

Positive Behavior Intervention Support



**Parent Edition
2009-2010**

Dear Parents,

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm. The four components of a PBIS approach are as follows:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

Eureka Elementary has put together a parent manual to help you gain a better understanding of what we are trying to do here at Eureka Elementary when it comes to discipline. The handbook has the following sections:

- A Parent Letter and Quiz to be turned into the school
- A Mission Statement and Cattitude Approach Outline
- The School Pledge
- Cattitudes for All Settings
- Cattitudes for Individual Settings
- A Guide for Office Versus Teacher Managed Behavior
- Major Behavior Definitions (RSD Policy and Procedure Aligned)
- A Copy of our Referral and Cattitude Concern
- Stop and Think Sheets
- Cat Paws, Blue Ribbon, and Character Award for Positive Recognition

Our goal is to create a positive environment where we teach, model, and reinforce the desired behavior. We want to make every interaction with a child a teachable moment.

Thank You,

Brian K. Gentz
Principal, Eureka Elementary
Dear Parents,

At Eureka Elementary our students review the "Cattitudes" every morning. They are:
I am respectful. I am responsible. I am safe. I am cooperative. I am kind.

The staff has developed a set of specific rules/expectations to help the students know exactly how they can show respect, responsibility, safety, cooperation, and kindness in our school. A copy of the rules and the Cattitudes is attached. We have been reviewing them since the first day of school.

The Positive Behavior Intervention Support (PBIS) parent guide will help you understand our philosophy here at Eureka Elementary. The book will guide you through our discipline process from classroom settings to non classroom settings. This hand book along with RSD Policies and Procedures handbook will direct all actions here at Eureka Elementary concerning matters of discipline.

We are asking you to sit down and review the rules and Cattitudes with your child so that you ***both*** understand the expectations for your child at Eureka Elementary. Attached also is a short quiz we would like for you and your child to complete **together**. If you have a young child or a child with handwriting difficulties, you may complete the written portions. This is meant to be a learning experience for both of you. When your child returns the quiz, there will be a surprise waiting for him or her. **Please keep the copy of Cattitudes and rules at home for your information. Return only the quiz.**

If you have any questions, please feel free to contact your child's teacher or Brian K. Gentz, Principal of Eureka Elementary. We are looking forward to a very successful year with your child.

Eureka Elementary Staff



Eureka Elementary "Cattitude" Quiz



Parents and Students,

Please review our "Cattitudes" and the RSD Policies and Procedures Handbook and then take this quiz together. Return it to your teacher by August 28, 2009.

PLEASE PRINT Name (First and Last): _____

Student's Name: _____ Parent's Name: _____

Child's Teacher: _____

Please sign on the space provided that you have received and reviewed the following documents:

_____ EES Parent Hand Book

_____ Rockwood Policy and Procedures Book

1. Eureka Elementary "Cattitudes" are:

- I am _____.
- I am _____.
- I am _____.
- I am _____.
- I am _____.

2. List one example showing that you are **respectful** in the classroom:

3. List one example showing that you are **responsible** in the classroom:

4. List one example showing that you are **safe** in the classroom:

5. List one example showing that you are **cooperative** in the classroom:

6. List one example showing that you are **kind** in the classroom:

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Eureka Elementary School
"Cattitudes"
2009-2010

Mission Statement and Purpose:

Eureka Elementary is a school that promotes and maintains a safe and orderly learning environment for students and staff. Eureka Elementary is a place where we learn, grow, and become responsible citizens!

Cattitude Approach:

- I Am Kind
- I Am Safe
- I Am Cooperative
- I Am Respectful
- I Am Responsible

The “Cattitude” Approach is designed to help create a climate of cooperation, academic excellence, respect and safety at Eureka. **The “Cattitude” Approach** is based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students at Eureka Elementary School. The guiding principles are as follow:

- I. Clear **expectations** for student behavior.
- II. Clear and consistent strategies for **teaching** appropriate behavior.
- III. Clear and consistent strategies for **encouraging** appropriate behavior.
- IV. Clear and consistent consequences that **discourage inappropriate behavior**.
- V. A **support** system and individual behavioral programs for students with unique or exceptional needs.
- VI. Clearly designed methods for **evaluating** and **revising The Cattitude Approach**.
- VII. Clear plans and strategies for **communicating** the characteristics and philosophy of the behavior plan to students and parents.

