



Dyersburg Primary School

Academic & Behavioral Intervention

Implementation Manual

School Wide Positive Behavior Support (SWPBS) &
Comprehensive, RTI² Model of Prevention



Everybody Learns at DPS!

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Dyersburg Primary School Implementation Manual

Dyersburg Primary School is an innovative school that strives for excellence. In an effort to assist students in achieving academic success while supporting balanced social and emotional growth, School Wide Positive Behavior Support was developed in 2006. Lambuth University's Lambuth LinX (Now the University of Memphis) assisted in the implementation as a joint collaboration with Project RISE.

Dyersburg Primary School uses a comprehensive, integrated three-tiered model of prevention. The model of prevention is a proactive approach to meet the academic, behavioral, and social needs of students. The model aims to prevent and respond effectively to the development of learning and behavioral challenges through tiers of support: Primary Support (Tier 1 focuses on the needs of all students), Secondary Support (Tier 2 focuses on students for whom preliminary intervention was insufficient), and Tertiary Support (Tier 3 focuses on students who are at heightened risk for school failure).

This manual is a tool to help describe and explain the DPS School Wide Positive Behavior Support (SWPBS) Program and explain the comprehensive, three-tiered model of prevention that our SWPBS team designed based upon: (a) our school's specific needs and goals, (b) feedback given to our SWPBS team by faculty and staff members, and (c) suggestions from Debbie Williams, Education Consultant with the University of Memphis Lambuth LinX. This manual is broken down to address each tier.

Dyersburg Primary School Beliefs

We believe our family of learners, including students, teachers, staff, families and community members will work together to help all students learn.

We believe that instruction should be data-driven and research-based.

We believe differentiated instruction allows all children to learn, despite their individual differences.

We believe communication is a key component in supporting a successful family of learners.

We believe our school policies and procedures are conducive to student learning and achievement.

Dyersburg Primary School Mission Statement

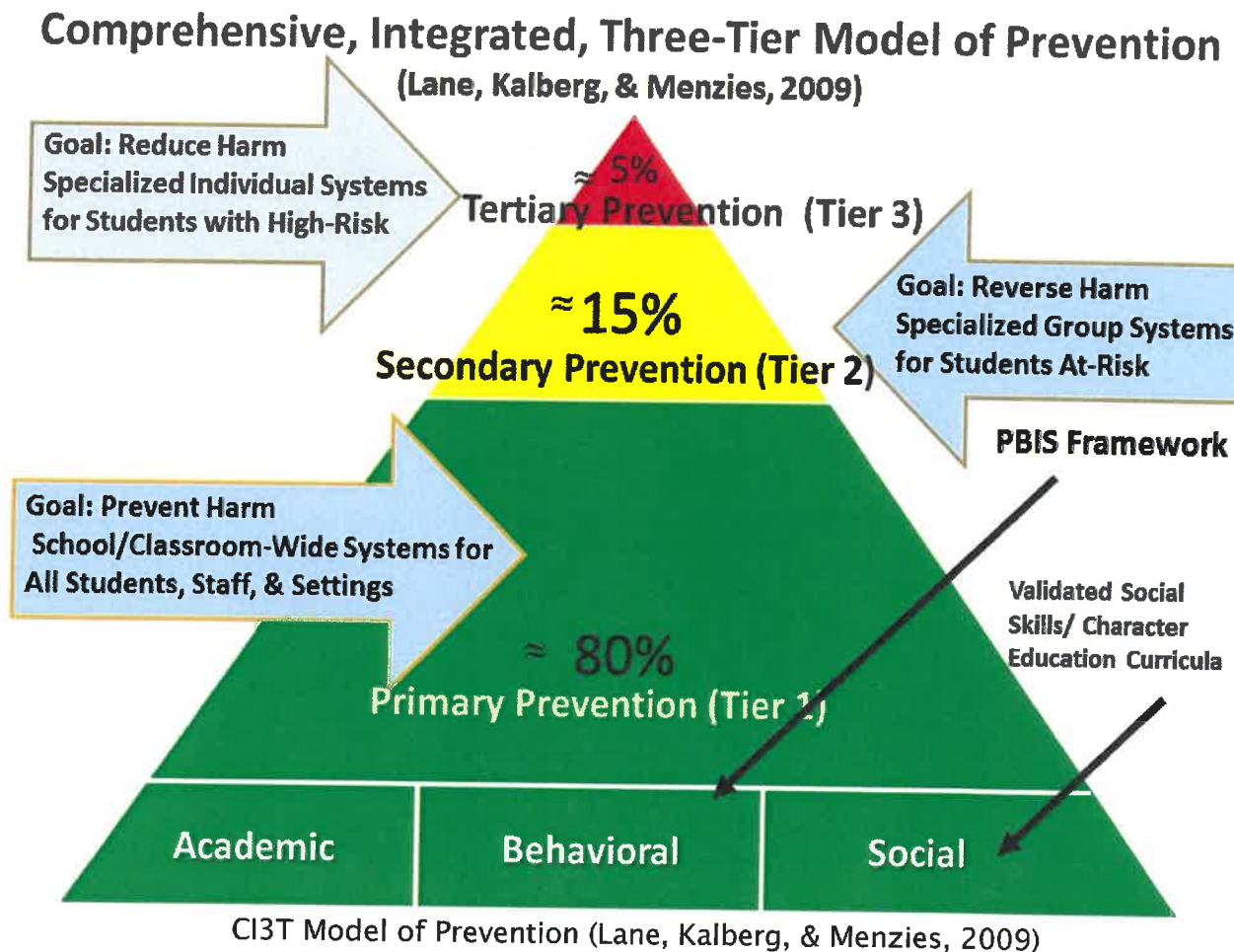
Everybody learns at DPS! Dyersburg Primary School is a family of learners working together to build proficient reading, writing, and math skills.

Dyersburg Primary School Vision

We strive to have every student proficient at grade level in reading and math skills and be ready to be successful at the next grade.

Overview of the Comprehensive Integrated Three-Tiered Model of Prevention

Two current models of prevention used in schools are response to intervention (RTI²; Gresham, 2002; Sugai, Horner, & Gresham, 2002) and positive behavior support (PBIS; Lewis & Sugai, 1999; Sugai & Horner, 2006). These models differ in their area of focus (RTI² on academic skill and PBIS on behavior), but each offers a multitiered system of screening and intervention that increases in intensity to address a student's particular area of need. Some researchers advocate for the use of an integrated, comprehensive three-tiered model of prevention that combines the features of RTI² and PBIS to meet students' multiple needs given that academic, social, and behavioral problems are likely to manifest concurrently (Lane, Kalberg, & Menzies, 2009; Lane & Wehby, 2002; Walker et al., 2004). A comprehensive, integrated three-tiered model can address each area and uses a variety of screening measures to identify students who have multiple needs.



At Dyersburg Primary School, we integrate the social and behavioral instruction and expectations because of the age of our children. While teaching the behavioral expectations for our school rules, "Be Respectful, Be Responsible, Be Ready", we include character education as to display what it means to "Be Respectful, Be Responsible, and Be Ready."

School-Parent Compact

The school-parent compact is a written agreement between teachers and parents. It is a document that clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I funds must develop a compact. The compact serves as a clear reminder of everybody's responsibility to take action at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community – parents, teachers, principals, students, and concerned community members – agree to share responsibility for student learning. (www.ncpie.org) A copy of our school-parent compact can be found in the DPS School Handbook and on the following two pages.

Dyersburg City Schools Mission Statement

The mission of Dyersburg City Schools is to provide a safe, positive environment where all children can reach their full potential.

Dyersburg City Schools Literacy Vision

Dyersburg City Schools will ensure that all students have daily access to high-quality text, engage in meaningful tasks, and grow in reading, writing, speaking, and listening.

School-Parent Compact

Dyersburg Primary School

2019-2020 School-Parent Compact

What is a School-Home Compact?

A School-Parent Compact is an agreement that families, students, and teachers develop together. It explains how families and teachers will work together to make sure all students reach grade-level standards.

Effective Compacts:

- Link goals to the School Improvement Plan
- Focus on student learning skills
- Describe how teachers will help students develop skills using high-quality instruction
- Share strategies families can use at home
- Explain how teachers and families will communicate about student progress

Jointly Developed

The families, students, and staff of Dyersburg Primary School developed this School-Parent Compact. Teachers suggested the home learning strategies, families added idea to make them more specific, and students told us what would help them learn. Meetings and events are held each year to review the compact and make changes based on student needs.

Families are welcome to contribute comments and suggestions at any time.

If you would like to volunteer, participate and/or observe in a classroom, please contact Linda DeBerry at ldberry@dyersburgcityschools.org or 731-286-3615.

Building Partnerships

Join us for family literacy nights including "Reading Rocks" and Holiday Reading Night. Encourage your child to complete summer work packets, learn sight words and work on Lexia on-line. Detailed information will be sent home and posted on the DPS app.

Our Goals for Student Achievement

District Goals

Increased Academic Achievement: Reading/Language Arts : For the 2018-19 school year the district will achieve a level 3 TVASS score or higher, maintain or improve the % rank of all students including sub groups in terms of number of students on track or mastered as measured by the TCAP/TNReady.
Increased Academic Achievement: Math: For the 2018-19 school year the district will achieve a level 3 TVASS score or higher, maintain or improve the % rank of all students including sub groups in terms of number of students on track or mastered as measured by the TCAP/TNReady.

Dyersburg Primary School Goals

DPS administrators and teachers have studied our achievement data to determine the most important areas for improvement for our school.

