

Coopersville Area Public Schools

South Elementary



2023-2024

PBIS Handbook

Respect

On Track for Learning

Cooperative

Kind

Safe

Coopersville South Elementary School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem-solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

Coopersville South Elementary School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgment, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:

Students at Coopersville South Elementary will use ROCKS throughout the school day by following the five behavioral expectations.

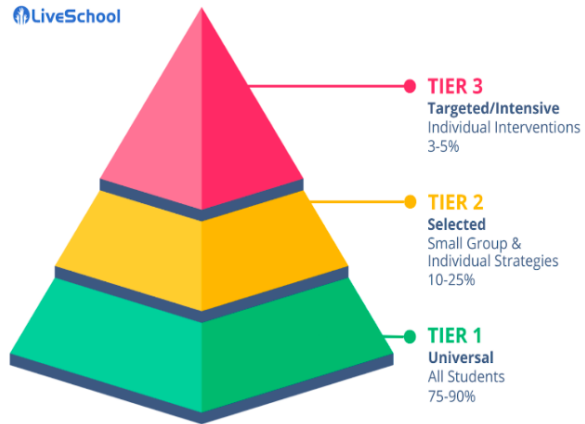
South Elementary's Behavioral Expectations:



Respect
On Track for Learning
Cooperative
Kind
Safe

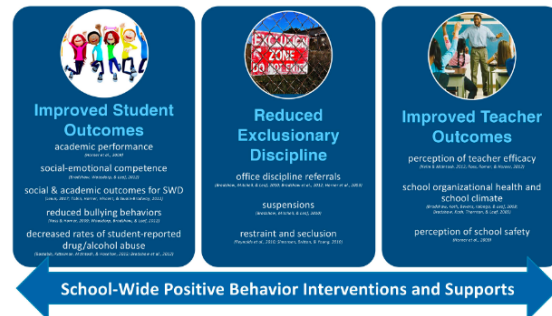
What is PBIS?

“Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.” - Center on PBIS



Why do PBIS?

- PBIS establishes a healthy school culture and climate
- PBIS increases student engagement and instructional time
- PBIS empowers students to play a central role in their education
- PBIS reduces racial inequities in discipline
- PBIS reduces teacher burnout
- PBIS makes all your other practices better



Staff Member Expectations

- Teach PBIS expectations in the beginning of the year within the rotations, and repeat as the need arises in an area
- Hand out at least 10 South ROCKS tickets to students each week
- Clearly display ROCKS letter and classroom matrix
- Write referrals when students are not following expectations
 - For disruption referrals, only write a referral after the student has received 3 reminders of expectations
- Communicate referrals with parents/guardians whenever there is a referral written
- Write positive office referrals when students show behavior above and beyond expectations

What is a referral?

When students **do not** follow PBIS expectations, staff need to write a referral.

A referral is a point of behavioral data on a student that is used to guide tier 2 and tier 3 interventions.

A referral is **NOT** a consequence. When writing a referral, a consequence can accompany the referral, based on teacher/administration decision.

****All referrals should be entered into SWIS.***

Administration Vs. Class Management

- When a referral is a staff-managed behavior, a consequence will come from the staff member, and the student's general education teacher will contact home.
- When a referral is an administration-managed behavior, a consequence will come from a member of administration, and the office will contact home.

