

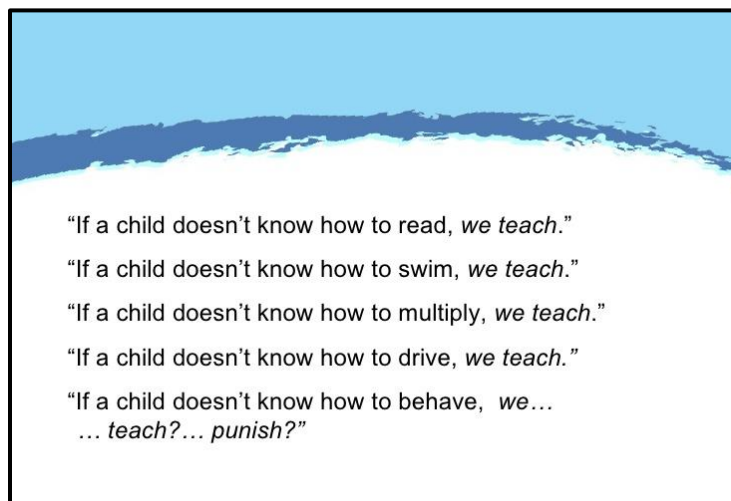
PBIS Handbook for Eliot Elementary

2018-2019



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8/15/2018

Dear Fellow Staff Member,

WHAT IS POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this staff manual is to briefly illustrate how these components will be utilized within Eliot's' PBIS system. The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems. It will improve the overall climate and lay a foundation for building relationships with kids that will pay dividends in the future. Together, through consistency and positive relationships, we will improve the behavior of all students.

Thank you.

August 15, 2018

Dear Parent/Guardians,

Eliot Elementary School has always strived to create a safe and stimulating learning environment for all students. In an effort to continue to improve our school climate, staff at Eliot Elementary have worked together to form a Positive Behavior Intervention & Support (PBIS) Plan. The focus of this plan is to create a positive school climate that fosters being respectful, responsible, and ready to learn. The students will be learning about PBIS, our new behavior program, at a whole school assembly on _____.

The Positive Behavior Intervention & Support Committee created this program to promote the core values of Character Counts for all students and the entire Eliot community. In addition to our kick-off assembly, we will display posters around the building and in the classroom, and modify our environment to make it easier for children to move safely and efficiently in the building. All of the staff at Eliot will be teaching their students the positive behaviors they are expected to demonstrate at school. We will acknowledge and reward classes who consistently demonstrate these positive behaviors.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to be ready to learn.

With your continued support and involvement, there is no question that Eliot Elementary will continue to be a place where students can excel in a safe and stimulating environment. Research shows that when the home and school work together, student learning is more successful. We look forward to working with you as true partners in your child's education!

Thank You,

Eliot Elementary Staff

August 15, 2018

Queridos Padres/Guardianes,

La Escuela Primaria Eliot siempre ha luchado para crear un ambiente seguro y que estimule el aprendizaje para todos los estudiantes. En un esfuerzo por continuar y por mejorar el ambiente de esta escuela, el personal de la Primaria Eliot ha trabajado en conjunto para formar Intervencion de Comportamiento Positivo y Plan de Apoyo, en ingles se lee Positive Behavior Intervention & Support Plan (PBIS). El enfoque de este plan es crear un ambiente positivo en la escuela que fomente el ser respetuoso, responsable, y el estar preparado para aprender. Los estudiantes estaran aprendiendo acerca de PBIS, o nuestro programa de comportamiento, en una asamblea que tendra toda la escuela el

El Comité de Intervencion de Comportamiento Positivo y Plan de Apoyo creo el programa para promover los valores esenciales Del Programa de los Pilares de Caracter para los estudiantes y la comunidad de Eliot. Ademas de la asamblea inicial, tambien estaremos mostrando cartelones alrededor del edificio y los salones. Modificaremos el ambiente para que sea mas facil para los estudiantes moverse eficientemente y con mas seguridad por el edificio. Todo el personal de Eliot estara enseñando a sus estudiantes los comportamientos positivos que son requeridos que demuestren en la escuela. Se reconocera y se le dara recompensa a las clases que constantemente demuestren sus comportamiento positivo.

Por favor tomen tiempo para repasar con su hijo/a las expectativas de comportamiento positivo descrito en la informacion agregada. Preguntele a su hijo/a si entiende las expectativas en diferentes ambientes alrededor de la escuela. Por favor hablen de la importancia de estos conceptos y aliente a su hijo/a a estar preparado para aprender. Con su continuo apoyo y involucramiento, no hay duda que la Primaria Eliot seguira siendo un lugar donde los estudiantes puedan sobresalir en un ambiente estimulante y seguro. Estudios demuestran que cuando el hogar y la escuela trabajan juntos, el aprendizaje es mas exitoso. Esperamos trabajar junto a usted en la educacion de su hijo/a!

