

PBIS Manual
North Schuylkill Elementary
2025/2026



SPARTY'S Mission is to ensure our students achieve their greatest potential by promoting Safe, Participate, Act Respectful, Teamwork, and "You are Worth It" attitudes in the best learning environment possible.

At NSE, we show our "SPARTY" spirit everyday by following the SPARTY WAY!

Safe **P**articipate **A**ct **R**espectful **T**eamwork **Y** (Because you are worth it)

THE SPARTY WAY
2025/2026



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NSE PBIS Mission Statement

SPARTY'S mission is to ensure our students achieve their greatest potential by promoting Safe, Participate, Act Respectful, Teamwork and "You are worth it" attitudes in the best learning environment possible.

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Purpose

What is Positive Behavior Interventions and Supports (PBIS)?

PBIS is an evidence-based, cost-effective, systems approach for establishing the social culture needed for school to be an effective learning environment for all students. PBIS eliminates barriers to learning, creates and maintains a safe and effective learning environment in schools, and ensures all students have the social and emotional skills needed to succeed in school and beyond. PBIS helps schools instruct students expected behaviors and social skills, creates support systems for students' academic and behavioral health, and applies data-based decision-making to discipline, academics, and social/emotional learning. PBIS uses the three-tiered approach of universal interventions (for all students and settings), secondary interventions (for students who are at risk, and tertiary interventions (for individual students needing specialized assistance). North Schuylkill Elementary is recognized by PaTTAN as a Tier 1 and Tier 2 bannered school due to the dedication of our PBIS team.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School-Wide PBIS provides an operational framework for achieving these outcomes. More importantly, School-Wide PBIS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. (PAPBS.org)

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PBIS Members:

Janel Babatsky.....	Principal
Roobhenn Smith	Assistant Principal
Megan Rollenhagen	Social Worker
Christine Burns.....	Social Worker
Leanne Mogish.....	Occupational Therapist
Allison Leshar.....	Special Education Teacher
Jessica Borden.....	Kindergarten Teacher
Carly Hoak.....	Kindergarten Teacher
Susan Burns.....	1 st Grade Teacher
Amanda Muraczewski.....	1 st Grade Teacher
Kayla Witt.....	2 nd Grade Teacher
Teresa Lynch.....	3 rd Grade Teacher
Jill Huggins.....	4 th Grade Teacher
Kieran Connors	5 th Grade Teacher
Steve Wolfgang.....	6 th Grade Teacher
Lori Urick.....	6 th Grade Teacher
Danielle Adams.....	Title I Reading Teacher
Devon Sinkovich.....	Special Education Teacher
Alex Tedesco.....	Special Education Teacher
Shane McGrath.....	Encore/Physical Education Teacher

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Committe Members

Coach: Megan Rollenhagen

Principal's 200 Club: Shane McGrath

Purchases for School Store: Respective Grade levels

Purchases for District Reward Days/Fundraising: The PBIS Team Members

Tier II Team: Devon Sinkovich, Alex Tedesco, Chrissy Burns

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North Schuylkill Elementary Positive Behavior Support Plan Matrix



	Classroom	Restroom	Cafeteria	Hallway/Stairwells	Playground/Recess	Special Events/Fire Drill	Bus
Safe	<ul style="list-style-type: none"> Keep work area clean/organized Keep hands, feet, and objects to yourself Sit correctly on chairs Use walking feet Use classroom equipment and materials appropriately Use peaceful solutions 	<ul style="list-style-type: none"> Keep feet on the floor Keep water in the sink/toilet Throw paper towels in the trash can 	<ul style="list-style-type: none"> Stay seated when eating Raise hand/ask permission to leave Wait patiently in line 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Walk at a safe pace with quiet feet Walk in a single file line Keep hands and feet away from the wall 	<ul style="list-style-type: none"> Keep hands and feet away from the wall Keep hands, feet and objects to yourself Walk on the right side of the hallway Walk at a safe pace with quiet feet Walk in a single file line 	<ul style="list-style-type: none"> Keep hands, feet, objects to yourself Stay with class 	<ul style="list-style-type: none"> Keep hands, feet, objects to yourself Keep all bus aisle clear Walk to and from the bus Cross the street at crosswalks Stay on the sidewalks behind yellow line
Participate	<ul style="list-style-type: none"> Complete assignments on time Be on time Follow Directions Be honest Take care of personal Belonging 	<ul style="list-style-type: none"> Use in a timely manner Use the bathroom & supplies for intended purpose Wash hands with soap and water 	<ul style="list-style-type: none"> Clean up after yourself Place trash in the trash can Use utensils and napkins properly Touch only your food/belongings 	<ul style="list-style-type: none"> Walk on the right side of hallway & stairwell Move with a purpose Carry backpack on back Keep an elbow length from the wall 	<ul style="list-style-type: none"> Share equipment with peers Put all materials away Report accidents and injuries to an adult Take turns on equipment 	<ul style="list-style-type: none"> Report to designated area Eyes watching, ears listening, mouth silent, body still 	<ul style="list-style-type: none"> Stay out of aisle Keep personal belongings to yourself Alert bus driver in event of an emergency Watch for your bus stop

