

Foxfire School



Positive Behavior Interventions & Supports
(PBIS)

Staff Handbook

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2021-2022 Edition

3R's

***Be Respectful * Be Resilient *Be Responsible**

Foxfire School

Positive Behavioral Interventions & Supports Team

Clint Vanway: Coordinator/ Facilitator

Jewell Stoneking: Recorder, and Academic/Behavioral Outcomes

Courtney Huffman: Data Coordinator, Behavioral Expert and School
Operations

Eastin Lewellen: Time Keeper, and Coaching Experience

Bryan Kanavel: Administrative Authority

Katie Young: Administrative Authority

Krae Merryman: Staff Liaison, and Family/ Student Perspective

Team member's building roles:

Clint Vanway: Foxfire High School General Education Teacher

Jewell Stoneking: Foxfire Intermediate School General Education Teacher

Krae Merryman: Foxfire Elementary School General Education Teacher

Bryan Kanavel: Associate Principal K-8

Katie Young: Associate Principal 9-12

Kerry Morgan: Foxfire School Licensed Social Worker

Eastin Lewellen: Assistant Executive Director

Courtney Huffman: Director of Student Services

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What is PBIS?

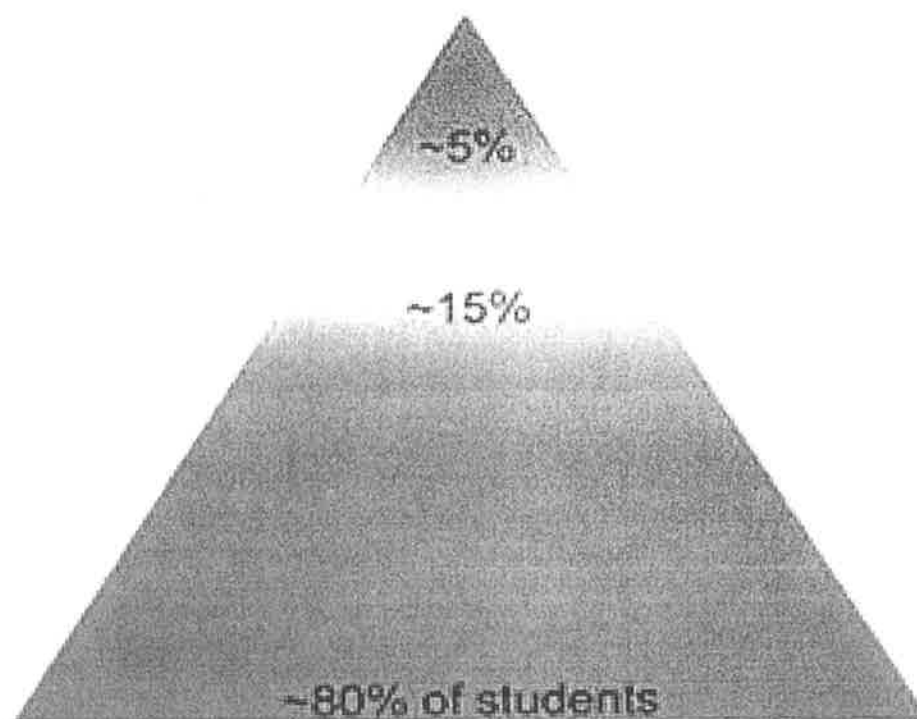
School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro social/emotional skills, and the use of data-based problem solving for addressing existing behavior concerns.

House Bill 318 – Creating Caring Communities

- 318 specifies requirements for the implementation of training of Positive Behavioral Interventions and Supports and other social-emotional programs for students;
- Outlines parameters for the suspension and expulsion of students, particularly for students in grades prekindergarten through grade 3;
- Specifies details regarding the role and training of school resource officers; and
- Provides grant funding for school safety training and school climate.

***All School Staff will receive initial training, and annual training in implementing school-wide PBIS. This training is provided by Foxfire's trained PBIS Team Members. Parents, guardians, community partners, and students are invited and encouraged to participate and engage in the development, changes/updates, and implementation of Foxfire's School-Wide PBIS programming.

PBIS Tiered System



Tier 1 behaviors are considered minor, have limited disruption to classroom learning objectives and structure. This tier is the larger and falls at the bottom of the triangle. 80% of the student population should self-manage in this tier.

Tier 2 behaviors are considered moderately disruptive to the classroom setting. These behaviors interfere with learning objectives and classroom management. This tier falls in the middle of the triangle. 15% of the student population functions in the tier 2 level.

Tier 3 behaviors are considered major and may pose a danger to self and/or others. These behaviors may be illegal. Tier 3 behaviors are extremely disruptive to classroom learning objectives and classroom management. 5% of the student population functions in the tier 3 level.