Gracias,

El Personal de La Escuela Primaria Eliot

PBIS Committee:

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The Six Pillars of Character



Character Counts at Eliot Elementary

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Location	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Computer Lab	Stick to your purpose, be on the correct site working.	Use quiet voices.	Handle technology appropriately.	Prepare the lab for the next class.	Be aware of others' learning.	Take care of things. Protect school property against misuse and vandalism.
Restrooms	Stick to your purpose, be quick.	Give privacy.	Use during break times.	Wait my turn and walk in and out.	Clean up after yourself, wash your hands.	Take care of things. Protect school property against misuse and vandalism.
Cafeteria and Eating Areas	Wait in line patiently.	Use quiet voices.	Remain in your seat. Clean up after yourself.	Keep your place in line.	Use good manners.	Limit your waste, clean up your trash.
School Assemblies MPR	Make wise choices and encourage others to do what is right.	Use quiet voices.	Remain in your seat. on your bottom.	Share the space with other classes.	Use appropriate applause.	Pay attention. Eyes and ears on the presenter.
Hallways	Stick to your purpose.	Use quiet feet and voices.	Walk using the handrail on the stairs.	Walk in a single file line.	Be aware of others' learning.	Protect the work displayed.
Library	Return materials in good condition by their due date.	Use quiet voices.	Choose a "just right" book at my level.	Share the space with other classes.	Be caring towards staff, students, and library materials.	Keep library materials clean and organized.
Office	Do the right thing. Be honest.	Use kind quiet voices.	Stick to your purpose. Sign-In	Be accountable, and a good listener.	Keep things confidential. Give privacy	Remember to check in to the office.

Character Counts At Eliot Elementary

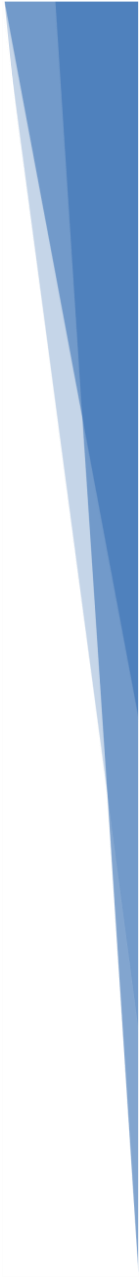
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	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Playground-Intermediate	Make wise choices and encourage others to do what is right.	Line up when the bell rings.	Use equipment appropriately and safely.	Include everyone and wait your turn.	Use kind and encouraging words.	Keep the grounds clean from trash, jackets, and equipment. Return equipment to the correct class/grade level.
Swings	Stop and dismount the swings properly when your turn is over.	Line up when the bell rings.	Walk safely around the back of the swings.	(Full Cycle- Every time the swing goes back) Person waiting counts to 20.	Use kind and encouraging words.	Keep the grounds clean from trash, jackets, and equipment. Return equipment to the correct class/grade level.
				Count for the swings where the blacktop meets the tanbark.		
Grass	Make wise choices and encourage others to do what is right.	Line up when the bell rings.	Use equipment appropriately and safely.	Everyone plays	Use kind and encouraging words.	Keep the grounds clean from trash, jackets, and equipment. Return equipment to the correct class/grade level.
Tot Lot Equipment	Make wise choices and encourage others to do what is right.	Line up when the bell rings.	Use equipment appropriately and safely.	One at a time, feet first, down the slides.	Use kind and encouraging words.	Keep the grounds clean from trash, jackets, and equipment. Return equipment to the correct class/grade level.
Blacktop/ Tan Bark	Make wise choices and encourage others to do what is right.	Line up when the bell rings.	Use equipment appropriately and safely.	Everyone plays	Use kind and encouraging words.	Keep the grounds clean from trash, jackets, and equipment. Return equipment to the correct class/grade level.

Character Counts At Eliot Elementary

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	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Playground Primary/ Kinder	Follow the rules quickly. Use equipment correctly.	Keep your hands to yourself. Listen.	Only run on the grass. Use the Bathroom, get water, then play.	Everyone plays. Take turns.	Use nice words.	Put equipment away.



THE BEHAVIOR MATRIX LISTS THE POSITIVE BEHAVIORS THAT EVERY STUDENT IS EXPECTED TO DISPLAY FOR EACH COMMON AREA AT ELIOT ELEMENTARY. THE BEHAVIORS LISTED GO HAND IN HAND WITH EACH CHARACTER PILLAR WE STRIVE TO EMULATE IN ORDER TO SHOW OUR LION'S PRIDE. ALL TEACHERS ARE EXPECTED TO TEACH THESE BEHAVIORS TO THEIR STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR AND RE-TEACH THEM AS NECESSARY AS THE SCHOOL YEAR PROGRESSES. LESSON PLANS THAT TEACHERS CAN UTILIZE TO TEACH THE EXPECTED BEHAVIORS CAN BE FOUND ON THE PAGES THAT FOLLOW AND IN THE STAFF PBIS FOLDER IN THE GOOGLE DRIVE.

Guidelines for Teaching Positive Behavior Expectations (The Matrix)

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

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

And then I'm done, right?

- Not quite. Plan to teach “booster” lessons every month of the school year (5-10 minutes). Each month a section of the campus will be highlighted for review. If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

What do you mean by “teach” the expectations?

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

How much time am I supposed to commit to this?

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

How do I fit this in with everything else?

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

How is this different than teaching “procedures?”

- As described in Harry Wong’s book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example: 1) What to do when you enter the classroom; 2) How to get the teacher’s attention; and, 3) What to do when you need to go to the bathroom.

The positive behavior expectations defined in the matrix may be included in or as part of classroom procedures, but they are primarily grounded in the core values associated with Character Counts! Part of our main objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.

