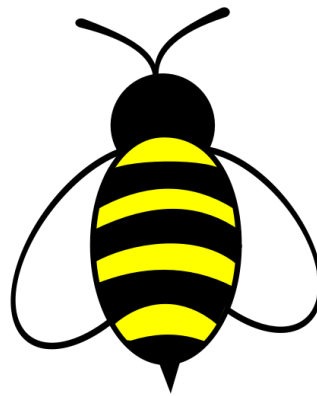


PBIS **(Positive Behavioral Interventions & Supports)** **Handbook**



Elysian Fields Elementary School **2023-24**

Discipline is teaching, not punishment. – T. Berry Brazelton

The goal of this handbook is to provide parents/guardians of EFES students with one place to locate information about **Positive Behavior Interventions and Supports**. It is an expectation that all staff members adhere to the processes and procedures in this handbook, as well as remember that positive behavior interventions are more effective than ‘punishment’ toward a student.

On our campus, we have 1 rule:

No one has the right to interfere with the learning, safety, and well-being of others.

Part 1: Elysian Fields Elementary Discipline Plan

What is discipline?

A process that uses teaching, modeling, and other strategies to teach and maintain the behaviors integral to ensuring a safe, orderly, and productive learning environment by changing unacceptable behavior to acceptable behavior.

What is behavior?

Behavior is a form of communication. Oftentimes, students do not know how to communicate their emotions and it results in behavior that is sometimes inappropriate.

We believe that:

- ★ Every situation is an opportunity to teach/re-teach expected behavior.
- ★ Expected behavior is clearly communicated, taught, and modeled throughout the **entire** school year. This could be as frequent as weekly or daily!

Preventative Interventions

Schoolwide, procedures are in place to guide students towards making positive behavior choices in order to maximize learning time for themselves and their classmates. These positive behavior choices will be routinely encouraged.

In the Classroom:

- ★ Every classroom and grade level has a behavior management system in place which will be communicated to you.
- ★ Established consequence system (including positive consequences)

On Campus:

- ★ Refocus Conferences with counselor when needed
- ★ Parent Contacts/Conferences

Examples of Classroom Consequences:

- ★ Natural Consequences (such as clean up a mess made)
- ★ Apology Letters
- ★ Restorative Group (lead by teacher, admin, or counselor)
- ★ Lunch Detention
- ★ Loss of privileges (Fun Fridays, free time on a device, etc.)
- ★ Phone call home (student participates in phone call and shares behavior with parent)
- ★ Lunchroom Clean-up

Behavior Levels

Inappropriate behaviors fall into three levels:

Level 1 Behaviors

Handled by the classroom teacher - Contact home will be made if behaviors persist via note, email, Remind, or phone call. Repeated offenses are documented with a *possible* move to Sign-In Process (explained later; only after classroom behavior system has been unsuccessful).

Playground misbehavior	Misuse of materials
Disrupting learning	Refusal to complete work
Mild horseplay	Interrupting the teacher
Excessive talking	Eye rolling
Teasing/name calling	Not keeping hands/feet to self

Not following expectations/procedures	Mild arguments/disagreements between students
Failure to stay on task	Running in the hallway

Level 2 Behaviors

Handled by the classroom teacher - Contact home will be made if behaviors persist via phone call and/or conference. Repeated offenses are documented with a possible move to Sign-In Process.

Inappropriate language/gestures/profanity	Escalated arguments/disagreements between students
Pushing/shoving/hitting/kicking	Disrespect/Disregard for authority
Defiance/insubordination	Inappropriate use of electronics
Persistent non-compliance	Cheating
Property damage	Persistent Tier 1 Behaviors

Level 3 Behaviors

Handled by Administration - automatic referral. Referral will be sent directly to the office. Admin will respond ASAP, contact home made by admin.

Verbal threats	Profanity directed towards teacher/staff member
Exposure of private body parts/inappropriate touching	Ethnic slurs
Excessive physical aggression	Direct and willful disobedience of school rules and policies
Fighting	Direct and willful disobedience for authority
Intentionally damaging/defacing property	Pulling of fire alarm

Bullying	Acts of violence
Persistent Level 1 & 2 Behaviors (after unsuccessful use of classroom management system and Sign-In Process)	

Discipline Referral

Prior to an Office Discipline Referral:

- ★ Parents and students will know the classroom teacher's expectations and behavior management system.
- ★ Teachers will have documentation of student behavior.
- ★ A 4th Sign-In in the Sign-In Process (see below) in addition to ALL Tier 3 behaviors result in an immediate office referral.

Sign-In Process

- ★ Initiated after classroom behavior management system has been unsuccessful.
- ★ Parent contact will be made prior to beginning this process based on classroom management process - parent and student will know that the Sign-In Process is beginning.
- ★ Path to a referral (for Level 1 and Level 2 behaviors) - but remember, the goal is to never get to the referral!

Sign-In Process Steps







- ★ **1st Sign-In:** [Refocus sheet](#) OR 10 minutes structured recess AND phone call home with student present
- ★ **2nd Sign-In:** 15 minutes structured recess and teacher contact home
- ★ **3rd Sign-In:** Lunch/Recess Detention with Mrs. Brown and Admin phone call home
- ★ **4th Sign-In:** Behavior Academy w/ Mrs. Pierce (Counselor contact home)
- ★ **5th Sign-In:** Office Referral (fresh start after a referral)

Part 2 Campus Wide "Jackets LEAD" Expectations and Other Expectations:

At EFES, the following expectations are campus-wide no matter the grade level. This matrix is posted in every classroom and in other common areas throughout the building.

