



PBIS HANDBOOK

2019-2020

#2RSK

*BE RESPECTFUL

*BE RESPONSIBLE

*BE SAFE

*BE KIND

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Introduction

Dear Parents/Guardians,

We are excited to begin the 2019-2020 school year with a fresh start and an optimistic attitude! At East View, we strive to ensure that your child has a positive experience every day at school. In order to do so, we will continue to implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework to teach and reinforce behaviors that we want our students to exhibit at school. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.). We have created a PBIS Handbook for the new school year, in which you can find more information about PBIS, our school-wide behavior plan, acknowledgement system, etc. This will be uploaded on our school website with hard copies available upon request.

The school-wide expectations that we will require all students to know, understand, and follow are:

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

BE KIND

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21 Century Learning skills. Research shows that when the home and school work together, student learning is more successful. With that said, you will get more information on PBIS throughout the school year. Practice the school-wide expectations at home and encourage your child to BE RESPECTFUL, RESPONSIBLE, SAFE, and KIND. We look forward to an exciting school year full of new learning.

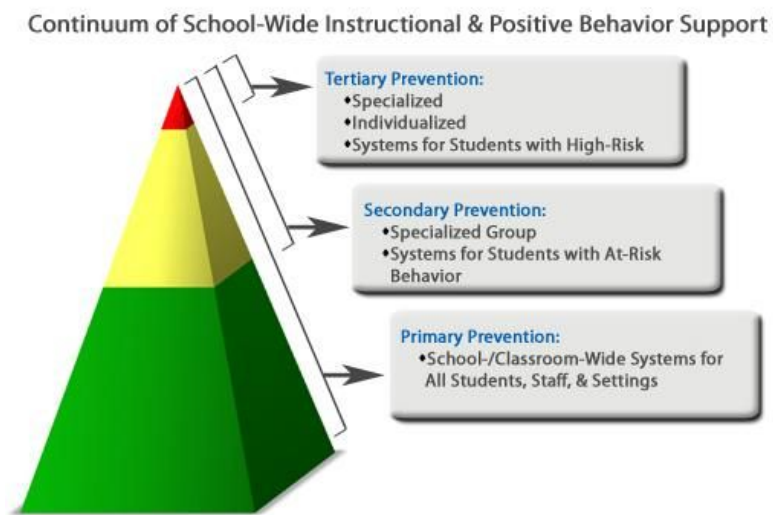
Sincerely,

EVES PBIS Team

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.

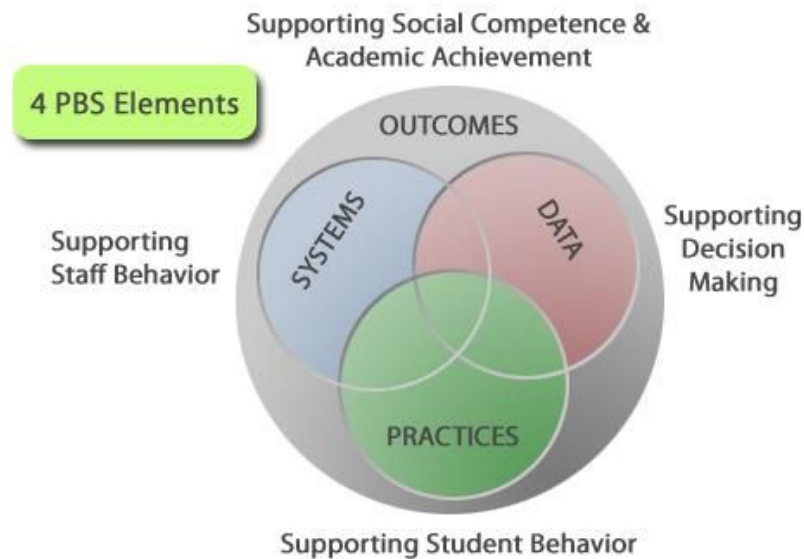


Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Team Information

Purpose Statement: The mission of the East View Elementary PBIS team is to foster and promote a safe, positive, and respectful school environment while being committed to proactively teaching students appropriate behaviors essential to valuing self, others, and learning.

