As a Colfax Viking:

I vow to be my BEST today
In everything I do and say.

By RESPECTING myself and others too,
Being KIND and RESPONSIBLE in all that I do.

Using SELF-CONTROL as a number 1 rule,
I'll make good choices for me and my school.

These Viking Vows help me do what I can
To achieve my goals and be all that I am.

Staff Handbook
2018 - 2019
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3
PBIS Goal

Positive Behavior Interventions and Support sets the stage for a positive, predictable, consistent and safe environment by proactively establishing and teaching Colfax’s values regarding behavior.

The ultimate goal is for students to internalize these values, i.e., to do something because it is the right thing to do. At Colfax, we will begin this process by explicitly naming the values and character traits we want for our students and staff.

PIBS Team
Kindergarten: Sarah Jimenez
1st Grade: Bethany Cline
2nd Grade: Melissa Van Wert
3rd Grade: Cheryl Shaw
4th Grade: Jenny Rathjen
5th Grade: Nicole Shelton
EC Staff: Maura Cost/Kim Fulp/Amber Balicki/Shawnee Ellsworth
Specialist: Cinda Krueger/Chuck Blair (Tier 2 chair)
Administration: Julie Kimsey/Shelton Morgan
External Coach: Jenilee Fleetwood

Roles

Internal Coach/Facilitator:
- Creates agenda;
- Facilitates meeting;
- Make sure meetings begin and end on time;
- Follows up with information to the administrator.

Recorder:
- Types minutes at meeting;
- Updates goal plans at meeting;
- Sends out minutes for team;
- Sends out reminder for next meeting.

Data Coordinator:
- Make sure office discipline referrals (ODRs) are consistently entered into the SWIS system;
- Makes SWIS reports available to the PBIS team at least once a month;
- Helps team implement data driven decision making process (TIPS).

Time Keeper/Rudder:
- Reminds team members of time constraints;
- Allows for specified time per agenda item;
• Redirects team members when topic strays.

Communications:

• Make sure communication systems and practices are established and maintained with staff, students, families, and community.

Encourager:

• Helps keep meetings positive;
• Encourages all team members to participate;
• Identifies something and someone to celebrate.

Parent Team Members:

• Provides the team with perspective of the parents and the community;
• Provides additional support with implementing PBIS practices (e.g., Parents can assist with planning and delivery with incentives/celebrations.

External Coach:

• Serves as liaison between district/state level PBIS efforts and the school;
• Attends team meetings;
• Assist with trainings and presentations;
• Provides resources, support, and technical decisions.

Administrators:

• Attends all trainings and team meetings;
• Provides allocation of resources for PBIS implementation;
• Puts time on staff agenda for PBIS updates;
• Actively promotes PBIS as priority, integrates with other incentives/improvement activities;
• Identifies how to free staff time for participation on the PBIS team;
• Makes sure the schedule meeting dates and times are on the calendar;
• Reminds staff of significant impact and ultimate success;
• Actively encourages team efforts, provides planning time, feedback, and supporting initiatives.
Common Area Policies

Common Area: Cafeteria

Part 1: GOAL
The cafeteria will be a safe and clean environment where all students and staff interact with courtesy and respect.

Part 2: RULES/PROCEDURES FOR STUDENT BEHAVIOR
- Students will walk in a silent line and go through the lunch line using a voice level 0.
- Students will get all utensils, condiments, and food items while in line.
- Students will remain seated and raise hand if need assistance.
- Students will keep all hands, objects and food to themselves.
- Students will use your manners at all times.
- Students will be prepared to order, eat in a timely manner, pick up after themselves, and dispose of all trash appropriately.

Part 3: SUPERVISION RESPONSIBILITIES
- Teachers will walk their students to the cafeteria.
- Once students are halfway through the line, teachers may leave when the supervising staff member is present.
- Supervising staff will report on time for lunch duty.
- All staff will positively reinforce student expectations for cafeteria by handing out Viking BEST shields.

Part 4: ENCOURAGEMENT PROCEDURES
- Faculty and Staff will engage in positive interaction with students at all times (i.e. eye contact, smiling, and non-verbal praise).
- Faculty and staff will give verbal praise to students and groups of students for following the behavioral expectations in the cafeteria.
- Faculty and staff will give students positive feedback about specific behaviors that are contributing to that student's success; such as, “Zack, I appreciate how you disposed of your trash from the cafeteria and lined up quietly.”
- Faculty will implement and follow the School Wide Encouragement Plan when acknowledging appropriate behaviors (Viking BEST shields).

Part 5: TEACHER RESPONSES TO INFRACTIONS
- Faculty and staff will intervene early to proactively discourage student misbehavior (non-verbal signal/making eye contact).
- Student misbehavior should initially be redirected by giving a verbal reminder of appropriate behavior.
- Staff will implement consequences for continued student misbehavior, such as a loss of free time, cleaning up ones mess, going to the back of the line, and assigned seat (silent lunch can only be assigned by administration).
- Faculty and staff will follow the Office Discipline Referral Process for documenting chronic offenses.
Common Area: Hallway

**Part 1: GOAL**
The hallway of Colfax Elementary will be a safe, friendly, and orderly environment where everyone interacts with courtesy and respect.

**Part 2: RULES/PROCEDURES FOR STUDENT BEHAVIOR**
- Students will walk silently on the right hand side of the hall and on the second square.
- Students will keep their hands and feet to themselves.
- Students will maintain their personal space.
- Students will walk directly to their destination.
- Students will follow adult directions the first time.

**Part 3: SUPERVISION RESPONSIBILITIES**
- Staff will follow student expectations for hallway behavior, including walk on right, speaking quietly, and using right side of double doors.
- All staff will interact positively with students in the hallways (non-verbal sign).
- All staff will monitor and correct misbehaviors in hallways immediately with positive reinforcement, while using a level 1 voice.
- Staff will acknowledge any and all students/classes following the hallway policy.
- Staff will handout individual shields and class shields when appropriate (following expectations)

**PART 4: ENCOURAGEMENT PROCEDURES**
- Faculty and Staff will engage in positive interaction such as eye contact, smiling, and non-verbal praise.
- Faculty and staff will give verbal praise to students and groups of students for following the behavioral expectations in the hallways.
- Faculty and staff will give students positive feedback about specific behaviors that are contributing to that student's success; such as, “Emma, I notice that you are walking into the cafeteria and I want to thank you for your responsible behavior.”
- Faculty will implement and follow the School Wide Encouragement Plan when acknowledging appropriate behaviors (Viking BEST shields).

**Part 5: TEACHER RESPONSES TO INFRACTIONS**
- Faculty and staff will intervene early to proactively discourage student misbehavior (non-verbal signal/making eye contact).
- Student misbehavior should initially be redirected by giving a verbal reminder of appropriate behavior.
- Staff will ask students who do not respond to a verbal reminder to practice the responsible behavior.
- Staff will tell a student who refuses to follow a staff member's direction (or is verbally argumentative/noncompliant), that he/she can choose to follow the direction or he/she will be referred to the Office for noncompliance.
- Staff should not attempt to make a student comply by physically moving him/her.
Common Area: Playground

Part 1: GOAL
The students at Colfax Elementary will play safely in all games and on all equipment.

Part 2: RULES/PROCEDURES FOR STUDENT BEHAVIOR
- Students will play gently with others by keeping hands, feet, and objects to themselves.
- Students will leave rocks, bark, sticks, and other dangerous objects alone. Two finger tag and other games are permitted. Games where students are the target should not be played (example: dodge ball).
- Students will keep playground free of trash.
- Students will treat others as they want to be treated.
- Students will share equipment, include others in games, and use good sportsmanship.
- Students will use playground equipment for the purpose it was designed for.

Part 3: SUPERVISION RESPONSIBILITIES
- Teachers will actively supervise their students while on the playground.
- Teachers will circulate among their students and avoid standing in one place.
- Teachers will monitor and correct student misbehavior on the playground.
- Teachers will follow the attached crisis plan for emergencies on the playground.

Part 4: ENCOURAGEMENT PROCEDURES
- Faculty and Staff will engage in positive interaction such as eye contact, smiling, and non-verbal praise.
- Faculty and staff will give verbal praise to students and groups of students for following the behavioral expectations on the playground.
- Faculty and staff will give students positive feedback about specific behaviors that are contributing to that student’s success; such as, “Zack, I like how you play with the equipment properly and showed good sportsmanship.
- Faculty will implement and follow the School Wide Encouragement Plan when acknowledging appropriate behaviors (Viking BEST shields).

