

# APPENDIX

## **Student Classroom Placement**

### **Assigning Students to Classrooms**

Elementary teachers will assign students to classrooms. Students will be assigned to classes for the next school year by their current teachers and administrator, who are in the best position to make these recommendations. The teachers have worked with the children throughout the year and are able to identify their strengths and areas of needed support. Teachers consider many factors as balanced classes are prepared. These factors include:

- Academic abilities
- Social skills
- Gender balance
- Individual learning styles and needs
- Student personality and interactions
- Combinations of students to avoid
- Class size

### **The Goal of the Classroom Assignment Process**

The goal of the classroom assignment process is to produce a diverse combination of student groups who will work well together in the academic setting. This important task is vital to the creation of a positive class environment, which enables students to function to the best of their abilities. Students are assigned to classes based upon the best possible match of teaching skills and interpersonal needs of students.

### **Parent Input- We Need Your Support and Value your Input!**

Parents who feel the need to provide input about their child's placement should contact the building administrator or pick up the Elementary Student Request form from the office. **It is important to note that a request for a specific teacher is not appropriate.** When providing input, please consider the items listed above. It is best to communicate a child's strengths or weaknesses in writing to the administrator. It is important to note that when providing input, the information will be considered during the classroom placement process. However, the act of submitting a written information or request does not guarantee placement in a particular class. Please respect the teachers' and administrations professional judgment. It is important to note that the teachers and administrator hand place every child. We have each student's best interests in mind as class selections are made. Please have your request into the school by May 1, 2016

Perry Elementary  
Student Request Form

Parents who feel the need to provide input about their child's placement should complete this form and return it to the principal by May 1, 2016. It is important to note that a request for a specific teacher is no longer appropriate. When providing input please consider the following: academic ability, learning styles, student personality and student behavior.

I would like the following information to be considered when assigning my child to a classroom next school year.

**ACADEMIC STRENGTHS** \_\_\_\_\_

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**ACADEMIC CONCERNS** \_\_\_\_\_

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**SOCIAL STRENGTHS** \_\_\_\_\_

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**SOCIAL CONCERNS** \_\_\_\_\_

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**BEHAVIOR CONCERNS** \_\_\_\_\_

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Student's Name \_\_\_\_\_

Student's Grade \_\_\_\_\_

Parent's Signature \_\_\_\_\_

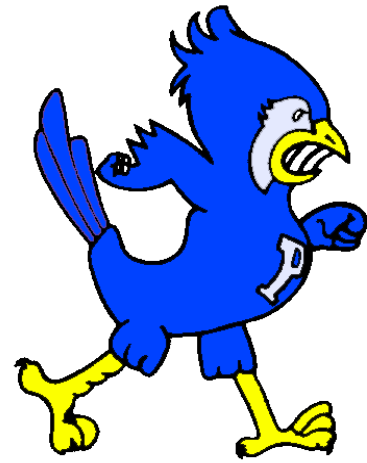
Date \_\_\_\_\_

# Perry Elementary School

## PBIS Handbook

2015 -2016

August 2015



Dear Students and Parents,

This year we are really excited that Perry Elementary will continue to implement Positive Behavioral Intervention and Supports (PBIS), a positive learning environment framework. The PBIS Leadership Team has developed this student handbook highlighting positive behaviors that coincide with our school wide expectations. Our goal is to use this program to recognize the positive expected behaviors regarding being **Safe**, being **Responsible**, and being **Respectful**. These are the behaviors we want to see in children every day. We want every adult to recognize many students for demonstrating these behaviors as often as possible.

Another goal of this plan is to be responsive to the changing needs of our school community. Monthly meetings are scheduled to review this plan and to allow for input for its further development. This handbook is a work in progress and will be updated and changed as adjustments are made to our program. All staff and parents are invited to participate in this process in order to make it reflective of our common concern and commitment to the children attending Perry Elementary School. We are enthusiastic about this framework and the positive impact it continues to have on our school community.

Sincerely,

Trevor Miller  
Principal

Joel Martin  
Assistant Principal

Ned Menke  
Dean of Students

*“ENSURING LEARNING FOR ALL”*

Please use this checklist and save the Perry PBIS Handbook for reference.

- **Read handbook**
- **Review expected behaviors with your child**
- **Make sure your child understands positive and negative consequences**
- **Sign and return the Understanding form**

# OVERVIEW

What is school-wide Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a systems approach to creating safer and more effective schools. PBIS focuses on improving a school's ability to teach and support the positive behavior of all students. Each school's PBIS Leadership Team designs, implements, and evaluates specific school-wide practices that are for ALL students and ALL staff. PBIS is NOT a program or curriculum. It is a team-based process for systemic problem-solving, planning, and evaluation.

School-wide PBIS is being implemented today in schools throughout the United States and Canada. Each of these schools invest in training on PBIS practices, form a school-based leadership team that coordinates implementation and activity monitors the impact of implementation on student outcomes (Sugai & Lewis-Palmer, 2005).

