

# PBIS

Positive Behavior Intervention  
and Support



**KELLEY**  
K O A L A S

# STAFF HANDBOOK

**KINDNESS**EFFORT**SAFETY**

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# UNDERSTANDING PBIS

## WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is an evidence-based approach used nationwide for developing positive behavior and creating a positive climate for learning. Children learn about behavioral expectations throughout the school day and are encouraged to continue the expectations at home.

A few important principles of PBIS:

- Every child can learn proper behavior
- Stepping in early can prevent more serious behavior problems
- Each child is different and schools need to provide many kinds of behavior support
- Following a child's behavioral progress is important
- Teachers/Schools must gather and use data to make decisions about behavior problems

In order to support both students and staff, PBIS is the framework that we use to implement our behavior systems district-wide.

### **PBIS is:**

- A framework that helps improve behavior and academics by improving school climate
- For ALL students, ALL staff, and ALL settings
- Ongoing, deliberate work

### **PBIS is not:**

- A curriculum or canned program
- A program for the 'behavior' kids, taught by 'someone else'
- 'One and Done'- (just hang a poster on the wall, teach one lesson)

PBIS includes three tiers of support for students. Each tier targets a specific group of the student body. Below is a breakdown of each tier, along with a visual to better understand the targeted groups.

### **TIER 1:**

#### **Generalized Support**

**(80-90% of student body)**

- Schoolwide
- All children learn basic behavior expectations in all school settings
- Designed to reduce problem behaviors
- Increase instructional time
- Important for staff to stay consistent with expectations
- Staff regularly recognizes and praises expectations
- The use of small rewards to encourage children

### **TIER 2:**

#### **More Targeted Support**

**(5-15% of student body)**

- Extra support for students who are demonstrating at-risk behaviors
- Will require more adult attention and positive reinforcement
- Students receive evidence-based interventions, support, and instruction
- Prevents worsening of problem behavior

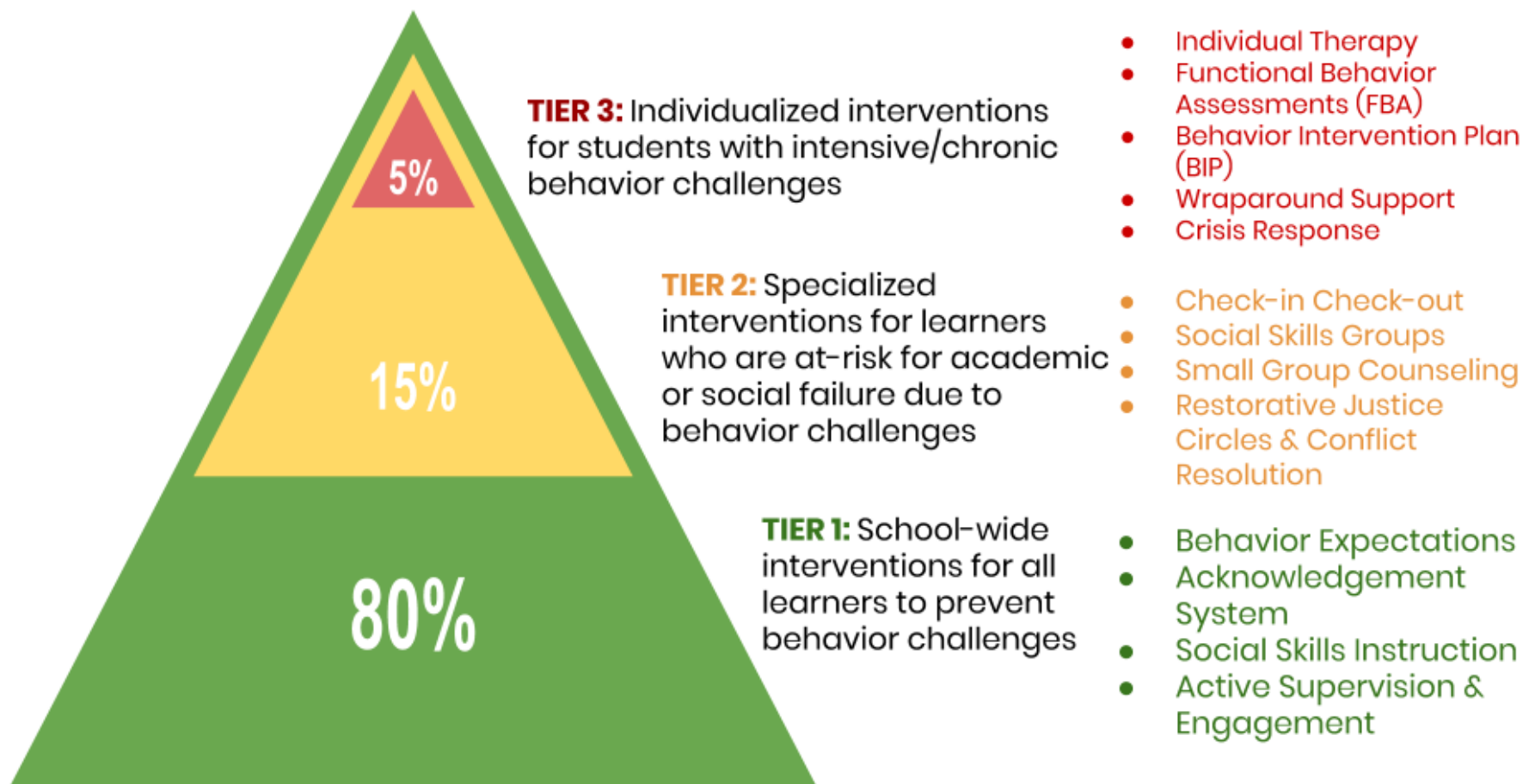
### **TIER 3:**

#### **Intensive Support**

**(1-5% of student body)**

- Most intensive level
- Student engages in highly disruptive, or dangerous behavior(s)
- Individualized supports and services for high-risk behavior
- Identify why student is behaving the way they do
- Change social/academic factors contributing to misbehavior

# MULTI-TIERED SYSTEMS of SUPPORT (MTSS)



# KELLEY ELEMENTARY'S MULTI-TIERED SYSTEMS of SUPPORT



## Kelley Elementary Pyramid of Interventions



- Beyond SST
- IEP
- 504 Plan
- Parent Communication Log

- Beyond SST
- IEP
- 504 Plan
- Student Contracts
- Parent Communication Log
- 1:1 Counseling
- Adult Mentoring

**TIER 3**  
Intensive Support  
1-5%  
of student body

- Instructional Strategists
- Reading Specialists
- SIPPS
- Heggerty
- Voyager
- Summer Academy
- Step Up

- CICO
- SEL Counselor
- TBS Counselor
- Women on the Move
- Silent Mentoring
- Restorative Practices

**TIER 2**  
More Targeted Support  
5-15%  
of student body

Academic

Behavioral

- iReady
- iStation (DLI)
- Ellevation
- SIPPS
- Heggerty
- Tutoring

- PBIS Kelley Cash
- Leader In Me
- PBIS Student Store
- PBIS Incentive Activities
- Kelley KES Student of the Week/Trimester Awards
- Schoolwide Expectations

**TIER 1**  
Generalized Support  
80-90%  
of student body

**TIER 1**  
**GENERALIZED SUPPORT**





# PBIS: KELLEY ELEMENTARY

## PBIS at KELLEY ELEMENTARY



Kelley Elementary is committed to making sure that all students are able to have a positive learning experience by creating an environment in which they can grow academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment.


PBIS provides proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social success, and college and career readiness.

The foundation of PBIS at Kelley Elementary centers around three behavior expectations, also known as the Kelley KEyS: **Kindness**, **Effort**, and **Safety**. Each behavior expectation is explicitly taught for specific settings at the school. Through the use of strategies, lessons, modeling, and hands-on-activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, office, and restrooms. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

# Kelley Elementary PBIS Mission Statement






Our implementation of PBIS can be read in our mission statement:

**KELLEY ELEMENTARY  
SCHOOL** 

**HOME OF THE KOALAS**

Kelley Elementary is committed to teaching and learning the essential academic and social skills by modeling **K**indness, showing **E**ffort, and being **S**afe.

**KINDNESS**      **EFFORT**      **SAFETY**

# **PBIS Tier I: Team Members**



We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 1 team. Each member of the team helps maintain the behavior expectations throughout the many different locations on our campus by providing positive feedback and reinforcements to our students. Tier 1 members at Kelley Elementary School consists of:

- Internal coach(es) for PBIS
  - Mr. Berge
  - Mrs. Nava
- at least one teacher for each grade level (K-5th)
- at least one DLI teacher
- at least one administrator
- site specialists such as instructional strategist, reading specialist, and/or school psychologist
- Education Specialist
- Parent(s) and/or stakeholder(s)

Having this diversity on our Tier 1 team helps provide the best support system possible within our school and for our students.

The PBIS team meets on a monthly basis to discuss a variety of behavioral methods, interventions, and/or strategies that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in and out of the classroom.

An updated list of the Tier 1 Team will be posted and distributed in September. This allows for new additions to the team to take place, as well as those who may have retired or left to be removed.

# Area Specific Matrices



The foundation of PBIS at Kelley Elementary centers around three behavior expectations: **Kindness**, **Effort**, and **Safety**. Each behavior expectation should not only be modeled, but consistently and explicitly taught for specific settings at the school. This means that for each area, students should be expected to know:

- what it should look like in that particular setting
- what it should sound like in that particular setting

It is important that students be provided with a clear understanding of expected school behaviors in **all** of the school settings. This will ensure:

- We are creating a positive experience for the students at school
- Instructional time will have minimal disruptions
- Students are maximizing their time in that setting
- Students have a positive view of their school

Students are not expected to learn the modeled behavior and expectations quickly. It is important that all adults remember to be consistent with what the expectations are and that it be modeled continually throughout the school year.

School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. Use the matrices as a teaching tool so that students learn to refer to them and have an understanding of them.

You will find the specific area matrices on the following pages. There are samples of positive phrasing frames for each behavior expectation for that particular area for you to refer to.