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North Schuylkill Elementary Positive Behavior Support Plan Matrix

<p>Act Respectful</p>	<ul style="list-style-type: none"> Respect others and their property Use voice level 0-2 as per teacher Follow adult or leader rules/directions Listen when others are speaking Speak when it is your turn Use kind words and actions Treat others how you would want to be treated 	<ul style="list-style-type: none"> Flush the toilet Keep bathroom clean Report Problems Clean up after yourself Respect the privacy of others Use level 1 voice 	<ul style="list-style-type: none"> Listen to and follow adult directions Use appropriate and positive language Use table manners Use a level 1 voice 	<ul style="list-style-type: none"> Use quiet feet Walk silently and do not disturb classrooms Respect all hallway displays Level 0 voice 	<ul style="list-style-type: none"> Use level 2+ voice outdoor recess Use level 1-2 voice for indoor recess Follow all adult or leader rules/directions Be a good sport Be friendly Use positive and appropriate language 	<ul style="list-style-type: none"> Enter and exit using a level 0 voice Sit/Stand quietly and correctly Listen to and follow adult directions 	<ul style="list-style-type: none"> Enter/sit/exit bus using a level 1 voice Stay in assigned seat Follow adult leader rules, directions Use kind words and actions
<p>Teamwork</p>	<ul style="list-style-type: none"> Listen to the adult in the classroom Helping peers in need Be prepared to engage with peers Respect differences in others 	<ul style="list-style-type: none"> Encourage others to keep the area neat Alert staff if an issue arises Respect differences in others 	<ul style="list-style-type: none"> Hold each other accountable List to the adults in the cafeteria they are in charge in the lunch room Respect differences in others 	<ul style="list-style-type: none"> Help others keep hallway neat Keep alert for safety Be a good role model Hold the door for others Respect differences in others 	<ul style="list-style-type: none"> Hold the door for others Hold each other accountable Include everyone in activities Check the buddy bench Respect differences in others 	<ul style="list-style-type: none"> Be a good role model Participate in special events Alert staff of major safety concern Respect differences in others Allow peers to sit first at assemblies 	<ul style="list-style-type: none"> Listen to what the bus driver tells you. Respect differences in others Encourage others to keep bus neat Work together for green
<p>You</p>	<p>“YOU” ARE WORTH IT!</p>						

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Grade Level Expectations

K-2nd grade

Kindergarten, 1st, and 2nd Grade

Our Kindergarten to 2nd grade teams display their expectations for the S.P.A.R.T.Y. way. Teachers and staff members are handing out tickets and/or DOJO points to reinforce positive behaviors. Points and tickets will NEVER be removed from a student after they are earned. Teachers and staff are acknowledging the student for displaying Safe, Participate, Act Respectfully, Teamwork, and You are Worth It behaviors in every environment during the school day. Students can shop in their grade-level stores. Each store has a menu of items that students can use their tickets for, and each grade level has set up shopping days.

Students will carry a SPARTY calendar with clear expectations listed. If the student is not exhibiting the SPARTY way, the student will have a note on their behavior calendar. Parents/guardians are aware of the area where their child's behavior needs to improve. At the end of the month, students who have earned enough positive days will earn a grade level reward.

The percentage goal will be:

- 1st marking period months students will earn 75% or higher.
- 2nd marking period months students will earn 80% or higher.
- 3rd marking period months students will earn 80% or higher.
- 4th marking period months students will earn 85% or higher.

