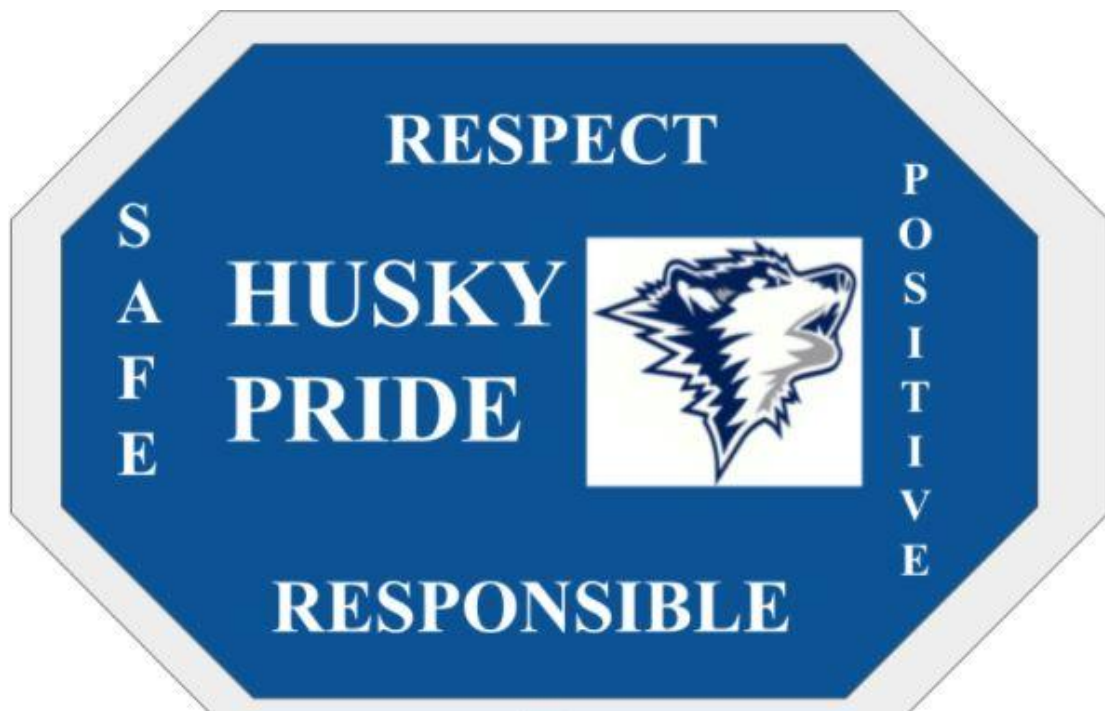


RIVERSIDE ELEMENTARY PBIS HANDBOOK

(POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS)



2023-2024

RIVERSIDE ELEMENTARY SCHOOL

PBIS-SWIS Support Team (Tier 1)

PBIS Coach/SWIS Data Entry: Katie Hanson

PBIS Coach/SWIS Data Entry: Andrea Sitzmann

School Counselor/SWIS Data Entry: Shirley Anderson

School Psychologist: Kayla DeJong

School Principal/SWIS Administrator: Dr. Kim Meyer

*The PBIS Team meets monthly to look at behavior data to help support teachers and students for Tier 1 interventions.

CICO-SWIS Support Team (Tier 2)

PBIS Coach/SWIS Data Entry: Katie Hanson

PBIS Coach/SWIS Data Entry: Andrea Sitzmann

School Counselor/SWIS Data Entry: Shirley Anderson

School Psychologist: Kayla DeJong

School Principal/SWIS Administrator: Dr. Kim Meyer

*The Check-In/Check Out (CICO) team meets bi-monthly as needed to look at Tier 2 behavior data and support teachers and students with interventions.

