

Dakota Elementary

Positive

Behavior

Interventions

and Supports

(PBIS)

Parent

Program

Guide



2016-17

School-Wide Expectations/Pledge:

We at Dakota Elementary are committed to showing our pride. We pledge to Put safety first, Respect each other, have Integrity, be Determined to learn, and be committed to Excellence.

Dear Parents/Guardians,

At Dakota, our goal is to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations. The School-wide Positive Behavior Interventions and Supports (PBIS) program is a data-driven decision making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for the entire school community. The PBIS system is comprised of a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. School districts are mandated to have a school-wide behavior management program. PBIS qualifies as one of these programs and is also considered a Response to Intervention/MTSS (Multi-Tier System of Supports) model.

Dakota's PBIS system is a work in progress and will continue to be altered as the need arises. This program guide is a brief description of the system we are using. We urge you to read through this guide with your child(ren) and to place it in a convenient spot where your family can refer to it often. Since we truly believe in this process, we encourage you to try this same approach at home when teaching your child(ren) a behavior that you would expect from him/her. If you have questions after reviewing this information, please feel free to speak with Mrs. Dieken, Mr. Milburn, or your child's teacher.

Components of the Dakota Elementary PBIS program are outlined below.

-Program Guide: this booklet which describes the Dakota PBIS system and components we utilize

-Behavior Matrix: chart that identifies behavioral expectations in each setting of our school community. The matrix supports the behavior components of PRIDE: Put safety first, Respect, Integrity, Determination, and Excellence.

- It is our goal to make the understanding of the P.R.I.D.E behavioral expectations as clear and easy for the students as possible. The behavior matrix included in this booklet shows you the actual rules for various places in the school and on the school grounds. In a positive manner, the matrix tells students what to do and how to behave in order to abide by these five rules in the numerous areas of our school. Additionally, staff have included various characters associated with each expectation to assist students in making connections between the expected behavior and real-life people/careers. The matrix is posted in each classroom and in areas around the school.
- Please take time to go over and review this matrix with your child(ren). You will see that our expectations are simple and maintain respect of others. We continually reinforce our expectations in preparing students for life. We suggest placing the matrix in a visible spot in your home so your family can refer to it when necessary. We also request that when family members are visiting our school that they respect the process by following the expectations we enforce with our students.

-Cool Tools: Lesson plans used to teach and reinforce behavioral expectations

- One of the most important parts of the PBIS system is that behavioral skills and expectations are taught directly to the students. The lessons will teach all the students what is expected of them and how they are to behave. All students will be taught Cool Tools that will impact our school and are based upon the needs of our students.

-PRIDE tickets

- Another part of the PBIS system is the use of consistent positive reinforcement of appropriate behavior. PRIDE Tickets will be handed out by all staff members to individual students and/or other staff members throughout the day when they observe students following the PRIDE expectations. All students should be receiving tickets for demonstrating good behavior. Students can earn tickets in all areas of the school (classroom, cafeteria, playground, hallway, etc) and from all staff members. Research shows that positive reinforcement is one of the best ways to not only change poor behavior, but also to maintain appropriate behavior.
- PRIDE Tickets can be used in the following ways (and will be discussed in more detail with students by their classroom teacher):
 - Classrooms - daily/weekly drawings or purchases
 - Trading Post - open on Fridays for students to purchase items
 - Monthly Prize Drawings - one prize per grade level per month
 - Big Prize Drawings - three times per year
- Class Tallies: Staff will compliment classes when they see exemplary PRIDE behaviors. (Compliment = 1 tally.) Homeroom teachers will keep track of tallies and turn in weekly. Winning classrooms will get to display the traveling PRIDE welcome mat outside their classroom for the following week.

-Celebrations:

- There will be 3 scheduled Celebrations each school year. The first Celebration is scheduled for Friday, August 26th.

-Major/Minor Behaviors:

Below is a list of major versus minor behaviors with their definitions.