EVES PBIS Team

Brandon Brooks – Assistant Principal

Levon Cozart – Counselor

Lori McFarland - Youth Service Center

Pam Craig – Kindergarten

Emily Harris – 1st Grade

Beth Hutchinson – 2nd Grade

Ashley Carter – 3rd Grade

Leisa Wells – 4th Grade

Jo Beth Grigsby – 5th Grade

Helen Ann Hays – Special Services

Amber Rohleder – Specials

Monica Zengel - Assistant

Meeting Dates 2019-2020

8/29/19 1/30/20

9/26/19 2/27/20

10/24/19 3/26/20

11/21/19 4/30/20

12/12/19 MAY: TBD

*All meetings are from 2:45-3:45 in the library.

School-wide Behavior Plan

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

School-wide level

Class Dojo is a classroom management tool used school-wide by all staff members. Attached are the feedback symbols for the school year. Teachers will be required to have these symbols and points for consistency and share their classes with **ALL other staff members** (i.e. counselor, instructional coach, cafeteria staff, special area staff).

Teachers will follow these steps in dealing with Level 1 and Level 2 behaviors:

- 1) Verbal warning/redirection (with wait time)
- 2) Re-teach expectation/apply intervention (with wait time)
- 3) Apply intervention; Dojo point(s) taken away
- 4) Phone call to parent/guardian after 3 or more loss of Dojo points within a day (must document in Infinite Campus)
- 5) Submit office discipline referral
- 6) Administrative action

Progressive Discipline for student referrals (could changed depending on situation):

	Consequence	Time
1 st Referral	Conference, think sheet	15-30 minutes
2 nd Referral	Lunch detention	30 minutes-1 hour
3 rd Referral	Possible 2 hour time-out	2 hours
4th Referral	Possible half-day ISS	4 hours
5th Referral	Possible full-day ISS	7 hours

Kindergarten Students *ONLY*

Students will earn “Warm and Fuzzies” (pompoms) which will transfer over to Dojo points.

Warm and Fuzzies will be kept in each student’s individual cup.

If misbehavior occurs, students will lose Dojo points, but not their Warm and Fuzzies.

The student with the highest cumulative Dojo points at the end of each day is the “Fuzzy Wuzzy” winner. The student will earn a stuffed animal to display on their desk the following day.

All Warm and Fuzzies will be placed into the classroom jar at the conclusion of each day. Once the classroom jar is full the entire class will earn a reward.

Students who earn 80% or above for the week will earn a teacher selected reward on Friday.

Students who earn 95% or above daily will get to take their picture with a leadership person.

LEVEL 1 POSITIVE INTERACTIONS

Level 1 positive interactions are non-contingent upon other behaviors. Our interactions should model the *Respectful, Responsible, Safe Expectations* for our students.

Sample Behaviors	Possible Interactions
No behaviors necessary. These are non-contingent upon behavior.	<ul style="list-style-type: none"> ● Greet students in the hall or at the door ● Ask students how they are doing ● Shake hands ● Offer high fives ● Pat the student on the back ● Dojo Up ● Other forms of non-contingent positive interactions

LEVEL 1 BEHAVIOR ISSUES

Level 1 infractions are minor misbehaviors that can be corrected by reminding students of school-wide expectations using positive language. (ex.: "Please walk."—when student is running)

These behaviors can adequately be corrected by the observing staff member in the setting. A staff member observing a Level 1 infraction should not expect any other staff member to take additional action and should be addressed through classroom management system.

