

C.R. Hanna Elementary School



Positive Behavioral Interventions and Supports Parent Handbook

2026-2027

What is PBIS?

Positive Behavior Interventions and Supports is a process for creating a safe and effective school environment. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research based, school-wide, and classroom discipline systems. The full implementation of this program is a three to five year process. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS includes school-wide procedures and processes intended for:

- All students, all staff, and in all settings;
- Non-classroom settings within the school environment;
- Individual classrooms and teachers, and;
- Individual student supports for the estimated 7-10% of students who present the most challenging behaviors. PBIS is not a program or a curriculum; it is a team-based process for systematic problem solving, planning, and evaluation.

Who is on the school-wide PBIS team?

The PBIS team is made up of staff and administration. The current PBIS team consists of the following members:

R.C. Lowe, Jody Belowske, Brooke Buchen, Laina Armstrong, Allie Bersell, Aaron Dean, Jen Fiers, Jim Goodwin, Heather Larkins, Olivia McLaughlin, Shannon Montag, Jyll Moore, Emilee Rains, Jill Scharpman, Kelsey Taets, and Abby Weaver

What are the responsibilities of the school-wide PBIS team?

The team holds monthly meetings and is responsible for planning PBIS activities and programs (i.e. PBIS kick-off assembly, quarterly Ticket Stores, and cool tools). The team is also responsible for presenting PBIS news and data at staff meetings and receiving input and feedback from staff.

Discipline Procedures

C.R. Hanna Elementary School uses a consistent procedure for handling discipline. Staff only uses consequences for problem behavior after we have explicitly taught and reinforced the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at C.R. Hanna, staff 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 responses for 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.

Our goals in responding to problem behaviors are to identify minor problem behaviors early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirection, an Office Discipline Referral (ODR) may be filled out by the staff. The student will then be called down to the office to speak with a member of the administrative staff.

We will use the following chart to determine the differences between classroom procedures and office referrals:

C.R. HANNA BEHAVIOR T-CHART

Minor (teacher-managed)	Major (office-managed)
<p>THEFT - Student is in possession of a peer's property of minimal value (i.e. pencil, eraser, toy)</p> <p>KEEP HANDS, FEET, and OTHER OBJECTS TO YOURSELF (non-serious, but inappropriate physical contact)</p> <p>DISRUPTION - Disrupting educational process, i.e.: laughing out loud, distracting others, clowning around, screaming, mocking, tattling</p> <p>NAME CALLING - Verbal harassment and/or teasing directed toward a peer (i.e. butthead, stupid, dumb)</p> <p>MINOR PROPERTY DAMAGE - does not require custodial or maintenance repairs</p> <p>EXCESSIVE TALKING</p> <p>INCOMPLETE/LATE ASSIGNMENTS</p> <p>NOT FOLLOWING DIRECTIONS - Non-compliance to adult direction, i.e. not following directions after being asked to stop or being asked to do something and refusing.</p> <p>GO TO EXPECTED LOCATION - Go to assigned location - no pit stops!</p> <p>ACADEMIC CHEATING - Student represents someone else's work as their own and/or copying another student.</p> <p>INAPPROPRIATE RECESS BEHAVIOR - Not using the equipment correctly</p>	<p>THEFT - Taking property of staff member, school, or peer of major value. i.e. tablet, cellphone, computer; repeated minor thefts</p> <p>HANDS AND FEET - Punches, red marks, and intentional hurting, repeated KHFOOTY</p> <p>DISRUPTION - Repeatedly disrupting educational process, i.e.: laughing out loud, distracting others, clowning around, screaming, mocking</p> <p>VERBALLY THREATENING ANOTHER STUDENT - Student delivers verbal messages that include name calling, or use of words in an inappropriate way.</p> <p>PROPERTY DAMAGE - Destroying property, requiring custodial or maintenance repairs.</p> <p>SWEARING - repeated inappropriate use of language.</p> <p>WEAPONS - Knife, gun, toy gun, lighter, razor blade, pocket knives</p> <p>BULLYING - Child continues to bother someone, either verbally or physically (gestures), after repeated warnings and consequences at the classroom level</p> <p>*Repeated means three incidents in one week</p>

updated May 2025

Parental Support

Your help with PBIS is very important. We understand that your home environment may have different expectations, but in order to assist us, we ask that you support our staff in the following ways:

- Please remind your child of our expectations each day before he/she leaves for school.

