

**Kings Chapel
PBIS Handbook
2023-2024**



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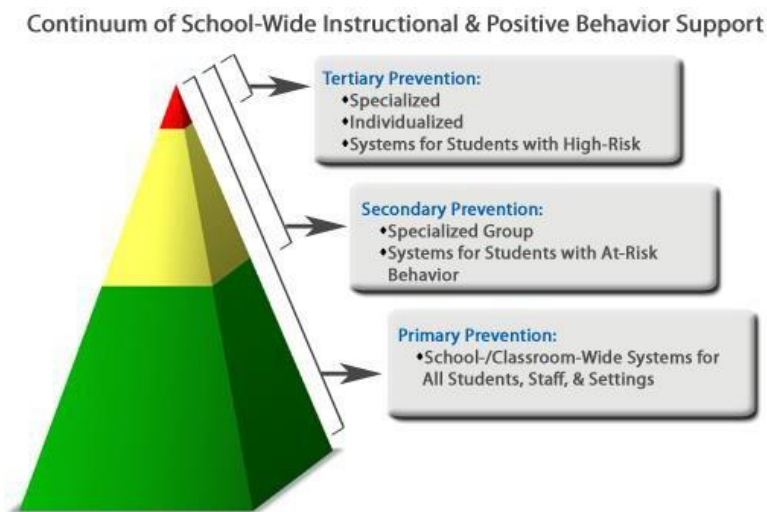
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What is PBIS?

Definition

PBIS (Positive Behavior Interventions and Supports) is a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all student.

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).



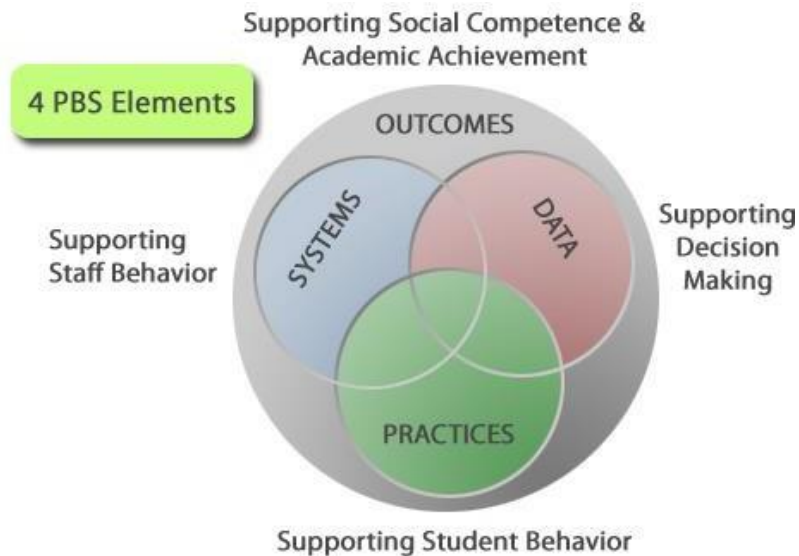
Why is it so important to focus on teaching positive social behaviors?

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 PBIS is to establish a climate in which appropriate behavior is the norm.

What is a multi-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 on-going 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?)

Information taken from <https://www.pbis.org/school>

What does this mean for staff?

- All staff must recognize and acknowledge children who are following the school-wide expectations.
- All staff must be ready to give out *Cougar Cash* to students in the classroom and throughout the building.
- All staff must know the Behavior Flow Chart and be consistent with their responses.
- All staff must notify administrators if a child's response to a problem behavior indicates the need.
- Teaching staff must post Classroom Expectations in their class and School wide Expectations in other areas that children often use.
- All staff must teach and reteach behavioral expectations and reward students for following them.
- All staff should CELEBRATE successes as much as possible!

Specific Practices and Supports

Clearly Defined Behavior Expectations

- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior

- *Cougar Cash*
- PAWS-itive Parties
- DOJO points

System of Correcting Inappropriate Behavior

- PBIS lessons
- Model expectations
- Minor Incident Reports
- After-School Detention
- Office Discipline Referral

Supports for Educators

- PBIS Team
- PBIS Coach

The PBIS Team

PBIS Team Members:

Coach:	Megan Davis
Team Leader:	Latoya Turner/ 4 th grade rep.
Data Analyst:	Monica Goodroe
Administrator:	Shaun Parsons
Behavior Specialist:	Brynn Upshaw
Recorder:	Casey Watson/Kindergarten rep
Timekeeper:	Courtney Winston/ 5 th grade rep
Grade level reps:	Lindsey Grant/ 1 st grade rep Alicia Jordan/ 2 nd grade rep Katie Cannon/3 rd grade rep Molly Schafer/ Specials rep.