Part 5: TEACHER RESPONSES TO INFRACTIONS
- Faculty and staff will intervene early to proactively discourage student misbehavior (non-verbal signal/making eye contact/whistle).
- Student misbehavior should initially be redirected by giving a verbal reminder of appropriate behavior.
- Staff will implement consequences for continued student misbehavior, such as using playground equipment inappropriately and noncompliance.
- Faculty and staff will follow the Office Discipline Referral Process for documenting chronic offenses.
Common Area: Restroom

Part 1: GOAL
Students at Colfax Elementary will keep the restroom clean, quiet, and safe.

Part 2: RULES/PROCEDURES FOR STUDENT BEHAVIOR
- All students will leave stall unlocked after use and leave the restroom clean.
- Students will be quick, quiet, and leave the restroom clean.
- All students will keep restroom free of trash and graffiti.
- Students will use one pump of soap, keep feet on the floor, and use/dispose of one paper towel.
- Students will not take instructional supplies into the restroom areas.

Part 3: SUPERVISION RESPONSIBILITIES
- Teachers and/or assistants will escort students to the restrooms when going as a class.
- Staff will give passes to students excused from class to go to the restroom (ACES group leaders will supervise students at all times).
- Staff in hallways will ask students to see their pass.
- Staff will check restrooms after use to ensure restroom procedures are being followed.

Part 4: ENCOURAGEMENT PROCEDURES
- Faculty and Staff will engage in positive interaction such as eye contact, smiling, and non-verbal praise.
- Faculty and staff will give verbal praise to students and groups of students for following the behavioral expectations in the restrooms.
- Faculty and staff will give students positive feedback about specific behaviors that are contributing to that student’s success; such as, “Zack, I appreciate that you returned from the restroom in a timely manner.”
- Faculty will implement and follow the School Wide Encouragement Plan when acknowledging appropriate behaviors (Viking BEST shields).

Part 5: TEACHER RESPONSES TO INFRACTIONS
- Faculty and staff will intervene early to proactively discourage student misbehavior (non-verbal signal/making eye contact).
- Student misbehavior should initially be redirected by giving a verbal reminder of appropriate behavior.
- Staff will implement consequences for continued student misbehavior, such as an assignment of a restroom monitor, loss of free time, and cleaning up ones mess.
- Faculty and staff will follow the Office Discipline Referral Process for documenting chronic offenses.
### Staff Expectations
**Colfax Elementary School**

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Buses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Staff will model student expectations for hallway behavior by walking on the right, speaking quietly and using right side of double doors.</td>
<td>● Teachers will walk their students to the cafeteria.</td>
<td>● Teachers and/or assistants will escort students to the bathrooms when going as a class.</td>
<td>● Teachers will supervise their students while on playground.</td>
<td>● The principal or designee will unload buses.</td>
</tr>
<tr>
<td>● All staff will interact positively with students in the hallways (non-verbal sign).</td>
<td>● Once students are halfway through the line, teachers may leave when the supervising staff member is present.</td>
<td>● Teachers will give passes to students excused from class to go to the bathroom (Aces group leaders will supervise students at all times).</td>
<td>● Teachers will circulate among their students and avoid standing in one place.</td>
<td>● All other staff will report to duty stations as indicated.</td>
</tr>
<tr>
<td>● All staff will monitor and correct misbehaviors in hallways immediately with positive reinforcement, while using a voice level 1.</td>
<td>● Supervising staff will report on time for lunch duty.</td>
<td>● Staff in hallways will ask students to see their pass.</td>
<td>● All teachers will monitor and correct student misbehavior on the playground.</td>
<td>● Teachers will take students to the buses in the afternoons.</td>
</tr>
<tr>
<td></td>
<td>● All staff will positively reinforce student expectations for cafeteria by handing out tickets to students who are using a voice level 2 or lower.</td>
<td>● Teachers will check bathrooms after use to ensure bathroom procedures are being followed.</td>
<td>● Teachers will follow the attached crisis plan for emergencies on the playground.</td>
<td>● Teachers will take transportation lists with them to the buses.</td>
</tr>
<tr>
<td></td>
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<td>● All staff will monitor and correct student misbehavior while coming to and from buses.</td>
</tr>
<tr>
<td>School-wide Expectations</td>
<td>Hallway</td>
<td>Cafeteria</td>
<td>Playground</td>
<td>Bathrooms</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
</tbody>
</table>
| **Be Responsible**       | • Walk on the right hand side  
                          • Walk on the second square facing forward  
                          • Voice level 0 | • Enter/exit in a line  
                          • Remain seated  
                          • Music on  
                          • Voice level 0  
                          • Music off  
                          • Voice level 2 | • Two-finger tag  
                          • No student targeted games | • Remember to use FLUSH procedures | • Remain seated at all times except to get on the bus or off the bus |
| **Exercise Self-Control**| • Walk directly to your destination  
                          • Follow directions | • Eat in a timely matter  
                          • Raise your hand if you need assistance | • Leave dangerous objects on the ground  
                          • Play safely | • Keep feet on the floor  
                          • Do not climb or swing on stalls | • Follow the directions of the bus driver or safety assistant |
| **Show Respect**         | • Keep hands, objects, and feet to yourself | • Keep cafeteria clean | • Keep playground free of trash  
                          • Keep hands, feet, and objects to yourself | • Leave stalls unlocked after use  
                          • Keep restrooms clean | • Keep hands, feet, and objects to yourself |
| **Treat others Kindly**  | • Maintain personal space | • Keep hands, feet, and objects to yourself  
                          • Use good manners | • Treat others as you want to be treated | • Keep hands, feet, and objects to yourself | • Talk quietly and only with those in nearby seats |
## PBIS Teaching Schedule for 2018 - 2019

<table>
<thead>
<tr>
<th>Order of Lessons</th>
<th>Dates for the Beginning of the Year Lessons</th>
<th>Dates for After Winter Break Lessons</th>
<th>Dates for After Spring Break Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teach all Cafeteria Lesson Plans, Lessons 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teach Restroom Lesson 1: Respect Myself and Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teach Restroom Lesson 2: Overview and Procedures</td>
<td></td>
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<tr>
<td>4.</td>
<td>Teach Dismissal Lesson 1: Overview and Procedures</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Teach “Riding on the Bus” Lesson 1: Safety on the Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Teach Hallway Lesson 1: Overview and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teach Playground Lesson 1: Overview and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teach “Exiting the Bus” Lesson 2: Safety Exiting the Bus</td>
<td></td>
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<tr>
<td>4.</td>
<td>Review all Cafeteria, Restroom, and Dismissal Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Teach Hallway Lesson 2: Voice Levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teach Playground Lesson 2: Respect Myself and Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Review all Cafeteria, Restroom, Dismissal, and Bus Lessons</td>
<td></td>
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</tr>
<tr>
<td>Day 4</td>
<td>Thurs., Aug. 30, 2018</td>
<td>Tues., Jan. 8, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>Teach Hallway Lesson 3: Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teach Hallway Lesson 4: Responsibility</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Review all Cafeteria, Restroom, Dismissal, Playground, and Bus Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td>Fri., Aug. 31, 2018</td>
<td>Wed., Jan. 9, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>Teach Colfax Elementary Vow Lesson 1: Overview</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Teach Colfax Elementary Vow Lesson 2: Use Self Control</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Review all Cafeteria, Restroom, Dismissal, Playground, and Bus Lessons</td>
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<td></td>
</tr>
<tr>
<td>Day 6</td>
<td>Tues., Sept. 4, 2018</td>
<td>Thurs., Jan. 10, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>Teach Colfax Elementary Vow Lesson 3: Take Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teach Colfax Elementary Vow Lesson 4: Respect Myself and Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Review all Cafeteria, Restroom, Dismissal, Playground, and Bus Lessons</td>
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<td></td>
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<tr>
<td>4.</td>
<td><strong>Combine September 3rd information with September 4th due to the holiday on the 3rd.</strong></td>
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<tr>
<td>Day 7</td>
<td>Wed., Sept. 5, 2018</td>
<td>Fri., Jan. 11, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>Teach Colfax Elementary Vow Lesson 4: Showing Kindness to Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Review Pledge/Viking Vow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Review all Cafeteria, Restroom, Dismissal, Playground, and Bus Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td>Thurs., Sept. 6, 2018</td>
<td>Mon., Jan. 14, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Bully Prevention Student Curriculum Part 1: Using Stop, Walk, and Talk (pg. 1-1 through 1-5)</td>
<td></td>
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<tr>
<td>Day 9</td>
<td>Fri., Sept. 7, 2018</td>
<td>Tues., Jan. 15, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Bully Prevention Student Curriculum Part 2: Responding to Stop, Walk, and Talk (pg. 2-1 through 2-4)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Day 10</td>
<td>Mon., Sept. 10, 2018</td>
<td>Wed., Jan. 16, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Bully Prevention Student Curriculum Part 3: Gossip (pg. 3-1 through 3-3)</td>
<td></td>
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<tr>
<td>Day 11</td>
<td>Tues., Sept. 11, 2019</td>
<td>Thurs., Jan. 17, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Bully Prevention Student Curriculum Part 4: Inappropriate Remarks (pg. 4-1 through 4-3)</td>
<td></td>
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</tr>
</tbody>
</table>
Colfax Elementary Cafeteria Lesson Plans

Lesson 1: Entering Cafeteria (20 min)

Focus: (1 min)
   a. As Colfax Vikings, we will discuss and learn what to do when we enter the cafeteria.
   b. You will be able to move through the cafeteria in a quiet and orderly fashion.

