

# **Silverbrook Elementary School Parent/Student Handbook 2011 - 2012**



**Positive Behavior Management  
For All Students**

# School Vision and Mission Statement

Silverbrook Elementary School is committed to empowering and supporting students by meeting their individual needs to encourage and support their full academic and social-emotional potential. Students will demonstrate self-reliance and respectful citizenship skills; and they will contribute to their community by working with parents and teachers to become productive members of society.

At Silverbrook Elementary, we have high expectations and strive to educate all students to meet challenging academic objectives. As a collaborative learning team, we work in partnership to support and enable students to reach their full learning potential. Our shared educational purpose, including common knowledge, common language, and common expectations, are the keys to our academic success.



September 2011

Dear Parents and Students,

This year we are excited to have Silverbrook join the growing list of Fairfax County Public Schools who are continuing to implement the PBIS program. PBIS is an acronym for Positive Behavioral Interventions and Supports, a program that promotes a school wide positive learning approach to discipline. The objective of PBIS is to improve school climate, teach students to be responsible members of our school community, and reduce challenging student behaviors in a proactive, positive, and consistent manner. This research-based program will improve student academic achievement and social competence.

The Parent/Student Handbook was created to inform families of our school-wide procedures and Silverbrook expectations for student behavior. Our goal is to utilize the PBIS program to recognize positive behaviors regarding respect of **self**, **others** and **environment**. This year we will focus on teaching behavioral expectations, recognizing positive student behaviors and addressing negative behaviors in a consistent, clear manner.

On the following pages you will find the visual materials students will see in our hallways, cafeteria, buses, playground and other common areas. Each poster specifies the respectful behaviors expected in each setting. **We ask that you review the procedures with your child, read and sign the PBIS Partnership Agreement on the last page of this booklet and return it to your child's teacher.**

This program will be responsive to the changing needs of our community. Monthly meetings will be scheduled for staff to review this plan and to allow for input to further its development. All staff and parents are invited to participate in this process to make it reflective of our common concern and commitment to the children attending Silverbrook. We welcome your questions and comments. The Silverbrook staff is enthusiastic about the PBIS program and the positive impact it will have on our school community.

Sincerely,

Melaney Mackin  
Principal

Joe Bosco  
Assistant Principal

**Please use checklist this and save the Silverbrook Handbook for future reference.**

- Read handbook and reviewed procedures and rules with my child.
- Explained positive and negative consequences to my child.
- Signed and returned PBIS Partnership Agreement, due September 16

We Soar with  
**RESPECT**  
The Silverbrook Way...











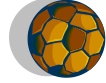







- I will *RESPECT* my Self.
- I will *RESPECT* Others.
- I will *RESPECT* my Environment.

# Soaring the Silverbrook Way



A variety of methods will be used to encourage positive behaviors. All staff will recognize individual student behavior on a school-wide basis using SOAR cards. Students will receive public recognition on the news show where they will receive High Flyer awards.

# Silverbrook Rules

	<b>RESPECT SELF</b>	<b>RESPECT OTHERS</b>	<b>RESPECT ENVIRONMENT</b>
<b>The Silverbrook Way</b> 	Do your best Be on task Be honest Be responsible Make healthy choices	Care for and help others Be a peace keeper Respond to quiet signal Be courteous	Keep it clean Respect the earth Care for your share 
<b>School Bus</b> 	Sit in your seat Face forward 	Use quiet voices Hands, feet, and objects to yourself Listen to the driver and patrols	Eat food and drink off the bus Take off what you bring on
<b>Hallways</b> 	Walk safely Take shortest route	Walk, watch, and whisper Be aware of personal space Hands to yourself 	Stay to the right Keep it clean Stop at stop signs Look with your eyes only 
<b>Playground</b> 	Be safe Stay in sight of adults	Play fairly and share Include everyone Stop, look, and listen	Leave nature intact Use equipment properly Bring in what you brought out 
<b>Cafeteria</b> 	Eat your own food Wait quietly in line 	Use manners Follow adult directions Stay in your seat 	Clean up after yourself 
<b>Bathrooms</b> 	Take care of your business Wash hands 	Flush Be quick Use indoor voice Honor privacy 	Clean up after yourself

