



Milton Terrace Elementary School

Positive **B**ehavioral **I**nterventions and **S**upports **Parent Handbook**



We ask that you and your child review this Parent Handbook and PBIS Guide together so that you can understand the general policies, procedures, and responsibilities at Milton Terrace. We want families to be aware of our behavioral expectations: Be Safe, Be Respectful and Be Responsible, and understand that our school staff will teach and reinforce these expectations. We believe that children will be most successful when parents and guardians work together with our school staff. We appreciate your support!



Dear Milton Terrace Families,

It is well known that schools are successful when they help children grow academically, socially, and emotionally. For this to happen, it is important that we provide a safe environment that is supportive and conducive to growth. By setting clear social and behavioral expectations, it is our goal to enhance our school environment.

As you may remember from previous years, we have initiated an effective discipline system called Positive Behavioral Interventions and Supports (PBIS). It is a school-wide strategy to help all children achieve academic, social, and emotional success.

Milton Terrace's PBIS Plan has 3 basic expectations:

- Be safe
- Be respectful
- Be responsible

All children will be explicitly taught the school-wide behavioral expectations during the first days of school. These lessons will highlight specific behavioral expectations in each area of the school including: instructional areas, hallways, cafeteria, recess, assemblies, bathrooms, and buses.

Students will be acknowledged frequently for following these behavioral expectations throughout the school. Students following the **Three Bs** will be acknowledged with **Scottie Bucks**, which will be awarded by all staff. These will accumulate and may be turned in for various activities, prizes from a prize box or school store and/or social reinforcers. Special events called **PBIS Parties** will be held monthly. Students must be invited to attend these special events. They will earn an invitation by following the school-wide behavior expectations in our school.

More information on PBIS and what it looks like in Milton Terrace is attached. If you would like further information on PBIS, please visit www.pbis.org.

With your support and involvement, Milton Terrace Elementary School will continue to be a school where students are safe, respectful, and responsible.

Sincerely,
The Milton Terrace PBIS Team



This curriculum is based on three main ideas:

1. Children need to know what is expected of them.
2. Children need to be directly taught the correct way to behave.
3. The correct behavior needs to be encouraged and acknowledged.

The Three Bs



Be Safe



Be Respectful



Be Responsible



Children need to know what is expected of them:

In order to help our children know what is expected of them, every classroom and common area will have the same general guidelines. This will provide consistency for the students, which will make it easier for them to understand and learn each rule. The Three Bs will be posted in all classrooms and the students will become very familiar with them. It will also provide support to all the staff in the form of common language. Any behavior can be addressed through the Three Bs.

Children need to be directly taught the correct way to behave:

During the first week of school in September, each individual expectation will be taught in lessons as part of the PBIS Kick-off. Some lessons will be taught in a large group, while others are taught in the classroom. These short lessons will help students learn the rules and what the appropriate behavior looks like. For example, in the hallway students should:

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Hallway	<ul style="list-style-type: none"> - Travel safely - Keep to your own space - Walk on the right side - Keep shoes tied 	<ul style="list-style-type: none"> - Respect others' belongings - Support others' learning - Keep clean and free of debris - Voice level 0 	<ul style="list-style-type: none"> - Take care of self and materials - Follow directions from all adults - Be honest in words and actions - Go directly to location - Maintain spot in line

For example, to teach *traveling safely*, the teacher will explain why walking in the hallway is an important part of being safe. The students will be given examples of situations where walking will keep them safe. They will then take part in activities that will allow them to practice. Teachers will always model what the correct behavior looks like so the students will become familiar. This will help them to develop a clear understanding of the behaviors that are acceptable and expected in the classroom and school.

The correct behavior needs to be encouraged and acknowledged:

Once a behavior is taught, the student needs to be motivated to use this new behavior in place of the less appropriate behavior. Reinforcement will be provided through positive feedback from all adults with whom the student interacts. This positive feedback will take many forms. For example, if a child is following the rule Be Safe, a teacher may say, "I like the way you are staying safe by walking to line-up." This lets the child know he/she is following the rule.



In addition, we may remind or pre-set the students about certain rules: “Before we line-up to go to lunch, do we remember how to walk to stay safe?” This helps the students to remember the rules.



PBIS Student Recognition Plan

This year, we look forward to several exciting ways to recognize, reinforce, and monitor positive student behavior. Students are expected to follow the Three Bs: Be Safe, Be Respectful, Be Responsible.