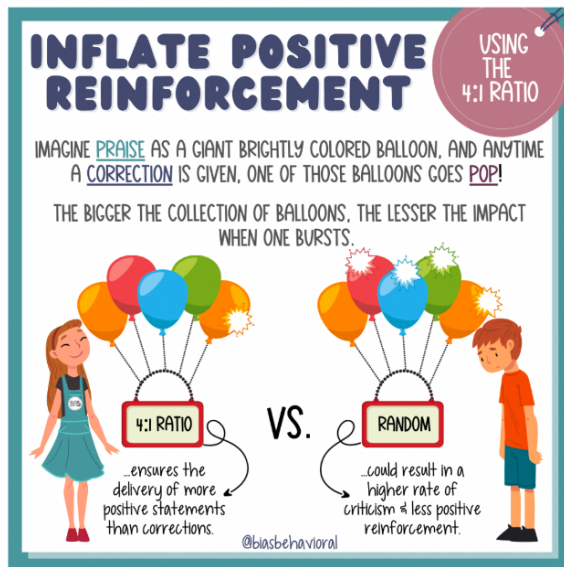
ODR Behavior Guidelines	
Is the behavior a Minor or Major offense?	
Staff Managed Behaviors	Administrative Managed Behaviors
Defiance	Abusive Language / Inappropriate Language/ Profanity
Disrespect	Arson
Disruption/ Excessive Talking	Bomb Threat
Inappropriate Language	Forgery / Theft / Plagiarism
Physical Contact	Harassment (Verbal and Physical)
Technology Violation	Inappropriate Display of Affection
	Technology Violation
	Use of: drugs/weapons/alcohol
	Physical Aggression (includes fighting)
	Property Damage/Vandalism

Staff Managed Guidelines:

- Complete documentation process
- Reteach expectations; prompt, model, rehearse expected behaviors
- Contact primary teacher
- Call parent

Office Managed Guidelines:

- Call, text, or email office/admin to notify
- If necessary, send student to office.
- Complete documentation process
- Contact primary teacher
- Student will conference with administration and given a consequence using progressive discipline
- Replacement behavior, re-teach, rehearse
- Administrator contact parents (phone call or note home)



4:1 Ratio

Research suggests that staff should plan to use a 4:1 ratio.

For every 1 corrective or attention to inappropriate behavior, the teacher or other staff provides 4 positives for appropriate behavior.

This reinforcement of positive behaviors is critical for our students who have experienced trauma.

Acknowledgment System

The acknowledgment system is a feature of the Coopersville ROCKS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate South behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- ✓ When you observe students being, respectful, on track for learning, cooperative, kind, and safe give specific positive verbal feedback such as:
 - "That was so *kind* how you held the door open for your classmates."
 - "Thank you for being *safe* by walking with your hands and feet to yourself."

ROCKS Tickets

- ✓ Acknowledge students who are exhibiting ROCKS behaviors by giving them specific positive feedback along with a ROCKS Ticket.

Weekly Recognition, Monthly Raffle, and Schoolwide Activity

- ✓ **Weekly:** Each time a student has received a ROCKS ticket, the ticket is put in a drawing. Tickets are drawn weekly per grade level. Students' names will be announced over the intercom for recognition.
- ✓ **Monthly:** Then all the tickets will be placed in a bucket for a monthly drawing. Each student drawn for the monthly prize will win a gift card or prize preselected for that month. (ex. Delly Belly donut gift card, McDonald's gift card, Five Below prizes, etc)

- ✓ **Schoolwide Activity:** All tickets will be displayed on the ROCKS sign in the hallway. When each letter's backspace is filled with tickets there will be a school-wide reward such as pizza parties, movies with popcorn, pajama day, etc.

Handling Infractions of Behavioral Expectations

South Elementary will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Minor behaviors include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be documented in SWIS. Parents must be notified when a referral is completed.

Step 2: If behaviors persist, the classroom teacher should meet with the student for the purpose of goal setting. One of the following staff members may be a resource for this process: Teacher Consultant, PBIS Team member, school social worker, principal, or general education behavior intervention personnel. If you would like support from the SEL team, please use the Student Referral Link. A staff member will contact you. Remember to communicate frequently with parents and to document contact in Infinite Campus.

Step 3: If Level 1 behaviors have not improved after 4 weeks, please use the Student Referral Link and consider signing up for Child Study.

