

The Husky Promise



Kind 🐾 Safe 🐾 Responsible
Staff PBIS Handbook 2023-24

Pico Canyon Culture Team

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What is PBIS?

School-wide Positive Behavior Interventions and Supports (PBIS) is one of the foremost advances in school-wide discipline. It is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based system approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, and recreation) for all children.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step in a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

School-wide Support (Tier 1)

Tier 1 provides high-quality instruction and behavioral support for all students in general education. Research shows that the school-wide level is adequate for 80-85% of students in the school. Classroom management and individual student behavior are based on expectations, responsibility, and proactive feedback.

Secondary Supports (Tier 2)

For students who need support beyond school-wide measures, the secondary system gives students more individualized support based on their behavioral needs. If clear and consistent classroom interventions have been unsuccessful, the student will be referred to a Behavior Intervention Team. Tier 2 interventions may include Check In/Check Out (CICO), a small social group, or a mentoring program with peers.

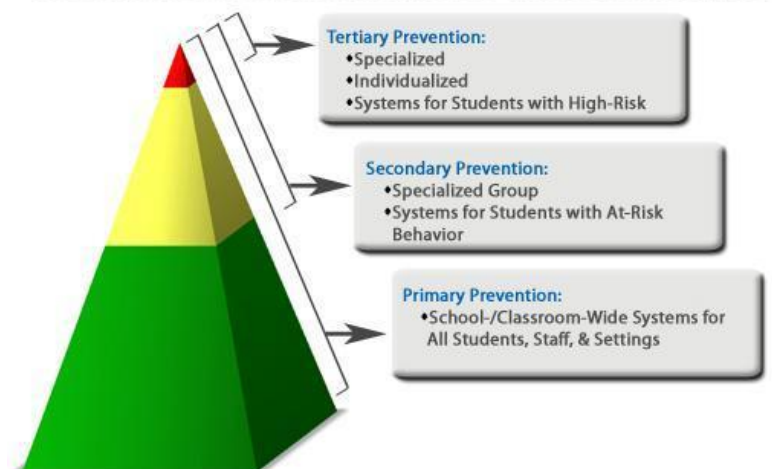
Tertiary Supports (Tier 3)

In the rare cases when it is necessary, students may receive further intervention at the tertiary level, which works with individual students and their families. Research says that 5% or less of students will require this level of support.

PBIS Goals

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Effectively using behavioral data to assess progress
- Invest in research-validated practices