Reading – To attain reading proficiency as measured by the STAR Reading test to the 60% in 1st & 2nd grade and Early Star Literacy to the 50th % in kindergarten. We will concentrate on:

- Vocabulary Development and Sight Word Acquisition in all grades
- Writing in response to complex text in all grades

Math – To attain math proficiency as measured by STAR Math to 60% in 1st and 2nd grade. We will concentrate on:

K – Counting and Cardinality

1st & 2nd – Numbers and Operations in Base Ten including place value, addition and subtraction.

Linda L. DeBerry, Principal

ldberry@dyersburgcityschools.org

731-286-3615

Communication About Student Learning

Dyersburg Primary school is committed to frequent two-way communication with families. Some of the ways you can expect us to reach you are:

- Weekly Tuesday Folders
- Updates on the school website, DPS app, and social media sites.
- Orientation nights
- Parent-teacher conferences in October and February
- Progress Reports and Report Cards at mid-quarter and at the end of each nine week grading period

Do you have questions about your child's progress?

Contact your child's teacher by phone (731-286-3615) or email.

Email addresses are listed on the school website at:

<https://www.dyersburgcityschools.org/Domain/11>

School-Parent Compact

Teachers, families, students – Together for Success

In the K Classrooms

The kindergarten classrooms will work with students and families to support students' success in reading and math. Some of our key connections with families will be:

Vocabulary Calendars to review words we have studied in class.

Offer Reading Rocks and Holiday Reading Night to develop a love of reading and increase reading achievement.

Provide tools to help students achieve SMART goals of letter identification, letter sounds and sight words.

Provide links to Lexia, a computerized program that can be utilized at home to increase reading skills.

In the 1st Grade Classrooms

The first grade classrooms will work with students and families to support students' success in reading and math. Some of our key connections with families will be:

Vocabulary Calendars to review words we have studied in class.

Offer Reading Rocks and Holiday Reading Night to develop a love of reading and increase reading achievement.

Provide tools to help students achieve SMART goals of sight words and number facts.

Provide links to Lexia, a computerized program that can be utilized at home to increase reading skills.

In the 2nd Grade Classrooms

The second grade classrooms will work with students and families to support students' success in reading and math. Some of our key connections with families will be:

Vocabulary Calendars to review words we have studied in class.

Offer Reading Rocks and Holiday Reading Night to develop a love of reading and increase reading achievement.

Provide tools to help students achieve SMART goals of sight words and number facts.

Provide links to Lexia, a computerized program that can be utilized at home to increase reading skills.

At Home

Dyersburg Primary School families joined with staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to the list:

- Read 20 minutes nightly
- Learn vocabulary words sent home on vocabulary calendars
- Attend Reading Rocks and Holiday Reading nights
- Review and sign weekly Tuesday Folders
- Have fun with math using math in our everyday world and support learning math facts

Dyersburg Primary School Students

DPS students joined staff and families to develop ideas about how they can succeed in school and reach their goals in math and reading. Students can:

- Talk with my family about new vocabulary words and math facts
- Bring home Tuesday Folder weekly
- Read nightly for 20 minutes
- Be Respectful, Be Responsible and Be Ready
- Attend School Regularly

When teachers, students and families work together, we CAN achieve our goals!

School Wide Positive Behavior Support Brochure

A brochure identifying Dyersburg Primary School SWPBS expectations has been produced for the families of DPS students. A copy of the brochure can be found on pages 7 & 8. The brochure is included with the DPS student handbook and distributed to all families.

LOADING AREA

BUS

- *Go to the restroom before leaving class.
- *Hands and feet to self.
- *Listen to all adults.
- *Keep your backpack closed.
- *Put your backpack behind you.
- *Stay in your bus line.
- *Keep your bus sticker on
- *Get on your bus.

CAR

- *Go to the restroom before leaving class.
- *Hands and feet to self.
- *Listen to all adults.
- *Walk in a straight line.
- *Backpack on your back.
- *Stand shoulder to shoulder behind the yellow line on the sidewalk.
- *Watch for your ride.

RIDING THE BUS

- *Quiet mouth.
- *Hands and feet to self.
- *Listen to the bus driver.
- *Take care of your bus and keep it clean.
- *Hold your closed backpack in your lap.
- *Only bring items used at school.
- *Head, hands, feet inside bus.
- *Keep up with your things.
- *Stay in your seat.
- *Bottom in seat.
- *Face forward.
- *Feet down.
- *Get off at your stop and go home.
- *Always cross in front of the bus when driver signals.

Remember

Our Three School Rules!

Be Respectful!

Be Responsible!

Be Ready!

Dyersburg City Schools will

**ensure that all students have
daily access to high-quality text,
engage in meaningful tasks, and
grow in reading, writing,
speaking, and listening.**



**For more information about Dyersburg
City Schools please visit
www.dyersburgcityschools.org**

**1425 Frank Maynard Drive
Dyersburg, Tennessee 38024
731-286-3615
www.dyersburgcityschools.org/dps**

Dyersburg Primary School



School Wide Positive Behavior Support



**Creating safe and effective
learning environments for ALL
students and staff through
direct instruction!**

BUILDING ENTRY/EXIT

- *Hands and feet to self.
- *Quiet mouth/quiet feet.
- *Catch a bubble.
- *Go to your area.
- *Walk in a straight line.
- *Closed backpack on your back.

BREAKFAST

- *Line up.
- *Catch a bubble in the serving line.
- *Stay in your space.
- *Clean up your space.
- *Eat.

BEFORE THE MORNING BELL

- *Listen to all adults. *
- Hands and feet to self.
- *Go to your area.
- *Wait for your teacher.
- *Keep your legs crossed.
- *Put your back on the wall.
- *Backpacks in front of you.
- *Work quietly.

BATHROOM

- *Know when you need to go.
- *Knock once before entering.
- *Listen for response.
- *Respond to a knock:
- *Shut the door.
- *Aim.

- *Use toilet paper to wipe.
- *Take care of business. *

Flush. .

- *Pull-up, button-up, zip-up.
- *Wash hands.
- *Throw trash in garbage.

HALLWAY

- *Hands and feet to self.
- *Self space.
- *Quiet mouth/quiet feet.
- *Listen for instructions.
- *Walk.

***Keep-up.**

- *Walk on the right side.
- *Eyes forward.
- *Hands to side.
- *Catch a bubble.

- *Know where you are going.

LIBRARY

- *Bring your library books
- *Bring your library card



CAFETERIA

- *Have your lunchbox.
- *Catch a bubble
- *Stay in your space.
- *Eyes forward.
- *Bottoms in seat, legs under table.
- *Eat.

- *Eat only your food.

- *Use inside voice.

- *Raise hand for help.

- *Clean up your space.

- *Pick-up your tray.

- *Hold tray with both hands.

- *Place your tray in trash..

PLAYGROUND

- *Have nice hands.

- *Bring belongings back to class.

- *Stay dry.

- *Slide forward, on your bottom, down the slide.

- *Stay within the boundaries.

- *Wear proper clothing.

- *Have a good attitude.

SPECIAL EVENT

(Field Trip)

- *Return permission slip and fee.
- *Go to the restroom before the event.

- *Listening ears with all adults.

- *Quiet mouth, quiet feet.

- *Hands and feet to self.

- *Stay with your group.

- *Keep up with your things.

"Everybody Learns at DPS!"

SWPBS Action Plan

At the beginning of each school year an action plan is developed for the SWPBS Program. The action plan helps to ensure that the SWPB program continues to be fully implemented each school year.

Month	Action	Responsible Party
August	Review Data, Sign up for Mystery Motivator, Posters, Fidelity Log, Anti-Bullying Lesson Plan implementation	SWPBS Team
September	Review Data, Approve Action Plan, Approve Bullying Curriculum	SWPBS Team
October	Fall Break E-Mail reminder to reteach lesson plans after returning from Fall Break	Josh Rogers
November	Review Data	SWPBS Team
December	Winter Break E-Mail reminder to reteach lesson plans after returning from Winter Break	Josh Rogers
January	Review Data	SWPBS Team
February	Review Data, Schedule dates for SET and Self-Assessment	SWPBS Team, Josh Rogers
March	Spring Break E-mail reminder to reteach lesson plans after returning from Spring Break	Josh Rogers
April	Review Data, Review lesson plans for next school year	SWPBS Team
May	Review Data, Review lesson plans for next school year	SWPBS Team

Dyersburg Primary School Expectation Matrix

DPS School Rules	Be Respectful	Be Responsible	Be Ready
Building Entry/Exit	Hands and feet to self Quiet mouth/quiet feet Catch a bubble	Go to your area Walk in a straight line	Closed backpack on your back
Breakfast	Stay in your space Eat only your food Clean up your space Place your tray in the trash	Follow classroom rules	Follow classroom rules
Before Morning Bell	Listen to all adults Hands and feet to self	Go to your area Wait for your teacher	Keep your legs crossed Put your back on the wall Backpacks in front of you Get out something to read or write
Classroom	Use good speaking manners Treat others the way you want to be treated	Keep your space safe Come and go with your essentials Complete your assigned task	Put your things where they belong

Dyersburg Primary School Expectation Matrix

DPS School Rules	Be Respectful	Be Responsible	Be Ready
Bathroom	Knock once before entering Listen for response Respond to a knock Flush	Flush Wash hands Pull-up, button-up, zip-up Throw trash in garbage	Know when you need to go Shut the door Aim Use toilet paper to wipe Take care of business
Hallway	Catch a bubble Hands and feet to self Self space Quiet voices/Walking feet Look and listen	Catch a bubble Walk in and out Keep up Walk on the right side	Catch a bubble Eyes forward Hands to side Know where you are going
Library	Use inside voice Treat others the way you want to be treated	Take care of book	Bring your library or A.R. book Bring your A.R. folder or library card
Cafeteria	Stay in your space Eat only your food Clean up your space Pick up tray Put tray in trash	Pick up tray Hold tray with both hands Bottoms in seat, legs under table Eat Use inside voice Raise hand for help	Catch a bubble Walk out with eyes forward

