

# Katherine Smith Elementary School

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS



## PARENT/STUDENT HANDBOOK

**What is**

# PBIS?

- **Three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes**
- **Student-centered support to create a safe environment where all students feel successful**
- **Commitment to addressing student behavior through systems**
- **Pathway towards improved social and academic outcomes**

## PBIS TEAM MEMBERS

Our PBIS Team consists of an administrator, classified staff, teachers, and specialists. During monthly meetings, the team evaluates behavior systems based on data to strengthen effectiveness and efficiency in improving student outcomes. The members of this team are dedicated to establishing and maintaining behavioral supports that cultivate positive school culture.

## OVERVIEW

The Katherine Smith PBIS team believes that schools can only be successful when students grow academically, socially and emotionally. In order for this to happen, it is essential that systems in place establish a safe and caring climate. The PBIS framework helps us create an atmosphere of learning by establishing clear goals and explicitly teaching students the expectations.

# KATHERINE SMITH SCHOOL RULES

BE KIND TO  
OTHERS

LEARN  
CONTINUOUSLY

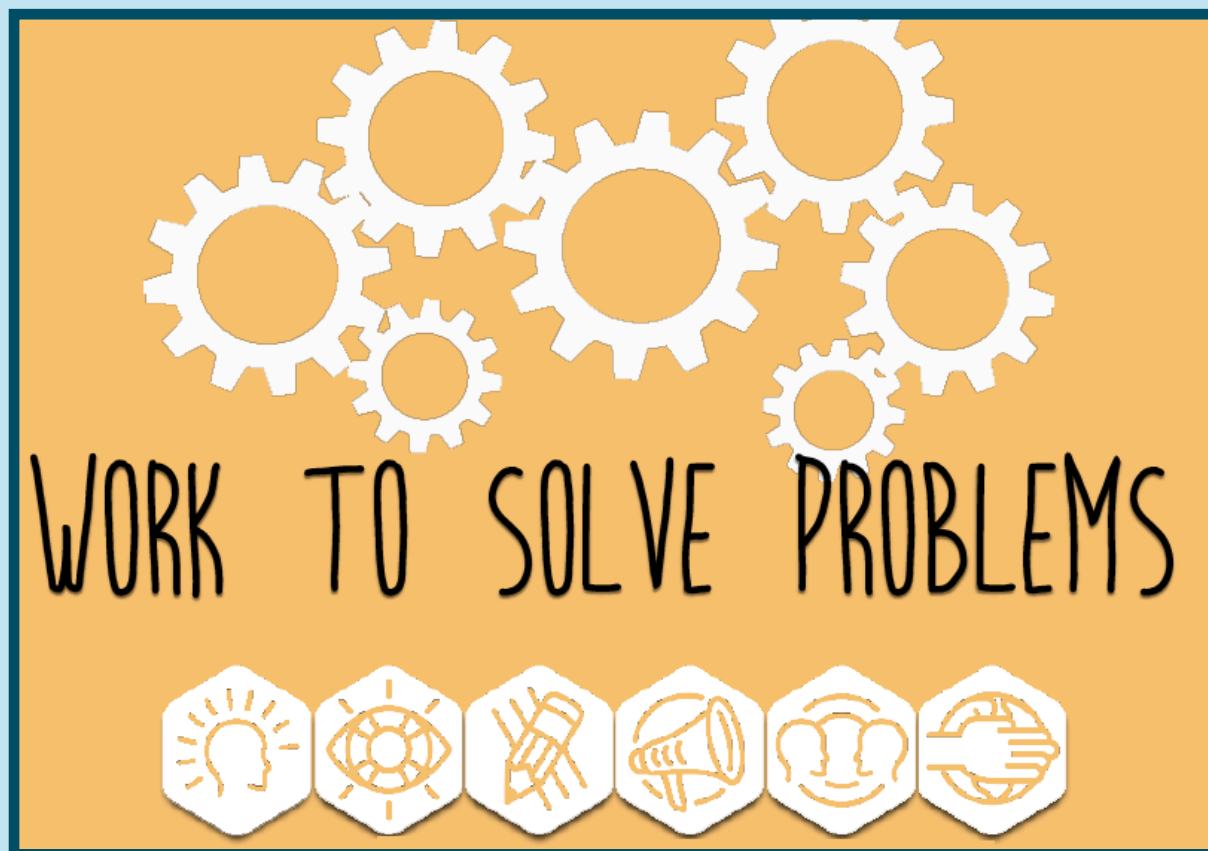
WORK TO SOLVE  
PROBLEMS

MAKE SAFE  
DECISIONS

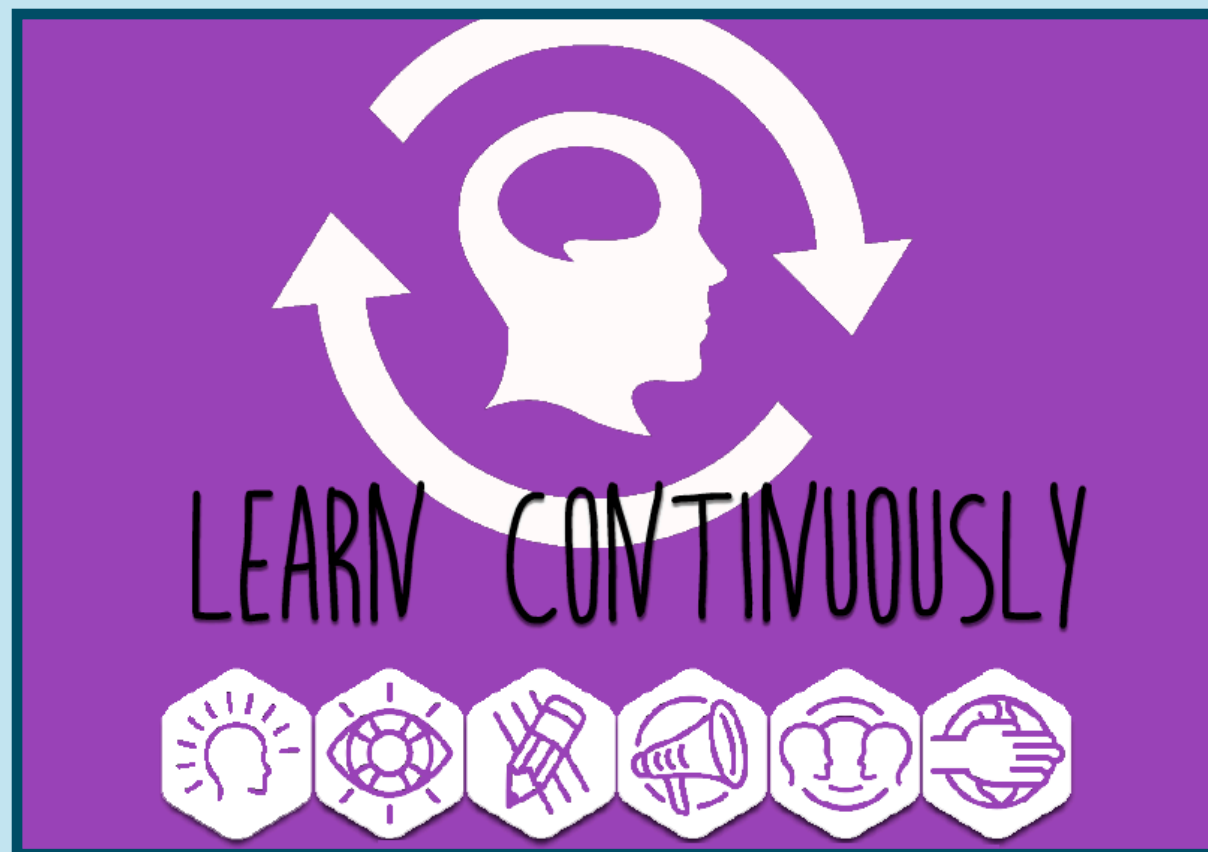




- I can practice patience and flexibility.
- I can listen with empathy.
- I can speak using an appropriate voice.
- I can use the right words at the right time.



