Dear Rashkis Families,
It is a pleasure to welcome you to a brand new school year at Rashkis Elementary School! We are excited to be involved in learning with your child and look forward to a very positive year!

As some of you know, Rashkis uses a process called Positive Behavior Intervention & Support (PBIS), designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to be safe, respectful, responsible learners. This defining, teaching, and supporting of appropriate student behavior creates a positive school environment for all.

We believe in this process and its benefit for children and want to invite you to be a part of Positive Behavior Intervention & Support at Rashkis. One way you can do this by read through this handbook to acquaint yourself with the process and the language we use with children as we teach and reinforce appropriate social skills.

Inside this handbook you will find a listing of our expectations, information about R.O.A.R.S. cards, routines we teach, the continuum of intervention, which is the process we use when a student is not meeting expectations, and our comprehensive matrix of expectations for all areas of our school.

As always, if you have questions or suggestions, please contact our PBIS Coach: Candice Norwood or me. Our faculty and staff look forward to working with you to help your child have a very successful school year!

Sincerely,

Deshera Mack
Principal
RASKIS ELEMENTARY SCHOOL EXPECTATIONS

Rashkis...

Respectful
Organized
Active Leaners
Responsible
Safe

These expectations are designed to help create a climate of cooperation, academic excellence, respect and safety at Rashkis. All behavior expectations will be taught in the context of these expectations. The power of this process is the continuity of the expectations and the common language used by parents and staff. All students will hear the same expectations from all adults.

The expectations are based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students. The guiding principles are:

- Clear expectations for student behavior.
- Clear and consistent strategies for teaching appropriate behavior.
- Clear and consistent strategies for encouraging appropriate behavior.
- Clear and consistent consequences that discourage inappropriate behavior.
- A support system and individual behavioral programs for students with unique or exceptional needs.
- Clearly designed methods for evaluating and revising the Expectations.
- Clear plans and strategies for communicating the characteristics and philosophy of the behavior plan to students and parents.

This fits perfectly into our first week of setting classroom expectations. As your child and his or her teacher generated specific classroom rules/skills you will be able to guide their understanding of the EXPECTATIONS...

Respectful...Organized...Active Leaners...Responsible...Safe

By helping our students become familiar with the expectations of the building and the classroom, we will establish a positive learning climate, promote a sense of community and keep our students safe.
Encouraging Expected Behavior

Establishing an ongoing school-wide system for giving students performance feedback is one of the keys to Positive Behavior Intervention & Support. Our goal is to give students REGULAR, SPECIFIC AND POSITIVE feedback to support them in meeting the identified academic and social/behavioral expectations at Rashkis.

Why REGULAR, SPECIFIC, AND POSITIVE?

- Feedback helps create a positive and predictable environment.
- A positive environment provides a higher ratio of positive to negatives
- A positive environment is one in which compliance receives more attention than non-compliance
- Students in a classroom with higher ratios of positives to negatives will have increased compliance and increased time in learning. (students demonstrate the behavior we give the most attention to).

Feedback should be:

- Contingent on student meeting expectations whether academic or behavioral
- Specific about what behavior met the expectation
- Genuine in tone and intent (no sarcasm)

Examples:

- “Everyone at this table is working quietly. That’s being respectful. Way to go.”
- “Great job walking quietly in the hallway. You are helping others learn. Thank you.”

The critical element of any incentive system is not the token, or tangible, but, rather the social acknowledgement and interaction between the student and the school. When teachers provide a token, they are instructed also to state the specific social skill that is being rewarded (“I noticed you were using your words to solve the problem”), state what larger school rule the student was following (“You were respecting others by managing the situation in a peaceful manner”) and provide a social acknowledgement (“excellent job”). The emphasis is once again placed on the instructional sequence of pairing student behavior with predictable social outcomes (e.g. adult approval, access to privileges) and building proactive social relationships.
Positive Performance Feedback

R.O.A.R.S Cards

R.O.A.R.S. Cards are the school-wide tangible feedback system Rashki teachers and staff use to support learning.

R.O.A.R.S. Cards are utilized to:

- Teach new skills
- Reinforce (boost) previously learned skills
- Increase building awareness (teacher, staff, and students) of the ROARS expectations

Once a class has earned 20 R.O.A.R.S. Cards the class will be presented with a certificate and have their picture taken and displayed under the big ROARS letters in the cafeteria. After a class receives five (5) certificates they will be given a banner to be placed outside their class door.