PBIS is an evidence-based practice that enhances the capacity of schools to educate all students, especially students with challenging social behaviors. It is a proactive systems approach to school-wide discipline that responds to the current social and/or educational challenges through three levels of intervention: universal, targeted-group, and individual intensive.

## FREQUENTLY ASKED QUESTIONS

**How is PBIS proactive and educative?**

A PBIS school focuses on the teaching of behavioral expectations directly like academic skills. PBIS views inappropriate behavior as a skill deficit just like a problem in Reading or Math. Skill deficits are remediated via instruction- the teaching of the appropriate skill. PBIS promotes the teaching of pro-social skills so all students can succeed even when confronted with potential conflicts and an ongoing acknowledgement system for students who meet expectations. Every student will collect "Bluejay" feathers to reward respectful, responsible, and safe behavior. They can receive "Bluejay" feathers for group behaviors or star stickers for individual behaviors. Specific behaviors are identified when "Bluejay" feathers are awarded.

**What does PBIS look like in a school?**

A school implementing PBIS will use school-wide expectations in specific settings to teach students appropriate behavior, an acknowledgement system to encourage appropriate behavior, predetermined consequences to discourage inappropriate behavior, discipline referral procedures that are implemented consistently, outcome data to monitor progress, and a problem-solving process for making data-based decisions.

**What is needed to implement PBIS and how long does it take?** Faculty and staff must determine if PBIS is a good fit for their school. The PBIS Leadership Team designs the essential features across 5-days of training and then returns to the building for input/feedback. The basic essential features are introduced typically within a one year time period with noticeable results; however, full implementation across all levels of prevention takes between three to five years. It is only after the system-wide supports are in place that the school-based PBIS Leadership Team begins to focus on targeted-groups and then individual interventions for those students who require more intensive support.

## DISTRICT MISSION STATEMENT

To develop knowledgeable, skilled, and productive citizens of character.

# PBIS MISSION STATEMENT

To create a positive atmosphere that enhances student learning and encourages leadership development to foster productive citizenship.

## PBIS EXPECTATIONS AT PERRY ELEMENTARY

### The Cafeteria

#### 1. Safe

- Walk as you enter and exit the cafeteria
- Eyes forward as you hold and carry your tray
- Keep hands, feet and materials to self

#### 2. Respect

- Use kind words and voice level 2
- Chew and swallow your food before you speak
- Only touch and eat the food on your own tray
- Say 'please' and 'thank you'

#### 3. Responsible

- When you finish your lunch, pick up your eating area
- Raise your hand for help and/or to ask permission to leave
- Pick up any dropped food or utensils

### The Hallway

#### 1. Safe

- Walk safely
- Face forward and pay attention
- Keep hands and feet to self
- Stay to the right side

#### 2. Respect

- Keep hands, feet and materials to self
- Use Level 1 voice when necessary
- Respect personal space

#### 3. Responsible

- Go right to the place you are going
- Use normal route
- Stay in your line
- Keep track of your belongings
- Keep food and materials in backpack
- Wait patiently while getting on and off the bus

### The Playground

#### 1. Safe

- Stay within boundaries
- Keep hands and feet to self
- Ask or wait for permission to go inside building
- Use equipment appropriately

#### 2. Responsible

- Resolve problems at recess
- Wear appropriate shoes and clothing
- Pick up equipment
- Line up promptly at the signal
- Report injuries or conflicts to an adult

### The Bathroom

#### 1. Safe

- Report issues immediately
- Stay in your stall & keep your feet on the floor
- Keep hands and feet to self
- Use restrooms appropriately

#### 2. Respect

- Voice level 3
- Respect the privacy of others
- Conserve water & paper products
- Wait your turn

#### 3. Responsible

- Be quick
- Flush toilets
- Wash hands

Put paper towels in trash can

### The Bus

#### 1. Safe

- Keep hands, feet and materials to self
- Remain seated
- Keep your body inside the bus
- Keep your feet on the floor
- Walk directly to you line, stay till on bus

#### 2. Respect

- Voice level 2
- Use appropriate language
- Follow bus driver's directions
- Greet and smile at bus driver

#### 3. Respectful

- Share
- Take Turns
- Use kind and appropriate language

# Entry Procedures

At Perry Elementary School...

- Students may enter school for breakfast at 7:45.
- Students not eating breakfast should stay in the front of the school building.
- After eating breakfast, students go to the front of the school if 8:10 bell has not rang yet.
- After 8:20 students must go directly to the office for a late pass.

# Dismissal Procedures

At Perry Elementary School...

- Students will walk directly to their bus, their ride, their walker group, or to PACES.
- Parents can wait for their student in the front of the school building.

# Positive Recognition

**Bluejay Feathers** – Students who are following the expectations will receive a Bluejay feather.

**Bluejay Nest** – Students will be able to turn their tickets in for rewards at the school store called the “Bluejay Nest”. Classroom teachers may also have a system set up for students to turn in Bluejay feathers. All teachers have developed their own PBIS reward system. Students are working together as a class to try and earn points, marbles, tickets, letters, etc. and receive special rewards. Rewards differ for every class. Examples of class rewards: lunch in the classroom, extra recess, educational video(s), hat day, board games, etc.

