

**PBIS Guidebook (Valders Elementary School)**

[www.valderspbis.weebly.com](http://www.valderspbis.weebly.com)



*Be Respectful, Be Responsible, Be Safe. It's the Viking Way!*

*“If a child doesn’t know how to read, we teach.”*  
*“If a child doesn’t know how to swim, we teach.”*  
*“If a child doesn’t know how to multiply, we teach.”*  
*“If a child doesn’t know how to drive, we teach.”*  
*“If a child doesn’t know how to behave, we...  
...teach? ...punish?”*

“Why can’t we finish the last sentence as  
automatically as we do the others?”  
(Herner, 1998)

### **What is School-Wide PBIS?**

Positive Behavioral Interventions and Supports (PBIS) is a process for creating safer, more effective schools by reinforcing positive behavior and preventing and addressing problem behavior. Valders Elementary is focusing on Tier 1 of PBIS for the 2017-2018 school year. Tier 1 focuses on setting and teaching behavioral expectations in all areas of the school including the playground, hallway, bus, classroom, and cafeteria. Throughout the process, data is collected on student behavior. This data is then used by administrators and the school PBIS committee to identify and more effectively implement the practices that are right for our school.

### **What are the key components of PBIS?**

There are four key elements used in successful PBIS implementation. They are:

1. clearly defined academic and behavioral outcomes for students and staff
2. practices based on teaching and modeling proper behavior
3. data used to guide decision making
4. systems that help the practices of PBIS to be accomplished faithfully and sustainability.

### **Why is it important to recognize good behavior in students? Shouldn't they already know how to behave?**

When students have trouble with reading, we teach. When students don't know their multiplication tables, we teach. When students struggle with expected behaviors, PBIS gives us the tools to teach.

Traditional approaches to behavior often respond with punishment or consequences, under the presumption that children should have already mastered good behavior. These types of approaches often don't work well on their own. Since the expectations have not been clearly established, children often have difficulty seeing and understanding the differences between correct and incorrect behavior.

PBIS gives school staff tools to determine, teach, and model expected behavior. With these tools, schools are able to successfully increase the positive behavior through on-going recognition. This modeling and practice becomes infused in everyday life in a school. A positive school culture maintains positive behaviors in the school.



