

# West Creek Model Pirate Handbook



2019-2020 School Year

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## **Model Pirate Philosophy**

This framework is West Creek's school-wide positive behavior plan. It is based on PBIS (Positive Behavior Interventions and Supports) and rewards students for demonstrating expected behaviors.

All parents, students and staff will follow three basic school-wide expectations: Arrr safe, Arrr respectful and Arrr responsible.

Data from Positive Incentives and Consequences (such as High Level Referrals and Playground Citations) will be collected and presented as a means for monitoring our behavior and student learning outcomes.

## **Model Pirate Pledge**

**The West Creek Pirates are a community of learners who are respectful of self and others, responsible for our behavior and academic achievement, and safe at all times.**

## **PBIS Tier Interventions**

PBIS is a tiered system of behavior support to foster a positive school climate.

**Tier 1** includes teaching a set of appropriate behaviors within the whole school. Supports are school-wide discipline system for all students, staff, & settings that is effective for 80% of students and include teaching behavior lessons, behavior tours, and positive incentives (Pirate Praise Tickets, Positive Phone Calls Home, Postcards Home, and Star Pirate Recess).

**Tier 2** activates more specialized and intensive practices that support behavior interventions for students who do not respond to school-wide supports. Tier 2 supports at WCE include Check In Check Out (CICO), Check and Connect, Counseling through Desert/Mountain Children's Center, Behavior Skills Groups, Daily behavioral monitoring.

**Tier 3** involves highly individualized behavior support plans for students who do not respond to primary or secondary prevention support. Supports at WCE include Functional behavioral assessment-based behavior support planning, Assessment for Initial IEP, Crisis Team, and additional counseling programs through Desert/Mountain Children's Center.

### **What is a Pirate Praise Ticket?**

Pirate Praise Tickets will be used to reward students for making positive choices. They are a quick and easy way to recognize students who are being safe, responsible, and respectful. (Each ticket is a small piece of goldenrod paper that can be handed to one or several students.) It does not require any writing or documentation by the teacher.

### **Who can give a Pirate Praise Ticket?**

Any staff member or volunteer may give a Pirate Praise Ticket to any student. The Pirate Praise ticket requires a signature from the person giving it out. It should be handed out to the student/group with an explanation for why they are receiving it.

### **How can a student earn a Pirate Praise Ticket?**

Pirate Praise Tickets can be used to reward students for being safe, responsible, and respectful. Some ideas include: reward the first row that is being respectful and quiet in class, a group of students who are walking safely through the walkways, the students who are being responsible by being in their seats and ready to work when the bell rings, etc. The possibilities are unlimited!

### **What does a student do with a Pirate Praise Ticket?**

Students write their name and classroom number on each Pirate Praise Ticket that they have earned for being safe, responsible, and respectful. Students in grades K-5 save their Pirate Praise Tickets to use in the Pirate Store every Friday. A student must have at least 10 Pirate Praise tickets to go to the Pirate Store.

## **What happens if a student loses a Pirate Praise Ticket?**

It is the responsibility of each student to manage their own Pirate Praise Ticket by making sure they are not lost or stolen. Lost or stolen Pirate Praise Tickets will not be replaced.

Remember, part of the goal of our program is to teach the importance of responsibility. If students are caught stealing, the behavior will be dealt with according to our discipline matrix.

## **Positive Postcards**

Positive Postcards are sent home by classroom teachers acknowledging students who are demonstrating safe, respectful, and responsible behavior during the school day. The expectation is that each student will receive at least 2 postcards each year.

## **Pirate Star Recess**

Pirate Star recess will be held randomly throughout the months. This is an opportunity for students that follow class expectations constantly for that week. Any students not following the expectations constantly will not be allowed to attend. The extra recess will be added to a grade levels recess and will be supervised by a staff member or principal.

## **Positive Phone Calls Home**

A positive phone call is a call that is made home by the teacher/administrator. Teachers fill out a form about a student that has done something that exhibits expected behavior and turns it into the office. The administrator or teacher then makes a call home to inform the parent of the positive recognition that their child is receiving. A gift certificate is then sent home with the student.

## **Student of the Month**

Student of the Month will recognize two students per class that exemplifies the Pirate Expectations. Each teacher will nominate two students by the beginning of the month. The first award is for Principal Award and the second for Pirate Award. The Principal Award looks for a student who demonstrates consistent academic achievement. The Pirate Award looks for a student who is responsible for going the extra mile and follows school expectations.