# OFFICE

## RULES / EXPECTATIONS

# K

### KINDNESS

- SPEAK CLEARLY TO THE ADULT
- BRING A PASS FROM AN ADULT
- SAY "PLEASE", "THANK YOU", & "EXCUSE ME"

# E

### EFFORT

- STAY IN YOUR SEAT
- BRING WORK WITH YOU
- ASK PERMISSION TO GET OUT OF YOUR SEAT

# S

### SAFETY

- SIT CORRECTLY IN THE CHAIR
- KEEP HANDS & FEET TO ONESELF
- KEEP OBJECTS IN YOUR POSSESSION

## Positive Phrasing Frames

<p><b>K</b></p> <p>Kindness</p>	<p>-Speak clearly when an adult asks you a question</p> <p>-Bring a pass from an adult</p> <p>-Use polite language; "Please", "Thank You", "Excuse Me"</p>	<p>-Thank you for speaking clearly and kindly in answering my question.</p> <p>-Thank you for using kind and polite language</p> <p>-It was nice talking with you</p>
<p><b>E</b></p> <p>Effort</p>	<p>-Stay in your seat</p> <p>-Raise your hand to ask permission to get out of your seat</p> <p>-Bring work with you</p>	<p>-Thank you for your effort in waiting patiently and quietly.</p> <p>- You're doing a wonderful job of staying in your seat quietly.</p> <p>-Thank you for raising your hand and asking for permission.</p>
<p><b>S</b></p> <p>Safety</p>	<p>-Keep your hands and other objects to yourself</p> <p>-Keep all four legs of a chair and table on the floor</p>	<p>-Thank you for being safe by keeping your hands and feet to yourself.</p> <p>-Thank you for being safe in keeping all four legs of your chair on the floor</p> <p>- You're doing a wonderful job of being safe.</p>



# CAFETERIA

## RULES / EXPECTATIONS

# K

**KINDNESS**

- WAIT PATIENTLY
- LEAVE SPACE
- USE YOUR MANNERS

# E

**EFFORT**

- KNOW YOUR LUNCH NUMBER
- KEEP YOUR AREA CLEAN
- USE INSIDE VOICES
- LISTEN TO ALL SUPERVISORS

# S

**SAFETY**

- WALK AT ALL TIMES
- HOLD TRAY WITH 2 HANDS
- CLEAN UP AFTER YOURSELF
- TAKE TURNS

## Positive Phrasing Frames

<p><b>K</b></p> <p><b>Kindness</b></p>	<ul style="list-style-type: none"> <li>-Wait patiently for your turn</li> <li>-Leave space between people in line</li> <li>-Use manners</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for modeling kindness by waiting patiently.</li> <li>- You're doing a wonderful job of respecting others' space.</li> <li>-Thank you for using good manners and being polite.</li> </ul>
<p><b>E</b></p> <p><b>Effort</b></p>	<ul style="list-style-type: none"> <li>-Be prepared with your lunch number/name</li> <li>-Keep your area clean</li> <li>-Use inside voices</li> <li>-Listen to Noon-Duty Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for your effort in being prepared with your lunch number/name.</li> <li>- Your effort in keeping your area clean is excellent.</li> <li>- You're doing a wonderful job of speaking quietly and using an inside voice.</li> <li>-Thank you for showing respect and listening to the noon-duty supervisors.</li> </ul>
<p><b>S</b></p> <p><b>Safety</b></p>	<ul style="list-style-type: none"> <li>-Walk at all times</li> <li>-Hold the tray with two hands</li> <li>-Clean up after yourself</li> <li>-Take turns</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for being safe by walking in the cafeteria.</li> <li>- You're doing a great job of holding your tray with two hands.</li> <li>-Thank you for picking up dropped food/trash and being safe.</li> </ul>



# LIBRARY

## RULES / EXPECTATIONS

# K

**KINDNESS**

- WAIT PATIENTLY & QUIETLY
- TREAT ALL BOOKS WITH CARE
- SAY "PLEASE" & "THANK YOU" TO THE LIBRARIAN

# E

**EFFORT**

- USE THE SHELF MARKER
- USE INSIDE VOICES
- ASK PERMISSION TO GET OUT OF YOUR SEAT

# S

**SAFETY**

- SIT CORRECTLY IN THE CHAIR
- WALK QUIETLY IN THE LIBRARY
- HOLD BOOK WITH BOTH HANDS
- KEEP HANDS & FEET TO ONESELF

## Positive Phrasing Frames

<p><b>K</b></p> <p><b>Kindness</b></p>	<p>-Be respectful to the librarian by using "Please" and "Thank You"</p> <p>-Wait patiently and quietly for your turn while the librarian is checking books in and/or out to students</p> <p>-Respect all materials and books by using proper care</p>	<p>-Thank you for being kind in using respectful language while speaking to the librarian.</p> <p>- You're doing a wonderful job of showing kindness by waiting patiently and quietly.</p> <p>-Thank you for showing kindness in respecting library materials and books.</p>
<p><b>E</b></p> <p><b>Effort</b></p>	<p>-Raise your hand to ask permission to get out of your seat</p> <p>-Use the shelf marker correctly when looking for a book</p> <p>-Use inside voices when entering and using the library</p>	<p>-Thank you for your effort in raising your hand and asking permission politely.</p> <p>- You're doing an excellent job of using your shelf marker correctly.</p> <p>-Thank you for your effort in speaking with an inside voice.</p>
<p><b>S</b></p> <p><b>Safety</b></p>	<p>-Keep your hands and feet to yourself</p> <p>-Keep all four legs of chairs on the floor</p> <p>-Always walk quietly throughout the library</p> <p>-Use both hands to hold books carefully</p>	<p>-Thank you for being safe by keeping your hands and feet to yourself.</p> <p>- You're doing an excellent job of being safe by keeping all four legs of your chairs on the floor.</p> <p>- You're doing a wonderful job of being safe by walking carefully and holding your book(s) with two hands.</p>



# HALLWAY RULES / EXPECTATIONS

# K

**KINDNESS**

- WALK QUIETLY
- USE RESPECTFUL LANGUAGE
- KEEP HANDS & FEET TO ONESELF
- BE RESPECTFUL TO CLASSES IN SESSION

# E

**EFFORT**

- MODEL GOOD BEHAVIOR
- USE WALKWAYS CORRECTLY
- BE QUICK & PUNCTUAL TO YOUR DESTINATION

# S

**SAFETY**

- KEEP SPACE AROUND YOU & OTHERS WHEN WALKING
- USE YELLOW LINES TO WALK
- STAY CLEAR OF SAFETY CIRCLES BY THE DOORS
- USE GRADE LEVEL RESTROOMS

## Positive Phrasing Frames

<p><b>K</b></p> <p><b>Kindness</b></p>	<ul style="list-style-type: none"> <li>-Walk quietly</li> <li>-Use respectful language</li> <li>-Keep hands and feet to yourself</li> <li>-Be respectful to classes in session</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for modeling kindness by walking quietly.</li> <li>- You did a wonderful job of using respectful language.</li> <li>-Thank you for modeling kindness to the classes that are in session.</li> </ul>
<p><b>E</b></p> <p><b>Effort</b></p>	<ul style="list-style-type: none"> <li>-Model good behavior</li> <li>-Be quick and punctual to your destination</li> <li>-Use walkways correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for your effort in modeling good behavior.</li> <li>- Your effort in being quick and punctual to your destination is excellent.</li> <li>-Great job in using walkways to get to your destination.</li> </ul>
<p><b>S</b></p> <p><b>Safety</b></p>	<ul style="list-style-type: none"> <li>-Keep space around you and others when walking</li> <li>-Stay clear of the safety circles by the doors</li> <li>-Use yellow lines to walk</li> <li>-Use assigned grade level restrooms</li> </ul>	<ul style="list-style-type: none"> <li>- You're doing a wonderful job of being safe by leaving space between you and others.</li> <li>- You're doing an excellent job of staying safe by being aware of your surroundings and by walking on yellow lines.</li> <li>-Thank you for being safe by using the appropriate grade level assigned restrooms.</li> </ul>



# PLAYGROUND

## RULES / EXPECTATIONS

# K

**KINDNESS**

- USE RESPECTFUL LANGUAGE
- TAKE TURNS & WAIT PATIENTLY
- SHARE PLAY EQUIPMENT
- HAVE A POSITIVE ATTITUDE

# E

**EFFORT**

- SHOW GOOD SPORTSMANSHIP
- FREEZE WHEN THE BELL RINGS
- USE RESTROOM & GET WATER BEFORE THE BELL RINGS

# S

**SAFETY**

- WALK ON THE BLACKTOP
- WALK TO YOUR LINE
- FOLLOW TEACHER'S DIRECTIONS
- KEEP HANDS/FEET TO ONESELF



## Positive Phrasing Frames

<p><b>K</b></p> <p><b>Kindness</b></p>	<ul style="list-style-type: none"> <li>-Use respectful language</li> <li>-Take turns and wait patiently</li> <li>-Share play equipment with others</li> <li>-Have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for modeling kindness by using polite words.</li> <li>- You're doing a wonderful job of modeling kindness by waiting for your turn patiently.</li> <li>-Thank you for modeling kindness by sharing the ball with others.</li> </ul>
<p><b>E</b></p> <p><b>Effort</b></p>	<ul style="list-style-type: none"> <li>-Show good sportsmanship</li> <li>-Before the bell rings, use restrooms and get a drink of water</li> <li>-Freeze when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for your effort in showing good sportsmanship.</li> <li>- You did an excellent job at using the restroom and getting a drink before the bell rang.</li> <li>- You did a wonderful job of freezing when the bell rang.</li> </ul>
<p><b>S</b></p> <p><b>Safety</b></p>	<ul style="list-style-type: none"> <li>-Follow the teacher's directions</li> <li>-Walk on the blacktop</li> <li>-Walk to your line</li> <li>-Keep hands/feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for showing effort and listening to the teacher..</li> <li>- You're doing a great job of being safe by walking on the blacktop.</li> <li>-Thank you for being safe by walking to your line.</li> <li>-Thank you for keeping your hands and feet to yourself.</li> </ul>



# BATHROOM

## RULES / EXPECTATIONS

### **K** KINDNESS

- RESPECT PRIVACY
- WAIT PATIENTLY FOR YOUR TURN
- USE RESPECTFUL LANGUAGE

### **E** EFFORT

- FLUSH THOROUGHLY
- LEAVE TOILET CLEAN
- WASH YOUR HANDS
- USE SUPPLIES CORRECTLY

### **S** SAFETY

- ONLY 4 STUDENTS IN THE RESTROOM AT A TIME
- WAIT PATIENTLY OUTSIDE
- REPORT ANY SAFETY ISSUES

## Positive Phrasing Frames

<p><b>K</b></p> <p>Kindness</p>	<ul style="list-style-type: none"> <li>-Respect privacy</li> <li>-Wait patiently for your turn</li> <li>-Use respectful language</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for modeling kindness by respecting the privacy of others.</li> <li>- You're doing a wonderful job of modeling kindness by waiting for your turn.</li> <li>-Thank you for saying excuse me.</li> </ul>
<p><b>E</b></p> <p>Effort</p>	<ul style="list-style-type: none"> <li>-Use supplies correctly</li> <li>-Flush thoroughly</li> <li>-Leave toilet clean</li> <li>-Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for using restroom supplies appropriately.</li> <li>-Thank you for your efforts in leaving the restroom clean for others.</li> </ul>
<p><b>S</b></p> <p>Safety</p>	<ul style="list-style-type: none"> <li>-Only 4 students in the restroom at one time</li> <li>-Wait patiently outside</li> <li>-Report any safety issues</li> </ul>	<ul style="list-style-type: none"> <li>-I love the effort you're showing by waiting quietly outside.</li> <li>-Thank you for being safe and telling me about the broken sink.</li> </ul>



