

PBIS

Positive Behavior Intervention and Support



Curtis Literacy

ACADEMY



PARENT HANDBOOK

2023-2024

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Understanding PBIS

WHAT IS PBIS?



Positive Behavior Interventions and Supports (PBIS) is an evidence-based approach used nationwide for developing positive behavior and creating a positive climate for learning. Children learn about behavioral expectations throughout the school day and are encouraged to continue the expectations at home.

A few important principles of PBIS:

- Every child can learn proper behavior
- Stepping in early can prevent more serious behavior problems
- Each child is different and schools need to provide many kinds of behavioral support
- Following a child's behavioral progress is important
- Teachers/Schools must gather and use data to make decisions about behavior problems

To support both students and staff, PBIS is the framework that we use to implement our behavior systems district-wide.

PBIS <u>is</u>:	PBIS <u>is not</u>:
<ul style="list-style-type: none">• A framework that helps improve behavior and academics by improving school climate• For ALL students, ALL staff, and ALL settings• Ongoing, deliberate work	<ul style="list-style-type: none">• A curriculum or canned program• A program for the 'behavior' kids, taught by 'someone else'• 'One and Done'- (just hang a poster on the wall, teach one lesson)

PBIS includes three tiers of support for students. Each tier targets a specific group of the student body. Below is a breakdown of each tier, along with a visual to better understand the targeted groups.

TIER 1:

Generalized Support

(80-90% of student body)

- Schoolwide
- All children learn basic behavior expectations in all school settings
- Designed to reduce problem behaviors
- Increase instructional time
- Important for staff to stay consistent with expectations
- Staff regularly recognizes and praises expectations
- The use of small rewards to encourage children

TIER 2:

More Targeted Support

(5-15% of student body)

- Extra support for students who are demonstrating at-risk behaviors
- Will require more adult attention and positive reinforcement
- Students receive evidence-based interventions, support, and instruction
- Prevents worsening of problem behavior

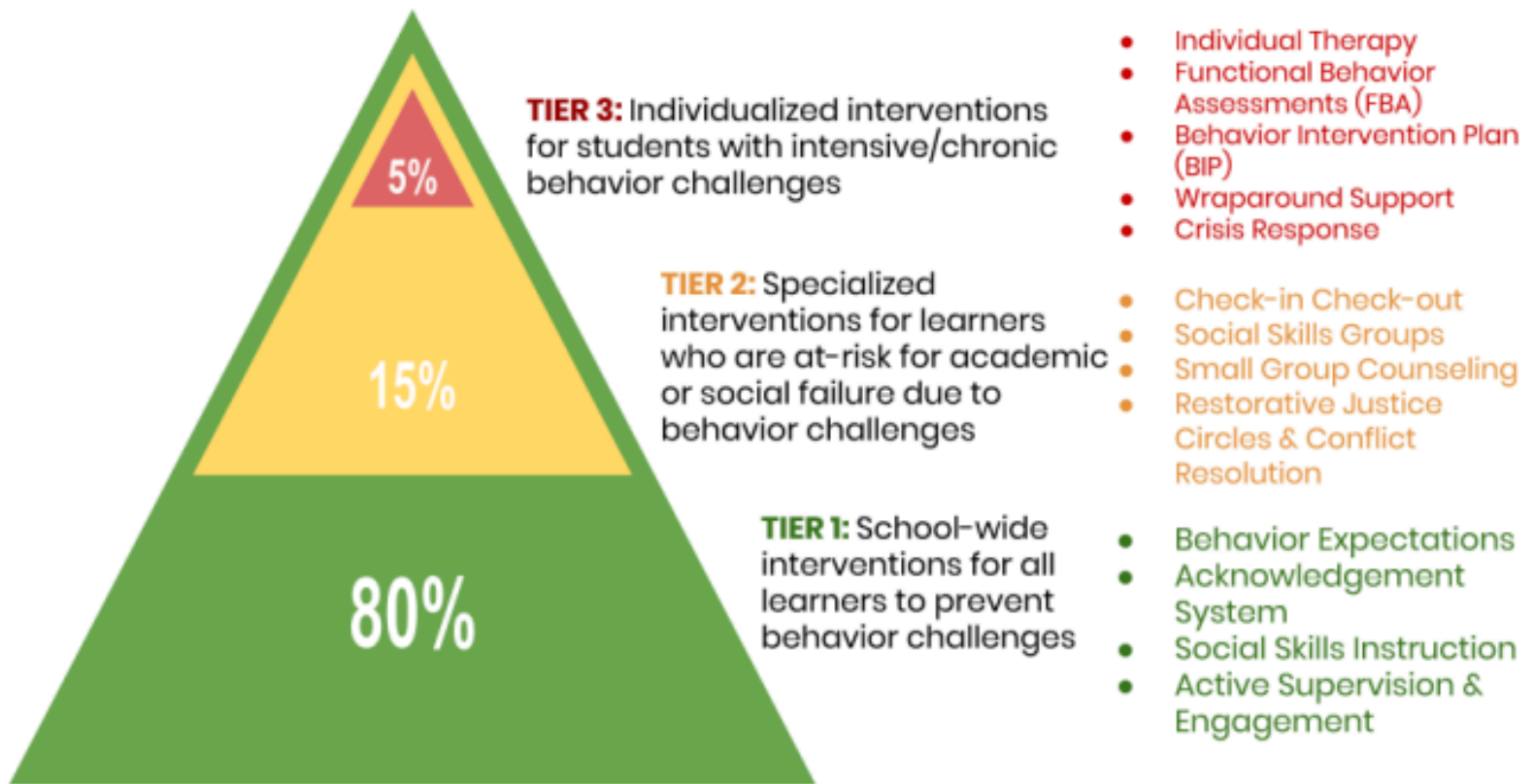
TIER3:

Intensive Support

(1-5% of student body)

- Most intensive level
- Student engages in highly disruptive, or dangerous behavior(s)
- Individualized supports and services for high-risk behavior
- Identify why student is behaving the way they do
- Change social/academic factors contributing to misbehavior

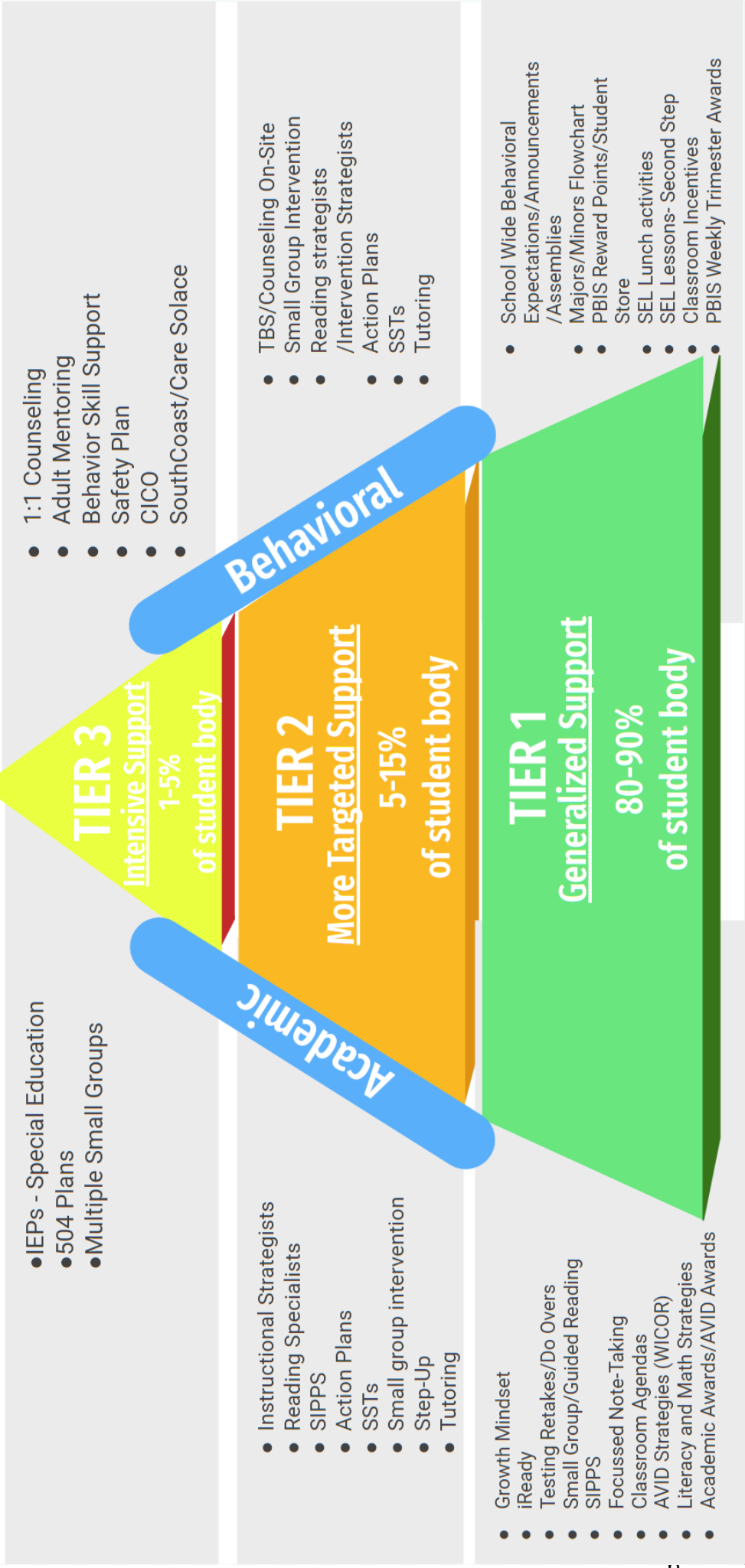
MULTI-TIERED SYSTEMS of SUPPORT (MTSS)



