

# PBIS STAFF HANDBOOK

## 2018-2019

Last Update: August 24, 2018

ALEXANDER ELEMENTARY SCHOOL 3571 Sycamore St. SE, Iowa City,  
IA 52241



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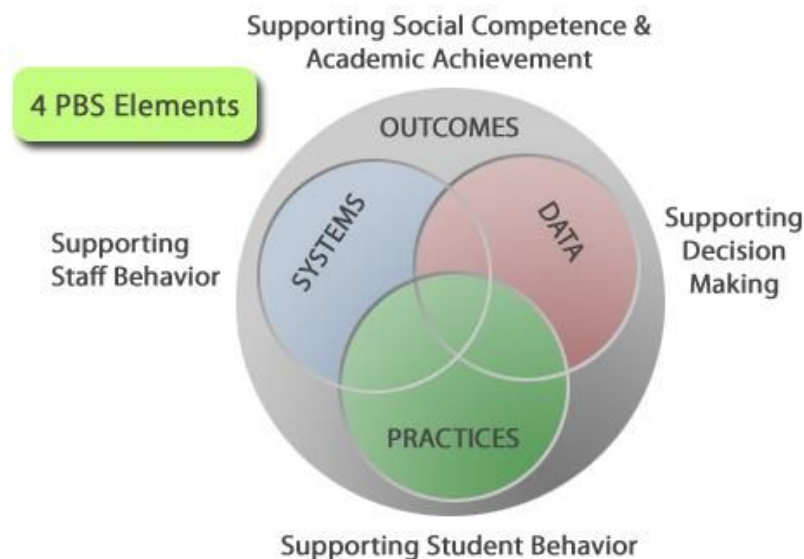
# What is PBIS?

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At Alexander Elementary, we build a positive school environment where all students are successful. Just as all students receive instruction in subjects like reading and math, all children at Alexander receive instruction in our universal system of high standards and clear expectations for positive social behavior. All school staff and students participate in this system known as Positive Behavioral Interventions and Supports (PBIS), or School-Wide PBIS (SWPBIS).

## What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems support the collective use of best practices by individuals within the organization. The school-wide PBIS process promotes the creation of systems that support the adoption of evidence-based practices and procedures. PBIS focuses on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices:** interventions and strategies that are evidence based.
- **Data:** information used to identify status, need for change, and effects of interventions.
- **Systems:** supports needed to enable the accurate and sustained implementation of the practices of PBIS

## **Why is it so important to focus on teaching positive social behaviors?**

In the past, school-wide discipline focused mainly on reacting to student misbehavior by implementing punishment-based strategies. Examples include reprimands, loss of privileges, office referrals, suspensions, and expulsions. The implementation of punishment, especially when used inconsistently and without other positive strategies, is ineffective. Teaching, modeling, and reinforcing positive social behaviors is an important step of a student's educational experience. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

At Alexander Elementary School, you can expect to see:

### **A focus on teaching and reinforcing expected behaviors.**

- Posters around the building and in classrooms explaining behavior expectations using words and pictures.
- Small pieces of paper called "Talon Tickets" that are given to students for meeting expectations and exchanged for student privileges and rewards in each classroom.
- Monthly school-wide celebrations including student assemblies, family nights, and games.

### **A focus on prevention of problem behaviors and predictable consequences when they occur.**

- Throughout the school year, staff actively teach routines and procedures and practice them with students.
- Staff explicitly shares expected behavior and expected outcomes to both positive and problem behaviors. You may hear words such as "Above the Line and Below the Line" behavior.
- Each classroom has designated student spaces for refocusing and reflecting.

### **Regular communication and collaboration between families and teachers about student success and needs.**

- Class newsletters, text messages, phone calls, and emails
- In-person meetings between families and school staff
- Home and community-based visits and activities

# Team Information

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## School-Wide PBIS Team

Chris Gibson—Principal  
Priscilla Culp—Assistant Principal  
Fred Newell—Behavior Interventionist, Tier 3 Specialist  
Diana Frisbie—Guidance Counselor, Tier 2 Internal Coach  
Shannon Miner—Student and Family Advocate  
Katie Gebhart—Grant Wood AEA Social Worker  
Brandy Welch—Tier 1 Internal Coach, Sixth Grade Representative  
Marty Milani—Kindergarten Representative  
Brianna Blum—First Grade Representative  
Jen Bertrand—Second Grade Representative  
Tarin Weipert—Third Grade Representative  
Kadie Farber—Fourth Grade Representative  
Melanie Hester—Fifth Grade Representative

