

Swanton Elementary School

VTPBIS UNIVERSAL



Staff Handbook

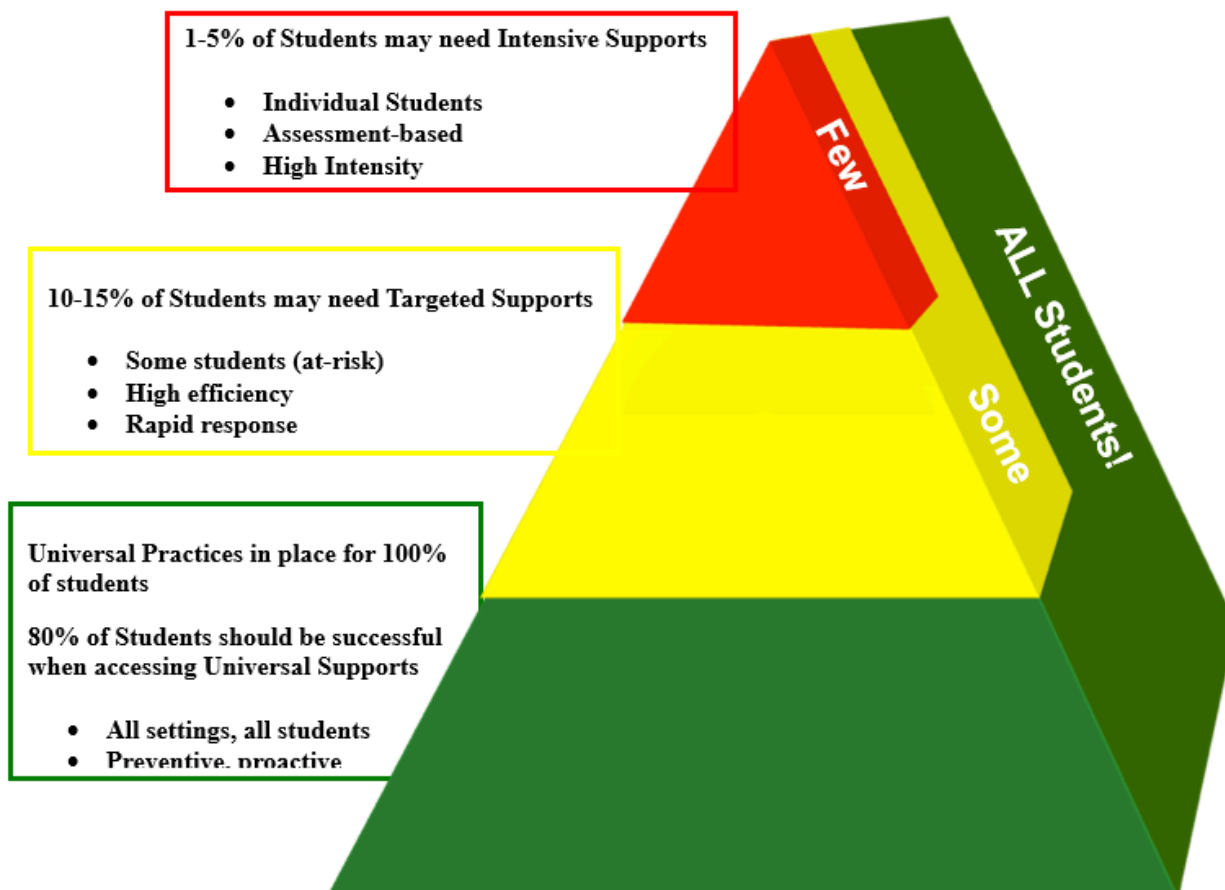
2018-2019

**This handbook was developed by members of the Swanton PBIS
Universal and Behavior Support Team
Revised Summer 2018**

The purpose of this Handbook is to share the critical features of what PBIS looks like in our school. This handbook will be updated on an annual basis and available to all members of our school's faculty and staff.

What is PBIS? PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. PBIS, often referred to as a Multi-Tiered System of Support for Behavior (MTSS-B), provides a framework for academic and behavioral support as indicated in the triangle below.