Dyersburg Primary School Expectation Matrix

DPS School Rules	Be Respectful	Be Responsible	Be Ready
Playground	Leave woodchips on the ground Treat others the way you want to be treated	Bring belongings back to class Stay dry Slide forward, on your bottom, down the slide Stay within the boundaries	Wear proper clothing Have a good attitude
	Hands and feet to self Listen to all adults	Get on your bus Keep your backpack closed Put your backpack behind you Stay in seat	Go to the restroom before leaving class Stay in your bus line Keep your bus sticker on
Loading Area Bus Car	Hands and feet to self Listen to all adults	Listen for your name	Go to the restroom before leaving class Walk in a straight line Backpack on your back Stand shoulder to shoulder behind the yellow line on the sidewalk
Bus	Use inside voice	Take care of your bus and keep it clean Hold your closed backpack in your lap Only bring items used at school Head, hands, feet inside bus Keep up with your things Get off at your stop and go home	Always cross in front of the bus when driver signals Stay in your seat Bottom in seat Face forward Feet down Stay in seat

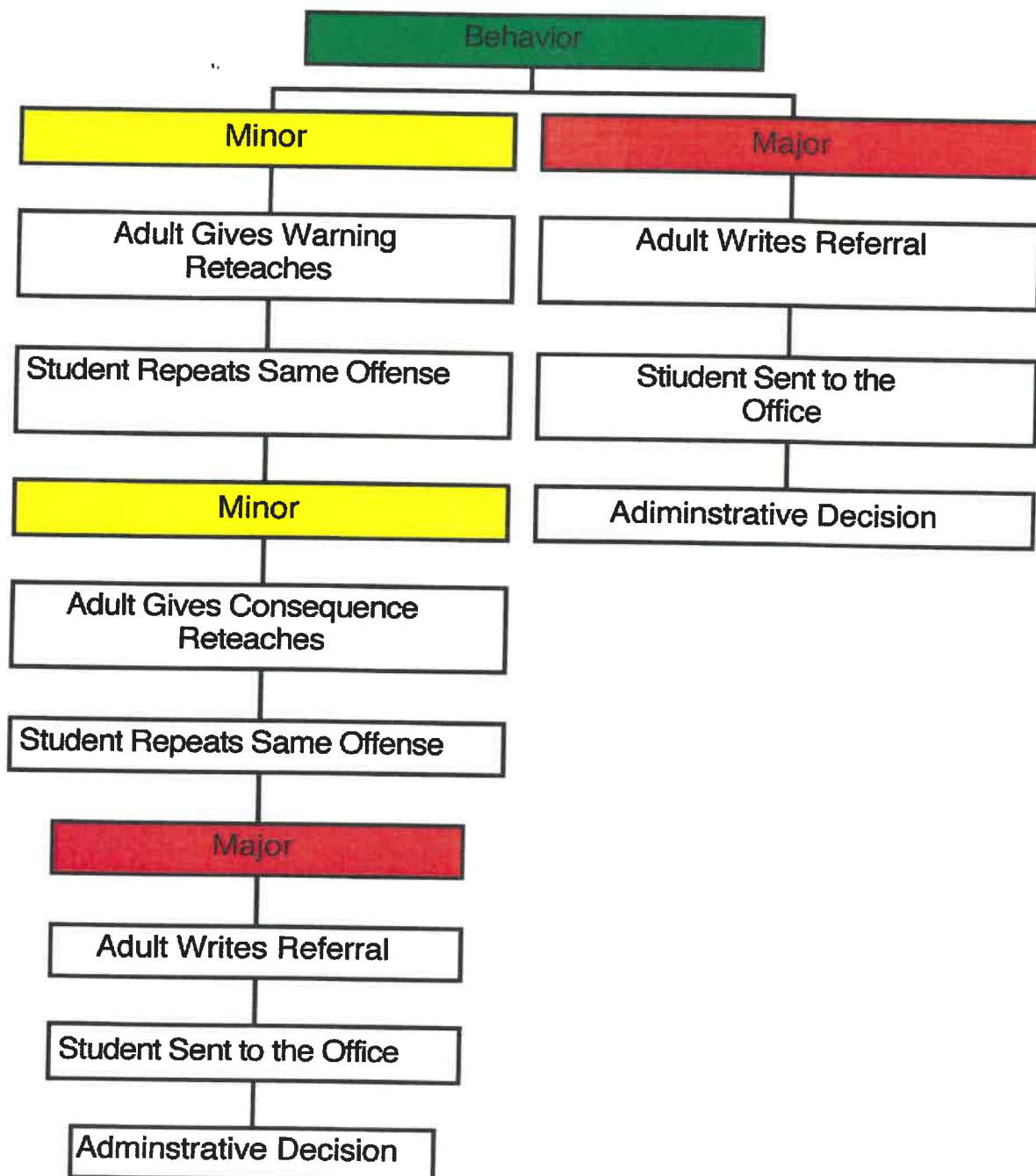
Dyersburg Primary School Expectation Matrix

DPS School Rules	Be Respectful	Be Responsible	Be Ready
Field Trip	Listening ears with all adults Hands and feet to self Treat others the way you want to be treated	Return permission slip and fee Stay with your group Keep up with your things	Go to restroom before the event

Dyersburg Primary School Reactive Component: Responding to Problems

A flow chart has been designed to provide accountability for students in regards to their behavior. Once a student receives three minors, they receive a major. Students can receive a major instead of a minor depending on the behavior. Once a student receives a major, they receive an office referral. Administrative action is immediately taken. All majors are recorded in SWIS. Detailed examples of minors and majors can be found in this manual on pages 15-21.

Schoolwide Positive Behavior Flow Chart



Dyersburg Primary School Office Referral Definitions

Minor Behavior	Definition	Examples	Non-Examples
Inappropriate Verbal Language	Any spoken, written, or non-verbal communication that mocks, insults, belittles, or slanders another person will be considered inappropriate	"Stupid"	Profanity
Physical Contact/Physical Altercation	Pushing or shoving in line, silly horseplay, playful slapping or punching, tripping/stepping on feet	Not keeping hands and feet to self	Intentional slapping, punching, kicking, shoving, spitting, tripping, scratching, pinching, and/or stomping
Defiance/Disrespect Non-compliance	Brief or low-intensity failure to respond to adult request. Body language	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult	Refusal to comply with established rules, leaving class without permission, verbal defiance/argumentative; inappropriate public display of affection (Kissing, touching other than holding hands), possessing radios, cd players, other electronic devices, and other items as directed by principal
Disruption	Any disturbance or interference of low intensity that takes away from the learning environment that does not cause physical harm	Talking, repeated noise, unnecessary movement during instruction, horse-play	Rough-housing, yelling/screaming, tantrum, throwing objects that could cause harm
Property Misuse	Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others	Kicking furniture, breaking pencils, tearing up papers, throwing books down, etc., writing on desks	Breaking classroom materials, throwing desks, chairs, computers, vandalism to school

Dyersburg Primary School Office Referral Definitions

Minor Behavior	Definition	Examples	Non-Examples
Dress Code	Student does not dress or groom in a manner that meets standard of health, cleanliness, modesty and safety	Hats indoors, shirts and blouses (tops) do not cover abdomen. Sagging - pants not worn around the waist	
Tardiness	Student is late to class	Student enters school/classroom after the bell rings without excuse or an admit slip - after 8:10	Excessive tardiness
Technology Violation	Misuse of technology resources, unauthorized possession of electronics	Searching for websites or entering a site NOT pertaining to instruction (NICK, PBS), not putting materials back where they belong (earphones), not being respectful of materials, not reporting broken materials, food or drink around technology area	Intentionally damaging any parts of the technology which interferes with its usefulness

Dyersburg Primary School Office Referral Definitions

Major Behavior	Definition	Examples	Non-Examples
Abusive Language	Swearing or curse words; any gestures directed toward others in a demeaning or provoking manner	"The bird"	"Shut-up!" Replacement words, "freakin', snap"
Fighting/ Physical Aggression	Action involving serious physical contact or active participation in such actions	Intentionally slapping, punching, kicking, shoving, spitting, tripping, scratching, pinching, stomping	Horseplay, playful slapping, punching, tripping
Defiance/ Disrespect Insubordination Non-compliance	Intense refusal to follow directions, talking back, and/or socially rude interactions communicated in writing, by words or tone of voice	Refusal to comply with established rules, leaving class without permission, verbal defiance/argumentative; inappropriate public display of affection (Kissing, touching other than holding hands), possessing radios, cd players, other electronic devices, and other items as directed by principal	Brief or low intensity - failure to respond including talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult, attitude
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules	Continual wrongful accusations, lying to adults, copying work, cheating on tests	Forged notes from parents, doctors, teacher, etc., plagiarism, stealing, hiding/purchasing stolen property, aiding someone in stealing, pretending to be another student's parent over the phone
Harassment/ Bullying	Student delivers repeated disrespectful messages (verbal or gesture), to another person that includes threats and intimidation, obscene gestures, pictures, written notes	Bullying, repeated verbal harassment or abuse, inappropriate touching, physical violence, notes, pictures, gestures	Name calling, put-downs

Dyersburg Primary School Office Referral Definitions

Major Behavior	Definition	Examples	Non-Examples
Disruption	Any intense disturbance or interference that takes away from the learning environment that could or potentially cause physical harm	Rough-housing, yelling/screaming tantrum, throwing classroom objects that could cause harm	Talking, repeated noise, unnecessary movement during instruction, horseplay
Tardies	Student is chronically late to school or class	Continuous tardies after 8:10	Occasional tardiness
Skipping Class/Truancy	Student leaves a classroom, playground or field trip without permission	Student runs out of classroom, student leaves playground without permission to go to unauthorized areas	Student leaves playground to go to bathroom, tardy
Property Damage	Intentional destruction of property belonging to the school or teacher through misuse or aggressive behavior	Breaking classroom materials, throwing desks, chairs, computers, destroying textbooks and classroom resources	Kicking furniture, breaking pencils, tearing up papers, throwing books down, etc., writing on desks
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without the person's permission	Report cards, progress reports, Tuesday Folders, claiming other students' work, stealing snacks, taking things from teachers, other students, classroom, school, etc.	