Student Success Team

School Psychologist: Kayla DeJong

School Counselor: Shirley Anderson

Speech Pathologist: Shelly Dibrito

Special Education Teachers: Katie Robilliard, Kari Pyan, Darcy Snyder,

Reading/Math Interventionists: Kim Klassen, Sandra Nunez, Casie Pohlman, Andrea Sitzmann

School Principal: Dr. Kim Meyer

*The SST (Student Success Team) meets bi-monthly as needed with individual classroom teachers to look at behavior/academic data to help support students who are receiving Tier 1 and/or Tier 2 interventions and may need Tier 3 interventions.

Crisis Prevention Team (CPI):

Paraprofessional: Morgan Christopher

Paraprofessional: Nicole Lyon

Paraprofessional: Lori Censky

Paraprofessional: Kassandra Lariviere

Paraprofessional: Monica Knutson

Special Ed. Teacher: Darcy Snyder

Special Ed. Teacher: Kari Pyan

Special Ed. Teacher: Katie Robilliard

First Grade Teacher: Jill Hendrickson

School Counselor: Shirley Anderson

School Principal: Dr. Kim Meyer

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Multi-Tiered System of Supports Framework (MTSS)

- **Infrastructure for Continuous Improvement**
- **Family and Community Engagement**
- **Multi-Layered Practices and Support**
- **Assessment**
- **Data-Based Decision Making**

SWIS

- **School-wide Information System: Riverside utilizes data to make active and data-driven decisions to support student success.**

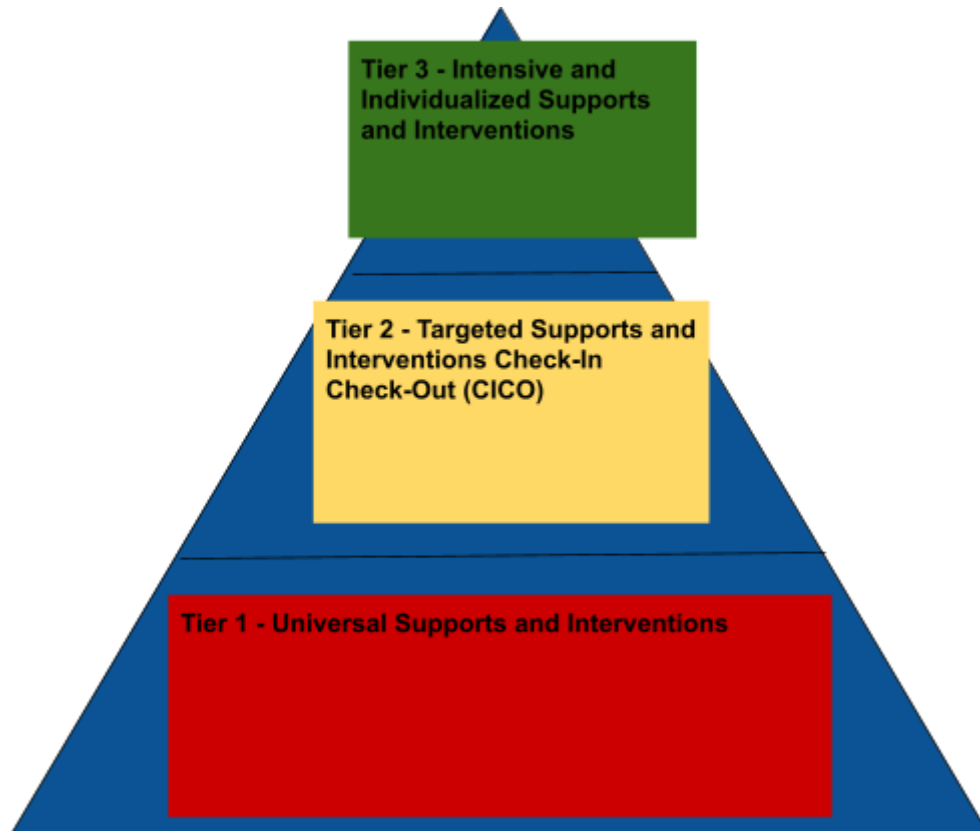
CICO-SWIS

- **Check-In Check-out: Assists students in making better behavior decisions through use of daily progress reports.**

What is SWPBIS?