Sample Behaviors	Possible Interventions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Excessive talking ● Talking out ● Inappropriate voice level ● Out of seat ● Head down ● No materials ● Off task ● Inappropriate tone of voice ● Singing/humming/making noises ● Not following directions ● Walking on the wrong side of the hall ● Congregating/running in hall ● Dress code violation ● Tardy to class ● Removing food or other items from cafeteria 	<ul style="list-style-type: none"> ● State desired behavior ● Proximity correction ● Nonverbal redirection ● Positive verbal redirection ● Wait-time after redirection ● Praise of appropriate behavior ● Planned ignoring of attention-seeking behaviors ● Movement breaks ● Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors ● Phone call home <p style="color: #00b050;">Possible Consequences for Unsuccessful Interventions:</p> <ul style="list-style-type: none"> ● Loss of privilege ● Other

LEVEL 2 POSITIVE INTERACTIONS

Level 2 positive interactions may be contingent on some act by the student. The student may have done well on a test, or helped out another person without prompting.

Sample Behaviors	Possible Interactions
<ul style="list-style-type: none"> ● Doing well on a test or assignment ● Helping student with a problem ● Cleaning the room or cafeteria ● Helping a student in need ● Random acts of kindness ● Other forms of living up to the school-wide expectations 	<ul style="list-style-type: none"> ● Positive praise ● Positive phone call home ● Classroom reward ● Special jobs ● Sunshine Ticket ● Dojo up

LEVEL 2 BEHAVIOR ISSUES

Level 2 infractions should always involve having the reporting staff member to contact the student's parent/guardian. These contacts should be recorded in the Infinite Campus contact log.

These behaviors may not require immediate administrative involvement, but do require documentation because the observing staff member has assigned a school wide correction.

Sample Behaviors	Possible Interventions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Refusal to comply with redirection/defiance ● Disruptive behavior ● Failure to keep hands and feet to self ● Skipping school/class/detention ● Throwing objects (paper wads, pencils, etc.) ● Excessive teasing of peers ● Disrespecting others ● Inappropriate use of technology (cell phones, MP3 players, computers, etc...) ● Chronic Level 1 infraction 	<ul style="list-style-type: none"> ● State desired behavior ● Proximity correction ● Nonverbal redirection ● Positive verbal redirection ● Wait-time after redirection ● Praise of appropriate behavior ● Planned ignoring of attention-seeking behaviors ● Movement breaks ● Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors ● Phone call home <p style="color: #00b050;">Possible Consequences for Unsuccessful Interventions:</p> <ul style="list-style-type: none"> ● Loss of privilege ● Referral ● Other <p style="text-align: center;">**Administrative action possible**</p>

LEVEL 3 POSITIVE INTERACTIONS

Level 3 positive interactions may be contingent on some act by the student, but are **sustained** over time. Students demonstrate the school-wide expectations consistently and are rewarded for sustaining it.































Sample Behaviors	Possible Interactions
<ul style="list-style-type: none"> ● Consistently performing well in class ● Sustaining positive behavior and effort ● Perfect attendance ● Maintaining positive relationships with peers and adults 	<ul style="list-style-type: none"> ● Team reward ● Teacher reward ● Honor roll incentives ● Perfect attendance award ● Student of the Month award ● Other forms of recognition ● Dojo up ● Sunsational Referral

LEVEL 3 BEHAVIOR ISSUES

Level 3 infractions are illegal, immediate harm to self or others and/or direct defiance of authority.

These behaviors are serious misbehaviors that require immediate administrative involvement and written documentation.

Sample Behaviors	**IMMEDIATE ADMINISTRATIVE ACTION**
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Profanity that involves disrespect ● Possessing, transferring, or using illegal drugs ● Possessing or using weapons ● Fighting/physical aggression ● Stealing ● Threatening others ● Harassment ● Bullying/cyber-bullying, as defined by KRS ● Damaging property ● Chronic Level 2 infraction 	<p style="color: #0070c0;"><i>Call Ms. Kristy (ext. 100) to have the student removed.</i></p> <p style="text-align: center;">Referral is written by staff member and submitted to administrator through Infinite Campus.</p>

