Athens Elementary PBIS Behavior Initiative Summary

AES has been working on implementing the concept of PBIS (Positive Behavioral Intervention and Support) to promote and maximize academic achievement and behavioral competence. PBIS is a school-wide strategy for helping all students achieve important social and learning goals. Some examples of progress include posting above-the-line behavior expectations and appropriate voice level posters throughout the school, utilizing Fix-It plans, and engaging in conversations with students. When good behavior, strong teaching, and positive parental support come together, students will excel in their learning.

As part of the PBIS framework, clear rules have been established for the above-the-line behaviors expected in all areas of our school. These expectations are expanded in our AES Above-the-Line Behavior Expectations Matrix, which is included in this handbook. Above-the-Line expectations for all student behaviors will be clear throughout the school and are to provide a school environment where more time is spent instructing and less time is spent disciplining. These expectations, as well as the expected common language, will be taught to students during classroom meetings, assemblies, Second Step lessons and during review activities.

A variety of opportunities are available for positive, above-the-line behaviors to be acknowledged. Some examples include verbal recognition, Good News Jar tickets, Soaring Above the Line certificates, classroom incentives, and character award assemblies.

Behavior concerns may be addressed in a variety of ways including communications from teachers or principal, referral form, Fix-It, behavior reflection form, or a combination of methods. Positive parent communications and supports are a key factor in supporting the PBIS system at AES.

PBIS is an ongoing process and parent patience, support, and understanding are vital as we continue to adjust our system to make it the most effective system possible to support student success.

Goals of PBIS at Athens Elementary

- Create positive culture in all learning environments
- Improve quality of the school/education experience for all students
- Promote consistent expectations for all students, staff, and parents
- Promote positive communications between students, staff, and parents
- Promote positive behavior in all learning environments
- Promote problem-solving, decision-making, choices, and responsibility
- Empower decision-making utilizing behavior data
- Celebrate student and staff success

Key Features of PBIS at Athens Elementary

(PBIS - Positive Behavioral Interventions & Support)

Research has shown that a successful PBIS system not only improves school culture but will also improve academic performance.

- **Clearly defined expectations:** demonstrate and provide supported practice for clearly defined expectations of safe, respectful, and responsible behavior. All students will be taught the expectations in multiple settings throughout the school, including the playground and school bus.

- **Positive learning culture:** promote and create a more positive culture in the entire learning community.

- **School culture evaluation:** continually evaluate school culture to make adjustments, if needed, to effectively support social and emotional needs of all students.

- **Professional development:** staff will participate in continual professional development to strengthen our PBIS model.

- **Aligned curriculum materials:** continue to implement curriculum materials, such as the Second Step social-emotional program, to encourage appropriate behaviors and optimize learning.

- **Proactive approach:** ensure students are taught expectations to avoid reacting to negative behaviors without students having prior knowledge of expectations. These supports align to the SELS (Social Emotional Learning Standards).

- **Individualized supports:** individualized behavior plans, to target recurring problem behaviors, will be implemented as needed for individual support through a team approach.

- **Celebrate success:** promote and celebrate the academic and behavioral success of all students at school and at home. Celebrate and reinforce positive behaviors.

- **Citizenship growth:** all behavior situations are opportunities for all students to grow, learn, and develop characteristics for positive citizenship.

Family Engagement

It is vital to promote families as partners in student success and promote the importance of continual positive family engagement. Research has linked family engagement to positive academic and behavior outcomes for students. Communications between home and school are vital in providing consistent, reasonable expectations and environments for student success. A team approach is highly encouraged between school and home, especially when supporting students in practice of positive behaviors and when needing to take responsibility for behavior.

Examples of Positive Parent Support of PBIS

1. Spend time reviewing AES behavior expectations with your child.
2. Remind students daily of safe, respectful, and responsible behaviors.
3. When necessary, support students in understanding consequences to choices and actions and encourage student responsibility for behaviors.
4. Offer praise and reinforcement for positive behaviors and appropriate review and re-teaching of expectations for inappropriate or unacceptable behaviors.
5. Support positive communications with your child's teacher and school.

