

PBIS Handbook

Harper Elementary School

Thomasville City Schools

2018-2019



Where EVERY day counts!

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Positive Behavior Interventions and Supports (PBIS)

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through interventions ranging from a school-wide system to individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate.

There are four main elements of PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior.
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the cornerstone of the behavior problem solving process
- A focus on intentionally teaching the skills that are needed to promote social proficiency and academic success



Always do the right thing. Be responsible. Treat others the way you want to be treated AND learn something new everyday!

PBIS Team

Who is on the School-wide PBIS Team?

The PBIS team strives to be representative of the entire school staff across grade levels and content areas. Our team welcomes feedback and suggestions about the PBIS programs in the school and encourage all stakeholder to communicate with us regularly. This will ensure that all community members feel valued and help us improve our PBIS programs. The current PBIS team consists of the following members:

Team Member	PBIS Role	Grade Level/ Content Area
Jennifer Spilewski	PBIS Coach	SPED
Katie Rush	Team Lead	Kindergarten
Venus Mitchell	TimeKeeper	Fourth
Kelly Ellis	Minutes	Third
Brittney Stone	Parent/Volunteer Coordinator	Third
Pam Ross	RTI Representative	RTI Coordinator
Zondra Goosby	3rd Grade Representative	Third
Amy Elwell	Webmaster	Kindergarten
Anne Myers	Co-Event Planner	SPED
Emma Yale	Leadership Team Representative	Second
Ben Tillman	Administrator	Assistant Principal
Shawna Griffin	BOE Representative	BOE

What are the responsibilities of the School-wide PBIS team?

- To hold monthly meetings to plan and coordinate PBIS activities
- To gather and review discipline data from within the school and adjust the school PBIS action plan accordingly
- To clearly communicate the PBIS action plan and updates to all staff in a timely manner
- To present PBIS news at staff meetings to keep staff up to date with school PBIS programs
- To receive input and feedback from staff

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that all school staff will be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

[LINK TO ADDITIONAL resources](#)

School-Wide Behavior Expectations

Always do the right thing. Be responsible. Treat others the way you want to be treated AND learn something new everyday!

Do the Right Thing:

Students should follow the rules for the area they are located.

- This allows for common areas and classrooms to be used by all students appropriately.
- Students will follow the given rules for each location.
- This will help our school community to clean and organized for all to use..

Be responsible:

Students should follow directions from faculty and staff at all times.

- This allows routines and procedures to flow easily.
- Students will look at the adult, acknowledge they have heard the direction, and follow through with the request.
- This will allow for classroom instructional time to be maximized.

Treat others the way you want to be treated:

Students should be safe and respectful when interacting with others

- This is important so our students enjoy being at school and with classmates because they feel safe and like they are part of the school community.
- Students will use kind words, appropriate voice tone, and appropriate touch.
- This will help our school community work together.

[LINK TO ADDITIONAL resources](#)

Expectations & Procedures Lesson Plan Template

- See lesson plan templates

[Link to additional resources](#)

Acknowledgement Systems: Students

Class Dojo

Description of Student Acknowledgement System: (Class Dojo)

- Class Dojo is a multi-faceted addition to Harper Elementary. It's primary function is to track when students are demonstrated expected behaviors in the classrooms. A secondary feature is to allow teachers a way to connect with their parents. They are able to send messages to parents as well as videos and pictures. This is a great learning and communication tool.
- Students earn points for demonstrating expected behaviors.
- When they follow the class rules, they should be awarded a dojo point.
- Classroom teachers, specials teachers, co-teachers, and paraprofessionals are responsible for awarded points to students.
- Class point goals vary throughout the school and are determined at the grade level.
- There are no limits to the number of points that can be awarded to a student.
- Students receive Fun Friday every week at the class level and a monthly school wide incentive as well.
- August: Punch at Lunch
- September: Popcorn and Movie
- October: Pumpkin Painting
- November: Tailgating
- December: Decorate cookies
- January: Punch at Lunch
- February:
- March: Karate Man
- April:
- May: End of Year Celebration

