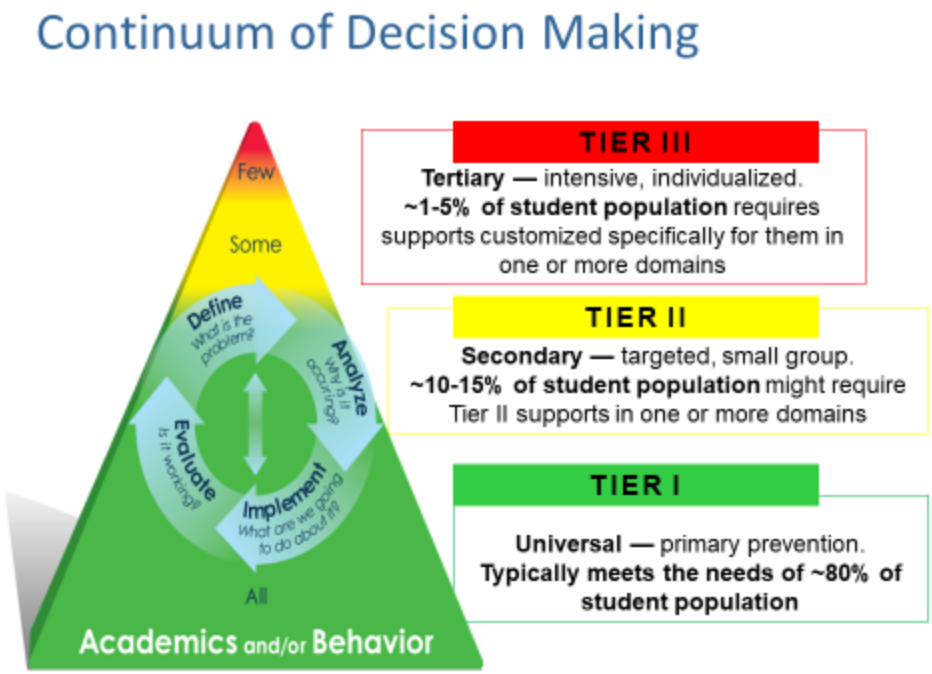
Overview of PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. PBIS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students (OSEP Center on PBIS). This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier) (OSEP Center on PBIS).



Tier I PBIS Team

The Tier I team is responsible for the development and monitoring of our site's Tier I, universal foundations (e.g., expectations, consequences, and acknowledgments). We monitor and support the fidelity of the Tier I implementation. The Tier I PBIS teams operating procedures are to: meet at least monthly and have (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles and (d) a current action plan. The Tier I team will review and use discipline data and academic outcome data at least monthly for decision-making. The PBIS team will share school wide data regularly with faculty and faculty will be able to provide input on universal foundations at least once a year. Stakeholders (students, families and community members) will also provide input at least once a year.

PBIS Team Members

PBIS Team Members

Tier I: Universal PBIS Team

PBIS Tier I Teams typically consist of 6-10 members, based on the size, needs and availability of staff and school.

Team meets monthly, 1 hour minimum

Member	Typically filled by	Role & Responsibilities
Site Administrator	Principal and/or Vice/Assistant Principal	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
PBIS District Supported Team Coach	District level staff: • School Psychologist • Counselor • Teacher on Special Assignment • Other	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
PBIS Team Lead/Facilitator	Certificated staff member	Facilitates monthly team meetings. Serves as the lead contact for the team. Works with the District Coach in implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
Classified and Certificated Staff	Certificated & Classified Staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals.	Acts as active team member, providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities.
Member with behavioral expertise	Behaviorist/Counselor/Psychologist	Provides technical expertise to guide intervention.
Family Member(s)	Parent(s)/Caregiver(s) representative of students, cultures and community.	Provides consultation of how PBIS can carry into the home. Helps establish the engagement needed for shifting the school wide culture.

PBIS TIPS Team Member Responsibilities

Facilitator/ Team Lead Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6) Is active participant in meeting

Data Analyst Responsibilities

1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

Minute Taker Responsibilities

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

Team Member Responsibilities

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3) Is active participant in meeting

Team Purpose and Team Agreements

Our Tier I team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements
-To make Buckeye Elementary a more effective and equitable learning environment for ALL students. -To develop and implement Tier 1 systems and interventions. -Monitor fidelity and outcomes by looking at data. -Share the results and outcomes of our discussion with the staff to gain feedback and refine our processes.	-Team meets monthly with an agenda, minutes, defined meeting roles, and a current action plan. -Notify team in advance if you cannot attend. -Start and end on-time.

Tier I Team Meeting Schedule

TFI Item 1.2

The Tier I team meets once a month. This is the schedule for the 2026-2027 school year:

Date	Time
Aug.19	3:30
Sept. 16	3:30
Oct. 21	3:30
Nov. 18	3:30
Dec. 16	3:30
Jan. 13	3:30
Feb. 10	3:30
Mar. 24	3:30
Apr. 28	3:30
May 19	3:30

Team Members

TFI Item 1.1 & 1.2

Role	Name	E-mail
Administrator	Kevin Cadden, Principal	kcadden@buckeyusd.org
Facilitator	Natasha Friegang, 2nd Grade Teacher	nfriegang@buckeyeusd.org
Facilitator (back up)	Trina Carter TOSA	tcarter@buckeyeusd.org
Minute taker	Kylie Burk Kindergarten	kburk@buckeyeusd.org
Minute taker (back up)	Trina Carter TOSA	tcarter@buckeyeusd.org
Data Entry	Amy Browning	abrowning@buckeyeusd.org
Data Analyst	Tanya Bughera	tbughera@buckeyeusd.org
Data Analyst (back up)	Kevin Cadden, Principal	kcadden@buckeyeusd.org
PBIS Coach	Jared Coon	jcoon@buckeyeusd.org