**Valders Elementary School PBIS Matrix**  
*Be Respectful, Be Responsible, Be Safe. It's the Viking Way!*

	<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>	<b>BE SAFE</b>
<b>ALL SETTINGS</b>	<ul style="list-style-type: none"> <li>*Follow directions the first time given</li> <li>*Stay in personal space (Body Basics)</li> <li>*Be kind</li> <li>*Be accepting of other people's ideas and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>*Take ownership of actions</li> <li>*Show care for the building</li> </ul>	<ul style="list-style-type: none"> <li>*Get adult help when needed</li> <li>*Manage feelings and behaviors</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>*Voice level 0,1, 2</li> <li>*Be a listener</li> </ul>	<ul style="list-style-type: none"> <li>*Work hard, be proud</li> <li>*Be prepared</li> <li>*Use time appropriately</li> <li>*Use tools and equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Keep 4 on the floor</li> <li>*Walk at all times</li> <li>*Ask permission to leave the room</li> </ul>
<b>CAFETERIA/ LUNCH</b>	<ul style="list-style-type: none"> <li>*Voice level 0,1, 2</li> <li>*Say please and thank you</li> <li>*Talk with friends sitting close to you</li> <li>*Use polite table manners</li> </ul>	<ul style="list-style-type: none"> <li>*Throw away garbage when finished eating</li> <li>*Clean your space</li> <li>*Lights off=voices off</li> <li>*Raise hand if something is needed</li> </ul>	<ul style="list-style-type: none"> <li>*Eat your own food</li> <li>*Stay seated until dismissed</li> <li>*Face forward, feet under table</li> </ul>
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>*Voice level 0 or 1</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly where you need to be</li> <li>*Keep cubby clean and organized</li> <li>*Accept place in line</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to self</li> <li>*Walk, facing forward at all times</li> </ul>
<b>BATHROOM</b>	<ul style="list-style-type: none"> <li>*Voice level 0 or 1</li> <li>*Give privacy to others</li> </ul>	<ul style="list-style-type: none"> <li>*Leave when finished</li> <li>*Keep bathroom area clean and dry</li> <li>*Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to self</li> <li>*Use good hygiene</li> </ul>
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>*Voice level 0,1,2,3,4</li> <li>*Share the equipment</li> <li>*Take turns</li> <li>*Include others</li> </ul>	<ul style="list-style-type: none"> <li>*Line up quickly when the bell rings</li> <li>*Bring everything in that gets taken out</li> <li>*Use equipment appropriately</li> <li>*Enter and exit the building at a voice level 0, 1, or 2</li> <li>*Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>*Dress for the weather</li> <li>*Follow all game rules</li> <li>*Stay within assigned area</li> </ul>
<b>BUS</b>	<ul style="list-style-type: none"> <li>*Voice level at 0, 1, 2</li> <li>*Follow the bus driver's directions</li> </ul>	<ul style="list-style-type: none"> <li>*Follow bus rules</li> <li>*Remind friends to follow bus rules</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in assigned seat</li> <li>*Keep hands, feet, and objects to self</li> <li>*Sit back to back and bottom to bottom</li> </ul>
<b>ARRIVAL/ DISMISSAL</b>	<ul style="list-style-type: none"> <li>*Voice level at 0, 1, 2</li> <li>*Talk with friends close to you</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly where you need to go</li> <li>*Raise hand if something is needed</li> <li>*Accept place in line</li> <li>*Lights off= voices off</li> </ul>	<ul style="list-style-type: none"> <li>*Stay seated until dismissal</li> <li>*Keep hands, feet, and objects to self</li> <li>*Keep belongings in backpack</li> <li>*Walk, facing forward at all times</li> </ul>

One component of PBIS is having an incentive program. This year, the theme for our incentive program is:

**"GAME ON! WE ARE THE MIGHTY VIKES!"**

There are three different levels to the incentive program:

**Individual:** Students can receive "GAME ON!" tickets for demonstrating/following the expectations. When a student receives a ticket, there should always be verbal communication. It is an opportunity to build relationships!

**Classroom:** When a student receives a ticket, they will take the ticket and put it in their classroom pocket chart. The class will work together towards filling up the pocket chart. You can reward an entire class for demonstrating positive behavior and give every student a ticket. When the class fills up the pocket chart, a few things happen:

The teacher will have a classroom incentive for the whole class. The teacher will notify Mrs. Palecek that the class filled their chart. This class will receive Ike's shield for their classroom. This shield will stay in the classroom until the next class in the school earns 100 tickets. This could be a few days or a few hours!

The class will also get to put a sticker on their class photo on the main bulletin board. Once a classroom fills up their pocket chart, the teacher will take the tickets out and the class will once again try to fill up their chart. The tickets can be reused.

**Schoolwide:** When a class goes to the main bulletin board to add a sticker, they will also place a puzzle piece on Ike's Shield. When Ike's shield is put together with the puzzle pieces, there will be an all-school reward. We will also select random days/times to make an announcement for the class that currently has the shield in their classroom. They will receive a reward and the positive recognition from the announcement.

