

Lindsey Elementary School

PBIS Staff Handbook



2019-2020

Dr. Anisa Baker-Busby
Principal

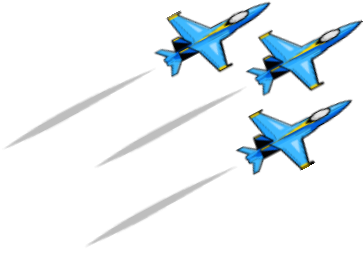
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Assistant Principal/ Title IX Coordinator

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Lindsey Elementary School

Staff PBIS Handbook

The purpose of this handbook is to guide and support Lindsey's staff members as we implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

2019-2020 PBIS Team Members

PBIS Leadership:

Arielle Scott (4th Grade)- Coach

Artia Shorter (EIP)-Asst. Coach

Dr. Baker-Busy (Principal)-Team Leader

Kristen Brooks (Assistant Principal)- Team Leader

Krystalyn May (5th grade)- Recorder

Felecia Felton (1st Grade) - Data Specialist

Jody McGriff- Time Keeper

Angelecia Latimore (Counselor)- Behavior Specialist

Team Members:

Brian Hampton-PE

Verondi Brown- Art

Heather Brydon- Pre K

Michelle Spradley- Kindergarten

Kimbrail Blake - Kindergarten

Kasia Allen- 1st Grade

Bresha Byse- 2nd Grade

Jody McGriff- 3rd Grade

Angela Chesnut- 4th Grade

Ashlee Nipper- Special Education

Jacqueline Hodges-Assistant Principal

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School Vision

Our vision is to function as a safe, nurturing and family friendly, professional learning community where we sustain a focus on collaboration, high levels of learning for all, and results.



School Mission:

It is the mission of Lindsey Elementary to provide a safe and nurturing environment where the faculty, staff, parents, community leaders and all other stakeholders ensure higher levels of learning for all.

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS at Lindsey

A term you will hear at Lindsey Elementary School is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach in behavior management on a school wide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, the classroom, or with an individual student. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions. Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows Lindsey's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

The goals of PBIS are consistent with those found in educational initiatives for the state of Georgia

The **5 key components** of an effective school-wide PBIS system involve:

1. Clear Expectations
 - ◆ As defined in the matrix
2. Explicitly taught
 - ◆ Each area in the matrix is accompanied by a lesson plan.
 - ◆ A schedule for teaching and re-teaching behaviors is used.
3. A system for encouraging appropriate behavior
 - ◆ Recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. A system for discouraging inappropriate behavior
 - ◆ A Correction Menu for how to respond to and correct inappropriate behaviors.

5. A data collection system
 - ◆ Answering two important questions. Are we...
- 1) Doing what we said we would do?
- 2) Achieving the student outcomes we said we would achieve?

The purpose of this staff manual is to briefly illustrate how these components will be utilized within Lindsey's 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.



Five PBIS Big Ideas:

1. All children can learn and are always learning!

- ◆ Children are learning all the time. If you work around children, you are a teacher.

*“There is nothing so esteem building as consistent success,
Nothing so demoralizing as chronic failure.” – Dale R. Myers*

2. School is responsible for preparing students for life.

- ◆ Schools should teach important life lessons.

3. School expectations must be explicit, and taught to *all* students.

4. The only way to change student behavior is to change *adult* behavior.

- ◆ We create the environments in which behaviors arise.

5. Things aren't always as they appear!

- ◆ Human perception is often flawed. It is important to use data

CLEAR EXPECTATIONS

If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it.

– Dale R. Myers

As a Lindsey Jetsetter, students are expected to...

- ✓ Be safe
- ✓ Be caring
- ✓ Be respectful
- ✓ Be responsible



Good Rules are Important

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

What Makes Good Rules

- Simple and easy to remember.
- Positively stated: What we want.
- Applicable to everyone- staff and students.
- Monitored and enforced by all.
- Consistently applied.

MATRIX of School Rules and Expectations

Our matrix serves two purposes

1. Helps the school community “get on the same page”.
2. Serves as the basis for writing school rule lesson plans.

Location/ Expectation	Bathroom Voice Level 0	Bus Voice Level 1	Cafeteria Voice Level 1	Hallway Voice Level 0	Computer Lab Voice Level 1	Playground Voice Level 4
Be Safe	Keep hands, feet, and objects to yourself Walk carefully in and out of the restroom	Keep hands, feet, and objects to yourself Keep your feet /towards the floor, back to back, book bag on your lap, and face forward	Keep hands, feet, and objects to yourself Use utensils and food appropriately	Keep hands, feet, and objects to yourself Walk on the right side of the hallway (blue squares)	Keep hands, feet, and objects to yourself Follow teacher directed use of internet and computer equipment	Keep hands, feet, and objects to yourself Use equipment for its intended use
Be Caring		Use kind words	Use kind words	Use kind words	Use kind words	Use kind words Play fair and include others
Be Respectful	Be considerate of other student’s privacy Follow adult directions	Use appropriate language Follow adult directions	Say, “Please and Thank you” Follow adult directions	Value displays, posters, and student work Use appropriate body spacing between others	Use appropriate language Follow adult directions	Use appropriate language Follow adult directions
Be Responsible	Use it, flush it, wash/dry hands, and out the door Dispose of items in the correct place	Enter/Exit the bus appropriately Take all personal belongings with you when exiting the bus	Get what you need the first time you go through the line Clean up your table area	Move quietly and efficiently Walk to destination, avoid unnecessary steps	Enter/exit appropriately Take all personal belongings with you when exiting the computer lab	Take all personal belongings with you Make sure playground area is clean and free of trash

Explicitly Taught Expectations

PBIS: Teaching Behaviors



Two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide frequent and specific feedback.

