PBIS Guidebook (Valders Elementary School)

www.valderspbis.weebly.com

Be Respectful, Be Responsible, Be Safe. It's the Viking Way!

"If a child doesn't know how to read, we teach."
"If a child doesn't know how to swim, we teach."
"If a child doesn't know how to multiply, we teach."
"If a child doesn't know how to drive, we teach."
"If a child doesn't know how to behave, we...
...teach?   ...punish?"

"Why can't we finish the last sentence as
automatically as we do the others?"

(Herner, 1998)

What is School-Wide PBIS?
Positive Behavioral Interventions and Supports (PBIS) is a process for creating safer, more effective schools by reinforcing positive behavior and preventing and addressing problem behavior. Valders Elementary is focusing on Tier 1 of PBIS for the 2017-2018 school year. Tier 1 focuses on setting and teaching behavioral expectations in all areas of the school including the playground, hallway, bus, classroom, and cafeteria. Throughout the process, data is collected on student behavior. This data is then used by administrators and the school PBIS committee to identify and more effectively implement the practices that are right for our school.

What are the key components of PBIS?
There are four key elements used in successful PBIS implementation. They are:
1. clearly defined academic and behavioral outcomes for students and staff
2. practices based on teaching and modeling proper behavior
3. data used to guide decision making
4. systems that help the practices of PBIS to be accomplished faithfully and sustainability.

Why is it important to recognize good behavior in students? Shouldn't they already know how to behave?
When students have trouble with reading, we teach. When students don't know their multiplication tables, we teach. When students struggle with expected behaviors, PBIS gives us the tools to teach.

Traditional approaches to behavior often respond with punishment or consequences, under the presumption that children should have already mastered good behavior. These types of approaches often don't work well on their own. Since the expectations have not been clearly established, children often have difficulty seeing and understanding the differences between correct and incorrect behavior.

PBIS gives school staff tools to determine, teach, and model expected behavior. With these tools, schools are able to successfully increase the positive behavior through on-going recognition. This modeling and practice becomes infused in everyday life in a school. A positive school culture maintains positive behaviors in the school.

Valders Elementary School PBIS Matrix

Be Respectful, Be Responsible, Be Safe. It's the Viking Way!

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ALL SETTINGS	*Follow directions the first time given *Stay in personal space (Body Basics) *Be kind *Be accepting of other people's ideas and beliefs	*Take ownership of actions *Show care for the building	*Get adult help when needed *Manage feelings and behaviors
CLASSROOM	*Voice level 0,1, 2 *Be a listener	*Work hard, be proud *Be prepared *Use time appropriately *Use tools and equipment appropriately	* Keep 4 on the floor *Walk at all times *Ask permission to leave the room
CAFETERIA/ LUNCH	*Voice level 0,1, 2 *Say please and thank you *Talk with friends sitting close to you *Use polite table manners	*Throw away garbage when finished eating *Clean your space *Lights off=voices off *Raise hand if something is needed	*Eat your own food *Stay seated until dismissed *Face forward, feet under table
HALLWAY	*Voice level 0 or 1	*Go directly where you need to be *Keep cubby clean and organized *Accept place in line	*Keep hands, feet, and objects to self *Walk, facing forward at all times
BATHROOM	*Voice level 0 or 1 *Give privacy to others	*Leave when finished *Keep bathroom area clean and dry *Report problems to an adult	*Keep hands, feet, and objects to self *Use good hygiene
PLAYGROUND	*Voice level 0,1,2,3,4 *Share the equipment *Take turns *Include others	*Line up quickly when the bell rings *Bring everything in that gets taken out *Use equipment appropriately *Enter and exit the building at a voice level 0, 1, or 2 *Be a problem solver	*Dress for the weather *Follow all game rules *Stay within assigned area
BUS	*Voice level at 0, 1, 2 *Follow the bus driver's directions	*Follow bus rules *Remind friends to follow bus rules	*Stay in assigned seat *Keep hands, feet, and objects to self *Sit back to back and bottom to bottom
ARRIVAL/ DISMISSAL	*Voice level at 0, 1, 2 *Talk with friends close to you	*Go directly where you need to go *Raise hand if something is needed *Accept place in line *Lights off= voices off	*Stay seated until dismissal *Keep hands, feet, and objects to self *Keep belongings in backpack *Walk, facing forward at all times

