

Dear Whitehead Families:

I am thrilled to share our work around rebooting and increasing our Schoolwide Positive Behavioral Interventions and Supports (SWPBIS). Our goal is to increase positive behaviors, decrease negative behaviors, teach students the school's expectations, model how to engage in the correct behaviors, and reinforce when students engage in the correct behaviors.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based approach using the Multi-tiered System of Supports (MTSS) three-tiered framework. The MTSS framework offers a continuum of services to maximize success with academic, behavioral, social, emotional, and cultural competence for ALL. PBIS core elements are built on the foundation of fairness for ALL and support the integration of utilizing data, systems, and practices, which directly affect outcomes. "PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective" (OSEP Technical Assistance Center, PBIS). PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are more trusting and respectful.

I wanted to share the benefits for students and educators when a school implements PBIS. According to the OSEP Technical Assistance Center, PBIS in schools benefits...

Students:

- Access to enhance social and emotional, behavioral, and cultural competence, which increases their academic engagement and success.
- Reduced bullying behaviors on/off school campuses
- Reduction in discipline: office discipline referrals and suspensions

Educators:

- Creating positive, predictable, consistent, and safe learning environments foster stronger relationship-building skills with their students through explicit teaching, modeling, and positive feedback.
- Enhancement of the school's comprehensive system of climate and culture
- Perception of teacher efficacy
- Perception of school safety

Traditional Discipline vs. PBIS	
Traditional Discipline	PBIS
<ul style="list-style-type: none">• Focus on the child's problem behavior• Stop undesirable behavior through the use of punishment	<ul style="list-style-type: none">• Alter environment• Teach appropriate skills• Replace undesirable behaviors with new behaviors and skills• Acknowledge and reinforce appropriate behaviors

Below, are common expectations that Jerry Whitehead staff will teach, model, and reinforce.

We are Whitehead Whales! We . . .

