



# ACIS Behavioral Handbook

Guidelines and Agreements

## **School-wide PBIS**

School-wide positive behavior intervention and supports provide a positive focus on encouraging desirable student behaviors. It is a framework that sets universal expectations on behavior that help in promoting values such as responsibility, respect, and safety. This framework looks to prevent the exclusion of students and helps in correcting inappropriate behavior before it escalates. Strategies that are implemented to teach and reinforce these expectations include:

1. Periodic instruction to support student behavior that helps to define behavior that demonstrates respect, responsibility, and safety throughout the school.
2. A school-wide set of behavioral expectations for in the classroom and non-classroom (bathroom, hallways, cafeteria) areas.
3. Substantial amounts of positive adult/teacher attention and reward-based reinforcements to students who demonstrate positive behaviors.
4. Organized, predictable consequences for undesirable behavior. These consequences must be provided consistently in a professional manner by all school staff.
5. These consequences should not look to exclude any student but instead, allow students the opportunity to learn from his or her mistake and accept responsibility for the choices that he or she made. These consequences are provided on a scale matched with the intensity of the undesired behavior.
6. Data analysis that helps to identify problem areas, brainstorm changes, acknowledge student exhibiting positive behavior and communicate these findings to staff, students and parents.
7. Reward-based system on a student, class and school-wide level to show recognition to students who are exhibiting positive behavior

## **Structure**

School-wide Positive Behavior Support is a proactive approach based on a leveled system of prevention and intervention. It includes collective prevention through employing school-wide systems of actively teaching and reinforcing appropriate behavior, using consistent systems to discourage inappropriate behavior, and educating all staff on how to implement and participate in the process. Teachers will teach, model, and practice each of the school-wide behavioral expectations. They will reteach these expectations throughout the year as needed.

## **Schools Beliefs**

We believe that by developing a relationship with our students we promote the idea of not wanting to disappoint through poor behavior, poor academic performance, or lack of responsibility.

We believe that:

1. All students can learn and are always learning.
2. School is responsible for preparing students for life.
3. School expectations must be clear and taught to all students.

## **Clear Expectations**

- The following expectations are meant to-
- provide a clear understanding of expected student behavior
- be few,
- be positively stated and structured,
- use familiar language, and
- Include example behaviors defined for purposes of instruction.

## **Good Rules are Important**

- They reveal the values of the school
- They provide guidelines for success.
- We teach students the desired behavior, rather than telling students what not to do.
- They are basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

## **Behavioral Expectations**

### **Be respectful, be responsible and be ready**

School-wide discipline commonly focuses on reacting to misbehaviors with punishment methods such as suspension, office referrals, and expulsion. However, using punishments, especially when used inconsistently is ineffective. Being proactive and teaching behavior expectations while rewarding students for following expectations is a more positive approach than waiting to correct misbehaviors that occur. Creating school-wide expectations allows for a predictable learning environment for students.

<b><u>Classroom Expectations</u></b> <b>L-</b> Listen actively <b>E-</b> Eyes on teacher <b>A</b> – Always respectful <b>R-</b> Ready to do your best <b>N</b> – Now challenge yourself	<b><u>Hallway Expectations</u></b> <b>H-</b> Head looking forward <b>A-</b> Always keep hands to side <b>L-</b> Line is straight <b>L-</b> Leave room in front of you
<b><u>Bathroom expectations</u></b> <b>F-</b> Flush the toilet <b>L-</b> Leave the area clean <b>U-</b> Use a quiet voice <b>S-</b> Soap and water <b>H-</b> Head back to class	<b><u>Recess Expectations-</u></b> <b>P-</b> Play by the rules <b>L-</b> Listen to others <b>A-</b> Always keep hands and feet to self <b>Y-</b> You show kindness to others

## **Behavior Matrix**

The behavior matrix helps in establishing the behaviors that are expected throughout school areas. These behaviors will be taught and reinforced.

