

EAST WOOD



Our

PBIS HANDBOOK

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE ARE SAFE

DARRYLL RAMSEY JR. ,
PRINCIPAL

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FROM YOUR PBIS TEAM



Dear Parents/Guardians & Staff,

We are excited to begin the 2024-2025 school year with a fresh start and an optimistic attitude! At Eastwood Elementary, we strive to ensure that your student has a positive experience every day at school. In order to do so, we will continue to implement Positive Behavior Intervention and Support (PBIS) while adding strategies from our recent Capturing Kids Heart training. PBIS is a framework to teach and reinforce behaviors that we want our students to exhibit at school. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.). Staff teach and reteach, as needed, to ensure that these expectations become about of the everyday culture of Eastwood. We have updated our handbook in which you can find more information about our PBIS program. This will be uploaded on our school website and hard copies will be available upon request.

The school-wide expectations that we will require all students to know, understand, and follow are:

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21 Century Learning skills. Research shows that when the home and school work together, student learning is more successful.

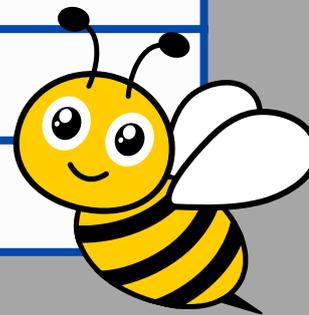
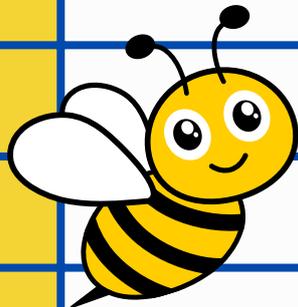
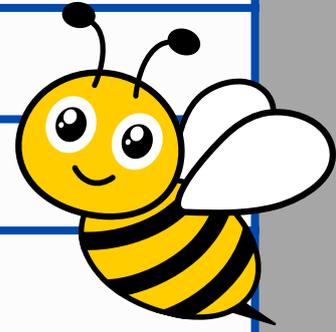
With that said, you will get more information on PBIS throughout the school year. Practice the school-wide expectations at home and encourage your child to BE RESPECTFUL, RESPONSIBLE, and SAFE. We look forward to an exciting school year full of new learning.

Sincerely,

Eastwood PBIS Team

Eastwood PBIS Focus 2024-2025

August	All Expectations
September	Be Safe
October	Be Respectful
November	Be Responsible
December	Be Safe
January	Be Respectful
February	Be Responsible
March	Be Safe
April	Be Respectful
May	Be Responsible

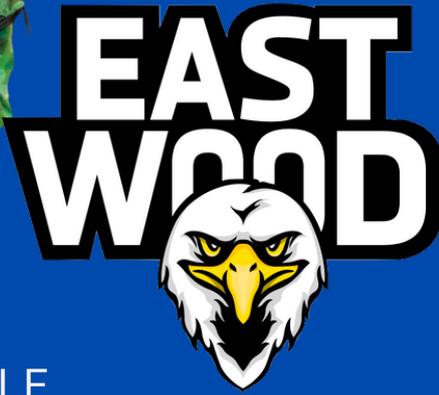


PBIS MONTHLY FOCUS

BE SAFE. BE RESPECTFUL. BE RESPONSIBLE

At Eastwood, we our Big 3 expectations: Be Safe, Be Respectful, Be Responsible. Each month, we will focus on one of the Big 3 and recognize students of the month during the PBIS assembly who demonstrate the character trait of the month. Students will receive certificates, notes of recognition, and a gift certificate to a local restaurant.

