

Positive Behavior Interventions and Supports

Crestmont Elementary



Guidebook
2024 -2025

Positive Behavior Interventions and Supports Guidebook

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[PBIS Videos \(COVID\)](#)

Positive Behavior Interventions and Supports

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Amanda Clark (Administrator)
(PBIS Coordinator)
(Leadership)
(Parent Representative)

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and training to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

Tier 1 PBIS Purpose:

The purpose of the Tier I team is to:

- Coordinate implementation of Tier I systems and supports
- Monitor fidelity of implementation & overall status of progress towards goals/grade level benchmarks
- Identify & develop data-based plans for new problems
- Communicate with other school teams and staff about action plans and data
- Ensure that materials related to Tier I practices are up to date and available to all stakeholders

Tier 1 PBIS Agreements:

The Tier I PBIS Team agrees to Honor:

- Time
 - Start on Time, End of Time
- Expectations
 - Honor team meeting roles
 - Commit to TIPS process
- Participation
 - Complete action items on time

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Be Safe

Be Respectful

Be Responsible

Be Kind

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 4 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.

- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.
- You were **Being Kind** when you gave that ball back to the group instead of kicking it away.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

Crestmont School Expectation Matrix

	Setting	School Expectations for Personal Standards			
		Safe	Respectful	Responsible	Kind
1	Arrivals/ Dismissals	<ul style="list-style-type: none"> walking feet hands and feet to self Walk bikes, scooters and anything with wheels Watch for traffic Wait for vehicle to stop at curb 	<ul style="list-style-type: none"> Listen to adults Be aware of others around you 	<ul style="list-style-type: none"> Get to where you are going safely Stay on pathway Use crosswalk Watch for markings on pathway 	<ul style="list-style-type: none"> Speak kindly
2	Cafeteria/ Lunch Line	<ul style="list-style-type: none"> Walk to and in the cafeteria hands and feet to self Face forward Wait your turn in lunch line Remain seated until excused 	<ul style="list-style-type: none"> Use indoor voices Say "please" and "thank you" Wait patiently in line Be aware of others personal space 	<ul style="list-style-type: none"> Keep your area clean Throw away trash Stack your tray Sit at your assigned table Eat your own food Stay until you are dismissed 	<ul style="list-style-type: none"> Invite classmate to sit with you Help others clean up Use your napkin
3	Common Areas walkways/ hallways/ open courtyards	<ul style="list-style-type: none"> Walking feet Hands & feet to self Face forward Stay in walking area (ex- not in planters) 	<ul style="list-style-type: none"> Quiet voices near classrooms Listen to teacher 	<ul style="list-style-type: none"> Get to where you are going Walk on the sidewalk (pathway) Return the class quickly 	<ul style="list-style-type: none"> Speak quietly & kindly Pick up trash
4	Bathrooms	<ul style="list-style-type: none"> Wash hands with soap and water (30 seconds) Keep soap and water in the sink 	<ul style="list-style-type: none"> Quiet voices Use for intended purpose only (no playing) One person per stall 	<ul style="list-style-type: none"> Use sign in/out sheet Wait your turn Flush toilet (with foot) after use 	<ul style="list-style-type: none"> Allow others their privacy Keep area clean

		<ul style="list-style-type: none"> ● Walking feet ● Wait your turn ● Report problems to an adult ● Only lock/unlock stall you are using ● Use appropriate amount of toilet paper 	<ul style="list-style-type: none"> ● Don't use X'd out or locked stalls, urinals, or sinks ● look for bathroom closure signs - if bathroom is closed, choose an open bathroom 	<ul style="list-style-type: none"> ● Throw trash away ● If needed, use a buddy system 	
5	Playground & Recess	<ul style="list-style-type: none"> ● Walk in play-structures ● Stay in authorized areas (boundaries) ● Hands and feet to self ● Use equipment appropriately ● Play games by Crestmont rules ● Report problems to adult 	<ul style="list-style-type: none"> ● Eat snack in the snack zone ● Listen to yard duties ● Share equipment ● Include others ● Follow directions and game rules ● Wait your turn ● Conflict Resolution: Walk, Talk, Ro Sham Bo (Rock Paper Scissors) 	<ul style="list-style-type: none"> ● Eat snack, get drink, use restroom ● Clean up your trash ● Freeze when the triple whistle blows, squat and freeze; if in bark box, walk to edge first ● If you have equipment, walk and return to ball cart on triple whistle ● When single whistle is blown, quickly walk to line up ● Conflict Resolution: Walk, Talk, Ro Sham Bo (Rock Paper Scissors) 	<ul style="list-style-type: none"> ● Listen to yard duties ● Take turns ● Include others in games ● Speak kindly