Foxfire Community Schools



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Dear Parents and Guardians,

Foxfire Schools continue to strive to serve our students to the best of our abilities. The staff at Foxfire want your students to feel safe, secure, and cared for when they are with us. In an effort to continue to provide a positive environment for students to make academic growth and develop positive social and emotional skills we will be implementing School-Wide Positive Behavior Interventions and Supports (PBIS).

The students will be learning about PBIS, and school expectations during a whole school kick-off when they return for the 2021 – 2022 school year. The PBIS team has created a program that will promote 3 crucial values for our students and will positively affect all individuals living and working in our community: RESPECT, RESILIENCY, and RESPONSIBILITY.

In addition to the kick off, there will be posters, and art work around our building hallways, in classrooms, restrooms, the cafeteria, and gym promoting our values. These posters will assist our students with learning about values and provide prompts for teaching students what the values look like in action.

We would like to invite all parents/guardians and students to commit to our PBIS program through active participation in parent involvement activities, and suggestions for change and/or improvement to our programming. Parents and guardians will be provided with a parent/student PBIS handbook at the beginning of the 2021 – 2022 school year. Research shows that when the home and school work together students' learning and behavior is more successful. We look forward to working with you and your student. Please feel free to contact Foxfire School with any questions or concerns you have concerning your student at (740)453-4509.

Sincerely,

Foxfire School PBIS Team

Teaching Positive Expectation Behavior Expectation Matrix

***Be Respectful *Be Resilient *Be Responsible**

3R's Behavioral Expectations Matrix **Respect, Responsibility, Resilience** High School

School Settings → Expectations ↓ I will show Respect by:	Classrooms	Hallways	Cafeteria	Bathroom	Bus
	Using appropriate language to communicate Being supportive of other students and staff Giving people the space they deserve Actively listening when people communicate	Using appropriate language to communicate Being supportive of other students and staff Giving people the space they deserve Limiting communication with others	Using appropriate language to communicate Being supportive of other students and staff Giving people the space they deserve Using appropriate volume	Using appropriate language to communicate Being supportive of other students and staff Giving people the space they deserve Limiting communication with others	Using appropriate language to communicate Being supportive of other students and staff Giving people the space they deserve Using appropriate volume
I will show Responsibility by:	Considering my own behavior Being organized Being prepared to learn	Considering my own behavior Keeping my locker organized Moving with a purpose	Considering my own behavior Keeping the lunch area clean Staying in my seat	Considering my own behavior Keeping the bathroom clean Doing my business, cleaning up, and leaving	Considering my own behavior Keeping my seat clean and the aisle clear Staying in my seat
I will show Resilience by:	Believing in myself and others Completing assignments in a timely manner Caring for others Creating short and long term goals Staying focused on my goals	Believing in myself and others Staying focused on getting where I'm going Caring for others Creating short and long term goals Staying focused on my goals	Believing in myself and others Finishing eating in a timely manner Caring for others Creating short and long term goals Staying focused on my goals	Believing in myself and others By using the restroom only when I have to go Caring for others Creating short and long term goals Staying focused on my goals	Believing in myself and others By being on time for the bus Caring for others Creating short and long term goals Staying focused on my goals

Teaching the Matrix

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations aggressively over the first 3 weeks of school. Lesson plans will need to be repeated to reinforce the expectations.
- Plan to re-teach as needed, particularly after extended breaks, snow days, or when your regular classroom routines are disrupted by assemblies or testing.
-

What do you mean by “teach” the expectations? I always go over the classroom rules.

- By “teach” you will need to show, as in model, demonstrate, or role play with students. Help students get up and practice exactly what you have shown them to do. Give students feedback on their efforts. Provide praise for their efforts.
- Team up with colleagues to develop lesson plans for expectations. This will assure fidelity and students grasp of the expectations.
- Repeat this process as often as it takes for students to learn positive behaviors. We are looking for retention and mastery of positive behaviors.
-

How do I fit this in with everything else?

The time spent in the start-up phase will pay off with orderly behavior and increased time spent on academic gains. Invest time in taking students to different areas of the school to describe the expectations on the matrix and conduct a brief lesson.

Possible Procedures for Practice

Entering the classroom

Getting to work right away

What to bring to class

How to ask a question

How to give an answer

What to do when you need supplies

Finding direction to an assignment

What to do if you need help

What to do if the teacher is busy or speaking to someone

What to do if you were absent

How to work in a group

How to give the teacher your attention

What to do with homework

How to pass in papers

Returning to work after an interruption

What to do during a fire drill, lock down drill, tornado drill

Saying "please" "thank you" "excuse me" "I'm sorry"

How to transition to another class

How to ask for a restroom pass or nurse pass

Where to sit in the cafeteria

What do I do with my tray

Etc.....

