



Eagle Ranch Elementary School

PBIS Handbook

2017-2018

PBIS Mission Statement

Eagle Ranch Elementary School is a community of safe, respectful, and responsible individuals. We strive to reach high expectations for school wide academic and personal achievement.

Behavioral Expectations: The Eagle Code

Be Safe

Be Respectful

Be Responsible

Eagle Ranch Staff Working Agreement

1. All staff present on time.
2. Get agenda prior to meeting.
3. Address personal topics outside of the meeting.
4. Start and end on time.
5. Show respect to the speaker.
 - a. Limit side conversations.
 - b. Phones should be on silent.

School Wide Incentives

1. Eagle Ranch Pride Tickets
2. Eagle Ranch Golden Feather
3. Eagle Ranch Pride Store
4. Leadership Awards
5. PBIS Parties
6. Spirit Wear Count

Eagle Ranch Pride Tickets

Eagle Ranch Pride Tickets will be used to reward students for making positive choices. They are a quick and easy way to recognize students who are doing the right thing.

Eagle Ranch Pride Tickets is a great way to promote safety, respectful, and responsible acts. All staff members are encouraged to hand out Eagle Ranch Pride Tickets to students who are making good/great choices.

Eagle Ranch Pride Tickets can be used to reward students for a variety of positive behaviors. Some examples are:

1. Walking safely down the hallway.
2. Picking up trash.
3. Turning in homework.
4. Helping another student or staff member.
5. Waiting their turn at the water fountain.
6. Using playground equipment safely.

**Teachers may award Eagle Ranch Pride Tickets at their own discretion.*

**Students need to put their name on the back of each Eagle Ranch Pride Ticket.*

How Eagle Ranch Pride Tickets can be used?

The students can turn in their 25 Eagle Ranch Pride Tickets to their teacher, in exchange for one (1) Eagle Ranch Golden Feather. There's NOT a

time limit on when the students need to receive their 25 Eagle Ranch Pride Tickets. The students are trying to earn the Eagle Ranch Golden Feather.

Eagle Ranch Golden Feather

Once the students have the Eagle Ranch Golden Feather in their hand, they need to write their full name on the back. Then, the teacher needs to sign the back of the Golden Feather. Once the students have their Golden Feather, they will be able to redeem it at the Eagle Ranch Pride Store.

Eagle Ranch Pride Store

Students can take their Eagle Ranch Golden Feather(s) and redeem it at the Eagle Ranch Pride Store. (One Golden Feather = 's One Prize) We have all kinds of cool things in our Eagle Ranch Pride Store. Mrs. Rosie/Mrs. Jackie do a great job of picking out a variety of great prizes for our students. The Eagle Ranch Pride Store is open at the end of the day on Fridays.

Leadership Awards

Our Leadership Awards will be given out in EVERY SINGLE CLASSROOM. One student per room will be receiving a Leadership Award on Friday. Please make sure you add the student names to the list by 2:00 on Thursday. The teacher will be handing out the Leadership Award to one model student every Friday. The recipient will also be receiving a Leadership pencil along with the award.

PBIS Parties

If a student receives a Golden Feather during a trimester (3 month period), then they are automatically invited to our PBIS Party!! In the past we have had (active) games, gift cards, raffles, and other pops at our PBIS Parties. We want to promote all the students who have made Eagle Ranch a great place to be, through their positive actions/choices.

Spirit Wear Count

Thanks to OUR Eagle Ranch PTA, each students that dresses for Spirit Day will select a prize every Friday. This is a great way to promote Eagle Pride!!

Open Space-For More Ideas

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Universal Behavioral Interventions

Classroom Managed (Minor) Problem Behaviors

Classroom managed behaviors are “minor” problems that can be redirected quickly without significantly disrupting the flow of instruction or school activity, do not require the direct contact with the office, and if performed infrequently would not be considered a problem.

Examples of Classroom-Managed “Minor” Problem Behaviors

- Cheating
- Name calling/teasing
- Running in the walkways
- Being in an unsupervised area
- Disruptive transitions
- Disruptive classroom behaviors
- Littering
- Play fighting/rough play
- Chewing gum/spitting
- Inappropriate displays of affection
- Minor disrespect toward adults/peers

Example Staff Provided Consequences

- State rule/redirect
- Conference with student
- Re-teach rules
- Clean-up duty (for misuse of property or littering the environment)
- Use of partner teacher for time-outs
- Time out in the classroom
- Call parent

- Loss of privileges

Suggested Procedures for Minor Problem Behavior

1st Incident: Verbal Warning

- Student is given a choice—correct problem behavior or receive a written referral

2nd Incident: Eagle Think Sheet

3rd Incident: Written Referral

Minor Referral Procedures

Once a referral is given, the teacher will ensure that all parts of the referral are filled in. Minor referrals should have the teacher acting as the administrator. This means that the teacher must fill in the “Administrators Decision” portion of the referral. The white copy should be sent to the office and filed in the slot labeled “Minor Referrals.” The pink copy will be sent home with the student. We encourage you to include a stamp or line that requires a parent’s signature. The yellow copy is for the teacher’s record.

