

**Athens Elementary School  
Behavior Handbook  
2019-20**



**Safe \* Respectful \* Responsible**

**PBIS - Positive Behavior Intervention and Support**

## Goals of PBIS at Athens Elementary

- Create and maintain positive culture in all learning environments
- Improve quality of the school/education experience for all students
- Promote consistent expectations for all students, staff, and parents
- Promote positive communications between students, staff, and parents
- Promote positive behavior in all learning environments
- Promote problem-solving, decision-making, choices, and responsibility
- Use behavior data to improve student learning
- Celebrate student and staff success

## Key Features of PBIS at Athens Elementary

### **PBIS - Positive Behavioral Interventions and Support**

Research has shown that a successful PBIS system not only improves school culture but will also improve academic performance.

- **Clearly defined expectations:** demonstrate and provide supported practice for clearly defined expectations of safe, respectful, and responsible behavior. All students will be taught the expectations in multiple settings throughout the school, including the playground and school bus.
- **Positive learning culture:** promote and create a more positive culture in the entire learning community.
- **School culture evaluation:** continually evaluate school culture to make adjustments to effectively support social and emotional needs of all students.
- **Professional development:** staff will participate in continual professional development **Aligned curriculum materials:** continue to implement curriculum materials, such as the Zones of Regulation and Second Step social-emotional program, to encourage appropriate behaviors and optimize learning.
- **Proactive approach:** ensure students are taught expectations to avoid reacting to negative behaviors without students having prior knowledge of expectations. These supports align to the SELS (Social Emotional Learning Standards).
- **Individualized supports:** individualized behavior plans, which target recurring problem behaviors, will be implemented as needed for individual support through a team approach.
- **Celebrate success:** promote, celebrate, and reinforce the academic and behavioral success of all students.
- **Citizenship growth:** all behavior situations are opportunities for all students to grow, learn, and develop characteristics for positive citizenship.

## AES Staff Responsibilities:

- Be proactive to prevent negative behaviors. Establish regular, predictable, positive learning and teaching environments.
- Staff will teach, model, practice, and review each of the behavioral expectations throughout the year.
- Students and teachers, together, will develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations.
- Teachers and staff will positively acknowledge student behaviors that meet expectations.
- Teachers will provide appropriate and engaging instruction aligned with students' needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Staff will provide non-verbal cues (gestural, facial expression, proximity) to redirect misbehavior prior to verbal correction.
- Staff will praise by naming positive behavior observed. 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.

## Family Engagement

It is vital to promote families as partners in student success and promote the importance of continual positive family engagement. Research has linked family engagement to positive academic and behavior outcomes for students. Communications between home and school are vital in providing consistent, reasonable expectations and environments for student success. A team approach is highly encouraged between school and home, especially when supporting students in practice of positive behaviors and when needing to take responsibility for behavior.

## AES Parents/Guardians Expectations

Safe	Respectful	Responsible
<ul style="list-style-type: none"> <li>Communicate with child about safe, respectful, responsible behaviors and offer praise and reinforcement</li> <li>Ensure child is dressed appropriately daily</li> <li>Communicate with school staff if there are challenges child is facing and inquire about needed supports</li> <li>Communicate with child about school safety concerns</li> <li>Ensure child knows where he/she is going daily after school and who will be at the destination</li> <li>Keep child home when he/she is ill, inform school nurse or seek medical care when needed (student handbook)</li> </ul>	<ul style="list-style-type: none"> <li>Update the office with any changes in child's contact or medical information</li> <li>Attendance - notify office if student will be absent, late, or leaving early</li> <li>Early Release - when there is a change in dismissal, communicate any changes in transportation with child's teacher and the main office in a timely manner</li> <li>Support positive communications with your child's teacher and school</li> <li>Contact teachers directly regarding concerns before contacting administration</li> <li>Work in a positive manner with school staff to guide student success</li> </ul>	<ul style="list-style-type: none"> <li>Read to and with child</li> <li>Support PBIS expectations and the school community</li> <li>Support students in understanding consequences to choices and actions and encourage student responsibility</li> <li>Assist child with homework in an empowering manner (guide, don't do it for him/her)</li> <li>Ensure child follows proper hygiene</li> <li>Connect on Campus Messenger for important updates or announcements</li> <li>Be involved- YES Group, volunteer, attend school/family events, provide positive suggestions to enhance learning</li> <li>Share special talents with others</li> <li>Stay informed with school events, student's needs</li> </ul>

