

CENTRAL HEIGHTS ELEMENTARY

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Code of Conduct, Expectations, and Consequences



2022-2023

P.R.I.D.E.

**POSITIVE - RESPECT- INTEGRITY - DETERMINATION
EXCELLENCE THROUGH EFFORT**

CHES FACULTY CORE VALUES

- 1. The learning of effective and appropriate relationship skills is vital to the student and a lifelong skill that will aid them throughout their life.**
- 2. Social, emotional, and character development skills are critical in a student's ability to achieve academic success and positively impact their lives beyond school.**
- 3. Students can and should be taught how to be respectful and responsible individuals. The family is the first teacher and along with school personnel should provide continuous support of the social, emotional and character development expectations.**
- 4. All staff members are responsible for helping teach students how to be respectful and responsible within a safe environment.**
- 5. Students should model good character and define character by thinking, feeling, and doing.**
- 6. All students should care about other people, be honest, responsible for their own actions, and practice those characteristics at home and school.**
- 7. Like academic skills, these skills are learned through direct instruction, opportunities to practice and opportunities to reflect on their own shortcomings with guidance from adults.**
- 8. Students need to learn to accept responsibility for their actions and accept the consequences for inappropriate actions.**

Mission Statement

The Central Heights Elementary mission is to help students master basic grade level skills. Students will be challenged to become responsible individuals who exhibit positive attitudes, healthy self-esteem, respect for others, and enthusiasm for learning. This will form a basis for becoming productive citizens.

The CHES schoolwide positive behavior support is a system developed for improving student behavior. It is used:

- by all staff with all students
- across all environments pertaining to school (classroom, lunchroom, restroom, playground, and hallway).
- to help CHES create effective learning environments
- to identify and explicitly teach expected student behaviors, finding ways to reinforce and recognize appropriate student behavior while enforcing consistent meaningful consequences when expectations are not followed.

The three basic components are:

- **Prevention** - clarifying positive behavioral expectations
- **Consistent Support** - fostering responsible student behavior by modeling, acknowledging, and rewarding appropriate behaviors
- **Data-based Decision Making** - regularly evaluating data to gauge the program's effectiveness and changing program elements as needed. This will be done by the Student Assistance Team and/or the PBS Team

There is a universal support for ALL students throughout CHES.

- Positive discipline that is proactive
- Behavior expectations are taught
- Active supervision and monitoring
- Positive reinforcement
- Social, emotional, and character development skills instruction
- Fair and corrective discipline
- Family engagement

Small Group Support:

- Social skills group
- Conflict resolution
- Self-management programs
- Adult mentors
- Special seating or special schedule

Targeted Support: Focus is on the individual student

- Intensive social skills instruction
- Functional Behavior Assessment
- Individualized Education Plan
- Behavior Intervention Plan
- Interagency Collaboration
- Intensive Collaboration with family

Positive Behavior Support

The goal of implementing a positive support plan is to increase academic and social competence and decrease inappropriate behaviors.

Behavioral research tells us students learn and behave more appropriately when expected behaviors are explicitly taught and practiced throughout the school day in different settings. Students do not learn better ways through punitive consequences. Students will learn and retain good behaviors through direct teaching, opportunities to practice, modeling, positive reinforcement, and monitoring.

Teaching social, emotional, and character development skills into the school day has great rewards.

Classroom

- Less classroom disruptions
- Increase in academic achievement
- More positive behaviors
- Greater teamwork and caring
- Greater civility
- Improved nonviolent decision making
- More engagement in learning

School

- Improved school climate
- Stronger student connection to school
- Reduction in bullying
- Increase in school attendance
- Fewer suspensions
- Fewer at-risk behaviors
- Fewer disciplinary referrals

Teacher Managed Behaviors:

Examples of behavior handled by teachers:

- Physical Contact
- Peer Verbal Conflict
- Defiance/Disrespectful/Noncompliance
- Inappropriate Language/Gestures/Pictures
- Disruption
- Dishonesty (stealing, lying, cheating)
- Technology Violation
- Misuse/Damage to Property
- School/Homework Incomplete/Unprepared
- Dress Code
- Teasing

When behaviors become serious (intensity-frequency-duration) the student's behavior may require an office referral (see flow-chart).

