

# *Pleasant Hill Elementary School*

## *Billie Spirit!*



Parent / Student Handbook

### *PLEASANT HILL SCHOOL DISTRICT MISSION STATEMENT*

*To graduate all students*

- *With high levels of academic and personal achievement*
- *Ready for post-secondary excellence*
- *Prepared for productive, compassionate citizenship through research-based instruction and a collaborative system of support*

#### **Pleasant Hill Elementary Vision Statement:**

*Learning Today, Leading Tomorrow!*

USDA and Pleasant Hill School District is an equal opportunity educator and employer






# **Pleasant Hill Elementary**




## **Billies Are...**

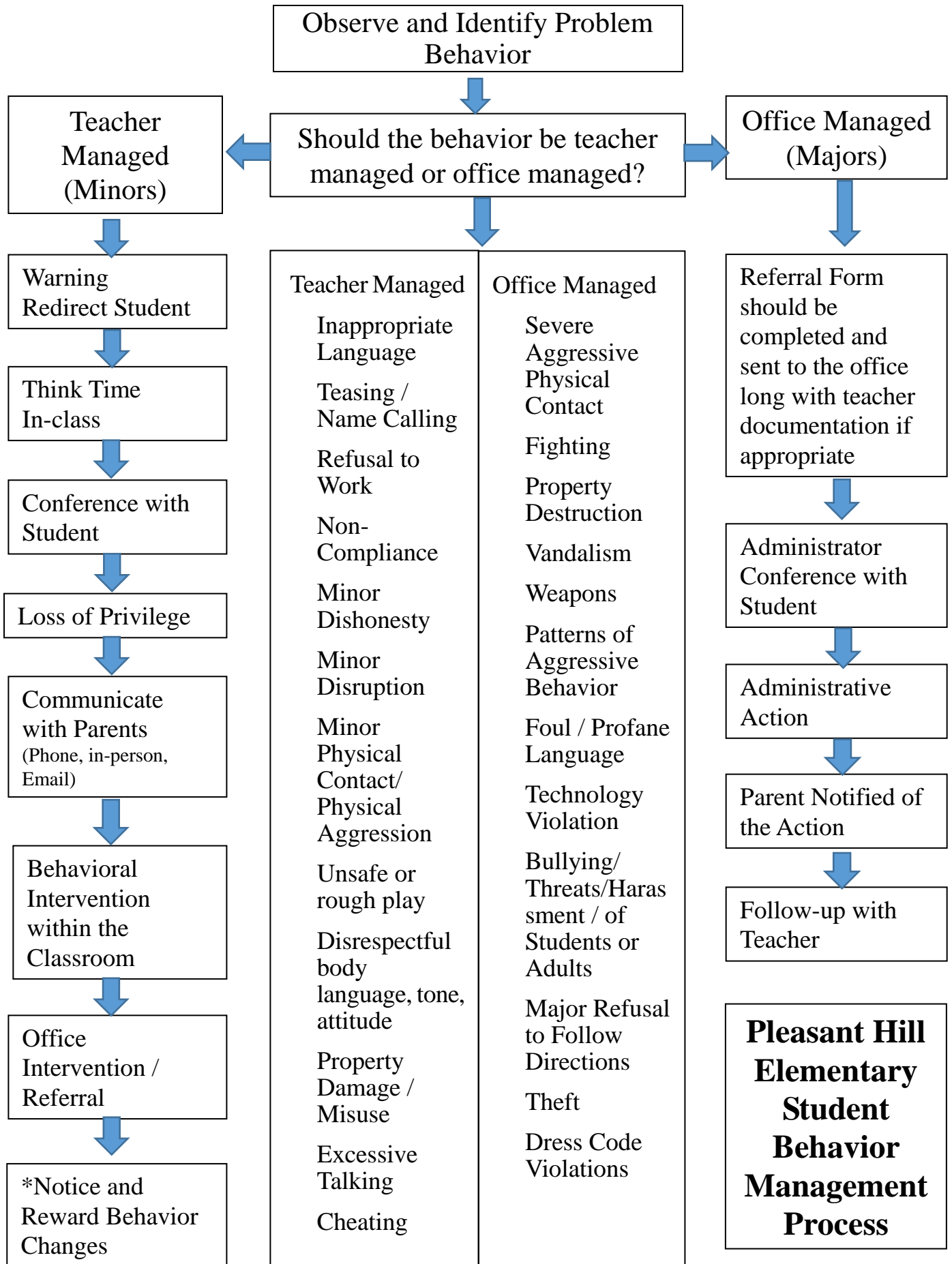
- **Kind**
- **Respectful**
- **Responsible**
- **Safe**