## School Behavior Levels

Level 1		
Definition	Examples	Procedure
Behaviors that: 1. do not require administrator involvement <b>and</b> 2. do not significantly violate the rights of others <b>and</b> 3. do not appear ongoing	<ul style="list-style-type: none"> <li>- refusing to follow teacher directions</li> <li>- disrupting instruction</li> <li>- lying or cheating</li> <li>- disrespectful, dishonest, irresponsible, or unkind behavior</li> <li>- dress code violation</li> <li>-out of assigned area (wandering in the hall)</li> <li>-occasional tardy</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe expected behavior</li> <li>3. Complete yellow referral form and turn into office</li> <li>4. Contact parent if necessary or if behavior continues</li> <li>5. Debrief and reteach school wide behavioral expectation</li> </ol>
Level 2		
Definition	Examples	Procedures
Behaviors that: 1. significantly violate the rights of others <b>or</b> 2. put others at risk or harm <b>or</b> 3. are chronic Level One behaviors (daily basis, multiple times per week)	<ul style="list-style-type: none"> <li>- drawing pictures that illustrate inappropriate and/or violent behaviors towards others</li> <li>- arguing with teachers/talking back</li> <li>- purposefully throwing materials inappropriately</li> <li>- chronically disrupting instruction</li> <li>- refusing to follow adult directions on a regular basis</li> <li>- continued use of inappropriate or disrespectful behavior</li> <li>-continued dress code violation</li> <li>-chronically out of assigned area (wandering in the hall)</li> <li>- frequently tardy</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe expected behavior</li> <li>3. Complete yellow referral form and turn into office</li> <li>4. Contact parent</li> <li>5. Refer to counselor and/or clinical staff</li> <li>6. Refer to identified students committee</li> </ol>
Level 3		
Definition	Examples	Procedures
Behaviors that: 1. violate FCPS SR&R policies <b>or</b> 2. violate VA policies or laws <b>or</b> 3. are chronic level two behaviors (daily basis, multiple times per week) <b>or</b> 4. require administrator involvement	<ul style="list-style-type: none"> <li>- purposeful bodily contact with a student or adult with intent to injure, or resulting in injury (spitting, biting, etc)</li> <li>- throwing objects at others with intent to injure, or resulting in injury</li> <li>- stealing of others' valuables</li> <li>- making threats of suicide (written, pictorial, or verbal)</li> <li>- self-inflecting wounds</li> <li>- running away from school during school day</li> <li>- possessing weapon or look-alike weapon</li> <li>- making racial, ethnic, religious, or sexual slurs</li> <li>-cell phone violation</li> <li>-property damage/vandalism</li> <li>-technology violation</li> <li>-skip/cut class</li> <li>-chronically tardy</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of the rule violated</li> <li>2. Describe expected behavior</li> <li>3. Complete yellow referral form</li> <li>4. Inform office to determine adult escort</li> <li>5. If appropriate, send student(s) to office with yellow referral form and attach any relevant documentation</li> </ol>

# **Silverspoon Cafe**

## **Cafeteria Responsibilities**

### **Introduction**

It is our hope that the Silverspoon Cafe will be a pleasant place for students to enjoy their lunch while interacting respectfully with adults and fellow students. Our school's main three rules are

1. Respect SELF.
2. Respect OTHERS.
3. Respect ENVIRONMENT.

The outlined student responsibilities explain how all members of our community can contribute to making sure that the cafeteria is a safe and friendly environment for all.

### **Silverspoon Cafe Rules**

#### **Walk at all times.**

What this looks like: *Children walking to the café line. Children walking to the tables. Children walking while cleaning up. Children walking to leave the cafeteria.*

What this doesn't look like: *Children running, skipping, hopping, jumping, sliding or galloping.*

#### **Pick up all necessary items as you go through the cafeteria line.**

What this looks like: *Children picking up spoons, forks, napkins, straws and condiments before going to their tables. Children getting all of the food that they want to purchase with one trip through the line.*

What this doesn't look like: *Children getting up from their seats to get forgotten items. Children walking to an adult to ask for an item.*

### **Raise your hand if you need help from an adult.**

What this looks like: *Children raising their hands to ask an adult for a forgotten item. Children raising their hands to ask to go to the restroom if it is an emergency. Children raising their hands if they need help with their food or containers. Children raising their hands if they can't solve a problem with another student.*

What this doesn't look like:

*Children standing up or walking over to an adult.*

### **Stay in your seat.**

What this looks like: *Children choosing one stool to sit on and remaining with their bottoms touching the plastic stool for the entire lunch period. Children facing the table with their legs underneath it.*