Eureka Elementary School-Wide PBS Implementation Plan

1. Introduce 5 goals:

- I Am Kind
- I Am Safe
- I Am Cooperative
- I Am Respectful
- I Am Responsible

2. Provide specific behavior examples for each expectation.

- I Am Respectful:** Use appropriate voice level and words, Use polite words, Be a good listener, Care for and encourage others, Respect all property, Show appropriate body language
- I Am Responsible:** Demonstrate self control, Follow the rules, routines, and procedures, Make good choices, Accept the outcomes of my behavior, Take care of myself and do my job
- I Am Safe:** Use equipment properly, Follow the rules and procedures throughout the building, Be aware of people's personal space, USE LINE BASICS, Report any problems to a teacher or an adult
- I Am Kind:** Use good manners, Use kind words and actions, Be a friend, Include and help others, Keep my hands and feet to myself
- I Am Cooperative:** Follow directions promptly, Give turns, Share with others, Solve problems positively, Do my part

3. Teach expectations through the “**tell-show-practice**” sequence.

4. Prompt students to use specific behaviors prior to “**problem spots**”. Examples:
“Someone tell me how we show respect when we walk down the hall.”
“Remember to be kind by allowing all to join games during recess.”

5. Provide: “**Cat Paws**” to students who display **critical skills**. Be sure to let students know what rule he/she followed and the **specific behavior** he/she displayed. Example:
“Lawrence you did a great job of being responsible when you turned in your homework without being asked!”

6. Students will place their “**Cat Paw**” tickets in a box. Tickets will be drawn every morning before announcements. Winners will receive a “**Cat Paw**” Pencil. A Golden Cat Paw will be awarded for students who are caught doing something above and beyond. The student will receive a pencil and phone home to tell you the good news about their behavior.



Eureka Elementary Classroom (Teacher) Managed Behavior Guide

School Wide Rules

1. Follow directions
2. Keep hands, feet, and objects to yourself
3. Use only kind words
4. Listen
5. Follow the “Cattitudes”

1st Warning- Student makes a poor choice. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences

2nd Warning- Student makes a poor choice for the second time. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences

3rd Warning- Student makes a poor choice for the 3rd time that day. The student will receive a “Cattitude Concern” sheet. A copy will go in the teacher’s file, home to the parent, and one to the student’s discipline file in the office. The student may also complete a Student Assessment Form (Stop and Think Sheet). **The teacher will call home to inform the parent!**

4th Warning- Student makes a poor choice for the 4th time that day. The student will be referred to the office with an Office Referral. The Office will call home to inform the parent of the referral.

Extreme Clause- The student may skip the above steps if the student exhibits behavior that is extremely disrespectful, dangerous, or physical (See the list below)

Once the student receives 3 “Cattitude Concern” forms the student will be referred to the office as a repeat offender. The office will be able to keep track through the data base. You will also be able to keep track, as a backup, because you will receive a copy of every “Cattitude Concern” sheet that the student is given.

Office Managed Behaviors	Teacher/Classroom Managed Behavior
<ul style="list-style-type: none"> • Aggressive physical contact • Fighting • Property destruction • Weapons • Leaving School property • Pattern of aggressive/profane language • Credible threats • Harassment of students/teachers • Major/chronic destruction • Major/chronic refusal to follow school rules • Major dishonesty • Chronic minor infractions • Theft • Racial/Ethnic discrimination • Cheating • Accumulation of 3 “Cattitude Concern” sheets 	<ul style="list-style-type: none"> • Inappropriate language • Lateness • Not having materials • Calling out • Teasing • Refusal to work • Non-compliance • Running • Minor dishonesty • Inappropriate clothing • Minor disruption • Minor aggression • Unsafe or rough play • Disrespectful <ul style="list-style-type: none"> ○ Tone ○ Attitude ○ Body language • Disrespect towards property • Pattern of not completing homework

The steps above are based on the discipline plans that you turned into me at the beginning of the year. They also follow Lee Canter’s Assertive Discipline philosophy.



Major Behavior Definitions Eureka Elementary

Major Behavior	Definition
Class Disruption	<p>Any action or use of words that stops other students from continuing with their work and/or learning. Examples:</p> <ul style="list-style-type: none"> ❖ Attempting to cause injury to another person ❖ Use of words or actions meant to harass another individual ❖ Disrespectful verbal, written or symbolic language ❖ Threatening or intimidating another person

