**Glendale School District**

**PBIS Handbook**

2022-2023

**Pirate P.R.I.D.E.**

**(Positivity, Respect, Integrity, Dedication, Excellence)**

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###### Positive Behavior Intervention and Support (PBIS)

What is Positive Behavior Intervention and Support?

Positive Behavior Intervention and Support (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 intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the school district PBIS team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school.

What are the responsibilities of the school district PBIS team?

* Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
* Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
* The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

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.

**School District PBIS Rules**

**(Positivity, Respect, Integrity, Dedication, Excellence)**

Why do we have school-wide Pirate Pride?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across

school settings because students will be learning through the same language. By focusing on five-character traits, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff using a common language.

Positively stated traits are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively (i.e., calling them traits) the hope is that staff will be more likely to use the traits to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple traits. For example:

* + You were **Being Positive** when you asked your classmate to walk in a straight line in the hallway.
	+ Thank your class for **Being Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.
	+ Cleaning up your spills in the cafeteria is an example of **Having Integrity** because someone could slip on the spill and get hurt.
	+ Demonstrating a consistent knowledge of rules and expectations is **Proving** **Dedication** to the school.
	+ Transitioning quietly and quickly **With** **Excellence** through hallways to allow others to continue learning without disruption.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide traits to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the school-wide traits. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide traits. The goal is 90

% of staff and students know the school-wide traits. To be most effective, regularly teaching using the school-wide traits should become part of the school culture.

School Traits Posters

School Traits Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school traits. School Traits Posters should be big enough to read and highly visible throughout all settings in the school.

###### Teaching School District Traits, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide traits, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the traits, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Traits, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that all staff agree on what is expected. This will improve consistency and transparency across the district when enforcing the school traits. Surprisingly, often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the traits, expectations, and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Traits, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of Pirate Pride Tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

**PBIS Acknowledgment System**

**Why do we want to recognize expected behavior?**

It is not enough just to teach expected behavior, but we also need to regularly recognize and reward

students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (*4:1 ratio*). As staff it is quite easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Glendale School District we use PBIS to acknowledge students for appropriate behavior. Through this program we hand out Pirate Pride Tickets to students for following the school rules.

When recognizing students with a Pirate Pride Ticket it is important to identify specifically what behavior the student engaged in and link it to the appropriate school trait. For example:

“Carl, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible, and it really helped me out. Here is a Pirate Pride Ticket.”

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the ticket. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out Pirate Pride Tickets?

All staff in the school should be provided with Pirate Pride Tickets, including general and special education teachers, classified staff, supervisors, as well as substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students have more to benefit from such a program than other students.

How often should students be recognized for positive behavior?

Every two weeks is recommended to recognize student positive behavior for receiving Pirate Pride Tickets. Ways to recognize students include assemblies, prize drawings, classroom activities, special events, rewards, announcements, etc. The school district will use these in varying capacities throughout the year.

Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide traits. We will aim to have an assembly once a quarter.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. The consequences should be logical and focus on teaching and remediation. In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

To maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan for their classroom: teaching expectations and routines, having incentives for positive behavior, and providing clear classroom responses to problem behavior. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

* What problem behaviors are expected to be dealt with in the office?
* What problem behaviors are expected to be dealt with in the classroom?
* What is the sequence of disciplinary responses in the school, including alternatives?
* What are the procedures for an office referral?

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data monthly to make decisions about school-wide programming and individual students in need of additional support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Positivity** | **Respect** | **Integrity** | **Dedication** | **Excellence** |
| **Hallways and Common Areas** | Walking with feet facing forward Keep hands to yourself An adult must be in every room a student enters (except bathrooms)  | Quiet Voices Hold the door open for the people behind you  | Stay to the right Clean up after yourself and others  | Follow staff directions Get to destination quickly  | Encourage others Help guide other students  |
| **Playgrounds** | Share and encourage others Be SAFE!  | Use kind words Include everyone  | Stay within sight of staff  | Use equipment appropriately  | Display good sportsmanship  |
| **Cafeteria** | Use good table manners, say “please” and “thank you”  | Wait patiently Respect the lunch staff and the choices they provided  | Maintain clean space  | Return trays and pick up after yourself  | Remain seated and wait to be excused  |
| **Classroom** | Value others’ feelings Be helpful to others Participate  | Speak when appropriate  Respect substitutes Follow class procedures Use appropriate vocabulary  | Be truthful and honest Be on your best behavior Value School Property Use computers responsibly  | Have proper materials Be ready to work and stay on task Be on time   | Always try your best Dress appropriately Complete assignments on time  |
| **Bathrooms** | Wait patiently Bathroom business only  | Respect others’ privacy  | Clean up after yourself  | Practice good hygiene, WASH YOUR HANDS!  | Use supplies appropriately  |
| **Offices** | Think positively  | Have a calm and respectful tone   | Be honest and thoughtful  | Make your visit purposeful  | Show appreciation  |
| **Library** | Utilize available resources   | Help maintain organization Use proper etiquette (whisper)  | No food or drink Return materials on time  | Use the space for its intended purpose   | Offer some assistance when necessary  |
| **Gym and Athletics** | Do your best, never give up Finish what you start Participate  | Follow the rules  Obey instructors and coaches  | Play hard, but play fair  | Dressed appropriately  | Display good sportsmanship  |
| **Bus** | Be patient, courteous, and helpful  | Respect school property Use quiet voices  | Remain seated Be on time  | Know where your stop is Report on suspicious behavior  | Show appreciation to the driver Be a positive representative for the school  |
| **Parking Lots and Courtyard** | Share and encourage others Be SAFE!  | Always stay on sidewalks  | Do not disturb plants  | Be attentive to your surroundings  | Be a positive representative for the school Help guide other students  |
| **Technology and Digital Space** | Be kind to everyone  | Respect school property Use appropriate vocabulary and have good manners  | Avoid social media and games | Stay on task when using computers  | Report any inappropriate activity |
| **Field Trips** | Be optimistic | Show respect and courtesy to everyone  | Be helpful and participate  | Maintain an active presence with the group | Be an exemplary representative of the school |

