

The Wards Creek Way



Positive Behavior System Handbook
2019-2020

*This handbook should remain in
student's Planner Binder/Folder*

We are Lighting the Way to Leadership

Wards Creek Elementary

Where Children Excel

OUR MISSION IS TO:

At WCES, we ensure Achievement, Learning, and Leadership for **ALL**

OUR VISION...

To build and sustain a culture that provides a safe environment where all stakeholders collaborate to ensure growth and achievement for **ALL**

OUR CORE VALUES

We believe that:

The Character Counts Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship are essential qualities to model and instill in our students.

The Seven Habits of Highly Effective People are the foundation for developing leaders.

All individuals are valuable and can make meaningful contributions.

Hard work, determination, and perseverance lead to success.



The 8 Habits of Happy Kids



Habit 1 — Be Proactive

You're in Charge: I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.



Habit 2 — Begin with the End in Mind

Have a Plan: I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.



Habit 3 — Put First Things First

Work First, Then Play: I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.



Habit 4 — Think Win-Win

Everyone Can Win: I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.



Habit 5 — Seek First to Understand, Then to Be Understood

Listen Before You Talk: I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.



Habit 6 — Synergize

Together Is Better: I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.



Habit 7 — Sharpen The Saw

Balance Feels Best: I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.



BONUS:

8. Find your voice, and inspire others to find theirs – I'm on a mission!

School-wide WIGS

(Wildly Important Goals)

1. 100% of our students will meet their individual growth goal in Reading and Math by May 2020
 2. 100% of our students will show leadership by giving back to the community and sharing the experience at least once by May 2020
-

Student Academic and Personal Goals

- Students will reflect, write, and evaluate an academic and a personal goal and record progress on both goals each quarter in their Leadership Notebook.

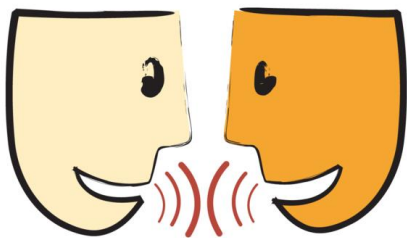


School-wide Attention Signal

- Eyes on the Speaker
- Silent
- Be Still
- Hands & Feet to Self
- Listen



Voice Levels



- 0 = silent
- 1 = whisper
- 2 = conversation
- 3 = presentation
- 4 = outside

Show your Leadership **SWAG**

Straight back

Wait for instructions

Attention on the speaker

Give signals you are listening

(nod, smile, etc.)



Wards Creek Way School-wide Leadership Expectations

Transition Expectations ~ Think Win-Win

- Walk.
- Voice Level 0
- Keep hands by your sides.
- Walk on the right side of the hallway.
- Use colored tile as a guide

AM Arrival Expectations ~ Begin with the End in Mind

- No supervision before 8:00 am.
- Voice Level 0, 1, or 2
- Students enter building through PPU and Bus entrances and go directly to cafeteria or designated grade level area.
- If eating breakfast, please arrive at school at 8:00 a.m.
- Students arriving after 8:25 must report to front office to receive a tardy slip. Instruction begins promptly at 8:25.

Hallway Bathroom Expectations ~ Think Win-Win

- Individual bathroom visits are for emergencies only.
- Use voice Level 1.
- Report all problems to an adult immediately.

Cafeteria Expectations ~ Put First Things First

- Enter cafeteria using transition expectations.
- Additional food items should be purchased the first time you go through the line.
- Use voice level 0, 1, or 2 while in the cafeteria.
- Stay seated and raise your hand for help.
- Keep your area neat and pick up trash when dismissed.
- Say “Please” and “Thank You”.
- When dismissed follow all transition expectations.

Outside Expectations ~ Sharpen the Saw

- Stay in designated areas.
- Keep hands and feet to yourself.
- Use equipment properly.
- Report all accidents or injuries to an adult immediately.

Dismissal Expectations ~ Seek First to Understand, then to be Understood

- Students will wait for dismissal bells before they leave the classroom.
 - > :40 – PPU, Extended Day and After School Activities
 - > :45 – Bus
- When dismissed, follow transition expectations.
- Use Voice Level 0.
- When dismissed, go directly to your designated area.