- I can use the problem solving steps.
- I can ask an adult for help.
- I can take responsibility for my mistakes.
- I can follow school rules.



- I can S.L.A.N.T. when asked by the speaker.
- I can try new skills when they are difficult.
- I can complete my work on time.
- I can focus on my own learning.



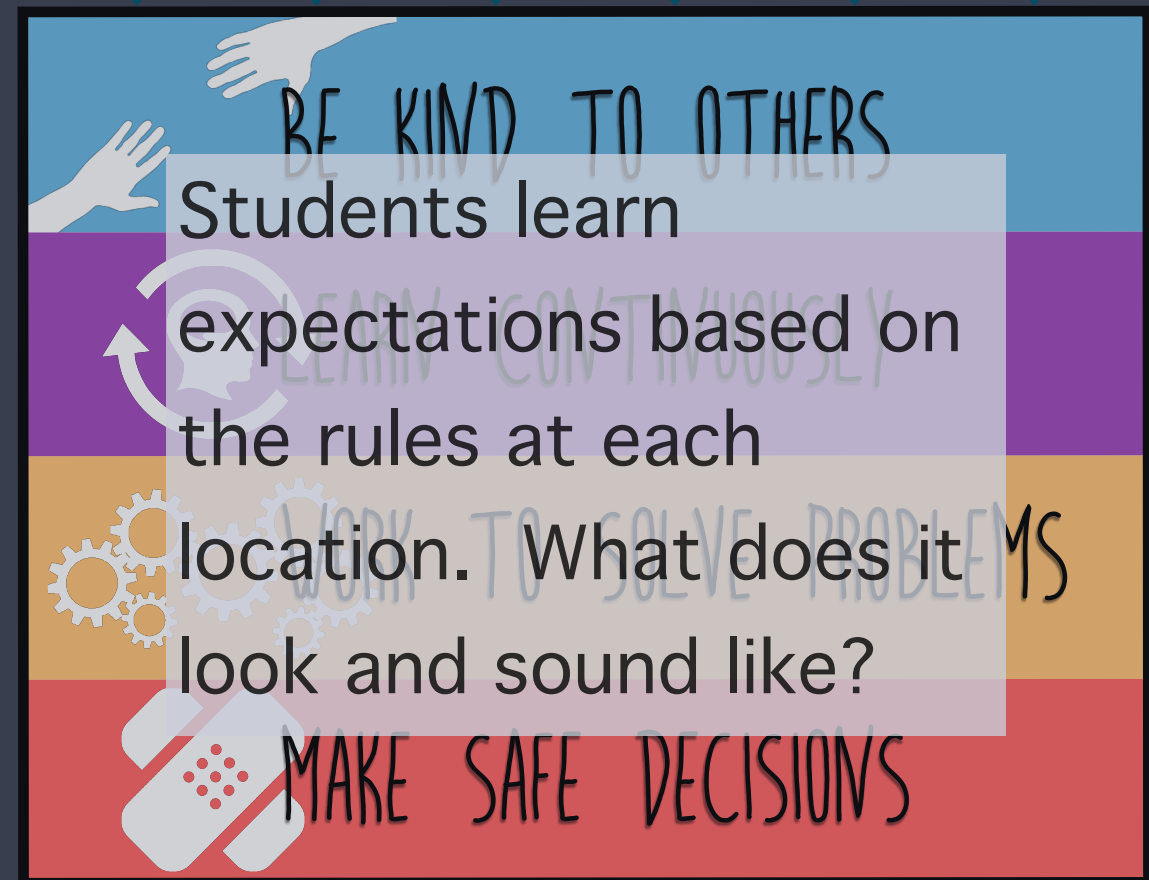
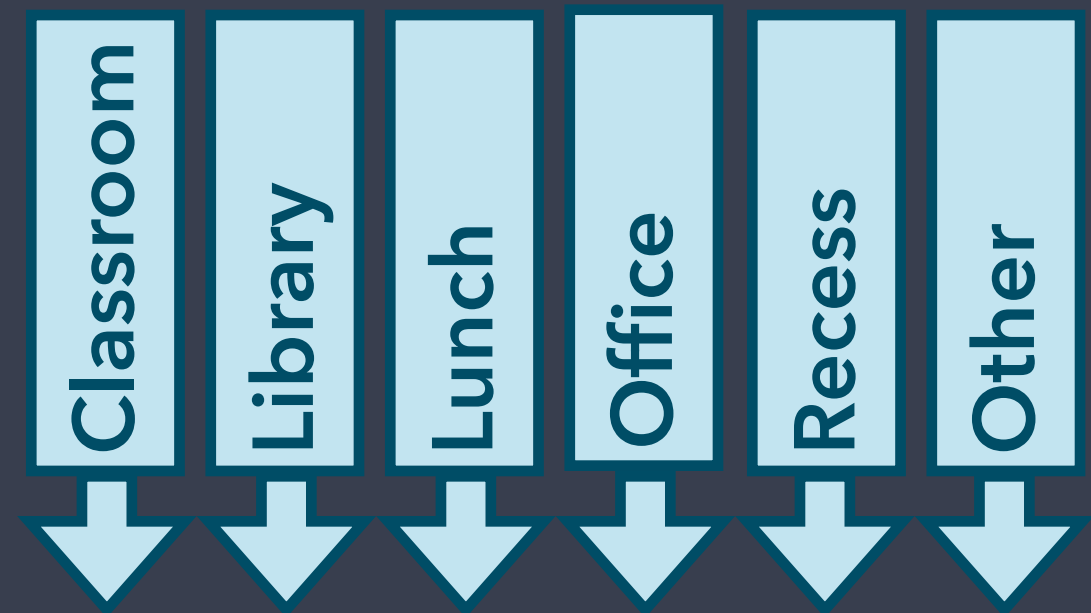
- I can keep hands, feet, and body to myself.
- I can use tools and supplies safely.
- I can walk safely on campus.
- I can be in the right place at the right time.

