

**FITZGERALD ELEMENTARY**



**Positive Behavioral Interventions &  
Supports (PBIS)  
Handbook  
2023-2024**

## Table of Contents

What is PBIS?.....	3
Team Information.....	6
PBIS Support System Overview.....	6
PBIS Assessment.....	8
Tier 1 Support.....	8
Restorative Practices.....	8
Caring School Community.....	9
PBIS Rewards.....	9
Expectations Framework.....	9
Major/ Minor Behaviors.....	11

## What is PBIS?

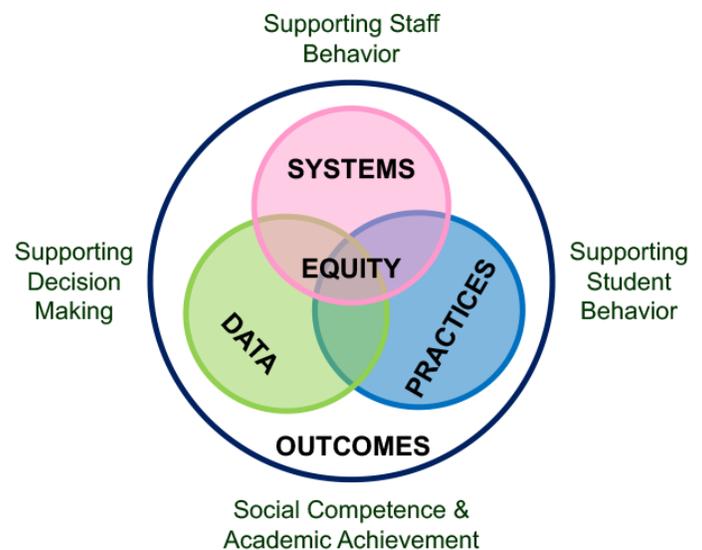
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. We use 'students' to refer to all children and youth in any educational or therapeutic setting (e.g., K-12 school, early childhood program, treatment program, juvenile justice program). Learn more about PBIS in [schools](#), [classrooms](#), [early childhood programs](#) and [juvenile justice programs](#) on those topic pages.

## Five Elements

PBIS emphasizes five interrelated elements: equity, systems, data, practices, and outcomes.

## Equity

When you implement PBIS with fidelity, it fits seamlessly within your local context. To do that requires a [focus on aspects of culture and equity](#). Leadership teams work with members of the school or program community — students, families, and community members — to prioritize valued outcomes and promote high expectations for all students. Centering equity also means supporting educators' roles in implementation, adapting practices to meet students' individual needs, and disaggregating data by student group to ensure success for everyone.



1("What is PBIS?")

## Systems

Your foundational systems establish the way your schools and programs operate. Systems include **teaming structures, training, coaching**, and other supports for educators. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

## Data

Your school or program generates a wide range of data about your students every day. Within the PBIS framework, **teams use data** to select, monitor, and evaluate outcomes, practices, and systems across all three tiers.

## Practices

The **school** and **classroom** practices you implement are critical to supporting students and creating a positive school climate. In PBIS, these interventions and strategies are backed by research and target the outcomes you and your community want to achieve.

## Outcomes

The ultimate goal of implementing PBIS data, systems, and practices is to improve outcomes. Families, students, and educators set goals and work together to achieve them. In PBIS, outcomes might include behavioral, social, emotional, and academic growth; positive school climate; or fewer office discipline referrals.

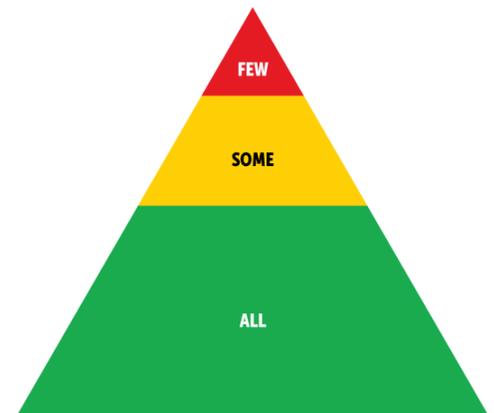
1 (“What is PBIS?”)