	Work hard	Have respect	Act responsibly	Listen and learn together	Ensure safety
Cafeteria	<ul style="list-style-type: none"> Are on time Are responsible passengers Follow the bus driver's directions Follow all bus rules Keep the bus clean by picking up trash Line up along the wall when waiting to load 	<ul style="list-style-type: none"> Keep hands, feet, and objects to ourselves Sit in our seat facing forward Use quiet voices noise level 1 Use kind words Keep track of our belongings in line and on the bus 	<ul style="list-style-type: none"> Are on time at the bus stop before school Use calm bodies and quiet voices at the bus stop and on the bus Line up quickly and quietly for our teacher Stay in the designated area Bring in our belongings Go directly to the bus line after school Go directly home after exiting the bus after school 	<ul style="list-style-type: none"> Use signals to help neighbors stay quiet Are a role model for others on the bus and at the bus stop Listen and follow directions from the bus driver or adults 	<ul style="list-style-type: none"> Enter and exit in a calm and organized manner Watch for cars as we enter and exit Stay seated and face forward
Assembly	<ul style="list-style-type: none"> Enter the assembly quietly Are positive and enjoy the presentation Watch teachers for instruction Set a good example 	<ul style="list-style-type: none"> Use a quiet voice and calm body Stay seated on your pockets Stay in your spot while facing forward Thank the speaker after the assembly 	<ul style="list-style-type: none"> Transition quietly Sit correctly on the floor Are positive and enjoy the presentation Keep voices off unless prompted by an adult 	<ul style="list-style-type: none"> Applaud correctly with hands Model expected behaviors Are an active participant by being a good listener and responding when asked 	<ul style="list-style-type: none"> Keep hands and body to self Walk in line with our class Keep eyes and attention on teacher/speaker Follow directions calmly and quietly
Playground	<ul style="list-style-type: none"> Take turns and share Use kind words Are a good sport by playing by the rules Pick up and throw away trash even if it's not yours Share space and equipment 	<ul style="list-style-type: none"> Keep our hands, feet, and objects to ourselves Freeze at the bell and listen for the whistle Bring in our belongings and school equipment Work together with classmates 	<ul style="list-style-type: none"> Are positive and ask others to play Line up quickly and quietly for our teachers Stay in the designated area Bring in our belongings 	<ul style="list-style-type: none"> Make good choices Encourage and help others understand playground expectations Are problem solvers Line up quickly at the bell/whistle 	<ul style="list-style-type: none"> Report problems or issues to an adult Listen and follow adult directions Use the equipment safely
Bus	<ul style="list-style-type: none"> Are on time Are responsible passengers Follow the bus driver's directions Follow all bus rules Keep the bus clean by picking up trash Line up along the wall when waiting to load 	<ul style="list-style-type: none"> Keep hands, feet, and objects to ourselves Sit in our seat facing forward Use quiet voices noise level 1 Use kind words Keep track of our belongings in line and on the bus 	<ul style="list-style-type: none"> Are on time at the bus stop before school Use calm bodies and quiet voices at the bus stop and on the bus Line up quickly and quietly for our teacher Stay in the designated area Bring in our belongings Go directly to the bus line after school Go directly home after exiting the bus after school 	<ul style="list-style-type: none"> Use signals to help neighbors stay quiet Are a role model for others on the bus and at the bus stop Listen and follow directions from the bus driver or adults 	<ul style="list-style-type: none"> Enter and exit in a calm and organized manner Watch for cars as we enter and exit Stay seated and face forward
Restroom	<ul style="list-style-type: none"> Use time wisely - Go, Flush, Wash, Toss, Leave Wait patiently for our turn Use the bathroom at an appropriate time 	<ul style="list-style-type: none"> Keep ourselves and the bathroom clean and germ-free Use a hall pass outside the classroom Respect privacy 	<ul style="list-style-type: none"> Use the appropriate bathroom Quickly and quietly take care of business Transition back to class quickly 	<ul style="list-style-type: none"> Go, Flush, Wash, Toss, Leave on our own Are quiet with calm bodies 	<ul style="list-style-type: none"> Report any problems or issues to an adult Use toilets, urinals, sinks, soap dispensers, and mirrors as designed
