

Buckeye Elementary School

Buckeye, Arizona

Positive Behavior Interventions, Supports, and Discipline Handbook



Be Safe, Be Respectful, Be Responsible, Be Kind

Falcon Pride

Buckeye Elementary School

Positive Behavior Interventions & Supports (PBIS) and Discipline Handbook

Table of Contents

Table of Contents

A General Overview	2
Falcon Pride Announcement.....	4
Defining and Teaching Behavioral Expectations	5
Buckeye Elementary School Matrix	Error! Bookmark not defined.
Acknowledgement System	12
Buckeye Elementary Falcon Pride Tickets	13
Correction System – Responding to Problem Behavior	14
Buckeye Elementary School Flow Charts	15
Buckeye Elementary School Referral Forms.....	17
Lesson Plans	19

Appendix: Lesson Plans across Settings

- Matrix
- Teaching Overview First Week of School
- Assemblies/Sporting Events
- Bathroom
- Bus Stop
- Cafeteria
- Common Area
- Library/Technology Lab
- Office
- On the Bus
- Playground/Recess
- School Arrival
- School Dismissal
- Lesson Plan template
- District Consequence Matrix
- Student Handbook

Falcon Pride

Buckeye Elementary School

A General Overview

Falcon Pride is a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, and students have worked closely together to develop Falcon Pride. This matches the principles of PBIS in a way that fits the goals, mission, and culture of Buckeye Elementary School.

School-wide PBIS is a research-based framework that improves school climate, reduces problem behavior, and increases academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Through Falcon Pride, Buckeye Elementary has developed school-wide procedures to accomplish the following:

1. **Defining and Teaching Behavior Expectations.** A small number of clear behavioral expectations are defined positively and simply. A Buckeye Elementary student is *safe, respectful, responsible, and kind*. These are defined across school settings in the Expectation Matrix included in this handbook. The behavioral expectations and school procedures are taught to all students in the building in real contexts. Behavioral expectations are linked to the rules of Falcon Pride: I am safe, I am respectful, I am responsible, and I am kind. Lesson plans explicitly teach expected behaviors across school wide settings. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also provide 1 or 2 examples of the unacceptable behavior. There should always be more focus on the desired behavior. Finally, students are given the opportunity to practice the “acceptable behavior” until they demonstrate fluent performance. Lesson plans for each setting are included in this handbook.
2. **Acknowledgement System.** Once appropriate behaviors have been defined and taught, it is critical to acknowledge students on a regular basis. In order to maintain desired behaviors, Buckeye Elementary has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. As a school, we will strive to achieve and maintain a 5:1 ratio for all students.

Through the Falcon Pride program, Falcon Pride tickets will be used by individual staff members and school volunteers to recognize students for engaging in positive behavior. Staff members can award Falcon Pride tickets to students across all school settings whether they teach the student or not. When handing out Falcon Pride tickets, we should always clearly identify the specific positive behavior for which the student is being recognized, and match it with one of the school rules of “Be Safe, Be Respectful, Be Responsible and Be Kind”.

School-wide drawings will occur monthly to recognize Buckeye Elementary students for their positive behavior. In addition, students from each class will be recognized weekly.

3. **Correction System.** Despite our efforts to proactively set students up for behavioral success, there will still be incidents of problem behavior. When it comes to responding to problem behavior, we have three primary goals:
 - a) Keep everyone safe
 - b) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
 - c) Teach the student the appropriate behavior

Every occurrence of problem behavior is an opportunity to teach the appropriate, desired behavior to the student. In developing Falcon Pride, it is our responsibility to provide fair and consistent consequences for problem behavior. The focus is on re-teaching our students the appropriate behavior and re-engaging them in academic instruction as soon as possible. The Behavior Flow Chart will be utilized by students and staff to guide the correction system. When students violate behavioral expectations, they will be informed of how it relates to the school wide rules of “Be Safe, Be Respectful, Be Responsible, and Be Kind.” For students who engage in recurring problem behavior, additional individual behavioral supports will be provided.

Falcon Pride Announcement

Student Pledge:

I pledge to be safe, respectful, responsible, and kind in all areas of school. Falcon Pride is hard to hide.

This is also a Tag Line to be used while students are out in the community or at school related functions.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive school environment, it is important to clearly define behavior expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavior expectations during the first week of school and throughout the school year to create a consistent, united front. The Falcon Pride Matrix is used to identify important behavior expectations across school settings.

