

# Graden Elementary's PBIS Handbook



January 2023

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## **Graden's Vision, Mission, and Values**

### **Vision**

Building Successful Leaders \* Each Student \* Every Day

### **Mission**

Graden Elementary School's mission is to provide a positive learning environment where students achieve academic excellence and personal success. Students will know and apply essential skills for working and contributing in a diverse global society.

At Graden, we value...

- Continuous Growth
- Equity & Inclusion
  - Collaboration
  - Leadership
- Authentic Relationships
- Student-Driven Instruction

### **Our Purpose**

At Graden, PBIS is used to enhance the academic, social, emotional, and behavioral development of all students by developing a common language that outlines clear and well-defined behavior expectations within our building. These behavior expectations are explicitly taught at the beginning of the school year and reinforced on an as-needed basis to aid in cultivating a high trust, low-stress environment to foster a sense of belonging amongst our students. Positive behavior is positively reinforced in our Hornet reward system to continue to promote our expectations.

## Behavior Belief Statements

### Park Hill School District 8 Belief Statements

1. All behavior is communication.
2. All behavior is learned, and positive behavior can be taught.
3. Teaching both positive and academic behavior is our responsibility.
4. Positive student-teacher relationships are essential to student success.
5. Every student is deserving of positive relationships with staff, regardless of behavior.
6. Proactive practices are more effective than punitive practices at promoting positive behaviors.
7. Individual student needs require unique approaches.
8. When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences.

### At Graden Elementary School, we believe:

- #1: Behavior is communication.
- #2: All students deserve a positive relationship.
- #3: Students can make things right.
- #4: Behavior is communicating a need to all of us.
- #5: Positive behavior can be taught.
- #6: Students can learn to “own their actions.”

### All School Daily Pledge


“EVERYDAY AS A  
GRADEN HORNET, I WILL  
BE RESPONSIBLE, BE  
SAFE, BE AN ADVOCATE  
AND MAKE THINGS  
RIGHT.”



Students and staff recite the Graden Pledge as a class each morning during the announcements.

## Schoolwide Behavior Expectations Matrix

The Hornet Expectations Matrix is displayed in strategic places around the building and in every classroom. The matrix outlines our four Hornet Expectations and incorporates common language depicting what is expected of students in different settings around the school. These expected behaviors are taught and reinforced through our PBIS lesson plans and recognition.

<div style="display: flex; align-items: center; justify-content: space-between;">  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <h3 style="margin: 0;">Graden Hornet Expectations</h3> </div> </div>				
Hornets Always Try Our Best To...	Be Responsible	Be Safe	Be an Advocate	And...Make Things Right!
<b>All Settings</b>	<ul style="list-style-type: none"> <li>Listen to the adult in charge</li> <li>Be proactive, prepared and on time</li> </ul>	<ul style="list-style-type: none"> <li>Keep all hands, feet, and other objects to yourself (KAMP GOOTY)</li> <li>Walking feet in the building</li> </ul>	<ul style="list-style-type: none"> <li>Be a leader</li> <li>Be kind to others</li> <li>Acknowledge positive choices</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on actions</li> <li>Sincerely apologize if needed</li> <li>Respond to redirections positively</li> <li>Own your actions</li> <li>Fix your mistakes</li> <li>Help others</li> <li>Respect the possessions of others</li> </ul>
<b>Arrival/Dismissal</b>	<ul style="list-style-type: none"> <li>Greet others (Hello &amp; Goodbye)</li> <li>Have all of your materials</li> <li>Know where to go (transportation)</li> </ul>	<ul style="list-style-type: none"> <li>Eye: forward</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend find their way</li> <li>Report unkind acts</li> <li>Our riders: help your friends hear their name</li> </ul>	
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Stay in your space</li> <li>Actively listen</li> <li>Stay engaged</li> <li>Applaud when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>Show appreciation</li> <li>Kindly remind friends of expectations</li> </ul>	
<b>Bus</b>	<ul style="list-style-type: none"> <li>Kind, quiet conversations</li> <li>Keep track of materials</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Report unkind acts</li> <li>Look to the monitor as an example</li> </ul>	
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Know your lunch choice (and sides)</li> <li>Clean up after yourself</li> <li>Use your manners</li> </ul>	<ul style="list-style-type: none"> <li>Use 2 hands when carrying your tray</li> <li>Eat your own food</li> <li>Stay seated</li> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand if you need help</li> <li>Be sure no one is eating alone</li> </ul>	
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Charge your device</li> <li>Have all materials ready</li> <li>Pick up after yourself</li> <li>Stay engaged</li> </ul>	<ul style="list-style-type: none"> <li>"4 on the floor" (Chair legs on the floor)</li> </ul>	<ul style="list-style-type: none"> <li>Take initiative</li> <li>Be a problem solver</li> <li>Report unkind acts</li> <li>Respect the classroom environment</li> </ul>	
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Line in the line</li> <li>Voice level 0</li> </ul>	<ul style="list-style-type: none"> <li>Eye: forward</li> </ul>	<ul style="list-style-type: none"> <li>Leave space between you and your friends</li> <li>Respect the Graden environment (bulletin boards, pick up trash, etc.)</li> </ul>	
<b>Playground</b>	<ul style="list-style-type: none"> <li>Keep track of your materials (coat, hat, gloves)</li> <li>Kind conversations and play</li> <li>Care for the equipment</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Report unsafe actions</li> </ul>	<ul style="list-style-type: none"> <li>Include all classmates</li> <li>Show good sportsmanship</li> </ul>	
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Keep it clean</li> <li>Do your business</li> <li>Voice level 0</li> </ul>	<ul style="list-style-type: none"> <li>Keep the floor dry</li> <li>Wash your hands (soap and water)</li> </ul>	<ul style="list-style-type: none"> <li>Report to an adult if something seems off in the restroom (mess, behaviors, etc.)</li> </ul>	