Remember:

1. DO NOT include any other students’ names on the referral.
2. Write legibly.
3. Spell correctly.
4. Be professional

Eagle Ranch Elementary School

K – 2nd Grade Think Sheet

Name: _____

Date: _____

1. What expectation did I not meet?

2. Write or draw a picture about my behavior.

3. Write or draw what I need to do instead.

4. Do you need to apologize to anyone?

Did I apologize?

Yes No

Yes No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

Eagle Ranch Elementary School

3rd – 6th Grade Think Sheet

Name: _____

Date: _____

1. What expectation did I not meet?

2. Why was my behavior a problem? (Continue on back if needed.)

3. What could I have done instead? (Continue on back if needed.)

4. Do you need to apologize to anyone?

Did I apologize?

Yes No

Yes No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

Office Managed (Major) Problem Behaviors

Problem behaviors that are “major” and require being sent to the office include any behavior that places self or others at physical risk, prevents the on-going delivery of instruction, or violates a school rule/expectation.

Example Office-Managed Problem Behaviors

- Physical aggression/fighting
- Harassment/directed abusive language/verbal abuse
- Defiance/disrespectful/insubordination/non-compliance
- Inappropriate touching
- Vandalism/property damage/theft
- The third instance of the same minor behavior problem within the same day.
- Possession of illegal drugs
- Possession of weapons

Suggested Procedures for Major Problem Behavior

1st Incident: Written Referral-Send to the office right away.

Major Referral Procedures

The teacher must ensure that all parts of the referral are filled in. The student receiving the referral should be sent up to the office with the referral. If needed, send the student to the office immediately and call the office to inform them of the situation. Then fill out the Major referral and send it to the office with another student. The administrator will fill in the remaining portions of the

referral, including the administrator's decision. The white copy will be kept in the office and filed in the slot labeled "Major Referrals." The pink copy should be sent home with the student. We encourage you to include a stamp or line that requires a parent's signature. The yellow copy is for the teacher's record.

Remember:

1. DO NOT include any other students' names on the referral.
2. Write legibly.
3. Spell correctly.
4. Be professional

	Minor: stop the flow of instruction	Major: send to administrator
Defiance Disrespect Non-compliance	<p><i>Low-intensity failure to respond to adult requests</i></p> <ul style="list-style-type: none"> • Not following rules • Rude body language (facial grimace, sigh) • Questioning adult authority • Not doing work after redirection 	<p><i>Refusal to follow directions, talks back and/or delivers socially rude behavior</i></p> <ul style="list-style-type: none"> • Talking back to challenge authority • Minor behavior escalates
Disruption	<p><i>Repeatedly engages in low-intensity but inappropriate disruption</i></p> <ul style="list-style-type: none"> • Talking to neighbor • Passing notes • Calling out answer; Talking out of turn • Bothering another student • Tapping pencil • Wandering around room • Doesn't follow dress code 	<p><i>Behavior causing an interruption in a class or activity</i></p> <ul style="list-style-type: none"> • Yelling, screaming • Throwing objects with malicious intent
Inappropriate Language	<p><i>Low-intensity instance of inappropriate language</i></p> <ul style="list-style-type: none"> • Name calling (shut-up, stupid, dummy) • Cursing • Insulting a peer • Foreign profanity 	<p><i>Delivers verbal messages that include swearing, name calling or inappropriate words</i></p> <ul style="list-style-type: none"> • Direct insults to a staff member • Racial comments • Oral, written comments, or pictures meant to insult or threaten • Repeated cursing
Physical Contact Physical Aggression Fighting	<p><i>Non-serious, but inappropriate physical contact</i></p> <ul style="list-style-type: none"> • Pushing • Game arguments • Hitting, poking, touching, pinching, scratching • Throwing objects at someone with intent 	<p><i>Actions involving serious physical contact where injury may occur</i></p> <ul style="list-style-type: none"> • Spitting on someone with intent • Biting • Punching • Knocking someone to ground/wall
Property Misuse Vandalism	<p><i>Low-intensity misuse of property</i></p> <ul style="list-style-type: none"> • Drawing or writing on someone else's paper or possessions • Breaking pencils or crayons • Writing on furniture or textbooks (school property) intentionally 	<p><i>An activity that results in destruction or disfigurement of property</i></p> <ul style="list-style-type: none"> • Graffiti • Facility damage • Intentional damage to clothing of others
Harassment Tease Taunt	<p><i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i></p> <ul style="list-style-type: none"> • Teasing • Name calling • Exclusion • Dirty looks • Spreading rumors 	<p><i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i></p> <ul style="list-style-type: none"> • Systematic exclusion • Stalking • Organizing a group to intimidate • Sexual statements; comment about looks • Inappropriate touching
Lying Forgery Cheating	<p><i>Delivers message that is untrue and/or deliberately violates rules</i></p> <ul style="list-style-type: none"> • Copying neighbor's homework or test • Forgery of parent or teacher signature 	<p><i>Delivers message that is untrue and/or deliberately violates rules repeatedly</i></p>
Theft	<p><i>Isolated instances</i></p> <ul style="list-style-type: none"> • Taking something without permission 	<p><i>Possession of, passes on, or is responsible for removing someone's property without permission</i></p> <ul style="list-style-type: none"> • Substantial monetary value