**Billie Spirit!**

## PHES – School-wide Expectations

	<b>Kind</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>
<b>All Areas</b> <b>Classroom</b> <b>Music</b> <b>PE</b> <b>Commons</b>	<ul style="list-style-type: none"> <li>• Use polite inside voices</li> <li>• Use kind words and actions with all adults and students</li> <li>• Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• Listen when others speak</li> <li>• Respect others feelings and property</li> <li>• Help others when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions, actively listening</li> <li>• Actively participate in activities and discussions</li> <li>• Actively engage in class work, completing assignments neatly and on time</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Sit safely</li> <li>• Keep hands, feet, comments and objects to yourself</li> <li>• Use all materials appropriately</li> <li>• Walk facing forward with a purpose</li> <li>• Get help after trying a problem-solving strategy</li> </ul>
<b>Library</b> 	<ul style="list-style-type: none"> <li>• Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite</li> <li>• Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and follow instruction</li> <li>• Return books on-time</li> <li>• Use shelf markers and equipment correctly</li> <li>• Take your belongings when you leave</li> </ul>	<ul style="list-style-type: none"> <li>• Sit safely</li> <li>• Push chairs in when leaving</li> <li>• Line up quietly at the door and wait to be excused</li> </ul>
<b>Cafeteria</b> 	<ul style="list-style-type: none"> <li>• Use “Please” and “Thank-you”</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready for lunch</li> <li>• Use a polite indoor voice</li> <li>• Raise hand to leave table if necessary</li> <li>• Respect others’ feelings and personal space using good table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult directions</li> <li>• Walk with a purpose</li> <li>• Stay seated</li> <li>• Leave your table area clean, including the floor</li> </ul>	<ul style="list-style-type: none"> <li>• Keep food, hands, utensils, feet, comments and objects to yourself</li> <li>• Use all materials appropriately</li> <li>• Walk facing forward with a purpose</li> </ul>
<b>Restroom</b> 	<ul style="list-style-type: none"> <li>• Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Mind your own business</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Flush and wash quickly and quietly</li> <li>• Keep the floors dry and clean</li> <li>• Put used paper towels in the garbage</li> <li>• Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilet, urinal or sink appropriately</li> <li>• Return to class quickly walking with a purpose</li> </ul>
<b>Breezeways, Halls, Stairs</b>	<ul style="list-style-type: none"> <li>• Allow other to move freely</li> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Move quietly</li> <li>• Voices off</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in line</li> <li>• Carry a hall pass</li> <li>• Use elevator and ramps appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Stay to the right</li> <li>• Walk facing forward with a purpose</li> <li>• Keep hands, feet, comments and objects to yourself</li> </ul>
<b>Office / Health Room</b> 	<ul style="list-style-type: none"> <li>• Speak politely “thank you, please, excuse me”</li> <li>• Use indoor voices</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn patiently</li> <li>• Wait for secretary to greet you (don’t interrupt phone or other conversations)</li> </ul>	<ul style="list-style-type: none"> <li>• Return all borrowed objects</li> <li>• Have permission from an adult to be in the office / health room area</li> </ul>	<ul style="list-style-type: none"> <li>• Follow nurse or secretary directions</li> <li>• Use proper health room procedures</li> <li>• Ask permission before using items in the office or health room</li> </ul>
<b>Assemblies and Special Events</b> 	<ul style="list-style-type: none"> <li>• Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to speaker</li> <li>• Remain seated and quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit calmly and quietly</li> <li>• Sit with your class</li> <li>• Respond immediately to quiet signal</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated until dismissed</li> <li>• Keep hands, feet and comments to yourself</li> </ul>

<p><b>Playground / Fields</b></p> 	<ul style="list-style-type: none"> <li>• Everyone can join activities</li> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of adult</li> <li>• Follow game rules</li> </ul>	<ul style="list-style-type: none"> <li>• Use hands, feet, and equipment appropriately</li> <li>• Put equipment away</li> <li>• Immediately stop playing when the whistle blows</li> <li>• Use bathroom during recess</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for the adult supervisor</li> <li>• Stay inside the boundaries</li> <li>• Ask permission to leave area to go to bathroom</li> <li>• Walk with a purpose</li> <li>• Be aware of what is going on around you</li> <li>• Report strangers</li> </ul>
<p><b>Bus Loading / Unloading Zone</b></p> 	<ul style="list-style-type: none"> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands, Feet and comments to yourself</li> <li>• Have bus notes ready</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on the sidewalk</li> <li>• Wait by the office if you're not taking the bus home</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with a purpose</li> <li>• Hold onto your personal belongings</li> <li>• Stay behind the <u>red safety line</u></li> </ul>
<p><b>Bus</b></p> 	<ul style="list-style-type: none"> <li>• Use appropriate and polite language</li> <li>• Help younger students</li> </ul>	<ul style="list-style-type: none"> <li>• Talk quietly</li> <li>• Keep the bus clean</li> </ul>	<ul style="list-style-type: none"> <li>• Hands, feet, objects and comments to yourself</li> <li>• Keep food and drink off the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Face forward keeping aisle clear</li> <li>• No talking at railroad crossing</li> <li>• Cross in front of the bus after getting the thumbs up from driver.</li> </ul>



## ENCOURAGING APPROPRIATE BEHAVIOR

Praise and encouragement combined with effective instruction are the cornerstones of the PHES Spirit program. Although negative consequences are sometimes necessary to change inappropriate behavior, students are more likely to learn and demonstrate appropriate behavior in an encouraging and supportive learning environment. Appropriate behavior will be encouraged and reinforced formally and informally on a regular basis in all school settings. The following are just a few examples of ways the Pleasant Hill Elementary School staff encourage appropriate student behavior.

