

# Horizon Elementary

## School-wide Positive Behavior Plan

### Family Information





Parents,

We are pleased to share the features of *Horizon Elementary School-wide Positive Behavior Plan* (SWPBP) with you. The goal of this program is to increase our school's ability to address the behavioral needs of all students and staff effectively and efficiently.

Our staff members have developed school-wide behavioral expectations and an acknowledgement system designed to be implemented consistently across all settings, and include all staff and students. In addition, special adaptations and extensions of the school-wide system have been developed to address the unique needs of specific non-classroom (e.g., cafeteria, hallways, bus, playground) settings. A special thanks to our fourth and fifth grade students who created our Be Safe, Be Respectful, Be Responsible instructional DVD and to Mr. Tom Gropp for sharing his time, talent, and knowledge in producing the final product.

This booklet is a guide to help you understand the proactive approach that educators and families can use to teach children the behaviors needed to be successful in any setting. The expectations and procedures are stated clearly to ensure that children know what is expected and give you the information necessary to support your child and the school. Throughout the academic year, staff members will focus on teaching and modeling the school-wide expectations and recognizing students who exhibit positive behaviors.

We look forward to many celebrations!

# Horizon Elementary School-Wide Behavioral Expectations

## A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to reduce school disruption, and educate all students with;

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

### **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
  - Acknowledge student when they are “doing the right thing”
- Improve social competence
- Develop environments that support academic success

This guide is the result of a collaborative effort between the Horizon Elementary Positive Behavior Support Team and the Indiana State Improvement Grant Team for Exceptional Learners. Horizon Team members include Cindy Batalis, Deborah Becraft, Suzette Doolittle, Kim Pawlowski, and Rachel Pratt. A special thanks to the Horizon faculty and staff for their enthusiastic support of SWPBP. The guide was modified from Oak Forest Elementary S.O.A.R. handbook.

# Horizon Elementary

## School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

### **School Goal:**

Students at Horizon Elementary will “Shine” throughout the school day by following the three behavioral expectations.

### **Horizon Behavioral Expectations:**



- **Be Safe**
- **Be Respectful**
- **Be Responsible**

### **Acknowledgment System**

The acknowledgement system is a feature of the positive behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate positive appropriate behaviors. This program works in conjunction with school-wide and classroom goals.

#### **Specific verbal feedback**

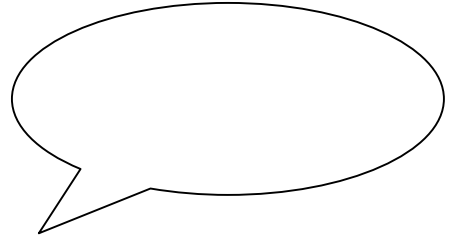
- ✓ When you see observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
  - “That was so helpful the way you held the door open for your classmates.”
  - “Thank you for walking with your hands and feet to yourself.”

#### **Shine Tickets**

- ✓ Acknowledge students who are exhibiting appropriate behaviors by giving them specific positive feedback along with a Shine ticket.
- ✓ Each grade level team will establish a guideline for the use of Shine tickets needed to earn specific incentives. Incentives could include homework pass, sit in the teacher’s chair, free time, rolling chair, sit by a friend at lunch or in the classroom, privilege pass, etc.

## Voices

- Level “0” No talking  
Level “1” Whisper  
Level “2” Normal conversational voice
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## Arrival Expectations

Safe during arrival:

- Arrive at school no earlier than 7:40 am
- Enter building at 7:40 am
- Walk directly to your designated coatroom/classroom
- Keep hands, feet, and objects to self

Respectful during arrival:

- Walk on the sidewalk
- Respect others' personal space
- Respond appropriately to adult directions

Responsible during arrival:

- Make sure all needed materials are taken with you into the classroom
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## Hallway Expectations

Safe in the hallway:

- In groups of more than two, walk single file
- Keep hands, feet & objects to self
- Walk facing forward
- Use caution at intersections

Respectful in the hallway:

- Smooth transition from class to class
- Level “0” voice

Responsible in the hallway:

- Walk on the right side of the hallway
- Go directly to your destination

## Extended Learning Area/Coatroom Expectations

Safe in the ELA/Coatroom:

- Keep hands, feet & objects to self
- Respect others' personal space

Respectful in the ELA/Coatroom:

- Level "2" voice
- Respect others' personal belongings
- Use your assigned cubby space and hook



Responsible in the ELA/Coatroom:

- Stay on task when working in the ELA
- Log off computer when finished

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## Restroom Expectations

Safe in the restroom:

- Use restroom facility appropriately
- Wash your hands after each use

Respectful in the restroom:

- Level "1" voice
- Make sure that toilet flushes after use
- Respect others' privacy

Responsible in the restroom:

- Use water, soap and paper towels appropriately
- Keep restrooms clean
- Return directly to class or designated area when finished
- Report problems to your teacher



## Assemblies Expectations

Safe in the Gym/LGI:

- Keep hands, feet & objects to self
- Respect others' personal space
- Stay seated until dismissed

Respectful in the Gym/LGI:

- Level “0” voice
- Use active listening
- Applaud appropriately

Responsible in the Gym/LGI:

- Sit on pockets in assigned area
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## Cafeteria Expectations

Safe in the cafeteria:

- Sit at assigned table
- Keep hands, feet & objects to self

Respectful in the cafeteria:

- Level “1” voice in food service line
- Wait patiently in line
- Level “2” voice at the table
- Use good table manners
- Engage in polite conversation



Responsible in the cafeteria:

- Focus on eating your food first
- Clean up after yourself

## Cafeteria Procedures\*

- Enter the cafeteria quietly and sit at assigned table
- Give your attention to the cafeteria personnel
- Students buying lunch – stand in line keeping hands and feet to self
- Level “1” voice in the serving zone
- Walk to your table.
- Level “2” voice at the table
- Remain seated facing the table
- For assistance, raise your hand and wait
- Eat your food only
- Use good table manners.
- When finished, pick up all trash, raise hand, wait for dismissal to recycle, throw trash away, and return lunch tray.

# Playground Expectations

Safe at recess:

- Dress appropriately for the weather
- Remain on school grounds
- Keep hands, feet, and objects to self (at appropriate times)
- Use playground equipment appropriately

Respectful at recess:

- Use appropriate language
- Share equipment
- Follow adult instructions
- Use good sportsmanship



Responsible at recess:

- Line up quickly and quietly
- Help others
- Put equipment away when finished
- Report unsafe behavior or incidents to adult

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## Playground Procedures

### Playground Equipment

- Get off equipment carefully
- Cross bars should be crossed using hands only
- One person on cross bars at a time
- Hands and feet to yourself while on equipment
- Go up the ladder, down the slide

### Equipment

- Take care of all equipment
- Use equipment properly
- Return equipment to barrel when finished
- Let teachers know when balls go over the fence

### Field

- Share space on field for different activities
- Follow rules of the games
- Keep fields in good playing condition



# Ways to Resolve Conflict on the Playground

## Rock Paper Scissors

- Rock: wins against scissors, loses to paper and stalemates against rock
- Paper: wins against rock, loses to scissors and stalemates against paper
- Scissors: wins against paper, loses to rock and stalemates against scissors



## Referee



- Next person waiting in line will “MAKE THE CALL”
- Arguing or disagreeing with the call will cause you to miss a turn

## Replay

- If an agreement cannot be made quickly (5 seconds) Replay the last turn



## Waiting a Turn

- Next person in line counts to 30

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## Report these things to an adult (supervisor, teacher, principal, or other school staff)

✗ When someone is doing something dangerous that may harm themselves or others (throwing rocks or snow, using equipment in a dangerous manner, etc.)

✗ When someone gets hurt

✗ When someone steals or vandalizes something

✗ When someone is being mean to you or another student (bullying, threats, or teasing)

✗ When there is a fight

✗ When you see a stranger on or around the playground or school

✗ When you find broken playground equipment

✗ When you see or find something that doesn't belong at school or on the playground ( a broken bottle, beer cans, sharp objects, etc...)

## Dismissal Expectations

Safe during dismissal:

- Walk to designated dismissal area – Tree of Wonder, bus, or KidsClub
- Keep hands, feet, and objects to self

Respectful during dismissal:

- Walk on the sidewalk
- Respect others' personal space
- Respond appropriately to adult directions

Responsible during dismissal:

- Ensure that all needed materials are in your backpack at the end of the day



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## Bus Expectations

Safe on the bus:

- Remain seated in one seat until bus comes to your stop
- Keep hands, feet, and objects to self
- Keep all materials inside backpack until arrival in classroom or home
- Engage in polite conversation

Respectful on the bus:

- Follow bus driver instructions
- Level “2” voice
- Move over to allow others to sit in a seat



Responsible on the bus:

- Keep backpack, lunch kits, hands, feet, and all other materials out of the aisle
- Board or exit the bus only at your stop
- Keep all food and drinks in backpack until off of the bus

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## Bus Dismissal Procedures\*

- Wait in your designated room until the 2:20 p.m. dismissal bell
- Walk in a single file line to your bus
- Leave personal space for people around you when exiting the bus

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## Car Rider Dismissal Procedures \*

- Wait in your designated room until 2:15 when you are dismissed
- Walk quietly to the Tree of Wonder
- Listen for your number to be called
- Walk to your ride and enter on the curb side

