



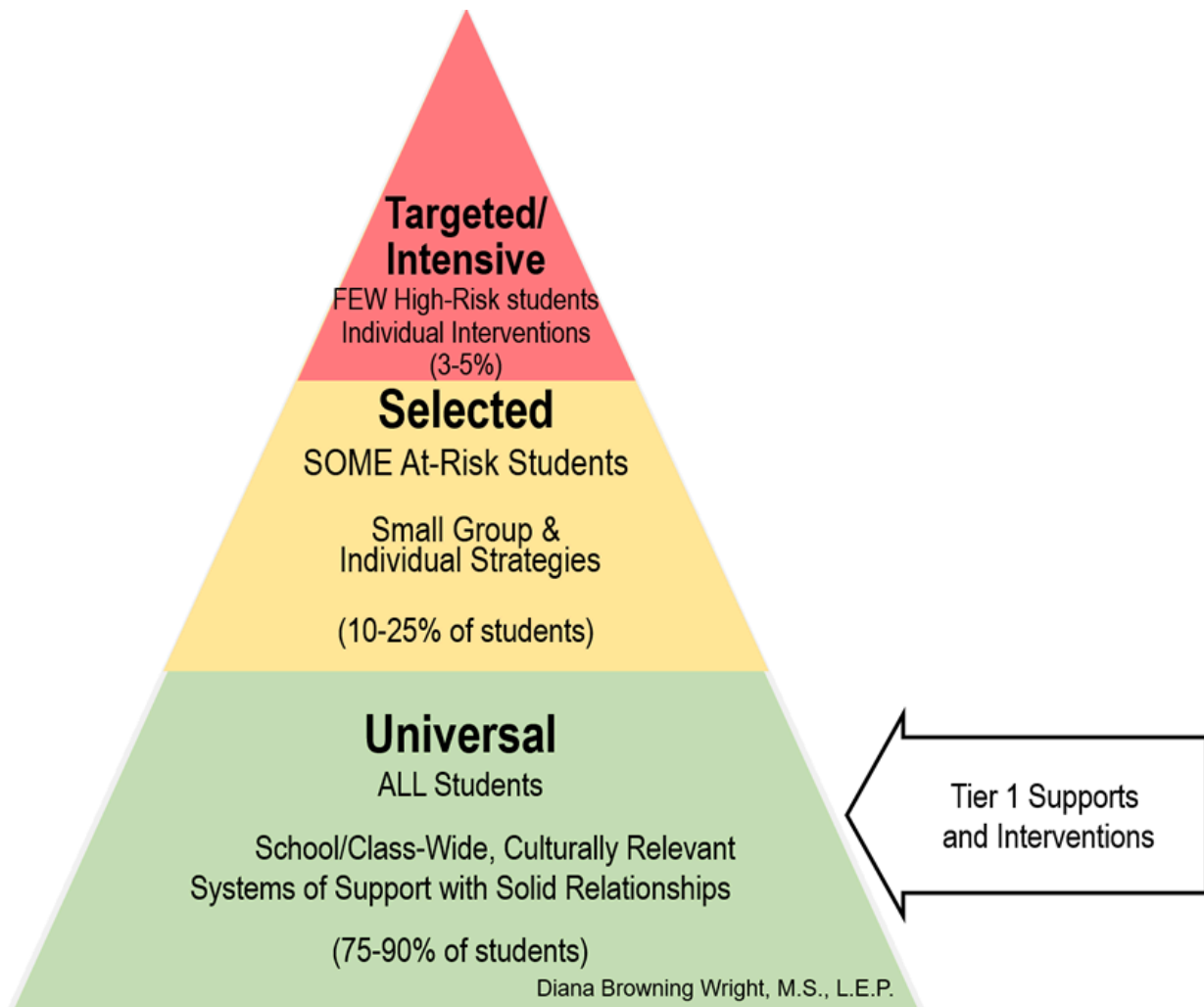
**Positive Behavior Interventions and Support (PBIS) is a proactive system-wide framework that focuses on consistent, positive culture where prevention and positive reinforcement rule over reaction and punishment.**