## MTSS Intervention Team

Chris Gibson—Principal  
Priscilla Culp—Assistant Principal  
Fred Newell—Behavior Interventionist, Tier 3 Specialist  
Beth Madden—Instructional Design Strategist  
Diana Frisbie—Guidance Counselor, Tier 2 Internal Coach  
Shannon Miner—Student and Family Advocate  
Sam McVancel—School Psychologist  
Katie Gebhart—Grant Wood AEA Social Worker

# Meeting Dates

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Alexander's PBIS Committee meets the 1st Wednesday of each month in the library from 3:10pm-3:40pm.

September 5, 2018

October 3, 2018

November 7, 2018

December 5, 2018

January , 2019

February 6 , 2019

March 6, 2019

April 3 , 2019

May 1, 2019

# Behavioral Expectations Teaching Schedule

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Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

August 21, 2018

- Meet the Teacher and Ice Cream Social 5:30p-6:30p

August 23, 2018

- All-Staff Learning 2:00p-3:40p
  - Review school-wide and classroom expectations
  - Introduction to Tier 2 systems of supports

August 24, 2018

- First Falcon Friday Festivities in the gym 1:00p

August 27-31, 2018

- All-school common area expectations lessons 9:00a-10:30a

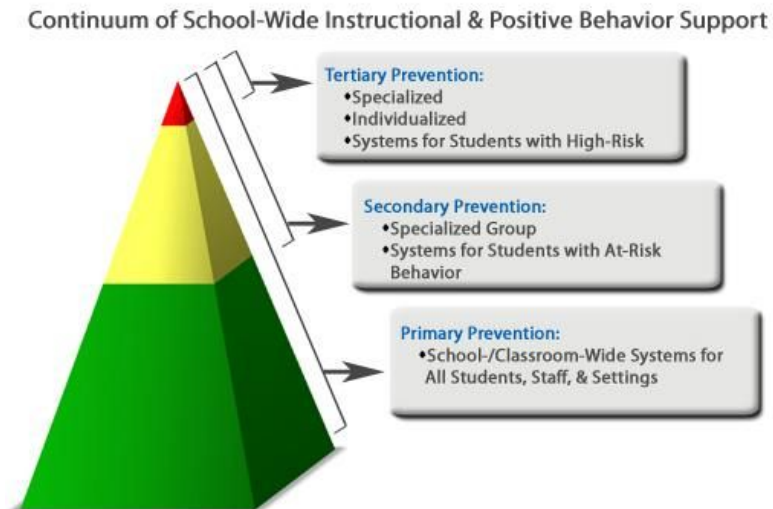
Review/ Reteach School-wide and Classroom Behavior Expectations:

- November 26, 2018 (After Thanksgiving Break)
- January 7, 2019 (After Winter Break)
- March 25, 2019 (After Spring Break)



# Multi-Tiered System of Supports

The PBIS team is trained to positively impact behavior at three tiers: Tier 1 Universal (whole school); Tier 2 Secondary (individual child or small group of children); and Tier 3 Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).



## Tier 1

Tier 1 provides high-quality instruction and behavioral supports for all students at Alexander. When implemented effectively, 80% or more of our students will be successful in this tier.

If a student fails to learn at a level/ rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the **intensity**, or level, of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes).
- Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Tier 2 Building Intervention Team by completing a Request for Assistance (RFA) form.

## Tier 2

### *Check In/ Check Out (CICO)*

When a student is on CICO, he/she is given a daily goals sheet. This form is standard for all students within a grade level, and the goals are based on our school's Falcon Focus expectations. The student will be assigned to an adult mentor to follow the CICO procedures. Feedback is given to the student from their teachers in the form of verbal interaction. Each child's goal is to earn 80% of their possible points daily. Progress will be monitored and graphed for 4-6 weeks. The team will evaluate the student's data to make a decision as to whether modifications or additional supports need to be added at the end of the CICO cycle.

### *Social/ Academic Instructional Groups (SAIG)*

SAIG groups focus on re-teaching and practicing specific appropriate behaviors. Students will be placed in groups with peers, and length of participation may vary for each student. Behaviors will be observed and teachers will be consulted to monitor progress.

