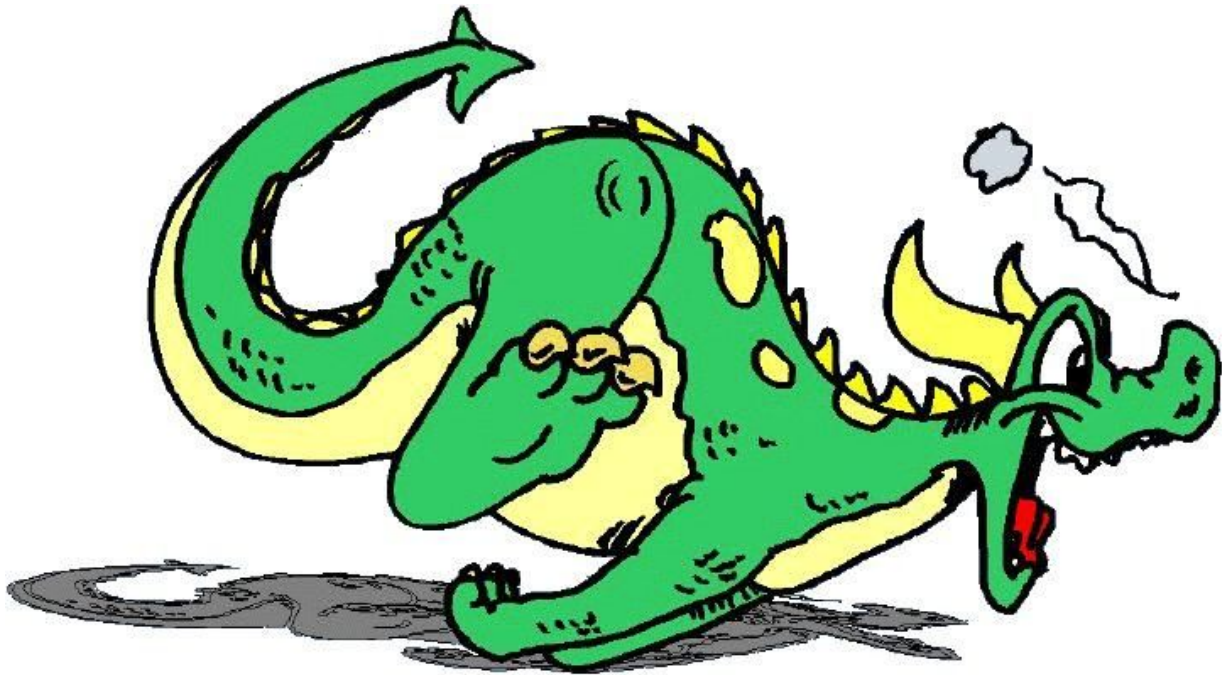


Vintage Hills PBIS Handbook



“If we can teach kids to be anything, we should teach them to be kind”

~ #Charactercounts

School-wide Positive Behavior Plan Handbook

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Parent/guardian and student: by reading, and knowing, this information you will help us keep Kindness on campus. Please read and discuss the information together. Thank you!!

This handbook provides information about the policies and procedures of our School-wide Positive Behavior Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Positive behavior plays a huge role in a child's education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve the most positive learning environment to achieve academic success. Therefore, this school-wide positive behavior plan will be in effect at all times.

Vintage Hills Elementary School

School-wide Positive Behavior Plan

What is a School-wide Positive Behavior Plan?

A School-wide Positive behavior plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

What are the benefits of a School-wide Positive Behavior Plan?

A systematic approach to Positive Behavior enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

Defining PBIS:

PBIS stands for Positive Behavioral Interventions and Supports. It provides a multi-tiered system of supports to organize evidence based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and positive behavior in the classroom. This plan includes positive rewards. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

If your child's teacher contacts you about a positive behavior concern for your child, please be supportive and responsive to work with us, so that your child's behavior has a positive outcome.

Responsibility

Ownership

Attitude

Respect

Safety

Beliefs Related to Positive behavior at Vintage Hills Elementary School:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every positive behavior is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught and modeled throughout the school year.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

The Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Positive Behavior Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals

- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Positive Behavior Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

Administrators will:

- Support the teachers in this new system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-positive behavior
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

Vintage Hills Community Commitment

R.O.A.R.S

- * be **RESPONSIBLE** for yourself
- * have **OWNERSHIP** of your actions
- * have a positive **ATTITUDE**
- * show **RESPECT** for yourself and those around you
- * **SAFETY** is a priority

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through school-wide newsletters, classroom teacher's updates, the school website, parent meetings and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.

Vintage Hills Elementary School's school-wide plan will be successful because it is based on a commitment to each child's success, to easy-to-follow school rules and to consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and positive behavior without compromising school-wide policies, expectations and consistency.

