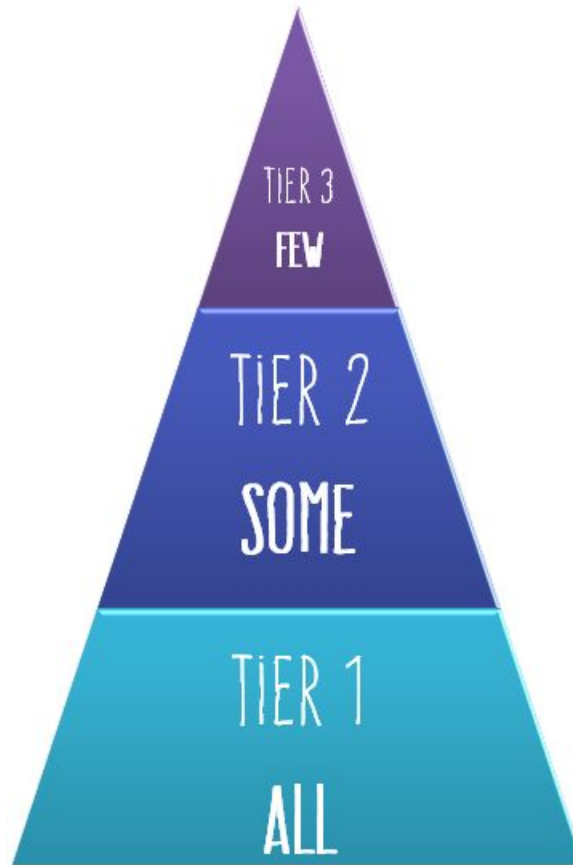


Honey EL. PBIS Campus Handbook



TIER 1

School-wide Systems of Support

| PBIS Team Membership | | |
|----------------------|--------------------------------|--------------------------------|
| Name | Grade level/ Subject Taught | Role |
| Barbara Elliott | AP | Administrator |
| Danielle Lipe | 4 th Reading/SS | Team Leader |
| April Burrell | 3rd ELAR | Data Specialist |
| Teresa Reed | 5th SS/Sc | Keeper of the stuff |
| Kristi Scoggin | 1 st Grade | PR Leader |
| | Counselor | Positive Reinforcement Manager |
| Holly Holder | Kindergarten | Stakeholder representative |
| Susan Lewallen | PK | Stakeholder representative |
| Colleen Twining | 2 nd ELAR/SS | Stakeholder representative |
| Liz Brumley | Music | Stakeholder representative |
| Taylor Rosales | AT/SPED | Stakeholder representative |
| Maurisa Gonzales | PK TA | Stakeholder representative |

| Team Meeting Schedule | | |
|-----------------------|----------------|--|
| Month | Date Scheduled | Did team meet? |
| August | 8-27-18 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, reason: |
| September | | <input type="checkbox"/> Yes <input type="checkbox"/> No, reason: |
| October | 10-25-2016 | <input type="checkbox"/> Yes <input type="checkbox"/> No, reason: |
| November | 11-12-18 | <input type="checkbox"/> Yes <input type="checkbox"/> No, reason: |
| December | | <input type="checkbox"/> Yes <input type="checkbox"/> No, reason: |

| | | | |
|----------|---------|------------------------------|--------------------------------------|
| January | 1-14-19 | <input type="checkbox"/> Yes | <input type="checkbox"/> No, reason: |
| February | 2-25-19 | <input type="checkbox"/> Yes | <input type="checkbox"/> No, reason: |
| March | | <input type="checkbox"/> Yes | <input type="checkbox"/> No, reason: |
| April | 4-15-19 | <input type="checkbox"/> Yes | <input type="checkbox"/> No, reason: |
| May | 5-20-19 | <input type="checkbox"/> Yes | <input type="checkbox"/> No, reason: |

| Campus Guidelines for Success | |
|--------------------------------------|---|
| | <p>B - Be Your Best</p> <p>E - Encourage Others</p> <p>A- Awesome Attitude</p> <p>R- Respect Others</p> <p>S- Show Kindness</p> |

| Campus Rules |
|---|
| <p>Campus rules are embedded in our Guidelines for Success.</p> |

Arrival Expectations

Student Expectations:

- Locate grade level seating area quickly.
- Walk safely with hands and feet to yourself.
- Use a quiet (Level 1 or 2) voice and stay seated.
- Follow directions right away.
- If arriving after 7:45, say goodbye quickly at the door and proceed to class.

