

GRANDVIEW ELEMENTARY (K-2)
and
MORRISVILLE INTERMEDIATE SCHOOL (3-5)



**ELEMENTARY SCHOOL-WIDE POSITIVE BEHAVIOR
SUPPORTS (SWPBS) HANDBOOK
2025 -2026**

Grandview Elementary

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Morrisville Intermediate School

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Mission Statement:

The mission of the Morrisville Elementary SWPBS team is to foster and promote a safe and positive school environment that enhances student learning and overall success through teaching and acknowledging positive behavior. Our Bulldogs Bark!

Grandview Elementary and Morrisville Intermediate School Behavior Expectations Matrix

B.A.R.K.

The mission of the Morrisville Elementary SWPBS team is to foster and promote a safe and positive school environment that enhances student learning and overall success through teaching and acknowledging positive behavior. Our Bulldogs Bark!

	Hallways	Bathrooms	Cafeteria	Playground/Recess	Assembly	Classroom	Arrival & Dismissal
Be Safe	1. Keep hands and feet to self 2. Walk on the right	1. Keep hands and feet to self 2. Wash hands with soap and water 3. Report any problems	1. Keep hands and feet to self 2. Raise hand for help 3. Calm body	1. Keep hands and feet to self 2. Stay in designated area 3. Use equipment properly	1. Keep hands and feet to self 2. Stay in seat 3. Stay with teacher	1. Keep hands and feet to self 2. Stay in your area 3. Use equipment properly	1. Keep hands and feet to self 2. Walking feet
Always Do Your Best	1. Report immediately to your destination with a pass 2. Keep halls clean	1. Use time wisely 2. Flush the toilet 3. Put paper towels in trash	1. Stay seated until dismissed 2. Sit in assigned seat 3. Clean up	1. Line up when the adult calls 2. Report unsafe/inappropriate behavior to adults	1. Stay seated until dismissed.	1. Complete all assignments on time 2. Come to class prepared 3. Keep area clean 4. Be Honest	1. Report & stay in your assigned area 2. Keep personal belongings in backpack
Respect Self and Others	1. Be silent 2. Single file line facing forward 3. Maintain personal space	1. Give others privacy 2. Clean up after yourself	1. Use a quiet voice 2. Wait your turn 3. Follow adult directions	1. Play by the rules 2. Give personal space	1. Be silent 2. Listen to speaker 3. Give personal space	1. Follow adult directions 2. Use quiet voice 3. Listen to the speaker 4. Raise your hand	1. Follow adult directions 2. Talk quietly to your neighbor 3. Maintain personal space
Kindness Matters	1. Greet others positively	1. Use kind words	1. Use your manners	1. Include others 2. Be a good friend 3. Share equipment and toys	1. Show appreciation for presenter 2. Give positive feedback	1. Work cooperatively and help each other 2. Share items 3. Be open to others' ideas 4. Give positive feedback	1. Greet others with a smile

Hallways Expectations

Be Safe	- Keep hands and feet to self - Walk on the right
Always Do Your Best	- Report immediately to your destination with a pass - Keep halls clean
Respect Self and Others	- Be silent - Single file line facing forward - Maintain personal space
Kindness Matters	Greet others positively

Voice Level:

0

Silent



Teacher is speaking, hallways, assemblies, emergency drills.

Bathroom Expectations

Be Safe



- Keep hands and feet to self
- Wash hands with soap and water
- Report any problems

Always Do Your Best

- Use time wisely
- Flush the toilet
- Put paper towels in trash

Respect Self and Others

- Give others privacy
- Clean up after yourself

Kindness Matters

- Use kind words

1

Voice Level:

Whisper



Partner work, arrival, waiting for dismissal, calling lunch names.

Cafeteria Expectations

Be Safe	- Keep hands and feet to self - Raise hand for help - Calm body
Always Do Your Best	- Stay seated until dismissed - Sit in assigned seat - Clean up
Respect Self and Others	- Use a quiet voice - Wait your turn - Follow adult direction
Kindness Matters	Use your manners

1

Voice Level:
Whisper



Partner work, arrival, waiting for dismissal, calling lunch names.

2

Conversation



Lunch, group work, on the bus, walking home.

Playground Expectations

Be Safe	- Keep hands and feet to self - Stay in designated area - Use equipment properly
Always Do Your Best	- Line up when the adult calls - Report unsafe/inappropriate behavior to adults
Respect Self and Others	- Play by the rules - Give personal space
Kindness Matters	- Include others - Be a good friend - Share equipment and toys

4

Voice Level:

Outside Voice

Recess, sporting events



Assembly Expectations

Be Safe	- Keep hands and feet to self - Stay in seat - Stay with teacher
Always Do Your Best	Stay seated until dismissed.
Respect Self and Others	- Be silent - Listen to speaker - Give personal space
Kindness Matters	- Show appreciation for presenter - Give positive feedback

0

Voice Level:

Silent



Teacher is speaking, hallways, assemblies, emergency drills.