Our PBIS incentive program will look much different for the 2020 school year. Due to the uncertainty of what our school year may look like, we are going to cut back on the incentive program and focus on **Climate, Culture and Relationships**. There is still an incentive program in place, which is detailed below.

1) This year, there will be no individual Viking tickets. Students can (and should) still be recognized with positive reinforcement. We are changing the "salute"/classroom incentive program as well.

2) Each classroom teacher will get to decide how they want to track positive class "shout-outs". This may look like a marble jar, counting legos, some other tally system, etc. It should be something visible to the students. Each classroom will start with a goal of accumulating 40 shout-outs. This number may change throughout the school year. Teachers and staff can give an entire class a shout-out, or even point out an individual student that did a great job of following the expectations. For each shout-out, the classroom teacher will move one of their tallying items into their container.

3) Once 40 shout-outs have been accumulated a few things happen. The class gets to add a window/block to the skyscraper outline on the main bulletin board in the hallway. Teachers will get to do this with their class (or with a student or two). When the school fills up a skyscraper, there will be a school-wide reward. ALSO, once a class has reached 40 shout-outs, they can receive a classroom-incentive from the teacher. Classroom teachers can also have flexibility to provide a classroom incentive after "x" number of times the class fills the jar/reaches 40 shout-outs.

4) The Mighty Vike of the Week process will look different this year. Each week, the classroom teacher can nominate one student from their class to be the Mighty Vike of the Week. We will then randomly select one student from each grade level (so there will be 5 Mighty Vikes). These Mighty Vikes will get their photo taken and the plan is that they will be incorporated into the main bulletin board. There will be an announcement on Thursday mornings to remind staff about the nominations. Some weeks we might have other staff in the building nominate students, and some weeks we might have students nominate a classmate.

Here is a list of distance-learning incentives: https://bit.ly/33z4sOw

Major and Minor Offenses
Determined by Staff

<u>Offenses</u>

- Away From Assigned Area
  - Bullying/Harassment
  - Disrespectful Behavior
  - Disruptive Behavior
  - Endangering Behavior
  - Excessive Talking
- Fighting - Verbal or Physical
  - Inappropriate Language
  - Lying/Cheating
  - Not Following Directions
  - School Rule Violation
  - Theft
  - Vandalism

EVERY DAY IS A NEW DAY!
If a behavior warrants a consequence in your classroom, it should be recorded in Skyward.

Offense Definitions

Away From Assigned Area - Student is in a space away from supervision, or in a place where their safety may be at risk.

Bullying/Harassment - The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling/the delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

Disrespectful Behavior - Student deliver socially rude or dismissive message to adults or students.

Disruptive Behavior - Student engages in behavior causing an interruption in class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Endangering Behavior - Student engages in activity that could be harmful to oneself or others.

Excessive Talking - Student engages in talking at inappropriate times and/or more often than called on by the teacher.

Fighting - Verbal or Physical - Student engages in inappropriate physical contact.

Inappropriate Language - Student engages in inappropriate language.

Lying/Cheating - Student delivers message that is untrue and/or deliberately violates rules.

Not Following Directions - Student engages in a behavior inconsistent with adult directions.

School Rule Violation - Student fails to follow school rules stated on school-wide matrices.

Theft - Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.