Parent Expectations:

- Do your best to start your child's day off in a positive manner.
- Drop students off promptly at the cafeteria *before* 7:45. **Observe NO PARKING restrictions in the drive area from 7:15-8:00.**
- Say goodbye quickly.
- Encourage your child to go to classroom independently and responsibly unattended.
- Students arriving after 7:50 should sign in late in the office before going to class.
- Consider safety risks and NEVER drop your child off in the teacher parking lot area.

Teacher Expectations:

- Teach, practice, and monitor arrival expectations regularly.

- Communicate with parents the importance of bringing students to the cafeteria and saying goodbye quickly.
- Greet students and parents warmly in the foyer area, hallways, and at the classroom door each morning.
- Assist in directing all students and parents to report to the cafeteria prior to 7:45.

Monitor/All Staff Expectations:

- Actively monitor your designated area by walking around and greeting students.
- Enforce student expectations in a positive manner.
- Dispense Bear Paw Tickets according to guidelines.

Cafeteria Expectations

Student Expectations:

- Use a quiet (Level 1 or 2) voice and stay seated.
- Walk safely with hands and feet to self.
- Follow directions right away.
- Get utensils and tray properly.
- Clean your area and line up quietly.

Parent Expectations:

- Encourage any student that needs assistance in following expectations.
- Check in at the office and wear your nametag.
- Abide by rules and expectations set in the cafeteria by staff.

Teacher Expectations:

- Teach and practice cafeteria expectations regularly.
- Remain with class until all students have filled their tray. Consider limiting extra purchases when the line is backed-up or moving slowly.
- Be on time.
- Have students use the restroom *prior* to coming to the cafeteria.

Monitor Expectations:

- Enforce student expectations in a positive manner.
- Assist students with individual needs.
- Actively monitor by walking around and talking to students.
- Dispense Bear Paw Tickets according to guidelines.

Hallway Expectations

Student Expectations:

- Face forward.
- Stay together in a line to the right.
- Walk quietly (Level 0) with hands and feet to self.
- Respect the learning environment.

Parent Expectations:

- Support students and staff by helping to uphold student expectations.
- Ensure that noise level is kept to a minimum so that classrooms can continue learning without disruption.

Teacher Expectations:

- Teach, practice, and monitor hallway expectations regularly.
- Monitor and supervise the students in the hallway.
- Walk to the left of the students while actively monitoring.
- Dispense Bear Paw Tickets according to guidelines.

All Staff Expectations:

- Monitor and redirect all students as needed.
- Enforce student expectations in a positive manner.

- Dispense Bear Paw Tickets according to guidelines.

Restroom Expectations

Student Expectations:

- Respect others privacy.
- Go.
- Flush.
- Wash.
- Leave.
- Use a quiet (Level 1) voice.
- Return to class quickly.

Parent Expectations:

- Help any student that needs assistance in following expectations.

Teacher Expectations:

- Teach, practice, and monitor restroom expectations regularly.

All Staff Expectations:

- Monitor and redirect all students as needed.

- Enforce student expectations in a positive manner.

Assembly Expectations

Student Expectations:

- Enter quickly and quietly (Level 0).
- Follow directions right away from all staff.
- Sit flat, remain seated, and use a quiet (Level 1) voice while waiting for the assembly to begin.
- Listen and respond appropriately.
- Exit quietly (Level 0) and safely when directed.

Parent Expectations:

- Model appropriate voice (Level 1) and good assembly manners.
- Assist teachers as needed with student behavior as they enter and depart with their classes.
- Respect guidelines and ensure your child stays with their class and abides by the expectations.

Teacher Expectations:

- Teach, practice, and monitor assembly expectations regularly.
- Enter the assembly according to the schedule.

- Actively monitor the students while remaining in close proximity throughout the assembly.
- Model the appropriate assembly behaviors.

Dismissal Expectations

Student Expectations:

- Exit the building quietly (Level 1) and quickly.
- Take all materials and possessions when leaving.
- Walk safely with hands and feet to self.
- Follow all directions right away.
- Leave the campus as soon as possible without lingering. Use the Safety Patrol to cross any streets.

Parent Expectations:

- Be on time!
- Park or pull up next to the curb to pick up your child. **Observe the NO PARKING restrictions in the drive area from 2:45-3:45 daily.**
- Watch for your child and encourage your child to watch for you.
- Use crosswalks and expect your child to as well.
- Be prepared to get out of the car if necessary. However, please do not block the driveway by leaving your vehicle. Pull to the curb.

- Pick up your child at the front of the school when you are unable to get there by 3:30.
- Obey and respect the Safety Patrol.
- Any child on the playground after 3:20 must be supervised by his/her parent.

Teacher Expectations:

- Teach, practice, and monitor arrival expectations regularly.
- Communicate with parents the importance of being on time.
- Account for all students' departure.
- Monitor and ensure all students leave safely and with the appropriate adult or older sibling.

