

George Hall Elementary School



Positive Behavior Intervention and Support (PBIS)
2024-2025 Teacher Handbook



George Hall Elementary School

Our Inclusion Statement... Everyone at George Hall will embody respect, responsibility, safety, kindness and inclusivity so everyone has access to resources and learning opportunities to cultivate a community where everyone can advocate for their needs and the needs of others through collective problem-solving and an authentic sense of belonging

Our Values and collective commitments...At George Hall, students, staff, parents/guardians will:

- Be Safe
- Be Respectful of people, property, and the learning environment
- Be Responsible for learning and behavior
- Be kind and inclusive towards others

Office Managed Behavior vs. Staff Managed Behavior

- Office Managed Behavior: Serious misbehavior that endangers the safety or well-being of students and teachers or makes normal classroom activities difficult or impossible.
- Staff Managed Behavior: Failure to follow school or classroom rules and expectations.

Please note that each student is a unique individual, and has unique individual strengths and areas for growth. Please consider the “whole child” when examining “problem” behaviors and interventions/supports. It is always good to consult with colleagues and case managers who know the student well.

Continuum of Problem Behaviors

Problem Behaviors	Definition	Examples	Staff-Managed Recommended Intervention/Support
Abusive or Inappropriate Language	Verbal messages that include swearing, name-calling or use of words in an inappropriate way	<u>Office Managed</u> • Racial slurs and other discriminatory words • Encouraging others to use inappropriate words • Typing inappropriate words into a computer search engine <u>Staff Managed</u> • Verbal putdowns • Accidentally saying a bad word	Level 1/Minor Offense: • Ask student which school rule was broken • Closer monitoring/proximity • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out • Trauma-informed/Healing-Focused De-Escalation • Respectful Redirection/Re-Teaching Desired Behavior • Restorative Conversation or an apology (verbal or written) Level 2/Offense: • Complete Behavior Support Form

			• Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & other service providers • Develop a plan of support including a timeline for accomplishments/milestones
Disruption	Behavior causing an interruption in a class or activity. Disruption that is intentional or to get attention and includes sustained loud talk, yelling, or screaming; noise with materials or body (ex. tapping foot on chair leg); horseplay or roughhousing; sustained off-task behavior.	<u>Office Managed</u> • Student refuses to cooperate after many, repeated warnings • Student refuses to go to buddy class for a Cool Down Break • Student's behavior endangers or causes injury to another student <u>Staff Managed</u> • Student refuses to cooperate after warnings • Student makes unnecessary, avoidable noises • Student pushes others to get a front seat, be in the front of the line etc.	Level 1/Minor Offense: • Ask student which school rule was broken • Reteach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Circulate while on yard duty- initiate positive interactions • Acknowledge another student's appropriate behavior • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out • Respectful Redirection/Re-Teaching Desired Behavior • Restorative Conversation Level 2/Offense: • Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & other service providers

			Develop a plan of support including a timeline for accomplishments/milestones
Harassment, Teasing and Taunting	Student delivers disrespectful messages to another person that include threats and intimidation, unwanted physical contact, obscene gestures, discomfort, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, ages, national origin, or possible sexual orientation. They also include sustained or intense verbal attacks based on origin, disabilities, or personal matters.	<u>Office Managed</u> - Student says, "I'm going to kill you," to another student or staff member, or other life-threatening comments - Sexual gestures directed at another student - Non-verbal sexual gestures among friends - Student describes another student using a racial slur. <u>Staff Managed</u> - Fake punching - Student makes fun of another student	Level 1/Minor Offense: - Facilitate a restorative conversation - Lead student in a reflective activity to understand the impact of their actions/words - Additional practice of the correct behavior - Closer monitoring/proximity - Complete Behavior Support Form for behavior if necessary - Short time away from task/time out - Separate students Level 2/Offense: - Re-teach appropriate behavior with student practice - Complete Behavior Support Form - Natural, logical consequences - Loss of privilege - Time out - Write a letter or plan for change - Contact parent - Conference with student and parent - Consult with colleagues & other service providers
Insubordination	Refusal to follow adult directions, talking back and socially rude interactions	<u>Office Managed</u> - After being told to do something, a student replies, "F_____ you!" - Running away; leaving classroom or other supervised area - Deliberate refusal to work with other students due to race, gender, culture, religion, academic ability etc. <u>Staff Managed</u> - Acting out for peer attention - Talking back ("You're not my mom." "You can't make me.")	Level 1/Minor Offense: - Respectful Redirection/Reteaching - Lead student in a reflective activity to understand the impact of their actions/words - Restorative Conversation - Acknowledge another student's appropriate behavior - Complete Behavior Support Form for behavior if necessary - Short time away from task/time out Level 2/Offense:

		• Noncompliance in non-violent, non-verbal ways	• Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & other service providers • Develop a plan of support including a timeline for accomplishments/milestones
Lying or Dishonesty	Student deliberately delivers a message that is untrue.	<u>Office Managed</u> • Knowledge of a weapon or drugs (eg. knife or cigarettes) on school campus and not sharing information with an adult • Denying involvement in a fight when actually involved • False stories about serious issues (ex. abuse, threats) <u>Staff Managed</u> • Student initially denies involvement in a fight, but then admits to it • Minor theft • “White Lies”	Level 1/Minor Offense: • Ask student which school rule was broken • Reteach appropriate behavior through social stories, role playing, or direct instruction • Remind, redirect, reinforce • Closer monitoring/proximity • Complete Behavior Support Form for behavior if necessary • Lead student in a reflective activity to understand the impact of their actions/words Level 2/Offense: • Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & service providers • Facilitate a restorative conversation with appropriate parties involved

Vandalism or Property Damage	Student deliberately impairs the usefulness of property or otherwise damages it.	<u>Office Managed</u> • Tagging of buildings • Student intentionally damages electronic equipment • Student clogs toilet • Arson in the bathroom <u>Staff Managed</u> • Student writes on desk • Student breaks a pencil • Student inappropriately uses learning materials	Level 1/Minor Offense: • Ask student which school rule was broken • Reteach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Acknowledge another student's appropriate behavior • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out Level 2/offense: • Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Cleaning vandalized item - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & service providers • Develop a plan of support including a timeline for accomplishments/milestones • Facilitate a restorative conversation with appropriate parties involved
Roughhousing or Physical Contact	Actions involving physical contact where injury may not occur (wrestling, pushing, play fighting)	<u>Office Managed</u> • Depends on age, individual and intent <u>Staff Managed</u> • Pushing or grabbing another student • Play fighting	Level 1/Minor Offense: • Ask student which school rule was broken • Reteach appropriate behavior through social stories, role playing, or direct instruction • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Acknowledge another student's appropriate behavior

			• Complete Behavior Support Form for behavior if necessary • Short time away from task/time out Level 2/Offense: • Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & service providers
Fighting Physical Aggression	Actions are more threatening than roughhousing. Actions involving serious physical contact where injury may occur such as hitting, punching, kicking, hair pulling, and biting.	<u>Office Managed</u> • Student punches another in the face or body • Throwing an item at someone with the intent to hurt • Biting another student or staff • Spitting in someone's face <u>Staff Managed</u> • Mild kicking of other student • Student tosses an object without intent to hurt • Student elbows another student.	Level 1/Minor Offense: • Ask student which school rule was broken • Facilitate a reflective conversation to understand the student's intent • Reteach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Acknowledge another student's appropriate behavior • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out • Facilitate a restorative conversation with appropriate parties involved Level 2/Offense: • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent

			• Consult with colleagues & service providers • Develop a plan of support including a timeline for accomplishments/milestones • Facilitate a restorative conversation with appropriate parties involved
Technology	Possession of or usage of technological devices such as a cellphone or smart watch during school hours. All smart devices should be kept at home or in a student's backpack during school hours daily.	<u>Office Managed</u> • Student has been repeatedly caught on campus using or wearing a smart device • Student is using technology to intimidate, bully, or put-down someone else during and/or after school hours • Student is sharing inappropriate images, links, videos, etc during and/or after school hours <u>Staff Managed</u> • Student is caught using a smart device during class, on the playground, or any other location on campus (1st offense)	Level 1/Minor Offense: • Ask student which school rule was broken • Lead student in a reflective activity to understand the impact of their actions/words • Reteach appropriate behavior through social stories, role playing, or direct instruction • Close monitoring physically or via goguardian • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out • Facilitate a restorative conversation with appropriate parties involved Level 2/Offense • Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out - o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & service providers • Develop a plan of support including a timeline for accomplishments/milestones • Facilitate a restorative conversation with appropriate parties involved
Other	Problem behavior causes this referral does not list. Staff using this area will specify the	<u>Office Managed</u> • Student exposes genitals to another student • Student moons another student	

	problem behavior observed.	• Student takes off another student's clothing <u>Staff Managed</u> • Accidental exposure • Student with a disability or a young student fondling themselves	
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Ideas for Responding Staff Managed Behaviors