Level 2 behaviors include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)*
- Fighting (defined as actions that require a visit to the nurse)
- Forgery, theft*
- Property damage*
- Skipping class*
- Inappropriate Touching
- Vandalism (irreversible destruction of school property)
- Violation of district technology guidelines*

Level 2 behaviors should be referred to the office at teacher discretion*. The teacher should input a referral in SWIS. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. If a student needs to be removed from the classroom immediately, please call the office.

Level 3 behaviors include:

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Level 3 behaviors should be referred to the office immediately and recorded in SWIS. Consequences for students who engage in level 3 behaviors will be determined by the administration. An administrator will notify parents.

General Lesson Format for Teaching School R.O.C.K.S. Behaviors

When introducing behavioral expectations, follow five basic steps:

Step 1: Access prior knowledge of **R.O.C.K.S.** for the specific setting.

Step 2: Identify **R.O.C.K.S** behaviors for specific settings.

Step 3: Model **R.O.C.K.S** behaviors for specific settings.

- *Respect*
- *On Track for Learning*
- *Cooperative*
- *Kind*
- *Safe*

Step 4: Review expectations of **R.O.C.K.S.** for specific setting.

Lesson 1

Cafeteria Expectations

Respect in the cafeteria:

- Wait your turn
- Use Level 2 voice
- Respond to cafeteria personnel's signal for silence
- Give your attention to the cafeteria personnel while in the serving zone
- Respect others' personal space

On Track for Learning in the cafeteria:

- Focus on eating first
- Follow cafeteria procedures*
- Raise hand for permission to be excused

Cooperative in the cafeteria:

- Clean up after yourself
- Use table manners
- Eat your own food

Kind in the cafeteria:

- Use friendly words
- Make space for others at the table
- Use good table manners

Safe in the cafeteria:

- Hands, feet & objects to self
- Walk

Cafeteria Procedures

- Enter the cafeteria quietly.
- Students bringing lunch – walk to your table.
- Students buying lunch are excused by tables and proceed to the appropriate line by menu choice.
- Level 1 voice in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward
- Talk only to those across and next to you.
- For the teacher's assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- When finished, pick up all trash, throw away all trash, clean the area and stack styrofoam tray neatly.
- Put all unwrapped, uneaten food and trash into the trash can carefully. If wrapped, purchased food from the cafeteria is uneaten, please put on the "Share Table".
- Pick up any food or trash you drop on the floor at the trash can.
- Wash your area with the cloth provided.
- Walk out of the cafeteria using a Level 1 voice.

Lesson 2

Hallway Expectations

Respect in the hallway:

- Respect others' personal space
- Use Level 1 voice

On Track for Learning in the hallway:

- Keep backpack closed
- Stay with your class

Cooperative in the hallway:

- Go directly to your destination

Kind in the hallway:

- Use kind words
- Hold doors open for others

Safe in the hallway:

- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

Winter Gear:

- Boots tucked under locker
- Coats snow pants hang in locker or on locker

Lesson 3

Restroom Expectations

Respect in the restroom:

- Observe personal space
- Lock stalls when entering and unlock when leaving
- Respect privacy
- Use Level 2 voice

On Track for Learning in the restroom:

- Use water, soap and paper towels sparingly
- Return directly to class or designated area when finished

Cooperative in the restroom:

- Follow 1, 2, 3 procedures*

Kind in the restroom:

- Flush toilet after use
- Keep restrooms clean

Safe in the restroom:

- Use restroom facility appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if restroom needs attention

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1-2-3 Procedures* (Replace with Go-Flush-Wash-Leave)

- ❖ **One** Turn on water
- ❖ **Two** Squirts of soap, scrub hands underwater
- ❖ **Three** Dry hands

Lesson 4

Recess Expectations

Respect at recess:

- Respect school property
- Take turns
- Use good sportsmanship

On Track for Learning at recess:

- Line up quickly when called
- Listen for instructions
- Be responsible for jackets and other belongings

Cooperative at recess:

- Put equipment away when finished

Kind at recess:

- Share equipment
- Use positive talk

Safe at recess:

- Follow playground procedures*
- Remain on school grounds
- Walk on sidewalk when exiting the building to playground area
- Follow game rules
- Inform adult of unsafe behavior or incidents
- Stay away from unfamiliar adults or animals
- **Winter**- stay off ice chunks, snow mounds or any other restricted area.

