

FOLSOM EDUCATION and COMMUNITY CENTER

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Family and Staff Handbook

2022 - 2023 SCHOOL YEAR



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I. Purpose Statement and Guiding Principles:

At Folsom, we believe students do well when they can.

The purpose of the PBIS framework at Folsom is to nurture a positive, proactive, intentional and explicit school-wide climate based on common, developmentally appropriate expectations of success for every member of the school family. Within that framework, we commit to provide: clear instruction of expected behaviors; support and re-teaching when needed; and a data collection system to help us monitor our successes and any areas in need of improvement. All teaching staff will implement the principles of PBIS.

Guiding Principle: Behavior and Academic Achievement are linked together

- To improve the academic success of our children, we must teach appropriate behavior in a supportive climate of warmth, inclusion and safety
- Academic and behavioral challenges and successes are related
- As a result, an approach that supports academics and behavior needs to be effectively integrated across all school settings

In order to promote positive student behaviors, adults will:

- Explicitly teach students expected behaviors and routines positively, clearly and consistently across the school community (stated as “do’s” rather than “do not’s”)
- Involve students in creating shared classroom expectations for a positive learning community
- Anchor classroom practices in the First Six Weeks of School framework (or similar)
- Value and model the expected behavior
- Use data to guide developmentally appropriate decisions for academics and behaviors
- View behavior challenges as an opportunity to reteach
- Recognize, acknowledge, and celebrate demonstrations of learning and positive behaviors
- Help students develop a respect for the classroom and school environment
- Establish clear and attainable learning expectations for academic work
- Engage students in opportunities for goal-setting, self-reflection, and personal responsibility
- Model a growth mindset and our own efforts to improve instruction and classroom community

In order to be successful, active members of the learning community, students will:

- Feel a sense of belonging and value throughout their school day
- Experience a sense of engagement and competence about their learning
- Participate in a collaborative and inclusive learning environment with teachers and peers
- Take ownership of both their academic learning and behavior choices
- Appropriately identify and advocate for their own needs and be aware of the needs of others
- Understand logical consequences
- Develop the stamina and capacity for working independently to become self-directed learners

II. Behavior Management Strategies For Staff

Teach, Re-teach, and Model Expected Behavior with Positive Language

Maximize Structures:

- **Develop, define, model and teach** predictable routines and expectations;
- Establish traffic flows;
- Minimize crowding and distractions;
- Organize room to serve the purpose of instruction;
- Greet students at door before class;
- Supervise hallway during transitions.

Teach Behavior Expectations:

- **Formally and explicitly model and teach**, the behaviors you want;
- Post, teach, prompt corrections, review, monitor, evaluate, reinforce;
- Teaching expectations is only effective if you give performance feedback.

Actively Engage Students:

- Provide high rates of opportunities for students to respond and participate;
- Provide various ways to engage students of different learning modalities;
- Link engagement with learning outcomes.

Establish a Continuum of Strategies to Acknowledge Appropriate Behaviors:

- Specific and contingent recognition, reinforcement or praise;
- Group contingencies;
- Behavior contracts with group;
- Token economies.

Establish a Continuum of Strategies to Respond to Inappropriate Behaviors:

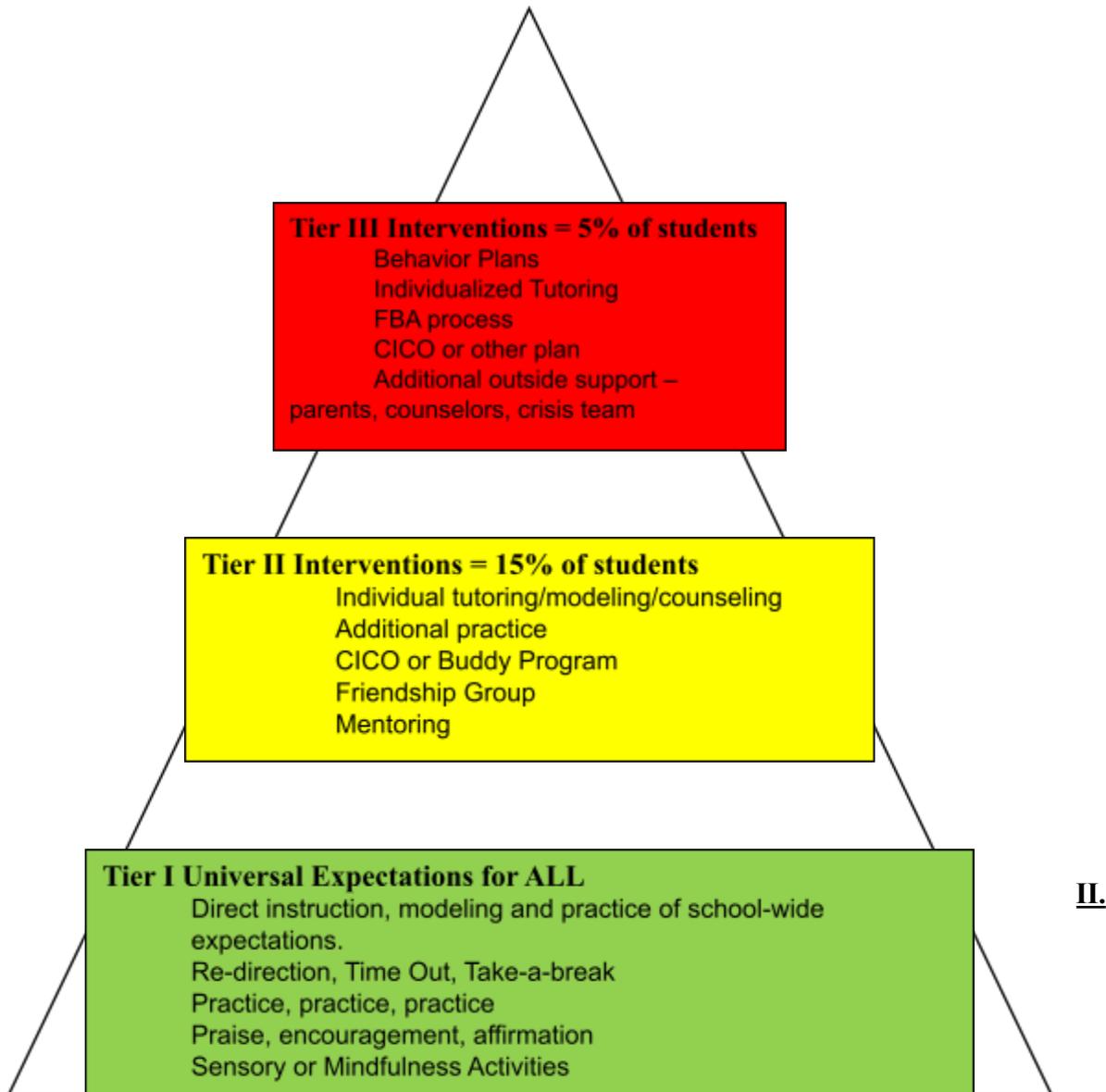
- Error corrections; reteaching; modeling;
- Differentiated reinforcement of appropriate behavior individualized for students needs;
- Planned ignoring;
- Positive Peer modeling;
- Brief time away from reinforcement.

Self Monitoring:

- Students can use counters, tallies, charts, etc. to self-monitor
- Check-in Check-Out system with teacher

PBIS LEVELS OF SUPPORT

The Folsom Multi-Tiered Levels of Support Framework for behavior shows the approach to behavior instruction and supports available to all students, including students who may need additional support. Folsom believes in providing a strong foundation of learning at the Tier I Level for ALL students, while providing incrementally more support at Tiers II and III for students needing more targeted support.



Students may move back and forth between Tiers over time as needed.

