

# Kimball Elementary School Pre K – 5

## Positive Behavioral Interventions and Supports



### Student Handbook

2016 – 2017

*Kimball Elementary School Pre K through 5<sup>th</sup> grade is a place where all students and staff strive for excellence every day.*

## **Positive Behavior Supports Defined**

Positive Behavior Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

### **Why PBIS?**

Behavior is an academic. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

### **Kimball Elementary School Pre K - 5 Building-Wide Expectations**

In accordance with PBIS universal guidelines, the PBIS expectations at Kimball Elementary School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are:

Kimball Kids will

Be Responsible

Be Respectful

Be Safe

Be Fun to Be With

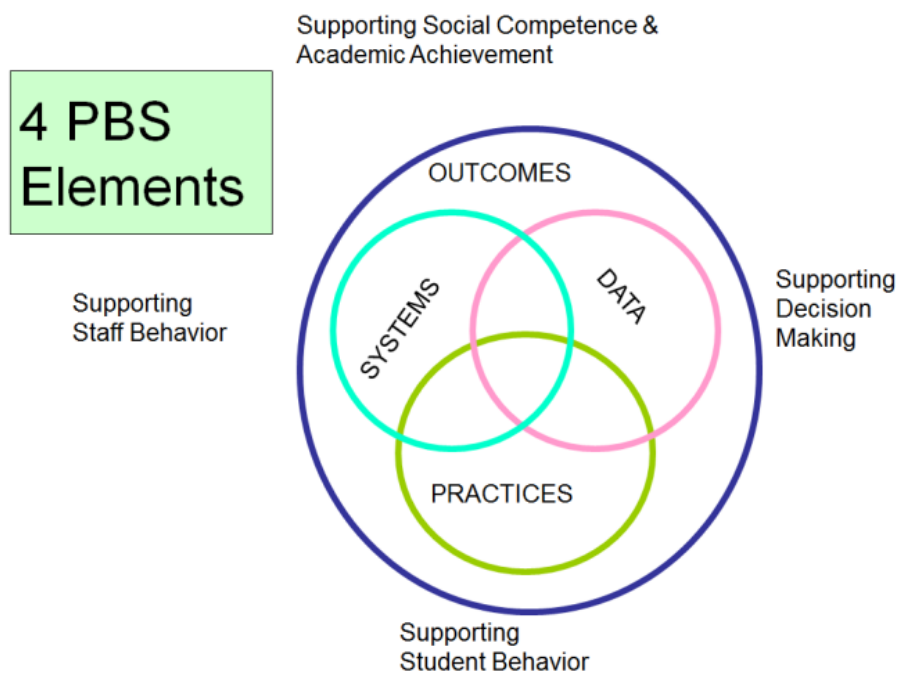
## Kimball Elementary School PBIS Goals

Our ultimate goal is to improve overall school climate and lay foundations for building relationships that will pay dividends in the future. Together through consistency and positive relationships, we will improve the behavior of all students. PBIS aims to decrease behavioral infractions showing year-over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance. We hope to develop a positive school community that teaches everyone the expectations for being a shining Kimball Kid (Be Responsible, Be Respectful, Be Safe, and Be Fun to Be With). By concentrating on positive behaviors, we hope to create and maintain a positive and safe learning environment. Being consistent with addressing students when they do and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

### What Does School-Wide PBIS Emphasize?

[http://www.pbis.org/school/what\\_is\\_swpbs.aspx](http://www.pbis.org/school/what_is_swpbs.aspx)

