Liberty Elementary
Restorative
PBIS
Practices
Handbook
What Does a Leopard Do?
I will face the challenges before me.
I will not run and hide.
I know my teachers love me.
They will always be by my side.
But when it comes to my success,
There are things that I must do.
I must think, act, and show
that I can handle anything new.
Leopard claws will always guide me.
No more working to just get by.
I will have G.R.I.T. to learn, achieve, win and succeed.
And I will hold those claws up high.
But when it comes to my success,
There are things that I must do.
I must think, act, and show
that I can handle anything new.
When I walk through these doors every day,
My work will be done with pride.
I will listen to what others have to say,
And my dreams will not be denied.
But when it comes to my success,
There are things that I must do.
I must think, act, and show
that I can handle anything new.
I WILL
Think, Act, and Show
that I can handle
anything new!
Restorative Positive Interventions and Support

Tier 1
- Data tracking and problem solving: ASPIRE Data Management
  - Support: PBIS Rep, Mentor, GL Team, binder
- Family inclusion, outreach & attendance
- Social/emotional Learning: Life Skills, weekly College & Bound Character lessons, peacebuilding & impromptu classroom conferences
- Praise and Celebration: Rallies, PAWS tickets, and student recognitions

Tier 2
- Restorative circles & repairing relationships
  - Support: Tier 2 team, Counselors, Family Advocate
- Setting up school-wide & classroom expectations and routines
- Teaching and Re-teaching of expectations and routines
  - *beginning of the year and weekly
- Emotional regulation support: Calm down time, breaks and strategies

Tier 3
- High Stakes Conferences
- Safety plan
- Referral to specialized counseling
- Consultation/observation by experts
- Support: SSC team, Admin, District personnel
- One-on-one relationship building
  - 2x10, meals w/ students, positive time
- Check-in Check-out
- Small group social skills lessons & individual counseling
- Mentoring/leadership opportunities
- Connected Classroom Community: Community circles, classroom meetings, daily connections and cultural responsiveness
# Liberty Elementary Schoolwide Social Behavior Matrix