EAGLE DOLLAR & STORE



GOLDEN EAGLE DOLLARS ARE GIVEN TO STUDENTS WHO DEMONSTRATE CHARACTERISTICS OF THE BIG 3. (I.E. BEING RESPONSIBLE – BRINGING IPAD FULLY CHARGED TO SCHOOL; BRING SAFE – WALKING IN THE HALLWAYS) AT THE END OF EACH TRIMESTER, STUDENTS WILL BE ABLE TO EXCHANGE THEIR EARNED DOLLARS FOR TIERED ITEMS IN THE EAGLE DOLLAR STORE.





EASTWOOD



ETV HIGHLIGHTS



Each month, during the EastwoodTV digital assembly, crew members highlight PBIS focus from the student perspective. These highlights remind students of the focus, their purpose, and how they can do to exemplify them around campus.

Discipline

PROGRESSIVE DISCIPLINE

Progressive Discipline uses gradual consequences to address inappropriate behavior to teach pro-social behavior. The goal, is to redirect student behavior to class/school expectations.

PROGRESSIVE DISCIPLINE IS A WHOLE SCHOOL APPROACH THAT USES A CONTINUUM OF INTERVENTIONS, SUPPORTS & CONSEQUENCES TO REINFORCE POSITIVE BEHAVIORS WHILE HELPING STUDENTS MAKE GOOD CHOICES

Examples may include: verbal warning, teacher/administrative conference, enrollment in small group, and behavior contract.

Student behaviors are classified into two categories of referrals: Minor or Major. Minor infractions may result in reteaching experiences and student conferences with the teacher. Potential outcomes of major infractions may include a parent contact or student conference with administration. If a student receives three minor referrals for the same category of infraction, those referrals will equate to one major referral.



Capturing KIDS' HEARTS



CKH-1 is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:

- How to build meaningful, productive relationships with students and colleagues
- How to use the Capturing Kids' Hearts® EXCEL Model™ to create a safe, effective environment for learning
- How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract
- High payoff techniques for dealing with conflict, negative behavior, and issues with disrespect

When school administrators provide ongoing support for teachers using the CKH Process, the entire school grows a sense of loyalty and enthusiasm for learning. CKH-1 is the beginning of a transformational, multi-year process for teachers and administrators at the campus or district level.

APPROACH

When CKH-1 is combined with a systemic approach, our research-based process improves the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Campuses implementing with fidelity have experienced:

- Strengthened student connectedness to others by enhancing healthy bonds with teachers
- Consistent rules of conduct, with reduced disciplinary escalations and referrals
- Dramatic reduction in truancy and dropouts
- Reduced negative behaviors
- Significant improvement in student academic performance
- District-wide improvements in test scores
- Higher rate of job satisfaction among teachers
- Increased teacher retention and improvement in teacher recruiting





Family **PARTNERSHIP**



WE BELIEVE THAT IT TAKES THE PARTNERSHIP BETWEEN THE SCHOOL AND HOME TO TRULY SEE OUR STUDENTS GROW AND SUCCEED. AS EDUCATIONAL PARTNERS, HERE ARE SOME WAYS THAT YOU CAN HELP YOU STUDENT STAY ON THE PATH TO POSITIVE BEHAVIOR.

- REVIEW THE BIG 3 WITH YOUR STUDENT AND HAVE CONVERSATION AROUND HOW THEY CAN DEMONSTRATE THE CHARACTERISTICS IN SCHOOL
- MAKE SURE YOUR STUDENT IS READY EACH DAY FOR SCHOOL
- ASK YOUR STUDENT HOW THEIR DAY IN SCHOOL IS AND WHAT THEY ARE LEARNING
- MAINTAIN OPEN COMMUNICATION WITH YOUR STUDENT'S TEACHER
- REVIEW THE RESOURCES FROM THE PBIS NEWSLETTER AND CONSIDER FAMILY ACTIVITIES AROUND THE DIFFERENT TOPICS