When do we teach behavior?

- At the beginning of school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviors tend to increase.
- On-going throughout the year. (refresher lessons)
- At teachable moments.

Where do we teach behavior?

- ◆ Specific lessons taught during Jet Power, before content lessons, etc.
- ◆ Everywhere in the school
- ◆ Embedded in other school activities

Why do we teach behavior?

- ◆ They are necessary skills for success in life.
- ◆ Many students arrive at school without these important skills
- ◆ They are the basis for a positive and safe climate.
- ◆ Doing so increases opportunities to teach other skills.

PBIS: Lesson Plans

1. The PBIS Introduction/Kickoff
2. Classroom
3. Hallway
4. Restroom
5. Commons Area
6. Cafeteria
7. Arrival/Departure Area

System for Encouraging Desired Behavior

Reinforcement Menu

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records.

Refer to this Acknowledgement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Student Acknowledgements

- **Jet Bucks**- students earn school currency for meeting school expectations
- **Jet Bucks Stores**- students cash in Jets Bucks they have earned for prizes in the stores.
- **Class Dojo Points**- Students earn points for meeting the expectations, the points are used for attending the good behavior celebrations
- **Student of the Month**- one student from each class is recognized every month for meeting expectations
- **Good Behavior Celebrations**- students attend various themed parties each grading period for meeting expectations by earning required Class Dojo points.
- **VIP Celebrations**- students that have earned the privilege to attend each grading period celebration in a semester go to a big celebration mid-year and the end of the year.
- **Citizenship**- students received a certificate for displaying positive character traits
- **Reading Counts**- student earn points for prizes in reading
- **Istation Red Cap**- student who meet Istation expectations earn a red cap certificate and their picture in the Red Cap
- **Positive Phone Calls**- staff calls home to recognize an exceptional student for meeting the school expectations

- **Attendance celebrations**-the class with the highest attendance is celebrated with a wreath and school supplies. Then students that meet the school attendance expectations each month in that class are entered into a drawing to receive a prize and their picture displayed on the hallway TV monitors.
- **Honor Roll**- Students that receives As and Bs get a certificate of achievement, their parents are invited to a celebration where the students receive treats and prizes
- **Verbal Praise**- Students are recognized in the hallway and various areas for the school by staff members for meeting the school expectations
- **Classroom rewards**- teachers recognize students in their classrooms weekly and/or daily for meeting expectation with things such as lunch with the teacher, computer time, treasure chest, free time pass, homework passes, etc.
- **Character Corner**- Students are selected to read the character word and definition for the week on the morning broadcast.
- **Second Step Club**- Students are chosen to model how to positively respond to situations that arise in school or the community.

Class Dojo Point Requirements

1 st 9 Weeks	2 nd 9 Weeks	VIP 1 st Semester	3 rd 9 Weeks	4 th 9 Weeks	VIP 2 nd Semester
150 points	150 points	300 points	150 points	150 points	300 points

Point Calculation: Dojo point calculations are based on the average student earning a minimum of 4 points per day (one for each expectation). We have high expectations for our Jetsetters, however there are days where they may need extra re-direction and re-teaching of the expectations which may cause a student not to earn all 4 points. Consideration was made for student error/ rough days when calculating celebration requirement total points.

Reminder: Point requirements are the minimum amount of points students need to attend 9 weeks celebrations and VIP Behavior Celebration the end of each semester. To preserve the value of Class Dojo points, students should earn points for exhibiting attributes of Lindsey Elementary Behavior Expectations.



Lindsay Elementary Jet Buck Values



Student Recognition System

An integral part of our PBIS initiative is to recognize the positive behavior shown by our students. When they exemplify what is expected of them, they are acknowledged by the appropriate personnel. **Students may use Jet Bucks to purchase items at the Jet Buck Store on December 18, 2019 and May 20, 2020.**



Lindsay Elementary Jet Buck Values



Jet Buck Values	\$1 Teacher	\$5 Bus Driver Custodians Office Staff Cafeteria Staff	\$10 Substitute	\$20 Admin District Visitors	\$50 Admin
School-wide Expectations : Be Safe Be Caring Be Respectful Be Responsible	<ul style="list-style-type: none"> ❖ On task ❖ Following expectations in the: Classroom Hallway Playground Bathroom Computer Lab ❖ Group Participation ❖ Student of the Week 	<ul style="list-style-type: none"> ❖ On Task ❖ Following expectations: Hallway Cafeteria Bathroom 	<ul style="list-style-type: none"> ❖ On task ❖ Following expectations in the: Classroom Hallway Playground Bathroom Computer Lab ❖ Group Participation 	<ul style="list-style-type: none"> ❖ Displaying exceptional behavior in following expectations in the: Classroom Bathroom Cafeteria Playground Hallway 	<ul style="list-style-type: none"> ❖ No discipline referrals (9 Weeks) ❖ Student of the Month