## Schoolwide Behavior Expectation Lesson Plans

Behavior Expectation Lesson Plans should be taught during **HORNET DAYS** at the start of the school year and reviewed after Winter/Spring breaks or as needed.

### PBIS Lesson Plans – Hornet Days

Expectation	Assembly Procedures
Specific Behavior(s) and/or Procedure List behavior and steps to complete	Hornets Always Try Our Best To... Be Responsible, Be an Advocate, Be Safe and... Make Things Right
	At all times:
	<ul style="list-style-type: none"> <li>• Listen to the adult in charge</li> <li>• Be proactive, prepared and on time</li> <li>• Be a leader</li> <li>• Be kind to others</li> <li>• Acknowledge positive choices</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Walking feet</li> </ul>
	While entering the assembly:
	<ul style="list-style-type: none"> <li>• Stay in your space</li> <li>• Walking feet</li> <li>• Listen to the adult in charge</li> </ul>
	While seated in the assembly:
	<ul style="list-style-type: none"> <li>• Stay in your space</li> <li>• Actively listen</li> <li>• Stay engaged</li> <li>• Applaud when appropriate</li> <li>• Show appreciation</li> <li>• Kindly remind friends of expectations</li> <li>• Stay seated</li> </ul>
	While exiting the assembly:
	<ul style="list-style-type: none"> <li>• Stay in your space</li> <li>• Walking feet</li> <li>• Listen to the adult in charge</li> </ul>

Expectation	Arrival/Dismissal Procedures
Specific Behavior(s) and/or Procedure List behavior and steps to complete	Hornets Always Try Our Best To... Be Responsible, Be an Advocate, Be Safe and... Make Things Right
	At all times:
	<ul style="list-style-type: none"> <li>• Listen to the adult in charge</li> <li>• Be proactive, prepared and on time</li> <li>• Be a leader</li> <li>• Be kind to others</li> <li>• Acknowledge positive choice</li> <li>• Keep hands, feet, and other objects to yourself</li> <li>• Walk in the building</li> </ul>
	Arrival to school from bus, car & Adventure Club:
	<ul style="list-style-type: none"> <li>• Greet others (Hello)</li> <li>• Have all your materials</li> <li>• Know where to go</li> <li>• Help a friend find their way</li> <li>• Report unkind acts</li> <li>• Walk with your eyes forward</li> </ul>
	Dismissal to bus, car & Adventure Club:
	<ul style="list-style-type: none"> <li>• Be prepared for dismissal</li> <li>• Greet others (Goodbye)</li> <li>• Have all your materials</li> <li>• Know where to go (How will you get home)</li> <li>• Help a friend find their way</li> <li>• Report unkind acts</li> <li>• Walk with your eyes forward</li> <li>• Car Riders: help your friends hear their name</li> </ul>

## Schoolwide Expectations

### Voice/Volume Levels



0 = No Talking

1 = Whisper

2 = Table Talk

3 = Speaker

### Line Basics

#### LINE BASICS

#1: FACING FORWARD

#2: VOICE LEVEL 0

#3: HANDS BY YOUR SIDE

#4: WALKING FEET

#5: LINE IN THE HIVE

## Schoolwide Conflict Resolution Strategy: Talk it Out

The “Talk It Out” method is used schoolwide to teach into healthy conflict resolution skills. This method gives students the opportunity to advocate for themselves and be responsible problem solvers when it comes to navigating their feelings and conflict.