Curtis Literacy Academy's Multi-tiered Systems of Support



Curtis Elementary Literacy Academy Pyramid of Interventions



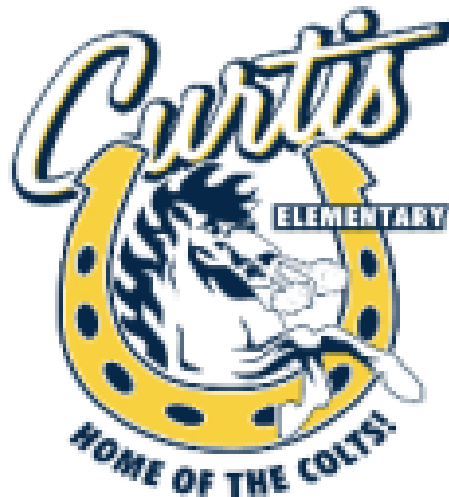
TIER 1

GENERALIZED SUPPORT



Curtis Literacy

ACADEMY



PBIS: CURTIS LITERACY ACADEMY

PBIS at CURTIS LITERACY ACADEMY



Curtis Elementary Literacy Academy is committed to making sure that all students are able to have a positive learning experience by creating an environment in which they can grow academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment.

PBIS provides proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social success, and college and career readiness.

The foundation of PBIS at Curtis Literacy Academy centers around three behavior expectations, also known as the Three B's: **Be Safe, Be Respectful, and Be Safe**. Each behavior expectation is explicitly taught for specific settings in our school. Through the use of strategies, lessons, modeling, and hands-on activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, office, and restrooms. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

Curtis Literacy Academy PBIS Mission Statement

Curtis Literacy Academy PBIS Mission Statement



Our implementation of PBIS can be read in our mission statement: The mission of the PBIS Team here at Curtis Elementary Literacy Academy is to foster a positive social-emotional school environment by providing students and teachers with proactive strategies to prevent negative behavior through the use of school-wide systems, teaching students to BE RESPECTFUL, BE RESPONSIBLE, BE SAFE, positive reinforcement and SEL classroom lessons.

PBIS Tier I: Team Members



We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 1 team. Each member of the team helps maintain the behavior expectations throughout the many different locations on our campus by providing positive feedback and reinforcements to our students. Tier 1 members at Curtis Elementary Literacy Academy consist of:

- Internal coach(es) for PBIS
 - Mrs. Bennett
 - Ms. Reynoso
- At least one teacher for each grade level (K-5th) - Mrs. Melocoton and Ms. Pimental
- At least one administrator - Mrs. Bennett
- Site specialists such as instructional strategists, reading specialists, and/or school psychologist - Ms. Castro
- Education Specialist - Mrs. Latham and Mr. Lewis
- Parent(s) and/or stakeholder(s):

Having this diversity on our Tier 1 team helps provide the best support system possible within our school and for our students.

The PBIS team meets every month to discuss a variety of behavioral methods, interventions, and/or strategies that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in and out of the classroom.

An updated list of the Tier 1 Team will be posted and distributed in September. This allows for new additions to the team to take place, as well as those who may have retired or left to be removed.

Area-Specific Matrices



The foundation of PBIS at Curtis Literacy Academy centers around three behavior expectations: **Be Safe, Be Respectful, and Be Responsible**. Each behavior expectation should not only be modeled but consistently and explicitly taught for specific settings at the school. This means that for each area, students should be expected to know:

- What it should look like in that particular setting
- What it should sound like in that particular setting

It is important that students be provided with a clear understanding of expected school behaviors in **all** of the school settings. This will ensure:

- We are creating a positive experience for the students at school
- Instructional time will have minimal disruptions
- Students are maximizing their time in that setting
- Students have a positive view of their school

Students are not expected to learn the modeled behavior and expectations quickly. It is important that all adults remember to be consistent with what the expectations are and that it be modeled continually throughout the school year.


School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. Use the matrices as a teaching tool so that students learn to refer to them and have an understanding of them.

You will find the specific area matrices on the following pages. There are samples of positive phrasing frames for each behavior expectation for that particular area for you to refer to.

Curtis Literacy Academy School-Wide Matrix


Arrival/ Dismissal Areas	<ul style="list-style-type: none"> • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Stay and walk on sidewalks 	<ul style="list-style-type: none"> • Greet others (ex. <u>Good Morning/ Afternoon</u>) • Wait patiently
Playground	<ul style="list-style-type: none"> • Walk on blacktop • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Model positive behavior • Use equipment appropriately • Report problems to an adult 	<ul style="list-style-type: none"> • Include others in play • Listen to Curtis staff members
MPR	<ul style="list-style-type: none"> • Walk in quietly 	<ul style="list-style-type: none"> • Clean up after yourself • Touch and eat your own food 	<ul style="list-style-type: none"> • Wait patiently • Use kind words like, <u>thank you and please</u>
Bathrooms	<ul style="list-style-type: none"> • Keep feet on the floor • Keep water in the sink • Wash hands when finished 	<ul style="list-style-type: none"> • Put toilet paper in the toilet • Flush toilets and urinals after use • Use for appropriate reasons only 	<ul style="list-style-type: none"> • Give others privacy • Knock politely on stall • Use quiet voices
Halls	<ul style="list-style-type: none"> • Walk at all times • Be aware of your surroundings and others 	<ul style="list-style-type: none"> • Go straight to your destination 	<ul style="list-style-type: none"> • Maintain silence at all times
Library	<ul style="list-style-type: none"> • Walk at all times • Keep chairs pushed in • Ask for help when needing to reach a book 	<ul style="list-style-type: none"> • Put books back in proper place • Use a ruler to mark book spot • Return checked out books on time • Report damaged books to your teacher 	<ul style="list-style-type: none"> • Use a quiet voice • Share books • Handle books/materials with care • Help one another find books • Work together to keep library clean
Office	<ul style="list-style-type: none"> • Use an office pass • Walk in and out quietly 	<ul style="list-style-type: none"> • Wait patiently to be helped 	<ul style="list-style-type: none"> • Use soft voices

Area Specific Matrices



Bathrooms Baños

Safe	Cuidadoso
<ul style="list-style-type: none"> Keep feet on the floor Keep water in the sink Wash hands when finished 	<ul style="list-style-type: none"> Mantén los pies en el suelo Mantén el agua en el lavabo Lávate las manos cuando hayas terminado
Responsible	Responsable
<ul style="list-style-type: none"> Put toilet paper in the toilet Flush toilets and urinals after use Use for appropriate reasons only 	<ul style="list-style-type: none"> Pon el papel higiénico en el inodoro Bajale el agua a los urinarios después de usarlos Úsalo solo por razones apropiadas
Respectful	Respetuoso
<ul style="list-style-type: none"> Give others privacy Knock politely on stall Use quiet voices 	<ul style="list-style-type: none"> Dale privacidad a los demás Toca cortésmente la puerta del baño Usa una voz baja