POSITIVE SKILLS- FEEDBACK		
 On Task/Participating/Use Time Wisely 2 points	 Follow Directions 2 points	 Self-Control 3 points
 Completing Tasks 2 points	 Good Choice 2 points	 Persistence 2 points
 Accept Consequences 2 points	 Appropriate Voice Level 1 point	 Kind to Others 2 points
 Safe, Respectful, Responsible 4 points	 Following the 7 Habits 4 points	 Academic Achievement 2 points
SPECIAL PLACE/ACTIVITY POSITIVE SKILLS		
 Above and Beyond in Specials 2 points	 Lunch- Cooperating and Following Directions 2 points	 Hallway 2 points
 Awesome Emergency Drill 4 points	 Awesome Assembly 2 points	
NEEDS WORK SKILLS/FEEDBACK		
 Disrespect -3 points	 Not Follow Directions -2 points	 Unsafe Choices -2 points
 Inappropriate Voice Level -1 point	 Dishonest -3 points	 Inappropriate Lunch Behavior -2 points
 Hurting Friends- Words -3 points	 Hurting Friends- Physical- KHFOOTY -3 points	 Off Task -1 point
 Incomplete Work -2 points	 Inappropriate Use of Technology -1 point	 Inappropriate language -3 points
 Affecting another student's learning -2 points		

Acknowledgement System

Classroom (Individual) → Each day students will color in their positive dojo points for that day on their dojo tracking sheet. For every 100 positive dojo points students earn they can choose a class coupon (i.e. no shoes, stuffed animal, etc).

Weekly (Friday – Thursday) → 80% positives will get a small incentive from their teacher on Fridays
→ Students who are below 80% will receive a punch on their Solar Power punch card

→ Students who receive 3 or more punches they will NOT take part in the Solar Power field trip at the end of each 9 weeks. This will restart each 9 weeks.

*Students can earn a SUNSATONAL referral for exceeding one of the school-wide expectations (Be Respectful, Be Responsible, Be Safe, Be Kind) → Student will be called to the AP office and will receive a phone call home, referral to take home, and name displayed on the bulletin board)

Monthly → Students who received 100% on Dojo are members of the 100% Dojo Club (name displayed on bulletin board).

→ Student with the most points (not percentage) in each class (name announced during community meeting, entered into a drawing for an incentive, name displayed on bulletin board)












→ Student with the most points in the school will have their name displayed on the marquee in front of the school.

→ Fun Friday – All students will get 30 minutes of structured free time at the end of the day (on the first Friday of every month – the same day as our morning meeting).












Bus – Drivers will hand out tickets (green or yellow) to students who are exceeding expectations on the bus. Students will give tickets to their homeroom teachers (which translates into dojo points). The student will write their name on ticket and be entered into a drawing (bi-weekly). The driver of the student who is drawn will also receive an incentive. Bus drivers can also acknowledge students with a Sunsatation referral.

Guys in Ties/Girls in Pearls – Intermediate students (3-5 grade) who earn 80% on Class Dojo for the week can wear a collared shirt and a tie/set of pearls on Friday. This represents leadership, maturity, and meeting expectations.

