

# **C.V.Bush Elementary Twistin' Good**



## **2018-2019 PBIS Staff Handbook**

Respectful \* Responsible \* Peaceful

# C.V. Bush Elementary School

## PBIS Team

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## C.V. Bush PBIS Mission Statement

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**The C.V Bush Elementary mission is to create confident and continual learners by building character and teaching respectful, responsible and peaceful behavior to help each child reach their greatest potential.**

Updated 8/2017

## C.V. Bush Pledge

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As a twister,  
I am respectful,  
I am responsible,  
I am peaceful!

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# Introduction to PBIS



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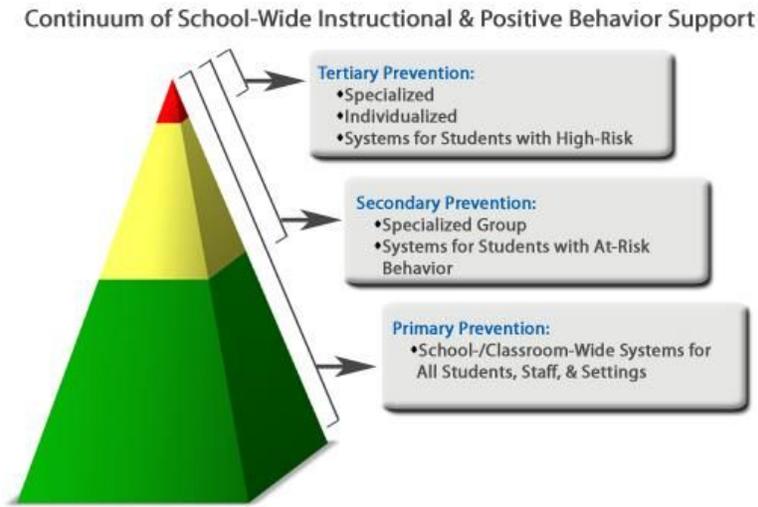
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# What is PBIS?

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PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).



## **Why is it so important to focus on teaching positive social behaviors?**

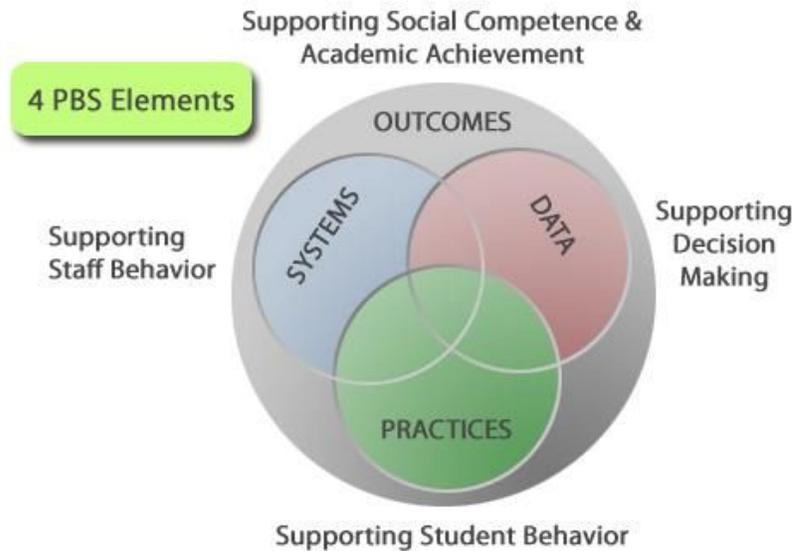
Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is that working out for you?”

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

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## What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

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## The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations □
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

### PBIS is Not...

\*A substitution/removal for discipline

\*Only tickets

\*Band-Aid that will fix everything

\*Short-term solution

\*All rewards and no consequences

\*Bribing kids to do the right thing

\*For only some teachers or staff

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## What does this mean for staff?

- All staff need to recognize and acknowledge children who are following the school-wide expectations.
- All staff need to be ready to give out Bush Bucks to students in the classroom and throughout the building.
- All staff need to know the Behavior Flow Chart and be consistent with their responses. *(See Appendix)*
- All staff need to complete an Office Discipline Referral Form if a child's response to a problem behavior indicates the need.
- Teaching staff need to post the School-wide Expectations in their class and other areas that children often use.
- All staff need to CELEBRATE successes as much as possible!