EAST WOOD



Our

PBIS STAFF HANDBOOK

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE ARE SAFE

DARRYLL RAMSEY JR. ,
PRINCIPAL

introduction

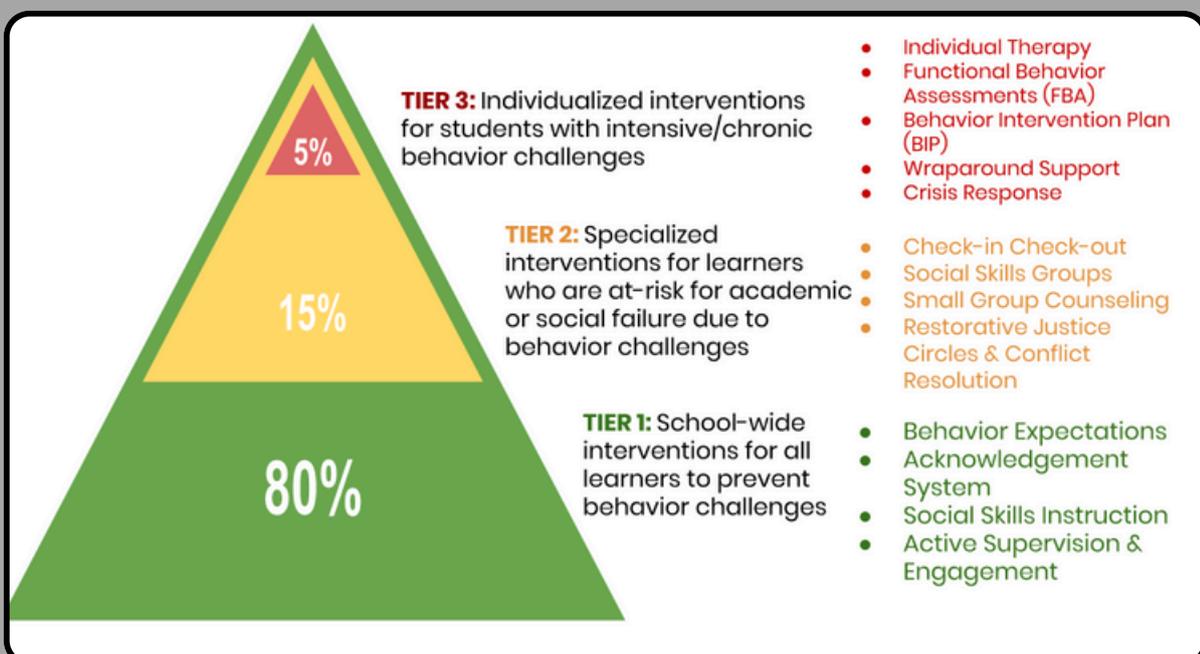
Staff



Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students

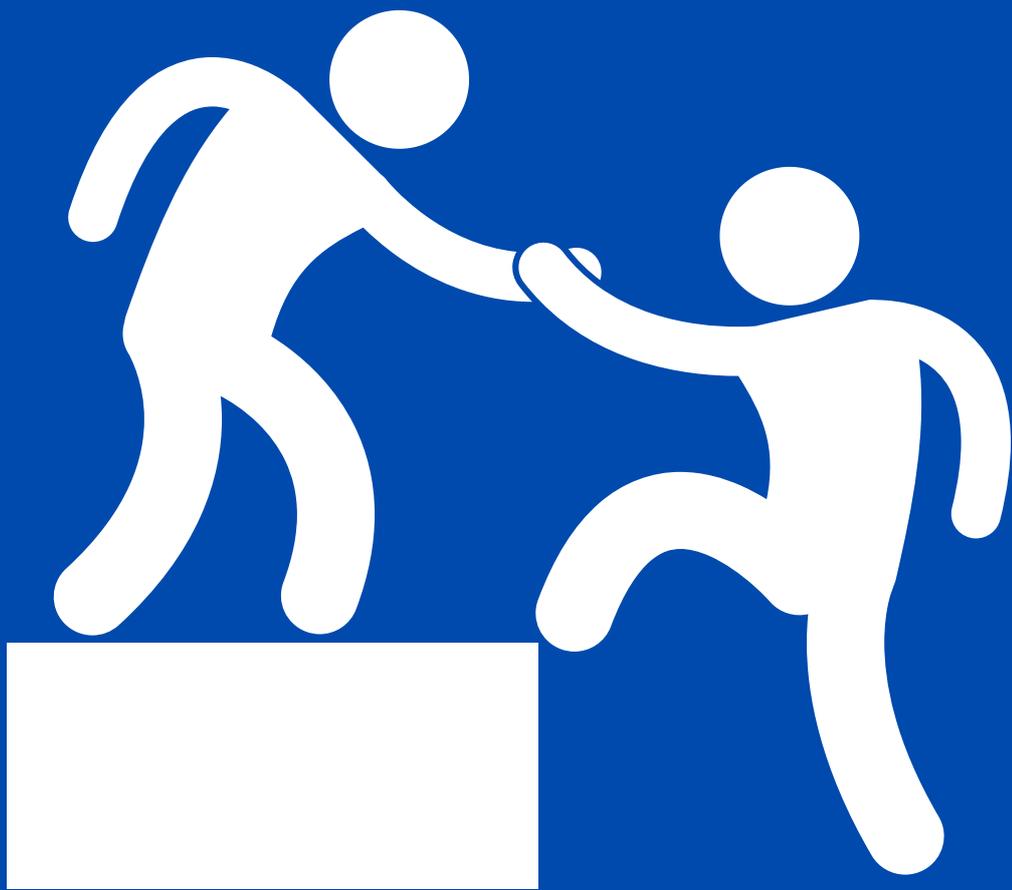
PBIS Implementation

Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress.





Tiered Team
SUPPORT



Eastwood Elementary PBIS School Matrix



	Bathroom	Playground	Line	Hallway	Media Lab/SEL Suite	Library	Snack & Lunch	Office
Be Safe	<ul style="list-style-type: none"> *One person to a stall *Use sinks, toilets, hand dryer, and paper towels appropriately *Keep water in sink 	<ul style="list-style-type: none"> *Keep a safe distance from the fence and be only in assigned area *Use equipment correctly *Play school approved games using school rules (no tag) *Follow "Peace on Earth" signal 	<ul style="list-style-type: none"> *Stand still facing forward *Allow space for each person 	<ul style="list-style-type: none"> *Walk outside the door curve *Place items on hooks, baskets, or against the wall *Calmly walk facing forward down hallways and on blacktop 	<ul style="list-style-type: none"> *Walk *Keep hands and feet to yourself. *Be gentle with the equipment *One person per computer 	<ul style="list-style-type: none"> *Walk *Keep hands and feet to yourself. *Be gentle with the equipment 	<ul style="list-style-type: none"> *Walk *Keep your hands, feet, & objects to yourself *Ask permission to leave table after finishing your food 	<ul style="list-style-type: none"> *Sit in chairs with feet on floor *Keep all items out of the walkways and doorway
Be Respectful	<ul style="list-style-type: none"> *Give people privacy *Keep bathroom clean *Use a level 1 voice 	<ul style="list-style-type: none"> *All games are open to everyone *Play fair, share, and take turns *Keep hands, feet, and objects to yourself *Use rock, paper, scissors to solve problems 	<ul style="list-style-type: none"> *Walk and calmly stand