

Chase Panthers

2016-17

PBIS Parent-Student Handbook

Be Capable

Be Connected

*Be **Contributing***

Be Safe

Parents/Students:

We are pleased to share the features of Chase School's Positive Behavioral Support (PBIS) program with you. The goal of this program is to increase our school's capacity to address the behavioral support needs of all students and staff effectively and efficiently.

We have developed school-wide behavioral expectations and an acknowledgement system designed to be implemented consistently across all settings and include all staff and students. In addition, special adaptations and extensions of the school-wide system have been developed to address the unique needs of specific non-classroom areas (e.g., cafeteria, hallways, restroom, playground) settings.

This booklet is a guide to help you understand the proactive approach that educators and families can use to teach children the behaviors needed to be successful in any setting. The expectations and procedures are stated clearly to ensure that children know what is expected and give you the information necessary to support your child. Throughout the school year, staff members will focus on teaching and modeling the school-wide expectations and recognizing students who exhibit positive behaviors.

We look forward to a year of celebrations!

Chase School

School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors.

- Regular, predictable, positive learning & teaching environments that support academic success
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback.
 - Acknowledge student when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

Chase School

School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for supervision, strategies for acknowledgement, correction procedures for handling infractions of behavioral expectations, and specific routines.

School Goal:

Students at Chase school will successfully “journey” through the school day by following the four behavioral expectations. Consequently, discipline referral rates will decline toward our ultimate goal of < 1% avg office referrals per day.

Chase Behavioral Expectations:

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Acknowledgment System

The acknowledgement system is a feature of the school-wide behavioral expectation system that focuses on acknowledging students who demonstrate Chase behavioral expectations. This program works in conjunction with school-wide and classroom goals. Positive consequences provide immediate feedback that the behavior is acceptable and desired. They also increase the likelihood that the behavior will be repeated. An acknowledgement system will be in place for both students and staff.

Specific verbal feedback

- ✓ When you observe students being capable, connected, contributing, or safe, acknowledge them by giving specific positive verbal feedback such as:
 - “That was so helpful the way you held the door open for your classmates.”
 - “Thank you for walking with your hands and feet to yourself.”
 - “Thank you for showing respect in the restroom by picking up those towels.”
 - “Awesome job! You really showed responsibility by turning in all of your homework this week.”

Chase Bucks

- ✓ Acknowledge students who are exhibiting school-wide expectation behaviors by giving them specific positive feedback along with a *Chase Buck*.
 - Teachers will hold on to the students *Chase Bucks* until their shopping day.
 - Each class will shop at the school store during designated times weekly or bi-weekly in order to purchase school-wide rewards.
 - Teachers will also link *Chase Bucks* to rewards within their own classroom.

Intermittent and Long-Term Acknowledgements

- ✓ Weekly lottery drawing
- ✓ Monthly lottery drawing
- ✓ Family spaghetti dinner night
- ✓ Principal’s Club
 - I’m connected; I wear my uniform every day.
 - I’m contributing; I always do my homework and arrive at school on time.
 - I’m safe; I follow school rules and haven’t had any discipline referrals.
- ✓ Awards assemblies
- ✓ Tell the PSC team about your ideas!

Correction Procedures for Handling Infractions of Behavioral Expectations

Chase School will maintain the CPS category system for handling infractions of behavioral expectations. Outlined below is the category system along with the procedures for handling such behaviors. This program also works in conjunction with school-wide and classroom goals. Correction procedures provide immediate feedback that the behavior is unacceptable and teach desired replacement behaviors. Negative consequences increase the likelihood that the unacceptable behavior will not be repeated.

Category 1 behaviors include:

- Disobedience
- Disruptive behavior
- Inappropriate communication
- Cheating
- Gambling
- Fraud/false identification
- Electronic communication devices
- Trespassing
- Tobacco/smoking
- Truancy

Category 1 behaviors are to be handled by the classroom teacher, level leader or staff member witnessing such behaviors.

Step 1:

- ✓ Three step feedback statements for other Category 1 infractions:
 - **1. Remind student of the relevant expectation and rule.**
 - **2. Ask student how he can correct the situation.**
 - **3a. Thank him for complying and praise replacement behavior.**
 - 3b. If student does not correct behavior, provide a choice between the desired behavior and a related consequence. Tell him you will give him a moment to think about it. [Return to instruction – or monitoring in a non-classroom setting.] Ask the student for his choice.
 - 3c. Thank him for complying and praise replacement behavior. Acknowledge this behavior the next time you see it from this student.
 - 3d. If the student has chosen the negative consequence over the desired behavior, deliver the consequence in a business-like manner and return immediately to instruction.
- ✓ Time-outs for category 1 behavior infractions should be handled within the classroom. Teachers may establish cool-down time-out stations in one corner of their classroom. Appropriate lengths of time in such a station ranges from 5min for kindergarteners to 15min for 8th graders. The goal is some space and reflection time for the child to cool down and make a good choice. However, they will not be completely removed from precious instruction time.
- ✓ Teachers may hold their own detentions for category 1 behavior as long it was presented to the student as a choice as detailed above.