***The purpose of this staff manual is to illustrate how these components will be utilized within the C.V. Bush PBIS system. □□ The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems. □***

# What is PBIS Tier 1 vs. Tier 2 Support?

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## **Tier 1:**

Tier 1 provides high quality instruction and behavioral supports for ***all students in general education***. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback.

If a student fails to learn at a level/ rate similar to his/her classmates, the teacher will implement the following Tier 1 supports:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the **intensity** or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes).
- Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

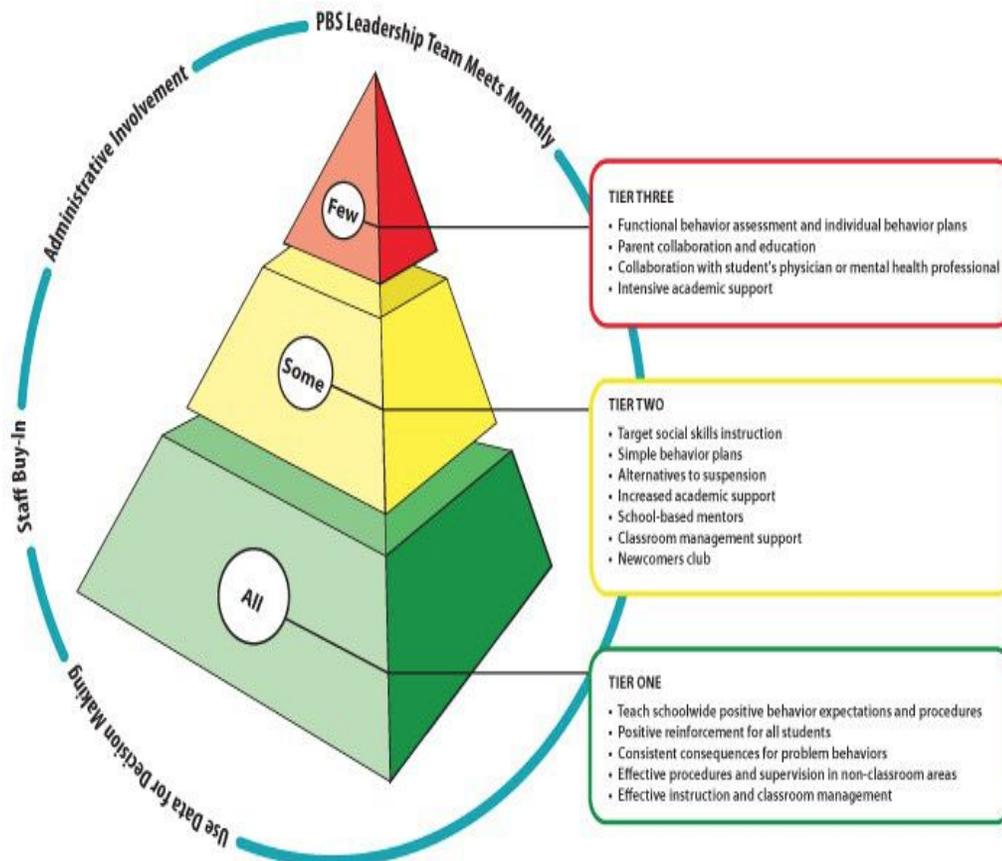
Once several Tier 1 based interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Child Study Team to enter Tier 2 support. Additionally, students may be referred to CST to enter Tier 2 support by either acquiring 3 majors or 6 overall discipline referrals within a four-week period of time, or by teacher request.

## **Tier 2:**

Tier 2 support is designed to provide intensive or targeted interventions to support students who are not responding to Tier 1 support efforts. Interventions within Tier 2 are more intensive since a smaller number of students requiring services are at risk for engaging in more serious problem behavior and need a little more support.

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The main difference between Tier 2 and other levels of positive behavior support is the focus on supporting students at risk for more serious problem behavior. Tier 2 support addresses the needs of students who require more support than is available for all students (i.e., Tier 1 Support) and less support than is available for individual students who need flexible, focused, personalized interventions (Tier 3 support). This means that Tier 2 support allows teams to select features of the process (e.g., types of programs or interventions, data collection tools used, information gathered, and degree of monitoring) to provide more focused behavior support to students with behavior needs that do not require intensive, individualized plans) to be used in order to support the student.