## Tiered PBIS Framework

Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative **leadership team that meets regularly** and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- **Families are actively engaged**
- A supportive and involved school administration
- On-going access to **professional development for preparing all staff to implement each tier of PBIS**
- Systematic **collection of screening, progress-monitoring, outcome, and fidelity data**
- Ongoing use of **data for decision making**
- Disaggregating **data to examine equity** among student subgroups



### Team Information 2022-2023

Name	Role	Committee Member
Keema Austin	Coach	Tier 1 & Tier 2
Adam Bailey	Principal	Tier 1 & Tier 2
Julian Gutierrez	Program Specialist	Tier 1 & Tier 2
Eva Rashid	Reading Specialist	Tier 1
Willow Brown	3rd grade Teacher	Tier 1
Jenifer Toth	2nd grade Teacher	Tier 1
Danielle Finn	Kindergarten Teacher	Tier 1
Cheryl Farino	Kindergarten Teacher	Tier 1
Megan Orlando	3rd grade Teacher	Tier 1
Veronica Bibiano	Project Clerk	Tier 1
Tena Budak	5th grade Teacher	Tier 2
Marisela Garcia	Intervention Strategist	Tier 2
Alan Tlaxcala	4th/5th grade Teacher	Tier 2
Vanessa Vilches	4th grade Teacher	Tier 2
Karen Bernal	TK Teacher	Tier 2
Elizabeth Coussa	1st grade Teacher	Tier 2
Veronica Pizarro	Attendance Clerk	Tier 2
Adam Angulo	Parent	Tier 1
Fernanda Rodriguez	Parent	Tier 1
Jose Rodriguez	Parent	Tier 1
Lupe Garibay	Parent	Tier 1

## PBIS Support System

### Tier 1: Universal, Primary Prevention (All)

**Tier 1 systems, data, and practices** support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

### Tier 2: Targeted, Secondary Prevention (Some)

In addition to your Tier 1 foundation, students receiving **Tier 2 supports** get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

### Tier 3: Intensive and Individualized, Tertiary Prevention (Few)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At **Tier 3**, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

1 (“What is PBIS?”)

#### PBIS Assessments

**Self-Assessment Survey (SAS):** The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

**Tiered Fidelity Inventory (TFI):** The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

## Tier 1 Support

Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills.

### Restorative Practice

Fitzgerald staff build relationships with students and family. Teachers used time in the classroom to take a temperature of students' emotional level for the day. Teachers use Restorative circles to discuss concerns and/or emotional temperature checks with the classroom community.

### Caring School Community

Staff implement a Social Emotional Learning curriculum called Caring School Community.

Caring School Community® is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline.

This CASEL SElect program promotes positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for. Students become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter.

### PBIS Rewards

Fitzgerald Staff use web based program PBIS Rewards. PBIS Rewards provides a digital schoolwide PBIS management system. Our system simplifies the implementation and tracking of the PBIS framework within a school. With PBIS Rewards, school administration can clearly see how teachers are utilizing PBIS and how PBIS is improving school culture.

## Expectations Framework

As a rule, we expect Fitzgerald students to demonstrate appropriate behavior at all times. Teachers and staff will work with students to help them learn all class and area routines and expectations. This involves teaching, modeling, providing feedback, and offer positive encouragement to help all students be as successful as possible. Consequences are assigned as a last resort to redirect attention away from inappropriate behavior and are structured to help our students refocus on learning and demonstrating appropriate behavior. Our goal is to help all students enjoy school in the safest environment possible.

### Fitzgerald School Wide Expectations

#### Responsibility

Strive to be your best even when no one is watching you.

#### Respect

Treat others and their property the way you want to be treated.

#### Integrity

Be honest and trustworthy.

#### Fitzgerald School Pride

Make Fitzgerald fun and friendly for all.