# TEACHING EXPECTATIONS

The Katherine Smith School Rules:

- Be Kind to Others
- Work to Solve Problems
- Learn Continuously
- Make Safe Decisions

establish and define the basic expectations for all students. For students to know and internalize these rules they must be taught through lessons, repetition and practice. Students learn the expected academic and social behaviors across various school settings. Students learn the expected behaviors and procedures in key areas: classroom, library, lunch area, school office, recess, etc. Expectations are reinforced throughout the year in classrooms, Monday Pride Meetings and Rules Assemblies.





# CAUGHT YA'S AND RECOGNITIONS

We encourage and reinforce positive behavior with the consistent use of Caught Ya's. Staff members who observe students following the school rules issue Caught Ya's for demonstrating the expectations of being kind, working to solve problems, learning continuously, and/or making safe decisions. This reinforcer is used across school settings and within classrooms. All school personnel, including teachers, administrators, classified staff, recess and lunch supervisors, and guest teachers reward students for showing behaviors aligned to our school rules. After receiving a Caught Ya, students redeem rewards from the office of our school swag.

Another way to acknowledge and reinforce our rules is by students observing and recognizing their classmates. Every week, during the Monday Pride assembly, students have the opportunity to share who they "caught" using the rules, where, and what the their classmate did.

Everyone at Katherine Smith, staff and students are committed to making sure all who demonstrate positive behaviors are recognized and rewarded for helping make their school a safe place for learning.