6	Technology	<ul style="list-style-type: none"> • Use equipment appropriately • Stay on teacher approved sites • Lunchtray hold when carrying • Only touch and use your own device • Keep chromebook at school 	<ul style="list-style-type: none"> • Use keys and buttons with care • Log off when prompted 	<ul style="list-style-type: none"> • Log on quickly and quietly • Follow log off procedures • Start working promptly • Plug in and return to correct location in charging station • Stay on teacher approved sites 	<ul style="list-style-type: none"> • Only touch and use your own device
7	Library	<ul style="list-style-type: none"> • hands and feet to self • Use walking feet • Treat books appropriately 	<ul style="list-style-type: none"> • inside voice • Handle books with care at school and at home 	<ul style="list-style-type: none"> • Return books to proper place • Push chair in • Remain on task • Follow library rules 	<ul style="list-style-type: none"> • Hold doors open of others • Be helpful, put a friends book away • Speak kindly
8	PE	<ul style="list-style-type: none"> • hands and feet to self • Use equipment appropriately • Wear tennis shoes and bring water 	<ul style="list-style-type: none"> • listen to teacher • Display good sportsmanship 	<ul style="list-style-type: none"> • Return equipment • Follow PE rules 	<ul style="list-style-type: none"> • Help others • Display good sportsmanship
9	Music	<ul style="list-style-type: none"> • Keep hands and feet to self • Stay seated • Use instruments and 	<ul style="list-style-type: none"> • Listen respectfully 	<ul style="list-style-type: none"> • Eyes on speaker • Return instruments and materials in the correct place 	<ul style="list-style-type: none"> • Help others • Kind words

		<p>equipment correctly</p> <ul style="list-style-type: none"> ● Keep voice level appropriate 			
10	Assemblies	<ul style="list-style-type: none"> ● Keep hands and feet to self ● Stay seated ● Use walking feet ● Wait for dismissal instructions 	<ul style="list-style-type: none"> ● Listen respectfully ● Applaud at appropriate times 	<ul style="list-style-type: none"> ● Eyes on speaker ● Sit quietly during presentation ● Stay with your class 	<ul style="list-style-type: none"> ● Listen respectfully
11	Office	<ul style="list-style-type: none"> ● Walking feet 	<ul style="list-style-type: none"> ● Say "please" and "thank you" ● Wait your turn 	<ul style="list-style-type: none"> ● Wait at the counter ● Ask & wait for permission to go to the office 	<ul style="list-style-type: none"> ● Say "please" and "thank you"

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first two weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Kick Off Week

Recess Rodeo Schedule 2024-2025

about 6 minutes per station and 1 minute transition

Each teacher travels with their own class and explains the PBIS expectations. The grade level leadership rep needs to retrieve from the staff lounge the posters that have the expectations on them and please return them asap.

*All grade levels need to have have taught recess rodeo expectations by August 23, 2024

*Week of January 8-17, 2025 (after winter break)

*Week of April 22-25, 2025 (touch up after spring break)