Facilitator:

Jason Pinkney Student Services Coordinator

Mission Statement:

The mission of the PBIS Team is to maintain a school-wide behavioral support system that builds an environment where teachers can teach, and students can learn. This is accomplished by:

- utilizing a multi-tiered system of supports.
- establishing clear and consistent behavior expectations.
- promoting and recognizing positive behaviors of students.
- applying a data-based problem-solving approach to improving school climate.

Behavior Expectations

Behavioral expectations: Kings Chapel Elementary has seven positively stated expectations that support the school's Creed: be Positive, Always Respectful, Work Hard, and be Safe. These expectations apply to all students and staff members.

The KCES PBIS behavior matrix clearly communicates the school's expectations for positive behaviors in various school environments. It aids the staff in teaching, modeling, and reinforcing PBIS in the classroom, hallway, playground, cafeteria, and home. Each expectation and setting gives 2-3 observable behavioral indicators or examples.



	Hallway	Cafeteria	Playground	Learning Environment	Bathroom
POSITIVE	<ul style="list-style-type: none"> Go directly to my destination. Use appropriate body spacing. 	<ul style="list-style-type: none"> Know my lunch number. Clean up after myself. Get all my supplies the first time. 	<ul style="list-style-type: none"> Pick up after myself. Use appropriate language. Set a good example. 	<ul style="list-style-type: none"> Keep my classroom area neat. Raise my hand if I need help. 	<ul style="list-style-type: none"> Wait my turn. Keep walls free of drawings. Flush, wash and be on my way.
ALWAYS RESPECTFUL	<ul style="list-style-type: none"> Take care of student's work. Keep hands off the wall. 	<ul style="list-style-type: none"> Be courteous. Say please and thank you. Touch and eat my own food. 	<ul style="list-style-type: none"> Include others. Encourage others. Be a BUDDY. 	<ul style="list-style-type: none"> Leave property of others alone. Follow directions the first time. Keep a positive attitude. 	<ul style="list-style-type: none"> Respect others and their spaces. Clean up after myself.
WORK HARD	<ul style="list-style-type: none"> Pay attention to the teacher. Stay in a straight line facing forward. 	<ul style="list-style-type: none"> Follow the boxes and lines. Follow adult directions. Line up quickly and quietly. 	<ul style="list-style-type: none"> Share equipment. Line up on time. Wait your turn. 	<ul style="list-style-type: none"> Do my best. Be prepared. Use my time wisely. 	<ul style="list-style-type: none"> Only one student in the stall. Return to class promptly.
SAFE	<ul style="list-style-type: none"> Walk to the right. Keep hands, feet and objects to myself. Watch where I am going. 	<ul style="list-style-type: none"> Walk at all times. Keep hands, feet and objects to myself. Stay seated unless given permission. 	<ul style="list-style-type: none"> Keep hands, feet and objects to myself. Play with equipment properly. 	<ul style="list-style-type: none"> Keep hands, feet and objects to myself. Use materials properly. 	<ul style="list-style-type: none"> Keep hands, feet and objects to myself. Report concerns to my teacher.

Schedule for Teaching Expectations

PBIS- Monthly Learning Experiences

- August -- Communicate rules and expectations in the following areas: Bus, Playground, Hallway, Cafeteria, Restroom and individual classrooms.
- September -- Renew Classroom Matrix
- October-- PBIS Lesson Plan for POSITIVE
- November-- PBIS Lesson Plan for ALWAYS RESPECTFUL
- December-- PBIS Lesson Plan for WORK HARD
- January—Renew Classroom Matrix
- February-- PBIS Lesson Plan for SAFE

SYSTEM FOR ACKNOWLEDGING BEHAVIOR

What is Cougar Cash?

Cougar Cash is used school-wide to acknowledge positive behavior choices. They can be given by any teacher or staff member who observes a student following the expectations.

