



# BORLAUG ELEMENTARY

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Dear Borlaug Families,

Positive Behavior Interventions and Support (PBIS) is school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students excel in their learning. The PBIS team introduced the school-wide system at our beginning of the school year Borlaug Bulldog assembly.

As part of the PBIS program, we have established several clear rules for the behavior we expect in all areas of our school. We explicitly teach the expectations to the students and reward them frequently with positive recognition for their great behavior. The expectations for all student behavior are clear throughout our building areas, such as: playground, cafeteria, hallway, and restroom. You will be able to ask your student, "What are the expectations in your school?" "How do you follow those expectations?" "What happens when a teacher sees you following the expectations?" The PBIS framework focuses on being respectful, responsible, and safe which creates a positive school climate.

Our school-wide Borlaug Pledge states, "Borlaug Elementary is a caring community of learners. We respect ourselves and others. We make responsible choices. We are safe at school. We are proud to be the Borlaug Bulldogs! WOOF! WOOF!" Below you will find attached our Borlaug Expectations for behavior in all common areas, as well as additional PBIS information from the Borlaug Parent Handbook.

Our school expectations provide for a safer school environment and give more time for instruction. By detailing every expected behavior and teaching students in a positive way, we provide a common language for everyone in our school, including students, teachers, staff and BASP.

We believe helping students practice good behavior will enhance our school's community and climate where all students can succeed and grow. Please contact us at 688-1155 you have any questions or need further information. Thank you for your support!

Celeste Shoppa, Principal

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**BLACK OF THE SOIL & THE GOLD OF THE GRAIN**

**WE ARE PROUD TO BE THE BORLAUG BULLDOGS – RESPECTFUL • RESPONSIBLE • SAFE**

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**GO BULLDOGS!**



# Behavior Expectations

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## **Positive Behavior Interventions & Supports (PBIS)**

School-wide PBIS is a practice of recognizing the importance of positive relationships in our school. Every student has the right to learn in an environment that teaches, recognizes, and encourages appropriate school behavior. PBIS emphasizes prevention, instruction, and research-based practices for:

1. Establishing and teaching clear expectations for all students in all settings
2. Establishing and teaching clear expectations for all staff
3. Modeling and rewarding these expectations
4. Helping students, families, staff and community members understand and support the diversity of students, including those with the most intense support needs.

The goals of PBIS are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within our school. Schools that have been successful with PBIS develop procedures to accomplish the following:

- Behavior expectations are defined
- Behavior expectations are taught
- Appropriate behaviors are acknowledged
- Behavioral errors are corrected proactively

Please read this information carefully to become familiar with our school-wide expectations. During the first week of school all students and staff will be taught our expectations. Our acknowledgement system will include students receiving "Bulldog Tickets" that will contribute to classroom and school-wide goals. Stay tuned for more information about the progress students make toward these goals throughout the year!

## **Behavior Expectations at Borlaug**

### **Hallway Line Basics**

The hallways will be a safe, neat and orderly place where students and adults interact respectfully and quietly while transitioning to classes or working with others. I walk in a single file line on the right side of the hallway. I walk with my hands by my side. I walk slowly up and down each step. I greet others with a smile and a wave. I am silent and walking in a single file line both inside and outside the building.

### **Playground Expectations**

Recess is a time for positive, safe interactions among students. I follow the rules of the game. I use equipment appropriately. I keep my hands and feet to myself. I ask before joining games and I invite others to join my game. I return equipment. I line up when recess is over.

1. SLIDES : Slide feet first & in same direction
2. SWINGS: Sit and go forward and backward
3. SPACENET RULES : Climb as high as you feel comfortable. If you feel nervous, stop and come down or just go around. Not everyone will want to climb to the top and that's okay. Give others enough space to move. Stay in your own personal space while climbing on the Spacenet. Don't hang upside down. Keep your hands to yourself or on the cable. We don't bounce on the Spacenet. It causes too much movement and others can lose their grip and fall. Climb down to the ground to get off the net—jumping off is not safe and you'll be asked to go play somewhere else for the rest of recess.

The following is a list of activities that are NOT safe at recess

- Hanging from your knees on ANY bars
- Games involving "pretend or fake" fighting
- Jumping out of swings

- Leaving the playground without permission
- Jumping off bars
- Throwing snow
- Sliding or rolling on hills/ice
- “King of the Mountain”

Possible Playground Consequences

- Time out on the playground
- Walk with an adult around the playground
- Removal from a game, activity or piece of equipment
- Pick up litter on the playground
- Loss of recess privilege
- Parent contact
- Behavior Referral form
- See “General Consequences”

**Restroom Expectations**

I respect others’ personal space by keeping my hands and feet to myself. I flush the toilet when I am finished. I wash my hands. I follow the 2:10:10 rule when washing my hands:

- 2: Two pumps of soap
- 10: Scrub hands with soap for 10 seconds
- 10: Rinse hand with water under faucet for 10 seconds

**Lunchroom Expectations**

The lunchroom will be a place where students act in a responsible manner; being respectful to everyone in order to achieve a pleasant, healthy atmosphere for eating.