Library Biblioteca

Safe	Cuidadoso
<ul style="list-style-type: none"> Walk at all times Keep chairs pushed in Ask for help when needing to reach a book 	<ul style="list-style-type: none"> Camina en todo momento Mantén las sillas empujadas hacia adentro Pide ayuda cuando necesites alcanzar un libro
Responsible	Responsable
<ul style="list-style-type: none"> Put books back in proper place Use a ruler to mark book spot Return checked out books on time Report damaged books to your teacher 	<ul style="list-style-type: none"> Vuelve a colocar los libros en el lugar adecuado Usa una regla para marcar el lugar del libro Devuelve los libros prestados a tiempo Ayúdanos uno a otro a encontrar los libros
Respectful	Respetuoso
<ul style="list-style-type: none"> Use a quiet voice Share books Handle books/materials with care Help one another find books Work together to keep library clean 	<ul style="list-style-type: none"> Usa una voz tranquila Compartir libros Maneje los libros/materiales con cuidado Ayúdanos unos a otros a encontrar libros Trabajen juntos para mantener limpia la biblioteca



Halls Pasillos

Safe	Cuidadoso
<ul style="list-style-type: none"> Walk at all times Be aware of your surroundings and others 	<ul style="list-style-type: none"> Camina en todo momento Se consciente de tu entorno y de los demás
Responsible	Responsable
<ul style="list-style-type: none"> Go straight to your destination 	<ul style="list-style-type: none"> Ve directo a tu lugar
Respectful	Respetuoso
<ul style="list-style-type: none"> Maintain silence at all times 	<ul style="list-style-type: none"> Mantén silencio en todo momento



CURTIS Elementary

	Safe	Cuidadoso	Responsible	Responsable	Respectful	Respetuoso
Arrival/Dismissal Areas Zona de Llegada/Salida	<ul style="list-style-type: none"> Keep hands and feet to yourself 	<ul style="list-style-type: none"> Mantén las manos y los pies quietos 	<ul style="list-style-type: none"> Stay and walk on sidewalks 	<ul style="list-style-type: none"> Mantente y camina por la acera 	<ul style="list-style-type: none"> Greet others (ex: Good Morning/Afternoon) Wait patiently 	<ul style="list-style-type: none"> Saluda a los demás (por ejemplo: Buenos Días/Buenas Tardes) Espera pacientemente
Playground Patio de juegos	<ul style="list-style-type: none"> Walk on blacktop Keep hands and feet to yourself 	<ul style="list-style-type: none"> Camina en el asfalto Mantén las manos y los pies quietos 	<ul style="list-style-type: none"> Model positive behavior Use equipment appropriately Report problems to an adult 	<ul style="list-style-type: none"> Modela el comportamiento positivo Utiliza el equipo adecuadamente Informa a un adulto sobre los problemas 	<ul style="list-style-type: none"> Include others in play Listen to Curtis staff members 	<ul style="list-style-type: none"> Incluye a otros en los juegos Presta atención a los miembros del personal de Curtis
MPR	<ul style="list-style-type: none"> Walk in quietly 	<ul style="list-style-type: none"> Camina en silencio 	<ul style="list-style-type: none"> Clean up after yourself Touch and eat your own food 	<ul style="list-style-type: none"> Limpia lo que ensucias Toca y come tu propia comida 	<ul style="list-style-type: none"> Wait patiently Use kind words like, "thank you" and "please" 	<ul style="list-style-type: none"> Espera pacientemente Usa palabras cordiales como "gracias" y "por favor"
Bathrooms Baños	<ul style="list-style-type: none"> Keep feet on the floor Keep water in the sink Wash hands when finished 	<ul style="list-style-type: none"> Mantén los pies en el suelo Mantén el agua en el lavabo Lávate las manos cuando hayas terminado 	<ul style="list-style-type: none"> Put toilet paper in the toilet Flush toilets and urinals after use Use for appropriate reasons only 	<ul style="list-style-type: none"> Pon el papel higiénico en el inodoro Bajale el agua a los inodoros y a los urinarios después de usarlos Úsalo solo por razones apropiadas 	<ul style="list-style-type: none"> Give others privacy Knock politely on stall Use quiet voices 	<ul style="list-style-type: none"> Dale privacidad a los demás Toca cortésmente la puerta del baño Usa una voz baja
Halls Pasillos	<ul style="list-style-type: none"> Walk at all times Be aware of your surroundings and others 	<ul style="list-style-type: none"> Camina en todo momento Se consciente de tu entorno y de los demás 	<ul style="list-style-type: none"> Go straight to your destination 	<ul style="list-style-type: none"> Ve directo a tu lugar 	<ul style="list-style-type: none"> Maintain silence at all times 	<ul style="list-style-type: none"> Mantén silencio en todo momento
Library Biblioteca	<ul style="list-style-type: none"> Walk at all times Keep chairs pushed in Ask for help when needing to reach a book 	<ul style="list-style-type: none"> Camina en todo momento Mantén las sillas empujadas hacia adentro Pide ayuda cuando necesites alcanzar un libro 	<ul style="list-style-type: none"> Put books back in proper place Use a ruler to mark book spot Return checked out books on time Report damaged books to your teacher 	<ul style="list-style-type: none"> Vuelve a colocar los libros en el lugar adecuado Usa una regla para marcar el lugar del libro Devuelve los libros prestados a tiempo Ayúdanos uno a otro a encontrar los libros 	<ul style="list-style-type: none"> Use a quiet voice Share books Handle books/materials with care Help one another find books Work together to keep library clean 	<ul style="list-style-type: none"> Usa una voz tranquila Compartir libros Maneje los libros/materiales con cuidado Ayúdanos unos a otros a encontrar libros Trabajen juntos para mantener limpia la biblioteca
Office Oficina	<ul style="list-style-type: none"> Use an office pass Walk in and out quietly 	<ul style="list-style-type: none"> Usa un pase de oficina Entra y sal sin hacer ruido 	<ul style="list-style-type: none"> Wait patiently to be helped 	<ul style="list-style-type: none"> Espera pacientemente a que te ayuden 	<ul style="list-style-type: none"> Use soft voices 	<ul style="list-style-type: none"> Usa una voz baja

TEACHING EXPECTATIONS AND ROUTINES

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

- Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.



And then I'm done, right?

- Not quit. Plan to teach “booster” lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

What do you mean by “teach” the expectations?

- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors.

How much time am I supposed to commit to this?

- Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks, it should only take 2-5 minutes to review or refresh as needed.

How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain a fun and positive learning environment.

How is this different from teaching “procedures”?

- As described in Harry Wong's book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management.

For example:

- What to do when you enter the classroom.
- How to get the teacher's attention.
- What to do when you need to go to the bathroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values: KINDNESS, EFFORT, and SAFETY. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.

SCHEDULE OF TEACHING



Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

August 2023- September 2023

- Create and Teach school-wide and classroom behavior expectations daily.

September 2023 through November 2023

- Teach school-wide and classroom behavior expectations 2-3 times per week. (Review SEL Lessons/classroom matrices)

December 2023 through March 2024

- PBIS Booster Meeting
- Teach school-wide and classroom behavior expectations weekly/reference keys using Google slides/classroom matrices.

April 2024 through May 2024

- Teach school-wide and classroom behavior expectations as needed.

Review/Reteach School-wide and Classroom Behavior Expectations:

- November (after Thanksgiving Break)
- January (after Winter Break)
- March (after Spring Break)

On the following pages, you will find sample lessons to help support the teaching of behavior expectations in the various areas of the school.

A blank lesson plan has been provided as well.

CAFETERIA



EXPECTATIONS LESSON PLAN

I. Review School-Wide Expectations

Show Respect, Responsibility, and Safety.