## Tier 3

Tier 3 interventions are specialized, individualized plans that outline supports for specific student who do not respond to Tier 1 and Tier 2 interventions. If you have a student on a Tier 3 plan, you will receive specific information about that child's needs from the school's intervention team. Tier 3 interventions may include the following:

- **School Based Therapy** – We partner with Family Systems to provide school based mental health therapy. This partnership allows for onsite treatment of students experiencing significant mental health symptoms during the school day and/or help in overcoming access barriers for children who may otherwise be unable to participate in community based services. Over time, therapy can build skills in emotional regulation, interpersonal relationships, conflict resolution, and more.
- **Behavior Interventionist Support** – The role of the behavior interventionist is to work with teachers/building staff and parents in developing supports for students exhibiting persistently challenging behaviors. The accommodations administered by the interventionist generally address a student's individual needs and include: data-informed prevention and response plans, in-class coaching/support, skill instruction, mentoring, and regular reinforcement.
- **SFA Case Coordination** includes targeted student/family support for those experiencing mental health barriers to learning or temporary living/homeless

situations as well as navigation of school based and community based resources as appropriate to student/family circumstances.

# Iowa MTSS Model: Flow Chart

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This chart shows how students move through the tiers.

# Understanding Behavior: A-B-C

## What We Know About Behavior

Behaviors are learned, efficient, predictable, and serve a function. The 4 functions of ALL behaviors are **attention, escape, tangible, and automatic.**

Most of the behaviors we observe in the school environment have attention, tangible, and/or escape functions. To understand the function of a child's behavior, we can use the **Antecedent-Behavior-Consequence** (A-B-C) formula.

|                    |  |
|--------------------|--|
| <b>Antecedent</b>  | an event that occurs before the behavior                                     |
| <b>Behavior</b>    | a measurable action that can be observed and described                       |
| <b>Consequence</b> | events or conditions that occur immediately following an identified behavior |

## Defining Behaviors

A useful definition for a behavior is observable and measurable. **Observable** behaviors can be seen and/or heard. **Measurable** behaviors can be counted and/or timed. Our goal is to help students demonstrate pro-social behaviors that are appropriate to the school setting.

|                            | <b>Example</b>  | <b>Non-Example</b>                         |
|----------------------------|---|--|
| <b>Measurable Behavior</b> | Student does not begin assignment within 10 minutes of being asked. | Student keeps talking back.                |
| <b>Observable Behavior</b> | Student sings loudly while teacher is giving directions.            | Student is off-task and distracting peers. |

## Types of Antecedents

Antecedents center on social functions and represent what happens *before* a behavior occurs.

| <b>Function</b> | Escape           | Attention          | Tangible                   |
|-----------------|------------------|--------------------|----------------------------|
| <b>Example</b>  | demand presented | diverted attention | access to item or activity |

Contexts:

Setting Events:

## Types of Consequences

A consequence is any immediate response (or absence of a response) to a behavior in an environment. They are also helpful when trying to determine the function of a behavior. When we know the function of a behavior, we can plan appropriate interventions in response to the behavior.

If a consequence is a **reinforcer**, it increases the likelihood of a behavior. If a consequence is a **punisher**, it decreases the likelihood of a behavior occurring again, or it has no effect on that behavior. Whether a consequence is a reinforcer or a punisher is contingent upon the **effect** of the consequence, not the action itself. This is determined through data collection.

**Example 1:** Jennifer sings while the teacher is talking during science class. She also engages other classmates in conversation while the teacher is teaching. The teacher gives her a warning, and then sends her to a neighboring teacher's class for the rest of the period. This happens every day for three weeks.

| Antecedent                         | Behavior  | Consequence   | Function                        |
|------------------------------------|---|---|---------------------------------|
| teacher talks during science class | Jennifer sings and engages other students in conversation | Jennifer is warned, then sent to another teacher's room | Attention: peer<br>Escape: work |

In this case, the consequence is a **reinforcer** because it has increased the student's behavior over time.