In general, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



### These four elements are guided by six important principles:

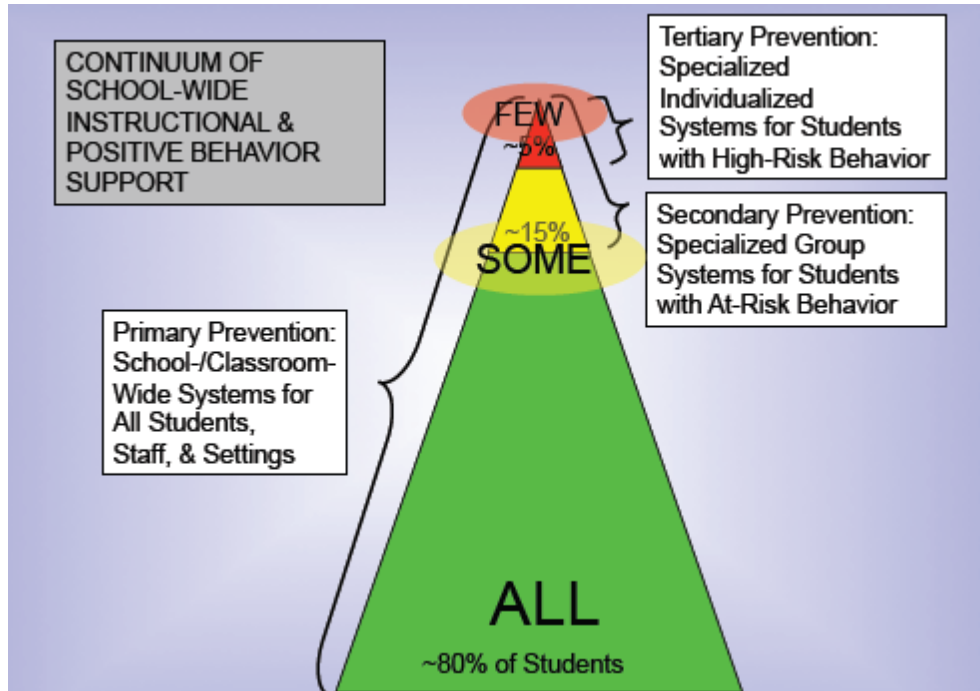
- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

## **All Staff Responsibilities**

1. Teachers will teach, model, and practice each of the building-wide behavioral expectations.
2. Teachers will display and use the classroom expectations based upon the building-wide expectations. (Classroom expectations are to be posted in the classroom on the electronic template provided)
3. Teachers will seek input from students when creating classroom procedures. Students are more likely to buy into the procedures, if they had a hand in creating them.
4. Teachers will utilize the Observed Student Behavior Report on page 20 to track teacher-managed behavior. Information from the form must be added to the WVEIS Discipline Management System within 24 hours.
5. Teachers will utilize the Behavior Contract on page 19 for students who consistently fail to meet PBIS expectations.
6. All staff will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations using informal and formal recognition programs such as Classroom Recognition, Positive Student Referrals, and shining Kimball Kids (Student of the Month nominations).
7. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
8. All staff will observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
9. All staff will talk with students and provide feedback based on the building -wide expectations.

## Continuum of School Wide PBIS

School wide PBIS (SWPBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. Three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).



### PBIS/Leadership Team Members

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**\*All staff members are encouraged to attend PBIS meetings. You do not have to be an identified team member to attend meetings.**

**Kimball Elementary School Pre K – 5  
Expectations/Procedures Matrix**

<b>Expectations Procedures</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>	<b>Be Fun To Be With</b>
<b>All Areas</b>	<ul style="list-style-type: none"> <li>• Obey adults</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Display manners</li> <li>• Display tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Arrive on time</li> <li>• Have all supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Get permission before leaving room or area</li> <li>• Obey all rules</li> <li>• Be fight free in words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Assemblies/Gym</b>	<ul style="list-style-type: none"> <li>• Remain seated</li> <li>• Respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to the assembly</li> <li>• Only talk when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Participate when appropriate</li> <li>• Clap</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>• Close stall doors</li> <li>• Wait your turn</li> <li>• Give privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Flush</li> <li>• Wash your hands</li> <li>• Return to class promptly</li> <li>• Speak with a low voice</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep water and soap in the sink</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Raise your hand when you need anything</li> <li>• Keep your area clean</li> </ul>	<ul style="list-style-type: none"> <li>• Enter cafeteria quietly</li> <li>• Speak softly after all students have been served</li> <li>• Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in seat and face forward</li> <li>• Wait for permission to get up</li> <li>• Follow the directions of the adults on duty</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your friends that are in front or beside you</li> </ul>
<b>Emergencies</b>	<ul style="list-style-type: none"> <li>• Listen to instructions</li> <li>• Refrain from distracting others</li> </ul>	<ul style="list-style-type: none"> <li>• Be alert</li> <li>• Observe all procedures</li> <li>• Assist when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Remain silent</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**Kimball Elementary School Pre K – 5  
Expectations/Procedures Matrix**