### **PBIS Statement of Purpose**

**Anza Elementary is a family of lifelong learners who actively participate in an environment of positive, proactive mindsets and behaviors, so that all achieve social and academic success.**

### **Anza Elementary SOARR Pledge**

**Remember to Always: Be Safe, On-Time, Have an Awesome Attitude, Be Respectful and Responsible.**



Examples of Tier 1:

Second Step, COOL Tools (teaching and reviewing of behavioral expectations), SOAR cards, Rewards for SOAR cards, Restorative Practices: Community Circles

Examples of Tier 2:

Redirection/Reminders of behavioral expectations, Check-In/Check-Out, Behavior Chart, Low Level Referrals/Behavioral Referrals, small group counseling, psycho-educational counseling, Green Team

Examples of Tier 3:

Small Group counseling, Service Learning, Individual Counseling, Restorative Practices: Restorative Circle



**ANZA ELEMENTARY RULES AND BEHAVIOR EXPECTATIONS**

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	<ul style="list-style-type: none"> <li>Walk, looking and facing forward.</li> <li>Keep hands, feet &amp; objects to self.</li> <li>Get adult help for accidents &amp; spills.</li> <li>Use all equipment &amp; materials properly.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words &amp; actions.</li> <li>Wait for your turn.</li> <li>Clean up after self.</li> <li>Follow adult directions.</li> <li>Touch property with permission only.</li> <li>Awesome Attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules.</li> <li>Help keep Anza litter free.</li> <li>Encourage others to follow school rules.</li> <li>Be honest.</li> <li>Take proper care of all personal belongings &amp; school equipment.</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>Keep all food to self.</li> <li>Eat only your food.</li> <li>Sit with feet on floor, bottom on bench &amp; facing table.</li> </ul>	<ul style="list-style-type: none"> <li>Allow anyone to sit next to you.</li> <li>Use quiet and kind voices.</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line patiently.</li> <li>Raise hand &amp; wait to be excused.</li> <li>Pick up your trash.</li> <li>Clean your area.</li> </ul>
Playground/ Recess	<ul style="list-style-type: none"> <li>Walk to &amp; from the playground.</li> <li>FREEZE and sit when bell rings.</li> <li>Stay within boundaries.</li> <li>Be aware of activities &amp; games around you.</li> <li>No play fighting.</li> <li>Eat snack in proper area only.</li> </ul>	<ul style="list-style-type: none"> <li>Play <u>fairly</u>.</li> <li>Include everyone, be a team player.</li> <li>Show good <u>sportsmanship</u>.</li> <li>Listen to adults and peers.</li> <li>Play by school game rules only.</li> </ul>	<ul style="list-style-type: none"> <li>Get adult permission before leaving area.</li> <li>Return equipment to designated area.</li> <li>Use Conflict Resolution (Stop, Talk, Walk).</li> </ul>
Halls/Sidewalks	<ul style="list-style-type: none"> <li>Stay on the right.</li> <li>Allow others to pass.</li> <li>Walk facing forward.</li> <li>Always have permission to be in the hall.</li> </ul>	<ul style="list-style-type: none"> <li>Hold the door open for the person behind you.</li> <li>Smile and be friendly.</li> <li>Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on sidewalks.</li> <li>Go directly to your destination.</li> </ul>
Bathrooms	<ul style="list-style-type: none"> <li>Keep feet on floor.</li> <li>Keep water in sink.</li> <li>Wash hands.</li> <li>Put towels in garbage can.</li> </ul>	<ul style="list-style-type: none"> <li>Knock on stall door.</li> <li>Give people privacy.</li> <li>Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>Use bathroom appropriately and efficiently.</li> <li>Take proper care of school equipment and supplies.</li> </ul>
Arrival and Dismissal Areas	<ul style="list-style-type: none"> <li>Enter &amp; leave campus only at designated gates.</li> <li>Walk bike on campus.</li> <li>Use sidewalks &amp; crosswalks.</li> <li>Wait in designated area.</li> <li>Wait for arrival &amp; dismissal signals.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words &amp; actions.</li> <li>Wait for your turn.</li> <li>Clean up after self.</li> <li>Follow adult directions.</li> <li>Touch property with permission only.</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules.</li> <li>Take proper care of all personal belongings, school equipment, lawns and signs.</li> <li>On time and ready.</li> </ul>
Special Events & Assemblies	<ul style="list-style-type: none"> <li>Wait for arrival &amp; dismissal bells.</li> <li>Line up, walk in and be seated promptly.</li> <li>Listen for directions.</li> </ul>	<ul style="list-style-type: none"> <li>Use audience manners.</li> <li>Sit on bottom.</li> <li>Speak only when prompted.</li> <li>Show gratitude appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules.</li> <li>Give attention to presenter.</li> <li>Be on time and ready.</li> </ul>