Behavior	Level 1- Teacher Managed	Level 2-Teacher Managed (Minor)	Level 3-Office Managed (Major)
<p><b>Not Following Directions/ Noncompliance</b></p>	<p>Student has brief or intermittent refusal to follow directions or complete work</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Grumbling under breath</li> <li>● Reluctant to start/complete assignment</li> <li>● Needs redirection, repeated instructions</li> <li>● Passive refusal to participate</li> <li>● Testing the limit</li> <li>● Extremely slow in response to request</li> </ul>	<p>Document as <b><u>NOT FOLLOWING DIRECTIONS (minor)</u></b></p> <p>Student engages in brief or low-intensity arguing with peers/staff. Student doesn't want to complete work or follow the directions given.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Arguing in an attempt to avoid work</li> <li>● Doesn't want to transition to new activity</li> <li>● Overt refusal to participate</li> <li>● Not responding to Level 1 consequences and continuing disrespectful behaviors</li> <li>● Ignoring reasonable request to stop</li> </ul>	<p>Document as an <b><u>NOT FOLLOWING DIRECTIONS (major)</u></b></p> <p>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. There is purposeful intent to noncomply and a high-intensity of noncompliant behaviors.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Repeated refusal</li> <li>● Ignoring reasonable request that leads to escalation/unsafe situation</li> <li>● Yelling "no" to staff/verbal outbursts</li> <li>● Screaming at staff/students</li> <li>● Leaving school grounds</li> </ul>
<p><b>Disrespect</b></p>	<p>Student has brief or intermittent disrespecting behaviors (verbal or physical)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Telling someone they are dumb</li> <li>● Pushing someone's work or materials aside</li> <li>● Cutting in line</li> <li>● Talking over/interrupting others</li> <li>● Yelling "No" to staff</li> <li>● Shouting rude words to others (you're stupid, I hate you, etc...)</li> </ul>	<p>Document as a <b><u>DISRESPECTFUL BEHAVIOR (minor)</u></b></p> <p>Student engages in brief or low-intensity disrespecting behaviors (verbal or physical)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 1 behaviors (Not responding to Level 1 consequences and continuing disrespectful behaviors)</li> <li>● Higher intensity (time/duration/number of students impacted) than a level 1 behavior</li> </ul>	<p>Document as an <b><u>DISRESPECTFUL BEHAVIOR (major)</u></b></p> <p>Student purposefully talks back and/or delivers sustained socially rude interactions. There is purposeful intent to disrespect and a high-intensity of disrespectful behaviors.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 2 behaviors without response to correction</li> <li>● Higher intensity (time/duration/number of students impacted) than a level 2 behavior</li> </ul>

Behavior	Level 1	Level 2 (Minor)	Level 3 (Major)
<p><b>Disruption</b></p>	<p>Student's behavior disrupts mostly his own learning and/or the learning of others.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Walking around room</li> <li>• Sharpening pencils</li> <li>• Constantly interrupting when others are listening to instruction</li> <li>• Talking over the teacher during instruction.</li> </ul>	<p><b>Document as a <u>DISRUPTION</u> (minor)</b></p> <p>Student intentionally engages in low-intensity, but inappropriate disruption of learning.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• <b>Sustained</b> level 1 behaviors and/or not responding to Level 1 consequences</li> <li>• Higher intensity (time/duration/number of students impacted) than a level 1 behavior</li> </ul>	<p><b>Document as a <u>DISRUPTION</u> (major)</b></p> <p>Student engages in behavior that intentionally causes a sustained interruption to a class or activity.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Standing/jumping on chairs/furniture</li> <li>• <b>Sustained</b> loud talk, yelling or screaming, noise with materials, horseplay or rough housing,</li> <li>• <b>Sustained</b> out of seat behavior, etc..</li> <li>• Getting another adult involved to support with a student's disruption</li> </ul>
<p><b>Lack of Self-Control</b></p>	<p>Student is goofing around. Play that doesn't stop when directed.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Poking someone</li> <li>• Jumping out to surprise someone</li> <li>• Playing during instruction/work</li> <li>• Playfully taking others' materials</li> </ul>	<p><b>Document as a <u>Lack of Self-Control</u> (minor)</b></p> <p>Intensity of goofing around increases in time/duration/number of students involved.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• <b>Sustained</b> level 1 behaviors and/or not responding to level 1 consequences</li> <li>• Tapping on desk/feet loudly for extended time (in spite of being given redirection and requests to stop)</li> <li>• Banging desks open and shut</li> <li>• Social pressure to participate in unsafe acts</li> </ul>	<p><b>Document as a <u>Lack of Self-Control</u> (major)</b></p> <p>Student engages in behavior that causes an interruption to a class or activity. Disruption includes</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Standing/jumping on chairs/furniture</li> <li>• <b>Sustained</b> loud talk, yelling or screaming, noise with materials, horseplay or rough housing,</li> <li>• <b>Sustained</b> out of seat behavior, etc..</li> </ul> <p><i>***Use teacher discretion when choosing Skyward behavior between self-control and disruption. Think about intent or purpose of behavior.</i></p>