Resources: Behavior Matrix












EYES STUDENTS ARE: 	CLASSROOM 	HALLWAY 	RESTROOM 	CAFETERIA 	PLAYGROUND 	BUS 
RESPECTFUL 	<ul style="list-style-type: none"> - Use kind words and actions - Follow directions - Use appropriate voice level - Respect others' belongings and personal space 	<ul style="list-style-type: none"> - Follow adult directions - Voice Level Zero - Keep personal space 	<ul style="list-style-type: none"> - Voice level Zero - Give people privacy - Wait your turn - Keep walls clean 	<ul style="list-style-type: none"> - Eat your own food - Listen to ALL adults - Raise your hand for help - Voice level one 	<ul style="list-style-type: none"> - Use kind words - Be a good sport - Respect Nature - Use equipment correctly 	<ul style="list-style-type: none"> - Follow directions - Use kind words - Quiet talking
RESPONSIBLE 	<ul style="list-style-type: none"> - Bring all supplies - Turn work in on time - Take care of classroom materials 	<ul style="list-style-type: none"> - Walk directly to your location - Maintain your spot in line - Leave property alone 	<ul style="list-style-type: none"> - Flush - Wash and dry hands - Throw away trash 	<ul style="list-style-type: none"> - Stay in your seat - Clean up your area 	<ul style="list-style-type: none"> - Take care of equipment - Stay within boundaries - Follow adult directions 	<ul style="list-style-type: none"> - Keep track of all belongings - Leave property alone
SAFE 	<ul style="list-style-type: none"> - KHFOOTY - Work, play and move safely 	<ul style="list-style-type: none"> - KHFOOTY - Walk on the right side - Keep shoes tied 	<ul style="list-style-type: none"> - KHFOOTY - Walk to stalls - Keep floors dry and clean 	<ul style="list-style-type: none"> - KHFOOTY - Walk to lines 	<ul style="list-style-type: none"> - KHFOOTY - Be alert 	<ul style="list-style-type: none"> - KHFOOTY - Remain seated
KIND 	<ul style="list-style-type: none"> - Compliment others - Help classmates - Share materials 	<ul style="list-style-type: none"> - Greet others with "Hello" or "Good Morning" - Pick up trash if you see it and throw away 	<ul style="list-style-type: none"> - Be patient and wait your turn - Pick up trash if you see it and throw away 	<ul style="list-style-type: none"> - Use Please, Thank You, and You're Welcome - Wait your turn - Follow eating manners 	<ul style="list-style-type: none"> - Use encouraging words - Share and take turns - Include others in play - Play fair 	<ul style="list-style-type: none"> - Help others if needed - Share seat with others

Resources: Home Matrix

EVES STUDENTS ARE: 	Morning Routine 	Getting to School 	After School 	Homework 	Mealtime 	Evening Routine 
RESPECTFUL 	<ul style="list-style-type: none"> - Listen to adult directions - Say "Please" and "Thank You" 	<ul style="list-style-type: none"> - "Have a nice day" - "Thanks for the ride" 	<ul style="list-style-type: none"> - Represent your family by being courteous and polite - Respect citizens, homes, and property around school 	<ul style="list-style-type: none"> - Ask for help respectfully 	<ul style="list-style-type: none"> - Say "Please," "Thank You," and ask to be excused - Share conversation about your day 	<ul style="list-style-type: none"> - Thank your parent(s)
RESPONSIBLE 	<ul style="list-style-type: none"> - Get up on time - Get cleaned up (shower) and dressed on time - Make your bed 	<ul style="list-style-type: none"> - Bring your backpack, lunch, books, etc. - Be ready to leave on time 	<ul style="list-style-type: none"> - Prioritize (homework, chores, sports, etc.) - Keep track of time and be on time 	<ul style="list-style-type: none"> - Complete on time - Put everything in your backpack when finished 	<ul style="list-style-type: none"> - Help set the table and clean-up - Eat the meal that is prepared for you 	<ul style="list-style-type: none"> - Put your clothes away and lay out clothes for the next day - Brush your teeth and get to bed on time
SAFE 	<ul style="list-style-type: none"> - Turn off any electronics - Lock doors to home 	<ul style="list-style-type: none"> - Buckle up - Follow bus/crosswalk rules 	<ul style="list-style-type: none"> - Move/play safely - Follow all After School Program or home rules 	<ul style="list-style-type: none"> - Work in a safe place - Good lighting and posture 	<ul style="list-style-type: none"> - Small bites - Use utensils correctly/safely 	<ul style="list-style-type: none"> - Clean up toys or other items - Know safety plan in case of fire, tornado, etc.
KIND 	<ul style="list-style-type: none"> - Try a morning smile or compliment 	<ul style="list-style-type: none"> - Greet teachers and staff - Make a new friend 	<ul style="list-style-type: none"> - Share - Ask others to join in on activities 	<ul style="list-style-type: none"> - "Thanks for the help" 	<ul style="list-style-type: none"> - Follow eating manners 	<ul style="list-style-type: none"> - End the day with nice words or thoughts