What this doesn't look like: *Children changing seats. Children going to talk to a friend, adult or relative. Children leaving their seats to get forgotten supplies. Children going to the restroom without permission. Children standing up and dancing or playing.*

### **Use low or inside voices, talking only with students at your table.**

What this looks like: *Children talking to the people on their right or left hand side at the table where they are seated.*

What this doesn't look like: *Children leaning between two tables to talk to each other. Children shouting so they can be heard by someone not sitting next to them.*

### **Use the restroom before coming to or after leaving the cafeteria.**

What this looks like: *Taking the time to go to the restroom when your teacher takes you there before lunch. Raising your hand to ask for an adult to escort you to the restroom if it is an emergency.*

What this doesn't look like: *Asking to go to the restroom when you could wait until your teacher comes. Going to the restroom to visit with a friend. Leaving the cafeteria to go to the restroom without an adult escort.*

### **Use good table manners.**

What this looks like: *Children eating their food with the right utensils. Children talking about polite things.*

What this doesn't look like: *Children creating mixes with their food and drinks. Children making inappropriate noises.*

*Children talking about things that are unpleasant or disgusting.*

*Children using the trays, plastic utensils, storage bags or containers to make noises or as play things.*

### **Clean up after yourself.**

What this looks like: *Children checking for trash and food and picking it up before leaving the table. Children going back to the table to clean up messes they made.*

What this doesn't look like: *Children leaving their trash and food for someone else to clean up. Children playing with their food and creating a mess.*

### **Do your job if it is your turn to be the table washer or floor sweeper.**

What this looks like: *Children walking to the supply table to get cleaning supplies. Children doing their jobs well. Children making sure the tables and floors are clean for the next class.*

What this doesn't look like: *Children playing around instead of cleaning. Children leaving the floor and tables dirty.*

### **Speak respectfully to others.**

What this looks like: *Children using words like please and thank you when they ask for things. Children using kind words when speaking to each other in the cafeteria.*

What this doesn't look like: *Children demanding food or supplies from an adult without saying please or thank you.*

*Children using words that are hurtful to each other.*

### **Keep your hands away from the cups and table signs.**

What this looks like: *Children leaving the table signs untouched in the center of each table.*

What this doesn't look like: *Children playing with the table signs. Children breaking the table signs. Children changing the colors on signs.*

# **Silverspoon Café Awards**

Each table of diners is a team working together to encourage respectful behavior in the cafeteria. Each table will have a flip sign with a red, yellow and green page. At the start of lunch all signs are green. Any adult observing the breaking of rules can change the sign to yellow as a warning. Once a sign is changed, it can't be moved back until the next lunch period.

At the end of each lunch period, 2 dining dollars will be awarded to tables with a green sign, 1 dining dollar for each table with a yellow sign, and 0 dining dollars for tables with a red sign. The dollars will be handed to the teacher after each lunch session.

## **Silver Spoon Incentives**

Classes will receive a silver spoon for achieving a specified number of dollars in the cafeteria. After earning a specified number of silver spoons, classes will earn rewards such as popcorn, class movies, dessert, extra recess etc. to be determined and announced.

## **Severe or Chronic Behavior Issues**

Students who misbehave may be relocated to an Alternative Lunch Location. Classes will not be punished for the recurring problem behaviors of a particular student. Any adult may choose to place a student at an Alternative Lunch Location (ALL) desk for improper behavior.

A yellow referral form may be filled out by the cafeteria assistants to communicate with the classroom teacher. If students are repeat offenders, the classroom teacher and cafeteria assistant will speak with an administrator to make additional arrangements which might include assignment to ALL for more than one day, eating lunch in the office, eating lunch in another teacher's classroom or having an assigned seat.

## **Student Responsibilities**

It is our expectation that students will be have respectfully during their lunch period. They will demonstrate respect for themselves, respect for others and respect for environment.

- Follow your teacher into the cafeteria in a quiet orderly line. If you are buying, you will follow your teacher to the cafeteria line door. If you packed your lunch, you will walk to your table.
- Eat your lunch and follow the Silverspoon Café Rules.
- Clean up your food and trash when an adult comes to your table to dismiss you. Walk to the trash can and carefully place waste in the trash can.
- Wait quietly in your seat at your table or line up as directed by an adult.
- Participate in clean up procedures when they are assigned to you.
- If an adult turns off the lights, this is the Silent Signal. Immediately stop talking. You may help others get quiet by putting your finger to your lips and looking at them. Remain silent until the lights are turned on again.