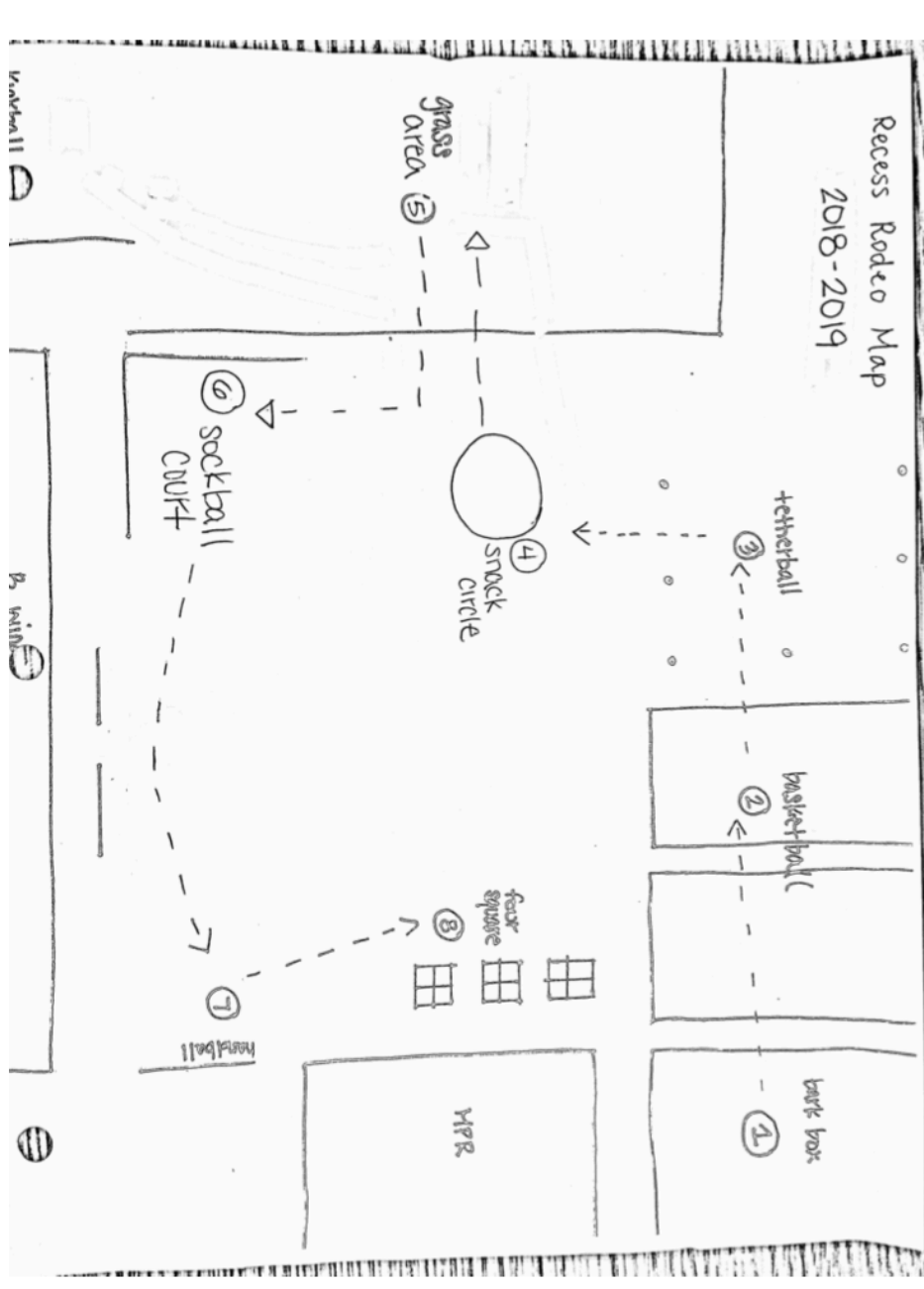
STATIONS

- 1. Barkbox**
- 2. Basketball**
- 3. Tetherball**
- 4. Grass & Snack Area/ Reflective Walk**
- 5. Hula Hoops/Jump Ropes**
- 6. Sockball**

- 7. Bathroom/Water
- 8. Handball/Wallball
- 9. Four Square
- 10. Coyote in the Middle (4 corners/Switch)

Figure out how you want to ROTATE WITH STUDENTS with your team.

Recess Rodeo Map



Below you will find the rules/expectations that will be taught at each station:

Bark Box

- No tag. Walking feet.
- Bark stays on the ground.
- Down slides not up, and one at a time.
- Pull up bars are for pull ups not twirling or sitting.
- On the dome you may sit or hang.
- No jumping off the cement wall.
- No walking near the green metal electrical box.
- Freeze bell applies and when you hear it, get off the equipment safely and walk to the outside of the bark box.
- No playing on the black top near the neighborhood fenced area.
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Basketball

- In defense, only go after the ball-- do not touch, push or tackle a person!
- You must bounce the ball as you are running. Do not run with the ball in your arms.
- After one team makes a basket, it is the other team's turn with the ball.
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Teatherball

- One player is selected to serve.
- The server's opponent is given his choice of the side of the court on which he wishes to play. The ball is struck with the open or closed hand. The opposing player tries to wind the rope around the pole by hitting the ball back in the opposite direction. The player who winds the rope completely around the pole wins.

- When one of the violations occurs the play stops and the game is forfeited.
- The ball may not be hit with any other part of the body or hands'
- No holding or catching the ball during play.
- Touching the pole with the body is not allowed
- Hitting the rope is not allowed
- Stepping inside the opposing player's side or outside the court = out.
- The server winds the rope completely around the pole before the opponent has had an opportunity to hit the ball at least once.
- If you win 3 times in a row, you must go to the end of the line.
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Grass Area/Reflective Walk/Snack Circle

- Gates may only be open by teachers & yard duties
- Kickballs may only be kicked on the grassy area
- Run on the grass only/ not on blacktop
- No gymnastics
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors
- Reflective walk area (give/show yard duty your slip prior to walking - walk near far basketball courts on the sidewalk area only)
- Eat snack in designated area, throw trash away when finished