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Ready</b>
<b>All areas</b>	<ul style="list-style-type: none"> <li>-Always keep hands and feet to self</li> <li>-Respect self, others, and property of all</li> <li>-Say "Please", "thank you, Excuse me</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and follow directions the first time</li> <li>-Stay on task</li> <li>- Help to keep the school clean</li> </ul>	<ul style="list-style-type: none"> <li>-Have all materials needed for the day</li> <li>- Be on time</li> <li>- Be ready to learn</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>-Listen and follow directions the first time</li> <li>-Raise your hand if you have a question</li> <li>- Speak when it is your turn</li> </ul>	<ul style="list-style-type: none"> <li>-Always try your hardest</li> <li>-complete all work on time</li> <li>-take ownership of all of your actions</li> </ul>	<ul style="list-style-type: none"> <li>Focus your attention on the teacher</li> <li>Body in ready position ( sitting straight, feet flat on the floor)</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>-Walk quietly and in a straight line</li> <li>- Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>-Never run, always walk</li> <li>-Keep hallways clean</li> <li>-Do not eat snacks in the halls</li> </ul>	<ul style="list-style-type: none"> <li>-Do not wander the halls</li> <li>- Always go straight to your destination</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>-Respect others' privacy</li> <li>- Respect all property in the restrooms</li> </ul>	<ul style="list-style-type: none"> <li>-Always wear shoes in the bathroom</li> <li>-Wash hands with soap</li> <li>-Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Wait in a line for your turn if all stalls or sinks are being used</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>-Use an inside voice</li> <li>-Say thank you to canteen staff</li> <li>-raise your hand if you need something</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in your seat</li> <li>-Eat your own food</li> <li>- Wipe up any messes, put your tray away and push in your chair</li> <li>-hold the tray with two hands</li> </ul>	<ul style="list-style-type: none"> <li>-Sit with class</li> <li>- bring your water bottle</li> </ul>
<b>Recess</b>	<ul style="list-style-type: none"> <li>-Always include others</li> <li>-Play Safely</li> <li>- Do not play fight</li> </ul>	<ul style="list-style-type: none"> <li>-return all equipment</li> <li>- use equipment properly ( no kicking basketballs)</li> <li>-let an adult know if there is a problem</li> <li>-no climbing up the slides</li> </ul>	<ul style="list-style-type: none"> <li>-Line up by class when recess is over</li> <li>- wash your hands before returning to class</li> <li>- wait quietly in a line</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>-Say "good morning" to morning announcer</li> <li>-stand quietly in your line with the class</li> </ul>	<ul style="list-style-type: none"> <li>-stand quietly for the national anthem, sing the anthem if you know it</li> <li>- wait in your lines for your class to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>-put on backpacks before morning assembly</li> <li>- line up with your class</li> <li>- use the restroom before assembly</li> <li>-look for the quiet signal</li> </ul>

## **Common School-wide practices that help to reinforce procedures**

The school has set rules and expected behaviors that are practiced by all classes and reinforced by all teachers.

It is common for each teacher to have their own quiet signal when they need to grab the attention of their students. The difficulties with individual class signals are that in times that a large group of students are needed to be quiet and pay attention, one teacher's signal may not grab the attention of a larger group beyond their classroom students. To deter from any unwanted behaviors in response to students not recognizing a certain quiet signal, ACIS uses one quiet hand signal and one unified clap. Our hand signal is a thumbs up.

This will be used throughout the school by teachers and staff who want students to be quiet and pay attention. There will be posters showcasing the signal around the school. This signal should be practiced when students are lining up, at assembly, moving into a Special Class, taking a seat in their class or in any other situations in which students' attentions need to be grabbed.

## **Procedures**

Along with a school-wide used quiet signal, ACIS has set procedures on different locations around the school. These procedures should be modeled at the very start of a student's academic school year. All grades should know these procedures and actively get involved in practicing them. These set procedures will help students in learning expected behaviors that go beyond just one school year. Teachers will be expected to teach and reinforce these behaviors, once students have grasped them, teachers will be asked to continually identify and reward students who follow these expected behaviors.

## **System for acknowledging Positive Behavior**

Adults' behavior when providing acknowledging should be:

- Positive
- Applied immediately
- Focused on improvement

Students who follow the school-wide expectations for all areas of the school (classroom, hallways, cafeteria, restrooms, morning areas, library, etc.) receive recognition in the form of various rewards throughout the school year. Rewards are intended to encourage positive behaviors and ultimately decrease negative behaviors.