Resources: Spanish School Matrix

Matriz de Expectativas de Comportamiento de la Escuela Primaria East View

<p>Los estudiantes de EVES son:</p> 	<p>SALÓN DE CLASES</p> 	<p>PASILLO</p> 	<p>BAÑO</p> 	<p>CAFETERÍA</p> 	<p>PATIO DE RECREO</p> 	<p>AUTOBÚS</p> 
<p>Respetuoso</p> 	<ul style="list-style-type: none"> - Usa palabras amables y acciones 	<ul style="list-style-type: none"> - Seguir las indicaciones de un adulto - Nivel de voz cero - Mantener el espacio personal. 	<ul style="list-style-type: none"> - Nivel de voz cero - Darle privacidad a la gente. - Espera tu turno - Mantener las paredes limpias. 	<ul style="list-style-type: none"> - Come tu propia comida - Escuchar a TODOS los adultos - Levanta la mano para pedir ayuda. - Nivel de voz uno 	<ul style="list-style-type: none"> - Usa palabras amables - Sé un buen deportista. - Respetar la naturaleza. - Usar el equipo correctamente. 	<ul style="list-style-type: none"> - Seguir direcciones - Usa palabras amables - Tranquila hablando
<p>Responsable</p> 	<ul style="list-style-type: none"> - Trae todos los suministros - Gire el trabajo a tiempo - Cuidar los materiales del aula 	<ul style="list-style-type: none"> - Camina directamente a tu ubicación - Mantener su lugar en línea - dejar la propiedad solo 	<ul style="list-style-type: none"> - Flush - Lavarse y secarse las manos. - Tira la basura 	<ul style="list-style-type: none"> - Quédate en tu asiento - Limpia tu area 	<ul style="list-style-type: none"> - Cuidar el equipo. - Permanecer dentro de los límites - Siga las instrucciones de los adultos. 	<ul style="list-style-type: none"> - Mantenga un registro de todas sus pertenencias - Dejar la propiedad solo
<p>Seguro</p> 	<ul style="list-style-type: none"> - KHFOOTY - Trabajar, jugar y moverse con seguridad 	<ul style="list-style-type: none"> - KHFOOTY - Camina por el lado derecho. - Mantenga los zapatos atados 	<ul style="list-style-type: none"> - KHFOOTY - Caminar a los puestos - Mantenga los pisos secos y limpios. 	<ul style="list-style-type: none"> - KHFOOTY - Caminar a líneas 	<ul style="list-style-type: none"> - KHFOOTY - Estar alerta 	<ul style="list-style-type: none"> - KHFOOTY - Permanezcan sentados
<p>Tipo</p> 	<ul style="list-style-type: none"> - Felicitar a los demás - Ayudar a los compañeros de clase. - Compartir materiales. 	<ul style="list-style-type: none"> - Saludar a los demás con "Hola" o "Buenos días". -Recoger la basura si la ves y tirarla. 	<ul style="list-style-type: none"> - Sé paciente y espera tu turno. - Recoger la basura si la ves y tirarla. 	<ul style="list-style-type: none"> - Utilice por favor, gracias, y de nada. -Espera tu turno - Seguir los modales de comer 	<ul style="list-style-type: none"> - Usa palabras alentadoras. - Compartir y turnarse. - Incluir a otros en juego. - Juega limpio 	<ul style="list-style-type: none"> - Ayuda a otros si es necesario - Compartir asiento con otros.


