Callaway Elementary School

2024-2025

P.B.I.S.

Positive Behavior Intervention Supports Handbook

#cooperative #excellent #successful

CES ~ Committed to Everyone's Success

Callaway Elementary School
Behavior Management Plan

CALLAWAY ELEMENTARY MISSION, VISION, COMMITMENTS AND GOALS

MISSION

At Callaway Elementary School our mission is to ensure high levels of learning for ALL students in a challenging, safe, and positive learning environment to produce cooperative, excellent, successful lifelong learners.

VISION

Callaway Elementary School is personally committed to the success of every student. We are united in the pursuit of ensuring high levels of learning for ALL students.

COMMITMENTS

Callaway Elementary School is committed to:

- Teaching using state standards, the district curriculum and pacing guides.
- Developing common assessments and utilizing data to make instructional decisions for each student.
- Updating and monitoring student data.
- Attending PLC meetings and utilizing common planning agendas.
- Initiating and implementing interventions for ALL students.
- Incorporating social, emotional and physical health throughout the day.
- Utilizing the Learning Management System, Canvas, to provide instruction for students.
- Creating opportunities within the community to encourage relationships among stakeholders.

GOALS

- To increase student achievement in all content areas at comparatively high levels as measured by performance on local, district and state assessments .
- Students will recognize hard work, personal responsibility, and respect for others resulting in a decrease in student referrals.

PBIS Team Member Roles

Role	Name
Team Leader*	Jemeka Harper
PBIS Coach*	Brittany Bonner
Data Analysis*	Jennifer Allen
Administrator*	Melanie Smith
Behavior Specialist*	Rebecca Murphy
Recorder*	Tracy Bowden
Time Keeper* & (Event Coordinator)	Lisa Dittman
Budget & Fundraising Coordinator	Lindsey Doughman
Parental Involvement & Teacher Liaison	Arlexia Jennings
Reporter/Communications	Elizabeth Sanchez
Grade Level Team Members	PK- Doughman K- Rogers 1st- Bowden 2nd-Karr 3rd- Dittman 4th-Gately 5th-Jennings
Student Representative	
Parent Representative	
Community Representative	Dexter Williams

***Required Role for PBIS Team**

PBIS Team Member Roles

Team Leader: starts the meeting, reviews the purpose of the meeting, and facilitates the meeting by taking the team through the agenda.

Recorder: takes notes, transcribes the team's responses on flip chart paper, transparency, etc.

Timekeeper: monitors the amount of time available, keeps the team aware of time limits by giving "warnings" (i.e. "10 minutes left"). (Assign this as an additional role).

Data Analyst: is trained in entering and accessing data from the SWIS, prepares data for meetings.

Behavior Specialist: competent with behavioral principles and assists in analyzing data; this person needs to have the skills, not necessarily a title.

Communications: acts as the point person for communication between the team and staff regarding PBS and behavior issues.

PBIS Coach

- Is familiar with the school-wide discipline process
- Facilitates team throughout the process (insures critical elements are in place)
- Attends all trainings/meetings with their school-based teams
- Receives extended and ongoing training from GA PBIS Team
- Is an active and involved team member, but not the Team Leader
- Is the main contact person for the school-based team
- Reports to the District Coordinator

Administrator

- Plays an active role in the school-wide PBIS change process
- Actively communicates their commitment to the process
- Familiar with school's current data and reporting system
- If a principal is not committed to the change process, it is unwise to move forward in the process
- Actively encourages team efforts, provides planning time, feedback, and support initiatives

Team Tasks

- Develop, monitor, and evaluate the school-wide PBIS action/implementation plan
- Hold regular team meetings (at least monthly)
    - Analyze behavior, attendance and academic data
    - Make changes to the existing database
    - Problem-solve solutions to critical issues
    - Begin to outline actions for the development of a plan
- Maintain communication with staff and coach
- Evaluate progress
- Report outcomes to District Coordinator

Positive Behavioral Interventions and Supports (PBIS)

Callaway Elementary School is a PBIS school. PBIS is an application of a behaviorally-based system to enhance the capacity of schools, families, and communities to design effective environments that improve the fit between research-validated practices and the environments in which teaching and learning occur. The focus is on creating and sustaining school environments that improve lifestyle results (personal, health, social, academic, work. etc.) for all students by making problem behavior less effective, efficient and relevant while making desired behavior more functional.

Who is involved in the PBIS Process?

- All school personnel to include: Administration, Teachers, Counselor, Paraprofessionals, Custodial and Cafeteria Staff, Office personnel
- Support Personnel such as a School Improvement Facilitators etc.
- Special Education Personnel such as Behavior Specialist, Lead Teacher.
- School Visitors

What is a School-Wide PBIS Plan?

The school-wide PBIS Plan includes the following steps...

- Expectations are clearly and positively defined.
- Behavioral expectations are taught to all students and staff.
- Appropriate behaviors are acknowledged.
- Behavioral errors are proactively corrected.
- A database for keeping records and making a decision is established.
- Data-based monitoring and adaptations to the plan are regularly conducted.

School Rules- Expectations of Students

"Callaway Elementary Expectations" states:

We are.....**Cooperative**
We are.....**Excellent**
We are.....**Successful**

- ☐ Instructional behavior supports-To reinforce positive behavior, expectations must be explicitly taught and discussed.

- ☐ Teachers/Staff will teach rules and procedures to students during the first two weeks of every nine-week grading period. Teachers and staff will continue to remind students of proper procedures.

- ☐ Teachers/Staff will explain, demonstrate and remind students daily of the Callaway Elementary Expectations.

- ☐ Faculty and staff will serve as role models by displaying collaborative, collegial behavior with colleagues, students, and parents.

- ☐ Counselor will conduct character education sessions which focus on character traits, behaving appropriately and acting responsibly.

- ☐ Administrators will continuously stress the importance of behaving appropriately via the intercom, news broadcast, classroom discussions and being visible throughout the school.

- ☐ Faculty and staff will utilize the behavior matrix to teach students the expectations in the classroom, hallways, cafeteria, restroom, during afternoon dismissal and assemblies.

- ☐ Expectations will be posted all around the school to serve as visual reminders to all.

Positive Behavior Reinforcement

Callaway Elementary School's faculty and staff will implement the following incentives as positive behavior reinforcement. The goal is to promote behavior to foster an environment conducive to learning.

When a student has demonstrated Callaway Elementary's Expectations, he or she will have the opportunity to be rewarded through various forms of incentives throughout the year.

Some behavior incentives may include: admission to attend School Store, dances, social time, games in the gym, and other special events. Activities will be announced over the intercom, TV screens, and social media.

CES Behavior Matrix

Cooperative. Excellent. Successful.

Behavioral Expectations	Hallway	Cafeteria	Playground	Restroom	Assemblies	Classroom
We are Cooperative	★ 1. Face front ★ 2. Keep personal space	★ 1. Inside voice ★ 2. Walking feet	★ 1. Use equipment appropriately ★ 2. Use positive and appropriate language	★ 1. Be quick ★ 2. Wait patiently for your turn	★ 1. Enter quietly ★ 2. Sit in space correctly	★ 1. Sit in space correctly ★ 2. Listen to speaker (teacher, classmate, announcements, etc.)
We are Excellent	★ 1. Voices off door to door ★ 2. Hands, feet, and objects to self	★ 1. Sit in space correctly ★ 2. Hands, feet, and objects to self	★ 1. Play with everyone ★ 2. Hands, feet, objects to self	★ 1. Maintain personal space ★ 2.Hands, feet, and objects to self	★ 1. Listen respectfully ★ 2. Respond using polite language	★ 1. Inside voices ★ 2. Keep Hands, feet, and objects to yourself
We are Successful	★ 1. Walk on the right side ★ 2. Leave other's property alone	★ 1. Eat your food ★ 2. Clean up your area (floor and table)	★ 1. Take care of yourself ★ 2. Be a problem solver before seeking adult assistance	★ 1. Wash hands ★ 2. Clean up after yourself	★ 1. Stay calm ★ 2. Have control of your own actions	★ 1. Use classroom materials for their purpose ★ 2. Use manners and kind words

Cooperative. Excellent. Successful.

Linked slide

Behavioral Expectations	Bus	Office	Media Center	STEM Lab
We are Cooperative	★ 1.Find your seat quickly ★ ★ 2. Stay seated and use inside voices	★ 1.Wait patiently for your turn ★ ★ 2. Have a note or a pass	★ Use a shelf marker ★ ★ Put books where they belong	★ Sit in your space correctly ★ ★ Listen to and follow all directions
We are Excellent	★ 1. Hands, feet, and objective to yourself ★ ★ 2.Keep the bus clean ★ ★ 3. Follow the Bus Driver & Monitor rules RULES	★ 1. Hands, feet, and objective to self ★ ★ 2. Respond using appropriate and polite language (please and thank you)	★ Treat books with care ★ ★ Hands, feet, and objects to self	★ Use your inside voices ★ ★ 2. Keep your hands, feet and objects to yourself
We are Successful	★ Keep your bookbag closed at all times. ★ ★ 2. Use kind words at all times	★ Respect others privacy and ★ Space ★ ★ Clean up after yourself	★ Use quiet voices ★ ★ Clean up after yourself	★ Use manners and kinds words ★ ★ 2.Clean up after yourself

CES Behavior Flowchart

Build Relational Capacity

Excel Model

Teach PBIS Expectations Explicitly

Use Social Contract

Teacher-Managed Examples

- Difficulty with transition
- Failure to follow directions
- Gum/Candy
- Inappropriate Language
- Distracting Noise
- Yelling/shouting/swearing
- Name Calling
- Off-Task Behavior
- Out of Seat/Area
- Refusal to Comply
- Taking other's things
- Not keeping hands to self

Office-Managed Examples

- Fighting
- Possession of unapproved item
- Leaving class without permission
- Harassment/Bullying
- Threat/Intimidation
- Staff Assault
- Failure to report w/ teacher

Misbehavior Occurs
Is it Teacher-Managed or Office-Managed?

Teacher-Managed

Teacher to Class

Class to Peers

Teacher to Individual

Four Questions:

- What are you doing?
- What are you supposed to be doing?
- Are you doing it?
- What are you going to do about it?
- What is going to happen if you break our social contract again?

Reminders:

- Ask Questions 2 times.
- Create Silence.
- Give Genuine Affirmation about student
- No response = "You may either answer the question or you are choosing the consequence."
- Ask question again.
- Affirm and move on or give the consequence.

Office-Managed

Always Ensure Safety!

An administrator or School counselor is called to the classroom

Teacher completes Referral
Include specific facts about event.
Office staff will code the type of incident.

Administration determines consequence
Documents on referral
Notifies parents and teachers
Referral is entered into IC and SWIS

Proactive/Prevention

- Teach, Reteach, and model Cooperative, Excellent, and Successful behavior
- Use a visual schedule
- Use a timer
- Alternative seating
- Cool-down area
- Encourage peer support
- Verbally praise and reward positive behaviors

Consequence Strategies

- Student Conference
- Reflection Sheet
- Change the student's seat
- Time out in the classroom
- Time out in buddy classroom
- Loss of privilege
- Call/Bulldog note to parent
- Referral to counselor

Class Dojo

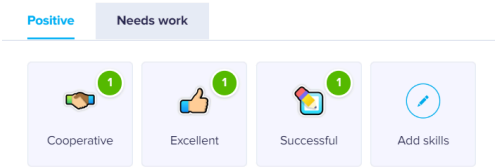
How to join:

1. Please use this invitation link to join the CES Class Dojo page.

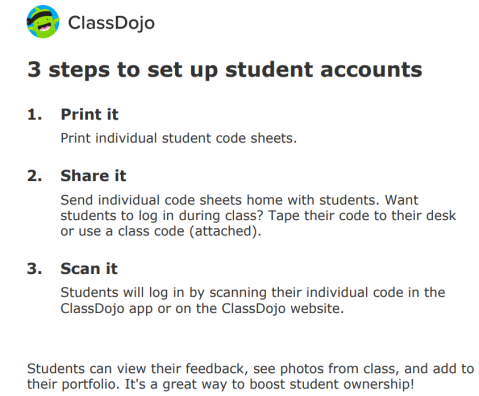
2. Create a Class Dojo page for this school year. Add Brittany Bonner and Melissa Jones as Co-Teachers (PBIS members). Also, add any non-homeroom teachers that serve your students. (EIP, resource, and rotation teachers)

   To add co-teachers
   Go to the "Classes" tab and click on the gray arrow to the right of the class name and select "Add Co-teacher". Then select a name.

3. After importing/uploading your students, click on a student. You should see the student's name and avatar. Click on add skills in the positive area. Delete all pre-listed skills. Create skills that read cooperative, excellent, and successful. Set each for 1 point. (see the example). Once completed for one student, all student skills should be updated.



4. In the needs work area, remove all skills. We will not be using this area. Teachers will not take away any points for students not meeting the expectations.
5. Print out your student's individual parent login information and send home with your student for parents to join your class



Class Dojo Expectations

All students will be able to earn points for following the school expectations daily.

We are Cooperative (doing things without being asked, showing manners, being kind to peers, being a good friend, etc.)
We are Excellent (keeping up with homework & materials, returning something that was lost/misplaced, attendance, returning signed paperwork, etc.)
We are Successful (receiving passing/high grades on tests, quizzes, & projects, putting forth extra effort on classwork, taking good notes in class, etc.)

Earned Points

Each week, students will be able to earn 3 points a day, totaling 15 points per week from their homeroom (co teaching team) teacher(s). If a student has met all expectations for the week, the student will receive 15 points for that week. Teachers should not take away points.

Note: Non-homeroom teachers (EIP, Resource, Rotation) will be able to reward *exemplary* students as well, These points will be in addition to the homeroom (co teaching team) teacher(s).
Please note that PBIS is a positive behavior system, please do not take away any points that students have earned. All monthly incentives will be based on the 15 maximum points that students are able to earn weekly.

Updating Points

Student points should be updated in Class Dojo daily. There is an app that can be downloaded to a smartphone or device for your convenience.

It is suggested that teachers keep track of the points/documentation of behavior which resulted in points not earned on a clipboard.. Parents may ask if the student does not meet the expectation of 3 points daily.

PBIS Meeting Dates 2024-2025

DATE	TIME
Jul 29, 2024	TBA New School Staff Training
Jul 30, 2024	TBA School Staff Refresher Training
Aug 8, 2024	2:45 pm
Aug 9, 2024	1:00 pm PBIS Kickoff
Sep 12, 2024	2:45 pm
Oct 10, 2024	2:45 pm
Nov 14, 2024	2:45 pm
Dec 12, 2024	2:45 pm
Jan 9, 2025	2:45 pm
Feb 6, 2025	2:45 pm
Mar 13, 2025	2:45 pm
Apr 10, 2025	2:45 pm
May 8, 2025	2:45 pm
May 27, 2025 (End of the Year Meeting- Calendar)	10:00 am

Month	PBIS Celebrations/Events
August	Camp Bulldog (8/2 start date; lasts 6 weeks) PBIS Kickoff Week (8/12-8/16) PBIS Assembly (8/9) (Kickoff Week) M-Are you "Red"dy to demonstrate CES behavior? Wear Red. Decorate a banner for your grade level. Hang in the gym. We will judge at the assembly. T-Good behavior is always in style.Decade Day; Wear attire from the 50s, 60s,70s,80s,or 90s W-Sock it to negative behavior. Wear crazy socks TH-Hats off to Great Behavior. Wear hats. F-Show your Bulldog Spirit. Wear red and black or CES shirts.
September	PBIS Store
October	Fall-o-ween Celebration
November	PBIS Store
December	Holiday Sing-a-long
January	PBIS Store
February	PBIS Assembly (games/interactive)
March	PBIS Store March Madness (Attendance)
April	Spring Fling/Luau
May	PBIS Store