

Emmons Elementary School  
Home of the Emmons Eagles  
We will SOAR!

We are...**S**afety

**O**nly the truth

**A**cceptance

**R**espect & **R**esponsibility

Positive Behavior Support Handbook

Students will develop academic and social skills to become productive and responsible citizens of a global society.

Emmons Elementary  
School-Wide Positive Behavioral Plan

The School-Wide Positive Behavior Support System will increase our ability to reduce school disruptions and educate all students about appropriate behaviors at school. This includes clearly communicated expectations, clearly defined outcomes, research-validated practices, supportive administrative systems, and supportive partnerships among

school, families, and the community.

## 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. Catch students “doing the right thing”.
  - Improve social competence among students.
  - Develop an environment that supports academic success.

**Student Goal: Students at Emmons will SOAR by being Safe, saying Only the truth, Accepting others, being Respectful and showing Responsibility.**

1

## Teacher & Staff Responsibilities:

- Classroom teachers are expected to teach their students consistent behavior expectations for all settings in the school. Teachers will prepare students by reminding them of appropriate behaviors before entering each school area.
  - Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year with their class.
  - Teachers and staff will acknowledge student behaviors that meet the SOAR expectations and provide specific positive feedback to students on a regular basis.
  - All staff members at our school will be trained in active supervision by watching the video: Systematic Supervision: Creating a Safe and Positive Playground
  - Teachers and staff will teach and monitor students according to 0, 1, and 2 leveled voices.
    - ★ 0- no voices (hallway, restroom, during assembly, drills, etc.)
    - ★ 1- quiet, whispering voices (class, library, etc.)
    - ★ 2 -polite, conversation voices (cafeteria, classroom, etc.)
- Teachers and staff will implement MIS strategies in the school areas.

- ★ M - Move among students.
  - ★ I - Interact with students.
  - ★ S - Scan students (including visual and auditory techniques).
- Teachers and staff will follow procedures to consistently fill out Disciplinary Referral Form (DRF).

By teaching our expectations and consistently reinforcing them, we can create a positive learning environment and increase overall student success. Consistency is the key to the successful implementation of the school-wide behavior plan. The guidelines outlined in this handbook should be used as a minimum standard for the expected student behaviors. The Behavior Team will review data provided from the Disciplinary Referral Forms (Discipline Summary Report) on a quarterly basis to improve and maintain this plan.

2

## Implementation Plan

This implementation of the school-wide behavior plan should take place during the first week of school. Teachers are expected to take their class to each school area during the first week to teach, model, and practice the procedures for that school area. The school areas addressed are the following: before school, cafeteria, recess, assemblies, hallway, restrooms, and after school. All staff members should follow the school-wide plan addressing behaviors in each of the school areas.

Staff and students will watch videos created by the Emmons community that model expected positive behaviors several times throughout the year: beginning of the year, after winter break, and any other time that these expectations need to be reviewed. These expectations will be reinforced by the principal and student council during the announcements. Lesson plans were created by the staff and individual teachers should feel free to create their own lesson plans for teaching the school-wide expectations in the classroom.

### General Lesson Format to Teach SOAR Behaviors:

To introduce behavior expectations, follow four basic steps:

1. Access students' prior knowledge of SOAR for specific setting.
2. Identify SOAR behaviors for specific setting.
3. Model SOAR behaviors for specific setting.
4. Review expectations of SOAR for specific setting.

# School-wide Expectations:

## Area: Before School

### Safety

- Follow patrol/crossing guard directions, use cross walks, and stay on sidewalks.
  - Stand in line on concrete – hands and possessions to yourself.
  - Keep personal belongings in your backpacks.
  - Walk bicycles on school grounds.

### Only the truth

- Keep your place in line and stay in assigned line.
  - Only enter the building if you are going to breakfast, going to before school care, or if you have a morning pass.

### Acceptance

- Be a good role model by positively greeting others.
- Complement other students when they are following procedures.

### Respect & Responsibility

- Keep your hands, feet, and personal items to yourself.
  - Use level 2 voices.
  - Arrive on time.
  - Wait patiently.

## Area: Hallway

### Safety

- Listen to teacher directions.
  - Walk on the right side of the hall.
  - Face forward and keep hands and feet to yourself.

### Only the truth

- Walk directly to your destination.

### Acceptance

- Stay in your place in line.

### Respect & Responsibility

- Keep hallways clean and free of clutter (personal belongings, lockers, trash).
  - Respect others' personal space.
  - Use level 0 voices.

## Area: Restroom

### Safety

- Respect the privacy of others.
  - Keep your hands, feet and personal items to yourself.