Hula Hoops and Jump Ropes

- Use jump ropes for jump rope. No tying up people or object with the jump ropes or playing helicopter with jump ropes
- Use hula hoops the way they are supposed to be used. Hula hoops are for around the waist only. No playing horsey with the hula hoops and no throwing the hula hoops
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Sockball Rules

- Use rubber balls only.
- Only use your hands to hit the ball.
- Play on blacktop.
- No throwing the ball at runners.
- The runner will be called safe if the ball hits their head unless they are sliding/ducking the ball. If a player is hit in the head they get the base they are running to. No leading off or stealing is allowed. A runner off his/her base when the ball is hit is out.
- Team members: You may put the teams together anyway you'd like, but the kids should line up boy/girl as best as possible. Sometimes near the end of the line ups we may have 2 or 3 boys or girls in a row.
- Players must stay out of the baseline; otherwise the runner advancing to the base will be called safe. Students that are playing a base position should make every attempt to position their foot on the side of the base to leave room for the runner.
- Any player who deliberately crashes into a defensive player holding the ball, will have to sit out from the game.
- NO TAGGING for outs. Instead we will adhere to "no force outs". So unlike traditional baseball, all four bases can get a player out simply by tagging the foot on the base before the infielder reaches it.
- On an overthrow the runner may advance at their own risk. They are allowed to run more than one base if they want.
- When the game is being played and is completed the students should always use good sportsmanship. Tell the kids to tell each other "Good Game".
- No made up rules.
- Absolutely no arguing.

- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Snack/water fountain/bathrooms/Conflict Resolution

- Drinking fountains are for drinking only
- Never playing
- Should not be hanging around outside bathrooms
- 2 students in bathroom at a time
- No chasing into the bathrooms
- No crawling under the stalls
- Please wash your hands
- Will be on the bench if messing around in the bathroom
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

8-Handball/Wallball

- Should only use one hand to hit.
- Hand may be a fist.
- Ball must hit the **ground**, the **wall**, the **ground**, and then be hit by the player.
- Person coming into the game is the server.
- Lines are in
- No catching or holding the ball
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

9-Four square

- D serves the ball to A.
- To serve the ball, the player drops the ball and then hits it after it bounces up from the ground.

- No player may get out on the serve.
- The player to whom the ball was served (“A”) returns the ball to any other square after it bounces once.
- Underhand hits for regular 4 square courts
- "Advanced" four square court (the one in the picture), students can hit the ball with an overhand, but must not slam the ball into another square.
- Lines are in
- You may not hit the ball before it bounces in your square
- The object of the game is to get to Square A
- Players rotate: D to C, C to B, and B to A
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Coyote In The Middle (4 Corners/Switch)

- The player in the middle must count slowly and loudly backward from three to zero and yell switch.
- When “switch” is called, everyone must switch corners and find a corner and stay there or they are out.
- If there’s a tie at a corner, use emergency resolution: Ro Sham Bo. The loser is out and the new Coyote comes into the middle.
- No made up rules.
- Absolutely no arguing.
- Use the emergency plan/Conflict Resolution/ to settle disputes: Walk, Talk, or Rock, Paper, Scissors

Beginning of School Year Tour

By Monday, August 14th, each grade level team will tour the campus. On this tour the teacher will review each location's specific expectations.

The first location is the **playground**. Please bring the labeled school map included in your guidebook and the [Crestmont School Expectation Matrix](#). Continue the tour in the following order:

walkways/hallways, office, front of school, and bathroom.

Please spend no more than 5 minutes at each location (should take 25 min)

Each lesson should be taught at the beginning of the day. The lessons will be reviewed several times over the year including when students return from Winter and Spring break. Please teach these lessons at your grade level's pedagogical level and your own teaching discretion. Be sure to review the first 5 expectations periodically and thoroughly the first two weeks.

