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A Fair View: The Connection Between PBIS and Title I

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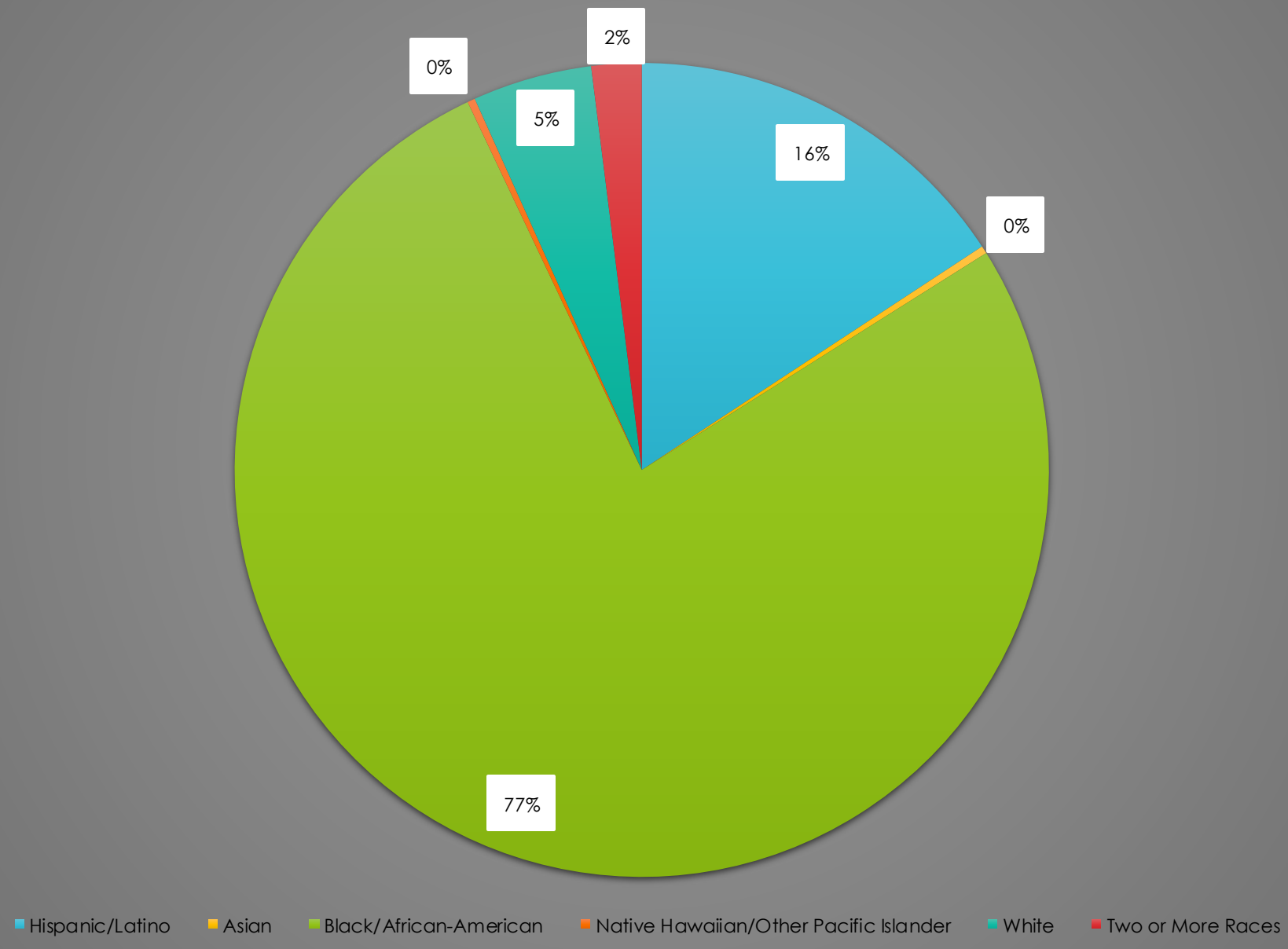


A FAIR VIEW: THE CONNECTION BETWEEN PBIS AND TITLE I

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December 1, 2016

FVE Demographic Report
K-5 Enrollment, per Race/Ethnicity



MISSION & BELIEFS

Fairview Elementary is committed to providing an engaging environment where students achieve academic excellence with the support of all stakeholders.