	<ul style="list-style-type: none"> ❖ Tampering with emergency equipment ❖ Physical action
Disrespectful to Others	<p>Conduct or actions including verbal, written or symbolic language, or gesture, which is inappropriate to public settings or substantially disrupts classroom work, school activities, or school functions. Example:</p> <ul style="list-style-type: none"> ❖ Talking back to an adult ❖ Inappropriate body language ❖ Turning and walking away ❖ Rolling your eyes ❖ Using inappropriate language to an adult
Scuffling/Shoving	<p>When an individual (s) approach (es) another individual (s) in a threatening manor by either using an inappropriate language, a threatening advance, and/or inappropriate body language. Also when an individual(s) push or pushes another individual (s) in a threatening manor using physical force and/or any above mentioned threatening advances.</p>
Fighting	<p>Mutual combat (throwing punches, wrestling, or kicking) in which both parties (students) have contributed to the conflict by physical action. If one student advances on another student and attacks the student this may be considered assault.</p>
Disturbing Others	<p>When a student interferes with, upsets, or destroys the tranquility of the classroom. To inconvenience other students and to cause a disruption in their learning. Examples:</p> <ul style="list-style-type: none"> ❖ Excessive talking ❖ Walking around the room making noise ❖ Grabbing other people's items
Stealing	<p>The act or attempt of taking someone else's property without the owner's knowledge or permission. Also, to have in your possession something that you knows that does not belong to you.</p>
Profanity	<p>Actions or verbal language, written or symbolic language that is inappropriate in a public setting. Language or actions that is offensive or disrespectful.</p>
Threat	<p>A child who expresses in words or displays in actions any intent towards another child or adult that the receptor senses a feeling of danger or fear towards himself/herself or their property.</p>
Refusal to Work	<p>Refusal to work is defined as when the student refuses to participate in class by not completing or attempting their work. The student has been given several opportunities to complete their work but refuse to do so and by doing this they cause a disruption in other students learning.</p>
	<p>Willful or continued willful disobedience of any reasonable request or regulation, also voicing of disrespect to those in authority.</p> <p>Non-Verbal Insubordination:</p> <ul style="list-style-type: none"> ❖ Inappropriate and/or threatening gestures directed at a staff

Insubordination	<ul style="list-style-type: none"> ❖ member ❖ Refusal to move to a place as directed by a staff member ❖ Refusal to cease an activity when directed to do so by a staff member ❖ Refusal to answer when called upon by a staff member ❖ Damaging the property of others <p>Verbal Insubordination:</p> <ul style="list-style-type: none"> ❖ Inappropriate language directed at a staff member ❖ Verbal refusal to follow directions ❖ Verbal threats directed at a staff member
Cheating	Cheating is defined as students taking credit for work other than their own. This can include, but not limited to, the use of technological resources, purchased papers, books, periodicals, interviews, tests, homework, group work, and research.
Food Related	Food related is defined as playing, throwing, or causing a disruption with your food in the cafeteria or the general education setting.
Weapon	This is defined as any device or instrument that will cause harm to another person. Some examples are knives, guns, explosives, or blackjacks. Please consult the Policies and Procedures book for a more detailed review of weapons in school. This also includes toys or replicas of weapons.
Inappropriate Peer Interaction	Inappropriate Peer Interaction is defined as when a student uses inappropriate language, suggestive comments, touching inappropriate manner/place, generally it makes others feel uncomfortable.
Out of Area	This is defined as when a student is in a place of the building or recess when they do not have permission from an authorized adult from the school.

Eureka Elementary

School Pledge

**I pledge today to do my best
in reading, math and all the rest.**

**I promise to obey the rules,
in my class and in our school.**

**I will respect myself and others too,
I will expect the best in all I do.**

**I am here to learn all I can,
To try my best and be all I am.**



Wildcat Way

"Cattitudes are Everything"

**EUREKA ELEMENTARY
SCHOOL WIDE RULES**

- 1. FOLLOW DIRECTIONS**
- 2. KEEP HANDS, FEET, AND OBJECTS TO YOURSELF**
- 3. USE ONLY KIND WORDS**
- 4. LISTEN**

5. FOLLOW THE "CATTITUDES"

I AM KIND

- Use good manners
- Use kind words and actions
- Be a friend
- Include and help others
- Keep my hands and feet to myself

I AM COOPERATIVE

- Follow directions promptly
- Give turns
- Share with others
- Solve problems positively
- Do my part

I AM RESPONSIBLE

- Demonstrate self control
- Follow the rules, routines, and procedures
- Make good choices
- Accept the outcomes of my behavior
- Take care of myself and do my job



I AM SAFE

- Use equipment properly
- Follow the rules and procedures throughout the building
- Be aware of people's personal space
- USE LINE BASICS
- Report any problems to a teacher or an adult

I AM RESPECTFUL

- Use appropriate voice level and words
- Use polite words
- Be a good listener
- Care for and encourage others
- Respect all property
- Show appropriate body language

CATTITUDES ARE EVERYTHING!

Eureka Elementary Mission Statement

Our mission is to provide a world class education that promotes student achievement and well being through the collaboration of student, parents, and staff.