In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavior expectations or routines; instead, we must teach them. It is our responsibility to prepare our students to be successful socially by teaching behavior expectations, school routines from the beginning of school year, and periodic review throughout the year. Effective instruction of social behavior should:

- a) Occur in the natural setting
- b) Focus on what to do instead of what not to do
- c) Demonstrate and model the expected behavior
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the school-wide rules

Lesson plans for all school settings are included in the appendix of this Handbook.



Be Safe, Be Respectful, Be Responsible, Be Kind
Buckeye Elementary School Behavior Matrix

Location	Be Safe	Be Respectful	Be Responsible	Be Kind
All Common Areas	<ul style="list-style-type: none"> ● Walk in a straight line, facing forward ● Stay to the right ● Stop at teacher established stops ● Keep hands, feet and objects to self 	<ul style="list-style-type: none"> ● Use appropriate voice level ● Listen to and follow adult directions ● Stop for classes or staff to cross 	<ul style="list-style-type: none"> ● Use an agenda ● Walk with a purpose to your assigned destination 	<ul style="list-style-type: none"> ● Respond appropriately when greeted by adults or peers ● Hold doors for others
Cafeteria	<ul style="list-style-type: none"> ● Walk quietly and calmly ● Keep hands, feet and objects to self ● Keep both hands on tray ● No sharing of food 	<ul style="list-style-type: none"> ● Use appropriate voice level ● Follow the directions of cafeteria personnel ● Wait quietly to be dismissed ● Use appropriate language ● Give others their personal space 	<ul style="list-style-type: none"> ● Know your lunch number ● Be ready to make your meal choice ● Pick up all your trash when you leave 	<ul style="list-style-type: none"> ● Wait your turn ● Say please and thank-you ● Use good manners ● Hold doors for others

Location	Be Safe	Be Respectful	Be Responsible	Be Kind
Playground/ Recess	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Use all playground equipment correctly ● Follow game rules 	<ul style="list-style-type: none"> ● Use problem solving skills ● Respond appropriately to adult directions ● Be mindful of classes in session 	<ul style="list-style-type: none"> ● Stop playing when bell rings and line up immediately in designated line ● Line up quietly ● Report inappropriate behaviors to an adult ● Stay in designated area ● Place own trash in the trash can 	<ul style="list-style-type: none"> ● Include everyone ● Use encouraging words when playing ● Share equipment
Classrooms	<ul style="list-style-type: none"> ● Walk quietly and calmly ● Keep hands, feet and objects to self ● Keep all furniture (chairs, desks, etc) on the floor (all four legs on ground) 	<ul style="list-style-type: none"> ● Stop and listen when an adult speaks ● Follow adult directions ● Use appropriate voice level 	<ul style="list-style-type: none"> ● Use materials properly ● Keep classroom neat and organized 	<ul style="list-style-type: none"> ● Include everyone ● Share materials ● Be positive and encouraging to classmates ● Hold doors for others
Bathrooms	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Wash hands ● Keep floors, walls, and stalls clean and dry 	<ul style="list-style-type: none"> ● Respect privacy ● Use quiet voices 	<ul style="list-style-type: none"> ● Return to classroom right away ● Use a bathroom pass ● Report any issues to an adult ● Leave the bathroom the way you found it or in better condition 	<ul style="list-style-type: none"> ● Be courteous ● Wait for your turn ● Hold doors for others
On the Bus	<ul style="list-style-type: none"> ● Stay in your seats ● Face forward ● Keep hands, feet and objects inside the bus ● Keep hands, feet and objects to self 	<ul style="list-style-type: none"> ● Wait for your turn to get off bus ● Use quiet voices ● Report any issues 	<ul style="list-style-type: none"> ● Take all of your belongings with you ● Pick up trash ● Report graffiti or vandalism 	<ul style="list-style-type: none"> ● Use kind and polite words to peers and adults