Office Managed:

Examples of behavior handled by the administration:

Parents will be contacted by the Principal for the following behaviors:

- **Physical Aggression/Assault**
- **Bullying/Harassment (physical, verbal, electronic)**
- **Major Disrespect to Peers/Adults**
- **Dishonesty (Stealing, Cheating, Lying)**
- **Discrimination**
- **Danger to Self or Others**
- **Serious Disruptive Behavior**
- **Inappropriate Language, Gestures, Pictures**
- **Threats**
- **Weapons**
- **Technology Violation**
- **Drugs/Alcohol./Tobacco**
- **Theft/Vandalism**

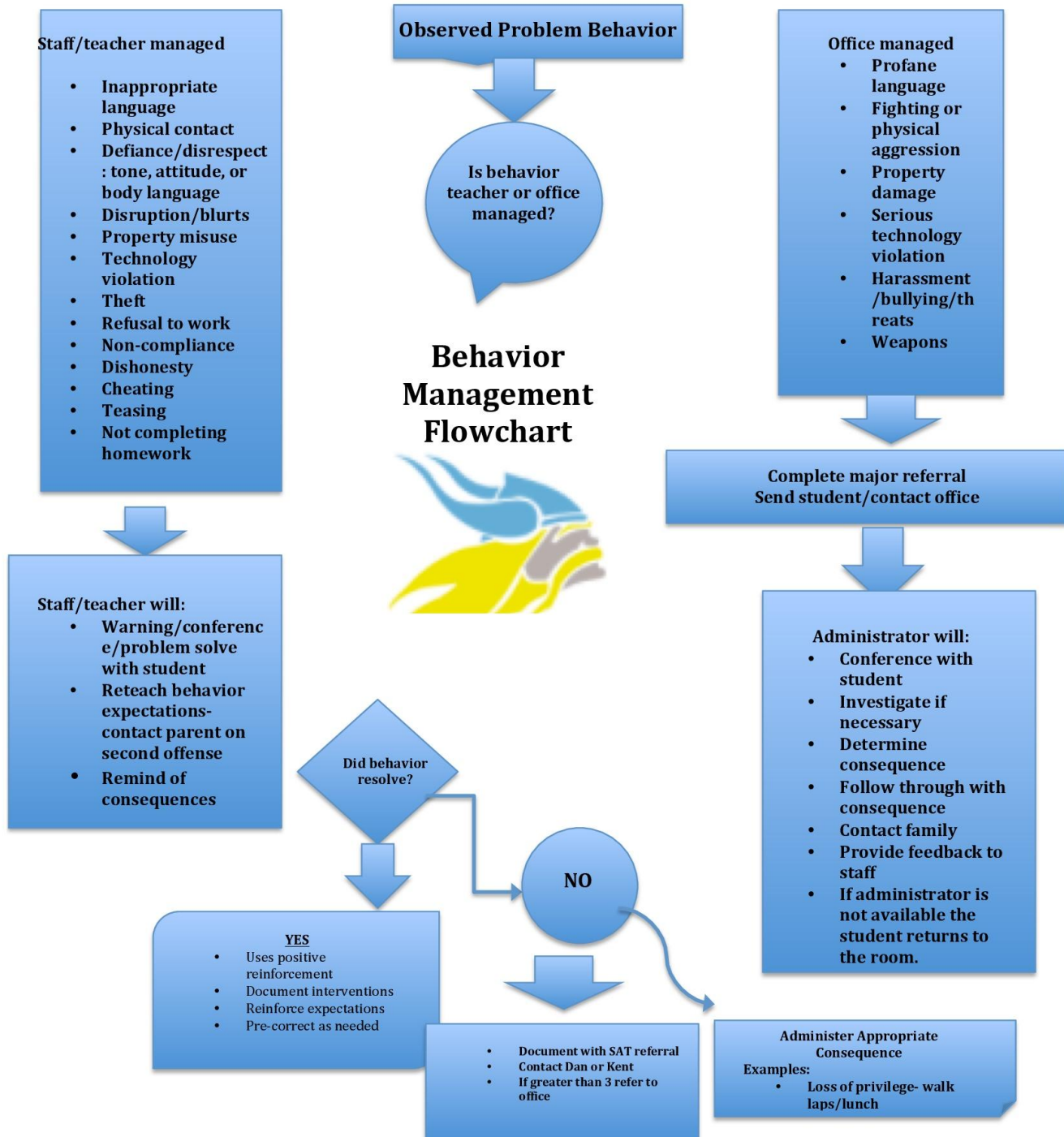
Administration Options:

Conferencing with student and/or parents, Detentions, Removal of privileges, Referral to in-house counseling and/or Social Group, Student Assistance Team Referral, Restitution, Functional Assessment of Behavior/Behavior Plan, In-School Suspension (ISS), Out-of School Suspension (OSS), Expulsion

The Administration reserves the right to amend consequences.