School-Wide Positive Behavioral Interventions and Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of social/emotional skills, and the use of data-based problem solving for addressing behavior concerns. PBIS falls under the MTSS framework.

PBIS Tiered System



Tier 1: Universal Supports and Interventions (All)

Tier 1 [systems, data, and practices](#) support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

Tier 2: Targeted Supports and Interventions

Students receiving [Tier 2 supports](#) get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices may include:

- **CICO-SWIS: Check-In/Check-Out Intervention - This is our priority Tier 2 Intervention**
- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized Supports and Interventions

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 support have not been sufficient to experience success. At [Tier 3](#), students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based supports

School-Wide Rules

Respectful Responsible Safe Positive

Why do we have School-Wide Rules?

When teaching behavioral expectations across school settings, it is important to have a few simple, positively stated rules. By focusing on 4 simple rules, it is easier for students to remember and improves teaching and consistency as staff and students use a common language.

Stating rules positively and recognizing students when they are following the rules is even more important than catching them when they break the rules. Positive reminders and language increases the likelihood that staff will recognize students for following the rules as they are engaging in appropriate behavior.

The four school rules are broad enough to talk about any potential problem behaviors, as well as teach specific behavioral expectations across all school settings (see School-Wide Behavior Expectations Grid on the following pages).

Examples:

- You were being very **Responsible** when you asked a classmate to walk in a straight line in the hallway.
- Thank you class for being so **Respectful** by raising your hand to speak.
- Cleaning up your spills in the cafeteria is a great way of being **Safe** so others don't slip and get hurt.
- Helping your friend was a great way of being **Positive**.

School Rules Posters

School Rules Posters/Matrix will be posted throughout the school, and posted in every classroom.



RIVERSIDE HUSKY PRIDE TRAITS AND EXPECTATIONS MATRIX

	Classroom	Lunchroom	Hallway	Playground	Bus	Bathroom	Programs
RESPECTFUL	Follow directions Wait my turn Keep hands and feet to self Listen and follow directions	Indoor voice Talk to people around me Walk at all times Keep hands and feet to self	Walk quietly Stay on the right side Make room for others Walk forward Watch where you are walking	Take turns Include others Follow game rules Keep hands and feet to self Use equipment properly	Use soft voices and kind words Follow directions of bus driver/para Keep hands and feet to self Be polite and respectful to everyone	Keep hands and feet to self Allow others privacy Use appropriate language Throw away towels	Walk in quietly Eyes on speaker Voices off
RESPONSIBLE	Clean my area Walk Help teacher and other students Follow classroom rules	Clean my area Raise hand Sit in assigned area Touch only my tray	Go directly to my area Bring all my supplies Walk quickly to area Keep hands and feet to self Hold door open	Put equipment away Report any problems to adults Follow team rules Share/Include others Stay outside until whistle	Keep all materials in a backpack Wait your turn/no budging No food or drinks or littering Take care of bus property/no vandalism	Keep area clean Flush toilet Wash hands with soap and water Throw away towels	Sit quietly Follow directions
SAFE	Stay in my space Stay in the classroom Keep hands and feet to self	Walk Soft voice Keep food on tray Wait for directions Chew food completely	Walk straight ahead Eyes forward Walk quietly Hold on to supplies	Line up when whistle blows Stay in lines Watch where you are Play by rules Enter building quietly	Sit in your seat at all times Walk to and from bus/Stay in safe zones Keep aisles clear No horseplay/mischief/distracting behavior/throwing items	Report water on the floor Walk No standing on toilets	Stay with your class and teacher/para Stay in your own space
POSITIVE	Say please and thank you Use manners Use polite words	Say please and thank you Use manners Use polite words	Smile Be polite Stay in line	Include others Be a good sport Use kind words	Greet driver Say thank you	If someone needs help, or there is a problem, tell the teacher.	Clap when appropriate Greet visitors appropriately

Teaching the Matrix

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

- We teach the expectations aggressively over the first three weeks of school and are repeated to reinforce the expectations throughout the school year.
- We reteach as needed, particularly after extended breaks, snow days, or when regular classroom routines are disrupted by assemblies or testing.