## **PBIS Dances**

PBIS dances are held every quarter. This is an opportunity for students to celebrate positive behavior. A student is qualified to go to PBIS dance if he/she did not receive a major discipline referral or more than one minor discipline referral for the month the dance is held. The PBIS dance will not cost money to attend. However, students will have to pay with a certain amount of Pirate Golden Tickets to attend. Dances will be held during school hours. Snacks will be available for students to enjoy.

## **Referrals**

### **What are Minor Incidents?**

A Minor Incident is an incident that should be handled in the classroom by the classroom teacher. Please see the attached list below for the Minor Infraction Log.

### **What is a Low-Level Referral (LLR)?**

A staff member completes a Low-Level Referral (LLR) after a verbal warning and student action plan have been completed (see Order of Action Flow Chart)below. LLR is documentation of the student's behavior. The Referral includes student name, date, time, location, PBIS expectation not met, a short description of the incident, and the intervention or consequence administered by the teacher.

### **How is a Low-Level Referral used?**

A staff member should fill out the Low-Level Referral completely. The classroom teacher assigns an appropriate consequence. The bottom copy is sent home to notify parents of the problem, parents sign and return copy. At the second incident LLR #2 is completed and sent home. Parent phone call or contact is mandatory. The bottom most copy of LLR #3 is sent home and LLR #4 a copy is sent home and phone call or parent contact is mandatory. After another Minor Incident, the following is sent to the office:

- White copy of LLR
- HLR
- Student Action Plan
- Student

### **Why do we need the Low-Level Referral?**

This referral is documentation of a student's behavior. It records not only the student's behavior, but also the school's attempts at intervention and contact with parent/guardian.

### **What are Major Incidents?**

Major Incidents are behaviors for which a student may need to be suspended. The principal and designees are authorized to suspend students from school. Only the principal is authorized to recommend a student for expulsion. These types of referrals

are entered into the AERIES system and become part of a student's permanent discipline record. See Major Infraction Log.

### **What is a High-Level Referral?**

When a student is at LLR #4 or has committed a Major Incident, school personnel will complete a High-Level Referral. This sheet provides documentation of the student's behavior. The referral includes student name, time, name of referring adult, location of incident, identification of problem, factors leading up to the behavior, possible function of the behavior, and who else was involved. When describing the behavior, do not include the names of other students on the HLR form.

### **How is a High-Level Referral used?**

When a student is at LLR #4 or has committed a Major Infraction, school personnel shall complete a High-Level Referral (HLR). The referral should be filled out completely and all three copies must be turned in. Please do not write other students' names on the referral. They may be written on a Post-It and attached. Use comments only to describe the actual events, not feelings. **No student will be seen in the office without a referral, a LLR, Student Action Plan and HLR.** If possible, call ahead to tell the office that the child is on his/her way and send the student with an escort if needed. The principal or designees, then meets with the student and fills out the bottom section of the referral and returns the referral to the teacher's box.

### **Why do we need the High-Level Referral?**

This referral is documentation of students' behavior, which must be kept. It records not only the student's behavior, but also the school's attempts at intervention. The environmental factors and the possible function information in the referral will help staff look for patterns and insights into the causes of behaviors. Information entered into Aeries, can lead to effective intervention including SARB-B referrals, SST/SAT's, or home visits.

### **Playground Citation**

The Playground Citation is written communication between the classroom teacher and staff outside the classroom. This will provide increased consistency throughout the school.

### **What is a Behavior Lesson?**

A behavior lesson is a 10-15 minute lesson that is taught to the class to help directly teach students behavioral expectations.

### **When should the lesson be taught?**

Each lesson is taught on the day listed on the calendar. All teachers are required to teach these lessons as needed and hold their students accountable for the skills taught. Everyone on campus is teaching the lessons to the students on a daily basis at the beginning of the year. The morning announcements will remind all stakeholders of our school expectations and procedures on teaching expectations for the day.

Lesson should be reviewed as necessary throughout the year.

### **Why are these lessons important?**

These lessons are important because they will help our students learn to be safe, responsible, and respectful.

### **Behavior Tours**

Behavior tours are designed to teach students expected behaviors in the authentic environment in which they occur. Each trimester, teachers will take their entire class on a tour around the campus to explain behavior expectations at each sign station. Locations include: computer lab, playground equipment, playground locations, multi-purpose room (lunch and assemblies), etc.

## **Classroom Managed (Minor) Problem Behaviors**

Classroom managed behaviors are “minor” problems that can be redirected quickly without significantly disrupting the flow of instruction or school activity, do not require direct contact with the office, and if performed infrequently would not be considered a problem.