Bus Expectations ~ Be Proactive

- Remain seated at all times.
- Voice level no more than level 2.
- Keep hands and items to yourself.
- Follow all bus driver's expectations.

Assembly Expectations ~ Think Win-Win

- Enter/Exit following transition expectations.
 - Sit in the order you entered the assembly.
 - Voice Level 0 unless told otherwise by presenter.
 - Stay seated and raise hand for help or to participate.
 - Wait for teacher to dismiss class.
-

Dress Code

Please refer to the St. Johns County School District Code of Conduct. Wards Creek strongly suggests the following dress code:

- Closed toed shoes are required for P.E.
- Shorts and skirts should be fingertip length.
- Sleeves of shirts should reach the cap of the shoulder.

Leveled Behavior System

LEVELS OF BEHAVIOR - LEVEL 1

These offenses are relatively minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, or extracurricular activity.

Types of Negative Behavior: (Incident code in ESP)

- **Classroom/Lunchroom Disruption** (Class Disruption)
 - Saying or doing something that keeps the teacher from teaching or other students from learning.
 - Disrupting the lunchroom.
 - Examples: talking, getting out of seat without permission, whistling, passing notes, calling out, audible noises that interfere with learning, etc.
- **Disruptive Classroom Transition** (Class Disruption)
 - Delaying progression from one activity to another by not following directions quickly or completely.
 - Examples: talking out, delaying next activity, walking around without permission, not prepared for next activity, needing more than one prompt to complete task and prepare for next activity, etc.
- **Disruptive Transition between settings** (Violation of school rules)
 - Loud or inappropriate movement while moving from one location to another.
 - Examples: getting out of line, talking while in line, playing in the bathroom, stomping feet, squeaking shoes, disturbing others, touching items on the walls, leaving area unclean or in disarray (ie. bathroom/cafe), etc.
- **Inappropriate Items at school** (Violation of school rules)
 - Student having possession of items that have been designated as inappropriate at school.
 - Examples: toys, trading cards, electronics, candy, gum, video games, etc.
- **Inappropriate talk about/or to others** (Defiance/Disrespect)
 - Making negative comments or encouraging others to speak negatively about another person.

- Examples: put downs, gossiping, name calling (ie. stupid/dummy), talking about relatives, clothes/appearance, academic competence, teasing, etc.
- **Inappropriate Playful Behavior (Inappropriate Conduct)**
 - Engaging in rowdy/playful behavior without the intent of causing harm.
 - Examples: pushing, tripping, throwing objects, chasing, hitting, etc.
- **Non-directed Inappropriate Language (Profanity)**
 - Using a curse word or inappropriate language that is not directed at another person.
 - Examples: cursing after dropping something or stubbing toe, etc., mumbling after being given directions (eg. "this sucks", "freakin", "crap", etc.)
- **Inappropriate Physical Contact (Inappropriate Conduct)**
 - Intentional inappropriate physical contact.
 - Examples: pulling, shoving, pulling clothes, hand holding, hugging, invading personal space, etc.
- **Eating or Drinking without permission (Violation of school rules)**
 - Eating or drinking without permission of the teacher.
 - Examples: chewing gum, eating candy, sneaking snacks during instruction or work sessions, drinking, etc.
- **Uncooperative Behavior / Not Following Directions (Defiance/Disrespect)**
 - Passive non-compliance with the request of the teacher.
 - Examples: not following directions, not doing work as asked (includes homework), not answering when spoken to, not responding to directions or prompts, etc.

Level 1 Classroom Consequences

- *Behavior will be documented on the behavior clipboard by school personnel. Homeroom teacher will document behavior as a "classroom issue" in eSchool Plus.*
- *Consequences designated by classroom management plan and documented in eSchool Plus.*
- *Torch Point lost for the date of the incident.*
- *When three documented classroom incidents occur, and a parent conference has been held for at least one of those incidents, repeated Level 1 episodes results in a referral.*

LEVELS OF BEHAVIOR - LEVEL 2

These offenses are acts of misconduct that are more serious or disruptive than offenses in Level 1. They include repeated acts of Level 1 misconduct and acts directed against people or property that do not seriously endanger the health or safety of others.