AES Parents are Expected to:

Be Safe/Supportive/Secure	Be Respectful	Be Responsible
• Communicate with child about safe, respectful, responsible behaviors • Ensure child is dressed appropriately daily • Ensure child follows proper hygiene • Communicate with school staff if there are challenges child is facing and inquire about needed supports • Communicate with child about school safety concerns • Ensure child knows where he/she is going daily after school and who will be at the destination • Keep child home when he/she is ill, inform school nurse or seek medical care when needed (student handbook)	• Update the office with any changes in child's contact or medical information • Attendance - notify office if student will be absent, late, or leaving early • Early Release - when there is a change in dismissal, communicate any changes in transportation with child's teacher and the main office in a timely manner • Contact teachers directly regarding concerns before contacting administration • Work in a positive manner with school staff to guide student success	• Read to and with child • Support PBIS expectations and the school community • Assist child with homework in an empowering manner (guide, don't do it for him/her) • Connect on Campus Messenger for important updates or announcements • Be involved- YES Group, volunteer, attend school/ family events, provide positive suggestions to enhance learning • Share special talents with others • Stay informed with school events, student's needs

AES Staff Responsibilities:

- Be proactive to prevent negative behaviors. Staff will focus on preventing negative behavior by anticipating these behavior before they occur (ex. The teacher is aware that the student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Establish regular, predictable, positive learning and teaching environments.
- Staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Students and teachers, together, will develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations.
- Teachers and staff will positively acknowledge student behaviors that meet expectations.
- Teachers will provide appropriate and engaging instruction aligned with students' needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Staff will provide non-verbal cues (gestural, facial expression, proximity) to redirect misbehavior prior to verbal correction.
- Staff will praise by naming positive behavior observed (ex. "Good job Anthony, you raised your hand before speaking."). The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (ex. 4 positive comments to every one correction).
- Staff will focus on relationship building. Positive teacher-student relationships support students' adjustment to school, contribute to social skills, promotes academic performance, and fosters students' resiliency in academic performance.

AES Above-the-Line Behavior Expectations Matrix (p 7)

The AES Behavior Expectations Matrix defines Safe, Respectful, and Responsible behaviors in various educational locations. The matrix is the foundation of how staff will teach our students the behavioral expectations. Everything we have put in place has been a collaborative effort of our staff. This has not been done by an outside source, but by our AES team. Our PBIS system is to be fluid and change with our culture. Everyone at AES plays a significant role in helping our students.

Positive Behavior Acknowledgements

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. All staff at Athens Elementary School are able to acknowledge students' positive behavior throughout the school day and throughout the school building. After defining and teaching the expected behaviors for students, expected behaviors will be encouraged through acknowledgement and positive praise.

Reinforcements/Recognitions:

- Individual student
- Classroom
- Grade Level
- Verbal Praise
- Good News Ticket
- Extra recess time
- Soaring Above the Line certificate
- Character Award

Consequences for Behavior Incidents

(refer to AES Minor/Major Behavior Grid - pages 8, 9, for behavior definitions)

When above-the-line behavior expectations are not followed, staff will respond appropriately for a warning, minor, or major behavior. Consequences, which may include behavior factors such as severity and repetition, will be related, respectful, and reasonable in consideration to the behavior.

Minor Classroom Problems will be handled by the teacher. Examples of appropriate possible consequences may include:

- Redirection
- Natural consequences (clean desk that was written on, write apology, etc.)
- Removal to a time-out area within the learning environment
- Completion of the Behavior Reflection Form by the student
- Submission of Behavior Form by the teacher
- Fix-It Plan - completed by student
- Conference with the student
- Parental contact and/or conference
- Removal to alternate adult-monitored setting (no more than 30 minutes and as a last resort to preserve instructional learning time)

** AES staff have the responsibility to communicate with parents, utilize behavior data, implement interventions, and seek out assistance when appropriate to support the success of the student.*

Major Behavior Problems will be handled by an administrator. Each child's individual personality and circumstance will be considered when determining the most appropriate consequence. Examples of appropriate possible administrative consequences may include:

- Natural consequences (clean the desk that was written on, write apology, assist janitor, etc.)
- Parent phone call
- Referral to Student Support Team for Behavior Improvement Plan (BIP)
- Suspension - in or out of school

** AES Staff have the responsibility to communicate with parents, utilize behavior data, implement interventions, and seek out assistance when appropriate to support the success of the student.*

Behavior Support Tools

- **Behavior Matrix** (p 7)- Matrix of expected Safe, Respectful and Responsible behaviors.

- **Major/Minor Grid** (p 8,9)- Tool used to increase consistency of identifying minor/major below-the-line behaviors in alignment to common expectations.