### **Examples of Classroom-Managed “Minor” Problem Behaviors**

- Cheating
- Name calling/teasing
- Running in the walkways
- Being in an unsupervised area
- Disruptive transitions
- Disruptive classroom behaviors
- Littering
- Play fighting/rough play
- Chewing gum/spitting
- Inappropriate displays of affection
- Minor disrespect toward adults/peers

### **Example Staff Provided Consequences**

- State rule/redirect
- Conference with student
- Re-teach rules
- Clean-up duty (for misuse of property or littering the environment)
- Use of partner teacher for time-outs
- Time out in the classroom
- Call parent

- Loss of privileges

## Office Managed (Major) Problem Behaviors

Problem behaviors that are “major” and require being sent to the office include any behavior that places self or others at physical risk, prevents the on-going delivery of instruction, or violates a school rule/expectation.

### **Example Office-Managed Problem Behaviors**

- Physical aggression/fighting
- Harassment/directed abusive language/verbal abuse
- Defiance/disrespectful/insubordination/non-compliance
- Inappropriate touching
- Vandalism/property damage/theft
- The third instance of the same minor behavior problem within the same day.
- Possession of illegal drugs
- Possession of weapons

## Suggested Procedures for Major Problem Behavior

1<sup>st</sup> Incident: Written Referral-Send to the office right away.

## Major Referral Procedures

The teacher must ensure that all parts of the referral are filled in. The student receiving the referral should be sent up to the office with the referral. If needed, send the student to the office immediately and call the office to inform them of the situation. Then fill out the Major referral and send it to the office with another student. The administrator will fill in the

remaining portions of the referral, including the administrator’s decision. The white copy will be kept in the

office and filed in the slot labeled “Major Referrals.” The pink copy should be sent home with the student. We encourage you to include a stamp or line that requires a parent’s signature. The yellow copy is for the teacher’s record.

Remember:

1. DO NOT include any other students’ names on the referral.
2. Write legibly.
3. Spell correctly.
4. Be professional

| Common Areas                            | Arrr Safe   | Arrr Respectful   | Arrr Responsible   |
|---|---|---|--|
| <b>Paths to Classrooms And Walkways</b> | <ul style="list-style-type: none"> <li>· Walk facing forward in a straight line</li> <li>· Keep hands, feet, and objects to self</li> <li>· Use ramps and railings properly</li> <li>· Walk at all times</li> </ul>   | <ul style="list-style-type: none"> <li>· Use kind words and actions</li> <li>· Pick up trash</li> <li>· Wait your turn</li> <li>· Treat others the way you want to be treated</li> </ul>            | <ul style="list-style-type: none"> <li>· Follow school rules and remind others to do the same</li> <li>· Take proper care of all school equipment and personal belongings</li> <li>· Be honest</li> </ul>    |
| <b>Cafeteria</b>                        | <ul style="list-style-type: none"> <li>· Eat only your food</li> <li>· Keep all food to yourself</li> <li>· Sit with feet on the floor, pockets on the bench, and facing table</li> <li>· Raise hand to get help</li> <li>· Get permission to get up</li> </ul> | <ul style="list-style-type: none"> <li>· Allow others to sit next to you as each table fills</li> <li>· Use quiet voices</li> <li>· Use good manners</li> <li>· Treat staff respectfully</li> </ul> | <ul style="list-style-type: none"> <li>· Dispose of all trash appropriately</li> <li>· Clean-up the area around you</li> <li>· Wait patiently to be excused</li> <li>• Keep food in the cafeteria</li> </ul> |