II. Teach Expectations for Specific Settings:

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> ● Wait Patiently ● Leave Space ● Use Your Manners 	<ul style="list-style-type: none"> ● Know Your Lunch Number ● Keep Your Area Clean ● Use Inside Voices ● Listen to All Supervisors 	<ul style="list-style-type: none"> ● Walk at All Times ● Hold Tray with 2 Hands ● Clean Up After Yourself ● Take Turns

III. Tell Why Expectations Are Important

Following the cafeteria expectations is great practice for when you eat at someone else's house or at a restaurant.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none"> ● Walk in line quietly facing forward. ● Keep my hands on my own lunch. ● Use a quiet voice while in the cafeteria. ● Clean up my trash at the lunch table and floor area. ● Raise my hand and wait for the supervisor to excuse me. 	<ul style="list-style-type: none"> ● Running, pushing, or playing in line. ● Putting my hands on others' lunches. ● Yelling, screaming, or talking loudly while in the cafeteria. ● Leaving my trash at the lunch table and floor area. ● Leaving to go to recess without permission.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Roleplaying
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

OFFICE



EXPECTATIONS LESSON PLAN

II. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none">● Speak Clearly to the Adult● Bring a Pass from an Adult● Say “Please”, “Thank You”, & “Excuse Me”	<ul style="list-style-type: none">● Stay in Your Seat● Bring Work with You● Ask Permission to Get Out of Your Seat	<ul style="list-style-type: none">● Sit Correctly in the Chair● Keep Hands & Feet to Oneself● Keep Objects in Your Possession

III. Tell Why Expectations Are Important

While in public offices, showing good manners and honoring other’s workspaces will allow them to help you with what you need.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none">● Use quiet voices.● Show my pass to the office staff.● Wait patiently to be acknowledged.● Will say “Please”, “Thank you”, or “Excuse me” to the office staff.● Sit quietly with my feet to the floor and bottom in the chair.	<ul style="list-style-type: none">● Use loud voices or yelling/screaming/making noises.● Show up to the office without permission/pass.● Interrupt or be rude/disrespectful to the office staff.● Use disrespectful language to the office staff.● Fall out of/get up from the chair and walk around the office.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

LIBRARY

EXPECTATIONS LESSON PLAN



III. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none"> ● Wait Patiently & Quietly ● Treat All Books with Care ● Say “Please” & “Thank You” to the Librarian 	<ul style="list-style-type: none"> ● Use the Shelf Marker ● Use Inside Voices ● Ask Permission to Get Out of Your Seat 	<ul style="list-style-type: none"> ● Sit Correctly in the Chair ● Walk Quietly in the Library ● Hold Book with Both Hands ● Keep Hands & Feet to Oneself

III. Tell Why Expectations Are Important

Literacy is the ticket to learning and the key to a successful life.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none"> ● Enter quietly and use quiet voices. ● Return books/shelf markers in good condition. ● Use the shelf marker correctly and put books back correctly on the shelf if I don't want it or am done with it. ● Will say “Please”, “Thank you”, or “Excuse me” to the librarian. ● Sit quietly with my feet to the floor and bottom in the chair. 	<ul style="list-style-type: none"> ● Use loud voices or screaming/making noises. ● Return books/shelf markers dirty/broken/sticky. ● Do Not use the shelf marker correctly; leave books on the floor or in the wrong place after taking them out. ● Interrupt or be rude/disrespectful to the librarian. ● Fall out of/get up from the chair and walk around the library.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

HALLWAY

EXPECTATIONS LESSON PLAN



IV. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE SAFE	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none">● Walk Quietly● Use Respectful Language● Be Respectful to Classes in Session	<ul style="list-style-type: none">● Model Good Behavior● Use Walkways Correctly● Be Quick & Punctual to Your Destination	<ul style="list-style-type: none">● Keep Space Around You & Others when Walking● Use Yellow Lines to Walk● Stay Clear of Safety Circles by the Doors● Use Grade Level Restrooms

III. Tell Why Expectations Are Important

Cooperation with a team leads to a well-functioning society.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none">● Use quiet feet and voices.● Walk quickly to and from where I'm going without getting distracted.● Walk by other classrooms silently.● Use the yellow line to walk in a single file line with my hands and feet to myself and keep up with the class.	<ul style="list-style-type: none">● Stomping or using loud voices/screaming.● Waste time by stopping to read things, dawdling, or talking to others in the hallway.● Looking into or distracting other rooms as I walk by.● Walk next to another person in line or in a group and lag behind the rest of the class.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Roleplaying
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

PLAYGROUND

EXPECTATIONS LESSON PLAN



V. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none"> ● Use Respectful Language ● Take Turns & Wait Patiently ● Share Play Equipment ● Have a Positive Attitude 	<ul style="list-style-type: none"> ● Show Good Sportsmanship ● Freeze When the Bell Rings ● Use Restroom & Get Water Before the Bell Rings 	<ul style="list-style-type: none"> ● Walk on the Blacktop ● Walk to Your Line ● Follow Teacher's Directions ● Keep Hands/Feet to Oneself

III. Tell Why Expectations Are Important

Abiding by the playground rules and including everyone provides the opportunity to make new friends and make good choices in life.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none"> ● Use kind, appropriate language. ● Accept when others win a game. ● Stop and wait for the whistle to be blown to line up. ● Line up in a single file at the designated spot for my class. ● Use the bathroom, get water, then play. 	<ul style="list-style-type: none"> ● Use unkind or bad language. ● Get mad/ throw a tantrum/call others cheaters when others win a game. ● Moving/playing with equipment before the teacher has blown the whistle. ● Dawdle/waste time getting back to my class' spot to line up. ● Play in the bathroom or use the bathroom after recess.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Roleplaying
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

BATHROOM

EXPECTATIONS LESSON PLAN



VI. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none"> ● Respect Privacy ● Wait Patiently for Your Turn ● Use Respectful Language 	<ul style="list-style-type: none"> ● Flush Thoroughly ● Leave Toilet Clean ● Wash Your Hands ● Use Supplies Correctly 	<ul style="list-style-type: none"> ● Only 4 Students in the Restroom at a time ● Wait Patiently Outside ● Report Any Safety Issues

III. Tell Why Expectations Are Important

Exhibiting healthy hygiene habits ensures a healthy and happy lifestyle.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none"> ● Use respectful, quiet voices when in the bathroom. ● Clean up after myself by flushing the toilet and placing my trash in the trash can. ● Give others privacy. ● Make sure the restrooms look nice and clean after use. ● Wait patiently outside when 4 students are in the restroom. 	<ul style="list-style-type: none"> ● Screaming, being loud, and/or using bad language in the bathroom. ● Throwing paper towels, squirting soap onto the floor, leaving the water running, or forgetting to flush the toilet. ● Peeking over, under, or inside of the restroom stalls. ● Destroy things in the bathroom or write on the walls or stalls. ● Running in and out of the restroom or going into the restroom when 4 students are in the restroom.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Roleplaying
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

GARDEN

EXPECTATIONS LESSON PLAN



VII. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none">● Ask Before Harvesting Any Crops● Be Gentle to the Plants● Respect All Insects	<ul style="list-style-type: none">● Water the Plants● Pull the Weeds● Keep the Garden Clean/Pick up Trash	<ul style="list-style-type: none">● Walk in the Garden● Take Turns Using the Tools● Handle Gardening Tools Carefully

III. Tell Why Expectations Are Important

Understanding how fruits/ vegetables grow and the importance of the insects that inhabit/visit the garden will ensure a healthy and happy lifestyle.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
<ul style="list-style-type: none">● Using the correct form of harvesting the fruits/vegetables.● Ignoring the insects/bugs in the garden.● Walking using the paths in the garden.● Handling the gardening tools carefully.	<ul style="list-style-type: none">● Pulling or picking the fruits/vegetables incorrectly so that the crops/trees will get damaged.● Stepping/swatting the insects in the garden.● Running/jumping over the vegetable beds in the garden.● Playing/throwing/tossing gardening tools in the garden.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

SETTING: _____

EXPECTATIONS LESSON PLAN



VIII. Review School-Wide Expectations

Show Respect, Responsibility, and Safety

II. Teach Expectations for Specific Settings:

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE

III. Tell Why Expectations Are Important

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Roleplaying
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. Curtis staff must work diligently to make sure that all students who demonstrate positive behaviors are recognized for it.

All staff at Curtis Literacy Academy can acknowledge students' positive behavior throughout the school day with the use of verbal praise, PBIS Rewards, and/or Colt Yippes!

- PBIS is one of our school-wide recognition systems. Part of PBIS is the use of consistent positive reinforcement of appropriate behavior.
- PBIS Rewards is a system where students can earn points to either spend at the Student Store or they can save their points to buy PBIS Incentive Days.
- Students can purchase items at the store the last week of the month and they will receive their items on the last day of the month. They can purchase items such as stickers, pencils, erasers, books, etc.
- This recognition can take place in all areas of the school, and from all staff members, certificated and classified.
- Any staff member who observes students demonstrating the school-wide expectations (Being Safe, Respectful, and/or responsible) can issue PBIS Rewards or Colt Yippes.