Scripts for Encouraging Desired Behavior – Common Language

1. Thank you for _____(specific behavior). It shows that you have been _____ (Safe/ Caring/ Respectful/ Responsible).
2. Thank you for _____(specific behavior). That’s a great example of being _____(Safe/ Caring/ Respectful/ Responsible).
3. I really appreciate how you _____. That’s a wonderful example of being _____(Safe/ Caring/ Respectful/ Responsible).
4. By being _____(specific behavior) in the library you show a good example of being _____(Safe/ Caring/ Respectful/ Responsible).
5. Thank you, _____(name) for _____(specific behavior). That’s showing _____(Safe/ Caring/ Respectful/ Responsible).
6. Thank you, _____(name) for _____(specific behavior). You’re showing a good example of being _____(Safe/ Caring/ Respectful/ Responsible).

We never reward kids, we reward behaviors:

- Bribery is an inducement to do something illegal, unethical and immoral.
- Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.

PBIS Recognition Teacher Reference



Staff Acknowledgements

- ✓ **Jean Passes-** staff earns the privilege to use their pass to wear jeans to work
- ✓ **Eat Out Passes-** staff can order lunch from local restaurants
- ✓ **Teacher of the Month-** the selected teacher receives a gift card and a bag of goodies
- ✓ **Paraprofessional of the Month-** the selected paraprofessional receives a gift card and a bag of goodies
- ✓ **Teacher Behavior Celebrations-** staff is treated to lunch by the administrative team and acknowledgment team on the days that students are celebrated for good behavior
- ✓ **Shout out board-** staff can write positive acknowledgment notes to display on the shout board in the main office to celebrate coworkers good deeds
- ✓ **Verbal Praises-** staff are verbally acknowledged during meetings, morning announcements, and professional learning
- ✓ **Caught on film-** pictures taken of staff at random supporting students, PBIS, and PLC processes. There are celebrated during faculty meetings where staff members receive prizes for their work.
- ✓ **Positive Emails-** Staff receive emails with positive feedback
- ✓ **Remind 101-** faculty receive text messages through Remind to recognized their work
- ✓ **Social Media Blast-** staff's work is recognized through social media such as Twitter and Facebook
- ✓ **Box Fillers-** Treats to boost staff morale with encouraging phrases each month.
- ✓ **Attendance-** The staff members who have perfect attendance names will go into a drawing for a prize. Two staff members will be recognized.

System for Discouraging Undesired Behavior

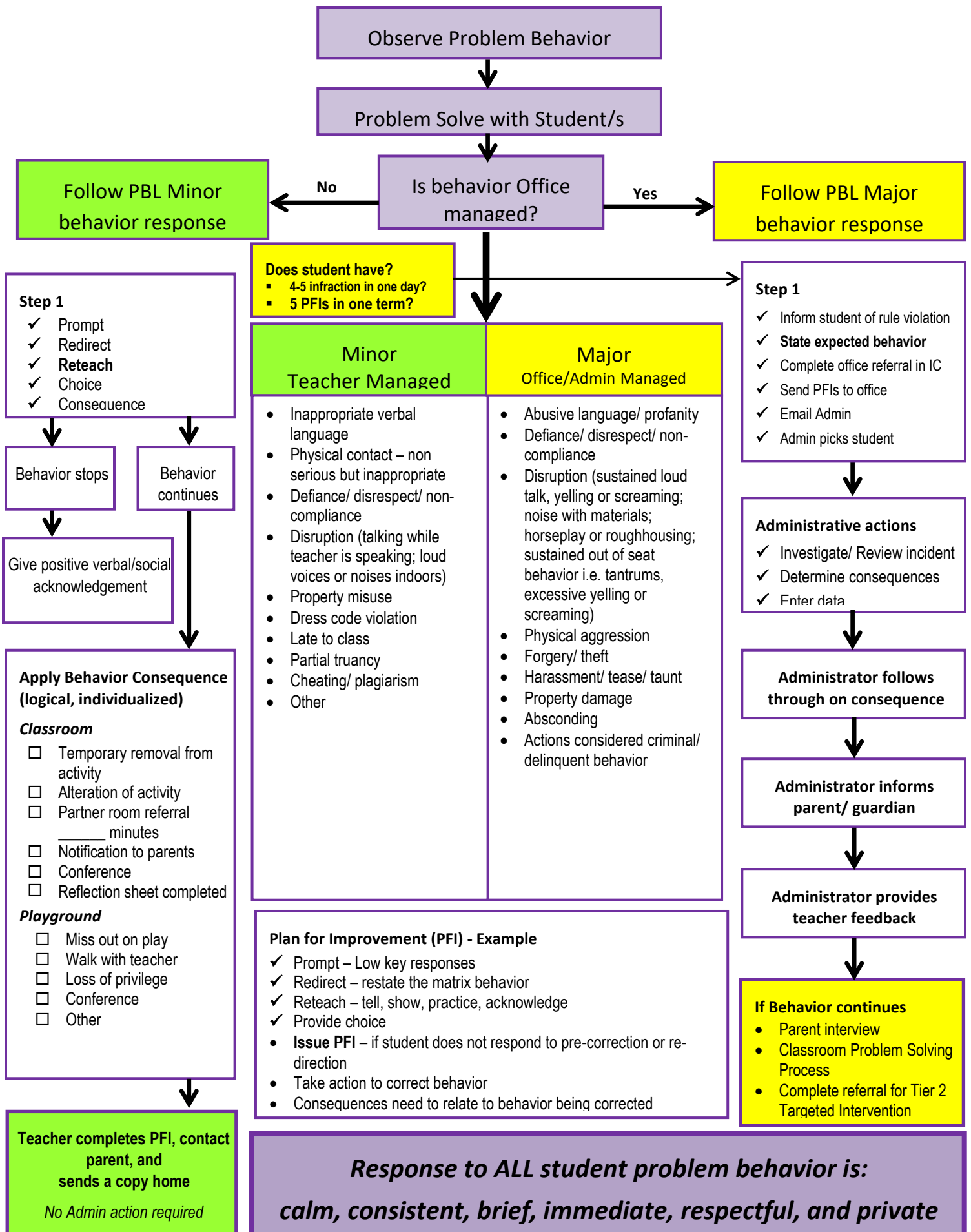
Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Correction Menu