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Grade Level Expectations
3rd- 6th Grade

Our 3rd to 6th grade teams display their expectations for the S.P.A.R.T.Y. way. Teachers and staff members are handing out tickets to reinforce positive behaviors. Points and tickets will NEVER be removed from a student after they are earned. Teachers and staff are acknowledging the student for displaying Safe, Participate, Act Respectfully, Teamwork, and You are Worth It behaviors in every environment during the school day. Students can shop in their grade-level stores. Each store has a menu of items that students can use their tickets for, and each grade level has set up shopping days.

Students will carry a SPARTY calendar with clear expectations listed. If the student is not exhibiting the SPARTY Way, the student will have a note on their behavior calendar. Parents/guardians are aware of the area where their child's behavior needs to improve. At the end of the month, students who have earned enough positive days will earn a grade level reward. Students that bring back monthly calendars signed by a parent will receive a SPARTY Ticket or receive time off retraining if applicable. It is our goal to work with students and their families to improve behaviors and have students earn every opportunity to participate in reward days.

Monthly Reward Expectations-

- Students will have a reference sheet of the SPARTY WAY behavior expectations and monthly calendars in a folder.
- When a student does not exhibit one of the SPARTY behaviors, the student will be responsible for marking their calendar with the rule that they are not following.
- Students that don't follow the SPARTY WAY will have retraining time during monthly rewards. The percentage goal will be:
 - 1st marking period months students will earn 75% or higher.
 - 2nd marking period months students will earn 80% or higher.
 - 3rd marking period months students will earn 80% or higher.
 - 4th marking period months students will earn 85% or higher.
- Rewards will be grade wide.
- There will be monthly re-training during grade-wide rewards only. Students' time at the reward will be based off the time they have earned for positive behaviors. Mr. Glessner will handle non-negotiable behavior and consequences will be determined.

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Classroom	
Time Needed:	
Grade Level:	
K-6th	
Safe	
Skill:	
	<ul style="list-style-type: none">• Keep work area clean and organized• Keep hands, feet, objects to yourself• Sit correctly on chairs• Use walking feet• Use classroom equipment and materials appropriately• Use peaceful solutions
Participate	
	<ul style="list-style-type: none">• Complete assignments on time• Be on time• Follow directions• Be honest• Take care of personal belongings
Act Respectful	
	<ul style="list-style-type: none">• Respect others and their property• Use voice level 0-2 as per teacher• Follow all adult or leader rules/directions• Listen when others are speaking• Speak when it is your turn• Use kind words and actions• Treat others how you would want to be treated
Teamwork	
	<ul style="list-style-type: none">• Listen to the adult in the classroom• Helping peers in need• Be prepared to engage with peers• Respect differences inn others
Y	
YOU ARE WORTH IT	

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Materials:

- Posters
- Videos
- Handouts (re-teaching/review)
- Jeopardy game (re-teaching/review)

Procedure:

- Review rules from the poster
- Model appropriate behaviors
- Ask students to model appropriate behavior
- When reviewing "Y", have students volunteer their personal goals (jobs, friends, strengths etc.)
- Re-teaching/Review
- Handouts or Jeopardy game to review expectations

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Restroom

Time Needed:

Grade Level:

K – 6th

Safe

- Keep feet on the floor
- Keep water in the sink/toilet
- Throw paper towels in the trash can

Participate

- Use in a timely manner
- Use the bathroom and supplies for intended purpose
- Wash hands with soap and water

Act Respectful

- Flush the toilet
- Keep bathroom clean
- Report problems
- Clean up after yourself
- Respect the privacy of others
- Use a level 1 voice

Teamwork

- Encourage others to keep the area neat and clean
- Alert staff if an issue arises
- Respect differences in others

Y

YOU ARE WORTH IT

Materials:

- Posters
- Videos
- Handouts (re-teaching/review)
- Jeopardy game (re-teaching/review)

Procedure:

- Review rules from the poster
- Model appropriate behaviors
- Ask students to model appropriate behavior