BEHAVIORAL EXPECTATIONS

TFI ITEM 1.3 & 1.4

School-Wide Voice Level Chart

Voice Level	Volume
4	Cheering
3	Presenting
2	Speaking
1	Whispering
0	Silent

Behavior Matrix	SCHOOL RULES - P.A.W.S.			
AREA/ SETTING	**PROBLEM SOLVE**	**ALWAYS CARE**	**WORK HARD**	**SHOW RESPECT**
Breakfast/ Lunch Tables (Voice Level 2)	-Raise your hand to ask for help	-Be inclusive (invite others) - Use kind words and manners -Help pick up trash in your area	- Eat to fuel your body	- Leave your space clean - Eat your own food -Walk in the lunch area - Listen to and follow yard supervisor signals
Lunch Line (Voice Level 2)	- Know your lunch number - Enter/exit correct doors - Leave exit clear	-Use kind words and actions - Join at end of line - Leave personal space	- Move quickly - Pay attention to the moving line	- Stay in the lunch lane - Hands and feet to yourself - Say please and thank you
Library (Voice Level 0-1)	- Make a good book choice - Follow library procedures	- Use shelf marker correctly - Return books to correct place - Take care of your books	- Read after book check out - Challenge yourself to read a variety of books	- Listen quietly to the story - Leave space clean and neat
Office (Voice Level 2)	- Explain your needs to an adult	- Use kind words and actions - Use chairs appropriately - Keep hands and feet to self	- Return to class quickly	- Wait patiently and quietly - Be honest
Bathroom (Voice Level 0-2)	-Report problems to an adult - Wash hands	- Keep water in sink - Help keep it clean - Use soap and toilet paper correctly	- Return to class quickly - Use during recess - Use time wisely	-Respect privacy - Flush toilets

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Bus (Voice Level 0-2)	- Ask for help from bus driver - Report problems to an adult	- Use kind words and actions - Stay in your seat - Keep hands and feet to self - Use seat belt when available	- Be ready at your bus stop - Be ready to get on and off the bus	- Be a friendly seat-mate - Save food for off the bus
Hallways/ Walkways (Voice Level 0-2)	- Walk around red zones - Follow painted lines	- Use kind words and actions	- Go directly to destination	- Stay to the right - Walk safely
STEAM LAB (Voice Level 0-2)	- Raise your hand to ask for help -Ask a friend for help -Take a break if you're feeling frustrated -Keep trying	-Use kind words towards each other and yourself -Encourage each other	-Try your best -Be curious, explore, and find answers	-Use materials appropriately so others may work here too. -Clean up after yourself (and others)
Playground/Blacktop at Recess	- Use problem solving strategies - Report big problems to an adult	- Use kind words and actions -Walk on play structure - Keep hands and feet to yourself - Use play structure safely - Include others	- Freeze when the bell rings - Use restroom and get a drink *(Last chance whistle)*	- Take care of equipment and return balls to cart after recess - Play fair - Walk to your line
Arrival/ Dismissal (Voice Level 2)	- Use problem solving strategies - Report problems to an adult -Go to breakfast or morning walk at arrival	- Use kind words and actions - Eat breakfast before the bell - Watch for your ride after school	- Be prepared and on time - Get late pass after 9am - Go to drop off/pick up spot on time	- Walk and use crosswalk - Stand safely on sidewalk - Walk to pick up spot or bus

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Health Office/ Nurse (Voice Level 2)	- Bring a pass	- Use kind words and actions	- Visit only when necessary - Return to class right away	- Wait your turn patiently
Assemblies (Voice Level 0-4)	- Make good decisions about where you sit	- Use kind words and actions	- Participate - Show whole body listening	- Sit on your pockets - Respect personal space -Follow the quiet signal
Morning Walk (Voice Level 0-4)	- Nature stays on the ground - Use the bathroom/ get water	- Use kind words and actions - Keep hands and feet and belongings to yourself - Include others	- Follow the correct path - Keep moving forward -Participate in the pledges	- Provide personal space - Listen to adults -Freeze at first bell
Classroom	See classroom matrix	See classroom matrix	See classroom matrix	See classroom matrix
Gym/PE (Voice Level 0-3)	-Make good partner choices -Speak with a positive tone -Listen to directions so you know what to do -Have and give personal space -Have self control	-Use kind words -Include others -Help others -Play safe -Give encouragement	-Participate in activities -Stay on task -Wear athletic shoes and clothing -Give best effort	-Be patient -Listen to the speaker -Take care of equipment -Sportsmanship
Line Up (Voice Level 0-2)	- Move to another spot if needed -Use your words - Report problems to an adult	- Use kind words and actions - Keep hands and feet to self	- Arrive on time with your personal belongings -Find your assigned spot, or a spot at the end of the line	- Allow for personal space - Face forward (heel to toe) - Hands and feet remain still

BREAKFAST/LUNCH TABLES LESSON PLAN

SETTING: Breakfast/Lunch Tables_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Breakfast/ Lunch Tables (Voice Level 2)	-Raise your hand to ask for help	-Be inclusive (invite others) - Use kind words and manners -Help pick up trash in your area	- Eat to fuel your body	- Leave your space clean - Eat your own food -Walk in the lunch area - Listen to and follow yard supervisor signals

Step 3: Tell Why Rules Are Important

Following the rules at the breakfast/lunch tables is great practice for when you eat at other people's houses or at a restaurant. It also helps you to be fueled for the rest of your day.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

*** Start with the wrong way (black and white w/ staff), end with right away (color w/ kids).**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Raise your hand for help with opening your food items	* Getting up to ask for help. * Yelling repeatedly for help.
Always Care	* Invite another student over to have lunch with you * Say please and thank you to fellow students, cafeteria staff, and yard duties.	* Blocking someone from sitting next to you. * Not inviting an isolated student over. * Not using "please" and "thank you" before/after being helped.

Expectation	EXAMPLES	NON-EXAMPLES
Work Hard	* Start eating right away and finish your meal.	* Talking, playing around and not eating food.
Show Respect	* Pick up all trash in your area, even if it is not yours. * Only eat your own food. * Walk to and from the eating area.	* Leave trash around spot * Sharing/trading food with others * Running/skipping to lunch area

Step 5: Provide Opportunities to Practice

- Practice walking to the tables
- Practice voice levels
- Practice using manners w/ partners
- Practice following directions from the yard duty
- Review the video as needed (beginning of the year, after breaks, new student)
- Make a classroom book of examples/non-examples

LUNCH LINE LESSON PLAN

SETTING: Lunch Line_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Lunch Line Voice Level (2)	- Know your lunch number - Enter/exit correct doors - Leave exit clear	-Use kind words and actions - Join at end of line - Leave personal space	- Move quickly - Pay attention to the moving line	- Stay in the lunch lane - Hands and feet to yourself - Say please and thank you

Step 3: Tell Why Rules Are Important

Following the rules in the lunch line will assure that everyone gets served quickly and safely.