Teachers and staff will implement I–HUM strategies.

- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students

Playground Procedures*

Playground Equipment

- Get off equipment carefully
- Hands and feet to yourself while on equipment
- Go up the ladder, down the slide

Equipment

- Take care of all equipment
- Use equipment properly
- Return equipment to cart when finished
- Let teachers know when balls go over the fence

Field

- Share space on field for different activities
- Follow rules of the games
- Keep fields in good playing condition
- Use bike racks for parking bikes only

Teachers and staff will implement I–HUM strategies.

- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students

Lesson 5

Technology Expectations

Respect for technology:

- Follow the teacher's directions
- Words matter; think before you post/share

On Track for Learning with technology:

- Log in/out of technology quickly
- Be on task/use best effort

Cooperative with technology:

- Follow technology rules

Kind with technology:

- Take care of technology
- Put technology away appropriately and plug it in
- Keep settings the way you found them

Safe with technology:

- Only access educational websites that are allowed by your teacher
- Carry technology with two hands

Office Expectations

Respect in the office:

- Use manners when asking for help
- Wait until the office staff can help you

On Track for Learning in the office:

- Walk into the office and head right back to class when finished

Cooperative in the office:

- Stick to your business in the office
- Stay in front of the secretaries' desks unless invited to come back

Kind in the office:

- Say please and thank you
- Hold the doors for others

Safe in the office:

- Use walking feet
- Take care of items you have used

Arrival Expectations

- If you arrive before the doors open at 8:25 a.m., please report through the glass doors by the office.
 - Enter the building when doors are opened
 - Go straight to the classroom when dismissed at 8:42 a.m. or when the main doors are opened
 - Walk into the building
 - Wait in the cafeteria until dismissed at 8:42 a.m. (weather contingent)
 - Keep hands, feet, and objects to self
 - Use Level 2 voice
 - Respect others' personal space
 - Respond appropriately to adult directions
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Walker/Biker Arrival Procedures*

- When approaching the intersection, stay to the right by the curb
- Wait at the stop sign until the crossing guard tells you to go
- Stay inside the white crosswalk lines

Riders:

- Riders must get off and walk bikes, scooters or skateboards when crossing street
- Stay on sidewalk

Walkers:

- Walk on sidewalk
- Enter building through grade level door

Dismissal Expectations

- Be packed and ready to go
- Keep materials in backpack until arrival at home
- Walk with teacher when the dismissal bell rings to designated area
- Follow hallway expectations
- Keep hands, feet, and objects to self
- Use Level 2 voice
- Respect others' personal space
- Respond appropriately to adult directions

Walker/Biker/Pick Up Dismissal Procedures*

- Walk quietly in line with cross guard to the crossing area
- Stay on sidewalk behind cross guard
- Riders must get off and walk bikes, scooters, or skateboards while crossing the street.
- Wait on the sidewalk at the intersection until the traffic stops and you are told to cross

Bus Expectations

- Remain seated in one seat until bus comes to your stop
- Keep hands and objects inside the bus, and out of the aisle
- Keep all materials inside backpack until arrival in classroom or home
- Keep backpack, lunch kits, hands, feet, and all other materials out of the aisle
- Board or exit the bus only at your stop
- Keep all food and drinks in backpack until off of the bus
- No eating or drinking on the bus
- Follow bus driver instructions
- Use Level 2 voice
- Keep hands, feet, and objects to self
- Move over to allow others to sit in a seat
- Please be at your bus stop 5 minutes before scheduled pick-up time.