Lesson Plans for Teaching Expectations

- All common areas of the school have a lesson plan that can be used to teach the expected behaviors from the matrix. Each lesson follows the basic format below:

Example

Focus Area of Lesson Plan	
<u>Lions' Pride Lesson Plan</u>	
Overall Expectations: I will follow the Character Pillars at all times.	
Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will be respectful of others that are learning around me—quiet voices, hands and eyes on my own computer, working hard at all times. • I will follow all my teacher's directions when using technology. • I will use the correct programs and websites my class is allowed to use. • I will put my headphones on the right hand side of the monitor (Downstairs Labs) or on the CPU tower (Upstairs Lab). • I will keep the area around the computer clean. • I will leave food and drinks outside of the lab. • Chairs are pushed in before leaving. 	<ul style="list-style-type: none"> • Shouting, playing with friends, or looking at others' computers to disturb others' learning. • Ignoring directions from my teacher when using technology. • Going on websites or programs other than what my teacher assigned. • Leaving headphones on the chairs, the desks, or the ground. • Writing on the computer, keyboard, or desk. • Changing computer setting such as language, displays, and menus. • Moving/deleting icons on the desktop.
★ TEACH	
★ MODELING	
★ DISCUSSION	
★ EXTENSION	

- The lesson plans provided are guidelines for what all students should know for each common area in order to successfully demonstrate their Lions' Pride and that Character Counts at Eliot Elementary. The manner in which they are taught as listed in the Teach, Modeling, Discussion, and Extension sections of each lesson plan are suggestions made with the understanding that certain changes might need to be made or added given the ages of students at particular grade levels.

Computer Lab

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> I will be respectful of others that are learning around me—quiet voices, hands and eyes on my own computer, working hard at all times. I will follow all my teacher's directions when using technology. I will use the correct programs and websites my class is allowed to use. I will put my headphones on the right hand side of the monitor (Downstairs Labs) or on the CPU tower (Upstairs Lab). I will keep the area around the computer clean. I will leave food and drinks outside of the lab. Chairs are pushed in before leaving. 	<ul style="list-style-type: none"> Shouting, playing with friends, or looking at others' computers to disturb others' learning. Ignoring directions from my teacher when using technology. Going on websites or programs other than what my teacher assigned. Leaving headphones on the chairs, the desks, or the ground. Writing on the computer, keyboard, or desk. Changing computer setting such as language, displays, and menus. Moving/deleting icons on the desktop.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the computer lab." Review the expectations above and introduce the Behavior Matrix.

MODELING:

- Demonstrate examples of the following expectations- Using computers appropriately, cleaning up correctly, etc. Teacher takes class to location and models each of the above expectations. Teacher selects students to model expectations listed above "What it looks like." Reward students doing the modeling with Good Lions.
- Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.
- End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot students understand about following the character pillars. What does it look like or sound like in the computer lab? When you see someone break the rule – how can you kindly remind them or show them that they aren't following the character pillars?"

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the computer lab?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the computer lab for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- In partners or groups, have students create and share their own posters about expectations in the Computer Lab
- Do a Circle Map about the Computer Lab (behavior expectations, technology and other items found in the Computer Labs, how/why it's used, appropriate activities students can do in the lab, etc.)
- Designate a responsible student to be the Lab Monitor to make sure the lab is left in the correct state
- A higher grade level/buddy class helps teach/demonstrate the Eliot Elementary expected behaviors

Restrooms

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts

What it looks like	What it doesn't look like
<ul style="list-style-type: none"> I will try to use restrooms only during break times. I will use the restroom quickly so I can get back to class and my learning. I will wait my turn and walk in and out. I will give others their privacy. I will use a quiet voice when in the bathroom I will clean up after myself by flushing the toilet and placing my trash in the trash can. I will wash my hands using one squirt of soap and one paper towel. I will respect and take care of school property by making sure the restrooms look nice. I will tell an adult if I see students misuse or vandalize things in the restrooms. 	<ul style="list-style-type: none"> Wasting time in the bathroom by playing around, talking with friends, or hanging out after I'm finished. Cutting in front of others in line. Peeking over, under, or inside of restroom stalls. Screaming or being loud in the bathrooms. Running in and out of the restrooms to use them as hiding places during recess. Using a really long strip of paper towel. Throwing paper towels, squirting soap onto the floor, leaving the water running, or forgetting to flush the toilet. Destroying things in the bathroom or writing on the walls or stalls

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the restrooms." Review the expectations above and introduce the Behavior Matrix.

MODELING:

A. Teacher takes class to location and has students model expectations (as appropriate) listed above under "What it looks like." Give tickets to students doing the modeling. Students doing the modeling are rewarded with Good Lions.

B. Students provide examples of "What it doesn't look like" and/or teachers asks if various actions would be considered correct or incorrect follows by discussion.

Note: Modeling undesired behaviors might not be best for this common area (i.e. soap on the floor, leaving water running, etc.) unless the teacher pretends to model it as an example of what not to do.

C. End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot students understand about following the character pillars. What does it look like or sound like in the restroom?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the Restroom?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the Restroom for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Establish your own classroom bathroom procedures using the expectations above (passes, buddies, etc.)
- Use a "Flow Map" thinking chart to help students understand bathroom usage expectation process

Cafeteria/MPR

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will walk to line up quietly facing forward while waiting to get my lunch. • I will sit at designated tables by class level. • I will sit with my feet on the floor and my bottom on the bench facing the table. • I will keep my hands on my own lunch. • I will raise my hand if I need something (restroom, utensil, help opening something). • I will clean up my trash at the lunch table and floor area (wrappers, peelings, food items). • I will wait to be excused to throw away my trash and go to recess and walk while inside. • I will speak in a quiet voice in the lunchroom. • During assemblies, I will sit correctly and respectfully, keeping my hands and feet to myself while listening to the speaker without talking to others. 	<ul style="list-style-type: none"> • Playing with others or running to get into line. • Sitting on my knees, straddling the bench, or standing at the table. • Putting my hands on others' lunches. • Getting up from my seat without permission. • Throwing food or leaving garbage at the table or around my eating area. • Leaving to go to recess or throwing away my trash without permission. • Yelling, screaming, running, or talking loudly across the lunchroom. • Being rude to others by talking, making inappropriate sounds or noises, poking or kicking other people around me, or doing other activities that take my attention away from the speaker (ex. reading, drawing, etc.).