**TALK IT OUT**

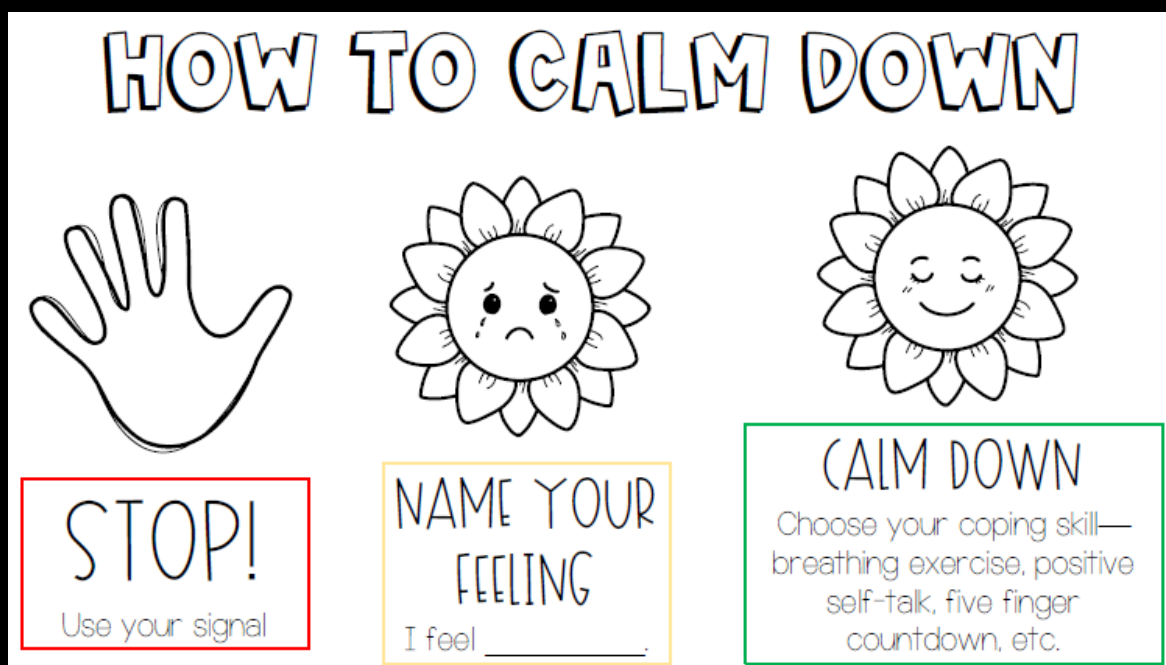
I FEEL \_\_\_\_\_

WHEN YOU \_\_\_\_\_


COULD YOU PLEASE \_\_\_\_\_?

### Safe Seat

All classrooms are expected to have a visible “Safe Seat” where students can go to de-escalate, process, make things right, and safely reintegrate back into the learning environment.




**HOW TO CALM DOWN**



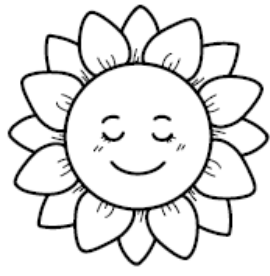
**STOP!**

Use your signal



**NAME YOUR FEELING**

I feel \_\_\_\_\_.



**CALM DOWN**

Choose your coping skill—  
breathing exercise, positive  
self-talk, five finger  
countdown, etc.



## Schoolwide Incentives for Positive Behaviors


### Schoolwide Individual Incentive Pilot Spring 2023

During the 2023 Spring semester, a strategic group of teachers and staff will be piloting the PBIS Rewards application for the purposes of future implementation of consistent positive reinforcement practices schoolwide.

The piloting team will be responsible for implementing PBIS Rewards components with classrooms, analyzing staff feedback throughout the semester, exploring options for parent interaction, and preparing for future schoolwide implementation with fidelity.

### Classroom Reward Lotus

The schoolwide classroom reward lotus is a goal-setting tool with tangible incentives for whole class desired behavior. It is cashed in upon completion of a "BINGO!" when a class has achieved the monthly behavior expectation goal.

CLASSROOM REWARD LOTUS		
Game Board Day 11/22/22	Crazy Sock Day	Art Hub for Kids/Free Draw time
PJ or Theme Dress Up Day	CELEBRATIONS 	Free Technology time
Hat Day	Eat lunch with the principal(s) 12/2/22	Class Choice _____ _____

When a classroom completes 3 celebrations turn in your completed card to the office to have your class entered into an All-School Raffle (prize determined by administration)

**Guidelines for Teachers:**

- Boxes can be colored in ANY order
- Lotus can only be turned in once per quarter to be placed in the All-School Raffle
- Every class that turns in the completed Lotus celebration card will be entered into the BINGO card & date it!