Re-teaching/Review

- Handouts or Jeopardy game to review expectations

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Cafeteria	
Time Needed:	
Grade Level:	
K-6th	
Safe	
	<ul style="list-style-type: none">• Stay seated when eating• Raise hand/ask permission to leave seat• Wait patiently in line
Participate	
	<ul style="list-style-type: none">• Clean up after yourself• Place trash in the trash can• Use utensils and napkins properly• Touch only your food/belongings
Act Respectful	
	<ul style="list-style-type: none">• Listen to and follow adult directions• Use appropriate and positive language• Use table manners• Use a level 1 voice
Teamwork	
	<ul style="list-style-type: none">• Hold each other accountable• Listen to the adults in the cafeteria; they are in charge in the lunchroom• Respect differences in others
Y	
YOU ARE WORTH IT	
Materials:	
	<ul style="list-style-type: none">• Posters• Videos• Handouts (re-teaching/review)• Jeopardy game (re-teaching/review)
Procedure:	
	<ul style="list-style-type: none">• Review rules from the poster• Model appropriate behaviors• Ask students to model appropriate behavior
Re-teaching/Review	
	<ul style="list-style-type: none">• Handouts or Jeopardy game to review expectations

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Hallway/Stairwells	
Time Needed:	
Grade Level: K-6th	
Safe	
	<ul style="list-style-type: none">• Keep hands, feet and objects to yourself• Walk at a safe pace with quiet feet• Walk in a single file line• Keep hands and feet away from the wall
Participate	
	<ul style="list-style-type: none">• Walk on the right side of hallway and stairwell• Move with a purpose• Carry backpack on back• Keep an elbow length from the wall
Act Respectful	
	<ul style="list-style-type: none">• Use quiet feet• Walk silently and do not disturb classrooms• Respect all hallway displays• Level 0 voice
Teamwork	
	<ul style="list-style-type: none">• Help others keep hallway neat• Keep alert for safety• Be a good role model• Hold the door for others• Respect differences in others
Y	
YOU ARE WORTH IT	
Materials:	
	<ul style="list-style-type: none">• Posters• Videos• Handouts (re-teaching/review)• Jeopardy game (re-teaching/review)
Procedure:	
	<ul style="list-style-type: none">• Review rules from the poster• Model appropriate behaviors• Ask students to model appropriate behavior
Re-teaching/Review	
	<ul style="list-style-type: none">• Handouts or Jeopardy game to review expectations

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Playground/Recess

Time Needed:
Grade Level: K-6th

Safe

- Keep hands and feet away from the wall
- Keep hands, feet and objects to yourself
- Walk on the right side of the hallway
- Walk at a safe pace with quiet feet
- Walk in a single file line

Participate

- Share equipment with peers
- Put all materials away
- Report accidents and injuries to an adult
- Take turns on equipment

Act Respectful

- Use a level 2+ voice for outdoor recess
- Use a 1-2 voice level for indoor recess
- Follow all adult or leader rules/directions
- Be a good sport
- Be friendly
- Use positive and appropriate language

Teamwork

- Hold the door for others
- Hold others accountable
- Include everyone in activities
- Check the buddy bench
- Respect differences in others

Y

YOU ARE WORTH IT

Materials:

- Posters
- Videos
- Handouts (re-teaching/review)
- Jeopardy game (re-teaching/review)

Procedure:

- Review rules from the poster
- Model appropriate behaviors
- Ask students to model appropriate behavior

Re-teaching/Review

- Handouts or Jeopardy game to review expectations

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Special Events/Fire Drill	
Time Needed:	
Grade Level: K-6 th	
Safe	
	<ul style="list-style-type: none"> • Keep hands, feet, objects to yourself • Stay with class
Participate	
	<ul style="list-style-type: none"> • Reports to designated area • Eyes watching, ears listening, mouth silent, body still
Act Respectful	
	<ul style="list-style-type: none"> • Enter and exit using a level 0 voice • Sit/Stand quietly and correctly • Listen to and follow adult directions
Teamwork	
	<ul style="list-style-type: none"> • Be a good role model • Participate in special events • Alert staff to major safety concerns • Respect differences in others • Allow peers to sit first at assemblies
Y	
YOU ARE WORTH IT	
Materials:	<ul style="list-style-type: none"> • Posters • Videos • Handouts (re-teaching/review) • Jeopardy game (re-teaching/review)
Procedure:	<ul style="list-style-type: none"> • Review rules from the poster • Model appropriate behaviors • Ask students to model appropriate behavior
Re-teaching/Review	<ul style="list-style-type: none"> • Handouts or Jeopardy game to review expectations