Whole School Recognition Activities



- PBIS Kickoff Completion Certificates
- Bring Your Parent to School Day April 17, 2024
- Trimester Awards Assembly
Each Trimester we have PBIS Rewards where the teacher is responsible for choosing one student per category who exhibits the three school-wide expectations for being Safe, Responsible, and Respectful. These awards are given out in front of parents and their peers so we can recognize the students who are role models for other students.
- Colt Yippes! All staff members are responsible for handing out Colt Yippes to students who are helping or being kind to others around campus. Staff will fill out the slip and students can bring it to the office to place in the Colt Yippe Box. Admin will then pull 5 slips out each Friday and read off the names. Those students who were chosen will get a prize from the office.
- Students can earn PBIS Rewards points every day throughout the day so they can purchase items from the PBIS store or PBIS Incentive parties.
- We recognize staff by completing Staff Shout-Outs that are posted in the Staff Lounge to continue positive praise for ALL staff as well.



Preventative Prompts

As educators, we become experts at knowing what times of the day or areas of learning will cause unwanted behavior to occur. By being able to **predict** when these unwanted behaviors will happen, it is highly likely that we can **prevent** them by prompting the expected behavior just before it is needed.

- Pleasantly prompt expected behavior just prior to times it would be beneficial
- Prevents inappropriate behavior by setting the environment and students up for success

Example:

"Before we start our reading lesson, remember our class expectations are to show kindness and effort by listening to me and your peers. This means listening carefully and quietly for directions and raising our hands to speak."

Reinforcement/Positive Feedback



It is not enough just to teach expected behavior, we also need to regularly reinforce and acknowledge students for engaging in appropriate behavior. Research has shown that you can improve behavior by 80% just by pointing out what someone is doing correctly. It is important for all staff to pay attention to positive behavior and recognize it. There are many ways to provide reinforcement to students. Below are a few examples:

VERBAL: What We Say	NON-VERBAL: What We Do	OTHER: What They Get
<ul style="list-style-type: none">• Use student names• Nice Job• You're on the right track• You're doing much better• Great work!• Etc	<ul style="list-style-type: none">• Smile• Nod• Greetings (handshakes, high 5's, etc)• Thumbs up• Etc	<ul style="list-style-type: none">• PBIS Reward Points• Call home• Certificates• Classroom incentives• PBIS Incentive Days• Student Store

In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students for every 1 negative interaction. It is very easy to get caught up in focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

So remember, how often should you give positive attention?

5:1

5 positives to 1 correction

Positive Contacts vs. Behavior Specific Praise (BPS)



Positive contacts help create connections with students and a positive school environment. Behavior Specific Praise (BPS) is a strategy to use when our goal is to increase the likelihood of appropriate behavior being repeated. Both are important! Providing the student with the **What** they were caught doing and **Why** you are praising them, helps increase the likelihood that the behavior will be learned and continued. “When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem.” (Davis, 2007)

Use this table as a guide for creating a Behavior Specific Praise statement:

Student/Group	Praise	What (describe behavior)	Connect to Matrix
Insert Name(s)	Well done! Way to go... You've got it! Nice job! Great work! I love it! That's amazing! Good for you...	What do you see/hear/notice? The more specific your feedback the better. Use the Matrix!	That is... ● Kind ● Showing effort ● safe

Samples:

- “Hey 2nd graders, awesome job taking turns during recess today! You all showed great effort with playground behavior.”
- “Thank you Jose and Mark- you’re being kind by working quietly together while I review with the class.”
- “Adam, you pushed in everyone's chairs at your table group. That was very safe...Thank you!

DISCIPLINE vs. PUNISHMENT

PBIS focuses on teaching, modeling, practicing, and reinforcing positive social behavior rather than punishing inappropriate behavior. PBIS does include consequences, as part of a positive discipline system that is designed to help students develop skills. Consequences differ from punishments in their purpose, characteristics, and results.

Our intentions must be to help kids behave and not harm them in the process.

Disciplinary Consequences

Purpose/Characteristics:

- A teaching approach, helping individuals develop/learn skills
- Embedded in a motivating and encouraging environment
- Logical, related to problem behavior
- Loss of any privilege is paired w/increased opportunity to learn

Result: LEARNING. Increased self-discipline and acquisition of skills. Maintains and/or improves relationships.

Punishments

Purpose/Characteristics:

- Produce some kind of emotional/psychological pain, hoping that will motivate individuals to change their behavior
- Fear-based
- Often unrelated to the behavior, or illogical

Result: Lower engagement, increased defiance/disrespect, increased peer conflict, higher rates of substance abuse, vandalism, etc. Damages relationships.

CONSEQUENCES AND INTERVENTIONS

Documenting Behaviors



Behavior documentation allows everyone involved to have ongoing communication about students' progress toward following expectations. Through the documentation, we are able to better assess each student's individual needs and provide specific lessons, interventions, strategies, and/or support.

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with pre-stage interventions to help the student get back on track by following the rules, routines, and expectations of the school. The next step would be minor consequences for first offenses to more severe consequences for repeat offenses.

- **Pre-Stage Interventions:**

- In order to maximize student instructional time, we encourage staff to deal with classroom-managed behavioral issues in the classroom as much as possible. Curtis Elementary Literacy Academy has developed a clear discipline plan, in which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for the classroom have been laid out.

- **Minor Referral:**

- Staff will use the Minor Referral form and log any minor discipline issues that they can handle in the classroom once they have implemented pre-stage interventions with the student, but the student is non-responsive to those interventions. The staff will choose 38 appropriate interventions for the student's behavior. The student will have *four opportunities* to correct the negative behavior/s.
- If the student has not improved the behavior (within a 30-day

period), the staff member will take the minor referral with all documentation and discipline logs, along with a major office referral and send the student to the office during non-instructional time. The office will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.

- **Major Office Referral:**

- Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include but are not limited to student conferences, time in the office, community service, parent contact, parent conferences, etc. If behavior patterns continue, the Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.

The following pages contain materials outlining the consequence system at our school:

- Pre-Stage Interventions & Definitions
- Curtis Elementary Literacy Academy Behavior Flow Chart
- Discipline Matrix: Minor Infraction & Intervention Grid
- Discipline Matrix: Major Infraction & Intervention Grid
- Minor Discipline Log
- Minor Problem Behavior Definitions
- Function of Behavior
- Major Referral Form

Pre-Stage Interventions



In order to maximize student instructional time, we encourage you to deal with classroom managed behavioral issues in the classroom as much as possible. The diagram below provides pre-stage interventions to respond to behavioral issues that arise in your classroom or areas where you are supervising. When correcting student behavior, use the lowest intensity/level of response needed to support student learning and change the unexpected behavior. Definitions are provided on the next page.

Planned Ignoring

Physical Proximity

Signal/Non-Verbal Cue

Direct Eye Contact

Praise (BPS) the Appropriate Behavior in Others

Redirect

Provide Choice

Definitions



Planned Ignoring

Ignore student behaviors when their motivation is attention, and continue instruction without stopping.

Physical Proximity

Using teacher proximity to communicate teacher awareness, caring, and concern.

Signal/Non-Verbal Cue

Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.

Direct Eye Contact

The “teacher look” to get attention and non-verbally prompt a student.

Praise (BPS) the Appropriate Behavior in Others

Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.

Redirect

Restate the desired behavior.