- ✓ Middle school teachers will also use a class wide behavioral point chart to monitor category 1 behaviors and deliver negative consequences for behavior infractions.

Step 2:

- ✓ If teachers determine that a child is struggling with repeated category 1 behavior infractions, they will begin keeping a record of this behavior.
- ✓ The classroom teacher should also call the parents to advise them that the teacher will meet with the student for the purpose of goal setting. The classroom teacher should phone parent(s) to inform them of the student's goals. An e-mail or note may be sent if unable to reach parents by phone. After two weeks, parent(s) should be contacted regarding the student's response to the behavior plan (BP).
- ✓ The teacher should acknowledge the goal behaviors as frequently as possible.

Step 3:

- ✓ If Category 1 behaviors have not improved with a BP, teachers may submit a CPS Confidential Building Referral Record for this student the level leader. When completing a referral form for chronic category 1 behavior, three items must be attached:
 - 1. Behavior data sheet
 - 2. Completed Behavior Plan
 - 3. Record of parent contacts regarding the BP.

If all documentation is present, the level leader will pass this referral on to Mrs. Davie. A negative consequence will be assigned as appropriate (detention, ISS, or SS). Mrs. Toler or Posey will also be notified and a full problem-solving meeting will be scheduled for parent, student, teacher, admin, and psych. The student will enter the tier 2 level of behavior support, and a more detailed behavior plan will be created.

Category 2 behaviors include:

- Fighting
- Gang activity
- Violent disorderly conduct
- Profanity/obscenity (directed toward a staff member)
- Breaking & entering
- Stealing/possession of stolen property
- Harassment/intimidation
- Sexual misconduct
- Damaging/destruction of property
- Fireworks
- Counterfeit currency

Category 2 behaviors should also be referred to level leaders at teacher discretion (Chronic category 2 behaviors will be referred directly to Mrs. Davie). The teacher will complete a CPS Confidential Building Referral Record. When possible, the student may remain in the classroom until an administrator calls for him. Or, if necessary, the teacher may escort the student to a time out classroom or call for security. In situations, such as fighting, it may not be possible to complete a referral form before removing the student from the environment. In these cases, the teacher should follow-up with a referral form ASAP. On the same day the student is removed from a classroom, Security or administration will communicate the details to the parents by phone. After meeting with the student, an administrator will assign appropriate consequences (detention, ISS, SS, A2S, and/or a BP).

Category 3 behaviors include:

- Use/Possession alcohol
- Use/Possession drugs
- Sale/Distribution alcohol
- Sale/Distribution drugs
- Possession of alcohol/drug related paraphernalia
- Use/Possession explosive
- Use/Possession firearms
- Use/Possession other weapons
- Robbery
- Extortion
- False fire alarm or tampering with system
- Sexual assault
- Physical assault – student
- Physical assault – staff
- Starting a fire
- False bomb report

Category 3 behaviors should be referred to security immediately. The teacher will complete a CPS Confidential Building Referral Record ASAP. After meeting with the student, an administrator will contact parents and assign appropriate consequences (typically A2S or A2E and a BP upon return if applicable).

Note:

- ✓ The PBIS team will regularly review discipline referral data in order to identify at risk students for more intensive behavior supports.

Cafeteria Expectations

Be Contributing in the Cafeteria	Be Capable in the Cafeteria	Be Connected in the Cafeteria	Be Safe in the Cafeteria
<ul style="list-style-type: none"> • Make sure you take all your belongings with you • Clean up after yourself 	<ul style="list-style-type: none"> • Ask before you take “May I please have your ___?” • Keep your hands and feet to yourself • Talk softly 	<ul style="list-style-type: none"> • If trash is not yours, pick it up anyway • Raise your hand for assistance from an adult 	<ul style="list-style-type: none"> • Report spills to an adult • Walk • Stay in your place (line & seat) • Eat only at the table

Cafeteria Procedures

- Enter the cafeteria quietly.
- Students buying lunch – stand in line in ABC order.
- Students buying lunch – must still go through lunch line and get a tray.
- Keep silent in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Use a soft voice
- Talk only to those across and next to you.
- For teacher’s assistance, raise your hand and wait.
- Eat food from your tray only.
- Use good table manners.
- When finished, pick up all trash, raise hand, wait for teacher’s permission to throw trash away and return lunch tray.
- Put all uneaten food and trash into the trash can carefully.
- Pick up any food or trash you drop on the floor at the trash can.
- Walk single file out of the cafeteria when called.

Hallway/ELA Expectations

Be Capable in the hallway	Be Contributing in the hallway	Be Connected in the Hallway	Be Safe in the Hallway
<ul style="list-style-type: none"> • During transitions, hold personal belongings in your arms • Always have a hall pass* • Keep walls and floors clean 	<ul style="list-style-type: none"> • By keeping level 3 tones students will respect other classrooms, the office, or others. Students are walking in a single file line (one behind the other), silently and the lines are in abc order. 	<ul style="list-style-type: none"> • Pick-up trash if in sight • Be quick to apologize when you've made a mistake • Use most direct route when traveling from one place to another. 	<ul style="list-style-type: none"> • Walk • Walk in single file line • Face forward • Take one step at a time on stairs • Keep one hand on railing • Walk on right side of hall and stairs • Keep hands & feet to self

* Hall passes must list the date, time, and destination.