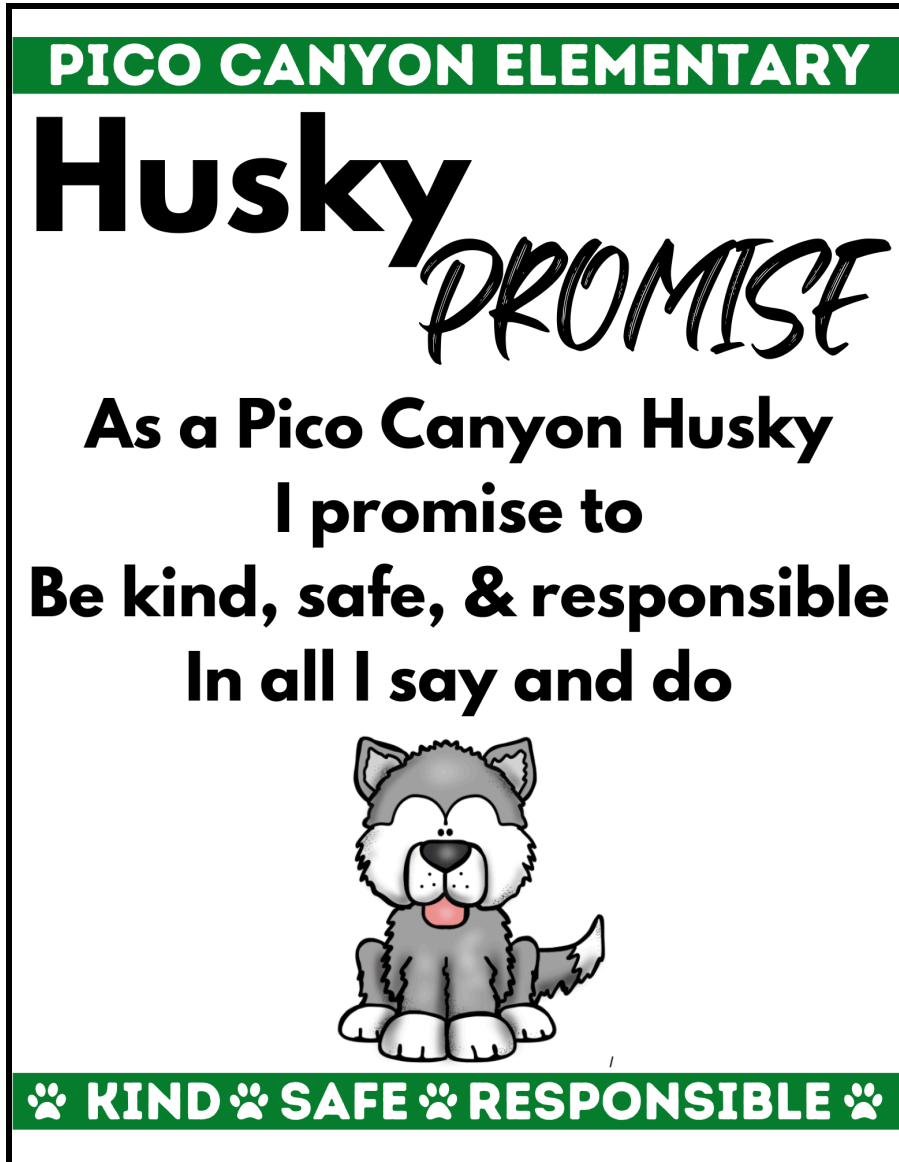
Continuum of School-Wide Instructional & Positive Behavior Support



At Pico Canyon Elementary School, we strive to start all students off with a positive outlook about their school experience. We feel that if students have structure in their learning environment, they can reach their highest potential as successful scholars. This supplement to our handbook is provided to inform you about *The Husky Promise* Behavior Program. It is important that all students and parents understand the program. Students will receive instruction regarding this program. Please look through the contents of this program with your child.

Purpose of *The Husky Promise*

Every student and staff member has a right to be in a school environment that is safe and conducive to learning.



Mission Statement

The Husky Promise Behavior Program will:

- Be a communication tool for parents and teachers
- Provide a respectful school environment
- Help to teach students to be kind, safe, and responsible
- Support students in becoming scholars
- Encourage students to think before they act
- Assist students in resolving conflict in a positive manner
- Support the Newhall School District's Uniform Discipline Code

Clear Expectations taught and retaught through the school year:

The Pico Canyon Elementary School staff will communicate and recognize the key behavior expectations of being kind, safe, and responsible.