# GARDEN

## RULES / EXPECTATIONS

# K

**KINDNESS**

- ASK BEFORE HARVESTING ANY CROPS
- BE GENTLE TO THE PLANTS
- RESPECT ALL INSECTS

# E

**EFFORT**

- WATER THE PLANTS
- PULL THE WEEDS
- KEEP THE GARDEN CLEAN / PICK UP TRASH

# S

**SAFETY**

- WALK IN THE GARDEN
- TAKE TURNS USING THE TOOLS
- HANDLE GARDENING TOOLS CAREFULLY

## Positive Phrasing Frames

<p><b>K</b></p> <p><b>Kindness</b></p>	<ul style="list-style-type: none"> <li>-Ask before harvesting any crops</li> <li>-Be gentle to the plants</li> <li>-Respect all insects</li> </ul>	<ul style="list-style-type: none"> <li>-Thank you for being kind and asking before picking the fruit.</li> <li>- You're doing a great job of modeling kindness by being gentle to the plants.</li> <li>-Thank you for being kind to the ladybugs and leaving them alone.</li> </ul>
<p><b>E</b></p> <p><b>Effort</b></p>	<ul style="list-style-type: none"> <li>-Water the plants</li> <li>-Pull the weeds</li> <li>-Keep the garden clean/pick up trash</li> </ul>	<ul style="list-style-type: none"> <li>-I appreciate the effort you put into watering all the plants.</li> <li>-Thank you for your efforts in pulling the weeds.</li> <li>- Your showing wonderful effort in picking up the trash in the garden.</li> </ul>
<p><b>S</b></p> <p><b>Safety</b></p>	<ul style="list-style-type: none"> <li>-Walk in the garden</li> <li>-Take turns using the tools</li> <li>-Handle gardening tools carefully</li> </ul>	<ul style="list-style-type: none"> <li>-I love the safety you're showing by walking in the garden.</li> <li>-I appreciate the effort you're showing in waiting to use the hose.</li> <li>-Thank you for being safe and not playing with the gardening tools.</li> </ul>

# KELLEY ELEMENTARY SCHOOL SCHOOL-WIDE MATRIX

K  
E  
S

LIBRARY	OFFICE	HALLWAY	CAFETERIA	PLAYGROUND	RESTROOM	GARDEN
<ul style="list-style-type: none"> <li>• Wait patiently &amp; quietly</li> <li>• Treat all books with care</li> <li>• Say "Please" &amp; "Thank you" to the librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly to the adult</li> <li>• Bring a pass from an adult</li> <li>• Say "Please", "Thank you", &amp; "Excuse me"</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly</li> <li>• Use respectful language</li> <li>• Keep hands &amp; feet to oneself</li> <li>• Be respectful to classes in session</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Leave space</li> <li>• Use your manners</li> </ul>	<ul style="list-style-type: none"> <li>• Use respectful language</li> <li>• Take turns &amp; wait patiently</li> <li>• Share play equipment</li> <li>• Have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Respect privacy</li> <li>• Wait patiently for your turn</li> <li>• Use respectful language</li> </ul>	<ul style="list-style-type: none"> <li>• Ask before harvesting any crops</li> <li>• Be gentle to the plants</li> <li>• Respect all insects</li> </ul>
<ul style="list-style-type: none"> <li>• Use the shelf marker</li> <li>• Use inside voices</li> <li>• Ask permission to get out of your seat</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your seat</li> <li>• Bring work with you</li> <li>• Ask permission to get out of your seat</li> </ul>	<ul style="list-style-type: none"> <li>• Model good behavior</li> <li>• Use walkways correctly</li> <li>• Be quick &amp; Punctual to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Know your lunch number</li> <li>• Keep your area clean</li> <li>• Use inside voices</li> <li>• Listen to all supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Show good sportsmanship</li> <li>• Freeze when the bell rings</li> <li>• Use restroom &amp; get water before the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>• Flush thoroughly</li> <li>• Leave toilet clean</li> <li>• Wash your hands</li> <li>• Use supplies correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Water the plants</li> <li>• Pull the weeds</li> <li>• Keep the garden clean / Pick up trash</li> </ul>
<ul style="list-style-type: none"> <li>• Sit correctly in the chair</li> <li>• Walk quietly in the library</li> <li>• Hold book with both hands</li> <li>• Keep hands &amp; feet to oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly in the chair</li> <li>• Keep hands &amp; feet to oneself</li> <li>• Keep objects in your possession</li> </ul>	<ul style="list-style-type: none"> <li>• Keep space around you &amp; others when walking</li> <li>• Use yellow lines to walk</li> <li>• Stay clear of safety circles by the doors</li> <li>• Use grade level bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Hold tray with 2 hands</li> <li>• Clean up after yourself</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on the blacktop</li> <li>• Walk to your line</li> <li>• Follow teacher's directions</li> <li>• Keep hands / feet to oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Only 4 students in the restroom at a time</li> <li>• Wait patiently outside</li> <li>• Report any safety issues</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in the garden</li> <li>• Take turns using the tools</li> <li>• Handle gardening tools carefully</li> </ul>

# TEACHING EXPECTATIONS & ROUTINES

## ***How long should it take to teach the behaviors on the matrix?***

- Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

## ***And then I'm done, right?***

- Not quit. Plan to teach "booster" lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

## ***What do you mean by "teach" the expectations?***

- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors.

## ***How much time am I supposed to commit to this?***

- Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks it should only take 2-5 minutes to review or refresh as needed.

### ***How do I fit this in with everything else?***

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain a fun and positive learning environment.

### ***How is this different from teaching “procedures”?***

- As described in Harry Wong's book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:
  - What to do when you enter the classroom.
  - How to get the teacher's attention.
  - What to do when you need to go to the bathroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values : KINDNESS, EFFORT and SAFETY. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.

# SCHEDULE OF TEACHING



Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

August 2022- September 2022

- Create and Teach school-wide and classroom behavior expectations daily.

September 2022 through November 2022

- Teach school-wide and classroom behavior expectations 2-3 times per week. (review with Google Slides/classroom matrices)

December 2022 through March 2023

- PBIS Booster Meeting
- Teach school-wide and classroom behavior expectations weekly/reference keys using Google slides/classroom matrices.

April 2023 through May 2023

- Teach school-wide and classroom behavior expectations as needed.

Review/Reteach School-wide and Classroom Behavior Expectations:

- November (after Thanksgiving Break)
- January (after Winter Break)
- March (after Spring Break)

On the following pages, you will find sample lessons to help support the teaching of the behavior expectations in the various areas of the school.

A blank lesson plan has been provided as well.

# CAFETERIA



## EXPECTATIONS LESSON PLAN

### I. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Wait Patiently</li><li>● Leave Space</li><li>● Use Your Manners</li></ul>	<ul style="list-style-type: none"><li>● Know Your Lunch Number</li><li>● Keep Your Area Clean</li><li>● Use Inside Voices</li><li>● Listen to All Supervisors</li></ul>	<ul style="list-style-type: none"><li>● Walk at All Times</li><li>● Hold Tray with 2 Hands</li><li>● Clean Up After Yourself</li><li>● Take Turns</li></ul>

### III. Tell Why Expectations Are Important

Following the cafeteria expectations is great practice for when you eat at someone else's house or at a restaurant.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Walk in line quietly facing forward.</li><li>● Keep my hands on my own lunch.</li><li>● Use a quiet voice while in the cafeteria.</li><li>● Clean up my trash at the lunch table and floor area.</li><li>● Raise my hand and wait for the supervisor to excuse me.</li></ul>	<ul style="list-style-type: none"><li>● Running, pushing, or playing in line.</li><li>● Putting my hands on others' lunches.</li><li>● Yelling, screaming, or talking loudly while in the cafeteria.</li><li>● Leaving my trash at the lunch table and floor area.</li><li>● Leaving to go to recess without permission.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson



# OFFICE



## EXPECTATIONS LESSON PLAN

### II. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Speak Clearly to the Adult</li><li>● Bring a Pass from an Adult</li><li>● Say “Please”, “Thank You”, &amp; “Excuse Me”</li></ul>	<ul style="list-style-type: none"><li>● Stay in Your Seat</li><li>● Bring Work with You</li><li>● Ask Permission to Get Out of Your Seat</li></ul>	<ul style="list-style-type: none"><li>● Sit Correctly in the Chair</li><li>● Keep Hands &amp; Feet to Oneself</li><li>● Keep Objects in Your Possession</li></ul>

### III. Tell Why Expectations Are Important

While in public offices, showing good manners and honoring other’s work spaces will allow them to help you with what you need.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Use quiet voices.</li><li>● Show my pass to the office staff.</li><li>● Wait patiently to be acknowledged.</li><li>● Will say “Please”, “Thank you”, or “Excuse me” to the office staff.</li><li>● Sit quietly with my feet to the floor and bottom in the chair.</li></ul>	<ul style="list-style-type: none"><li>● Use loud voices or yelling/screaming/making noises.</li><li>● Show up to the office without permission/pass.</li><li>● Interrupt or be rude/disrespectful to the office staff.</li><li>● Use disrespectful language to the office staff.</li><li>● Fall out of/get up from the chair and walk around the office.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# LIBRARY



## EXPECTATIONS LESSON PLAN

### III. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Wait Patiently &amp; Quietly</li><li>● Treat All Books with Care</li><li>● Say “Please” &amp; “Thank You” to the Librarian</li></ul>	<ul style="list-style-type: none"><li>● Use the Shelf Marker</li><li>● Use Inside Voices</li><li>● Ask Permission to Get Out of Your Seat</li></ul>	<ul style="list-style-type: none"><li>● Sit Correctly in the Chair</li><li>● Walk Quietly in the Library</li><li>● Hold Book with Both Hands</li><li>● Keep Hands &amp; Feet to Oneself</li></ul>

### III. Tell Why Expectations Are Important

Literacy is the ticket to learning and the key to a successful life.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Enter quietly and use quiet voices.</li><li>● Return books/shelf markers in good condition.</li><li>● Use the shelf marker correctly and put books back correctly on the shelf if I don't want it or am done with it.</li><li>● Will say “Please”, “Thank you”, or “Excuse me” to the librarian.</li><li>● Sit quietly with my feet to the floor and bottom in the chair.</li></ul>	<ul style="list-style-type: none"><li>● Use loud voices or screaming/making noises.</li><li>● Return books/shelf markers dirty/broken/sticky.</li><li>● Not use the shelf marker correctly; leave books on the floor or in the wrong place after taking them out.</li><li>● Interrupt or be rude/disrespectful to the librarian.</li><li>● Fall out of/get up from the chair and walk around the library.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# HALLWAY

## EXPECTATIONS LESSON PLAN



### IV. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Walk Quietly</li><li>● Use Respectful Language</li><li>● Be Respectful to Classes in Session</li></ul>	<ul style="list-style-type: none"><li>● Model Good Behavior</li><li>● Use Walkways Correctly</li><li>● Be Quick &amp; Punctual to Your Destination</li></ul>	<ul style="list-style-type: none"><li>● Keep Space Around You &amp; Others when Walking</li><li>● Use Yellow Lines to Walk</li><li>● Stay Clear of Safety Circles by the Doors</li><li>● Use Grade Level Restrooms</li></ul>

### III. Tell Why Expectations Are Important

Cooperation with a team leads to a well-functioning society.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Use quiet feet and voices.</li><li>● Walk quickly to and from where I'm going without getting distracted .</li><li>● Walk by other classrooms silently.</li><li>● Use the yellow line to walk in a single file line with my hands and feet to myself and keep up with the class.</li></ul>	<ul style="list-style-type: none"><li>● Stomping or using loud voices/screaming.</li><li>● Waste time by stopping to read things, dawdling, or talking to others in the hallway.</li><li>● Looking into or distracting other rooms as I walk by.</li><li>● Walk next to another person in line or in a group and lag behind the rest of the class.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# PLAYGROUND

## EXPECTATIONS LESSON PLAN



### V. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Use Respectful Language</li><li>● Take Turns &amp; Wait Patiently</li><li>● Share Play Equipment</li><li>● Have a Positive Attitude</li></ul>	<ul style="list-style-type: none"><li>● Show Good Sportsmanship</li><li>● Freeze When the Bell Rings</li><li>● Use Restroom &amp; Get Water Before the Bell Rings</li></ul>	<ul style="list-style-type: none"><li>● Walk on the Blacktop</li><li>● Walk to Your Line</li><li>● Follow Teacher's Directions</li><li>● Keep Hands/Feet to Oneself</li></ul>

### III. Tell Why Expectations Are Important

Abiding by the playground rules and including everyone provides the opportunity to make new friends and make good choices in life .