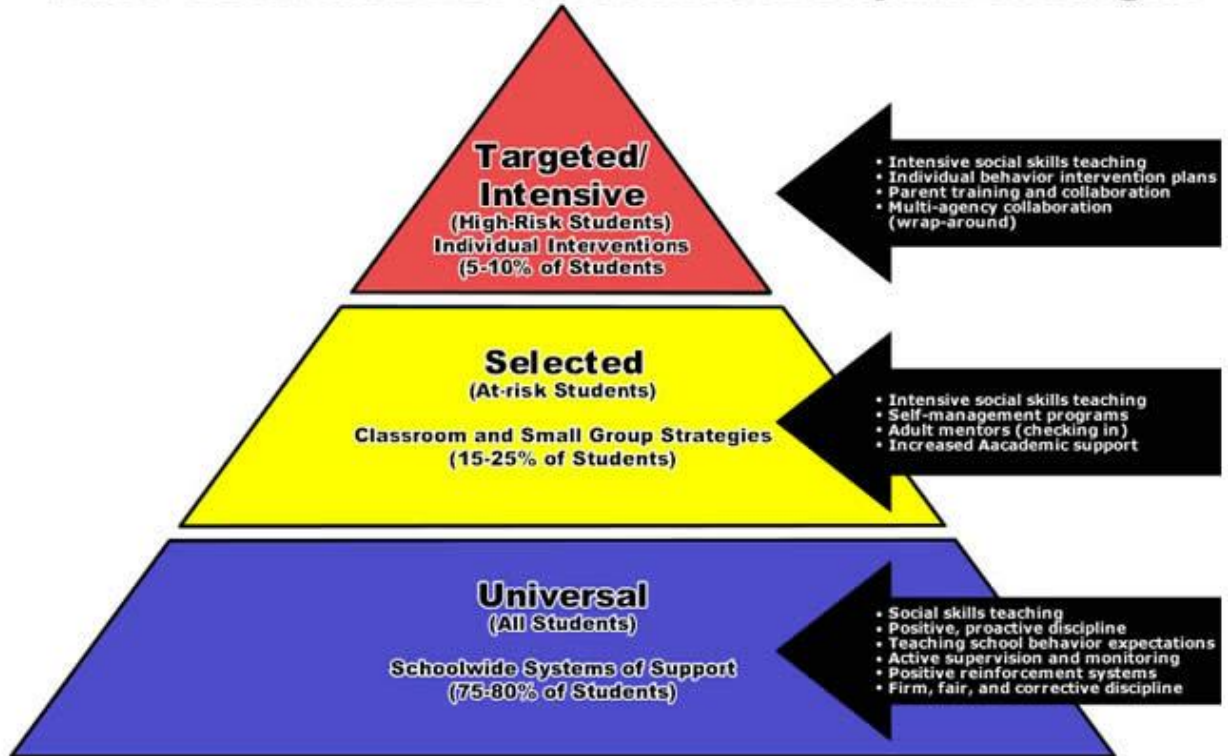
Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

Level One	Level Two	Level Three
<ul style="list-style-type: none"> • Prompt • Restate direction • Redirect to task • Reteach • Differential Reinforcement (ignoring negative behavior while paying attention to what you want) • Nonverbal cue to task • Notice • Proximity • Thank you to nearby student who is doing desired behavior • "The Look" • Clearly state choices/options 	<ul style="list-style-type: none"> • Time-out from positive reinforcement • Alternative activity • Conference with student • Reteach with overcorrection • Problem-solving worksheet (debriefing form) • Restate direction and mild consequences • Change seating • Call home • Conference with parent/guardian • Plan for Improvement (PFI) 	<ul style="list-style-type: none"> • Office referral

