



## **PBIS Handbook**

**Cougars are:**

Caring

Outstanding

Unique

Growing

Always Positive

Ready

Safe

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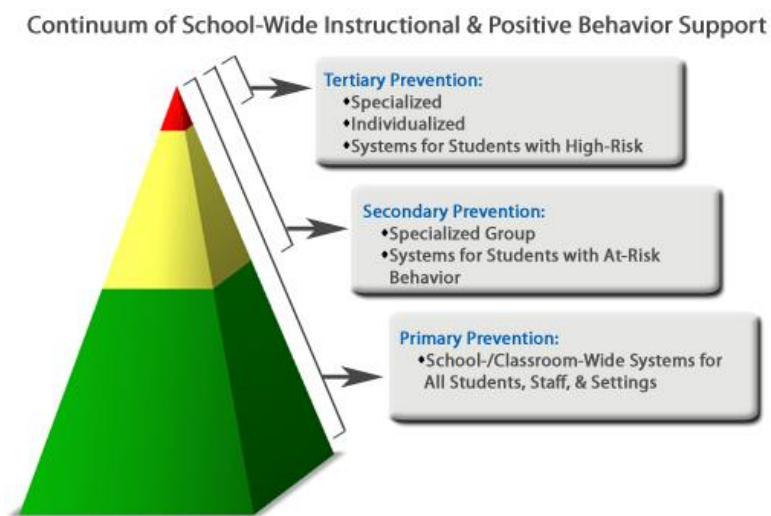
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# What is PBIS?

## 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).



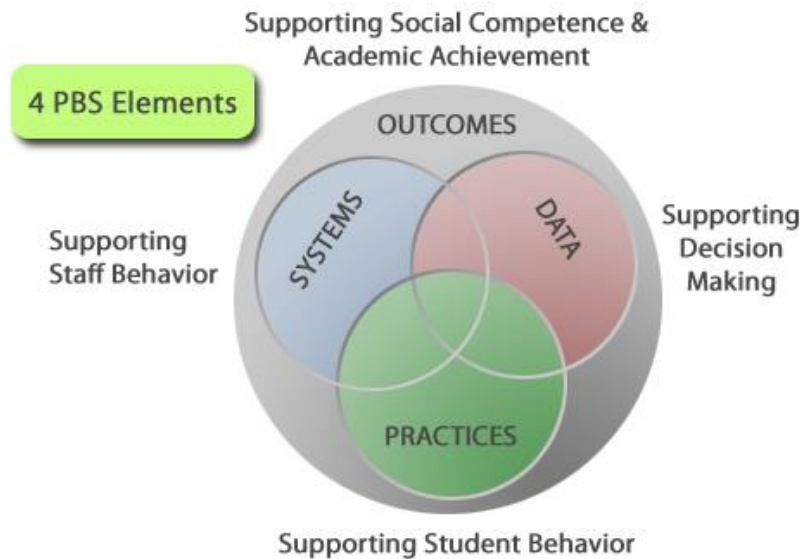
## Why is it so important to focus on teaching positive social behaviors?

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*
- *Principal's Parties*

### System of Correcting Inappropriate Behavior

- PBIS lessons
- Model expectations
- Minor Incident Reports
- Office Discipline Referral

### Supports for Educators

- PBIS Team
- PBIS Coach

# The PBIS Team

## **PBIS Team Members:**

Coach:	Kalesia McKnight
Team Leader:	Kayla Shumway
Data Analyst:	Monica Goodroe
Administrator:	Will Ray
Behavior Specialist:	Latoya Turner
Recorder:	Courtney Winston
Reporter/Communicator:	Daniel Wood

## **Facilitator:**

**Jason Pinkney Student Services Coordinator**

## **Purpose Statement:**

Kings Chapel PBIS Team's purpose is to maintain a safe and positive learning environment for ALL students 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: Caring, Outstanding, Unique, Growing, Always Positive, Ready, 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 aides 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.