Say: (5 min)
As Colfax Vikings entering the cafeteria, we must remember to:
   a. Enter in a single file straight line.
   b. Enter through the right side of the double doors.
   c. Stand silently in your assigned cafeteria line.
   d. Address cafeteria workers respectfully and clearly in a voice level 2 or 3 and say please and thank you.

Practice: (10 min)
   a. Teachers will practice in the classroom or in the cafeteria.
   b. Teachers will have the class practice each expectation listed above. Watch video clip about cafeteria expectation.

Review Cafeteria Matrix and Policies (4 min)

Lesson 2: Table Manners in Cafeteria (20 min)

Focus: (1 min)
   a. As Colfax Vikings, we will discuss and learn what to do when we enter the cafeteria.
   b. You will be able to move through the cafeteria in a quiet and orderly fashion.

Say: (5 min)
As Colfax Vikings eating in the cafeteria, we must remember to:
   a. Pick up condiments and utensils before sitting down.
   b. Walk directly to the lunch table and sit down silently in assigned seats.
   c. Have “Food Focus Time” (Music on-Voice Level 0; Music off-Voice Level 1 or 2)
   d. Chew with mouth closed

Use good table manners by:
   a. Speaking only to neighbors next to or across from you
   b. Using straws for milk and juice only
   c. Using utensils for food only (no destructive play)
   d. Only mix foods if we intend to eat them mixed
   e. Raise a hand to speak to school staff

Practice: (10 min)
   a. Teachers will practice in the classroom setting or in cafeteria
   b. Teachers will have the class practice each expectation listed above and/or watch video clip.

Review Cafeteria Matrix and Policies (4 min)
Lesson 3: Cleaning and Exiting Cafeteria (20 min)

Focus:  
(1 min)

a. As Colfax Vikings, we will discuss and learn what to do when lunch is over.
b. You will be able to clean your area and exit the cafeteria in a quiet and orderly fashion.

Say:  
(5 min)

As Colfax Vikings leaving the cafeteria, we must remember to:

a. Line up in a single file straight line, facing forward, voice level 0 while you wait for your teacher to arrive.
b. Exit through the right hand side door when your teacher arrives to pick you up.
c. Address cafeteria monitors, using clear, level 2 voices, saying please and thank you.
d. Pick up all items and clean, wipe, and sweep your area for the next class. Use 3-4 cafeteria helpers to clean your area quickly, quietly and responsibly.

Practice:  
(10 min)

a. Teachers will practice in the classroom setting or in cafeteria
b. Teachers will have the class practice each expectation listed above, do T-chart of what it looks like to clean and exit the cafeteria properly and improperly. Teachers may choose to watch video clip or read a book.

Review Cafeteria Matrix  
(4 min)
Colfax Elementary Restroom Lesson Plans

Lesson 1: Respect Myself and Others (20 min)

Focus: (1 min)
- As Colfax Vikings, we will discuss and learn expectations for restroom behavior.
- You will be able to use the restroom in a respectful and orderly manner.

Say: (4 min)
As Colfax Vikings entering the restroom, we must remember to:
- Remain on a voice level zero
- Respect the privacy of others
- Lock bathroom stall door for privacy
- Alert an adult if you need help

Discuss: (10 min)
Use a T-chart to show what behaviors should and should not look like in the restroom. Have students brainstorm positive and negative behaviors in the restroom. Write behaviors on the T-chart. Review points on the T-chart and have students discuss why the behaviors are appropriate or inappropriate.

Review Restroom Matrix and Policies (5 min)

Lesson 2: Overview and Procedures (20 min)

Focus: (1 min)
- As Colfax Vikings, we will discuss and learn procedures and expectations for the bathroom
- You will be able to use the bathroom in a respectful and orderly manner.

Say: (5 min)
As Colfax Vikings entering the bathroom, we must remember to:
- Remain on a voice level 0
- Respect the privacy of others
- Lock bathroom stall door for privacy
- Alert an adult if you need help
- Use toilet paper, not paper towels
- Flush the toilet when finished
- Wash hands properly with soap and water
- Use three pulls of paper towels (1, 2, 3 Save a tree)
- Dispose of trash in the trash can
- Leave bathroom immediately once finished

Practice: (10 min)
Teachers will practice procedures in the bathroom (grade level decides whether to take whole class or split boys and girls)
FLUSH procedures can be used as a reminder

Student Bathroom Expectations:

F – First, check to see if the bathroom stall is empty.
L – Leave the bathroom immediately after finishing.

U – Use soap to wash your hands and three pulls on the paper towel dispenser.

S – Silence please! Use a voice level 0 in the bathrooms.

H – Help! If you need help, tell an adult.

Teachers must have the class practice each expectation listed above (a-j)

Review Bathroom Matrix and Policies (4 min)

**Show the PBIS Bathroom Rules Lesson video. This video is located in the student activities folder.**
Colfax Elementary Dismissal Lesson Plan

Lesson 1: Overview and Procedures (20 min)

Focus: (1 min)
   a. As Colfax Vikings, we will discuss and learn procedures and expectations for Dismissal.
   b. You will be able to leave campus in an orderly and respectful manner.

Say: (5 min)
As Colfax Elementary, leaving campus we must remember to:
   a. Walk in a calm orderly line when moving to buses, ACES, or car riders
   b. Enter buses or cars quietly and safely (walking feet)
   c. Yield to groups of students in high traffic areas (older students yield to younger students)
   d. Use Voice level 0 as you travel to your destination
   e. Voice level 0 and sit in appropriate car rider room

Practice: (10 min)
   a. Teachers will review procedures and expectations for dismissal

Review Dismissal Matrix and Policies (4 min)
Colfax Elementary “Riding on the Bus” Lesson Plan

Lesson 1: Safety on the Bus (25 min)

Focus: (1 min)
   a. As Colfax Elementary, we will discuss and learn procedures and expectations for riding on the Bus.
   b. You will be able to ride on the bus safely in an orderly and respectful manner.

Say: (10 min)
As Colfax Vikings, we will ride the bus safely and we must remember to:
   a. Go directly to your assigned seat. Move all the way in to allow others space to sit. Remain seated and facing forward the entire time.
   b. Voices on Zero when the bus is stopped to load or at stop lights, signs or railroad crossings.
   c. Talk quietly (Voices on Level 1) to allow the driver to focus on the road and traffic.
   d. If you need to talk to the driver: wait for the bus to stop, raise your hand, and call the driver’s name.
   e. Never throw things on the bus or out the windows
   f. Never play with the emergency exits.
   g. Keep aisles clear at all times.
   h. In the case of an emergency, listen to the driver and follow instructions.

Practice: (10 min)
   a. Teachers may set up chairs in their classroom to have students practice.
   b. Teachers will review procedures and expectations for riding the school bus.
   c. Remind students that the bus is a privilege and unsafe riding will result in suspension from the bus.

Review Dismissal Matrix and Policies (4 min)

**Show PBIS Bus video. This video is located in the student activities folder.

Lesson 2: Safety Exiting the Bus (25 min)

Focus Card: (1 min)
   a. As Colfax Vikings, we will discuss and learn procedures and expectations for exiting the Bus.
   b. You will be able to exit the bus safely in an orderly and respectful manner.