What do you mean by “teach” the expectations?

- We show, model, demonstrate, or role play with students in different scenarios and provide feedback and praise for their efforts.
- Repeat this process as often as it takes for students to learn positive behaviors. We are looking for retention and mastery of positive behaviors.

How do I fit this in with everything else?

- The time spent in the beginning of the year will pay off with orderly behavior and increased time spent on academic gains. Staff invests time in taking students to different areas of the school to describe the expectations on the matrix and conduct a brief lesson.

The following pages provide tools that staff can use to teach/re-teach behavioral expectations and routines according to the school-wide rules.

Possible Procedures for Practice

- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions on an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do with homework
- How to pass in papers
- What to do during a fire drill, lock down drill, or tornado drill, etc.
- Saying “please”, “thank you”, “excuse me”, I’m sorry”, etc.
- How to transition in the hallway
- How to ask for a restroom pass or nurse/office pass
- Where to sit in the cafeteria
- What to do with your tray
- Where to play on the playground and boundary areas

ACKNOWLEDGING AND RECOGNIZING APPROPRIATE BEHAVIOR

How often should I give positive attention?

4:1

4 Positives to Every 1 Correction

Components of Positive Recognition

- Recognition should be readily available
- Age appropriate for student and the environment
- Easy to deliver
- Controlled by the teacher
- Powerful enough to affirm positive behavior for the student

Expectations should have fidelity from classroom to classroom and maintain that fidelity in all areas of the building (cafeteria, gym, playground, hallways). They should be fair and attainable for all students.

How to Set a Positive Tone in the Classroom

- Use clear directions - not questions
- Use proximity wisely - respect privacy
- Get down to student's level
- Establish eye contact - request it
- Give time for response - consider learning delays and trauma concerns
- Use positive directives more than negative (be safe and walk in the hallways vs. don't run in the halls)
- Follow through with expectations and consequences listed
- Use a positive tone; avoid yelling and arguing
- Acknowledge compliance and positive behaviors

RIVERSIDE ELEMENTARY PBIS ESCALATION CONTINUUM

Tier 1 Behaviors: Tier 1 behaviors do not require administrative involvement AND are not more than minor disruptions to the learning environment AND are not chronic (occur less than 3x per week) AND are low severity and low frequency.

Tier 2 Behaviors: Tier 2 criteria behaviors are a moderate disruption to the learning environment or may require administrative involvement and/or are chronic Tier 1 behaviors (pattern of problem behavior on weekly basis)

Tier 3 Behaviors: Tier 3 Behaviors pose a danger to themselves and/or others OR are illegal OR are major disruptions to the learning environment OR are chronic Tier 2 behaviors.

Minor Behavior/Teacher Managed:

1. Verbal Warning/Redirection
2. Re-teach; apply intervention (with wait time)
3. If behavior continues, the staff completes a reflection form/notifies teacher and teacher may contact parents by phone as needed
4. Grade level reflection forms are sent to the "Mustard" room (grade levels may vary). Students complete a "Think Sheet" during Mustard time and return it to the teacher. If time is left, students may go to the "Relish" room.
5. Reflection forms should be turned into PBIS/SWIS Data Entry Coordinators.

Goal: The goal is for students to reflect on their behavior, correct their behavior and make better choices in showing their Husky Pride.

Major Behavior Office Referral Administration Managed:

1. Office referrals should be turned into the office on the day of the incident.
2. Administration will determine the consequences and parents will be contacted regarding the behavior.
3. Data entered on SWIS by PBIS/SWIS Data Entry Coordinators.