Step 4: Demonstrate Rules

*Begin the video reviewing the expected voice level in the area and display the expectations.

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	*Write down and practice saying your lunch code. *Enter through the door on the left and exit through the door on the right. *Wait in line keeping feet out of the striped exit area.	*Students forgetting their codes, so lunch staff have to stop and look them up *Students enter through the door on the right and exit through the door on the left. *Students standing in striped area.
Always Care	*Walk to the lunch line and join at the end. *One person per PAW print (leave space) *Say, “I’m sorry” if you bump into someone. *Say, “You can go first.” if you arrive in line at the same time. *Say, “I’m sorry, but it’s not OK to cut in line.”	*Students running to the line, and cutting in front of others. *Students standing too close, and bumping into others. *Students bumping and cutting in line with disregard to others. *Students arguing about who arrived first.

		*Students shoving others out of line and yelling at them.
Work Hard	* Face forward without leaving gaps, and move. at the pace of the line. *Be aware of when the line is moving or stopping.	* Students turned and talking to the person behind them, resulting in a large gap in line. *Students not paying attention, then running to catch up to line.
Show Respect	*Keep your hands at your sides, and your feet to yourself. *Keep your feet on the ground, and in the lunch line. *Use your manners. Greet staff by saying "Hello" and use "Please and thank you" when asking for, or receiving food.	*Students pushing, shoving, and kicking or tripping others. *Students climbing and swinging around poles, or walking on cement dividers. *Students not greeting staff, or using their manners.

Step 5: Provide Opportunities to Practice

- Practice walking to the lunch line and lining up in order.
- Practice leaving personal space and keeping hands and feet to self.
- Practice facing forward, paying attention, and walking at the same pace as others.
- Practice entering and exiting through the correct doors.
- Practice keeping the exit area clear.
- Practice using manners and kind words.

LIBRARY LESSON PLAN

SETTING: Library_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Library Voice Level (0 - 1)	- Make a good book choice - Follow library procedures	- Use shelf marker correctly - Return books to correct place - Take care of your books	- Read after book check out - Challenge yourself to read a variety of books	- Listen quietly to the story - Leave space clean and neat

Step 3: Tell Why Rules Are Important

Following the rules in the library will ensure that books are kept in good condition, and that everyone is able to find and enjoy a good book in a quiet setting.

Step 4: Demonstrate Rules

*Begin the video reviewing the expected voice level in the area and display the expectations.

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Enter quietly and sit in rows of seven. *If you can't check out a book, then select one off of the front or side racks. * If you are renewing a book, set it on the counter by Mrs. Miles' computer as you enter. *Select "Good Fit" books	*Students noisily enter all at once. *Students select books off back shelves. *Students mix books to renew in with returned books. * Students select books that are too difficult.
Always Care	* Transport, read, and store books safely. *Keep books away from food or drink. *Insert shelf marker before removing book. *Return the book to its position.	*Balancing books on heads, setting books facedown with pages spread open, folding corners to save place. *Eating/drinking over book, or storing food/ open water bottles with books in backpack. *Use the shelf marker as a drumstick, or bend it.

		*Leave the book at the table, or on the floor
Work Hard	* Make sure you have your book on library day, and turn it in before your class goes to the library. *Try out books in a new genre, or by a different author. *Quietly look at your books while you wait in line to check out. *Find a spot to read to yourself after checkout.	* Leaving books at home, or forgetting to turn them in when your teacher asks for them. *Playing around, or talking with friends in line. *Talking, playing, or walking around with friends.
Show Respect	* Walk when you arrive or are being picked up. *Stay on the sidewalk. *Stand and wait patiently to be told you can walk out to your ride. *Walk to the tables in the morning.	* Running or skipping to the tables in the morning. *At dismissal running or skipping to the buses, extended day or cars. *Running into the street *Stepping into the crosswalk without permission from the adult.

Step 5: Provide Opportunities to Practice

- Practice walking quietly into the library in groups 7.
- Practice whole body listening.
- Practice using voice levels while searching/checking out books.
- Practice using shelf markers properly.
- Practice carrying and storing books safely.
- Practice finding “Good Fit” books.

OFFICE LESSON PLAN

SETTING: Office

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Office (Voice Level 2)	- Explain your needs to an adult	- Use kind words and actions - Use chairs appropriately - Keep hands and feet to self	- Return to class quickly	- Wait patiently and quietly - Be honest

Step 3: Tell Why Rules Are Important

Following the rules while visiting the office will insure you get the help that is needed quickly and can get back to learning quickly. Following the rules in the office also helps the principal and office workers do their jobs.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Asking an adult if you can come to the office before coming up and bring a pass with you.	*Coming up during recess without permission from an adult
Always Care	* Remember to say please and thank you when asking for and after receiving help.	* Playing with or crawling under the chairs.
Work Hard	*Only come to the office when you don't feel well or are hurt. *As soon as possible, return to class so you can be learning.	* Coming up because you like the nurse and want to visit or get a mint. *Coming up because you want to get out of classwork. *Taking your time going back to class.

Show Respect	* When there are a lot of students in the nurse's office quietly wait your turn.	*Walking into the nurse's office and interrupting what is happening. *Demanding to be helped next.

Step 5: Provide Opportunities to Practice

- Practice getting a pass and walking to the office.
- Practice coming in and waiting your turn and then asking for help.
- Practice getting checked out early.
- Practice returning to class quickly after visiting the office.

BATHROOMS LESSON PLAN

SETTING: Bathrooms_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Bathrooms Voice Level 0-2	-Report problems to an adult - Wash hands	- Keep water in sink - Help keep it clean - Use soap and toilet paper correctly	- Return to class quickly - Use during recess - Use time wisely	-Respect privacy - Flush toilets

Step 3: Tell Why Rules Are Important

Using the bathroom is an important part of taking care of ourselves. Using it in an appropriate and timely manner will help us get back to our learning. Washing our hands helps us not to get sick. Keeping our bathrooms clean helps our school to be a nice place to learn.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	*Report problems to an adult *Wash hands	*Shrug and walk away, don't report. *Walk out without washing hands.
Always Care	*Keep water in sink *Help keep it clean *Use soap and toilet paper correctly	*Splash water *Leave garbage on the floor *Use too much soap and toilet paper
Work Hard	*Return to class quickly *Use during recess *Use time wisely	*Play around and don't go to class right away. *Tell the teacher you forgot to go at recess. *Play around or take your time

Show Respect	*Respect privacy *Flush toilets	*Peek under the stalls *Don't flush

Step 5: Provide Opportunities to Practice

- Practice walking into the restroom.
- Practice voice levels.
- Practice flushing the toilet, using an appropriate amount of toilet paper.
- Practice washing hands.
- Review the video as needed (beginning of the year, after breaks, new student).
- Make a classroom book of examples/non-examples.
- Remind students to use the restrooms as they go out for recess.