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Bus
Time Needed: Grade Level: K-6th
Safe
<ul style="list-style-type: none"> • Keep hands, feet, objects to yourself • Keep all bus aisle clear • Walk to and from the bus • Cross the street at crosswalks • Stay on the sidewalks behind the yellow line
Participate
<ul style="list-style-type: none"> • Stay out of the aisle • Keep personal belongings to yourself • Alert bus driver in event of an emergency • Watch for your bus stop
Act Respectful
<ul style="list-style-type: none"> • Enter/sit/ exit bus quietly • Stay in assigned seat • Follow adult leader rules, directions • Use kind words and actions
Teamwork
<ul style="list-style-type: none"> • Listen to what the bus driver tells you • Respect differences in others • Encourage others to keep bus neat • Work together for 3
Y
YOU ARE WORTH IT
Materials: <ul style="list-style-type: none"> • Posters • Videos • Handouts (re-teaching/review) • Jeopardy game (re-teaching/review) Procedure: <ul style="list-style-type: none"> • Review rules from the poster • Model appropriate behaviors • Ask students to model appropriate behavior Re-teaching/Review <ul style="list-style-type: none"> • Handouts or Jeopardy game to review expectations

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Name: _____

Date: _____

Goal Setting

SAFE (Draw a picture of being safe in the school)

Participate (Draw a picture of you participating in your class)

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Act Responsible (Draw a picture of acting responsible in school)

A large empty rectangular box with a black border, intended for a drawing illustrating responsible behavior in school.

Teamwork (Draw a picture of teamwork during recess time)

A large empty rectangular box with a black border, intended for a drawing illustrating teamwork during recess time.

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“Y” (Draw a picture of you being the best SPARTY next month)

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Name: _____

Date: _____

FILL IN THE BLANKS IN THIS SECTION

Safe: (walking, hands, sit, feet, objects, work)

I can be safe in my classroom by keeping my _____, _____, and _____ to myself.

I need to _____ on my chair.

In the hall I should use _____ feet.

Keep _____ area clean and organized.

Participate: (Take care, honest, assignments, time, homework)

Be on _____ for class.

_____ of personal belongings.

Complete _____ on time and turn in your _____.

Be _____, always tell the truth.

CIRCLE THE BEST ANSWER IN THIS SECTION

Act Respectful:

Treat others how you (want/don't want) to be treated.

Use (appropriate/loud) voice levels.

(Don't listen/Listen) when others are speaking. (Speak/Yell) when it is your turn.

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Use (kind/mean) words and actions.

(Disrespect/respect) others and their property.

Team work:

Circle T or F (if it is false make it a true statement)

T F You shouldn't care if your classmates are following the SPARTY way. Only care about yourself.

T F Hold each other accountable.

T F I only have to listen to my teacher. I don't have to listen to any other adults in school or on the bus.

"Y" Create a goal that will help you learn the SPARTY way!

Next month, I will:

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Name: _____

Date: _____

Safe

Why is it important to be safe in a school building? And how do we show safe behaviors in school?

What can you do to improve your safety for yourself and others?

What will help you be successful next month?

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Name: _____

Date: _____

Participate

Why is it important to participate in school? What are some ways you can participate in school?

What can you do to improve participation?

What will help you be successful next month?

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Name: _____

Date: _____

Act Respectful

Why is it important to be respectful in school? How will learning respectful behaviors impact your future?

What can you do to show respect?

What will help you be successful next month?

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Name: _____

Date: _____

Teamwork

Why is it important to work together and encourage each other in school?

What can you do to be a better team player?

What will help you be successful next month?

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NSE Lesson Plan Checklist

Required to teach in September and review in January:

- _____ Classroom (Date: _____)
- _____ Restroom (Date: _____)
- _____ Cafeteria (Date: _____)
- _____ Hallway/Stairwells (Date: _____)
- _____ Playground/Recess (Date: _____)
- _____ Special Events/Fire Drill (Date: _____)
- _____ Bus (Date: _____)

Supplemental

- _____ Worksheets
- _____ Jeopardy

I have addressed **all** the required SPARTY lessons with my class.