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the Cafeteria/MPR." Review the expectations above and introduce the Behavior Matrix.

MODELING:

A. Teacher takes class to location and discusses/models each of the above expectations, then selects students to model expectations listed under "What it looks like" for the MPR (going through the lunch line, sitting to eat, cleaning up correctly, etc.) Students doing the modeling are rewarded with Good Lions.

B. Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.

C. End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot students understand about following the character pillars. What does it look like or sound like in the MPR?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the MPR?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the MPR for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Students create and share their own posters about expectations in the Cafeteria/MPR.
- Do a "Double Bubble Map" to compare/contrast expectations in the Classroom vs. the Cafeteria/MPR.

Hallways/Passing Areas

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will use each stair on my way up or down the stairs. • I will use the handrail when climbing the stairs and face forward at all times. • I will use quiet feet and voices. • I will walk to and from where I'm going using the hallways to get back to class quickly • I will walk in a single file line with my hands and feet to myself at all times and keep up with my class. • I will be respect the learning of others by walking by other classrooms silently. • I will protect the work that is displayed in the hallways by keeping my hands off the walls. • I will stay away from the walls as I am walking or lining up in the hallways. 	<ul style="list-style-type: none"> • Jumping or skipping stairs on my way up or down. • Going up or down the stairs backwards and/or without using the handrail. • Stomping or talking loudly or screaming. • Wasting time in the hallways by stopping to read things, going to my backpack, or dawdling. • Walking next to another person in line or in a group and lagging behind the rest of the class. • Shouting, playing, or hanging out in the hallways. • Looking into or distracting other rooms as I walk by. • Ripping, tearing, drawing on, or touching others work. • Touching or dragging my hand along the wall or leaning up against the walls as I walk or line up.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the hallway." Review the expectations above and introduce the Behavior Matrix.

MODELING:

A. Demonstrate examples of the following expectations - Using stairs, looking at student work in displays appropriately, etc. Teacher takes class through the hallways to model each of the above expectations. Teacher acknowledges students who are demonstrating the expectations listed under "What it looks like" and rewards with Good Lions.

B. Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.

C. End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot Students understand about following the character pillars. What does it look like or sound like in the hallway?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the hallways?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the hallway for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- In class, create a "What it Looks Like, What It Sounds Like Poster" with students for the hallway
- Take a tour of the school with the focus being practicing Character Counts hallway behaviors
- Partner with a higher/lower grade buddy class to teach, model, and practice Lions' Pride expectations
- Practice these expectations in conjunction with a mock fire drill so students know where to go and how they should look and sound even in an emergency

Office

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will use quiet voices. • I will stick to my purpose for the reason I came into the office. • I will check-in with the office staff when I enter the school when I am tardy, sick, or have been asked to come in. • I will wait patiently to be acknowledged by the office staff • I will be a good listener. • I will keep things confidential and give others their privacy. • If I am waiting to be picked up, I will sit quietly and patiently until my parent/guardian comes. 	<ul style="list-style-type: none"> • Using loud voices or screaming/yelling. • Listening to others' conversations or talking to other people while they are waiting. • Interrupting or being rude/disrespectful to the office staff or others in the office. • Ignoring or not listening to the office staff if they ask me to do/not do something. • Going to class without getting a tardy slip if I am late. • Leaving without a pass back to class if I am coming from the nurse's office.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the office." Review the expectations above and introduce the Behavior Matrix.

MODELING:

A. Teacher models expected behaviors and discusses what they would look like if students go to the office. Teacher takes class to location and asks students to model the expectations, where appropriate, listed under "What it looks like." Reward students doing the modeling or student demonstrating the expected behaviors with Good Lions.

B. In class, Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.

C. End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot Students understand about following the character pillars. What does it look like or sound like in the office?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the office?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the office for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Have students roleplay in the classroom with the teacher as if they were in the office for various reasons
- Create a list of reasons students might go to/be in the office and expected behaviors (what's acceptable versus what's not) for each student in those scenarios
- Do a "Circle Map" about the office including staff, reasons, objects there, and expected behaviors

Library

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will return materials to the library in good condition by their due date. • I will enter the library quietly and use quiet voices while in the library • I will choose a "just right" book at my level. • I will share the space with other classes that might be in the library or using the computers. • I will be respectful and polite to the librarian and take care of the books I check out. • I will walk at all times and sit quietly after I have chosen a book. • I will keep the library clean and organized by putting books back on the shelf where it goes if I don't want it or am done with it. 	<ul style="list-style-type: none"> • Damaging or losing my library books. • Forgetting my books at home or in class and not returning them when they are due. • Screaming or speaking loudly while in the library. • Playing or running around in the library instead of choosing my level of book. • Distracting other students who are working on computers or trying to concentrate on reading. • Taking books from other students that they are trying to look at or read. • Leaving books on the floor or top of counters or shelves after taking them out to look at them.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars in the Library." Review the expectations above and introduce the Behavior Matrix.

MODELING:

- Teacher takes class to the location and students model each of the above expectations listed under "What it looks like." Teacher reinforces correct modeling by rewarding student with Good Lions.
- Teacher models "What it doesn't look like" or selects a few students to model one specific undesired behavior. Students then point out or correct what's wrong and are rewarded with Good Lions accordingly. Good Lions can also be given to students who model the incorrect behavior for "helping their classmates learn."
- End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot students understand about following the character pillars. What does it look like or sound like in the library? When you see someone break the rule – how can you kindly remind them or show them that they aren't following the character pillars?"