Week of August 8-16, 2024: Review Rules #1-6

Week of August 19-23, 2024: Review Rules #1-6

Rules #7-11 should be reviewed as needed and when it arises

Week after Winter Break: Review Rules #1-6

Week after Spring Break: Review Rules #1-6

[Lesson Plan Doc-- 1 page printables](#)

[PBIS Passport Template](#)

1. Arrivals and Dismissals

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
1	Arrivals/ Dismissals	<ul style="list-style-type: none"> walking feet hands and feet to self Walk bikes, scooters and anything with wheels Watch for traffic Wait for vehicle to stop at curb 	<ul style="list-style-type: none"> Listen to adults Be aware of others around you 	<ul style="list-style-type: none"> Get to where you are going safely Stay on pathway Use crosswalk Watch for markings on pathway 	<ul style="list-style-type: none"> Speak kindly

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind during Arrivals and Dismissals is to keep our students safe when there are vehicles and many other people around. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Arrivals/ Dismissals	<ul style="list-style-type: none"> -Wait for car to come to a complete stop before approaching and opening door -Wait for directions from crossing guard before crossing -Arrive to school on time and walk any bikes and scooters to lock up area -Walk to walk and talk area 	<ul style="list-style-type: none"> -Riding bike through parking lot -Not crossing at crosswalk -Arriving to school late and running to class -Loudly waiting outside front gate

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion

- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

2. Cafeteria & Lunch Line

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
2	Cafeteria/ Lunch Line	<ul style="list-style-type: none"> • Walk to and in the cafeteria • hands and feet to self • Face forward • Wait your turn in lunch line • Remain seated until excused 	<ul style="list-style-type: none"> • Use indoor voices • Say "please" and "thank you" • Wait patiently in line • Be aware of others personal space 	<ul style="list-style-type: none"> • Keep your area clean • Throw away trash • Stack your tray • Sit at your assigned table • Eat your own food • Stay until you are dismissed • Only take hot lunch if you ordered it 	<ul style="list-style-type: none"> • Invite classmate to sit with you • Help others clean up • Use your napkin

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while in the cafeteria is to make sure everyone has enough time to eat and to keep it clean for the next group of students coming in. Following rules in the cafeteria is also great practice for when you eat at someone else's house or at a restaurant. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Cafeteria/ Lunch Line	<ul style="list-style-type: none"> -Quietly walk into the cafeteria facing forward and hands at side -Walk quietly and respect others' space. -Say "please" and "thank you" to lunch helpers -Clean up where you sat -Help others clean up -Eat at assigned table 	<ul style="list-style-type: none"> -Enter cafeteria running or hitting other students -Come into cafeteria loudly -Cutting to be front of the line -Leave the cafeteria without cleaning up -Leaving before getting dismissed or getting up without asking an adult

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior- How do Dinosaurs Eat their Food?, Please Say Please- Penguin's Guide to Manners by Margery Cuyler and Dinner with Olivia
- Perform Skits
- Students Teach Other Students About Rules

3. Common Areas: Walkways, Hallways, Open Courtyards

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
3	<p>Common Areas</p> <p>walkways/ hallways/ open courtyards</p>	<ul style="list-style-type: none"> • Walking feet • Hands & feet to self • Face forward • Stay in walking area (ex- not in planters) 	<ul style="list-style-type: none"> • Quiet voices near classrooms • Listen to teacher 	<ul style="list-style-type: none"> • Get to where you are going • Walk on the sidewalk (pathway) • Return the class quickly 	<ul style="list-style-type: none"> • Speak quietly & kindly • Pick up trash

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while in common areas is most importantly to go from one place to another safely, especially in case of an emergency. It's important to be quiet to respect every student's learning. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Common Areas	-Walk with hands to self, facing forward -Walk around objects and stay on the outside of the painted half circles by doors -Walk through campus with a quiet voice, not disrupting other classes -If with class, listen to teacher's direction on where to go and where to stop	-Running through campus -Touching painted walls, scraping paint rails, etc. -Yelling or talking loudly

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

4. Bathrooms

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

	Safe	Respectful	Responsible	Kind
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<p>bathrooms</p>	<ul style="list-style-type: none"> • Wash hands with soap and water (30 seconds) • Keep soap and water in the sink • Walking feet • Wait your turn on marked X • Report problems to an adult 	<ul style="list-style-type: none"> • Quiet voices • Use for intended purpose only (no playing) • One person per stall • Don't use X'd out or locked stalls, urinals, or sinks • look for bathroom closure signs - if bathroom is closed, choose an open bathroom 	<ul style="list-style-type: none"> • Use sign in/out sheet • Hang lanyard on hook • Wait your turn if hooks are full • Flush toilet (with foot) after use • Throw trash away 	<ul style="list-style-type: none"> • Allow other their privacy • Keep area clean
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Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while in the bathroom is to respect the school and privacy of others. It is important to be responsible and keep the bathroom clean, and work hard to make the right choices every time you go in there. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Bathroom	<ul style="list-style-type: none"> -Keep bathroom clean (use appropriate amount of toilet paper, soap, etc.) -Walk to restroom quietly; use it without goofing off -Flush toilet -Wash hands with soap and water -Let an adult know if something is wrong with the bathroom 	<ul style="list-style-type: none"> -Enter the bathroom running -Hanging out in bathroom -Damaging the bathroom -Leaving without washing hands