Say: (10 min)
As Colfax Vikings, when exiting the bus stop we must remember to:
   a. Move into the bus aisle one seat at a time.
   b. Students seated at the front of the bus move to the aisle first and begin walking off the bus.
   c. Never push or shove while waiting or walking down bus aisle or steps.
   d. After exiting the bus go straight to your destination (Class or Home).
   e. Only get on or off the bus at your designated stop. Changes to your stop must be approved by the principal.
   f. If you leave something on the bus, never return to the bus to get it. If you drop something near or under the bus, tell the bus driver so they know.
   g. STAY AWAY FROM THE DANGER ZONE

Practice: (10 min)
   a. Teachers may set up chairs in their classroom to have students practice.
   b. Teachers will review procedures and expectations for exiting the bus.
   c. Remind students to stay away from the Danger Zone!

Review Dismissal Matrix and Policies (4 min)
**Show PBIS Bus video. This video is located in the student activities folder.**
Colfax Elementary Hallway Lesson Plans

Lesson 1: Overview (20 min)

Focus: (1 min)
   a. As Colfax Vikings, we will be responsible and treat others with courtesy and respect while moving silently in the hallway.
   b. You will be able to follow all hallway expectations for responsible behavior.

Say: (1 min)
Every day, we say, “I will take responsibility” as part of our Colfax Viking Vow. One way we show responsibility is in how we act in the hallways and on sidewalks.

Brainstorm: (10 min)
   a. Draw T-Chart on poster paper, overhead, or white board.
   b. Label the T-Chart.
   c. Allow students to brainstorm positive hallway behaviors for themselves and classmates. List each idea on the chart.
   d. Check off each of the expectations below as mentioned by students.

Review Hallway Matrix: (8 min)
Say: We have a list of expectations for responsible behavior on our hallways and on our sidewalks. As I read each expectation, raise your hand if one of our ideas on our T-Chart matches one of these.

**Show PBIS Hallway Rules video. This video is located in the student activities folder.

Lesson 2: Voice Levels (25 min)

Focus: (1 min)
   a. As Colfax Vikings, we will be responsible and treat others with courtesy and respect while moving silently in the hallway.
   b. You will be able to follow all hallway expectations for responsible behavior.

Say: (1 min)
Every day, we say, “I will take responsibility” as part of our Colfax Viking Vow. One way we show responsibility is in how we act in the hallways and on sidewalks.

Brainstorm: (5 min)
   a. What should our hallways sound like?
   b. Why is it important for our hallways to be quiet on voice level 0?
   c. What should our hallways sound like as you arrive in the morning and as you leave in the afternoon?
   d. Why is it okay during after school to use a voice level 1? (Remember during bathroom time voice level is 0.)

Share and Review: Voice Levels (5 min)
Voice level 0 means silence/no talking.
   a. Use voice level 0 in the hallways.
   b. When saying hello to others, use a silent wave.
   c. Discuss why this is important: To avoid arguments, because of open doors to classrooms and modeling for other students.

Voice level 1 means low voice/whisper.
   a. Use voice level 1 before and after school (before 7:50 and after 2:35) when responding to staff.
b. Discuss why this is important: To prepare for the day, to assure a safe orderly dismissal and to be able to hear directions.

Students will only speak in response to an adult’s question and should do so in a calm and quiet manner.
   a. Hallway voices are always on Level 0.
   b. To show courtesy and respect to others

Model and Practice: (10 min)
   a. Select a student or group of students to model and show the difference between level 0 and level 1 voices.
   b. Have class practice lining up, leaving classroom, and traveling in the hall/sidewalk on level 0. At a particular stopping point, briefly
      • Discuss concerns
      • Praise specific positive behaviors
   c. Walk back to the class on Level 0 but stop and form a line outside the classroom to practice using level 1 voices.
   d. Explain to students that voice level 1 is only appropriate before and after school, when responding to teacher questions. Practice level 1 voices briefly:
      • Modeling a question-answer scenario with a student
      • Discussing concerns
      • Praising specific positive behaviors
   e. Remind students that they will have more opportunities to practice this behavior throughout the day and in future lessons.

Review Hallway Matrix: (3 min)
Say: We have a list of expectations for responsible behavior on our hallways and on our sidewalks. As I read each expectation, raise your hand if one of our ideas on our T-Chart matches one of these. Now we will watch a video clip of what it looks like to walk in the hallway.

**Show PBIS Hallway Rules video. This video is located in the student activities folder.

Lesson 3: Movement (20 min)

Focus: (1 min)
   a. As Colfax Vikings, we will be responsible and treat others with courtesy and respect while moving quietly in the hallway.
   b. You will be able to follow all hallway expectations for responsible behavior.

Say: (1 min)
Every day, we say, “I will take responsibility” as part of our Colfax Viking Vow. One way we show responsibility is in how we act in the hallways and on sidewalks.

Brainstorm: (3 min)
   a. What should our line look like during the school day?
   b. Why is it important for us to?
      • Face forward?
      • Walk on the right side?
      • Move in tight lines?
      • Stand on the second square from the wall?

Share and Review: Line Formation (5 min)
   a. Face forward in line at all times. Why?
• For safety reasons (to avoid collisions)
• To avoid creating gaps
b. Walk or stand in tight lines without gaps. Why?
• To keep the class together for easy monitoring
c. Walk silently to appropriate destination at a moderately quick pace. Why?
• To increase instructional time
• To keep from disturbing other classes
d. Lines will form on the right side of the hallway. Why?
• To keep from running into other lines
e. The line leader will form the line on the second square away from the wall, and all other students will line up behind the leader. Why?
• To preserve our murals
• To keep the walls clean
f. Students will stop at teacher-designated stopping points. Why?
• To prevent gaps in the line
• To assist in monitoring

Model and Practice  
(5 min)
a. Select a group of students to model each hallway expectation listed above  
b. Have class practice lining up, leaving classroom, and traveling in the hall/sidewalk on voice level 0.  
  Practice:
  • Facing forward  
  • Tight lines/no gaps  
  • Quick pace  
  • Right side  
c. At the first stopping point, reinforce appropriate behaviors for all stopping points and teach the following line leader expectations:  
  • Stop at predetermined stopping points  
  • Watch teacher for directions  
  • Form the line on the second block from the wall

Review Hallway Matrix  
(5 min)

**Show PBIS Hallway Rules video. This video is located in the student activities folder.

Lesson 4: Responsibility (15-20 min)

Focus:  
(1 min)
a. As Colfax Vikings, we will be responsible and treat others with courtesy and respect while moving quietly in the hallway.  
b. You will be able to follow all hallway expectations for responsible behavior.

Say:  
(1 min)
Every day, we say, “I will take responsibility” as part of our Colfax Viking Vow. One way we show responsibility is in how we act in the hallways and on sidewalks.

Brainstorm:  
(3 min)
a. Why is it important to keep hands, feet, and objects to yourself?  
b. Why is it also important in the hallway?  
c. Why is it important to enter and exit through the right-hand door?

Share and Review: Movement  
(5 min)
Keep hands, feet, and objects to yourself at all times. Why?
• For safety reasons
• To show respect for others

Enter and exit through the door on the right. Why?
• For safety reasons
• To keep from running into others
• To show courtesy

Keep right when turning a corner. Why?
• For safety and courtesy: avoid walking into others

Have a hall pass when not accompanied by an adult. Why?
• For safety: Teachers need to know where students are at all times

Stop and wait to avoid breaking another line. Why?
• For courtesy
• For safety

Practice (5 min)
Have class practice lining up, leaving the classroom, and traveling in the hall/sidewalk on red. Practice:
• Hands, feet, and objects to oneself
• Enter and exit through right-hand door
• Stop and wait to avoid breaking another line

Review Hallway Matrix (5 min)

**Show PBIS Hallway Rules video. This video is located in the student activities folder.**
Colfax Elementary Playground Lesson Plans

Lesson 1: Overview and Procedures (25 min)

Focus: (1 min)
   a. As Colfax Vikings, we will discuss and learn procedures and expectations for the playground.
   b. You will be able to play on the playground in a fun, safe, and respectful way.