Common Areas	Be Safe	Be Respectful	Be Responsible
Paths to Classrooms And Walkways	<ul style="list-style-type: none"> • Walk facing forward in a straight line • Keep hands, feet, and objects to self • Use ramps and railings properly • Walk at all times 	<ul style="list-style-type: none"> • Use kind words and actions • Pick up trash • Wait your turn • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Follow school rules and remind others to do the same • Take proper care of all school equipment and personal belongings • Be honest
Cafeteria	<ul style="list-style-type: none"> • Eat only your food • Keep all food to yourself • Sit with feet on the floor, pockets on the bench, and facing table • Raise hand to get help • Get permission to get up 	<ul style="list-style-type: none"> • Allow others to sit next to you as each table fills • Use quiet voices • Use good manners • Treat staff respectfully 	<ul style="list-style-type: none"> • Dispose of all trash appropriately • Clean-up the area around you • Wait patiently to be excused • Keep food in the cafeteria
Play Areas	<ul style="list-style-type: none"> • Play only school approved games • Walk to and from playground • Stay within designated area/no hallways during recesses • Play appropriately • Be aware of activities going on around you • Use equipment and materials Appropriately 	<ul style="list-style-type: none"> • Play fairly and use good sportsmanship • Include everyone • Use playground equipment correctly • Use kind words • Share equipment • Walk around other people's games 	<ul style="list-style-type: none"> • Line up immediately after the whistle blows • Use bathrooms and drinking fountains during Recess • Leave wood chips/sand on the ground
Restroom	<ul style="list-style-type: none"> • Keep feet on the floor • Keep water in the sink • Dispose of paper towels in the trash can and toilet paper in the toilet • Wash hands when finished 	<ul style="list-style-type: none"> • Give others privacy • Politely knock on stall that appears occupied • Use quiet voices 	<ul style="list-style-type: none"> • Use designated bathrooms • Flush toilet after use • Return to room or play area promptly
Arrival & Dismissal Areas & Bus Areas	<ul style="list-style-type: none"> • Wait patiently in designated areas • Use sidewalks & crosswalks • Walk at all times • Wear bike helmet & walk bike on campus 	<ul style="list-style-type: none"> • Wait patiently • Pay attention to your surroundings and others 	<ul style="list-style-type: none"> • Arrive on time • Leave on time • Go directly to your dismissal area • Walk bikes while on campus
Drinking Fountains	<ul style="list-style-type: none"> • Wait in line patiently • Use the fountain appropriately 	<ul style="list-style-type: none"> • Use kind words • Count slowly to 10 when waiting for your turn • Keep your hands to yourself • Keep foreign objects out of fountain 	<ul style="list-style-type: none"> • Use water for drinking only
Library	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Walk at all times 	<ul style="list-style-type: none"> • Use quiet voices • Use rulers for book spacers • Use good manners • Wait patiently for check-out and check-in 	<ul style="list-style-type: none"> • Return books in good condition • Return books on designated library day • Get teacher's permission to visit when library is open
Office	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Use chairs appropriately • Walk at all times 	<ul style="list-style-type: none"> • Use inside voice • Wait patiently for help • Use good manners 	<ul style="list-style-type: none"> • State your purpose politely • Return to class promptly
Assemblies & Special Events	<ul style="list-style-type: none"> • Enter MPR/Cafeteria in straight lines • Keep hands and feet yourself • Wait for arrival and dismissal signals/directions 	<ul style="list-style-type: none"> • Use proper audience manners • Sit on your pockets • Sit quietly during presentations • Remove hats and hoods 	<ul style="list-style-type: none"> • Give presenters your full attention • Clap at appropriate times
Computers	<ul style="list-style-type: none"> • Use keyboard and mouse gently 	<ul style="list-style-type: none"> • Wait for your turn patiently • Get permission to use 	<ul style="list-style-type: none"> • Visit appropriate web sites • Use for school purposes only
Classrooms	<ul style="list-style-type: none"> • Keep work spaces neat and organized • Stay on task • Use materials appropriately 	<ul style="list-style-type: none"> • Celebrate successes • Speak kindly about yourself and others • Dress appropriately • Follow directions • Wait for permission to get out of your seat • Respect other's things and space 	<ul style="list-style-type: none"> • Be a good listener • Give your best effort • Complete all assignments on time • Bring all materials to class • Treat others the way you want to be treated