## AES Above-the-Line Behavior Expectations

	Safe	Respectful	Responsible
<b>Bus</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wait in line</li> <li>Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to self</li> <li>Voice level 2</li> <li>Use kind manners</li> </ul>	<ul style="list-style-type: none"> <li>Keep bus clean</li> <li>Be on time</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Walk to line up</li> <li>Play safely</li> <li>Take turns</li> <li>Listen to adults and Bluejay Buddies</li> </ul>	<ul style="list-style-type: none"> <li>Everyone plays</li> <li>Take turns</li> <li>Use kind words</li> <li>Listen to directions</li> </ul>	<ul style="list-style-type: none"> <li>Follow game rules</li> <li>Line up on time</li> <li>Return equipment</li> <li>Keep playground clean</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Stay in line</li> <li>Keep right</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to self</li> <li>Voice level 0 or 1</li> <li>Listen to directions</li> </ul>	<ul style="list-style-type: none"> <li>Keep halls clean</li> <li>Use time wisely</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to self</li> <li>Appropriate voice level</li> <li>Respect property</li> <li>Respect others</li> </ul>	<ul style="list-style-type: none"> <li>Complete classwork</li> <li>Keep classroom clean</li> <li>Use time wisely</li> </ul>
<b>Lunchroom</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wait in line</li> <li>Sit down to eat</li> <li>Listen to adults and Bluejay Buddies</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to self</li> <li>Voice level 2</li> <li>Eat your food</li> <li>Use kind manners</li> </ul>	<ul style="list-style-type: none"> <li>Clean off tray</li> <li>Keep lunchroom clean</li> <li>Use time wisely</li> <li>Help others</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wait in line</li> <li>Keep hands to self</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to self</li> <li>Voice level 1</li> <li>Use doors and sinks appropriately</li> <li>Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>Flush Toilet</li> <li>Wash hands</li> <li>Keep bathroom clean</li> <li>Use time wisely</li> </ul>

## **Positive Behavior Acknowledgements**

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. After defining and teaching the expected behaviors for students, expected behaviors will be encouraged through acknowledgement and positive praise which may include: individual student, classroom, grade level, verbal praise, Bluejay Way Ticket, extra recess time, Soaring Above the Line certificate, character award, etc.

## **Consequences for Behavior Incidents**

When above-the-line behavior expectations are not followed, staff will respond appropriately for a warning, minor, or major behavior. Consequences, which may include behavior factors such as severity and repetition, will be related, respectful, and reasonable in consideration to the behavior.

**Minor Classroom Problems** consequences will be handled by the teacher; examples may include:

- Redirection
- Natural consequences (clean desk that was written on, write apology, etc.)
- Removal to a time-out area within the learning environment
- Submission of Behavior Form by the teacher
- Fix-It Plan - completed by student and signed by parent/guardian
- Staff conference with the student
- Parental contact and/or conference
- Removal to alternate adult-monitored setting (no more than 30 minutes and as a last resort to preserve instructional learning time)

**Major Behavior Problems** will be handled by an administrator. Each child's individual personality and circumstance will be considered when determining the most appropriate consequence. Examples may include:

- Natural consequences (clean the desk that was written on, write apology, assist janitor, etc.)
- Parental contact and/or conference
- Referral to Student Support Team for Behavior Improvement Plan (BIP)
- Suspension - in or out of school

*\* AES Staff have the responsibility to communicate with parents, utilize behavior data, implement interventions, and seek out assistance when appropriate to support the success of the student.*



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