## **Bus Misbehavior Consequences**

The safety of our students is our biggest concern for our students on buses. If a Silverbrook student does not follow appropriate bus behavior expectations, the following procedures will be used, depending on the severity of the infraction, and whether the behavior is recurring:

- Reminder of bus procedures
- Verbal warning by patrol or bus driver
- FCPS Bus Incident Report
- Referral to teacher and/or patrol sponsor
- Referral to main office and parent contacted
- Assigned seat

FCPS regulation 2601.22P states that bus drivers may recommend suspension of bus transportation for students who do not follow appropriate standards of conduct.

## Bus Behavior Levels

Level 1		
Definition	Examples	Procedure
Behaviors that: 1. do not require administrator involvement <b>and</b> 2. do not significantly violate the rights of others <b>and</b> 3. do not appear ongoing	- standing up on the bus - switching seats - eating/drinking on bus - being too loud/yelling - objects/body parts in aisle - sticking hands out of the window	1. Student will receive a warning from a patrol 2. Patrol informs Patrol Sponsor of student offense 3. Sponsor issues a warning to the student <b>Subsequent Offenses:</b> 1. Student will eat lunch in the gymnasium 2. Student will eat in the gym for 2 days and parents will be contacted 3. Student will receive an assigned seat on the bus
Level 2		
Definition	Examples	Procedures
Behaviors that: 1. significantly violate the rights of others <b>or</b> 2. put others at risk or harm <b>or</b> 3. are chronic Level One behaviors (daily basis, multiple times per week)	- talking back to a patrol/driver - hurtful words - inappropriate gestures	1. Student will receive a warning from a patrol 2. Patrol informs Patrol Sponsor of student offense 3. Student will eat lunch in the gymnasium <b>Subsequent Offenses:</b> 1. Student will eat in the gym for 2 days and parents will be contacted 2. Student will receive an assigned seat on the bus
Level 3		
Definition	Examples	Procedures
Behaviors that: 1. violate FCPS SR&R policies <b>or</b> 2. violate VA policies or laws <b>and</b> 3. require administrator involvement	- physical violence - swearing - sexual actions/gestures - racist remarks/discrimination	1. Patrol/Driver informs Patrol Sponsor of student offence 2. Student sent directly to administration and parents will be contacted 3. Student will receive an assigned seat on the bus

## Behavioral Expectations and Matrix...

Each family can align school expectations with family expectations...

	<b>Mealtimes</b>	<b>Bathroom</b>	<b>TV Time</b>
<b>Respect Self</b>	Make healthy food choices	Maintain privacy Wash hands	Turn TV off at agreed time
<b>Respect Others</b>	Share treats	Flush	Share the remote
<b>Respect the Environment</b>	Put dirty dishes in the sink	Pick up wet towels	Pick up after yourself before leaving the TV area

## Teach what it looks like to the family

	<b>House</b>	<b>Car</b>	<b>Others Houses</b>	<b>Public (Store etc.)</b>
<b>Respect Self</b>	Study and do homework in set time  Get plenty of sleep	Take something to read in the car  Go to the restroom before we leave	Ask questions so you know their rules  Use kind words	Act with good manners  Take a book to read in case you get bored
<b>Respect Others</b>	Pick up your belongings	Keep hands and feet to self	Offer to help clean up	Keep hand and feet to self
<b>Respect the Environment</b>	Clean up trash that might blow in other yards	Keep food and drink inside car	Say please and thank you	Keep voice to a three inch level

## **PBS Partnership Agreement**

After reading this manual, please sign this page and return it to school by September 16, 2011. Contact the student's teacher if you have any questions or concerns. Families who enroll after September should return this agreement within one week after receipt.

### **Parent/Guardian:**

I will read the system of rules and procedures that will prompt and guide student behavior presented in this manual. My signature below signifies that I will support my child and the staff of Silverbrook Elementary School so that my child can reach his/her full potential.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Student:**

I understand the system of rules and procedures that are presented in this manual to prompt and guide my behavior. My signature below signifies that I will work with my parents and the staff of Silverbrook Elementary School to achieve my full potential.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date