

PBIS

Positive Behavior Intervention
and Support



KELLEY
K O A L A S

PARENT/STUDENT HANDBOOK

KINDNESSEFFORTSAFETY

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PBIS OVERVIEW




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

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

The foundation of PBIS at Kelley Elementary centers around three behavior expectations, also known as the Kelley KEyS: **Kindness**, **Effort**, and **Safety**. Each behavior expectation is explicitly taught for specific settings at the school. Through the use of strategies, lessons, modeling, and hands-on-activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, office, and restrooms. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors (see pages 9-10).




Kelley Elementary PBIS Mission Statement

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

**KELLEY ELEMENTARY
SCHOOL** 

HOME OF THE KOALAS

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

KINDNESS **EFFORT** **SAFETY**

PBIS Tier I: Team Members



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

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

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

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

If you are interested in becoming a part of the PBIS team at Kelley Elementary or would like to sit in one of the meetings, please contact your child's teacher, one of the internal coaches, or the school administrator.

PBIS Tier II: Team Members



Our PBIS Tier 2 team members consist of:

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

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

Positive Behavior Acknowledgement System



All staff at Kelley Elementary are able to acknowledge student's positive behavior throughout the school day and throughout the school building.

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

Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. Kelley staff works diligently to make sure that all students who demonstrate positive behaviors receive Kelley KEyS Cash and praise.

Kelley KEyS Cash		

was caught showing:		
<input type="checkbox"/> Kindness	<input type="checkbox"/> Effort	<input type="checkbox"/> Safety
Date: _____		
Staff Awarding: _____		

Area Specific Matrices



The foundation of PBIS at Kelley Elementary centers around three behavior expectations: **Kindness**, **Effort**, and **Safety**. Each behavior expectation is explicitly taught for specific settings at the school. Students are provided with a clear understanding of expected school behaviors in a variety of school settings so that their time at school can be as positive as can be.

School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. You may find the following specific matrices on pages 9-10 in their proper location on our school site, but on a larger scale.

Our system is consistent and predictable, so if your child has earned a consequence, please support the decision and do all you can to have your child take responsibility for their actions. Your child will be told the reason for the consequence and they should be able to tell you what occurred. If you have any questions regarding the situation, please contact the classroom teacher and/or school administration.

Home Matrix

To further support you at home, we have provided a Home Matrix that you may use. The **PBIS Home Matrix** on page 12 can help maintain behavior expectations at home. Feel free to create a behavior matrix of your own using the behavior expectations (Kindness, Effort, Safety). List all the routines that are done in your home and then list the behaviors that you wish to see in each setting. There is a blank matrix for you to use on page 13.



LIBRARY

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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



HALLWAY

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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



OFFICE

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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



CAFETERIA

RULES / EXPECTATIONS

K
KINDNESS

- WAIT PATIENTLY
- LEAVE SPACE
- USE YOUR MANNERS

E
EFFORT

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

S
SAFETY

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

PLAYGROUND

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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



BATHROOM

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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



GARDEN

RULES / EXPECTATIONS

K
KINDNESS

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

E
EFFORT

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

S
SAFETY

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

Parents Role in PBIS



By working together, parents and staff at Kelley Elementary will reinforce the necessary skills for the students to grow into becoming respectful and productive citizens. Home and school communication are a **must** when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help them be successful in school. Below are some suggestions of how you can help support your child at home with the use of the school's expectations:

- Please spend time reviewing the **Kelley KEyS** behavior expectations with your child
- Please remind your child of the **Kelley KEyS** expectations each day before they leave for school:

Modeling Kindness, Showing Effort, & Being Safe

- When your child arrives home from school, talk with them about their day and ask if they earned Kelley Cash or positive praise.
 - Ask your child what they did to earn the Kelley Cash or positive praise
 - Give them additional praise and reinforcement for these behaviors
- Use the same language at home that is being used at school.

PBIS Home Matrix

	Before School	Mealtimes	Homework	Evening Routine	Inside play	Outside play
K	<ul style="list-style-type: none"> -Have a positive attitude with your child/parents -Use respectful words 	<ul style="list-style-type: none"> -Use "Please" and "Thank you" -Offer to help prepare the meal -Help clean up after you eat 	<ul style="list-style-type: none"> -Do homework without arguing -Ask kindly for help 	<ul style="list-style-type: none"> -End the day with nice words and thoughts 	<ul style="list-style-type: none"> -Use inside voices -Share your toys -Use respectful words 	<ul style="list-style-type: none"> -Show good sportsmanship -Invite others to play with you
E	<ul style="list-style-type: none"> -Get up on time -Brush your teeth -Have backpack and all materials ready -Be ready to leave on time 	<ul style="list-style-type: none"> -Put dishes in the sink -Put all trash in the trashcan -Try to taste something new! 	<ul style="list-style-type: none"> -Put homework in your backpack for the next day -Ask for help -Try your best! 	<ul style="list-style-type: none"> -Brush your teeth -Get to bed on time -Get your clothes and shoes ready for the next day 	<ul style="list-style-type: none"> -Pick up and put toys away when finished playing 	<ul style="list-style-type: none"> -Put outside toys away when finished -Finish your homework and chores before going out to play
S	<ul style="list-style-type: none"> -Wear your seatbelt in the car -Use the crosswalk -Listen to the bus driver 	<ul style="list-style-type: none"> -Be careful with the utensils -Carry the plate or cup with both hands -Use the oven or stovetop with adult supervision 	<ul style="list-style-type: none"> -Choose a key spot to put your backpack daily -Use materials such as scissors, pencils, etc. carefully 	<ul style="list-style-type: none"> -Put all toys away -Get a good night's sleep 	<ul style="list-style-type: none"> -Walk inside the house -Be gentle with all things and with each other 	<ul style="list-style-type: none"> -Wear protective pads and helmets when riding your bike or scooter -Be aware of your surroundings -Let a responsible adult know where you are at all times -Follow traffic safety rules