Behavior	Level 1	Level 2 (Minor)	Level 3 (Major)
<b>Aggressive Behaviors</b>	<p>Disregard for others' personal space.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Poking someone</li> <li>● Bumping into someone</li> <li>● Lightly touching others</li> <li>● Accidentally bumping into others</li> </ul>	<p><b>Document as a <u>PHYSICAL AGGRESSION</u> (minor)</b></p> <p>Intensity of aggressive behavior increases in time/duration/number of students involved.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 1 behaviors and/or not responding to level 1 consequences</li> <li>● "Pre-fight" aggressive posturing</li> <li>● Intentionally "bumping into" someone</li> <li>● Verbal or physical intimidation</li> </ul>	<p><b>Document as an <u>PHYSICAL AGGRESSION</u> (major)</b></p> <p>Student engages in actions involving serious physical contact where injury may occur.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Hitting/punching</li> <li>● Kicking</li> <li>● Hair Pulling/scratching</li> <li>● Hitting with an object</li> <li>● Retaliation</li> <li>● Encouraging others to fight/harm others</li> </ul>

**Distracting Behavior:** Teacher handled

**Disruptive Behavior:** Maybe call for help

**Dangerous Behavior:** Call for help

This behavior/discipline matrix does not include all behaviors listed in Skyward. Use your discretion when choosing other behaviors.



# Proactive Strategies

- Develop a positive relationship with students and families
- Structure environment to maximize learning
- Teach classroom expectations to fluency (including behavioral examples)
- Consistently prompt/pre-correct behavior
- Provide high rates of specific, positive feedback (5:1)

## Possible Consequences

Level 1	Level 2 (Minor)	Level 3 (Major)
<p style="text-align: center;"><b>Documentation Not Required</b></p> <ul style="list-style-type: none"> <li>• Remind, redirect, reteach</li> <li>• Provide corrective feedback (consistent, brief, respectful)</li> <li>• Natural consequence</li> <li>• Conference with student, determine motivation for action</li> <li>• Model wanted behaviors</li> <li>• Non-verbal cue</li> <li>• First-then statement</li> <li>• Overcorrection</li> <li>• Proximity</li> <li>• Restitution/Apology</li> <li>• Verbal warning</li> <li>• Two positive choices</li> <li>• Use of calming corner to regulate</li> <li>• “Errand” for student (deliver something to office or another class)</li> <li>• Ignore/acknowledge appropriate behavior</li> </ul>	<p style="text-align: center;"><b>Document in Skyward Parent Contact - teacher discretion (note, email, phone)</b></p> <ul style="list-style-type: none"> <li>• <b>Any Level 1 consequence</b></li> <li>• Reflect on what skills the student might need</li> <li>• Natural consequence</li> <li>• Reteach, practice with the student, then have the student practice</li> <li>• Use higher rates of prompting for the skill (fade as the skill is able to be demonstrated)</li> <li>• Provide higher rates of specific, positive feedback around the skill (fade as the skill is able to be demonstrated)</li> <li>• Removal from area/situation</li> <li>• <a href="#">Consider the function of the behavior</a></li> <li>• Reflect on environmental adaptations to prevent challenging behaviors</li> <li>• <a href="#">Restorative conversation/circle</a></li> <li>• <a href="#">Think Sheet</a></li> </ul>	<p style="text-align: center;"><b>Document in Skyward Parent Contact by Admin - mandatory (note, email, phone)</b></p> <ul style="list-style-type: none"> <li>• <b>Any Level 1 or 2 Consequence</b></li> <li>• <a href="#">Administration/parent/student/teacher conference</a></li> <li>• Contact law enforcement</li> <li>• In/Out of School suspension</li> <li>• <a href="#">Behavior/Restorative Contract</a></li> <li>• Schedule change</li> <li>• School/community service</li> <li>• <a href="#">Think Sheet</a></li> <li>• <a href="#">Possible Check In/Check Out</a></li> <li>• <a href="#">Safety Plan</a></li> </ul> <p>Principal makes contact with classroom teacher regarding the situation.</p>