## Parent Expectations - SAFE

During the School Day	<ul style="list-style-type: none"> <li>● Sign in and out at the office.</li> <li>● Wear a visitor's badge when on campus.</li> <li>● Only Anza students are allowed on campus. Please visit us after school and on weekend as a family.</li> <li>● Unless approved, photograph only your child.</li> </ul>
Pick-Up/ Drop-off	<ul style="list-style-type: none"> <li>● Utilize the drop off "Valet Service" in the morning.</li> <li>● Park in a legal space at all times.</li> <li>● Students WILL NOT be released to parents parked illegally.</li> <li>● Students are released only to adults listed on the emergency card or with written permission.</li> <li>● Wait for the crossing guard to signal for safe crossing.</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>● Use lunch tables appropriately by sitting on the chairs.</li> </ul>

## Parent Expectations - RESPECTFUL

During the School Day	<ul style="list-style-type: none"> <li>● Schedule to conference with teachers when they and you can give full attention.</li> </ul>
Pick-Up/ Drop-off	<ul style="list-style-type: none"> <li>● Staff parking areas are for staff only.</li> <li>● Parents are to stay in the designated drop off and pick up area for their student. Only students, staff and badged volunteers are allowed on campus.</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>● Use kind words and actions.</li> <li>● Wait for your turn.</li> <li>● Follow staff directions.</li> <li>● Touch property with permission only.</li> </ul>

## Parent Expectations - RESPONSIBLE

During the School Day	<ul style="list-style-type: none"> <li>● Sign out children in the office when taking them out during school hours.</li> </ul>
Pick-Up/ Drop-off	<ul style="list-style-type: none"> <li>● Be on time or early; drop off between 8:35-8:50 and pick up between 3:03pm and 3:15pm.</li> <li>● The Z-gate is for student entry only. Parents are to wait outside of the Z-gate.</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>● Support student in being prepared for school.</li> <li>● Set a good example as the parent by following all the rules.</li> <li>● Clean up after self.</li> <li>● Parents are in charge of their children's behavior before and after school and are to enforce school expectations.</li> </ul>

## SOAR Card

New positive token system

“Thank you, **MATT** for showing **SAFE** behavior **IN THE HALLWAY** by **WALKING**.”

“Thank you, **AMY** for showing **RESPECTFUL** behavior **IN THE CLASSROOM** by **LISTENING**.”

RM	NAME
 <b>S O A R</b> CARD	
<input type="checkbox"/> <b>SAFE</b>	
<input type="checkbox"/> <b>RESPECTFUL</b>	
<input type="checkbox"/> <b>RESPONSIBLE</b>	
	

## Character Education

<b>Character Counts Monthly Pillars</b>
<b>August/September: Conflict Resolution</b>
<b>October: Bully Free</b>
<b>November/December: Trustworthiness/ Honesty</b>
<b>January: Respect</b>
<b>February: Caring</b>
<b>March: Responsibility</b>
<b>April: Citizenship</b>
<b>May: Fairness</b>
<b>June: Review</b>

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## Restorative Practices



### What is it exactly?

“Restorative practices are processes that **proactively** build **healthy relationships** and **a sense of community** to **prevent** and address conflict and wrongdoing.”  
(Restorative Practices Working Group)

Restorative Practices includes proactive elements to try to **prevent** harmful incidents from occurring, primarily by encouraging students and teachers to **build supportive relationships** by talking to each other about their feelings and values and creating agreements that may help them **avoid** conflicts.

