

Lanesville Elementary School

2017-18

P.B.I.S. Parent Handbook

We are Lanesville EAGLES!

Eagles have GREAT...

Effort

Attitude

Good Citizenship

Learning

Excellence



Dear Families,

We are excited to share with you our school-wide behavior system that we are implementing this year! PBIS (Positive Behavioral Interventions & Support) is a framework to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Lanesville Elementary School is proud to be a part of this exciting initiative.

As part of the PBIS framework, we have established clear rules for the behaviors we expect in all areas of our school. These expectations are explained in our Behavior Matrix, which you will find attached. We will teach these expectations to the students during our Morning Meetings and during our review activities. Our staff will verbally acknowledge students' appropriate behaviors and acknowledge their behaviors by giving them an Eagle Ticket. Students will add their Eagle Ticket to our Eagle Ticket Box. At the end of each week, we will have a drawing for those students who have earned an Eagle Ticket. Students will also keep a log to track how many Eagle Tickets he/she has received. This log will allow students to track the amount of Eagle Tickets received/needed to attend the monthly celebration. Teachers and staff will set the monthly ticket goal. The expectations for all student behaviors will be clear throughout our classrooms, playground, lunchroom, gym, bathrooms, and hallways.

Our expectations will provide a school environment where more time is spent instructing and less time spent disciplining. If your child does have a discipline concern, an Office Discipline Referral Form (ODR) will be completed. If your child has a "Major" or "Minor" a copy will be sent home with your child. If your child receives an ODR, we ask that you please discuss the behavior concern with your child, sign, and return the form to school. We will have consistent consequences and positive reinforcement for all kids.

By teaching the expected behaviors in a positive way, we are providing a common language for everyone in our building, including students, teachers, and staff. We believe that by helping students practice good behavior, we will build a school community where all students can learn.

Please note that this is a new process for students, teachers, and staff so we ask for your patience. As with anything new we will have some hiccups along the way. We will be reviewing the effectiveness of this plan each month. In doing so, there may be some aspects that are changed, removed, added etc. This will be an ongoing process for the next 3-5 years. We appreciate your help, support, patience, and understanding! Please contact us if you have any questions or need further information. Thank you for your support!

Sincerely,
Lanesville Elementary School Staff

Please cut on the line and sign & return the bottom portion to your child's teacher. Thank you!

Child's Name: _____

Teacher: _____

Parent's Name: _____

Signature: _____

*By signing this form, I acknowledge that I have received, read, understand, and will encourage/support this PBIS plan.

PBIS Overview

Lanesville Elementary School has implemented the PBIS (Positive Behavior Intervention Supports) to benefit our entire student population.

Here are the key points of PBIS:

- We have clearly defined behavior expectations of ***Effort, Attitude, Good Citizenship, Learning, and Excellence***. Every student will be taught our expectations in multiple settings throughout our school (see Behavior Matrix below).
- We, as a staff, will continually self-evaluate our culture and seek behavior supports to effectively meet the social and emotional needs of all students.
- We have established a supportive community here at Lanesville Elementary School to encourage the expected behaviors of showing ***Effort, Attitude, Good Citizenship, Learning, and Excellence***.
- We will hold monthly staff meetings for continued growth and to strengthen PBIS Fidelity
- We are developing a curriculum that is shared school-wide that discourages inappropriate behavior and teaches appropriate behaviors that optimize learning and social-emotional competence.
- We are reducing the need to always be reactive by replacing it with a more proactive approach of teaching students our expectations first. Rather than waiting for a student to fail before we intervene, we provide the necessary supports aligned with the Social and Emotional Learning Standards.
- With this being the first year we are implementing PBIS, we will focus on Tier 1 of the multi-tiered system. We will work on developing Tiers 2 and 3.
- We develop individualized behavior support plans that target problem behaviors while working on establishing environments that teach and reinforce functionally equivalent replacement behavior
- PBIS reminds us that growth must occur for all students even in situations of misbehavior.
- Research has shown that PBIS not only improves a school culture, but it will also improve academic performance.

Lanesville Elementary School PBIS Purpose Statement

The purpose of implementing Positive Behavior Supports and Interventions at Lanesville Elementary School is to:

- Create a more positive culture in the entire learning community
- Continue to improve life in school for all students
- Challenge students and adults to maintain consistent expectations
- Inspire positive behavior within the learning environment
- Empower the decision-making process by utilizing behavior data
- Celebrate the successes of our students and staff

Importance of Family Engagement

Research has consistently linked family engagement (or parental involvement) with positive academic outcomes, reductions in delinquent behaviors, and overall increase of self-esteem and self-worth.