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| <p><b>Play Areas</b></p>                                    | <ul style="list-style-type: none"> <li>· Play only school approved games</li> <li>· Walk to and from playground</li> <li>· Stay within designated area/no hallways during recesses</li> <li>· Play appropriately</li> <li>· Be aware of activities going on around you</li> <li>· Use equipment and materials Appropriately</li> </ul> | <ul style="list-style-type: none"> <li>· Play fairly and use good sportsmanship</li> <li>· Include everyone</li> <li>· Use playground equipment correctly</li> <li>· Use kind words</li> <li>· Share equipment</li> <li>· Walk around other people's games</li> </ul> | <ul style="list-style-type: none"> <li>· Line up immediately after the whistle blows</li> <li>· Use bathrooms and drinking fountains during Recess</li> <li>· Leave wood chips/sand on the ground</li> </ul> |
| <p><b>Restroom</b></p>                                      | <ul style="list-style-type: none"> <li>· Keep feet on the floor</li> <li>· Keep water in the sink</li> <li>· Dispose of paper towels in the trash can and toilet paper in the toilet</li> <li>· Wash hands when finished</li> </ul>  | <ul style="list-style-type: none"> <li>· Give others privacy</li> <li>· Politely knock on stall that appears occupied</li> <li>· Use quiet voices</li> </ul>  | <ul style="list-style-type: none"> <li>· Use designated bathrooms</li> <li>· Flush toilet after use</li> <li>· Return to room or play area promptly</li> </ul>   |
| <p><b>Arrival &amp; Dismissal Areas &amp; Bus Areas</b></p> | <ul style="list-style-type: none"> <li>· Wait patiently in designated areas</li> <li>· Use sidewalks &amp; crosswalks</li> <li>· Walk at all times</li> <li>· Wear bike helmet &amp; walk bike on campus</li> </ul>  | <ul style="list-style-type: none"> <li>· Wait patiently</li> <li>· Pay attention to your surroundings and others</li> </ul>   | <ul style="list-style-type: none"> <li>· Arrive on time</li> <li>· Leave on time</li> <li>· Go directly to your dismissal area</li> <li>· Walk bikes while on campus</li> </ul>                              |
| <p><b>Drinking Fountains</b></p>                            | <ul style="list-style-type: none"> <li>· Wait in line patiently</li> <li>· Use the fountain appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>· Use kind words</li> <li>· Count slowly to 10 when waiting for your turn</li> <li>· Keep your hands to yourself</li> <li>· Keep foreign objects out of fountain</li> </ul>  | <ul style="list-style-type: none"> <li>· Use water for drinking only</li> </ul>  |

|  | <b>Minor: stop the flow of instruction</b>  | <b>Major: send to administrator</b>  |
|--|---|--|
| <b>Defiance<br/>Disrespect<br/>Non-compliance</b>            | <p><i>Low-intensity failure to respond to adult requests</i></p> <ul style="list-style-type: none"> <li>· Not following rules</li> <li>· Rude body language (facial grimace, sigh)</li> <li>· Questioning adult authority</li> <li>· Not doing work after redirection</li> </ul>  | <p><i>Refusal to follow directions, talks back and/or delivers socially rude behavior</i></p> <ul style="list-style-type: none"> <li>· Talking back to challenge authority</li> <li>· Minor behavior escalates</li> </ul>  |
| <b>Disruption</b>  | <p><i>Repeatedly engages in low-intensity but inappropriate disruption</i></p> <ul style="list-style-type: none"> <li>· Talking to neighbor</li> <li>· Passing notes</li> <li>· Calling out answer; Talking out of turn</li> <li>· Bothering another student</li> <li>· Tapping pencil</li> <li>· Wandering around room</li> <li>· Doesn't follow dress code</li> </ul> | <p><i>Behavior causing an interruption in a class or activity</i></p> <ul style="list-style-type: none"> <li>· Yelling, screaming</li> <li>· Throwing objects with malicious intent</li> </ul>   |
| <b>Inappropriate Language</b>                                | <p><i>Low-intensity instance of inappropriate language</i></p> <ul style="list-style-type: none"> <li>· Name calling (shut-up, stupid, dummy)</li> <li>· Cursing</li> <li>· Insulting a peer</li> <li>· Foreign profanity</li> </ul>  | <p><i>Delivers verbal messages that include swearing, name calling or inappropriate words</i></p> <ul style="list-style-type: none"> <li>· Direct insults to a staff member</li> <li>· Racial comments</li> <li>· Oral, written comments, or pictures meant to insult or threaten</li> <li>· Repeated cursing</li> </ul> |
| <b>Physical Contact<br/>Physical Aggression<br/>Fighting</b> | <p><i>Non-serious, but inappropriate physical contact</i></p> <ul style="list-style-type: none"> <li>· Pushing</li> <li>· Game arguments</li> <li>· Hitting, poking, touching, pinching, scratching</li> <li>· Throwing objects at someone with intent</li> </ul>   | <p><i>Actions involving serious physical contact where injury may occur</i></p> <ul style="list-style-type: none"> <li>· Spitting on someone with intent</li> <li>· Biting</li> <li>· Punching</li> <li>· Knocking someone to ground/wall</li> </ul>   |
| <b>Property Misuse<br/>Vandalism</b>                         | <p><i>Low-intensity misuse of property</i></p> <ul style="list-style-type: none"> <li>· Drawing or writing on someone else's paper or possessions</li> <li>· Breaking pencils or crayons</li> <li>· Writing on furniture or textbooks (school property) intentionally</li> </ul>  | <p><i>An activity that results in destruction or disfigurement of property</i></p> <ul style="list-style-type: none"> <li>· Graffiti</li> <li>· Facility damage</li> <li>· Intentional damage to clothing of others</li> </ul>   |