Dyersburg Primary School Office Referral Definitions

Major Behavior	Definition	Examples	Non-Examples
Dress Code Violation	Student does not dress or groom in a manner that meets standards of health, cleanliness, modesty and safety	No footwear, gangs, sexual, alcohol/drugs displayed	Sagging - pants not worn at the waist, shirts and blouses (tops) do not cover abdomen
Use/Possession of Tobacco	Student is in possession of or is using tobacco	Cigarettes, cigars, or smokeless tobacco product: smoking, chewing, dipping, including butts	Candy cigarette, rolled up paper, clothing or backpack smelling of cigarette smoke
Use/Possession of Alcohol	Student is in possession of or is using alcohol or products containing alcohol	Possessing, consuming, or being under the influence of alcohol	Smelling like alcohol due to parent spillage, hand sanitizer, alcohol wipes
Use/Possession of Drugs	Student is under the influence of or is in possession of drugs or paraphernalia	Using, possessing, selling, or distributing drugs in school buildings or on school grounds at any time, in school vehicles or buses, or at any school sponsored activity, function, event, whether on or off school grounds	Cough drops are not allowed, but would not be considered a major
Use/Possession of Combustible Items	Possessing hazardous, combustible materials/items or devices which may be used to start a fire	Matches, lighter, firecrackers, gasoline, lighter fluids or other combustible items. Setting fires to/on school property	

Dyersburg Primary School Office Referral Definitions

Major Behavior	Definition	Examples	Non-Examples
Vandalism	Vandalism is the malicious, intentional defacing or damaging of public or private property	Writing/Painting graffiti on school wall, keying a car, tampering with a school sign, damaging a locker, carving name on a desk	Breaking pencils/crayons, kicking furniture, mishandling text books/library books, tearing up paper/assignments/handouts
Bomb Threats/False Alarms	Attempt to frighten or cause public panic	Verbal, written, illustrated threats and pulling fire alarm	
Arson	Student plans/participates in malicious burning of property	Setting fires to/on school property - Possession of matches, lighters, firecrackers, gasoline, lighter fluids, or other combustible items	
Use/Possession of Weapons	Having possession of a weapon or weapon look-alike capable of causing bodily harm	Knives, guns, sharp objects (that could cause bodily harm), objects used to threaten others, ammunition	
Physical Aggression	Any physical contact occurring with the intent to cause discomfort or an incidence of slight physical contact will constitute an altercation between students	Shoving match, slapping, or other such low impact incident not severe enough to constitute a fight under Dyersburg City Schools policy	Be silly, horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "Not keeping hands/feet to self"

Dyersburg Primary School Office Referral Definitions

Major Behavior	Definition	Examples	Non-Examples
Inappropriate Location/Out of Area	Unsupervised students going into an unsupervised area without permission	Before and after school - children going into empty classrooms, children, sent to an authorized area, visiting an unauthorized area without supervision (empty classroom)	Staying too long in the library, walking younger student to class, student sent on errand
Inappropriate Display of Affection	Display of or touching of private body parts	Touching of private parts, display of private parts	Holding hands, wrestling, chasing, kissing, hugging
Technology Violation	Misuse of technology resources or unauthorized use of cell phones, iPods, video games - all electronics	Intentionally damaging any parts of the technology which interferes with its usefulness (keyboards, mouse, earphones, tapes, CDs)	Searching for a website not pertaining to instruction (NICK, PBS), not placing materials back where they belong, food or drink around area. Note: Adult sites are already blocked by security software

Dyersburg Primary School Office Referral Form

OFFICE REFERRAL FORM

Student _____ Referring Staff _____

Pre-K K 1 2

Teacher(Homeroom) _____ Date _____ Time _____

Major Minor/Warning 1 2

Location

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Classroom _____ | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Hall |
| <input type="checkbox"/> Bus # _____ | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Activity _____ | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Special Event/Assembly/Field Trip | <input type="checkbox"/> Gym |
| <input type="checkbox"/> Library | <input type="checkbox"/> Other _____ |

Problem Behaviors (check the most intrusive)

- | | |
|--|--|
| <input type="checkbox"/> Defiant/disrespectful/insubordinate/non-compliant | |
| <input type="checkbox"/> Vandalism | <input type="checkbox"/> Lying/cheating |
| <input type="checkbox"/> Abusive/Inappropriate language | <input type="checkbox"/> Property damage |
| <input type="checkbox"/> Fighting/physical aggression | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Harassment/tease/taunt | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Disruptive | <input type="checkbox"/> Other _____ |

Comments _____

Possible Motivation

- | | |
|--|---|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Other _____ |

Others Involved

- | | | | |
|--------------------------------|----------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Staff | <input type="checkbox"/> Substitute | <input type="checkbox"/> Other |
| <input type="checkbox"/> Peers | <input type="checkbox"/> Teacher | <input type="checkbox"/> Unknown | |

Administrative Decision (completed by administrator)

- | | |
|---|---|
| <input type="checkbox"/> Time in principal's office | <input type="checkbox"/> Extended Time Out |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> In-School suspension |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Other _____ |

Follow-up comments _____

Dyersburg Primary School Behavior Data Collection SWIS (School-Wide Information System)

SWIS is a 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. SWIS provides school personnel with the information they need to be successful decision makers.

For more than a decade, SWIS Suite has assisted teams to improve their internal decision making and overall support plan design for individual students and their families. The three SWIS applications, SWIS, CICO-SWIS, and ISIS-SWIS, align with a PBIS framework and provide the needed data for both universal screening as well as progress monitoring.

Through SWIS, school staff enter office discipline referrals online. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period.

The reports available within SWIS provide DPS Administrators the opportunity for the following:

Review school-wide referral patterns: The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:

How often do referrals occur?

What problem behaviors occur most frequently in our building?

Where are problem behaviors most likely to occur?

When are problem behaviors most likely to occur?

Which students are involved in referrals?

Define behavior patterns in greater detail: Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.



SWIS "Big Five" reports are reviewed by the faculty during their monthly meeting. In addition, SWIS "Big Five" reports are on display in the DPS Data Room.



DPS Student Intervention Team

After an office referral is entered in SWIS, the data is reviewed by the DPS Student Intervention Team. The overall goal of the Student Intervention Team is to help remove any barriers to education students may face during the year. The team is made up of administrators, mental health professionals, special education teachers, guidance counselors/home school advisors, nurses, truancy prevention specialists, and school resource officers. Any situation that interferes with or impairs the student's ability to receive quality education is addressed. The SIT Team addresses students who fall in tiers 2 & 3.

SIT Behavior Request Form

Behavior Request for S-Team Assistance Form		
Date:		
Student Name:	Current IEP:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher Name:	Grade:	<input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2
Description of Behavior		
What does the problem behavior(s) look like?		
How often does the problem behavior(s) occur?		
_____ times per <input type="checkbox"/> Hour <input type="checkbox"/> Day <input type="checkbox"/> Week <input type="checkbox"/> Month		
How long does the problem behavior(s) last when it does occur?		
_____ <input type="checkbox"/> Seconds <input type="checkbox"/> Minutes <input type="checkbox"/> Hours		
How disruptive is the problem behavior(s)?		
<input type="checkbox"/> Not Disruptive <input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Highly <input type="checkbox"/> Severely Disruptive		
How dangerous is the problem behavior(s)?		
<input type="checkbox"/> Not Dangerous <input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Highly <input type="checkbox"/> Severely Dangerous		
When is the problem behavior most likely to occur?		
<input type="checkbox"/> Particular Day (M T W R F) <input type="checkbox"/> Time of Day (am pm) <input type="checkbox"/> During certain types of activities or tasks <input type="checkbox"/> Interaction with certain people <input type="checkbox"/> In connection with features of the physical environment <input type="checkbox"/> medical or physical factors <input type="checkbox"/> Feature of routines		
What do you think the student may gain from the problem behavior?		
<input type="checkbox"/> Attention <input type="checkbox"/> Avoid an apparently difficult or boring activity <input type="checkbox"/> Avoid teacher instruction <input type="checkbox"/> Get control of situation <input type="checkbox"/> Avoid embarrassment in front of peers <input type="checkbox"/> Sensory needs <input type="checkbox"/> Other _____		
What is your desired behavior goal/ expectation for this student?		
Documentation of Teacher Interventions To Date		
To change situation in which the problem behavior occurs?	To Teach the expected behavior?	Consequence when student engages in problem behavior?
<input type="checkbox"/> Modified assignments to match the student's skills <input type="checkbox"/> Changed curriculum <input type="checkbox"/> Changed seating assignment <input type="checkbox"/> Arranged tutoring to improve the student's academic skills <input type="checkbox"/> Changed schedule of activities <input type="checkbox"/> Provided extra assistance <input type="checkbox"/> 2X10 <input type="checkbox"/> Other _____	<input type="checkbox"/> Reminders about expected behavior when problem behavior is likely <input type="checkbox"/> Reward program for expected behavior <input type="checkbox"/> Systematic feedback about behavior <input type="checkbox"/> Clarified rules and expected behavior for the whole class <input type="checkbox"/> Oral agreement with the student <input type="checkbox"/> Individual written contract with the student <input type="checkbox"/> Practiced the expected behaviors in class <input type="checkbox"/> Self management program <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Time-out <input type="checkbox"/> Note or phone call to the student's parents <input type="checkbox"/> Meeting with the student's parents <input type="checkbox"/> Office referral <input type="checkbox"/> Reprimand <input type="checkbox"/> Individual meeting with the student <input type="checkbox"/> Other _____

Project B.A.S.I.C.