Types of Negative Behavior: (Incident code in ESP)

- **Continued Level 1 behaviors** (Use Level 1 incident codes)
 - When three documented classroom incidents occur, and a parent conference has been held for at least one of those incidents, repeated Level 1 episodes result in a referral to administration. Parent conference should include all those who have addressed actions.
 - Examples: See Level 1 behaviors.
- **Altercation** (Inappropriate Conduct)
 - Intentional inappropriate minor physical contact between two students, which is harmful or disruptive.
 - Examples: pulling, shoving, pushing, tripping.
- **Teasing** (Defiance/Disrespect)
 - Intending to mock or make fun of another person, either name calling or physical gestures.
 - Examples: using derogatory language, or playfully teasing on matters of appearance, weight, behavior, abilities, etc.
- **Rude/Confrontational/Disrespectful Language** (Defiance/Disrespect)
 - Use of inappropriate language that is directed at another person.
 - Examples: Argumentative, yelling shut-up, etc.
- **Rude/Confrontational/Disrespectful Actions** (Inappropriate Conduct)
 - This is different from Altercation in that it involves only one student.
 - Using disrespectful actions that are directed at another student or teacher.
 - Examples: slamming doors/chairs, pulling, shoving, pushing, tripping, spitting on someone, pulling hair, scratching/pinching, etc., with excessive force.
- **Cell Phones** (Violation of School Rules)
 - Using a cell phone or wireless device without permission.

- **Insubordination (Defiance/Disrespect)**
 - Purposefully noncompliance or refusal to follow school rules or directions of the schools staff.
 - Examples: Not responding to directions or prompts after several requests.
- **Cheating (Violation of School Rules)**
 - The act of lying, deception, fraud to create an unfair advantage in sports or academics.
 - Examples: copying off of someone's paper, cheating using notes, sharing answers, plagiarism, forging signatures, etc.

Level 2 Classroom Consequences

- *Behavior will be documented on the behavior clipboard by school personnel. Homeroom teacher will document behavior as a “classroom issue” in eSchool Plus.*
- *Consequences designated by classroom management plan and documented in eSchool Plus.*
- *Torch Point lost for the date of the incident.*

When two documented Level 2 classroom incidents occur, and parent conference has occurred, repeated Level 2 episodes results in a referral.

Level 2 Administrative Consequences

- *Behavior will be documented on the behavior clipboard by school personnel. Homeroom teacher will document behavior as a “referral” in eSchool Plus and link all those relevant “classroom issues.”*
- *Email Kevin Klein, Sue Kraft, and Leanne Adolf that a referral has been generated.*
- *Consequences designated by administration.*

LEVELS OF BEHAVIOR - LEVEL 3/LEVEL 4

These infractions are major acts of misconduct which the School Board has determined constitute a serious breach of conduct. They include repeated misconduct acts from Level 2, serious disruptions of school order and threats to the health, safety, and property of others.

Types of Negative Behavior: (Incident code in ESP)

- **Chronic Level 2** (Use Level 1 or 2 incident codes)
 - Student receives consequence for previous referral, Level 2 behavior occurs afterwards and documentation as a classroom incident and a parent conference is held, then the second incident becomes another referral.
 - Examples: Any Level 2 behavior (including chronic Level 1).
- **Discrimination** (Defiance/Disrespect)
 - Actions or statements intended to be offensive of one's race, gender, religion, heritage, color, perceived sexual orientation, and/or disability.
 - Examples: slurs that are written or spoken.
- **Stealing** (Violation of school rules)
 - The removing of someone else's property from their personal area or being in possession of something found that does not belong to you.
 - Examples: Taking another student's snack or personal possession from their desk/bookbag/etc., taking school property without permission.
- **Targeted Bullying/Harassment** (Inappropriate Conduct)
 - Repeated intentional tormenting of a student through verbal, written, or physical harassment or other more subtle methods or coercion like using inappropriate/demeaning language, causing the victim to feel threatened or unsafe.
 - Examples : calling someone hurtful names on a regular basis (2 or more times), convincing a student to give money or valuables away, cyber-bullying, convincing classmates to isolate or pick on another student.