# Tier 1 Interventions Completed in the Classroom

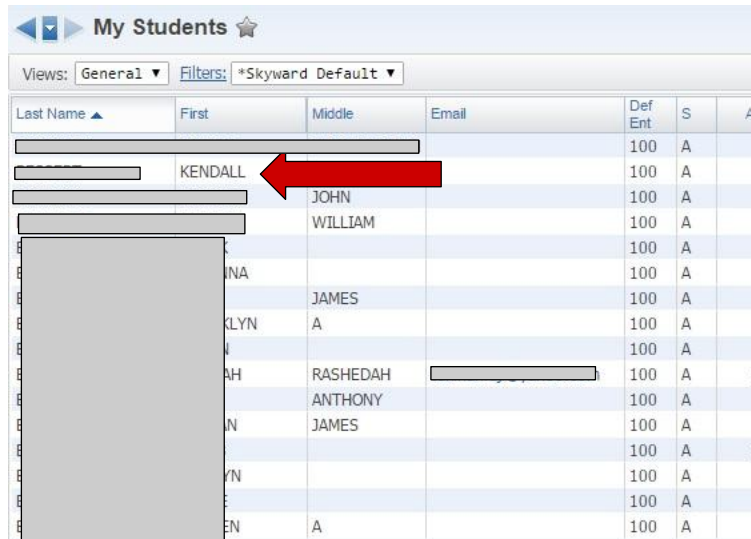
\*\*Please go to PBISWorld.com to click on interventions for additional information. These are interventions you can include in your initial 6-week data collection.

\*\*Just a reminder: Interventions such as 1:1 time spent with Administrator, School Counselor, and School Psychologist do not count towards an evaluation for special education as they are not interventions completed in the classroom environment. This is according to the WI DPI.