Encouraging "Better Attitudes and Skills in Children"

Project B.A.S.I.C. is a liaison employed by Professional Care Services at the local Dyersburg site. They are serving Dyersburg Primary School to provide behavioral intervention and support for children grades K-2 through Project B.A.S.I.C. This program is placed in schools across TN by the TN Department of Mental Health and Substance Abuse Services. This grant funded program has been in the West TN area since 1985. Project B.A.S.I.C resulted from research that determined that children learn more easily when their self-esteem is high. Project B.A.S.I.C provides services supportive of meeting needs of all students whether in the classroom setting, individual/group setting, as well as making outside referrals. This is an extension of Dyersburg Primary School meeting needs and removing barriers to academic success.

Project B.A.S.I.C serves to de-stigmatize the role of behavioral/mental health services and provide families with information needed to pursue services with increased knowledge and better understanding.

"Climate Enhancement" is another component of Project B.A.S.I.C to recognize, reward and encourage Dyersburg Primary School students to work toward goals of using positive skills in the everyday interactions with others our school. The Climate Enhancement project supports the school rules of respect, responsibility and readiness.

Project B.A.S.I.C. works with the School Wide Positive Behavior support team to provide early intervention services. They classroom sessions teaching socialemotional skills using children's literature. Project B.A.S.I.C's goal is to further strengthen cooperation and communication skills of students at school. These sessions use discussion and activities to promote recognizing feelings of self and others, encouraging self-esteem, and increasing interpersonal problem-solving skills. In addition to classroom lessons, Project B.A.S.I.C. provides individual and group activities for students by referral and parent permission. Mrs. Pham assists in working with school staff and families making referrals to appropriate behavioral health services in the community when further intervention is deemed beneficial.

Behavior Support Systems

Brad Smith is helping Dyersburg Primary School to meet the needs of the students by offering behavioral supports for students in need, particularly those students that meet the tier II criteria according to the School Wide Positive Behavior program. The supports take on many forms with the overall goal to remove any barriers that may impede the student's chances to be as successful as possible in the academic setting.

Mr. Smith employs a variety of strategies in an effort to assist the students. One such strategy is to meet with the identified students in small groups to discuss social skills/character building. The groups also give the students the opportunity to "teach" the school rules to the facilitator, as well as solve various anger management situations utilizing anger management tools including age appropriate board games and scenario card games. Character building scenarios and various scenarios dealing with how to act responsibly are also discussed by utilizing card games. Building empathy is another part of these small groups. Discussions involve talking about how the students feel in various situations and how they think others feel in those same situations. Relating how others feel to how the students feel in the situations are powerful tools to help the students decide if their actions are being respectful and responsible.

In addition to small groups, Mr. Smith helps the individuals and their families face the daily challenges of navigating other systems including the medical and mental health areas. If a student's family is seeking a service, Mr. Smith offers options for the family and then assists with setting up the appointments, transportation needs and then follow ups for pharmacy services or other recommendations as needed. Information sharing between the various providers is another part of the support services offered. Once releases are secured, Mr. Smith works to ensure the different systems being accessed are aware of each other and helps facilitate team meetings as necessary. Mr. Smith works to build positive partnerships with the families of the students in an effort to help them, help their student achieve the highest level of success possible for each individual.

In addition to the items listed above, Mr. Smith builds relationships with the students in order to help to de-escalate individuals when they are making inappropriate choices or refusing to follow rules or complete requests from the faculty and staff. He can be utilized as a possible step prior to a student being sent directly to the office for inappropriate behaviors. This new interim step has been used to help students regain control of themselves and then be able to return to class without serious interruptions to their academics.

Check In Check Out (CICO)

The CICO intervention, from the book, *Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program*, is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day and students check out at the end of the day with their mentor. Rewards are designated by the student sponsor as an incentive for a student to reach their daily goal. Students are referred for the CICO program by the DPS Student Intervention Team. The Check In Check Our program is coordinated by Brad Smith.

Goals of the CICO Program at DPS

- Improved student accountability
- Increased structure
- Improved student behavior and academics when other interventions have failed
- Feedback and adult support on a daily basis
- Improved/Established daily home/school communication and collaboration
- Improved student organization, motivation, incentive, and reward
- Student ability to self monitor and correct
- Internalized success and accomplishment of goals
- Students involvement and excitement about the program, enjoying the structure, support, and incentives of the intervention
- Maintenance free responsible behaviors, habits, and effort

CICO Daily Progress Report

Teacher Name _____

Mentor Name _____

Name: _____ Points received: _____

 = 2

Date: _____ Points possible: **36**

 = 1

Daily goal _____ Daily goal reached? YES NO

 = 0

GOALS	ELA WHOLE GROUP	STATIONS	FROG/TIGER TIME	MATH	ACTIVITY	RECESS
BE RESPECTFUL	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
BE RESPONSIBLE	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
BE READY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Notes: _____

SWPBS Expectation Video

In the fall of 2014, a video was created of expected behaviors at Dyersburg Primary School. In the presentation, a class goes through the Behavior Matrix displaying the expected behaviors. The video is available for every teacher to use as a teaching tool or reinforcement during the school year. The video is incorporated in Lesson 2 of the SWPBS New Student Orientation.

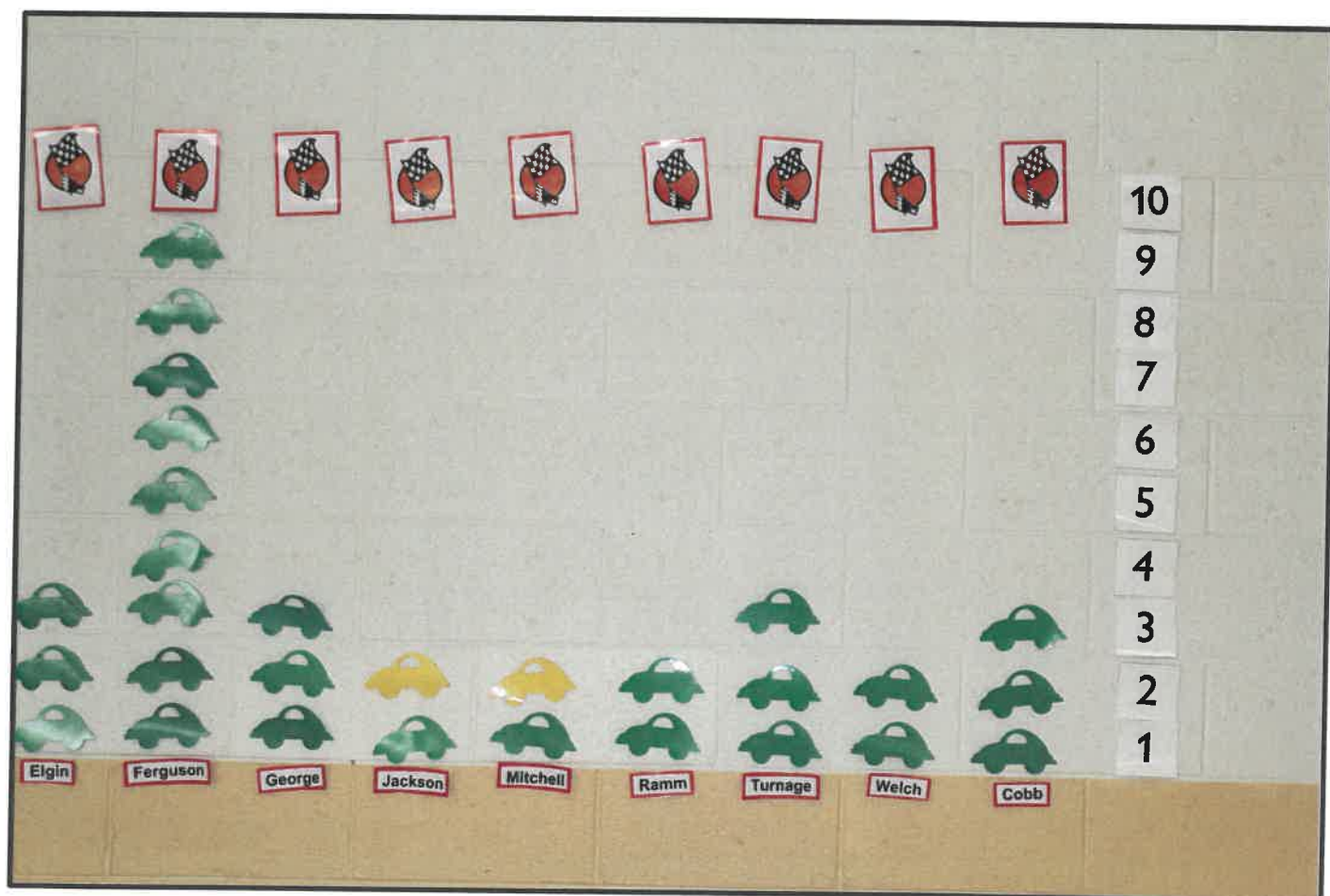


Dyersburg Primary School Cafeteria Rules and Rewards

The Dyersburg Primary School Cafeteria is organized according to a reward system designed by Coach Connie Brewer. In the DPS Cafeteria, one class sits at each table. Each table has a red, yellow, and green cone, using a traffic stoplight as the basis. All classes begin their lunch period with a red cone. During this time, the focus is concentrated on students eating their meal. If the students display appropriate cafeteria behavior during red cone time, they earn the next step, a yellow cone. If the students display appropriate cafeteria behavior during yellow cone time, they earn the next step, a green cone. Appropriate cafeteria behaviors include the following:

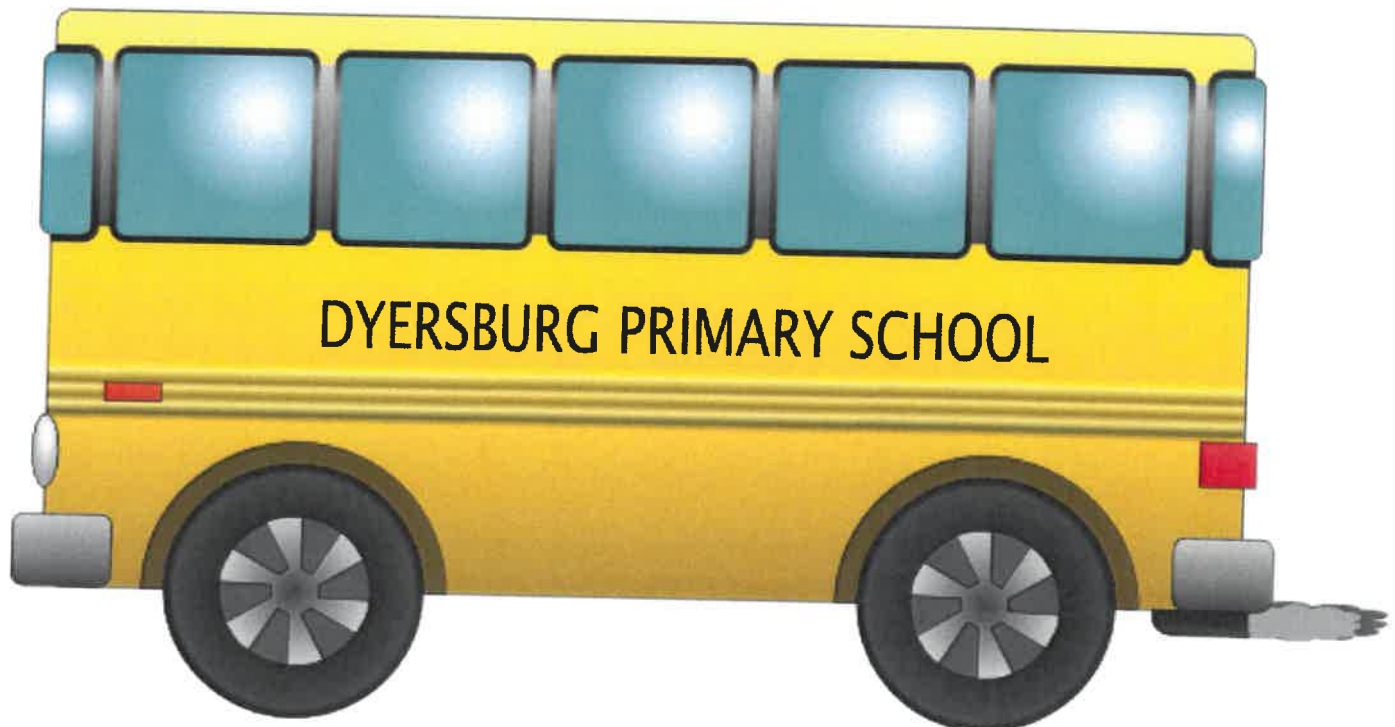
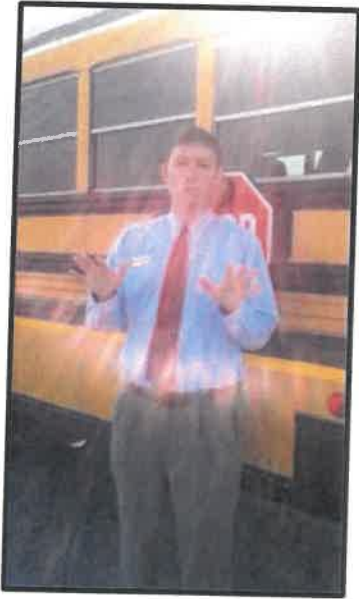
- Sitting on bottoms, facing the table
- Keeping hands and feet to self
- Eating quietly
- Leaving the table clean, above and underneath

A reward chart is posted on the cafeteria wall. All classes are listed. The theme of the wall is "Race to the Finish!" Each day, classes are awarded a red, yellow, or green racing car, based on the cone they achieved that day. Once a class earns ten green cars, they are awarded an extra recess.



SWPBS Bus Expectations

In the fall of 2014, the Dyersburg Primary School SWPBS Team developed a lesson plan to address expectations when riding a school bus. The team recognized that regardless of whether students are bus or car riders, all students have multiple opportunities during the school year to ride the bus on field trips. The lesson was taught by DPS Home School Advisor "Mr. Chris" Dishman, a certified bus driver. The presentation was recorded and given to every teacher for their DPS SWPBS video library.



The "Bear"y Good Club

Dyersburg Primary School has a positive reward program called the "Bear"y Good Club. Students are recognized for good behavior in all the school settings. Every day, ten secret staff members receive a green ticket to give away to a student that is caught being good. After receiving a green ticket, the student goes to the office at a designated time. Once in the office, they sign the celebrity book and select a prize from the treasure box. Students also receive a letter to take home celebrating their special achievement. The center hallway has a painted mural called the "Bear"y Good Club Wall. The wall is divided into 200 blocks. Students who receive a green ticket have their name randomly added to one of the 200 blocks. When ten names on the wall are connected horizontally, vertically, or diagonally, those ten students will receive a special reward called our "Mystery Motivator" award. This special award might be a pizza party, field trip, or any kind of special treat. Mystery Motivator award parties are coordinated by members of the Dyersburg Primary School School Wide Positive Behavior Support Team. Once the ten names are designated, all names come off the wall and we begin again. Students that receive a green ticket also receive a special charm for their SWPBS "Brag Tag" Necklace signifying that they have been in the "Bear"y Good Club!

The "Bear"y Good Club Wall, Green Ticket, and Charms!



The "Bear"y Good Club

Congratulations



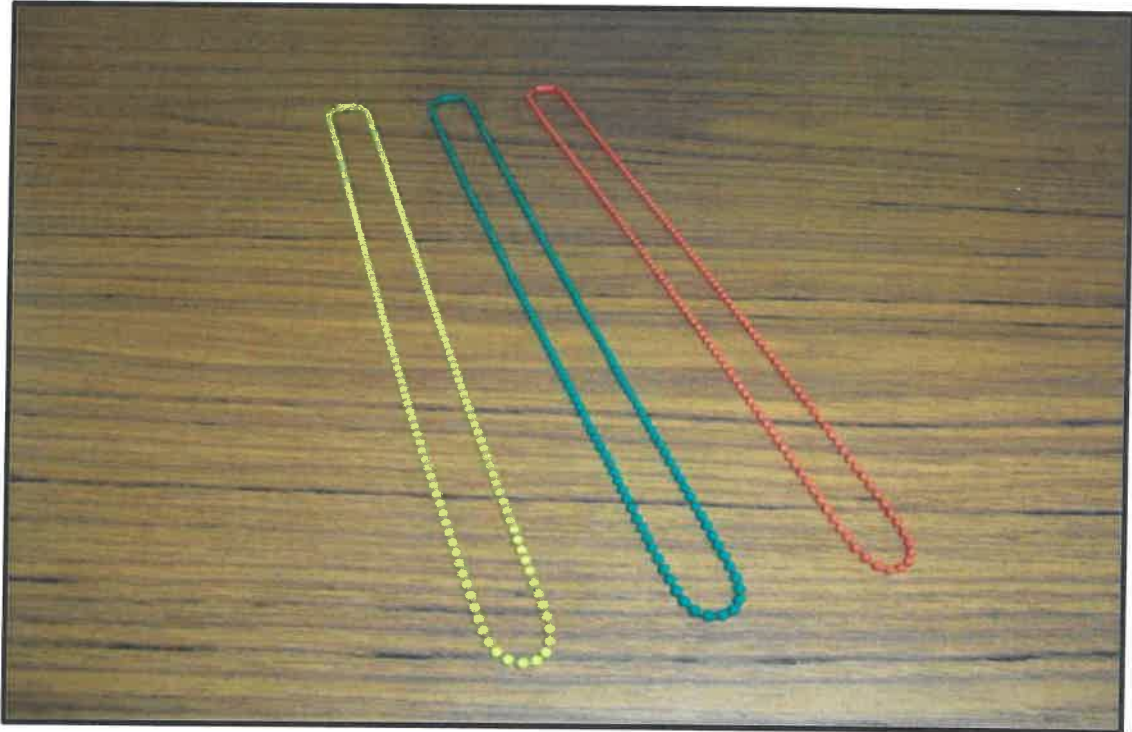
Name_____

Staff_____

Date_____

SWPBS Charm Necklaces (Brag Tags)

The School-Wide Positive Behavior Support program at Dyersburg Primary School provides every K-2nd grade student a charm necklace. The necklaces, which are color coded for each grade level hallway, remain in the classroom. During the school year, students can receive various charms celebrating academic excellence, desired behavior, and special events. Students receive their first charm in recognition of completing the first lesson of the School-Wide Positive Behavior Support “Stop, Walk and Talk” anti-bullying curriculum. Every Friday, DPS has “Brag Tag Friday” where students are allowed to wear their necklaces for the day.