## Schoolwide Recognition for Positive Behavior

### Spotted Leaders

Given monthly schoolwide (implemented 5+ years ago), a student is “spotted” being a leader by a staff member. The student receives a “spot” describing why they are being recognized. These are displayed on the “Spotted Leader” bulletin board. Students select rewards from the choice menu.



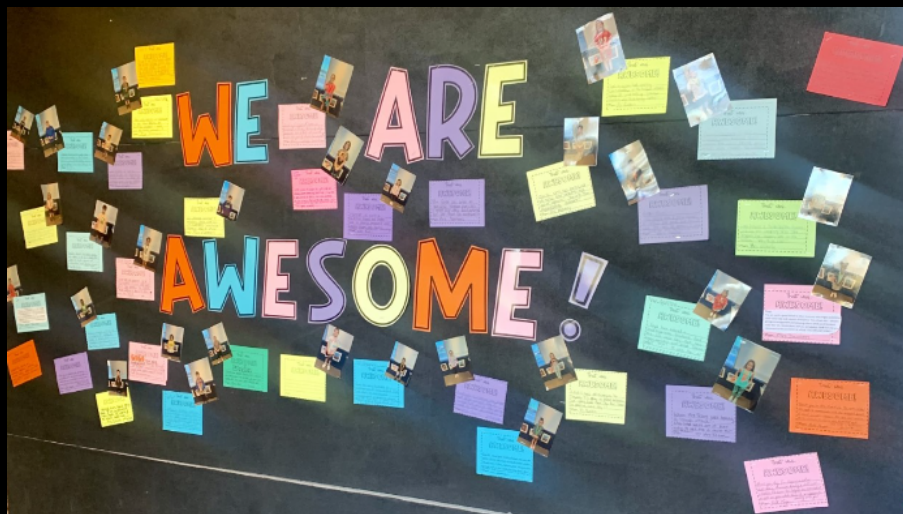
## Leaders in the HIVE

Given monthly schoolwide (implemented 2021–2022 school year), students selected take a group picture that is displayed underneath the “Leaders in the Hive” bulletin board. Students receive a positive card displayed on board, as well as a special pencil. Additionally, Leaders in the Hive are recognized and get to participate in a game or fun activity during schoolwide assemblies.



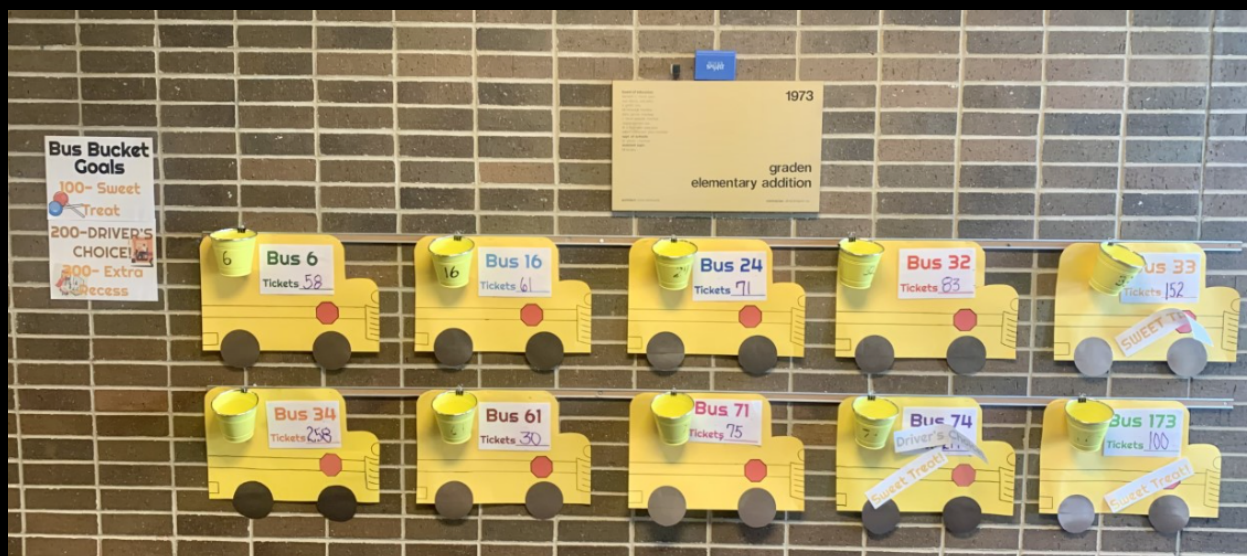
## That Was Awesome Cards

These cards are given at any time (implemented 2020–2021 school year). Students receive a positive phone call home from the principal and receive a special lanyard. Staff can receive this as well. Subsequent winners receive a hornet pin for their lanyard.