<p><b><u>Breaks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Break, moving position in class</a></li> <li>• <a href="#">Have student take frequent breaks or activity</a></li> <li>• <a href="#">Send student on errand</a></li> <li>• <a href="#">Snack break</a></li> <li>• <a href="#">Take a break</a></li> </ul>	<p><b><u>Praise (5:1 positives!)</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acknowledging positive behavior</a></li> <li>• <a href="#">Praise student frequently</a></li> <li>• <a href="#">Praise when cooperative and well behaved</a></li> <li>• <a href="#">Praise when good attitude and involvement occur</a></li> <li>• <a href="#">Praise when on task</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Clear and concise directions</a></li> <li>• <a href="#">Color coded folders</a></li> <li>• <a href="#">Count to 10</a></li> <li>• <a href="#">Daily planner</a></li> <li>• <a href="#">Deep breathing</a></li> <li>• <a href="#">Draw a picture or write in a journal</a></li> <li>• <a href="#">Encourage interaction with a more self confident student</a></li> <li>• <a href="#">Engage student</a></li> <li>• <a href="#">Explain assignment</a></li> <li>• <a href="#">Explain directions</a></li> <li>• <a href="#">Frequent eye contact</a></li> <li>• <a href="#">Frequent home contact</a></li> <li>• <a href="#">Give choices</a></li> <li>• <a href="#">Have student repeat directions back</a></li> <li>• <a href="#">Headphones</a></li> <li>• <a href="#">Helping students with homework</a></li> <li>• <a href="#">Help student start assignment</a></li> <li>• <a href="#">Ignore</a></li> <li>• <a href="#">Individual work space</a></li> <li>• <a href="#">Listen to music</a></li> <li>• <a href="#">Model appropriate language</a></li> <li>• <a href="#">More structured routine</a></li> <li>• <a href="#">Move to new location in the classroom</a></li> <li>• <a href="#">Non verbal cues</a></li> <li>• <a href="#">Organize materials daily</a></li> <li>• <a href="#">Pause before giving a direction</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Provide a container for the student's belongings</a></li> <li>• <a href="#">Proximity to students</a></li> <li>• <a href="#">Reassurance</a></li> <li>• <a href="#">Redirection</a></li> <li>• <a href="#">Reduce assignment</a></li> <li>• <a href="#">Reflective listening</a></li> <li>• <a href="#">Review PBIS expectations and rules</a></li> <li>• <a href="#">Speak in a calm and neutral tone</a></li> <li>• <a href="#">Speak with student in hallway</a></li> <li>• <a href="#">Stand while working</a></li> <li>• <a href="#">Start commands</a></li> <li>• <a href="#">Stop, walk, talk</a></li> <li>• <a href="#">Stress ball or fidget</a></li> <li>• <a href="#">Talk one on one with student</a></li> <li>• <a href="#">Talk ticket</a></li> <li>• <a href="#">Talk to parent</a></li> <li>• <a href="#">Teach conflict resolution skills</a></li> <li>• <a href="#">Teaching coping skills</a></li> <li>• <a href="#">Teach organization skills</a></li> <li>• <a href="#">Teach relationship skills</a></li> <li>• <a href="#">Teach relaxation skills</a></li> <li>• <a href="#">Teach social skills</a></li> <li>• <a href="#">Teach substitute words</a></li> <li>• <a href="#">Touch base with student</a></li> <li>• <a href="#">Touch student on shoulder</a></li> <li>• <a href="#">Turn desk around</a></li> <li>• <a href="#">Use calm neutral tone</a></li> <li>• <a href="#">Use seating disk</a></li> <li>• <a href="#">Use timer</a></li> <li>• <a href="#">Visual schedule</a></li> </ul>
<p><b><u>Consequences</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Avoid power struggles</a></li> <li>• <a href="#">Call parent or note home</a></li> <li>• <a href="#">Clear, consistent, and predictable consequences</a></li> <li>• <a href="#">Do unfinished work during recess or unstructured time</a></li> <li>• <a href="#">Have students say a nice thing to the student they called a name</a></li> <li>• <a href="#">Logical consequence</a></li> <li>• <a href="#">Natural consequences</a></li> <li>• <a href="#">Office referral</a></li> <li>• <a href="#">Reflection sheet</a></li> <li>• <a href="#">Remove from room</a></li> <li>• <a href="#">Speak in calm and neutral tone</a></li> <li>• <a href="#">Take away privileges</a></li> <li>• <a href="#">Take away unstructured or free time</a></li> </ul>	<p><b><u>Rewards</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Rewards, Simple Reward Systems &amp; Incentives</a></li> <li>• <a href="#">Call parent or positive note home</a></li> <li>• <a href="#">Incentive Ticket</a></li> </ul>		

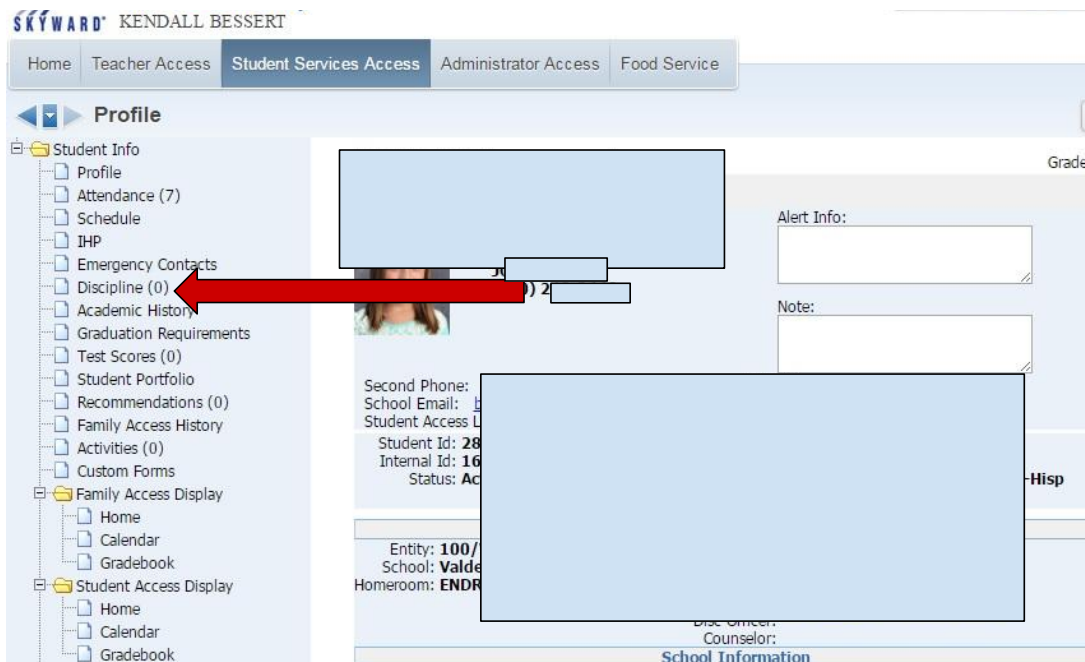
## How to Document a Major or Minor in Skyward