**Kings Chapel PBIS Expectations Matrix**

The Cougar Creed	Cafeteria Voice level 2	Restroom Voice level 0	Hallways Voice level 0	Playground Voice level 4	Bus Voice level 1
<b>Caring</b> We help each other	<ul style="list-style-type: none"> <li>Be courteous say please, thank you, excuse me, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others, always leave the restroom clean</li> </ul>	<ul style="list-style-type: none"> <li>Value displays and student work</li> <li>Keep halls neat and clean</li> </ul>	<ul style="list-style-type: none"> <li>Share equipment</li> <li>Be respectful and use kind words</li> <li>Play fair</li> </ul>	<ul style="list-style-type: none"> <li>Help other students</li> <li>Share my seat</li> </ul>
<b>Outstanding</b> We work hard and make good grades	<ul style="list-style-type: none"> <li>Clean up after myself</li> <li>Lights off, voices off</li> <li>Talk only to people beside or across from me</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to my destination and return promptly</li> </ul>	<ul style="list-style-type: none"> <li>Pick-up after myself and others</li> <li>Be truthful about my actions</li> </ul>	<ul style="list-style-type: none"> <li>Be honest about my actions</li> </ul>
<b>Unique</b> We are all different	<ul style="list-style-type: none"> <li>Respect other's opinions</li> <li>Include others, no saving seats</li> <li>Eat what I ordered or brought</li> </ul>	<ul style="list-style-type: none"> <li>Give others &amp; self privacy</li> <li>Only one student in the stall at a time</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate body spacing between others</li> </ul>	<ul style="list-style-type: none"> <li>Include others in play</li> <li>Be a buddy</li> <li>Respect other's opinions</li> </ul>	<ul style="list-style-type: none"> <li>Compliment, don't criticize</li> <li>Respect other's opinions</li> </ul>
<b>Growing</b> We are getting better every day	<ul style="list-style-type: none"> <li>Follow the boxes and lines</li> <li>Line up quickly and quietly</li> <li>Stay with my class and my assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Wash my hands</li> <li>Conserve water, paper towels, and soap</li> <li>Keep walls free of drawings, marks, or words</li> </ul>	<ul style="list-style-type: none"> <li>Stay in a straight line facing forward</li> <li>Silent wave to say "hi" to others</li> </ul>	<ul style="list-style-type: none"> <li>Set a good example</li> <li>Be a problem solver</li> <li>Resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Respond immediately to quiet signal and driver's directions</li> </ul>
<b>Always Positive</b> We keep the right attitude	<ul style="list-style-type: none"> <li>Be patient</li> <li>Use positive and appropriate language</li> <li>Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Patiently wait my turn</li> <li>Always do the right thing</li> </ul>	<ul style="list-style-type: none"> <li>Stand tall, off walls</li> <li>Walk silently</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others</li> <li>Use positive and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice and kind words</li> <li>Use appropriate language</li> </ul>
<b>Ready</b> We are ready to show what we can do	<ul style="list-style-type: none"> <li>Know my lunch number</li> <li>Get all snacks, condiments, and utensils before I sit down</li> <li>Be ready to line-up</li> <li>Stand tall, off walls</li> </ul>	<ul style="list-style-type: none"> <li>Be quick and quiet</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to the teacher</li> <li>Devices in my bookbag before I leave class</li> </ul>	<ul style="list-style-type: none"> <li>Line-up on time</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to get off the bus at my stop</li> </ul>
<b>Safe</b> We are careful at school	<ul style="list-style-type: none"> <li>Walk</li> <li>Raise my hand if I need help</li> <li>Stay seated unless given permission by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Report concerns or inappropriate behavior to my teacher promptly</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the right</li> <li>Keep hands, feet, and objects to myself</li> <li>Watch where I am going</li> </ul>	<ul style="list-style-type: none"> <li>Play with equipment properly</li> <li>Keep hands, feet and objects to myself</li> <li>Report unsafe behavior to a teacher promptly</li> </ul>	<ul style="list-style-type: none"> <li>Stay in my seat</li> <li>Keep hands, feet and objects to myself</li> <li>Report concerns to the driver promptly</li> </ul>