BUS LESSON PLAN

SETTING: Bus_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Bus (Voice Level 0-2)	- Ask for help from bus driver - Report problems to an adult	- Use kind words and actions - Stay in your seat - Keep hands and feet to self - Use seat belt when available	- Be ready at your bus stop - Be ready to get on and off the bus	- Be a friendly seat-mate - Save food for off the bus

Step 3: Tell Why Rules Are Important

Following the rules on the bus helps to ensure that everyone is safe while traveling to and from school.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Raise your hand when you need help from the bus driver. * Report any problems that happened on the bus to an adult.	* Yelling for help from the bus driver * Not reporting an issue to an adult right away
Always Care	* Greet your bus driver with a smile and a "good morning" or "good afternoon" when you enter. * Say "excuse me", "please", "thank you" to the students and driver around you * Stay in your seat, facing forward for the whole ride * Keep your hands and feet to yourself and in your own space * Use the seat belt when one is available	* Ignore the driver when you enter * Pushing or demanding someone to move out of your way * Standing up or kneeling on your seat * Turning around in your seat and facing the back of the bus * Putting your hands/feet on someone or in their space

		* Not using a seat belt when one is available
Work Hard	* Be ready with all of your belongings when the bus arrives to pick you up. *Have your belongings back in your backpack by the time you reach your destination. *Sit “seat to seat” and “back to back” facing forward. *Watch for the lights which signal silence.	* You are unprepared when the bus arrives and you are not ready to get on. * Your belongings are out, and you are not ready to depart. * Standing up, turning around, feet in the aisle. *Talking, laughing when lights are on.
Show Respect	* Invite others to sit with you. * Give personal space and share the seat. * Leave your food and drinks in your backpack.	* Block the seat and don’t allow others to sit with you. * Take more than half of the seat. * Eat or drink while riding the bus

<u>Step 5: Provide Opportunities to Practice</u>

- Bus evacuation drill (beginning of the year - whole school)
- Field trips
- Practice walking onto the bus with belongings ready
- Practice appropriate voice level.

HALLWAYS AND WALKWAYS LESSON PLAN

SETTING: Hallways and Walkways_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Hallways and Walkways Voice Level-0-2	- Walk around red zones - Follow painted lines	- Use kind words and actions	- Go directly to destination	- Stay to the right - Walk safely

Step 3: Tell Why Rules Are Important

We stay safe when we walk in our hallways and walkways. The red zones are painted on the ground so that people don't get hit by a door. We get back to our learning when we go straight to our destination.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	- Walk around red zones - Follow painted lines	-Walk in red zone and get hit by the door opening -Walk in various directions/not on the lines
Always Care	- Use kind words and actions	-Use unkind words and actions
Work Hard	Go directly to destination	-Play around and take a long time to return to class
Show Respect	- Stay to the right - Walk safely	-Don't stay to the right and collide with another student -Walk backwards or with arms flailing about/ collide with another student

Step 5: Provide Opportunities to Practice

- Practice walking in the hallways and walkways on the lines
- Practice voice levels
- Practice how to help another student if they do fall down
- Practice appropriate walking speed and staying to the right
- Review the video as needed (beginning of the year, after breaks, new student)
- Make a classroom book of examples/non-examples

STEAM LAB LESSON PLAN

SETTING: Computer Lab_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
STEAM LAB (Voice Level 0-2)	- Raise your hand to ask for help -Ask a friend for help -Take a break if you're feeling frustrated -Keep trying	-Use kind words towards each other and yourself -Encourage each other	-Try your best -Be curious, explore, and find answers	-Use materials appropriately so others may work here too. -Clean up after yourself (and others)

Step 3: Tell Why Rules Are Important

Following the rules in the computer lab helps to ensure that everyone is learning for the entire time and we are taking care of the equipment.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	*Raise your hand to ask for help *Ask a friend for help *Take a break if you're feeling frustrated *Keep trying	*Yelling "Teacher, teacher" for help *Getting out of your seat to get the teacher to help you. *Quitting and giving up
Always Care	* Use kind words towards each other and yourself *Encourage each other	* Giving a put down about someone's project or your own *Not helping your friends or neighbors when needed.
Work Hard	* Try your best *Be curious, explore, and find answers	* Not engaging in the projects

		*Messing around and doing something that isn't allowed
Show Respect	* Use materials appropriately so others may work here too. *Clean up after yourself (and others)	* Leaving materials or trash behind. *Banging on the materials *Not being safe with STEAM supplies

Step 5: Provide Opportunities to Practice

- Practice asking for help by raising your hand or asking a friend for help.
- Practice cleaning up and putting things away when leaving.
- Practice using words of encouragement and growth mindset
- Practice appropriate voice level.

PLAYGROUND/BLACKTOP LESSON PLAN

SETTING: Playground/Blacktop at Recess_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Playground/Blacktop at Recess	- Use problem solving strategies - Report big problems to an adult	- Use kind words and actions -Walk on play structure - Keep hands and feet to yourself - Use play structure safely - Include others	- Freeze when the bell rings - Use restroom and get a drink *(Last chance whistle)*	- Take care of equipment and return balls to cart after recess - Play fair - Walk to your line

Step 3: Tell Why Rules Are Important

Following the rules on the playground/blacktop at recess helps to ensure that every student is safe and enjoying their free time outside.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* When there is a disagreement between two or more students, use “rock, paper, scissors” to solve the argument. * When saying “enough” and walking away does not stop the problem, report the issue to an adult.	* Argue and yell about a disagreement. * Reporting to an adult when you have not tried to solve the problem on your own and have not said “enough” and walked away yet.
Always Care	* Use kind and encouraging words during a game or activity. * Walk on the blacktop and play structure. * Keeping your hands and feet to yourself.	* Use words to put down others during a game or activity. * Running on the blacktop and play structure.