Parents Role in PBIS

By working together, parents and Lanesville Elementary School staff will reinforce the necessary skills for productive citizenship. Home and school communication is a must when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We ask that you support the school's expectations in the following ways:

1. Please spend time reviewing the behavior expectations with your student
2. Please remind your student of the expectations each day before he/she leaves for school

Show Respect, Make Good Decisions, & Solve Problems

3. Our system is consistent and predictable so if your student has earned a consequence please support the decision and do all you can to have your student take responsibility for his/her actions. Your student will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation please call the classroom teacher and/or school administration.
4. When your student arrives home from school, talk with them about their day and ask if their behavior was acknowledged with an Eagle Ticket (ticket they receive for positive behavior) or other privilege. Ask your student what they did to earn an Eagle Ticket. Please offer your student extra praise and reinforcement for these behaviors.
5. If your student did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add additional behavior expectations for your home.

As an Eagle parent, I/We will...

<u>Be Ready</u>	<u>Show Respect</u>	<u>Take Pride</u>
<ul style="list-style-type: none">• Have log-ins and passwords for online tools• Have teacher contact information• <u>Stay informed!</u><ul style="list-style-type: none">*Read the weekly school newsletter*Visit the school and/or teacher website for information• Make sure student is on time and dressed appropriately for the weather	<ul style="list-style-type: none">• Notify office if student is absent, late, or leaving early• When there is a change in dismissal, please complete the transportation form by 1:00 that day to ensure the safety of your child• Contact teachers directly regarding concerns• Work with school staff to guide my student's success	<ul style="list-style-type: none">• Support PBIS expectations and the school community• Access student's grades through Harmony (online gradebook)• <u>Get involved!</u><ul style="list-style-type: none">*PTSO*School events*PBIS celebrations*And more!

School Phone Number: 812-952-3000

Elementary Office and Attendance Line: 812-952-3000 ext 100

School Nurse: 812-952-3000 ext 205

School Website: www.lanesville.k12.in.us

PTSO Website: www.lanesvilleptso.weebly.com

Teachers & Staff Responsibilities: Tier 1

How do we prevent negative behaviors?

- Establish regular, predictable, positive learning and teaching environments.
- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year
- Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations
- Teachers and staff will acknowledge student behaviors that meet our expectations
- Pre-correction methods will be provided. We will work on anticipating and preventing behavior by correcting the behavior before it occurs (e.g. The teacher is aware the student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Teachers will provide interesting and engaging instruction aligned with student's needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Teachers and Staff will provide non-verbal cues (gestural, facial expression, moving closer to student) to redirect misbehavior prior to verbal correction.
- Teachers and Staff will praise immediately by naming positive behavior observed (e.g. "good job Anthony, you raised your hand before speaking"). The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g. 4 positive comments to every one correction).
- Teachers and Staff will focus on relationship building. Positive teacher-student relationships support students adjustment to school, contribute to social skills, promotes academic performance, and fosters students resiliency in academic performance.
- Teachers and staff will follow the Six Components of the School-Wide PBIS philosophy:
 1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
 2. Teach and Re-teach behaviors and routines directly in all settings
 3. Actively monitor behavior (Direct eye contact)
 4. Acknowledge appropriate behavior
 5. Review data to make decisions
 6. Correct behavior errors (Redirection, Verbal Warning, Visual/Gestural Cues, Private Talk)

**"If a child doesn't know
how to read, *we teach.*
If a child doesn't know to
swim, *we teach.*
If a child doesn't know how
to multiply, *we teach.*
If a child doesn't know how
to drive, *we teach.*
If a child doesn't know to
behave, *we teach?*
*Or punish?"***

Herner 1998

Positive Behavior Acknowledgement System

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. All staff at Lanesville Elementary School are able to acknowledge student's positive behavior throughout the school day and throughout the school building. Acknowledgement occurs in various levels as described below:

- We have defined our expected behavior for students.
- We have taught our expected behavior to our students.
- Now we will encourage expected behavior through acknowledgement and positive praise

Reinforcement will occur on various levels

- Individual student
- Classroom
- Grade Level
- Whole School

Individual Student

- Verbal Praise
- Eagle Ticket
- Other personalized behavior reinforcement system