Acknowledge and Recognize Appropriate Behavior

How often should I give positive attention?

4:1

4 positives to every 1 correction

Appropriate Recognition

Components of Positive Recognition

- Recognition should be readily available
- Appropriate for student age and the environment
- Easy to deliver
- Controlled by the teacher
- Powerful enough to affirm positive behavior for the student

Expectations should have fidelity from classroom to classroom and maintain that fidelity in all areas of the building (cafeteria, gym, playground, hallways). They should be fair, and attainable for all students.

Materials

The PBIS Team will provide you with needed materials to use the PBIS system.

- PBIS staff handbook
- Classroom posters (please post and utilize when reviewing expectations)

A student can receive recognition for displays of respect, resilience and responsibility.

Class Recognition and Celebration Options

- Extra Recess
- Pick a game in PE class
- Special shirt day (team jersey, color, words, etc.)
- Bingo
- Board game in class
- Free time for drawing
- Art/craft time
- Comic book/magazine reading during reading block
- Relay races outside
- Special guest read to class
- Walking field trip
- Lunch with teacher
- Computer time
- Music in class
- Pajama day
- Movie day
- Pizza party

*****Be creative about rewarding positive behavior.**

*****Acknowledge positive behavior immediately with verbal praise. Make sure our students know we see them doing good things.*****

Problem Behavior Definitions (these behaviors are the most common discipline tracker referrals)

Disrespect: Display of a lack of regard toward others through failing to following directives, cursing at or around others, threatening others, refusing to complete work, talking back to adults, and disrupting the learning environment of others

Disruptive Behavior: Behavior that disrupts or interferes with the educational process. This includes sustained loud talk, blurting out, yelling, or screaming; noises with material, horseplay, roughhousing, or play fighting; and/or sustained out of seat behavior

Leaving without permission: Walking out of the classroom or assigned area without requesting permission or providing an explanation to staff

Not working: Lack of cooperation with instruction and/or to attempt to meet basic instructional expectations

Inappropriate Language: Use of profanity in all areas of school. Cursing at others. Cursing in an attempt to intimidate or control a situation.

Insubordination: Refusals to follow directives from staff that affect safety and learning objectives of self and peers

Threatening/Endangering Behavior: Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well being

Unauthorized hitting/touching: Putting hands on another person that causes that person pain, discomfort, increased agitation, or places others at risk for harm

Fighting: Actions involving physical force on another person where injury may occur (hitting, pushing, grabbing, kicking, scratching, hair pulling, striking with an object)

Vandalism/property damage: Student deliberately impair the usefulness of property

Stealing: Student is responsible for deliberately taking someone else's property

Harassment (cyber, racial, sexual, other): Conduct (teasing, taunting, instigation, or provocation) directed at a specific person that causes substantial emotional distress and serves no legitimate purpose.

Classroom/Teacher Interventions

Conference with student: 1:1 time with student to discuss behavior, interventions and solutions. This can include direct instruction in expectations and appropriate behavior

Conference with parent/guardian: Teacher communication with student's parent/guardian by phone, email, written notes, or in person about the behavior concern

General classroom management techniques: This can include seating charts, assigned seat close to staff, increased staff movement in the room, use of a cubby to assist with focus and attention to task

Privilege Loss: Incentives given for positive behavior are lost: shortened recess, no recess, increased supervision to and from the restroom etc...

Apology restitution: Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse

Corrective Assignment Restitution: Completion of a task that compensates for the negative action; this triggers a desire not to revisit the negative behavior. Cleaning off graffiti student places on school property, cleaning up after throwing items, etc.

Home to School plan: Parent/guardian and teacher agree on a consistent approach with the student. This plan should be consistent with PBIS practices, emphasizing teaching and rewarding appropriate behaviors, and consistent consequences for problem behaviors. The plan should be explained to the student by the parent/guardian and teacher as appropriate

*****Teachers should assure documentation of behavior concerns in the discipline tracker system for tracking data, intervention success, patterns, triggers and outcome data.*****

How to Set a Positive Tone in the Classroom

- Use clear direction - not questions
- Use proximity wisely - respect privacy
- Get down to the students level
- Establish eye contact - request it
- Give time for response - consider learning delays and trauma concerns
- Use positive directives more than negative (be safe and walk in the hallways vs don't run in the halls)
- Follow through with expectations and consequences listed
- Use a positive tone; avoid yelling and arguing
- Acknowledge compliance and positive behaviors