- **Fix-It Form A or B** (p 10,11)- A choice of these forms may be used, at staff discretion and with consideration of grade level and incident, as a reflection/documentation tool following a below-the-line behavior incident. The forms are tools to provide the student an opportunity to reflect on the behavior choice, consider alternative solutions to meet AES' above-the-line expectations, and/or may result in a resolution assigned by staff that is related, respectful, and reasonable. To ensure transparency and communication between school and home, parents may be requested to sign and return it to school the next day. Parents are encouraged to have supportive, reflective conversations that encourage positive choices and ownership of responsibility.

- **Behavior Documentation Form** (p 12)- This form will be used as official documentation data of minor or major below-the-line behaviors. It will be completed by the staff member involved and the data will be accessible in the student profile behavior tab on Campus.

- **Student Assistance Referral Form** (p 13)- Form used in a student referral process in which AES staff document and direct academic, social, or behavior concerns to appropriate Pupil Service Team Member (school psychologist, counselor, or principal) in an effort to collectively identify supports for identified student concerns/needs. Parents will be notified of referral through this process.

***All tools and procedures may be subject to adjustment through PBIS implementation process.**

The Bluejay Way
Safe * Respectful * Responsible

AES Above-the-Line Behavior Expectations

	Safe	Respectful	Responsible
Bus	• Walk • Wait in line • Stay seated	• Keep hands to self • Voice level 2 • Use kind manners	• Keep bus clean • Be on time
Playground	• Walk to line up • Play safely • Take turns • Listen to adults and Bluejay Buddies	• Everyone plays • Take turns • Use kind words • Listen to directions	• Follow game rules • Line up on time • Return equipment • Keep playground clean
Hallway	• Walk • Stay in line • Keep right	• Keep hands to self • Voice level 0 or 1 • Listen to directions	• Keep halls clean • Use time wisely
Classroom	• Walk • Line up quietly	• Keep hands to self • Appropriate voice level • Respect property • Respect others	• Complete classwork • Keep classroom clean • Use time wisely
Lunchroom	• Walk • Wait in line • Sit down to eat • Listen to adults and Bluejay Buddies	• Keep hands to self • Voice level 2 • Eat your food • Use kind manners	• Clean off tray • Keep lunchroom clean • Use time wisely • Help others
Bathroom	• Walk • Wait in line • Keep hands to self	• Keep hands to self • Voice level 1 • Use doors and sinks appropriately • Respect privacy	• Flush Toilet • Wash hands • Keep bathroom clean • Use time wisely

AES Minor/Major Behavior Grid

*Grid to be utilized as a tool to increase consistency of identifying behaviors in alignment to common expectations

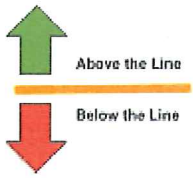
Behavior	Warning/Reteach On/Below-the-Line	Minor Below-the-Line	Major Bottom Line	Above-the-Line Expected Behavior
	• *Staff handled* • *No documentation required* • *Staff option for documentation or behavior tool use* • *Staff discretion of consequences*	• *Staff handled* • *Staff completes **Behavior Documentation Form** and gives to classroom teacher* • *Staff choose to use a **Fix-It Form A or B*** • *staff assigns a relevant consequence* **If behavior is defined as major problem due to repetition (3 minors = 1 major) forms are directed to office*	• *Staff completes **Behavior Documentation Form** and gives it to administrator* • *Administrator assigns consequence (with possible teacher input)* • *Administrator communicates to teacher and parent about the situation*	• *Act in a cooperative and responsible manner* • *Is respectful of school and classroom expectations* • *Responds safely and appropriately when addressed*
Inappropriate Language	Offensive remarks or gestures in a casual manner, inappropriate connotations, putdown to individuals or subgroups	Repeated pattern of any inappropriate language	Swearing used to harass, intimidate, show defiance, create an unsafe climate	Language that is safe, respectful, responsible and socially appropriate
Physical Aggression/ Fighting	Rough play, unsafe	Pre-fight aggressive posturing, wrestling, bumping into others, unsafe	Unsafe physical behaviors encouraging others to fight, retaliate, or retreat	Respect for other's personal space, walking away from conflict, reporting possible conflict
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow or deliberate delay in response to request, testing limits	Ignoring reasonable request to stop low-level disruption, overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or unsafe situation	Acting in a cooperative manner respectful of school and classroom expectations, responding when appropriately addressed
Disruption	Noise making, inappropriate voice level, attention-seeking behaviors (clowning around, pester, distract)	Repeated pattern of any disruptive behaviors, misuse of electronic devices	Behavior that stops the learning in the class, defiant repetition of behavior following correction	Cooperative behaviors, following directions, taking turns, contributing appropriately to class discussions and activities

