

This Handbook contains the philosophy, procedures and forms regarding our school wide expectations and rules. Universal School is creating an environment designed to encourage mutual respect and cooperation, while providing opportunities for students to make choices regarding their behavior. Each staff member and student has dignity, worth, and rights; with those rights go responsibilities.

Our positive behavior interventions and support program (PBIS) contains behavior expectations, which help students assume responsibility for their own behavior. It also includes ways students can learn to correct their unproductive and inappropriate behavior under the guidance of a caring school community. Our behavior referrals (SCRs and Reflection Forms) are key to tracking behavior of students so appropriate behavior and academic support plan are developed for your child.

Our goal is to help all students be responsible, both academically and socially. If after reading this handbook you have questions, please do not hesitate to contact your child's teacher for more information.

Student Expectations and Responsibilities

During the school year, students will be expected to assume the responsibilities of being a good Muslim, citizen, and student in the classrooms and on the school campus.

Responsibilities include:

- Follow adult direction the first time.
- Treat every student and staff member with respect.
- Keep hands, feet, and objects to yourself.
- Use materials and equipment properly.
- Use appropriate language.
- Walk facing forward, quietly, safely and promptly.
- Demonstrate quality work in coursework assignments.
- Demonstrate good effort in coursework.

Students are learning what their responsibilities are in every part of our school. The school expectations for general areas in the school can be found on the back cover of the Universal School assignment notebook, as well as on line, and in each teacher's Welcome Packet. We have posted our expectations throughout the building and in our classrooms. We directly teach and review all of our school-wide expectations 3 or more times a year. (August, January, April)

Overview of the PBIS Program

Our PBIS program has 5 major components to ensure school wide success:

1. Educational strategies to learn what it means to act and be safe, respectful and responsible
2. Positive encouragement and praise when students demonstrate appropriate behavior
3. Tracking of minor and major behavior incidences so school wide and classroom decisions can be made
4. Analyzing data from minor and major referrals for academic and behavior interventions
5. Consistent consequences.

I. Educational Strategies

We strongly believe the educational component of our program is the most important part in helping students become self-managers. Being proactive helps students feel confident and able to follow expectations and rules. Staff members are engaged in teaching students the rules and expectations in our common areas and in the classroom. Staff members use specific lessons to teach acceptable behaviors. Staff will use role-plays, discussion, guided questioning and demonstrations to actively teach positive social behavior. Staff apply the ABC's (Antecedent, Behavior and Consequence) of student behavior so students receive the support he or she needs to be in control of his or her behavior. Staff participates in professional development focused on best practices for instructional skills and recognizing students when they do well.

II. Positive Recognition and Encouragement

We strongly believe students learn best when they experience praise at least five times as often as a correction. We believe in specifically recognizing, acknowledging and celebrating children! Our school has multiple school wide incentive programs to recognize students who make excellent academic and behavioral choices.

STARBucks

Our *STARBucks* coupon program is a way for students to be recognized daily. There is no limit to how many *STARBucks* coupons one can receive in a day. Some teachers have *STARBucks* drawings in their classroom for prizes. Others hold sales or special events depending on how many *STARBucks* coupons have been awarded. Some grade-level teams add up the total and send the number home so parents can celebrate in their children's accomplishments at school.

UNIVERSAL STAR BUCKS				
Student: _____	showed that he/she is			
Respectful	Responsible	Safe	Muslim	
				Teacher's Signature _____

Super STARS

Each month all the *STARBucks* coupons from each grade are put onto a grade level

Histogram. The grade level with the most STAR Bucks is awarded a special lunch period with the Principal and Asst. Principal

III. Data Based Decisions for a Safe, Respectful and Responsible School

Tracking of Minor and Major Behaviors

Our school has the ability to enter all Minor and Major Behavior Referrals into a computerized system called Engrade. This program allows us to track the time, type of problem, place in the building the incident happened, possible motivation, and the consequence given for the offense.

IV. Analyzing Data

Keeping track and analyzing data helps us design supportive behavior programs for students who struggle with following the rules and the data also guides our decision making process when considering what social skill lessons we should teach our students.

V. Consistent Consequences

It is the goal of every staff member at Universal School that, through an appropriate and consistently applied behavior management program, all students will learn to be safe, respectful and responsible. Staff will use problem-solving strategies to help your child solve their problems. We teach our students to practice problem solving independently. We also have Anti-Bullying curriculum taught by the classroom teacher. Teachers hold class meetings to discuss and learn different social skills.