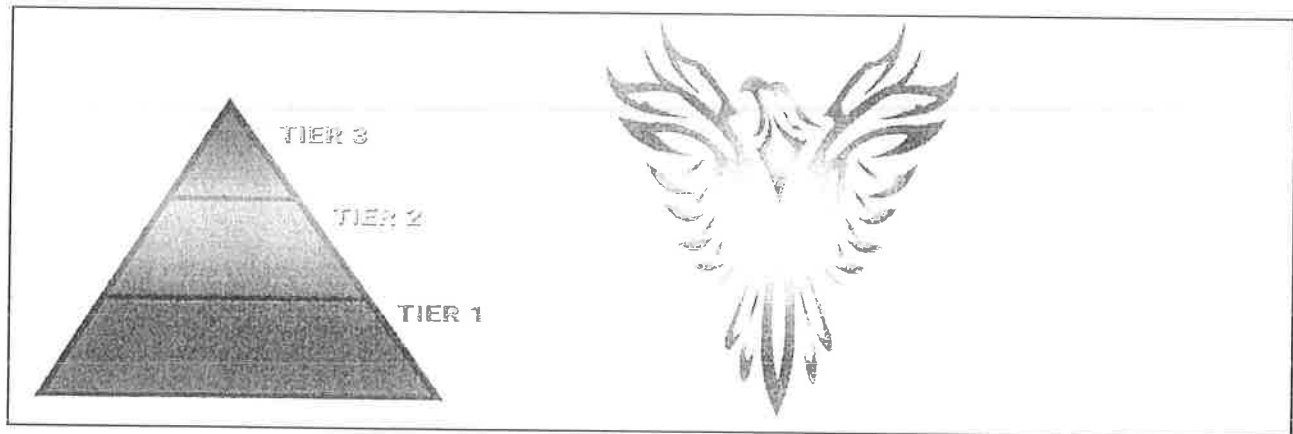
Office Discipline Referral Process

- 1. Teachers will determine if the behavior infraction meets the criteria to contact the office for administrative disciplinary action.**
- 2. Teacher will complete a write up in the discipline tracker system covering who, what, when and where of the discipline infraction.**
- 3. Administration reviews the write up, meets with the student and determines further disciplinary action.**
- 4. If the student receives suspension days a notice will be generated. Administration always calls home for notice of suspension**
- 5. Recommendations for other actions may include development of a functional behavior assessment, development of a positive behavior intervention plan, referral for mental health services etc.**

Administration Interventions

- **Conference with Student:** Student meeting with administrator, teacher, and/or parent/guardian. This can include direct instruction in expected or desirable behaviors.
- **Conference with Parent/Guardian:** Administrator communicates with student's parents/guardian by phone, email, written notes, or person to person about the problem
- **In School Suspension or Cool Down Period:** Student is required to spend a period of time away from the scheduled activities
- **Corrective Assignment Restitution:** Completion of a task that compensates for the negative action; this triggers a desire not to revisit the negative behavior. Cleaning off graffiti student places on school property, cleaning up after throwing items, etc.
- **Suspension or Emergency Removal:** Temporary removal of the student from the building and all school sponsored activities. Student is sent home for the remainder of the school day
- **Referral:** Referral is made to school support staff or outside resources in order to provide assistance or support to the student
- **Juvenile Court Involvement/Law Enforcement Involvement:** In cases of extreme at risk behavior that presents profound disruption and safety concerns for others referral to court ran programs and/or charges may be filed by administrative staff

Foxfire School PBIS Escalation Continuum



Tier 3 Behaviors:

Tier 3 Behaviors pose a danger to themselves and/or others OR are illegal OR are major disruptions to the learning environment OR are chronic Tier 2 Behaviors.

Examples: possessing weapon or look-alike weapon, drugs, alcohol, and/or tobacco, student makes a specific and credible (target/method/means) threat to others, fighting or physical aggression, throwing potentially dangerous objects at others, harassment (racial, ethnic, religious, or sexual) bullying, vandalism that results in serious or permanent damage, arson/fire starting, theft, self-injurious behavior

Tier 2 Behaviors:

Tier 2 criteria behaviors are a moderate disruption to the learning environment or may require administrative involvement and/or are chronic behaviors (more than 3 times per week).

Examples: active defiance and actively refusing to follow directions, profanity or inappropriate language/gestures directed at a person, teasing, cutting class, leaving class without permission, academic dishonesty, minor/inappropriate physical contact, property misuse, threats to other with no target, method or means, throwing items at the wall or floor, repeated Tier 1 offenses

Tier 1 Behaviors:

Tier 1 behaviors do not require administrative involvement AND are not more than minor disruption to the learning environment AND are not chronic (occur less than 3x per week) AND are low severity and low frequency

Examples: not following directions, unprepared for class, class disruption (out of seat, talking out in class), using inappropriate language (not directed toward others), unapproved phone/electronic use, not in assigned area