Vandalism - Student participates in an activity that results in destruction or disfigurement of property.
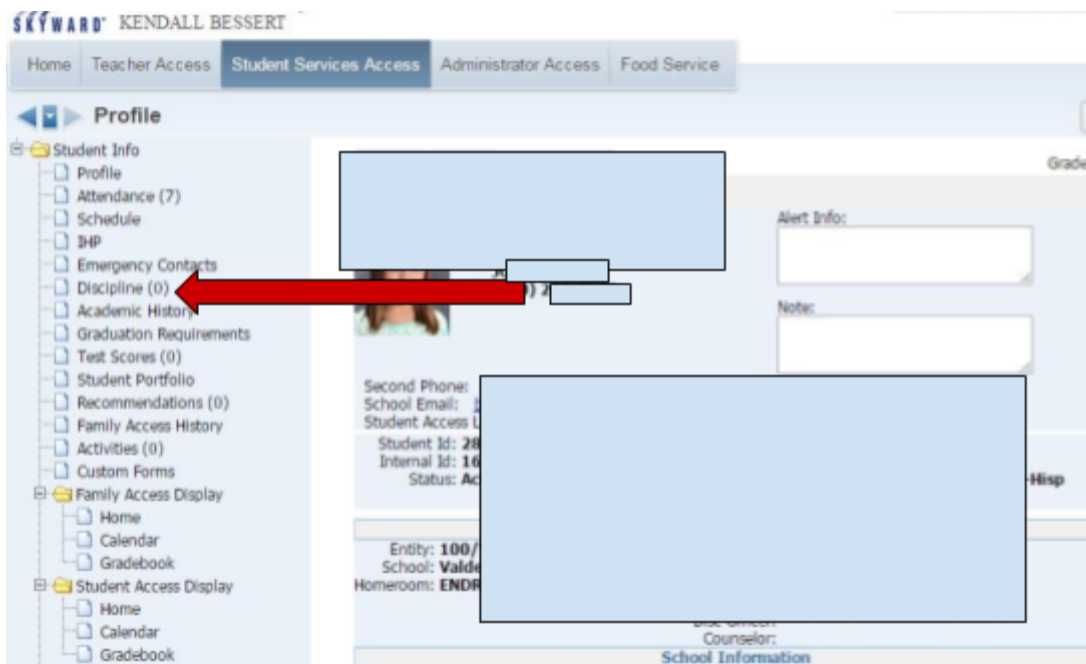
How to Document a Major or Minor in Skyward