Husky Pride

Riverside Elementary Discipline/Referral Levels

<p style="text-align: center;"><u>Level 1</u></p> <p style="text-align: center;"><u>Minor Problem Behavior</u> Teacher/Staff Managed SWIS Referral Form</p> <ul style="list-style-type: none"> • Defiance • Disruption • Disrespect • Physical contact • Tardy • Inappropriate language • Property misuse • Dress code • Electronic/Technology • Other <p>*Multiple reflections/parent phone call & may lead to Office Referral if behaviors persist.</p>	<p style="text-align: center;"><u>Level 2</u></p> <p style="text-align: center;"><u>Major Problem Behavior</u> Administrator Managed SWIS Referral Form</p> <ul style="list-style-type: none"> • Defiance • Disruption • Disrespect • Abusive Language/Profanity • Harassment/Bullying • Fighting • Electronic/Tech. Violation • Property Damage • Lying/Cheating • Dress Code • Tardy/Skipping • Bus violation • Other 	<p style="text-align: center;"><u>Level 3</u></p> <p style="text-align: center;"><u>Major Problem Behavior/Illegal</u> <u>Violations</u> Administrator and/or Law Enforcement Managed SWIS Referral Form</p> <ul style="list-style-type: none"> • Drug/Alcohol use/possession of tobacco and/or related devices • Weapon use/possession • Arson • Bomb threat • Extreme property damage/vandalism • Combustibles • Assault/threats • Major/chronic destruction to property • Other extreme behavior/incident
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Problem Behavior Definitions

Disrespect: Display of a lack of regard toward others through failing to follow directives, cursing at or around others, threatening others, refusing to complete work, talking back to adults, and disrupting the learning environment of others.

Disruptive Behavior: Behavior that disrupts or interferes with the educational process. This includes sustained loud talk, blurting out, yelling, or screaming; noises with material, horseplay, rough-housing, or play fighting, and/or sustained out of seat behavior.

Leaving without Permission: Walking out of the classroom or assigned area without requesting permission or providing explanation to staff.

Not working: Lack of cooperation with instruction and/or an attempt to meet basic instructional expectations.

Inappropriate Language: Use of profanity in any area of the school. Cursing at others. Cursing in an attempt to intimidate or control a situation.

Insubordination/Non-Compliance: Refusals to follow directives from staff that affect safety and learning objectives of self and peers.

Threatening/Endangering Behavior: Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well-being

Hitting/Physical Aggression: Putting hands on another person that causes that person pain, discomfort, increased agitation, or places others at risk for harm.

Fighting: Actions involving physical force on another person where injury may occur (hitting, pushing, grabbing, kicking, scratching, hair pulling, striking with an object).

Vandalism/Property Damage: Student deliberately impairs the usefulness of property.

Stealing: Student is responsible for deliberately taking someone else's property.

Harassment/Bullying: (cyber, racial, sexual, other): Conduct (teasing, taunting, instigation, or provocation) directed at a specific person or persons that cause substantial harm, emotional distress and serves no legitimate purpose.

Classroom/Teacher Interventions

Conference with student: 1:1 time with student to discuss behavior, interventions and solutions. This can include direct instruction in expectations and appropriate behavior.

Conference with parent/guardian: Teacher communication with student's parent/guardian by phone or written notes, or in person about the behavior concern. Email is not recommended.

General Classroom Management Techniques: This can include seating charts, assigned seat close to staff, increase staff movement in the room, use of cubby, quiet area, different seating or a manipulative to assist with focus and attention to task.

Privilege Loss: Incentives given for positive behavior are lost: Loss of Husky Pride time, increased supervision in areas of the school. Recess detention must not take place unless a student causes or is likely to cause serious physical harm to other students or staff; the student's parent or guardian specifically consents to the use of recess detention; or for students receiving special education services, the student's IEP team (which includes parents/guardians) has determined that withholding recess is appropriate; or if student is in a conference with administration due to behavior.

Apology Restitution: Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse.

Corrective Assignment Restitution: Completion of a task that compensates for the negative action; this triggers a desire not to revisit the negative behavior. Cleaning up after throwing items, etc.

Home to School Plan: Parent/guardian and teacher agree on a consistent approach with the student. This plan should be consistent with PBIS practices, emphasizing teaching and rewarding appropriate behaviors, and consistent consequences for problem behaviors. This plan should be explained to the student by the parent/guardian and teacher as appropriate.