<b>Expectations Procedures</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>	<b>Be Fun To Be With</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Be prepared for class</li> <li>• Keep your area clean</li> <li>• Handle school property with care</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive behavior &amp; language</li> <li>• Be considerate of other's feelings &amp; opinions</li> <li>• Listen while others are talking</li> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Follow oral and written directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be a team player</li> <li>• Celebrate everyone's successes</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>• Walk quietly</li> <li>• Look with eyes, not hands</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Be in a straight line</li> <li>• Face forward</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Enter and exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Stand clear of the doorways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Obey all adult supervision</li> <li>• Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Line up promptly</li> <li>• Line up in the correct place</li> <li>• Enter building silently</li> <li>• Go directly to your class</li> <li>• If you wear a jacket or coat do</li> <li>• not take it off</li> </ul>	<ul style="list-style-type: none"> <li>• Leave rocks on the ground</li> <li>• If you wear a jacket or coat do</li> <li>• not take it off</li> <li>• Do not play fight</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair and share</li> <li>• Play nicely with each other</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>• Clean up your area</li> <li>• When we leave mouse on the right,</li> </ul>	<ul style="list-style-type: none"> <li>• Treat technology gently</li> <li>• Sit at assigned station</li> </ul>	<ul style="list-style-type: none"> <li>• Sanitize when we leave</li> <li>• Push in chairs</li> <li>• Walk to line</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate success</li> </ul>

	keyboard on left <ul style="list-style-type: none"> <li>• Stay on designated computer program</li> </ul>	<ul style="list-style-type: none"> <li>• Report any technology abuse</li> </ul>		
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Stay seated at all times</li> <li>• Keep yourself and belongings in your own space</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Use inside voices</li> <li>• Follow request of drivers</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Dispose of trash properly</li> <li>• Be a good role model</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to the bus on time</li> <li>• Keep aisle clear</li> <li>• Turn in bus notes upon arrival to the office</li> </ul>



## **Recognizing Individuals Who Achieve Behavior Expectations**

The Positive Behavior Support team in conjunction with ALL staff members at Kimball Elementary has devised a variety of recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the Kimball Kids PBIS expectations on a daily, weekly and monthly basis.

All staff is responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior. Positive feedback should be expressed 4:1 to constructive feedback.

Our goal is to create a learning environment where students are engaged and successful. Schools should teach, support, and encourage all students to be “self-managers” and students should not “depend” on rewards to behave well. We want students to sustain and expand the skills they learn in school to life experiences beyond school. Rewards can create reduction in desired behavior, especially when (a) delivered globally, (b) delivered in a manner that creates physiological pressure, or (c) when a lesser level of reward is provided (e.g. consequence).

Each morning a quote reflecting a Kimball Kid expectation will be shared during our morning announcements.

### **Classroom/School Wide Acknowledgements:**

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level.

### **Possible Rewards for Good Behavior**

<b>School-Wide</b>		<b>Classroom</b>	
Dances	VIP Table at Lunch	Lunch with Teacher	Homework pass
Lock-Ins	Ice cream Social	Class Dojo Reward	Pick Class Job
Lunch w/Principal	Game Events	Student of the Week	Prize Box
Student of the Month		Team Points	Teacher Assistant for the Day
Pizza Party		Extra i-Pad time	Classwork Buddy

### **No Referral Quarterly Events/ Activities:**

Quarterly events/activities are provided for students who have NO discipline or in-school detention referrals for the quarter. Students will receive an official invitation to the activity approximately one week before the event. Only students that have an invitation are allowed into the event or activity. Event examples are; ice cream social, hot dog roast, pizza party, game event, etc.

### **Positive Referral:**

Teachers and staff are provided with a **Positive Referral** form (Page 18). The form is very similar to the “Disciplinary Referral Form” but has positive behaviors identified. The form is to be used at the teacher’s/staff discretion for those students that have displayed exemplary behavior and dedication. The teacher shall place the completed form in their respective principal’s mailbox. The student will be called to the office to be congratulated. The principal or teacher will contact the student’s parent/guardian to inform them of the positive referral.