1) In Skyward, select a student to go to their student profile. If you don't have access to a student, you will need to communicate the referral with the classroom teacher.
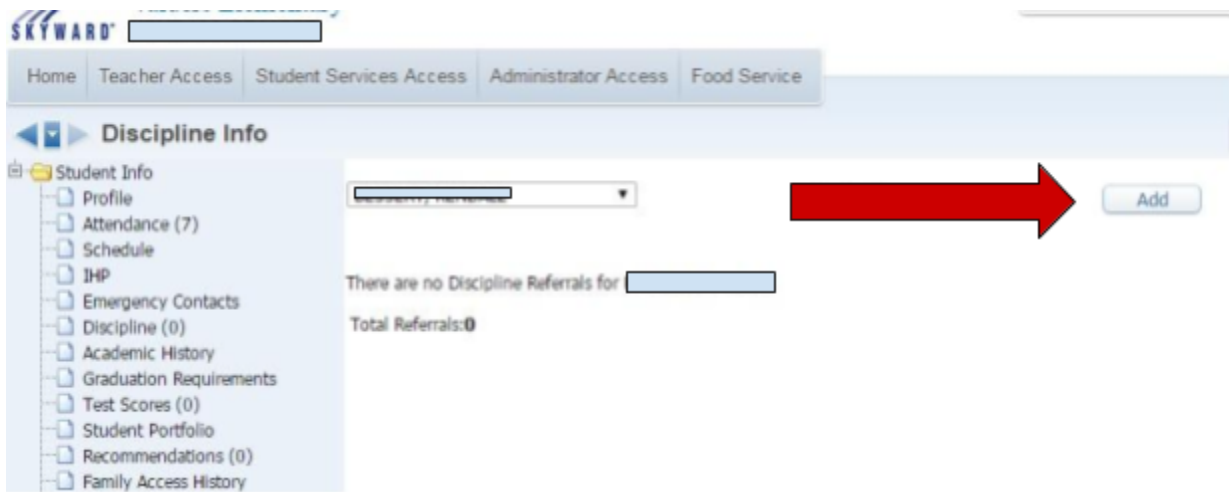
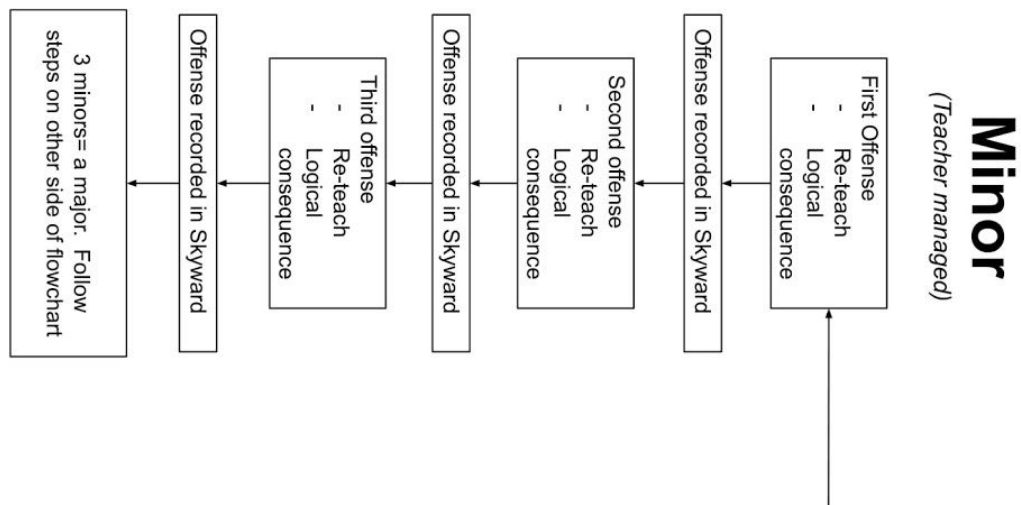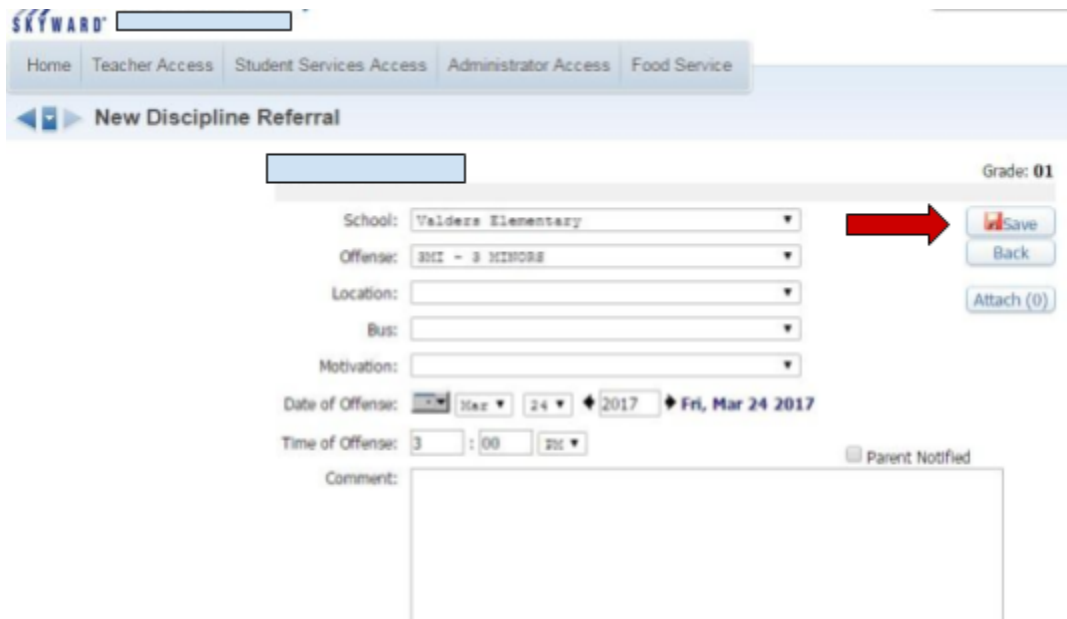2) Once on the student profile page, select "Discipline" on the left side of the screen.

