

Behavior Management

Adams Central Elementary will utilize the Positive Behavior Interventions and Supports (PBIS) framework to guide student discipline. ACES began the implementation of PBIS in the 2019-2020 school year. This framework is a proactive approach to establishing behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Consistent expectations are taught, modeled, and practiced by every student from preschool to fifth grade. These expectations are:

Jets work hard
Exercise self-control
Treat others and things with respect
Safety first

By having clear, established expectations, students can be continually taught and encouraged to follow the procedures. When students follow the procedures, encouragement will be given. If students choose not to follow the procedures, appropriate consequences will be given.

Reward System

With a focus on positive reinforcement, students will be able to earn JETS Fuel Tickets when they display appropriate behavior. Staff members will use these Fuel Tickets along with verbal reinforcement to promote a positive environment where all students can feel successful. Positive reinforcement helps shape appropriate behaviors and will be given at a rate of 4 positives to every 1 correction. Students will be able to redeem their tickets every two weeks to earn special privileges in their classrooms (ex: write with a pen, no shoes in the classroom, eat lunch with the teacher, etc.)

*Staff members may also keep track of Fuel Tickets electronically using a classroom management system called ClassDojo. A point on this system is the same as a Fuel Ticket.

Discipline System

Behaviors will be tracked and handled by staff members when they are considered minor offenses. The office will handle all major offenses. Definitions of minor and major behaviors are included in this handbook. When a student displays a major behavior, an office referral form is filed in order to monitor problem behaviors and help with decision-making and interventions. Parents will be contacted regarding all major offenses. Contact may be made through various formats such as phone calls, texts, emails, notes, etc.

In the event that a student displays the same minor behavior four times in one month, the behavior will become a major offense and warrant an office referral. Parent contact will be made by the classroom teacher prior to the fourth offense. Communication with parents will be key in supporting positive student behavior.

Student Behavior Matrix:

A student behavior matrix was developed to identify desired behaviors for all students at ACES to achieve social, emotional, and academic success.

Adams Central **J.E.T.S.**

	<u>Classroom</u>	<u>Cafeteria</u>	<u>Recess</u>	<u>Restroom</u>	<u>Bus</u>	<u>Hallway</u>	<u>Special Events</u>
J ets Work Hard	-Complete work. -Be prepared. -Follow directions quickly. -Listen to speaker.	-Clean up area. -Get trays ready to leave. -Wash tables when it is your turn.	-Listen to whistle and line up quickly. -Line up with voices at 1. -Wear appropriate clothing for weather.	-Use the restroom quickly. -Wash and dry hands as taught.	-Listen and follow directions the first time. -Keep bus clean. -Keep aisle clear.	-Go directly to location.	-Listen to speaker. -Follow directions.
E xercise Self-Control	-Keep hands and feet to yourself. -Raise your hand when needed. -Make smart choices. -Voices at level asked by adult.	-Keep hands and feet to yourself. -Voices at level asked by adult. -Stay in seat. -Eat food on your tray <u>ONLY</u> .	-Keep hands and feet to yourself. -Use school-appropriate words when upset. -Stay in assigned areas.	-Wait for your turn patiently. -Voices at 0 or 1. -Keep hands and feet to yourself.	-Keep hands, feet, and objects to yourself. -Voices at 1. -Sit on your bottom.	-Voices at 0. -Quiet feet. -Walk in line, behind person in front of you.	-Voices at level asked by adult. -Keep hands and feet still and to yourself.
T reat Others and Things with Respect	-Keep hands and objects to yourself. -Take care of classroom tools and resources.	-Use good manners. -Use kind words in conversations.	-Share the recess toys. -Take good care of recess equipment. -Be a good sport and play fair. -Tell the truth and use kind words.	-Keep water in the sink. -Flush the toilet. -Keep restroom clean. -Respect privacy.	-Take care of all property, yourself, and others. -Keep your area clean. -Use kind and school-appropriate words.	-Keep hands by your side. -Face forward in line.	-Voices at 0 when someone is talking or performing.
S afety First	-Walking feet. -Keep things/desk picked up. -Sit properly.	-Voice at 0 in line when being served. -Stay in seat. -Walking feet. -Report spills.	-Go down slides on bottom. -Stay inside cones and fence. -Get an adult if someone is hurt or needs help.	-Walking feet. -Use restroom equipment as intended.	-Sit on your bottom. -Stay in your seat. -Face forward. -Walking feet.	-Follow directions. -Walking feet. -Stay together. -Walk on the right side of the hallway.	-Stay together.