Major Behavior/Office Referral Process

1. The staff member will determine if the behavior infraction meets the criteria to contact the office for administrative disciplinary action. All behavior incidents should be communicated with the classroom teacher.
2. The staff member will complete an office referral form that will be documented in the discipline tracker system.
3. Administration reviews the write up, meets with the student and determines further disciplinary action.
4. If the student receives in-school or out of school suspension days, a notice will be generated.
5. Recommendations for other actions may include development of a functional behavior assessment, development of a positive behavior intervention plan, referral for mental health services, etc.

Administration Interventions

- **Conference with Student:** Student meeting with administrator, teacher, and/or parent/guardian. This can include direct instruction in expected or desirable behaviors.
- **Conference with Parent/Guardian:** Administrator communicates with student's parent/guardian by phone, email, written notes, or person to person about the problem.
- **In-School Suspension or Cool-Down Period:** Student is required to spend a period of time away from the scheduled activities and school work must be completed. .
- **Corrective Assignment Restitution:** Completion of a task that compensates for the negative action; this triggers a desire not to revisit the negative behavior.
- **Suspension or Emergency Removal:** Temporary removal of the student from the building and all school sponsored activities. Student is sent home for the remainder of the school day.
- **Referral:** Referral is made to school support staff or outside resources in order to provide assistance or support to the student.
- **Law Enforcement/Court Involvement:** In cases of extreme at risk behavior that presents profound disruption and safety concerns for others, referral to court or police/or charges may be filed by administrative staff.
- **Non-Exclusionary Discipline:** Policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social-emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title I services or reading interventions, and alternative education services.

Process Overview

Minor/Major Behavior Form (one document)

Minor Behavior/Reflections: (Form turned into the PBIS Coordinators/PBIS Coaches daily/weekly and will be entered into SWIS for data tracking.)

Reflections are given to students when they have had warnings and continue to make poor choices. When students are given reflections, the staff member giving the reflection needs to talk with the student immediately following the behavior about making better choices and complete a reflection form for documentation. Reflections should be shared with the classroom teacher as soon as possible so they can follow up with students that same day. The goal of a reflection is to help students think about their behavior and make a better choice in the future.

Students who receive a reflection will have time to reflect on their behavior at the end of the day and complete a think sheet.

Multiple Reflections:

*Reflections start over each month and students are given a clean slate. However, if there are multiple infractions occurring throughout the month, the PBIS Team and the classroom teacher will look at SWIS student data and examine further interventions that may need to be implemented to support the student. **Multiple reflections will not necessarily constitute an immediate office referral.**

Major Behavior/Office Referrals: (Form turned into the office immediately following incident)

Office referrals are given to students if they have major behaviors as listed in the chart. The staff member giving the office referral will complete the paper referral form and give it to the principal immediately after the incident. The staff member should bring the student to the principal's office immediately following the incident. Administration will determine consequences and contact parents regarding the student's behavior. A member of the PBIS team will be entering the data on SWIS. If there is a pattern of repeated referrals, the PBIS team and the classroom teacher will meet to look at further interventions and support.

Modifications/Differentiation:

Each student is unique, and every decision is based on the needs of the student, the behavior, and the overall safety of all students and school.

School-Wide Incentives and Celebrations

Husky Pride Punch Cards: Student's Husky Pride Punch Cards should be entered on the Husky Pride Punch Card Google Form by classroom teachers for documentation of positive behavior. (Tickets and punch cards are in the office)

Husky Pride Tickets: All staff members have Husky Pride tickets that they can give out at any time of the day to students as they see them showing their Husky Pride. Each ticket represents one hole punch in their Husky Pride Punch Cards.

Bus Bucks: Bus drivers and paras can hand out bus bucks to students who are showing their Husky Pride. Bus bucks are worth 2 hole punches for students' punch cards.

Grade Level Mustard, Ketchup, Relish Time:

We understand that each grade level may need to set up Mustard, Ketchup, and Relish a little differently depending on the age group/needs of students. Each room has teachers/paras to supervise and work with students.