### **“No Office-Managed Referral” End of Year Events/Activities:**

The “No Office-Managed Referral” End of Year Event is provided for students who have NO discipline referrals for the entire year. Students will receive an official invitation to the activity approximately one week before the event. Only students who have an invitation are allowed into the event or activity. Teachers/Staff should check that the student has the invitation before releasing them from class. The PBIS team will also provide teachers and staff with a list of students for the event. The 2016-2017 No Referral Yearly Event is scheduled for the last week of school.

### **“A Shining Kimball Kid” Students of the Month:**

Each month one student from each grade level classroom is nominated by their grade level teachers for student of the month based on academic and behavioral excellence. The nomination form is on page 21. Nominations will be given to Mrs. Bailey in the office to be displayed in the lobby of the school and a picture will be taken to be placed in the Welch Daily News and the school webpage. The students will also receive a certificate and a pin to wear for this award. Each student’s parent will be notified by the classroom teacher, as well.

**Staff Acknowledgements:** Procedures to encourage staff participation and improve consistency of implementation.

Criteria:

- Attendance
- Lesson plans turned in on time
- Up-to date sign in logs in the office
- Grades turned in on time
- Grades updated weekly in Live Grades
- PBIS participation
- Performing assigned duties
- Communication with parents

Process:

- Teachers meeting 7 out of 8 criteria will be verbally recognized during Faculty Senate meetings

- Teachers recognized will be announced during morning messages
- Each teacher recognized name will be placed in a box for a gift card drawing at the end of each month.

Student to Student Recognition- Each student has the opportunity to recognize another student for behaviors that good “above and beyond” our identified expectations. Students will simply find these Kimball Kid notes on teacher’s desks and fill it out and recognize that student by giving the note to the teacher.

Teachers will turn these notes into the office and some will be read during morning announcements. These notes will be displayed on a bulletin board outside the office for all students and parents to read.

### Kimball Kid Notes



**Student Demonstrating Outstanding**

**Behavior:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Check Only One:**

- Be Responsible       Be Respectful
- Be Safe                 Be Fun to be With

**Comments:** \_\_\_\_\_

\_\_\_\_\_

## Problem Behavior Definitions

### Kimball Elementary School Behavior Categories and Definitions

\*Adapted from WVDE State Policy 4373

Behaviors	Definitions – Teacher Managed
<b>LEVEL 1: Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.</b>	
Cheating	A student will not plagiarize or copy the work of others or break rules to gain advantage in a competitive situation. Interventions for this inappropriate behavior may include academic sanctions in addition to other discipline.
Deceit	A student will not deliberately conceal or misrepresent the truth, deceive another or cause another to be deceived by false or misleading information.
Disruptive/disrespectful conduct	A student will not exhibit behavior that violates classroom/school rule, results in distraction and obstruction of the educational process or that is discourteous, impolite, bad mannered and/or rude. Behavior is considered disruptive and/or disrespectful if teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
Failure to serve detention	A student will not fail to serve an assigned detention of which students and/or parents/guardian have been notified.
Inappropriate appearance	A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distractive or indecent, to the extent that it interferes with the teaching and learning process, including wearing any apparel that displays or promotes behavior and/or items prohibited by this policy.
Inappropriate display of affection	Students will not engage in inappropriate displays of intimate affection, such as kissing or embracing.
Inappropriate language	A student will not orally, in writing, electronically, or with photographs or drawings, use profanity in general context (not directed toward any individual or group).
Possession of inappropriate property	A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning.
Skipping class	In accordance with WVBE Policy 4110 a student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or by the parent/guardian.
Tardiness	A student will not fail to be in his/her place of instruction at the assigned time without a valid excuse.