Restroom Expectations

Be Capable in the Restroom	Be Connected in the Restroom		Be Safe in the Restroom
<ul style="list-style-type: none"> • Put only toilet paper in the toilet • Put paper towels in the trash can • Use toilet and sink properly • Use supplies properly (toilet paper, soap, paper towels) • Use time wisely (use RR, wash hands, return to class immediately) • Flush toilet 	<ul style="list-style-type: none"> • Keep walls and stalls free of writing • Keep RR clean (wipe seat, clean up extra soap, towels in trashcan) • Be mindful of others needing to use RR • Respect the privacy of others 	<ul style="list-style-type: none"> • Report all RR problems (missing supplies, nonflushing toilets, nonworking sinks, wet floors) • Lead by example (pick up paper towels on floor; if you make a mess then clean it up) 	<ul style="list-style-type: none"> • Be mindful of possible wet areas • Wash hands • Walk at all times • Keep hands and feet to yourself

Restroom Procedures

1-2-3

- ❖ **One** Use toilet
- ❖ **Two** Flush toilet
- ❖ **Three** Wash hands
 - Turn on water
 - 2 squirts of soap; lather up hands; rinse
 - Turn off water
 - Three pulls on paper towel dispenser handle; tear off towel; dry hands
 - Throw paper towels in the trash can
 - Walk back to designated area

Playground Expectations

Be Capable on the playground	Be connected on the Playground	Be a Contributing on the Playground	Be Safe on the Playground
<ul style="list-style-type: none"> • Stay in assigned area • Return equipment to proper areas (garbage can storage) 	<ul style="list-style-type: none"> • Promptly line up when signaled in an orderly fashion • Be courteous • Take turns and share • Use appropriate language 	<ul style="list-style-type: none"> • Report all inappropriate behavior to an adult • Use appropriate language to solve problems • Report all injuries to an adult 	<ul style="list-style-type: none"> • Stay in assigned area • Use play equipment as intended • Keep your hands, feet and objects to yourself

Teachers and staff will implement MIS supervision strategies.

- **M**ove: continuously in and around students
- **I**nteract: with a variety of students quickly & noticeably
- **S**can: heads up, looking around, eye contact

Playground Procedures

- Enter the playground by exiting the cafeteria through the doors by the gym.
- Get off equipment carefully
- Cross bars should be crossed using hands only
- If feet are on a bar, your hands should be on a bar as well
- Go up the ladder, down the slide
- Contact sports are not permitted (touch football only, etc.)
- Line up immediately in front of your class' room #/shape sign when you hear the whistle
- While waiting in line to enter the building, finish conversations and get ready to enter the building quietly
- Exit the playground by entering the building through the doors off pod area.

Auditorium Assembly Expectations

Be Contributing during auditorium assemblies	Be Connected during auditorium assemblies	Be a capable during auditorium assemblies	Be Safe during gym assemblies
<ul style="list-style-type: none"> • Follow all rules and directions • Focus on your own behavior; don't worry about what others are doing 	<ul style="list-style-type: none"> • Listen attentively to the speaker • Clap at appropriate times • Keep comments to yourself • Keep food and gum out of the gym 	<ul style="list-style-type: none"> • Think before you react • Ignore inappropriate comments • Use your words, not your fists • Raise hand for a teacher's attention if/when needed 	<ul style="list-style-type: none"> • Enter in an orderly manner • Stay seated with feet on floor and hands in lap • Walk; don't run • Keep hands and feet to yourself

Cafetorium Assembly Procedures

- Classes will come down to the auditorium when their grade levels are called on the loud speaker
- Classes will enter gym in a single file line and file into their assigned row
- Students will sit in the same order in which they came in line
- At the end of the assembly, students will stay seated until their class is dismissed
- Classes will exit the auditorium in a single file line

Morning Cafeteria Procedures

- Enter the gym when you arrive at school and sit in the assigned area for your class
- Stay behind the black line (so we can keep the floor clean)
- Talk only in soft voices
- Stay seated until it is time to go to class.
- When your teacher comes to pick up your class, stand and follow him/her out of the cafeteria in a single file line

Classroom Expectations

Be Capable in class	Be Connected in class	Be Contributing in class	Be Safe in class
<ul style="list-style-type: none"> • Complete all assignments on time • Come prepared to learn with materials (books, pencils, folders positive attitude) • Follow directions the first time given • Keep tables and floors clean • Always do your best work • Take good care of the materials • Stay focused on the task at hand 	<ul style="list-style-type: none"> • Have permission to speak before speaking; Raise hand • Speak politely • Be a listener • Wear uniform 	<ul style="list-style-type: none"> • Think it through first; Ask teacher second • Compromise • Tattle (dangerous) vs. Ignore (bothersome) 	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet, etc to yourself • Choose your words carefully • Get permission before getting out of your seat

Classroom Procedures

- Classroom procedures will vary and will be taught accordingly by each teacher