Other forms of feedback:

- Morning announcements
- Signs around the building
- Verbal and non-verbal regular, specific and positive feedback
- Classroom posters, pictures and signs
- Expectation and skill review
- Classroom incentives (individual and whole group)

Please remember:

Children are not born intrinsically motivated. This level of development is achieved as the child moves through the developmental cycle. As with academic progress, if the child misses key milestones or components of learning there will be gaps in his or her achievement (social/emotional/behavioral, speech, motor and academic). As with all teaching, we start where the child indicates they need us to start. We provide the scaffolding they need to learn the skill, including independent utilization of the skill. Then we gradually remove the supportive structure.
Continuum of Interventions:

At Rashkis we want all students to be engaged and focused learners. However, from time to time problem behaviors occur. When problem behaviors occur we use a Continuum of Interventions to help students achieve the desired behaviors.

**Universal Interventions:**
- School-Wide rules and procedures
- Systematic reinforcement procedures
- Recognition of accomplishments

**Targeted Group Interventions:**
- Social Skills Instruction
- Reinforcement of specific skills

**Intensive Individual Interventions**
- Individual Positive Behavior Support Plans
# Rashki's School-Wide ROARS Expectations

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<tbody>
<tr>
<td>Respectful</td>
<td>Respect everyone</td>
<td>Use an inside voice, “0”</td>
<td>Zero voices, “0”</td>
<td>Include everyone</td>
<td>Give others privacy</td>
<td>Use an inside voice, “2”</td>
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<tr>
<td></td>
<td>Respect property</td>
<td>Keep hands and feet to yourself</td>
<td>Keep hands and feet to yourself</td>
<td>Show good sportsmanship</td>
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<td></td>
<td>Speak to each other in a positive manner</td>
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<td>Organized</td>
<td>Be prepared</td>
<td>Get all you need when you go through the line</td>
<td>Keep hands &amp; belongings by your side</td>
<td>Return recess equipment</td>
<td>Throw trash away</td>
<td>Board in a single file line</td>
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<td></td>
<td>Keep classroom neat &amp; orderly</td>
<td>Stay in line</td>
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<td>Keep bathroom clean</td>
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<tr>
<td>Active Learners</td>
<td>Be on task</td>
<td>Include everyone</td>
<td>Watch where you are going</td>
<td>Line up at first signal</td>
<td>Use zero voices, “0”</td>
<td>Remain seated with feet on floor and out of aisles</td>
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<td></td>
<td>Follow class rules</td>
<td>Recognize No Peanut tables</td>
<td>Use a hall pass when not with your class</td>
<td>Agree on rules before playing game &amp; follow rules during game</td>
<td>Pull one paper towel at a time</td>
<td>Keep hands, feet &amp; belongings inside bus and to yourself</td>
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<tr>
<td>Responsible</td>
<td>Follow classroom rules</td>
<td>Clean up trash</td>
<td>Go directly to your destination</td>
<td>Gather your belongings (lunch boxes, jackets)</td>
<td>Use bathroom for intended purposes</td>
<td>Report problems to the bus driver</td>
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<td></td>
<td>Participate in class</td>
<td></td>
<td>Keep hall clean</td>
<td>Keep hands, feet &amp; objects to yourself</td>
<td>Take all belongings with you when you leave (lunch boxes, jackets)</td>
<td>Follow school rules while waiting at the bus stop</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet &amp; objects to yourself</td>
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<tr>
<td>Safe</td>
<td>Use supplies properly</td>
<td>Walk Remain in seat until dismissed</td>
<td>Walk &amp; move carefully</td>
<td>Use equipment properly</td>
<td>Use good hygiene</td>
<td>Stay under awning until bus stops</td>
</tr>
<tr>
<td></td>
<td>Follow teachers instructions</td>
<td>Walk on the right side</td>
<td>Walk with a buddy</td>
<td>Stay in approved areas</td>
<td>Wash hands with soap &amp; water</td>
<td>Remain in your seat</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Walk safely</td>
<td>Good behavior</td>
<td>Remain on marked spot until instructed</td>
</tr>
</tbody>
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