New Student Orientation

In an effort to help new students become familiar with Dyersburg Primary School as well as SWPBS rules and expectations, a new student lesson plan was developed. Students participate in a thirty minute lesson each week for four weeks. The New Student Orientation takes place for all students who were not attending DPS during the first two weeks of the school year when expected behaviors were taught in the classroom. The class begins at the midway point of the first nine weeks. The New Student Orientation is taught by Chris Dishman, DPS Home School Advisor.

SWPBS New Student Lesson Plan

Lesson 1: "School Tour"

In this lesson, students will be given a personal tour of Dyersburg Primary School! Stops on this tour will help students to be able to identify and locate activity rooms, restrooms, cafeteria, playground, library, time-out room, H.O.S.T.S., main office, bus loading/unloading area, car loading/unloading area, and clinic. The tour will also explain the colors and grade levels for each hallway. As part of the tour, students will be introduced to individuals they will need to know during their time at DPS, such as principals, nurse, secretaries, cafeteria staff, librarians, and custodians.

Lesson 2: "School Rules"

This lesson will go over the DPS Behavior Matrix and expectations throughout the campus of Dyersburg Primary School. After discussing the matrix, students will watch the expectation video of Alison Schneider's class from the DPS SWPBS Video Library.

Lesson 3: "Stop, Walk, & Talk"

In this lesson, students will participate in the "Stop, Walk, and Talk" introductory lesson of our anti-bullying curriculum. Once this lesson has been completed, students will receive their School Wide Positive Behavior Support brag tag necklace with the "I don't bully" charm. Students will also receive a "Stop, Walk, & Talk" brochure and "Stop, Walk, & Talk" coloring page.

Lesson 4: "Let's Review"

This final lesson will test the knowledge of the students on everything learned in the first three lessons. Additional tours of the school will be done during this lesson as necessary to ensure that students complete lesson four with a proper understanding of the rules and expectations during their time at Dyersburg Primary School. Pictures are taken of each student during this lesson for inclusion in the school yearbook. Pictures are also provided to our central office for our student data registry system.

Dyersburg Primary School Anti-Bullying Program

In the fall of 2011, SWPBS developed the "Stop, Walk, and Talk" anti-bullying curriculum. The curriculum has four lessons that have been developed by the SWPBS team. The first lesson is taught by Chris Dishman, Home School Advisor for DPS. The final three lessons are taught by the classroom teacher. The program is reinforced by "Stop, Walk, and Talk" signs in every classroom at DPS. In addition, all three DPS playgrounds have a metal "Stop, Walk, and Talk" sign at the playground entrance. Small business cards with the "Stop, Walk, and Talk" sign are printed to give to students. To promote better understanding of the program, a brochure about the program has been created. Copies of the brochure are available to download online and can be picked up in the main office at DPS. A copy of the brochure is included on the following pages. At the completion of the first lesson, students receive their SWPBS "Brag Tag" Necklace and first charm, a bull that says "I DON'T BULLY."

What is Taught?

The staff at Dyersburg Primary School will do everything possible to protect every child from being bullied. However, in the event that a child does get bullied, we ask them to follow the steps listed below. All students are to immediately locate an adult if they ever feel they are in danger.

STOP

Tell the bully to "STOP!" and hold up your right hand to the bully. This will be a nonverbal signal to staff that something is wrong.

Walk

If the bully does not stop then WALK away. This may mean that you have to go to another area on the playground for a few minutes.

Talk

If the bully continues after you have said "STOP" and you chose to WALK away then go and tell the nearest adult that you need help.

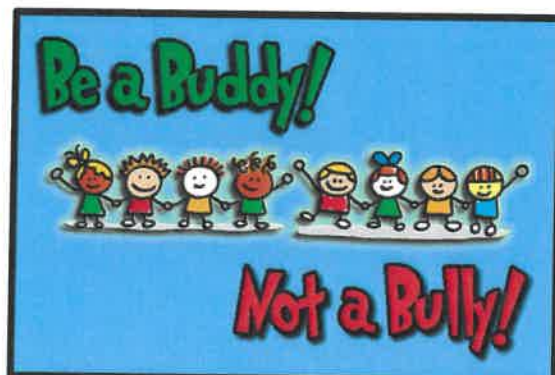


Dyersburg City Schools Anti-Bullying Policy

The Dyersburg City Board of Education has determined that a safe, civil, and supportive environment in school is necessary for students to learn and achieve high academic standards. In order to maintain that environment, acts of bullying, cyber-bullying, discrimination, harassment, hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited. Please refer to the Dyersburg City Schools website for the full Board Policy on Student Discrimination/Harassment and Bullying/Intimidation and Cyberbullying.

Dyersburg Primary School Anti-Bullying Program

Every spring, DPS hosts its Anti-Bullying Week in celebration of our anti-bullying curriculum. The weeklong celebration is developed by the DPS School Wide Positive Behavior Support team. Each day of the week has a different theme to reinforce the anti-bullying message being taught throughout the year. The week culminates with a special photograph. On that day, students and staff members form giant symbols on the parking lot that reinforce the theme for the week. Aerial photographs are taken with the assistance of Community Partners in Education. A copy of our "Stop, Walk, and Talk" brochure can be found on the following two pages.



Misconceptions about Bullying

Bullying is the same as conflict
Bullying involves an imbalance of power. Conflict involves antagonism among two or more people.

Bullying is always physical
Although bullying can come in the form of hitting, kicking, or shoving, verbal bullying and social isolation is also common among children.

Bullying is kids being kids
Bullying can affect the mental well-being, academic work and physical health of children who are targeted.

Bullying is an urban school issue
Bullying occurs in rural, suburban, and urban communities. Bullying occurs among children of every income level, race and geographic region.

Bullied children will tell an adult
Studies indicate that children hesitate to report bullying due to the threat of retaliation from the bully or that adults will not take their concerns seriously.

Bullied children need to deal with it on their own
Children should not be expected to deal with bullying on their own. Bullying is a form of victimization and peer abuse. Just as society does not expect victims of other types of abuse to deal with it on their own, we should not expect this from victims of bullying.



Dyersburg Primary School is a family of learners working together to build proficient reading, writing and math skills. We strive to have every student proficient at grade level in reading and math skills and ready to be successful at the next grade. We believe our family of learners, including students, teachers, staff, families and community members will work together to help all students learn.



For more information about Dyersburg City Schools, please visit
www.dyersburgcityschools.org

Dyersburg Primary School
1425 Frank Maynard Drive
Dyersburg, Tennessee 38024
731-286-3615
dps.dyersburgcityschools.org

STOP Walk & Talk



**A program designed to KEEP
Dyersburg Primary School a
bully free school!**

What is Bullying?

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

-Dr. Dan Olweus

What is Being Done?

Dyersburg Primary School is an innovative school that strives for excellence. The School-Wide Positive Behavior Support program was developed in 2006 as a joint collaboration with Project RISE.

SWPBS teaches leadership and social skills to students in order to become productive citizens. The process is based on teaching positive rules and expectations. Annual assessments are done every year through Debbie Williams, Education Consultant with the University of Memphis Lambuth LinX. In the fall of 2011, SWPBS developed and implemented the "Stop, Walk and Talk" anti-bullying curriculum. The first class is taught in the classroom by Chris Dishman, Home School Advisor for DPS. Additional lessons are taught by the classroom teacher. The program is reinforced by signs in every classroom and on every playground.

What is Taught?

The staff of Dyersburg Primary School will do everything possible to protect every child from being bullied. However, in the event that a child does get bullied we ask them to follow the steps listed below. All students are taught to immediately locate an adult if they ever feel they are in danger.

STOP

Tell the bully to "STOP" and hold up your right hand to the bully. This will be a nonverbal signal to staff that something is wrong.

Walk

If the bully does not stop then WALK away. This may mean that you have to go to another area on the playground for a few minutes.

Talk

If the bully continues after you have said "STOP" and you chose to WALK away then go and tell the nearest adult that you need help.



"Dyersburg Primary School is to be commended on their implementation of School-Wide Positive Behavior Support."

-Debbie Williams

The DPS Library has the following books about bullying:

- Chrysanthemum Dealing with Bullies*
- Comin' Through Back Off*
- The Bully from the Black Lagoon*
- Bully Boys*
- Pinky and Rex and the Bully Bully Trouble*
- Who's Afraid of the Big, Bad, Bully?*
- Bus Ride Bully*
- Kit and Kat*
- Alley Oops*
- Bye-Bye Big Bad Bullybug!*
- Bully Bear*
- Berenstain Bears and the Bully*
- Mean Maxine*
- A Bully Named Laura Sue*

Dyersburg Primary School Pre-K Behavior Interventions



Through a partnership with Vanderbilt University, Dyersburg Primary School became a CSEFEL demonstration site in 2009. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Dyersburg Primary School is the only public school in Tennessee serving as a demonstration site.

Pre-K Behavior Incident Report

Dyersburg Primary Pre-K students have their own Behavior Incident Report that differs from the K-2nd Grade incident report. Their sheet, which is blue, records the student name, date, referring staff, and time of occurrence. The report identifies problem behaviors and allows the referring staff to add comments if necessary. A copy of the Behavior Incident Report can be found on page 37.