Behavior	Warning/Reteach On/Below-the-Line	Minor Below-the-Line	Major Bottom Line	Above-the-Line Expected Behavior
Harassment/ Teasing/ Taunting/ Threatening/ Bullying (as defined by school)	Intentionally annoying others, altering names	"Put downs", threatening and/or disrespectful body language/posturing, targeted insults	Threat/extortion; racist, socio-economic status/sexual/religious/ disability/ethnicity/ sexual orientation/ cultural remarks, continued pattern of Minor offenses, continued proximity after separation, cyber-bullying, intimidation, etc.	Respectful language that honors and validates others and their values and beliefs
Property Misuse/Damage	Not returning items to appropriate places	Thoughtlessly or "accidentally/intentionally" damaging property	Theft, purposefully or intentionally defacing property, vandalism	Respectful and responsible use of personal or school property, using equipment in appropriate manner, returning items to appropriate places
Lying/Cheating/ Theft	Borrowing items without permission	Taking another's property (minor value) without permission, refusing to return a borrowed item, substituting someone else's work for own	Taking another's property (significant sentimental or monetary value), not telling the truth, being dishonest	Complete own assignments, be honest in words and actions, ask permission to use other's property, be respectful and responsible with property
Possession, Reference, or Action Involving Controlled/ Illegal Item/ Illegal Acts / Weapons	Inappropriate drug/alcohol references or illegal act	Repeated inappropriate drug/alcohol/illegal actions references, talking about use or actions, inappropriate wording on clothing (per dress code), possession of obvious look-alike or potential weapon,	Under the influence, possession or distribution of drugs/alcohol. Possession of actual or look-alike gun, knife, or other weapon.	Demonstrate safe, respectful, responsible views and actions in regard to drugs, alcohol, and weapons
Self-Harm Words/Actions/ Indications	Any words, actions, or indications of intention to self-harm will be directed immediately to Pupil Service Team			

*Athens PBIS system is in continual review and implementation. AES reserves the right to alter wording, responses, and involvement as needed.

Modified 8-21-18

AES Fix-It (A)



*Form to be used at staff discretion as a reflection/documentation tool following behavior incident

The Fix-It is a behavior reflection/action plan developed between staff and student in which a resolution to a below the line or bottom line behavior is related, respectful, and reasonable. It is intended to assist a student in reflecting and adjusting behavior choices.

Student: _____ **Date:**_____
Staff Member Involved: _____
Classroom Teacher: _____

My words or actions were NOT: **safe** **respectful** **responsible**
(circle)

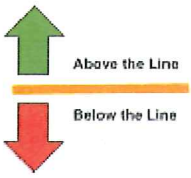
This is what happened:	**This is how I feel:**

I will fix it by

Next time I will

I shared my Fix-It with _____ **Date** _____
staff signature

I also shared it with my parent(s) _____ **Date** _____
(if requested by staff) parent signature



AES Fix-It (B)

*Form to be used at staff discretion as a reflection/documentation tool following behavior incident

Name:_____ **Date:**_____ **Teacher:**_____

What expectation(s) was not followed: _____**Safe** _____**Respectful** _____**Responsible**

What happened?

_____

_____

What were you feeling?	**How did you make others feel?**	**What did you want?**
❑ Sad ❑ Happy ❑ Frustrated ❑ Bored ❑ Angry ❑ Scared ❑ Other _____	❑ Sad ❑ Happy ❑ Frustrated ❑ Bored ❑ Angry ❑ Scared/Unsafe ❑ Other _____	❑ Attention ❑ To cause a problem ❑ Control ❑ To get out of work ❑ To challenge someone ❑ To bother someone ❑ Other _____

Did you use a coping strategy? ___**YES-Which ones?** ____**NO -What could you have tried?**

❑ Take deep breaths ❑ Do something else ❑ Ignore	❑ Take a break ❑ Count backwards ❑ Think calm thoughts	❑ Walk away ❑ Talk to an adult ❑ Other _____

I will show good character in the future by:

_____

How can I correct the problem?