Say: (5 min)
As Colfax Vikings playing on the playground, we must remember to:
   a. Problem solve when possible
   b. Ask an adult for help when appropriate
   c. Play in teacher designated areas
   d. Interact in a safe and positive way with each other
   e. Use equipment properly
   f. Demonstrate good sportsmanship
   g. Engage in acceptable physical activity

Practice: (15 min)
   a. Teachers will practice procedures on the playground and demonstrate proper use of the equipment
   b. Teachers must have the class practice each expectation listed above

Review Playground Matrix and Policies (4 min)

**Show Playground Rules video. This video is located in the student activities folder.

Lesson 2: Respect Myself and Others (25 min)

Focus: (1 min)
   a. As Colfax Vikings, we will discuss and learn expectations for the playground.
   b. You will be able to play on the playground in a fun, safe, and respectful way.

Say: (5 min)
As Colfax Vikings, playing on the playground, we must remember to:
   a. Problem solve when possible * (Problem solving lessons to be reinforced throughout the year.)
   b. Ask an adult for help when appropriate
   c. Interact in a safe and positive way with each other
   d. Demonstrate good sportsmanship
   e. Engage in acceptable physical activity

Discuss: (15 min)
Use a T-chart to show what behaviors should and should not look like on the playground. Write behaviors on the T-chart. Review points on the T-chart and have students discuss why the behaviors are appropriate or inappropriate.

Review Playground Matrix and Policies (4 min)

**Show Playground Rules video. This video is located in the student activities folder.
Focus: (1 min)
   a. As Colfax Vikings we will learn the importance of the Viking Vow.
   b. You will be able to:
      • Tell what a Vow is
      • Tell why it is important to keep a vow/pledge/promise.

Say: (4 min)
   a. As a Colfax Viking, when you say the Viking Vow, you are making a promise to yourself, your friends, your teachers, your principal and your family.
   b. A vow is defined as a “serious promise.”
   c. When you keep your promise, as well as follow the Colfax Viking Vow, it will lead to success in school and later in life.
   d. Success in school will allow you to earn Good grades, Friendships and Recognition.

Brainstorm: (10 min)
   a. Briefly discuss what a /vow pledge/promise is.
      • A pledge is a “serious promise”
      • You promise to do what you say you will do
      • Ex: Marriage, Scout Pledge, Pledge of Allegiance, Court
   b. Briefly discuss “negative consequences” of not keeping a pledge/promise
      • Ex: Kicked out of a club or sport, Jail.
   c. Briefly discuss “positive rewards” of keeping a pledge/promise.
      • Ex: Friendship, Trust, Membership in club or sport, Freedom.

Share and Review: Vow Overview (5 min)
   a. Ask:
      • Has anyone ever made a /vow promise to you and not kept it?
      • How did you feel?
      • Have you ever made a promise to yourself or to someone else and not kept it?
      • How did you feel?
      • What is a pledge?
      • Why is it important to keep a vow/pledge/promise?
Lesson 2: Use Self Control (20 min)

Focus:
1. As a Colfax Viking, I will learn what it means to use self-control.
2. You will be able to define self-control.

Say:
1. As a Colfax Viking, when you say the Viking Vow, you promise to use self-control.
2. Self-control is defined as: the ability to control one's words and actions.
3. Self-control allows learning to take place, builds friendships and creates a safe community.
4. Remember a vow /pledge is a serious promise.

Brainstorm:
1. Briefly discuss what self-control looks like?
2. Briefly discuss what self-control sounds like?
3. Briefly discuss how self-control looks different for different areas/situations.
   - Ex: Classroom, Hallway, Playground, Bus etc.

Share and Review: Self Control
1. Review some instances where self-control is needed.
   - Ex: Classroom, Hallway, Bathroom, Cafeteria, Bus etc.

Lesson 3: Take Responsibility

Focus:
1. As Colfax Vikings we will learn what it means to take responsibility.
2. You will be able to define responsibility/tell what it means to be responsible.

Say:
1. As a Colfax Viking, when you say the Viking Vow, you promise to take responsibility.
2. When you take responsibility you complete your school work, homework and other jobs at school and at home.
3. When you show that you can take responsibility people trust you. You are allowed to do more things and have more freedom. You may earn Viking BEST shields, points, prizes and rewards.
4. Remember a vow/pledge is a serious promise.

Brainstorm:
1. Briefly discuss what it means to be responsible.
   - Responsible: reliable, can be trusted with things of importance, or getting the credit or the blame for one's actions or decisions.
2. Briefly discuss what it means to take responsibility.
   - Take responsibility for your work, words and actions.

Share and Review: Take Responsibility
1. Discuss responsibility vs. irresponsible (not responsible) behaviors (t-chart, Venn diagram)
2. Make two lists on your board, or on a chart, of examples of responsible or irresponsible behaviors at school, at home, and in the community. These can be student and adult behaviors. Examples: Doing homework vs. not, obeying school rules vs. not, stopping at a stop sign vs. not, being on time vs. being late, (Older students can make individual lists).
3. What are you responsible for at home? At school? What are your parents responsible for? Your teachers?

Lesson 4: Respect Myself and Others (20 min)

Focus:
1. As a Colfax Viking, I will learn what it means to respect myself and others.
2. You will be able to define respect.
3. Say:
   - As a Colfax Viking, when you say the Viking Vow, you promise to respect myself and others.
   - Respect is defined as: treating others as you would like to be treated.
   - Respect allows learning to take place, builds friendships and creates a safe community.
   - Remember a vow /pledge is a serious promise.

Brainstorm:
1. Briefly discuss what it means to be respectful.
   - Respectful: kind, polite, considerate, compassionate.
2. Briefly discuss what it means to respect others.
   - Take respect for your work, words and actions.

Share and Review: Respect Myself and Others
1. Discuss respectful vs. disrespectful behaviors (t-chart, Venn diagram)
2. Make two lists on your board, or on a chart, of examples of respectful or disrespectful behaviors at school, at home, and in the community. These can be student and adult behaviors. Examples: Being kind vs. being mean, being polite vs. being rude, (Older students can make individual lists).
3. What are you responsible for at home? At school? What are your parents responsible for? Your teachers?
a. As a Colfax Viking I will learn what it means to respect myself and others.
b. You will be able to define respect and give examples.

Say: (4 min)
As a Colfax Viking, when you say the Viking Vow, you promise to respect yourself and others.

- When you respect yourself, you make positive choices, use positive self-talk and you believe in yourself.
  You don't hurt yourself with words or action. When you respect others, you treat them the way you want to be treated.

Remember a vow/pledge is a serious promise.

Brainstorm: (10 min)

Briefly discuss the definition of respect.
Respect: To feel or show honor for someone and something. To show consideration for someone or something.

Example: We honor our country when we stand for the Pledge of Allegiance. When we use voice level 0 in the hall, we show consideration for the learning of others.

(Explain to students that we can show respect to others by keeping our hands, feet, and other objects to ourselves. This means we do not hit, kick, slap, push, etc. even if we feel angry.)

Share and Review: Respect (5 min)

- Name one thing you will START doing to show respect for yourself and others
- Name one thing you will STOP doing to show respect for yourself and others.
- Name one thing you will KEEP doing to show respect for yourself and others.

Lesson 5: Showing Kindness to Others (20 min)

Focus: (1 min)

a. As a Colfax Viking I will learn what it means to show kindness to others.
b. You will be able to define kindness and give examples.

Say: (4 min)

- As a Colfax Viking, when you say the Viking Vow, you promise to show kindness for yourself and others.
- When you show kindness to yourself and others, you are generous and considerate to others.
- Remember a vow/pledge is a serious promise.

Brainstorm: (10 min)

- Briefly discuss the definition of kindness.
  - Kindness: To show kindness for yourself and others. Being generous and considerate to others...
  - Example: We show kindness by picking up things for others when they have dropped them.
(Explain to students that we can show kindness to others by being considerate. This means we say please, thank you, use kind words, are helpful, caring, and respectful.)

Share and Review: Kindness (5 min)

- Read an excerpt from Murfaro’s Beautiful Daughters.
- Name one thing they did to show KINDNESS.
- Name one thing they did that did not show Kindness.
- Name one thing that you DO to show Kindness
- Name one thing that you did before that did not show Kindness

Other Book Ideas:
Today I Feel Silly and Other Moods that Make my Day, Snowy Day, The Giving Tree
Colfax Elementary School-Wide Encouragement Plan

Type of Acknowledgement: Individual Students

Viking BEST Shields/Students of the Month

- Staff will hand out Viking BEST Shields for students exhibiting appropriate behaviors that are listed on the student behavior matrix.
- All faculty members are responsible for handing out shields
- Staff can hand out Viking BEST Shields in common areas of the school, excluding classrooms.
- Teachers will have a place designated in their classrooms for students to keep their Viking BEST Shields daily.
  - Teachers will be responsible for:
    - Handing out Viking BEST Shields for students exhibiting appropriate behaviors.
    - Making sure students leave their Viking BEST shields in their classroom daily.
    - Complete PBIS Store Debit Card monthly
- Students of the Month: Each month grade levels will vote/choose a student of the month – please place the student name and grade level on the ballot in the mailroom (in the envelope). Certificates will be presented and a photo will be taken and displayed in the front office.