Location	Be Safe	Be Respectful	Be Responsible	Be Kind
Arrival Procedures	<ul style="list-style-type: none"> ● Wait patiently at the gate for it to be opened ● Arrive on time ● Use walking feet ● Keep hands, feet and objects to self 	<ul style="list-style-type: none"> ● Follow adult directions ● Use appropriate language 	<ul style="list-style-type: none"> ● Get to the bus on time ● Report to assigned area promptly 	<ul style="list-style-type: none"> ● Wait patiently ● Use kind words and actions
Dismissal Procedures	<ul style="list-style-type: none"> ● Walk with adult to designated area ● Stay in designated area until dismissed by an adult ● Keep hands, feet, and objects to self ● Walk on sidewalks ● Use the crosswalks ● Wait until your car comes to a complete stop 	<ul style="list-style-type: none"> ● Follow adult directions ● Use appropriate language ● Get to your pick up location promptly 	<ul style="list-style-type: none"> ● Take all your belongings with you ● Keep all belongings in your backpack ● Give teacher a high five before leaving 	<ul style="list-style-type: none"> ● Wait patiently ● Use kind words and actions ● Help others if needed
Office	<ul style="list-style-type: none"> ● Walk to counter ● Keep hands and feet to self ● Sit in chairs appropriately 	<ul style="list-style-type: none"> ● Wait quietly and patiently for an adult ● Use quiet voices 	<ul style="list-style-type: none"> ● Use an agenda ● Use the side door 	<ul style="list-style-type: none"> ● Use good manners ● Hold doors for others
Library/Computer Lab	<ul style="list-style-type: none"> ● Walk silently and calmly ● Keep hands, feet and objects to self ● Enter and exit silently using the correct doors 	<ul style="list-style-type: none"> ● Follow adult directions ● Put things back where they belong ● Put books back in correct place or give to librarian 	<ul style="list-style-type: none"> ● Use very quiet voices ● Use materials appropriately ● Wait silently and patiently ● Stay on approved computer programs 	<ul style="list-style-type: none"> ● Use good manners ● Share materials ● Hold doors for others

Location	Be Safe	Be Respectful	Be Responsible	Be Kind
Assemblies/ Sporting Events	<ul style="list-style-type: none"> ● Walk calmly and quietly ● Keep hands, feet and objects to self ● Sit in assigned area 	<ul style="list-style-type: none"> ● Use good audience manners ● Use appropriate language ● Clap appropriately ● Wait for instructions to be dismissed ● Be aware of personal space 	<ul style="list-style-type: none"> ● Be active listeners ● Follow adult directions ● Follow dress code rules 	<ul style="list-style-type: none"> ● Give full attention to presenter ● No shoes on the blue ● Be a good sport ● Hold doors for others
Bus Stop	<ul style="list-style-type: none"> ● Stay in designated area ● Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> ● Take all of your belongings with you ● Report graffiti, vandalism, or bullying 	<ul style="list-style-type: none"> ● Respect the area around you ● Be on time to catch the bus ● Assist younger students 	<ul style="list-style-type: none"> ● Dispose of your trash in the appropriate place ● Use kind words with peers, adults, and the bus driver

Falcon Pride Kick-Off Teaching Schedule
Day 1, Day 2, and Day 3

Wednesday – August 6th

	K-2	3-5	6-8
8:00-8:25	Teach Parents School Arrival Procedures (all staff)		
8:25-8:35	Playground Procedure	Playground Procedure	Playground Procedure
9:00-9:30	Assembly		
9:30-9:50	Bathroom k-2	Playground 3-5	Cafeteria 6-8
9:50-10:10	Cafeteria k-2	Bathroom 3-5	Playground 6-8
10:10-10:30	Playground k-2	Cafeteria 3-5	Bathroom 6-8
10:30-1:30	Library by class		
10:30-1:30	Gym by Class		
1:30-2:00	Dismissal Procedure (Pick Up)	Dismissal Procedure (Pick Up)	Dismissal Procedure (Pick Up)

First Assembly-

- introduce the rules; Be Safe, Be Respectful, Be Responsible, Be Kind, tickets & drawing
- Each area will have three stations. One station for each class. Classes will rotate stations every 5 minutes. 5 minutes is built in for transition to next area.

Thursday – August 7th

	K,1,2	3,4,5	6,7,8
8:00-8:25	Teach Parents Arrival Procedures (all staff)		
8:25-8:35	Playground Procedure	Playground Procedure	Playground Procedure
9:00-9:30			
9:30-9:50	Common Areas	Library/Computer Lab	On the Bus
9:50-10:10	On the Bus	Common Areas	Library/Computer Lab
10:10-10:30	Library/Computer Lab	On the Bus	Common Areas

Over the course of the week we will have a grade level each of the days.