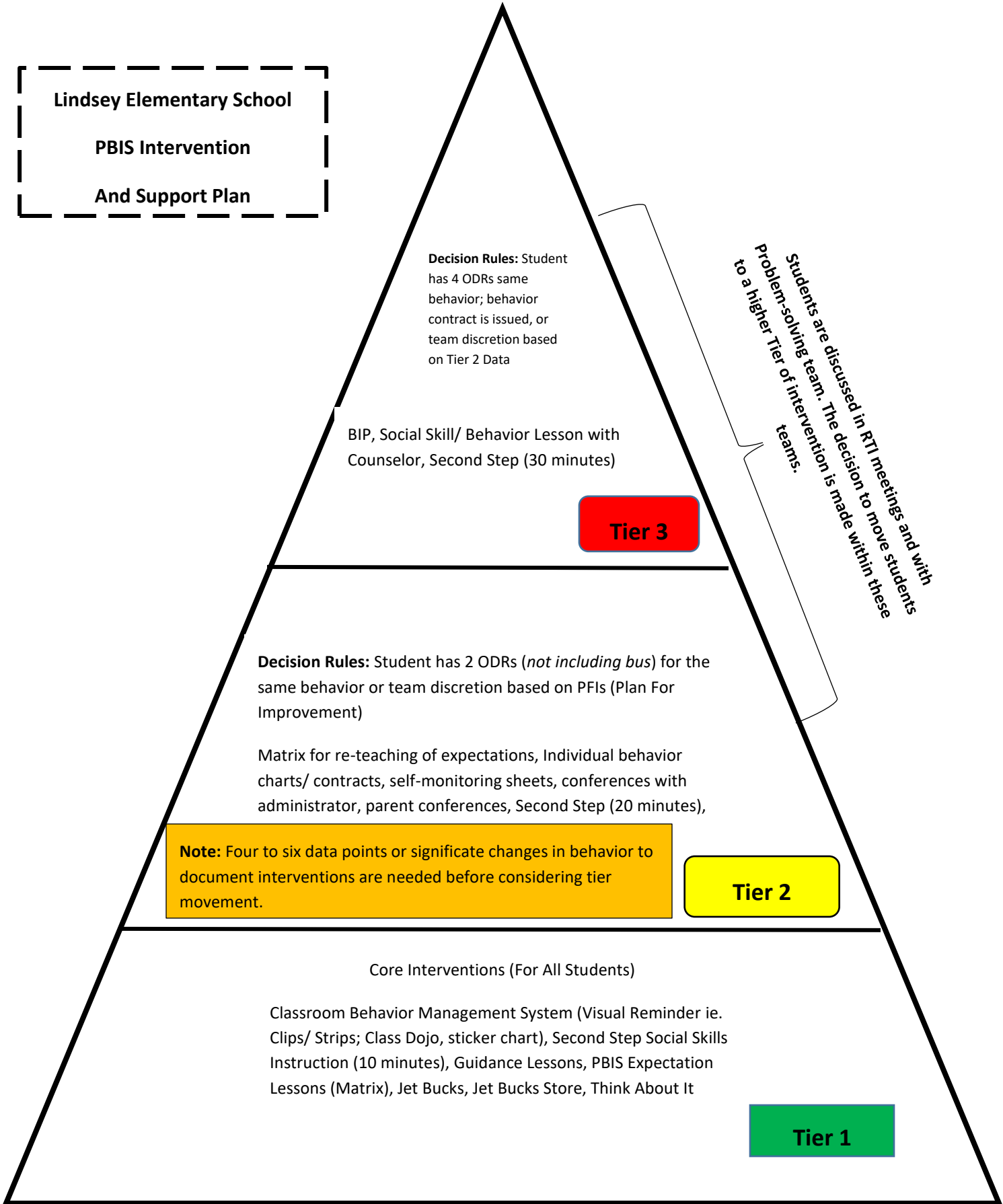
Lindsey Behavior Management Flowchart



Three-Tiered Model of Schoolwide Discipline Strategies



**Lindsey Elementary School
PBIS Intervention
And Support Plan**



PBIS Common Language



Using common language is an effective way to ensure that all students understand our PBIS expectations.

When redirecting student’s behavior use our four Jetsetter expectations – **Be safe, Be Caring, Be Respectful, and Be Responsible**. Also say **Please** and **Thank you**.

Classroom: Examples

You see a student with his head down while you are teaching.

Redirection: “I expect you to be **Responsible** by being an active participant in my class. Keep your head off the desk, please.”

Hallway: Examples

You see several students who are standing in a large crowd in the middle of the hallway.

Redirection: “Let’s be **Caring** and keep moving! Thanks, folks!”

Commons Area: Examples

Several students are yelling and laughing too loudly.

Redirection: “Be **Respectful** and use the appropriate voice level. Thanks!”

Cafeteria: Examples

A student has forgotten to get ketchup from the serving line. You observe her pleading her case to the lunchroom monitor.