Resources: Spanish Home Matrix

Matriz de expectativas de comportamiento en el hogar

EVES LOS ESTUDIANTES SON: 	Rutina de la mañana 	Llegar a la escuela 	Después del colegio 	Deberes 	Hora de comer 	Rutina de la tarde 
RESPECTUOSO 	<ul style="list-style-type: none"> - Escuchar direcciones de adultos - Di por favor y gracias" 	<ul style="list-style-type: none"> - "Que tengas un buen día" - "Gracias por el aventón" 	<ul style="list-style-type: none"> - Representa a tu familia siendo cortés y educado - Respetar a los ciudadanos, hogares y propiedades alrededor de la escuela. 	<ul style="list-style-type: none"> - Pedir ayuda respetuosamente 	<ul style="list-style-type: none"> - Diga "Por favor", "Gracias" y pida que lo excusen - Comparte la conversación sobre tu día 	<ul style="list-style-type: none"> - Gracias a tus padres
RESPONSABLE 	<ul style="list-style-type: none"> - Levántate a tiempo - Limpiarse (ducharse) y vestirse a tiempo. - Tiende tu cama 	<ul style="list-style-type: none"> - Trae tu mochila, almuerzo, libros, etc. - Estar listo para salir a tiempo 	<ul style="list-style-type: none"> - Priorizar (tareas, tareas, deportes, etc.) - Mantener un registro del tiempo y estar a tiempo 	<ul style="list-style-type: none"> - Completar a tiempo - Pon todo en tu mochila cuando termines 	<ul style="list-style-type: none"> - Ayuda a poner la mesa y limpiar - Comer la comida que se prepara para usted 	<ul style="list-style-type: none"> - Guarda tu ropa y distribuye la ropa para el día siguiente - Cepillarse los dientes y acostarse a tiempo
SEGURO 	<ul style="list-style-type: none"> - Apaga cualquier electrónica - Cierre las puertas de la casa 	<ul style="list-style-type: none"> - Cinturón de seguridad - Seguir las reglas del autobús / cruce de peatones 	<ul style="list-style-type: none"> - Mover / jugar con seguridad - Siga todas las reglas del programa después de la escuela o del hogar 	<ul style="list-style-type: none"> - Trabajar en un lugar seguro. - Buena iluminación y postura 	<ul style="list-style-type: none"> - Bocados pequeños - Usar utensilios correctamente / con seguridad 	<ul style="list-style-type: none"> - Limpiar juguetes u otros artículos. - Conocer el plan de seguridad en caso de incendio, tornado, etc.
TIPO 	<ul style="list-style-type: none"> - Prueba una sonrisa matutina o un cumplido 	<ul style="list-style-type: none"> - Saludar a los profesores y al personal. - Haz un nuevo amigo 	<ul style="list-style-type: none"> - Compartir - Pedir a otros que se unan a las actividades 	<ul style="list-style-type: none"> - "Gracias por la ayuda" 	<ul style="list-style-type: none"> - Seguir los modales de comer 	<ul style="list-style-type: none"> - Termina el día con bonitas palabras o pensamientos