Behaviors	Definitions – Office-Managed
<b>Level 2: Disruptive and Potentially Harmful Behaviors- disrupt the educational process and/or pose potential harm or danger to self and/or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.</b>	
Gang Related Activity	A student will not, by use of violence, force, coercion, threat of violence or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district’s educational mission.
Habitual Violation of School Rules or Policies	A student will not persistently, as defined by the county, refuse to obey the reasonable and proper orders or directions of school employees, school rules or policies.
Insubordination	A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination, unruly conduct.
Leaving School Without Permission	A student will not leave the school building, campus of school activity for which the student is enrolled without permission from authorized school personnel.
Physical Fight Without Injury	A student will not engage in a physical altercation using blows in an attempt to harm or overpower another person or persons.
Possession of Imitation Weapon	A student will not possess any object fashioned to imitate or look like a weapon.
Possession of Knife not meeting Dangerous Weapon Definition	A student will not possess a knife or knife-like implement under 3 ½ inches in length. West Virginia Code §61-7-2 clarifies that a pocket knife with a blade 3 ½ inches or less in length, a hunting or fishing knife carried for sports or other recreational uses, or a knife designed for use as a household implement shall not be included within the term “knife” as defined as a deadly weapon unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.
Profane Language/Obscene Gesture/Indecent Act Toward...An Employee or A Student	A student will not direct profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This inappropriate behavior includes but is not limited to, verbal, written, electronic and/or illustrative communications intended to/offend and or humiliate.
Technology Misuse	A student will not violate the terms of WVBE Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators.

Behaviors	Definitions – Office-Managed
<b>LEVEL 3: Imminently Dangerous, Illegal and/or Aggressive Behaviors- are willfully committed and are known to be illegal and/or harmful to people and/or property.</b> The principal shall address these inappropriate behaviors in accordance with WV Code.	
Battery against a Student	A student will not unlawfully and intentionally injure another student.
Defacing School Property/Vandalism	A student will not willfully cause defacement or of damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.
False Fire Alarm	A student will not knowingly and willingly set off a fire alarm without cause.
Fraud/Forgery	A student will not deceive another or cause another to be deceived by false or misleading information or sign the name of another person in order to obtain anything of value or defraud authorities.
Gambling	A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized by school functions.
Hazing	A student will not haze or conspire to engage in the hazing of another person. “hazing” means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons to destroy or remove public or private property for the purpose of initiation or admission into affiliation with or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.
Larceny	A student will not, without permission, take another person’s property or have another person’s property in his or her possession. Property valued at \$1,000 or more will increase this behavior to a Level 4 because it is considered a felony in accordance with West Virginia Code.
Sexual Misconduct	A student will not publicly and indecently expose themselves, display or transmit any drawing or photograph of a sexual nature, or commit an indecent act of a sexual nature on school property, on a school bus or at a school sponsored event.
Threat of Injury/Assault Against...An Employee A Student	A student will not threaten (verbal or written) or attempt to injure another student, teacher, administrator or other school personnel. This includes assault on a school employee defined in West Virginia Code.
Trespassing	A student will not enter upon the premises of the county school system property, other than to the location to which the student is assigned, without authorization from proper school authorities.

<p>Harassment/Bullying Intimidation</p>	<p>A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, “harassment, intimidation or bullying” means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that:</p> <ul style="list-style-type: none"> <li>• A reasonable person under the circumstances should know will have the effect of harming a student, damaging a student’s property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property.</li> <li>• Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or</li> <li>• Disrupts or interferes with the orderly operation of the school.</li> </ul> <p>An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device.</p> <p>Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion, ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression, physical appearance; sexual orientation; mental;/physical developmental/sensory disability; or other characteristic.</p> <p>When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows: Sexual Harassment consists of sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:</p> <ul style="list-style-type: none"> <li>• Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or</li> <li>• Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education; or</li> <li>• Creating an intimidating, hostile or offensive employment or educational environment</li> </ul> <p>Sexual harassment may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal harassment of a sexual nature or abuse;</li> <li>• Pressure for sexual activity</li> <li>• Inappropriate or unwelcome patting, pinching or physical contact;</li> <li>• Sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an</li> </ul>
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	<p>individual's employment or educational status;</p> <ul style="list-style-type: none"> <li>• Behavior, verbal or written words or symbols directed at an individual because of gender; or the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities.</li> </ul> <p>Racial harassment consists of physical, verbal or written conduct relating to an individual's race when the conduct:</p> <ul style="list-style-type: none"> <li>• has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;</li> <li>• has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or otherwise adversely affects an individual's employment or academic opportunities.</li> </ul> <p><u>Religious/ethnic harassment</u> consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct:</p> <ul style="list-style-type: none"> <li>• has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;</li> <li>• has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance or otherwise adversely affects an individual's an individual's employment or academic opportunities.</li> </ul> <p><u>Sexual Violence</u> is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex.</li> <li>• Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;</li> <li>• Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or</li> <li>• Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another</li> <li>• Threatening or forcing exposure of intimate apparel or body parts by removal of clothing.</li> </ul> <p><u>Racial violence</u> is a physical act of aggression or assault upon another because of, or in a manner reasonably related to race.</p> <p><u>Religious/ethnic violence</u> is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.</p>
<p>Imitation Drugs: Possession, Use, Distribution or Sale</p>	<p>A student will not possess, use, distribute or sell any substance that is expressly represented or implied to be a controlled substance or simulate the effect and/or the appearance (color/shape, size and markings) of a controlled substance.</p>