Positive Consequences

Positive consequences are based on principles of reinforcement. Reinforcement is any procedure that maintains or increases behavior as the result of consequences experienced following a behavior. Reinforcement is a naturally occurring behavioral process that can increase the rate, intensity, duration, or form of a behavior. Effective teachers use reinforcement as a powerful tool to teach, shape and encourage appropriate behavior. The goal of any reinforcement system is not to manage or control behavior, but to help students improve behavior and move students to intrinsic motivation and reinforcement.

Negative Consequences

The purpose of a negative consequence is to decrease the occurrence of problem behavior and to teach the desired replacement behaviors. Similar to positive consequences, negative consequences should be connected to the classroom and school expectations. Options include rule reminders, changing seats, time-out in class, time-out out of class, phone call home, lunch detention, office referral. It is important to keep in mind, however, that negative consequences alone are not an effective strategy.

Elementary Classroom Management Behavior System



A student's clothespin travels up and down the chart based upon his behavior. If he's making good choices, it's going to be moving up. If not, it's going down. All of the clothespins are clipped to the edge of the middle level. The students didn't start out their day at the top of the chart the way the Pocket Chart had everyone starting with the best color. Every student in this room began the day in a neutral spot and then attempted to work his way up the chart through positive reinforcement.

A student using the Clip Chart, experiences a true sense of accomplishment as his clothespin moves up the chart because of his good choices. More than merely hanging onto his green card by avoiding negative behavior, he went out of his way to exhibit positive behavior, and if he does end up on Outstanding, it's because he earned it. He didn't start out on that level. He actually got there by being a responsible, productive student. Way to go, hard worker.

Any student who has been asked to move his clothespin down a level or two has the opportunity to improve his behavior and see his clothespin rise to a better level when he is making better choices.

Continuum of Reinforcement

Students Behavior will be recorded on Engrade. Every student is expected to earn 4 pts a day=20 pts for the week. Their progress will be recorded as points in a Behavior Class on Engrade. Extra good behavior earns them extra points. Positive notes home can be sent physically and through comments on Engrade. SCRs will also be recorded in the comments section on Engrade.

Outstanding=Positive Parent Contact, class incentive, 5pt

Great Job=Class incentive, 5pts

Good Day=5 pts

Ready to Learn=4 pts

Think About It=Verbal Warning, Rehears & Reinforce expectation 3pts

Teacher's Choice=Consequence, loss of privileges, Engrade message, 2pts

Parent Contact=Reflection Form, consequence, Engrade message, 1pt

Bottom of Chart=Call home, consequence, 1 SCR, 0 pts

School Wide Progressive Discipline Plan

Our school-wide positive behavior plan divides misconduct into levels of severity. Although any misbehavior **is not acceptable** at Universal School, the levels have been developed to help staff members respond to behavior, so the consequence is consistent with the level of behavior and students understand what is expected of them at school.

School Wide Progressive Discipline Plan				
Teacher	Teacher	Teacher	Guidance Office, or AP	Administration
Level 1 Behavior <ul style="list-style-type: none"> Disrupts teaching & learning Excessive talking Off task behavior Failure to follow teacher directions Unprepared: no supplies, HW, CW, etc. Chewing gum, eating Running Out of seat Tardy 	Level 2 Behavior <ul style="list-style-type: none"> Repetition of Level 1 behavior Stops teaching & learning Jeopardizes safety of others Misuse of restroom/school property Lying, cheating, rough play Disrespectful behavior Uniform Violation 	Level 3 Behavior <ul style="list-style-type: none"> Repetition of Level 2 behavior Aggressive or Foul Language, not directed at staff Blatant Disrespect Physical Aggression Teasing or harassment Defiance 	Level 4 Behavior <ul style="list-style-type: none"> Repetition of Level 3 behavior Continued teasing or harassment Continued Uniform violation Continued inappropriate foul language Continued disruptive or defiant behavior 	Level 5 Behavior <ul style="list-style-type: none"> Aggression/Profanity directed at staff Major disruption/defiance Intimidating others Racial slurs Sexual Harassment Possession of drugs, weapons, cigarettes, alcohol Theft/Vandalism Student behavior not responding to teacher and/or Guidance Office interventions
Level 1 Response <ul style="list-style-type: none"> Teacher will make private statement about student behavior in firm voice away from instructional setting Verbal or non-verbal redirection Expectations and Procedures are taught and reviewed regularly Follow-through of in-class discipline plan Loss of participation points for being unprepared Utilize Buddy Rooms to complete Reflection Form 	Level 2 Response <ul style="list-style-type: none"> Problem-Solving with student Withhold privileges SCR Restitution or Apology Review of classroom expectations Parent phone call/Engrade message (documented) Teacher detention (unofficial) Teacher consequences 	Level 3 Response <ul style="list-style-type: none"> Problem-Solving with student Detention Parent Conference (documented) Continued teacher consequences Consult Guidance Office/Asst. Principal Restrictions on field trip attendance 	Level 4 Response <ul style="list-style-type: none"> Behavioral referral to counseling Behavior contract CICO meeting with parents Lunch time consequences per counseling Saturday detention 	Level 5 Response <ul style="list-style-type: none"> Parent notification by administrator Restriction of activities/privileges including clubs and sports Disciplinary Probation Campus beautification In-school suspension Suspension Recommendation for no re-enrollment
<ul style="list-style-type: none"> ❖ Post Visible Classroom Expectations ❖ Consult with Profession Learning Community ❖ Consult with Administrators 	<ul style="list-style-type: none"> ❖ Post class privileges & consequences ❖ Contact Parents frequently ❖ Maintain Communication Log 	<ul style="list-style-type: none"> ❖ Check Student Cumulative File ❖ Research and implement a behavioral plan with interventions and support 		

