



Grant Elementary School

2024-2025

PBIS and Behavior Handbook

PBIS

Grant Elementary teachers and staff will use the Positive Behavioral Interventions and Support (PBIS) structure within the school and in individual classrooms. Teachers and staff are expected to create a supportive classroom and school environment where behavior expectations are clearly defined and explicitly taught. Students will be recognized for positive behavior. Appropriate behaviors will be recognized and behavioral errors will be systematically corrected.

EIGHT KEY FEATURES OF POSITIVE BEHAVIOR SUPPORT

1. Administrative Leadership
2. Team-based implementation
3. Data-based decision-making
4. Behavioral expectations are defined
5. Behavioral expectations taught
6. Appropriate behavior is acknowledged and rewarded
7. Behavioral errors monitored and corrected
8. Build family and community collaboration

STUDENT SUPPORT TEAM

The Student Support Team, composed of the school principal, instructional coach, special education teacher, school social worker, student advocate, and speech and language pathologist, will meet regularly to review implemented services or pending needs of students, staff, and teachers, based on both academic and behavior referrals. The team can help teachers make instructional/behavioral decisions regarding students.

Current Support Staff Members:

- Jill Burnside
- Lawren Martin
- Jori Schulz
- Cyndi Ralston
- Lindsay Preece
- Aaron Allsop

SCHOOL and CLASSROOM RULES

1. Listen and Follow Directions the 1st Time

- Listen while others speak.
- Do what you are asked quickly.

2. Pay Attention and Participate

- Be an active learner
- Join the group and offer ideas.
- Start and finish your assignment or activity.

3. Raise Your Hand and Wait

- Hand up and mouth quiet
- Wait for the teacher to ask you to speak
- Stay on topic or speak to the teacher privately

4. Work Quietly in Your Spot

- Stay in your assigned area
- Be in the right place at the right time
- Ask for permission to leave

5. KYFOOTY

- Keep Your Hands Feet and Other Objects to Yourself
- Maintain self-control
- Treats *all* property with care
- Use positive words and actions

Teachers and staff will teach school and classroom rules the first week of school and reinforce rules throughout the school year. Students who follow these rules will be rewarded with Bulldog Bucks.

TEACHING EXPECTATIONS TO STUDENTS

Grant has adopted the same 5 rules in all areas of our school. To help students remember what those expectations look like, we have developed acronyms that will be reviewed first at the beginning of the year and then weekly throughout the year in our rallies and as needed. Signs will also be posted to help students remember. In our rallies, we will also repeat our chant about being G.R.E.A.T.

<u>Be GREAT in all locations</u>	G is for Goal Setters	R is for Relationship Builders	E is for Engaged in Our Learning	A is for At School Every day	T is for Targeted Learners
Grant G.R.E.A.T Matrix					
LEARN (Classroom)	L is for Listen to Directions the First Time	E is for Eyes on the Teacher	A is for Always Try Your Best	R is for Respectful Always	N is for No Excuses
PLAYS (Recess)	P is for Play by the Rules	L is for Listen to Others	A is for Always Keep Hands and Feet to Yourself	Y is for You Need to Be Kind	S is for Self Control
RALLY (Assemblies)	R is for being Respectful	A is for Applauding Appropriately at the Right Times	L is for Look at the Speaker	L is for Listen and Follow Directions	Y is for Your Body is in Control and You're Sitting On Your Pockets
HALLS (Hallway)	H is for Hands to Self	A is for All Eyes Forward	L is for Level "0" Voice	L is for Legs Walking	S is for Single File
LUNCH (Cafeteria)	L is for Listen to Directions	U is for Use Manners Always	N is for Normal Talking Voice	C is for Clean Your Space	H is for Hand Raised for Help
FLUSH (Bathroom)	F is for Flush When You Are Finished	L is for Leave the Bathroom Clean	U is for Use Soft Voices	S is for Soap and Water	H is for Head Back to Class

The Support Team will work with classroom teachers to implement and teach our School-Wide Positive Behavior Intervention Supports and expectations. Expectations will be taught to individual classes during the first week of school. A whole school review will be held in the weekly rallies to help students review the school-wide rules and expectations as needed.

Teachers will be responsible for the following: (Taught within the first few days of school)

Step 1: Review the school-wide behavior matrix with students. Help your students take ownership of the matrix. What is most important to them??

Step 2: REINFORCE DAILY!! (Bulldog bucks, classroom incentives, etc.)

Support Staff (and teachers) will be responsible for the following:

Step 1: Classroom “walks” to review expectations around the school (matrix columns)

Step 2: Practice/role play/discuss a few of the most important agreements

Step 3: REINFORCE DAILY!! (Bulldog bucks, classroom incentives, etc.)