Parent's Commitment

Parents will:

- Reinforce the School-wide Positive behavior Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

Student's Commitment


Students will:

- Follow the School-wide Positive behavior Plan
- Maintain high behavioral expectations
- Accept responsibility for your behavior
- Set personal goals and work hard to achieve them

Behavioral Expectations

The following chart explains Vintage Hills Elementary School’s Behavioral Expectations. At the beginning of the year students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

Vintage Hills Expectations Matrix

	Classroom & Specials	Hallway & Common Areas	Drop-Off & Pick-Up	Cafeteria & Picnic Tables	Bathrooms	Playground	Assembly
RESPECT	<ul style="list-style-type: none"> • raise your hand • whole body listening • use good manners 	<ul style="list-style-type: none"> • Hands at side • All eyes forward • Lower your voice (Locked lips?) • Low speed 	<ul style="list-style-type: none"> • be aware of others • students stay behind the red line until entering vehicle • respect neighbors’ driveways 	<ul style="list-style-type: none"> • inside voices • wait your turn • follow directions 	<ul style="list-style-type: none"> • inside voices • knock on the door before entering a stall • allow privacy and personal space • wait your turn 	<ul style="list-style-type: none"> • take turns • share equipment • care for equipment 	<ul style="list-style-type: none"> • sit appropriately • whole body listening • stop talking when attention getter used (R.O.A. R.S. ... Dragons)
OWNERSHIP	<ul style="list-style-type: none"> • accept consequences • do your best work • show empathy 	<ul style="list-style-type: none"> • accept consequences • teacher consistency 	<ul style="list-style-type: none"> • obey staff commands • parents obey traffic rules 	<ul style="list-style-type: none"> • clean up your area 	<ul style="list-style-type: none"> • clean up your mess • flush the toilet • use resources wisely 	<ul style="list-style-type: none"> • listen for bells and whistles • line up promptly • apologize for mistakes 	<ul style="list-style-type: none"> • listen for directions • help to clean up
ATTITUDE	<ul style="list-style-type: none"> • use kind words • be helpful • collaborate • believe in yourself • participate 	<ul style="list-style-type: none"> • silent greeting • be helpful • role model 	<ul style="list-style-type: none"> • conscience of other drivers and students/pedestrians • have a role-model 	<ul style="list-style-type: none"> • say “please” and “thank you” • use kind words 	<ul style="list-style-type: none"> • use kind words 	<ul style="list-style-type: none"> • include others • be a good sport • use kind words 	<ul style="list-style-type: none"> • show appreciation • participate respectfully

			l attitude				
RESPONSIBILITY	<ul style="list-style-type: none"> ask permission be honest make smart choices use materials appropriately clean-up when finished 	<ul style="list-style-type: none"> go to your destination quickly and quietly 	<ul style="list-style-type: none"> exit/enter vehicle in a timely manner pull car all the way forward to designated spot. 	<ul style="list-style-type: none"> remain at your table while eating immediately and accurately report problems 	<ul style="list-style-type: none"> report problems to an adult return promptly back to class 	<ul style="list-style-type: none"> use equipment properly put equipment away after use report problems to an adult 	<ul style="list-style-type: none"> sit flat on your bottom clap appropriately
SAFETY	<ul style="list-style-type: none"> chair legs on the floor hands and feet to yourself walking feet use materials appropriately 	<ul style="list-style-type: none"> hold door keep to the right follow HALL 	<ul style="list-style-type: none"> walking feet pay attention at the crosswalks don't stop in the middle of the road 	<ul style="list-style-type: none"> walking feet with eyes forward bottom in chair wait your turn hands and feet to yourself eat your own food 	<ul style="list-style-type: none"> keep water in the sink wash hands keep hands and feet to yourself 	<ul style="list-style-type: none"> play in allowed areas call an adult for help hands and feet to yourself 	<ul style="list-style-type: none"> walking feet hands and feet to yourself enter & exit through correct door

Defining Unacceptable Behaviors

There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the counselor or principal. *(See flowchart on page 14)*

The following table defines minor and major behavior concerns.

	Minors: Teacher/Staff Managed	Majors: Office Managed
Property	<ul style="list-style-type: none"> • Taking things without permission (minor items) • Misuse of school, personal, or other's property 	<ul style="list-style-type: none"> • Intentional & malicious destruction of property • Stealing (major items)
Language	<ul style="list-style-type: none"> • Disruptive language not suited for school use 	<ul style="list-style-type: none"> • Blatant swearing • Offensive, harassing, or threatening language
Disruption	<ul style="list-style-type: none"> • Disrupting class • Talking at inappropriate times 	<ul style="list-style-type: none"> • Student learning is interrupted due to disruptions • Out of control behavior
Disrespect to Staff	<ul style="list-style-type: none"> • Inappropriate response to teacher/staff's request • Not following instructions • Non-participation • Lying 	<ul style="list-style-type: none"> • Blatant defiance or refusal • Cheating or producing authentic work
Disrespect to Students	<ul style="list-style-type: none"> • Being bossy • Put downs 	<ul style="list-style-type: none"> • Consistent bullying • Verbal assault • Disrespect for differences: racial, gender, political, religious, disability
Physical Contact	<ul style="list-style-type: none"> • Inability to keep hands or body to self 	<ul style="list-style-type: none"> • Fighting • Physical assault • Intentionally causing harm to others
Campus Rules	<ul style="list-style-type: none"> • Running in hallways or on playground • Running up the slide • Not freezing • Misuse of bathroom facility 	<ul style="list-style-type: none"> • Deliberately disobeying teacher/staff when reminded of rules

Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide positive behavior plan they will receive consequences based on the philosophy of progressive positive behavior . Progressive positive behavior uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses. Ultimately, we use these opportunities to teach lessons and educate students on appropriate responses to a variety of situations. Education doesn't stop in the classroom. We will use the positive method to continue that education in situations of social challenges.