	* Use the play structure safely by only going down the slide, going one direction on the monkey bars, and holding onto the railings when they are available. * Invite nearby students to join your game or to play with you. * Allow all students to join in the fun.	* Putting your hands and/or feet on another student. * Going up the slide, climbing on the poles that are not there for play, climbing on top of the monkey bars, switching directions on the monkey bars. * Exclude others and not allow them to join the game.
Work Hard	* When you hear the bell freeze and listen for directions. * Walk to your line when the whistle blows * When you hear the “last chance whistle”, use the restroom and get some water if you need to.	* Continue playing and/or talking when the bell rings * Run to your line before the whistle blows * Not use the restroom and/or get water when the “last chance whistle”blows. * Asking to use the restroom/get water when you enter the classroom after recess.
Show Respect	* Use the play equipment correctly. * Put away any equipment you used and/or see out at the end of recess. * Help bring in equipment that you may not have played with. * Follow the rules of the game you are playing * Walk to your line with the whistle blows.	* Play with equipment the wrong way * Leave out equipment you were playing with * Leave equipment out that is close to you and abandoned. * Not follow the rules of the game. * Run to your line when the whistle blows.

<u>Step 5: Provide Opportunities to Practice</u>

- Practice playing on the structure (have students model the correct way to use each part)
- Practice freezing, kneeling, and walking to you class line up spot
- Practice picking up the equipment.

ARRIVAL/DISMISSAL LESSON PLAN

SETTING: Arrival/Dismissal lesson plan_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Arrival/ Dismissal (Voice Level 2)	- Use problem solving strategies - Report problems to an adult -Go to breakfast or morning walk at arrival	- Use kind words and actions - Eat breakfast before the bell - Watch for your ride after school	- Be prepared and on time - Get late pass after 9am - Go to drop off/pick up spot on time	- Walk and use crosswalk - Stand safely on sidewalk - Walk to pick up spot or bus

Step 3: Tell Why Rules Are Important

Following the rules during arrival and dismissal will ensure all students safely get where they need to be.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Be sure to get all of your belongings and homework before leaving the car or leaving class. *If you forget something or if someone is hurt tell an adult.	*Leaving class or the car too quickly and not checking to be sure you have everything.
Always Care	* Get started eating breakfast in the mornings so you can finish before the bell. *Watch the cars for your ride after school. *Use kind words and manners as you arrive and leave school.	* Talking and playing around instead of eating breakfast *Running around and playing instead of watching for your ride *Not using kind words or manners

Work Hard	* Make sure you have everything you need and get to school on time *If you are late, stop by the office for a late pass on your way to your classroom *Go to your pick up or drop off spot right after school ends	* Leaving before checking that you have everything you need *Going to class and then waiting for the teacher to send you for a late pass if you are late *Playing around or talking with friends instead of going to your pick up spot
Show Respect	* Walk when you arrive or are being picked up *Stay on the sidewalk *Stand and wait patiently to be told you can walk out to your ride *Walk to the tables in the morning	* Running or skipping to the tables in the morning, *At dismissal running or skipping to the buses, extended day or cars. *Running into the street *Stepping into the crosswalk without permission from the adult

Step 5: Provide Opportunities to Practice

- Practice walking from the buses or different drop off areas to the tables.
- Practice walking out to the various locations.
- Practice packing up and making sure students have everything before leaving.

HEALTH OFFICE/NURSE LESSON PLAN

SETTING: Health Office/Nurse_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Health Office/ Nurse (Voice Level 2)	- Bring a pass	- Use kind words and actions	- Visit only when necessary - Return to class right away	- Wait your turn patiently

Step 3: Tell Why Rules Are Important

Following the rules while visiting the health office or nurse will ensure you get the help that is needed quickly and can get back to learning quickly.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Asking an adult if you can come to see the nurse before coming up and bring a pass with you.	*Coming up during recess without permission from an adult
Always Care	* Remember to say please and thank you when asking for and after receiving help.	* Demanding help right away *Not using your manners
Work Hard	*Only come to the nurse's office when you don't feel well or are hurt *As soon as possible, return to class so you can be learning	* Coming up because you like the nurse and want to visit or get a mint *Coming up because you want to get out of classwork *Taking your time going back to class
Show Respect	* When there are a lot of students in the nurse's office quietly wait your turn.	*Walking into the nurse's office and interrupting what is happening *Demanding to be helped next

Step 5: Provide Opportunities to Practice

- Practice getting a pass and walking to the nurse's office
- Practice coming in and waiting your turn
- Practice how to decide if you really need to see the nurse or not
- Practice returning to class quickly after seeing the nurse

ASSEMBLY LESSON PLAN

SETTING: Assembly_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Assemblies (Voice Level 0-4)	- Make good decisions about where you sit	- Use kind words and actions	- Participate - Show whole body listening	- Sit on your pockets - Respect personal space -Follow the quiet signal

Step 3: Tell Why Rules Are Important

Following the rules during assemblies is great practice for when you go to see performances or attend events outside of school.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

*** Start with the wrong way (black and white w/ staff), end with right away (color w/ kids).**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Make a good decision as to who you sit next to at the assembly so you aren't disruptive.	* Sitting by your friend that you know you will talk with.
Always Care	* Being kind to the speaker. * Being supportive of the students that are participating in the assembly or that have received an award.	* Yelling out during the assembly. *Saying something that isn't kind when someone else is chosen or earns and award.
Work Hard	*Participate * Show whole body listening	* Turning and talking to friends. * Sitting on your knees * Not paying attention to the speaker.