Classroom Expectations

Be Safe	- Keep hands and feet to self - Stay in your area - Use equipment properly
Always Do Your Best	- Complete all assignments on time - Come to class prepared - Keep area clean - Be Honest
Respect Self and Others	- Follow adult directions - Use quiet voice - Listen to the speaker - Raise your hand
Kindness Matters	- Work cooperatively and help each other - Share items - Be open to others' ideas - Give positive feedback

**Follow Teacher Direction for
Voice Level**

Arrival and Dismissal Expectations

Be Safe	- Keep hands and feet to self - Walking feet
Always Do Your Best	- Report & stay in your assigned area - Keep personal belongings in backpack
Respect Self and Others	- Follow adult directions - Talk quietly to your neighbor - Maintain personal space
Kindness Matters	Greet others with a smile

1

Voice Level:

Whisper

Partner work, arrival, waiting for dismissal, calling lunch names.



2

Conversation

Lunch, group work, on the bus, walking home.



	VOICE LEVEL
4	Outside Voice Recess, sporting events 
3	Presenting Everyone in class can hear you. 
2	Conversation Lunch, group work, on the bus, walking home. 
1	Whisper Partner work, arrival, waiting for dismissal, calling lunch names. 
0	Silent Teacher is speaking, hallways, assemblies, emergency drills. 

Grandview Elementary and Morrisville Elementary School
SWPBS Bulldog Blueprint

Area: Cafeteria
Materials: Teacher, assistant,
poster of cafeteria expectations

Time Allotted: 15-20 Minutes
Format: Whole Group

BEHAVIOR EXPECTATIONS

Be Safe	Always Do Your Best	Respect Self and Others	Kindness Matters
1. Keep hands and feet to self 2. Raise hand for help 3. Calm body.	1. Stay seated until dismissed 2. Sit in assigned seat 3. Clean up	1. Use a quiet voice 2. Wait your turn 3. Follow adult directions	1. Use your manners

The Lesson.

TEACH	1. Overview of the lesson: “Today we are going to talk about how we BARK in the cafeteria.” 2. Guided Discovery: “Why is demonstrating BARK in the cafeteria important?” 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues for additional support.
MODEL EXAMPLES	Choose a few students to “show” examples of following cafeteria expectations: 1. Be Safe: Students will demonstrate examples of keeping their hands and feet to self, raising hand for help, and displaying a calm body. 2. Always do your best: Students will demonstrate examples of staying seated until dismissal, sitting in assigned seat, and cleaning up. 3. Respect Self and Others: Students will demonstrate using a quiet voice, waiting their turn, and following adult directions. 4. Kindness Matters: Students will demonstrate examples using their manners.
DISCUSSION	“Tell me what BARK looks, sounds, or feels like in the cafeteria.”
PRACTICE	1. Students enter the cafeteria and follow the expectations from start to finish with an adult monitoring. Provide immediate corrective feedback as needed.
REFLECTION	1. Debrief with the students: Ask, “Are there any questions about demonstrating BARK in the cafeteria?” Revisit and practice to address concerns. 2. Revisit the guided discovery with students. Ask students if they feel like they have met their objective, and whether or not, they will demonstrate BARK behavior in the cafeteria.

Grandview Elementary and Morrisville Intermediate School
SWPBS Bulldog Blueprint

Area: Classroom

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant,
poster of classroom expectations.

Format: Whole Group

BEHAVIOR EXPECTATIONS

BE SAFE	ALWAYS DO YOUR BEST	RESPECT SELF AND OTHERS	KINDNESS MATTERS
1. Keep hands and feet to self 2. Stay in your area 3. Use equipment properly	1. Complete all assignments on time 2. Come to class prepared 3. Keep area clean 4. Be Honest	1. Follow adult directions 2. Use quiet voice 3. Listen to the speaker 4. Raise your hand	1. work cooperatively and help each other 2. Share items 3. Be open to others' ideas 4. Give positive feedback

The Lesson.

TEACH	1. Overview of the lesson: "Today we are going to talk about how we BARK in the classroom." 2. Guided Discovery: "Why is being safe, doing our best, respecting self and others, and showing kindness in our classroom important?" 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues for additional support.
MODEL EXAMPLES	Choose a few students to "show" examples of following bathroom expectations: 1. Be Safe: Students will demonstrate examples of keeping their hands and feet to themselves, staying in your seat, and using equipment properly. 2. Always do your best: Students will demonstrate examples of keeping their areas clean, coming to class prepared, and completing assignments on time and being Honest. 3. Respectful: Students will demonstrate examples of listening to the speaker, using a quiet voice, following adult directions and raising our hands. 4. Kindness Matters: Students will demonstrate examples of working cooperatively and helping each other, sharing items, being open to others ideas and giving and receiving positive feedback.
DISCUSSION	"Tell me what being safe, always doing your best, respecting self and others and showing kindness looks, sounds, or feels like in our classroom."
PRACTICE	1. Students will practice various classroom scenarios. Provide immediate, corrective feedback as needed.
REFLECTION	1. Debrief with the students: Ask, "Are there any questions about BARK in our classroom?" Revisit and practice to address concerns. 2. Revisit the guided discovery with students. Ask students if they feel like they have met their objective, and whether or not they will demonstrate BARK behavior in our classroom.