As Pico Canyon Huskies, We are KIND, SAFE, and RESPONSIBLE

	KIND	SAFE	RESPONSIBLE
Classroom	<ul style="list-style-type: none"> • Show respect when you agree and disagree • Use kind words and actions • Listen when others are speaking/presenting 	<ul style="list-style-type: none"> • Keep backpack out of aisle • Keep hands, feet, and objects to yourself • Push in chair 	<ul style="list-style-type: none"> • Complete your work • Stay organized • Stay on task • Participate • Follow Pico Voice Levels
Hallway	<ul style="list-style-type: none"> • Hold doors for others • Walk quietly 	<ul style="list-style-type: none"> • Walk facing forward • Keep hallway clean and clear 	<ul style="list-style-type: none"> • Go directly to your destination • Walk on the right side • Use the handrail on the stairs • Set a positive example • Keep body off the railings • Use Pico Voice Level 1
Cafeteria	<ul style="list-style-type: none"> • Use manners • Use indoor voice • Use kind words and actions 	<ul style="list-style-type: none"> • Clean up spills • Eat only your food 	<ul style="list-style-type: none"> • Clean up after yourself • Stay seated • Sit with feet under table • Follow Pico Voice Levels
Assemblies	<ul style="list-style-type: none"> • Eyes and ears on speaker • Participate when invited • Use appropriate applause 	<ul style="list-style-type: none"> • Sit appropriately • Keep hands and feet to yourself • Follow directions from adults 	<ul style="list-style-type: none"> • Enter and exit quietly • Stay in designated area
Playground	<ul style="list-style-type: none"> • Invite others to play • Take turns • Use kind words and actions • Share 	<ul style="list-style-type: none"> • Follow rules • Keep hands, feet, and objects to yourself • Place balls in bin 	<ul style="list-style-type: none"> • Stay in designated area • Report problems to an adult • Eat only at the tables
Restroom	<ul style="list-style-type: none"> • Respect privacy • Use kind words and actions 	<ul style="list-style-type: none"> • Wash Hands • Keep water in sink 	<ul style="list-style-type: none"> • Wait your turn • Go, flush, wash, exit • Use supplies correctly • Use Pico Voice Levels
Library	<ul style="list-style-type: none"> • Stay quiet • Respect others trying to read and learn 	<ul style="list-style-type: none"> • Follow directions from adults • Walk at all times 	<ul style="list-style-type: none"> • Use a shelf marker • Return books on time • Use time wisely • No food or drink • Use Pico Voice Level 1

The House System

Pico is divided into 4 packs. Each pack is named after a breed of husky and contains 1 class from each grade level.

	Siberian Pack	Samoyed Pack	Chinook Pack	Malmute Pack
K	Broadway	Kim	Johnson	Veale (K/1)
SDC/UPK	Greene-Smisko	Patino	Merrill	Ruygayan
1st	Lamoureux	Levine	Goodnight	Harris
2nd	Borkowski	LeBlanc	Makar	Lee
3rd	Koehler	Dameron	Collins	Cohen
4th	Dubinskas	Hallden	Crayne (3rd)	Nielsen
5th	Saaty	Terry	Cop	Whetsel
6th	Hall	Eifert	Eifert/Combs	Hartzog

System for Acknowledging Behavior

All staff will have access to Husky Tokens to hand out to students who are “caught” following the expected behaviors **outside of the classroom**. A student may not ask for a **Token**. For the first two weeks, staff will be teaching the expectations daily and recognizing appropriate behavior frequently by handing out **tokens** and giving verbal praise, stating exactly what the student is doing correctly.

“Thank you for being...kind, safe, or responsible...when you were_____.”

“Excellent job being...kind, safe, or responsible...by_____.”

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with **Pack Points (tokens)** and/or positive, specific verbal praise.
- Tokens are placed in the Pack dog houses towards the cumulative Points for the Pack
- Monthly student of the month opportunities for 2 students per classroom, with school-wide recognition at Member of the Pack Monday flagpole ceremonies.

Member of the Pack Monday Flag Pole Ceremonies

Each month, students who have positively displayed character and have shown academic results will be invited to receive an award at our student-led Member of the Pack Flagpole ceremonies.

The highest percentage for attendance will also be recognized with Pack Points and hosting a large stuffed Husky for the month.

Students and staff will participate in the Ididerod games for another chance to earn Pack Points and build team spirit. 6th graders will lead their pack in their pack cheer. The ceremony ends with the whole school singing the Pico School song and the announcement of the total points earned by the whole school to date, to signify we are all one pack.