FOCI

- Standards-Based Instruction
- Higher-Order Thinking
- Differentiation of Educational Instruction

EXPECTATIONS

- Building Relationships
- Diversity Sensitivity
- Advocacy

SKILLS

- Communication
- Technology
- Assessment

TITLE I: OVERVIEW & IMPLICATIONS

- The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments (No Child Left Behind Act of 2001).
- Reading and writing – specifically a critical analysis of these skills – are crucial activities required in civic engagement (Behizadeh & Winn, 2011).
- Meiners (as cited in Behizadeh & Winn, 2011) recognized reading and writing as essential tools for surviving a current educational system where students of color are placed disproportionately in special education, suspensions, and expulsions. These disproportionalities all contribute to a higher likelihood of incarceration.



Source: Association for Supervision and Curriculum Development (2014)

SCHOOL TO PRISON PIPELINE

- The hidden curriculum is essentially the process of socialization that takes place in the school as students are exposed to the routines and rituals that structure classroom culture. This culminates in the school's resemblance to prison time, imposing repetitive schedules and routines under increased surveillance and accountability. Freedom of choice is void (De Lissovoy & Garcia, 2013).
- Zero-tolerance policies are contributors to this phenomenon.

DISCIPLINE GAP

- At the elementary level, the increases in the number of days a student is suspended from school are significantly correlated with African Americans (Butler, Lewis, Moore III, & Scott, 2012).
- Black students are suspended and expelled at a rate three times greater than White students (U.S. Department of Education Office for Civil Rights, 2014).
- While black students represent 16% of student enrollment, they represent 27% of students referred to law enforcement and 31% of students subjected to a school-related arrest. In comparison, white students represent 51% of enrollment, 41% of students referred to law enforcement, and 39% of those arrested (U.S. Department of Education Office for Civil Rights, 2014).



POSITIVE BEHAVIOR SUPPORTS

A Research-Based Overview

PBS: DEFINITIONS

- Positive behavior supports (PBS) serve as a practical approach for decreasing problem behavior and improving quality of life (QOL) for individuals, regardless of age and/or ability. It is an overt technology that incorporate value-based components into the art of decision-making skills (Carr, Dunlap, Horner, Schwartz, & Zarcone, 2008).
- PBS relies heavily on ecological and/or social validity, emphasizing the following components as guiding principles: instruction of desired behaviors, organization of consequence systems, redesign of environmental settings, and use of functional behavioral assessments (Dunlap, Horner, Sailor, & Sugai, 2009).
- The PBS framework is a multi-component process guided by the values collected from a three-side interaction: individual, family, and organizational community. It allows individuals and communities the opportunity to develop adaptive and prosocial behaviors conducive to a higher quality of life (Bradshaw, Dunlap, Horner, Kincaid, & Knoster, 2014).

PBS: FEATURES

Albin et al. (2002) identify the following components conducive to PBS:

- Comprehensive Lifestyle Change/Quality of Life
- Life-Span Perspective
- Ecological Validity
- Stakeholder Participation
- Social Validity
- Systems Changes and Multicomponent Intervention
- Prevention Emphasis
- Flexibility with Scientific Practices
- Multiple Theoretical Perspectives

SWPBS: DEFINITIONS

- Braaksma and McKevitt (2008) identify school-wide positive behavior supports (SWPBS) as a structured way to promote positive relationships in school while simultaneously providing students with social and behavior skills needed for successful learning.
- Horner and Sugai (2009) define SWPBS as a systems approach in establishing social culture and individualized behavior supports.

THEORETICAL INFLUENCES



MASLOW'S THEORY OF HIERARCHICAL NEEDS



ECOLOGICAL SYSTEMS THEORY

- Microsystem - School
  - What relationships are present in the immediate setting?
  - What is the nature of these relationships?
  - What is the indirect influence on the developing person?

- Mesosystem - Home
  - How does the individual participate in another setting with a learned concept?

Source: Bronfenbrenner (1979)

ECOLOGICAL SYSTEMS THEORY

- Exosystem - Community
  - How does the individual connect and react to settings void of their active participation?
- Macrosystem - Society
  - What are the beliefs and values of our nation?
  - How do societal and cultural norms affect top-down policies?