- K,3,6 on the 1st day
- 1st, 4th, 7th on the 2nd day
- 2nd, 5th and 8th on the 3rd day

	Friday August 8th	Monday August 11th
8:00-8:25	Teach Parents Arrival Procedures (all staff)	
8:25-8:35	Playground Procedure	Playground Procedure
10:00-10:30	Office kinder	Office 4th
10:30-11:00	Office 1st	Office 5th
1:00-1:30	Office 2nd	Office 6th
1:30-2:00	Office 3rd	Office 7th
2:00-2:30		Office 8th

- There will be three stations in the front office. One class per station. Classes will rotate every 10 minutes
- There will be three stations for Hallways/Sidewalks/stairs one station per class. Classes will rotate every 10 minutes.

BUCKEYE ELEMENTARY Falcon Pride
Yearly Teaching Schedule

Re-teaching of behavior expectations and routines will occur as necessary throughout the year. This will be planned by the school Falcon Pride team

Strategic re-teaching and booster sessions will occur during the first week of school following:

- Fall Break
- Winter Break
- Spring Break

Falcon Pride assemblies will be held quarterly to review rules and celebrate positive behavior in the school. In addition drawings will be held in classrooms weekly. Two students from each classroom will be chosen monthly and recognized school wide. Classroom acknowledgement will also occur.

Acknowledgement System

On a daily basis, a student can earn Falcon Pride tickets when they are caught being Safe, Respectful, Responsible and/or Kind by a staff member. There may be instances when a student will receive verbal praise, a smile, thumbs up or nod instead of a Falcon Pride ticket. Staff members are strongly encouraged to give a Falcon Pride ticket in order to have a greater impact. Falcon Pride tickets are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Buckeye Elementary. All students should receive a Falcon Pride ticket when they engage in positive behavior. We do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior.

All staff members, volunteers and substitute teachers should have the opportunity to hand out Falcon Pride ticket whether they teach that particular student or not and tickets can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Falcon Pride tickets are designed to be user friendly. It is important to teach and remind students they will not receive a Falcon Pride ticket if they ask for it.

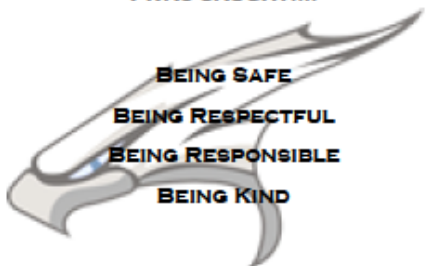



How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member hands a completed Falcon Pride ticket to the student while complimenting the student. Tickets should always be accompanied with a verbal explanation to the student identifying the **specific behavior** they are being recognized for and linking the behavior to a **school rule**. For example, “Wow, thank you for stopping to **help pick up Jenny’s books**, that was very **Responsible** of you, you’ve earned a Falcon Pride ticket.
3. The student brings the award back to his or her classroom to place in his or her classroom’s Falcon Pride bin.
4. Teachers have the option of doing additional classroom rewards for number of awards earned in his or her students.
5. Each classroom collects Falcon Pride ticket for the week. Before the Words of Wisdom on Friday morning, a student from each class brings his or her classroom awards down to the front office. After saying the Falcon Pride Pledge and announcements, the principal draws 2 names. The students’ names are read and the students come to the office for recognition.

In addition to the weekly drawings, Buckeye Elementary will also be holding assemblies to build community and encourage positive behaviors.

[Return to table of contents](#)