Each student collects their Cougar Cash to shop in the Cougar Store every other Friday.

Cougar Cash:

Distribution Guidelines

- ALL staff receives "Cougar Cash" to distribute to any student, at any time, which they observe following the School-Wide expectations.
- Students may earn \$1 a day and more for going above and beyond.
- Students write their name in pen and teacher giving the Cougar Cash must write their name also.
- We encourage ALL teachers and support staff to reward students with Cougar Cash with the intentions of reinforcing Positive Behavior.
- As you reward your students, please share with them the reason why you have rewarded them. For example, "Sam great job keeping your hands to yourself and using a zero-voice level in the hall". Please refer to our matrix in the hallways and in the classrooms. Continue to identify, teach, and reinforce positive behavior.

Cougar Store

The Cougar Store will open beginning the last Friday in August. At the store, students may use their cash to purchase items for varying costs:

Small games	Electronics	Toys	Novelties
Books	Treats	Pencils	And much more!

Cougar Cash Incentive is open to all K-5 students who earned enough Cougar Cash to shop in the Cougar Store.

PBIS Incentive Events:

PAWS-itive Parties are tentatively planned for students having met KCES Behavior expectations and no having ISS or OSS.

Month	Event	Cost to K-5
September	Cougar Store/Expectation Video	0
October	DAY AT THE MOVIES	100 pts & no ISS or OSS
December	TBD**	100 pts & no ISS or OSS
March	TBD**	100 pts & no ISS or OSS
May	TBD**	100 pts & no ISS or OSS

SYSTEM FOR CORRECTING BEHAVIOR

PBIS Team Goals:

1. Clarify across staff and administration what behaviors should be managed in the classroom v. sent to the office.
 2. Develop a continuum of “consequences” with a corrective/ remedial focus, rather than strictly punitive consequences or consequences that remove students from instructional time.
 3. Develop referral form that provides essential information for decision making.
 4. Use discipline referral data to identify problem areas & inform decision making.
 - Maximize school resources by making informed data-based decisions.
 - Recommended data system: SPOTLIGHT
- Purposes of Discipline Policy
- Promote positive behavior and reduce problem behavior.
 - Comply with federal and state law.
 - Coordinate behavior support efforts
 - Ensure safe and effective environments.
 - Get students access to needed supports.