Grandview Elementary and Morrisville Intermediate School
SWPBS Bulldog Blueprint

Area: Arrival & Dismissal

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant,
poster of arrival/dismissal expectations

Format: Whole Group

BEHAVIOR EXPECTATIONS

BE SAFE	ALWAYS DO YOUR BEST	RESPECT SELF and OTHERS	KINDNESS MATTERS
1. Keep hands and feet to self 2. Walking feet	1. Report & stay in your assigned area 2. Keep personal belongings in your backpack.	1. Follow adult directions 2. Talk quietly to your neighbor 3. Maintain personal space	1. Greet others positively

The Lesson.

TEACH	1. Overview of the lesson: “Today we are going to talk about how we “BARK” during arrival and dismissal” 2. Guided discovery: “Why is being safe, doing your best, being respectful and kind during arrival and dismissal important?” 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues to support.
MODEL EXAMPLES	Choose a few students to “show” examples of following arrival/dismissal expectations: 1. Safe: Students will demonstrate examples of walking and keeping hands/feet to self 2. Do your best: Students will demonstrate examples of staying in their area, and keeping belongings in their backpacks 3. Respectful: Students will demonstrate examples of following directions, speaking quietly, and giving others personal space 4. Kindness: Students will demonstrate examples of greeting others positively
DISCUSSION	“Tell me what being safe, doing your best, respecting others, and being kind sounds, or feels like during arrival and dismissal.”
PRACTICE	1. Students will practice arrival and dismissal routines. Role-play various scenarios. Provide immediate, corrective feedback as needed.
REFLECTION	1. Debrief with students: Ask, “Are there any questions about being safe, doing your best, respecting others, and being kind during arrival and dismissal?”

	2. Ask students what they think went well and what went poorly while practicing routines. If students seem to find this difficult, revisit practice. 3. Revisit the guided discovery with students. Ask students if they feel they have met their objective of being able to arrive and dismiss in a “BARK” way..
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Grandview Elementary and Morrisville Intermediate School
SWPBS Bluedog BlueprintTool

Area: Assembly

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant,
poster of assembly expectations

Format: Whole Group

BEHAVIOR EXPECTATIONS

Be Safe	Always do your best	Respect self and others	Kindness matters
1. Keep hands and feet to self 2. Stay in seat 3. Stay with teacher	1. Stay seated until dismissed.	1. Be silent 2. Listen to speaker 3. Give personal space	1. Show appreciation for presenter 2. Give positive feedback

The Lesson.

TEACH	1. Overview of the lesson: “Today we are going to talk about how we can BARK during an assembly.” 2. Guided Discovery: “Why is showing BARK behavior during an assembly important?” 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues to support.
MODEL EXAMPLES	Choose a few students to “show” examples of following assembly expectations: 1. Be Safe: Students will demonstrate examples of keeping hands and feet to self, staying in seat, and staying with the teacher. 2. Always do your best: Students will demonstrate examples of staying in seat until dismissed. 3. Respect Self and Others: Students will demonstrate examples of listening to the speaker, maintaining personal space, and being silent. 4. Kindness Matters: Students will demonstrate appreciation for the presenter and give positive feedback.
DISCUSSION	“Tell me what BARK behavior, sounds, or feels like during an assembly.”
PRACTICE	1. Students will practice various assembly scenarios – walking to the assembly area or reentering the building/classroom. Provide immediate, corrective feedback as needed.
REFLECTION	1. Debrief with the students. Ask, “Are there any questions you have about being safe, responsible, and kind during an assembly?” Revisit practice if needed.

	2. Revisit the guided discovery. Ask students if they feel they have met the objective of being respectful, responsible, and safe during assemblies.
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**Grandview Elementary and Morrisville Elementary School
SWPBS Bulldog Blueprint Tool**

Area: Bathroom

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant,
poster of bathroom expectations

Format: Whole Group

BEHAVIOR EXPECTATIONS

Be Safe	Always do your best	Respect self and others	Kindness Matters
1. 1. Keep hands and feet to self 2. 2. Wash hands with soap and water. 3. 3. Report any problems	1. Use time wisely 2. Flush the toilet 3. Put paper towels in trash	1. Give others privacy 2. Clean up after yourself	1. Use kind words

The Lesson.

TEACH	1. Overview of the lesson: “Today we are going to talk about how we BARK in the bathroom.” 2. Guided Discovery: “Why is it important to BARK in the bathroom?” 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues for additional support.
MODEL EXAMPLES	Choose a few students to “show” examples of following bathroom expectations: 1. Be Safe: Students will demonstrate examples of washing their hands with soap and water 2. Always do your best: Students will demonstrate leaving when they are finished, flushing the toilet, and putting paper towels in the trash. 3. Responsible: Students will demonstrate examples of giving others privacy and waiting their turn.. 4. Kindness Matters: Students will demonstrate examples of giving others privacy and waiting their turn.
DISCUSSION	“Tell me what BARK looks, sounds, or feels like in the bathroom.”
PRACTICE	1. Have all students line up outside the bathroom. In small groups, come into the bathroom to show each bathroom expectation with an adult monitoring. Provide immediate, corrective feedback as needed.