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts in the library?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster in the library for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Create a "Double Bubble" map to compare/contrast classroom expectations versus those in the library
- Select library buddies to help partners find "just right books" and monitor expectations for each other
- Write a "Class Agreement (Contract) for Behavior in the Library," have each student sign it, and then give it to the librarian

Playground (Structure)

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will use the bathroom, get water, then play. • I will hands and feet to myself. • I will use appropriate language, kind words. • I will take turns on the swing and swing on them correctly sitting on my bottom. • I will walk when on the structure and take turns using the monkey bars. • I will go down the slide on my bottom one person at a time. • I will share the equipment and return it to the correct class/grade level. • I will follow instructions when the bell rings and walk to the line for my class. • I will listen for the whistle and follow directions. • I will remember to bring in my jacket/sweater. 	<ul style="list-style-type: none"> • Playing in the bathroom or using the bathroom after recess or break time is over. • Tackling others, playing rough, or pushing/kicking others. • Using bad language and unkind words. • Swinging on my belly/standing on the swing or twisting/swaying side to side on the swings • Running or going the wrong way on the structures/monkey bars. • Climbing or crawling up the slide. • Going down the slide more than one at a time. • Cutting in front of others. • Playing on the structure/swings after the bell rings and not going straight to line. • Leaving my jacket/sweater outside.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the character Pillars on the playground." Review the expectations above and introduce the Behavior Matrix for each of the following – Playground (Intermediate); Playground (Primary/Kinder); Tot Lot Equipment, and Swings. Adjust lesson as necessary according to grade level and area of discussion.

MODELING:

- Teacher takes class to each area and models the above expectations listed under "What it looks like" using student helpers. Students doing the modeling are rewarded with Good Lions.
- Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.
- End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot Students understand about following the character pillars. What does it look like or sound like on the playground?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts on the playground?" Review the expectations listed above. Refer to the Behavior Matrices and/or Character Pillar posters for each area for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Do a "Bubble Map" with "Playground" in the middle and each specific playground area as an offshoot from the center with expectations for each area listed around it in separate bubbles
- Do a "Draw and Label" for the structure and discuss expected behaviors for each part of it

Playground (Grass Area)

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> I will run and play safely. I will use appropriate language, kind words. I will be aware of others' activities/games. I will keep soccer games away from the fences and play them correctly. I will listen for the whistle and follow directions. I will follow instructions when the bell rings and walk to the line. I will line up single file at the designated spot for my class I will remember to bring in my jacket/sweater. 	<ul style="list-style-type: none"> Playing roughly with others by pushing or kicking Tackling others or wrestling with other students (i.e. body slams, dog piles). Using bad language or unkind words. Kicking balls over the fence or slide tackling others while playing soccer. Staying on the grass even after the bell has rung or the whistle has been blown. Dawdling or wasting time getting back to my class' spot to line up. Standing in groups or playing in line. Forgetting my jacket/sweater outside.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the character Pillars on the grass area of the playground." Review the expectations above and introduce the Behavior Matrix for this specific area of the playground.

MODELING:

- Teacher takes class to grass field and demonstrates examples of expectations for the following: soccer, PE equipment. Teacher can then select students to model the expectations listed above under "What it looks like." Give tickets to students doing the modeling. Students doing the modeling are rewarded with Good Lions.
- Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.
- End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot Students understand about following the character pillars. What does it look like or sound like on the grass?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts on the grass?" Review the expectations listed above. Refer to the Behavior Matrix and/or Character Pillar poster for the grass for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Practice other grass games (ex. Duck, Duck, Goose or Red Light, Green Light) so students become familiar with the area and the expectations
- Make a list with students about acceptable games for and uses of the grass area that they all agree to

Playground (Black Top)

Lions' Pride Lesson Plan

Overall Expectations: I will follow the Character Pillars at all times.

Character Counts	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> • I will eat my snack at the picnic tables outside. • I will walk and play safely. • I will listen for the whistle and follow directions. • I will use appropriate language, kind words. • I will wait my turn. • I will stay in the boundaries. • I will use the equipment according to rules. • I will follow all game rules. • I will use the restroom & drink water during recess. • I will follow instructions when the bell rings and walk to the line. • I will remember to bring in my jacket/sweater. 	<ul style="list-style-type: none"> • Eating on the playground or while playing • Running on the blacktop or playing tag. • Tackling others, playing rough, pushing/kicking others. • Using foul language, unkind words • Cutting in front of others/going out of turn. • Playing outside the boundaries. • Bouncing, kicking, or spinning a ball after the bell/whistle. • Playing with any other equipment after the bell/whistle. • Waiting until the bell rings to use the restroom and/or get water. • Leaving my jacket/sweater on the blacktop.

TEACH: Lesson Overview: "Today we are going to talk about how Eliot students understand how to follow the Character Pillars on the blacktop area of the playground." Review the expectations above and introduce the Behavior Matrix for the Blacktop.

MODELING:

A. Teacher takes class to blacktop and models each of the above expectations. Teacher then selects students to model expectations listed above under "What it looks like." Students doing the modeling are rewarded with Good Lions.

B. Teacher demonstrates examples of "What It Doesn't Look Like" followed by discussion. Have students point out or correct what's wrong and reward with Good Lions accordingly.

C. End with reminding students that "Character Counts" in all places at Eliot.

DISCUSSION: "Tell me what Eliot Students understand about following the character pillars. What does it look like or sound like on the playground- blacktop?" When you see someone break the rule – how can you kindly remind them they aren't following the character pillars?

PRACTICE: Practice with students & reinforce with Good Lions. Answer any questions: "Are there any questions you have about how Eliot students show that Character Counts on the blacktop?" Review the expectations listed above. Refer to the Behavior Matrices and/or Character Pillar poster for the blacktop for additional clarification.