- I walk upon entering/exiting the lunchroom.
- I stay in Cold Alternate Regular (CAR) order.
- I raise my hand for help.
- I eat my own food.
- I sit and stay seated with my feet under the table.
- I keep the tables and floors clean.

Possible Lunchroom Consequences

- Verbal reminder
- Moved to a different table
- Moved and will help clean the lunchroom during recess
- If the student is unable to regain composure the student will finish eating in the office

**General Behavioral Consequences**

- Complete Behavior Planning worksheet (this is mailed home)
- Parent contacts/meetings
- Teacher/supervisor/student conference
- Behavioral rehearsal/role play
- Restitution
- Make a plan/discuss alternative behavior
- Be involved in conflict resolution with the PAT (Peer Assistance Team) members
- Apologize
- Have a class meeting to discuss ongoing concerns
- Time out on the playground bench
- Missing future recess time
- Community service to Borlaug: pick up litter, work in the lunchroom, etc.
- Other plans as set by the teacher, counselor, or principal

### **Behaviors that will not be tolerated at Borlaug**

Students and staff at Borlaug Elementary School will have a safe environment. Therefore, the following behaviors will not be tolerated and will be dealt with in a most serious manner, as outlined below.

- Intentional injury to students or staff that results in bleeding, bruising, a visit to the health office or a call to the injured person's parent
- Threats to do harm to another, including bullying and verbal harassment
- Racial or derogatory slurs
- Use of inappropriate or offensive language and gestures **directed specifically at** a staff member, student or volunteer
- Intentional damage to property - A student who damages school property or another student's property will be held financially responsible for paying for it. The act of vandalism may also be reported to the police, as well as be subject to disciplinary measures imposed at the school level.
- Issues of weapons, drugs and alcohol will follow district policy as stated in the district handbook. Board policy no. (502.1c) (502.6) A copy is available in the school office.
- Issues of harassment will follow district policy
- Theft/Forgery
- Disruption to learning environment
- Technology violation

### **Consequences for intolerable behavior**

- Student is sent to the office.
- Student fills out Behavior Planning form (with or without adult assistance). One copy of the problem solving form will be filed in the office, one copy is returned to the referring staff member, and one is mailed home.
- Student meets with the principal or principal designee and, if possible, referring staff member.
- Parents are notified with a phone call and by mail of the infraction. The principal or designee has the right to implement the consequence right away if deemed necessary. A parent conference may be called if needed.
- If a conference is needed, it will be held at **earliest** convenience. The infraction and a consequence is discussed and administered as soon as possible.
- Three more infractions within 20 school days will result in all of the above AND at least 1/2 day in-school suspension. Before the suspensions takes place parents will be notified. **NOTE:** It may be determined that a suspension (in or out of school) is needed before the 20th day. The severity of the infraction will determine this. For example, physical aggression resulting in injury to another, severe damage to school property (breaking a window, damaging a computer, etc.) and/or leaving school grounds without permission may result in an immediate suspension. The principal or designee may determine that law enforcement authorities should be called & charges may be filed.
- In cases of physical injury or harassment parents of the victim will be notified.
- Chronic problems not previously addressed may be addressed through parent meetings or office visits, based on teacher judgment.

## EXPECTATIONS BY SETTINGS AT BORLAUG ELEMENTARY SCHOOL

COMMON AREAS	BORLAUG BELIEFS		
	<u>RESPECTFUL</u> I care for myself & others by my words & actions. I treat others the way I want to be treated.	<u>RESPONSIBLE</u> I am in charge of my choices. I do my personal best every day.	<u>SAFE</u> I keep myself & others safe by making healthy choices & solving problems wisely.
<b>Classroom</b>	I follow directions. I raise my hand to get a teacher's attention. I use caring words.	I do my best work. I participate in learning. I have my supplies ready to use.	I keep hands & feet to myself. I use my supplies safely.
<b>Hallway</b>	I have my voice off (Level 0) and walking in a single file line both in and outside the building. I greet others with a smile and a wave.	I walk directly to my destination.	I walk in a single file line on the right side of the hallway. I walk with my hands at my side. I walk slowly up and down each step.
<b>Restrooms</b>	I keep the bathrooms clean. I respect others' personal space. I use a whisper voice (Level 1).	I return to class as quickly as possible.	I wash my hands. I keep my hands and feet to myself.
<b>Lunchroom</b>	I use an inside voice (Level 2). I follow directions of all adults. I raise my hand for help. I use good table manners.	I keep the tables & floors clean. I stay in <u>C</u> old <u>A</u> lternate <u>R</u> egular line order. I sit and stay seated with my feet under the table. I eat my own food.	I walk upon entering and exiting the lunchroom.
<b>Bus</b>	I use a whisper voice (Level 1). I follow directions of the bus driver.	I get on the bus promptly. I am in charge of keeping all my belongings with me.	I keep my hands and feet to myself. I sit and stay in my seat. I walk to and from the bus.
<b>Playground</b>	I follow the directions of all adults. I follow the rules of the game. I ask before joining games, and I invite others to join my game.	I line up immediately at the signal when recess is over. I return equipment quickly.	I use equipment appropriately. I keep my hands and feet to myself.