Step 4: Reteach/review expectations frequently:

- After Thanksgiving Break
- After Winter Break
- After Spring Break

BULLDOG BUCKS

At Grant, classes and individual students who exemplify the characteristics of G.R.E.A.T and who follow our school rules will earn Bulldog Bucks. Each month students will “cash in” their Bulldog Bucks for individual prizes during lunch at a monthly yes day. Students who have earned more tickets will have the opportunity to participate in more activities. More information can be found [here](#).

CLASSROOM BEHAVIOR PLANS AND INCENTIVES

While students and classes earn Bulldog Bucks to contribute to school-wide rewards/incentives, individual classes must have their own procedures in place for incentivizing students. Like the school-wide PBIS procedures, teachers should have a plan in place for teaching, reviewing, and reteaching expectations aligned to classroom rules. [Classroom expectations should align with the schoolwide expectations.](#) Teachers will be expected to turn in a plan of their classroom procedures/rules including when they will teach, review and reteach these expectations by the end of the first week of school (August 19).

DISCIPLINE POLICIES

Behaviors have been identified by the type of behavior and then the severity of the behavior. Each type of behavior has three different levels based on severity and the number of times that behavior is exhibited.

The level of behavior will determine the consequence of the behavior. At all levels, the goal will be intervention and teaching students appropriate school behaviors.

PBIS Behavior Reference

<u>Physical Aggression</u>		
<p><u>LEVEL 1: Behaviors</u></p> <p>Ripping up paper, flipping/throwing objects, knocking objects off desk/table, personal space violation, disruptive noise making, or similar behaviors, BUT not continuous.</p>	<p><u>LEVEL 2: Behaviors</u></p> <p>Single instance of: Hitting, kicking, knocking a chair over, bodily fluids (spitting, licking, etc.), or similar behaviors, OR continuous Level 1 behaviors.</p>	<p><u>LEVEL 3: Behaviors</u></p> <p>Physical aggression with no de-escalation, severe injury (blood drawn, bruise, etc.), or similar behaviors, OR continuous Level 2 behaviors.</p>
<u>Verbal Aggression</u>		
<p><u>LEVEL 1: Behaviors</u></p> <p>Belittling, teasing, name calling, exclusion, inappropriate language (swearing), mean notes, graffiti that does not damage property, BUT not continuous.</p>	<p><u>LEVEL 2: Behaviors</u></p> <p>Continued Level 1 behaviors, OR slurs, sexual comments, threatening language, or gang signs.</p>	<p><u>LEVEL 3: Behaviors</u></p> <p>Continued Level 2 behaviors, OR terroristic statements, or graffiti that damages property.</p>

<u>Disruption</u>			
<u>LEVEL 1: Behaviors</u>	<u>LEVEL 2: Behaviors</u>	<u>LEVEL 3: Behaviors</u>	
Talk outs, "class clown", minor classroom/school area disruptions, misuse of electronic device (cellphone out, incorrect website etc.), BUT not continuous.	Continual behaviors of Level 1 in a short period of time after you have completed Interventions.	Continued Level 2 behaviors, OR continual sexual touching of others, nudity, distributing of pornography.	
<u>Sexualized Behavior</u>			
<u>LEVEL 1: Behaviors</u>	<u>LEVEL 2: Behaviors</u>	<u>LEVEL 3: Behaviors</u>	
Inappropriate drawings, minor sexual movements, talk of private body parts or functions, BUT not continuous.	Continued Level 1 behaviors, OR single insurance of sexual touching of another person.	Continued Level 2 behaviors, OR continual sexual touching of others, nudity, distributing of pornography.	
<u>Elopement</u>			
<u>LEVEL 1: Behaviors</u>	<u>LEVEL 2: Behaviors</u>	<u>LEVEL 3: Behaviors</u>	
Verbal refusal and defiance (ie saying "no", head on desk, ignoring directions), out of seat, BUT stays in the classroom.	Continued Level 1, OR elopement out of the classroom, BUT stays inside the school.	Continued Level 2, AND/OR elopement out of school "All Call" support staff.	
<u>1st Elopement Out of Class:</u>	<u>2nd Elopement Out of Class:</u>	<u>3rd Elopement Out of Class:</u>	<u>4th Elopement Out of Class:</u>
<ul style="list-style-type: none"> • Taken back to classroom • Reteach expectations of classroom • Conference with teacher 	<ul style="list-style-type: none"> • Conference with point of contact • Taken back to classroom • Parent contact by teacher via phone AND Parent Square 	<ul style="list-style-type: none"> • Conference with Social Work or SpEd - supportive approach • Taken back to classroom with support 	<ul style="list-style-type: none"> • Administration phone call home • Potential parent conference with admin