Buckeye Elementary Falcon Pride Tickets

<p style="text-align: center;">FALCON PRIDE IS HARD TO HIDE!</p> <p style="text-align: center;">I WAS CAUGHT....</p> <div style="text-align: center;">  <p>BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE BEING KIND</p> </div> <p>STUDENT: _____</p> <p>AWARDING TEACHER : _____</p> <hr style="border-top: 1px dashed black;"/> <p>Name: _____ Grade: _____</p> <p>Awarding Teacher: _____</p> <p>Homeroom Teacher: _____</p> <p style="text-align: center;">Safe Respectful Responsible Kind</p>	<p style="text-align: center;">FALCON PRIDE IS HARD TO HIDE!</p> <p style="text-align: center;">I WAS CAUGHT....</p> <div style="text-align: center;">  <p>BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE BEING KIND</p> </div> <p>STUDENT: _____</p> <p>AWARDING TEACHER : _____</p> <hr style="border-top: 1px dashed black;"/> <p>Name: _____ Grade: _____</p> <p>Awarding Teacher: _____</p> <p>Homeroom Teacher: _____</p> <p style="text-align: center;">Safe Respectful Responsible Kind</p>
<p style="text-align: center;">FALCON PRIDE IS HARD TO HIDE!</p> <p style="text-align: center;">I WAS CAUGHT....</p> <div style="text-align: center;">  <p>BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE BEING KIND</p> </div> <p>STUDENT: _____</p> <p>AWARDING TEACHER : _____</p> <hr style="border-top: 1px dashed black;"/> <p>Name: _____ Grade: _____</p> <p>Awarding Teacher: _____</p> <p>Homeroom Teacher: _____</p> <p style="text-align: center;">Safe Respectful Responsible Kind</p>	<p style="text-align: center;">FALCON PRIDE IS HARD TO HIDE!</p> <p style="text-align: center;">I WAS CAUGHT....</p> <div style="text-align: center;">  <p>BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE BEING KIND</p> </div> <p>STUDENT: _____</p> <p>AWARDING TEACHER : _____</p> <hr style="border-top: 1px dashed black;"/> <p>Name: _____ Grade: _____</p> <p>Awarding Teacher: _____</p> <p>Homeroom Teacher: _____</p> <p style="text-align: center;">Safe Respectful Responsible Kind</p>

[Return to table of contents](#)

Correction System – Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment, students will still occasionally engage in problem behavior. When responding to problem behavior at Buckeye, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of response to the problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting.

Primary goals in responding to problem behavior are to identify minor problem behavior early, quickly and calmly to redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.

Referral Flow Chart Procedures

Staff members are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

Minor 1: If problem behaviors continue after redirecting, re-teaching, and reminding the student three times, teacher may contact the student's parent and/or guardian, and fill out a minor referral slip. Behaviors that are given a minor referral frequently warrant communication with parents, student will receive a minor referral form. Behaviors that are more serious than a Level 1 offense may result in disciplinary action. Students may also receive a minor referral for repeated redirections for the same behavior.

Minor 2: If behavior continues, student will fill out self reflection form. Teacher will re-teach, redirect, and remind the student of correct behavior.