### REINFORCEMENT NEEDS TO OCCUR AT THE VARIOUS LEVELS:

- Individual
- Classroom
- School-wide

### INDIVIDUAL LEVEL:

- ↳ Verbal Praise
- ↳ Billie Bucks
- ↳ Billie Spirit Alert

### CLASSROOM LEVEL:

- ↳ Verbal Praise
- ↳ Classroom Goals and Awards
- ↳ Weekly Drawings
- ↳ Billie Bucks
- ↳ Booster Activities

### SCHOOL-WIDE LEVEL:

- ↳ Assemblies – Grade level, school-wide
- ↳ Verbal Praise
- ↳ Monthly Drawings
- ↳ Surprises
- ↳ Billie Bucks
- ↳ Billie Spirit Raffles
- ↳ Positive Passes
  - Library
  - Principal
  - Homework
- ↳ Booster Activities

### **Bully Prevention Curriculum:**

Every fall teachers and staff spend the first week of school reviewing with our students our Bully Prevention Program, developed at the University of Oregon. Then throughout the year we review and reinforce this curriculum within the classroom and at Billie Spirit Assemblies, too.

This program teaches students how to respond if other students are being disrespectful and/or bullying other students. Our staff has also been taught how to respond if students engage in disrespectful, bullying, behavior and can even be unsafe.

Students are taught bullying is disrespectful unwanted, aggressive behavior that is persistent, occurring repeatedly over time, not a one-time incident. Examples of these persistent disrespectful, bullying,

behaviors are name calling, teasing, continuously pushing, poking or threatening another student. Students are also taught that it is not an accidental bump from a peer or a peer declining to play with them. In addition, we also work with students to practice the golden rule, "If you can't say something nice to a peer, say nothing at all."

The three steps are:

1. **STOP**— All students are taught the "Stop" signal, putting up a flat hand, and to use a firm voice to say, "STOP."
2. **WALK**— Sometimes, even when students tell others to "stop," the problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.
3. **TALK**— report problems to an adult if the disrespectful behavior does not stop or a student is in danger such as falling on the playground or fighting.

The biggest obstacle we have in dealing with bullying is that we don't know about it soon enough. Therefore, if your child is feeling hurt, angry or unsafe it is important for your child to talk with an adult about those feelings. If your child tells you that someone is hurting them emotionally or physically, please bring your child to school and let him / her tell those feelings to his / her teacher or principal. This teaches your child that there is a safe person at school that he / she can talk to if something happens in the classroom or at recess.

## **Student Behavior Management Process**

The behavior system includes positives for following school rules, as well as consequences if necessary. Behavioral issues are handled either at the classroom level or administratively depending upon the severity and nature of the issue.

Minor behavioral issues such as minor defiance, excessive talking and minor physical contact are handled by the classroom teacher. The teacher employs a variety of strategies starting with redirection and re-teaching. If the behavior continues the teacher can will is to write a "minor" referral slip, which helps us track frequent behaviors; this also includes a staff member assigning a minor consequence (like losing recess time). The parent will be contacted by the classroom teacher anytime a minor referral is written.

A major referral is written anytime the student's actions are deemed to be major in nature such as fighting, vandalism, etc. The principal will meet with the child, investigate, set a consequence if appropriate, phone parent / guardians, follow up with the classroom teacher and send a copy of the referral home. When a student is repeatedly bullying or harassing others, the parent / guardian will be asked to meet with the principal and the classroom teacher. Every attempt is made to contact the parent / guardians by phone before the referral is sent home.

**All disciplinary action is kept confidential.** Administration and staff are bound to uphold student privacy laws, meaning that no one can disclose consequences given to a child to anyone else other than the child's parent/guardian.

## PARENT CONFIRMATION/COMMENT FORM

Dear Parents:

Please sign below indicating that you have received and reviewed the *Billie SPIRIT* program with your child. Return this slip to home room teacher **by Friday, September 10, 2021.**  
*Classes with 100% return rate will receive a special treat!*

Your Child's name \_\_\_\_\_

Your Child's Home Room Teacher \_\_\_\_\_

*Questions or comments you have regarding the **BILLIE SPIRIT** program?*

**Questions:**

**Comments:**

---

**Parent Signature**