Provide Choice

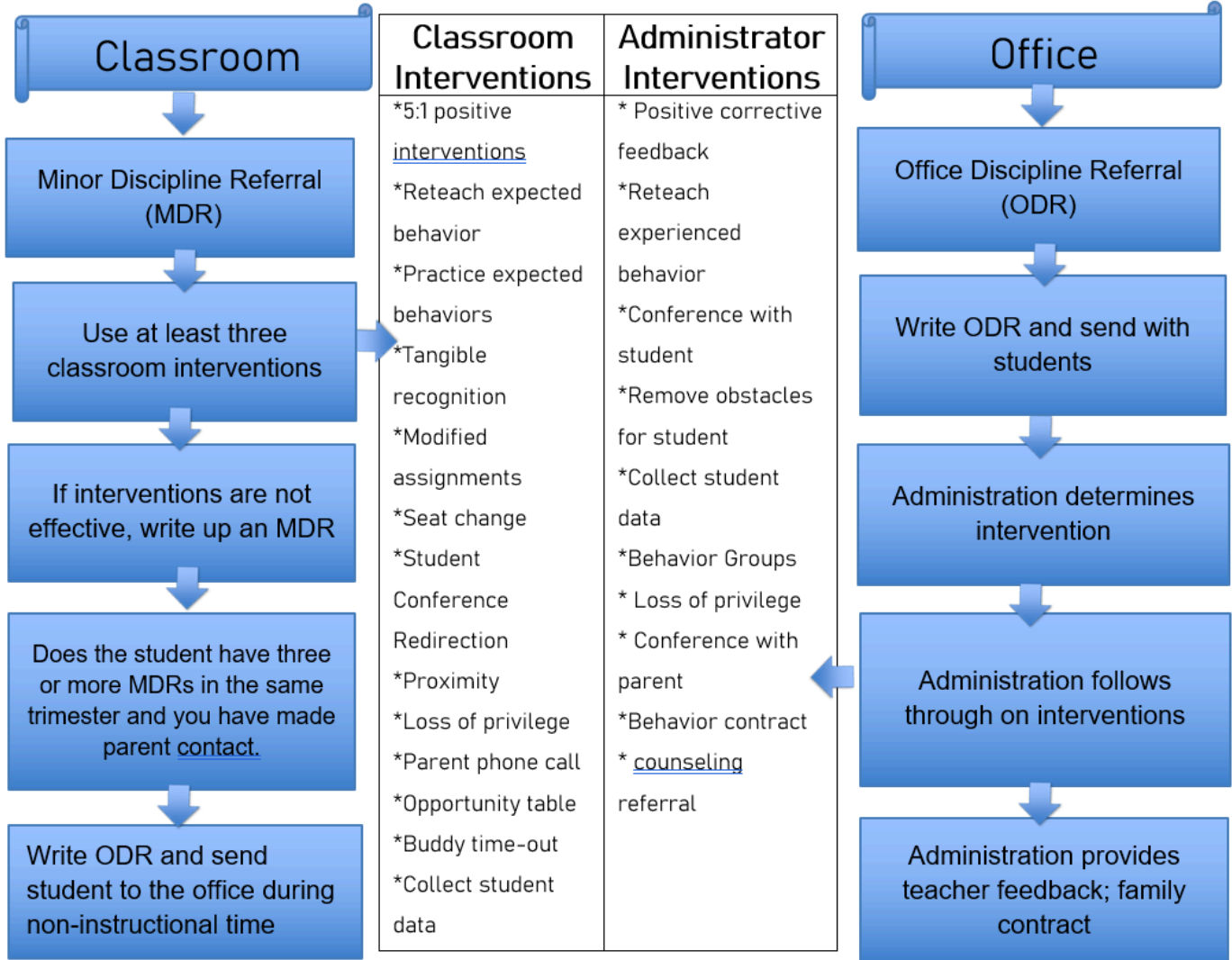
Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.



Curtis Elementary School Behavior Management Flow Chart



Behavior is managed in the...



Classroom Interventions	Administrator Interventions
<ul style="list-style-type: none"> *5:1 positive <u>interventions</u> *Reteach expected behavior *Practice expected behaviors *Tangible recognition *Modified assignments *Seat change *Student Conference *Redirection *Proximity *Loss of privilege *Parent phone call *Opportunity table *Buddy time-out *Collect student data 	<ul style="list-style-type: none"> * Positive corrective feedback *Reteach experienced behavior *Conference with student *Remove obstacles for student *Collect student data *Behavior Groups * Loss of privilege * Conference with parent *Behavior contract * <u>counseling</u> referral

Teacher Managed Behavior	Administrator Managed Behavior
<ul style="list-style-type: none"> ● Inappropriate language ● Defiance/disruption ● Property misuse ● Minor dress code ● Out of assigned area 	<ul style="list-style-type: none"> ● Inappropriate ● Fighting ● Defiance/disrespect ● Destruction of school property ● Harassment and bullying



CURTIS LITERACY ACADEMY

DISCIPLINE MATRIX



Curtis Literacy Academy
2023 - 2024

Major vs. Minor Discipline Intervention Grid



Minor Infractions	Definition/Example
Horseplay	Roughhousing, chasing, pushing, etc.
Disrupting the Classroom	Talking, playing, passing notes, out of seat often, outbursts, tapping, whistling, throwing things, etc.
Ignoring Adult Directives	Talking back, off-task, eye-rolling, talking in class, non-responsive, not working, refusing to follow directions, comments like "whatever" or "I don't want to"
Inappropriate Language	Low-level, accidental slips, prog=family – first offense, derogatory terms
Property/Playground Management	Follow playground rules, use equipment appropriately and respectfully, share, follow counting procedures, etc.
Recess/Food	Pick up your own waste from the FFV Program. Do not bring your personal food outside.
Supervised Area	Stay in supervised areas (hallways, courtyard, etc.), and stay within the red lines outside – away from the classroom windows.
Gossip	Talking negatively about others, starting rumors, etc.
Dress Code	Wearing clothing that does not fit within the dress code guidelines as practiced by the district including but not limited to flip-flops, strapless tops, etc.
Cell Phones/Electronic Devices	Students must follow Cell Phone Contract Rules

Informal interventions/Warnings (one or more) Pre-correction (move students to avoid the problem), Proximity to the student, Verbal Cue (eyes on me), Non-verbal Cues (hand gesture to mouth, ear, etc), Restate expectation (Respect is a school wide expectation, We speak respectfully at Curtis.)

- 1st offense (Formal Intervention/Warning - Document on Blue Card and do one or more) - same as above, the student clearly restates the rule, what they did to break it, and what they can do differently, increase praise for desired behavior, restricted recess, parent contact
- 2nd offense (Do all and document on blue card) - same as above, time-out (buddy room no more than 2 students and no more than 20 minutes, bench, etc), loss of all recesses, parent contact
- 3rd offense (Major) - send information on a referral with documentation of Interventions used on a Blue Card to the office. See attached information - Parent Contact/Parent-Teacher Conference is required for class suspensions

Major Infractions	Definition/Example
Fighting/Physical Contact	Willful force with malicious intent to hurt another students often with visible marks, redness, or swelling. Mutual Combat (hits or kicks to body, hitting in the face, choking, etc.)
Bullying/Harassing/Threatening	Targeted acts of intimidation, comments, in oral or written form that explicitly or implicitly imply that harm will be brought upon another student.
Inappropriate Language	Intentional/habitual profanity and/or inappropriate/derogatory language or assault that has a direct or implied meaning.
Possession and/or use of a weapon/dangerous object	Student possesses firearms, knives, explosives, or other dangerous objects including but not limited to shocking devices, laser pointers, staples, push - pins, etc. Objects should be confiscated by the teacher/administrator immediately.
Theft/Robbery/Extortion	Attempted or committed theft/robbery of school or personal property.
Selling of items for profit	Students sell any item to another student in exchange for any amount
Possession/Under the Influence of Controlled Substances (including imitation)	Students possess, is/or have been under the influence of any controlled substance including but not limited to alcohol, tobacco, vaping, intoxicants, etc.
Sale of Controlled Substances	Student offers, arranges, or negotiates to sell any controlled substances, alcohol, or intoxicant or a representation of items thereof.
Defacing School Property	Caused or attempted to cause damage to school or private property - including but not limited to graffiti, etchings, etc.

Administrative Actions/Interventions (May include one or more) 1. Contact with parents. 2. Meeting with Parents and Administrator (may include teacher if necessary). 3. Students are referred for alternate means of correction. 4. Parent requested to attend school with student. 5. Student suspended. 6. Student recommended for expulsion.

DOCUMENTING MINOR BEHAVIORS



Curtis Elementary School

Classroom/Student Discipline Profile Card

Name _____ Grade _____ Teacher _____ Room _____ School Year _____

Parent/Guardian Name _____ Address _____ Home Phone _____ Work Phone _____

Date	Offense	Code	Action Taken

Action codes: C-Counseling TO - Time out RR - Restricted Recess
DN - Discipline Note PH - Phone contact PC - Parent Conference

Documentation of minor behaviors is written on this blue card to keep track of repeated behaviors in any area around the school. After repeating the same behavior three times, then it becomes a major referral which is sent to the office for the Tier 2 team to provide interventions to stop the behaviors from happening.