Acknowledgement Systems: Staff




Shout Out Board

Description of Staff Acknowledgement System: (Shout Out Board)

- Our Shout Out system is a multi-faced addition to staff morale at Harper Elementary. It's primary function is to give staff a way to say thanks to others for creating a positive work environment. The secondary function is to reward staff for creating a positive work environment.
- Staff can receive a positive message of thanks that is placed in our "Fill Our Bucket" bucket in the front office.
- Twice a month, the PBIS team will pull a slip from the bucket and the person who received the thanks will receive a reward. The rest of the slips will be displayed on the Shout Out Board located in the 3-5 Hallway near the lunchroom.
- There are no limits placed on the slips you can receive or give.
- All staff are able to write a shout out slip to all staff members.

Behavior Matrix

Always do the right thing. Be responsible. Treat others the way you want to be treated AND learn something new everyday!

HES	classroom	HALLWAY	RESTROOM	cafeteria	PLAYGROUND
 DO THE RIGHT THING	*Talk/walk with teacher's permission *Keep "4" on the floor.	*Go directly to your destination *Remain silent	*Keep the facilities clean. *Wash hands after use.	*Walk at all times. *Remain seated unless given permission.	*Enter and exit building quietly. *Show good sportsmanship.
 BE RESPONSIBLE	*Follow directions the first time they are given. *Complete assignments daily. *Accept consequences without arguing.	*Use a hall pass when going anywhere without an adult. *Keep hands off others, walls, and displays. *Adhere to all stop points.	*Be quick and quiet. *Use facilities correctly.	*Sit at table. *Talk quietly. *Listen and watch for adult supervision.	*Use equipment appropriately. *Report problems/conflict to an adult immediately.
 TREAT OTHERS THE WAY YOU WANT TO BE TREATED	*Keep hands, feet, and objects to yourself. *Be an active learner.	*Walk on the right side in a single file line. *Walk everywhere silently.	*Respect the privacy of others. *Wait your turn.	*Use good table manners. *Clean tables before leaving.	*Use kind words *Keep hands, feet, and objects to self.

[LINK TO ADDITIONAL resources](#)

Behavior Definitions

<u>Minors:</u>	
Inappropriate Language	Student engages in low-intensity instance of inappropriate language not directed at anyone in particular
Physical Contact	Student engages in non-serious, but inappropriate physical contact or horseplay.
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress-Code	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district
Property Misuse	Student engages in low-intensity misuse of property
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer
<u>Majors:</u>	
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance	Student engages in refusal to follow directions or talks back and/or when other staff become involved
Disrespect	Student delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior.
Dress-Code	Student wears clothing that does not fit within the dress code guidelines practiced by school/district.
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.

Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Inappropriate Display of Affection	Student engages in inappropriate consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student or adult
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Property Damage	Student participates in an activity that results in destruction or disfigurement of property
Technology Violation	Student engages in serious inappropriate (as defined by school) use of cell phone, pager, music/video player, camera, and/or computer
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property
Use/Possession of Drugs	Student in in possession of or is using illegal drugs/substances or imitations
Use/Possession of Tobacco	Student in in possession of or using Tobacco (i.e., cigarettes, vaporizers, e-cigarettes, chewing tobacco or any other tobacco related products.)
Use/Possession of Alcohol	Student is in possession of or using Alcohol
Use/Possession of Weapons	Student is in possession of knives and guns (real or look alike, or other objects readily capable of causing bodily harm

Referral Process Flow Chart
Harper Elementary Code of Conduct

Staff Managed Discipline Cycle
(Rules)

Classroom **disruptions** will result in **marks** on the clipboard. Each **mark** corresponds to a **STEP** in the discipline cycle. Each step should be followed and documented. Once a student reaches **STEP 4** and returns to the classroom, any other **disruptions** move straight to **STEP 4**.