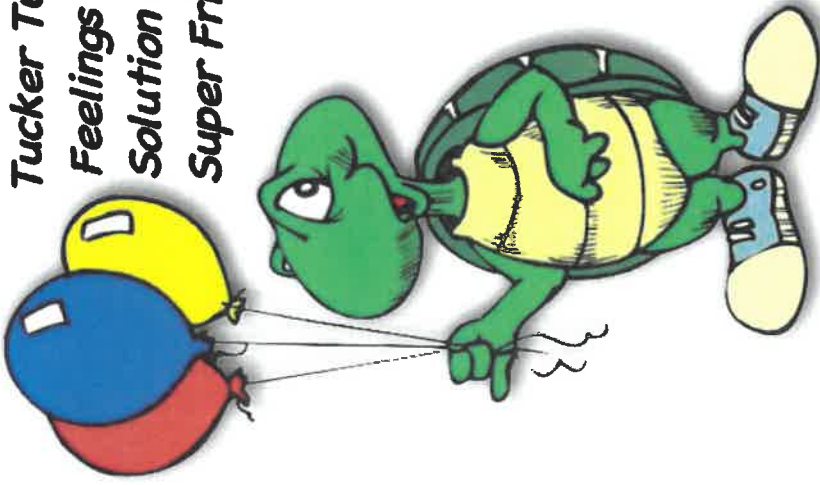
Pre-K CSEFEL Brochure

A brochure identifying Dyersburg Primary School Pre-K expectations has been produced for the families of DPS Pre-K students. A copy of the brochure can be found on pages 35 & 36. The brochure is distributed with the DPS student handbook at the beginning of the school year.



Students and Parents learn strategies such as...

**Tucker Turtle
Feelings Faces
Solution Kits
Super Friends**



Dyersburg City Schools will ensure that all students have daily access to high-quality text, engage in meaningful tasks, and grow in reading, writing, speaking, and listening.

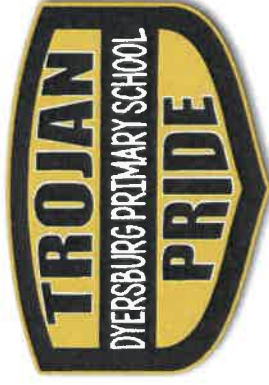
Dyersburg Primary School

Pre-K/Expectations

Be Respectful!

Be Responsible!

Be Ready!



***For more information about Dyersburg City Schools please visit
www.dyersburgcityschools.org***

***1425 Frank Maynard Drive
Dyersburg, Tennessee 38024
731-286-3615
www.dyersburgcityschools.org/dps***

***Dyersburg
Primary
School***



Creating safe and effective learning environments for ALL students and staff through direct instruction!

CLASSROOM

- *Be a friend*
- *Watch for attention signal*
- *Use inside voices*
- *Walking feet*
- *Put things where they belong*

BATHROOM

- *Knock and listen*
- *Wait quietly*
- *Shut the door*
- *Aim*
- *Wipe with paper*
- *Pull up, Zip up*
- *Flush*
- *Leave the door open*
- *Wash hands*

HALLWAY

- *Catch a bubble*
- *Eyes forward*
- *Hands in place*
- *Hands and feet to self*
- *Walking feet*
- *Stay together*
- *Walk on the right side*

LOAD/UNLOAD

- *Listening ears to all adults*
- *Hands and feet to self*
- *Use quiet voices*
- *Hold your belongings*
- *Stay in your place*



PLAYGROUND

- *Dress for the weather*
- *Play safely*
- *Use nice hands*
- *Take turns*
- *Help each other*
- *Leave wood chips on the ground*
- *Keep bikes on the track*
- *Keep both hands on the bars*
- *One at a time on the spring animals*
- *Up steps, down slide*
- *Swing straight*
- *Be a friend*

**Where the Trojan
Journey Begins!**

Pre-K Behavior Incident Report

Behavior Incident Report

Child's Code: _____		Referring Staff: _____	
Date: _____		Time of Occurrence: _____	
Behavior Description:			
Problem Behavior (Circle most intrusive)			
<input type="checkbox"/> Aggression	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Running away	
<input type="checkbox"/> Self injury	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Property damage	
<input type="checkbox"/> Self Stimulatory Behavior	<input type="checkbox"/> Teasing	<input type="checkbox"/> Unsafe behaviors	
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Biting	<input type="checkbox"/> Other _____	
Location of Incident (Circle one)			
<input type="checkbox"/> Assigned Classroom	<input type="checkbox"/> Hallway	<input type="checkbox"/> Field trip	
<input type="checkbox"/> Playground	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Therapy Room	<input type="checkbox"/> Other Classroom		
Activity (Circle one)			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Meals	<input type="checkbox"/> Departure	
<input type="checkbox"/> Classroom jobs	<input type="checkbox"/> Quiet time/Nap	<input type="checkbox"/> Transition	
<input type="checkbox"/> Large group activity	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Therapy	
<input type="checkbox"/> Centers/Workshops	<input type="checkbox"/> Special activity	<input type="checkbox"/> Individual activity	
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Self-care	<input type="checkbox"/> Other _____	
Others Involved (Circle all that apply)			
<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Peers	
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative staff	<input type="checkbox"/> None	
<input type="checkbox"/> Therapist	<input type="checkbox"/> Substitute	<input type="checkbox"/> Other _____	
Possible motivation (Circle one)			
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention	<input type="checkbox"/> Avoid adults	
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Don't know	
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Other _____	
Strategy/Consequence (Circle all that apply)			
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Time with other adult in different classroom	<input type="checkbox"/> Time with support staff	
<input type="checkbox"/> Redirection	<input type="checkbox"/> Family Contact	<input type="checkbox"/> Physical guidance	
<input type="checkbox"/> Removal of item	<input type="checkbox"/> Removal from class	<input type="checkbox"/> Home with parent	
<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Ignore the behavior	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Move within group			
<input type="checkbox"/> Remove from activity			

Comments:

Dyersburg Primary School Math Interventions

Saxon Math (Tier 2 & Tier 3)

For over 30 years, Saxon Math™ has been delivering proven results for students in Grades K–12. The Saxon Math curriculum has an incremental structure that distributes content throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills called for in the Common Core State Standards.

Touch Math (Tier 3)

Touch Math is a multi-sensory teaching and learning program for students of all ages. It is generally used for students who struggle to understand grade-level content, but can be used with all learners. Its quick assessments help identify student needs. It keeps students engaged by the use of manipulatives and eye-catching visuals while working on targeted areas of need. Touch Math addresses the basic skills of math: numeral identification, shapes, counting, addition and subtraction.

Dyersburg Primary School Reading Interventions

Frog & Tiger Time (Tier 2)

Frog and Tiger Time provides each student differentiated instruction, which addresses both their academic need and ability. Students receive services four days per week for thirty minutes. Assessments are administered frequently to determine mastery. Groups are reassigned at least once per quarter based on assessments. Additional personnel are assigned to this area in order to reduce class size numbers.

H.O.S.T.S. (Tier 2 & Tier 3)

H.O.S.T.S., Helping One Student To Succeed, is a one on one mentoring program that provides Kindergarten students with extra help in reading and math.

Lexia (Tier 3)

Lexia Learning is one of the best-known and most highly respected reading technology companies in the world. Headquartered in Concord, Massachusetts, Lexia was founded more than 30 years ago with private funding and grants obtained from the National Institute of Child Health and Human Development. Today, the company maintains a keen focus on its promise to improve student literacy through the use of technology, and has helped millions of students build reading skills.

Reading Recovery (Tier 2 & Tier 3)

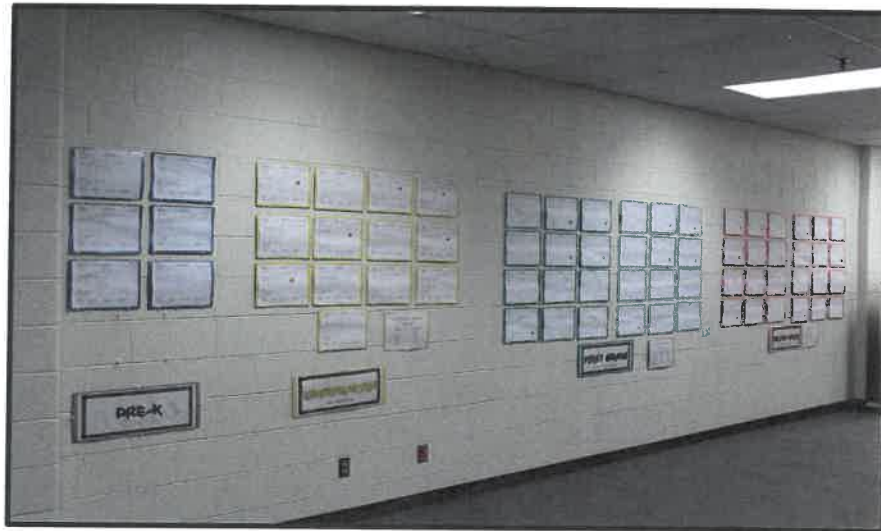
Reading Recovery is a short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Reading Recovery serves the first grade students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Small Group Reading (Tier 3)

The Small Group Reading Classes are designed to provide Small Group instruction to students in First and Second Grade who score below the 10% on the STAR Reading Assessment. The students work in a group with an instructor for thirty minutes 4 days a week. The lessons focus on skills that have been identified by the assessment and are aligned with Common Core standards.

Dyersburg Primary School Data Room

Dyersburg Primary School has a "Data Room" that is used to track the academic progress of every student. The data is broken down by grade level, classroom, and student. In addition, the "Data Room" displays the current SWIS "Big Five" report.



Dyersburg Primary School Quarterly Assessment Schedule

Measure	Quarter I	Quarter II	Quarter III	Quarter IV
Progress Reports	X	X	X	X
Student Demographic Information	X			
Attendance Data	X	X	X	X
Screening Measures	X			
AIMSweb	X	X	X	X
STAR Reading	X	X	X	X
Star Math	X	X	X	X
Early STAR Literacy	X	X	X	X
EL Benchmark Assessment	X	X	X	X
STAR LBM	X	X	X	X
SET				
Report Cards	X	X	X	X
Online SWPBS Self Assessment				X