Monitor/All Staff Expectations:

- Actively monitor your designated area outside.
- Enforce student expectations in a positive manner.

Annual Tier 1 School-Wide Systems Check

| Topic | Lesson Plans checked/updated | Posters updated/checked (if applicable) | BOY Date communicated with staff | BOY Date taught to students | MOY Date taught to students |
|-------------------------------|-------------------------------------|---|----------------------------------|-----------------------------|-----------------------------|
| Guideline for Success | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Campus Rules | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Arrival | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | |
| Cafeteria | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Hallway | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Restroom | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Assembly | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Dismissal | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | |
| Other Area: | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Positive Reinforcement System | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | |
| Tardy Policy | <input type="checkbox"/> | <input type="checkbox"/> | | | |

Communication with Parents

Methods and frequency of communication with parents for school-wide systems (newsletter, electronic mailing list, call outs)

| Method of Communication | Frequency |
|-------------------------|----------------|
| Call outs | When necessary |
| | |
| | |

Classroom Systems

| | |
|--|---|
| Classroom Managed Behaviors List behaviors that will be expected to be addressed primarily by teachers in the classroom. | <ol style="list-style-type: none">1. Dress code violations2. Failure to follow rules/directions/procedures |
|--|---|

| | |
|--------------------------|--|
| | <ol style="list-style-type: none">3. Disrespect4. Not having homework/supplies/etc.5. Not completing classwork6. Mild horseplay7. Minor inappropriate comments – including profanity8. Minor inappropriate gestures9. Chewing gum/eating in class10. Other choices that do not directly impact learning |
| Office Managed Behaviors | |

| | |
|--|---|
| <p>List behaviors that will be expected to be addressed primarily by administrators in the office.</p> | <ol style="list-style-type: none">1. Behavior in the classroom is so disruptive that you cannot teach2. Imminent danger to self or others3. Possess illegal substance, weapon, device, etc. |
|--|---|

TIER 2 - SUPPORTING AT-RISK STUDENTS

TRAINING

Date for team refresher on TOT: August 2018

Date for training staff: August 2018

Team members leading training & specific prep needed:

PBIS Team

Making Copies for staff

Who is presenting what

STUDENT IDENTIFICATION

| Review 360 | |
|--------------------------------|--------------------------------------|
| In-class Incident | Discipline Incident |
| Cut point: 10 Incidents | Cut point: 4 Office Referrals |

Teacher referrals submitted to:

Barbara Elliott

Other Campus-Specific Considerations:

Campus Data Analysis

Top priorities (3 or fewer) from Benchmarks of Quality (BOQ)

1. Classroom Rules/Expectations
2. Rewards not implemented or varied
3. Training of staff and students

Top priorities (3 or fewer) from Effective Behavior Supports (EBS) Survey

1. Student behaviors taught directly
2. Problem behaviors defined
3. Consistent consequences

Top priorities (3 or fewer) from Discipline Data

1. Maintain focus on expectations during the school year – set times to review

2. Review data with PBIS team each six weeks
3. Grade level incentives

Top priorities (3 or fewer) based on our team's perception

1. Training staff – set grade level expectations
2. Rewards/Incentives – grade level and school wide
3. CHAMPS

Based on the data sources (BOQ, EBS, discipline data, team perception), our team feels the biggest priorities are:

1. Training Staff
2. Training Students
3. Defining problem behaviors and assigning consistent consequences

Goal Setting and Action Planning

SMART – Is it specific, measurable, attainable, realistic and time-bound?

| | | | | | |
|---|--|---|---|--|---|
| Goal #1: By the 1st day of school, the entire Honey staff will have received training on school wide PBIS expectations, Tier 2 Part 1 review, Tier 2 Part 2 training and will determine grade level expectations with their team. | | | | | |
| <input checked="" type="checkbox"/> School-wide Systems Lesson plans & teaching | | <input checked="" type="checkbox"/> Classroom Systems Reinforcement Systems | | <input type="checkbox"/> Individual Student Systems Choose an item. | |
| Data source | <input checked="" type="checkbox"/> Benchmarks of Quality | Item # & descriptor: #18 – Expectation apply to students and staff #21 – staff involved in development of expectations and rules #22 – system of rewards implemented consistently Rating: Needs Improvement Choose an item. | <input type="checkbox"/> Effective Behavior Supports | Item # & descriptor: Click here to enter text. Rating: Choose an item. Choose an item. | <input type="checkbox"/> Discipline Data |
| | | Item & data: | | | |
| Action Item/Activity | When will it be started? | When will it be completed? | How and when will we measure progress? | | Who is responsible? |
| Campus Training | 8-08-2016 | 8-16-2016 | Agenda for meeting and sign in sheets | | PBIS Team |

| | | | | |
|-----------------------------|------------------|----------------|--|---|
| Grade Level Meetings | 8-16-2016 | ongoing | Expectations and incentives established and shared through Google Drive | PBIS Team and Classroom teachers |
| | | | | |
| | | | | |

| Goal #1 Progress Monitoring Updates | | | |
|--|--|-------------------------------|-------------------|
| Date | Are we making progress? Why or why not? | Data Source Referenced | Next steps |
| 2nd 6 weeks | | | |
| 3rd 6 weeks | | | |
| 4th 6 weeks | | | |
| 5th 6 weeks | | | |
| 6th 6 weeks | | | |