Hallways	<ul style="list-style-type: none"> Arrive promptly Walk in a line Quietly stand in place while waiting 	<ul style="list-style-type: none"> Keep a calm body Walk and are purposeful in hallways Always have a hall pass Use a noise level of 0 Listen for directions 	<ul style="list-style-type: none"> Transition to our destination quickly Quickly and quietly take care of business and return to class Follow directions Keep hands, feet, and objects to ourselves 	<ul style="list-style-type: none"> Keep walls, halls, and windows clean Model noise level 0 for our peers Admire hallway decor with eyes only 	<ul style="list-style-type: none"> Face forward Walk on the right Keep hands and body to self Hold objects with care
Arrival/Dismissal	<ul style="list-style-type: none"> Walk wheeled objects on the playground Go to our designated spot Stay in line 	<ul style="list-style-type: none"> Arrival: Go to our designated spot Dismissal: Exit designated hallways and doors Bus riders - Go directly to the bus line after school 	<ul style="list-style-type: none"> Arrive on time Are prepared with school materials Lock bikes and scooters on the bike rack 	<ul style="list-style-type: none"> Help others Make good choices Go to our pickup location Pick up sibling Go quickly home 	<ul style="list-style-type: none"> Report any problems or issues to an adult Keep hands, feet, and objects to ourselves Use doorways correctly Use crosswalks
Community/Field Trips	<ul style="list-style-type: none"> Show kindness to yourself and others Use good manners Are an active participant Listen to community leaders Ask appropriate questions 	<ul style="list-style-type: none"> Apologize and make it right Accept the outcome of our choices and actions Are responsible citizens Use good manners Keep track of belongings 	<ul style="list-style-type: none"> Represent Whitehead in a positive way Follow directions Have a positive attitude Ask for help when needed Use kind words of encouragement 	<ul style="list-style-type: none"> Listen to community leaders, chaperones, teachers, bus drivers, and adults Set a good example Encourage and help others make good choices Make good choices 	<ul style="list-style-type: none"> Report any problems or issues to an adult Respect your neighborhood and communities' belongings
Classroom	<ul style="list-style-type: none"> Have a growth mindset Learn from our mistakes - they are expected, respected, and inspected Treat school materials with kindness Participate in discussions and activities Respect others' comments, opinions, ideas, reasonings, differences, mistakes, and learning 	<ul style="list-style-type: none"> Use a noise level identified by the teacher Participate in learning - ask questions Keep our area clean and organized Are prepared to learn Complete your work 	<ul style="list-style-type: none"> Are positive and try our best Transition quickly Follow directions Are prepared to learn Ask questions if we need help or support 	<ul style="list-style-type: none"> Pay attention to the speaker by listening with ears and watching with eyes Use kind words and constructive feedback Encourage, listen, and work with others Inspire others to improve Engage in random acts of kindness Try our best 	<ul style="list-style-type: none"> Report any problems or issues to an adult Keep our area clean Keep hands, feet, and objects to ourselves
Specials	<ul style="list-style-type: none"> Have a growth mindset Learn from our mistakes - they are expected, respected, and inspected Treat school materials with kindness Participate in discussions and activities Respect others' comments, opinions, ideas, reasonings, differences, mistakes, and learning 	<ul style="list-style-type: none"> Use a noise level identified by the teacher Participate in learning - ask questions Are prepared to learn 	<ul style="list-style-type: none"> Are positive and try our best Transition quickly Follow directions Are prepared to learn Ask questions if we need help or support Leave personal belongings in the classroom 	<ul style="list-style-type: none"> Pay attention to the speaker by listening with ears and watching with eyes Use kind words and constructive feedback Encourage, listen, and work with others Inspire others to improve Engage in random acts of kindness Try our best 	<ul style="list-style-type: none"> Report any problems or issues to an adult Keep our area clean Keep hands, feet, and objects to ourselves Arrive and depart on time
Morning Gathering	<ul style="list-style-type: none"> Help everyone feel welcome and comfortable Stand correctly in line Go to our designated spot 	<ul style="list-style-type: none"> Stop wherever we are, stand still, and noise level 0 when the Pledge begins Listen to the announcements 	<ul style="list-style-type: none"> Follow all directions Go to our designated spot upon arrival 	<ul style="list-style-type: none"> Focus our attention on the speaker by using our listening ears and eyes watching Make good choices Set a good example Encourage and help others make good choices 	<ul style="list-style-type: none"> Report any problems or issues to an adult Keep hands, feet, and objects to ourselves