❑ Apologize ❑ Clean up ❑ Write a note	❑ Make a plan ❑ Problem solve ❑ Complete work	❑ Do something nice ❑ Forget about it ❑ Other _____

Optional Comment from Staff Involved:

Student Signature:_____ **Date:**_____

Teacher/Staff Involved Signature:_____ **Date:**_____

Parent Signature (if requested by staff involved)**:**_____ **Date:**_____

AES Behavior Documentation Form

*Form to be used by staff following a minor or major behavior incident
*Infinite Campus Behavior Documentation - Route to Office

Name: _____
Date: _____ **Time:** _____
Teacher: _____
Referring Staff: _____
Grade: PK K 1 2 3 4 5

Location

- ❑ Classroom
- ❑ Cafeteria
- ❑ Playground
- ❑ Bathroom
- ❑ Library
- ❑ Bus
- ❑ Hall
- ❑ Gym
- ❑ Other _____

Minor Problem *(staff handled)*	**Major Problem** *(administrator involvement) (3 minors =1 major))*	**Possible Motivation**
❑ Inappropriate Physical Contact ❑ Inappropriate Language ❑ Fighting/Physical Aggression/Endangering of Health or Safety ❑ Defiance/Disrespect/ Noncompliance/Arguing ❑ Disrupting Education ❑ Harassment/ Teasing/ Taunting/ Threatening/ Bullying/Gossip/Name Calling/Racist Statement ❑ Property Damage ❑ Lying/Cheating/Theft ❑ Missing/Incomplete/Refusal of Schoolwork ❑ Bus Violation ❑ Other _____	❑ Inappropriate Physical Contact ❑ Inappropriate language ❑ Fighting/ Physical Aggression/Endangering of Health or Safety ❑ Defiance/Disrespect/ Noncompliance/Arguing ❑ Disrupting Education ❑ Harassment/ Teasing/ Taunting/ Threatening/ Bullying/Gossip/Name Calling/Racist Statement ❑ Property Damage ❑ Lying/Cheating/Theft ❑ Possession of a Controlled/Illegal Item ❑ Missing/Incomplete/Refusal of Schoolwork ❑ Bus Violation ❑ Other _____	❑ Obtain Peer Attention ❑ Obtain Adult Attention ❑ Obtain Items/Preferred Activities ❑ Avoid Peer(s)/Attention ❑ Avoid Adult/Attention ❑ Avoid Task or Activity ❑ Bored/Too Hard/Too Easy/Too Long ❑ Avoid/Obtain Sensory Need ❑ Unknown ❑ Other _____

Other Students Involved: _____

Incident Details/Comments:

Resolution:

- ❑ Reteach Behavior
- ❑ Loss of privilege
- ❑ Fix-It Plan
- ❑ Behavior Reflection Form
- ❑ Parent Contact _____
- ❑ Removal from Class
- ❑ Conference with student
- ❑ Individualized Instruction
- ❑ In-school suspension (____hours/ days)
- ❑ Out of school suspension (_____ days)
- ❑ Other _____

Parent contact: ☐ Phone ☐ Conference ☐ Email **By:** _____ **Date:** _____

Athens School District

Student Assistance Referral Form

*If this is an emergency, report directly to a Crisis Team Member or call 911

Submitted to (select one): ☐ School Psych ☐ Counselor ☐ Principal

Student Name:_____ **Grade:**_____ **D.O.B** ___/____/____

Referral Date:___/____/____ **Date problem/concern began:** ___/_____/____

Referring Staff Member(s): _____

Known medical concerns: _____

Reason for referral: (check all that apply)

Academic	**Behavioral**	**Personal**
☐Low Grades	☐Self-Esteem	☐Trouble with Friends
☐Performance	☐Chronic Sadness	☐ Exposure to Violence
☐Lack of Motivation	☐Anger/Hostility	☐ Possible Abuse
☐Dislikes School	☐Dishonesty/Cheating	☐Grief or Loss Issues
☐Inattentive	☐Bullying	☐Excessive Absences
☐Other _____	☐Anxiety	☐Other _____
	☐Other _____	

Is student acting out of character?

☐ Yes - eplain_____

☐ No -explain _____

Briefly describe the primary problem/concern (attach academic and/or behavior data):

_____

_____

Method of parent contact: ☐ Phone ☐ Conference ☐ Email

Date of contact __/___/__

Parent response: _____

What type(s) of intervention/strategies have you used to resolve these issues?

☐ met with student ☐ met small group ☐ other _____

Describe intervention/strategy:

_____

Additional Comments (use backside if needed):

_____