Behavior	Response/Consequence
Level 1/Minor Offense • Interruption • Off task • Failure to follow rules/directions • Disruptive to others • Inappropriate language or comments • Put downs/low level teasing • Not keeping hands/feet/objects to oneself • Note passing • Inappropriate use of materials • Late coming in from playground • Running in halls • Littering	• Ask student which school rule was broken • Reteach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/proximity • Ignore • Acknowledge another student's appropriate behavior • Complete Behavior Support Form for behavior if necessary • Short time away from task/time out • Facilitate a restorative conversation with appropriate parties involved
Level 2 Offense • Repeated level 1 behavior • Cheating • Defiance • Intimidation/threats	• Re-teach appropriate behavior with student practice • Complete Behavior Support Form • Natural, logical consequences - o Loss of privilege - o Time out

• Excessive unwanted physical contact with other students • Having weapon related toys or other inappropriate objects at school	- o Write a letter or plan for change - o Contact parent - o Conference with student and parent • Consult with colleagues & service providers • Develop a plan of support including a timeline for accomplishments/milestones • Facilitate a restorative conversation with appropriate parties involved
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Cool Down Break: is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to feel dysregulated so they can do their best learning. An equally important goal of Responsive Classroom Cool Down Break is to allow the group's work to continue when a student is dysregulated. Giving that child some space from the scene of action where they can regroup while still seeing and hearing what the class is doing accomplishes both of these goals. Carefully introduce a Cool Down Break early in the year. Some teachers call it "Take a Break," "Rest and Return," or a similar term that separates it from the negative associations some students may have formed from prior experience. Use it judiciously, as just one of several strategies that can help children stay focused on learning and working productively with others. Guidelines for Using "Take a Break"

1. Proactively teach expected behaviors
2. Explain the purpose of the Cool Down Break
3. Explicitly teach the Cool Down Break procedures
 - a. Going to the Calming Corner promptly and quickly
 - b. Coming back quietly and rejoining the group's work
4. Always use a calm, quiet voice and few words

A child who is non-responsive to the Cool Down Break may need a strategy that may involve the principal, a school counselor, or other support staff. If they have a history of not being responsive to take a Cool Down Break without seeing any improvement in behavior, frustration tolerance, becomes extremely distraught at an attempt to use the Cool Down Break, then likely the child needs a different strategy. Seek help from the CARE Team.

Buddy teachers are a pair of teachers in nearby rooms who have agreed to lend each other a hand with Cool Down Breaks, a non-punitive strategy for helping children regain their self-control. In most cases, a Cool Down Break takes place in the children's own classroom: A child who is not following the rules is calmly and matter-of-factly asked to go to a designated spot in the room for a minute or more to refocus before returning to the group. But for those times when a student refuses to go to a Cool Down Break, continues to act out while there, or resumes disruptive behavior upon returning to the group, teachers need a simple and effective way to handle the situation.

Behavior management that relies on punishment, coercion, or exclusions can increase student stress and can fail to support students' and teachers' future skills for engaging in effective teaching and learning (Darling-Hammond et al., 2019). As struggling students spend more and more time away from the classroom, their relationships with their peers and teachers weaken, their ability to keep up with academic content wanes, and their stress levels increase, creating a cycle of misbehavior and disengagement. This can result in increased truancy, absenteeism, and antisocial behaviors, defeating the purpose of discipline, which should be to support a child as they improve their behavior.

Restorative practices focus on supporting students as they accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills. This inclusive approach deepens relationships by asking students to consider how they impact their community and participate in reflective conversations with teachers and peers. These relationships can buffer future stress, support the ongoing healthy development of the student, and provide positive models for students as they seek to change their behavior and contribute to their school community.

RESTORATIVE QUESTIONS

When Challenging Behavior

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen to make things right?



To Help Those Affected

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Mindsets Although there are distinct structures within restorative conversations, each interaction looks slightly different depending on the student and context. To ensure fidelity and create a common language, it can be helpful to cultivate and hold mindsets that support a restorative environment. These mindsets may be used to help an educator remain focused on the goals of a restorative approach even in the face of challenges or triggers, and they can also be used with students to build confidence in their own ability to be a good community member. Below are some positive mindsets for teachers and/or students to build within your class community.

Behavior Support Forms: “Break from the Be’s”

What are they?

Behavior Support Forms (BSF's) are a teacher-monitored system for tracking and documenting behavior. They allow staff to:

- Look at situations that may be triggering behavior.
- Look for patterns of behavior.
- Track different consequences. What works? What doesn't?
- Keep parents informed of behaviors at school.

How do they work?

When chronic or acute misbehavior has occurred and the Behavior Support Form needs to be given....