<p align="center">Minor: Classroom Managed (Recorded on Minor Behavior Data Chart)</p>	<p align="center">Major: Office Managed (Reported on Skyward)</p>
<p>Unprepared: Student is unprepared for class. (i.e. homework is not complete, lack of needed supplies)</p>	
<p>Non-compliance/Disrespect: Student engages in brief or low-intensity disrespect, non-compliance or disruption. (i.e. tattling, attitude, tone, not following directions, verbally or physically disrupting class, disruptive dress).</p>	<p>Defiance: Excessive disruption and/or refusal to follow a request where learning has stopped for the student and/or class (i.e. sustained loud talking, yelling, screaming, noise with materials or body, horseplay or roughhousing, and/or sustained out-of-seat behavior, sustained disruptive dress).</p>
<p>Put Downs/Teasing: Student engages in low-intensity words or actions that make others feel bad.</p>	<p>Harassment/Bullying: Student engages in extreme verbal or nonverbal behavior that is repeated over time, an imbalance of power, and one sided (i.e. threats, obscene gestures, pictures, written or electronic notes. These may include negative comments based on race, religion, gender, age, and/or national origin).</p>
<p>Inappropriate Language: Student engages in disruptive language not suited for school use.</p>	<p>Racial/Discriminatory Slurs/ Profanity: Student engages in language directed at others or a verbal threat to harm someone.</p> <p>Threat: Verbal or nonverbal intent to harm.</p>
<p>Invading Personal Space: Student engages in inappropriate physical contact—refusal to keep hands or body to self (physical contact without the intent to injure).</p>	<p>Physical Aggression/Fighting: Student engages in intentionally causing physical harm or inappropriate contact and/or throwing of objects for the purpose of causing harm.</p>
<p>Dishonesty: Student engages in an act of not telling the truth or cheating.</p>	<p>Lying/Stealing: Student engages in intentional lying or taking of another person’s property without that person’s permission.</p>
<p>Property Misuse: Student engages in low intensity misuse of property (including student, staff, and/or district property).</p>	<p>Property Misuse/Damage/Vandalism: Student engages in intentional and malicious destruction or misuse of property (including student, staff, and/or district property).</p>
<p>Displays of Affection: Student engages in developmentally inappropriate and/or unwanted verbal and/or physical gestures/contact.</p>	<p>Inappropriate Sexual Contact: Student engages in intentional inappropriate verbal and/or physical gestures/contact, or a sexual nature to another student/adult, either consensual or non-consensual.</p>
	<p>Tobacco/Alcohol/Drugs: Student is in possession of or using tobacco, alcohol, and/or illegal drugs.</p>
	<p>Forgery/Plagiarism: Student has signed a person’s name without that person’s permission or plagiarized the work of someone else.</p>
	<p>Arson: Student plans and/or participates in malicious burning of property.</p>
<p><i>*When classroom managed interventions have proven ineffective and the environment is no longer conducive to learning, homeroom teachers will enlist the support of families, grade-level team, school counselor and/or administrator</i></p>	<p>Weapons: Student is in possession of knives, guns, a toy resembling a weapon or anything associated with causing harm towards another person.</p>

HOW PARENTS CAN SUPPORT THE BEHAVIOR SYSTEM

Your help with PBIS is very important. We do ask that you support our efforts by setting good examples for your child(ren) by also following the PRIDE behavioral expectations. We understand that your home environment may have different expectations, but in order to assist us we ask that you support our staff in the following ways:

1. Please remind your child of the behavioral expectations each day before he/she leaves for school:
 - a. Put safety first
 - b. Respect
 - c. Integrity
 - d. Determination
 - e. Excellence
2. If your child has some difficulty behaving, use the matrix as a tool to go over and reinforce specific expected behaviors. If you do this before school each day, you will be helping to remind your child what is expected of him/her during the school day.
3. Help your child BE HERE, BE READY, by helping him/her wake up for school and arrive on time. Students should be in their classrooms and ready to learn at 8:10. Students who are tardy are disruptive to everyone and often have a very poor start to the school day.
4. If your child receives an office referral for their behavior resulting in a detention, please support the decision and do all you can to have your child serve the detention on the assigned day and time. Your child will be told the reason for the detention and he/she should be able to tell you exactly what occurred. If you have a question regarding the situation, please call Mr. Milburn or your child's classroom teacher. We suggest you have a discussion with your child regarding how to improve his/her behavior in the future.
5. After school, ask your child how many PRIDE tickets he/she earned and find out what behaviors were exhibited in order to earn these tickets. Please offer your child extra praise and reinforcement for these behaviors.
6. We encourage you to use the same positive language at home. You might even add a column to the chart showing expected at-home behaviors.
7. Your support sends an important message to your child that we are working together as a team to help him/her be successful in all parts of his/her life. We appreciate your daily support.