REFLECTION	1. Debrief with the students: Ask, "Are there any questions about being safe, responsible, and kind in the bathroom?" Revisit and practice to address concerns. 2. Revisit the guided discovery with students. Ask students if they feel like they have met their objective, and whether or not, they will demonstrate BARK behavior in the bathroom.
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**Grandview Elementary and Morrisville Intermediate School
SWPBS Blueprint**

Area: Hallway

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant,
poster of hallway expectations.

Format: Whole Group

BEHAVIOR EXPECTATIONS

BE SAFE	ALWAYS DO BEST	RESPECT SELF AND OTHERS	KINDNESS MATTERS
1. Keep hands and feet to self 2. Walk on the right	1. Report immediately to your destination with a pass 2. Keep halls clean	1. Be silent 2. Single file line facing forward 3. Maintain personal space	1. Greet others positively

The Lesson.

TEACH	1. Overview of the lesson: "Today we are going to talk about how we BARK in the hall." 2. Guided Discovery: "Why is being safe, doing your best, respecting self and others and kindness in the hallway important?" 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues for additional support.
MODEL EXAMPLES	Choose a few students to "show" examples of following hallway expectations: 1. Be Safe: Students will demonstrate examples of keeping their hands and feet to themselves and walking and staying to the right. 2. Always do your best: Students will demonstrate examples of going immediately to their destination with a pass and keeping the halls clean. 3. Respectful: Students will demonstrate examples of walking in a single file line facing forward, maintaining personal space, and being silent. 4. Kindness Matters: Students will demonstrate examples of greeting others positively.
DISCUSSION	"Tell me what BARK looks, sounds, or feels like in the hallway."
PRACTICE	1. Have all students line up on the right side of the hallway, walk down the hallway and back with the teacher or assistant monitoring from the center of the line and hallway. Provide immediate, corrective feedback as needed.

	2. Have students practice drinking from the water fountain and waiting their turn while other students are using it. Remind students it is a quick drink.
REFLECTION	1. Debrief with the students: Ask, "Are there any questions about BARKing in the hallway?" Revisit and practice to address concerns. 2. Revisit the guided discovery with students. Ask students if they feel like they have met their objective, and whether or not, they will demonstrate BARK behavior in the hallway.

Grandview Elementary and Morrisville Intermediate School
SWPBS Bulldog Blueprint

Area: Playground/Recess

Time Allotted: 15-20 Minutes

Materials: Teacher, assistant

Format: Whole Group

poster of playground expectations, ball, and whistle.

BEHAVIOR EXPECTATIONS

Be Safe	Always do your best	Respect self and others	Kindness Matters
1. Keep hands and feet to self 2. Find a staff member if you need help 3. Use all equipment safely and properly.	1. Line up when the staff calls. 2. Show good sportsmanship	1. Follow adult directions 2. Stay in the assigned area.	1. Include others 2. Use kind words

The Lesson.

TEACH	1. Overview of the lesson: "Today we are going to talk about how we BARK on the playground." 2. Guided Discovery: "Why is it important to BARK on the playground?" 3. Using the behavior expectations above, discuss each expectation with the students. Use picture cues for additional support.
MODEL EXAMPLES	Choose a few students to "show" examples of following playground expectations: 1. Be Safe: Students will demonstrate examples of finding a staff member when students need help 2. Always do your best: Students will demonstrate how to show good sportsmanship on the playground

	3. Responsible: Students will demonstrate examples of following directions on the playground 4. Kindness Matters: Students will demonstrate examples of using kind words on the playground
DISCUSSION	"Tell me what BARK looks, sounds, or feels like on the playground."
PRACTICE	1. Students will practice exiting the building, role play each expectation, and practice re-entry into the building. Provide immediate, corrective feedback and stay in the assigned area.
REFLECTION	1. Debrief with the students: Ask, "Are there any questions about being safe, always doing your best, respecting self and others, and showing kindness matters on the playground?" Revisit and practice to address concerns. 2. Revisit the guided discovery with students. Ask students if they feel like they have met their objective, and whether or not, they will demonstrate being safe, always doing their best, respecting self and others and showing kindness matters on the playground.

SWIS Referral Definitions

Staff-managed Behaviors

Behavior	Definition	Examples
Academic Dishonesty (Acad Dis)	Non-serious use (as defined by the school/district) of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	▶ Using a calculator when instructions say "No calculators." ▶ Glancing at a peer's answers during an exam.
Defiance /Insubordination/Non-compliance (m-Defiance)	Brief or low-intensity failure to follow directions or talking back.	▶ Work refusal ▶ Not transitioning ▶ Not following rules
Disrespect (m-Disrespect)	Low-intensity, rude or dismissive messages to adults or students.	▶ Name calling ▶ Eye rolling
Disruption (m-Disruption)	Low-intensity interruption of class or school activities.	▶ Talking over others ▶ Making loud noises ▶ Wandering around and distracting others
Dress Code Violation (m-Dress)	Clothing that is near, but not within, the school/district dress code guidelines.	▶ <i>Consult the school/district dress code guidelines for examples.</i>
Gang Affiliation Display	Gesture, dress, and/or speech to show affiliation with a gang, and the behavior is managed by the referring staff member.	▶
Inappropriate Display of Affection	Low-intensity, inappropriate (as defined by school/district), consensual verbal and/or	▶ Hugging or touching a classmate