## ① Structure & Purpose

The group gathers in circle with clear sightlines between all participants. The adult leader sets the purpose of the meeting:

**Proactive** – to build a community in the classroom

**Responsive** – to address a pressing concern



**Major Low-Level Referral (LLR)/Minor Office Discipline Referral (ODR)**

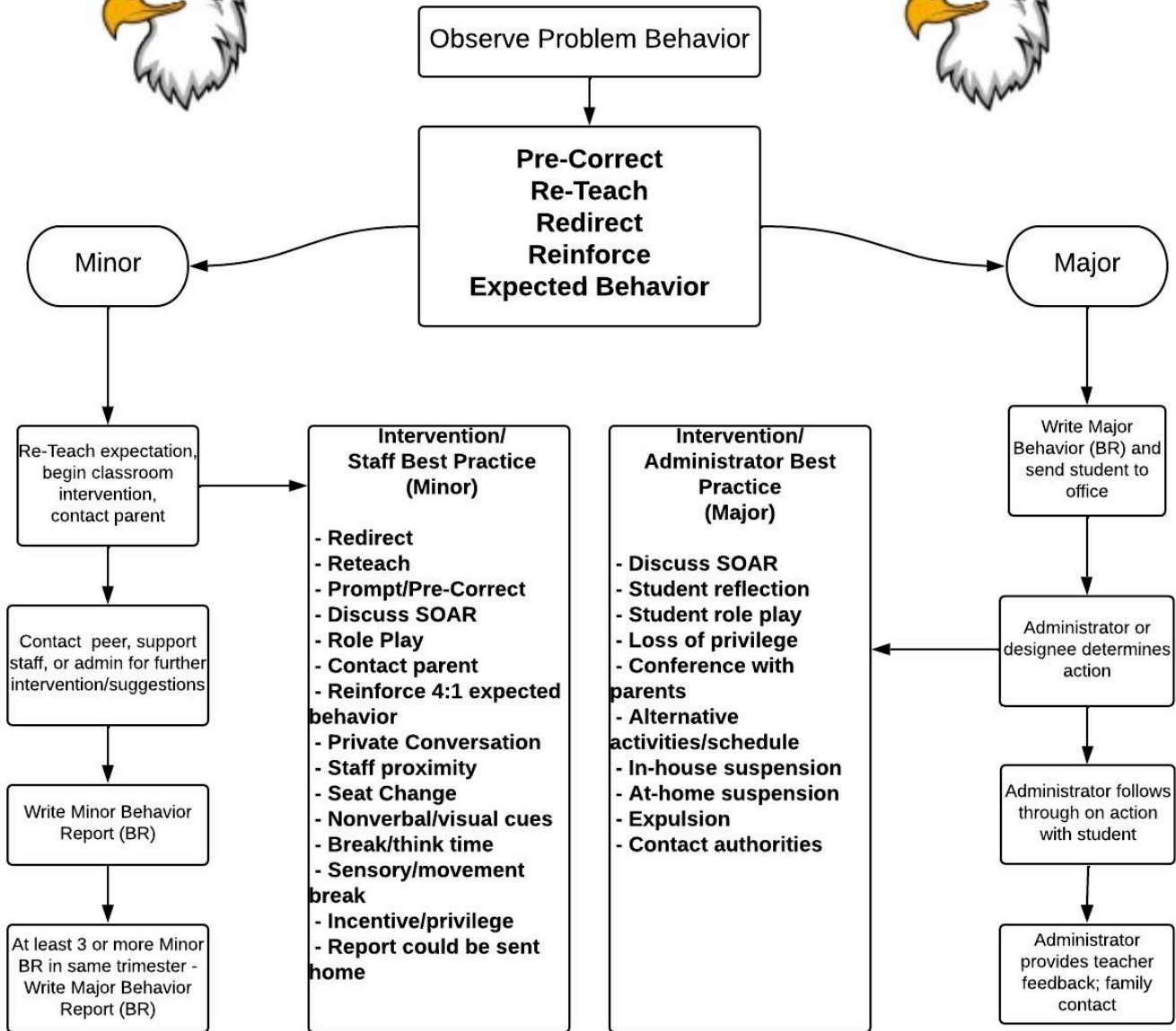
**Major: Repeated, Continuous, Malicious, Extreme**