in line *After bell/signal, follow directions and use a respectful voice 	<ul style="list-style-type: none"> *Walk respecting the learning of other classes *Maintain personal space *Keep hands, feet & all objects to yourself *Smile or wave if you see a friend 	<ul style="list-style-type: none"> *Use voice level 1 *Wait your turn *Say "Please" and "Thank you" *Keep hands, feet & all objects to yourself *Smile or wave if you see a friend 	<ul style="list-style-type: none"> *Use voice level 1 *Wait your turn *Say "Please" and "Thank you" *Keep hands, feet & all objects to yourself *Smile or wave if you see a friend 	<ul style="list-style-type: none"> *Patiently wait for your turn in line *Use good table manners *Say "please" & "thank you" *Level 1 voice= in line *Level 2 voice= inside cafeteria 	<ul style="list-style-type: none"> *Go alone or with only 1 escort *Wait your turn *Use a level 0 voice while waiting *Say "please" and "thank you"
Be Responsible	<ul style="list-style-type: none"> *Go, Flush, Wash, Leave *Conserve supplies (paper, water, soap) *Promptly return back to class 	<ul style="list-style-type: none"> *Bathroom and water before signal to line up *Walk to line when signal given *Take care of and return all equipment 	<ul style="list-style-type: none"> *Hold onto all belongings *Keep hands and feet to self 	<ul style="list-style-type: none"> *Walk directly to where you are going *Only in hallways when supervised (before school, recess, lunch) *When leaving class carry hall pass or note 	<ul style="list-style-type: none"> *Take care of your computer *Report any damages approved sites only *Clean up 	<ul style="list-style-type: none"> *Take care of your book *Report any damages *Clean up 	<ul style="list-style-type: none"> *Clean up eating area before leaving cafeteria *Stay seated until dismissed *Stack your tray neatly 	<ul style="list-style-type: none"> *Carry hall pass or note (with teacher permission) *Go directly to office, then return to class *Go directly to counter for help