For more information go to [www.PBIS.org](http://www.PBIS.org)

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# Teaching Positive Behavior at C.V. Bush Elementary School



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# Guidelines for Teaching Positive Behavior Expectations

## (The Matrix and Lesson Plans)

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### **How long should it take to teach the lesson plan?**

\*Plan to teach the expectations in the morning over the first few weeks of school. Lessons (10-15 minutes) may need to be repeated a few times initially and strongly reinforced within the classroom. Teachers can refer to the expected behaviors on the PBIS matrix chart.

### **Then I'm done; right?**

\* If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

### **What do you mean by "teach" the expectations? I always go over class rules.**

\*This is a little different. By teach we mean show, as in model, demonstrate, or role-play where practical. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).

\*Some suggestions you might try are

- Team up with a colleague to plan and teach lessons.

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- Have students get up and practice exactly what you modeled for them.

\*Repeat this process

*\*\*\*A copy of each PBIS lesson plan as well as the behavior matrix is available in the appendix.*

# Acknowledging Positive Behavior at C.V. Bush Elementary



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## Daily

Students are recognized by staff members for “Doing the right thing!” by receiving a “Bush Buck”. That means they are being respectful, responsible and peaceful. A staff member will give a ticket and tell the student what he/she was doing right. For example: “Thank you Danny for doing the right thing by walking quietly down the hallway.” Please make sure you are explicit as to why the student is receiving the ticket. Once a student receives a ticket, the student will put his/her name and homeroom on it and place it in their individual bucket within their classroom.

- A copy of the Bush Bucks can be found in the Appendix.



C.V. Bush Elementary



## Positive Behavior Reinforcement Procedures

What	When	By Whom	How Often	How Many	Where
Twistin' Good Tickets	Anytime, Anywhere	Anyone	1 ticket per incident when a student demonstrates being respectful, responsible and peaceful.	Students should receive approximately 10 – 12 tickets per week. During “flooding” students should receive double the amounts of tickets.	Communal areas where expectations are similar, cafeteria, hallway, bathroom, assembly, etc or in classroom when teamwork is expected, but some individuals didn't participate.

\*The student will have to put his/her name, grade, and homeroom on each ticket.

\*\*Please note – **once a student receives a twistin good ticket, it cannot be retracted for poor behavior.** Please find another way to hold them responsible. Also, if a student is displaying an unwanted behavior on the day of the drawing and his/her name is chosen, let him/her choose a reward, however delay him/her in receiving it until he/she is having a better day.

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## **Weekly**

Classroom teachers will choose their own weekly rewards for their individual classrooms.

## **Monthly**

One Friday per month students will use their Bush Bucks to buy an “experience” at the Bush Buck Bonanza. This activity will take the place of the School Store and Celebration. Students will use their tickets to purchase an experience based on the theme of the month.

On Monday of the Bonanza Week – Teachers will be able to sign up for which activity they want to do as planned by the grade level/group organizing it.

1. Adults will sign up to for the activity that they will lead by Monday of the Bonanza week.
2. Count tickets by Wednesday afternoon.
3. Sign up for the choice activity on Thursday.
4. The students with the MOST tickets get to sign up for activities first!
5. A copy of the completed student sign up will be distributed to each teacher by the sponsoring grade level or team.
6. On Friday, when the announcement is made, send child to the selected room, with their tickets. The adult in each activity will collect the student tickets.
7. Tickets collection should be sent to the office.

If a child doesn't have 5 tickets by the Wed. before Bonanza Day... The classroom teacher may hand out ***ONE Golden Ticket*** to allow that child to sign up for the activity of choice.

\*\*\*\*\*This Golden Ticket is for emergency purposes only! Teacher judgment allowed here.

## **Responsibility Room:**

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As a last resort, students who have NOT earned 5 tickets within a month, or received 3 pink slips will be attending the Responsibility Room! This will be a joint decision made with the classroom teacher and principal based on SWIS data and classroom behavior.