**Assemblies** – Are once a month, grade level or classroom drawings are part of the recognition also.

# Student Role

The student’s job is to seek out and practice the positive behavior that is desired. They must learn to adjust undesirable behaviors in order to reach personal and school wide behavior goals. Students belong to many different communities in schools. They belong to communities during reading groups, in their classroom, grade level, and in the entire school. They also belong to communities outside their school and can use the desired behaviors to grow into contributing citizens in their communities. Our students will reap the rewards of good behavior.

# Family Role

Parental involvement in their children’s education is vital to the success of the student; PBIS is not an exception to this. A parent’s presence in schools provides academic support as well as helps to foster the creation of community and cultural connections. A parent can help students develop socially by helping to encourage the positive behaviors with the student in and out of school. By creating common behavior goals and expectations for school and home, we are all helping to set the child up for success.

Some suggested parental roles:

- Volunteer at school activities
- Support with teaching of and reinforcement of expectations in home and community settings
- Work to develop a positive school environment
- Provide feedback to the school PBIS team
- Celebrate your child’s success

# Teacher Role

A teacher's job is to educate. Part of educating our student's means teaching the desired behaviors and enforcing those behaviors before the undesired behavior is the learned behavior. With the push to teach 21<sup>st</sup> century skills, where collaboration and communication is expected, our students need to develop the knowledge and skills to be able to work effectively in this environment. PBIS helps the students identify the expected behaviors and encourages them to practice and embrace them, which will lead to more effective collaboration and communication. The role of the teacher is to model and support the students as we all learn how to live using the PBIS model. The teachers have created an incentive based rewards system to help encourage students.

# Administrative Role

In conjunction with our broader school community, the administration of Perry Elementary is charged to provide a safe, positive learning environment that supports and partners with all staff members in a greater effort to ensure the highest quality of academic and social success for all students. Our PBIS program and our Behavior Management plan implements various strategies to reduce disruptions, respond to inappropriate behaviors, and to support all students. We believe that reinforcing positive actions will produce positive behaviors. Our ultimate goal of PBIS is to create and maintain a school culture that is positive and that behavioral expectations are understood, taught, and modeled by all members of the school community.

# Hierarchy of Consequences

While PBIS focuses primarily on positive behaviors, we do need to be prepared to deal with negative behaviors when they do happen. Each classroom teacher will follow the same hierarchy of consequences, in the same order, when dealing with behaviors that are inappropriate.

∞ Level 1: Verbal Reminder

Review expectations with class and individual

∞ Level 2: Teacher Intervention

∞ Level 3: Office Visit

Think sheet

Phone call to parent by administrator

Level 4: Parent Conference

Immediate referral to the office will happen for reasons including the following:

- Fighting
- Threats/Bullying
- Destruction of property
- Endangering self or others

We have a consistent office referral system that outlines what interventions have been tried in the classroom. We also have established a clear cut system of differentiating between behaviors that can be dealt with in the classroom; those that can be dealt with in the classroom, but need to be reported; and those that need to be referred to an administrator. This will help to make behavior referrals more consistent across the school.

\*\* Please note that while this procedure is followed in the vast majority of cases, there are occasions when significant behaviors might be reported directly to the office and handled by an administrator.



# Think Sheets

Think Sheets, part of Perry's Positive Behavioral Interventions and Supports system, are designed to help students reflect upon their actions and make positive choices in the future. Think Sheets also serve as a communication tool between the school and parents. A principal gives a student a Think Sheet to focus the student's attention on a particular behavior and to help the student realize what other choices were available. Think Sheets are designed to be a learning opportunity, not a punishment. Parents are encouraged to discuss Think Sheets with their child and to use them as a starting point for making positive changes in his or her future behavior or work habits.

## To our Parents

### Parent & Volunteer Visits

Parents and volunteers are valued visitors to Perry Elementary School! To help maintain the safety of our students and staff and to maximize instructional time, we ask that the following guidelines be observed:

- Report to the office and sign in.
- Obtain a pass and wear it at all times.
- Report to your specific destination.
- Return pass and sign out in the main office upon leaving.

### Parent/Teacher Conferences

Conferences are an important part of our communication with parents. All conferences, FORMAL or INFORMAL, are to be pre-arranged. All parents will have a scheduled conference at the end of the first grading period. When other conferences are desired, please use the following procedures:

- Contact teacher via e-mail, voicemail, or note, and the teacher will respond within 24 hours.
- On day of conference, enter through main lobby and sign in and obtain a visitor's pass in school office.
- After conference, sign out through the school office.

# Understanding

2015-2016

After reading this handbook, please sign this page and return it to school.  
Contact the student's teacher if you have any questions or concerns.

## **Parent/Guardian:**

I understand the system of rules and procedures that will prompt and guide student behavior presented in this manual. My signature below signifies that I will support my child and the faculty of Perry Elementary School so that my child can reach his/her full potential.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Student:**

I understand the system of rules and procedures that are presented in this manual to prompt and guide my behavior. My signature below signifies that I will work with my parents and the faculty of Perry Elementary School to achieve my full potential.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher