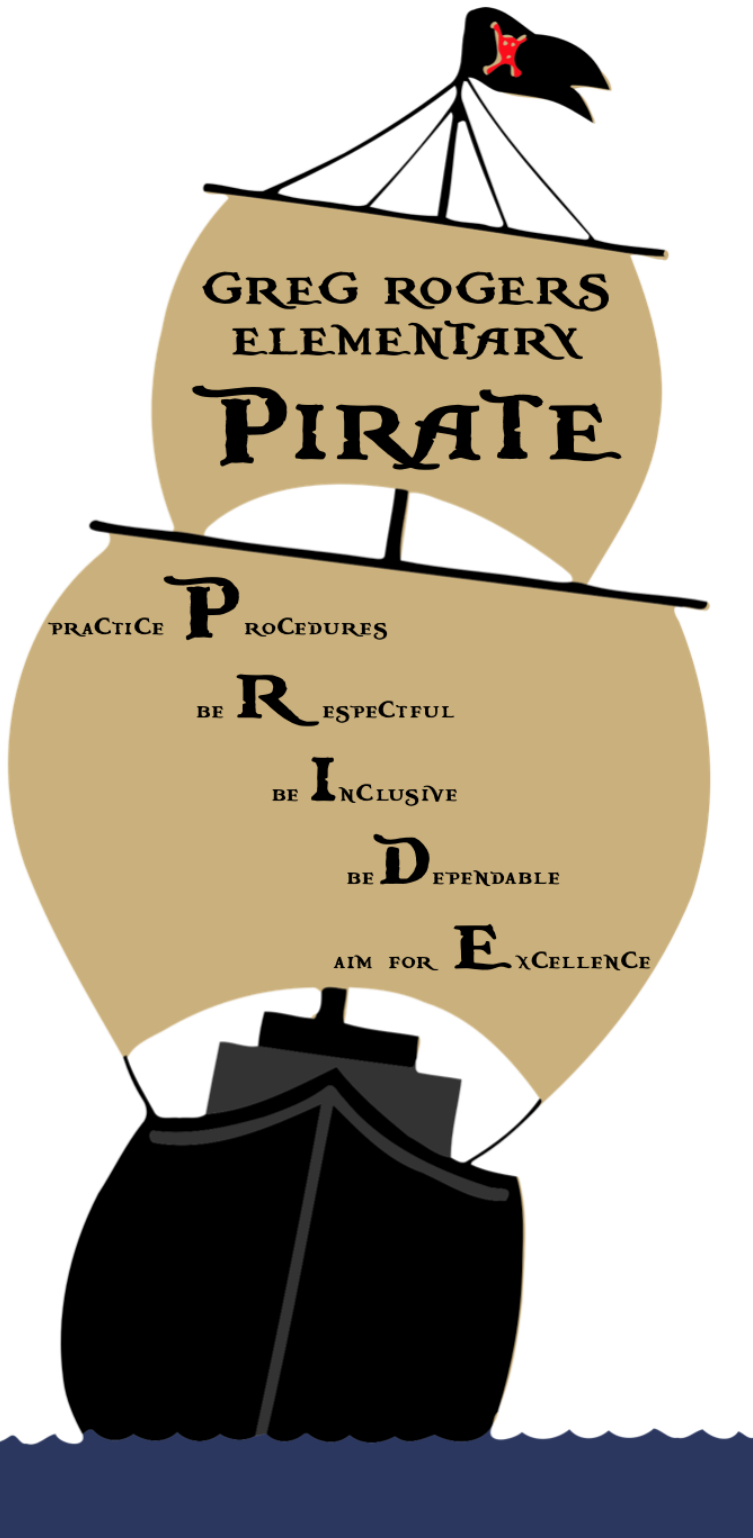




# PBIS

PARENT AND STUDENT  
HANDBOOK



# Table of Contents

- Letter from the Principal and “My Pledge”, p. 3
- School Vision and Pirate PRIDE Song, p. 4
- PBIS Overview, p. 5
- Student Recognition System, p. 6
- Restorative Practices: Families and Circles, p. 7-8
- Definition of Minor Behaviors, p. 9
- Definition of Major Behaviors, p. 10
- Office Incident Form, p. 11
- Discipline Procedures, p. 12
- Discipline Procedures Flow Chart, p. 13
- Behavior Expectations by Location, p. 14-15
- Your Feedback Matters, p. 16

Aim for EXCELLENCE and show your Pirate PRIDE!

Dear Student,

Welcome to Greg Rogers Elementary School! At Rogers, you will aim for excellence and show your Pirate PRIDE through our positive behavior expectations. By using the Positive Behavior Intervention Support approach, we will create a safe and more inclusive school. By following these expectations everywhere you go, everyone will show their Pirate PRIDE.

This year we will continue to learn, practice, and teach others respectful and responsible behavior for all school activities. Students who make positive choices will be recognized throughout the year.

Take special care of this packet and use it as a reminder of our expectations. This will help you to show your Pirate PRIDE. Remember that if we all work together to aim for excellence, all students at Rogers elementary will see their Pirate PRIDE!

My Pledge

I am a Pirate,  
Once a Pirate Always a  
Pirate, I will show my  
Pirate Pride by  
Practicing Procedures,  
Being Respectful, Being  
Inclusive, Being  
Dependable, and Aiming  
for Excellence

The expectations in our student handbook have been explained to me and I have received my copy. As a good citizen of Rogers Elementary School, I understand that I am responsible for showing my Pirate PRIDE.

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

My Signature: \_\_\_\_\_

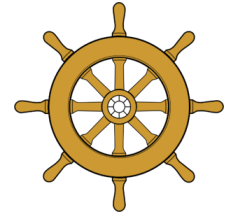
Parent's Signature: \_\_\_\_\_

---

## School Vision and PRIDE Rap



### Vision: Our Purpose



By 6th grade, 100% of our students will demonstrate growth in critical thinking skills, tolerance, compassion, perseverance, and characteristics of productive citizens.

### Pirate PRIDE School Song

At Rogers we are Pirates and  
we show our Pirate Pride,

And if you don't know what to do  
we will be your guide!

Now find a partner next to you and  
sway from side to side,

And all shout PIRATE PRIDE!

P  
R  
I  
D  
E

GOOOOO PIRATES!

# PBIS Overview

Rogers Elementary School is excited to be a PBIS (Positive Behavior Intervention and Supports) school! PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students.

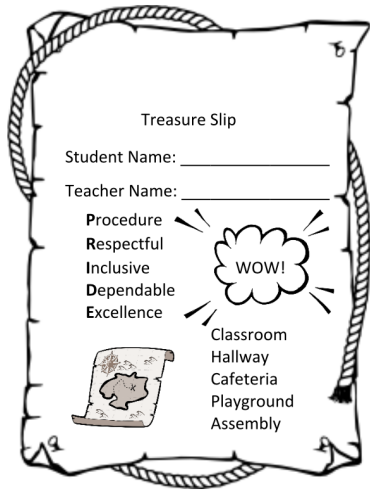


By fully implementing PBIS, we hope to reduce school and classroom behavior disruptions and educate all students to promote positive behavior. Our PBIS team and staff have been preparing to present this information to you. With new training under our belts, we are excited about what is to come. Our PBIS implementation is focused on clearly defined expectations, research-validated practices, structures and strategies for classroom discipline, and supportive administrative systems.

All staff members at Rogers Elementary School will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. Our school will also utilize a system for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.

If you have questions or concerns, please contact a PBIS team member at Rogers Elementary School

# Student Recognition System



An integral part of our PBIS initiative is to recognize the positive behavior shown by our student's in and outside of the classroom.

**Inside the classroom:** Each classroom will implement a positive behavior system that focuses on rewarding positive behavior and redirects off task or non-compliant behaviors.

## School Wide System:

**Treasure Slips:** Students will be individually recognized when they are found **Practicing Procedures**, being **Respectful**, being **Inclusive**, being **Dependable**, and aiming toward **Excellence**. Staff members will acknowledge and compliment students who are exhibiting **PRIDE** behaviors by giving them specific, positive feedback along with a Treasure Slip. The slip will then go into our school treasure box and two treasure slips will be drawn daily. Students who have their slip drawn will be able to choose a prize from the treasure box.

**Class Treasure Slips:** When staff members recognize classrooms who are exhibiting Pirate PRIDE, they will give the classroom teacher a class treasure slip. These slips will be entered into a drawing at monthly assemblies for a chance to win a pool party or dance party.

	<h2>CLASS TREASURE SLIP</h2> <p>Teacher: _____ Date: _____</p> <p>For: _____</p> <p>_____</p> <p>_____</p> <p>Given By: _____</p>
--	---

## VII. *Restorative Practices: Families and Circles at Rogers*

What are *Restorative Practices*? *Restorative Practices* involve the building of positive relationships and establishing a supportive environment that is fair, consistent, and democratic.

It involves interventions when harm has happened, as well as practices that help to prevent harm and conflict by creating a sense of belonging, safety, and social responsibility within the school community.

The underlying principle is that relationships are important, and when an incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than; what rule has been broken and therefore what consequences will be imposed. Learn more from founder Ted Wachtel here <https://www.youtube.com/watch?v=BIVgjjE8rNs>.



## What are Rogers *Families*?

*Inclusion* is one of our Pirate PRIDE Core Values. Each teacher at Rogers has an adopted family consisting of students K to 6th, Gen Ed to SPED. *Families* meet monthly and partake in community building activities. Students will stay in their same *Families* until they graduate from Rogers allowing bonds between students and teachers to blossom.



## The power of *Circles*...

Life is a circle. The end of one journey is the beginning of the next. *Circles* is a moment throughout our day where our classroom communities share each other's thoughts, feelings, "Empty the Cup." *Circles* allow an opportunity to build trust and deepen our interpersonal relationships with one another.





## Definitions of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engages in brief or low-intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling eyes, ignoring requests, etc.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Taking pencils, erasers, items of little value.

## Definitions of Major Behaviors

Behavior Types	Definition	Examples
Abusive Language; Harassment Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, writing, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc. Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	Intentional actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting, etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of knives or guns (objects readily capable of causing bodily harm).	Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.

# Office Discipline Incident Referral Form



**Rogers Elementary Incident Form**  
 Submit form to front office after 5 minor incidents

Name: \_\_\_\_\_ Location \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_ Playground VAPA Lunch Tables Hallway  
 Teacher: \_\_\_\_\_ Bathroom Classroom Arrival/Dismissal  
 Grade: \_\_\_\_\_ Referring Staff: \_\_\_\_\_ Other \_\_\_\_\_

Minor Behavior: Taken care of by Staff	Major Behavior: Automatic trip to the office	Possible Motivation
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology/Device Violation <input type="checkbox"/> Theft <input type="checkbox"/> Lying <input type="checkbox"/> Other (Description): _____ _____	<input type="checkbox"/> Alcohol/Tobacco/Drug Possession <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Weapons <input type="checkbox"/> Vandalism/Property Damage/Theft <input type="checkbox"/> Disrespect/Defiance/Disruption <input type="checkbox"/> Technology Violation <input type="checkbox"/> Abusive Language/Harassment/Teasing <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Other (Description): _____ _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____
<b>Others involved in the incident:</b> <b>None Peers Staff Teacher</b> _____ <b>Substitute Other:</b> _____	<b>Description of Incident:</b> _____ <input type="checkbox"/> I need to talk to the student's teacher (Minor). <input type="checkbox"/> I need to talk to an administrator (Major).	
Teacher/Administrative Action		
<b>Teacher</b> <input type="checkbox"/> Conference with Student <input type="checkbox"/> Classroom Management System Used _____ <input type="checkbox"/> Partner Teacher <input type="checkbox"/> Loss of Privilege _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Parent Contact Date: _____ Time: _____	<b>Administration</b> <input type="checkbox"/> Conference with student <input type="checkbox"/> Time in Office <input type="checkbox"/> In school suspension (dates: _____ ) <input type="checkbox"/> Out of school suspension (dates: _____ ) <input type="checkbox"/> Restorative Conference <input type="checkbox"/> Expulsion <input type="checkbox"/> Parent Contact <input type="checkbox"/> Other: _____	

Parent Signature(if needed): \_\_\_\_\_  
 Date: \_\_\_\_\_  
 (Please return to school)

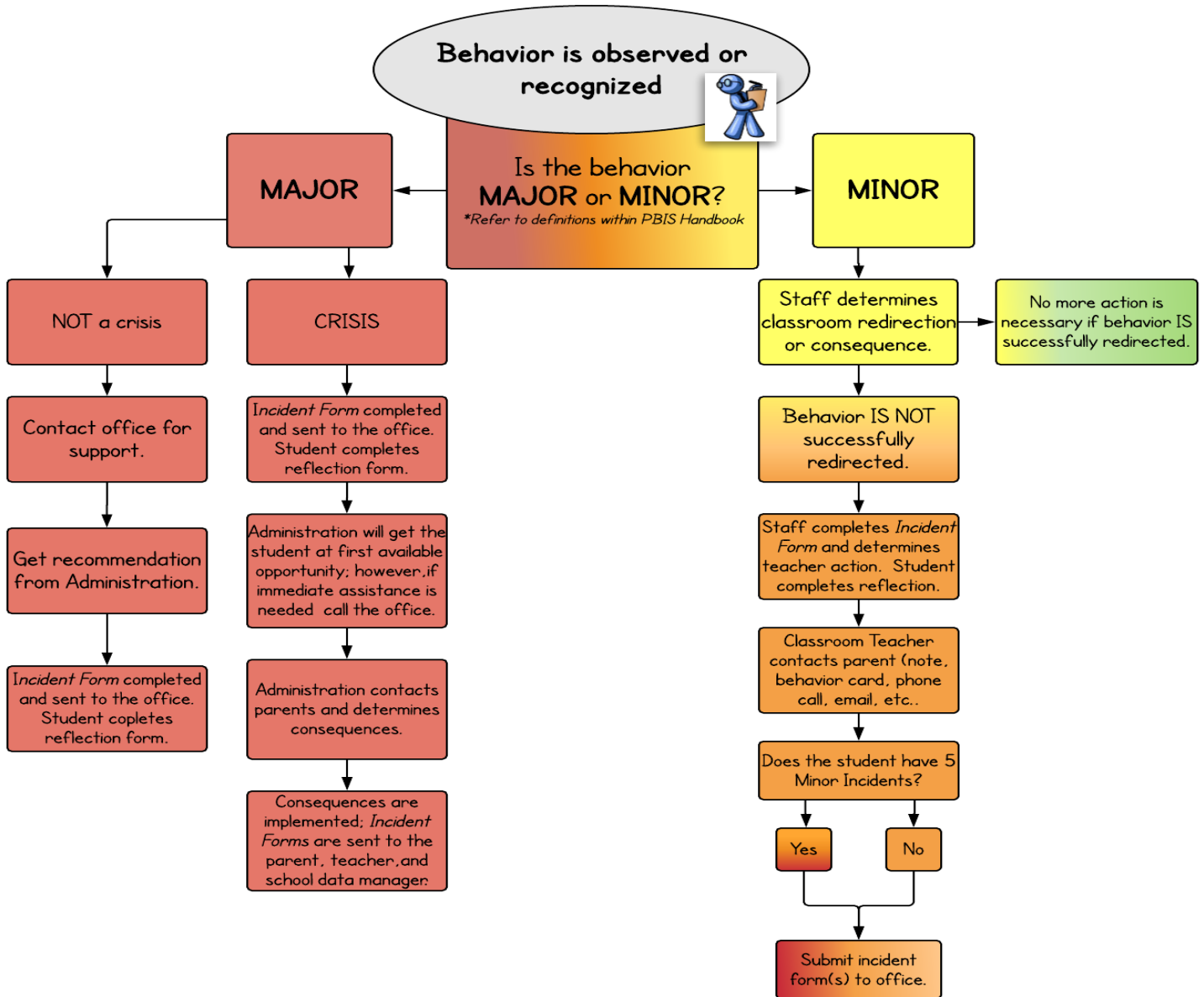
# Discipline Procedures

Rogers Elementary School will use consistent procedures for handling discipline. Teachers and Support Staff will address all minor behaviors in the classroom or learning environment. Staff will document these minor behaviors using the Minor Incident section of the Office Incident Form when necessary.



Teachers and Support Staff will refer all major behaviors to the office by completing the Major Behavior section of the Office Incident Form. **Please note that five documented minor incidents will result in a Major Office Referral.** If a student receives a Major Office Referral, parents will be notified by Administration. Parents must sign and return the Office Referral Form.

# Rogers Incident Flow Chart



\*Students with Behavior Intervention Plans should first be referred back to the IEP process. Consult with administration to use this system if additional support is needed.

## Rogers P.R.I.D.E Expectations by Location

Locations	P - Practice Procedures	R - Be Respectful	I - Be Inclusive	D - Be Dependable	E - Aim for Excellence
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Walk, walk, walk</li> <li>Watch for opening doors</li> <li>Stay in line facing forward unless directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Voices at a zero, so not to disrupt others</li> <li>Keep hands, feet, and objects to yourself</li> <li>Be courteous to others</li> </ul>	<ul style="list-style-type: none"> <li>Make sure there is enough room for everyone to walk in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to class or school area</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Be kind</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Play an identified game</li> <li>Running only on the grass</li> <li>Use bathroom &amp; get water at 5 min warning</li> <li>Freeze at the third whistle &amp; line up in classroom lines</li> </ul>	<ul style="list-style-type: none"> <li>Listen to all adults</li> <li>Show good sportsmanship</li> <li>Follow the rules of the game</li> <li>Listen to noon supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly &amp; include everyone</li> <li>Invite others to join your game</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Accept consequences without arguing</li> <li>Tell an adult if someone is hurt</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Be kind</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>Walk to and from the restroom</li> <li>Keep water in the sink and off the floor</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> <li>Voices at a one</li> <li>Be quick</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn to use restroom and wash hands</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilets and wash your hands</li> <li>Report problems</li> <li>Use the bathroom closest to your location</li> </ul>	<ul style="list-style-type: none"> <li>Keep the bathroom clean</li> <li>Be a role model for others</li> <li>Be kind to others</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Face forward in line</li> <li>Keep hands and feet to self</li> <li>Walk to lunch tables</li> <li>Stop at the line to keep a clear walkway</li> </ul>	<ul style="list-style-type: none"> <li>Voices at 1 while in line</li> <li>Say please and thank you</li> <li>Only touch your card</li> </ul>	<ul style="list-style-type: none"> <li>Make sure there is enough room for everyone to get through cafeteria line</li> </ul>	<ul style="list-style-type: none"> <li>Take the food you touch</li> <li>Encourage others to follow the rules with kind words</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Be kind to cafeteria workers</li> </ul>
<b>Lunch Tables</b>	<ul style="list-style-type: none"> <li>Sit on your bottom facing the table</li> <li>Keep all food on your tray</li> </ul>	<ul style="list-style-type: none"> <li>Voices at a 1</li> <li>Listen to noon supervisors</li> <li>Touch only your own food</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Allow anyone to sit next to you</li> <li>Respect the allergy table</li> </ul>	<ul style="list-style-type: none"> <li>Wait to be excused by Noon Duty</li> <li>Throw away all trash and stack your tray</li> <li>Offer to help clean up</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Be kind to others</li> </ul>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>Keep backpacks &amp; body parts to yourself</li> <li>Go directly to your line or cafeteria at 8am</li> </ul>	<ul style="list-style-type: none"> <li>Hats and hoodies off during pledge</li> <li>Voices at a zero</li> </ul>	<ul style="list-style-type: none"> <li>Allow anyone to sit next to you</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Get water &amp; use bathroom before announcements</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Be kind</li> <li>Come to school ready to learn</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>Walk to the exit</li> <li>Keep hands &amp; feet to yourself</li> <li>Use crosswalks</li> <li>Use caution near buses.</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Follow directions of Safety Patrol</li> <li>Voices at a 1</li> </ul>	<ul style="list-style-type: none"> <li>Exit your classroom and campus safely</li> </ul>	<ul style="list-style-type: none"> <li>Go directly home or to an adult supervised program</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> </ul>

	<ul style="list-style-type: none"> <li>At 3:10 gates are locked and students go to blue benches</li> </ul>			<ul style="list-style-type: none"> <li>Take proper care of all personal belongings</li> <li>Encourage others to follow the rules with kind words</li> </ul>	
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Sit on bottom with legs crossed</li> <li>Walk in and out of event</li> <li>Keep hands to self</li> </ul>	<ul style="list-style-type: none"> <li>Voices at a zero</li> <li>Eyes on presenter</li> <li>Clap softly or silent clap</li> </ul>	<ul style="list-style-type: none"> <li>Allow anyone to sit next to you</li> <li>Leave enough space for everyone</li> </ul>	<ul style="list-style-type: none"> <li>Sit silently</li> <li>Eyes on presenter</li> <li>Clap softly or silent clap</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model for others</li> <li>Encourage others to follow the rules with kind words</li> </ul>
<b>Morning Announcements</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>While seated, keep 2 feet and 4 legs on the floor</li> <li>Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>Wait in a single file line</li> <li>Voices at a zero</li> <li>Hats and hoodies off</li> </ul>	<ul style="list-style-type: none"> <li>Eyes and ears on the speaker</li> </ul>		<ul style="list-style-type: none"> <li>Be a role model for others</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Use materials appropriately</li> <li>Always push in your chair</li> </ul>	<ul style="list-style-type: none"> <li>Voices at zero</li> <li>Clean up after yourself</li> <li>Listen to instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>Use a shelf marker at all times</li> <li>Keep books clean, dry, and in a safe place</li> <li>Return books on time</li> </ul>		<ul style="list-style-type: none"> <li>Be a role model for others</li> </ul>

## Your Feedback Matters

At Rogers, it is our utmost priority to provide a safe, caring environment that promotes achievement for all students. With the collaborative efforts between school, home, and community we can reach this goal. It is with great PRIDE that we present this handbook and hope that together we are able to teach instead of consequence, come together instead of separate, and thrive instead of just get through.

If you ever have any questions or would like to participate on our PBIS team please reach out to one of our members: Julieta Valladolid- 1st grade, Crissina Fimbres- 2nd grade, Dawne Miller-6th grade, Tory Acosta-6th grade, Kimberly Downey- tk-2nd, Danieda Cooper- RSP, Danielle Ardagna- Student Attendant, Stephanie Radcliff- LVN, Anthony Garvin- Parent, Janette Ridgels- Principal, and Brandi Sheppy- Associate Principal.

Thank you and don't forget

Once a Pirate, Always a Pirate.....