School-wide Multi-Tiered System of Supports for Student Academic and Behavioral Success



Swanton School Mission Statement

Swanton School ensures a sense of belonging and equity in a respectful, collaborative community where all individuals are valued, celebrated and take risks to be engaged in connected learning in order to become invested in contributing to the growth of our society.

Swanton Elementary PBIS Universal Team Statement of Purpose

The purpose of our PBIS Universal Team is to teach and promote positive behaviors through common teaching, modeling, and practicing of our school wide behavior expectations. Using data based decisions we will foster a school community that is respectful, responsible and caring.

Our school-wide expectations are...



Be Respectful



Be Responsible



Be Caring

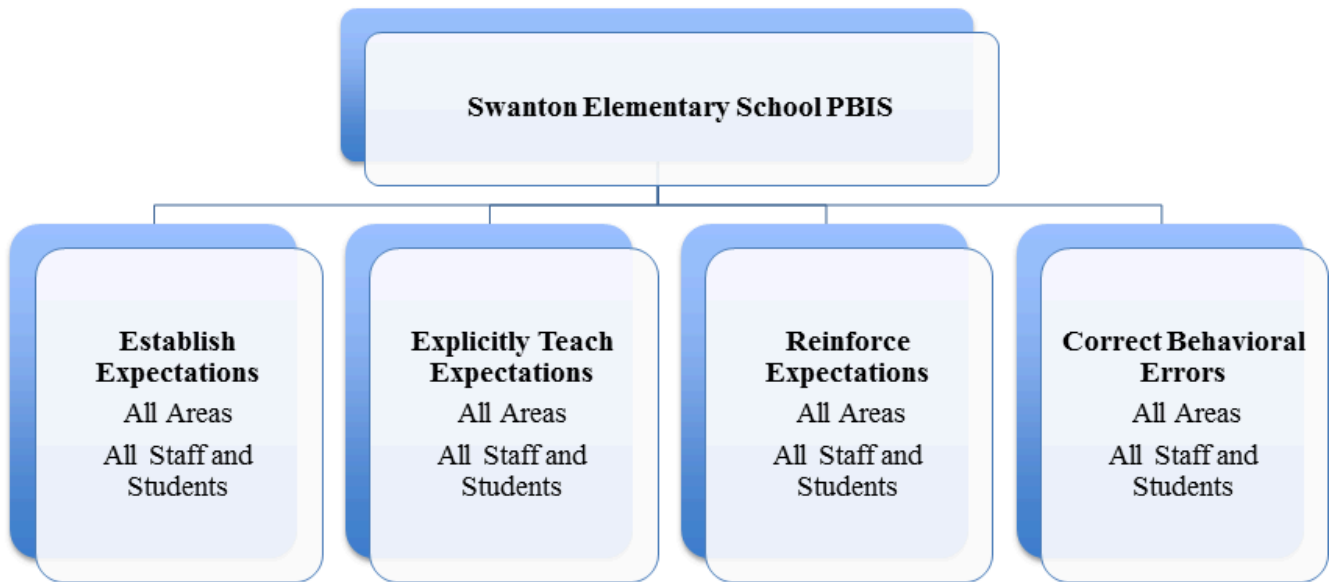
Questions about PBIS in our School? Want to join a team meeting? Below you'll find a list of our PBIS Universal team members and our monthly meeting schedule. Feel free to join any meeting!

Swanton Elementary School PBIS Universal Team		
Team Member Name	Building Role	Contact Info

Justina Jennett	Assistant Principal	jjennett@fnwsu.org
Dan Bebernitz	SBBC (K-2)	dbebernitz@fnwsu.org
Colleen Pastina	SBBC (3-6)	cpastina@fnwsu.org
Ashley Gumlaw	Behavior Support	agumlaw@fnwsu.org
Gabby Ramseyer	Grade 2 Teacher	gramseyer@fnwsu.org
Olivia Fleming	Grade 2 Teacher	ofleming@fnwsu.org
Traci Oliver	Special Educator	toliver@fnwsu.org
Jen Mitchell	Grade 6 Teacher	jmitchell@fnwsu.org
Rebecca Watson	Grade 5 Teacher	rwatson@fnwsu.org
Sandra Simmons	Guidance Counselor	ssimmons@fnwsu.org

The PBIS Universal Team meets on the third Monday of each month from 3:10-4:00 in the Babcock Building Library.