Playground Safety Rules:

Common courtesy dictates that everyone takes turns on equipment and forms lines. Have good sportsmanship. Please remain within the boundaries of the playground. Boundaries are the single sidewalk over to the field. Exceptions for summer are up to the staff to utilize shaded areas. In case of snow, students must stay off of ice and snow mounds and cannot throw snow or snowballs. First outside recess bring the equipment cart outside by the trash can on the basketball court. Last recess collect the equipment and return the cart to the breezeway. For the teacher recesses make sure to collect all equipment that your students use and return to the cart.

General Rules:

- Do not touch trees
- Do not play by or around manhole covers
- Keep shoes on at all times

Upside Down Umbrella:

- Arms and legs should be above the bottom rope at all times.
- There is a six-student maximum.

Yellow Umbrella:

- Students are not permitted to climb on top of the umbrella.
- Feet must hang down at all times. Grabbing feet is not permitted.
- Students should not hold the pole and push.
- Only 1 person per section/there is a six-student maximum.
- Students should stand on the grass to wait for their turn so they don't get kicked.

Slide:

- One student going down at a time.
- Students should not crowd at the top or bottom of the slide.
- Students must be facing forward and on their pockets when they go down.
- Pushing and crashing into each other are not permitted.
- No jumping off or climbing up the slide.

Jungle Gym:

- Common courtesy when climbing on the same space.
- Jumping off or playing tag are not permitted on the structure.
- No standing on the second level of structure.

Gray Climber:

- On the gray spinning part students need to keep their feet in.
- There are two students maximum at a time.
- One minute per student/pair of students, if there is a line. (Count to 30 Coopervilles)
- No pushing or shaking the structure.

The Donut/ Spinning Wheel:

- There is a six-student maximum.
- All students need to be seated at all times. NO STANDING

Swings:

- Sit on the swing seats- no standing, twisting, jumping or swinging sideways.
- Jumping off is not permitted.
- Students not using the swings must stay clear of active swings. Running between or under swings is not permitted.
- No saving swings- Move your feet, lose your seat!!
- No frogger.
- No hanging from the top bar.

Triangle Teeter Totter:

- 3 student maximum
- No flinging students off.

Climbing Wall:

- No sitting on the top bar.

The Rocket:

- On the top level maximum of 5 students.

Basketball Hoops:

- Basketball hoops are for playing basketball only.
- Climbing or hanging on the bars and baskets is not allowed.

Tetherball:

Expectations:

- No hanging on the ball.
- No climbing the pole.

Rules:

- The first two people in line call fouls.
- The next person coming into the game to play the winner serves.
- No holding or catching and throwing the ball while playing.
- If the winner beats everyone in line, the winner goes to the back of the line and there are two new players.

Gaga Pit:

Expectations:

- No sitting or standing on the wall.
- No targeting.

Rules:

- All players start with one hand touching a wall of the pit.
- The game begins with a referee throwing the ball into the center of the pit.
- When the ball enters the pit, the players scream 'GA' for the first two bounces, and 'GO' on the third bounce, after which the ball is in action.
- Once the ball is in play, any player can hit the ball with an open or closed hand.
- If a ball touches a player below the knee (even if the player hits himself or herself) he or she is out and leaves the pit. If a player is hit above the knees, the play continues.
- If a ball is caught on a fly, the player who hit the ball is out.
- Players cannot hold the ball.
- If needed, a second ball can be thrown in the pit to expedite the end of the game. The last player standing is the winner of that round.

Field:

- **Soccer:** Students should not climb or hang on the goals or netting.
- **Football:** Only two hand touches are allowed. In order to play safely, tackling, and piling up are not allowed. Teams should be divided evenly.
- Do not go past the posted boundaries.
- No climbing on the baseball field's fence.
- Leave the green storage box alone.
- This is not a championship game, it's just for fun!!!