PBIS Home Matrix

	K	E	S

Restorative Justice



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

So, what is restorative justice?

Restorative justice is an approach to discipline that empowers students to resolve conflicts by 1) having the student(s) own what they did; 2) providing tools to the student(s) to help make it right for those hurt or affected; and 3) involving stakeholders/community in helping both the victim *and* the offender. The student(s) are brought together, one-on-one or in small groups, with a mediator to talk, ask questions, and air their concerns and grievances. Through the use of restorative justice, the focus is on conflict resolution and personal growth rather than punishment.

Restorative disciplinary practices at Kelley Elementary include:

- o Student Circles
- o Mini lessons by a therapeutic behavioral specialist
- o Mentorship Opportunities (Boys/Girls Club)
- o Norm Setting with the Classroom: building classroom norms together
- o Community Building Circles: allowing students to get to know one another, as well as the teacher
- o Restorative Chats: use of four questions (what happened, what were you thinking at the time, who/what was harmed, how do you repair the harm)
- o Using Curiosity Questions: How did it make you feel? What do you need ___ to say to you to feel better?
- o Active Listening: demonstrate that we are listening by mirroring emotions, paraphrasing, and validating their feelings
- o Affective Communication (I-messages): I feel/felt ___ when you ___.
- o CICO

Documenting Behaviors



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

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

- Classroom managed behavioral issues will be handled by the teacher. Teachers will refer to the Kelley Elementary Behavior Flow Chart (pg. 17) when they believe the classroom behavior requires a consequence.
- **Minor Referral** (sample on page 18-19):
 - Staff will use the Minor Referral form and log any minor discipline issues that they can handle in the classroom. The staff will choose appropriate interventions for the student's behavior. The student will have *four opportunities* to correct the negative behavior/s.
 - If the student has not improved the behavior (within a 30-day period), the staff member will take the minor referral with all documentation and discipline logs, along with a major office referral and send the student to the office during non-instructional time. The office will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.
- **Major Office Referral** (sample on page 20):
 - Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will

include but are not limited to student conference, time in office, community service, parent contact, parent conference, etc. If behavior patterns continue, Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.

Kelley Elementary Behavior Flow Chart

Observe Problem Behavior

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

**Office
Managed Behaviors**

Interventions:

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

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

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

**Administrative
Responsibilities:**

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

**Teacher/Staff
Managed Behaviors**

Pre-Stage (Informal
Interventions/Warnings)

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

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

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

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

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

**5 Steps in Teaching
Positive Behavior:**

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

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



Kelley Elementary

Minor Discipline Log

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

Student: _____

Staff Member: _____

Grade: _____

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

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

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

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

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


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



MAJOR REFERRAL FORM

Student(s): _____ Grade Level: _____

Referring Staff: _____ Date: _____ Time: _____

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

Parent Request for Assistance



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

We have provided a sample of our *Parent/Student Request for Assistance* form on page 22. These forms can be found in the front office. We encourage you or your child to fill the form out and turn it in if there is ever a time when support is felt like it is needed. The Tier 2 team will review the form, make contact with whomever requested the assistance, and will take one of the following steps:

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



J. P. KELLEY
ELEMENTARY SCHOOL



KINDNESSEFFORTSAFETY

Parent/Student Request for Assistance

To Tier 2 PBIS Team

Student Name: _____ Grade: _____

Date: _____

(circle one) IEP Yes No 504 Plan Yes No

Teacher: _____

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

Name: _____

Relationship to Student: _____

2) Type of Concern:

___ Academic only

___ Behavior only

___ Both Academic and Behavior

3) Briefly describe the reason for the request:

For school use only:

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

Check-in/Check-out Strategy



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

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



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

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

CICO will provide your child with:

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

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

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

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

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

Sincerely,
Kelley Administration and Tier 2 Team

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

_____ Date _____
(Parent/Guardian Signature)


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

Overview of the Check-in/Check-out Process




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




























Sample of a Kelley Keys Card

KELLEY KEYS CARD



Student _____ Date _____

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

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

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

Student Signature _____

Mentor Signature _____

Parent Signature _____

Comments _____

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



Parent Checklist

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

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