All staff in our school are expected to actively participate in the following 4 Components of PBIS:



Behavior Expectations for Non-Classroom Settings

	School-Wide Behavior Expectations		
Settings	Be Respectful	Be Responsible	Be Caring
<i>Bus</i>	<ul style="list-style-type: none"> - Use Respectful language - Listen to the bus driver - Throw any garbage in the trash - Food and drinks stay in bags 	<ul style="list-style-type: none"> - Quiet voice - Keep hands and feet to self and out of the aisle - Remain seated with feet on the floor - Get on and off the bus safely - Report unsafe behavior to the driver 	<ul style="list-style-type: none"> - Respect the bus driver's needs - Backpack in lap - Stay in your assigned space - Use kind words when talking
<i>Hallways & Traveling</i>	<ul style="list-style-type: none"> - Walking feet and calm bodies - Quiet in the hallways - Hands off others and walls 	<ul style="list-style-type: none"> - Be ready to walk in a line - Hands by your sides - Body to yourself - Be where you are supposed to be and go straight to your destination 	<ul style="list-style-type: none"> - Smile and wave to say "Hi" quietly - Voices off
<i>Playground</i>	<ul style="list-style-type: none"> - Use equipment safely and with care - Share equipment with others - Follow recess rules 	<ul style="list-style-type: none"> - Keep your body safe - Stay within boundaries - Line up when signal is given - Report unsafe behavior when it happens 	<ul style="list-style-type: none"> - Include and help others - Use kind language - Take turns - Be a good sport - Respect nature
<i>Indoor Recess</i>	<ul style="list-style-type: none"> - Use indoor voices and kind words - Appropriate play/conversations - Follow all directions of staff 	<ul style="list-style-type: none"> - Use materials and games with care - Return games and materials where they belong - Clean up when directed - Report unsafe behavior 	<ul style="list-style-type: none"> - Share games and materials - Take turns with peers
<i>Assemblies</i>	<ul style="list-style-type: none"> - Enter quietly and find your seat - Wait patiently for the assembly/performance to begin - Give presenter an "I'm Interested" message 	<ul style="list-style-type: none"> - Stay with your class the entire time - Face direction of presentation - Wait until an adult dismisses you 	<ul style="list-style-type: none"> - Demonstrate audience behavior - Hands and feet to yourself - Sit flat so others can see around you - Applaud politely at the end
<i>Bathrooms</i>	<ul style="list-style-type: none"> - Honor the privacy of others - Wait your turn - Have appropriate conversations - Keep the bathroom clean 	<ul style="list-style-type: none"> - Know your purpose - Flush the toilet - Wash your hands with soap - Throw garbage in the trash 	<ul style="list-style-type: none"> - Walk in and out quietly - Calm bodies - Report problems to an adult
<i>Lunchroom</i>	<ul style="list-style-type: none"> - Wait patiently in line - Raise your hand if you need an adult's help - Use good manners 	<ul style="list-style-type: none"> - Follow directions - Take care of your tray and clean your area - Be a problem solver 	<ul style="list-style-type: none"> - Use inside voices so that everyone is able to hear announcements - Stay seated until you are dismissed - Be kind to everyone
<i>Emergencies & Drills</i>	<ul style="list-style-type: none"> - Voices off - Eyes on the teacher, ready for direction 	<ul style="list-style-type: none"> - Give teacher full attention - Follow directions first time asked - Stay with your class 	<ul style="list-style-type: none"> - Stay Calm

Guidelines for Teaching the Matrix of School-wide Behavior Expectations

How long should it take to teach the behavior in the matrix?

- Lessons will need to be taught frequently in the beginning and reinforced continually throughout the school year.
- Teach lessons repeatedly through the first six weeks of school

How long should the lesson be?

- Keep them short, 10-15 minutes per lesson.

How do you “teach” behavior expectations?

- Show, model, demonstrate, and role-play the way you want kids to behave in relation to the expectation being taught
- Have student get up and practice exactly what you demonstrated for them.
- Give students feedback until students learn the behaviors.
- Team up with a colleague to plan and teach lessons.
- Teacher teaches unexpected behaviors

Where should I teach the lessons?