- 1) In Skyward, select a student to go to their student profile. If you don't have access to a student, you will need to communicate the referral with the classroom teacher.



Last Name	First	Middle	Email	Def Ent	S	A
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	KENDALL	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	JOHN	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	WILLIAM	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	JAMES	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	CLYN	A	100	A	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	RASHEDAH	[REDACTED]	100	A	1
[REDACTED]	[REDACTED]	ANTHONY	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	JAMES	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100	A	
[REDACTED]	[REDACTED]	EN	A	100	A	

- 2) Once on the student profile page, select "Discipline" on the left side of the screen.



**SKYWARD** KENDALL BESSERT

Home Teacher Access **Student Services Access** Administrator Access Food Service

### Profile

- Student Info
  - Profile
  - Attendance (7)
  - Schedule
  - IHP
  - Emergency Contacts
  - Discipline (0)
  - Academic History
  - Graduation Requirements
  - Test Scores (0)
  - Student Portfolio
  - Recommendations (0)
  - Family Access History
  - Activities (0)
  - Custom Forms
- Family Access Display
  - Home
  - Calendar
  - Gradebook
- Student Access Display
  - Home
  - Calendar
  - Gradebook

Grade: [REDACTED]

Alert Info: [REDACTED]

Note: [REDACTED]

Second Phone: [REDACTED]  
School Email: [REDACTED]  
Student Access L: [REDACTED]  
Student Id: 28 [REDACTED]  
Internal Id: 16 [REDACTED]  
Status: AC [REDACTED]

Hispanic

Entity: 100/  
School: Valde  
Homeroom: ENDR

Disc Officer:  
Counselor:

School Information

3) On the next screen, click “Add”.

SKYWARD [search box]

Home Teacher Access Student Services Access Administrator Access Food Service

### Discipline Info

- Student Info
  - Profile
  - Attendance (7)
  - Schedule
  - IHP
  - Emergency Contacts
  - Discipline (0)
  - Academic History
  - Graduation Requirements
  - Test Scores (0)
  - Student Portfolio
  - Recommendations (0)
  - Family Access History

[Student Name] [Grade]

**Add**

There are no Discipline Referrals for [Student Name]

Total Referrals: 0

4) Fill out the necessary information with the drop down lists and add a comment (if needed). Click save!

SKYWARD [search box]

Home Teacher Access Student Services Access Administrator Access Food Service

### New Discipline Referral

[Student Name] Grade: 01

School: Valders Elementary

Offense: 3MI - 3 MINORS

Location: [dropdown]

Bus: [dropdown]

Motivation: [dropdown]

Date of Offense: [Month] [Day] [Year] Fri, Mar 24 2017

Time of Offense: 3 : 00 PM

Parent Notified

Comment: [text area]

**Save** **Back** **Attach (0)**

Entered: 03/24/17 at 3:07 PM

5) After you click save, a box will pop up that will ask you to select “yes” or “no” if it is a classroom referral. Honestly, we don’t know where this goes when we are looking at the data. So, don’t worry about what you select. Once you select one, your referral should be complete.