When a student is given an SCR or Detention, he or she will be informed which school rule has been broken and guidance or consequences will be given to correct the behavior. It is the student's responsibility to take the white copy of the SCR home to his or her parent. The yellow copy will be filed in the Discipline Office and recorded on Engrade in the "Comments" Section for Behavior/Discipline.

Check In Check Out Program

The Check In Check Out prevention program (CICO) is a school-wide program for students who are starting to engage in problem behavior. This program is a low level intervention intended to work for those students who are having difficulty following-through with the expected behavior. The goal of the program is to identify students whose negative behaviors are impairing their school success and provide them with daily support to bring about new, positive behaviors.

The CICO is a program that:

- Targets specific behaviors
- Includes a daily check-in and check-out with an adult to provides timely, positive feedback
- Provides daily support, documentation and monitoring for selected students
- Provides additional school and home communication

Students appropriate for the CICO program have:

- Frequent problem behaviors in multiple settings
- Disruptive behavior that interferes with their school achievement
- Received multiple SCRs in a short period of time

Students participating in our CICO program will:

- Develop a contract with the counselor
- Have a parent meeting to discuss and understand the program
- Check in with their adult mentor each morning between 8:10-8:20 a.m.
- Get a Daily Progress Report Card (DPR) and return the previous day's signed DPR Card
- Meet with the teacher in each setting so the teacher can rate the student's behavior, in ink on the DPR Card
- Check out with their designated adult mentor each afternoon at 3:30p.m. or whatever is best for the adult mentor
- Review the Daily Progress Report Card with their adult mentor and briefly discuss their day, focusing on the positive
- Take the Daily Progress Report Card home to share with parents and/or guardians
- Earn points based on appropriate behavior

Daily Progress Report									
Name: _____					Week of : _____				
	Monday	Tuesday	Wednesday	Thursday	Friday				
Goal	1 st pd	2 nd pd	3 rd pd	4 th pd	5A	5B	Salah	6 th pd	7 th pd
Exercise self-control by speaking when appropriate	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Exercise self control by staying in my seat	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Exercise self-control by keeping my hands/feet to self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials									
	4 points 80s		3 points 70s		2 points 60s		1 point 50s		0 points 40s
	_____ /48pts – _____ %				90s and Above –5 points! ☺				

Same Language at Home and School



PBIS

School Wide Expectations

الله شاهدي , الله ناظري , الله مطلع علي

Allah (SWT) is my witness, so **I am Responsible**

Allah (SWT) is looking at me, so **I am Respectful**

Allah (SWT) is watching me, so **I am Safe**

I am Muslim

It is our hope that parents will have a discussion with their child encouraging appropriate behavior at school. It is a great partnership when parents use the same language of “be responsible, respectful and safe” at home as well.

The following forms are tools we use in our Positive Behavior Instruction Support Program:

1. School Wide Expectations
2. Classroom Expectations
3. Clip Chart
4. Positive Parent Contact Slip
5. STAR Bucks
6. Reflection Sheet
7. Student Conduct Report (SCR)...MINOR Referral Tracking Form
8. Detention Slip...MAJOR Referral Tracking Form