Member of the Pack Monday Flagpole Dates for the 2023-24 School Year:

August 14, 2023	December 4, 2023	April 8, 2024
September 11, 2023	January - No Flag Pole	May 6, 2024
October 9, 2023	February 5, 2024	June 3, 2024
November 6, 2023	March 4, 2024	

At the classroom level:

- Teachers may also continue to use their current systems to acknowledge appropriate student behavior in their classrooms
- It is suggested that classrooms/grade levels have systems in place to reinforce sustained positive behavior.
- Staff can acknowledge classroom behavior with **Pack Points (tokens)** (1 for individual students, up to 5 for class acknowledgment)
- Each month, classes within the Pack with the highest points in the month choose from the classroom incentive menu to celebrate.
- Each trimester, classes within the Pack with the highest cumulative points for the trimester will be rewarded with a pack-wide celebration.

Classroom Incentive Menu for Monthly Top Pack:

Chalk Art Party	Extra Recess	Stuffed Animal Day
Bubble Party	Glow Stick Party	Game Time
Dance Party	Pajama Day	Suggest Your Own

Trimester Incentives for Trimester Top Pack

Popcorn Party	Popsicle Party	Rootbeer Float Party
Suggest Your Own	Pizza Party	

The Husky Promise Behavior Program includes both positive behavior incentives for meeting school-wide expectations and consequences for behaviors that disrupt the learning environment. It is important to recognize students for positive behaviors.

Students will receive verbal praise and/or Pack Points in the form of a token from Teachers, Safety Supervisors, and Staff for arriving at school on time all week and for showing the Husky characteristics of kindness, safety, or responsibility. Pack Points accumulate throughout the month and the trimester and privileges and incentives are awarded to the pack with the highest points or that meet point goals.

Classroom Attendance Recognition

Classes can earn Pack Points for all students being present at school and on time in a class.

The class with the highest percentage of positive attendance each month earns the Husky Attendance Dog for the month. Our stuffed husky attendance dog is awarded to the top class in UPK-1 and the top class in grades 2-3, and 4-6. These classes will be recognized at Member of the Pack Monday flagpole ceremonies.

The Husky Promise Promotes Character Development

Good character and citizenship, combined with *Scholarly Behaviors* build the foundation of a quality school. Students should strive for the following:

I am KIND to others.

Students can ask themselves, "How do I show kindness to others?" "Do I respect myself, my peers, adults, and my school?" Possible answers to these questions could be: I treat others the way I want to be treated. I use positive words when describing others. I take care of the school facility.

I make school a SAFE place for myself and others.

Students can ask themselves, "How can I contribute to the safety of others?" "Possible answers to these questions could be: I follow school rules. I report bullying to an adult. I understand that words can be as hurtful as actions.

I am RESPONSIBLE for my learning and behavior.

Students can ask themselves, “How would I know I was being responsible for my learning and behavior?” “What behaviors should I be showing?” Possible answers to these questions could be: I am on time for school; I have my materials; I complete my work; I produce quality work; I am honest; I follow directions; I listen to my teachers; and I do not interrupt when others are talking.

I am RESPONSIBLE for the success of my school.

Students can ask themselves, “How would I know I was being responsible for the success of the school and classroom?” Possible answers to these questions could be: I help my group stay on task; I work cooperatively with others; I do not engage in disruptive behaviors; I am kind to others; I keep my hands and feet to myself. I try my best.

The Husky Promise for No Bullying

- ☺ We will not bully others
- ☺ We will help students who are being bullied
- ☺ We will include all students on the playground and in the classroom
- ☺ When we know somebody is being bullied, we will tell an adult

Pico Canyon Elementary School intends to bully-proof our school through education and modeled behaviors by all staff. Bullying is an act of aggression that causes embarrassment, pain, or discomfort to another. Bullying can take many forms: physical, verbal, gestures, extortion, and exclusion. It can be planned, organized, or may be unintentional. If behaviors occur with the intent to hurt another student’s feelings, cause pain, or have happened on several occasions, then an Office Discipline Referral (ODR) will be sent home to parents.