OUR TEAMS

PBIS Team – First Tuesday

- VACANT (Parent Rep)
- Darryll Ramsey, Jr. (Admin/Coordinator)
- Karina Villaruel (ESSS)
- Deb Henderson (TK-2 Rep)
- Diana Ortega (3-5 Rep)
- Andrew Garcia (SpEd Rep)
- Rose Bakh (iTOSA)
- Hortencia de Suarez (Classified Rep)



PBIS Tier 2 Team – Second Tuesday

- Darryll Ramsey, Jr. (Admin/Coordinator)
- Karina Villaruel (ESSS)
- Lillian Comstock (School Psych)
- Rose Bakh (iTOSA)
- Diana Ortega (Teacher Rep)

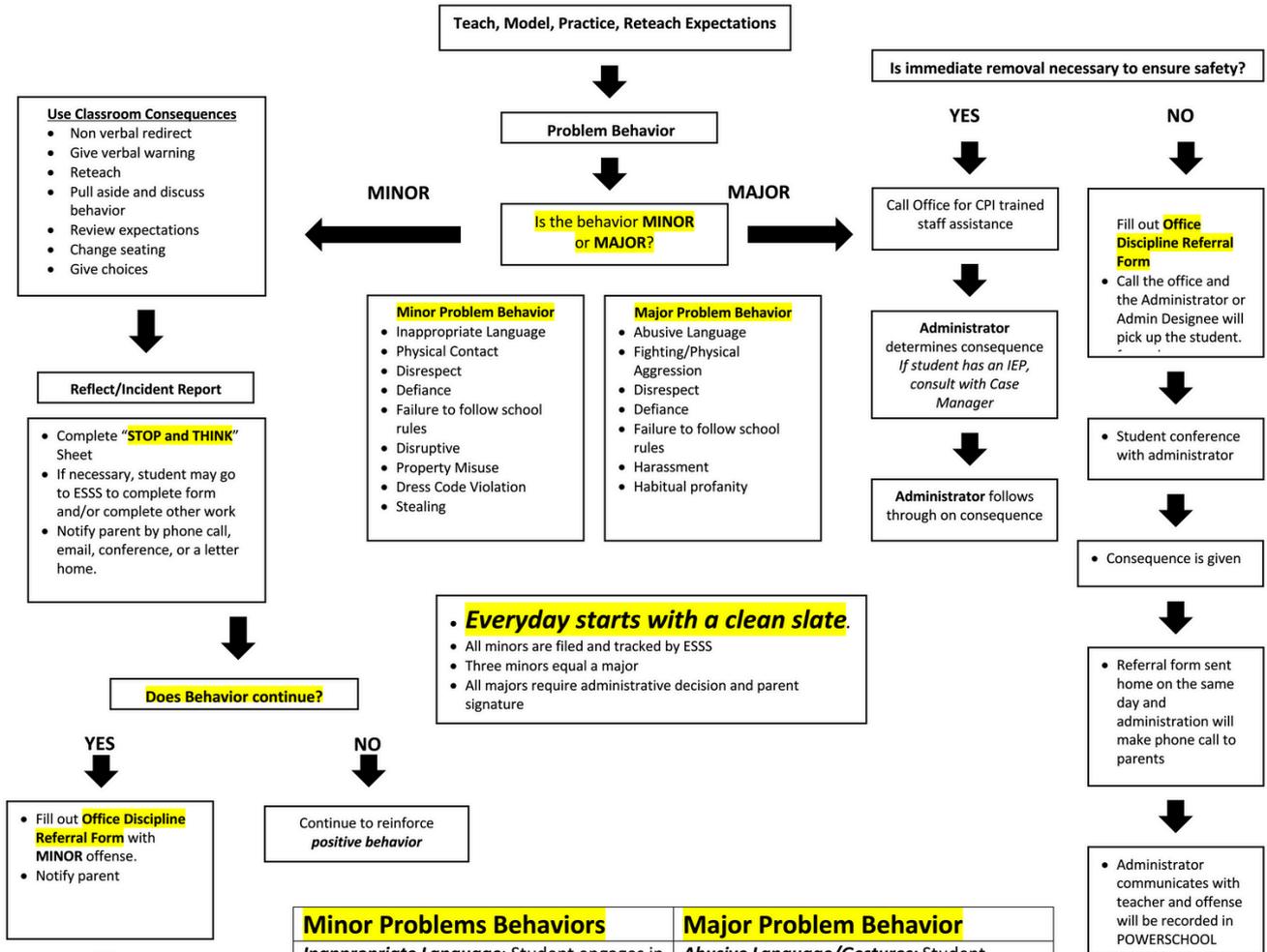
PBIS Tier 3 Team – First Thursday

- Darryll Ramsey, Jr. (Admin/Coordinator)
- Karina Villaruel (ESSS)
- Lillian Comstock (School Psych)
- *Lena Franco (PBIS Consult)*
- *Julianna Taillon (District Wellness Support)*

	PBIS	PBIS Tier 2	PBIS Tier 3
August			
September	Sept 3	Sept 10	Sept 5
October	Oct 1	Oct 8	Oct 3
November	Nov 5	Nov 12	Nov 7
December	Dec 3	Dec 10	Dec 5
January	Jan 7	Jan 14	Jan 9
February	Feb 4	Feb 11	Feb 6
March	Mar 4	Mar 11	Mar 6
April	Apr 1	Apr 8	Apr 3
May	May 6	May 13	May 8

Eastwood Elementary School

Positive Behavior Intervention & Support Flow Chart



OFFICE DISCIPLINE REFERRAL

Be Safe
Be Respectful
Be Responsible



Eastwood Elementary
School Disciplinary Referral Form

Name: _____

Offense Number: 1 ___ 2 ___ 3 ___

Teacher: _____

Grade: K 1 2 3 4 5

Referring Staff: _____

Time of incident: _____ Date: _____

Location:

- Playground/Blacktop
- Cafeteria
- Hallway
- Classroom
- Library
- Bathroom
- Other: _____

