

Banta School
An Agricultural Science School
Student Handbook



Banta School:
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School-wide
Positive Behavior Plan
Handbook
2020-2021

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Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!

This handbook provides information about the policies and procedures of our School-wide Positive Behavior Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Positive behavior plays a huge role in a child's education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve the most positive learning environment to achieve academic success. Therefore, this school-wide positive behavior plan will be in effect at all times.

Banta School School-wide Positive Behavior Plan

What is a School-wide Positive Behavior Plan?

A School-wide Positive behavior plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

What are the benefits of a School-wide Positive Behavior Plan?

A systematic approach to Positive Behavior enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and positive behavior in the classroom. This plan includes positive rewards. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

If your child's teacher contacts you about a positive behavior concern for your child, please be supportive and responsive to work with us, so that your child's behavior has a positive outcome.

Be Respectful

Be Responsible

Be Ready

Beliefs Related to Positive behavior at Banta School:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every positive behavior is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught and modeled throughout the school year.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

The Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Positive Behavior Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Positive Behavior Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

Administrators will:

- Support the teachers in this new system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-positive behavior
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through school-wide newsletters, classroom teacher's updates, the school website, parent meetings and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.

Banta School's school-wide plan will be successful because it is based on a commitment to each child's success, to easy-to-follow school rules and to consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and positive behavior without compromising school-wide policies, expectations and consistency.

Parent's Commitment

Parents will:

- Reinforce the School-wide Positive behavior Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

Student's Commitment


Students will:

- Follow the School-wide Positive behavior Plan
- Maintain high behavioral expectations
- Accept responsibility for your behavior
- Set personal goals and work hard to achieve them

Behavioral Expectations

The following chart explains Banta School’s Behavioral Expectations. At the beginning of the year students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

Banta Expectations Matrix

 <p>BANTA SCHOOL Agricultural Sciences Magnet</p>	Classroom & Specials	Hallway & Common Areas	Drop-Off & Pick-Up	Cafeteria	Bathrooms	Playground	Assembly
RESPECT	<ul style="list-style-type: none"> → raise your hand → whole body listening → use good manners → Use Kind Words → Be helpful 	<ul style="list-style-type: none"> → Hands at side → All eyes forward → Lower your voice → (Locked lips?) → Low speed → 	<ul style="list-style-type: none"> → be aware of others → students stay behind the red line until entering vehicle → respect neighbors' driveways 	<ul style="list-style-type: none"> → inside voices → wait your turn → follow directions → Say Please and Thank you 	<ul style="list-style-type: none"> → inside voices → knock on the door before entering a stall → allow privacy and personal space → wait your turn → Use Kind Words → 	<ul style="list-style-type: none"> → take turns → share equipment → care for equipment → Include others → Be a good sport 	<ul style="list-style-type: none"> → sit appropriately → whole body listening → stop talking when attention getter used (<i>R.O.A.R.S. ... Dragons</i>)
RESPONSIBILITY	<ul style="list-style-type: none"> → ask permission → be honest → make smart choices → use materials appropriately → clean-up when finished 	<ul style="list-style-type: none"> → go to your destination quickly and quietly 	<ul style="list-style-type: none"> → exit/enter vehicle in a timely manner → pull car all the way forward to designated spot. → 	<ul style="list-style-type: none"> → remain at your table while eating → immediately and accurately report problems 	<ul style="list-style-type: none"> → report problems to an adult → return promptly back to class 	<ul style="list-style-type: none"> → use equipment properly → put equipment away after use → report problems to an adult 	<ul style="list-style-type: none"> → sit flat on your bottom → clap appropriately
READY	<ul style="list-style-type: none"> → chair legs on the floor → hands and feet to yourself → walking feet → use materials appropriately 	<ul style="list-style-type: none"> → hold door → keep to the right → follow HALL 	<ul style="list-style-type: none"> → walking feet → pay attention at the crosswalks → don't stop in the middle of the road 	<ul style="list-style-type: none"> → walking feet with eyes forward → bottom in chair → wait your turn → hands and feet to yourself → eat your own food 	<ul style="list-style-type: none"> → keep water in the sink → wash hands → keep hands and feet to yourself 	<ul style="list-style-type: none"> → play in allowed areas → call an adult for help → hands and feet to yourself 	<ul style="list-style-type: none"> → walking feet → hands and feet to yourself → enter & exit through correct door

Defining Unacceptable Behaviors

There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the counselor or principal. *(See flowchart on page 14)*

The following table defines minor and major behavior concerns.