## School Bus Rewards

When students follow expectations on the bus, they receive tickets and place them in their bus buckets. Each Friday, a member of the bus supervision staff will count the tickets and log the progress on the laminated sheets above each bucket. When goals are met, the bus supervision staff will facilitate the reward events for the specific students on those buses.

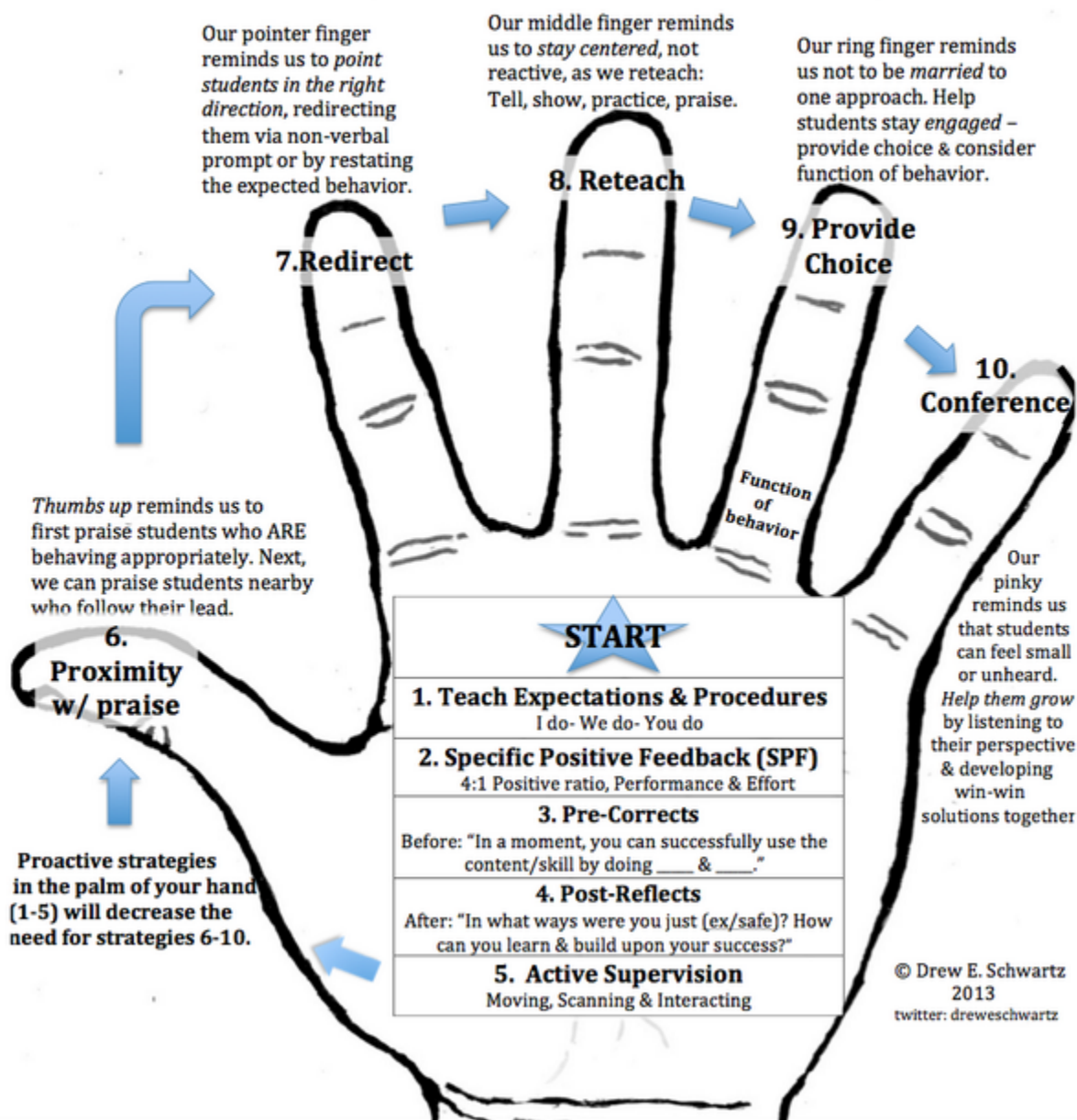




## Guiding Hand

# Guiding Hand™

**Proactive Teaching Strategies in the Palm of Your Hand  
& Responsive Strategies for if Students Get off Track at Your Fingertips**



## **Multi-Tiered Systems of Support (MTSS-behavior)**

Tier I: Universal systems that are provided to all students to prevent behavioral challenges. Assessments are included in big five data reports.