Classroom Level

- Verbal Praise
- Eagle Tickets
- Choices within the classroom as determined by the classroom teacher

Grade Level

- Verbal Praise
- Extra recess time

School Level

- PBIS School Award
- Weekly drawing for special prize

Student Matrix

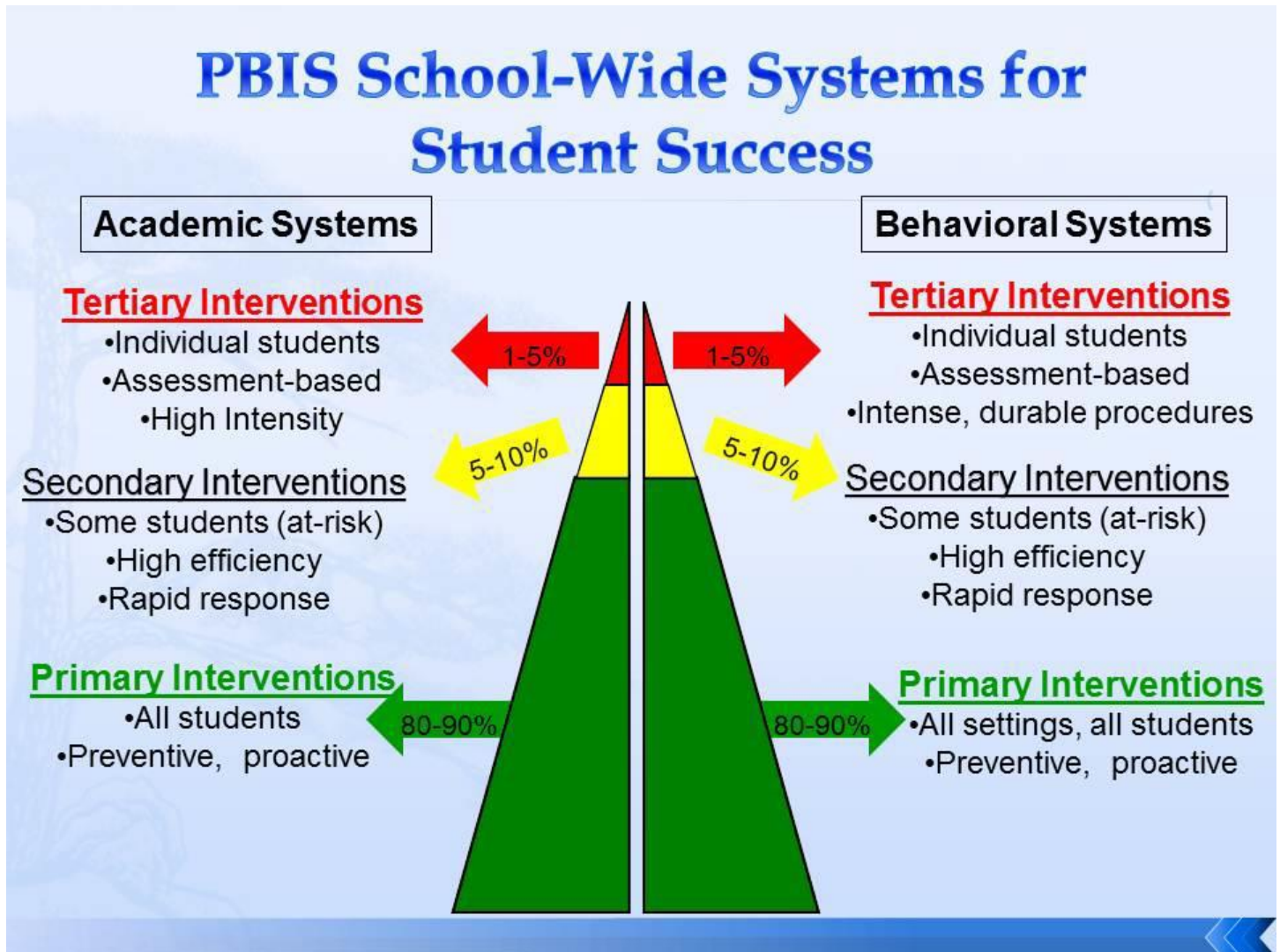
On the following page, you will find our PBIS student matrix that defines how to show ***Effort, Attitude, Good Citizenship, Learning, and Excellence***. The Matrix is the foundation of how we will teach our students the behavioral expectations here at Lanesville Elementary School. Everything we have put in place has been a collaborative effort of our teachers and staff. This has not been done by an outside source. Everything we do with PBIS is "homegrown". The students, staff, and parents will continue to align our goals with our student needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students.