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| <b>Harassment<br/>Tease<br/>Taunt</b> | <i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i> <ul style="list-style-type: none"> <li>· Teasing</li> <li>· Name calling</li> <li>· Exclusion</li> <li>· Dirty looks</li> <li>· Spreading rumors</li> </ul> | <i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes</i> <ul style="list-style-type: none"> <li>· Systematic exclusion</li> <li>· Stalking</li> <li>· Organizing a group to intimidate</li> <li>· Sexual statements; comment about looks</li> <li>· Inappropriate touching</li> </ul> |
| <b>Lying<br/>Forgery<br/>Cheating</b> | <i>Delivers message that is untrue and/or deliberately violates rules</i> <ul style="list-style-type: none"> <li>· Copying neighbor's homework or test</li> <li>· Forgery of parent or teacher signature</li> </ul>   | <i>Delivers message that is untrue and/or deliberately violates rules repeatedly</i>   |
| <b>Theft</b>                          | <i>Isolated instances</i> <ul style="list-style-type: none"> <li>· Taking something without permission</li> </ul>   | <i>Possession of, passes on, or is responsible for removing someone's property without permission</i> <ul style="list-style-type: none"> <li>· Substantial monetary value</li> </ul>   |

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| <b>Library</b>                                 | <ul style="list-style-type: none"> <li>·Keep hands, feet, and objects to self</li> <li>·Walk at all times</li> </ul>  | <ul style="list-style-type: none"> <li>·Use quiet voices</li> <li>·Use rulers for book spacers</li> <li>·Use good manners</li> <li>·Wait patiently for check-out and check-in</li> </ul> | <ul style="list-style-type: none"> <li>·Return books in good condition</li> <li>·Return books on designated library day</li> <li>·Get teacher's permission to visit when library is open</li> </ul> |
| <b>Office</b>                                  | <ul style="list-style-type: none"> <li>·Keep hands and feet to yourself</li> <li>·Use chairs appropriately</li> <li>·Walk at all times</li> </ul>   | <ul style="list-style-type: none"> <li>·Use inside voice</li> <li>·Wait patiently for help</li> <li>·Use good manners</li> </ul>   | <ul style="list-style-type: none"> <li>·State your purpose politely</li> <li>·Return to class promptly</li> </ul>   |
| <b>Assemblies<br/>&amp; Special<br/>Events</b> | <ul style="list-style-type: none"> <li>·Enter MPR/Cafeteria in straight lines</li> <li>·Keep hands and feet yourself</li> <li>·Wait for arrival and dismissal signals/directions</li> </ul> | <ul style="list-style-type: none"> <li>·Use proper audience manners</li> <li>·Sit on your pockets</li> <li>·Sit quietly during presentations</li> <li>·Remove hats and hoods</li> </ul>  | <ul style="list-style-type: none"> <li>·Give presenters your full attention</li> <li>·Clap at appropriate times</li> </ul>  |

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| <b>Computers</b>  | <ul style="list-style-type: none"> <li>·Use keyboard and mouse gently</li> </ul>  | <ul style="list-style-type: none"> <li>·Wait for your turn patiently</li> <li>·Get permission to use</li> </ul>  | <ul style="list-style-type: none"> <li>·Visit appropriate web sites</li> <li>·Use for school purposes only</li> </ul>   |
| <b>Classrooms</b> | <ul style="list-style-type: none"> <li>·Keep work spaces neat and organized</li> <li>·Stay on task</li> <li>·Use materials appropriately</li> </ul> | <ul style="list-style-type: none"> <li>·Celebrate successes</li> <li>·Speak kindly about yourself and others</li> <li>·Dress appropriately</li> <li>·Follow directions</li> <li>·Wait for permission to get out of your seat</li> <li>·Respect other's things and space</li> </ul> | <ul style="list-style-type: none"> <li>·Be a good listener</li> <li>·Give your best effort</li> <li>·Complete all assignments on time</li> <li>·Bring all materials to class</li> <li>·Treat others the way you want to be treated</li> </ul> |