Show Respect	* Sit on your pockets *Hats and hoods off * Respect personal space	* Not sitting on pockets *Wearing hoods/hats during assembly * Getting into other people's space *Ignoring the quiet signal

Step 5: Provide Opportunities to Practice

- Practice whole body listening
- Practice voice levels
- Practice coming in and sitting on their pockets.
- Practice catching the quiet signal (raised hand).
- Review the video as needed (beginning of the year, after breaks, new student)
- Make a classroom book of examples/non-examples

Running Club/Morning Walk LESSON PLAN

SETTING: Running Club/Morning Walk

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Running Club/Morning Walk (Voice Level 0-4)	- Nature stays on the ground - Use the bathroom/ get water	- Use kind words and actions - Keep hands and feet and belongings to yourself - Include others	- Follow the correct path - Keep moving forward -Participate in the pledges	- Provide personal space - Listen to adults -Freeze at first bell

Step 3: Tell Why Rules Are Important

Following the rules during Friday Walk keeps everyone safe.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	*Walk without anything in your hand. *Look at nature on the trail, without picking it up. *Be careful when running on blacktop to cross to grass areas.	*Pick up and carry sticks, rocks, pinecones, etc. *Use sticks for sword fighting, pointing at others, or just dragging them along the ground. *Kicking or throwing pinecones. *Leave the blacktop to drinking fountain.
Always Care	*Say,"Excuse me" if you bump into someone. *Pick up and turn in items found on trail. *Walk or run with hands at your sides. *Say, "Do you want to walk with me/us?"	*Yell, "Out of my way!" and push student. *Step on, or keep items found on trail. *Hit, trip, kick, knock off hats, or push other students. *Say, "You can't walk with us." or "You're not our friend."

Work Hard	* Feet are on the dirt/gravel trail. *Walk or run the whole time.	* Walk/run in undesignated areas: the weeds, behind the trees, bleachers, or snack bar. *Enter into the Porta Potty. *Climb trees or dirt piles. *Stop to talk, sit on ground or bleacher.
Show Respect	* Walk/run safely around others. *"Yes, I'll be more careful." *"O.K." " I'll stay on the trail." *Yes, I'll stay off the bleachers."	* Bumping into others, or cutting right in front of them *Not looking or listening to adult, and continuing negative behavior

Step 5: Provide Opportunities to Practice

- Practice walking on the designated areas, and point out areas that are off limits.
- Practice giving personal space while walking, or passing others.
- Practice inviting/including others, and whole body listening.
- Practice freezing at the morning bell and walking to the classroom line up spot.

Gym/PE LESSON PLAN

SETTING: Gym/PE

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Gym/PE (Voice Level 0-3)	-Make good partner choices -Speak with a positive tone -Listen to directions so you know what to do -Have and give personal space -Have self control	-Use kind words -Include others -Help others -Play safe -Give encouragement	-Participate in activities -Stay on task -Wear athletic shoes and clothing -Give best effort	-Be patient -Listen to the speaker -Take care of equipment -Sportsmanship

Step 3: Tell Why Rules Are Important

Following the rules while in the gym or during PE will ensure you get the most time and enjoyment out of PE. Following the rules in PE also allows everyone to participate and play safely.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Asking an adult if you need a partner for the game or asking someone who is looking for a partner to join your group.	*Sitting out or refusing to play because you didn't get your choice of partners.
Always Care	* Use kind words with others and encourage friends during games and activities.	* Getting upset with someone because they made a mistake in the game.
Work Hard	*Try your best in the games and activities and encourage others to do their best too.	* Getting frustrated and not trying again if something is hard.

	*Wear the appropriate clothing for PE.	*Wearing shoes or clothing that doesn't allow you to do your best.
Show Respect	*Walk in quietly and get seated quickly. *Listen quietly while directions are given for the game. *Helping to clean up equipment and using it the correct way during activities.	*Talking or interrupting the teacher during directions. *Throwing or dropping equipment at the end of PE, instead of putting it away.

Step 5: Provide Opportunities to Practice

- Practice entering the gym and sitting quietly for directions.
- Practice asking others to join your group or be your partner.
- Practice trying your hardest during activities.
- Practice cleaning up at the end of PE and lining up quietly.

Line Up LESSON PLAN

SETTING: Line Up at Recess_____

Step 1: Review School Wide Rules

Problem Solve, Always Care, Work Hard, Show Respect

Step 2: Teach Expectations for Specific Settings:

AREA/ SETTING	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
Line Up (Voice Level 0-2)	- Move to another spot if needed -Use your words - Report problems to an adult	- Use kind words and actions - Keep hands and feet to self	- Arrive on time with your personal belongings -Find your assigned spot, or a spot at the end of the line	- Allow for personal space - Face forward (heel to toe) - Hands and feet remain still

Step 3: Tell Why Rules Are Important

Following the rules on the bus helps to ensure that everyone is safe while traveling to and from school.

Step 4: Demonstrate Rules

***Begin the video reviewing the expected voice level in the area and display the expectations.**

*** Start with wrong way (black and white w/ staff), end with right away (color w/ kids).**

Expectation	EXAMPLES	NON-EXAMPLES
Problem Solve	* Move to another spot if a classmate is bothering you. * Use your words to tell a classmate that they are bothering you. * Report any problems to an adult.	* Push or hit fellow classmate if they are bothering you. *Yell at student that is bothering you. * Not reporting an issue to an adult right away
Always Care	*"You can have this spot. You got here first." * Hands and feet are not in anyone else's space	* Push or demand someone to move out of your way * Swing arms, lunch pail, or jacket. * Kick or give "flat tires".
Work Hard	* Pick up all of your belongings when the whistle blows.	* Coats or lunchpails are left on the playground..

	*Walk directly to your line. *Find your assigned spot, or move to the back of the line.	* Students talk, play, get a drink, or use the restroom. * Students cut in front of others, or hang out in groups.
Show Respect	* Students leave spaces between themselves. * Students are facing forward * Hands and feet are not moving.	*Students are really close to each other. Students are turned around facing the person behind them. * Students are moving all over.