Show Respect, Be Kind, Be Safe, Be Responsible

- Use the behavior matrix (page 9) as a tool to go over and reinforce specific expected behaviors. If you do this before each school day, you will be helping to remind your child what is expected of him/her during the day.
- Encourage your child to be responsible by helping him/her wake up, eat breakfast, and arrive on time. **Students should arrive by 8:00.** This will help students have a positive start to the day.
- After school, ask your child how they displayed kind, safe, responsible, and respectful behavior. Please offer your child extra praise and reinforcement for these behaviors.
- At home behavior suggestion: Think about ways your child can be kind, safe, responsible, and respectful at home. Then add your own column to the school behavior matrix showing expected at-home behaviors.
- Your support sends an important message to your child that we are working together as a team to help him/her be successful in all parts of his/her life. We appreciate your daily support.

Additional Supports for Students

For students who need additional support to achieve their very best academically, behaviorally, socially, and emotionally, C.R. Hanna uses a daily Check In Check Out (CICO) system. This intervention is designed to help students manage and monitor their own behavior during the school day. Parents will be contacted if we feel CICO would benefit their child.

Check In Check Out (CICO)

CICO is an intervention C.R. Hanna uses with some students to reinforce positive behavior and provide feedback about a student's behavior consistently throughout the school day. To keep parents informed of their child's behavior, the student will bring home the CICO form every afternoon to be reviewed and signed by their parent/guardian, then returned in the morning.

The CICO form is a daily progress report that the teacher uses to report on whether or not a student is meeting expectations throughout the school day.

The student "Checks In" with a staff member each morning. The staff member gives the student his CICO daily progress report as well as a positive pep talk. The student "Checks Out" with the same staff member each afternoon to review the student's daily progress report and provide positive feedback about the student's performance.

On the CICO daily progress report, students are awarded points for each behavior expectation based on the number of reminders a student requires to follow each expectation. The goal is for each student to earn at least 80 percent of the total available points for a given day. Data will be collected for 4-6 weeks to monitor student progress. After data is collected, a decision will be made to continue the intervention, phase out the intervention, or provide a more individualized intervention.

The next page shows an example of what the CICO daily progress report might look like.

Example of a CICO Daily Progress Report

GOAL	Math	Reading	Writing	Science
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2
Be Kind	0 1 2	0 1 2	0 1 2	0 1 2

Goal for Today: 6 pts.

Total for Today: _____

2 points = 0-1 Reminders

1 point = 2 Reminders

0 points = 3 or More Reminders

Kick-Off Assembly

At the beginning of the school year, we will have a short kick-off assembly to explain the behavior expectations and character traits to the students. We will share the behavior expectations, voice levels, incentive tickets, quarterly celebrations, and goals for the quarter. Following the assembly, the students may have mini lessons in various locations (i.e. bathroom, hallway, playground, and lunchroom) to explain behavior expectations.

Character Traits

During the 2026-2027 school year, C.R. Hanna will highlight a different character trait each month as part of our ongoing commitment to character education. Students will learn about the monthly trait through classroom discussions and activities, and they'll be encouraged to practice and demonstrate that trait in their daily lives. At the end of each month, one student from each classroom will be honored as a *Leader of the Month* during our school-wide assembly.

This year's character traits include: kindness, respect, responsibility, integrity, empathy, leadership, patience, perseverance, honesty, and self control.