Mustard (Reflection Time):

Students will go to the "Mustard" room to meet with a staff member/s in a grade level room to discuss their reflections and complete a student reflection form. If they complete their "think sheet" and there is still time, they can go to the "Relish" room/s. This is not meant as a punishment, but a learning/reflection time. *Students with majors/office referrals do not have Husky Pride time on the day of the occurrence.*

Ketchup (Consequence for choosing not to complete work):

Students who have chosen not to complete their work during the school day, will go to the "Ketchup" room to complete their work. If they complete their work, and there is still time, they can go to the "Relish" room/s.

Relish (Husky Pride Time):

Students who do not need "Ketchup" or "Mustard" will go to the "Relish" room/s for Husky Pride time. During Relish time, students may receive prizes if they have filled their Husky Pride Punch Cards/have SEL/reward time.

WIN (What I Need):

WIN is separate from "Mustard, Ketchup, Relish". WIN is a time that students may need extra help or support with their work due to being absent, just needing extra time to complete things, or the student may need extra support with reading or math concepts. WIN is not a consequence of them choosing not to complete their work, but a time to receive extra support.

Bookworm Vending Machine:

Teachers can give out Bookworm Vending Machine golden coins to students who are showing exceptional Husky Pride during the week. Coins are recycled from the machine, and teachers

can get golden coins each week from the office as they need them. It is our goal to have each student receive at least one free book from the machine during the school year.

Grade Level Monthly Reward: (any day during the last week of the month)

Each grade level can determine what they would like to have as their monthly reward for students showing their Husky Pride. Grade levels may determine to have individual classroom rewards or a grade level reward during the last week of each month. (See list). This can be as simple as a scavenger hunt, bingo game, or pajama day. It does not need to cost money or involve major planning. (Students who have received a major/office referral do not get to participate for the monthly reward. Teachers may need to rotate or have a para stay with any students who do not get to participate in the monthly reward).

Doghouse Quarterly School-Wide Reward:

When the school doghouse gets filled/End of each quarter with Husky Pride Tickets the PBIS Team will determine a school-wide reward. All students will get to participate in the school-wide reward (unless there is a major behavior on the day of the reward/administration decision).

Terrific Kids Program:

There will be a school-wide program at the end of each month to celebrate two students from each grade level who are nominated by their classroom teacher for continuously showing their Husky Pride throughout the month.

Other Awards:

There may be other awards throughout the year to give incentives for students showing their Husky Pride:

Examples: Golden Tray Award - lunch; Hallway Trophy, etc.

Class Recognition and Celebration Options/Examples

- Extra recess
- Pick a game in PE class
- Special shirt day (team jersey, color, words, etc.)
- Bingo
- Board game in class
- Free time for drawing, coloring
- Art/craft time
- Comic book/magazine reading during reading block
- Relay races or event outside
- Special guest reader
- Walking field trip
- Lunch with teacher
- Computer time
- Pajama day

Flexible Learning Space/Student SEL Room

The Student SEL Room provides a sensory space where a student can “reset”. The student must be accompanied by an adult. Most students should only need the reset room for no longer than 5-15 minutes depending on the support needs.

Resources:

- Zones of Regulation
- Swing
- Sensory chairs/carpet
- Sensory Manipulatives

PBIS Resources

For any questions regarding Riverside Elementary PBIS, please contact the building principal.