	Minors: Teacher/Staff Managed	Majors: Office Managed
Property	<ul style="list-style-type: none"> ● Taking things without permission (minor items) ● Misuse of school, personal, or other's property 	<ul style="list-style-type: none"> ● Intentional & malicious destruction of property ● Stealing (major items)
Language	<ul style="list-style-type: none"> ● Disruptive language not suited for school use 	<ul style="list-style-type: none"> ● Blatant swearing ● Offensive, harassing, or threatening language ● Repeated disruptive language or intentional disruption of learning
Disruption	<ul style="list-style-type: none"> ● Disrupting class ● Talking at inappropriate times 	<ul style="list-style-type: none"> ● Student learning is interrupted due to disruptions ● Out of control behavior ● Repeated disruption and intentional disruption
Disrespect to Staff	<ul style="list-style-type: none"> ● Inappropriate response to teacher/staff's request ● Not following instructions ● Non-participation ● Lying 	<ul style="list-style-type: none"> ● Blatant defiance or refusal ● Cheating or producing authentic work

Disrespect to Students	<ul style="list-style-type: none"> • Being bossy • Put downs 	<ul style="list-style-type: none"> • Consistent bullying • Verbal assault • Disrespect for differences: racial, gender, political, religious, disability
Physical Contact	<ul style="list-style-type: none"> • Inability to keep hands or body to self 	<ul style="list-style-type: none"> • Fighting • Physical assault • Intentionally causing harm to others
Campus Rules	<ul style="list-style-type: none"> • Running in hallways or on playground • Running up the slide • Not freezing • Misuse of bathroom facility 	<ul style="list-style-type: none"> • Deliberately disobeying teacher/staff when reminded of rules

Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide positive behavior plan they will receive consequences based on the philosophy of progressive positive behavior . Progressive positive behavior uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses. Ultimately, we use these opportunities to teach lessons and educate students on appropriate responses to a variety of situations. Education doesn't stop in the classroom. We will use the positive method to continue that education in situations of social challenges.

Minor behavioral issues will be handled by the teacher (classroom, art, music or phys ed). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

- Redirection
- Removal to a "time out" area within the classroom
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Teacher detention (morning or afternoon)
- Removal to another setting (no longer than 30 minutes)

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Referral to Positive behavior Team to develop a behavior improvement plan
- Alternative recess (only used when issue takes place during recess)
- Detention (morning/afternoon)
- In-house suspension – alternative setting/alternate classroom with work
- Suspension (in-school or out of school)
- Referral to school counselor
- Referral to district social worker
- Referral to School Resource Officer

Positive Support System

This component of the school-wide positive behavior plan is to recognize students for meeting school behavioral expectations. Four incentive programs will be in place to acknowledge students who meet our expectations. The incentive programs are:

PRIDE Award Assemblies

Up to four students per teacher will be recognized for exhibiting the Character Counts monthly goal for positive character. Parents of students receiving Character of the Month will be invited to attend the award ceremony.

Positive Tickets

Each individual child will be able to earn a ‘positive tickets’ when demonstrating one of our Character Counts expectations, or positive traits. These tickets can be given by administration and staff. After receiving a ticket the student’s name will then go into a classroom tub. At the end of the month those tickets in the classroom tub will then be placed in a grade level tub in the front office. Kids names will be chosen from each grade level tub to earn a non-monetary prize.



BANTA SCHOOL
Agricultural Sciences Magnet

I, _____, have read and understand the expected positive behavior on campus and the consequences if I do not follow these measures.

Signature of Student

Date

Parent/Caregiver of Student

Date