(See matrix on next page)

Jackets **L-E-A-D!**

	L - <u>Listen and Learn</u> respectfully	E - <u>Empower</u> others with kind words & actions	A - <u>Accomplish</u> all you can by taking risks	D - <u>Define</u> yourself as a leader (be an example)
Learning Spaces  - (library, computer lab and Title, gym)	<ul style="list-style-type: none"> Take care of all materials Listen and follow directions 	<ul style="list-style-type: none"> Support classmates Be Polite 	<ul style="list-style-type: none"> Actively participate & listen Try- even when you are unsure of the answer 	<ul style="list-style-type: none"> Follow classroom expectations
Bathroom 	<ul style="list-style-type: none"> Respect privacy of others Respect personal space of others Follow classroom procedures for this 	<ul style="list-style-type: none"> Conserve and use bathroom supplies wisely Be friendly 		<ul style="list-style-type: none"> Flush, wash, dry, goodbye Report any issues
Cafeteria 	<ul style="list-style-type: none"> Wait patiently in line for your turn Use manners 	<ul style="list-style-type: none"> Follow directions Clean up after yourself Use manners 	<ul style="list-style-type: none"> Try new foods 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Only eat your food
Playground 	<ul style="list-style-type: none"> Take turns Keep hands and feet to yourself Line up quickly 	<ul style="list-style-type: none"> Be polite Play fair Have a voice for others being mistreated 	<ul style="list-style-type: none"> Include others in activities Reach out to others who need a friend 	<ul style="list-style-type: none"> Use all equipment appropriately Follow directions Play in designated areas
Common Areas  (hallways)	<ul style="list-style-type: none"> Pay attention when walking Keep hands, feet and objects to yourself Move quietly around campus Walk on right side of hallway 	<ul style="list-style-type: none"> Be polite Be friendly Keep our campus clean 		<ul style="list-style-type: none"> Walk up and down stairs - using handrails Walk in line Go directly to your destination

No one has the right to interfere with the learning, safety, or well-being of others.

Jackets LEAD! Positive Office Referrals:

- ★ Staff members will write Positive Office Referrals for student who display Jackets LEAD! behaviors from the previous page.
- ★ These students will receive special campus recognition and will be added to a special treat drawing to be held each 6 weeks.

Part 3 Definitions and Specific Behavior Procedures

- ★ What is disruptive behavior? Making noises, talking when the voice level should be at a 0, throwing items in the classroom, talking out, inappropriate comments.
- ★ What is disrespectful behavior? Talking back, ignoring a request, refusal to comply, making inappropriate comments to others.
- ★ What is a minor physical aggressive act? Tag that is too rough, pushing, shoving, posturing, slapping.

Electronic Devices:

EFES Students are NOT allowed to have electronic devices with them in classrooms. "Smart watches" may be kept in office and retrieved by students at the end of each day, but phones are ONLY allowed on campus for occasional "Electronics Day" class incentives. These days MUST be approved by administration.

1st offense: Staff member takes device and turns into office. Student picks up at the end of the day. Teacher contacts parent.

2nd offense: Staff member takes device and turns into office. Teacher notifies parent and device must be picked up from the office by the parent.

3rd offense: Staff member takes device and gives it to office. Administration calls parent and meets with parent/student. Parent must pick up device.

Dress Code Violations:

- ★ Student will be addressed by classroom teacher in a private and respectful manner.

- ★ Classroom teacher will send student to Mrs. Roos, who will direct student to change into an appropriate clothing item in the Clothes Closet if needed.
- ★ A copy of the dress code with the violation highlighted will be sent home with a note.
- ★ Second offenses should be sent to Mrs. Roos by the classroom teacher. A phone call home will be made. Further offenses may result in a disciplinary referral.

Bullying Definitions and Reporting:

*Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Please Note: Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- o verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through **cyber bullying, exposure to social exclusion or ostracism,
- o physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

** See chart on page 11 for further clarification.*

**** Cyber bullying:** Cyber bullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing list, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Bullying Reporting Forms:

Student-Reported Harassment/Bullying Form: This form is used when students are concerned about one or more of these actions against them. This is to be immediately turned into the office for Administration.

Staff Member-Reported Harassment/Bullying Form: This form is used when a staff member is concerned about one or more of these actions as witnessed or reported to them by students. This is to be immediately turned into the office for Administration.

[Parent-Reported Harassment/Bullying Form:](#) Parents/guardians wanting to report a bullying incident may be directed to this form.

[EFISD Bullying Policy:](#) See EFISD Student Handbook, "Bullying (All Grade Levels)"

What is or is not Bullying?

<u>Conflict</u>	<u>Rude Behavior</u>	<u>Mean Behavior</u>	<u>Bullying</u>
Occasional	Occasional	Once or Twice	Repeatedly
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be solved through mediation	Social skill building could be of benefit	Needs to be addressed/should NOT be ignored	CANNOT be resolved through mediation
<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Two students have a disagreement on the playground about which will be the pitcher in kickball.	One student comments to another that he should turn his jersey inside out because his favorite team lost last night.	One girl comments to another girl that she looks ugly in the outfit she's wearing.	One student repeatedly threatens another student that if he walks down the hallway, he will get beat up. OR One student repeatedly calling another student a name regarding his culture.