Behavioral Expectations, Protocols and Referrals

A. Folsom Heroes Expectations

	Take Care of Yourself	Take Care of Others	Take Care of Your Community
Morning Arrival	<ul style="list-style-type: none"> * Eat Breakfast * Come into school with a calm body and quiet voice * Follow line-up expectations 	<ul style="list-style-type: none"> * Say “Good Morning” and be friendly to all * Be kind and helpful 	<ul style="list-style-type: none"> * Wipe wet or muddy feet before you come in the door
Hallways	<ul style="list-style-type: none"> * Walk * Focus on where you are going * Use Self Control 	<ul style="list-style-type: none"> * Move aside to let others pass * Be polite * Use quiet voice 	<ul style="list-style-type: none"> * Keep the hallway clean * Report any problems to a teacher * Respect bulletin boards and artwork
Playground/ Recess	<ul style="list-style-type: none"> * Use bathroom before recess * Wear appropriate clothing for weather * Play safe and have fun! 	<ul style="list-style-type: none"> * Include everyone * Use kind words and actions, take turns, share * Play safely and be a good sport 	<ul style="list-style-type: none"> * Be a problem solver * Pick up items left behind and bring inside
Cafeteria	<ul style="list-style-type: none"> * Use bathroom before lunch * Wash your hands * Bring what you need to lunchroom * Stay in your seat * EAT! 	<ul style="list-style-type: none"> * Use indoor voices * Sit in one place * Ask permission if you need to get up or leave * Use good manners 	<ul style="list-style-type: none"> * Be a pleasant and polite lunch partner * Clean your table area even if you didn’t make the mess
Bathrooms	<ul style="list-style-type: none"> * Do your business * FLUSH * Wash your hands * Come and go quietly 	<ul style="list-style-type: none"> * Keep the bathroom clean * Respect the privacy of others 	<ul style="list-style-type: none"> * Tell an adult about any problems you see in the bathroom * Keep the bathroom clean
Lining Up	<ul style="list-style-type: none"> * Silent * Keep hands by your sides and calm body * Look ahead * Follow directions 	<ul style="list-style-type: none"> * Stay in your bubble * Silence so others can hear directions 	<ul style="list-style-type: none"> * Be aware of the space around you as you line up
Buses	<ul style="list-style-type: none"> * Be on time at the bus stop * Stay seated in your assigned seat * Use a quiet voice * Silence digital devices or ear buds * Follow the driver’s directions 	<ul style="list-style-type: none"> * Keep hands and feet to yourself * Be kind and helpful 	<ul style="list-style-type: none"> * Help younger students follow the bus rules * Pick up any trash or lost items * Report any bullying or other behaviors
Assemblies Or Events	<ul style="list-style-type: none"> * Quiet voice * Be respectful * Calm body * Face forward 	<ul style="list-style-type: none"> * Quiet voice * Calm body * Keep hands to yourself 	<ul style="list-style-type: none"> * Model good audience behavior * Participate when it is appropriate * Polite applause
Online	<ul style="list-style-type: none"> * Follow internet safety rules * Keep your password secret * Credit sources 	<ul style="list-style-type: none"> * Be kind online * Respect privacy of others * Report disrespectful behavior 	<ul style="list-style-type: none"> * Visit only approved sites * Tell an adult when there is a problem * Don’t share offensive material.

Expectations Continued:

Individual classroom/UA expectations will be developed with teachers and students working together to define what positive behaviors are expected in that individual classroom based on our school-wide expectations. This includes all specials! These expectations should be posted in EACH classroom!

b. Behavior Matrix for all school locations Tier I expectations

In a PBIS system, explicitly teaching students about expected behaviors is considered as important as explicitly teaching academic expectations. If students make an error in their academic learning, we typically do not send them to a time out or to the office. In a PBIS approach, errors in behavior tell us that the student did not learn the expected behavior the first time it was taught (if it was ever taught explicitly), or the expectation is not developmentally appropriate for the student. Therefore, our approach is to teach, reteach, model, and provide lots of positive feedback when the student attempts the expected behavior. About 85-95% of all behavior errors are handled successfully through this approach when expected behaviors are explicitly taught, modeled, and acknowledged.

Behavior errors are designated as either Minor or Major. Every behavior that requires a teacher to stop, reteach, model, and redirect should be documented on an ODR (Office Discipline Referral). This form is entered into our data collection system (SWIS) by the adult who interacted with the student to process the behavior. This behavior data may become the basis for a behavior plan (Tier 2 or 3) or for parent involvement in consequences if it is repeated or significant.