<table>
<thead>
<tr>
<th></th>
<th>School Wide</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Bathroom</th>
<th>Playground</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep hands, feet and all other objects to yourself</td>
<td>Keep hands to yourself</td>
<td>Always walk</td>
<td>Always walk Wash your hands with soap and water</td>
<td>Use equipment appropriately Stay in approved areas</td>
<td>Walk in a straight line Stay with your teacher</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Be kind in word and action</td>
<td>Walk quietly</td>
<td>Use inside voice Stay in line Face forward</td>
<td>Stay quiet Give others privacy</td>
<td>Play fairly Include others Use kind words and actions</td>
<td>Listen to the speaker Participate when asked</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Follow directions the first time given</td>
<td>Be where you belong Stay in a straight line</td>
<td>Clean up after yourself</td>
<td>Flush toilet paper when finished</td>
<td>Line up quickly and quietly when the bell rings</td>
<td>Watch and listen for directions</td>
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<tr>
<td>Week</td>
<td>Value</td>
<td>Rule to Review:</td>
<td>Recognition</td>
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<tr>
<td>Aug. 20</td>
<td>What is a Hero?</td>
<td>School Wide: Follow Directions the 1st Time</td>
<td>How to Unleash the Hero Within</td>
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<tr>
<td>Aug. 27</td>
<td>Digital Citizenship</td>
<td>School Wide: Pay Attention and Participate</td>
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<tr>
<td>Sept. 3</td>
<td>Digital Citizenship</td>
<td>School Wide: Raise Your Hand and Wait your Turn</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Sept. 10</td>
<td>Digital Citizenship</td>
<td>School Wide: Stay in your Area and Work Quietly</td>
<td>Student Awards Digital Citizenship</td>
<td></td>
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<tr>
<td>Sept. 17</td>
<td>Communication</td>
<td>Keep hands, feet and all other objects to self</td>
<td>6th Grade Show What You Know</td>
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<tr>
<td>Oct. 9</td>
<td>Communication</td>
<td>Hallway: Hands to yourself and walk on right side</td>
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<tr>
<td>Nov. 5</td>
<td>Communication</td>
<td>Hallway: Be where you belong and stay in a straight line</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Nov. 12</td>
<td>Communication</td>
<td>Hallway: Walk quietly</td>
<td>Student Awards Communication</td>
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<tr>
<td>Nov. 19</td>
<td>Responsibility</td>
<td>Cafeteria: Use an inside voice, stay in spot, face forward</td>
<td>5th Grade Show What You Know</td>
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<tr>
<td>Dec. 3</td>
<td>Responsibility</td>
<td>Cafeteria: Clean up after yourself and walk</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Dec. 10</td>
<td>Responsibility</td>
<td>Playground: Line up quickly &amp; quietly when the bell rings</td>
<td>Student Awards Responsibility</td>
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<tr>
<td>Jan. 7</td>
<td>Collaboration</td>
<td>Playground: Use Ro-Sham-Bo to choose teams</td>
<td>4th Grade Show What You Know</td>
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<tr>
<td>Jan. 21</td>
<td>Collaboration</td>
<td>Playground: Use Equipment appropriately &amp; stay in areas</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Jan. 28</td>
<td>Collaboration</td>
<td>Playground: Follow rules &amp; use kind words and actions</td>
<td>Student Awards Collaboration</td>
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<tr>
<td>Feb. 4</td>
<td>Hard Work &amp; Resilience</td>
<td>Playground: How to leave playground equipment</td>
<td>3rd Grade Show What You Know</td>
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<tr>
<td>Feb. 11</td>
<td>Hard Work &amp; Resilience</td>
<td>Bathroom: Be quiet, flush, give others privacy</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Feb. 18</td>
<td>Hard Work &amp; Resilience</td>
<td>Bathroom: Walk and use soap and water to wash hands</td>
<td>Student Awards Hard Work/Resilience</td>
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<tr>
<td>Mar. 11</td>
<td>Respect</td>
<td>Assembly: Watch &amp; listen for directions &amp; participate</td>
<td>2nd Grade Show What You Know</td>
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<tr>
<td>Mar. 18</td>
<td>Respect</td>
<td>Assembly: Silent applause to show good sportsmanship</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Apr. 8</td>
<td>Respect</td>
<td>Review: Hallway: How to rotate to enter/exit appropriately</td>
<td>Student Awards Respect</td>
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<tr>
<td>Apr. 15</td>
<td>Critical Thinking</td>
<td>Review: Review Lunchroom Behavior</td>
<td>1st Grade Show What You Know</td>
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<tr>
<td>Apr. 22</td>
<td>Critical Thinking</td>
<td>Review: Review how to exit lunchroom</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>Apr. 29</td>
<td>Critical Thinking</td>
<td>Review: What does kindness look like outside</td>
<td>Student Awards Critical Thinking</td>
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<tr>
<td>May 6</td>
<td>Creativity</td>
<td>Review: What does it look like to try our hardest at school?</td>
<td>Kinder Show What You Know</td>
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<tr>
<td>May 13</td>
<td>Creativity</td>
<td>Review: Why should we check our answers when testing?</td>
<td>What Does a Leopard Do?</td>
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<tr>
<td>May 20</td>
<td>Creativity</td>
<td>Review: Why is it important to go to college?</td>
<td>Student Awards Creativity</td>
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<tr>
<td>May 27</td>
<td></td>
<td>Review: Why is it important to read over the summer?</td>
<td>What Does a Leopard Do?</td>
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</tbody>
</table>
PAWS Tickets

What is it?
Staff members give a PAWS tickets to students when they are being safe, respectful and responsible. PAWS Tickets are given in all classroom settings (classroom, Specials class, Title I, Special Ed). PAWS tickets are given in common areas (hallway, lunch, recess, assemblies, etc.) PAWS tickets are collected by students. These tickets are then traded in for privileges from a menu of options at the end of each month. This day is called YES day, which is typically held on the last Friday of each month during lunch.

When is it given?
A ticket is given each time a staff member sees a student being safe, respectful or responsible. Once a month, students can count and cash in their tickets for a privilege.

Where is it given?
Staff can give tickets at any point during the day and in any area of the school. The count days take place in the classroom and then students will take their tickets to the designated locations found on the YES day menu.

Why is it given?
PAWS tickets are a tangible way of recognizing students who are meeting our behavior expectations for the school. It is way to identify and encourage the positive behaviors we see at school every day.