**Example 2:** When the teacher call the class to the rug for story time, Aubrey cries and hides under his group's table. His teacher tells him to sit beside her. Aubrey stops crying and participates in story time. This continues for the next month.

| Antecedent                                    | Behavior                        | Consequence                            | Function         |
|---|---------------------------------|--|------------------|
| the teacher calls class to rug for story time | Aubrey cries, hides under table | teacher tells Aubrey to sit beside her | Attention: adult |

The consequence in this case is a **punisher** because it has stopped the student's behavior over time.

**Knowing the antecedent, consequence, and function of a problem behavior can help you plan an appropriate intervention for your student. Please contact your PBIS grade-level**

**representative if you need assistance with responding to a problem behavior.**

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# Acknowledgement System

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## Talon Tickets

Talon Tickets are small pieces of paper used to acknowledge positive behaviors throughout our school. Tickets are more than a token of acknowledgement for students. They also serve as a tool to remind teachers to seek and verbally recognize students who are meeting our positive behavioral expectations.

Our school has set a daily goal for teachers to give out 25 tickets.

Take a few minutes to click on [this link](#) to read about why PBIS supports the use of tickets and their recommendations for implementing a ticket system. The article speaks to many of the conversations we have had as a staff about the pros and cons of using tickets as part of our school-wide acknowledgement system.

## School-Wide Celebrations

Once a month, we will hold a celebration for the entire school. Celebrations acknowledge the positive behaviors we see on a regular basis from students, and the effort that our staff puts into teaching and reinforcing those behaviors. All staff are participate in our school-wide celebrations.

**September:** Meet your buddy class (more information about buddy classes will be coming soon)

**October:** Door Decoration Tour & Snack

**November:** board games, card games, etc.

**December:** Storytime with the Principal, cookies and milk

**January:** DEAR at the beach

**February:** Kindness activity for buddy class

**March:** Schoolwide movie in individual classes

**April:** Buddy BINGO

# Behavior Management Strategies

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These effective strategies can help you manage and/or prevent problem behaviors in school settings.

## Continuum of Responses

When administering any of these responses, **adult behavior** must be

CALM · CONSISTENT · BRIEF · IMMEDIATE · RESPECTFUL

### Proactive Strategies

1. **Door Greetings and Goodbyes:** Greet students each morning and afternoon at the classroom door with a hug, handshake, high-five, or fist bump. Use this time to gauge student attitudes as they enter and leave the classroom.
2. **Pre-teach Expectations:** Prior to starting a lesson or transitioning to new places and activities, tell students the expectations for that time. Use your expectations matrices to guide this discussion. If necessary, model the desired behaviors or ask a student to model for the rest of the class.
3. **Narrate the Positive:** Acknowledge students who are meeting expectations and praise them publicly with words and/or Talon Tickets.  
*Example 1:* "Class, I see (name of student) showing (respect/responsibility/building relationships/pride) by (specific, observed behavior)."  
*Example 2:* "The first group of students did an excellent job lining up. I see all of them meeting HALL expectations: hands at sides, all eyes are forward, and lips are zipped."
4. **Provide Choices:** Give choice to accomplish a task in another location, change the order of task completion, use alternate supplies to complete the task, or to choose a different type of activity that accomplishes the same instructional objective.
5. **Incorporate Movement:** Use activities or tasks that require movement, such as brain breaks, Total Participation Techniques (TPT), [Total Physical Response \(TPR\)](#), running errands, cleaning the board, or distributing papers.
6. **Circulate:** Moving around the classroom can deter students from engaging in undesired behaviors and help you monitor engagement and comprehension.

- Break the plane. Within the first 5 minutes of instruction, leave the front of the classroom and move through the room.

- Move systematically. Create a route that allows you to monitor all students based on their academic and/or behavioral needs.

- Use proximity. Create a seating chart that meets the needs of your learners (i.e. closeness to the SMART Board, away from friends, close to peer who speaks the same language). Move closer to students who are off task or need academic support.

7. **2x10 Strategy**. Choose one student with whom you would like to build a relationship. Designate 2 minutes a day for 10 consecutive days during which you will talk with that child about the topic of his/her choosing. This is a useful way to build relationships with your students.