Resources: Dojo Tracking Sheet

's Dojo Points

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

Sunsational Referral

_____ was:

Being Respectful

Being Responsible
Kind

Being Safe

Be

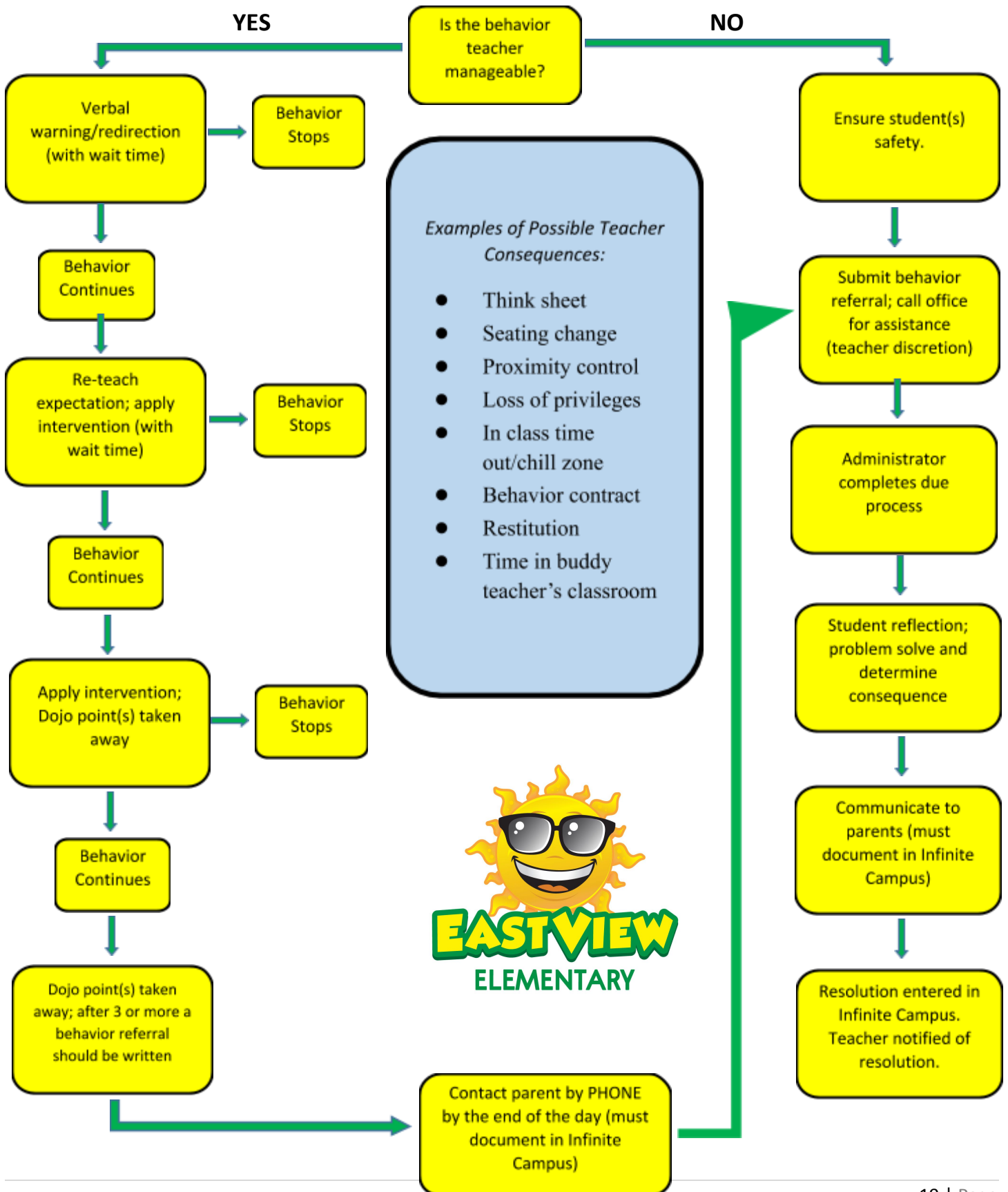
Positive Action:

Staff Member

Thank you for making our school better through your actions at East View Elementary School!



East View Elementary Behavior Flow Chart





East View Elementary School Office Referral Definitions



Minor Problem Behavior	Definition
Defiance/Disrespect/ Non-compliance (M-Disrespect)	Student blatantly refuses to respond to adult requests/directions. May possibly have slight attitude and use the words such as: So, whatever...
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption...with talking or actions (tapping pencil, making noises/humming, etc)
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language...obvious curse words and other derogatory phrases
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact...horseplay, playful not hateful
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property....drawing on school property, breaking resources (pencils)
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries...leaving the classroom without permission
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, devices (iPad, iPod, Tablets, etc) music/video players, camera, and/or computer.

* 3 minors = 1 major if it's the SAME behavior

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.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student blatantly repeatedly refuses to follow directions, talks back and/or delivers socially rude interactions/attitude...severe name calling and severe behavior
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; roughhousing; and/or sustained out-of-seat behavior.

Dress Code Violation (Dress)	Student wears clothing that does not fit the dress code guidelines on 3 or more occasions
Fighting (Fight)	Student is involved in mutual physical violence...hateful not playful
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries...leaving the school building without permission
Lying/Cheating (Lying)	Student repeatedly gives untrue message 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, throwing objects, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.

Use/Possession of Weapons (Weapons)	Student is in possession of knives, guns, or other weapons (real or look alike), or other objects readily capable of causing bodily harm.
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Possible 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 adult(s) attention.
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 peer(s) attention.
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.

Administrative Decision	Definition
Bus Suspension (Bus susp)	Consequence for referral results in a period time (days) when student is not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects around the school building.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
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 Admin. Decision (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 period of time (days) 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. Documented in Infinite Campus.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Saturday School (Sat sch)	Consequence for referral results in student attending classes on a Saturday (8-11 a.m.)
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.