Scottie Bucks

Scottie Bucks will be used to acknowledge appropriate student behavior. If any staff member sees a student acting appropriately, they may give a student a Scottie Buck. When a new rule or skill is being introduced, staff will acknowledge students demonstrating the rule frequently by giving them a Scottie Buck and verbally expressing exactly what they are doing (being safe, respectful, or responsible).

Over time, students will accumulate Scottie Bucks and will be allowed to earn a variety of rewards. Examples may include: purchasing items (e.g., pencils, erasers) or special privileges (e.g. hiding the mouse, morning announcements) from the school store or other teacher-specific prizes or rewards.

Scottie Pride Parties

There will be monthly events held throughout the year to reinforce great behavior. In order to participate, students must have successfully followed behavioral expectations (in the form of not receiving a behavioral referral for the preceding month). A notice will go home prior to each event if a student will not be invited to the event.

Examples of these special events may include: School-wide Game Day, Dance Party or Popcorn Party. The opportunity to participate in these events will be determined each month.

These events will last up to one hour based on the activity. Students not participating in a Scottie Pride Party will be re-taught behavioral expectations during the time of the party.



Referrals

As in past years, students who do not follow the school rules will receive a behavioral referral. The teacher witnessing the behavior will write the referral and the student will be required to follow up with someone on our administrative team (principal, administrative aide, social worker). A consequence will be determined and a plan of action (more appropriate behavior for the future) will be discussed. A copy of the referral will be sent home with the student. Students who do not meet behavioral expectations will not be invited to attend the Scottie Pride Party for that time period.

Because undesired student behavior can be isolated, as well as cumulative, minor, yet disruptive behaviors will be noted, and a student who repeatedly engages in these behaviors despite redirections from an adult may receive a referral.

Field Trips

Per Ballston Spa's Elementary Code of Conduct* (please see below) students who receive a referral for unsafe behavior may not be allowed to participate on field trips without the supervision of a family member. Should a student receive a referral for a significant safety concern, the teacher will discuss the incident with the student's family and determine whether or not the student will participate in the field trip.

****Disciplinary Action and Student Conduct***

Ballston Spa Elementary Schools operate under a progressive discipline model. Students may be subject to a range of disciplinary actions if they engage in conduct that is disorderly, insubordinate, disruptive, violent, threatening, endangers the safety, moral, health or welfare of others or includes academic misconduct. Disciplinary action will be firm, fair and consistent. Disciplinary actions may include warnings, notification to parents, detention, suspension from athletics or other activities/privileges, in-school suspension, removal from class, short-term or long-term suspension from school or (with parental support) community service.



Dignity for All Students Act and PBIS

PBIS helps to support the Dignity Act which states that all students in public schools are afforded an environment free of discrimination, harassment, and cyberbullying (harassment/bullying via electronic means).

- The Dignity Act promotes civility and creates a safe nurturing environment
- Instruction includes honesty, tolerance, personal responsibility, respect for others, observance of laws, courtesy and dignity to include all:
 - Races
 - Weights
 - National origins
 - Ethnic groups
 - Religions
 - Religious practices
 - Mental or physical abilities
 - Sexual orientation
 - Gender identity
 - Sexes
- Students are expected to behave in a way that reflects The Dignity Act and PBIS at all times. This includes:
 - School buildings
 - Athletic fields
 - Playground
 - Parking lot
 - School Buses
 - Extra-curricular events and activities

For more information visit <http://www.p12.nysed.gov/dignityact/>



Appendix A Milton Terrace Behavioral Referral

Milton Terrace Elementary School

Positive Behavioral Interventions and Supports Behavior Referral

Date:	Time:
Student Name:	
Teacher:	
Violation Reported By:	
Location of Incident:	

Behavior (see back)	Previous Action Taken	Administrative Consequence
<input type="checkbox"/> Inappropriate behavior	<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Time in office
<input type="checkbox"/> Insubordination	<input type="checkbox"/> Parent contact	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Problem with another student	<input type="checkbox"/> Apology letter	<input type="checkbox"/> Meeting with student Date/Time:
<input type="checkbox"/> Disruptive behavior	<input type="checkbox"/> Think sheet	<input type="checkbox"/> Lunch detention
<input type="checkbox"/> Disrespectful behavior	<input type="checkbox"/> Seat change	<input type="checkbox"/> After school detention
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Time away (within the classroom)	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Theft	<input type="checkbox"/> Conference with student	<input type="checkbox"/> Restitution
<input type="checkbox"/> Fighting/minor assault	<input type="checkbox"/> Classroom lunch detention	<input type="checkbox"/> Conference with parent
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Other:	<input type="checkbox"/> In school suspension
<input type="checkbox"/> Threats		<input type="checkbox"/> Out of school suspension
<input type="checkbox"/> Unsafe behavior		<input type="checkbox"/> Other:
<input type="checkbox"/> Computer misuse		
<input type="checkbox"/> Dishonesty/cheating		
<input type="checkbox"/> Repeated non-referral behavior		