# 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 Caring
- November-- PBIS Lesson Plan for Outstanding
- December-- PBIS Lesson Plan for Unique
- January-- PBIS Lesson Plan for Growing
- February-- PBIS Lesson Plan for Always Positive
- March-- PBIS Lesson Plan for Ready
- April -- PBIS Lesson Plan for Safe
- May -- Reinforce rules and expectations in the following areas: Bus, Playground, Hallway, Cafeteria, Restroom and individual classrooms.



# 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 student, 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

Behavior/Achievement	# Cougar Cash per incident
<u>Consistent</u> appropriate classroom behavior (following the KCES behavior expectations with few/limited reminders)	1 Day
<b>Above and Beyond</b> <i>*To be given only when students go above and beyond- not to be given on a daily basis.</i>	
Extraordinary Random Acts of Kindness & Friendship	1-3 (depending on extraordinary nature of circumstances)
<u>Consistent</u> appropriate non-classroom behavior (hallway, cafeteria, playground, etc.) w/out reminder	1
<u>Consistent</u> , significant display of effort/self-motivation	1 or more (depending on significance of effort)
Meeting a set & stated goal (test, attendance, behavior, etc.)	1 - daily goal 2 - weekly goal
<u>Consistent</u> display of sportsmanship, teamwork, cooperation	1-2
Display of Self Discipline (avoiding a fight, not engaging in inappropriate actions when others around are, etc.)	1-5 (depending on severity of situation in which discipline was displayed)
Display of positive attitude in a negative situation	2-3
Appropriate problem-solving/conflict resolution	1-3 (depending on severity of situation in which skill was displayed)
Significant improvement in a targeted area (behavior, math, etc.)	1-3 (depending on level of improvement displayed)
Completion of specified tasks (return important letter signed by parent, bring in important item, etc.)	1

## 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.

Store Hours:

Every Wednesday & Friday ... 7:45-8:30

## **PBIS Incentive Events:**

Principal's Parties are tentatively planned for students having met KCES Behavior expectations and no having ISS or OSS.

<b>Month</b>	<b>Event</b>	<b>Cost to K-5</b>
<b>September</b>	Cougar Store/Expectation Video	0
<b>October</b>	Popsicles and Dance Party	100 pts & no ISS or OSS
<b>December</b>	<b>TBD**</b>	100 pts & no ISS or OSS
<b>March</b>	<b>TBD**</b>	100 pts & no ISS or OSS
<b>May</b>	<b>TBD**</b>	100 pts & no ISS or OSS

\*\* Students will fill out an interest survey to determine December, March, and May parties.

# 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: SWIS – School Wide Information System
- 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

# Kings Chapel Elementary School Behavior Management Plan (Revised 9/12/21)

## 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.

Minor Infractions	Consequence Guidelines
5 or more incidents on Dojo	1 <sup>st</sup> Offense – Spotlight minor – Warning / Parent contact
Not keeping hands and body to yourself	2 <sup>nd</sup> Offense- Spotlight minor – 1 loss of recess
Not being respectful and using kind words <i>(threats &amp; profanity as witnessed by students)</i>	3 <sup>rd</sup> Offense –Spotlight minor –1 loss of recess and lunch detention
Not following directions	4 <sup>th</sup> Offense- IC referral -1/2 Day ISS & Tier 2 B.P.
Not being prepared	5 <sup>th</sup> Offense- IC referral – 1 Day ISS - Teacher/Admin/Parent conference
Not doing your school work	6 <sup>th</sup> Offense – IC referral – 2 Days ISS
Not leaving property of others alone	7 <sup>th</sup> Offense – IC referral –1 Day OSS & Student Behavior Contract
Major Infractions	
Fighting / Extreme physical aggressions	1 Day ISS/ 2 Days ISS/ 2 Days ISS & Parent Conference
Aggressive behavior <i>(pushing, hitting, kicking, etc)</i>	½ day ISS/ 1 Day ISS /2 Days ISS
Possession of inappropriate item	Confiscate item & ½ Day ISS/ Confiscate item & 1 Day ISS
Extreme disrespect / Active Defiance	½ Day ISS/ 1 day ISS
Profanity (written, verbal, gestures, <i>and/or witnessed by crowd</i> )	½ Day ISS/ 1 Day ISS/ 2 days ISS & Parent Conference
Major inappropriate behavior <i>(repeated threats, sexual talk, gestures, etc)</i>	1 Day ISS/ 1 Day ISS & Parent Conference
Stealing / Theft	1 day ISS (Major) - ½ day ISS (Minor)