Behavior	Definition	Examples
	physical gestures or contact of a sexual nature to another person.	
Inappropriate Language (m-Inapp Lan)	Low-intensity harmful language.	▶ Saying “butt crack” at circle time ▶ Swearing, but not directed at someone
Inappropriate Location	In an area outside of the classroom or activity boundaries (as defined by the school/staff), and the behavior is managed by the referring staff member.	▶ Not on the rug during circle time ▶ Excessive time spent in the bathroom
Lying	Non-serious, untrue message which violates rules.	▶ Not answering truthfully about homework being complete ▶ Not admitting to doing something inappropriate in class.
Other (m-Other)	Any staff-managed behavior not otherwise listed.	
Material/Property Misuse (mPrprty Misuse)	Low-intensity incorrect use of materials or property.	▶ Firing staples out of a stapler ▶ Coloring on a desk ▶ Tearing up papers
Physical Contact/Physical Aggression (m-Contact)	Non-serious, physical contact that violates school guidelines.	▶ Horseplay ▶ Mutual play fighting ▶ <i>Consult the school/district guidelines for contextually relevant examples.</i>
Skip Class	Leaving or missing class without permission and the behavior is	

Behavior	Definition	Examples
	managed by the referring staff member.	
Tardy (m-Tardy)	Arrival to class after the signal that class has started.	▶ In the room, but not at their desk ▶ Arrival seconds after the bell rings
Technology Violation (m-Tech)	Non-serious use of an electronic device that violates school guidelines.	▶ Cell phone is on a desk in a no-cell-phone space ▶ Playing unapproved games on a school-issued tablet
Theft	In possession of, has passed on, or is responsible for non-serious removal of property that is not their own without permission.	▶ Taking another person's materials, such as pencil or pen
Threatening Behavior	Low intensity behavior causing fear of injury or harm to people or property.	▶ Saying they want to fight someone ▶ Saying "I'm not going to be your friend if you do that."

Administrator-managed Behaviors

Behavior	Definition	Examples
Abusive Language/Inappropriate Language/Profanity (Inapp Lan)	Harmful verbal messages.	▶ Name calling ▶ Swearing at someone
Academic Dishonesty (Acad Dis)	Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices or communication during an academic exercise.	▶ Cheating on a test ▶ Plagiarism ▶ Not citing sources ▶ Unauthorized help

Behavior	Definition	Examples
Arson (Arson)	Plans to and/or participation in burning of property.	▶ Burning leaves on the playground ▶ Playing with matches ▶ Setting fire to property on purpose
Bomb Threat/False Alarm (Bomb)	A message of impending explosive materials on campus or near campus.	▶ Social media post ▶ Prank phone call ▶ Swatting ▶ Graffiti message in a bathroom stall
Bullying (Bullying)	Repeated, unwanted interactions in which there is a power imbalance.	▶ On-going teasing ▶ Repeated taunting ▶ Repeated name calling ▶ Leaving someone out on purpose ▶ Rumors
Defiance/Insubordination/Non-compliance (Defiance)	Refusal to follow directions or talking back.	▶ Shouting NO ▶ Continued refusal to follow instruction after repeated attempts ▶ Continued refusal after offers of support
Disrespect (Disrespect)	Rude or dismissive messages to adults or students.	▶ Insults directed at others
Disruption (Disruption)	An interruption in a class or school activity.	▶ Sustained loud talking ▶ Yelling ▶ Screaming ▶ Noise with materials ▶ Horseplay or roughhousing ▶ Sustained out-of-seat behavior

Behavior	Definition	Examples
Dress Code Violation (Dress)	Clothing that does not fit within the school/district dress code guidelines.	▶ Consult the school/district dress code guidelines for examples.
Fighting (Fight)	Mutual participation in physical violence.	▶ Two students punching each other ▶ A group of students kicking each other
Gang Affiliation Display (Gang Display)	Gesture, dress, and/or speech to show affiliation with a gang.	▶ Flashing a gang sign ▶ Wearing prohibited colors to demonstrate gang affiliation
Harassment * (Harass)	Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. <i>These subtypes are based on documentation from the U.S. Office of Civil Rights.</i>	▶ Making fun on someone's accent ▶ Racial slurs
Inappropriate Display of Affection (Inapp Affection)	Inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another person.	▶ Kissing in the hallway ▶ Public display of affection (PDA)
Inappropriate Location/Out of Bounds Area (Out Bounds)	In an area outside of the school or activity boundaries (as defined by school).	▶ Leaving school grounds during school hours ▶ Wandering away during a field trip

Behavior	Definition	Examples
Lying (Lying)	An untrue message which violates rules.	▶ Forging a permission slip signature ▶ Blaming another student for something they didn't do
Other Behavior (Other)	An administrator-managed behavior not otherwise listed.	
Physical Aggression (PAgg)	Physical contact where injury may occur	▶ Hitting ▶ Punching ▶ Hitting with an object ▶ Kicking ▶ Hair pulling ▶ Scratching
Property Damage/Vandalism (Prop Dam)	Destruction or disfigurement of property.	▶ Graffiti ▶ Driving on the football field
Skip Class (Skip)	Leaving or missing class without permission.	▶ Hanging out in the commons during class time
Tardy (Tardy)	Late (as defined by the school) to class or the start of the school day, and Tardy is not considered a staff-managed behavior.	▶ Not in their seat when the bell rings ▶ Arriving to class 15 minutes late without a permission slip
Technology Violation * (Tech)	Inappropriate (as defined by school) use of an electronic device.	▶ Texting in class ▶ Using a school tablet to play non-school games during a lesson
Theft (Theft)	In possession of, has passed on, or is responsible for removing property that is not their own without permission.	▶ Taking another student's possessions