EXTENSION: These are other ideas that can be done with students in conjunction with the above:

- Do a "Double Bubble Map" to compare/contrast the expectations for the grass area versus the blacktop
- Take time to play/practice any of the games on the following page to practice the above expectations

How to Play Four Square

- Each player stands in one of the four squares.
- To start the game, the player in square four serves the ball by bouncing it in their square once and then hitting it towards one of the other squares. The receiving player then hits the ball to any other player in one of the other squares.
- The ball must bounce in another player's square, and they must hit it to another player before it bounces a second time.
- A player may hit the ball before it bounces, if they choose to do so.
- If a player hits the ball so that it misses another player's square, or fails to hit the ball before the second bounce after it has landed in their square, they are "out". They must wait in line to play again.
- When a player is out, the other players move up to take their place, and that player moves to the last square, or to the end of the line, if there are more than four players.
- The object of the game is to move up to and hold the server's position.

How to Play Horse (the Basketball Game)

1. First, decide on the order of turns.
2. The first player then makes any kind of shot at the hoop.
3. If Player 1 makes the shot, Player 2 has to try to make the same shot from the same place and using the same style that Player 1 did. If the second person misses then the third person takes his own or her own shot.
4. If Player 2 makes the shot then Player 3 (or Player 1 depending on how many players you have) attempts the same shot...so on and so forth.
5. But if Player 1 misses that first shot, the second player becomes the "leader." If Player 2 makes the shot, the other players must make the exact same shot...so on and so forth.
6. Each time a player misses a shot, another letter is added to their score, beginning with *H*, then *O*, *R*, *S*, and finally, *E*. When a player spells *Horse*, he is out of the game.
7. The last person standing with the fewest letters wins.

Students may also just shoot baskets on a different hoop and court than HORSE players.

Jump Rope

Long jump ropes are to be used with groups of 3 or more. Short jump ropes are for individual use. Please remind students that jump ropes should never be tied or twisted around any part of a student's body or used to play tug-of-war.

Hula Hoops

Hula hoops must always stay and be used on either the blacktop or in the grass areas. They can be used for hula hooping or jumping only. Please remind students not to throw hula hoops or pull on them with other students causing them to stretch out or bend.

Rewards System

Good Lion Tickets

Good Lion Ticket Procedures

1. Any staff member who observes a student modeling or displaying one of the behaviors outlined on the expectations matrix will reward that student using a Good Lion Ticket.
2. The staff member hands a Good Lion Ticket to the student while complimenting the student, linking the behavior to a school rule and the area it was observed (ex. “You were being very respectful of other classes’ learning when you walked quietly in the hallway.”)
3. Students continue to earn Good Lions from staff members trying to earn enough to spend at the Lions’ Pride Student Store.
4. Copies of Good Lion Tickets for distribution will be found in the workroom directly adjacent to the Staff Lounge.
5. Any staff member that see that supplies are running low or out should alert the office staff immediately so that more can be printed for entire staff use as soon as possible.

Student Store Procedures

1. Students count their Good Lion tickets into groups of 25: Students must have 25 Good Lion tickets to purchase an item at the Lions’ Pride Student Store.
2. Students in grades 1-5 will come to the MPR to spend their tickets during their respective grade level’s recess time.
3. The TK and Kindergarten classes will get to spend their tickets at the store when it is brought to each of their classrooms.
4. Students will exchange 25 tickets for one item of their choosing from the store (limit 1 prize per month unless otherwise informed).
5. The student store will be done during recess on the same day as each of the Lions’ Pride Award Assemblies (see page 24 for details regarding assembly procedures).

Note: Please do not have students spend Good Lions on in-class incentives prizes as Good Lions are used as a schoolwide reinforcement system. If you would like to develop or implement your own classroom token economy in conjunction with the Good Lions system, you are invited and encouraged to do so.

*** Any change in date for the Lions’ Pride Student Store will be sent in an email within 48 hours.**

Example of Good Lion Tickets

Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 
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Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 	Good Lion Ticket Student Name: _____ Staff/Teacher: _____ <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship 

Student Recognition

Eliot Lion's Pride Awards

Once every month, we will highlight students that have done an exemplary job of demonstrating our Character Pillar of the month. A Google Document will be sent to all teachers by the Literacy Facilitator for them to nominate between 2-3 students to recognize along with a specific reason explaining how each student showed the Character Pillar of the month. The awards will then be printed by the Literacy Facilitator to be given out to the nominated students at a monthly Character Pillar Ceremony. At this ceremony, students will receive an award, a medal, and a prize. The recognized students will be also invited to join the Principal for a special treat later that same week!

Classified Staff will also recognize students that have done an exemplary job of demonstrating the Character Pillar of the month in non-classroom areas of the school. These staff members will be asked to fill out a form recognizing between 1-2 students in each of the following school locations: Cafeteria, Library, Office, Playground, and Restrooms. This form will be returned to the Literacy Facilitator so that he/she can print out these awards as well. Students who receive a Lion's Pride Award for non-classroom areas will also be recognized at the Character Pillar Ceremony. These students will receive an award, a medal, and a prize, and will be invited to join the Principal for a special treat as well!

Examples of each of the aforementioned nomination forms are can be found on the pages that follow. If teachers and/or classified staff wish to recognize more students than the numbers listed above, they must alert the Literacy Facilitator by no later than a week before the ceremony to allow for additional printing time. The deadline to fill out/return forms will be the Friday before the Character Pillar Awards Ceremony unless otherwise stated in an email from the Literacy Facilitator.