	School	Hallway	Restroom	Assemblies	Cafeteria	Playground/ PE	To and From School Bus Behavior
Effort	<ul style="list-style-type: none"> -Be well rested -Come to school on time -Have your supplies and devices ready for the day 	<ul style="list-style-type: none"> -Know your destination -Know your stopping points 	<ul style="list-style-type: none"> -Ask permission to use the bathroom -Use the restroom quickly -Return to the room when you are finished 	<ul style="list-style-type: none"> -Remain seated until dismissed -Keep hands, feet and objects to yourself at all times. 	<ul style="list-style-type: none"> -Use time in lunch to eat -Only use utensils to eat -Stay seated 	<ul style="list-style-type: none"> -Be a peaceful problem solver -Line up when asked the first time 	<ul style="list-style-type: none"> -Be ready to get on and off the bus -Know the emergency bus procedures -Leave on time to arrive on time -Know the quickest and safest route to school
Attitude	<ul style="list-style-type: none"> -Use appropriate language and voice volume -Speak kindly to all -Be positive 	<ul style="list-style-type: none"> -Keep off of artwork, school work, and the railing on the walls -Smile and be polite 	<ul style="list-style-type: none"> -Use a quiet voice -Wait in line -Keep the bathroom clean 	<ul style="list-style-type: none"> -Listen quietly -Give your full attention to the presenter -Enter and exit silently. 	<ul style="list-style-type: none"> -Be kind to others -Keep hands and feet to yourself -Be appreciative 	<ul style="list-style-type: none"> -Use good sportsmanship -Share supplies and equipment -Take turns 	<ul style="list-style-type: none"> -Use school appropriate language and inside voice volume (on bus and in foyer) -Listen to all staff -Keep hands off of others and belongings
Good Citizenship	<ul style="list-style-type: none"> -Follow directions the first time they are given -Report problems right away -Be a positive role model -Include those that are easily left out 	<ul style="list-style-type: none"> -Give everyone their personal space -Keep hallways clean 	<ul style="list-style-type: none"> -Throw away paper towels in the garbage -Flush the toilet -Pick up garbage on the floor 	<ul style="list-style-type: none"> -Show respect during the pledge and moment of silence 	<ul style="list-style-type: none"> -Use good table manners -Use inside voices -Listen to all staff 	<ul style="list-style-type: none"> -Invite others to join -Know and follow playground rules 	<ul style="list-style-type: none"> -Keep your belongings in your bag -Eat before or after you are on the bus
Learning	<ul style="list-style-type: none"> -Keep objects, hands, and feet to yourself -Stay in supervised areas 	<ul style="list-style-type: none"> -Walk -Keep to the right -Eyes forward 	<ul style="list-style-type: none"> -Wash hands with soap and water to the count of 10 -Use the bathroom equipment properly 	<ul style="list-style-type: none"> -Use restrooms and drinking fountain before attending -Leave all objects and devices in backpacks/ classrooms 	<ul style="list-style-type: none"> -Put trash in trash cans -Leave eating area clean -Know your lunch number 	<ul style="list-style-type: none"> -Wear appropriate clothing -Use equipment for what it is meant 	<ul style="list-style-type: none"> -Stay seated and face forward -Keep aisles clear -Enter and exit in a single file line -Use sidewalks and crosswalks - Walk to and from destination (home/bus to school)
Excellence	<ul style="list-style-type: none"> -Accept consequences with a good attitude -Represent Lanesville in a positive manner 	<ul style="list-style-type: none"> -Be quiet when in the hallways -Help others follow the rules 	<ul style="list-style-type: none"> -Aim for the toilet -Give others privacy 	<ul style="list-style-type: none"> -Move all the way down to the end of your row when coming in 	<ul style="list-style-type: none"> -Walk to your seats, the garbage, and into lines -Line up quietly 	<ul style="list-style-type: none"> -Look where you are going -Stay in designated play areas 	<ul style="list-style-type: none"> -Go directly to your dismissal area -Make sure you have all needed items prior to leaving the classroom -Help younger students

Tier Level Interventions

As you can see, we are creating a strong foundation of how we are going to help 100% of our students become successful. As we continue on this with the implementation of PBIS, our interventions will strengthen over the years.