### Only the truth

- Wash hands thoroughly.
  - Use 1 or 2 pumps of soap.
  - Use 1 or 2 paper towels.

### Acceptance

- Be patient and wait your turn.

### Respect & Responsibility

- Use the restroom quickly and quietly.
  - Be patient and wait your turn.
  - Use level 0 voices.
- Keep the restroom clean.
- Flush the toilet.

### Area: Cafeteria

#### Safety

- Stay seated.
  - Respond to the quiet signal.
  - Always walk.

#### Only the truth

- Eat only the lunch you were provided.

#### Acceptance

- Welcome anyone seated at your table.

#### Respect & Responsibility

- Say “Please” and “Thank you”
  - Enter quietly and go directly to your assigned table.
  - Wait to be dismissed to get your lunch, go outside, or return to class.
- Talk quietly, level 1 voice, and friendly to those at your table.
  - Clean up after yourself.

### Area: Recess

#### Safety

- Line up promptly and quietly when the whistle is blown.
  - Use the playground equipment appropriately and put it away appropriately.
  - Follow grade level guidelines during winter conditions.

#### Only the truth

- Take turns and play games fairly.

#### Acceptance

- Include others during games or activities.

#### Respect & Responsibility

- Do your personal best and have fun.
  - Use words to solve problems.
  - Ask an adult for help if you need it.

## Area: After School

### Safety

- Follow patrol/crossing guard directions, use cross walks, and stay on sidewalks.
  - Use sidewalks and walk your bicycles on school grounds.
  - Stay out of parking lots.

### Only the truth

- Leave with your class and follow the directions given by your teacher.
  - Leave the building through your assigned exit door.
  - When addressed by an adult, respond honestly.

### Acceptance

- Avoid conflicts with others.

### Respect & Responsibility

- Leave with all materials needed.
  - Leave school grounds promptly when dismissed.

## Area: Assembly

### Safety

- Enter/Exit quietly.
  - Keep hands and feet to yourself.

### Only the truth

- Follow directions.

### Acceptance

- Speak courteously when someone speaks to you.
  - Respect others' personal space (i.e. sit on your pockets).

### Respect & Responsibility

- Use level 0 voices.
  - Actively Listen.
  - Respond appropriately

## Acknowledgement System:

The acknowledgement system is a feature of the SOAR positive behavior expectation plan. The behavior expectation system focuses on acknowledging students who demonstrate the behavior expectations of Emmons Elementary School. This program works in conjunction with school-wide and classroom goals.

**Specific Verbal Feedback:** When you observe students being safe, truthful, accepting, responsible and/or respectful, acknowledge them by giving specific positive verbal feedback such as:

“That was so helpful the way you held the door open for your classmates.”

“Thank you for walking quietly with your hands and feet to yourself.”

**Gold Slips:** Each staff member will pass out gold slips to those students that are demonstrating appropriate behavior. These will be entered into a raffle in the office, during the week classroom teachers will collect gold slips in their rooms. A drawing will take place during morning announcements each Friday and 2 students will be chosen to come down to the office and pick a prize. The students will get to choose from a variety of prizes. \*During times that more problem behaviors arise, staff members are encouraged to distribute more gold slips to reinforce positive behavior. All gold slips submitted are displayed in the lobby on a board.

\*See appendix for a list of possible individual rewards.

# Student Behavior Management Process

## Playground Procedures

### Playground

- Get off equipment carefully by walking down the steps or going down the slide.
  - Cross bars should be crossed using hands only.
  - Items should not be thrown at or off the equipment.
  - Keep hands and feet to yourself while on equipment.
  - Only go down the slide and exit landing area quickly.
  - Tell duty teacher if you are hurt or have a problem when it occurs.

### Equipment

- Take care of all equipment.
  - Items from home are the responsibility of the student.
  - Let teachers know when balls go over the fence.
  - Prior to bringing items from home, get permission from your teacher.

### Field

- Share space on field for different activities if weather dictates.
  - Follow rules of the games.
  - Stay within the fenced area and on the school side of the trees.
  - Stay off of bleachers.

Teachers and staff will implement MIS strategies.

- M - Move among students.
  - I - Interact with students.
  - S - Scan students (including visual and auditory techniques).

### Indoor Recess

- Use Level 0 or 1 voice.
  - Walk in the hallways and stay in your assigned areas.
  - Enter your classroom upon your teacher's instruction.



### After School Procedures

- Exit at your assigned door calmly.
  - Always walk and walk bicycles on school grounds.
  - Only use sidewalks and walkways.
  - Follow directions of crossing guards / patrols.
  - While waiting for a ride, sit appropriately on bench, or patiently stand in pick-up area.
  - Leave grounds promptly, unless waiting for a ride.
  - At 3:10 proceed to main door A to wait for pick up.
  - Only emergency calls will be allowed after school.