- Teach the behavioral expectations in the area it is expected (e.g. cafeteria, hallway, classroom, etc...)
- Take advantage of teachable moments/reminders

How do I reinforce our School-wide Expectations?

- Continue to remind and give positive feedback to students following the expectations throughout the year
- Re-teach the expectations in each setting.
- When a new student joins your class, re-teach the expectations to the whole group.





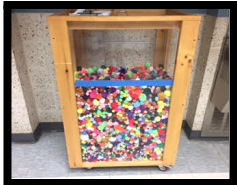
Sample Teaching Strategies/Lesson Plan Ideas:

- Have students talk about a person or character from a book that uses one of the expectations
- Role play both appropriate and inappropriate (recommended that the teacher role play the inappropriate behavior) behaviors in relation to the expectations
- Create posters that demonstrate the expectations
- Encourage students to create teaching videos for appropriate behaviors
- TEACH and PRACTICE procedures
- For a cache of resources and videos, click [**HERE!**](#)

Swanton School's Schedule for Teaching School-wide Expectations First 6 Weeks of School

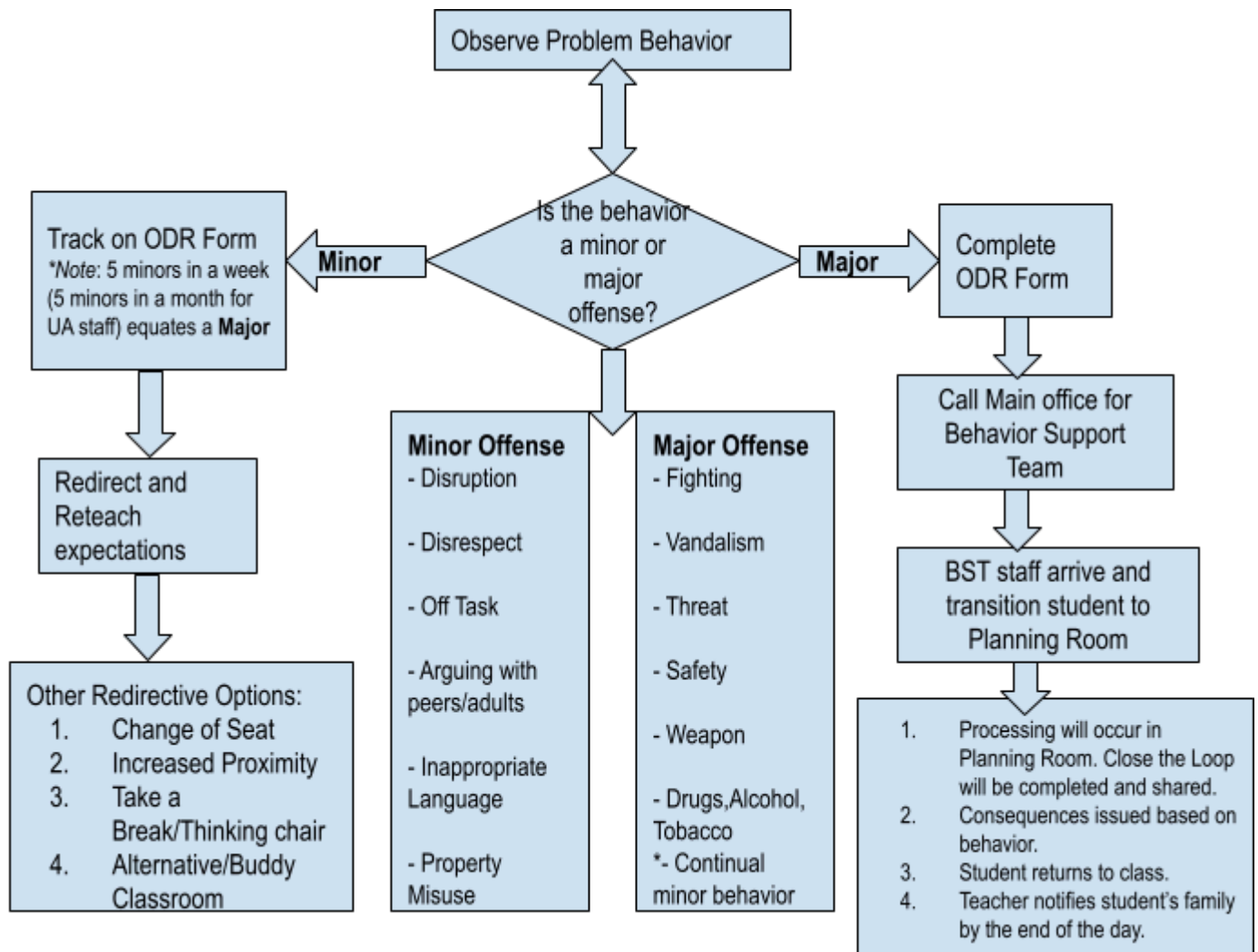
Location & Link to Resources	Who is responsible?	Where?	Reteach and Reinforce (Pom-Poms!)
<u>Classroom</u>	Classroom Teacher	Classroom	After Every Break
<u>Playground</u>	Behavior Support	Playground	March/April (in preparation for Spring)
<u>Indoor Recess</u>	Classroom Teacher	Classroom	January
<u>Bathroom</u>	Classroom Teacher	Classroom/Bathroom	Monthly (Additional reteach can be done as needed)
<u>Bus</u>	Behavior Support	Bus Loop	March
<u>Assemblies</u>	Classroom Teacher	Classroom	Debrief with class after assemblies (as needed)
<u>Lunchroom</u>	Principal & Assistant Principal	Lunchroom	January May
<u>Hallway</u>	Classroom Teacher	Hallway	January
<u>Emergency Drills</u>	Classroom Teacher	Classroom	Debrief with class after drills as needed