Problem Behavior	Possible Motivation	Administrative Decision
Major <ul style="list-style-type: none"> <input type="checkbox"/> Habitual Profanity/ obscene language, or gesture <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Stealing <input type="checkbox"/> Possession of a weapon <input type="checkbox"/> Harassment/Bullying 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peers <input type="checkbox"/> Avoid adults <input type="checkbox"/> Avoid task of activity <input type="checkbox"/> Obtain item <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ 	STAFF <ul style="list-style-type: none"> <input type="checkbox"/> Loss of privilege: _____ <input type="checkbox"/> Offered alternative recess choices <input type="checkbox"/> Community service activity <input type="checkbox"/> Conference with student <ol style="list-style-type: none"> 1. Re-teach behavior expectation 2. Introduce replacement behavior <input type="checkbox"/> Parent Contacted OFFICE <ul style="list-style-type: none"> <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contacted <input type="checkbox"/> Local guidance <input type="checkbox"/> Suspension by principal _____ # of days <input type="checkbox"/> Other _____

Others involved in incident: (please circle all that apply)

Peers Staff Teacher Substitute Other: _____

Comments/Notes: _____

Staff Signature: _____

Date: _____

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

BEHAVIOR EMERGENCY PROTOCOL



Behavioral Emergency Safety Protocol

When a student exhibits an unpredictable, spontaneous behavior which

- Poses clear and present danger of serious physical harm to the individual or other or causes serious property damage

Serious behavior problem behavior is defined as assaultive, self-injurious, causes serious property damage, eloping off campus or other pervasive maladaptive behavior.

Utilize the following steps:

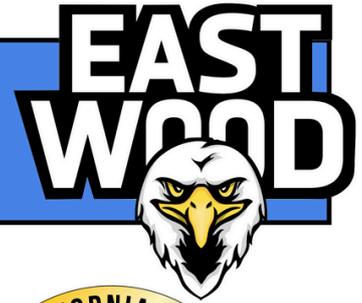
1. The teacher/ staff member determines that a behavioral emergency exists per the analysis of an emergency.
2. Other students and staff are made safe through active verbal directives.
3. The student is made safe per staff judgment.
4. Contact the office to notify the site administrator or designee immediately.
5. The office will identify an Additional Adult Support on campus and send to the classroom/area to support.
6. Teacher/ Additional Adult Support determines best behavior intervention to de-escalate the student. For example:
 - a. Teacher/Staff member evacuates the classroom and maintains safety of other students.
 - b. Additional Adult Support maintains proximity to the student and supports de-escalation.
7. As soon as safety has been re-established, Additional Adult Support is faded.
8. Debrief as a team and complete all the follow-up documentation

Additional Adult Support on Campus

Darryll Ramsey, Jr. Administrator
Lillian Comstock School Psychologist
Karina Villarruel ESSS (CPI trained)
Elementary Counselor (CPI trained)
Wellness Clinician / Wellness Specialist
Rose Bakh TOSA
Carol Sundheim RSP Teacher

SUBSTITUTE PROTOCOL

Eastwood Elementary
Darryll Ramsey Jr., Admin.



Eastwood 3 B's

At Eastwood, we have our Big 3 expectations: Be Safe, Be Respectful, Be Responsible. Golden Eagle Dollars are given to students who demonstrate characteristics of the Big 3. As a sub personnel you will be expected to do the same. Every trimester, students will be able to exchange their earned dollars for tiered items in the Eagle Dollar Store. We encourage all staff to reinforce positive behaviors like our 3 B's with our 'Golden Eagle Dollar.' Golden Eagle Dollars are attached to the attendance folder.



If You Need Additional Behavior Support

Contact the office and they will notify proper personnel.



Follow specified classroom protocol (*if any*). The safety plan should be attached to your sub notes/lessons.



BE SAFE



BE RESPECTFUL

BE RESPONSIBLE



- Five positive comments and gestures to everyone
- correction (5 to 1 ratio) is consistently present
- Positive greetings at the door to pre-correct and establish positive climate
- Effective cuing systems to release and regain student attention
- Teaching, modeling, cuing and reinforcement of social-emotional skills