Eureka Elementary- PBIS Schedule of Events August



Date	Event
7	New Teacher Orientation EES Building Orientation from 8:00AM-10:00AM- PBIS Training Work in Building 10:00AM-12:00AM
11	New Teacher Orientation Work in Building 8:00AM to 3:00PM- PBIS Training
12	Teachers Return and Pre-service Work Days AM- Building MTGS- PBIS Training
18	EES Safety Crisis Team MTG @ 4:15PM
21	PBIS Fall Ball Orientation @ 9:40AM Staff vs. 4 th Grade Softball Game @ 2:40PM
27	PBIS MTG @ 8:00AM
28	Building Leadership Team @ 8:00AM

September

Date	Events
2	Classroom Assistant MTG @ 9:00AM PBIS Active Supervision
16	Cat Tail Families @ 9:40AM Topic TBD Topic-
17	Building Leadership Team @ 8:15AM- PBIS DATA
22	Staff MTG @ 8:00AM- PBIS DATA
24	PBIS MTG @ 8:00AM- Action Plan/DATA/RTI
25	Wildcat Chat News Letter Goes Home- PBIS Section

October

Date	Events
6	Staff MTG @ 8:00AM- PBIS DATA
7	Classroom Assistant MTG @ 9:00AM- Active Supervision
14	PBIS MTG @ 8:00AM- Action Plan/Data/Student Cat Tail Families @ 9:40AM Topic TBD
15	Building Leadership Team Meeting @ 8:15AM- PBIS DATA
16	Wildcat Assembly During Respective Lunches- Cat Paws and Character Awards
19	Jesus Villahermosa- Safety Committee- 8:30AM-11:30Am (Brian) I
20	Staff Meeting @ 8:00AM- PBIS DATA
21	EES Crisis Safety MTG @ 8:20AM
22	PBIS @ 8:15AM- Student/Data

November

Date	Events
4	Classroom Assistant MTG @ 9:00AM- Cafeteria Planning
5	Cat Tail Families @ 9:40AM Topic TBD Topic- Building Leadership Team Meeting @b 4:00PM- Data
10	Staff MTG @ 8:00AM- PBIS DATA
19	PBIS MTG @ 8:00AM- PBIS DATA
24	Staff MTG @ 8:00AM- PBIS DATA

December

Date	Events
2	Classroom Assistant MTG @ 9:00AM- PBIS Training
3	PBIS @ 8:00AM- Student/Data Board of Education @ 7:30PM
8	Staff MTG @ 8:00AM- PBIS DATA
9	Cat Tail Families @ 9:40AM Topic TBD Topic:
10	Building Leadership Team MTG @ 8:15AM- PBIS DATA
22	Staff MTG @ 8:00AM- PBIS/Data

	Administrative and SSD MTG @ 4:15PM (All SSD Lead Teachers and Area Coordinator) CCL
23	Wildcat Assembly During Respective Lunches- Cat Paws/Character Awards Building Leadership Team MTG @ 4:15- PBIS

January

Date	Events
5	Staff MTG @ 8:00AM- PBIS
6	PBIS MTG @ 8:00AM- Students/Data Classroom Assistant MTG @ 9:00AM- PBIS Power Struggles
15	Cat Tail Families @ 9:40AM Topic TBD Topic:
18	No School- Martin Luther King Jr.'s Birthday
19	Building Leadership Team MTG @ 8:15AM- PBIS DATA
21	PBIS @ 8:00 (If needed)- Students

February

Date	Events
3	Classroom Assistant MTG @ 9:00AM- PBIS
9	Staff MTG @ 8:00AM- PBIS Data
10	PBIS MTG @ 8:00AM- Students and Data
12	Cat Tail Families @ 9:40AM Topic TBD Topic-
16	Building Leadership Team MTG @ 8:15AM- PBIS Data
19	Classroom Assistant MTG @ 9:00AM
23	Staff MTG @ 8:00AM- PBIS DATA
25	PBIS MTG @ 8:15AM (If Needed)- Students/Data

March

Date	Events
2	Classroom Assistant MTG @ 9:00AM- PBIS DATA
3	Cat Tail Families @ 9:40AM Topic TBD Topic:
14	Daylight Savings Time Begins (Set clock 1 hour forward)
23	Staff MTG @ 8:00AM- PBIS DATA
25	PBIS MTG @ 8:00AM (If Needed)- Students

April

Date	Events
1	Cat Tail Families @ 9:40AM Topic TBD Topic: Building Leadership Team @ 4:10PM- PBIS-DATA April Fool's Day
6	Staff MTG @ 8:00AM-PBIS DATA
7	Classroom Assistant MTG @ 9:00AM- PBIS Training TBD
15	PBIS MTG @ 8:00AM- DATA/Students
20	Staff MTG @ 8:00AM- PIS DATA
29	PBIS @ 8:00AM (If Needed)- Students

May

Date	Events
5	Classroom Assistant MTG @ 9:00AM- PBIS Training TBD Cat Tail Families @ 9:40AM Topic: _____
6-10	Smokey Mountains Trip
6	Building Leadership Team @ 8:15AM- PBIS DATA
13	PBIS MTG @ 8:00AM- PBIS DATA
18	Staff MTG @ 8:00AM- PBIS DATA
27	Wildcat Assembly During Respective Lunches- Character/Cat Paws