- **Possession of Weapons/Illegal Substances (Violation of school rules)**
 - Having possession or being under the influence of tobacco, drugs, or alcohol, or having an instrument of any kind or a look alike weapon, with or without the intent to use.
 - Examples: having knives, fireworks, poppers, lighters, box cutter or any realistic look-a-like weapon.
- **Physical Attack/Assault of Another Student/Fighting (Inappropriate Conduct)**
 - A student making intentional physically aggressive contact upon another with or without injury.
 - Examples: fist fights, shoving match, continuous kicking, spitting on another person.
- **Pulling a False Fire Alarm (Inappropriate Conduct)**
 - Intentionally pulling the fire alarm.
 - Examples: pulling the fire alarm.
- **Intimidation/Threats/Use of Profanity or Obscene Gestures Toward Adults and/or Students (Inappropriate Conduct)**
 - Student delivers a message (verbalized, written, drawn, or gestured) towards another that conveys an act of intended injury or harm, cursing, gang paraphernalia.
 - Examples: cursing directed at another student or adult, passing along threats, gestures at another student, threatening to beat someone up, calling an adult names, saying "shut-up" to an adult, flipping off, grabbing own body parts, profanity.
- **Assault on School Personnel (Inappropriate Conduct)**
 - When a student shows aggression towards school personnel.
 - Examples: throwing things at an adult, hitting, kicking, spitting, biting.
- **Vandalism (Inappropriate Conduct)**
 - Participating in an activity that results in destruction of property.
 - Examples: ripping books, writing on bathroom stalls or walls, coloring on floors, desks or walls, damaging fixtures in the bathroom or classroom, misuse of toilet paper, paper towels or teacher belongings.
- **Open Defiance (Inappropriate Conduct)**
 - Flagrant or hostile challenge to authority of a school staff member
 - Examples: Aggressive or demanding actions.

Level 3/4 Consequences

- *Behavior will be documented on the behavior clipboard by school personnel. Homeroom teacher will document behavior as a “referral” in eSchool Plus and link all those relevant “classroom issues.”*
- *Call Anita Yurkovich and inform her that a referral has been generated. She will find someone to immediately escort student to administration.*
- *Consequences designated by administration.*
- *Torch party will be lost for the nine-weeks.*

Ward’s Creek Elementary School’s Teamwork Approach To Improve Student Achievement

The purpose of this paper is to summarize the actions that each of us can take to make this school year a successful one. Effective schools are the result of teamwork between school staff, students and their families. We want our school to be a safe and caring place where children are able to achieve academically and grow to be independent, respectful, creative and concerned citizens. We urge you to read this agreement and sign-on to the team, agreeing to do all that you can do to help.

Staff Responsibilities

As a Wards Creek Elementary School staff member, I will work to:

- Reinforce with all students the importance of the Wards Creek Way!
- Create a safe school environment that supports the mission.
- Ensure that every child knows they are valued and respected.
- Provide strategies and tools to help students be successful in school.
- Give timely and useful feedback to children and their families about student progress.
- Respond timely and in positive ways to student and family concerns/questions.
- Seek the cooperation of parents to work as partners in the school.
- Encourage alternatives to video games and watching TV.
- Provide materials for daily reading.

Leadership Expectations

Be proactive in order to earn a POINT on your Torch Card. You must do the following:

- Complete homework when assigned
- Use your planner folder/binder daily
- Have parent/guardian or responsible adult sign planner daily
- Be in class and on task
- Be prepared with materials and supplies
- Follow classroom and school-wide expectations
- Be in school at least five (5) hours per day

Torch Card Rewards

- Each student is eligible for one (1) POINT daily (see above) and the possibility of earning three (3) extra POINTS per week for a total of eight (8) per week.
- The Extra POINTS (3 per week) are at staff discretion. Students earning Legacy Leader will be on a bulletin board located in the school. **(MUST HAVE PERFECT ATTENDANCE)**
- POINTS will be recorded on the student's card, which will be used as documentation for the Leadership Celebration.