Source: Bronfenbrenner (1979)

PEDAGOGY MODELS: A COMPARISON

TRADITIONAL PEDAGOGY

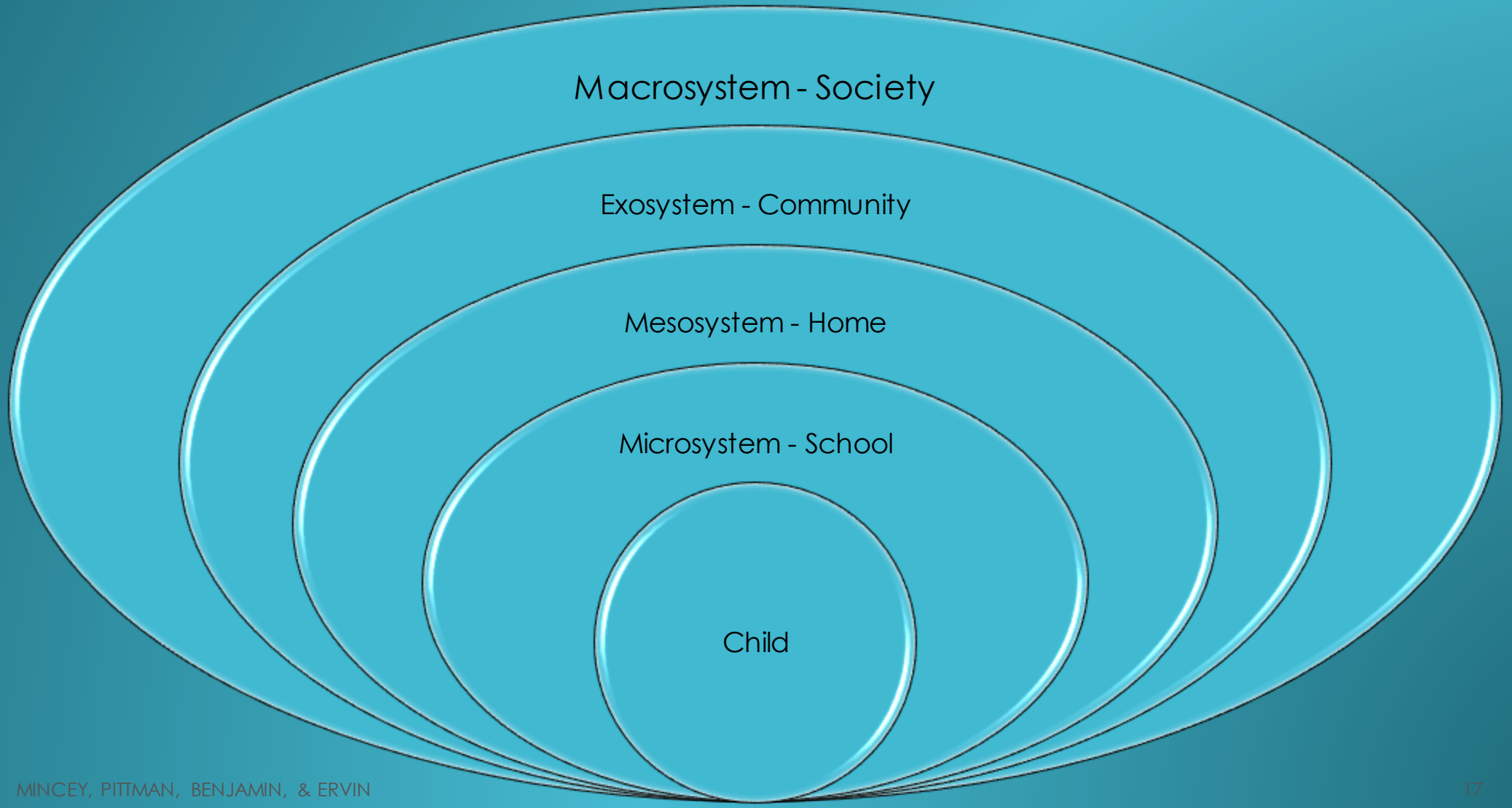
- Individual-Based
- Education as a Gift
- Narrated Learning
- Rote Memory

CRITICAL PEDAGOGY

- Community-Based
- Education as a Conquest
- Shared Learning
- Active Reflection

Source: Freire (2000)

THE POWER OF ONE:
ONE SCHOOL, ONE COMMUNITY, ONE VOICE



ONE SCHOOL

"It Takes a Mighty Eagle to be a Fairview Eagle!"