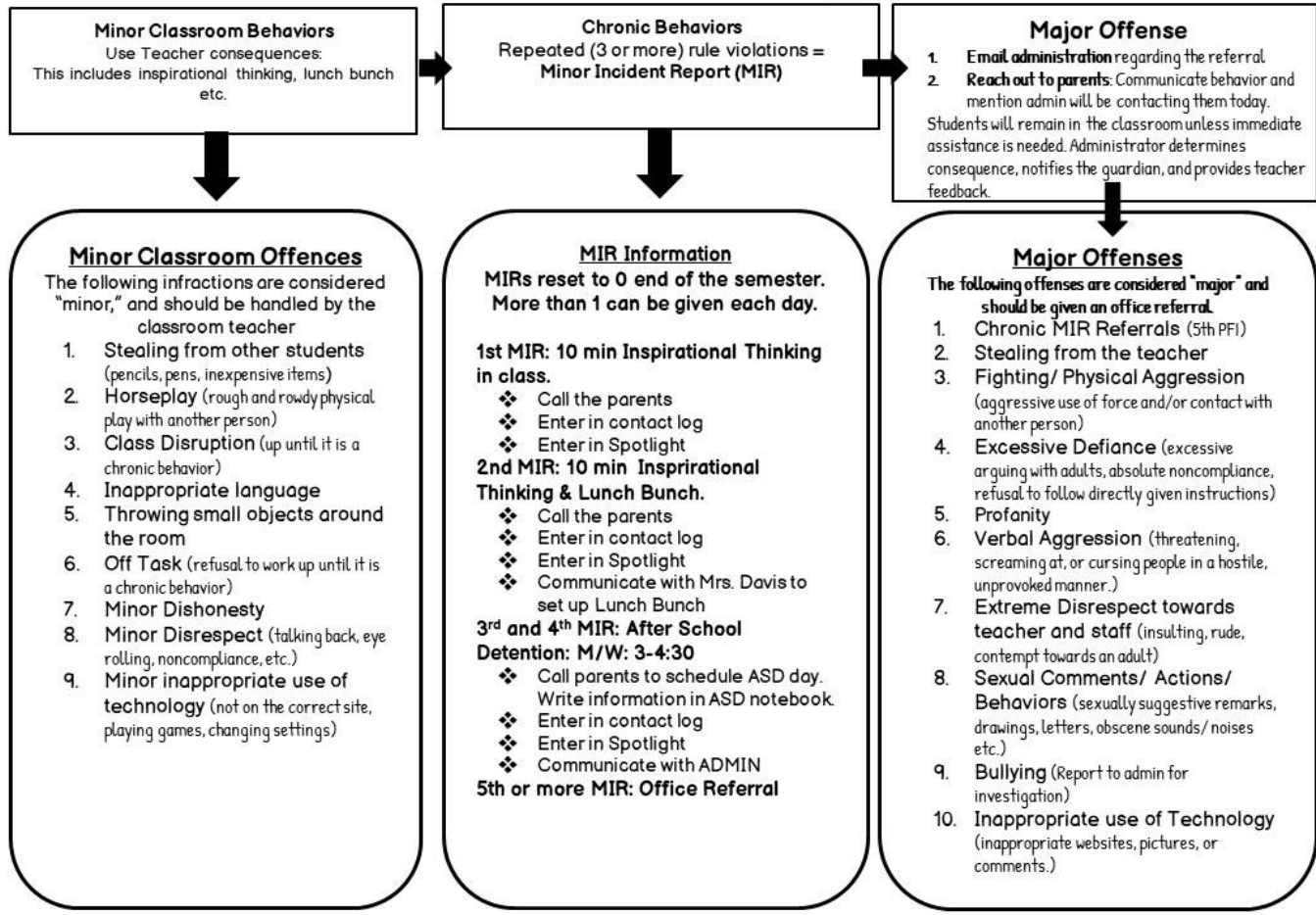
School Wide Rules

- #1 Keep your hands and body to yourself.
- #4 Be prepared.

- #2 Be respectful and use kind words.
- #5 Do your school work.

- #3 Follow all directions.
- #6 Leave property of others alone.

KCES Behavior Management Plan



Teachers

Major Infractions – Report immediately to administrator. Follow up with descriptive email as soon as possible.

Minor Infractions – Use PAWS Promise - Record SPOTLIGHT minor for 1st – 4th offenses - Contact parent for SPOTLIGHT minors. For minor infractions after 5th offense, email KCES Admins for office referral.

*Minor behaviors occurring outside the classroom should be reported to the teacher to investigate and handle accordingly.

Art, Music, & PE

Major Infractions – Report immediately to administrator. Follow up with descriptive email and CC classroom teacher as soon as possible.

Minor Infractions – Use PAWS Promise (Tier 1 interventions). Record SPOTLIGHT minor for 1st- 4th offenses. Contact the parent for SPOTLIGHT minors. For minor infractions after 5th offense, email KCES Admins for office referral. Notify teacher through follow up email.

Report incidents involving bullying or sexual harassment to administrator.

Administrators

Major Infractions – Contact parents / enter IC referral / assign consequence / Put ISS on Clip board / email teacher (case manager if SPED / ELL) / IC referral print out placed in envelope to go in agenda.

Multiple minor infractions (or determined by admin as minor infractions) contact parent/record IC referral and assign consequence/ contact parent / email teacher outcome.

Tier 2/3 behavior plan

- Students will be placed on a Tier 2/3 plan for the following reasons:
 - Begin the year with 5 or more referrals from the previous year.
 - Begin the year by returning from an alternative environment.
 - Receive their 4th referral for minor incidents in a year.
 - Been placed in ISS for a 3rd time.
- Teacher and Counselor will create a Tier 2 behavior plan in PowerSchool for the student and initiate intervention.
 - The counselor and teacher will meet with the parent to explain and discuss the intervention.
 - The teacher will implement intervention and give intervention sheets to the counselor at the end of the day on Friday.
 - Counselor will enter weekly data points in PowerSchool for the student.
- Behavior team will meet monthly to review intervention effectiveness.
 - Team will meet on students who have been on the plan for at least 4 weeks (4 data points)
 - Team will review data points and IC discipline referrals.
 - Team will make recommendations to place the student back on Tier 1 or move to Tier 3