Step 1:

- Warning/ Redirection
- Explanation/Model of Expected or Desired Behavior

Step 2:

- Teacher/Student Conference
- Explanation/Model of Expectation or Desired Behavior

Step 3: Loss of Privilege

- Recess
- Enrichment/Specials
- Silent lunch
- * Instructional Intervention

Step 4:

- Parent Contact
- Phone Call/Text/Email
- * Explain all the steps that have been put in place

Step 5:

- Administration
 - Physical Aggression

[LINK TO ADDITIONAL resources](#)

PBIS and Restorative Practices

Positive Behavioral Interventions and Supports (PBIS), is a systemic approach to teaching and managing behavior in schools. The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all the students can achieve academically and socially. Thomasville City Schools began implementing PBIS in 2010 and will continue to use PBIS while incorporating Restorative Practices. Both initiatives focus on proactive approaches and multiple levels of support for both staff and students.

PBIS and Restorative Practices are whole-school models that can be used collaboratively to increase positive outcomes for student behavior. Both approaches emphasize prevention and positive responses to problem behavior. The multi-tiered system of support structure for implementing practices, the systematic use of data provide, and student/ staff engagement are essential elements to both PBIS and RP.

They support social-emotional learning for students and staff, and are seen as effective strategies to lower racially disproportionate discipline referrals by offering staff members alternative responses to student misbehavior. PBIS shifts focus from solely punishing and excluding misbehaviors to teaching and rewarding positive student behavior, while restorative practices encourage personal reflection, accountability, and healing for both students and staff. Both approaches seek to enforce positive behavior and uplift student strengths.

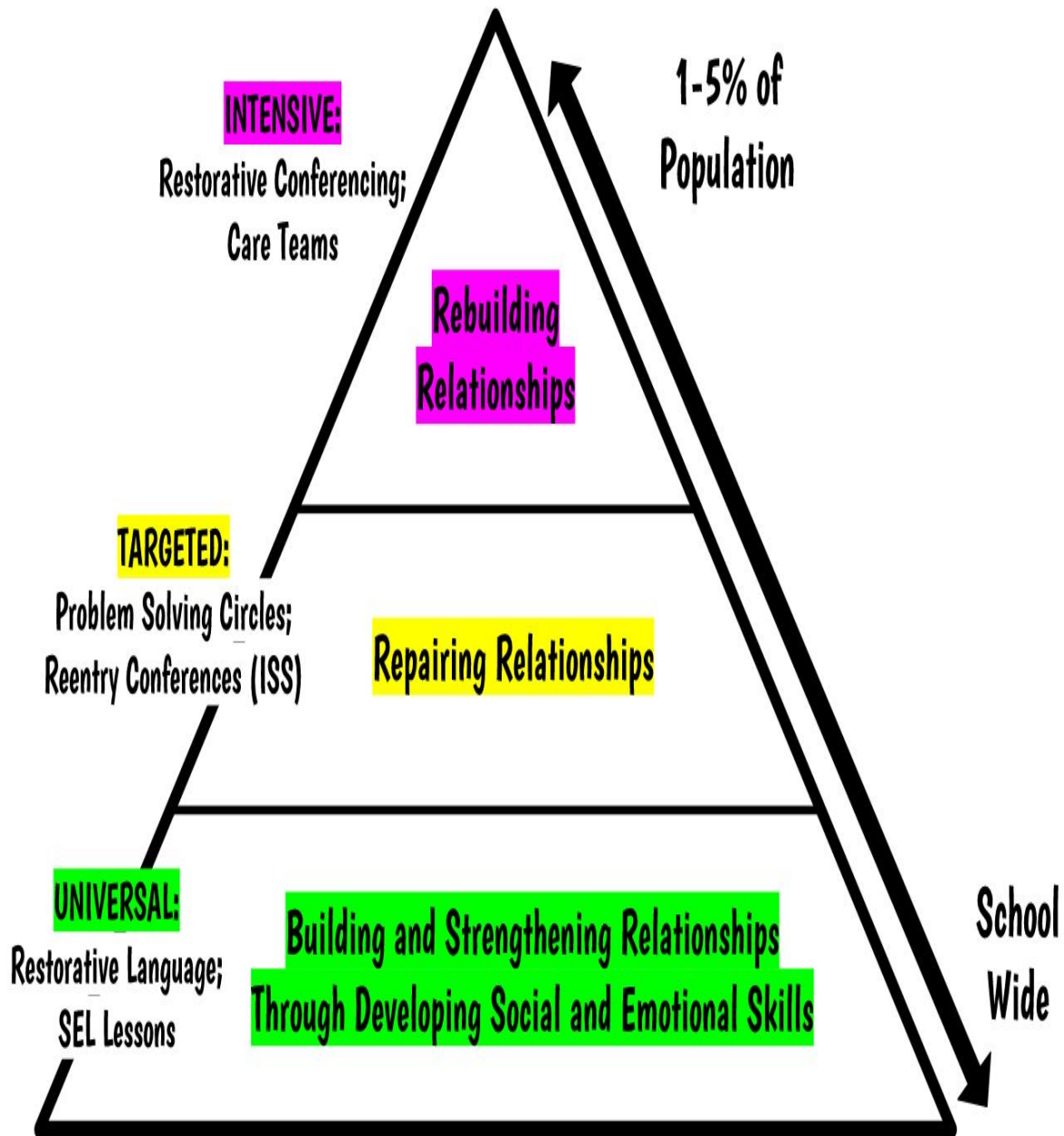
PBIS requires teaching social skills with an equal emphasis as academic skills. Restorative Practices supports the goal. The practice confronting and repairing harm teaches the entire school community to resolve and prevent conflict in a peaceful, positive, and respectful way.