CRITICAL ELEMENTS OF PBIS

Source: Georgia Department of Education (2015)

- PBIS Team - Principal
- Data Entry and Analysis
- Clear Expectations & Rules
- Teaching Behavior
- Recognition (Feedback)
- Effective Discipline Process
- Faculty Commitment
- Implementation Plan
- Classroom
- Evaluation

PBIS TEAM MEMBERS

ADMINISTRATION

- Principal
- Assistant Principal

TEACHERS

- General Education
- Special Education
- Specials – Art

SUPPORT STAFF

- School Counselor
- School Psychologist
- Student Support Facilitator
- Parent Involvement Paraprofessional

PBIS TEAM: ROLES & RESPONSIBILITIES

- Data Entry & Analysis
  - Infinite Campus
  - SWIS
- Faculty Commitment
  - School-Based Meetings (PBIS, Staff, and Leadership)
  - Professional Memberships
  - Professional Trainings & Conferences
- Implementation Plan
  - Multi-Tiered Systems of Supports
  - Vision & Mission Statement

Fairview Elementary School Expectations Matrix

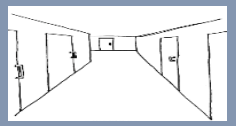
	E	A	G	L	E
Be Respectful	Earn respect	Always Consider Others' Feelings	Give Respect	Listen Silently To Speakers	Embrace Others' Cultural Differences
Be Responsible	Enter Classroom and Be Ready to Engage	Accept Consequences Without Arguing	Give Your Best at All Times	Lead by Example	Encourage Others to do Their Best
Be Safe	Enter and Exit in an Orderly Manner	Avoid Physical Contact	Get Permission to Leave Assigned Areas	Learn and Follow Bathroom Etiquette	Eat Quietly to Avoid Accidents

School-Wide Positive Behavior Supports



Fairview Elementary School Expectations Matrix

" It takes a Mighty Eagle, to be a Fairview Eagle ! "

The 3 B's	Cafeteria 	Restroom 	Playground 	Arrivals/Dismissals 	Hallway 	Classroom 
Be Respectful	• Eat quietly • Greet staff members • Respond to quiet signal	• Keep feet on the floor • Respect privacy of others	• Maintain personal space • Take turns with shared equipment	• Follow instructions • Greet the bus driver • Stay in assigned area	• Give personal space to others • Keep body to yourself	• Listen and follow directions • Raise your hand before speaking • Show courtesy to self and others
Be Responsible	• Clean personal area after eating • Obtain eating utensils • Use appropriate language	• Use materials appropriately • Use, wipe, flush, wash, and leave • Use appropriate language	• Take care of playground materials • Use appropriate language	• Have personal materials and dismissal tag ready • Listen to announcements • Use appropriate language	• Maintain a zero voice level • Use appropriate language	• Complete assignments and homework • Keep and maintain personal materials • Use appropriate language
Be Safe	• Use eating utensils for intended purpose • Walk at all times	• Keep feet, hands, objects to self • Walk at all times	• Report broken objects • Return into the building in a calm manner	• Recognize cues to enter and exit bus • Remain seated • Walk to assigned area	• Keep hands, feet, and objects to yourself • Walk on the right side of the hallway	• Keep all chairs on the floor • Use classroom materials for academic purposes • Walk at all times

School-Wide Positive Behavior Supports

TEACHING BEHAVIORS & THE CLASSROOM

- The Second Step Curriculum (Committee for Children, 2011) is a classroom-based, universal intervention designed for the following:
  - Decrease problem behaviors
  - Increase students' school success
  - Promote social-emotional competence and self-regulation
- Lessons address the following units:
  - Skills for Learning
  - Empathy
  - Emotion Management
  - Problem Solving
- Second Step allows for family and home-based activities, with materials available in English and Spanish.