### Responsive Strategies


8. **Wait**: Occasionally, a student will look like he/she is engaged in an undesired behavior. Waiting a few seconds before addressing the student can provide valuable insight into what is happening and save you the trouble of calling out a student who is actually on task.  
*Example*: A student is whispering to a classmate during independent work time. After waiting and observing, you realize they are clarifying instructions for an English language learner.
9. **Ignore/Attend/Praise**: Ignore a student's misbehavior. Attend to another student who is behaving and verbally acknowledge that student's adherence to the expectations at the time. When the student who was initially misbehaving begins to meet expectations, praise him/her by verbally acknowledging what he/she is doing correctly.
10. **Signal Silently**: Use school-wide hand signals, picture cues, or eye contact to redirect a student who is not meeting expectations.
11. **Prompt Verbally**: Give students a verbal redirection. First, name the incorrect behavior. Then, tell them the desired behavior you expect to see.
12. **Reteach Expectations**: State and model the expected behavior. Have the student practice the behavior. Provide specific feedback as the child practices, and give specific praise when you observe the desired behavior.
13. **Student Conference**: When students look agitated or very distracted, you can pull them individually to your desk or outside of the door for a brief check-in. Reassure the students that they are not in trouble, and that you want to make sure they are able to return to learning. Consider offering a brief break in the Chill Zone, a chance to run an errand, or additional help with the assigned task.



14. **Buddy Classrooms:** Write a note to a neighboring teacher that is completely random (i.e. "Hey! May I have that cookie recipe from the last potluck? Thanks!). Then, ask the student who has repeatedly engaged in a distracting, minor misbehavior to deliver it. Your buddy teacher will know that this means you needed that child to leave the room temporarily, and he/she will keep the student for 5-10 minutes.

## Chill Zone

The Chill Zone is a designated space in the classroom where students can go when they need to manage extreme emotions in a safe space. When a student needs to use this area, follow this procedure:

1. **The student shows this signal to the teacher.** 
2. **The teacher tells the student they may go with a thumb up or head nod.**
3. **The student walks quietly, and sits in the chair.**
4. **When time is up (5-7 minutes), the student may calmly return to learning.**

If a student is still upset after going to this space, have the child write a note to you explaining the situation.

Students can also complete a self-referral to the guidance counselor, Mrs. Frisbie, to discuss their problem later.

## Consequences of Problem Behaviors

### Fix-It Procedure and Think Spot



Students who do not respond to proactive and responsive measures will need to go to the Think Spot. The Think Spot is a small time-out area in the room. Each Think Spot has forms for students to complete, a surface for writing, and a chair for a visiting student to sit. Only one student should be in the Think Spot at a time.

When you see misbehavior occurring, use the Fix It and Think Spot procedures on the next page.



Prior to sending a student to the Think Spot,  
you will give a warning using this procedure:

1. **The teacher shows this signal.**

2. The student thinks about what they are doing and what they need to do.
3. The student shows their choice to their teacher  and fixes it right away.
4. I stay with the group, learn, and avoid trouble. 

Students sent to the Think Spot follow this procedure:

1. Student will walk to the Think Spot.
2. Student will sit in the chair and fill out paper quietly.
3. When the student is finished filling out the paper, they will turn and face the teacher.
4. When the teacher thinks the student is ready, invite them back to join the class.