Inhalant Abuse	A student will not deliberately inhale or sniff common products found in homes, schools and communities with the purpose of “getting high.” The action may be referred to as huffing, sniffing, dusting and/or bagging.
Possession/Use of Substance Containing Tobacco and/or Nicotine	A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine in any building/area under the control of a county school system, including all activities or events sponsored by the county school district.

Behaviors	Definitions – Office-Managed
<b>LEVEL 4: Safe Schools Act Behaviors- are consistent with those addressed in West Virginia Code- Law required that the principal, superintendent and county board address Level 4 behaviors in a specific manner as outlined in West Virginia Code §18A-5-1A</b>	
Battery Against a School Employee	A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee as outlined in West Virginia Code §61-2-15 (b)
Felony	A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in West Virginia Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson (West Virginia Code §61-3-1), malicious wounding and unlawful wounding (West Virginia Code §61-2-9), bomb threat (West Virginia Code §61-6-17), Sexual Assault (West Virginia Code §61-8B-3), terrorist act or false information about a terrorist act, hoax terrorist (West Virginia Code §61-6-24) and grand larceny (West Virginia Code §61-3-13).
Illegal Substance Related Behaviors	A student will not unlawfully possess, use, be under the influence of, distribute or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, marijuana, narcotics, another substance included in the Uniform Controlled Substances Act as described in West Virginia Code §60A-1-101, et seq. or any paraphernalia intended for the manufacture, sale and/or use of illegal substances in any building area under the control of a county school district. This includes violations of WVBE Policy 2422.8 – Medication Administration and instances of prescription drug abuse.
Possession and/or Use of Dangerous Weapon	According to West Virginia Code §18A-5-1a(a) a student will not possess a firearm or deadly weapon as defined in West Virginia Code §61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code §61-7-11a. As defined in West Virginia Code §61-7-2 a “dangerous weapon” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

**\*Interventions and Consequences may be found in WVDE State Policy 4373 pages. 45-55**

**Kimball Elementary School Pre K – 5  
Positive Student Referral**



<b>Student Name:</b>	<b>Date Issued:</b>
<b>Referred by:</b>	<b>Grade:</b>

The purpose of this notice is to inform you of a positive behavior involving your student. Please review the details of the incident and the action taken by the school administration.

**Positive Behavior: (Kimball Kids)**

Be Responsible     Be Respectful     Be Safe     Be Fun to be With

Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Actions Taken by Staff Prior to This Notice:**

Student Thanked     Parent Notified     In-class Reward  
 Student of the Month Nomination  
 Other (Please Explain): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# KES Pre K – 5

## Behavior Contract

\_\_\_\_\_ will begin this contract on this date \_\_\_\_\_  
to help in assuring his/her success. This contract will be used to assist in determining their future  
at Kimball Elementary School Pre K – 5.

**Behavior Expectations** (Focus on one behavior at a time & tie to Tier 1 Expectation –  
Kimball Kids):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Privileges/Reinforcements for meeting the conditions of the contract:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Consequences/Restrictions for failing to meet the conditions of the contract:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Special Note: The rewards and consequences mentioned above are null and void if student commits an act that  
would require a suspension and/or expulsion. This will be determined by the school policy and administration.