## Teachers

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

**Minor Infractions** – Use DoJo (Tier 1 interventions). Record SPOTLIGHT minor for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offenses. Contact parent for SPOTLIGHT minors. For minor infractions after 3<sup>rd</sup> offense, email KCESAdmins for office referral.

\*Minor behaviors occurring outside the classroom should be reported to 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 DoJo (Tier 1 interventions). Record SPOTLIGHT minor for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offenses. Contact parent for SPOTLIGHT minors. For minor infractions after 3<sup>rd</sup> offense, email KCESAdmins 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 silent lunch or 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 5 or more referrals from previous year
  - Begin the year by returning from alternative environment
  - Receive their 4<sup>th</sup> referral for minor incidents in a year
  - Been placed in ISS for a 3<sup>rd</sup> time
- Teacher and Counselor will create a Tier 2 behavior plan in TieNet for the student and initiate intervention
  - Counselor and teacher will meet with the parent to explain and discuss the intervention
  - Teacher will implement intervention and give intervention sheets to counselor at the end of the day on Friday
  - Counselor will enter weekly data point in TieNet for student
- Behavior team will meet monthly to review intervention effectiveness
  - Team will meet on students who have been on the plan at least 4 weeks (4 data points)
  - Team will review data points and IC discipline referrals
  - Team will make recommendations to place student back on Tier 1 or move to Tier 3



# King Chapel Elementary Behavior Flow Chart

- | Teacher Managed  |
|--|
| <ul style="list-style-type: none"> <li>• Losing 1-4 Dojo points in a day</li> <li>• Not keeping hands and body to yourself</li> <li>• Disrespectful</li> <li>• Using unkind words</li> <li>• Unprepared</li> <li>• Not leaving the property of others alone</li> <li>• Minor class disruption</li> <li>• Defiance or Non-Compliance</li> <li>• Minor disrespect: name calling, put downs</li> <li>• Not following classroom expectations &amp; procedures</li> <li>• Not following hallway, playground, &amp; bathroom expectations</li> <li>• Not staying assigned area</li> <li>• Property Misuse/Damage</li> <li>• Device misuse</li> <li>• Dishonesty</li> </ul> |

- | Office Managed  |
|---|
| <ul style="list-style-type: none"> <li>• Chronic Violation of Teacher Managed Behaviors (Admin will reference notes in IC contact log)</li> <li>• Extreme disrespect / Active Defiance</li> <li>• Profanity (written, verbal, gestures)</li> <li>• Inappropriate behavior (sexual talk, gestures, etc)</li> <li>• Aggressive behavior with the intent to hurt (pushing, hitting, kicking, etc)</li> <li>• Stealing / Theft</li> <li>• Losing 5 Dojo points in a day</li> <li>• Reports of bullying/harassment</li> <li>• Threats of violence</li> </ul> |
| <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Possession of inappropriate item (explicit or dangerous)</li> <li>• Leaving classroom/school without permission</li> <li>• Physical aggression (injury may occur)</li> <li>• Causing an unsafe environment</li> </ul>  |