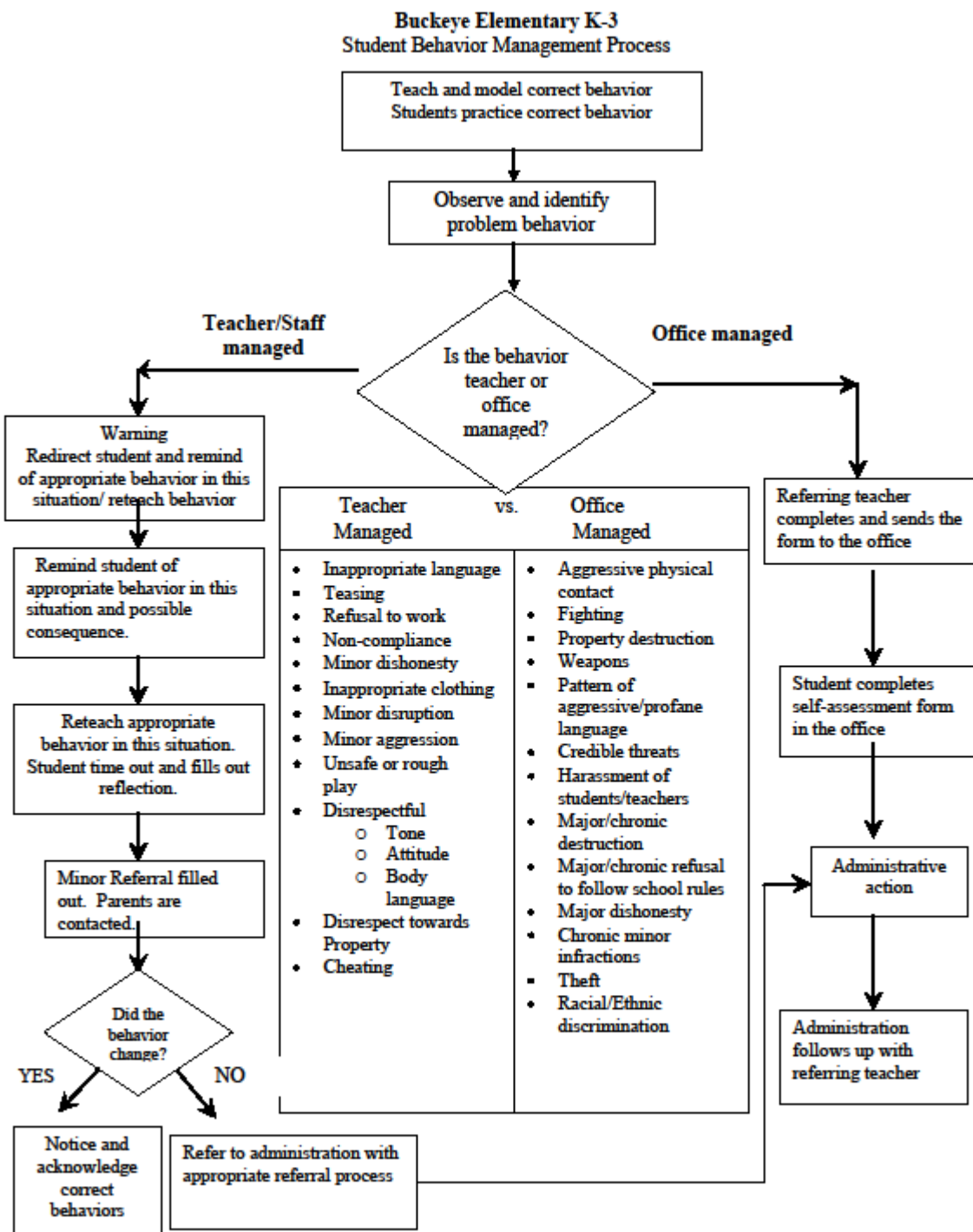
Minor 3: Serious student offenses for which the school principal will be involved call for an Office Discipline Referral. Such offenses will merit parent communication and will likely result in some disciplinary action. Based on teacher judgment a student may also receive a Discipline Referral for receiving 3 minor referrals for the same offense within a six week period.

Disciplinary responses for Minor 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

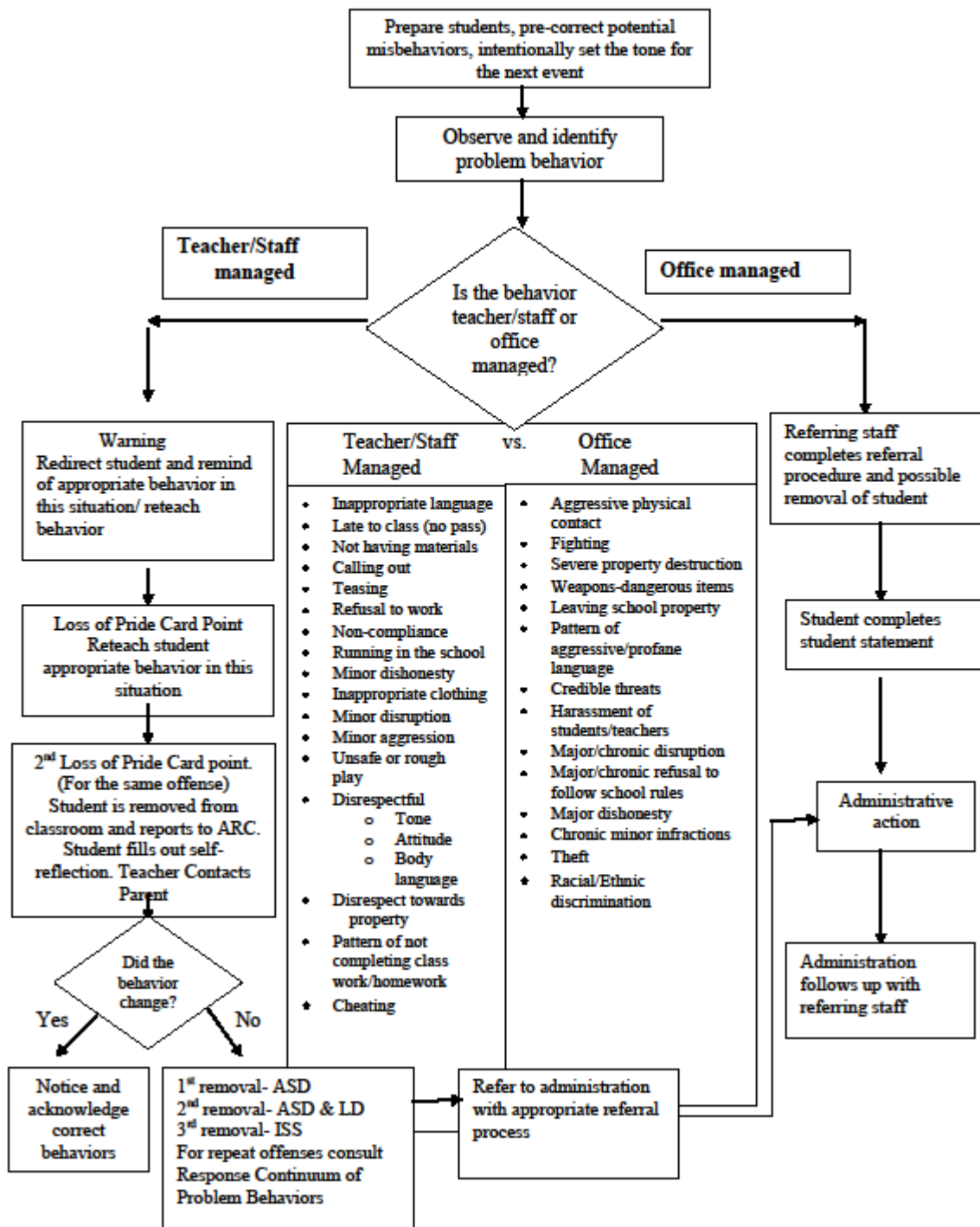
As much as possible natural and logical consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damaged property. Out of school suspension may be warranted in the most extreme cases. In such cases, every attempt will be made to instead use In-school suspension and maintain access to instructional activities to the greatest extent possible.