***Law enforcement may be notified for serious offenses. Criminal charges may be filed.**

Central Heights Elementary Behavior Management



Central Heights Elementary School

P.R.I.D.E.



Settings→ Expectations ↓	Classroom	Hallway	Lunchroom	Restroom	Playground
P-Positive	Show self-control during Use kind words with others Show compassion to others	Stay quiet in the hallways Quiet feet	Stay seated Raise hand when you need something Handle food properly	Take turns	Take turns Stay on the team you start on Share equipment
R- Respect	Follows adult directions Be considerate of classmates Use polite language and be prepared for class	Follow adult directions Walking feet Keep hands and feet to self	Follow adult directions Stay in line Keep hands and feet to self	Knock on stall before entering Respect privacy of others	Share equipment and take turns Allow others to participate in activities
I- Integrity	Do your own work Practice self-discipline Be honest	Follow adult directions	Eat your own food	Wash your hands 3 pumps of paper towels	Agree on and play by the rules Encourage others
D- Determination	Stay on task Ask for help by raising your hand when you need it	Single file line Keep hands and feet to yourselves	Clean up your area	Flush the toilet Place paper towels in the trash can	Put away equipment Use your hands and feet respectfully
E- Excellence through Effort	Do your best work Complete your work on time Be a problem solver	Go to your destination Carry your items safely	Correct usage of voice level	Return to class quickly	Line up quickly when whistle is blown

Student Conduct Report - Office Referral

Central Heights Elementary School Office Discipline Referral (one per student)		Actions taken: <input type="checkbox"/> Buddy Room <input type="checkbox"/> Where _____ <input type="checkbox"/> Need Adm. Involvement <input type="checkbox"/> Teacher Resolved
Student:	IEP- Y or N	Date:
Grade: K 1 2 3 4 5		Time of Incident:
Classroom Teacher:		Referred by:
Location of Incident: (please check) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> bathroom <input type="checkbox"/> gym <input type="checkbox"/> playground <input type="checkbox"/> hallway <input type="checkbox"/> special event (field trip/assembly) </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> art <input type="checkbox"/> music <input type="checkbox"/> computers <input type="checkbox"/> cafeteria <input type="checkbox"/> classroom <input type="checkbox"/> other _____ </div>		

SAFETY

RESPECT

RESPONSIBILITY

(Mark only one problem behavior)

Minor <ul style="list-style-type: none"> <input type="checkbox"/> Physical contact <input type="checkbox"/> Peer Conflict <input type="checkbox"/> Other _____ Major (to principal) <ul style="list-style-type: none"> <input type="checkbox"/> Physical aggression/assault <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Danger to self or others <input type="checkbox"/> Threat <input type="checkbox"/> Weapons <input type="checkbox"/> Other _____ 	Minor <ul style="list-style-type: none"> <input type="checkbox"/> Defiance/disrespectful, non-compliance <input type="checkbox"/> Inappropriate verbal language/gestures <input type="checkbox"/> Disruption <input type="checkbox"/> Dishonesty <input type="checkbox"/> Stealing <input type="checkbox"/> Technology violation <input type="checkbox"/> Damage to property <input type="checkbox"/> Discrimination Other _____ Major (to principal) <ul style="list-style-type: none"> <input type="checkbox"/> Disrespect/noncompliance <input type="checkbox"/> Disruption <input type="checkbox"/> Verbal assault/threat <input type="checkbox"/> Damage or destruction of Property <input type="checkbox"/> Stealing <input type="checkbox"/> Inappropriate verbal language/gestures <input type="checkbox"/> Discrimination <input type="checkbox"/> Other _____ 	Minor <ul style="list-style-type: none"> <input type="checkbox"/> Property misuse <input type="checkbox"/> School/Homework incomplete/unprepared <input type="checkbox"/> Dress Code <input type="checkbox"/> Other _____ Major (to principal) <ul style="list-style-type: none"> <input type="checkbox"/> Technology violation <input type="checkbox"/> Weapons <input type="checkbox"/> Drugs/Alcohol/Tobacco <input type="checkbox"/> Vandalism <input type="checkbox"/> Other _____ Major (to principal, law enforcement contacted) <ul style="list-style-type: none"> <input type="checkbox"/> Physical aggression/assault <input type="checkbox"/> Threat <input type="checkbox"/> Danger to self/others <input type="checkbox"/> Technology violation <input type="checkbox"/> Weapons <input type="checkbox"/> Drugs/Alcohol/Tobacco <input type="checkbox"/> Vandalism <input type="checkbox"/> Arson <input type="checkbox"/> Other _____
POSSIBLE MOTIVATION:		OTHERS INVOLVED:
<input type="checkbox"/> Attention from peer(s) <input type="checkbox"/> Attention from adult(s) <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid work		<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown

__ Obtain item __ Don't know	__ Other _____
__ Other _____	

TEACHER ACTION TAKEN PRIOR TO REFERRAL:

__ Sent to Buddy Room	__ Consulted Counselor	__ Sent previous report home
__ Conferred privately with student	__ Consulted Principal	__ Time out in the classroom
__ Conferred with parent	__ Telephoned parent/guardian*	__ Other (please specify)

**Except for the most serious disciplinary matters, this step should be followed prior to office referral.*

Incident Description:

Describe how the teacher resolved this issue:

Teacher's Signature: _____

Buddy Room Teacher's Signature: _____

DISCIPLINE ASSIGNED BY ADMINISTRATOR:

<input type="checkbox"/> Counselor referral	<input type="checkbox"/> Time out in office	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Out of school suspension (____ days)	<input type="checkbox"/> Time out in buddy room	<input type="checkbox"/> Individual instruction
<input type="checkbox"/> In school suspension (____ days)	<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Sent home
<input type="checkbox"/> After school detention	<input type="checkbox"/> Conference with student	<input type="checkbox"/> Other: _____

Parent Contacted: Check one: __ Phone __ Mail __ Note __ Email __ Conference

1. Principal's Signature: _____ Date _____

2. Parent's Signature: _____ Date _____
(please sign and return to the Elementary Office)

Explanations:

CHES is implementing a point system to set the consequences for unacceptable behavior. Data is kept so parents and students know the progression of consequences.

Each offense may not be administered exactly, as scheduled, but will serve as a guide for administering consequences. It should be noted that frequency, duration, and severity are taken into account when assigning consequences. Also considered are: age, previous behaviors/referrals, individual behavior plans, and identified disabilities.

If the student should accumulate 15 points, a parent conference is mandated. The “team” will complete an Action Plan to help the student become more successful in the school setting.

A combination of consequences may be imposed, i.e. Removal of Privileges and ISS.

Removal of Privileges:

- Activities removed are those that are not part of the regular education day (field trips, after-school activities/ballgames, behavior reward time, assemblies, Play Day, etc.

Detentions:

- Parents are responsible for providing transportation to or from school.
- Students serve 30 minutes before/after school.
- Students are supervised and student will complete school work.

Behavior/Social Group:

- The school psychologist or school counselor meets one-to-one or with a small group to problem solve, discuss, and role-play appropriate behaviors which are socially accepted.

Functional Behavior Assessment:

- The school psychologist does several observations to determine the cause and frequency of misbehaviors. A multi-disciplinary team discusses the results and a Behavior Plan may be written for the student.

Student Assistance Team:

- This is a problem solving multi-disciplinary team that meets weekly to analyze what is impeding/contributing to the behavior. Multiple alternatives are given and evaluated to solve the problem. The action is tried for a specified amount of time and its effectiveness is evaluated. The process is “recycled” if necessary.

In-School Suspension (ISS) (short term 1- 3 days)

- Students are in a supervised setting for the specified amount of time.
- Students are isolated from their classmates and do not participate in the activities scheduled for the day(s).
- Students are allowed to keep up with their studies which allows the learning to continue
- Students may attend after-school activities.

*Note - if the student is uncooperative during ISS, they will serve another day in ISS.

Out-of-School Suspension (OSS) (not to exceed 10 days)

- Students are not to be on school grounds during the suspension.
- Students are not to attend after-school activities during the suspension.
- Students are to complete all work during the suspension, however no credit is given.

Expulsion:

- Students are not to be on school grounds during the expulsion.
- Students are not to attend after-school activities during the expulsion.
- Students are withdrawn from school enrollment.