***See Minor Problem Behavior matrix for definitions of minor behaviors on page 36 of this handbook.



Curtis Elementary

BE SAFE BE RESPONSIBLE BE RESPECTFUL



Referral form Descriptions/Clarifications Minor vs. Major Behavior

Date: _____ Time: _____ Referring Staff: _____
Student: _____ Class: _____ Grade: _____ Gender: _____ Ethnicity: _____
 IEP 504

Location:

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Special Event/ Assembly/ Field Trip |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Office | <input type="checkbox"/> Parking Lot |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Bathroom/Restroom | <input type="checkbox"/> Off-Campus |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Library | <input type="checkbox"/> Drop Off/ Dismissal Area |
| | | <input type="checkbox"/> Cafeteria/MPR |
| | | <input type="checkbox"/> Other: _____ |

Notes: _____

Problem Behaviors (check the most intrusive):

Minors (Teacher Managed):

- Disrespect
- Disruption
- Dress Code
- Inappropriate Language
- Property Damage/Misuse
- Physical Contact
- Technology Violation

Other: _____

Major (Office Managed):

- Disrespect (Blatant or Excessive, Defiance, Leaving Assigned Area, Forgery, Ongoing Pattern)
- Disruption (Yelling excessively, Pattern of Teacher not being able to teach or children learn, excessive tardy)
- Dress Code (Ongoing Pattern, Gang Related)
- Inappropriate Language (Blatant or Excessive, Severe Bullying – Verbal, Harassment, Intimidation)
- Property Damage/Misuse (Excessive, Permanent, Vandalism)
- Physical Contact (Fighting/Repeated Physical Aggression, Loss of Control Out of Anger, Intent to Harm)
- Technology Violation (Accessing "off limit", inappropriate websites, bullying/harassment on school equipment)
- Harassment (circle type): Gender Ethnicity Sexual Race Religion Disability Physical Characteristics

Other: _____

Please Refer to the Referral Form Descriptions for clarification on minor vs. major referrals

Notes: _____

Possible Motivation:

- Avoid Adult(s)
- Avoid Peer(s)
- Avoid Task(s)/Activities/Sensory
- Obtain Adult(s)
- Obtain Task(s)/Activities/Sensory

Teacher or Staff Member Follow-Up Decisions (check the most serious):

- Time Out (Give a break, Sensory Accommodation) Class _____ Time: _____
- Conference with Student (Problem-Solving, Class Meeting, Mediated Student Conversation)
- Class Suspension: Date(s): _____
- Instruction (Teach Correct Behavior, Reteach, Behavior Plan Implemented w/ Fidelity)
- Parent (Contact, Conference) Date: _____ Time: _____
- Loss of Privilege(s) _____
- Other: _____

Others Directly Involved:

- None Unknown Peer(s) Substitute: _____ Staff Member: _____

Administrative Decision (if referred to Admin's office):

- | | |
|--|--|
| <input type="checkbox"/> Time Out (Detention, Time in Office) | <input type="checkbox"/> Loss of Privilege(s) _____ |
| <input type="checkbox"/> Conference with Student (Problem-Solving, Mediation) | <input type="checkbox"/> In-School Suspension: _____ |
| <input type="checkbox"/> Restitution (Apology, Community Service) | <input type="checkbox"/> Out of School Suspension: _____ |
| <input type="checkbox"/> Parent (Contact, Conference) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Instruction (Teach Correct Behavior, Reteach, Restorative Solution) | |

Notes: _____

WHITE COPY: To the Office YELLOW COPY: To Homeroom Teacher

Function of Behavior



When a Major referral is written, it requires reflection on the part of the adult to determine the most likely Function of the behavior. Identifying the underlying cause of behavior is important because it can help us determine how we should intervene in a behavior. If our response to the behavior does not address its underlying cause, then it's likely to continue.

<u>Perceived Motivation</u>	<u>Possible Causes</u>	<u>Intervention/Aligned Response</u>
Obtain Peer Attention	<ul style="list-style-type: none"> • Poor social skills/communication; lack of conflict resolution strategies • Unclear rules/routines for student interaction • attain/maintain social status • poor/lack of peer relationships 	<ul style="list-style-type: none"> • Partner w/peer; give frequent opportunities to interact/collaborate; build friendships • Teach planned ignoring to class • Tie social rewards to appropriate behavior (e.g. class cheers or free time w/peers)
Obtain Adult Attention	<ul style="list-style-type: none"> • Lack of self-advocacy skills paired w/academic challenges • Unclear rules/routines for gaining teacher attention • Inadvertent reinforcement of behavior (responding to blurts) • High ratio of correction to positive 	<ul style="list-style-type: none"> • Teach cue/signal for requisition help • Re-teach and reinforce expectations • Increase behavior specific praise • Increase opportunities to respond • task/enlist help for wide variety of classroom jobs/activities
Obtain Items/Activities	<ul style="list-style-type: none"> • Poor social skills/communication • Difficulty managing transitions from preferred to non-preferred • Activity that is sought may have fewer academic demands 	<ul style="list-style-type: none"> • Teach requesting • Teach conflict resolution • Teach and reinforce accepting disappointment • Identify and address academic challenges

<p>Avoid Academics</p>	<ul style="list-style-type: none"> • Unclear boundaries • Unclear rules or expectations • Unclear directions • Academic challenges (e.g. difficult task with insufficient support) • Low investment/motivation; lesson not engaging for student 	<ul style="list-style-type: none"> • Re-teach or clarify rules/expectations • Be consistent in enforcement or application of rules • Give explicit directions for all task and activities • Provide academic support (e.g. small group instruction, scaffold work, etc.) • Alter instructional practices, increase opportunities to respond
<p>Avoid Peers</p>	<ul style="list-style-type: none"> • Relationship or socialization issues with peers (e.g. bullying, teasing) • Classroom community is not inclusive or welcoming of all • Lack of problem-solving skills 	<ul style="list-style-type: none"> • Address student's concerns and ensure that the student feels protected • Model respectful interactions • Build respectful classroom community • Provide tools for addressing peer-peer conflict
<p>Avoid Adult</p>	<ul style="list-style-type: none"> • Perceived disrespect or unkindness from teacher; difficulty accepting correction • Problems in the teacher-student relationship • Lack of pro-social skills; introverted 	<ul style="list-style-type: none"> • Take steps to improve teacher-student relationship • Alter management practices (e.g. logical consequences rather than punishment) • Alter tone or approach when responding to student

RESTORATIVE JUSTICE

As part of the ongoing practice of PBIS, Curtis Literacy Academy is not only providing students a positive climate for learning, but tools to help them resolve problems to conflicts they may face. Kelley Elementary has included the implementation of *restorative justice*.

So, what is restorative justice?

Restorative justice is an approach to discipline that empowers students to resolve conflicts by:

- 1) having the student(s) own what they did
- 2) providing tools to the student(s) to help make it right for those hurt or affected
- 3) involving stakeholders/community in helping both the victim *and* the offender

We implement a variety of restorative disciplinary practices. The focus is on conflict resolution and personal growth rather than punishment.

Restorative disciplinary practices at Kelley Elementary include:

- Student Circles
- Norm Setting with the Classroom
- Community Building Circles
- Restorative Chats
- Using Curiosity Questions
- Active Listening
- Affective Communication
- Silent Mentoring
- SEL Lessons (Second Step)55

Below is a chart with a few of the restorative practices listed above, what they are, and examples.

