
POMPERAUG ELEMENTARY SCHOOL

STAR EXPECTATIONS HANDBOOK

2025-2026



Star Student Pledge

I promise to:

Strive to be my best self,

Treat others with kindness,

Act responsibly,

Respect myself, others and the environment, too.

I will be a STAR student!

Our PES Community

Dear Students,

As a member of Pomperaug Elementary School you are part of a large family that includes approximately 400 students, and 90 teachers and staff members. STAR student behavior supports your ability to learn and build positive relationships with your friends, teachers and other adults in the building. As you grow, we want you to learn how to:

- Strive to be your best self.
- Treat others with kindness by using kind words and always being considerate.
- Act responsibly by making good choices and doing what's right.
- Respect yourself, others and the environment through your words and actions.

Dear Parents & Guardians,

Pomperaug Elementary School uses a positive behavior approach. The STAR expectations set the frame work for the classroom and school-wide rules, so that there are clear and consistent expectations in all settings of the school. The system focuses on positive reinforcement, acknowledging positive behavior with recognition and special privileges, and having logical consequences for misbehavior.

Teachers and staff strive to be firm, kind, and consistent. Their aim is to create a calm, safe, and orderly school, while preserving the dignity of each child.

It is our hope that we can help students learn to better understand the impact of and to take responsibility for their words and actions. Your support and cooperation, in regards to these expectations, is needed and appreciated.

The STAR Student Motto

I am my best self when I am kind, responsible and respectful!



The following voice level expectations are used school-wide. When teachers and staff need to get their students attention, they use several signals. These signals include visual signals, such as a raised hand, and auditory signals, such as a chime and hand clap. The expectation is that students move to level 0, silent—no talking when given the signal.

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

	Classroom	Cafeteria	Recess	Hallway	Bathroom	Community Meetings	Dismissal
When I strive to be my best self, I feel proud.							
S <i>Strive to be my best self.</i>	Word hard. Keep trying. Persevere. Participate.	Use good table manners.	Play fair. Be a good sport.	Quietly acknowledge others. Face forward in line.	Go and come right back. Use good bathroom manners.	Be a polite listener. Participate when directed.	Walk quietly in line. Wait patiently.
When I treat others with kindness, I show that I care.							
T <i>Treat others with kindness.</i>	Use kind words. Give compliments. Be considerate.	Use kind words. Welcome others at my table.	Use kind words. Include others. Find fair solutions to problems.	Keep my body to myself. Be aware of others traveling.	Take turns.	Pay attention to performers. Be patient between performers.	Keep my body to myself. Use kind words. Be polite.
When I act responsibly, I make good choices and I do what's right.							
A <i>Act responsibly.</i>	Be prepared. Use self-control. Follow directions.	Ask before I leave my seat. Use appropriate voice level. Line up quietly.	Share and clean up equipment. Follow recess rules. Line up quietly.	Walk. Stay quiet. Wait patiently. Use quiet hand signals.	Follow sign out procedure. Flush the toilet. Clean up after myself. Use paper correctly.	Listen quietly. Use audience manners.	Stay in line. Use an inside voice.
When I am respectful, I show school is important through my words and actions.							
R <i>Respect myself, others, and the environment, too.</i>	Listen to others. Work together. Help others. Recycle & clean up.	Follow adult directions. Keep my table space clean. Recycle & clean up.	Follow adult directions. Play safely.	Remain quiet so other classes can learn. Keep your hands to your side.	Wash hands. Use bathroom for intended purpose. Respect privacy.	Sit still. Clap and respond when appropriate.	Follow adult directions. Give others personal space.

PES Positive Behavior Plan

Overview

At PES, we believe that all children will be successful in school, and life, if they learn to treat others with kindness, act responsibly, and treat themselves, others and their environment with respect. These beliefs are the foundation for the PES positive behavior plan.

Our Star Student behavior expectations are in the previous chart. We recognize students that exhibit STAR Student Behavior with Golden Stars, "Caught Being Kind" notes, and monthly STAR Student Assemblies.

We use a progressive behavior approach that starts with proactive strategies and moves into consequences, if necessary. The pathways are used to help children develop self-control. All children will need to be reminded and redirected at times, however when redirection and reminding are not sufficient, a teacher may need to move along the pathways to logical consequences, behavior supports, or office referral.

PATHWAY 1: CREATING, MODELING, AND PRACTICING THE RULES

Teachers and students develop classroom rules together that will help them meet the expectations for being a "Star Student." These rules are modeled, practiced and reinforced.

PATHWAY 2: REMINDING AND REDIRECTING

Reminding and verbal redirections are the primary means of guiding students' behavior. We recognize that sometimes children will not follow the rules. When a rule is broken, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, however if after two or three reminders the student continues to engage in the same behavior, it becomes necessary to move onto the next pathway.

PATHWAY 3: LOGICAL CONSEQUENCES

Logical consequences are ways to fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. The logical consequences that we use include:

- "Take a Break" occurs in the classroom and is a brief time away from the class activity to allow a student to gain self-control.
- "You break it, you fix it" is when a child is expected to fix it if they break something or make a mess, whether intentional or not.
- "Loss of Privilege" is the temporary removal of a privilege to help a child understand the connection between privileges and responsibilities.
- Complete a "Stop and Think" form to be sent home to parents for review and signature

Logical consequences are not seen as punishments, but as additional forms of redirection. Teachers will send home a communication to parents if repeated offenses requiring logical consequences occur. In addition, if the behavior results in harm to another student or group of students, a restorative conference may be held.

PATHWAY 4: ADDITIONAL INTERVENTION

These pathways to self-control may not be enough for some children to be successful. In such cases, the teacher will consult the Child Study Team (CST). The CST will collaborate to develop and implement a behavior support plan. The behavior support plan will identify strategies and interventions to help the child develop self-control. These plans will be reviewed on an individual basis.

PATHWAY 5: OFFICE REFERRAL

Students may be referred to the principal for serious or unsafe behavior issues and when their behavior significantly disrupts the learning environment. The school has several behaviors that warrant an automatic referral to the principal; intentional physical aggression, verbal/physical disrespect, threatening gesture, purposeful destruction of property, theft, and possession of a prohibited item, unsafe behavior, and technology misuse. In addition, teachers may refer a student who has repeated behavior infractions. When determining consequences for inappropriate behavior, the following are considered:

- Age of the student
- Past behavior
- Understanding and intent

The principal will contact the parent when an office referral has been made and/or when they have met with a student regarding their behavior.

UNIVERSAL SIGNALS