The following Levels may be conferred each nine-week period

- **Victory Leader:** Minimum number of Points needed to attend Torch Celebration.
- **Lighthouse Leader:** Minimum number of Points plus 10 Extra Points.
- **Legacy Leader:** All required Points and all possible Extra Points.

IF LOST, THIS CARD WILL NOT BE REPLACED.

To Attend the Leadership Celebration you must begin with the end in mind

- **No Level 3 offenses resulting in a school suspension in a nine-week period.**
- **Must have the required number of Points as stated on the Torch Card.**
- **To earn Lighthouse Leader or Legacy Leader, you must have a pre-determined number of Points.**
- **Students must have all library obligations satisfied by the end of each nine (9) weeks.**
- ***New student's attendance at Leadership Celebrations should be discussed with Administration one week prior to the party.***

Leadership Celebrations 2019-2020

1st Nine Weeks	Dance
2nd Nine Weeks	Student Vote
3rd Nine Weeks	Day at the Park
4th Nine Weeks	Pool Party

Parent Leadership Expectations

- Ensure your child arrives at school on time daily beginning at 8:00 am. Instruction begins promptly at 8:25 am.
- Excessive unexcused absences and tardies will be addressed by the MTSS/RtI team and administration.
- **Parents should provide a written excuse by email or in their child's Planner for absences and tardies.**
- Play an active role in your child's education by communicating with teachers or staff members.
- *Review and sign your child's planner daily.*
- Talk to your child about their school day.
- Support the school's rules and expectations of its students.
- Treat all citizens of Ward's Creek Elementary School with respect. (Faculty, staff, students and other parents).
- Have HIGH EXPECTATIONS for your child both behaviorally and academically.

School Leadership Expectations for Families

Families should expect:

- the school environment to be safe and secure.
- the school to provide a meaningful educational opportunity.
- to receive information concerning their student's individual needs.
- to be treated respectfully by all Wards Creek citizens.
- the school to have high expectations for your child.

Bullying Protocol and Procedures

It is the policy of the St. Johns County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. (Policy 3.21)

Bullying is defined as a behavior that systematically and chronically inflicts physical hurt or psychological distress on one or more students or employees. It is further defined as **unwanted and repeated** written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonable interfere with the individual's school performance or participation; and may involve but is not limited to:

- Teasing,
- Social exclusion
- Threat
- Intimidation
- Stalking (including cyber-stalking)
- Physical violence
- Theft
- Sexual, religious, or racial/ethnic harassment
- Public humiliation
- Destruction of property

Harassment is defined as any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or employee in reasonable fear or harm to his/her person or damage to his/her property;
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- Has the effect of substantially disrupting the orderly operation of the school.

Cyber-stalking is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose

If any person reports alleged bullying or harassment at Wards Creek Elementary, the following procedures will be followed by appropriate staff in order to address the complaint:

Alleged incidents can be reported to any teacher or staff member. If the complaint was physical in nature, then the adult should complete a referral immediately. If not, the adult should follow up with the reporter (or the victim, if the reporter is a bystander) by asking the following questions:

- Has the behavior happened more than once by the same person or group of people?
- Did you feel afraid, humiliated, or threatened by the behavior?

If the answer to either question is yes, the adult should fill out a

Harassment/Bullying Incident Report Form and send it to the office. The county protocol will then be followed to investigate the incident and determine the appropriate course of action. This may include the involvement of Law Enforcement. Any action taken will be documented, and appropriate parties/parents will be contacted for follow-up.

If the answer to both questions is no, then the adult may follow the school's PBS plan for consequences of the behavior. This should include documentation on the classroom clipboard, indicating alleged bullying (AB).

Please note that parents can go to a link to report bullying on either the district website or Wards Creek's school website. There are also forms located in the front office and the Guidance office.

Wards Creek Way

Positive Behavior System Handbook

Acknowledgement Form

We, the undersigned, hereby state that we have read and agree to abide by the Wards Creek Way PBS Handbook.

Student Signature

Date

Parent Signature

Date

Please sign and return to your child's teacher.

Teacher name: _____

*This form should be kept on file with Teacher