Minor behavioral issues will be handled by the teacher (classroom, art, music or phys ed). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

- Redirection
- Removal to a “time out” area within the classroom
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Teacher detention (morning or afternoon)
- Removal to another setting (no longer than 30 minutes)

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Referral to Positive behavior Team to develop a behavior improvement plan
- Alternative recess (only used when issue takes place during recess)
- Detention (morning/afternoon)
- In-house suspension – alternative setting/alternate classroom with work
- Suspension (in-school or out of school)
- Referral to school counselor
- Referral to district social worker
- Referral to School Resource Officer

Positive Support System

This component of the school-wide positive behavior plan is to recognize students for meeting school behavioral expectations. Four incentive programs will be in place to acknowledge students who meet our expectations. The incentive programs are:

R.O.A.R.S. Award Assemblies

Up to four students per teacher will be recognized for exhibiting the R.O.A.R.S. “Character of the Month”. Parents of students receiving Character of the Month will be invited to attend the award ceremony.

Caught You **ROAR**ing Tickets

Each individual child will be able to earn a ‘Caught You **ROAR**ing’ ticket when demonstrating one of our **R.O.A.R.S.** traits. These tickets can be given by administration and staff. After receiving a ticket the student’s name will then go into a classroom tub. At the end of the month those tickets in the classroom tub will then be placed in a grade level tub in the front office. Kids names will be chosen from each grade level tub to earn a non-monetary prize.



Recess Expectations

General:

- Walk out to the playground when recess begins.
- Eat snack only at picnic tables.
- Clean up all your trash.
- Do not play on ramps or stairs near classrooms.
- Include all those who wish to play games.
- Freeze when whistle blows or bell sounds at the end of recess.
- Walk back to class at the end of recess. Do not keep playing.
- Play safely and make safe choices.
- Stay inside the red line perimeter in all areas of school.
- Play in designated areas, not behind buildings.
- Leave toys at home, not on the playground.
- Use bathroom during recess time.
- Take only one friend to the office if hurt.

Playground:

- Use equipment appropriately, safely and sensibly.
- Feet go first on slide.
- Move one direction on the monkey bars.
- Hang by hands only when using bars.
- Flips are not allowed on any hanging bars.
- Keep playground balls off the play structure or area.
- Return balls (ones you play with or see left behind) to the ball cart.
- Walk only on the play structure.
- Only climb upwards on climbing wall.
- Only go down the slide.
- Stay on the inside of the equipment.

Grass:

- Playing on field not allowed when grass is wet.
- Leave the trees and grass as they are (no picking or pulling on them).

- Play tag only on the grass.
- Play football only on the grass.
- Play in front of trees without going behind them.
- Stay off fences for safety.
- Use Ms. Drain's PE area as a boundary for the field.

Black Top:

- Play games in designated spaces
- Have agreed upon rules before starting a game.
- Play tag on the grass only, not on blacktop.

Lunch Tables:

- Eat at tables for snack (play in other areas).
- Throw trash away in garbage cans.
- Sit when eating.
- Keep feet off the tables (no running on the tables).
- Raise hands when students need to use the restroom during lunch time.
- Put recyclables in recycling bin.
- Use composting bins for uneaten items and food waste.

Restrooms:

- Wait outside until a stall is available.
- Put paper towels in trash after use.
- Wash hands with soap and water.
- Peeping under the stalls is not allowed.
- Use only the needed amount of toilet paper.
- Inform an adult if there is a mess or clog.
- Use the space for what it is intended (no playing).

Staff Expectations:

- Be on time for recess duty.
- Arrange a sub if going on a field trip.
- Include all supervision duties in substitute lesson plans.
- Wear a yellow vest and your fanny pack, including a first aid kit, ROARS tickets, referral forms, and a whistle.
- Actively supervise and circulate in designated area.
- Make sure to check areas where students can easily hide or be

unseen (i.e., behind the handball wall, trees on grass, etc.).

- Avoid congregating with other staff or parents.
- Blow whistle one time when the bell rings to signal time to freeze.
- Blow whistle two times to signal the end of the freeze and put balls back and walk back to class.
- After freeze, ensure that students walk to class.

Notice of Receipt of School-wide Positive Behavior Plan

The School-wide Positive behavior plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school rules so they can help support our school from home. Please sit down and talk about these rules with your child(ren).

Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Vintage Hills Elementary School-wide Positive Behavior Plan.

I have read the Vintage Hills Elementary School-wide Positive Behavior Plan and discussed with it my family.

I understand my child is responsible for abiding by the Vintage Hills Elementary School Department Code of Student Conduct as well as the Vintage Hills Elementary School-wide Positive Behavior Plan.

Parent/Guardian Signature

Date

Student Signature

Date