Positive Behavior Referral
I caught

☐ Being Kind
☐ Working to
☐ Learning
☐ Making Safe

Date/Time \_\_\_\_\_ Location \_\_\_\_\_ Initial \_\_\_\_
By doing what?

Bottom complete by the student

I used this/these strong habit(s)....

☐
☐
☐
☐
☐
☐

I used this/these tools...

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Positive Behavior Referral
I caught

☐ Being Kind
☐ Working to
☐ Learning
☐ Making Safe

Date/Time \_\_\_\_\_ Location \_\_\_\_\_ Initial \_\_\_\_
By doing what?

# DISCIPLINE POLICIES AND PROCEDURES

All students at Katherine Smith can and will be kind to others, continuously learn, make safe choices and work to solve problems. When student behavior interfere with academic and social success, clear procedures are in place to help students make progress toward following school expectations.

Our guiding principles for discipline centers around five key ideas:

- Students need to be in class participating in regular activities, whenever possible. If a student is referred to the office or removed from an activity, the goal is to get the student back in the regular setting as quickly as it makes sense.
- Reflection is the key to improvement. When a rule is violated we want students to identify the problem behavior and set goals for the future.
- Problems should be solved, not avoided.
- Consequences need to be reasonable and related, with opportunities to "make it right" with all involved.
- Students should be set up for success.



# DISCIPLINE STEPS FOR TIER 1

STUDENTS CAN AND WILL...

BE KIND TO  
OTHERS

CONTINUOUSLY  
LEARN

MAKE SAFE  
CHOICES

WORK TO  
SOLVE PROBLEMS

RULE VIOLATION?

MINOR

CLASSROOM MANAGED

## STEP 1 REMIND

(E.G. POSTED CLASSROOM  
RULES, CIRCLES, CAUGHT  
YA'S, CLASS BEHAVIOR  
CHARTS, BEHAVIOR  
LEARNING TARGETS)

## STEP 2 REDIRECT

(E.G. VABB, ACTIVE  
LISTENING, AFFECTIVE  
STATEMENTS, BREAKS,  
BUDDY CLASS BREAK)

## STEP 3 REPLACE

(E.G. MOVEMENT/BRAIN  
BREAKS, FLEXIBLE  
SEATING, CALMING  
CORNER)

## STEP 4 REFLECT

(E.G. REFLECTION FORM,  
BUDDY CLASS, PROBLEM  
CIRCLES, CONFERENCE,  
ADMINISTRATION SUPPORT  
PLAN)