**Glendale Elementary Behavior Grid**

**P.R.I.D.E.**

**Behavior Definitions**

**Minor**

**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

**Inappropriate Language** – Student engages in low-intensity instances of inappropriate language not directed at anyone in particular

**Physical Contact** – Student engages in non-serious, but inappropriate physical contact or horseplay.

**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

**Major**

**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.

**Fighting** – Student is involved in mutual participation in an incident involving physical violence.

**Harassment** – The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

**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.

**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.)

**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 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.

**Office v. Staff Management Protocol**

**Glendale School Student**

**PBIS Referral Process**

*Is the behavior teacher or office managed?*

Teacher Managed\* VS. Office Managed

|  |  |
| --- | --- |
| * Off task
* Talking
* Failing to follow rules/directions
* Interrupting instruction
* Disruptive behavior
* Inappropriate behavior
* Profanity
* Tardy
* Not sitting in assigned seat
* Using electronics inappropriately
* Cheating (homework/classwork)
* Refusal to work
* Dress code (if they have clothes to

change into)* Unsafe or rough play
* First offense of disrespectful tone,

attitude or body language (non-verbalcommunication and remember to beculturally sensitive)* First offense of disrespecting property
 | * Walking out of class without permission
* Continued defiance
* Dress code (need to borrow clothes)
* Habitual disrespectful behavior
* Continued use of profanity
* Destruction of school property
* Weapons
* Fighting/aggressive/violent behavior
* Credible threats
* Harassment of teachers/students
* Major/chronic destruction of property
* Theft
* Racial/ethnic/gender discrimination/bullying
* Cheating (assessments)
* Suspected intoxication alcohol/drug use
* Continued inappropriate use of technology
 |

\*Student receives office referral after the 3rd teacher intervention (of the same incident)

\*Teachers must utilize a written log of the student’s behavior which will be attached to the referral. Parent contact must be made prior to the referral (document who was spoken to). Most importantly teachers must keep a log of interventions or steps taken prior to the referral to the office, this can be done in a Word document.

Classroom preventions: Seating charts, organized and engaging lesson plans, syllabus with clear rules and guidelines, posted classroom norms, established classroom routines and clear and consistent expectations for all students.

Classroom interventions: Student/Teacher meetings, student behavior plan with student input, lunchtime/after school detention, phone call home, parent/teacher conference and a teacher buddy system.

Discipline Flow Chart

**Student receives a referral for the following reasons:**

Defiance\*

Disruption\*

\*After the 3rd teacher intervention, student referred to main office

**Student engages in any of the following:**

Serious offenses (i.e., violation of Ed. Codes)

Serious disturbance/ defiance

**Admin will apply appropriate discipline. Some steps taken may include:**

Contact parents

Lunch/After School Detention Saturday School

Campus Beautification Detention Center

Student/ admin conference Suspension

Cambio Program

Contact Counselor, Intervention Specialist, Student Services Counselor, and/or Psychologist

**Admin will apply appropriate discipline. Some steps taken may include:**

Contact parents, and other staff personnel Suspend student (1-5 days)

Conduct BRC meeting

Recommend expulsion

**Behavior Plans for Individual Students**

**PBIS Team Procedures**

**Step 1: Staff Actions**

**Interventions**

* + - Individual conference with student regarding behavior/academics (notes online)
		- Parent contact-phone/parent conference (contact log online)
		- Log behaviors and interventions (use behavior referral form

 **Admin/Counselor Referral**

* + - Submit behavior referral forms and any other behavior logs
		- Admin/counselor has access to notes and contact log online

**Step 2: Admin/Counselor’s Actions**

* + - Determine if referral is appropriate for Counselor Intervention (incomplete referrals will be returned)
		- Distribute **Admin/Counselor Response Form** to student’s teachers
		- Admin/Counselor prepares student file for PBIS Team
			* Collect **Admin/Counselor Response Form** from student’s

teachers

* + - * Copy of transcripts/progress report/tracking form
			* Copy of current student schedule

**Step 3: Presentation of Cases to PBIS Team**

* + - Admin/Counselor
			* Presents student’s file and reason for referral
			* Presents student’s history of academics

**Step 4: PBIS Team Planning-**Case assigned to appropriate committee member(s)

* + - Possible strategies for interventions include:
			* Student Study Team (SST)
			* Conflict Resolution Team (CRT)
			* Multi-Tiered System of Supports (MTSS) Team
			* Counselor
			* Community Partnership
		- Final meeting with referring staff, parent/guardian, and admin/counselor
		- Submit appropriate case files to chosen intervention team

**NOTES**