Signature: _____

*******PLEASE COPY AND RETURN TO THE MAIN OFFICE *******

Due the last school day in September and the last school day in January

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North Schuylkill Elementary Behavior Flow Chart

Goal: Students in class learning

Creating a Culture: Classroom Environment (Adult Strategies)

- Build Relationships with Students
- Teach Behavior Expectations
- Reinforce Positive Behaviors (4:1 ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Observe and Identify Problem Behavior

How is Behavior Managed?

Minor (Staff Managed)

- *Inappropriate Language*
- *Physical Contact*
- *Defiance*
- *Disruption*
- *Dress Code*
- *Property Misuse*
- *Tardy*

Major (Admin. Managed)

- *Abusive Language*
- *Fighting/Physical Aggression*
- *Major Defiance/Disrespect*
- *Harassment/Bullying*
- *Inappropriate Display of Affection*
- *Electronic Violation*
- *Lying/Cheating*
- *Skipping Class*
- *Vandalism*
- *Forgery/Theft/Plagiarism*

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Definitions and Examples

Classroom Managed Behavior	Definition
Disruptive Behavior	Low intensity of inappropriate behavior causes a brief disruption in class. Students respond to teacher intervention.
Dress Code Violation	The student is not in dress code approved clothing teacher use discretion and move to level 1 if needed.
Physical Contact	Student engages in NON-Serious but inappropriate horse play with peers that involves physical contact of another person with NO INTENT TO HARM
Defiance	Student engages in a brief low intensity of failure to follow directions and/or talks back to staff
Inappropriate Language	Student engages in a low intensity (easily redirected) incident of dismissive, socially rude/offensive comment or defiant comment
Property Misuse	Misuse of property but NO INTENT TO DAMAGE low intensity and easily redirected

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Office Referral

Office Managed Behaviors (Level 1)	Definition
Disruptive Behavior	Students did not respond to teacher intervention and disruption is causing a loss of class time.
Dress Code	Students will be sent to the office for not following the dress code.
Electronic Violation	Student engages in inappropriate use of cell phones, music, video players, camera and/or computer.
Unprepared for Class	Habitually not having items needed for class and unprepared to learn. This includes not having books, pencils, notebooks, and homework.
Sleeping	Unconsciousness in the classroom.
Office Managed Behaviors (Level 2).	Definition
Inappropriate Language	Students use verbal or written messages that include swearing, extensive name calling, or use of words in a malicious way.
Defiance (open resistance; bold disobedience)	Students engage in an extensive refusal to follow directions, repeated talking back that has been documented, and classroom has been significantly disrupted.
Property Misuse	Students were reckless in using property; damage may have occurred.
Lying/Cheating	Students deliver a message that is untrue. Students use others' work and passes it on as their own. Students are caught looking at someone else's work/test to cheat
Disrespect to Staff	Students engage in an extensive refusal to follow directions, repeated talking back that has been documented, and classroom has been significantly disrupted.

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Office Managed Behaviors (Level 3).	Definition
Fighting	Students are involved in mutual participation in an incident involving physical violence.
Physical Aggression	Includes behaviors intended to inflict or threaten physical harm on another person. This includes actions like purposeful hitting, kicking, biting, or using weapons.
Harassment/Bullying	Verbal or non-verbal (written or electronic based) delivery of direct messages that involve intimidation, teasing, taunting, threats or name calling on a repeated basis.
Skipping Class	Students are not in their assigned class and are caught walking around, hiding, or eloping.
Vandalism	Students participate in activities that result in destruction or disfigurement of property. INTENT TO DAMAGE PROPERTY
Possession of Weapons	Knives, guns, or any object that is used to INTENTIONALLY HARM self or others.
Inappropriate Display of Affection	Hugging, kissing, and public display of affection are not appropriate for school settings.

Update 2018/2019

Principal's 200 Club:

Tickets are given out randomly by teachers/staff members at NSE. The tickets are handed out to students that are going above and beyond expectations. The tickets are handed in to the office. Their ticket is added to a bingo board located on a bulletin board outside of the main office. When there are 10 tickets in a row, column, or diagonal, the mystery prize is awarded to those 10 students, and a new game begins.

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Elementary Principal
Janel Babatsky
Elementary Assistant Principal
Roobhenn Smith

Safe Participate Act Respectful Teamwork You Are Worth It!