<u>Step 5: Provide Opportunities to Practice</u>

- **Line up after Morning Walk**
- **Line up at recess**
- **Line up when entering/exiting classroom**
- **Line up when entering/exiting library or MP room**

Acknowledgment/Feedback System

TFI Item 1.9

Acknowledgement System Matrix

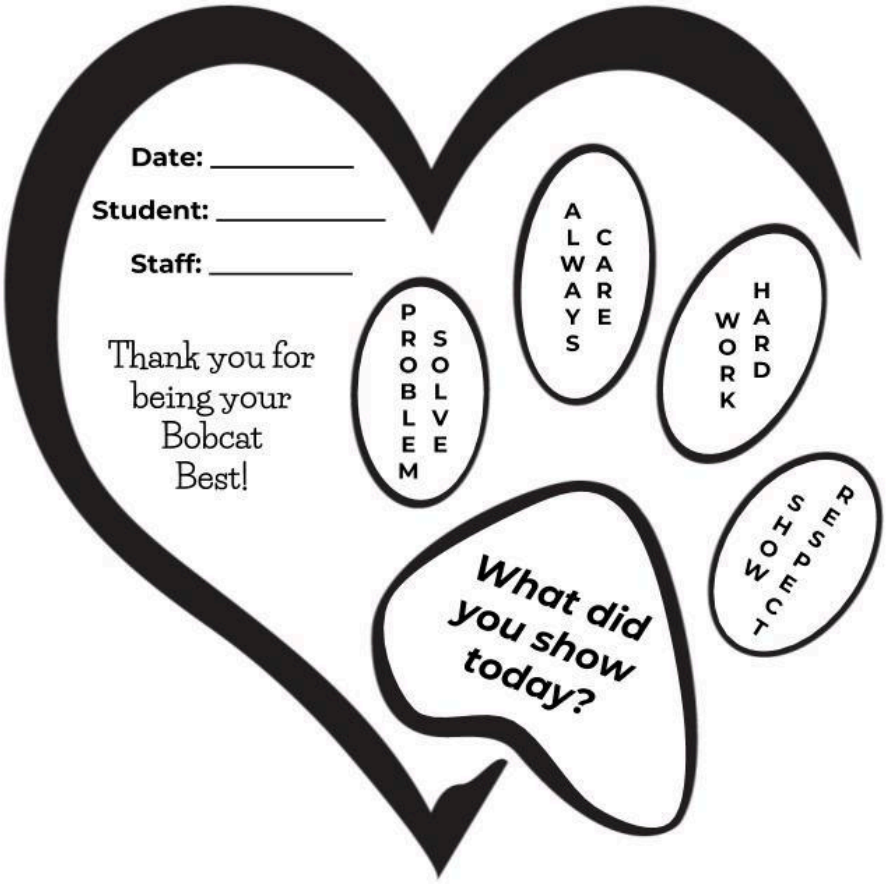
Guiding Question/Task	PAWS Ticket System
How does the system work?	Staff hands out PAWS tickets to recognize students following expectations.
Which behaviors/ outcomes will be acknowledged?	Problem-Solve Always Care Work Hard Show Respect (refer to behavioral matrix)
Who will provide recognition?	All Staff
Who will receive recognition?	All Students
How often will recognition occur?	Tickets given daily, larger incentives given once per week on Fridays
What will be the incentives?	-Larger Incentives: Students can save up for a variety of incentives and prizes using the PAWS Purchase list. These will be turned in Thursdays to the office and distributed on Fridays. Students can redeem up to 5 PAWS tickets each Thursday at the PAWS Shop during lunch recess. Students may enter as many PAWS tickets as they'd like for the Friday raffle and a chance to spin the PAWS Wheel.
How will rewards be provided?	Students can redeem earned tickets at the PAWS Shop, Prize Wheel, or PAWS Purchases.

How/when will the system be taught to the students and staff?	Teach to students during the first week of school. Teach to staff during staff meetings, ensuring classified staff receive training as well. Guest teachers will be reminded to use the blue PAWS tickets during their time in the classroom. These tickets are worth double.

Acknowledgement Ticket

Positive PAW

Example:



Problem Behavior Definitions, Discipline Policies:

TFI 1.5 & 1.6

SWIS™ Behavior Definitions

Non- Recorded Problem Behavior	Definition
Example: Running	Student is running in walking zones.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.

Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Elopement (Elope)	Student leaves designated area without permission.
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Use/Possession of Banned Items (Banned)	Student is in possession of banned items such as weapons (real or look alike) or contraband

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).

Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).

Action Taken	Definition
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination). Students will also be encouraged to conference with one another.
Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Individualized Instruction (Intruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-5 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Time-Out/Recovery (Recovery)	Consequence for referral results in student spending time in the office or alternate location away from scheduled activities/classes.
Other (Other)	Action taken not listed above.

Buckeye Elementary

Behavior Intervention Flow Chart
Classroom & Office Managed Discipline

RESPONDING TO PROBLEM BEHAVIOR

Is the behavior a **Teacher/Staff Managed** or **Office Managed**?

MINOR

Teacher Managed Problem Behaviors

POSITIVE PREVENTION:
Always acknowledge students who are following rules within the matrix consistently and reward through PAWS tickets.

#1: FORMAL RETEACH
- Reteach appropriate behavior by:
  - Respectfully address student
  - Describe inappropriate behavior
  - Describe the expected behavior
  - Link to PAWS expectation
  - Redirect back to appropriate behavior/prompt to see behavior
  - Reinforce/acknowledge performance
- Repeat a minimum of 2 times
- Document with BIR if necessary

#2: RETEACH + INTERVENTION
- Address/discuss behavior one-to-one
- Utilize intervention strategies from function-based responses
- Repeat a minimum of 2 times
- Document with BIR

#3: WELLNESS CHECK-IN REFERRAL
- Submit an informal check in for a behavior review/restart
- May be done same day or at the beginning of the next day
- Verbal follow up at the end of the day or next day

#4: MINOR TO MAJOR
If minor behaviors are still occurring despite the above interventions, please move to the "major" referral column for next steps.

MINOR Teacher Managed Problem Behaviors and Function-Based Responses	MAJOR Office Managed Problem Behaviors
DEFIANCE/WORK REFUSAL - Offer assistance with task - If-Then/First-Then (limit setting) - Provide choices with task - Prompt break from the activity with communication ("May I have a break?"	**DEFIANCE/WORK REFUSAL** - Active defiance or refusal to cooperate/follow directions (e.g., talking back) maintaining for 5 minutes - Leaving campus or classroom without permission
DISRUPTION/NOISES - Planned ignoring & praise appropriate behavior of others - Non-verbal cue to stop, physical proximity - Provide attention/acknowledgement when quiet, on-task - Conference with student on their time (e.g., before leaving for recess)	**DISRUPTION/NOISES** - Behavior causing a sustained interruption in a class or activity of 5 or more minutes. - Includes: sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
UNNECESSARY MOVEMENT IN CLASS - Verbal redirection & physical proximity - Provide choices - Remove items, First-Then - Functional Communication (Ask to take a walk, Break)	**ELOPEMENT** - Student leaves the classroom without permission
MINOR PHYSICAL CONTACT - Physical separation - Conflict resolution facilitation - Model/prompt appropriate attention seeking or peer avoidance	**PHYSICAL AGGRESSION/FIGHTING** - Intentional physical contact with the intent to cause injury - Repeated attempts to intimidate, threaten, or harass another person
TRANSITION REFUSAL - First-then, If-Then statements - Provide choices - Functional communication to make a reasonable request (e.g., ask to walk with teacher, request additional time with activity, etc.)	**ABUSIVE LANGUAGE** - Hateful/racist comments - Sexual harassment - Profanity (including gestures) directed towards a person
NONRESPONSIVE (e.g., head down/ laying on the ground/crying) - Continue teaching, circle back - Offer assistance - Functional Communication	**PROPERTY DAMAGE** - Student engages in behavior that results in destruction or disfigurement of property.