ODR's are not referrals for punishment or used as a threat when students make behavior errors (i.e. "I'm going to write you up if you don't behave!"). They are a tool that we use to document behaviors so that we have data to help us identify patterns or specific areas of concern in order to help the student be more successful.

The chart on the next page is intended to clarify Minors and Majors and provides procedural guidelines for responding to each. In short, minor behaviors are minimally disruptive unless they are happening frequently. Majors cross the line into intentionally unsafe or repetitive disruptive behaviors. These lists are for the purpose of providing examples and are not considered exhaustive.



ALL BEHAVIOR IS COMMUNICATION

	MINOR Behavior Errors	MAJOR Behavior Errors
Definition	A minor infraction is one that does not put the safety of another student or adult at risk. A minor infraction disrupts the student's attention to his class work or activity but does not prevent a staff member from performing their duties.	A major behavior infraction is one that either puts the safety of others in jeopardy or significantly or repeatedly (3x minor) disrupts the teaching and learning that is taking place in a classroom or school function. Majors are often intentional.
Examples	<ul style="list-style-type: none"> ● Excessive talking ● Excessive physical behaviors (running in hall, rough play, etc.) ● Noise level too high ● Not following directions ● Off task ● Teasing or rude comments ● Minor physical contact, roughhousing ● Intentionally misusing materials ● Disrespectful peer interaction ● Disrespectful teacher interaction ● Mild profanity/slip of tongue ● Unintentional/careless unsafe behavior ● Violation of Heroes expectations 	<ul style="list-style-type: none"> ● Intentional, repeated or directed profanity ● Physical aggression or verbal threat of harm ● Inappropriate language towards a protected class (gender,sexual identify,race,culture,disability, etc.) ● Inappropriate searching of internet ● Stealing ● Cheating ● Vandalism of school property (or bus) ● Repeated refusal to follow directions- defiance ● Bullying (including online) ● Harassment (including online) ● Chronic disruptions ● Fighting/Aggression ● Deliberate/Defiant unsafe behavior
Procedure	<p><i>Individual staff fill out Behavior Referral Form for all MINORS that raise concerns (prof judgment)</i></p> <ol style="list-style-type: none"> 1. Processing/Information gathering with student; seek to understand the “why” 2. Reteach/Model the expected behavior with positive language 3. Any consequences are chosen and enforced by referring staff, such as: <ul style="list-style-type: none"> - make a plan with student for “next time” - time out/reflection - loss of privileges - possible call home 4. Fill out and send completed Discipline Referral Form to office for data entry reasons by end of day 5. Contact parents if multiple MINORS occur with same staff member 	<p><i>Individual staff fill out Behavior Referral Form for all MAJORS</i></p> <ol style="list-style-type: none"> 1. Intervene to maintain safety 2. If possible, after de-escalation process with student; seek to understand the “why” 3. If necessary, contact Foster or principal to assist. 4. As soon as possible, referring staff will fill out ODR to assist in processing with student and informing parent. 5. <i>Consequences/next steps will be decided collaboratively with Foster and Mckelvie in consultation with referring staff member</i> 6. Call home by principal/Foster or staff member as agreed by team.
Next Steps (examples)	<p><i>All responses/interventions should include reteach, repair, and natural consequences</i></p> <ul style="list-style-type: none"> ● Redirection and try again ● Reteach, model, try again ● Alternative Seating ● Take a break or Reset Chair ● Brain/Body/Sensory Break ● Positive encouragement ● Reminder of past success ● Earn a special job/leadership role ● Positive call home when successful ● Natural consequences pointed out ● Loss of free time to make up work ● Restitution/Apology of Action ● Loss of privilege ● Time in Buddy Classroom ● Informal or verbal behavior plan (offering a high preference job or role for positive behavior: lunch w/teacher, bulletin board helper, etc) 	<p><i>All responses/interventions should include reteach, repair, and natural consequences</i></p> <ul style="list-style-type: none"> ● Parent involvement ● Increased supervision, escort, separation from peers ● Formal Behavior Plan ● Mentoring or Buddy Program ● Friendship or Peer Group ● Loss of privilege or participation (range depending on severity of behavior) ● In or Out-of-school suspension ● Restitution: Apology of Action ● Loss of privilege to ride bus ● CICO/positive encouragement system ● Community Service in our out of school building ● Make up work during recess or other free time ● FBA process to prioritize supports ● Law enforcement involvement for mentoring or advising student

III. The Tier 1/Universal PBIS SYSTEM

Tier 1: Universal interventions - All Students, All of the Time

Universal Intervention Purpose

To effectively create a system of clear expectations, proactive, positive interactions, and explicit acknowledgements for success to insure that all students understand behavior expectations and how to be a positive member of the learning community.