	Hallways	Cafeteria	Playground	Bathroom	Dismissal
<b>Noise Level</b>	1	2	4	2	3
<b>Responsibility</b>	Walk Away  Walk quietly	Be clean  Be courteous  Food is for eating  Use time wisely  Enter and exit safely	Stay in the assigned area  Follow all playground rules  Play Safely  Play school appropriate games  Only eat snacks in designated areas	Go, flush, wash hands, leave  Be quiet  Dispose of toilet paper in toilet	<b>Bus:</b> have your bus pass ready
<b>Respect</b>	Keep my body to myself  Listen to and respond politely to adults	Listen  Speak kindly	Treat others the way I want to be treated  Take turns  Comply with all adult directions	Give people privacy	
<b>Integrity</b>	Only go where I am supposed to go	Only eat my own food  Only take what I will eat  Report problems to an adult	Being fair and honest is more important than being first  Keep my body off other people and their belongings  Turn in lost items to Lost & Found	Only ask to go to the bathroom when I really need to	
<b>Pride</b>	Take care of the hallway environment  Report problems to an adult	Keep the cafeteria clean  Help you classmates	Use equipment appropriately  Keep the playground clean  Report problems to an adult immediately	Keep the bathroom clean  Report problems to an adult	

**Major and Minor Behaviors**

<p><b>Teacher/Staff Managed Problem Behavior (including but not limited to)</b></p>	<p><b>Office Managed Problem Behavior</b></p>
<p><b>Inappropriate Language</b></p> <ul style="list-style-type: none"> <li>• Name Calling</li> </ul> <p><b>Profanity &amp; Vulgarity</b></p> <ul style="list-style-type: none"> <li>• Cursing/Foul Language</li> <li>• Racial Taunting</li> <li>• Sexual Comments</li> <li>• Sexual or Profane Gestures</li> </ul>	<p><b>Habitual Profanity &amp; Vulgarity (EC 900i)</b></p>
<p><b>Physical Contact</b></p> <ul style="list-style-type: none"> <li>• Wrestling with Another Child</li> <li>• Pushing/Shoving/Kicking</li> <li>• Biting (no marks)</li> <li>• Spitting</li> </ul>	<p><b>Fighting/Physical Aggression (with intent to harm)</b> Kicking, hitting, pushing, shoving, biting, etc. (EC 900al, a2)</p>
<p><b>Disrespect</b></p> <ul style="list-style-type: none"> <li>• Talking back</li> <li>• Rumors/gossip</li> <li>• Teasing</li> </ul> <p><b>Defiance</b></p> <ul style="list-style-type: none"> <li>• Not Completing Classwork</li> <li>• Not Following Directions</li> <li>• Non-Compliance</li> </ul>	<p><b>Harassment (EC 900.4)</b> Creating an intimidating or hostile environment</p> <p><b>Threats or Intimidation/ Bullying (EC 900r)</b> Consistently and ongoing targeted verbal threats of aggression against another person.</p>
<p><b>Observable Behavior</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Poor Line Behavior</li> <li>• Throwing Something</li> </ul> <p><b>Disruptive</b></p> <ul style="list-style-type: none"> <li>• Tattling</li> <li>• Distracting Other Students</li> <li>• Disputing Class/School Activities</li> </ul>	<p><b>Leaving School Grounds w/out Permission</b></p>
<p><b>Stealing</b></p> <ul style="list-style-type: none"> <li>• Petty Theft</li> </ul>	<p><b>Theft (EC 9001)</b> Major theft or repeated</p>
<p><b>Dress Code Violations</b></p>	<p><b>Weapons/Dangerous Items (EC 900b)</b></p>

<ul style="list-style-type: none"> <li>• Inappropriate Language or Pictures</li> <li>• Too Revealing/inappropriate Fit</li> <li>• Unsafe</li> </ul>	Knives, bullets, lighters, matches, etc.
<p><b>Lying/Cheating</b></p> <ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Lying</li> <li>• Cheating</li> <li>• Forgery</li> </ul>	<p><b>Drug Paraphernalia/Unlawful Possession of/or Solicitation (EC 900j)</b></p>
<p><b>Property Misuse</b></p> <ul style="list-style-type: none"> <li>• Snooping in Others Desk or Bags</li> <li>• Destruction of Property</li> </ul>	<p><b>Vandalism of Personal/School Property (EC 900f)</b></p>