Type of Acknowledgement: Individual Students/Whole School

School Wide School Store

- The PBIS School Store will be open approximately every 6 weeks for students to use their shields to purchase incentives.
- Students will need a minimum of 10 shields to visit the school store
- Major referrals will NOT affect their ability to shop, unless a major occurs on the same day as the store.
- PBIS School Store schedule will be sent out.
- PBIS School Store will replace quarterly celebrations.
- If a student does NOT receive ANY majors during the span between stores, please add 10 extra shields to their debit cards.
- Mr. Morgan will email teachers students with majors prior to each store.

Type of Acknowledgement: Classroom

Viking Class of the Week Banner

- One K-2 classroom and one 3-5 classroom will be chosen by Mrs. Kimsey and Mr. Morgan to be spotlighted as the class of the week.
- Mrs. Kimsey and Mr. Morgan will be looking for classes who exhibit their Viking BEST and the character trait of the month.
- The class of the week will earn the Viking banner to be displayed outside of their classroom and an announcement will be made recognizing the winners.

Type of Acknowledgement: Staff Recognitions

- Monthly winners for employee of the month will be selected and recognized.
- Random winners will also be selected by the principal and assistant principal for staff members that are modeling the Viking Best expectations consistently.
- “Fill a Bucket” by leaving a note for a staff member outside the mail room. (something wonderful they do for you or others)
• Put a note on the “Brag Board” outside the mail room – brag on a fellow staff member for something outstanding they have done for you, someone else or the school!

**Type of Acknowledgement: Buses**

• Bus drivers will be responsible for giving out a set number of shields each week to individual students on their bus by utilizing their spreadsheets.

• At the end of every month, the bus with the highest amount of shields will receive a whole bus reward (a small treat and recognition over the announcements).
PBIS Viking Shields

Shields can be found in the staff bathrooms, the front office, cafeteria and in most workrooms. You may also make copies and print your own if desired.
GCS Positive Behavior Intervention and Support

Menu of Teacher Responses

Natural and Logical Consequences (should be used whenever appropriate):

**Natural consequences:** Those that occur naturally rather than being imposed. For example, if a student spends their lunch time talking, they will not have time to eat their lunch.

**Logical consequences:** Those you as staff impose to indicate what logically follows when a student misbehaves. Ex: when a student throws trash on the floor, you have them pick it up.

Other Possible Teacher Responses (select mildest appropriate to the situation):

*Remember – at no time can a staff member take recess away from a child, nor require them to do work while on the playground.*

**Pre-correction**

- This is useful when a student or a small group of students has previously demonstrated a rule violation.
- As the time/location nears (when the behavioral error usually occurs), approach the student and state the expectation for the rule that has previously not been followed. Ex: Zack, as we get ready to line up for lunch, please remember to walk from your desk to the line.
- Pre-corrections work best when said privately without raising your voice and without drawing attention to the situation.
- Follow the Pre-correction with a thank-you, smile, or some type of acknowledgement if the student exhibits the appropriate behavior.

**Proximity Management**

- Move near the student(s) as you are teaching and/or circulating.
- Do not talk to the student(s). Your close physical presence (and eye contact if needed) should be enough to stop the misbehavior.
- Be careful not to invade the student’s personal space.
- While near the student, you can point to the classroom rule or expectation that the student is violating.

**Verbal Reminder**

- Deliver calmly and remain emotionally neutral by lowering your voice, saying the student’s name, and putting your hand on the desk if the student doesn’t see you.
- Include a statement of the desired, positive behavior; state the classroom rule or expectation that the student needs to exhibit.
- Refrain from asking the student if he/she was misbehaving.
- Keep the message brief and deliver when physically close by the student (within 3-4 feet). Do not invade the student’s personal space.
- Move away from the student about one to two seconds before finishing to avoid a negative response from the student. Do not wait for or ask for a response.
• Keep the rest of the students engaged by being concise and brief, and quickly return to the lesson. The goal is to create the impression of privacy without the whole class or other students being involved.

• Remember that you are teaching, teaching, teaching

  Change in Location

• This is useful when a student may be having some difficulties in a certain location.

• Using this as a teacher response often follows a previous attempt (such as Proximity Management, Point to Rule or Verbal Reminder) to address the student’s misbehavior.

• Ask the student to move to a different location. Ex: Emma, you are having difficulty following our expectations for group work; I need you to move over here and work with the Bluebirds please.

  Positive Practice

• This is an appropriate teacher response when the student is engaging in misbehavior that is easily practiced appropriately, such as running to get in line.

• If the student runs to get in line repeatedly, he/she might be required to spend some free time practicing walking to get in line.

  Brief Delay

• Brief Delay can be used by a teacher in situations where you are transitioning (especially to locations outside your classroom) and need to respond to a student’s misbehavior.

• Brief Delay can also work well in situations where you and your students are outside the classroom, such as on the playground, in an assembly, in the cafeteria, etc.

• Ask the student to come stand by you for a few seconds. Ex: “Zack, I need you to stand by me while the other students are lining up.” Ex: “Zack, come stand by me while the other students are getting in line for the cafeteria.”

• Let student know which misbehavior you are “delaying” him/her for; otherwise do not talk to student.

• This only needs to be for a few seconds, typically 15 – 30 seconds but usually no more than a minute to be effective.

• Respect student’s physical space.

  Time Owed

• Involves the student losing time from a favorite activity.

• Can be used for frequent misbehaviors, such as disruption, talking during teaching, disrespectful behaviors, etc.

• Decide first when the time-owed will be paid back; it needs to be a time that the student values (e.g., leaving the class at class change at the secondary level, during “free” time at elementary level).

• Decide how much time will be owed for each infraction. Keep it brief so you will always follow through (consider 30 seconds to 1 minute for elementary and 15-30 seconds for secondary (if using during class change).

• Establish what the student will do during the time-owed. It is recommended that you have the student do nothing because the attention can be reinforcing.
• If desired, you can combine time – owed with other teacher responses. For example, after one or two
Verbal Reminders of a rule violation, a student will owe you 15 seconds (Time-Owed) from a preferred
activity for the next 1-3 rule violations. If utilizing this approach, it is best to not set in stone the
number of rule violations for which students earn Verbal Reminders vs. the number for which they
earn Time Owed as students will quickly determine where they are in the sequence and may “decide” to
keep misbehaving until you reach a certain level.

• Do not overuse time-owed such that it becomes more of a time-out; the key is to keep it brief. Time-
owed works best when it is mildly annoying to the student to lose a brief period of time from something
enjoyable or some preferred activity.

  **Time Out**

• Time-out should represent a loss of opportunity to earn positive attention (such as non-contingent
attention and positive feedback) which students earn when they are appropriately engaged in learning
opportunities. Thus the goal is for your instruction to be so interesting, productive and enjoyable that
your students want to participate.

• Using time-out effectively requires that you plan ahead and have a system in place that you can
implement without too much time and energy on your part. The location and the details of how the
student gets to time-out, and what the student does when he/she gets to time-out must be pre-
arranged and taught to the students.

• Below are descriptions of several types of time-out used successfully in different school settings:

  **Time-out from small group instruction (elementary level):**
  o Instruct the student to push his/her chair back from the group.
  o Conduct the next few minutes in as fun and reinforcing a manner as is possible.

  **Time-out at desk (elementary level):**
  o Ask the student to close his eyes for a short time period (no more than 2 minutes).
  o This is a mild form of time-out that can be effective for mild disruptions.