[Return to table of contents](#)

Buckeye Elementary School Flow Charts



Buckeye Elementary School
4th-8th Student Behavior Management Process



Buckeye Elementary School Referral Forms

Minor referral

Minor Slip	Minor Slip
Name: _____ Grade: _____ Date: _____ Referring Person: _____ Time: _____ Other(s) involved: (Circle) Peers Staff Other <u>Issue of Concern</u> <u>Location</u> Minor Problem Behaviors <input type="checkbox"/> classroom <input type="checkbox"/> playground inappropriate language cafeteria passing area disruption bathroom arrival/dismissal property misuse <input type="checkbox"/> special event <input type="checkbox"/> restricted area non-compliance	Name: _____ Grade: _____ Date: _____ Referring Person: _____ Time: _____ Other(s) involved: (Circle) Peers Staff Other <u>Issue of Concern</u> <u>Location</u> Minor Problem Behaviors <input type="checkbox"/> classroom <input type="checkbox"/> playground inappropriate language cafeteria passing area disruption bathroom arrival/dismissal property misuse <input type="checkbox"/> special event <input type="checkbox"/> restricted area non-compliance
<u>Possible Motivation</u> Attention from adult(s) Avoid work Avoid peer(s) Attention from peer(s) Obtain item(s) Avoid adult(s) Don't know Other _____	<u>Possible Motivation</u> Attention from adult(s) Avoid work Avoid peer(s) Attention from peer(s) Obtain item(s) Avoid adult(s) Don't know Other _____
What happened? _____ _____	What happened? _____ _____
Consequences <input type="checkbox"/> lose recess <input type="checkbox"/> parent contact <input type="checkbox"/> conference <input type="checkbox"/> follow up agreement <input type="checkbox"/> lose other privilege _____	Consequences <input type="checkbox"/> lose recess <input type="checkbox"/> parent contact <input type="checkbox"/> conference <input type="checkbox"/> follow up agreement <input type="checkbox"/> lose other privilege _____
Parent Called (Circle) Yes /No Talked to _____ Time/Date _____	Parent Called (Circle) Yes /No Talked to _____ Time/Date _____