## **House System**

Students will be divided into 4 houses when they are admitted into the school. They remain in these houses throughout their schooling. House points can be awarded for positive behavior, community spirit, participation in school and wider community events. Teachers will be given a colored table in which each student's name is written in the house they are a part of. Homeroom teachers can put a mark next to a student who has earned points, all staff is asked to award students with points. When staff and/or a teacher that is not the student's homeroom teacher awards a student a point they can do this by giving students a colored stick (of the student's house color) that the homeroom teacher will then use to mark points on the designated house table. Students with the most stars in each grade will be rewarded with a certificate bi-weekly. At the end of the month, house points will be calculated, the house with the most points will be given the house trophy.

## **Positive Behavior/ House bulletin board**

One of the bulletin boards will be used to not only reinforce positive behaviors that are being discussed but also to showcase students who are exhibiting these positive behaviors. Pictures of these students can be posted as well as compliment notes by teachers who recognize students who exhibit good behavior.

The administration will oversee that all teachers are properly utilizing the rewards system.

The Student-Teacher Advocate will keep a record of how the reward system is working and discuss ways in which it can change dependent on teachers experiences.

## **Why the house system?**

This system helps to reinforce positive behavior. The attachment to a house gives the students a sense of community with their fellow housemates. This system provides an opportunity for students to shine in all areas of school life. As we are running cross-school/subject activities as well as awarding everyday points, every student has the opportunity to contribute to the success of their House, which also provides a sense of accomplishment.

## **System of Correcting Behavior**

The school's goal is to use positive feedback and acknowledge when students follow rules, and corrective feedback and consequences when students are not following the school's behavioral expectations. Unwanted behavior should be viewed as an opportunity to teach correct behavior.

Behavior infractions are put on a leveled scaled. The majority of infractions can and should be dealt with by the classroom. More extreme behavioral infractions or continual higher-level infractions will have consequences to fit these situations.

<b>Level One Behaviors</b> - If a child is exhibiting Level 1 behaviors, they are best handled using the classroom behavior management system. These behaviors do not require administrative involvement but if needed can ask for an Administrator in charge of student behavior to help the situation.
<b>Level Two Behaviors</b> - If a child's behavior is becoming chronic, they are now exhibiting Level 2 behaviors. Level 2 behaviors might also include those that are more significant or intense but still managed in your classroom. At level 2, it is suggested that a Behavior form is filled out to record behavior. This form may be filled out by other staff members and be given to you as a form of communication (i.e. Special teacher to classroom teacher). Behavioral Forms are an excellent way to show support for a child's need, as support during parent-teacher conferences, etc. These forms will be instrumental for referrals or behavior plans.
<b>Level 3 Behaviors</b> - These are behaviors that significantly violate the rights of others or put others at risk or harm. They are also chronic behaviors that have been documented with at least 3 behavioral forms. These behaviors have not changed, even with Level 1 or 2 interventions. A Referral Form (appendix) should be completed for all level 3 behaviors. Level 3 behaviors may require assistance from the office. When filling out the Referral Form, it should state who handled the behavior. Action taken by the Office will be communicated to the classroom teacher. Students showing these behaviors during instructional time may be removed from the classroom.

### **Step 1: The Teacher is the first line of discipline**

Teachers will have rules and procedures in place so all students will know what is expected of them. If a student violates the rules or procedures, the teacher will first provide a warning or pre-planned consequence. If necessary, the teacher will contact the student's parent via a phone call or ClassDojo message.

#### **Step 2: Parent Contact, Student consequences**

If it becomes necessary for the teacher to contact a student's parents, the teacher will provide details of the student's behavior and assign appropriate consequences. It may be necessary for the parent to come to the school for a conference to discuss the student's behavior. This conference will be arranged for a set time with a translator in the room if needed.

### **Next Steps: Parent Contact, Student Consequences, Administrative Referral**

Certain behaviors require that the teacher write a discipline referral immediately. When a referral is written, the parent will be contacted by either the teacher or an administrator. A set conference will be scheduled for all parents to come and discuss the behavioral problems as well as the recommended interventions that are needed.

At all levels of interventions, open lines of communication between teachers, staff, and parents are needed. Teachers should look for administrative help when they are unsure of how to intervene. Teachers will be required to record all instances of negative behavior as well as the procedures by which they went out to resolve this behavior. Teachers will use the matrixes provided to establish what consequences may need to be taken if there is any uncertainty of what consequence may be needed, teachers can ask for advice and help from the administration. The administration should in no way be the first step in dealing with consequential behaviors.