Who gives it?
Any staff member, including custodians, cooks, paras and administration, can give a PAWS ticket. The classroom teacher is responsible for organizing count day and helping students cash in their tickets for prizes. The counselor is the coordinator of the program and is the person who will provide tickets to staff members when needed.
How are PAWS tickets cashed in for prizes?

The last Friday of the month, teachers will allow any students who would like to cash in points to do so. Students enough tickets can choose to cash them in or bank them. If they bank them, they are finished until the next YES day. If they spend them, they can “purchase” as many privileges as they have tickets for each YES day. The student will get a menu for the amount they want to spend (ex: when a student finds an activity that they want to use 20 tickets, on he or she brings the 20 tickets to the activity unless noted otherwise. At the end of each quarter the PAWS tickets will change colors and students will need to redeem whatever PAWS tickets they have and start over.

How many points should students be earning?
Students are expected to be earning at least 10 tickets a week, but there will be more in the beginning. Teachers should be giving out at least 50 tickets a week.

Golden Tickets

This year we will be issuing Golden Tickets when entire classes are caught doing following the school rules. The principal will have an unlimited amount of Golden Tickets. Each teacher will have 4 tickets to give out each month to classes other than her own. Special teachers will be given 3 tickets and others 3 a week or at the principal’s discretion.
Sample YES DAY!

Menu

September 29

Blue location is where students will pay tickets for activity

Popsicle (lunch room) 15 tickets
Fingernail painting (front hallway) 10 tickets
Wear a hat (pay your teacher) 10 tickets

Play on the kindergarten playground (Pay in the lunchroom, get your hand stamped & head on out to the new kindergarten playground) 15 tickets

Bring a ball from home for recess (pay your teacher) 10 tickets

Electronic Room: Bring an electronic from home and play in the library 25 tickets

Reading Room: Bring a book and read in the conference room 15 tickets

Sidewalk chalk: meet in the middle of the playground 10 tickets

Bring a stuffed animal from home (pay your teacher) 5 tickets
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
<th>Minor Example (White Classroom form (repeatedly &amp; ASPIRE))</th>
<th>Definition</th>
<th>Office Referral Example (ASIPRE &amp; BLUE FORM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Contact</td>
<td>Contact with another person/object without intent to harm OR contact with another person causing minor harm</td>
<td>Damaging an object without intent Spitting on supplies or equipment Hitting, kicking, grabbing, etc, and causing minor harm REPEATEDLY: Poking other students Touching other students</td>
<td>Contact with another person/object with intent to harm OR contact with another person/object causing significant harm</td>
<td>Physically fighting with or attacking another student Hitting, tripping, kicking, stabbing or shoving another student purposely Throwing objects at others purposely, with the attempt to harm Hitting or touching a teacher or staff member in a threatening manner Touching other students in a sexual manner Destroying property Spitting in the face of or at another student or staff member</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Treating another person in an unkind or hurtful manner</td>
<td>Taking other students’ supplies without asking Yelling at or arguing with other students Spitting on equipment or supplies REPEATEDLY: Rolling eyes at another student or staff member Talking back to a staff member Talking without permission</td>
<td>Treating another person in a hurtful or threatening manner, with intent to harm that person’s feelings, sense of safety or reputation.</td>
<td>Yelling at a staff member Bullying or harassing another student</td>
</tr>
<tr>
<td>Defiance</td>
<td>Disregarding or ignoring directions or instructions given by staff members</td>
<td>Refusing to move to appropriate location when asked Refusing to follow directions after multiple reminders Leaving class without permission REPEATEDLY Telling the teacher NO Being off-task Ignoring teacher requests or directions Quietly refusing to do work</td>
<td>Resisting directions or instructions given by staff in a way that impedes learning and/or threatens safety</td>
<td>Continually refusing to do assignments or class work Continually and overtly defying teacher/staff directions Leaving class as an act of defiance Leaving the school without permission</td>
</tr>
<tr>
<td>Disruption</td>
<td>Engaging in behaviors that briefly or unintentionally interrupt learning</td>
<td>REPEATEDLY Getting out of seat Making noises Talking with other kids during class Talking without raising hand Talking excessively</td>
<td>Engaging in behaviors that purposely or significantly interrupt learning</td>
<td>Aggressively shouting or screaming in class Continuously shouting out in a way that disrupts learning multiple times</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Using language in an inappropriate manner</td>
<td>Saying words like stupid, idiot, &amp; shut up Cursing (not directed at anyone) Teasing or taunting other students</td>
<td>Using language to purposely harm another person’s feelings, sense of safety or reputation</td>
<td>Using vulgar language Using sexual language toward others Using slurs in regard to race, gender or sexual orientation Making violent threats</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Untruthful behavior that does not negatively impact anyone else or is easily addressed in the classroom</td>
<td>Taking someone’s supplies Copying on homework Copying someone else’s answer during group work Lying to another student or staff member Plagiarism</td>
<td>Untruthful behavior that negatively affects other students/staff or causes harm</td>
<td>Stealing Cheating on a test Lying about another child to harm him or his reputation Forging parent’s signature</td>
</tr>
</tbody>
</table>