<b>Minor - Teacher</b>	<b>Major - Office</b>	<b>Minor - Teacher</b>	<b>Major - Office</b>
<b>Inappropriate/Abusive Language</b> "behaviors need to be considered in context"		<b>Weapons/Dangerous Items</b> inappropriate use of: intent to cause harm, make weapons out of:	
Name-calling – bathroom words, i.e. 'ugly, fat, stupid, dumb, meanie' Talking during class - "No" to teacher	Strong curse words, esp. disability or racial or religious based words or phrases Sexual comments Threatening comments Disrespectful comments to adults	Paper clip Rubber bands Ruler Tacks, Staples (paper, sticks) mechanical pencils Scissors, compass	Paper clip Rubber bands Mechanical pencils Scissors, compass Tacks, Staples Pocket knives Gun Swords
<b>Harassment/Bullying</b>		<b>Disrespect</b>	
Name-Calling (one-time) Teasing Cutting in line Tattling Not keeping hands to self	Name-calling (multiple times) Social Isolation (ostracized) Repeated taunting Retaliatory physical contact (hitting, kicking, etc) Destruction of personal property (social manipulation, multiple times, 'girl drama')	Refusing to do work "say no" but can be redirected Mean comments to others "you're stupid" Eye-rolling Note-passing Shouting/yelling talking while teacher's talking	Shouting/yelling in close proximity to others repeated or aggressive shouting Purposely distracting others to disrupt lesson malicious arguing with adults Destroying property Continuous bullying/mean comments Gossiping/spreading rumors Excluding Defiant behavior
<b>Physical contact/aggression</b>		<b>Defiance/disruption</b>	
Push/shove Grabbing from others Tripping (personal space) 1st time too physical at recess	repeated, malicious or extreme Hitting, biting, kicking Yelling/screaming Profanity Breaking others' personal belongings Vandalism Knocking into others Spitting	Talking out in class Out of seat Off-task	Refusal to follow expectations/directions (repeatedly or in an unsafe situation) Talking back (repeatedly) Tantrums e.g., rolling on floor, screaming, stomping, throwing things. Ignoring teacher requests Keeping other students off-task repeatedly
		•	

<b>Theft/Stealing</b> Depends on nature/severity of actual activity w/ objects		<b>Lying/Cheating</b>	
Taking other's supplies in class Taking a library book w/o checkout Stealing/taking from general class supplies Taking 'extra' incentives eating someone's food	Going into someone's backpack/desk and taking something personal Stealing from the teacher's personal space Using someone's lunch card repeatedly	First infraction Homework Initial episodes of cheating at playground games, class games, looking at others' papers/work (not telling the whole truth or 'forgetting' what really happened) Initial infraction of stealing or lying about actions Initial infraction of cheating using own notes	Serious, repeated or continued episodes of cheating/stealing from others Serious or continued episodes of lying about actions, no self-responsibility If it repeats despite class intervention or episode is serious – steal answers from teacher's desk, turn in another student's work, hurts someone while cheating at a game Forging parents signature Cheating on test using desk notes repeatedly



# ANZA ELEMENTARY SCHOOL



## Procedures for Minor Behavior Reports

- All Minors turned into office for input into SWIS
- Minors returned to classroom teacher to file (NO report sent home)
- Teacher must contact parents for second and subsequent minor