Swanton Elementary School's Plan for Reinforcement of Positive Behaviors

	Name of Reinforcer	Outcomes	Examples of Reinforcement
Individual Student Reinforcement System 	Pom-Poms and praise for expected behaviors 	Every school staff is on the lookout for our Three Bees (Respectful, Responsible & Caring). Every time a student demonstrates one, they are rewarded with pom-poms and praise!	<ul style="list-style-type: none"> - A pom-pom is given to student - Specific praise for positive behavior "Great job lining up respectfully, here's a pom-pom!"
Classroom Level Reinforcement System 	Pom-Pom Jug Filled 	Each earned pom-pom goes into a classroom jug. When the jug is filled, the class celebrates. Target: Every 1-2 weeks	Classroom celebrations should be agreed upon in advance and should be approx 15 minutes in length. For the best buy-in these celebrations need to happen immediately upon reaching the class goal.
School-wide Reinforcement System	Pom-Pom Bin Filled 	Each filled classroom jug is added into the School-wide bin. Target: Every 1-2 months	School-wide celebrations have included a whole-school dance party, outdoor activities, "minute-to-win-it" game, photobooth celebration, etc. (see our PBIS Outreach for more info!)

Swanton Elementary School Minors and Majors

Defining classroom managed behavior (Minors) vs. Planning Room managed behaviors (Majors)



Swanton Planning Room Major Referral Form (updated 2018)

Students may be sent to the Planning Room for major behavior only. If you send a student you are required to fill out this form and send to the planning room immediately. If no paperwork is received students will be sent back to the referring class after 10 minutes. Please circle what applies.

Staff:	Student:	Grade: K 1 2 3 4 5 6
Date: ___/___/___	Time:	

Location:

<input type="checkbox"/> Bus/Bus Loop (please circle)	<input type="checkbox"/> Restroom
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Playground
<input type="checkbox"/> Classroom	<input type="checkbox"/> Specials: _____
<input type="checkbox"/> Common Area	<input type="checkbox"/> Other
<input type="checkbox"/> Hallway	

Current Supports:	Responsive Classroom Steps:
<input type="checkbox"/> IEP	<input type="checkbox"/> Reminder of Expectation
<input type="checkbox"/> 504	<input type="checkbox"/> Take a Break/ Thinking Spot
<input type="checkbox"/> School Behavior Plan	<input type="checkbox"/> Buddy Room
<input type="checkbox"/> NCSS Bx Consultant Behavior Plan	<input type="checkbox"/> No responsive steps used
<input type="checkbox"/> 1:1 Para Support	

Major Problem Behaviors:

<input type="checkbox"/> Bullying	<input type="checkbox"/> Theft
<input type="checkbox"/> Fighting	<input type="checkbox"/> Threat/Intimidation
<input type="checkbox"/> Harassment	<input type="checkbox"/> Tobacco/Drug/Alcohol
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Safety
<input type="checkbox"/> Profanity (towards others)	<input type="checkbox"/> Weapon
<input type="checkbox"/> Property Damage	<input type="checkbox"/> Other
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> 5th occurrence of low level behavior(see attached)

Describe the incident. Please be specific and objective:

Describe what student(s) reported. List names of reporters and names of potential witnesses to the incident:

After the student has been able to de-escalate and complete initial processing steps, we will be in contact with you to identify a plan for you to complete the processing and bring them back to class with you (if appropriate). Our goal is to empower you!

Minor Behavior

Swanton Elementary School

<i>Low Level Documentation</i>		
Student:	Classroom Teacher:	Grade:
1st Incident		
Staff:	Date:	Time:
Location:	Problem Behavior:	Interventions:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Disruption	<input type="checkbox"/> Retaught Skill/Expectation
<input type="checkbox"/> Playground	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Verbal Reminder
<input type="checkbox"/> Hallway	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Increased Proximity
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Changed Seat
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Task	<input type="checkbox"/> Take a Break
<input type="checkbox"/> Common Area		<input type="checkbox"/> Alternative Classroom
<input type="checkbox"/> Bus/Bus loop		<input type="checkbox"/> Called/Emailed home
2nd Incident		
Staff:	Date:	Time:
Location:	Problem Behavior:	Interventions:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Disruption	<input type="checkbox"/> Retaught Skill/Expectation
<input type="checkbox"/> Playground	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Verbal Reminder
<input type="checkbox"/> Hallway	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Increased Proximity
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Changed Seat
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Task	<input type="checkbox"/> Take a Break
<input type="checkbox"/> Common Area		<input type="checkbox"/> Alternative Classroom
<input type="checkbox"/> Bus/Bus loop		<input type="checkbox"/> Called/Emailed home
3rd Incident		
Staff:	Date:	Time:
Location:	Problem Behavior:	Interventions:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Disruption	<input type="checkbox"/> Retaught Skill/Expectation
<input type="checkbox"/> Playground	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Verbal Reminder
<input type="checkbox"/> Hallway	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Increased Proximity
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Changed Seat
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Task	<input type="checkbox"/> Take a Break
<input type="checkbox"/> Common Area		<input type="checkbox"/> Alternative Classroom
<input type="checkbox"/> Bus/Bus loop		<input type="checkbox"/> Called/Emailed home
4th Incident		
Staff:	Date:	Time:
Location:	Problem Behavior:	Interventions:
<input type="checkbox"/> Classroom	<input type="checkbox"/> Disruption	<input type="checkbox"/> Retaught Skill/Expectation
<input type="checkbox"/> Playground	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Verbal Reminder
<input type="checkbox"/> Hallway	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Increased Proximity
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Changed Seat
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Task	<input type="checkbox"/> Take a Break
<input type="checkbox"/> Common Area		<input type="checkbox"/> Alternative Classroom
<input type="checkbox"/> Bus/Bus loop		<input type="checkbox"/> Called/Emailed home

Close the Loop Form

Student Initials:

Classroom teacher:

Date:

Closing the Loop

1.) Processing Details (What we discussed, student's response & central issues)

2.) Interventions Implemented (New skills to teach, consequences, plan, etc)

3.) Plan for the Remainder of the Day/Re-entry (follow up needed?)

4.) Recommendations

5.) Questions? (*Jot down any questions you may have and bring them when we check-in later*)