MAJOR

Office Managed Problem Behaviors

POSITIVE PREVENTION:
Always acknowledge students who are following rules within the matrix consistently and reward through PAWS tickets.

#1: CLASS REMOVAL/TIME-OUT
- Contact the office via phone
- Student may be removed to outside location or separate room
- Action plan/reflection sheet completed by student. Student to return to classroom once fully recovered (**SEE RE - ENTRY PROCEDURE BELOW**)
- Teacher to complete BIR
- Teacher parent contact as needed

STUDENT RE-ENTRY PROCEDURE
- Student to return once fully recovered and demonstrating appropriate response to instructions
- Student returns with completed action plan/reflection sheet
- Student to ask teacher if they can return to class at the door upon re-entry
- Teacher to review action plan/reflection sheet with student at a later time (e.g., between lessons, before the next transition out of the class, etc.)

#2: REFERRAL TO ADMIN
- Submit BIR for a major behavior and/or repeated minor behaviors with recovery time outside of the classroom with task completion criteria
- Repeat steps in #1
- Admin progressive discipline and/or discretion for discipline

#3: PARENT CONFERENCE + RFA
- Determined by administration for repeat offences (i.e., 3+ removals within a trimester)
- Behavior parent conference with administrator and teacher(s)
- Referral to Tier 2 team for implementation of targeted intervention

Obtaining Adult Attention

◊ Do you find yourself often needing to redirect the student?

◊ Does problem behavior often seem to occur when you are working with others?

◊ Do you need to provide one-on-one assistance to get the student back on-task?

◊ Do problem behaviors occur when you have stopped interacting with the student?

◊ If a student stops a behavior but then repeats it, they likely want adult attention.

◊ You find that you are most often annoyed by the behavior.

Common attention seeking behaviors:

Quarrel with peers.	Make excessive noises	Tattles
Tell wild tales	Talk excessively	Frequently leaves seat
Can really "make an entrance"	Fretful; whines and pouts	Use baby talk or clowns around
Throw things/tantrums	Works only when teacher is near	Asks irrelevant questions

Obtaining Peer Attention

◊ When the behavior occurs, does the class verbally respond / laugh at the student?

◊ Does the behavior usually happen when peers are around to witness it?

◊ Does the behavior stop when peers are not paying attention to the student?

Obtaining Items/Activities Attention

◊ Does the behavior give the student access to a preferred activity / situation?

◊ Does the behavior occur when the student is denied something or disciplined?

◊ Does the behavior stop after giving the student what they wanted or asked for?

Avoiding Adults

◊ Does the problem behavior occur more with one adult and not another?

◊ Does the student attempt to physically put space between you and him or her?

Avoiding Peers

◊ During conflict, do peers leave the student alone if (s)he engages in the behavior?

◊ Do the problem behaviors stop when peers leave the student alone?

Avoiding Tasks/Activities

◊ Does the behavior typically occur and persist when you make a request?

◊ Does the problem behavior happen only in certain academic activities?

◊ Will the student stop the behavior if you stop making requests of them?

◊ Will the behavior stop at the end of an academic activity?

Common avoiding behaviors:

Say they are 'dumb'	Withdraw	Often say, "I can't do it"
Won't try	Give up easily	Cry
Act fearful or panicky	Claim illness	Cling to adults
Act helpless	Not work unless teacher is close	Be poor achievers

Behavior Incident Report

Behavior Incident Report

	Location		
Name:_____	☐ Bathroom	☐ Computer Lab	☐ Off-Campus
Date: _____ Time: _____	☐ Bus	☐ Lunch Tables	☐ Office
Grade: K 1 2 3 4 5	☐ MP Room	☐ Intervention Classroom	☐ Playground
Referring Staff: _____	☐ Classroom	☐ Hallway	☐ Special Event
	☐ Common Area	☐ Library	☐ Other: _____

Minor Problem Behavior	Major Problem Behavior		Perceived Motivation	
			Obtain:	**Avoid:**
☐ Defiance	☐ Abusive/ Inapp. Language	☐ Bullying	☐ Adult Attention	☐ Adult
☐ Disrespect	☐ Defiance	☐ Disrespect	☐ Items/Activities	☐ Task/Activity
☐ Disruption	☐ Disruption	☐ Fighting	☐ Peer Attention	☐ Peer
☐ Inappropriate Language	☐ Forgery/Theft/Plagiarism	☐ Property Damage		
☐ Physical Contact	☐ Lying/Cheating	☐ Elopement		
☐ Property Misuse	☐ Use/Possession of weapons or contraband			

Action Taken	
☐ Conference with Student	☐ Time Out/Recovery
☐ Individualized Instruction	☐ Detention
☐ Loss of Privilege	☐ In-School Suspension (_____hours/days)
☐ Parent Contact	☐ Out-of-School Suspension (_____hours/days)
☐ Restitution/Community Service	☐ Other _____

Others Involved	☐ None ☐ Teacher ☐ Substitute ☐ Unknown ☐ Peers ☐ Staff ☐ Other _____

Other Comments:

Parent Signature: _____ **Student Signature:** _____

White-Office Yellow-Teacher Pink-Parent

Resources

California PBIS Coalition

PCOE Go-sign me up

PBIS OSEP Technical Assistance Center

Midwest PBIS Classroom Practices

PBISApps (SWIS)

Tiered Fidelity Inventory

Jefferson County Training Videos

Ci3T (Comprehensive, Integrated Three- Tiered Model of Prevention)