VIKING CERTIFICATE

This certificate is completed by a staff member when a student exemplifies a characteristic of PRIDE. The administrator will call the parents and the student will be recognized. Space is allotted in the hallway to acknowledge students receiving this certificate.

VIKING PRIDE CERTIFICATE	
STUDENT _____	CLASSROOM TEACHER _____
DATE _____	REFERRING TEACHER _____
POSITIVE _____	RESPECT/RESPONSIBILITY _____
INTEGRITY _____	DETERMINATION _____ EFFORT _____
COMMENTS: _____ _____ _____ _____	
ADMINISTRATOR SIGNATURE _____	DATE _____

Affirmation Alley

P

R

L

D

E

Positive :

Believe in yourself and others.

Respect :

Be kind and thoughtful.

Integrity :

Be honest and fair.

Determination :

Work hard and never give up.

Excellence through Effort : ::

Always try and do your best.

PRIDE

CHES will use the word **PRIDE** to identify and teach expected behavior in each school setting.

Positive

Respect

Integrity

Determination

Excellence through Effort

Students receive a ticket anytime a staff member observes a characteristic of **PRIDE**.

Students are responsible for keeping their tickets and may spend them to buy an item off the class menu.

Individual Pride Tickets



**CHES Vikings
have
PRIDE**

- ☐ **P- Positive**
- ☐ **R- Respect**
- ☐ **I- Integrity**
- ☐ **D- Determination**
- ☐ **E- Excellence through Effort**

Name _____

Central Heights Elementary School's

Viking PRIDE Specialty Menu

Thirst Quenchers

Use a special pencil/pen.....	3 tickets
Bring a picture of your family.....	5 tickets
Help in the library.....	10 tickets
Bring a stuffed animal.....	10 tickets
Line leader for the week.....	15 tickets

Satisfying Snacks

Pick your spot in line for the week.....	20 tickets
Show and tell.....	20 tickets
Eat with a friend at lunch.....	25 tickets
Wear a hat in class.....	25 tickets
Computer/iPad time.....	30 tickets
Read to another classroom.....	35 tickets
Homework pass.....	40 tickets
Eat with the teacher.....	40 tickets

Grand Slam Club

Use the teacher's chair in class.....	50 tickets
Help Mrs. Collins with morning opening.....	50 tickets
Sit at the teacher's desk.....	50 tickets
Have your name put on the TV by the office.....	75 tickets
Be the principal for the day.....	100 tickets

Sample Menu

Students may cash in their tickets for the items once a week. Teachers may adjust the menu and "prices".

SOCIAL-EMOTIONAL-CHARACTER DEVELOPMENT CLASSES

Why Social, Emotional and Character Development (SECD)? It is supported by research, it's the law, people want it, students need it, and employers value it. SECD is about teaching, practicing, modeling, and encouraging essential personal life habits. The standards align with the school counseling standards, Kansas accreditation, Rose Standards, and Kansas Board Outcomes. Research states that SECD increases student achievement.

Second Step Units:

PRE-KINDERGARTEN EARLY LEARNING

- **SKILLS FOR LEARNING**
 - Welcoming, Listening, Focusing Attention, Self Talk, Following Directions, Asking for What You Need or Want
- **EMPATHY**
 - Identifying Feelings (happy, sad), More Feelings (surprised, scared) Identifying Anger, Same or Different Feelings, Accidents, Caring and Helping
- **EMOTION MANAGEMENT**
 - We Feel Feelings, Our Bodies (worried), Strong Feelings (frustrated), Naming Feelings, Managing Disappointment, Managing Anger, Managing Waiting
- **FRIENDSHIP SKILLS & PROBLEM SOLVING**
 - Fair Ways to Play (play together, trade, take turns), Having Fun with Friends, Inviting to Play, Joining in with Play, Saying the Problem, Thinking of Solutions, Speaking Assertively
- **TRANSITIONING TO KINDERGARTEN**
 - Learning in Kindergarten, Riding the Kindergarten Bus, Making New Friends
 -