## Bush Bonus Bonanza Monthly Themes

September 29th - Outdoor  
October 27th - Food  
December 1st - STEM / Outside  
December 21st - Holiday Craft  
January 26th - Music and Movement  
February 16th - 100 Days of School  
March 23rd - Dr. Seuss  
April 27th - Art  
May 25th - Outside  
June (TBA) - Outside

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# Interventions and Consequences for Problem Behavior



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# **Classroom Climate**

Classroom climate directly influences how students do in school. It is a major variable in which a student's needs are met during class time. The degree in which a student feels safe, supported and their need as a learner and as a person are being adequately met, the more learning proceeds.

Building a nurturing, caring climate of high achievement will support our efforts in reaching our school goals. Students will feel supported in their classroom community and confident in growing their ability to perform social and academic tasks. It is important to build positive relationships with your students and communicate expectations that support a classroom climate of high achievement the moment students first enter the classroom. The degree students feel safe and supported will be the extent that learning takes place.

## **Office Discipline Referrals**

### **How Data Will Be Collected and Reported**

1. The Office Discipline Referral Form (ODR) will be the tool used for collecting data.
2. Data will be input into SWIS system.
3. Monthly reports will be generated and shared to the staff.
4. Decisions will be made on interventions based on the outcome of data.

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## **Discipline**

**Review the JPS Code of Conduct with all of your students.**

When a discipline concern arises, teachers will make every effort to handle the situation in the classroom and document these efforts, including communication with parents.

## **Classroom Offenses**

**A. Disruptive Behavior**- shouting, running, horseplay, out of seat, constant talking, inappropriate hand gestures, etc.

**B. Disrespectful Behavior**- rolling eyes, smacking teeth, name calling

**C. Academic Responsibilities** –cheating, unprepared for class, incomplete class assignments, incomplete homework

**D. Insubordination** – refusal to follow school/classroom/  
posted/written rules

**Some classroom consequences may include:**

1. Verbal or nonverbal reminder of the rules
2. Loss of privileges or rewards or points
3. Student conference
4. Parent contact – phone or written
5. ***DO WHAT WORKS BEST FOR YOUR STUDENTS AND YOUR CLASSROOM!!***

**TEACHERS MUST MAINTAIN AN ANECDOTAL RECORD OF ALL CLASSROOM BEHAVIOR INCIDENTS AND INTERVENTIONS.**

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## **Administrative Level Offenses**

1. Continued or excessive minor offenses after teacher interventions.
2. Continued or excessive disrespectful behavior- refusal to comply with a direct request or order, shouting or talking back to an adult, refusing to stand for the pledge of allegiance, disrespect of school property including vandalism or theft (proven, not implied).
3. Violent behavior- verbal bullying and harassment of students, threats to adult or students, fighting, sexual abuse or harassment (includes inappropriate offensive or vulgar behavior), possession of weapons, jeopardizing the safety of others / self including the use of drugs, alcohol, smoking.

**\*\*\*A PHONE CALL SHOULD BE MADE TO THE ADMINISTRATOR/MAIN OFFICE BEFORE A CHILD IS SENT OUT OF THE CLASSROOM FOR DISCIPLINARY ACTION.**

**\*\*\*Do not send students to the office without adequate documentation.**

- A copy of the Major/Minor reports can be found in the Appendix.

## **District Discipline Referral Form**

When it is necessary to refer a student to the office for discipline, a district's Office Discipline Referral Form (ODR) must be completed and sent with the student.

The District's Discipline Referral Form is an essential document which must be completed carefully and thoroughly submitted as soon as possible. If an emergency arises, send the student at once and send the discipline notice as soon as possible. Be prudent in your remarks on the slip. This is not the time for personal comments as this document becomes part of your student's record and will be quoted in suspension cases. Be specific, not vague in your comments of the incident. Always write the facts, clear and precise. Remember, the person handling the case was not there and can only go by your report.

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The following must be in place:

\*Students should be sent to the office if they have problem behavior that is Major/Severe.

\*ODRF must be filled out completely. Check off the incidents listed on the referral form. If possible include the student's phone number and a note if you have already phoned the parent. Please sign the bottom of the referral.

\*Students without a written referral or a referral that is not completely and accurately filled out will be returned to class.

\*The administrator will complete the administrative decision actions. Please add any appropriate comments that will assist in the investigation of the incident. A copy of the administrative action will be placed in the teacher's mailbox immediately.