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

5. Playground & Recess

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
5	Playground & Recess	<ul style="list-style-type: none"> • Walk in play-structures • Stay in authorized areas (boundaries) • Hands and feet to self • Use equipment appropriately • Play games by Crestmont rules • Report problems to adult 	<ul style="list-style-type: none"> • Eat snack in the snack zone • Listen to yard duties • Share equipment • Include others • Follow directions and game rules • Wait your turn • Conflict Resolution: Walk, Talk, Ro Sham Bo (Rock Paper Scissors) 	<ul style="list-style-type: none"> • Eat snack, get drink, use restroom • Clean up your trash • Freeze when the triple whistle blows, squat and freeze; if in bark box, walk to edge first • If you have equipment, walk and return to ball cart on triple whistle • When single whistle is blown, quickly walk to line up 	<ul style="list-style-type: none"> • Listen to yard duties • Take turns • Include others in games • Speak kindly

				<ul style="list-style-type: none"> • Conflict Resolution: Walk, Talk, Ro Sham Bo (Rock Paper Scissors) 	
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Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while at the playground is so that everyone can have fun playing. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
	-Use equipment for the appropriate game -Stay within the playground boundaries -Follow the rules of the game -Include everyone -Demonstrate good sportsmanship	-Hitting or kicking other people -Cheating or excluding others in a game -Making fun of people when they try things or lose a game -Leaving equipment out when recess is over -Bringing items out to recess like phones, toys, etc.

Step 5: Provide Opportunities to Practice

- Recess Rodeo 3x a year
- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior- *Mean Jean the Recess Queen*
- Perform Skits
- Students Teach Other Students About Rules

6. Technology

Step 1: Review School Wide Rules Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
6	Technology	<ul style="list-style-type: none"> • Use equipment appropriately • Stay on teacher approved sites • Lunchtray hold when carrying • Only touch and use your own device • Keep chromebook at school 	<ul style="list-style-type: none"> • Use keys and buttons with care • Log off when prompted 	<ul style="list-style-type: none"> • Log on quickly and quietly • Follow log off procedures • Start working promptly • Plug in and return to correct location in charging station • Stay on teacher approved sites 	<ul style="list-style-type: none"> • Only touch and use your own device

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while using technology is to make sure we don't damage it. This can include handling it responsibly and not going on non-approved sites. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Technology	<ul style="list-style-type: none"> -Walking chromebooks to/from cart -Opening/closing, and using it carefully -Staying on appropriate websites 	<ul style="list-style-type: none"> -Running with chromebooks in hand -Getting off task and going on other sites -Slamming screen down

	-Keeping food and drinks off desk while in use -Charging chromebooks at end of day	
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Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

7. Library

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
7	Library	<ul style="list-style-type: none"> • hands and feet to self • Use walking feet • Treat books appropriately 	<ul style="list-style-type: none"> • inside voice • Handle books with care at school and at home 	<ul style="list-style-type: none"> • Return books to proper place • Push chair in • Remain on task • Follow library rules 	<ul style="list-style-type: none"> • Hold doors open for others • Be helpful, put a friends book away • Speak kindly

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while in the library is to keep our library clean and organized. It is important to respect the librarian and the books. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Library	<ul style="list-style-type: none"> -Quietly enter the library -Carefully return books in the right place -Handle books with care -Line up quietly to check out books -Listen to librarian -Help friends look for a book 	<ul style="list-style-type: none"> -Entering loudly into the library -Running around library when looking for books -Hitting, pushing, or kicking while waiting to check out book -Being rough with books or shoving them back in the bookshelf

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

8. PE

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
8	PE	<ul style="list-style-type: none"> • hands and feet to self • Use equipment appropriately • Wear tennis shoes and bring water 	<ul style="list-style-type: none"> • listen to teacher • Display good sportsmanship 	<ul style="list-style-type: none"> • Return equipment • Follow PE rules 	<ul style="list-style-type: none"> • Help others • Display good sportsmanship

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while at PE is to keep everyone safe. There is a lot of movement, so it is important to follow rules of PE teacher to have fun and stay safe. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
PE	<ul style="list-style-type: none"> -Run at appropriate times -Wear tennis shoes and appropriate clothing -Listen to PE teacher's direction -Demonstrate good sportsmanship -Use equipment appropriately 	<ul style="list-style-type: none"> -Yelling at other students -Using equipment inappropriately -Talking while teacher is talking -Running to/from PE