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Use kind, appropriate language.</li><li>● Accept when others win a game.</li><li>● Stop and wait for the whistle to be blown to line up.</li><li>● Line up in a single file at the designated spot for my class.</li><li>● Use the bathroom, get water, then play.</li></ul>	<ul style="list-style-type: none"><li>● Use unkind or bad language .</li><li>● Get mad/ throw a tantrum/call others cheaters when others win a game .</li><li>● Moving/playing with equipment before the teacher has blown the whistle.</li><li>● Dawdle/waste time getting back to my class' spot to line up.</li><li>● Play in the bathroom or use the bathroom after recess.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# BATHROOM

## EXPECTATIONS LESSON PLAN



### VI. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Respect Privacy</li><li>● Wait Patiently for Your Turn</li><li>● Use Respectful Language</li></ul>	<ul style="list-style-type: none"><li>● Flush Thoroughly</li><li>● Leave Toilet Clean</li><li>● Wash Your Hands</li><li>● Use Supplies Correctly</li></ul>	<ul style="list-style-type: none"><li>● Only 4 Students in the Restroom at a Time</li><li>● Wait Patiently Outside</li><li>● Report Any Safety Issues</li></ul>

### III. Tell Why Expectations Are Important

Exhibiting healthy hygiene habits ensures a healthy and happy lifestyle.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Use respectful, quiet voices when in the bathroom.</li><li>● Clean up after myself by flushing the toilet and placing my trash in the trash can.</li><li>● Give others privacy.</li><li>● Make sure the restrooms look nice and clean after use.</li><li>● Wait patiently outside when 4 students are in the restroom.</li></ul>	<ul style="list-style-type: none"><li>● Screaming, being loud, and/or using bad language in the bathroom.</li><li>● Throwing paper towels, squirting soap onto the floor, leaving the water running or forgetting to flush the toilet.</li><li>● Peeking overt, under, or inside of the restroom stalls.</li><li>● Destroy things in the bathroom or write on the wells or stalls.</li><li>● Running in and out of the restroom or going into restroom when 4 students are in the restroom.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# GARDEN



## EXPECTATIONS LESSON PLAN

### VII. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

### II. Teach Expectations for Specific Settings:

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>
<ul style="list-style-type: none"><li>● Ask Before Harvesting Any Crops</li><li>● Be Gentle to the Plants</li><li>● Respect All Insects</li></ul>	<ul style="list-style-type: none"><li>● Water the Plants</li><li>● Pull the Weeds</li><li>● Keep the Garden Clean/Pick up Trash</li></ul>	<ul style="list-style-type: none"><li>● Walk in the Garden</li><li>● Take Turns Using the Tools</li><li>● Handle Gardening Tools Carefully</li></ul>

### III. Tell Why Expectations Are Important

Understanding how fruits/ vegetables grow and the importance of the insects that inhabit/visit the garden will ensure a healthy and happy lifestyle.

### IV. Demonstrate Expectations

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>
<ul style="list-style-type: none"><li>● Using the correct form of harvesting the fruits/vegetables.</li><li>● Ignoring the insects/bugs in the garden.</li><li>● Walking using the paths in the garden.</li><li>● Handling the gardening tools carefully.</li></ul>	<ul style="list-style-type: none"><li>● Pulling or picking the fruits/vegetables incorrectly so that the crops/trees will get damaged.</li><li>● Stepping/swatting the insects in the garden.</li><li>● Running/jumping over the vegetable beds in the garden.</li><li>● Playing/throwing/tossing gardening tools in the garden.</li></ul>

### V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

**SETTING:** \_\_\_\_\_

**EXPECTATIONS LESSON PLAN**



**VIII. Review School-Wide Expectations**

Show Kindness, Effort, and Safety.

**II. Teach Expectations for Specific Settings:**

<u>KINDNESS</u>	<u>EFFORT</u>	<u>SAFETY</u>

**III. Tell Why Expectations Are Important**

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**IV. Demonstrate Expectations**

<u>EXAMPLE</u>	<u>NON-EXAMPLE</u>

**V. Provide Opportunities to Practice**

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

# ACKNOWLEDGEMENT SYSTEM

Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. It is crucial that Kelley staff works diligently to make sure that all students who demonstrate positive behaviors are recognized for it.

All staff at Kelley Elementary are able to acknowledge student's positive behavior throughout the school day with the use of verbal praise and/or Kelley KEyS Cash.

## **What is Kelley KEyS Cash?**

- It is our school-wide recognition system. Part of PBIS is the use of consistent positive reinforcement of appropriate behavior.
- Any staff member who observes students demonstrating the school behavior expectations (kindness, effort, safety) can issue the students Kelley KEyS Cash.
- This recognition can take place in all areas of the school, and from all staff members.
- Kelley KEyS Cash can be saved and/or spent in the Kelley KEyS store for a variety of treats such as stickers, books, pencils, etc.
- The Kelley KEyS Store is open for the students during lunchtime (days and times may vary or may change due to unforeseen circumstances).

<b>Kelley KEyS Cash</b>		
_____		
<i>was caught showing:</i>		
<input type="checkbox"/> Kindness	<input type="checkbox"/> Effort	<input type="checkbox"/> Safety
Date: _____		
Staff Awarding: _____		



# Whole School Recognition Activities

## **PBIS Kickoff & Bring Your Parent to School Day**

- **What is it?** On a minimum day in August or September, we have our PBIS Kickoff BBQ. Parents are invited to attend part of the school day with their child. Parents go through various activities including a presentation by the administration that describes PBIS, a tour of the school, a visit to their child's classroom, and an opportunity to eat lunch with their child. Parents are able to pre-purchase lunch if they want to eat the same meal as their child.
- **Teacher Responsibility:** Prior to the event, each grade level is asked to create a poster/banner that can be hung and displayed in the front of the school. On the day of the kickoff, you are asked to teach a PBIS themed lesson to your class highlighting one of the Kelley behavior expectations (kindness, effort, safety) during the parent visit. If possible, involve the parents in the lesson. You will also be given a survey on this day for parents to complete before they leave.

## **Friday Morning Assembly**

- **What is it?** Every Friday (weather permitting), all classes from 1st through 5th grade will meet on the blacktop to participate in a schoolwide flag salute before going to class. During this time, we will say *The Pledge of Allegiance* aloud and then recite the Kelley KEyS and the Kelley Elementary School Mission Statement. Following the pledge and the mission statement, Teacher's Choice Awards will be distributed by the administrator or a designee. Students will receive a certificate or award from the teacher at the end of the day (provided by administration).
- **Teacher Responsibility:** Add 2-3 students to the Teacher's Choice clipboard in the staff lounge before the morning assembly. You can do this throughout the week. Please monitor your students to make sure they are modeling the Kelley KEyS and being respectful throughout the assembly. During this time, be sure to remind your students to remove hoods and hats to show respect. There should also be no side conversations during this time.

## **Student Store**

- **What is it?** Every first and third Friday of the month, the Kelley KEyS store will be open. Teachers are provided a schedule with their time of when they may go to the store. They are able to use their Kelley Cash to purchase items from the store. Students are expected to bring their Kelley Cash with them. If they miss out on using it, they always have the opportunity to use it at another time.
- **Teacher Responsibility:** Have a place in your classroom for students to have easy access to their Kelley Cash (pocket chart, pencil boxes, etc...). Try and remind them to get their Kelley Cash on the days the store is open.

# REINFORCEMENT/POSITIVE FEEDBACK

## Preventative Prompts

As educators, we become experts at knowing what times of the day or areas of learning will cause unwanted behavior to occur. By being able to **predict** when these unwanted behaviors will happen, it is highly likely that we can **prevent** them by prompting the expected behavior just before it is needed.

- Pleasantly prompt expected behavior just prior to times it would be beneficial
- Prevents inappropriate behavior by setting the environment and students up for success

### Example:

*"Before we start our reading lesson, remember our class expectations are to show kindness and effort by listening to me and your peers. This means listening carefully and quietly for directions and raising our hands to speak."*



# Reinforcement/Positive Feedback



It is not enough just to teach expected behavior, we also need to regularly reinforce and acknowledge students for engaging in appropriate behavior. Research has shown that you can improve behavior by 80% just by pointing out what someone is doing correctly. It is important for all staff to pay attention to positive behavior and recognize it. There are many ways to provide reinforcement to students. Below are a few examples:

## VERBAL: What we Say

- Use student names
- Nice job!
- You're on the right track.
- You're doing much better.
- Great work!
- Etc.

## NON-VERBAL: What we Do

- Smile
- Nod
- Greetings (hand shakes, high 5's, etc.)
- Thumbs up
- Etc.

## OTHER: What they Get

- Kelley Cash
- Call home
- Certificates
- Classroom incentives
- Etc.

In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction. It is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

So remember, how often should you give positive attention?

# 5:1

5 positives to 1 correction

# Positive Contacts vs. Behavior Specific Praise (BPS)



Positive contacts help create connections with students and a positive school environment. Behavior Specific Praise (BPS) is a strategy to use when our goal is to increase the likelihood of appropriate behavior being repeated. Both are important! Providing the student with the **What** they were caught doing and **Why** you are praising them, helps increase the likelihood that the behavior will be learned and continued. “When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem.” (Davis, 2007)

Use this table as a guide for creating a Behavior Specific Praise statement:

Student/Group	Praise	What (describe behavior)	Connect to Matrix
Insert Name(s)	Well done! Way to go... You've got it! Nice job! Great work! I love it! That's amazing! Good for you...	What do you see/hear/notice? The more specific your feedback the better.  Use the Matrix!	That is... <ul style="list-style-type: none"> <li>● Kind</li> <li>● Showing effort</li> <li>● safe</li> </ul>

## Samples:

- “Hey 2nd graders, awesome job taking turns during recess today! You all showed great effort with playground behavior.”
- “Thank you Jose and Mark- you're being kind by working quietly together while I review with the class.”
- “Adam, you pushed in everyone's chairs at your table group. That was very safe...Thank you!