## STEP 5 REFERRAL

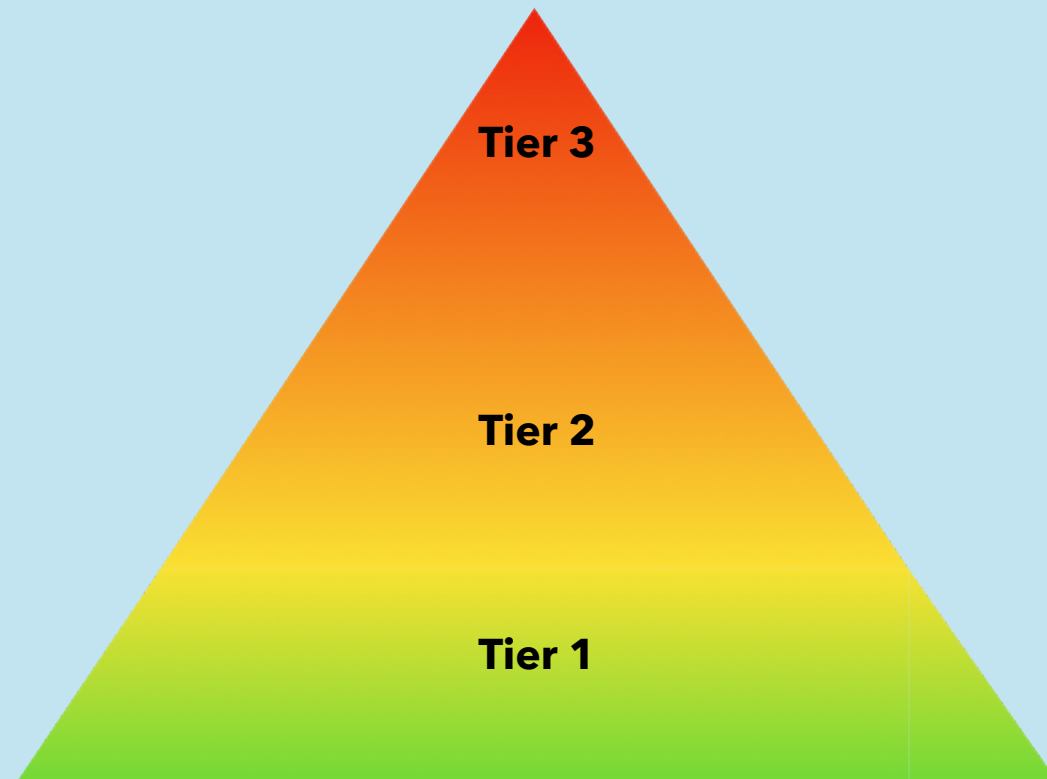
(E.G. ADMINISTRATION  
REFERRAL, SPOTLIGHT  
REFERRAL, FAMILY GROUP  
CONFERENCING, REMOVAL  
FROM ACTIVITY)



TEACHERS AND STAFF DETERMINE HOW TO CREATE THE  
CONDITIONS FOR STUDENTS TO MEET EXPECTATIONS IN  
VARIOUS AREAS OF THE SCHOOL, ALWAYS KEEPING IN MIND  
OUR DISCIPLINE GUIDELINES.

POSSIBLE RE-ENTRY IF STUDENT IS READY  
TO FOLLOW RULES AND EXPECTATIONS, AND  
ATTEMPTS HAVE BEEN MADE TO REPAIR  
THOSE HARMED IN THE VIOLATION.

# TIER 2 SUPPORTS



The PBIS Triangle

The Tier 2 practices and systems in PBIS provide targeted interventions for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious behaviors not aligned with the school rules.

The support at this level is more focused than Tier 1. Tier 2 interventions often include small group participation and are implemented by specially trained school personnel. Specific Tier 2 interventions include practices such as social skills groups, self-management, goal-setting, and academic supports.

Tier 2 interventions are continuously available, accessible within days of referral, low effort by teachers, aligned with School-wide expectations, implemented by all staff/faculty in school, assessment/data based, continuously monitored.

## Key Practices

- Increased Instruction and Practice with Self-Regulation and Social, Emotional, and/or Behavior Skills
- Increased Adult Interaction
- Increased Opportunity for Positive Reinforcement
- Increased Opportunity for Pre-Corrections
- Focus on Possible Function of Problem Behavior
- Increased Access to Academic Supports

# PARENT AND CAREGIVERS

Parents and caregivers have a critical role in supporting pro-social behavior. Aligning and adapting expectations between school and home can be a powerful strategy to help develop social and emotional growth, as well as minimize behavior disruptions in settings outside of school.

## SUGGESTIONS FOR MORE INVOLVEMENT

- Review the four school rules and what they look like in different areas of the school:
  1. Be Kind to Others
  2. Work to Solve Problems
  3. Continuously Learn
  4. Make Safe Decisions
- How might these rules look like at home? Set clear expectations and post at home. Will some rules be different in different parts of the home?
- Ask about Caught Ya's - Has your child received one? How might your child earn one? How can you give rewards at home?
- Reinforce positive behaviors they show at school or at home with praise, rewards, etc.
- Attend Wednesday Parent Pride meetings when topics center around PBIS
- Be aware of PBIS updates and information on the weekly newsletter



# Katherine Smith Elementary School PBIS Parent/Student Handbook 2020