Tier II: Specialized interventions for learners who are at-risk for behavioral and or social difficulties. These include classroom and small group intervention strategies including social skills groups, daily check-in with an adult, classroom behavior interventions, proactive breaks, self-monitoring, and targeted social skills instruction. Interventions are developed and implemented by teams including classroom teachers, counselors, support staff, and other staff members as needed. Assessments in addition to those in Tier I include bi-monthly progress reviews and review of data to guide intervention.

Tier III: Individual Structured Interventions for students with intensive or chronic behavior challenges. These include individualized plans with specific target behaviors based on the function of the behavior, behavior goals, environmental supports, reinforcement strategies, and reactive strategies for ongoing behavioral difficulties. Interventions may include a daily behavior plan, individual/visual schedules including If-Then strategies, individual reinforcement systems, social stories, and targeted teaching of social skills including conflict resolution, coping strategies, and relationship skills. Interventions are developed and implemented by the Student Support Team including classroom teachers, administrators, counselor, school psychologists, and other school staff as needed. Assessments are based on progress toward goals and are reviewed frequently to guide intervention.

### **Discouraging Inappropriate Behaviors**

Even with the most consistent implementation of schoolwide practices (i.e., clarifying, teaching and consistently and positively recognizing desired behaviors), some students will still make social behavioral learning errors.

Generally, learners fail to use expected behaviors for one of two reasons:

- 1) absence of knowledge or insufficient understanding of when to use the expected behavior, a skill deficit (“can’t do”), or
- 2) the social skills are known but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance, a performance deficit (“won’t do”) (Gresham, Sugai & Horner, 2001).

Many students do not know how to perform the expected behavior appropriately, or don’t know it well enough to routinely use it at the appropriate times. Either problem–skill deficit or performance deficit–requires more teaching, practice, and feedback to resolve.

#### **Terms Related to Discouraging Inappropriate Behavior**

- Punishment – a consequence that decreases the likelihood the problem behavior will recur.
- Vulnerable Decision Point (VDP) – When a problem behavior occurs, the point when a teacher realizes they may be vulnerable to a biased response.
- Implicit Bias – an unconscious association with some groups based on stereotypes that are activated involuntarily and without an individual’s awareness or intentional control.

### **Considerations when Correcting Behavior**

- **CONSISTENCY.** Misbehavior can occur in all school settings and therefore, all staff need to respond consistently. It is less important what the agreed upon response is than that something is consistently utilized. Consistency is one of the main keys to changing behavior.
- **USE LEAST INTRUSIVE STRATEGY.** The disruptive influence of the teacher's response should be no greater than the disruption of the student. Staff will want to use strategies that are least intrusive for the behavior, its frequency or severity.
- **SPECIFIC, YET BRIEF.** Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. Be short and concise, and then disengage quickly. Address the concern as a learning error and use the same objective and targeted feedback you would use with an academic error.
- **QUIET, RESPECTFUL INTERACTION WITH THE STUDENT.** First, make quiet contact in close proximity with the student, securing their attention. Next, state your request or redirect in a respectful, matter-of-fact manner to encourage compliance and relationship building. A private, quiet, personal contact will help with compliance as well as relationships.
- **REFOCUS CLASS IF NEEDED.** If the inappropriate behavior will require a bit of time, first refocus the attention of the class to their tasks at hand. Then deal privately with the student. Most correction strategies can be handled within the classroom or setting, while still maintaining respect for the student and the learning of the entire class.



## Major/Minor Behavior Document

This document outlines processes and procedures for responding to various inappropriate behaviors that may arise.

<b>GRADEN MAJOR AND MINOR BEHAVIORS</b>		
<b>MINOR OFFENSES LEVEL 1/2</b>	<b>MINOR OFFENSES LEVEL 3</b>	<b>MAJOR OFFENSES LEVEL 4/5</b>
Behaviors handled in the classroom using, but not limited to the following teacher tools or strategies: proximity, nonverbal cues, ignore, praise positive behaviors, pre-correct, check that instruction is at students' level. Teacher/staff member will utilize re-teaching tools above and use safe seat after the same behavior occurs 3 times. *Parent contact made by the classroom teacher if needed.	In isolation, these behaviors were handled in the classroom as minor (level 1/2 behaviors). Over time, with documentation, these repetitive behaviors may escalate to a minor level 3 offense in addition to the behaviors listed below that need to be supported through the work of the buddy room. *Student will complete a think sheet. *Staff member that witnessed the incident will enter in Google doc and communicate to parents.	Behaviors that are handled outside the classroom (Recovery, Counselor, Office). Assess child's level of escalation and safety of others, work to de-escalate, determine consequence *Parent contact made by recovery, counselor or administrator.