Behavior	Definition	Examples
		▶ Taking school materials without permission
Threatening Behavior (Threat)	Causing fear of injury or harm to people or property.	▶ Social media post about hurting another student ▶ Message in the bathroom about fighting another student ▶ Saying they'll bring a weapon to school to hurt someone
Truancy (Truancy)	An unexcused absence for ½ day or more.	▶ Leaving at lunch and not coming back ▶ Repeatedly skipping class
Use/Possession of Alcohol (Alcohol)	Possession or use of alcohol.	▶ Bringing beer to school ▶ Showing up to a school dance drunk
Use/Possession of Combustibles (Combust)	Possession or use of substances or objects capable of setting fire to or burning something	▶ Matches ▶ Lighters ▶ Firecrackers ▶ Gasoline ▶ Lighter fluid
Use/Possession of Restricted Substances (Drugs)	Possession or use of drugs, medications, or other substances that are limited, controlled, or banned; misuse of allowed substances in an unapproved way.	▶ THC in a vape pen ▶ Sharing anxiety medication ▶ Huffing glue
Use/Possession of Tobacco/Nicotine (Tobacco)	Possession or use of tobacco or nicotine products.	▶ Cigarettes ▶ Vape pens ▶ Chewing tobacco.

Behavior	Definition	Examples
Use/Possession of Weapons * (Weapons)	Possession or use of knives, guns, or other objects readily capable of causing bodily harm.	▶ Bringing a toy gun to school pretending it's real ▶ Switchblade

* Category subtypes are available to enable in SWIS School Settings

Locations

Location	Definition
Art Room (Art)	Areas used for art classes and activities.
Athletic Field/Stadium (Stadium)	Areas used for athletic events
Bathroom/Restroom (Bathrm)	Areas used for taking care of personal needs.
Bus (Bus)	On the bus.
Bus Loading Zone (Bus zn)	Areas used for bus loading and unloading.
Cafeteria (Café)	Areas used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Common Area (Common)	Areas shared by students and staff.
Computer Lab (Comp)	Areas used for group computer classes and activities.
Distance Learning (Distance)	Areas used for learning during school hours away from school grounds
Dormitory (Dorm)	Designated living quarters for students.

Location	Definition
Gym (Gym)	Areas used for indoor physical education activities.
Hallway/Breezeway (Hall)	Areas for passing from one activity or class to another.
Library (Library)	Areas for research, studying, and media use.
Locker Room (Locker rm)	Areas to prepare for physical education classes or sporting events.
Music Room (Music rm)	Areas for music activities.
Off Campus (Off-campus)	Areas beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	Areas used by school staff for conducting school administration.
Other/Unknown Location (Other)	Areas not known nor otherwise listed.
Parking Lot (Park lot)	Areas used for parking vehicles.
Playground/Outdoor Area (Plygd)	Outside areas on school grounds.
Special Event/Field Trip (Special evt)	Areas for atypical school activities occurring in or out of school.
Vocational Room (Voc rm)	Areas used for vocational classes and activities.

Perceived Motivation (Function of Behavior)

Motivation	Definition
Escape/Avoid Adult(s)	Behavior(s) to get away from/escape adult(s).

Motivation	Definition
(Escape a)	
Escape/Avoid Peer(s) (Escape p)	Behavior(s) to get away from/escape peers.
Escape/Avoid Tasks/Activities/Sensory (Escape task)	Behavior(s) to get away from/escape tasks, activities, and/or sensory stimulation.
Obtain Adult Attention (Ob a attn)	Behavior(s) to gain attention of adult(s).
Obtain Items/Activities/Sensory (Ob itm)	Behavior(s) to gain items, activities, and/or sensory stimulation.
Obtain Peer Attention (Ob p attn)	Behavior(s) to gain attention of peer(s).
Unknown Motivation (Unknown)	Behavior(s) happen for unclear reasons.

Others Involved

Others Involved	Definition
None (None)	Behavior does not involve others.
Other (Other)	Behavior involves a person not otherwise listed.
Peers (Peers)	Behavior involves peers.
Staff (Staff)	Behavior involves staff.
Substitute (Substitute)	Behavior involves a substitute.
Teacher (Teacher)	Behavior involves a teacher.

Others Involved	Definition
Unknown (Unknown)	It is unclear if any others were involved.