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

9. Music

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
9	Music	<ul style="list-style-type: none"> • Keep hands and feet to self • Stay seated • Use instruments and 	<ul style="list-style-type: none"> • Listen respectfully 	<ul style="list-style-type: none"> • Eyes on speaker • Return instruments and materials 	<ul style="list-style-type: none"> • Help others • Kind words

		equipment correctly • Keep voice level appropriate		in the correct place	
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Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while at music is to participate fully in music. We are safe with any musical instruments and respectful to our specialty teacher. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Music	-Enter/exit quietly and sit in assigned spot -Listen to music teacher -Treat musical instruments carefully -Use appropriate level voice when speaking or singing	-Running around classroom -Using musical instruments inappropriately -Unsafe bodies when sitting down

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

10. Assemblies

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
10	Assemblies	<ul style="list-style-type: none"> Keep hands and feet to self Stay seated Use walking feet Wait for dismissal instructions 	<ul style="list-style-type: none"> Listen respectfully Applaud at appropriate times 	<ul style="list-style-type: none"> Eyes on speaker Sit quietly during presentation Stay with your class 	<ul style="list-style-type: none"> Listen respectfully

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while at an assembly is so everyone can enjoy the presentation. Respect the speaker, be a responsible listener, and work hard to make the right choice during a schoolwide event. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Assemblies	<ul style="list-style-type: none"> -Walk to assembly area safely (either outside for flag salute or in MPR). Sit criss-cross. -Wait for teacher to dismiss before standing -Applaud at the end -Sit quietly and listen to speaker -Hands and feet to self 	<ul style="list-style-type: none"> -Shouting or talking during the assembly -Getting up without permission -Pushing others or saving spots

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior- *Lacey Walker, Non-stop Talker; Officer Buckle and Gloria*
- Perform Skits
- Students Teach Other Students About Rules

11. Office

Step 1: Review School Wide Rules: Be safe, Be respectful, Be responsible, Be kind

Step 2: Teach Expectations for Specific Setting

		Safe	Respectful	Responsible	Kind
11	Office	<ul style="list-style-type: none"> Walking feet 	<ul style="list-style-type: none"> Say "please" and "thank you" Wait your turn 	<ul style="list-style-type: none"> Wait at the counter Ask & wait for permission to go to the office 	<ul style="list-style-type: none"> Say "please" and "thank you"

Step 3: Tell Why Rules are Important

The reason we are Safe, Respectful, Responsible, and Kind while in the office whos you know how to act appropriately at places outside school. The staff in the office are working hard, so be respectful of their time and space. Brainstorm as a class what it looks and sounds like. Record students' suggestions.

Step 4: Demonstrate Rules

*Provide more examples than non-examples

Area	Examples	Non-Examples
Office	<ul style="list-style-type: none"> -Walk to the office quietly and wait until they can help you -Be polite and greet office staff, say please, and thank you -Stay behind the desk area or sit down quietly -If you found something that isn't yours, hang it up in the lost and found instead 	<ul style="list-style-type: none"> -Being loud in the office or demanding things -Walking into areas without permission -Running to or inside the office

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing

- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

PBIS Read Aloud Books
PBIS Read Aloud Books

*Watch the hyperlinks **BEFORE** showing if you're not actually reading aloud.*

[Lilly's Purple Plastic Purse](#) by Kevin Henkes

Theme: following rules

[Back-to-School Rules](#) by Laurie B. Friedman

Theme: rules

[Mind Your Manners: In School](#) (Mind Your Manners Series) by Arianna Candell

Theme: rules

[The Worst Day of My Life Ever!](#) by Julia Cook

Theme: rules

[Hands are Not for Hitting](#) by Martine Agassi

Theme: hands to self

[Each Kindness](#) by Jacqueline Woodson

Theme: anti- bullying

[My Mouth is a Volcano](#) by Julia Cook

Theme: classroom behavior

[Interrupting Chicken](#) by David Ezra Stein

Theme: classroom behavior

[Decibella and Her 6-inch Voice](#) by Julia Cook

Theme: Classroom behavior

[A Bad Case of Tattle Tongue](#) by Julia Cook

Theme: tattling

[But It's not my Fault](#) by Julia Cook

Theme: Accepting personal responsibility and not blaming others

[I Can't Believe you Just Said That](#) by Julia Cook

Theme: Using a social filter when talking to others

[Sorry!](#) by Trudy Ludwig

Theme: personal accountability

[Just Kidding](#) by Trudy Ludwig

Theme: Teasing

[My Secret Bully](#) by Trudy Ludwig

Theme: Bullying

Not a book, but a [GREAT resource for tattling](#)

Not a book, but for integrity: [Candy Challenge- Fail](#) and [Candy Challenge- success](#)

Acknowledgment System Overview

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff 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.