### Major and Minor Behavior Continuum Link

### Behavior Reflection Sheets

Behavior Reflection Sheets help students identify emotions, take ownership of the problem, and create a successful plan for the future.

Links:

[K-2 Reflection Sheets](#)

[3-5 Reflection Sheets](#)

**K-2<sup>ND</sup>  
GRADES**

**3<sup>RD</sup>-5<sup>TH</sup>  
GRADES**

### **Minor Behavior Google Form**

Staff submits frequent minor misbehaviors (and corrections) into a Google form that is submitted to the Counselor and Recovery Room Interventionist (daily).

### **Office Discipline Referral**

ODRs are located in the front office teacher work room and should **only** be filled out for major behavior offenses *by the adult who witnessed the inappropriate action*.

### **Review of Behavior Data**

Graden utilizes the SWIS data to generate a monthly report of our Big 5 Data.

The Big 5 Data provides statistics regarding individual student behavior, including problem behaviors, locations problem behaviors occurred, time of day, as well as average referrals per day per month. Graden makes informed decisions using this data to guide and implement behavior interventions to support students.

### **PBIS Q&A Google Form**

The link is shared in the weekly staff bulletin to provide clarification and refine processes when needed. It serves as a systematic way to collect questions and share answers with the staff. It also helps to guide continuous professional development for staff based on the questions submitted.

### **PBIS Communication with Stakeholders**

PBIS is a primary focus in all forms of schoolwide communication to stakeholders. Updates and snippets of learning connected to PBIS are included in the monthly family and community newsletter, in the Weekly Staff Bulletin, and on the Graden Elementary School website.

## Schoolwide Forms

### Beginning of Year Fidelity Checklist

Teacher's Name \_\_\_\_\_

#### Beginning of the Year Procedures

Please complete each of the following action items with students during the first two weeks of school.