## Discipline and Data Collection

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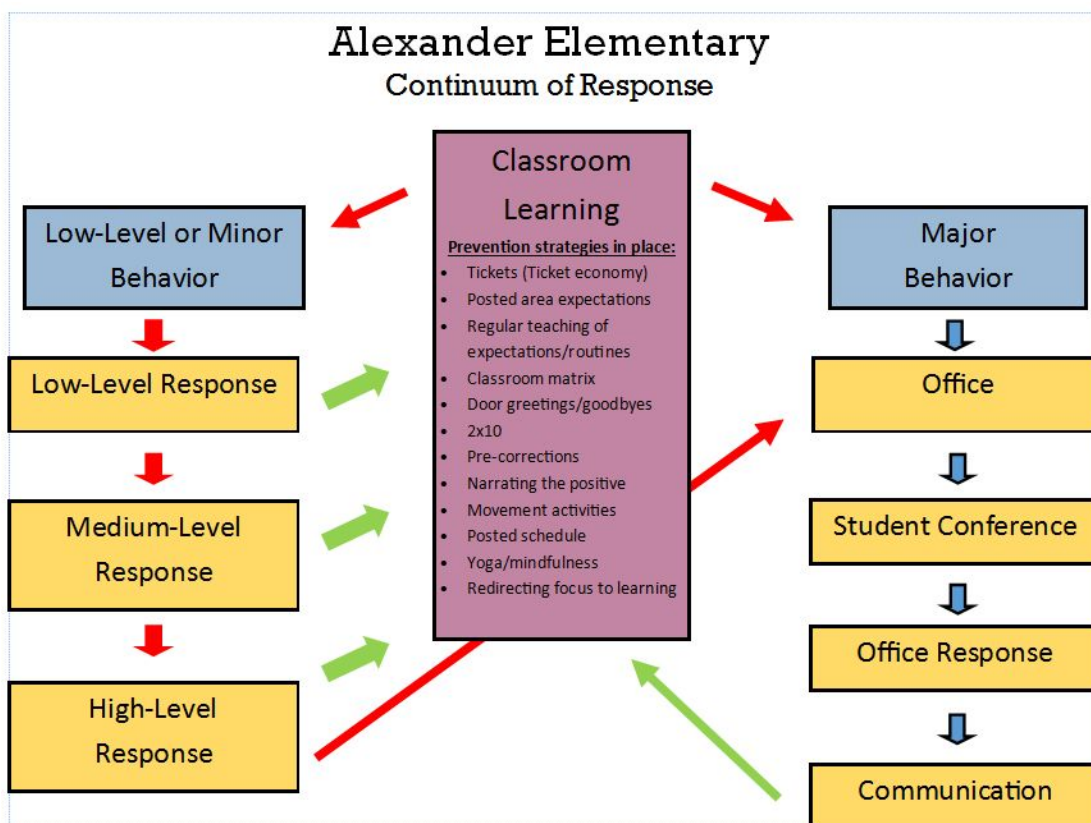
## Office Disciplinary Referral (ODR)

If a student fails to comply after the teacher has used management strategies from the continuum of responses, he/she needs to receive an office disciplinary referral (ODR). Major behaviors, as defined by the Iowa Department of Education, automatically result in an ODR.

Behaviors that lead to an ODR can be classroom managed (handled by the teacher) or office managed (handled by office staff), depending on the severity of the issue. A sample ODR is in the "Resources" section of this handbook.

ODR's are an important part of our school's data collection. ODR data is used to identify problems and celebrate successes. Every month, the PBIS and MTSS teams review this data to determine the overall health of our school's systems of support, move students into more or less intensive interventions, identify specific areas in need of improvement, and develop action plans to address PBIS needs.

The following flowchart explains how to determine if a behavior should result in an office referral and whether or not you may manage it in the classroom. If you ever feel uncomfortable handling a problem behavior without support, CONTACT THE OFFICE. They are happy to help you with any student. 😊



### **Procedure for Contacting Families (ODR)**

1. Find out the preferred method of contact for the family (consult homeroom teacher when needed).
2. Identify yourself as the child's teacher or a supporting staff member.
3. Describe the incident that resulted in an ODR. Include the date, time, location, and describe the behavior in observable terms. Avoid naming other students who were involved, when applicable.
4. Discuss the school's discipline response to the incident with regard to that child only (i.e. time in office, restitution, loss of privilege).
5. Ask for parental input as you determine next steps.
6. Set a date for follow-up. This can be a time in the future when you will praise the child's progress or share additional needs and/or concerns.
7. Thank the parent/guardian for their time.
8. Document the conversation in your home-school communication log, and tell the homeroom teacher (if applicable).
9. Give the ODR to Tianna Newell in the front office.
10. After the ODR is processed, it will be placed in your mailbox. Keep it in a classroom file for that student.

### **Sample Telephone Script**

**"Good afternoon. May I speak to \_\_\_\_\_? Hello, my name is \_\_\_\_\_ and I am \_\_\_\_\_'s teacher. Are you available to talk right now? I would like to share information about an incident that occurred at school today.**

**This morning/afternoon, while \_\_\_\_\_ was at \_\_\_\_\_, he/she (description of observed behavior). My/Our school's response to this was \_\_\_\_\_. Do you have any questions about this?**

**I would like to follow-up with you soon to share \_\_\_\_\_'s progress. Is there a good day to call back?**

**Thank you for your time. I look forward to talking to you in the near future. If you have any more questions about this, please contact me. Have a good evening!"**

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## Annual PBIS Assessments

**Self-Assessment Survey (SAS):** determines the status of PBIS as perceived by all staff members and guides the action plan for improving PBIS.