3) On the next screen, click "Add".

Home | Teacher Access | Student Services Access | Administrator Access | Food Service

◄ ▪ ► Discipline Info

- Student Info
  - Profile
  - Attendance (7)
  - Schedule
  - IHP
  - Emergency Contacts
  - Discipline (0)
  - Academic History
  - Graduation Requirements
  - Test Scores (0)
  - Student Portfolio
  - Recommendations (0)
  - Family Access History

There are no Discipline Referrals for [ ]

Total Referrals:0

Add

4) Fill out the necessary information with the drop down lists and add a comment (if needed). Click save!

SKYWARD

Home | Teacher Access | Student Services Access | Administrator Access | Food Service

◄ ▪ ► New Discipline Referral

Grade: 01

School: Valders Elementary

Offense: 3MI - 3 MINORS

Location:

Bus:

Motivation:

Date of Offense: Mar ▼ 24 ▼ ◄ 2017 ► Fri, Mar 24 2017

Time of Offense: 3 : 00 PM ▼

Comment:

☐ Parent Notified

Save

Back

Attach (0)

Minor
(Teacher managed)

First Offense
- Re-teach
- Logical consequence

→ Offense recorded in Skyward →

Second offense
- Re-teach
- Logical consequence

→ Offense recorded in Skyward →

Third offense
- Re-teach
- Logical consequence

→ Offense recorded in Skyward →

3 minors= a major. Follow steps on other side of flowchart

LOGICAL CONSEQUENCES

INCIDENT	LOGICAL CONSEQUENCE
The whole class is loud or disruptive in the hallway.	The whole class will go back to the classroom and begin the walk again. Practice walking quietly instead of having free choice time.
A child tears down a poster in the classroom or hallway.	The student will repair and rehang the poster. The student will apologize to the staff member that the poster belongs to.
A student hurts the feelings of another child.	The student completes an apology of action. This means that they apologize and make amends. An example would be inviting the other child to play a friendly game.

Valders Elementary School Major/Minor FAQ sheet (6/1/17)

When should I be logging a referral?
Please log the behavior for any offense that warrants a consequence (example: removal from activity/timeout, loss of privilege. etc.).

Who should be entering the referral? (If it is the classroom teacher, how is that information communicated from lunch/recess to the classroom teacher?)
Whoever witnesses the situation is the one who writes the referral. Whenever a referral is put in Skyward the teacher is notified via email of that referral. Verbal communication between staff members is encouraged.

How do I mark something as a major?
Staff can put whether they think an offense is a major or a minor in the comment box. It will be officially marked by Lisa in the office when she receives the referral.

Why is "Every Day a New Day"? What happens to the minors from the day before?
"Every day is a new day" is a positive approach to behavior management. This allows the students to have a fresh start each day. The minors from the day before stay in Skyward and are used for data collection and tracking. Three minors in one day results in a major. This major is recorded by Lisa in the office.

What happens after a major or minor is recorded? Is there parent communication for a minor?
An email gets sent to the classroom teacher, Jason, Amanda, and Lisa. At this time we are hoping that all consequences for minor behaviors are handled within the classroom. If a teacher desires to contact a parent they may. Consequences for all major behaviors will be handled through the office and communication with the parent is part of that plan.

Can we also record the consequence in the referral?
When inputting a referral you can type in the consequence in the comment box if you wish to do so. This is optional.