# DISCIPLINE vs. PUNISHMENT

PBIS focuses on teaching, modeling, practicing, and reinforcing positive social behavior rather than punishing inappropriate behavior. PBIS does include consequences, as part of a positive discipline system that is designed to help students develop skills. Consequences differ from punishments in their purpose, characteristics, and results.

**Our intentions must be to help kids behave and not harm them in the process.**

## Disciplinary Consequences

### Purpose/Characteristics:

- A teaching approach, helping individuals develop/learn skills
- Embedded in a motivating and encouraging environment
- Logical, related to problem behavior
- Loss of any privilege is paired w/increased opportunity to learn

**Result:** LEARNING. Increased self-discipline and acquisition of skills. Maintains and/or improves relationships.

## Punishments

### Purpose/Characteristics:

- Produce some kind of emotional/psychological pain, hoping that will motivate individuals to change their behavior
- Fear-based
- Often unrelated to the behavior, or illogical

**Result:** Lower engagement, increased defiance/disrespect, increased peer conflict, higher rates of substance abuse, vandalism, etc. Damages relationships.

# CONSEQUENCES & INTERVENTIONS

## Documenting Behaviors

Behavior documentation allows everyone involved to have ongoing communication about students' progress toward following expectations. Through the documentation we are able to better assess each students' individual needs and provide specific lessons, interventions, strategies, and/or support.

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with pre-stage interventions to help the student get back on track with following the rules, routines, and expectations of the school. The next step would be minor consequences for first offenses to a more severe consequence for repeat offenses.

- **Pre-Stage Interventions:**

- In order to maximize student instructional time, we encourage staff to deal with classroom managed behavioral issues in the classroom as much as possible. Kelley Elementary has developed a clear discipline plan, in which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for the classroom have been laid out.

- **Minor Referral:**

- Staff will use the Minor Referral form and log any minor discipline issues that they can handle in the classroom once they have implemented pre-stage interventions with the student, but the student is non-responsive to those interventions. The staff will choose

appropriate interventions for the student's behavior. The student will have *four opportunities* to correct the negative behavior/s.

- o If the student has not improved the behavior (within a 30-day period), the staff member will take the minor referral with all documentation and discipline logs, along with a major office referral and send the student to the office during non-instructional time. The office will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.

- **Major Office Referral:**

- o Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include but are not limited to student conference, time in office, community service, parent contact, parent conference, etc. If behavior patterns continue, Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.

The following pages contain materials outlining the consequence system at our school:

- Pre-Stage Interventions & Definitions
- Kelley Elementary Behavior Flow Chart
- Discipline Matrix: Minor Infraction & Intervention Grid
- Discipline Matrix: Major Infraction & Intervention Grid
- Minor Discipline Log
- Minor Problem Behavior Definitions
- Function of Behavior
- Major Referral Form

# Pre-Stage Interventions



In order to maximize student instructional time, we encourage you to deal with classroom managed behavioral issues in the classroom as much as possible. The diagram below provides pre-stage interventions to respond to behavioral issues that arise in your classroom or areas where you are supervising. When correcting student behavior, use the lowest intensity/level of response needed to support student learning and change the unexpected behavior. Definitions are provided on the next page.

**Planned Ignoring**

**Physical Proximity**

**Signal/Non-Verbal Cue**

**Direct Eye Contact**

**Praise (BPS) the Appropriate Behavior in Others**

**Redirect**

**Provide Choice**



# Definitions of Strategies



## **Planned Ignoring**

Ignore student behaviors when their motivation is attention, and continue instruction without stopping.

## **Physical Proximity**

Using teacher proximity to communicate teacher awareness, caring, and concern.

## **Signal/Non-Verbal Cue**

Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.

## **Direct Eye Contact**

The “teacher look” to get attention and non-verbally prompt a student.

## **Praise (BPS) the Appropriate Behavior in Others**

Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.

## **Redirect**

Restate the desired behavior.

## **Provide Choice**

Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

# Kelley Elementary Behavior Flow Chart

**Observe Problem Behavior**

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

**Teacher/Staff  
Managed Behaviors**

**Pre-Stage (Informal  
Interventions/Warnings)**

**Intervention 1: Reteach  
Behavior/Expectations.** Restate, reteach, and rehearse behavior to meet school expectations. Contact home (phone log). Document minor.

**Intervention 2: Re-teach &  
Reflection.** Review expectation one to one. Increase praise. Loss of 1 recess. Contact home (phone log). Document minor.

**Intervention 3: Written Behavior  
Reflection Sheet.** Review expectation. Provide reflection sheet. Loss of all recesses that day and next. Contact home (phone log). Document minor. Contact home (phone log/sheet). Document minor.

**Intervention 4: Support  
Intervention.** Review expectation. Immediate time out in buddy room. Notify adult mentor. Loss of all recesses (2-5 days). Contact home (phone log/sheet). Document minor.

**5th Offense: Office Referral**  
Send Major Referral Form with documented minor, phone log, and all documentation.

**5 Steps in Teaching  
Positive Behavior:**

1. Explain
2. Demonstrate and Model
3. Rehearse/Guided Practice
4. Perform Independently
5. Review/Reteach

**Office  
Managed Behaviors**

**Interventions:**

- Student conference with administrator
- Reflection/reteach/rehearse behavior.
- Time in office
- Detention
- In-School Suspension
- Out-of-School Suspension
- Community Service
- Student Contract
- Loss of Privilege
- Parent/Administrator Conference
- Parent Contact
- Parent requested to attend school
- Recommendation for Expulsion

If behavior continues hold an SST and refer student to Tier II or Tier III team and supports.

If behavior continues and interventions are not modifying behaviors refer to TBS, CWA, SCCS & other community resources (refer to RUSD Tiered Support Framework)..

**Administrative  
Responsibilities:**

1. Incident entered into Synergy
2. Provide feedback to teacher of actions taken in a timely manner

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
<b>Profanity/Vulgarity/ Inappropriate Language</b> <ul style="list-style-type: none"> <li>• name calling</li> <li>• racial taunting</li> </ul>	<b>Fighting/Physical Aggression (intended) (EC48900 A1, A2, S)</b> <ul style="list-style-type: none"> <li>• multiple kicks, hitting, pushing, biting (w/mark), etc. w/intent to do harm</li> </ul>
<b>Physical Contact (reaction)</b> <ul style="list-style-type: none"> <li>• single pushing/shoving/kicking</li> <li>• biting (w/no marks)</li> </ul>	<b>Habitual Profanity/ Vulgarity &amp; Obscenity (EC48900 I, K)</b> <ul style="list-style-type: none"> <li>• racial taunting/slurs</li> </ul>
<b>Ignored Adult Directive/Disrespect/Defiance</b> <ul style="list-style-type: none"> <li>• talking back</li> <li>• not completing class work</li> <li>• not following directions</li> </ul>	<b>Disruptive (EC48900 K)</b> Willfully and habitually disrupting school activities and defying school authority
<b>Observational Behavior</b> <ul style="list-style-type: none"> <li>• running in hallway</li> <li>• poor line behavior</li> <li>• throwing food &amp; other objects</li> </ul>	<b>Leaving School Grounds w/o Permission (EC48900 K)</b> Student of his own free will vacates school property
<b>Disruptive</b> <ul style="list-style-type: none"> <li>• tattling</li> <li>• distracting other students disrupting class/school activities</li> </ul>	<b>Making Threat/ Intimidation/Harassment/ Bullying (EC48900 A1, I, O, R)</b> Ongoing and consistent targeted verbal threats of aggression against another person. Creating an intimidating or hostile environment.
<b>Stealing</b> <ul style="list-style-type: none"> <li>• petty theft (w/little or no value)</li> <li>• stickers, eraser toppers, etc.</li> </ul>	<b>Vandalism of Personal/School Property (EC48900 F)</b> <ul style="list-style-type: none"> <li>• Graffiti, etching, etc.</li> </ul>
<b>Dress Code Violation</b> <ul style="list-style-type: none"> <li>• flip flops</li> <li>• inappropriate language on clothing</li> </ul>	<b>Possession and/or Use of a Weapon/Dangerous Items (EC48900 B, M)</b> <ul style="list-style-type: none"> <li>• knives, bullets, lighters, etc.</li> </ul>
<b>Pre-Bullying/Threats/Pre- Harassment</b> <ul style="list-style-type: none"> <li>• Victim not visibly or emotionally upset of the act</li> </ul>	<b>Theft/ Robbery/ Extortion (EC48900 E, G)</b> Attempted or committed robbery of personal or school property
<b>Lying/Cheating/Gossip</b> <ul style="list-style-type: none"> <li>• forgery, copying</li> <li>• starting rumors, talking about others</li> </ul>	<b>Drug Paraphernalia/Unlawful possession of/or solicitation (EC48900 C, D)</b> Possesses, is under the influence, or arranges to sell any controlled substance
<b>Property/Playground Misuse</b> <ul style="list-style-type: none"> <li>• using equipment inappropriately or disrespectfully</li> </ul>	
<b>Cell Phone/Electronic Devices</b> <ul style="list-style-type: none"> <li>• texting and/or calling someone during instructional time</li> </ul>	