MODEL

TEACHING BEHAVIORS & MODELING EXERCISES

- Faculty and staff employ social learning theories to influence behavioral choices. This involves modeling and corrective feedback.
- Hula Hoop Technique (Personal Space)
  - Adults introduce concept of personal space
  - Adults place hula hoops on floor in cafeteria line
  - Adults models correct and incorrect techniques
  - Students emulate the correct behavior
  - Adults provide feedback

PBIS

1. Eyes Watching 
2. Ears Listening 
3. Voice Quiet 
4. Body Still 

RECOGNITION

- Opportunities
  - General Behaviors
  - Attendance
  - Arrivals/Dismissals
- Benefits
  - Real-Life Applications (Math)
  - Visual Reminders



EAGLES' DEBIT CARD ACCOUNT LEDGER



Student Name_____

Month_____

Date	Positive Act/ Expectation Followed	Amount	Current Balance

RECOGNITION

- Student of the Month
- Faculty/Staff Superhero of the Month
- Mighty Eagle Day
- Class Dojo
- Golden Tray Award
- School-Wide Assemblies





Fairview Elementary School

CONSEQUENCES

Negative Consequences	1st Offense: Reminder of Expectations	2nd Offense: Active Reflection (Active Reflection requires student to write down expectation broken, followed by conversation with teacher about possible solutions.)	3rd Offense: Parent Contact	4th Offense: Refocus Time (Time out from current class setting for 30 minutes or time from recess/fun activity.)	5th Offense: Office Referral (Fighting, Terroristic Threats, and Section 2-4 Offenses may warrant immediate office referral.)
Positive Consequences	Golden Tray For Positive Cafeteria Behavior	Debit Card Deposits	Extra Recess or Fun Activity	Trendsetter of the Month and Student of the Month	Eagle Fun Day

School-Wide Positive Behavior Supports

FAIRVIEW ELEMENTARY

STUDENT NAME: _____ HOMEROOM TEACHER:_____

SUBMITTED BY:_____ DATE OF INCIDENT: _____

TIME OF INCIDENT: _____ LOCATION OF INCIDENT:_____

DESCRIPTION OF INCIDENT (USE BACKSIDE FOR ADDITIONAL SPACE):

_____

_____

_____

_____

_____

_____

DID STUDENT PARTICIPATE IN WEEKLY PBIS MEETINGS? _____

WRITE COMPLETION DATE OF EACH PBIS STEP FOR THE CONSEQUENCES BELOW:

1ST OFFENSE (REMINDER OF EXPECTATIONS)_____

2ND OFFENSE (ACTIVE REFLECTION- STUDENT WRITES EXPECTATION FOLLOWED BY CONVERSATION WITH TEACHER ABOUT POSSIBLE SOLUTIONS)_____

3RD OFFENSE (PARENT CONTACT)_____

4TH OFFENSE (REFOCUS TIME- TIME OUT FROM CURRENT CLASS SETTING/RECESS/FUN ACTIVITY FOR 30 MINUTES)_____

5TH OFFENSE (OFFICE REFERRAL-FIGHTING, TERRORISTIC THREATS, AND SECTION 2-4 OFFENSES MAY WARRANT IMMEDIATE OFFICE REFERRAL)_____

5TH OFFENSE ADMINISTRATIVE ACTION:

RESOLUTION:

STUDENT CONFERENCE DATE: _____

PARENT CONTACT DATE:_____

TIME OUT _____ DAYS/ DATES: _____

IN SCHOOL SUSPENTION _____ DAYS/ DATES: _____

OUT OF SCHOOL SUSPENSION _____ DAYS/ DATES: _____

BUS SUSPENSION _____ DAYS/ DATES: _____

AUXILIARY CODE _____ USE ONLY FOR ISS, OSS AND BUS SUSPENSION

ADMINISTRATOR SIGNATURE: _____ DATE: _____

NOTES: _____

_____

_____

EVALUATION

- Attendance Rates
- Office Disciplinary Referrals
- Student Risk Screening Scale – Internalizing and Externalizing
- Self-Assessment Survey
- Benchmarks of Quality