Behaviors are considered MINORS only if they disrupt learning in the classroom AND the teacher has re-taught the appropriate behaviors.

Minors = recorded in ASPIRE  Office Referrals = BLUE Office Referral, ASIPRE with box checked for Admin
LIBERTY ELEMENTARY BEHAVIOR FLOWCHART 2019

**Minor Behaviors**
- Disrespect toward another student
- Causes a disruption that ends with redirection
- Food or drink/gum
- Inappropriate talk or language
- Misuse of electronics privileges
- Misuse of property causing minor damage
- Dress code violation
- Bringing toys/things from home

**The Teacher Will...**
- Handle the issue in class with classroom round-up or conference
- Document incident using the Classroom Incident Form if needed

**Moderate Behaviors**
- Dishonesty, lying, cheating
- Disrespect toward an adult
- Disruptions that were redirected
- Cutting/sweating

**The Teacher Will...**
- Either have student fill out THINK sheet and then talk to all students involved or talk to all students using restorative justice protocol making sure harm is repaired-get help if needed
- Document incident using the Classroom Incident Form

**Major Behaviors**
- Physical Altercations
- Harassment/bullying/Cyber-bullying
- Degradation others about gender, race, culture, etc.
- Sexual harassment
- Weapon possession
- Drug/alcohol possession, distribution, or being under influence
- Gang-like behavior or affiliation display and/or hazing
- Threats towards other students, teachers, or the school itself
- Defiance/noncompliance w/unsuccessful redirect
- Significant property damage
- Theft

**The Teacher/Principal Will...**
1. Teacher will send student to the office immediately w/Office Referral Form completed
2. Principal will deal with student and conduct a restorative conference
3. Principal will and proceed from that point return and return referral form to teacher
4. Teacher will document the incident in ASPIRE and return the Office referral form to principal for data collection

2x = Chronic
1. Refer issue to Principal using Office Referral Form.
2. Document in Student File
3. Principal will pull student at a later time

When the student exhibits the same type of documented behavior offense three times, the student should be referred to the principal. This is NOT an immediate office referral.

Additional behaviors that MUST be documented in ASPIRE include: suicidal threats, ideation or attempts, retaliation incidents, out-of-school suspensions, or self-harm.
Liberty P.A.W.S. Program
Positively Awesome Winning Students

Check In/Check Out (CICO) is a behavior support program designed to give Tier 2 students guidance and connection as they try to meet behavioral expectations. Students are referred to the Liberty CICO system, the P.A.W.S program, through the Tier 2 Team. Below is the CICO system for Liberty:

Tier 2 Team refers student to P.A.W.S. program and the team provides the behavior tracker.

P.A.W.S. leaders meet with student and the family to welcome them to the P.A.W.S. team and explain the process.

Student checks in daily with P.A.W.S leaders to connect and receive the behavior tracker.

Teachers track and support student behavior throughout the day using praise, providing feedback and offering restorative or re-teaching opportunities.

Student checks out with P.A.W.S leaders. Leaders help student process the day, translate teacher comments if needed and make a copy of the tracker to send home. If the student's daily goal was met, he or she is recognized with a small prize.

Teacher completes the behavior tracker with highlights and what to work on for the following day.

P.A.W.S leaders enter behavior tracker data into Excel sheets and examine the data weekly. This data is shared with the classroom teacher, T2T and the student.

Students continue in the CICO program for 8 to 10 weeks. Throughout this time, data is used to determine what additional supports are needed and what supports are no longer necessary.

By the end of 10 weeks, the team will look at data to determine next steps. Students may graduate from the program, move to a modified program or be referred to SSC or some combination of these.