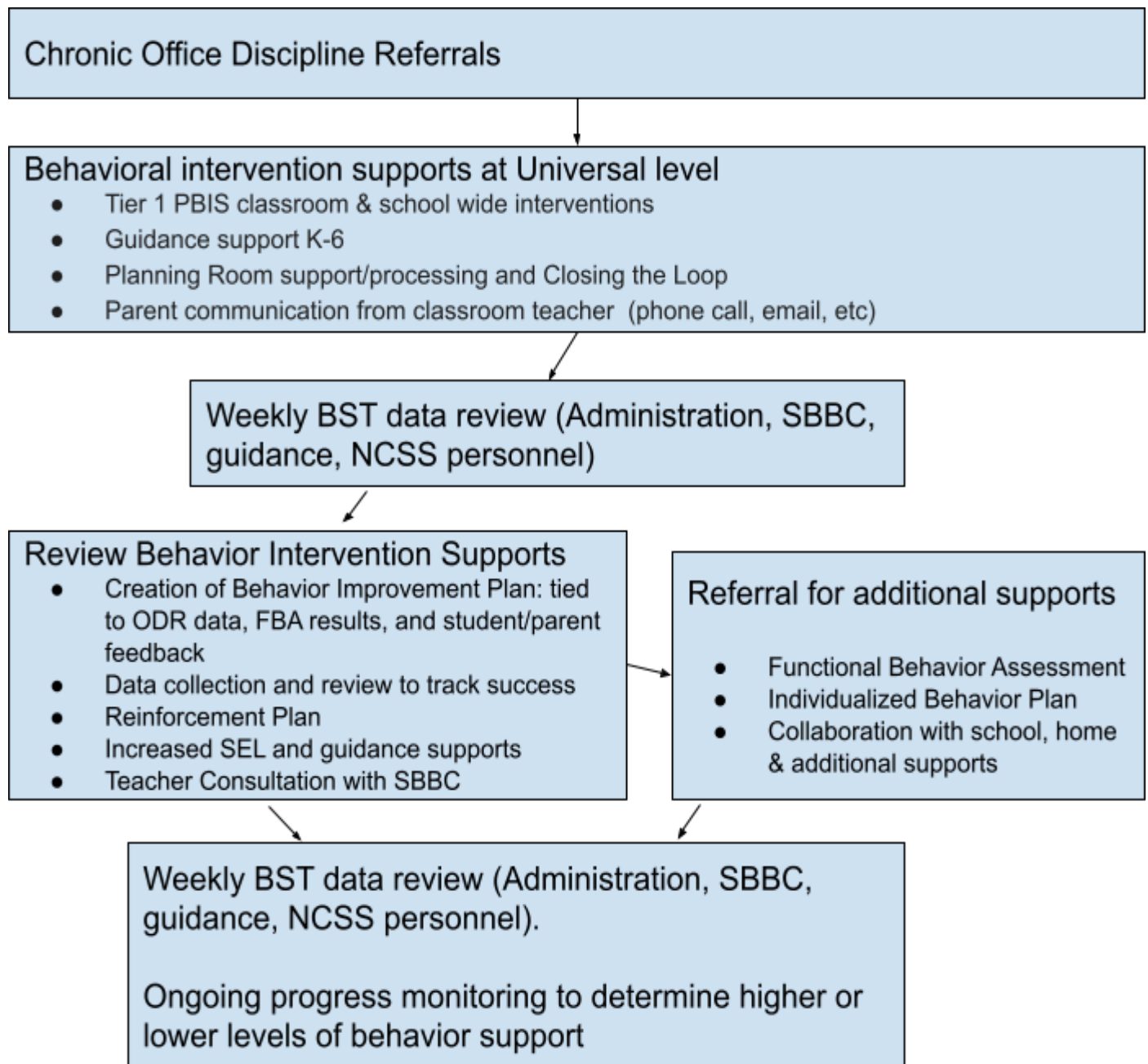
The staff who processed this visit will complete a check-in with you regarding the incident to review the plan to answer any questions.

Request for Behavior Consultation

Classroom: _____ Student Initials: _____
 Challenging Behavior: _____ Date: _____