BOTH RESTORATIVE PRACTICES AND PBIS are SCHOOL-WIDE APPROACHES THAT SEEK TO:

- ENGAGE PARENTS, STUDENTS, TEACHERS, SCHOOL STAFF, AND ADMINISTRATORS
- ENFORCE POSITIVE BEHAVIOR
- AVOID LABELING OF STUDENTS
- UPLIFT STUDENTS' STRENGTHS
- ESTABLISH A ROUTINE

[LINK TO ADDITIONAL RESOURCES](#)

**Thomasville City Schools
Restorative Practices & PBIS
Multiple Tiered System of Supports**



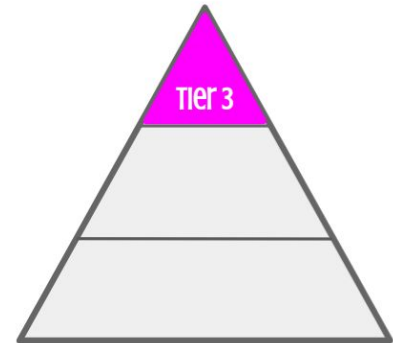
[LINK TO additional resources](#)

Multiple Tiered System of Supports

Tier 3 Supports:

Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

[LINK TO TIER 3 resources](#)

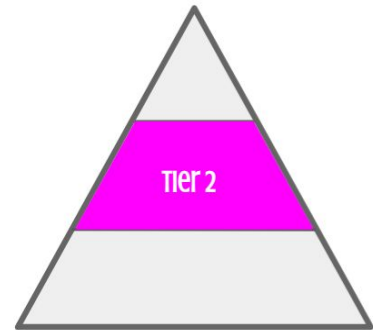


Intensive
(Tier 3: Rebuilding Relationships)

Tier 2 Supports:

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

[LINK TO TIER 2 resources](#)

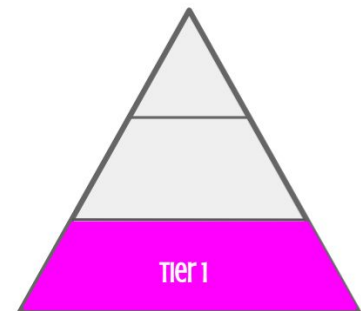


Targeted
(Tier 2: Repairing Relationships)

Tier 1 Supports:

Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).

[LINK TO TIER 1 resources](#)



Universal
(Tier 1: Building Relationships)