Student Behavior Definitions

Minor	Definition	Major	Definition
Defiance	Brief or low-intensity failure to respond to requests. -saying "No" or yelling (not directed at someone or directed at a peer) -not following directions -refusing to participate -off task with the intention of avoiding a task	Bullying/ Harassment	Disrespectful messages* (verbal or gestural) toward another person that includes threats and intimidation, obscene gestures, pictures or written notes. *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.
Disruption	Low-intensity inappropriate disruption. -e.g. blurting out, making noises intentionally, volume issues, excessively out of seat, talking while the teacher is instructing	Defiance	Forceful or prolonged refusal to follow directions or complete work; talks back and/or delivers socially rude interactions. -yelling at an adult
Incomplete Work	In-class work or homework is not completed in allotted time or by due date	Disruption	Behavior causing a continual interruption in a class or activity. - continual loud talk, yelling, or screaming -noise with materials -horseplay or roughhousing - continual out-of-seat behavior.
Inappropriate Language	Low-intensity inappropriate language without intent to harm others. e.g.. hate, stupid, loser, shut up, name calling/profanity, talking back to an adult	Dress Code Violation	Clothing that does not fit within the dress code guidelines practiced by the school/district. Has to be sent home to fix the issue.
Lying/ Cheating	Student gives untrue message or copies off someone without malicious intent -trying to help someone on their work -signing parent's/guardian's name without permission (forgery)	Abusive Language/ Inappropriate Language/ Profanity	Verbal messages that include profanity, sexual remarks, and/or gestures with the intent to harm or intimidate . -flipping off (at teacher's discretion) -inappropriate hand gestures
Physical contact	Unnecessary physical contact with no injury -rough play -poking	Inappropriate Display of Exposure/ Affection	Inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. -kissing
Property Misuse	Damage of school/personal property. -breaking any pencil/crayon/classroom supplies. -writing on books/desks/school property. -jumping up and hitting signage	Lying/ Cheating	Student delivers message that is untrue and/or deliberately violates rules. -knowingly seeking the answer -plagiarism -knowingly signing a parent or guardian's name with intent to manipulate . (forgery)
Safety Violation	Includes any safety concerns not otherwise listed on this sheet. -outside the cones at recess -climbing on equipment/furniture -rowdy during drills -running in hallways	Physical Fighting	Mutual participation in an incident involving physical violence.
Tardy	Being Late -late to class from another class -late to class from restroom break -late to class from locker	Physical Aggression/ Inappropriate Touching	Actions involving serious physical contact where injury may occur -e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, touching in inappropriate areas
Technology Violation	Misuse of technology. -cell phones (out of backpack during the school day) -other devices from home used without permission -accessing unapproved websites/apps	Property Damage/ Vandalism	Major destruction or disfigurement of property.
Theft	Taking items that don't belong to you. -pencil, glue stick, etc.	Technology Violation	Inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer. -logging in to others' accounts. -accessing inappropriate websites/apps -inappropriate pictures/videos
Other Behavior	Student engages in problem behavior not listed.	Theft	Breaking into another person's property (desk, bookbag, locker) with the purpose of taking something that doesn't belong to them.
		Other Behavior	Student engages in problem behavior not listed.

JETS SOAR

WITH POSITIVE BEHAVIORAL INTERVENTIONS AND
SUPPORTS (PBIS)

QUICK GUIDE

Adams Central Elementary School will promote positive reinforcement of student expectations. Students will be encouraged by staff members each day to work hard, exercise self-control, treat others and things with respect, and be safe. Staff members will reinforce positive behaviors with specific statements and JETS Fuel Tickets. Students will be able to redeem their tickets every two weeks for special experiences in their classrooms.

consequences

1st offense--Verbal warning and reteaching

2nd offense--Think Sheet and reteaching during recess

3rd offense--Call home (by Teacher or Student) and reteaching during recess

4th offense--Office referral

*These offenses will be for the *same* minor behavior. If a child runs in the hallway four times in one month, these are the four consequences that will happen for that offense. But if a child runs in the hallway and then shouts out in class, each behavior would be given the "first offense" consequence.



WHAT DOES PBIS OFFER OUR STUDENTS?

1. Creates and maintains a safe and effective learning environment
2. Ensures all students have social skills needed for success at school and beyond
3. Provides a proactive system-wide framework for implementation

The purpose of PBIS is to establish a climate in which appropriate behavior is the norm.

Please see the J.E.T.S. Matrix printed on the back of this page.

For more information on PBIS, visit www.pbis.org. There you will find articles and videos to better understand the research behind this approach.