  **Time-out in classroom (all grades)**
  o Locate in a low traffic part of the classroom, such as a chair off to the side of the room. You could
call it the “attitude adjustment area.”
  o Let the students know ahead of time that you are assigning time-out in lieu of sending them out of
the room.
  o Also inform the students that if they go quietly to time-out and complete their time without
disruption that they can rejoin the class and there will not be any other consequences. If they
refuse to go, disrupt others on the way, or continue to disrupt the class, you will have no choice but
to remove the student from class and write a disciplinary referral. If the students view this as being
too elementary, use the hockey example of a player being sent to the penalty box for a rule
violation.
  o Assign a short period of time to serve in time-out. Consider 3-5 minutes for elementary or 5-10
minutes for secondary with the understanding that time-out doesn’t start until the student is seated
and quiet. Don’t forget to keep track of the time by looking at a clock or watch. The student does not
take work to the time-out area.

  **Time-out in another class (all grades)**
o This can be effective because the student may be less likely to show off for students in a class he does not know.

o Arrange this consequence ahead of time with a nearby teacher who has fairly mature students. Research indicates this can work if it is voluntary and collaborative. Typically select no more than one grade above or below the student’s current grade placement.

o Have a designated chair in a low traffic spot for the student to sit in. The receiving teacher should continue teaching and have his/her class to ignore any student being sent in from another class.

o Have a preset amount of time for the student to stay in time-out in the other teacher’s classroom. Consider limiting time-out to a maximum of 10-15 minutes for elementary or 20-30 minutes for secondary students.

o Decide ahead of time if having the student complete classwork will be part of the time-out; do not assign work at the last minute as part of the consequence.

**Write Down Exactly What Was Said**

- This procedure requires the teacher to calmly write down exactly what the student said and did while misbehaving.

- Example: Take a piece of paper (not office referral form) and a pen and say to the student, “Let me get this exactly. I am asking you to stop talking while I am talking and you are saying that you will not do that. Is that right?” If the student continues with the noncompliance, the written record can be used to send to the office as an example of repeated, severe noncompliance. Often times the very act of writing down the exact words will stop the misbehavior and the teacher can then proceed with the lesson.

**Discussion**

- Should be held at a later, neutral time (e.g., at the end of the period or day). If it is done immediately at the time of the incident, the student may be embarrassed and become overly defensive and emotional in front of the other students. In addition, the teacher may be overly frustrated and emotional which would inhibit using an effective communication style. Also if the conference is done immediately, the discussion could actually reinforce the student by providing intense attention.

- Discuss other alternatives or choices the student could have made. Also discuss needs for future orientation; focus on how the student can change his/her behavior the next time.

**Restitution**

- If the student engages in misbehavior that causes damage, having him/her repair the damage can be effective.

- Restitution is identifying something that will “make it right” without focusing on fault or blame.

- If the student engages in misbehavior that causes damage to property, having him/her repair the damage can be effective. Restitution can also be effective with chronic and purposeful misbehaviors that involve damage to social relationships.

- Restitution requires planning and analysis by student and teacher.

- Characteristics of good restitution:
  - Requires effort on the part of the offender.
  - Seen by victim as adequate compensation
  - Does not encourage further misbehavior
  - Is relevant to the misbehavior
  - Does not humiliate the offender.
- Strengthens the offender (example of positive social behavior).

- Examples of restitution include clean up a mess in the room, purchase a new pen, writing a letter of apology, etc.

### Problem Solving/Debriefing

- Have the student describe the problem and what he/she could do differently. Using a form to help structure this activity can be helpful. Both the student and teacher sign the form. **Note:** the teacher may need to help the student define the specific behaviors that are more appropriate and should then begin to encourage those behaviors. See example form below.

#### Problem Solving

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your behavior:</td>
<td></td>
</tr>
<tr>
<td>What could you do differently next time?</td>
<td></td>
</tr>
<tr>
<td>Will you be able to do it?</td>
<td>Yes</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Student</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

### Count/Chart the Misbehavior

- Sometimes just the act of counting the frequency of a behavior is enough to stop it. You can put the misbehavior on a chart on a clipboard and simply mark each occurrence. Be sure the student is aware that you are charting or counting the misbehavior.

**Planned Ignoring of Inappropriate Behavior –Warning: Difficult to do well!**

- Can be an effective strategy if the reason for the student’s misbehavior is to gain attention.

- Before attempting this, the adult needs to understand that the misbehavior may increase for the next few days and could become more frequent and intense. Do not attempt planned ignoring if the student is likely to escalate to more serious misbehavior that is dangerous or severely disruptive.

- Besides not talking to the student, do not establish eye contact with the student when implementing planned ignoring. Verbally reinforce other students nearby who exhibit appropriate behaviors.
• Look for the first opportunity to reinforce the student as soon as he/she exhibits an appropriate behavior. Do not comment about the inappropriate behavior when reinforcing the student. Resist the urge to lecture!

• If using planned ignoring with a persistent attention-seeking student, tell the class what you will do when the student exhibits certain attention-seeking behaviors and how you expect them to behave (including their need to ignore the student and how they can appropriately gain your attention). If other students tell you about the student, give them a mild verbal reminder.

**Contact Parents**

• First parent contact should be positive.

• Contact parents regarding misbehavior when you are calm.

• Problems associated with calling immediately from your classroom or school.
  - You may still be angry.
  - Can’t guarantee parent will be there.
  - Parent may not be supportive.
  - If student talks to mom, you could easily lose control (Mommy, my teacher is mean!).
  - Parents are more likely to be defensive and the conversation is more likely to be unproductive.
  - Mom or Dad may threaten to hurt the child.

• Ask for a conference later that day if possible; if not, as soon as possible. Discussing a reoccurring misbehavior is best done face to face, not on the phone.

• Begin the conversation with a positive statement about the student.

• Use objective statements such as “Johnny was out of his seat 3 times during science class” instead of a more general statement, such as “Johnny is very disruptive” or a statement that implies judgment, such as “Johnny does not know how to behave.” These kinds of statements can put parents on the defensive and generally do not help create positive partnerships between home and school.

• Ask parents for their assistance in solving the current situation.

• Be sure to keep parents updated and let them know as soon as the behavior begins to improve.

• Use parent contact when the student:
  - Consistently violates the classroom rules, is engaging in chronic misbehaviors and you need their assistance in devising a plan or if/when a student is blatantly noncompliant.
  - Begins to improve in certain behavioral areas.
  - Maintains the improvement.

**Report to Office/Other School Staff**

• This is not an office referral. It is more of a “red flag” or “alert notice” which simply informs the administrator that you are having repeated problems with the student. You are, in effect, asking for assistance in assessing the situation and designing a response. **Note:** Reporting to Office may be a part of Chronic Minor documentation.

• In your school, it may be some other staff member (other than the principal) such as a behavior support specialist, school social worker, guidance counselor or school psychologist who receives this information. The principal may only receive an “FYI” at this point and should therefore later receive a copy of whatever plan is developed.
• Report the situation to the office or other appropriate school staff member only after other teacher responses/consequences and positive systems have proven ineffective in changing a student’s behavior over time.

• Keep good records of the behaviors being exhibited and the teacher responses/consequences being utilized over time and send that information with the “alert” notice.

• Be prepared to discuss how you have or are striving to achieve the 4:1 ratio with this student.

• If a plan is developed as a result of the “red flag” or “alert” it may be helpful to involve the parents if they have not been previously notified.

• Continue to keep records and schedule regular times to meet with the administrator or other school staff member who assisted you.

Office Referral

• Report the incident to the office (completing an office referral form) if it meets the criteria for a Major problem behavior or if it meets the criteria for a Chronic Minor problem behavior. Remember, major forms must be filled out completely.

• If your other consequences are proving ineffective with a student who is constantly violating class rules or is engaging in chronic early stage misbehavior, talk with the administrator ahead of time in order to agree on a plan if the student is being referred to the office.