Incentive Tickets

Incentive Tickets are used in our recognition system. One part of C.R. Hanna's PBIS system is the use of consistent positive reinforcement of appropriate behavior. Staff members who observe students following the appropriate behavior expectations will be given Incentive Tickets. Students can earn tickets from any staff member in all areas of the school including the classroom, lunchroom, hallway, and playground. These tickets can be used in the Ticket Store to purchase items of their choice.

Ticket Store

C.R. Hanna will have five Ticket Store days throughout the school year. Students will be able to purchase items and/or privileges using a variety of ticket amounts so there is a wide assortment of options. Prizes will change throughout the year to keep students engaged.

Some examples of prizes students can purchase with their tickets:

- Variety of small or large toys
- Certificates from local businesses (ice cream cone, slice of pizza, cookie)
- Lunch with principal/teacher
- Coupons that provide students with a variety of privileges (use a pen for the day, wear a hat, sit at the teacher's desk, etc.)

In order to keep our ticket store fully stocked, donations of any unused items or certificates to local businesses would be greatly appreciated

Cool Tools

Cool Tools are behavioral lesson plans that structure how the staff teaches the expected behaviors from our school-wide Behavior Matrix. Students are taught using examples taken from classroom and non-classroom settings and situations. Staff members model and role-play in order to teach new skills and reinforce expected behaviors. Staff also provide students with practice opportunities. PBIS team members decide which cool tools to teach based on data we have gathered and feedback from staff members. Here is an example of a cool tool for the playground:

Talk, Walk, Rock (Solving Problems with Peers)

- Ask students to discuss and list some common causes of conflict between students at school (including at recess).
- Discuss why it is important to know how to solve your own problems.
- Teach the problem solving steps. When a problem arises between students, they have three choices:
 1. Talk - use your words, share how you feel, and share what you need/want. Ex. “I feel scared when you chase me. Please stop.”
 2. Walk - walk away and ignore the problem.
 3. Rock - suggest Rock, Paper, Scissors to solve the problem.

If someone is hurt or could be hurt, ask for help from a teacher.

Quarterly Celebrations

Using the student behavior data, the PBIS team will set a school-wide goal (example - fewer than 20 office referrals for the whole school in a quarter) to improve student behavior. If the schoolwide goal is met, the students will get to have the celebration. Celebrations may include popcorn party, pajama day, ice cream party, schoolwide BINGO, board game day, etc.

Student Expectations

	Be Safe	Be Kind	Be Responsible
Hallway 	Eyes forward Walk on right side Younger kids first Walk	Hands and feet to self Enter and exit quietly Hands and feet to self	Keep hallway clean Go straight to where you are expected
Lunchroom 	Carry tray with two hands Stay in your seat Eat your own food	Visit with students at your table only Use a respectful voice Use your manners	Remember napkin and utensils Leave no trace Raise hand for help Follow the rule for talk light
Playground 	Use equipment properly Play in designated areas Hands and feet to self	Play fairly and include everyone Share equipment	Follow adult directions Dress for weather Put equipment away
Assemblies 	Enter and exit in an orderly way Hands and feet to self	Be an active listener Eyes on the speaker Stay quiet so others can hear	Follow directions Stay seated Pay attention
Bathroom 	Get permission to go Use toilet and sink appropriately	Respect others' privacy Wait your turn	Go, flush, wash, leave Leave bathroom clean Quiet voices
Arrival/Dismissal 	Walk on right side Use sidewalk Walk your bike	Hold door for others Respect crossing guards	Follow adult directions Use correct door Be on time
Bus 	Hands and feet to self Stay out of aisle Stay in your seat	Use kind language Follow driver directions	Keep bus clean Tell driver about any problems
Classroom 	Sit on bottom Walk	Hands and feet to self Follow directions	Respect property Be prepared for class Complete your work
Field Trips 	Stay with leader or group Follow rules	Listen to the speaker Wait to ask questions until appropriate	Positively represent your school Stay focused
Technology 	Report misuse to an adult	Share	Use as instructed by teacher Handle materials with care