ONE COMMUNITY

Partners in Education & Transformation

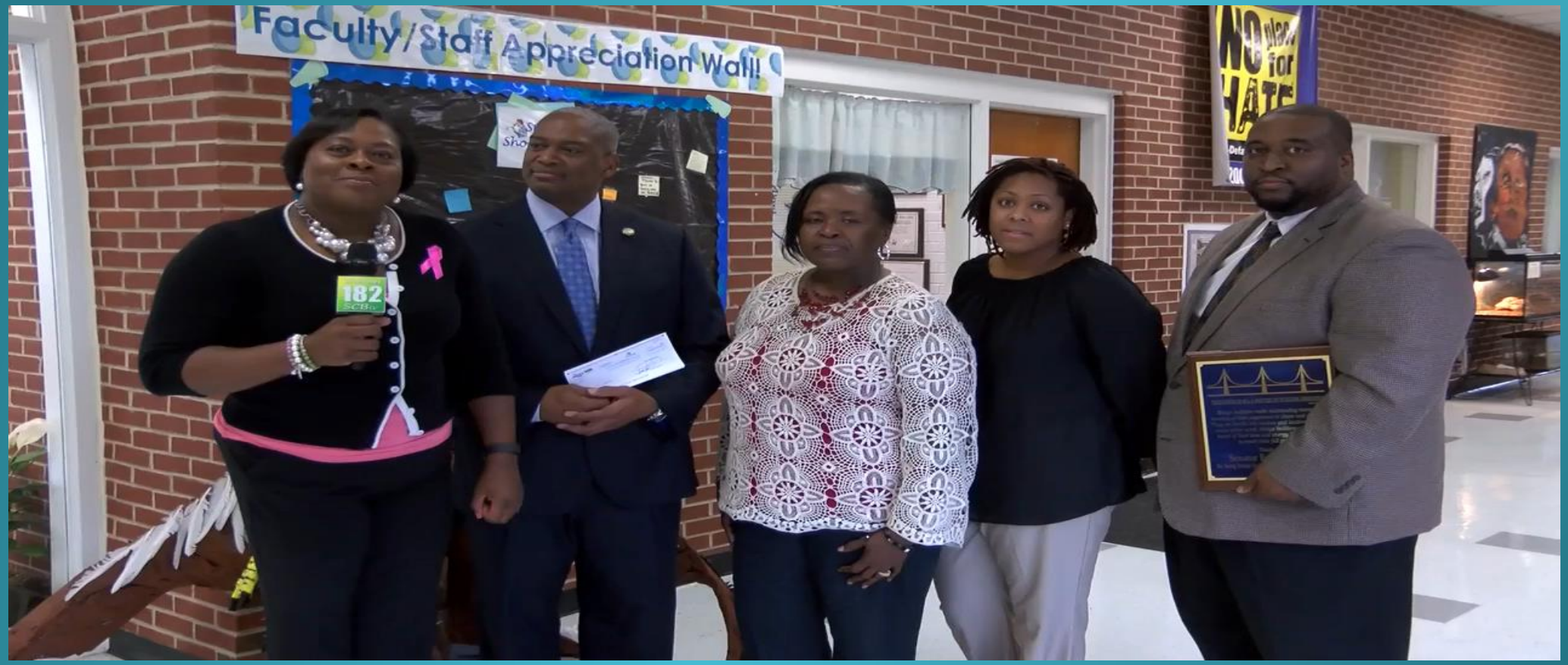
SCHOOL-COMMUNITY RELATIONS



Source: Jackson (2016)



SCHOOL-COMMUNITY RELATIONS



Source: Southern Crescent Broadcasting (2015)