By signing this contract all parties agree to the stipulations in the document and will follow  
accordingly. The following contract will be reviewed by the student, parent/guardian, counselor  
and principal on the following date and time: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Student)                      Date

\_\_\_\_\_  
(Signature of Parent/Guardian)                      Date

\_\_\_\_\_  
(Signature of Principal)                      Date

\_\_\_\_\_  
(Signature of Teacher/Counselor)                      Date

# Kimball Elementary School Pre K – 5 Observed Student Behavior Report Teacher-Managed (Minor Behavior) Tracking Form, LEVEL 1

This form is used to document a recurring behavior incident. The student has been given a warning and re-taught expectation and specific rule concerning the infraction prior to recording on this form.

**Enter incidents within 24 hours into the WVEIS Discipline Management System.**

**This is not a referral, but continuation of this behavior may result in an office discipline referral.**

<b>Student:</b> _____	<b>Teacher:</b> _____	<b>Grade:</b> _____	<b>Gender:</b> _____
<b>INCIDENT TYPE (Check One):</b>			
<b>Be Responsible</b> <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Cheating (requires academic sanctions) <input type="checkbox"/> Deceit <input type="checkbox"/> Inappropriate appearance <input type="checkbox"/> Falsifying identity	<b>Be Respectful</b> <input type="checkbox"/> Disruptive/disrespectful conduct <input type="checkbox"/> Harassment/Tease/Bully <input type="checkbox"/> Technology Misuse* <input type="checkbox"/> Inappropriate Displays of Affection	<b>Be Safe</b> <input type="checkbox"/> Danger to self <input type="checkbox"/> Danger to others <input type="checkbox"/> Leaving room w/o permission <input type="checkbox"/> Not Obeying rules	<b>Be Fun to be With</b> <input type="checkbox"/> Lack of participation/inappropriate <input type="checkbox"/> Not being a team player <input type="checkbox"/> Fair/Share <input type="checkbox"/> Other: _____

**Discuss and conference on the expectation and write in the student's planner:**

**Date:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**2<sup>nd</sup> Observation of Behavior**      **Date:** \_\_\_\_\_      **Time of Incident:** \_\_\_\_\_      **Location:** \_\_\_\_\_

* INTERVENTION (Check One):	Possible Motivation (Check One):	Others Involved (Check One):
<input type="checkbox"/> Student conference/contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Phone parent/guardian <input type="checkbox"/> Extra time spent of task <input type="checkbox"/> Counselor/Social Worker Referral	<input checked="" type="checkbox"/> Lunch Detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Parent/Guardian Phone Call    **Date:** \_\_\_\_\_      **Time:** \_\_\_\_\_

Comments: \_\_\_\_\_

**3<sup>rd</sup> Observation of Behavior**      **Date:** \_\_\_\_\_      **Time of Incident:** \_\_\_\_\_      **Location:** \_\_\_\_\_

* INTERVENTION (Check One):	Possible Motivation (Check One):	Others Involved (Check One):
<input type="checkbox"/> Student conference/contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Phone parent/guardian <input type="checkbox"/> Extra time spent of task <input type="checkbox"/> Counselor/Social Worker Referral	<input checked="" type="checkbox"/> Lunch Detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

\* Refer to Behavior Intervention Manual for additional interventions

Parent/Guardian Phone Call    **Date:** \_\_\_\_\_      **Time:** \_\_\_\_\_

Comments: \_\_\_\_\_

**A new behavior form must be started, if there is more than 30 days between incidents.**

**4<sup>th</sup> Incident Offense:** Enter a formal discipline referral into the WVEIS Discipline Management System. **DO NOT SEND THE STUDENT TO THE OFFICE, if class can continue.**

# A Shining Kimball Kid



## Student of the Month Nomination Form

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Referring Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Student nominated must meet the following criteria for their class:**

- Perfect Attendance for the month
- Classwork completed
- Satisfactory grades or improvement in grades
- No office-managed discipline referrals

The students will have their student of the month bulletin board at the main entrance of the school, published on the school website; receive a certificate and a pin. Each student's parent will be notified, as well.