Prevent <i>*Check all that apply</i>	Teach	Respond
<p>What have I tried to prevent the challenging behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change the environment: <ul style="list-style-type: none"> <input type="checkbox"/> Change Seating <input type="checkbox"/> Pair students strategically <input type="checkbox"/> Provide Predictability <ul style="list-style-type: none"> <input type="checkbox"/> Use Visuals <input type="checkbox"/> Schedule Breaks <input type="checkbox"/> Prepare student for changes <input type="checkbox"/> Provide environmental enrichment <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Engagement strategies <input type="checkbox"/> Provide Choices <input type="checkbox"/> Use clear concise verbal cues <input type="checkbox"/> Modify task or task length <ul style="list-style-type: none"> <input type="checkbox"/> Intersperse easier tasks with more difficult tasks <input type="checkbox"/> Lessen task demands as appropriate 	<p>What competencies have I tried to teach to reduce the challenging behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define expectations and rules <input type="checkbox"/> Teach emotion awareness <input type="checkbox"/> Encourage communication skills <ul style="list-style-type: none"> <input type="checkbox"/> Teach how to ask for help <input type="checkbox"/> Teach how to ask for a break <input type="checkbox"/> Teach how to ask for preferred items/activities/attention <input type="checkbox"/> Plan for transitions <ul style="list-style-type: none"> <input type="checkbox"/> Signal to prepare for transitions <input type="checkbox"/> Teach waiting skills <p style="text-align: center; margin-top: 20px;">To find more targeted strategies, visit</p> <p style="text-align: center;">PBISworld.com</p>	<p>What does the student seem to be communicating?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attention/help <input type="checkbox"/> Break from task/situation <input type="checkbox"/> Need for item/materials <p>How have I responded to challenging behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Classwide redirect/warning <input type="checkbox"/> Non-verbal redirect/cue <input type="checkbox"/> Restate expectation <input type="checkbox"/> Provide a choice <input type="checkbox"/> Provide in-class break <input type="checkbox"/> Provide out-of-class break <input type="checkbox"/> Practice expectation <input type="checkbox"/> Restore environment <input type="checkbox"/> Complete missed work <input type="checkbox"/> Assist student in using a new coping strategy

SWANTON SCHOOL: SCHOOL-WIDE RESPONSE TO CHRONIC UNEXPECTED BEHAVIOR



How Does Responsive Classroom Fit in with PBIS?

Both PBIS and Responsive Classroom use respectful, nonpunitive strategies to teach positive behaviors and promote optional student learning by using a school wide discipline system, practicing positive teacher language and modeling desired behaviors and routines.

MORNING MEETING

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Share: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social, academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills), and utilizing weekly tools.

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day. Academic concepts and school wide expectations can easily be incorporated into the daily message.

www.responsiveclassroom.org

www.pbis.org

www.pbisvermont.org

2018-2019 PBIS CALENDAR	Professional Development & Training Calendar	Social Responsibility PLC 2018-2019	Universal Team/PBIS Coordinator
August	New Teacher Orientation (New Employee PBIS Review) Inservice updates & changes Para Trainings & Meetings	No SR PLC SCHEDULED	Spirit Day Calendar Update PBIS Handbook
September	New Employee PBIS Review as needed	NO SR PLC SCHEDULED	BEST Grant Applications 3 Be's Assemblies Celebration Planning as needed
October	New Employee PBIS Review as needed Inservice	<u>October 1st/4th</u> Consultation options Expectations across location Data Dives: Expectations	PBIS Newsletter Celebration Planning as needed Bx Expectations Posted
November	New Employee PBIS Review as needed	<u>November 12th/15th</u> Classroom Data Dive	Teacher/para incentives Celebration Planning as needed Bx Expectations Posted
December	New Employee PBIS Review as needed	<u>December 3rd/6th</u> General Tier II supports	Teacher/para incentives Celebration Planning as needed
January	New Employee PBIS Review as needed Inservice	<u>January 14th/17th</u> Reteach expectations across locations	Schedule TFI and SAS Celebration Planning as needed Resource Bank-Bx Expectations
February	New Employee PBIS Review as needed	<u>February 11th/14th</u> Classroom Data Dive	PBIS newsletter TFI and SAS window Celebration Planning as needed Resource Bank-Bx Expectations
March	New Employee PBIS Review as needed	<u>March 11th/14th</u> Self care and compassion fatigue	TFI and SAS window Celebration Planning as needed Resource Bank-Bx Expectations
April	New Employee PBIS Review as needed	<u>April 8th/11th</u> Classroom Data Dive	Planning-Summer Send Off Celebration Celebration Planning as needed
May	New Employee PBIS Review as needed	<u>April 29th/May 2nd</u> Placement	Full month staff incentive for end of year consistency Celebration Planning as needed
June	New Employee PBIS Review as needed Inservice	NO SR PLC SCHEDULED	PBIS newsletter Summer Send off Celebration BEST Institute or Retreat