ONE VOICE

Initial Results & Future Considerations



COMPARISON DATA

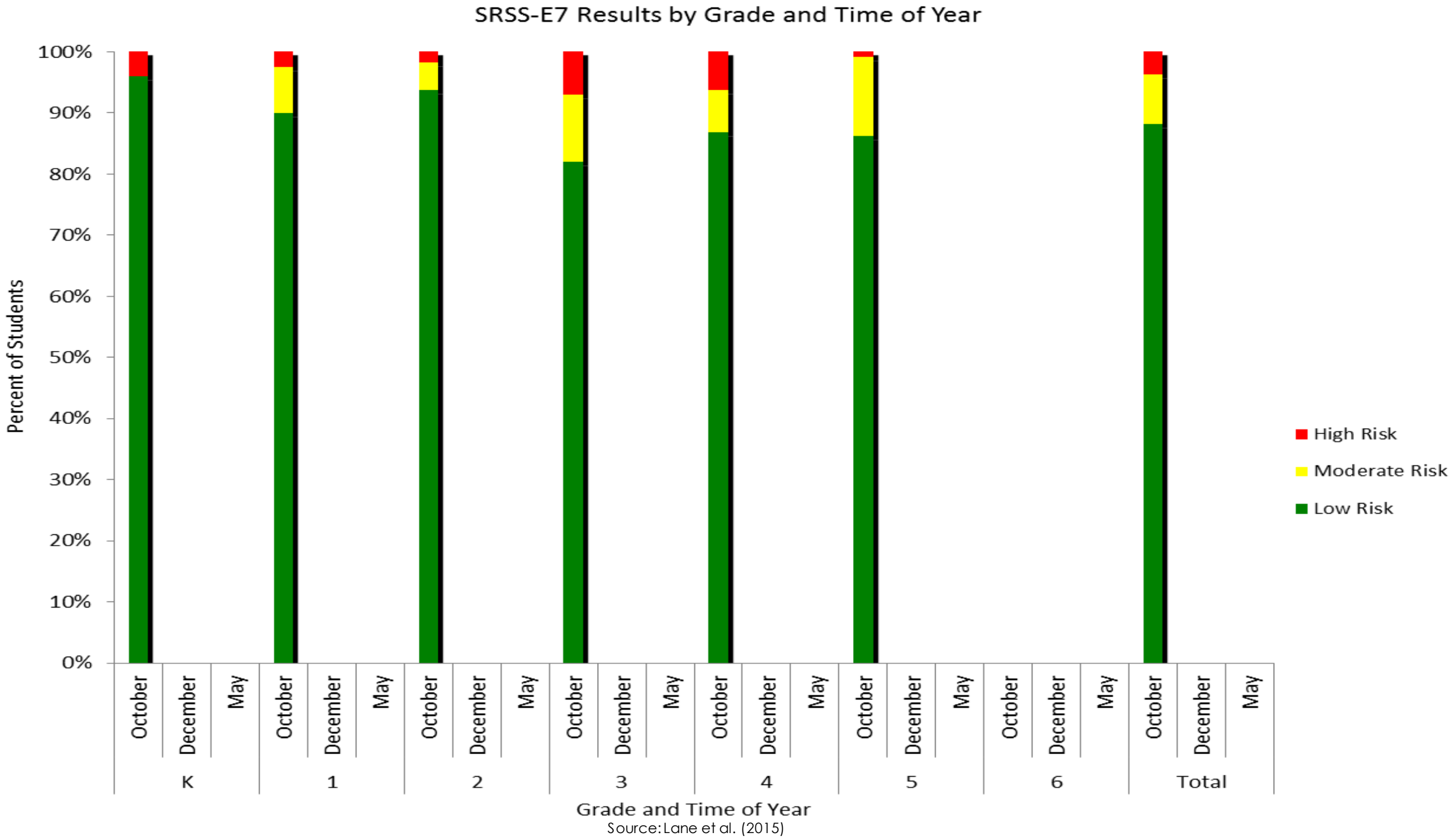
	SY 14-15	SY 15-16	Percentage Change (+/-)
Total Events	322	229	-28.9%
Event Types	22	12	-45.5%
OSS Days (Absences)	161.24	117.52	-27.1%
Students Involved	116	111	-4.3%

Benchmarks of Quality (BOQ) Score: 77

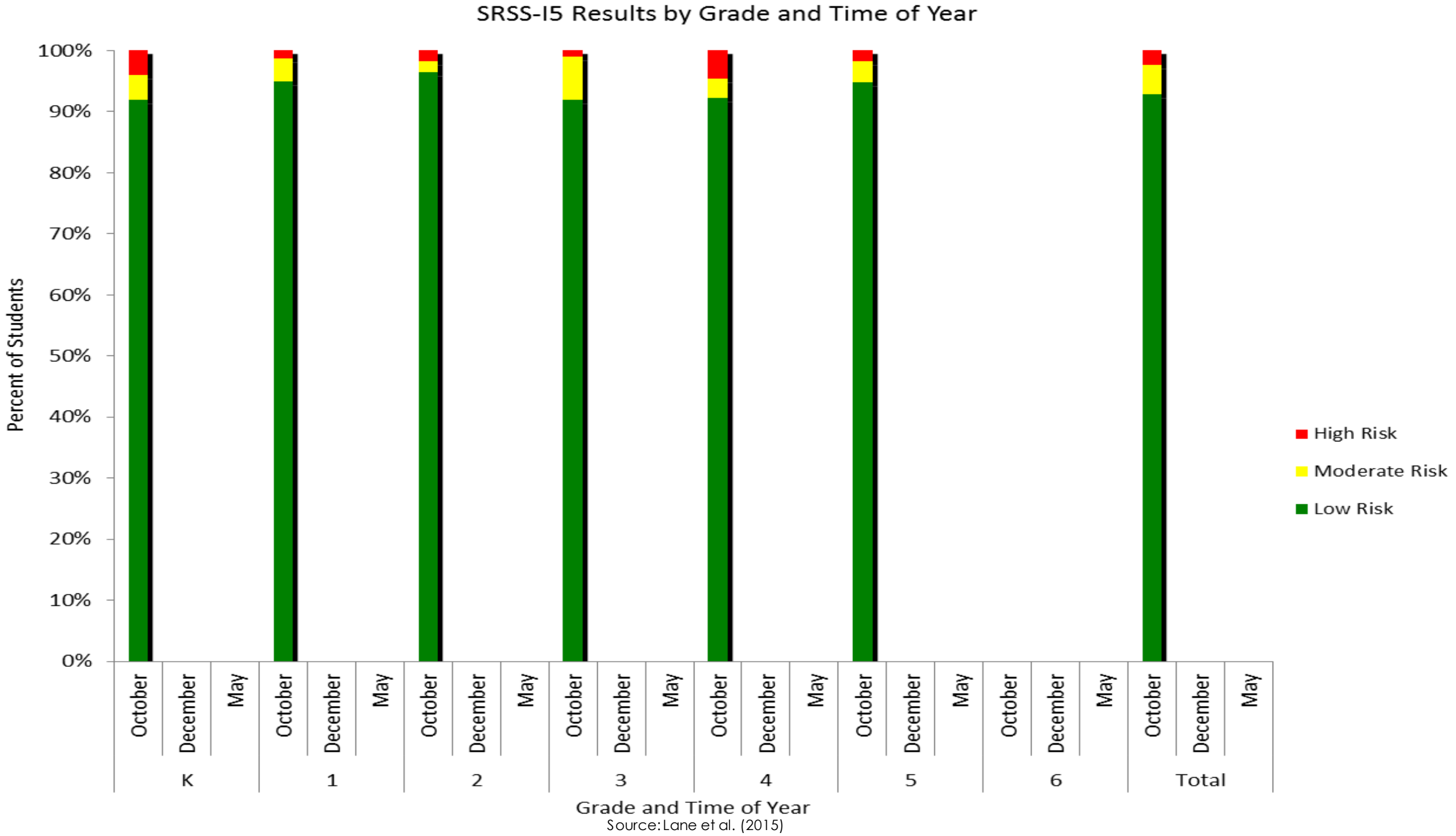
COMPARISON DATA

	SY 15-16 (Aug – Nov)	SY 16-17 (Aug – Nov)	Percentage Change (+/-)
Total Events	107	51	-52.3%
Event Types	9	8	-11.1%
OSS Days (Absences)	38.00	14.37	-62.2%
Students Involved	60	30	-50.0%

Benchmarks of Quality (BOQ) Score: 77



Source: Lane et al. (2015)



Source: Lane et al. (2015)

HCS Vision for Personalized Learning



ADDITIONAL CONSIDERATIONS

- Advanced Tiers
- Culturally-Responsive Strategies
- Disproportionalities
- Grants & Fundraising Ideas
- Learning Styles
- Mentoring Services
- Service-Learning Projects
- School-Parent Partnerships
- Student Participation Rates
- Vocabulary Skills



CONCLUSION

Contacts & Resources

CONTACT INFORMATION

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fvepbis@gmail.com



RESOURCES

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