of

Date

**1. Teach, re-teach, model and practice Graden Expectations**

**a. Arrival and Dismissal Expectations**

*Practice for Adventure Club, car rider, walker, and bus rider.*

**b. Assembly Expectations**

**c. Bus Expectations**

**d. Cafeteria Expectations**

**e. Classroom Expectations**

*Use classroom expectation data for to document class behaviors*

**f. Hallway Expectations**

*Hallway greetings, Walking down the hallway, sound level*

**g. Playground Expectations**

**h. Restroom Expectations**

**i. Line in the Hive Basics**

**j. Voice Levels**

**2. Review Safe Seat/Calm Down Area Expectations**

**3. Review Crisis Drill Procedures**

*Fire drills will be conducted each month*

*Tornado, Hold/Lock Down/Earthquake drills will be conducted each semester*

**4. Assign Leadership Roles**

*Have students' complete application (digital or paper copy)*

*Fill out Leadership Roles Google Doc*

**5. Set the stage for Continuous Improvement with students**

**a. Develop Classroom Mission Statement**

*Hang in a visible location in your classroom*

*Send copy to Vanna and Morgan*

**b. Identify Quality Teacher/Student**

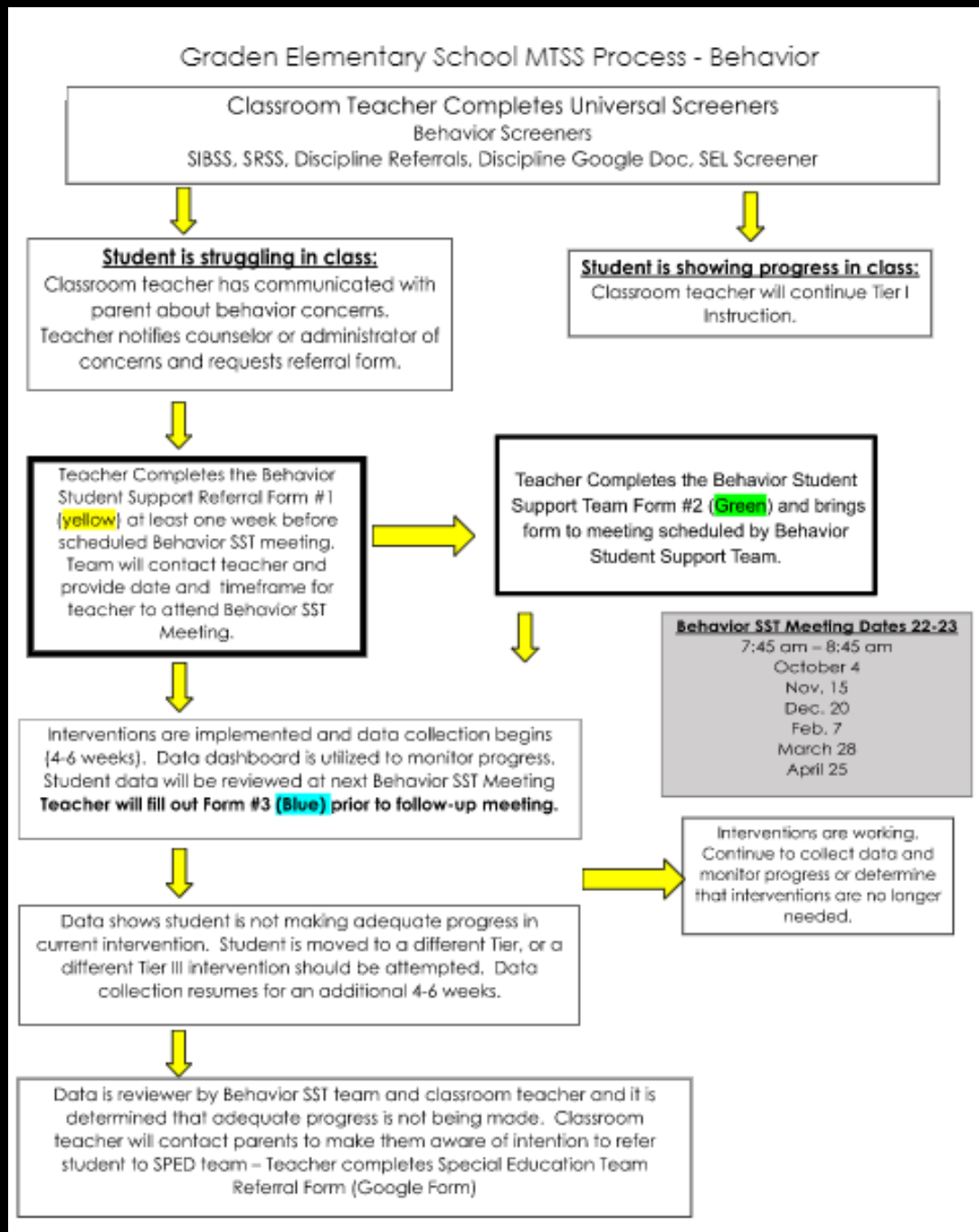
*Hang in a visible location in your classroom*

**c. Develop a routine for morning meetings**

**d. Discuss and identify a daily routine for using agenda/planner**

*Thank you for doing your part to build common expectations throughout the Hive!*

## MTSS Process - Behavior





## 2022 Buddy Classrooms for Graden Elementary

Grade Level	Teacher Name	Teacher Name	Grade Level	Team Color
Kdg	Johna Martinez	Rachael Reckamp	3 <sup>rd</sup>	Red
Kdg	Katy Bowser	Shelby Rushin	3 <sup>rd</sup>	Red
Kdg	Lauren Hendrickson	Allison Burke	3 <sup>rd</sup>	Red
Kdg	Tiffany Wilson	Caitlin Teson	3 <sup>rd</sup>	Red
1 <sup>st</sup>	Courtney Beamer	Magan Williams	4 <sup>th</sup>	Green
1 <sup>st</sup>	Hannah Huffaker	Amy Schmidt	4 <sup>th</sup>	Green
1 <sup>st</sup>	Hannah Huffaker	Rachel Kahmann	4 <sup>th</sup>	Green
1 <sup>st</sup>	Maggie Wright	Maria Rusboldt	4 <sup>th</sup>	Green
2 <sup>nd</sup>	Destinee Robinson	Brenda Vernon	5 <sup>th</sup>	Blue
2 <sup>nd</sup>	Jennifer Koyne	Matt Hamblin	5 <sup>th</sup>	Blue
2 <sup>nd</sup>	Shannon Smith	Lezlee Ivy	5 <sup>th</sup>	Blue
2 <sup>nd</sup>	Shannon Smith	Hunter Whitt	5 <sup>th</sup>	Blue
Art	Davidson/Kharatyan	Munsterman	PE	
Music	Smith	Garcia	Library	