# Borlaug Elementary School Behavior Plan



## **Borlaug Behavior Plan Purposes**

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1. To teach students the school's belief in being responsible, respectful and safe.
2. To enforce appropriate school behavior and to hold students responsible for their actions.

## **Behavior Referral Form**

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Behavior Referral Forms are given to students when a severe behavior has occurred. These may include physical or verbal threats or confrontations, fighting, intimidation, harassment, vandalism, theft, defiance or other actions deemed inappropriate. These behaviors are considered very serious and appropriate action will be taken. The severity of the consequence increases depending on the number of behavior slips received by the student. Behavior Referrals are also completed for minor behaviors and kept by the teacher. With a pattern of behavior occurring with three minors, a teacher may choose to transition to a major behavior referral for the principal or counselor to process with the student.

## **Behavior Referral Form Procedure**

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### 1<sup>st</sup> Behavior Report

- Principal or counselor and student discuss behavior
- Student develops a plan to improve behavior using the Behavior Planning Worksheet
- Teacher/Principal or counselor will make parent phone call to discuss the behavior concern

### 2<sup>nd</sup> Behavior Report

- Principal or counselor and student discuss behavior
- Student develops a plan to improve behavior using the Behavior Planning Worksheet
- Teacher/Principal or counselor will make parent phone call to discuss the behavior concern

### 3<sup>rd</sup> Behavior Report

- Principal or counselor and student discuss behavior
- Student develops a plan to improve behavior using the Behavior Planning Worksheet
- Teacher/Principal or counselor will make parent phone call to discuss the behavior concern
- If there have been three Behavior Referral Forms within 20 school days, a half day in-school suspension may result

### 4<sup>th</sup> Behavior Report

- Principal or counselor and student discuss behavior
- Student develops a plan to improve behavior using the Behavior Planning Worksheet
- Teacher/Principal or counselor will make parent phone call to discuss the behavior concern
- If there have been three Behavior Referral Forms within 20 school days, a half day in-school suspension may result
- The teacher brings the student to the team PLC to brainstorm different strategies and may choose to place the student on a supplemental plan. The parent is to be contacted and the plan shared.
- If behaviors continue, the teacher or parents may want to consider Student Support Team



# Borlaug Elementary School Behavior Referral Form revised 1.14.13

	Major		Minor #1		Minor #2		Minor #3
Student's <u>Full</u> Name:				Grade:			
Homeroom Teacher:				Referred by:			
Date of Incident:			Time of Incident:			Location of Incident:	
<b>Displayed Behavior</b>				<b>Possible Function of Behavior</b>			
Abusive language/inappropriate language				Obtain peer attention			
Fighting/Physical Aggression				Obtain adult attention			
Lying/Cheating				Avoid task/activity			
Harassment/Bullying - Please complete the Bullying Report Form on the back				Avoid adult			
Defiance/Disrespectful/Non-compliance				Avoid peer			
Disruption				Obtain item/activity			
Forgery/Theft				Don't know			
Weapons/Drugs/Tobacco				Other:			
Vandalism/Arson							
Property Damage							
Technology Violation							
Describe the incident:							

## Behavior Planning Worksheet

What was my below the bottom line behavior?		
Who was affected or hurt by my behavior choice?		
What can I do differently the next time so my behavior stays above the line? My Plan is....		
Student Signature: _____ I AM RESPECTFUL ~ RESPONSIBLE ~ AND SAFE		
<b>Consequence</b>		
Lose recess/privilege	In-school suspension	Time in office
Apologize	Community service	Conference with involved student(s)
Skill instruction	Work in lunchroom	Out of school suspension
Other:		
Completed with: _____ (principal/counselor/teacher) <span style="font-size: small; display: block; text-align: right;">Circle one</span>		