<https://www.pbisworld.com/>



Bus Rules and Consequences

Class I Offenses	Class II Offenses
<ul style="list-style-type: none"> • Spitting • Excessive noise • Horseplay/mischief/distracting behavior • Eating/Drinking/Littering on the bus • Leaving seat/Standing without permission from driver or para • Use of liquid containers in any form • Profanity, verbal abuse, harassment, obscene gestures, or possession of unacceptable material • False identification/Refusal to identify oneself • Riding unassigned bus • Opening window past the safety line • Riding or attempting to ride any bus during a bus suspension • Disobedient to the driver/para • Inappropriate technology use • Other offenses as reported by driver, bus manager or principal 	<ul style="list-style-type: none"> • Hanging out of window • Throwing/shooting of any object • Bullying and/or physical aggression against any person/Fighting • Profanity/threats directed at driver/para/other • Vandalism to bus (restitution will be made) • Holding onto/or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement • Lighting of matches, lighters, or any flammable object or substance • Unauthorized entering or leaving but through exit/tampering with bus • Possession or threat of weapons/flammables • Possession/use of laser pens or pointers • Any offense committed on any bus outside of regular transportation to and from school (activity, field trip, shuttle) will carry a minimum penalty of a Class II first offense • Other offenses as reported by driver, bus manager or principal
<p style="text-align: center;"><u>Class I Offense</u></p> <p>1st Offense:</p> <ul style="list-style-type: none"> • Warning • Parent Notified <p>2nd Offense:</p> <ul style="list-style-type: none"> • Parent Notified • Possible Assigned Seat <p>3rd Offense:</p> <ul style="list-style-type: none"> • 1-2 day suspension from bus • Student/Parent/Admin./Bus Meeting <p>4th Offense:</p> <ul style="list-style-type: none"> • 6-10 day suspension from bus • ISS TBD • Parent Notified 	<p style="text-align: center;"><u>Class II Offense</u></p> <p>1st Offense:</p> <ul style="list-style-type: none"> • Parent Notified • 1-2 day suspension from bus <p>2nd Offense:</p> <ul style="list-style-type: none"> • Parent Notified • 3-5 day suspension from bus • Student/Parent/Admin./Bus Meeting <p>3rd Offense:</p> <ul style="list-style-type: none"> • 8 day minimum suspension from bus • ISS TBD • Parent Notified <p>4th Offense:</p> <ul style="list-style-type: none"> • Loss of Bus Service • Parent Notified

*Bus drivers have authority to assign seats at any time. The bus and bus stop are extensions of the school day.

Riverside Elementary SWIS Behavior Form

Student: _____ Grade: _____ Teacher: _____ Date: _____ Time: _____

Referring Staff: _____

Location: ☐ Classroom ☐ Hallway ☐ Restroom ☐ Library ☐ Playground ☐ Gym ☐ Art ☐ Music
☐ Quest ☐ Bus ☐ Special Event ☐ Other _____

MINOR Behavior: Teacher/Staff Managed

☐ Defiance ☐ Inappropriate Language
☐ Disruption ☐ Property Misuse
☐ Disrespect ☐ Dress Code
☐ Physical Contact ☐ Electronic/Tech Violation
☐ Tardy ☐ Bus Conduct
☐ Other _____

Action Taken: (Check all that apply)

☐ Time Out ☐ Conference with Student
☐ Loss of Privilege ☐ Teacher/Parent Contact
☐ Other _____

MAJOR Behavior: Administrator Managed

☐ Defiance ☐ Abusive Language/Profanity
☐ Disruption ☐ Dress Code
☐ Disrespect ☐ Property Damage
☐ Fighting/Physical Aggression ☐ Theft
☐ Harassment/Bullying ☐ Lying/Cheating
☐ Electronic/Tech. Violation ☐ Bus Violation
☐ Other _____

Action Taken: (Check all that apply)

☐ Time Out ☐ Conference with Student
☐ Loss of Privilege ☐ Parent Contact
☐ Individualized Instruction ☐ Corrective Assignment
☐ Noon Detention ☐ Parent Conference
☐ In-School Suspension ____ days
☐ Out-of-School Suspension ____ days
☐ Other _____

Possible Motivation: ☐ Obtain Peer Attention ☐ Avoid Peer Attention ☐ Obtain Adult Attention
☐ Avoid Adult Attention ☐ Obtain Items/Activities ☐ Avoid Tasks/Activities ☐ Unknown

Others Involved: ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ Other _____

Administrator Signature (Major Behavior Only): _____

Parent Signature (Major Behavior Only): _____