* Revised 10/15/15

2017-2018 Eagle Ranch PBIS Social & Leadership Skills Lesson Calendar

Dates	Location(s)	Social and Interpersonal Skills	Leadership Skills (7 Habits of Highly Effective People)
August 9 and 14	Classroom	Respecting Peers and Staff	Be Proactive
August 21	Playground	Playground Expectations	Be Proactive
August 28	Restroom	Keeping Hands and Feet to Yourself	Be Proactive
September 4	Cafeteria/MPR	Cafeteria Expectations	Be Proactive
September 11	Paths to Classrooms and Walkways	Lunch-Line Procedures	Begin With the End in Mind
September 18	Arrival, Dismissal, and Bus Areas	Walking in the Hallways	Begin With the End in Mind
September 25	Office	Office Expectations	Begin With the End in Mind
October 2	Library	Library Behavior	Begin With the End in Mind
October 16	Assemblies and Special Events	Going to and Attending an Assembly	Put First Things First
October 23	Computer Lab	Responsibility	Put First Things First
October 30	Drinking Fountains	Following Directions	Put First Things First
November 6	Classroom	Entering the Classroom	Put First Things First
November 13	Playground	Exiting to the Playground for Recess	Put First Things First
November 27	Restrooms	Personal Space	Put First Things First
December 4	Cafeteria/MPR	Please and Thank You	Review Habits 1, 2, 3
December 11 and 18	Paths to Classrooms and Walkways	Clean Up	Review Habits 1, 2, 3
January 8	Arrival, Dismissal, and Bus Areas	Transitions	Think Win-Win
January 15	Office	Apologizing	Think Win-Win
January 22	Library	Excessive Talking	Think Win-Win
January 29	Assemblies and Special Events	Tattling vs. Telling	Think Win-Win

February 5	Computer Lab	Complimenting Others	Think Win-Win
February 12	Drinking Fountains	Stop Spreading Rumors	Seek First to Understand, Then to be Understood
February 19	Classroom	Compromising Skills	Seek First to Understand, Then to be Understood
February 26	Playground	Dealing with Teasing	Seek First to Understand, Then to be Understood
March 5	Restrooms	Accepting "NO" for an Answer	Seek First to Understand, Then to be Understood
March 12	Cafeteria/MPR	Visitor Comes to Talk to the Teacher	Seek First to Understand, Then to be Understood
March 19	Paths to Classrooms and Walkways	Guest Teacher/Preparing for a Guest Teacher	Seek First to Understand, Then to be Understood
April 9	Arrival, Dismissal, and Bus Areas	Talking Out	Seek First to Understand, Then to be Understood
April 16	Office	Respecting Staff and Peers	Synergize
April 23	Library	Responsibility	Synergize
April 30	Assemblies and Special Events	Going to and Attending an Assembly	Synergize
May 7	Computer Lab	Walking in the Hallways	Synergize
May 14	Drinking Fountains	Playground Expectations	Sharpen the Saw
May 21	Classroom	Cafeteria Expectations	Sharpen the Saw
May 28	Playground	Keeping Hands and Feet to Yourself	Sharpen the Saw
June 4	Restroom	Clean Up	Sharpen the Saw

Extra Space-For More Ideas

Tier 2 Support

Check in/Check out (CICO)

Check in Check out is a tier 2 intervention. CICO is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students may be identified for CICO based on the monthly SWIS report. The CICO coordinator will run the report monthly and identify students based on the number of referrals. The coordinator will meet with the teacher to discuss the next steps in the process. A teacher may also recommend a child for CICO. The CICO recommendation form will be available in the teacher workroom.