1. Talk to all students involved before writing a BSF to confirm what happened and to inform students that they are getting a BSF. (Due Process)
2. Write the BSF slip with a clear explanation of the behavior.
3. Bring the BSF to the student's teacher. The teacher should clarify anything about the incident(s) as soon as possible.
4. The behavior slip is then given to the office and entered into Aries.
5. The teacher is notified when the BSF is in the system.
6. Follow up.
 - With parent
 - The teacher will call and email the parent.
 - If the principal or office staff were involved they will also contact the parent.
 - With student
 - Were consequences given?
 - What restorative measures were taken?
 - Was the student asked what behavior was expected?
 - Always end with the positive behavior stated.

Behavior Support Form	
Name _____	Grade _____ Date _____
Referring Person _____	Time _____
Others Involved _____	
<u>Issue of Concern</u>	
☐ inappropriate language ☐ disruption ☐ property misuse ☐ non-compliance	
<u>Location</u>	
☐ classroom ☐ hallway ☐ bathroom ☐ playground ☐ other _____	
<u>Possible Motivation</u>	
☐ attention from adults ☐ attention from peers ☐ avoid work ☐ avoid peers ☐ avoid adults ☐ other _____ ☐ don't know	
<u>What happened?</u>	

<u>Consequence:</u>	
☐ loss of recess ☐ parent contact ☐ conference ☐ follow up agreement other privilege _____ ☐ loss of _____	

Behavior Support Form	
Name _____	Grade _____ Date _____
Referring Person _____	Time _____
Others Involved _____	
<u>Issue of Concern</u>	
☐ inappropriate language ☐ disruption ☐ property misuse ☐ non-compliance	
<u>Location</u>	
☐ classroom ☐ hallway ☐ bathroom ☐ playground ☐ other _____	
<u>Possible Motivation</u>	
☐ attention from adults ☐ attention from peers ☐ avoid work ☐ avoid peers ☐ avoid adults ☐ other _____ ☐ don't know	
<u>What happened?</u>	

<u>Consequence:</u>	
☐ loss of recess ☐ parent contact ☐ conference ☐ follow up agreement other privilege _____ ☐ loss of _____	

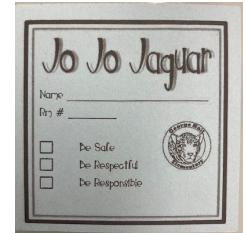
Behavior Support Form	
Name _____	Grade _____ Date _____
Referring Person _____	Time _____
Others Involved _____	
<u>Issue of Concern</u>	
☐ inappropriate language ☐ disruption ☐ property misuse ☐ non-compliance	
<u>Location</u>	
☐ classroom ☐ hallway ☐ bathroom ☐ playground ☐ other _____	
<u>Possible Motivation</u>	
☐ attention from adults ☐ attention from peers ☐ avoid work ☐ avoid peers ☐ avoid adults ☐ other _____ ☐ don't know	
<u>What happened?</u>	

<u>Consequence:</u>	
☐ loss of recess ☐ parent contact ☐ conference ☐ follow up agreement other privilege _____ ☐ loss of _____	

PBIS Incentives

Incentives are a great way to engage all our students and create excitement for our school wide PBIS rewards program.

Jag Tags: When teachers or staff see students exhibiting a positive behavior, they acknowledge the action: “Thank you, Aiden, for being safe and walking in the hallway!” With the Jag Tags rewards system, teachers, staff, and administrators can recognize and acknowledge student behavior in a fun and inviting way by giving the student a small blue Tag. The student then takes this tag to the front office where it is entered into a weekly raffle. The focus is continuously on positive behaviors that foster growth in the classroom and build positive teacher-student relationships. We refer to this system of Jag Tags as the ability to recognize any student, anywhere.



Jojo Jaguar: At George Hall our mascot is Jojo the Jaguar. We use the Jaguar symbol to build harmony among the student population by focusing on the constructive behavioral features and characteristics that the Jaguar displays. We also use Jojo the Jaguar to boost the spirit and morale of the school and set students towards achieving goals and objectives set by the school, such as be safe, be responsible, be respectful, and be kind. Jojo the Jaguar is part of our day to day school social life.



Awards: A key aspect of PBIS is focusing on more positive behaviors and less on negative behaviors. Each week, JagTag tickets are drawn from a raffle and students are recognized at a lunch assembly with an award certificate. They have their photo taken and get to keep the large stuffed mascot in their class for the week.



Fun Friday: On Fridays we embrace our school spirit by dressing in Jaguar attire or by wearing the school t-shirt with a Jaguar on it. Having a diverse school community, our mascot creates identity and unity by bringing us all together. We celebrate and recognize good behavior at our lunchtime PBIS assemblies. Music, games, chants, and call and response are all part of the fun. Go Jaguars!