A Progressive Discipline Approach

At Pico Canyon Elementary School, we have developed a three-tiered system to support learning in our school environment as follows:

Tier I – This is the first level of a progressive discipline plan, supported by the classroom teacher and a strong classroom management system.

Tier II – The second tier is *The Husky Promise* Behavior Program which helps students correct inappropriate behaviors and also recognizes students for outstanding behavior. At times, a classroom teacher needs support in his/her management of students. A student’s behavior choices may result in a student receiving an office discipline referral (ODR) that goes home to parents; a copy of these forms resides with the teacher and/or administrators. Tier II support is provided to students who are not meeting expectations

within the Tier 1 supports and additional support is provided to the classroom teacher and/or student, including our Check-in, Check-out (CICO) system. We also implement individualized incentive systems to shape behavior.

Our Behavior Discipline System and Supports

It is important to remember that all behavior is a form of communication. There are several reasons for a student's behavior: **Attention, Escape, Access, or Automatic.**

- obtain the attention of an adult or peer(s)
- avoid/escape an adult, peer, task, or activity
- acquire access to an item or activity
- making sounds, fidgeting, taping, repeated movements, usually to please but might be done by a student not realizing it

Strategies to Respond to Behavior(s)

Correction Technique	How this can be used
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix.
Reteach	State and demonstrate the matrix behavior. Have student(s) demonstrate. Provide immediate feedback.
Provide Choice	Provide an alternate choice that still accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative
4. Discuss why the alternative is better
5. Have the student practice by showing or telling
6. Provide feedback

Restorative Justice Questions for Conflicts:

For the Child Who Caused the Harm:

1. What happened?
2. Who's been hurt?
3. How were they hurt?
4. What would help to make them feel better?

5. What would keep this from happening again?

For the Child Who Was Harmed:

1. What happened?
2. Were you hurt? Please tell me how you were hurt.

3. What can I do to help you right now?
4. What would help to make you feel better?

Data Collection

Teachers, Safety Supervisors, and other adults on campus will complete an ODR (Office Data Referrals) to document behavior and provide data to provide support to students in need. ODRs will be given directly to the front office if the behavior is MAJOR in nature. (See chart on next page for clarification.) ODRs will be collected weekly in the office tray for behaviors that are minor in nature. Both MAJOR and minor behaviors will be documented and analyzed by the PBIS team and shared with staff.



Pico Canyon Elementary School Office Discipline Referral (ODR)

Student Name: _____ Referring Staff: _____

Date: _____ Time of Incident: _____

<p>Location of Incident</p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Bus</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Common Area</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Library</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Special Event/Assembly/Field Trip</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Unknown Location</p> <p>Perceived Motivation</p> <p><input type="checkbox"/> Avoid Tasks/Activities</p> <p><input type="checkbox"/> Avoid Peers</p> <p><input type="checkbox"/> Avoid Adult</p> <p><input type="checkbox"/> Obtain Peer Attention</p> <p><input type="checkbox"/> Obtain Adult Attention</p> <p><input type="checkbox"/> Obtain Items/Activities</p> <p><input type="checkbox"/> Retaliation</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Unknown</p>	<p>Problem Behavior</p> <p>MAJOR</p> <p><input type="checkbox"/> Abusive Language</p> <p><input type="checkbox"/> Bullying</p> <p><input type="checkbox"/> Defiance/Non-Compliance</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Disrespect</p> <p><input type="checkbox"/> Fighting</p> <p><input type="checkbox"/> Forgery/Theft/Plagiarism</p> <p><input type="checkbox"/> Lying/Cheating</p> <p><input type="checkbox"/> Profanity</p> <p><input type="checkbox"/> Property Damage/ Vandalism</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Drugs/Alcohol/Tobacco/Weapon</p> <p><input type="checkbox"/> Other: _____</p> <p>MINOR</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Disrespect</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Inappropriate Display of Affection</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Lying/cheating</p> <p><input type="checkbox"/> Physical Contact/Aggression</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Other: _____</p>	<p>Others Involved</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Peers</p> <p><input type="checkbox"/> Teacher</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Substitute</p> <p><input type="checkbox"/> Other</p> <p>Action Taken</p> <p><input type="checkbox"/> Conference with Student</p> <p><input type="checkbox"/> Demonstration of Learning</p> <p><input type="checkbox"/> In School Suspension</p> <p><input type="checkbox"/> Parent Contact</p> <p><input type="checkbox"/> Restitution/Community Service</p> <p><input type="checkbox"/> Restorative Action</p> <p><input type="checkbox"/> Reteach of Expectations</p> <p><input type="checkbox"/> School Suspension</p> <p><input type="checkbox"/> Timeout/Detention</p> <p><input type="checkbox"/> Time in Office</p> <p><input type="checkbox"/> Other: _____</p>
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Please provide additional information:

Administrator Signature: _____ Date: _____

Office Use: Date Documented in Aeries: _____ Copy to Teacher: _____ Email to Teacher: _____

MAJORS AND MINORS EXPLAINED:

Behavior	Minor (Classroom Managed)	Major (Office/Admin Managed)
Physical Contact	Non-serious but inappropriate physical contact	Physical contact with the intent to harm
Defiance, Disrespect, Non-compliance	Low intensity failure to respond to adult requests	Sustained failure to respond to adult requests
Disruption	Low intensity, but inappropriate, disruption	Behavior that is disruptive to the classroom environment over an extended period of time
Property Misuse	Low intensity misuse of classroom materials, equipment, or property	Purposefully damaging or destroying property
Technology Violation	Non-serious, but inappropriate, use of cell phone, computer, camera, other device, or the internet	Serious and inappropriate use of cell phone, computer, camera, other device, or the internet
Inappropriate Language	Low intensity verbal messages or gestures that include swearing, name calling, or inappropriate use of words	Abusive, profane verbal messages or gestures that include swearing, name calling, or inappropriate use of words directed at others
Theft	Deliberately taking something that belongs to someone else or school	Repeated theft or theft of an object of great personal or monetary value
Harassment	Teasing, annoying others	Repeated disrespectful messages to another person that includes threats or intimidation, obscene gestures, pictures, or written notes Repeated and targeted physical contact
Lying/Cheating	Academic misconduct Delivers message that is untrue and deliberately violates rules	Repeated dishonesty
Weapons		Possession of ANY real or replica firearm or knife, or other dangerous object

Recess Rules

Tag (in any form) is not permitted in the yard for safety reasons. Students should remain in areas where there is supervision, and avoid congregating in hallways and restrooms in the main building.

The Play Structure:

- Keep hands and feet to yourself
- No tag or running in the mulch/ Big Toy areas
- No climbing up the slide
- No play fighting, dog piling, wrestling, or rough housing on equipment
- Slide facing forward, on your bottom
- Only one person on the slide at a time
- No jumping off of the top of playground apparatus
- No swinging upside down on any playground apparatus

Basketball:

- Keep hands and feet to yourself
- Include all students with 5 students per team on the court
- Basketball games will be half court whenever there are children waiting to play
- Choose a referee for the game whenever possible
- Refer to the referee when a player calls a foul
- You will be asked to leave the game if you get a technical, are pushing, yelling or shoving– a playground supervisor will be called to assist
- No heckling, yelling, name calling, or poor sportsmanship
- All infractions (double dribbling, traveling) will result in a throw-in by the other team
- There CAN be jump balls. Any disagreement over the possession goes to the team that last had possession of the ball.
- After a team makes a basket, the other team takes the ball to the center court
- There will only be five members from a team on the court at one time
- After each team basket, one player will rotate onto the court and the other team members will wait on the sideline to reenter the game