Example of Teacher Nomination Form

<u>Caring</u>		
<i>Teacher</i>	<i>Students</i>	<i>Reasons</i>
Ms. Amazing (Kinder)	Super Student 1	Student 1 is a very kind and caring person.
	Super Student 2	Student 2 is always kind to his classmates and likes to help those that need help.
Miss Awesome (First)	Cool Student 1	Student 1 has learned to be more caring towards her peers.
	Cool Student 2	Student 2 is caring to his classmates when he stays on task.
	Cool Student 3	Student 3 is always willing to help others.
Mr. Nice Guy (First)	Kind Student 1	Student 1 is learning to care for her peers by sharing and being respectful.
	Kind Student 2	Student 3 is caring to his classmates when he helps students around him who need a little extra support.

Example of Certificate for Teacher-nominated Students

★ **CERTIFICATE OF EXCELLENCE** ★

This certificate is presented to
Awesome Student 1

for excellence in
Caring

Student 1 treats others with kindness and respect.



Signature _____ Date _____

 **Character Counts to Eliot Elementary Lions!**

Example of Non-Classroom Nomination Form

PBIS Non-Classroom Setting Student Recognition		
<p>These students were caught doing <u>something right!</u> Way to Go!!!</p>		
<u>The Setting</u>	<u>The Student & Grade Level</u>	<u>The School-Wide Behavior Expectation</u>
Bathrooms		<input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship
Library		<input type="checkbox"/> Trustworthiness <input type="checkbox"/> Respect <input type="checkbox"/> Responsibility <input type="checkbox"/> Fairness <input type="checkbox"/> Caring <input type="checkbox"/> Citizenship

Example of Certificate for Non-classroom Areas

 <p>ELIOT SCHOOL / ESCUELA ELIOT</p> <p>This certifies that / <u>Esto certifica que</u></p> <p><i>Cool Kid 1</i></p> <p>Is awarded this certificate for / <u>es presentado con este certificado por</u></p> <p>Trustworthiness</p> <p>Cool Kid 1 was recognized by the Yard Duty staff for showing Trustworthiness by remembering to follow the <u>schoolwide</u> expectations in the cafeteria during lunch.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>TRUSTWORTHINESS</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%; text-align: center;"> <p>_____ Principal / <u>Directora</u></p> </div> <div style="width: 45%; text-align: center;"> <p>_____ Teacher / <u>Maestra</u></p> </div> </div> <p style="text-align: center; margin-top: 20px;">September 27, 2018 </p>	
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Lion's Pride Awards Schedule by Month

The following table shows what Character Pillar will be the primary focus for the corresponding month(s) listed. In months that are shorter because of breaks or fewer instructional days, these have been combined with another month, thereby extending the Character Pillar of focus. As a reminder, Lions' Pride Award Ceremonies to celebrate students recognized for their demonstration of specific Character Pillars will take place at the end of each month listed next to that Character Pillar.

Character Pillar	Month(s)
<i>Trustworthiness</i>	August/September
<i>Respect</i>	October
<i>Responsibility</i>	November/December
<i>Fairness</i>	January
<i>Caring</i>	February/March
<i>Citizenship</i>	April/May

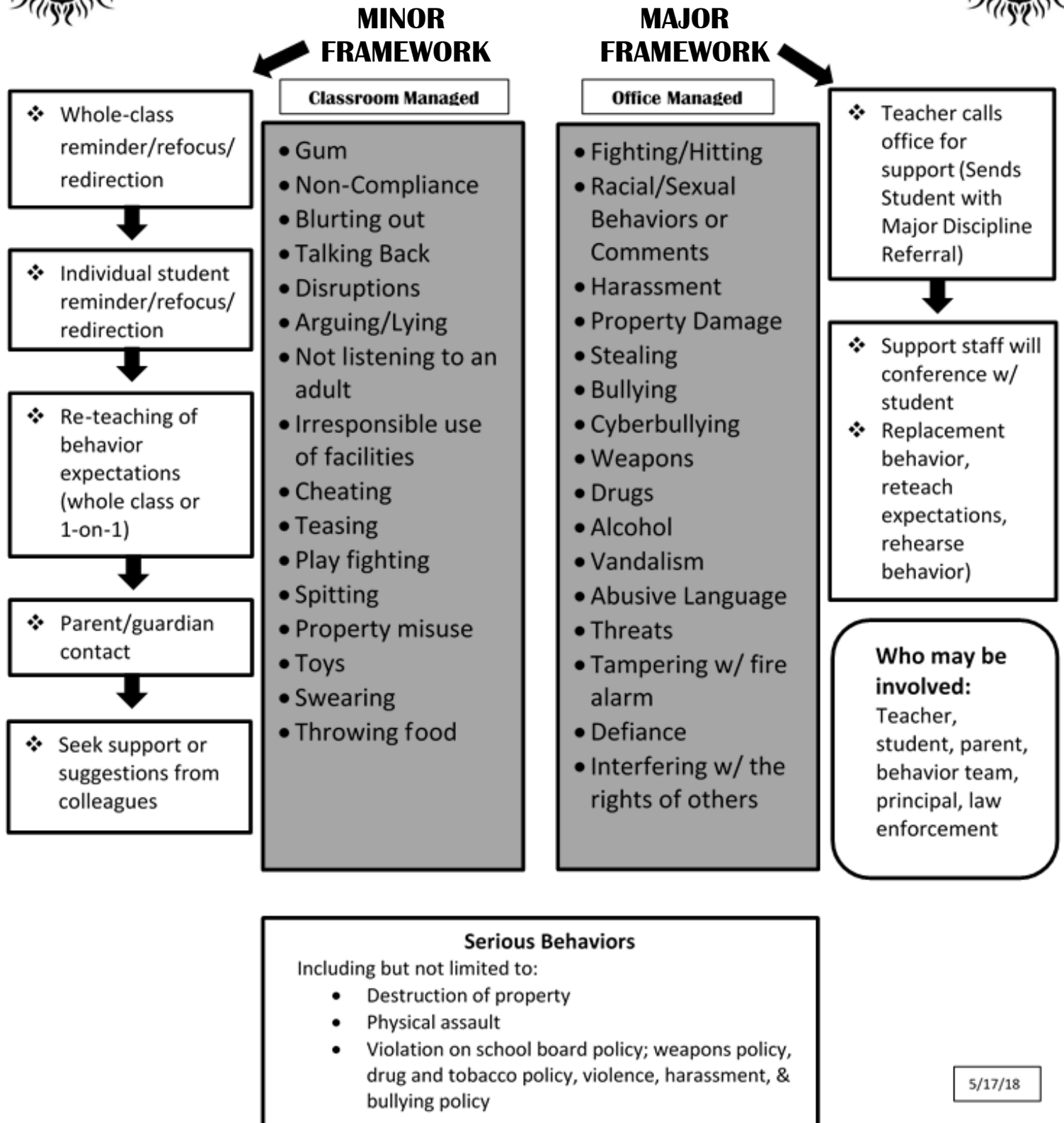
Assemblies will take place on the last Wednesday of the above listed months for each Character Pillar in the MPR for grades 1-5. Awards will be presented in the classrooms for Preschool, TK, and Kindergarten students. Teachers will notify parents/guardians of those students receiving an award prior to the assembly day so that they may attend the Lions' Pride Awards Ceremony to celebrate their child's success. The schedule for each Wednesday awards assembly will be as follows:

Grade(s)	Time
1 st and 2 nd	8:20 am
3 rd	9:00 am
4 th and 5 th	9:30 am

An email reminder for the assembly will be sent by the Literacy Facilitator a week prior to the event, and it will also be posted in the Principal's Weekly Bulletin. any changes to either the dates or times of the ceremony will be made known to the staff via email as soon as the need for modification is known.



ELIOT LIONS' PRIDE BEHAVIOR FLOWCHART



Major Referral Form

ELIOT ELEMENTARY SCHOOL
Discipline Referral / Referencia de Disciplina
Reteaching CHARACTER COUNTS! Re-Enseñado ¡EL CARÁCTER CUENTA!

STUDENT NAME NOMBRE DE ESTUDIANTE _____

ROOM SALÓN _____

GRADE GRADO _____

TODAY'S DATE FECHA DE HOY _____

DATE OF INCIDENT FECHA DEL INCIDENTE _____

TIME HORA _____

TEACHER MAESTRO/A _____

REFERRED BY REFERIDO POR _____

Student needs to work on the following pillar(s):

- ☐ **Trustworthiness:** Is honest in words and actions
☐ **Respect:** Is polite, courteous and respectful
☐ **Responsibility:** Is accountable for his/her actions;

su

does his/her best

- ☐ **Fairness:** Treats people fairly, justly, and equitably

- ☐ **Caring:** Is helpful and shows kindness with words and actions towards others

- ☐ **Citizenship:** Is a good citizen and good neighbor; pursues the common good; helps to create a better, cleaner, and safer school

Estudiante tiene que enfocar en el pilar(es) siguiente(s):

- ☐ **Confiabilidad:** Es honesto/a en palabra y acción

- ☐ **Respeto:** Es cortés, pacífico/a y respetoso/a

- ☐ **Responsabilidad:** Asume la responsabilidad de sus acciones; hace

mejor

- ☐ **Justicia:** Trata a los demás con imparcialidad, justicia y equidad

- ☐ **Bondad:** Es amable y muestra carindad con palabras y acciones hacia otros

- ☐ **Civismo:** Es buen ciudadano y vecino; busca el bueno común; ayuda en crear una escuela mejor, más limpia y segura

Factual Description of Events Leading to Referral:

Descripción factual de los eventos antes de la Referencia:

Prior Teacher Action: (Check all that apply) Acción anterior tomada por maestro/a

Dates/Times – Fechas/Horas

- ☐ Warned student – Se le advirtió al estudiante

- ☐ Parent contact – Contacto con padre

- ☐ Student conference – Conferencia con estudiante

- ☐ Parent conference – Conferencia con padre

- ☐ Student contract – Compromiso con estudiante

- ☐ Parent visit to classroom – Visita del padre al salón

- ☐ Assigned detention – Se le asignó detención

- ☐ Referral to counseling – Referencia para consejería

- ☐ Previous Referral – Referencia anterior

- ☐ Other – Otro

Please attach 3 minor classroom violation forms and any student reflections with this document.

Action taken by Administrator / Teacher: Acción tomada por administrador(a) / Maestra/a

Dates/Times – Fechas/Horas

- ☐ Student conference

- ☐ Parent contacted by ☐ Phone ☐ Letter

Conferencia con estudiante

Contacto con padre por teléfono carta

- ☐ Required written letter of reflection

- ☐ Parent Conference:

Requiere carta de reflexión

Conferencia con padre

- ☐ Required written letter of apology

- ☐ Removal from class for remainder of day

Requiere carta de disculpase

Quitado del salón por el resto del día

- ☐ Detention at recess / lunch

- ☐ Suspension

Detención durante recreo / almuerzo

Suspensión

- ☐ Other- Otro:

Administrator / Teacher

Administrador(a) / Maestro/a

Student

Estudiante

Parent / Guardian

Firma de Padre / Guardián