**Behavior Level Matrix** (See next page)



Level 1 Behaviors	Level 2- Behaviors	Level 3 Behaviors
<ul style="list-style-type: none"> <li>-Not prepared</li> <li>-Out of seat</li> <li>-Not following directions</li> <li>-Not doing assignments</li> <li>-Late work</li> <li>-Not listening</li> <li>-Leaning/tipping in a chair</li> <li>-Off task</li> <li>-Lying/Not taking responsibility for actions</li> <li>-Not returning homework</li> <li>-Inappropriate talking/conversations/interrupting</li> <li>-Constant talking</li> <li>-Inappropriate noises</li> <li>-Touching others-not keeping hands, feet, objects to self</li> <li>-Misuse of property/school supplies</li> <li>-Lack of cooperation</li> <li>-Disrespectful body language (i.e. sighing, rolling eyes).</li> <li>-Tattling</li> <li>-Mimicking another student - Roughhousing (i.e. wrestling).</li> <li>-Throwing things</li> <li>-Swearing</li> <li>-Leaving the room without permission</li> <li>-Refusing to work</li> <li>-Spitting</li> <li>-Climbing/jumping off school property</li> </ul> <p>-5 or less similar infractions in one day – move to level 2;  Specials teachers and general staff will communicate with homeroom teachers about daily infractions;  Preschool, K1-2, may be more tolerant at the start of the school year</p>	<ul style="list-style-type: none"> <li>-Arguing/talking back to adults</li> <li>-Teasing/putdowns/name-calling</li> <li>-Blatant lying</li> <li>-Cheating</li> <li>-Forgery</li> <li>-Inappropriate bathroom use</li> <li>-Profane gestures</li> <li>-Roughhousing resulting in harm/injury</li> <li>-Inappropriate use of technology (camera/ phone/internet)</li> <li>-Biting</li> <li>-Stealing (candy, pencils).</li> <li>-Actions that caused or are likely to cause harm (i.e. pulling chairs out from under peers)</li> <li>-Mimicking the teacher/adult</li> <li>-Swearing at the teacher/adult</li> <li>-Continuous Level 1 behaviors</li> </ul> <p>-3 or less similar infractions moves from level 2 to level 3</p>	<ul style="list-style-type: none"> <li>-Stealing (theft, money, school property).</li> <li>-Fighting (punching, hitting, choking).</li> <li>-Drugs/drug paraphernalia</li> <li>-Weapons</li> <li>-Throwing furniture</li> <li>-Verbally or physically threatening to cause injury to person or property (i.e. picture drawing, intimidation).</li> <li>-Pulling fire alarm intentionally</li> <li>-Vandalizing</li> <li>-Harassment/Bullying (sexual/verbal/physical)</li> <li>-Leaving building/school property without permission</li> <li>-Exposing oneself</li> <li>-Sexually inappropriate touching</li> <li>-continuous Level 2 behaviors</li> </ul>

<b>Level 1 Consequences</b>	<b>Level 2 Consequences</b>	<b>Level 3 Consequences</b>
<p>Consequences are designed to promote responsible behavior. Depending on the behavior, the following interventions are employed by the teacher:</p> <ul style="list-style-type: none"> <li>• Verbal warning - provide feedback regarding behavior and reminder of rules</li> <li>• Discuss strategies for improvement- Create a behavioral plan</li> <li>• Stay after class or short break detention</li> <li>• ClassDojo message parent</li> <li>• Removal of item (bring to administrator) □ •Report if necessary to the administrator</li> <li>• Teachers should fill out a Behavioral form to give to Administration for data recording</li> </ul>	<ul style="list-style-type: none"> <li>• Daily report/contract</li> <li>• Conflict mediation/counseling</li> <li>• Temporary removal from class</li> <li>• Parent-Teacher Conference</li> <li>• Lunch/Break Detention</li> <li>• School Detention</li> <li>• Limiting access to the internet and/or email</li> <li>• Restitution</li> <li>• Behavior Referral Form filled out</li> <li>• In school community service</li> </ul>	<p>Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others which may involve the Teachers, the Parents, the Administrators, and other support agencies as appropriate. May include any of the consequences above and...</p> <ul style="list-style-type: none"> <li>• Personal student contract / daily report</li> <li>• In-school Suspension</li> <li>• Parent-Teacher-Administrator Conference</li> <li>• •Out-of-School Suspension</li> <li>• Pay expenses if damage or repairs are necessary</li> <li>• Referral for outside counseling</li> <li>• Incident to be reviewed by the School Head and/or the School Board</li> <li>• Report to the local authorities</li> </ul>

## **Handling Parent Complaints.**

### **Informal Resolution-**

Most complaints can be resolved quickly and informally. If parents have a complaint that should normally contact the class teacher. Parents should refrain from discussing any complaints with the teacher without a designated time that works best for both parties. All teachers who receive complaints from parents should let Administration know for records.