Tetherball:

- Keep hands and feet to yourself
- There are two players at a time
- The player who serves first is chosen by “rock/ paper/ scissors”
- After the first game, the winner serves
- The server’s opponent is given his choice of the side of the court that he is to play on AND the direction the server will serve the ball

- The server starts the game by tossing the ball into the air and striking it with his hand or fist. As the ball travels around the pole, the server attempts to hit it again in the direction of the original service
- The player who winds the rope completely around the pole wins the game
- A player may not touch the pole during play; hit the ball with anything other than his hands or forearms; stop play by holding or catching the ball; hit or grab the rope; throw the ball – these are fouls
- A player who commits a foul loses the game automatically

Four Square:

- Keep hands and feet to yourself
- Square A serves
- The ball is served by dropping it and hitting it underhanded from the bounce
- If a serve hits a line, the server is out
- The server can hit into any of the other three courts
- The player receiving the ball keeps it in play by striking the ball after it has bounced once
- Any player can hit the ball directly into any other square with an underhand hit
- There are no “practice hits”
- The first player in line is the referee and calls made are final
- If a fault is committed, the player is immediately out and goes to the end of the line

Four Corners:

- Keep hands and feet to yourself
- 5 players are needed
- 1 player on each corner and 1 in the middle
- When corner players move, the middle person tries to get a corner
- The person without a corner is out and goes to the end of the line
- If the middle person does not get a corner, they can keep on trying
- If there are only 5 players, the person without a corner goes to middle
- If players do NOT try to trade corners quickly, the line will count to 5 and then players must move. Any player not moving will be called out
- Players may not taunt or tease the person in the middle by pretending to trade corners

Dodgeball:

- Keep hands and feet to yourself
- Must have at least 7 players to begin a game
- 3 players are selected to be on the inside of the circle (The first 2 players to arrive, plus the one who checks out the ball)
- The remainder of the children are on the outside of the circle

- Never throw at the head (If a player ducks and is hit in the head, then the player is out)
- The ball is given to one student to start the game
- No stepping in the circle when throwing the ball, or it doesn't count
- If a player in the center gets hit with the ball, he exchanges places with the player who made the hit. The ball is given to the player who was hit
- If the ball passes outside of the circle, only one player goes to get it. If the ball goes between two people, the student who has their right hand closest to the ball gets it
- Players are to dodge the ball sideways and are out if they attempt to jump over the ball
- If a person in the middle steps out he is out and exchanges places with the person who is holding the ball

Handball:

- Keep hands and feet to yourself
- If it is the first game, the first person in line becomes the server
- The ball is served behind the line closest to the wall
- The ball is served by holding it in either hand and striking it with the opposite hand so that the ball strikes against the ground and then the wall
- The served ball must bounce over the service line and strike inside the playing area in order to be a fair ball
- The hitter is out if a ball is hit outside the court area or below the wall line on the serve or on subsequent hits
- A ball striking the side or back line is good
- "Tree Tops", ball hitting the top of the wall, must come down behind the service line or the hitter is out
- No going under the hit ball ("spooking" "scaring" or "rainbows") is allowed
- The receiver must stand behind the server or hitter
- No standing against the wall during play

Jump Ropes:

- Keep hands and feet to yourself
- Single ropes – for single jumpers only – no double jumping
- No running and jumping rope
- No swinging ropes over your head or running and swinging ropes at others
- Double ropes are turned in one direction
- Double Dutch is ok
- Snaking sideways only – no up and down
- No more than two jumpers at a time
- A holder turning the rope may not leave the game until replaced by a jumper who is out

One Bounce Volleyball:

- **Keep hands and feet to yourself**
- 6-9 players may play on each side of the court – pick even teams by choosing team captains to pick players
- Captain assigns three players to each of the three rows (2 rows if there are 6 players)
- “Rock/ paper/ scissors” to decide who serves first
- The server is the person in the back, right-hand corner of the court
- The server stands behind the baseline, bounces the ball once, then hits the ball over the net with an open hand or closed fist
- On the serve, if the ball hits the net, it is a foul and that side loses the serve
- If the ball hits the net on a return and goes over, it is in play still
- The ball must bounce between each hit
- If two players hit the ball at the same time, it is a fault
- A ball hitting the top of the net during play is fair
- A person hitting the net is guilty of a fault and play stops
- The server continues to serve until a miss occurs
- Upon change of service, all players rotate one position in clockwise manner
- The first team to score 15 points is the winner
- The ball can be hit no more than 3 times per team before going over the net

Prisoner – Volleyball:

- Keep hands and feet to yourself
- Equal teams are chosen by team captains
- Play on volleyball court (if without a net, everyone needs to know that the top of the poles is the invisible net)
- One player on team A throws the volleyball over the net and calls out the name of a player on team B. If team B catches the ball, team B repeats this process
- If the ball is dropped by the receiving team, the person whose name is voiced out is “in prison”
- If the ball is thrown out of bounds, the thrower is “in prison”
- If the ball is thrown through the net, the thrower is “in prison”
- The “prisoners” stand out of the court on the sidelines
- The person in prison the longest may get out of prison by his/her team calling “prisoner” instead of a name.
- If there are 3 or fewer people left on a court, “jailbreak” can be called by all
- When a “prisoner” returns to the court, their name cannot be called out until another teammate is called
- No player can throw the ball two consecutive times

Soccer:

- Keep hands and feet to yourself
- Include everyone and encourage players when they struggle

- Equal teams are chosen by team captains
- 11 players per team
- Each team picks a goalkeeper – he is the only player that may hold or touch the ball with his hands
- The goalkeeper may run four steps while holding the ball
- Begin the game at the center of the field. “Rock/paper/ scissors” to determine which team will kick the ball first
- One team member starts by kicking the ball; all other players must remain 10 feet away from the ball
- After the kick-off, each team will attempt to advance the ball to the opposite ends of the field
- When the ball goes out of bounds, the team that touched it last loses possession. The opposing team will put the ball in play by means of a two-handed over-the-head pass only
- A goal is scored when the ball is kicked between the goal markers at an elevation beneath the height of the goalkeeper's upraised hands
- No unnecessary roughness or slide tackling
- No improperly charging the goalkeeper

Cafeteria Manners

In The Cafeteria Line:

- Students will keep their hands and feet to themselves
- Students will line up, one behind the other
- Students will stay in their grade level line
- Students will talk quietly, as they wait outside of the cafeteria
- Students will be invited into the cafeteria where they will watch the line advance
- Students will leave a space for passing children
- Students will enter their cafeteria number at the number pad
- Students will give their choices to the cafeteria staff
- Students will use please and thank you when addressing staff

At Cafeteria Tables:

- Students will use inside voices; no screaming or calling out across the tables at any time
- Students will remain seated at assigned classroom table throughout the lunch period
- Students will use good table manners
- Students will keep their hands and feet to themselves
- Students will not play with food
- Students will use please and thank you when addressing the staff

Clean Up/ Line Up:

- Students will stack their trays and throw away trash one at a time

- Students will raise a quiet hand to be dismissed
- Students will walk out, across the corridors and into the breezeway to the playground

Conclusion:

Our Pico PBIS team received several training sessions on Positive Behavior Interventions and Supports. This committee will meet regularly to revisit and update this program. Upon visiting the school, you will see that we have posters throughout the various school areas, outlining expectations for student behavior. In the classrooms, you will see evidence of students working on *Scholarly Behaviors* and developing character traits that support *our Husky Promise to Be Kind, Safe, and Responsible*. Programs such as our district-wide *PBIS program* assist us in creating and supporting responsible school citizens.