Redirection: Remember, in order to be **Prepared** for lunch, you need to get all item before leaving the serving line. Here’s a packet of ketchup.

Data-Based Decision Making



What is SWIS™?

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- An efficient system for *gathering information*
- A web-based computer applications for data entry and *report generation*
- A practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school date. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

EVERY MONTH WE LOOK AT THE BIG 5

1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report

PBIS Processes

Think About It

The **THINK ABOUT IT** discipline technique involves reasonable rules, logical consequences, and maintains the dignity of students and teachers. **THINK ABOUT IT** is for minor misbehaviors and is designed to provide the students an opportunity to gain self-control, reflect on their behavior, and plan for future success. **THINK ABOUT IT** is a warning. It is used to protect instructional time. **Students do not incur infractions for going to THINK ABOUT IT** (unless it reaches the excessive/ habitual state). However, students who refuse to go to **Think About It** will incur an infraction for insubordination.

Preparation:

Each teacher sets up a designated area for Think About It equipped with debriefing forms, pens/pencils, and social emotional description supports displayed in your classroom. Teach, model, and practice Think About It procedures with students throughout the year.

Process:

When student fails to correct disruptive behavior during instruction (*defined as the period of time when the teacher is actively delivering direct content instruction during the mini-lesson portion of class*), after a warning, **Think About It** is initiated using the following steps:

1. Teacher places a Think About It pass in front of the student in a non-confrontational/nonverbal matter.
2. Student takes pass and goes to designated Think About It location in the classroom where he/she will regroup to rejoin lesson.
3. Student proceeds to location to regain self-control, reflect, and plan for re-entry group/lesson with successful results. This process should take 10, not more than 15, minutes. Within this time frame, the student needs to complete a debriefing form which is their reentry ticket.
4. Student places pass in predetermined area and debriefing form, where he/she waits for the teacher acknowledge their return to class activities.
5. Classroom teacher briefly reviews debriefing form for completeness, then gives student the approval to rejoin the lesson.
6. Teacher happily welcomes student and gets them started with current activity.
7. At an appropriate time, teacher reviews debriefing form with student and encourages future success.

8. **Excessive Think About It-** a student's use of Think About It is considered excessive after **5 in a nine week grading period**. At this point the student will receive a **PFI**. The teacher will attach all 5 Think About It debriefing forms to the completed PFI, Contact parent to communicate the reason for the PFI, and file forms for documentation should behavior choices persist.

P.F.I. (Plan For Improvement)

Student is issued a **Plan For Improvement (PFI)** when they have exhausted the initial levels in the classroom management plan before reaching an office referral. *See Minor Behavior Response on Behavior Flow Chart*

Preparation:

Each teacher receives a starter pack of PFIs at the beginning of the school year. Extra copies may be picked up in the teacher workroom mailbox area. Copies of PFI forms are in boxes by levels K-2 and 3-5.

Process:

1. The teacher completes the PFI form, leaving the plan for improvement section for the student to complete blank, have the student sign, and teacher signs the bottom of the form. Student will need to complete the plan for improvement section with a parent/guardian prior to returning the PFI. *If PFI is returned without plan completed, at your earliest convenience, reteach/ discuss desired behavior and have the student complete their plan for improvement.
2. Make two copies of the PFI (please notify the office if you need assistance with copying). The teacher will keep the copies for their records (one to accompany office referral, if warranted, the second for teacher records, possible RTI data, or parent conference data.) *Keep in mind if a student reaches **5 PFIs in a Nine Weeks grading period**, all 5 PFIs must be sent to administration as supporting documentation for the office referral.
3. Contact parent to inform them of their child's behavior choice, the steps taken to reteach desired behavior in school setting, and remind the parent to have their child complete the plan for improvement section of the PFI before they return it to school. Parent contact must be made prior to sending a Plan For Improvement home with a student. Be sure to document attempt, if parent contact was unsuccessful.
4. Teacher keeps copy of PFI signed by parent as documentation/ parent contact concerning identified behavior(s).

* **Grades 3-5:** If you chose to use afterschool detention as a consequence, please follow detention protocol. Notify parent of date that detention will be served (*at least a 24 hour, school day, notice*) and confirm dismissal arrangements. Enter student's information in the Afterschool Detention notebook in the front office. Email "LESAdmin" to inform them that the student will be serving detention. At the end of detention period, escort student to the front of the building to their prearranged dismissal person/ route.

Time Out



Time out is a brief suspension of activity; a quiet period; used as a **disciplinary measure** for students.

Preparation:

Each teacher sets up a designated area for Time Out. Teacher teams predetermine destination for Time Out. Teach, model, and practice Time Out procedures with students throughout the year.