# Discipline Matrix

## MINOR Infraction & Intervention Grid

MINOR INFRACTIONS	DEFINITION/EXAMPLE	CLASS/TEACHER INTERVENTIONS	
Profanity/Vulgarity/ Inappropriate Language	Low-level, accidental slip, Profanity=First few offenses of profanity before it is "Habitual" (e.g. "shut up", "stupid", "gay", and non-directed or isolated profanity)	<p><b>Pre-Stage (Informal Interventions/Warnings)</b> Do one or more:</p> <ol style="list-style-type: none"> <li>1. Pre-correction—placement of student (to avoid problem from the beginning)</li> <li>2. Proximity to student</li> <li>3. Verbal Cue (i.e. Johnny, eyes on me)</li> <li>4. Non Verbal Cue—hand gesture to mouth/ear, standing by student</li> <li>5. Explain, demonstrate, and model expectation.</li> </ol> <p><b>INTERVENTION 1- Reteach Behavior/Expectations: (Formal Intervention -document on Minor Referral)</b> Do all:</p> <ol style="list-style-type: none"> <li>1. Same as above</li> <li>2. Restate expectation—i.e. "Kindness is a school expectation. We want to show kindness to everyone here at Kelley."</li> <li>3. Reteach and rehearse appropriate behavior to meet school expectations.</li> <li>4. Contact home (document on phone log).</li> </ol> <p><b>INTERVENTION 2-Reteach &amp; Reflection: (Document on Minor Referral)</b> Do all:</p> <ol style="list-style-type: none"> <li>1. Review school expectations.</li> <li>2. Discuss behavior one to one (student verbally restates what the expectation is, what they did, and what they can do differently).</li> <li>3. Contact home (document on phone log)</li> <li>4. Increase praise for appropriate behavior.</li> <li>5. Loss of 1 recess.</li> </ol>	<p><b>INTERVENTION 3- Written Behavior Reflection Sheet (Document on Minor Referral)</b> Do all:</p> <ol style="list-style-type: none"> <li>1. Review school expectations.</li> <li>2. Provide Reflection Sheet for student to fill out.</li> <li>3. Parent phone call, send note home for parent signature, or meet with parent in person.</li> <li>4. Loss of all recesses in that day and next day</li> </ol> <p><b>INTERVENTION 4- Support Intervention (Document on Minor Referral)</b> Do all:</p> <ol style="list-style-type: none"> <li>1. Review school expectations.</li> <li>2. Immediate time-out in a Buddy Room (no more than 20 min.).</li> <li>3. Notify adult w/student rapport for mentoring</li> <li>4. Loss of all recesses (2-5 days)</li> <li>5. Parent phone call, send note home for parent signature, or meet with parent in person.</li> </ol> <p><b>5<sup>th</sup> OFFENSE (Office Referral)</b></p> <ol style="list-style-type: none"> <li>1. Becomes a <b>Major Infraction</b> – Send to the office with Minor Referral log, phone log, and all documentation of previous infractions and teacher actions.</li> </ol> <p><b>Note ~ Per Ed Code, teachers have a right to do an on-campus suspension for the remainder of the day and the next day. This right can be exercised at any time student violates ED Codes 48900 (i.e. "Major Infraction") and teacher has exhausted all correctible remedies. You must contact the parent immediately to let them know you have done an on-campus suspension.</b></p>
Physical Contact	No intent to seriously injure. (e.g. single hit or kicks, play fighting, wrestling, rough housing, chasing, back slapping, shoulder punching, pushing, etc.)		
Ignored Adult Directive/Disrespect/Defiance	Not following directions, non-compliant, non-responsive. (e.g. talking back, off task, not completing work, eye rolling, talking in class, not working, refusing to follow directions, comments like "I don't want to" or "Whatever", etc.)		
Observable Behavior	Low-level, non-habitual behaviors displaying not following rules/expectations (e.g. running in the hallway, poor line behavior, throwing food & other objects)		
Disruptive	Low-level behaviors=First few offenses before it is "Habitual" (e.g. talking, playing, passing notes, out of seat, outbursts, blurting out, tapping, whistling, etc.) (be careful with ADHD kids)		
Stealing	Petty theft with little or no value (e.g. sticker, eraser topper, etc.)		
Dress Code Violation	Wearing clothes that do not fit within the dress code guidelines practiced by the district. (e.g. flip flops, sandals w/o a strap, inappropriate writing or pictures, sagging, etc.)		
Pre-Bullying / Threats / Pre-Harassment	Low-level, first few offenses before it is "MAJOR OFFENSE", victim is not visibly or emotionally upset of the act, no real disruption, or true threat.		
Lying/Cheating/Gossip	Starting rumors, talking about others, copying, forgery		
Property/Playground Misuse	Not following playground rules, using other equipment inappropriately and disrespectfully, not sharing etc.		
Cell Phones / Electronic Devices	Bringing cell phones, video games, etc. per District Guidelines		

# Discipline Matrix

## MAJOR Infraction & Intervention Grid

MAJOR INFRACTIONS	DEFINITION/EXAMPLE	ED CODE	ADMINISTRATIVE ACTIONS / INTERVENTIONS
Fighting / Physical Aggression	Willful force with malicious intent to hurt another student often with visible marks, redness, or swelling. Mutual combat (e.g. Multiple hits or kicks, hitting, pushing, biting (w/marks), choking, etc. with intent to do harm)	EC48900 A1 EC48900 A2 EC48900 S	<p>Administrative actions may include <u>one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Student conference with Administrator</li> <li>• Reflection/Reteach/Rethink Behavior</li> <li>• Time in office</li> <li>• Detention</li> <li>• In-school suspension</li> <li>• Out of school suspension</li> <li>• Community Service</li> <li>• Refer to Tier II or Tier III interventions</li> <li>• Student contract</li> <li>• Loss of Privilege</li> <li>• Parent/Administrator Conference</li> <li>• Parent Contact</li> <li>• Parent requested to attend school</li> <li>• Recommendation for Expulsion</li> </ul>
Habitual Profanity/ Vulgarity & Obscenity	Intentional/habitual profanity and/or inappropriate language, directed verbal assault or with implied meaning. Acted obscenely towards another student or adult on school property. <b>Example:</b> directed profanity, racial slurs/taunting, comments with explicit meaning, etc...Showing private parts, making suggestive/sexual movements towards someone, etc.	EC48900 I EC48900 K	
Disruptive	Willfully and habitually disrupting school activities and defying the authority of supervisors, teachers, staff, etc. engaged in the performance of their duties.	EC48900 K	
Leaving School Grounds w/out Permission	Student of his own free will vacates school property.	EC48900 K	
Making Threats / Intimidation/ Harassment/Bullying	<u>Ongoing</u> acts of intimidation, comments in oral or written form that explicitly or implicitly imply that harm will be brought upon another student. Any continuously <u>repeated</u> act that results in another student becoming worried or afraid for their safety. <u>Bullying is defined as any severe or pervasive physical or verbal act or conduct.</u> <b>Examples:</b> "I'm going to get you after school", "I'm going to beat you up", "I'm going to .....", "You'd better watch your back", etc...	EC48900 A1 EC48900 I EC48900 O EC48900 R	
Vandalism of Personal/School Property	Caused or attempted to cause damage to school or personal property. <b>Examples:</b> Graffiti, etchings, etc...	EC48900 F	
Possession and/or Use of a Weapon/Dangerous Items	Student possesses any firearm, knife, explosive, or other dangerous object including shocking devices, laser pointers, lighters, matches, staples, etc. <b>Note:</b> Object needs to be confiscated by the teacher or administrator immediately.	EC48900 B EC48900 M	
Theft/Robbery/Extortion	Attempted or committed theft/robbery of school or personal property. <b>Note:</b> Attempted or committed theft/robbery under \$5.00 can warrant parent contact and community service for 2 weeks.	EC48900 E EC48900 G	
Drug Paraphernalia/Unlawful Possession of/or Solicitation	Student possesses, is/or has been under the influence of any controlled substance, alcohol, or intoxicant. Student offers, arranges, or negotiates to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.	EC48900 C EC48900 D	



# Kelley Elementary

# Minor Discipline Log

This form will expire in 30 days from initial intervention date,  
if there are no additional discipline behaviors or if the interventions have been effective.

Student: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Grade: \_\_\_\_\_

<b>Date</b>		This referral form may be submitted 5 school days after the initial intervention begins.	
<b>Location</b> Draw line from location to problem	<b>Minor Discipline Behavior Issue</b>	<b>Times</b>	<b>Intervention Used</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other _____

<b>Date</b>		This date represents a new school day	
<b>Location</b> Draw line from location to problem	<b>Minor Discipline Behavior Issue</b>	<b>Times</b>	<b>Intervention Used</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other _____

<b>Date</b>		This date represents a new school day	
<b>Location</b> Draw line from location to problem	<b>Minor Discipline Behavior Issue</b>	<b>Times</b>	<b>Intervention Used</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other _____

<b>Date</b>		This date represents a new school day	
<b>Location</b> Draw line from location to problem	<b>Minor Discipline Behavior Issue</b>	<b>Times</b>	<b>Intervention Used</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical: contact/aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other _____

### CHRONIC BEHAVIOR

5<sup>th</sup> day with MD behaviors within 30 days of initial interventions = write MOR  
send this MDL, the MOR, and the student to office during non-instructional time

<b>Minor Problem Behavior</b>	<b>Definition</b>
Defiance/Insubordination/Non Compliance	Student engages in brief or non-interruptive behavior such as failure to follow directions or talks back, but is easily redirected
Disrespect	Student delivers spontaneous/thoughtless, belittling of others, teasing, socially rude or dismissive messages to adults or students that can be easily redirected or ignored.
Disruption	Student engages in activities that are inappropriate and briefly disrupt such as tapping desk, clicking pen or slamming books. These can be easily redirected or ignored.
Inappropriate Language	Student engages in inappropriate language such as profanity or racial innuendos that are not directed at anyone in particular.
Physical Contact/Physical Aggression	Student engages in inappropriate physical contact such as <i>rough housing, corn dogging, flat tires or tripping</i>
Property Misuse	Student engages in misuse of property such as breaking pencil lead, placing gum on school property, writing on desk with non-permanent writing device or breaking erasers.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer which does not result in replacement. Examples could be visiting non-approved websites or rearranging desktop.

# Function of Behavior



When a Major referral is written, it requires reflection on the part of the adult to determine the most likely Function of the behavior. Identifying the underlying cause of behavior is important because it can help us determine how we should intervene on a behavior. If our *response* to the behavior does not address its underlying *cause*, then it's likely to continue.

<u>Perceived Motivation</u>	<u>Possible Causes</u>	<u>Intervention/Aligned Response</u>
<b>Obtain Peer Attention</b>	<ul style="list-style-type: none"> <li>• Poor social skills/communication; lack of conflict resolution strategies</li> <li>• Unclear rules/routines for student interaction</li> <li>• attain/maintain social status</li> <li>• poor/lack of peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Partner w/peer; give frequent opportunities to interact/collaborate; build friendships</li> <li>• Teach planned ignoring to class</li> <li>• Tie social rewards to appropriate behavior (e.g. class cheers or free time w/peers)</li> </ul>
<b>Obtain Adult Attention</b>	<ul style="list-style-type: none"> <li>• Lack of self-advocacy skills paired w/academic challenges</li> <li>• Unclear rules/routines for gaining teacher attention</li> <li>• Inadvertent reinforcement of behavior (responding to blurts)</li> <li>• High ratio of correction to positive</li> </ul>	<ul style="list-style-type: none"> <li>• Teach cue/signal for requisition help</li> <li>• Re-teach and reinforce expectations</li> <li>• Increase behavior specific praise</li> <li>• Increase opportunities to respond</li> <li>• task/enlist help for wide variety of classroom jobs/activities</li> </ul>
<b>Obtain Items/Activities</b>	<ul style="list-style-type: none"> <li>• Poor social skills/communication</li> <li>• Difficulty managing</li> </ul>	<ul style="list-style-type: none"> <li>• Teach requesting</li> <li>• Teach conflict resolution</li> <li>• Teach and reinforce</li> </ul>

	<p>transitions from preferred to non-preferred</p> <ul style="list-style-type: none"> <li>• Activity that is sought may have fewer academic demands</li> </ul>	<p>accepting disappointment</p> <ul style="list-style-type: none"> <li>• Identify and address academic challenges</li> </ul>
<b>Avoid Academics</b>	<ul style="list-style-type: none"> <li>• Unclear boundaries</li> <li>• Unclear rules or expectations</li> <li>• Unclear directions</li> <li>• Academic challenges (e.g. difficult task with insufficient support)</li> <li>• Low investment/motivation; lesson not engaging for student</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach or clarify rules/expectations</li> <li>• Be consistent in enforcement or application of rules</li> <li>• Give explicit directions for all task and activities</li> <li>• Provide academic support (e.g. small group instruction, scaffold work, etc.)</li> <li>• Alter instructional practices, increase opportunities to respond</li> </ul>
<b>Avoid Peers</b>	<ul style="list-style-type: none"> <li>• Relationship or socialization issues with peers (e.g. bullying, teasing)</li> <li>• Classroom community is not inclusive or welcoming of all</li> <li>• Lack of problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Address student's concerns and ensure that the student feels protected</li> <li>• Model respectful interactions</li> <li>• Build respectful classroom community</li> <li>• Provide tools for addressing peer-peer conflict</li> </ul>
<b>Avoid Adult</b>	<ul style="list-style-type: none"> <li>• Perceived disrespect or unkindness from teacher; difficulty accepting correction</li> <li>• Problems in the teacher-student relationship</li> <li>• Lack of pro-social skills; introverted</li> </ul>	<ul style="list-style-type: none"> <li>• Take steps to improve teacher-student relationship</li> <li>• Alter management practices (e.g. logical consequences rather than punishment)</li> <li>• Alter tone or approach when responding to student</li> </ul>