KINDERGARTEN

- **SKILLS FOR LEARNING**
 - Learning to Listen, Focusing Attention, Following Directions, Self Talk for Staying on Task, Being Assertive
- **EMPATHY**
 - Feelings, More Feelings, Identifying Anger, Same or Different?, Accidents, Caring and Helping
- **EMOTION MANAGEMENT**
 - We Feel Feelings in Our Bodies, Managing Frustration, Calming Down Strong Feelings, Handling Waiting, Managing Anger, Managing Disappointment, Handling Being Knocked Down
- **PROBLEM SOLVING**
 - Solving Problems, Inviting to Play, Fair Ways to Play, Having Fun with Friends, Handling Having Things Taken Away, Handling Name-Calling, Reviewing Second Step Skills

FIRST GRADE

- **SKILLS FOR LEARNING**
 - Listening to Learn, Focusing Attention, Following Directions, Self-Talk for Learning, Being Assertive
- **EMPATHY**
 - Identifying Feelings, Looking for More Clues, Similarities and Differences, Feelings Change, Accidents, Showing Care and Concern
- **EMOTION MANAGEMENT**
 - Identifying Our Own Feelings, Strong Feelings, Calming Down Anger, Self-Talk for Calming Down, Managing Worry
- **PROBLEM SOLVING**
 - Solving Problems, Fair Ways to Play, Inviting to Join In, Handling Name-Calling, Reviewing Second Step Skills

SECOND GRADE

- **SKILLS FOR LEARNING**
 - Being Respectful, Focusing Attention and Listening, Using Self-Talk, Being Assertive
- **EMPATHY**
 - Identifying Feelings, Learning More About Feelings, Feeling Confident, Respecting Different Preferences, Showing Compassion, Predicting Feelings
 -
- **EMOTION MANAGEMENT**
 - Introducing Emotion Management, Managing Embarrassment, Handling Making Mistakes, Managing Anxious Feelings, Managing Anger, Finishing Tasks
 -
- **PROBLEM SOLVING**
 - Solving Problems, Taking Responsibility, Responding to Playground Exclusion, Playing Fairly on the Playground, Reviewing Second Step Skills

THIRD GRADE

- **SKILLS FOR LEARNING**
 - Being Respectful Learnings, Using Self-Talk, Being Assertive, Planning to Learn
- **EMPATHY**
 - Identifying Others' Feelings, Understanding Perspectives, Conflicting Feelings, Accepting Differences, Showing Compassion, Making Friends
- **EMOTION MANAGEMENT**
 - Introducing Emotion Management, Managing Test Anxiety, Handling Accusations, Managing Disappointment, Managing Anger, Managing Hurt Feelings
- **PROBLEM SOLVING**
 - Solving Problems, Solving Classrooms Problems, Solving Peer Exclusion Problems, Dealing with Negative Peer Pressure, Reviewing Second Step Skills

FOURTH GRADE

- **EMPATHY and SKILLS for LEARNING**
 - Empathy and Respect, Listening with Attention, Being Assertive, Respecting Similarities and Differences, Understanding Complex Feelings, Understanding Different Perspectives, Conversation and Compliments, Join in, Showing Compassion
- **EMOTION MANAGEMENT**
 - Introducing Emotion Management, Managing Strong Feelings, Calming Down Anger, Managing Anxiety, Avoiding Jumping to Conclusions, Handling Put-Downs
- **PROBLEM SOLVING**
 - Solving Problems, Making a Plan, Solving Playground Problems, Taking Responsibility for Your Actions, Dealing with Peer Pressure, Reviewing Second Step Skills

FIFTH GRADE

- **EMPATHY and SKILLS for LEARNING**
 - Empathy and Respect, Listening with Attention, Being Assertive, Predicting Feelings, Taking Others' Perspectives, Accepting Differences, Disagreeing Respectfully, Responding with Compassion
- **EMOTION MANAGEMENT**
 - Introducing Emotion Management, Calming Down, Managing Anxiety, Managing Frustration, Resisting Revenge, Handling Put-Downs, Avoiding Assumptions
- **EMOTION MANAGEMENT**
 - Introducing Emotion Management, Managing Test Anxiety, Handling Accusations, Managing Disappointment, Managing Anger, Managing Hurt Feelings
- **PROBLEM SOLVING**

- Solving Problems, Making a Plan, Seeking Help, Dealing with Gossip, Dealing with Peer Pressure, Reviewing Second Step Skills

VIKING VOICES

0 = NO SOUND/NO TALKING



1 = WHISPER



2 = CONVERSATIONAL VOICE



3 = PRESENTATION VOICE



4 = OUTSIDE VOICE