Process:

1. When a student has reached the Time Out level in the teacher's classroom management plan; teacher will give student the Time Out Pass (**orange**).
2. Student takes the pass and heads to a predetermined Time Out destination.
3. Teacher will stand at the classroom door to maintain visual contact on student until he/she reaches destination.
4. Student takes "time out" in receiving teacher's classroom for no more than 20 minutes.
5. After **a period of no more than 20 minutes**, sending teacher will call receiving teacher to arrange student's return to class.
6. Receiving teacher will stand at the classroom door to maintain visual contact on student until he/she returns to class.
7. Teacher will need to keep track of student time outs. **Five (5) time outs in a 9 week grading period will result in a PFI (Plan For Improvement).**

Office Referral Process

An office referral is issued when a student has depleted all levels of the classroom management plan. This is used when a minor behavior infraction becomes major, it is also used when an incident in a major infraction that warrants immediate (*see defined behaviors*) administration attention. *See Major Behavior Response on Behavior Flow Chart*

Process:

1. Determine if the infraction is major or minor using the Behavior Flow Chart.
2. If the infraction is major, office managed, complete a discipline report in Infinite Campus (IC).
3. **Send an email to the assistant principal of discipline, Dr. Moss, to inform her that a discipline report has been completed.**
4. If the referral is a result of a collection of minor infraction that has turned into a major, send supporting documentation (*example: 5 PFIs, steps exhausted in the classroom management plan in the same day, parent contact/ conference for reoccurring behavior, etc.*) for the student to the front office in the discipline folder. Parent contact must be notated in IC, prior to this step.
5. Infraction that warrants immediate discipline referrals (*as defined by PBIS team*) are fighting, extreme disrespect, leaving class/ campus without permission. Please refer to school definition of these infractions to determine if an immediate referral is needed.

School Wide Discipline Plan

Quick Reference Sheet

Minor Classroom Discipline	Major Administrator Managed
<ul style="list-style-type: none"> • Disrespect • Defiance • Not following Directions • Off task • Out of seat without permission • Unsafe activity (running) • Excessive Talking/Talking out of Turn • Unprepared/No Homework • Arguing with Classmates • Being Mean to Others/Unkind words (<i>name calling, put downs</i>) • Disrupting the Learning Environment • Inappropriate Lunchroom Behavior • Minor offences (<i>dishonesty, playground conflicts, not keeping hands/feet to self</i>) 	<ul style="list-style-type: none"> • 5 or more behavior notifications in a day • 5 or more PFIs in a grading period • Leaving Class without permission* • Bullying: Email LESAdmin • Fighting* (<i>Intentional hitting or rough, physical actions that hurt someone</i>) • Intentionally destroying or stealing property • Extreme defiance/ disrespect of authority* • Harmful substances/drugs/ drug paraphernalia* • Threats/Intimidation to staff members or students • Weapon possession*
PFI (Plan For Improvement)	Think About It
<ul style="list-style-type: none"> • 4 or more behavior notifications in a day • Unsafe or Horseplay • Habitual minor offenses in the same day • Refusing “Think About It” opportunity • Cheating 	<ul style="list-style-type: none"> • Behavior that disrupts direct instruction of students. Periods of time that the teacher is actively instructing students i.e. mini-lessons, mid-workshop instruction, or closure portion of the lesson.

* = Major offenses that are zero tolerance and require office referral

On-site PBIS School Walkthrough for Georgia PBIS District Coordinators

Purpose: This tool is meant for use as a “quick glance” when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration.

School Expectations: (List Expectations)

I. Visibility-

Circle the following locations where Expectation Posters were visible:

- | | | | |
|--------------|----------------|------------|----------------------------|
| Main Office | Hallways | Classrooms | Cafeteria |
| Media Center | Gym/Playground | Restrooms | Dismissal/Arrival/Bus area |

Circle the following locations where Rules Posters were visible:

- | | | | |
|--------------|----------------|------------|----------------------------|
| Main Office | Hallways | Classrooms | Cafeteria |
| Media Center | Gym/Playground | Restrooms | Dismissal/Arrival/Bus area |

II. Student Awareness- (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the School’s Expectations. (Circle how many students were able to tell you the expectations.)

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Have you received a _____ since August 2018 ?

(rewards for positive behavior)	(beginning of 2018 school year)
---------------------------------	---------------------------------

(Circle how many students received reward for positive behavior since August 2018.)

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

III. Staff Awareness- (Ask 5 staff members the following questions.)

- Do you have a school-wide team to address behavior/discipline across campus? (Circle how many staff knew about the team.)

1	2	3	4	5
---	---	---	---	---
- Can you name the school-wide Expectations? (Circle how many staff could tell you the expectations.)

1	2	3	4	5
---	---	---	---	---
- Have you taught the School-wide Expectations this year? (Circle how many staff have taught the expectations.)

1	2	3	4	5
---	---	---	---	---
- Have you given out any _____ since August 2018? (Circle how many.)

(rewards for positive behavior)	1	2	3	4	5
---------------------------------	---	---	---	---	---
- Have you seen the schools discipline data this year? (Circle how many staff have seen the data.)

1	2	3	4	5
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Product Book Audit:

Each of the PBIS Critical Elements should be evident in the product book. Each element should have supporting documentation.

Check to verify that each Critical Element has supporting documentation.