***Please make note: The administration will be the only personnel to make phone calls regarding a child being picked up from school due to behavior.***

### **Suspensions:**

It is JPS philosophy that suspensions are the last resort consequence for student conduct. It is our belief that instructional time is most important, and when possible to avoid the loss of instructional time, the administration will take every opportunity to provide intervention strategies with the goal to correct student misconduct without loss of classroom instruction.

If a student has displayed serious behavior that violates the Student Code of Conduct, the first administrative action is to hold a Parent Conference in Lieu of Suspension, an option and opportunity for parents/persons in a parental relation to address concerns related to student conduct in a manner that may allow the student to avoid a suspension. The parental conference will offer parents an opportunity to discuss with the administration and when necessary, the Student

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Support Team, possible positive interventions to correct misconduct. While this procedure does not guarantee a suspension, it offers an opportunity for parents, students, and administration to collaborate and consider alternatives to suspension. Our goal is to avoid uninterrupted classroom instruction.

This option will not be considered if a student's misconduct has posed a continuing danger to persons or property or an ongoing threat of disruption to the academic progress. Such circumstances are defined in the District Code of Conduct.

In keeping with the district's regulation on Discipline, Principals shall not request long-term suspensions hearing for K-4 students unless those students have committed an act of misconduct as defined in the District Code of Conduct.

# Appendix



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# C.V. Bush Elementary Behavior Matrix

<b>BUILDING BETTER TWISTERS</b>			
	<b><i>Peaceful</i></b>	<b><i>Respectful</i></b>	<b><i>Responsible</i></b>
<b><i>Classroom</i></b>	<ul style="list-style-type: none"> <li>* Keeping our hands and our feet to ourselves.</li> <li>* Using materials as directed.</li> <li>* Speaking kindly.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a level 1 or a level 2 voice.</li> <li>* Listening to adults the first time.</li> <li>* Maintaining our personal space.</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions and classroom rules.</li> <li>* Completing assignments.</li> </ul>
<b><i>Hallway</i></b>	<ul style="list-style-type: none"> <li>* Keeping our hands and our feet to ourselves.</li> <li>* Walking slowly.</li> <li>* Facing forward with our heads up and walking in a single file line.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a level 0 voice.</li> <li>* Maintaining our own personal space.</li> <li>* Keeping our hands off the hallway decorations.</li> </ul>	<ul style="list-style-type: none"> <li>* Going directly to and from our destination.</li> <li>* Staying with our group.</li> <li>* Listening to adults the first time.</li> </ul>
<b><i>Cafeteria</i></b>	<ul style="list-style-type: none"> <li>* Keeping our hands and our feet to ourselves.</li> <li>* Using utensils as directed.</li> <li>* Walking directly to and from our destination.</li> <li>* Speaking kindly.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a level 1 voice.</li> <li>* Maintaining our own personal space.</li> <li>* Listening to adults the first time.</li> </ul>	<ul style="list-style-type: none"> <li>* Cleaning up our area, quickly, when given permission.</li> <li>* Staying in our seats.</li> <li>* Entering in a single, quiet line and waiting our turn.</li> </ul>
<b><i>Bathroom</i></b>	<ul style="list-style-type: none"> <li>* Walking directly to and from the bathroom.</li> <li>* Keeping the water in the sink.</li> <li>* Using the facilities for the intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a level 0 or a level 1 voice.</li> <li>* Knocking before entering the stall.</li> <li>* Keeping the area clean.</li> </ul>	<ul style="list-style-type: none"> <li>* Cleaning up after ourselves.</li> <li>* Flushing the toilet and washing our hands with soap and water.</li> <li>* Reporting any problems to an adult.</li> </ul>
<b><i>Bus</i></b>	<ul style="list-style-type: none"> <li>* Keeping our hands and our feet to ourselves.</li> <li>* Remaining seated and facing forward.</li> <li>* Speaking kindly.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a level 0 or a level 1 voice.</li> <li>* Listening to adults the first time.</li> <li>* Keeping the aisle clear.</li> </ul>	<ul style="list-style-type: none"> <li>* Maintaining our own personal space.</li> <li>* Keeping the bus clean.</li> <li>* Notifying an adult of any problems quickly.</li> </ul>

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