When students follow the expectations, they will be reinforced and rewarded with a Whale Buck, which can be collected and turned in for privileges, raffles, and prizes. All staff members will teach, model, and reinforce the correct and desired behaviors. Our approach uses high levels of positive expectations to support students in the classroom and the school. We will be using our behavioral matrix and reinforcement systems to reward desired social behavior.

Jerry Whitehead’s Schoolwide Progressive Discipline Plan provides behavioral expectations and procedures designed to ensure a safe and caring environment for all students and staff. Whitehead ES will maintain a firm, fair, and consistent system for handling behavioral infractions.

Jerry Whitehead Elementary

Levels of Discipline

<p>Level 1 (Teacher Handled) Redirect and Reteach <i>(Non-referred/Non-Recorded)</i></p> <p>Breaking cafeteria rules Breaking playground rules Chewing gum or eating candy except by teacher permission</p> <p>Disrespect Disruptive Dress Code Violation Inappropriate behavior in the bathrooms Insubordination Loud voices/yelling Name Calling Noise Making Off-task behavior Out of seat Property Misuse Running Talking Out of Turn Tardy Tattling *Any behavior that you need to reteach/redirect</p> <hr/> <p>Violation 1: Reteaching Expectation/Reinforce Violation 2: Reteaching Expectation/Reinforce a Second Time Violation 3: Verbal Reminder/Verbal Warning Violation 4: Tracking Form, IC, Parent Notification, Interventions</p>	<p>Level 2 (Teacher Handled) Minor Behavior Incidents <i>(Non-referred/Recorded)</i></p> <p>Academic Integrity Defiance Disrespect Disruption Dress Code Violation Forgery Harassment - minor Inappropriate Language Infraction of playground rules Lying Minor Theft Physical Contact/Aggression - minor Property Misuse Rock throwing (Not at a person) Technology Violation</p> <hr/> <p>Violation 1: Reteach Expectations, Reinforce, and begin Interventions Violation 2 & 3: Reteaching Expectations, Reinforce a Second Time, Fill out Tracking Form, Document into IC, Parent/Admin Notification, and continue Interventions. Violation 4: Admin handled.</p>	<p>Level 3 (Teacher Handled with Admin) Major Behavior Incidents <i>(Referred/Recorded)</i></p> <p>Abusive/Inappropriate Language/Profanity Bullying Defiance/Insubordination Disrespect- severe and/or habitual Disruption- severe and/or habitual Fighting Habitual Discipline Harassment - major Inappropriate Location Physical Aggression - major Property Damage/ Technology Violation Theft Threat- severe and/or habitual Truancy Vandalism</p> <hr/> <p>Admin Follow the WCSD Matrix</p>	<p>Level 4 (Admin Handled) Illegal Behavior Incidents <i>(Referred/Recorded)</i></p> <p>Arson Assaults/threats Battery to employee causing injury Bomb threat Combustibles Drug use/possession Extreme property damage/vandalism Truancy Weapon use/possession</p> <hr/> <p>Admin Follow the WCSD Matrix</p>
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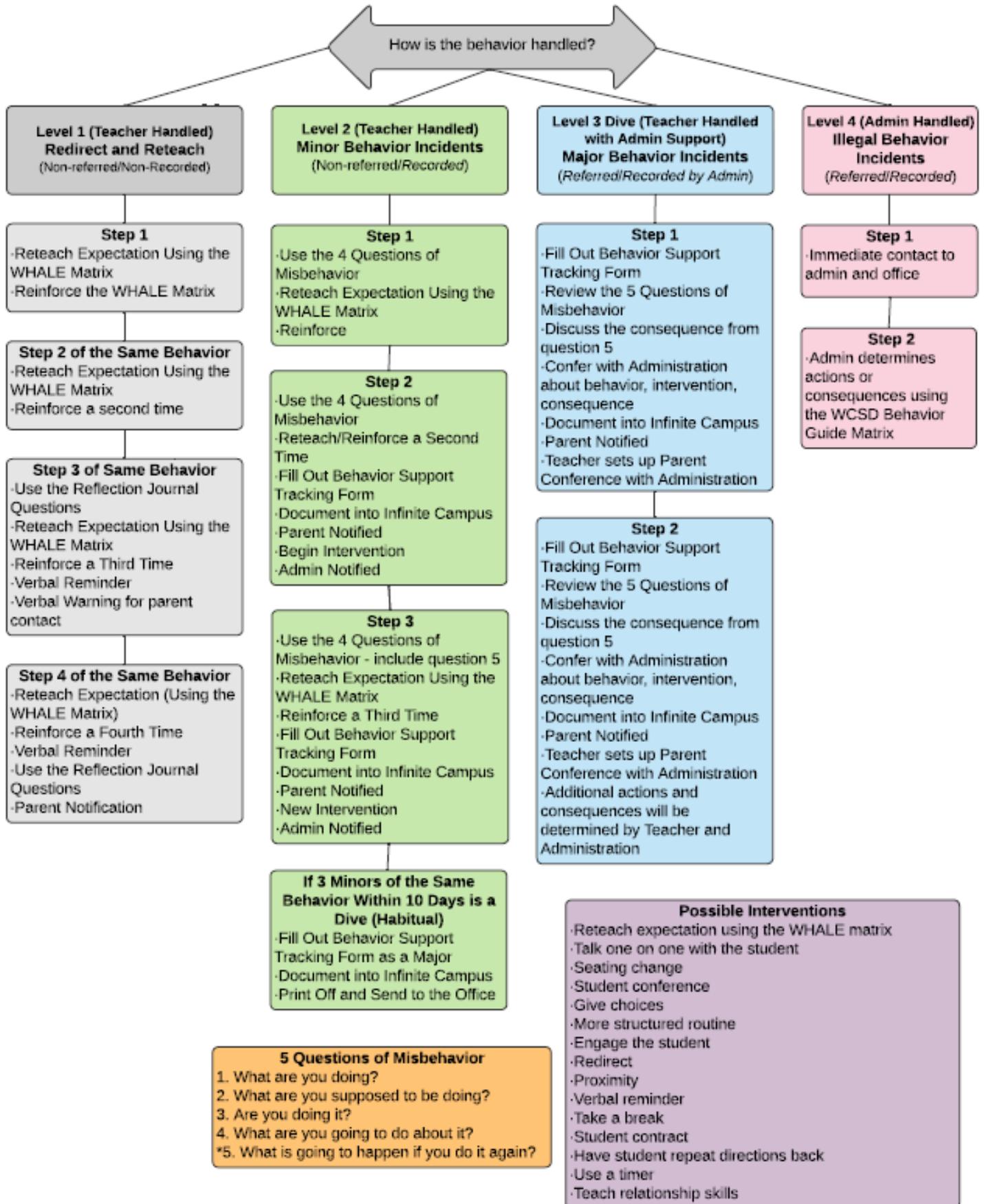
The classroom teacher will handle their classroom discipline plan's level 1 and 2 behavior infractions. (Each classroom teacher will send their classroom discipline plan home to parents). To ensure students demonstrate appropriate behaviors in the classroom, expectations, procedures, and routines will be taught, modeled, and reinforced.

If the behavior persists, the classroom teacher will:

1. Conference with the student
2. Document the behavior by completing a discipline referral form
3. Contact the parent and send home the referral form. (Parents must sign and return the referral form)

Other behavioral interventions and consequences could include:

Tiered Behavior Flow Chart



1. Meeting with the parent
2. Student behavioral intervention plan
3. Reteach expectations using the WHALE matrix
4. Talk one on one with the student
5. Seating change
6. Student conference
7. Give choices
8. More structured routine
9. Engage the student
10. Redirect
11. Proximity
12. Verbal reminder
13. Take a break
14. Student contract
15. Have student repeat directions back
16. Use a timer
17. Teach relationship skills
18. Lunch detention (Only administrators can assign lunch detention.)

Level 3 behavior infractions or students who reach habitual discipline will receive an immediate behavior tracking form, and the school administration will be notified. If a student continues with a level 3 behavior, the school administration will contact the parent to discuss the incident.

Level 4 behavior infractions will be immediately sent to the office with a referral, and the administration will contact their parent. School administration will follow the Washoe County School District's Student Behavior Manual.