Below is a chart that shows how the tiers of PBIS are almost identical to the tiers of academic success. This year, as we roll out PBIS to our students, we will have a focus on Tier 1. We will also be developing Tiers 2 and 3 throughout the course of the school year.



Consequences for Classroom Managed and Office Managed Incidents

When students do not follow the outlined schoolwide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Classroom managed behavioral issues will be handled by the teacher. Teachers will refer to the chart below when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use:

- Redirection
- Removal to a “time out” area within the classroom
- Cutler Elementary Problem-Solving Reflection Behavior Form (See below)
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Removal to another setting (no longer than 30 minutes and as last resort to preserve instructional learning time)
- Parent conference

******The Problem-Solving Form is used as an opportunity for students to reflect on their behavior and consider alternative solutions that meet our expectations. Parents will need to sign the form and return to school the next day. Problem Solving Forms are classroom managed issues and do not go to the office unless the behavior continues.

Office managed 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 TAT Team to develop a behavior improvement plan
- Suspension (if behavior is severe in nature)

Classroom/Non-Classroom Managed vs. Office Managed Behaviors

Classroom Managed Behaviors Managed Behaviors	Non-Classroom/Office Managed Behaviors Managed Behaviors
Inappropriate Language	Inappropriate Language (MAJOR)
Disruption of Learning Environment	Dress Code Violation
Minor Physical Aggression (pushing, or tripping, poking, etc. that does not result in injury)	Aggression, Biting, and Fighting (with mark left)
Playground Infractions	School Threat, Threat to Self
Disrespect	Destruction of school property (ex. breaking a chair, ripping books, etc.)
Refusal to Participate, Defiance	Alcohol, Tobacco, Drugs
Not Completing Work, Off-task	Attendance Policy Violation
Lying, Cheating, Forgery, Plagiarism	Improper Use of Cell Phones and Electronics
Stealing – erasers, pencils, etc.	Weapons and Dangerous/Threatening Objects
Technology-Off Task	Technology-Inappropriate Use
Teasing, Gossiping, Social Exclusion	Bullying
Disruptive talking	Stealing – money, cell phones, etc.
Running in the halls	Leaving campus/leaving class

Note: Immediately contact an administrator for crisis behaviors. Examples of crisis behaviors consist of the following: Behaviors that are self-injurious, assaultive, cause serious property damage, and/or other pervasive maladaptive behavior.

Before sending a student with a Discipline Referral to the Principal for any CLASSROOM managed behaviors teacher must have:

1. Contacted parents
2. Tried a number of interventions
3. Seen the behavior continue to be repeated

Lanesville Elementary School

Behavior Reflection Form

Name: _____ Date: _____ Teacher: _____

Please check the expectation that was not being followed:

- ☐ Effort
- ☐ Attitude
- ☐ Good Citizenship
- ☐ Learning
- ☐ Excellence

What were you doing?

What should you have been doing?

What will you do differently next time?

Student Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Parent Signature: _____
(as needed)

Date: _____

Office Referral Form

Name: _____

Location

Date: _____

Time: _____

☐ Playground ☐ Library

Teacher: _____

☐ Cafeteria ☐ Bathroom

Grade: K 1 2 3 4 5 6

☐ Hallway ☐ Arrival/Dismissal

Referring Staff: _____

☐ Classroom ☐ Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Playground infraction <input type="checkbox"/> Disrespect <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Tardy <input type="checkbox"/> Vandalism <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Threat to school or self <input type="checkbox"/> Leaving class/campus <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Administrative Decision		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other

Other comments: _____

☐ I need to talk to the students' teacher ☐ I need to talk to the administrator

Parent Signature: _____

Date: _____

All minors are filed with classroom teacher. Three minors equal a major.
All majors require administrator consequence, parent contact, and signature.

Lanesville Elementary School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will document the minor infractions using the minor incident tab of our data base system. Teachers will refer all major infractions to the office by completing the Office Referral Form. Please note that three minor incidences will result in an office referral. If a student receives an office referral form, parents will be notified by administration.

Summary

We hope this handbook helped with the learning process of PBIS and how we will implement it this school year. Please use this handbook as a quick reference for questions you may have. Your support, flexibility, and understanding is greatly appreciated and will make for a positive impact! We appreciate all of your help with our PBIS program and what it can do for our students. We are looking forward to a great year!