- Completed annually in the **fall** by **ALL staff**.
- Fidelity is an average of **80%** or greater.

| Alexander Elementary SAS Scores |  |
|---------------------------------|--|
| 2014-2015                       |  |
| 2015-2016                       |  |
| 2017-2018                       |  |

**Tiered Fidelity Inventory (TFI):** used to guide the action plan for improving PBIS implementation.

- Completed in the **spring** by the **PBIS Team** and used to plan goals for the next school year.
- Fidelity is an average of **80%** or greater.

| Alexander Elementary TFI Scores |  |
|---------------------------------|--|
| 2014-2015                       |  |
| 2015-2016                       |  |
| 2017-2018                       |  |

# RESOURCES

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[\*\*Common Area Behavior Matrix\*\*](#)

[\*\*Classroom Matrices\*\*](#)

[\*\*Major and Minor Student Behaviors and Definitions\*\*](#)

[\*\*Language Line\*\*](#)

[\*\*Office Disciplinary Referral Form\*\*](#)

[\*\*CICO Sample Form\*\*](#)

[\*\*Tier 2 Request for Assistance\*\*](#)

[\*\*Sample Lesson Plans\*\*](#)

# Common Area Expectations

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|                                  | <b>RESPECT</b><br><i>I respect myself by making choices that help me to be my best. I treat others the way I want to be treated.</i> | <b>RESPONSIBILITY</b><br><i>I will take responsibility for my words and actions and will work to become a better person each day</i>                     | <b>RELATIONSHIPS</b><br><i>I will help and encourage others and strive to build others up rather than tear them down.</i> | <b>PRIDE</b><br><i>I will show my Falcon PRIDE wherever I go: pride in our school, pride in my learning, and pride in myself as a person.</i> |
|----------------------------------|--|--|---|---|
| <b>Bus</b>                       | I use a 0-1 voice level.   | I follow directions of all adults. I walk to & from the bus and stay on the sidewalk. I sit and stay in my seat. I keep my hands & feet to myself.       | I stay in my own personal space.  | I use my manners. I take care of all of my personal belongings.   |
| <b>Arrival &amp; Dismissal</b>   | I keep my voice level 0, when the bell rings.  | I arrive between 7:35-7:50<br>I stand with my class and follow directions of all adults.   | I stay in my own personal space.  | I hold doors for others. I'm prepared. I represent myself & our school positively in and out of the building                                  |
| <b>Breakfast &amp; Lunchroom</b> | I keep my voice at level 0-2.  | I eat & touch my own food<br>I follow adult directions. I find a seat right away. I stay seated with my feet under table. I clean up my space when done. | I talk to friends around me. I welcome others to sit next to me. I use kind language and looks. I arrive on time.         | I keep our cafeteria clean. I say "please" and "thank you".   |

|                   |  |  |   |  |
|-------------------|--|--|---|--|
| <b>Hallway</b>    | I use a 0 voice level.   | I walk with my hands at side. I keep my eyes facing forward, lips zipped, walking feet. I go directly to the location.   | I greet others with a smile and wave.   | I keep our halls clean.<br>I look at displays with my eyes only. |
| <b>Restroom</b>   | I keep my voice level at 0-2.<br>I wait patiently and respect others' privacy. | I am quiet as I use, flush, wash and leave the restroom.   | I respect others' privacy. I limit socializing.   | I keep the walls, stalls, floors and sinks clean.                |
| <b>Assembly</b>   | I keep my voice level at 0-1.  | I will wait patiently & enter & exit calmly. I follow directions. I will wait quietly for the presentation to begin. I will focus my eyes, ears and brain on the presentation. | I stay in my own personal space. I will clap and respond appropriately.   | I represent my school and myself positively.                     |
| <b>Playground</b> | I keep my voice level 0 in line.   | I will take care of equipment. I follow safety rules.<br>I report serious issues to an adult. I follow directions immediately.   | I include and invite others to join my game<br>I solve problems respectfully<br>I share and cooperate with others | I use good sportsmanship   |
| <b>Stairs</b>     | I use a 0 voice level.   | I walk with my hands at side. I keep my eyes facing forward, lips zipped, walking feet. I go directly to the location.   | I greet others with a smile and wave.   | I keep our halls clean.<br>I look at displays with my eyes only. |