Comments:
Parent Signature:
Student Signature:



Appendix B Milton Terrace PBIS Behavior Definitions

Behavior	Definition
Inappropriate Behavior	Student engages in behavior that is socially unacceptable and may cause someone to feel intimidated or embarrassed.
Insubordination	Student engages in refusal to follow directions or talks back.
Problem with Another Student	Student engages in a conflict with another student.
Disruptive Behavior	Student engages in behavior causing an interruption to a class or activity. Disruption may include sustained loud talking, yelling, screaming, making noise (with materials or sounds) and/or out of seat behavior.
Disrespectful Behavior	Student repeatedly engages in refusal to follow directions, talks back, and/or delivers socially rude interactions.
Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Theft	Student is in possession of, has passed on, or is responsible for removing someone else's property/work.
Fighting/Minor Assault	Student engages in actions involving serious hostility or physical contact where injury may occur.
Inappropriate Language	Student delivers a verbal (or written) message that includes swearing, name calling, or use of words in an inappropriate way.
Threats	Student delivers a statement of an intention or a determination to inflict harm on another.
Unsafe Behavior	Student performs a task or other activity in a manner that may threaten the health and/or safety of self and/or others.
Computer Misuse	Student engages in misuse of computer property, including hardware, software, and/or internet usage.
Dishonesty/ Cheating	Student delivers a message that is untrue and/or practices deceit for one's own gain.
Repeated Non-Referral Behavior	Student repeatedly engages in undesirable behavior after multiple attempts from teacher/supervisor at redirection.



Appendix C Behavior Matrix

	General (Classroom)	Hallway/ Common areas	Cafeteria	Recess	Assembly	Bathroom	Bus
Be Safe	<ul style="list-style-type: none"> • Work, play and travel safely • Keep to your own space 	<ul style="list-style-type: none"> • Travel safely • Keep to your own space • Walk on the right side • Keep shoes tied 	<ul style="list-style-type: none"> • Keep to your own space • Walking at all times • Stay in seat 	<ul style="list-style-type: none"> • Play and travel safely • Always ask monitor to go inside • Use recess equipment appropriately • Keep shoes tied 	<ul style="list-style-type: none"> • Work, play and travel safely • Keep to your own space • Sit criss-cross 	<ul style="list-style-type: none"> • Keep to your own space • Keep feet on floor 	<ul style="list-style-type: none"> • Travel safely • Keep to your own space
Be Respectful	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Respect others' belongings • Support others' learning 	<ul style="list-style-type: none"> • Respect others' belongings • Support others' learning • Keep clean and free of debris <p style="text-align: center;">Voice level 0</p>	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Respect others' belongings • Raise your hand • Use good manners and respond politely <p style="text-align: center;">Voice Level 2</p>	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Support others' learning • Share recess equipment • Include others when playing <p style="text-align: center;">Voice Level 2 (for inside recess)</p>	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Support others' learning • Respond to MTN quiet sign • Look at and listen to presenter <p style="text-align: center;">Voice Level 0 (when presenter is speaking)</p>	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Respect others' privacy • Keep clean • Wash hands before leaving 	<ul style="list-style-type: none"> • Use respectful tone, words and behavior • Respect others' belongings
Be Responsible	<ul style="list-style-type: none"> • Take care of self and materials • Follow directions from all adults • Be honest in words and actions 	<ul style="list-style-type: none"> • Take care of self and materials • Follow directions from all adults • Be honest in words and actions • Go directly to location • Maintain spot in line 	<ul style="list-style-type: none"> • Take care of self and materials • Be honest in words and actions • Wait for and follow directions • Eat your own lunch • Keep your area clean 	<ul style="list-style-type: none"> • Take care of self and materials • Follow directions from all adults • Be honest in words and actions • Dress appropriately • Return tag to monitor 	<ul style="list-style-type: none"> • Take care of self and materials • Follow directions from all adults • Be honest in words and actions • Applaud and participate when appropriate 	<ul style="list-style-type: none"> • Follow directions from all adults • Be honest in words and actions • Use supplies only as needed • Tell adult of messes 	<ul style="list-style-type: none"> • Take care of self and materials • Follow directions from all adults • Be honest in words and actions

Voice Level

0 = Silence	1 = Whisper Voice	2 = Partner Voice	3 = Teacher Voice	4 = Outside Voice
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