Restorative Practice	What is it?	Example
Norm Setting	<ul style="list-style-type: none"> ● students discuss the values (honesty, kindness, etc.) that are important to them in a relationship ● students take the values and turn them into action statements for the classroom ● creating the norms should be student-driven (teacher as a facilitator) 	<p>"Tell the truth to the teacher, even when you do something wrong."</p> <p>"Show kindness by always clapping for the students when they present in class."</p> <p>"Say no if you know it is wrong."</p>
Community Building Circles	<ul style="list-style-type: none"> ● students sit in a circle (teacher is facilitator) ● teacher asks question to facilitate interest/buy in ● allows students to get to know one another ● allows students to get to know the teacher as well ● builds a sense of community and trust 	<p>If you were an animal, what animal would you be and why?</p> <p>What is your favorite toy and why?</p> <p>If you could change anything about yourself, what would it be and why?</p> <p>If you could have a superpower, which one would you have?</p>
Active Listening	<ul style="list-style-type: none"> ● teacher mirrors students emotions and feeling about topic ● paraphrase what student is saying ● be present and validate the students feelings 	<p>"What I'm hearing you say is..."</p> <p>"I understand why you are upset."</p> <p>"I cannot even imagine what you must be feeling, but thank you so much for sharing with me."</p>

Restorative Practice	What is it?	Example
Restorative Chats	<ul style="list-style-type: none"> • can be one on one or small group • done when students are not meeting the norms they created in the classroom • centered around 4 questions (in the example box) 	<ol style="list-style-type: none"> 1. What happened? (allows students to tell the whole story and feel heard) 2. What were you thinking at the time? (allows for students to reflect on what they were thinking and/or feeling that may have led to the behavior) 3. Who or what was harmed? (This question asks students to <u>be accountable</u> for their behavior. they realize that they have harmed someone/themselves and builds empathy) 4. How do you repair the harm? (allows students to think of <u>how</u> they can make it right. They get to be part of deciding what happens and taking ownership of it)
Using Curiosity Questions	<ul style="list-style-type: none"> • use genuine questions to learn more about a situation • teacher would do one on one with student • can be used to help resolve a conflict • validates a student • gives student a sense of worth and importance 	<p>"You seem kind of off today, is everything okay?"</p> <p>"How did it make you feel when ____ hit you?"</p> <p>"What do you need ____ to say to you to feel better?"</p>

Restorative Practice	What is it?	Example
Affective Communication (I-messages)	<ul style="list-style-type: none"> • statements used by the teacher to connect the actions of their students to the impact they have on them • requires teacher to be willing to be honest and share their feelings • ties the actions of an individual to the effect they had (this is something students often forget about) 	<p>"I feel/felt ____ when you ____."</p> <p>"I would like/what I need is ____."</p> <p>"I felt disappointed when I caught you cheating on the test."</p> <p>" I felt sad yesterday when I found out you lied to me because I have always trusted you. I need you to trust me enough to be honest with me."</p>

TIER 2

TARGETED SUPPORTS



Curtis Literacy

ACADEMY



PBIS Tier II: Team Members



Our PBIS Tier 2 team members consist of:

- Internal coach(es) for PBIS
 - Mrs. Bennett
 - Ms. Reynoso
- Teachers (one upper grade/one lower grade) Mrs. Melocoton and Ms. Pimental
- Administrators Mrs. Bennett
- Site specialists such as intervention strategists, reading specialist, or School psychologist Mrs. Perez and Mrs. Castro
- Education Specialist Mr. Lewis

The team meets on a monthly basis to review specific data concerning students. They also provide assistance and work with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision-making and will conduct ongoing progress monitoring. All data is shared with stakeholders that work with the identified student(s) and together, will implement interventions as appropriate. It is imperative that parents also be involved in this process.

An updated list of the Tier 2 Team will be posted and distributed in September. This allows for new additions to the team to take place, as well as those who may have retired or left to be removed.

Request for Assistance

Staff Request for Assistance



There are times when a staff member can feel that they have exerted all possible interventions to support a student and are faced with the difficult question of, “What else can I do?” Here at Curtis Elementary Literacy Academy, we would like to make sure that all staff are provided with support if needed.

We have provided a sample of our *Staff Request for Assistance* forms on page 19 of the Tier 2 Handbook. These forms can be found in the staff lounge. If you feel that you need assistance that is beyond what you have provided, fill the forms out and turn them in. The Tier 2 team will review the forms, make contact with you, and will take the following steps:

- Hold a meeting with you and the Tier 2 team
- Come up with strategies, interventions, and/or a support system for that particular situation
- Create an action plan
- Provide resources that can assist with that particular situation
- Refer student/parent to other resources that may better assist with the situation if the school is unable to provide sufficient assistance

Parent Request for Assistance



Curtis Elementary Literacy Academy would like to make sure that all students and parents are provided with support if needed. With the large number of students and families that are a part of the Curtis Elementary Literacy Academy community, it can be difficult for staff to know when a student or parent may need support.

We have provided a sample of our *Parent/Student Request for Assistance* form on page 57. These forms can be found in the front office. If you feel that a parent or family member is in need of assistance that is beyond what you can give, encourage them to fill the form out and turn it in. The Tier 2 team will review the form, make contact with whoever requested the assistance, and will take one of the following steps:

- Come up with strategies, interventions, and/or a support system for that particular situation
- Create an action plan
- Provide resources that can assist with that particular situation
- Refer student/parent to other resources that may better assist with the situation if the school is unable to provide sufficient assistance.

Curtis Elementary Literacy Academy



Menu of Tier 2 Interventions

Intervention	Ideal Students	Data Source	Purpose
Academic Supports	Students performing “at-risk” academically in an identified area	Any Assessment (iReady, Screener, etc.)	Provide targeted interventions for students struggling with academic achievements based on foundational skills.
Reading Specialists	Students performing 1-2 years behind in phonics/language arts/reading	RUSD Phonics, Phoneme, & HFW Screeners (K-3rd) iReady	Provide targeted interventions for students struggling with academic achievements in phonics/language arts/reading based on foundational skills.
Behavior Contracts	Students who would benefit from individualized behavior monitoring	ODR	Provides daily/weekly, individualized behavioral goals for students to work towards. Provide home-school communication to improve behavior.

Check-In/Check-Out (CICO)	Students who need frequent feedback about their behavior choices throughout the day	Request for Assistance ODR	Provide systematic performance feedback for students who may benefit from daily organizational and behavioral support and positive adult attention. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop
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			student self-management.
Restorative Practices	Student(s) needing social/emotional development support and positive influence	Staff referral Request for assistance ODR referrals ITM team referral	Restorative practices provide group-based counseling for students experiencing patterns of concern around academics, social/emotional, and behavior. Group(s) meet weekly with small groups of students (5-6).
Social Skills Group (Dr. Ambrosio)	Students demonstration lack of skills to engage positively and productively with others.	Staff referral Request for assistance ODR referrals SST team referral	Social Emotional Skills Development Groups: TBS 1: 8-month group of Social Emotional Learning (SEL), skill building modules TBS 2: 3 months of individualized SEL support
SEL Elementary School Counselor (Eileen Castro)	Students needing help with social/emotional skills such as grief, anxiety, anger, self-esteem, or stress	Staff referral Request for assistance SST team referral	Provide assistance to students with social-emotional learning through classroom lessons, interventions, and restorative circles. Do SEL check-ins with students. Make referrals for students who need therapy, a consultation, or parent support. Provide group counseling services.

Counseling (South Coast)	Students who need social emotional assistance, experience hardships, transition difficulties, etc.	Referral ODR SST IEP	Provides students with one on one support, help, and interventions specific to their needs.
Attendance Contracts	Students with chronic attendance problems	Bi-weekly Chronic Absence Report (CAR), SART process	Provide opportunities for daily, adult contact with students who struggle with attendance to acknowledge and encourage positive attendance.
Academic Conferences/ SST	Students who continue to perform over one year below grade level despite multiple interventions.	Parent referrals Staff referrals	An intervention team meeting is held to discuss student growth, student experience, and student history and develop a plan for student assistance. The same team meets 6-8 weeks later to see the impact of the plan and then increases or decreases support for accelerated academic development.
Instructional Strategists	Students performing 1-2 years behind in phonics/ language arts/reading	Running records, SIPPS assessments & HFW Screeners (4th-5th gr.) iReady	Provide targeted interventions for students struggling with academic achievements in phonics/language arts/reading based on foundational skills.

CHECK-IN-CHECK-OUT STRATEGY



- Check-in/Check-out (CICO) is a strategy used with some students to redirect negative behaviors.
- CICO is a way to give students positive attention and decrease negative attention-seeking behaviors.
- The following are the individuals involved in the CICO process:
 - The Coordinator-the person who develops the forms, informs parents of the process, and obtains written parental consent (pg.24)
 - The Facilitator- the person who meets with the student to encourage positive behavior and review behavior progress (daily)
 - The Teacher- award points based on observed behavior and provide direct encouragement/guidance
- The CICO facilitator checks in with the students in the morning. The students are briefly encouraged for a positive and productive day.
- The student will take their form to their teacher. The teacher will review their behaviors in class, and give them positive praise for good behavior or suggestions for redirection. The teacher will award points throughout the day.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress.
- The student will take the CICO form home to show parents. The parent should have an encouraging discussion with the student over if the goals were met or not. There is a Parent Checklist on page 26 to help with this.
- The facilitator will monitor progress and if the student meets the goals (specified number of weeks of agreed percent goal), CICO will fade. CICO forms will be discontinued and the CICO facilitator will continue to informally meet with the student to monitor continued progress.