These should be primarily preventative/proactive and include an abundance of positive interactions with students on the whole. Positive interactions with students should outweigh negative interactions at a rate of at least 7:1. Positive interactions around the Heroes expectations will be acknowledged. Teachers may implement token goals within their own classrooms at appropriate developmental levels. Each trimester, the PBIS Heroes Team of staff members will set a goal for students to work towards.

Students who do not meet the Heroes expectations will have the opportunity to relearn those expectations with positive language and practice, as we would with any student who did not learn an academic concept. We will reteach and model those behaviors with patience and positivity, praising their efforts and success.

Students who repeatedly show that they are not learning the expectations despite repeated positive reteaching, or students whose behaviors rise immediately to MAJOR status and may be brought up at EST and/or individual behavior plans can be established.

IV. Support Teams

Team Profiles and Meeting Schedules

2022-2023 School Year

- 1. The PBIS Heroes Team/Universal Tier 1** (Positive Behavior Interventions and Supports)
This team, required by the state PBIS expectations, meets twice a month to address areas that may need “boosters” due to data review, observation of progress, or input from staff. They are charged with maintaining the Universal or school-wide system. Responsibilities include, but are not limited to:
 - Schoolwide behavioral expectations are defined and updated as needed;
 - Insuring common behavior expectations are taught; supporting teachers in this process;
 - Creating and supporting the implementation of the recognition system for appropriate/expected behaviors;
 - Continuous collection and use of data for decision making.

Team members: Meg Foster, Jamie Bedard, Laura Mobley, Dan Fouts, Susan McKelvie (and any teacher interested in participating in the team).

Note: The building administrator is not the leader of this initiative. However, administrators are responsible for the oversight of the fidelity of implementation based on AOE requirements, supporting the development of a behavior intervention and documentation system, and to participate in decisions regarding students who require Tier 2 or 3 interventions.

2. The Tier 2/Schoolwide EST Team (Educational Support Team)

The EST Teams will meet on Mondays at 3 pm as needed. There is a K-4 EST and a 5-8 EST. The purpose of these teams is to effectively match students who have not responded to universal level supports (both academically and behaviorally) to support more likely to produce successful outcomes. Students are referred to EST when data shows the student is not responding consistently to Tier 1 Universal instruction or in-classroom Tier 2 interventions. A referral form is available in the team drive for teachers to bring students to the team.

Responsibilities of the EST Team include, but are not limited to:

- Reviewing student-specific data to look for patterns and underlying causes
- Reviewing student-specific data to develop a plan for addressing the continuing concerns
- Developing a Tier 2 EST plan to address the concerns, including a process to monitor progress and collect data over time (CICO, mentoring, etc.)
- Monitoring implementation and review of an EST plan and data
- Recommending an objective observer or an FBA process to collect information
- Determining when student can be returned to Tier 1 or recommended to Tier 3 Intensive Intervention Team
- Maintain a record keeping system for all students monitored through EST

Teams are chaired by the academic interventionist(s) who will facilitate; the referring staff member; the grade team special educator; the principal; and the guidance counselor. Other school staff (such as the Behavior Support Specialist) may attend if relevant.

The Tier 3 Intensive Intervention Team

This team meets weekly to address student concerns beyond the scope of Tier 2. Using behavior data, this team will determine next steps in matching specific behavior interventions to the needs of the individual student or potentially a referral to Special Education. (Note: Formal discussions regarding existing IEP students must occur within a warned IEP team meeting.) This team may also meet if there is a student in crisis who may need a rapid response with outside agencies.

Team members: Principal, Guidance Counselor, Behavior Support Specialist, and others as relevant.

Folsom Education Center Flowchart for Responding to Behavior Errors