## MAJOR REFERRAL FORM

Student(s): \_\_\_\_\_ Grade Level: \_\_\_\_\_

Referring Staff: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<p style="text-align: center;"><b>Location (Check One):</b></p> <p> <input type="radio"/> Classroom      <input type="radio"/> Restrooms  <input type="radio"/> Playground      <input type="radio"/> Parking Lot  <input type="radio"/> Cafeteria      <input type="radio"/> Loading Zone  <input type="radio"/> Hallway      <input type="radio"/> Computer Lab  <input type="radio"/> Bus      <input type="radio"/> Library  <input type="radio"/> Office      <input type="radio"/> Special Event/Assembly/Field Trip  <input type="radio"/> Other _____         </p>	<p style="text-align: center;"><b>Possible Motivation (Check One):</b></p> <p> <input type="radio"/> Obtain Peer Attention  <input type="radio"/> Obtain Adult Attention  <input type="radio"/> Obtain Items/Activities  <input type="radio"/> Avoid Academics  <input type="radio"/> Avoid Peers  <input type="radio"/> Avoid Adults  <input type="radio"/> Don't Know  <input type="radio"/> Other _____         </p>
<p><b>Others Involved (Check One):</b></p> <p> <input type="radio"/> None      <input type="radio"/> Peers      <input type="radio"/> Staff      <input type="radio"/> Teacher      <input type="radio"/> Substitute      <input type="radio"/> Noon Duty Aide  <input type="radio"/> Other _____         </p>	
<p><b>Description of Events and Comments (Date _____ Time _____)</b></p>	
<p style="text-align: center;"><b>Office Managed Behaviors (Date _____)</b></p> <p> <input type="radio"/> Fighting/Physical Aggression(EC900a1, a2)  <input type="radio"/> Habitual Profanity(EC900i)____  <input type="radio"/> Leaving School Grounds without Permission____  <input type="radio"/> Threat/Intimidation(EC900r)____  <input type="radio"/> Vandalism(EC900f)____  <input type="radio"/> Weapons/Dangerous Items____  <input type="radio"/> Harassment(EC900.4)____  <input type="radio"/> Theft(EC900l)____  <input type="radio"/> Drug Paraphernalia/Unlawful Possession/Solicitation (EC900j)         </p>	<p style="text-align: center;"><b>Administrator/Office Interventions (Date _____)</b></p> <p> <input type="radio"/> Reflection/Reteach/Rehearse Behavior  <input type="radio"/> Conference with Administrator  <input type="radio"/> Time in Office  <input type="radio"/> Loss of Privilege  <input type="radio"/> Detention  <input type="radio"/> Community Service  <input type="radio"/> In-School Suspension  <input type="radio"/> Parent Contact  <input type="radio"/> Out of School Suspension  <input type="radio"/> Signature _____  <input type="radio"/> Recorded in Synergy (Office Use) Date: _____         </p>



# RESTORATIVE JUSTICE

As part of the ongoing practice of PBIS, Kelley Elementary is not only providing students a positive climate for learning, but tools to help them resolve problems to conflicts they may face. Kelley Elementary has included the implementation of *restorative justice*.

## ***So, what is restorative justice?***

Restorative justice is an approach to discipline that empowers students to resolve conflicts by:

- 1) having the student(s) own what they did
- 2) providing tools to the student(s) to help make it right for those hurt or affected
- 3) involving stakeholders/community in helping both the victim *and* the offender

We implement a variety of restorative disciplinary practices. The focus is on conflict resolution and personal growth rather than punishment.

Restorative disciplinary practices at Kelley Elementary include:

- Student Circles
- Norm Setting with the Classroom
- Community Building Circles
- Restorative Chats
- Using Curiosity Questions
- Active Listening
- Affective Communication
- Silent Mentoring
- SEL Lessons (Second Step)55

Below is a chart with a few of the restorative practices listed above, what they are, and examples.

<b>Restorative Practice</b>	<b>What is it?</b>	<b>Example</b>
Norm Setting	<ul style="list-style-type: none"> <li>● students discuss the values (honesty, kindness, etc.) that are important to them in a relationship</li> <li>● students take the values and turn them into action statements for the classroom</li> <li>● creating the norms should be student-driven (teacher as a facilitator)</li> </ul>	<p>“Tell the truth to the teacher, even when you do something wrong.”</p> <p>“Show kindness by always clapping for the students when they present in class.”</p> <p>“Say no if you know it is wrong.”</p>
Community Building Circles	<ul style="list-style-type: none"> <li>● students sit in a circle (teacher is facilitator)</li> <li>● teacher asks question to facilitate interest/buy in</li> <li>● allows students to get to know one another</li> <li>● allows students to get to know the teacher as well</li> <li>● builds a sense of community and trust</li> </ul>	<p>If you were an animal, what animal would you be and why?</p> <p>What is your favorite toy and why?</p> <p>If you could change anything about yourself, what would it be and why?</p> <p>If you could have a superpower, which one would you have?</p>
Active Listening	<ul style="list-style-type: none"> <li>● teacher mirrors students emotions and feeling about topic</li> <li>● paraphrase what student is saying</li> <li>● be present and validate the students feelings</li> </ul>	<p>“What I’m hearing you say is...”</p> <p>“I understand why you are upset.”</p> <p>“I cannot even imagine what you must be feeling, but thank you so much for sharing with me.”</p>

Restorative Practice	What is it?	Example
Restorative Chats	<ul style="list-style-type: none"> <li>● can be one on one or small group</li> <li>● done when students are not meeting the norms they created in the classroom</li> <li>● centered around 4 questions (in the example box)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>What happened?</b> (allows students to tell the whole story and feel heard)</li> <li>2. <b>What were you thinking at the time?</b> (allows for students to reflect on what they were thinking and/or feeling that may have led to the behavior)</li> <li>3. <b>Who or what was harmed?</b> (This question asks students to <u>be accountable</u> for their behavior. they realize that they have harmed someone/themselves and builds empathy)</li> <li>4. <b>How do you repair the harm?</b> (allows students to think of <u>how</u> they can make it right. They get to be part of deciding what happens and taking ownership of it)</li> </ol>
Using Curiosity Questions	<ul style="list-style-type: none"> <li>● use genuine questions to learn more about a situation</li> <li>● teacher would do one on one with student</li> <li>● can be used to help resolve a conflict</li> <li>● validates a student</li> <li>● gives student a sense of worth and importance</li> </ul>	<p>“You seem kind of off today, is everything okay?”</p> <p>“How did it make you feel when ____ hit you?”</p> <p>“What do you need ____ to say to you to feel better?”</p>

<b>Restorative Practice</b>	<b>What is it?</b>	<b>Example</b>
Affective Communication (I-messages)	<ul style="list-style-type: none"> <li>● statements used by the teacher to connect the actions of their students to the impact they have on them</li> <li>● requires teacher to be willing to be honest and share their feelings</li> <li>● ties the actions of an individual to the effect they had (this is something students often forget about)</li> </ul>	<p>“I feel/felt ____ when you ____.”</p> <p>“I would like/what I need is ____.”</p> <p>“I felt disappointed when I caught you cheating on the test.”</p> <p>“ I felt sad yesterday when I found out you lied to me because I have always trusted you. I need you to trust me enough to be honest with me.”</p>

# TIER 2 TARGETED SUPPORT



# PBIS Tier II: Team Members



Our PBIS Tier 2 team members consist of:

- Internal coach(es) for PBIS
  - Mr. Berge
  - Mrs. Nava
- teachers (one upper grade/one lower grade)
- administrators
- site specialists such as intervention strategist, reading specialist
- school psychologist
- Education Specialist

The team meets on a monthly basis to review specific data concerning students. They also provide assistance and work with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with the identified student(s) and together, will implement interventions as appropriate. It is imperative that parents also be involved in this process.

An updated list of the Tier 2 Team will be posted and distributed in September. This allows for new additions to the team to take place, as well as those who may have retired or left to be removed.

# REQUEST FOR ASSISTANCE

## Staff Request for Assistance

There are times when a staff member can feel that they have exerted all possible interventions to support a student and are faced with the difficult question of, “What else can I do?” Here at Kelley Elementary, we would like to make sure that all staff are provided with support if needed.

We have provided a sample of our *Staff Request for Assistance* forms on page 57-59. These forms can be found in the staff lounge. If you feel that you are in need of assistance that is beyond what you have provided, fill the forms out and turn them in. The Tier 2 team will review the forms, make contact with you and will take the following steps:

- Hold a meeting with you and the Tier 2 team
- come up with strategies, interventions, and/or a support system for that particular situation
- create an action plan
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance





**Staff Request for Assistance**

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

IEP: Yes No 504 Plan: Yes No

Staff Completing: \_\_\_\_\_ Date: \_\_\_\_\_

Describe the problem behavior (What does it look like? Be specific/give examples):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Academic Information:**

Do you believe that academic skills are impacting the problem behavior? Yes No Unsure

Grades:

Reading: \_\_\_\_\_ Language Arts: \_\_\_\_\_ Math: \_\_\_\_\_

**Internalized Behavior Concerns**

Check all that apply:

\_\_\_ Emotionally flat \_\_\_ Shy \_\_\_ Withdrawn \_\_\_ Anxious

\_\_\_ Sad/depressed often \_\_\_ Lonely \_\_\_ Difficulty making friends \_\_\_ Hurts self

Other: \_\_\_\_\_

**Externalized Behavior Concerns**

Check all that apply:

\_\_\_ Frequently absent/tardy \_\_\_ Contraband use/possession \_\_\_ Disruptive

\_\_\_ Non-cooperative \_\_\_ Lying/cheating \_\_\_ Tantrums

\_\_\_ Bullying \_\_\_ Aggressive towards others \_\_\_ Steals



**Problem Behavior Occurrence**

When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior (circle one)	With Whom does Problem Occur
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	
			Sometimes Often Almost Always	

**Possible Function of the Problem Behavior**

\_\_\_ Obtain Adult Attention

\_\_\_ Escape/Avoid Adult Attention

\_\_\_ Obtain Peer Attention

\_\_\_ Escape/Avoid Peer Attention

\_\_\_ Obtain Tangible/Activity

\_\_\_ Escape/Avoid Tangible/Activity

\_\_\_ Obtain Stimulation/Sensory

\_\_\_ Escape/Avoid Stimulation/Sensory

\_\_\_ Escape/Avoid Academics

Evidence supporting possible function:

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**Strategies You Have Tried to Address Problem Behavior**

Check all that apply:

- Established positive relationship with student       Self-monitoring
- Pre-correction and redirection       Modified assignments
- Tangible recognition for expected behavior/  
Reward program       Change of schedule for activities
- 4:1 positive verbal feedback       Provided extra assistance
- Retought expected behavior       Parent/Guardian contact
- Role played/practiced expected behavior       Counseled about behavior
- Systematic feedback about behavior       Behavior Contract
- Other (Specify) \_\_\_\_\_

How has the student responded to the above checked strategies?

