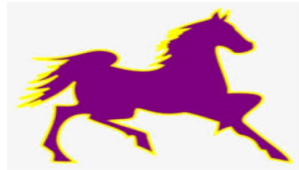


# Steeplechase Elementary School

## PBIS



*Stallions LEAD*

**2022-2023**

### **School Vision**

*SCES staff will collaborate to ensure a safe and supportive environment in which all students are motivated and celebrated as they achieve high levels of growth and learning.*

### **Mission Statement**

*Every student will leave SCES as a passionate leader who is an empathetic, resilient, and responsible citizen.*

### **Student Discipline Objectives:**

- Ensure school safety
- Increase student achievement
- Continuously promote and stress positive behaviors daily
- Promote respect, responsibility and readiness
- Ensure parental communication

### **Targeted Behavior Expectations**

1. Defined Behaviors: A small number of clearly defined behavioral expectations are presented in positive, simple rules as explained and posted in each classroom. At Steeplechase Elementary School, our expectations are outlined in the Expectations Matrix included in this packet.

2. Teach Behavior Expectations: School wide and classroom behavioral expectations are taught to all students in each classroom and stressed in real context. These behaviors are to be demonstrated in all areas of the building. Visual reminders will be posted. Behavioral expectations will be reviewed after breaks. Students will see continual modeling and get regular reminders of expected behaviors.

3. Proactively Correct Behavior Errors: When students violate behavioral expectations they will be informed that their behavior was unacceptable, and the Boone County Code of Conduct and PBIS Framework responses will be used. This will promote and ensure continuity. The Code of Conduct is posted in each classroom and provided to every parent. PBIS Expectation Matrix is provided to each student, parent and teacher. Consequence Matrix and Behavior Management Flowchart are provided to each staff member.

### **Acknowledgement of Positive Behaviors**

Students will be encouraged to follow behavior expectations by the various plans for acknowledging appropriate behaviors.

1. Daily Recognition: - **Class Dojo** - Each teacher will utilize a web-based program called *Class Dojo* to record positive and negative choices for each student. Each student will have a personal avatar character and throughout the day will be able to earn or lose points according to their behavior choices. These points will be recorded and weekly reports will be generated for parents to see how their child is progressing. Points will be accumulated for future rewards according to grade level individual

incentive choices. Class Dojo is also a great tool to track a child's behavioral/academic progress as well as communicate among all stakeholders.

**Leader in Me-** Steeplechase Elementary is a Leader in Me school. The curriculum is embedded into all grade level curriculum through teaching 21<sup>st</sup> Century Leadership and Life skills through the 7 highly effective habits:

- 1.) Be proactive
- 2.) Begin with an end in mind
- 3.) Put first things first
- 4.) Think Win-Win
- 5.) Seek first to understand, then be understood
- 6.) Synergize
- 7.) Sharpen the saw

2. Weekly "Lead Stallion" Class Award: Every Monday classes that reach their weekly Dojo points will receive a horseshoe. The "Lead Stallion" positive dojo point is when the entire class is caught following our school expectations of LEAD (L-Lead with the 7 Habits, E-Exhibit Safety, A-Act Respectfully, and D-Demonstrate Responsibility). The classes will be recognized by receiving the "Lead Stallion" poster which will be placed outside their door. After a class reaches 10 horseshoes, they may choose a class reward (Extra recess, Pajama Day, etc.).

3. Monthly: Stallion Awards – Each teacher will choose a Stallion Award on a monthly basis for students that have demonstrated leadership behaviors. These will be awarded at monthly PTO Meetings. This is a school-wide effort to positively reinforce the 7 habits of highly effective habits and student behavior. Students will have their pictures taken and then displayed.

4. Special Occasions: Mystery LEAD Motivators – LEAD tickets will be given by any staff members to students exhibiting LEAD behaviors. These tickets will be placed in the hopper where students earn rewards quarterly.

5. Attendance: Students will receive awards for attendance.

- a. Classes with perfect attendance for the week will be celebrated during announcements.
- b. Students and staff with perfect attendance for the quarter will be celebrated.

## **Classroom Behavior Monitoring**

Consequences for inappropriate behavior have been developed using the Boone County Code of Conduct Level 1-4 system and the PBIS Framework. These will be spelled out specifically and will drive the classroom behavior plans.

Class Dojo System – The Dojo class page is posted throughout the class on the interactive whiteboard so that students are aware of their positive points they have accumulated for the day, as well as any negative points they have received for poor behavior choices. Daily, teachers will be looking at the positive points and adding them to the classroom point totals to be used toward classroom incentives. This is available for parents to view electronically.

Points will be monitored by teachers throughout the day as follows:

- **9 or more Positive Points** means that the student went above and beyond that day!
- **6 to 8 Positive Points** means that the students followed all expectations and made great choices.
- **3 to 5 Positive Points** means that the student put forth a good effort and had a good day
- **0 to 2 Points** means that the student was on track and ready to learn that day.
- **-1 to -5 Negative Points** means that the student broke a rule or two that day and received a warning.
- **-6 to -8 Negative Points** means that the student made poor behavior choices after some redirection and needed to speak with the teacher and think about how to correct the problem.
- **-9 or more Negative Points** means that the student received a behavior referral and the parent received a phone call that day due to consistently poor behavior choices.

Unified Arts teachers and staff members including PE, STEAM, Art, World Language, Library, Music and cafeteria staff will utilize Class Dojo with students when they are in their classrooms/areas. This practice will promote communication among staff members and will ensure that expectations are truly school wide.

Responses to student offenses will be documented and analyzed on a regular basis. Examples of responses to offenses include: detention, loss of privileges, call home, conference with a counselor and/or administrator, and suspensions.

Minor, moderate, and severe offenses will be defined clearly for awareness and consistency with responses. Teachers can assign detentions for recurring mild/moderate behaviors using the Student Discipline Referral Form. All severe offenses will be referred immediately for administrative action. Immediate action will be taken with input from the referring staff members, notes on the referral document, and any previous interventions used.

If students develop a consistent pattern of negative behavior choices, a referral will be provided to the Tier 2 PBIS team to evaluate the best plan of action to further support the students and their parents for making positive changes toward behaviors that will ensure their success within the classroom. In circumstances of necessity for intense behavior intervention, mentors will work with students who need additional support. The PBIS Tier 2 team will be closely monitoring the student's progress and continue communication with parents.