At Crestmont, we use PBIS to acknowledge students for appropriate behavior. Through this program we hand out Coyote Coupons to students for following the school rules.

When recognizing students with a Coyote Coupon it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Cita, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Coyote Coupon.

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior it is important that students know when and why they are being acknowledged. Please refrain from giving multiple coupons

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the Coyote Coupons, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students. **Please give only one coupon to a child at a time.**

How often should assemblies/ announcements be held to recognize students for positive behavior?

PBIS Coyote Coupon Drawing Schedule

NEEDS UPDATING

Staff will have full control on which students are selected for the drawings. Please keep track of which students have been selected to try to reward all students throughout the year. Mrs. Farmer will bring the reward cart to the classroom for the chosen students to select their prize. On the cart will be reward coupons as well as school supplies that they can choose from.

For the first two months, a drawing will be held every two weeks. 5 students will be chosen per class per drawing. The number of students chosen may change throughout the year. Connie delivered prizes to the classrooms for the school year. If you need additional prizes, ask for donations.

OLD Coyote Coupon image and link [here](#) and editable [here](#)

COYOTE COUPON

Name _____

- BE RESPECTFUL
- BE RESPONSIBLE
- BE SAFE
- BE KIND

Teacher _____



Drawings are planned to be held at least once a week (Fridays) at teacher's discretion.

[2023-2024 Coyote Coupon Editable](#)

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

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

- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

Office Referral Form Matrix

Office v. Staff Managed Behavior

	<u>Warning/Reteach</u>	<u>Minor Referral</u>	<u>Major Referral Teacher Managed</u>	<u>Major Referral Admin Managed</u>
Inappropriate Language	Minor Inappropriate language	Inappropriate language, use of profanity	Any inappropriate language or profanity towards another individual with the intention to hurt	Profanity used to harass, intimidate, show defiance, create an unsafe climate toward others
Fighting/ Physical Aggression	Not keeping hands to self	Rough Play	Pre-fight aggressive posturing, wrestling	Hitting or kicking; fighting, encouraging another to fight; retaliating
Defiance/Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, testing the limit	Ignoring reasonable request to stop lowlevel disrespect; overt refusal to participate	Ignoring request to stop disrespect; refusal to participate	Refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation
Disruption	Noise making; outsidetalk; attention getting behaviors (silly answers, class clowning, etc.); bugging others	Repeated pattern of any disruptive behaviors	Disruption that is not able to be ignored	Disruptive behavior that stops the learning in class; defiant repetition of behavior following correction
Recess Infraction	1st trimester warnings, walking tickets	Running in walking zone, messing around in line, running in barkbox, climbing up the slides, not using equipment properly	Any behavior that is putting self or others in unsafe situation	
Cafeteria Infraction	Talking loud	Making a mess without cleaning up, goofing around at lunch table, goofing around in line	Making excessive noise, throwing food	
	<u>Warning/Reteach</u>	<u>Minor Referral</u>	<u>Major Referral Teacher Managed</u>	<u>Major Referral Admin Managed</u>
Harassment/Teasing/ Taunting/Bully	Teasing others	Repeated annoyance, "put downs", teasing **on referral mark	targeted insults	Bullying of any form, threat/extortion; racist/socioeconomic status/sexual/religious/d

		disrespect		isability/ethnicity/sexual orientation/cultural remarks; continued proximity after separation; cyberbullying/intimidation
Technology	Not putting chromebooks away correctly	Changing "standard" settings, browsing other sites while on assigned site	Logging onto another student's accounts	Searching/looking at inappropriate content, sending inappropriate emails, cyberbullying
Property Damage	Not returning items to appropriate places.	Thoughtlessly or "accidentally" damaging property	Purposefully damaging or defacing property	Purposefully damaging or defacing property, permanent damage
Lying/Cheating/Theft	Borrowing items without asking	Little white lie	Lying, taking another's property (minor value), substituting someone else's work for your own, lying to get others in trouble	Taking another's property (significant sentimental or monetary value), not telling the truth when it involves someone's personal safety or property damage
Others				<p>Automatic Major Admin Managed</p> <ul style="list-style-type: none"> -Leaving class without permission - Inappropriate location/out of bounds area -Skipping Class -Use/possession of weapons -Gang affiliation display

*

Start Here!

Crestmont's Discipline Process
 Continuum of Support for Discouraging Inappropriate Behavior