\_\_\_\_\_  
\_\_\_\_\_

**Other Information**

What are the student's strengths, talents, and specific interests?

\_\_\_\_\_  
\_\_\_\_\_

What other information you think is important to know about this student?

\_\_\_\_\_  
\_\_\_\_\_

Mentor recommendations (certified or classified staff):

\_\_\_\_\_

Date Received: \_\_\_\_\_ Date Responded: \_\_\_\_\_

# Parent Request for Assistance



Kelley Elementary would like to make sure that all students and parents are provided with support if needed. With the large number of students and families that are a part of the Kelley Elementary community, it can be difficult for staff to know when a student or parent may need support.

We have provided a sample of our *Parent/Student Request for Assistance* form on page 57. These forms can be found in the front office. If you feel that a parent or family member is in need of assistance that is beyond what you can give, encourage them to fill the form out and turn it in. The Tier 2 team will review the form, make contact with whomever requested the assistance, and will take one of the following steps:

- come up with strategies, interventions, and/or a support system for that particular situation
- create an action plan
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance



## Parent/Student Request for Assistance

To Tier 2 PBIS Team

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

(circle one) IEP Yes No      504 Plan Yes No

Teacher: \_\_\_\_\_

1) I am a (circle one): **Family Member**    **Student**    **Other**

Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**2) Type of Concern:**

\_\_\_ Academic only

\_\_\_ Behavior only

\_\_\_ Both Academic and Behavior

**3) Briefly describe the reason for the request:**

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For school use only:

Date parent/student was notified of request (response should occur within 3 days):    /    /

# OPTIONS FOR TIER 2 INTERVENTIONS

## J.P.Kelley Elementary School

### Menu of Tier 2 Interventions

Intervention	Ideal Students	Data Source	Purpose
Academic Supports	Students performing “at-risk” academically in an identified area	Any Assessment (iReady, Screener, etc.)	Provide targeted interventions for students struggling with academic achievements based on foundational skills.
Reading Specialists	Students performing 1-2 years behind in phonics/language arts/reading	RUSD Phonics, Phoneme, & HFW Screeners (K-3rd) iReady	Provide targeted interventions for students struggling with academic achievements in phonics/language arts/reading based on foundational skills.
Behavior Contracts	Student who would benefit from individualized behavior monitoring	ODR	Provide daily/weekly, individualized behavioral goals for students to work towards. Provide home-school communication in an effort to improve behavior.

Check In/Check Out (CICO)	Students who need frequent feedback about their behavior choices throughout the day	Request for Assistance ODR	Provide systematic performance feedback for students who may benefit from daily organizational and behavioral support and positive adult attention. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.
Restorative Practices	Student(s) needing social/emotional development support and positive influence	Staff referral Request for assistance ODR referrals ITM team referral	Restorative practices provide group based counseling for students experiencing patterns of concern around academics, social/emotional, and behavior. Group(s) meet weekly with small groups of students (5-6).
Social Skills Group  (Dr. Ambrosio)	Students demonstrating lack of skills to engage positively and productively with others.	Staff referral Request for assistance ODR referrals SST team referral	Social Emotional Skills Development Groups: TBS 1: 8 month group of Social Emotional Learning (SEL), skill building modules TBS 2: 3 months of individualized SEL support
SEL Elementary School Counselor  (Eileen Castro)	Students needing help with social/emotional skills such as grief, anxiety, anger, self-esteem, or stress	Staff referral Request for assistance SST team referral	Provide assistance to students with social emotional learning through classroom lessons, interventions, and restorative circles. Do SEL check-ins with students. Make referrals for students who need therapy, a consultation, or parent support. Provide group counseling services.

Counseling (South Coast)	Students who need social-emotional assistance, experience hardships, transitioning difficulties, etc.	Referral ODR SST IEP	Provide students with one on one support, help and interventions specific to their needs.
Attendance Contracts	Students with chronic attendance problems	Bi-weekly Chronic Absence Report (CAR), SART process	Provide opportunities for daily, adult contact with students who struggle with attendance to acknowledge and encourage positive attendance.
Academic Conferences/ SST	Students who continue to perform over one year below grade level despite multiple interventions.	Parent referrals Staff referrals	An intervention team meeting is held to discuss student growth, student experience, student history and develop a plan for student assistance. The same team meets 6-8 weeks later to see the impact of the plan and then increases or decreases supports for accelerated academic development.
Instructional Strategists	Students performing 1-2 years behind in phonics/language arts/reading	Running records, SIPPS assessment & HFW Screeners (4th-5th gr.) iReady	Provide targeted interventions for students struggling with academic achievements in phonics/language arts/reading based on foundational skills.



# CHECK-IN/CHECK-OUT STRATEGY

- Check-in/Check-out (CICO) is a strategy used with some students to redirect negative behaviors.
- CICO is a way to give students positive attention and decrease negative attention seeking behaviors.
- The following are the individuals involved in the CICO process:
  - The Coordinator-the person who develops the forms, informs parents of the process, and obtains written parental consent (pg.24)
  - The Facilitator- the person who meets with the student to encourage positive behavior and review behavior progress (daily)
  - The Teacher- award points based on observed behavior and provide direct encouragement/guidance
- The CICO facilitator checks in with the students in the morning. The students are briefly given encouragement for a positive and productive day.
- The student will take their form to their teacher. The teacher will review their behaviors in class, and give them positive praise for good behavior or suggestions for redirection. The teacher will award points throughout the day.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress.
- The student will take the CICO form home to show parent. The parent should have an encouraging discussion with the student over if the goals were met or not. There is a Parent Checklist on page 26 to help with this.
- The facilitator will monitor progress and if the student meets the goals (specified number of weeks of agreed percent goal), CICO will be faded. CICO forms will be discontinued and the CICO facilitator will continue to informally meet with the student to monitor continued progress.

There is a sample of the Parent Consent Form and Overview of CICO Process and Kelley Keys Card, students will use on the following pages.



### Permission for Check-In/Check-Out (CICO) Program

Congratulations! Your child has been selected to participate in a program at our school. We would like to include your child, \_\_\_\_\_, in a behavior intervention program called Check-In, Check-Out (CICO). The purpose of this intervention is to improve your child's overall academic success by targeting key behaviors such as performance, attendance, organization, and following the school's behavioral expectations of kindness, effort, and safety.

CICO will provide your child with:

- Daily positive adult interaction
- Personal monitoring and assistance to help them modify his/her behavior
- Direction to help organizational and study skills

To participate, your child will "check-in" with their mentor every morning and receive a daily check sheet. During this brief meeting, the CICO mentor will review our schoolwide behavior expectations, discuss strategies on how to have a successful day and any areas of concern, and make sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Throughout the school day, your child's teacher will give specific feedback about their performance and behavior. The teacher's feedback will be documented using the daily check sheet. At the end of the school day your child will "check-out" with his or her mentor at which time the mentor will help your child count and record the number of points earned for appropriate behavior that day. During this time, the mentor will provide positive comments, encouragement for on-going success, and additional instruction and strategies if your child struggled with a particular part of the day. Throughout the program, your child will earn incentives and rewards for appropriate behavior.

As the parent, you are responsible for making sure your child arrives on time to school each day and that you review and sign the daily check sheet. Your participation by reviewing the daily check sheet is essential for your child's success. In addition, in order to fully implement the program with your child, it may at times be necessary for your child's regular teacher to share information with your child's CICO mentor, such as grades and attendance.

Most children who participate in the program show rapid gains, enjoy working with the mentor, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate your child's success together.

We are looking forward to working with you to make this a positive school experience for your student.

Sincerely,  
Kelley Administration and Tier 2 Team

*By signing below you indicate that you agree to have your child participate in the Check-in/Check-out program, that the information can be shared with your child's assigned mentor, and that you, the parent agree to actively participate by monitoring the daily check sheets at home.*

\_\_\_\_\_  
(Parent/Guardian Signature) Date \_\_\_\_\_

Preferred Method of Contact:  Home Phone \_\_\_\_\_  Cell Phone \_\_\_\_\_  
 E-mail \_\_\_\_\_  Work Phone \_\_\_\_\_  
 Notes sent home with student



### Overview of the Check-in/Check-out Process

- Your child will start and end each day by meeting briefly with a specially identified staff member.
- Each morning, your child will Check-In and get a Kelley Keys Card that will help them to remember to follow the Kelley Keys and school expectations.]
- Throughout the day, the classroom teacher will provide positive/corrective feedback and indicate a behavioral score.
- At the end of the school day, your child will Check-Out with a specially identified staff member. They will review the daily score and determine if the daily goal (80% or higher) was achieved, and end the day with positive/corrective feedback.
- The chart will be sent home with your child each evening. Discuss with your child the Kelley Keys Card and provide positive/corrective feedback and suggestions for your child's next day of school.
- Please sign and return the chart the next day.

### Sample of a Kelley Keys Card

## KELLEY KEYS CARD

Student \_\_\_\_\_ Date \_\_\_\_\_

0= Keep trying!    
 1= Almost there!    
 2= Way to go!

	<b>KINDNESS</b> Use kind words and actions	<b>EFFORT</b> Do your best!	<b>SAFETY</b> Play and work safely	Teacher Initial
Beginning of day to recess				
Recess to lunch				
Lunch to end of day				
Total Points	___ out of 6	___ out of 6	___ out of 6	Total= _____

Check in on time? Yes = 1    No = 0    
 Check out on time? Yes = 1    No = 0

Student Signature \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Comments: \_\_\_\_\_

Points Possible:	20 = 100%
Goal:	___ %
Points Earned:	___ = ___%
Met Goal:	Yes or No



## Parent Checklist

Here is a checklist that will assist you with your child as they go through the Check-in/Check-out program. When your child presents the Kelley KEyS Card to you at home, please refer to this list to assist you in creating an encouraging and positive experience for your child.

- ✓ Ask your child if the daily goal was met
- ✓ If goal was met provide designated home acknowledgement
  - Examples of positive feedback:
    - “Great job at meeting your goal!”
    - “I’m so proud of you for meeting/exceeding your goal!”
    - “You did amazing at meeting/exceeding your goal today!”
    - “I love how you’ve been meeting your goal this week.”
    - “It’s great how you were (the expectation child is working on) today.”
- ✓ If goal was not met, give corrective feedback and encouragement
  - Ask,
    - “What do you need to do differently tomorrow?”
    - “Is there anything I can do to help you with this?”
    - “I know you can meet your goal tomorrow.”
- ✓ Use a positive tone throughout the interaction
- ✓ Keep interaction and instruction brief
- ✓ Sign the Kelley KEyS Card and remind student to return it to school