Minor Slip	Minor Slip
Name: _____ Grade: _____ Date: _____ Referring Person: _____ Time: _____ Other(s) involved: (Circle) Peers Staff Other <u>Issue of Concern</u> <u>Location</u> Minor Problem Behaviors <input type="checkbox"/> classroom <input type="checkbox"/> playground inappropriate language cafeteria passing area disruption bathroom arrival/dismissal property misuse <input type="checkbox"/> special event <input type="checkbox"/> restricted area non-compliance	Name: _____ Grade: _____ Date: _____ Referring Person: _____ Time: _____ Other(s) involved: (Circle) Peers Staff Other <u>Issue of Concern</u> <u>Location</u> Minor Problem Behaviors <input type="checkbox"/> classroom <input type="checkbox"/> playground inappropriate language cafeteria passing area disruption bathroom arrival/dismissal property misuse <input type="checkbox"/> special event <input type="checkbox"/> restricted area non-compliance
<u>Possible Motivation</u> Attention from adult(s) Avoid work Avoid peer(s) Attention from peer(s) Obtain item(s) Avoid adult(s) Don't know Other _____	<u>Possible Motivation</u> Attention from adult(s) Avoid work Avoid peer(s) Attention from peer(s) Obtain item(s) Avoid adult(s) Don't know Other _____
What happened? _____ _____	What happened? _____ _____
Consequences <input type="checkbox"/> lose recess <input type="checkbox"/> parent contact <input type="checkbox"/> conference <input type="checkbox"/> follow up agreement <input type="checkbox"/> lose other privilege _____	Consequences <input type="checkbox"/> lose recess <input type="checkbox"/> parent contact <input type="checkbox"/> conference <input type="checkbox"/> follow up agreement <input type="checkbox"/> lose other privilege _____
Parent Called (Circle) Yes /No Talked to _____ Time/Date _____	Parent Called (Circle) Yes /No Talked to _____ Time/Date _____

Office Referral



Buckeye Elementary School District No. 33 Discipline Referral

Student: _____ Parent/Guardian: _____ Incident Number: _____

Grade: _____ Time: _____ Date: _____ Phone: _____

Referring Staff Member: _____ Homeroom Teacher: _____

Issue(s) of Concern: Check Responses

Level A (Severe)	Level B (Serious)	Level C (Minor)
Select	Select	Select
Select	Select	Select

Description of student behavior: _____

(according to A.R.S. 15-841, is this student in the process of a "Notice to Principal of Refusal to Readmit Student" plan? No Yes Possibly)

Check Information Regarding this Incident:

Location:

Bus Area Cafeteria Classroom Playground Gym Sidewalk Other: _____

Others Involved:

Peers Teacher Exploration Teacher Crossing Guard Cafeteria Aide Playground Aide Other: _____

Staff/Administrative Consequences Given:

Warning/Conference with student	Date: _____	
Time-Out in other grade	Date: _____	
Conference with student & parent	Date: _____	
Lunch detention	Date: _____	# Days: _____
After school detention	Date: _____	# Days: _____
Community service on campus	Date: _____	# Days: _____
Suspension to ARC room	Date: _____	# Days: _____
Out of school suspension	Date: _____	# Days: _____
Long-Term Suspension	Date: _____	# Days: _____
Administrative Comments: _____		

Year-To-Date Offense(s)

A: 0 B: 1 C: 0

Note: This referral included in Year-To-Date total

May return on: _____

Parent Contact Information:

Contact Method: _____ Date: _____ Time: _____

Details: _____

Follow Up Agreement (Student Response):

1. What rule(s) did you break? Be Safe Be Respectful Be Responsible Be Kind
2. What will you do differently next time? _____

Administrator Signature: _____

Student Signature: _____ Parent Signature: _____

[Return to table of contents](#)

Lesson Plans

Assembly/Sporting Events



Assemblies/Sporting
Events Lesson Plan

School Arrival



School Arrival Lesson
Plan

Bathrooms



Bathroom Lesson
Plan

On the Bus



On the Bus Lesson
Plan

Bus Stop



Bus Stop Lesson Plan

Cafeteria



Cafeteria Lesson
Plan

[Return to table of contents](#)

Library/Computer Lab



Library/Computer
Lab Lesson Plan

Common Areas



Common Area
Lesson Plan

Dismissal Lesson Plan



Dismissal Lesson Plan

Playground/Recess Lesson Plan



Playground/Recess
Lesson Plan

Office Lesson Plan



Office Lesson Plan

[Return to table of contents](#)

District Consequence Matrix



BESD School
Discipline and Conseq

Student Handbook



Student
HandbookAgenda201

[Return to table of contents](#)