PBIS Calendar

2025-2026

Date	EVENT
August 25-September 30 th	Behavioral Lessons will be taught in each environment by homeroom teachers. The completed lesson forms are due to Roobhenn by the end of the day on 9/30/25.
November 26 th	Active Military/ Veterans Day Reward Day.
January	Re-teaching Behavioral lessons. Sign and submit Lesson Forms to Janel at the end of the day on January 30 th .
Grade Level Rewards	Monthly rewards are planned by each grade in accordance with their PBIS systems.

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SPARTY THINK SHEETS

Name: _____

Date: _____

I was given a think sheet because I:

When did this happen? _____

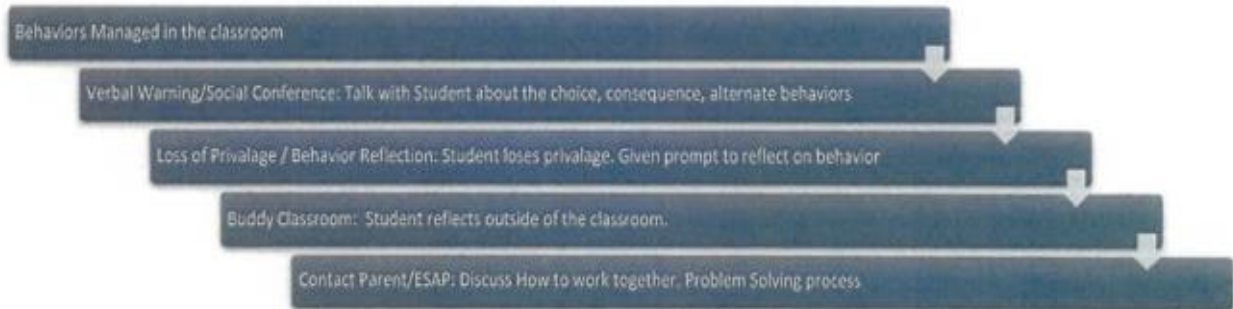
Why did this happen? _____

I DID NOT show the following SPARTY Way Expectations: (circle all that apply and explain what to do next time)

Safe	Participate	Act Respectful	Teamwork	You are worth it!
Next time I will:	Next time I will:	Next time I will:	Next time I will:	I will do better because:

Parent Signature: _____

THE SPARTY WAY
2025/2026



Goal: Students in class learning

Creating a Culture: Classroom Environment (Adult Strategies)		
<ul style="list-style-type: none"> • Build Relationships with Students • Teach Behavior Expectations • Reinforce Positive Behaviors (4:1 ratio) • Problem Solve with Student(s) 		
Elicit Parent/Guardian/Family Support		
Observe and Identify Problem Behavior		
How is Behavior Managed?		
<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
<ul style="list-style-type: none"> • Discipline for 1st and 2nd Lvl 1 handled by referring teacher • 3rd LVL 1 – Detention • 4th LVL 1 – 2 Detentions • 5th LVL 1 – ISS • 6th Or more LVL 1 - OSS 	<ul style="list-style-type: none"> • 1st LVL 2 : Detention • 2nd LVL 2 : 2 Detentions • 3rd LVL 2 : ISS • 4th LVL 2: OSS 	<ul style="list-style-type: none"> • 1st LVL 3: ISS • 2nd or More LVL 3: OSS

North Schuylkill PBIS Manual

THE SPARTY WAY
2025/2026



Monday	Tuesday	Wednesday	Thursday	Friday
Notes:			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

I'm working on...

1. Safe

- a. Keep work area clean/ organized
- b. Keep hands, feet, and objects to yourself
- c. Sit correctly on chairs
- d. Use walking feet
- e. Use classroom equipment and materials appropriately
- f. Use peaceful solutions

2. Participate

- a. Complete assignments on time
- b. Be on time
- c. Follow Directions
- d. Be honest
- e. Take care of personal belongings

3. Act Respectful

- a. Respect others and their property

- b. Use voice level 0-2 as per teacher
- c. Follow adult or leader rules/directions
- d. Listen when others are speaking
- e. Speak when it is your turn
- f. Use kind words and actions
- g. Treat others how you would want to be treated

4. Teamwork

- a. Listen to the adult in the classroom
- b. Helping peers in need
- c. Be prepared to engage with peers
- d. Respect differences in others