PBIS Behavior Flow Chart

LEVEL 1	LEVEL 2	LEVEL 3
Teacher	Teacher	Office Referral
<p><u>INTERVENTION 1: WARNING</u></p> <ul style="list-style-type: none"> ● Reteach ● Redirect ● Walk Away (Planned Ignoring) 	<p><u>INTERVENTION: REFLECTION</u></p> <ul style="list-style-type: none"> ● Think Sheet ● Reteach ● Document (Behavior Tracking Spreadsheet) ● Parent Contact (Gen Ed) <ul style="list-style-type: none"> ○ Phone Call using script ○ AND ParentSquare Summary 	<p><u>INTERVENTION: SUPPORT SERVICES</u></p> <ul style="list-style-type: none"> ● Office Referral Form (Behavior Tracking Spreadsheet) ● De-escalation & Time Out ● Removal of Student from classroom ● Student talks with Administration ● Administration Documents <ul style="list-style-type: none"> ○ Aspire ○ Office Referral Form (Behavior Tracking Spreadsheet)
<p><u>INTERVENTION 2: SEAT AWAY</u></p> <ul style="list-style-type: none"> ● Reteach ● Seat Away 		
<p><u>INTERVENTION 3: STOP & THINK</u></p> <ul style="list-style-type: none"> ● Reteach ● Stop & Think ● Document (Behavior Tracking Spreadsheet) ● Parent Contact (Gen Ed) <ul style="list-style-type: none"> ○ ParentSquare 		
Descriptions		
<p>SEAT AWAY In the classroom away from other students/peers.</p>	<p>STOP AND THINK In the classroom taking a time out.</p>	<p>REFLECTION Complete a think sheet with an adult.</p>

LEVEL 1

At Level 1, the goal is to teach and intervene at the lowest level possible. Our goal is to ignore, redirect, and sit away, as much as we can. The teacher or adult in charge will also try and teach the student appropriate behaviors at this level. We believe early intervention is best. We will also do our best to resolve conflict in a way that allows both the victim and offender to restore relationships. We will seek to develop good relationships through high control and high support and by actively engaging students in the classroom and disciplinary processes. The [Grant Elementary](#) PBIS Flow Chart should be referred to in the incident of behavioral errors. Once a teacher has had to complete three interventions, a ParentSquare message will be sent home and the behavior will be documented.

Teachers and staff will work to develop positive teacher-student relationships (effect size of .72) by communicating positive expectations, making positive connections with each student, and creating a positive classroom climate.

LEVEL 2

If the behavior of a student continues after the tier 1 interventions are completed with fidelity, the behavior will move to a level 2. At the first incidence of the behavior, the classroom teacher will complete a [Think Sheet](#) with the student and reteach the desired behavior. The teacher will then document the behavior on Grant's [Behavior Tracking Spreadsheet](#). The teacher will call and talk with the student's guardian and send a summary of the conversation through then ParentSquare.

Data will be reviewed from the received Behavior Tracking Spreadsheet at our support staff meeting and our monthly PBIS meetings. Possible interventions will be discussed with the teacher. If a teacher has a concern that does not fit within the parameters of this form, please email Mrs. Burnside and Mrs. Ralston explaining your concerns and your interventions. Your concerns will be discussed at the next scheduled Support Staff meeting and a member of the support staff will follow up with you shortly thereafter.

LEVEL 3

A student who exhibits level 3 behavior will visit with the principal and parent contact will be made. Interventions and consequences will be set forth depending on the age of the child and the rules that have been broken. Repeated Level 1 and Level 2 behaviors in a short period of time will be referred to the administration for additional parental support and administrative guidance.

BULLDOG RALLY/STUDENT RECOGNITION

Bulldog Rallies are each Wednesday that we have school. Teachers should bring their students to the gym at their assigned time. The rally schedule is also on the Grant calendar. Students will be recognized for academic achievements, their contributions to our initiative of “Adventure Awaits” as well as their dedication to keeping themselves and others healthy. The Bulldog Rallies are a great time to foster community and celebrate others. Teachers should be with their class at all times, modeling, teaching, and reinforcing appropriate recognition, behaviors, and school spirit. Teachers should not be on personal electronic devices or doing other duties such as grading student work.

SOCIAL / EMOTIONAL LEARNING CURRICULUM

Second Step is an evidence-based curriculum that focuses on building a safe, supportive, and successful learning environment. The lessons focus on specific tools and concepts to create a more empathetic and responsible community. Teachers will deliver these lessons to their classrooms weekly and reinforce the skills by utilizing common language.

To foster a sense of community teachers will conduct community circles daily, and once a week the circle will be focused on a Second Steps Lesson topic. [Second Step Reference Guide](#)