1. Mission Statement, PBIS Team Members/Including Principal:
Evidence Y _____
Evidence N _____
2. Meeting Minutes/Including Agenda, Sign-in Sheet:
Evidence Y _____
Evidence N _____
3. Description of S.W. PBIS:
Evidence Y _____
Evidence N _____
4. Faculty Implementation:
Evidence Y _____
Evidence N _____
5. Data Analysis:
Is SWIS being used? _____ YES _____ NO
Evidence Y _____
Evidence N _____
6. Effective Discipline:
Evidence Y _____
Evidence N _____
7. Lesson Plans:
Evidence Y _____
Evidence N _____
8. Expectations and Rules:
Evidence Y _____
Evidence N _____
9. Description of Acknowledgement System:
Evidence Y _____
Evidence N _____
10. Evaluation:
Evidence Y _____
Evidence N _____
11. Action Plan:
Evidence Y _____
Evidence N _____

Lindsey Elementary School



Frequently Asked Questions (F.A.Q.)

- Q- Where can I find lessons to teach expectations (PBIS)?
- A- PBIS lessons are on OneDrive in a folder labeled “PBIS Lessons”.
- Q- When do I use **Think About It**?
- A- **Think About It** is used to protect instructional time (*the period of time when the teacher is actively engaged in direct whole group instruction, typically the mini lesson*).
- Q- At what point do I send Think About It debriefing forms home?
- A- Think About It debriefing forms are only sent home to be signed by a parent if the student use Think About It more than 5 times in a grading period (9 weeks).
- Q- How do I know my next step in discipline in my classroom?
- A- Refer to the Behavior Flow Chart posted in your classroom. You may also confer with any PBIS team member (*see PBIS Team member list in Instructional Notebook*) to clarify steps to take.
- Q- When do I issue a PFI (*Plan For Improvement*)?
- A- PFIs are issued when a student has exhausted warnings, redirection, and instruction of acceptable behavior in class has been taught/ re-taught. This level is determined by steps in your classroom management plan. **Parent contact must be made and documented in Infinite Campus prior to sending a PFI home.**
- Q- How many PFIs does a student receive before I move to an office referral?
- A- Five (5) PFIs in a 9 week grading period means you will move to an office referral. Copies of all 5 PFIs must be sent to the office in your discipline envelope once you enter the office referral in IC. This count restarts at the beginning of each grading period.
- Q- Where can I find PBIS forms (PFIs, Think About It)?
- A- PBIS forms can be found in the mail room in labeled boxes.

Q- Why do I give Jet Bucks?

A- Students earn Jet Bucks when they exhibit behaviors that exemplify school expectations. When a student is issued a Jet Buck, they should be able to explain why they received the Jet Buck and which expectation they met. Jet Bucks are strictly related to meeting school wide expectations and not connected to academics.

Q- How do I set up point values in Class Dojo?

A- All point values in Class Dojo are set at **1 point each**. Skills should include our four Jetsetter expectations (*Be Caring, Be Respectful, Be Responsible, Be Safe*)

Q- Can I take points in Class Dojo?

A- PBIS is based on positive behavior re-enforcement, therefore taking point contradicts the purpose and research based foundation of PBIS.

Q- When do I reset points in Class Dojo?

A- Class Dojo points need to be reset at the end of the grading period, after cutoff date for GBC (quarterly Good Behavior Celebrations). You will need to go to the website to use the feature that allows you to see the accumulated points for the semester VIP celebration.

Q- How are students' participation in the behavior celebration determined?

A- Students must meet minimum point requirements along with no office referrals by the cutoff date.

Glossary

Think About It - THINK ABOUT IT is for minor misbehaviors and is designed to provide the students an opportunity to gain self-control, reflect on their behavior, and plan for future success.

Time Out - a brief suspension of activity; a quiet period; used as a disciplinary measure for students.

Be Attitudes – Be Safe, Be Caring, Be Respectful, Be Responsible

Jetsetter- a term used to describe our amazing Lindsey students when they are meeting expectations.

PFI- Student is issued a **Plan For Improvement (PFI)** when they have exhausted the initial levels in the classroom management plan before reaching an office referral. This is also known as a minor incident report.

Office Referral - An office referral is issued when a student has depleted all levels of the classroom management plan. This is used when a minor behavior infraction becomes major, it is also used when an incident in a major infraction that warrants immediate administration attention.

GBC (Good Behavior Celebration) - Students who have met the following expectations attend the GBC each nine weeks: no office referrals and 150 Class Dojo Points.

VIP Celebration- Students who have attended both Good Behavior Celebrations in the current semester, along with no office referrals and 300 Class Dojo points are eligible to attend the end of semester VIP Celebration

Physical contact/aggression - Student engages in non-serious, but inappropriate physical contact (*minor*)

Defiance/ disrespect/non-compliance - Student engages in brief or low-intensity failure to respond to adult requests (*minor*).

Defiance/ disrespect/non-compliance - Student engages in continuous high-intensity failure to respond to adult requests over a period of time. (*major*)

Disruption - Student engages in low-intensity, but inappropriate disruption (*minor*). This reaches major status when student engages in this behavior over an extended period of time.

Abusive language/inappropriate language/profanity - Verbal messages that include swearing, name calling or use of words in an inappropriate way.

Defiance/disrespect/insubordination/non-compliance - Refusal to follow directions, talking back and/or socially rude interactions.

Disruption - 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.

SWIS – (*School Wide Information System*) reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time.