### Before School Procedures

#### Before 8:05 a.m.

- If you arrive before breakfast at 8:05 a.m., line up at the door until a staff member lets you into the building.
  - Keep personal belongings in your backpacks and hands/feet to yourself.
  - If you attend before-school care, you may enter the building quietly.
  - After eating breakfast in the morning, you must exit main door A to go to your designated line up location. Do not wander through the hallways or around outside unless you have a morning pass to proceed to a different location.

#### Arrival for school at 8:30 a.m.

- Follow patrol and crossing guard directions.
  - Stay on the sidewalks and walkways.
  - Walk bikes on school grounds.
  - Stand in your assigned line, visiting quietly with your friends.

#### Line up procedures before school

- Keep your place in line.
  - Wait patiently.
  - Keep hands, feet, and personal items to yourself.
  - Use a Level 2 voice.

- Respect the teacher on duty and follow directions from them.
- Walk while on school grounds.

#### Restroom Procedures

- Enter designated restroom with a Level 0 voice.
  - Close and lock stalls when entering.
  - Respect privacy and personal space.
  - Flush toilet when finished.
  - Unlock and open stalls when exiting.
  - Walk to sink.
  - Get one or two pumps of soap.
  - Wash front and back of hands thoroughly in sink.
  - Pull down 1 or 2 sheets of paper towels.
  - Dry front and back of hands.
  - Put paper towels in the trash can.
  - Line up with class or return to class with a Level 0 voice.

#### Hallway Procedures

- Use a Level 0 voice in the hallway.
  - Look straight ahead.
  - Walk in line on the right side of the hall.
  - Respect personal space.
  - Do not touch the walls or lockers.
  - Proceed directly to destination.

#### Assembly Procedures

- Enter/exit quietly.
  - Sit quietly and appropriately, with hands and feet to yourself.
  - Be an active, respectful listener, using a Level 0 voice.
  - Direct your attention to the speaker.
  - Respond appropriately.
  - Remain seated until classroom teacher dismisses you.

## Cafeteria Procedures

- Enter the cafeteria quietly.
  - Sit down at your table and wait to be dismissed to get your lunch.
  - Use Level 1 voices.
  - Give your attention to the cafeteria personnel.
  - Walk to your table.
  - Remain seated facing the table.
  - Using a Level 1 voice, talk only to those across and next to you.
  - For teacher's assistance, raise your hand and wait.
  - Eat only your food.
  - Use good table manners.
  - When finished, pick up all trash, raise hand, and wait for teacher's permission to throw trash away and return lunch tray.
  - Line up at door Level 0 voice to be dismissed to recess.
  - Students returning to class, return to your table (Level 0 voice) and wait to be excused.

Signs to bring attention to (arrow can be moved):

Level 0 – red/stop sign

Level 1 – yellow/yield sign

Level 2 – green/circle

## Reward Suggestions

- Let student tell a joke to the class.
  - Let student perform for the class.
  - Let student choose a peer with whom to play a board game or computer game.
  - Give student a job responsibility.
  - “Adopt” a younger student and earn (through good behavior) daily visits to check-in with that student as an older mentor.
  - Deliver school-wide announcements.
  - Write or draw on blackboard/whiteboard/easel paper.
  - Let the student earn extra minutes of recess for entire class.
  - Allow student to keep a special trophy or stuffed animal on desk for the day.
  - Take student’s picture and post it.
  - Let student use piano, computer, etc.
  - Have teacher call home to say you are doing a good job at school.
  - Bring slippers to school and wear them in class all day.
  - Homework due date extended for one day.
  - Receive a paper award/certificate.
  - Administrator sends a letter home saying he/she is doing a good job.
  - Note sent home to preferred adult about good behavior.
  - Eat lunch with a preferred adult at school.
  - Seating (with a friend) in a reserved section of the lunchroom. (on stage)
  - Help a specials teacher (e.g., art, music, gym).
  - Pass out stickers/stamps. (K-2)
  - Give student a “Free Homework Pass.”
  - Write a positive note to student.
  - Invite an adult “reading buddy” of student’s choice to classroom to read with student.
  - Play academic computer games.
  - Read aloud to class.
  - Spend time (with appropriate supervision) on the Internet at academic sites.
  - Go to the library to select a book.
  - Let student wear a sign or badge.
  - Identify student as “special student of the day.”
  - Congratulate student in front of class.
  - Post banner or poster with student’s name and accomplishment.
  - Assist in office sorting mail for one week.

- Read with students in a lower grade.
- Immediate rewards- free popcorn, pencil, crayons, etc.