Goal Setting and Action Planning

SMART – Is it specific, measurable, attainable, realistic and time-bound?

| | | | | | | |
|--|--|--|---|--|---|-------------------------|
| Goal #2: Establish clearly defined problem behaviors and appropriate consequences to allow for consistency in the building. | | | | | | |
| <input checked="" type="checkbox"/> School-wide Systems Communication with stakeholders | | <input checked="" type="checkbox"/> Classroom Systems Office referral procedures | | <input checked="" type="checkbox"/> Individual Student Systems PBIS team student referrals | | |
| Data source | <input checked="" type="checkbox"/> Benchmarks of Quality | Item # & descriptor:# 9 – discipline referral form includes information useful in decision making #10 – problem behaviors defined | <input type="checkbox"/> Effective Behavior Supports | Item # & descriptor: Click here to enter text. Rating: Choose an item. Choose an item. | <input type="checkbox"/> Discipline Data | Item & data: |

| | | Rating: Needs Improvement Choose an item. | | | | | |
|--|---------------------------------|---|---|--|--------------------------------------|--|--|
| Action Item/Activity | When will it be started? | When will it be completed ? | How and when will we measure progress? | | Who is responsible? | | |
| Review use of Review 360 & basic documentation | 8-16-2016 | Ongoing throughout the year – as needed | Agenda and sign in sheets Communication with staff members | | Phillip Neeb Stacy Carter | | |
| Review clearly defined behaviors to clarify in class incidents vs. office referrals | 8-16-2016 | Ongoing through the year | Reinforcement of expectations as teachers begin to use Review 360 and submit office referrals | | Phillip Neeb Stacy Carter | | |
| Create quick Review 360 form for Teachers | 8-22-2016 | Ongoing | Referral process will be monitor throughout the school year to assess use and changes that need to be made | | PBIS Team | | |
| Utilize Review 360 & quick form | 8-16-2016 | Ongoing | We will meet as an administrative team to discuss assigned consequences. | | Phillip Neeb Stacy Carter | | |
| | | | | | | | |
| | | | | | | | |

Goal #2 Progress Monitoring Updates

| Date | Are we making progress? Why or why not? | Data Source Referenced | Next steps |
|-------------------------|---|------------------------|------------|
| 2 nd 6 weeks | | | |
| 3 rd 6 weeks | | | |
| 4 th 6 weeks | | | |
| 5 th 6 weeks | | | |
| 6 th 6 weeks | | | |

Goal Setting and Action Planning

SMART – Is it specific, measurable, attainable, realistic and time-bound?

Goal #3: During the 2017-2018 school year, the PBIS team will meet once a six weeks to discuss data, teacher requests for Tier 2 referrals, monitor progress with goals and supports.

School-wide Systems
PBIS Team

Classroom Systems
Choose an item.

Individual Student Systems
Choose an item.

| | | | | | | |
|-----------------------------|---|--|--|--|--|-------------------------|
| Data source | <input checked="" type="checkbox"/> Benchmarks of Quality | Item # & descriptor: #14 – additional data used by PBIS team Rating: Needs Improvement Choose an item. | <input type="checkbox"/> Effective Behavior Supports | Item # & descriptor: Click here to enter text. Rating: Choose an item. Choose an item. | <input type="checkbox"/> Discipline Data | Item & data: |
| Action Item/Activity | When will it be started? | When will it be completed ? | How and when will we measure progress? | | Who is responsible? | |
| PBIS Meetings | August 2016 | May 2016 | PBIS team will meet each six weeks - Prepared agenda - Minutes taken and emailed to staff following meeting | | PBIS team members | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Goal #3 Progress Monitoring Updates

| Date | Are we making progress? Why or why not? | Data Source Referenced | Next steps |
|-------------------------|--|-------------------------------|-------------------|
| 2 nd 6 weeks | | | |
| 3 rd 6 weeks | | | |
| 4 th 6 weeks | | | |
| 5 th 6 weeks | | | |
| 6 th 6 weeks | | | |