• Consequences that may be utilized by an administrator can include:
  ✓ Conference with student
  ✓ Individual plan
  ✓ Logical consequence
  ✓ Loss of privilege
  ✓ Parent contact
  ✓ Restitution
  ✓ Time in office
  ✓ Saturday school
  ✓ Detention
  ✓ ISS
  ✓ OSS
  ✓ Expulsion

GCS PBIS Initiative June 2010
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definitions</th>
<th>Minor (handle within classroom)</th>
<th>Major (sent to the office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive language/Inappropriate language/Profanity</td>
<td>Profanity directed at someone; using demeaning words or name-calling based on gender, race, ethnicity, etc. (Verbal, written, or using technology)</td>
<td>• name calling (stupid, ugly, four eyes)                                                       • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• obscenities not directed at anyone                                                            • name calling (based on gender, ethnicity, race, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• minor behavior continues after 3 incidents                                                    • profanity directed at someone</td>
<td></td>
</tr>
<tr>
<td>Arson</td>
<td>Exploding or igniting incendiary devices that cause a fire</td>
<td>• bang snaps, firecrackers, cherry bombs, explosives, etc.                                      • lighters, matches</td>
<td></td>
</tr>
<tr>
<td>Bomb Threat/False Alarm</td>
<td>Communicating a false bomb threat or pending explosion on or near campus</td>
<td>• pulling the fire alarm                                                                      • calling / reporting a bomb on or near campus</td>
<td></td>
</tr>
<tr>
<td>Disrespect</td>
<td>Incidents of talking back and / or delivering socially rude interactions</td>
<td>• body gestures (sticking out tongue, rolling eyes, etc.)                                      • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• talking back                                                                                 • escalates to safety concern</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• failure to comply                                                                            • leaving school grounds</td>
<td></td>
</tr>
<tr>
<td>Non-Compliance/Defiance</td>
<td>Failure to comply to an adults request, failure to respond to adult requests, incidents of talking back or being rude</td>
<td>• disruptions to instruction                                                                    • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• not following class rules                                                                     • leaving school grounds</td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>Behavior causing an interruption in the school environment</td>
<td>• blurring out                                                                                 • minor behavior continues after 3 incidents</td>
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<tr>
<td></td>
<td></td>
<td>• loud talk                                                                                   • throwing chairs, flipping desks</td>
<td></td>
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<td></td>
<td></td>
<td>• pencil tapping                                                                              • throwing objects at someone with intent to hurt</td>
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<td></td>
<td></td>
<td>• yelling, screaming                                                                          • prolonged loud screaming/crying</td>
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<td></td>
<td></td>
<td>• horseplay                                                                                   • minor behavior continues after 3 incidents</td>
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<tr>
<td></td>
<td></td>
<td>• throwing things (not at someone)                                                             • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Violation of school rules regarding appropriate dress</td>
<td>• spaghetti strap shirts                                                                       • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sagging pants                                                                               • minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Fighting/Physical Aggression</td>
<td>Against students: Attempts to cause physical harm or to harass by punching, hitting, etc.</td>
<td>- clothing that is vulgar, sexually explicit, promotes drugs, alcohol, tobacco, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Against adults: threats to or causing physical or bodily harm to school employees or other adults in the building</td>
<td>- headwear (cultural norms excluded)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- light physical contact (bumping, pushing, pinching, etc.)</td>
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<tr>
<td></td>
<td></td>
<td>- mild arguing</td>
<td></td>
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<td></td>
<td></td>
<td>- minor behavior continues after 3 incidents</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- verbal or physical threats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- punching, hitting, kicking, etc.</td>
<td></td>
</tr>
<tr>
<td>Forgery/Theft</td>
<td>Forgery: providing false information; signing a person’s name without permission</td>
<td>- theft or possession of stolen small value items (crayons, pencils, manipulatives, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theft: stealing or being in possession of stolen property</td>
<td>- forging signatures (notes, agendas, etc.)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- minor behavior continues after 3 incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- theft or possession of stolen items of value (money, purse, documents, school property, etc.)</td>
<td></td>
</tr>
<tr>
<td>Gang Affiliation Display</td>
<td>Using gestures, dress, and/or speech to display affiliation with a gang; engaging in acts that further gang activities</td>
<td>- ANY gestures, dress and/or speech to display affiliation with a gang</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- engaging in acts that further gang activities</td>
<td></td>
</tr>
<tr>
<td>Harassment/Bullying</td>
<td>Actions that intimidate, threaten, or demean others such as those based on sexual orientation, gender, race, ethnicity, disability, etc.</td>
<td>- teasing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical, verbal, relational, or cyber bullying</td>
<td>- minor put-downs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must meet the criteria of intended to harm, repetitive, and include a difference of power between aggressor and target (GCS definition = sufficiently severe, persistent and pervasive). If</td>
<td>- silly name calling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- minor behavior continues after 3 incidents</td>
<td></td>
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<td></td>
<td></td>
<td>- based on race, ethnicity, gender, disability, sexual orientation, etc.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- threats and intimidation</td>
<td></td>
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<td></td>
<td></td>
<td>- obscene gestures, pictures, and/or notes</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Actions</td>
<td></td>
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<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>HARASSMENT, BULLYING OR DISCRIMINATION</td>
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<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
<td>Consequences</td>
<td></td>
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<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Skip Class</td>
<td>Student leaves or misses class without permission</td>
<td>• walking out of class</td>
<td></td>
</tr>
</tbody>
</table>
| Truancy                       | Student receives an unexcused absence for ½ day or more without parent knowledge | • not going immediately to class  
• playing in the bathroom  
• minor behavior continues after 3 incidents                                                                 |
| Tardy                         | Student is late arriving to class even though already on campus             | • possession of electronics without parent/teacher approval (i.e. celebration days)  
• getting on the computer without permission  
• playing games during instruction  
• minor behavior continues after 3 incidents  
• creating inappropriate documents  
• cyber-bullying |
| Technology Violations         | Engaging in inappropriate use of cell phones, IPODS, handheld games, internet, etc. | • minor behavior continues after 3 incidents  
• creating inappropriate documents  
• cyber-bullying |
| Use/Possession of Alcohol     | Possession, use or selling alcohol                                          |                                                                                                                                             |
| Use/Possession of Combustibles| Possession or use of devices such as lighters, firecrackers, explosives, smoke creating devices, etc. that can cause bodily harm and/or property damage |                                                                                                                                             |
| Use/Possession of Drugs       | Possession, use or selling drugs                                            |                                                                                                                                             |
| Use/Possession of Tobacco     | Possession, use or selling of tobacco products                              |                                                                                                                                             |
| Use/Possession of Weapons     | Possession or use of knives, any type of gun, look alike weapons or any dangerous weapon that could cause bodily harm |                                                                                                                                             |

*This is not an inclusive list, see GCS Student Handbook for more information.*
Minor vs. Major Referrals

Minor forms are handled in the classroom by the teacher. If a minor occurs in a specialist’s classroom, the procedure is as follows:

- The white copy goes home to be signed by the parent (a phone call or email to the parent is made and documented on the minor form);
- The yellow copy goes to the homeroom teachers;
- The pink stays with the specialist as a record of the minor.

After 3 minors (of a similar offense and within a 30 day or so time frame), then the minors will convert to a major and will be given to administration. Homeroom teachers and specialist will coordinate to maintain records of minors.

Remember, there should be at least 3 parent contacts documented on the minors and the major referral should be completely filled out, as all of the information has to be entered in SWIS. (Please remember to put the last name of the student!)

Bus referrals start with a warning, then is a minor referral in SWIS unless the infraction is of a serious nature.

If you have questions, please refer them to your PBIS representative.
Colfax Elementary Behavior Referral Flow Chart

**Minor Behavior**
(Teacher Managed)

- Use Teacher Response Menu/Classroom Management Plan to Address Behavior
- Complete Minor Offense Log if Behavior is Chronic and Contact Parent
- Refer to Office After 3 Documented Occurrences of Same Behavior (Attach Minor Offense Log to ODR)

**Crisis Behavior**
(Immediate Assistance Needed)

- Contact Office for Support
- Administrator or Support Staff will Respond with Assistance

**Major Behavior**
(Office Managed)

- Complete SWIS Office Discipline Referral Form
- Call Office if Immediate Attention is Required
- Administrator Determines Consequences and Informs Teacher of Outcomes

---

### Teacher Managed
- name calling
- obscenities not directed at anyone
- talking back/failure to comply
- disruptions to instruction/blurt out/loud talk
- horseplay/throwing things (not at someone)
- inappropriate clothing
- Light physical contact (bumping, pushing, etc.)
- mild arguing
- theft of small value items
- teasing/minor put-downs/silly name calling
- leaving area without permission
- lying
- cheating
- damaging any school property
- playing in the bathroom
- electronics w/o permission

### Office Managed
- ANY minor behavior continues after 3 incidents
- name calling (based on gender, ethnicity, race, etc.)
- profanity directed at someone
- arson
- bomb threats
- leaving school grounds
- throwing objects
- prolonged loud screaming/crying
- verbal threats/punching, hitting, kicking, etc.
- theft of stolen items of value
- gang affiliation
- obscene gestures, pictures, and/or notes
- inappropriate touching
- running away from staff
- damaging school/personal objects beyond repair
- creating inappropriate documents/cyber-bullying