### **Formal Resolution**

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to administration. Parents will be provided a scheduled time to discuss their complaint but should refrain from entering the administration office to discuss their complaints without a formal written complaint and scheduled time.

The school will keep a written record of complaints, any action taken by the school as a result and whether they were resolved at the informal or formal stage.

Any unwarranted complaints or defamations by any parent should automatically result in a parent contract in which clear behavior standards for parents are explained.

### **Overview for Parent Complaints**

Teachers should only address complaints with parents at a set time

When informal discussions about the complaints do not resolve the issues parents should fill out a formal complaint form.

The administration should review the formal complaint form and set a scheduled time for all parties to discuss the issue.

At no time should any complaint raised by parents be addressed unless the time of discussion is mutually agreed upon.

Teachers should give a written record of any complaints that parents may have to the administration as well as the Principal. These administrators will be used as the mediator for any conflicts between parents and teachers.

## **Parent Agreement**

I shall uphold my expectations to work courteously and cooperatively with the school to assist my child in meeting the academic and behavioral expectations of ACIS.

I shall respectfully express my concerns about the school operation and its personnel. I will not do so in a manner that is discourteous, scandalous, rumor driven, threatening, hostile or divisive.

I shall bring up any concerns about my child, the teacher, or any other staff of ACIS in a formal professional meeting that is given a specific time and date.

I shall continuously cooperate with the teacher and remain open minded when discussing the behavior of my child.

I shall have trust in ACIS staff involving all aspects of teaching and disciplining of my child.

I shall reinforce the high standards that ACIS has for my child beyond school grounds.

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## **Teacher Agreement**

I shall support my students in striving to do their best in my classroom.

I shall provide information and feedback about the student's progress and be encouraging to support learning.

I shall keep the communication channels open between my students, their parents and myself.

I shall ensure any disciplinary actions given to my student follow ACIS code of conduct guidelines.

The student's interest in receiving a quality education can be served if students, parents and school officials work together. Normally, differences between these individuals can be resolved. In some rare instances, however, the school may find it necessary, in its discretion, to require parents to withdraw their child.

By signing this contract all parties agree to the stipulations in the document and will follow accordingly. This contract will be used immediately upon signing.

_____ Parent Signature	_____ Date
_____ Parent Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ ACIS Administration Signature	_____ Date

## Parent concerns and complaint form

- 1) Contact your child's teacher: The first line of action should be to first contact your child's teacher. The teacher has the most insight into your child's needs.
- 2) If you still have concerns, please fill out this form. This will be used to schedule a time in which all individuals who need to be involved can come to meet together.

Previous Action take: \_\_\_\_\_ Contacted child's teacher

Student's First and Last name: \_\_\_\_\_

Parent's name(s): \_\_\_\_\_

Phone Number \_\_\_\_\_

Date you contacted teacher with concern: \_\_\_\_\_

Name of teacher you communicated concern to: \_\_\_\_\_

Nature of concern that you communicated to the teacher:

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Teacher's response to your concern:

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Why do you feel your concern by the teacher has not been addressed to your satisfaction?

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What outcome are you looking for?

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Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **What is PBIS?**

### Positive behavior interventions & supports

- 1) Creates and maintains a safe and effective learning environment
- 2) Ensures all students have the 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

## **Implementing PBIS at home**

- Set the stage for success, rewards
- Give clear, specific directions
- Stay calm, use a calm voice
- Be consistent, YES means YES, NO means NO
- Set examples, actions speak louder than words
- Set reasonable limits

<b>Instead of saying</b>	<b>Try saying this</b>
Stop hitting!	Please keep your hands to yourself.
Quit whining and crying!	Please use your words.
Don't get upset!	It's okay to feel that way but, ...
I can't hear you.	Please speak louder/ more clearly
I won't buy you that!	Instead of that, what if we