Action Taken

Action Taken	Definition	Example
Action Pending (Act Pen)	Awaiting a response.	
Alternative Placement (Alt Placement)	Placing the student in a different educational setting	▶ Buddy classroom ▶ Problem solving room
Bus Suspension (Bus Sus)	A 1-3 day period when a student is not allowed on the bus.	
Parent/Caregiver/Guardian Contact (Contact)	Communication to a student's caregiver or guardian.	
Classroom Exclusion/Time-Out (Time-out)	Brief exclusion from scheduled activities or instruction.	
Community Service (Comm svc)	Community service activities or projects.	▶ Cleaning up the playground ▶ Painting over graffiti ▶ Lunchroom assistance
Conference with Student (Conf)	Meeting with an administrator, teacher, and/or caregiver/guardian.	
Detention (Detent)	Time in a specified area away from non-instructional activities/classes.	▶ Lunch detention ▶ Afterschool detention
Expulsion (Expul)	Dismissal from school for one or more days.	

Action Taken	Definition	Example
In-School Suspension (In-sch sus)	At least half the school day excluded from scheduled activities or instruction.	
Individualized Instruction (Instruct)	Individualized instruction specifically related to their behaviors.	▶ One-on-one skill building ▶ Short-cycle social skills instruction ▶ Reteach and practice routines
Loss of Privilege (Loss priv)	Removal of a benefit.	▶ Holding back from recess ▶ Non-participation in the school assembly ▶ Loss of choice
Other Action Taken (Other)	An action taken not otherwise listed.	
Out-of-School Suspension (Out-sch susp)	A 1-3 day period when the student is excluded from campus.	
Request for Additional Support (Support)	Referring the student to additional/external services and/or support.	▶ Drug/alcohol treatment ▶ Counseling ▶ Tier 2/3 intervention ▶ Referral to student support team
Restitution (Restitution)	Compensating for loss, damage, or injury	▶ Paying for damages ▶ Repairing damages
Restorative Practice * (Restorative)	Completion of an activity to repair harm to personal relationships	▶ Apology ▶ Restorative circle ▶ Restorative chat ▶ Restorative conference

* Category subtypes are available to enable in SWIS School Settings

Seclusion/Restraint

Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.

Restraint/Seclusion	Definition
None	No restraint or seclusion was used.
Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move freely.
Seclusion & Restraint	The use of both seclusion and restraint.



Morrisville Elementary School

Behavior Flow Chart

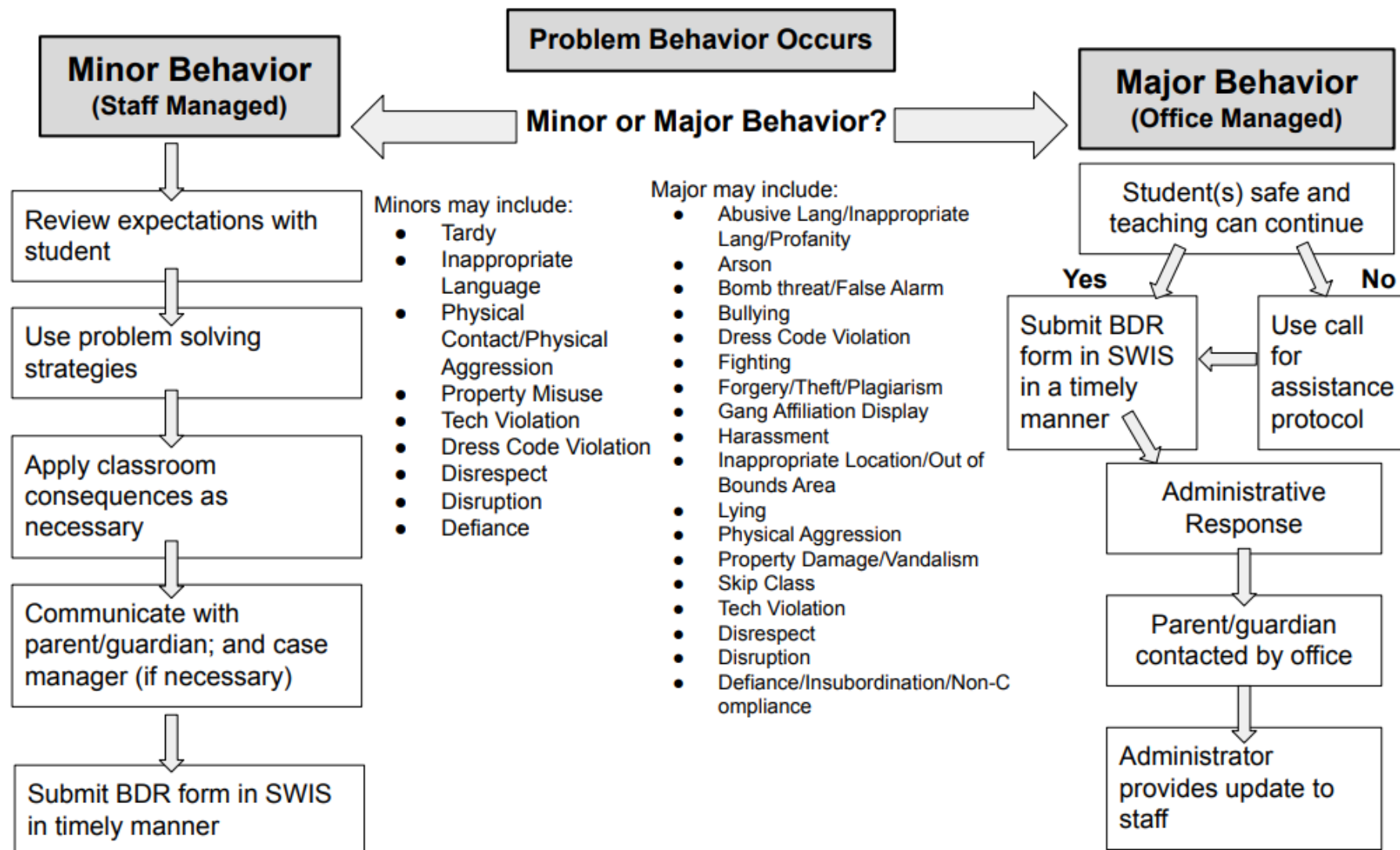


Be Safe

Always Do Your Best

Respect Self and Others

Kindness Matters



*If a pattern of unexpected behavior(s) is observed please submit a Child Study form in a timely fashion.

*If a minor behavior continues to occur after 3 incidents, classroom consequences have been delivered, and communication has occurred with home, a major BDR form can be submitted.

Grandview Elementary / Morrisville Intermediate School
Behavioral Data Report Form



Name: _____ Date: _____ Time: _____ Homeroom Teacher: _____ Grade: K 1 2 3 4 5 Referring Staff: _____	<table border="0" style="width:100%;"> <tr> <td align="center" colspan="2">Location</td> </tr> <tr> <td>Bathroom</td> <td>Hallway</td> </tr> <tr> <td>Bus</td> <td>Library</td> </tr> <tr> <td>Classroom</td> <td>Office</td> </tr> <tr> <td>Common Area</td> <td>Gym</td> </tr> <tr> <td>Cafeteria</td> <td>Field Trip</td> </tr> <tr> <td>Recess/Outdoors</td> <td>Special Event</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Location		Bathroom	Hallway	Bus	Library	Classroom	Office	Common Area	Gym	Cafeteria	Field Trip	Recess/Outdoors	Special Event	Other	
Location																	
Bathroom	Hallway																
Bus	Library																
Classroom	Office																
Common Area	Gym																
Cafeteria	Field Trip																
Recess/Outdoors	Special Event																
Other																	

Staff-Managed (Minor)	Office-Managed (Major)		Motivation
Defiance Disrespect Disruption Inappropriate Language Physical Contact Tardy Property Misuse Dress Code Violation Tech Violation Other _____	Defiance Disrespect Harassment Fighting Tech Violation Property Damage Lying/Cheating Dress Code	Inappropriate PDA Threat Disruption Physical Aggression Abusive Language Bullying Vandalism Other _____	Escape/Avoid ☐ Adult attention ☐ Peer attention ☐ Tasks/Activities/Sensory Obtain ☐ Adult attention ☐ Peer attention ☐ Items/Activities/Sensory

Response Taken	
Time Out Conference with Student Loss of Privileges Parent Contact Individualized Instruction Other _____	Lunch/Recess Detention _____ (Date) After School Detention _____ (Date) In-School Suspension (____ day/s) Out-of-School Suspension (____ day/s)

Others involved in incident:	None Teacher Substitute Unknown Peers Staff Other _____
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Other Comments:

Date Entered in SWIS: _____

Entered in PowerSchool: _____

Reference Number _____

Grandview Elementary/Intermediate School
SWPBS Acknowledgment System

Students:

1. Students receive Bulldog Bone from any staff member when they are observed displaying any BARK expectations.
2. Student brings Bulldog Bone to the front office and places the Bone in the bowl.
3. Each Friday, three (3) bones will be chosen from the bowl and the students' bones that are chosen will be awarded a prize.
4. All bones picked from the bowl will be pinned on the Bulldog Board.
5. All bones not picked at the end of the week will be placed into a separate bin and at our Citizen of the Month Assembly a secondary drawing will be held for another chance at a prize.

Faculty/Staff:

1. Staff members receive a staff bark bone when they are observed by an administrator exemplifying BARK for students and colleagues.
2. Bark Bone is placed in the staff bin in the main office.
3. Each Friday a staff member Bark Bone is drawn and the name is announced.
4. Chosen staff members may choose a leave early pass, dress down day, or parking spot as a reward.
5. Bones not picked are placed into a separate bin and at our Citizen of the Month Assembly a secondary drawing will be held for another chance at a prize.

B
Being Safe

A
Always Try Your Best

Morrisville Bulldog Bone

Student Name: _____
Staff Name: _____
Date: _____

R
Respect Myself and Others

K
Kindness Matters

B
Being Safe

A
Always Try Your Best

Morrisville Bulldog Bone

Student Name: _____
Staff Name: _____
Date: _____

R
Respect Myself and Others

K
Kindness Matters

B
Being Safe

A
Always Try Your Best

Morrisville Bulldog Bone

Student Name: _____
Staff Name: _____
Date: _____

R
Respect Myself and Others

K
Kindness Matters

B
Being Safe

A
Always Try Your Best

Morrisville Bulldog Bone

Student Name: _____
Staff Name: _____
Date: _____

R
Respect Myself and Others

K
Kindness Matters