


Subject: PBIS HUSKY 2022-2023	Effective Date: August 1, 2022	Page: 1 of 15
First three Alpha Letters: PBI	Approved By: Dr. Katherine Kuhn	Signature: 

I. Purpose

- A) Positive behavioral interventions and supports (PBIS) is an approach Safford K-8 schools promote school safety and good behavior.
- B) With PBIS, Safford K-8 school teaches kids about behavior expectations and strategies.
- C) The focus of our PBIS is prevention, not punishment here at Safford K-8 school.

II. Authority

- a) Dr. Katherine Kuhn, Principal of Safford K-8 School

III. Terms and Conditions

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Features of Safford K-8 School-Wide Positive Behavior Plan

- Increases instructional time
- Increases academic achievement
- Builds better relationship with students
- Reduces classroom disruptions
- Reduces office referrals
- Reduces student time out of classrooms
- Improves school culture/community/safety
- Provides consistency campus wide

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. The **four** core expectations are **Be a community member, Be honest, Be Yourself and Be Kind.**

Teach Behavior Expectations. The behavioral expectations and school procedures are taught to all students, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to: **Be a community member, Be honest, Be Yourself and Be Kind.** The rationale for the rules and behavioral expectations are presented for each setting; then staff demonstrates examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the ‘wrong way’ to do it – it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the “right way” until they demonstrate fluent performance.

Acknowledge Appropriate Behaviors. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Safford K-8 Community School has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (**thumbs up, smile, verbal praise**), but the goal of an acknowledgment system is to provide a regular reminder to staff throughout our busy days to catch kids doing the right thing. As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through the PBIS Rewards program, points will be given by individual staff members to recognize students or colleagues for engaging in positive behavior. Staff members can award points to students across all school settings, whether they teach the student or not. When giving out points, we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules:

“**Be a community member, Be honest, Be Yourself and Be Kind**”. Instructions on the procedure to use in rewarding PBIS points are described in more detail later in the handbook and through Mr. Yabyabin. Additionally, school-wide drawings will occur frequently to recognize students per grade level for their positive behavior.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The Program is used to identify important behavioral expectations across school settings.

The Matrix is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our program to be successful socially by teaching behavioral expectations and school routines from the beginning of the school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do
- c) Physically demonstrate or model the expected behavior, not simply talk about it
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the School-wide rules

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Acknowledgement System

On a daily basis, a student can earn PBIS points when they are caught being respectful, responsible, and/or safe by a staff member (see matrix for examples). There will be many

instances when a student will receive verbal praise instead of a PBIS point. The staff member may choose to give a PBIS point so as to have greater impact. PBIS points are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a **5 to 1 positive to negative ratio** at Safford K-8 Community School.

All students should receive PBIS points when they engage in positive behavior... We do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.

All staff members, volunteers and substitute teachers should have the opportunity to hand out PBIS points whether they teach that particular student or not and can be given out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member uses the PBIS Rewards app or website to award a PBIS point to the student while complimenting the student. Points should always be accompanied with a verbal explanation to the student identifying the **specific behavior** they are being recognized for and linking the behavior to an expectation. For example, "Wow, thank you for stopping to **help pick up Barry's books**, that was very **Responsible**, you've earned a PBIS point." (...you were being very respectful when you...) and identifying the specific behavior that earned the point.
3. Teachers have the option of giving the entire class a PBIS point for positive behavior.
4. School-wide drawings will occur frequently to recognize students per grade level for their positive behavior.

Correction System – Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at **Safford K-8 Community School**, we will be guided by the following principles:

- 1. We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.**
- 2. A primary focus of responses for problem behavior is the instruction of the expected behavior.**
- 3. Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting.**

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects, pre-planned consequences may be required.

Level 1: Redirect

Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

Level 2: Redirect/Private Conference

- a. Pull the student aside quietly. (Example questioning ;“What are you doing? What are you supposed to be doing?”)
- b. Explain the expectation that needs reinforcement. “It wasn’t (respectful, responsible, and/or safe) when you _____.”
- c. Ask the student to review the expected behavior. “What will you do differently to be (respectful, responsible, and/or safe)?”
- d. Give the student immediate positive feedback. “Thank you, that WILL be respectful, responsible, and/or safe.”

Level 3: Reset/Behavior Reflection

Minor vs. Major Incident Guidelines

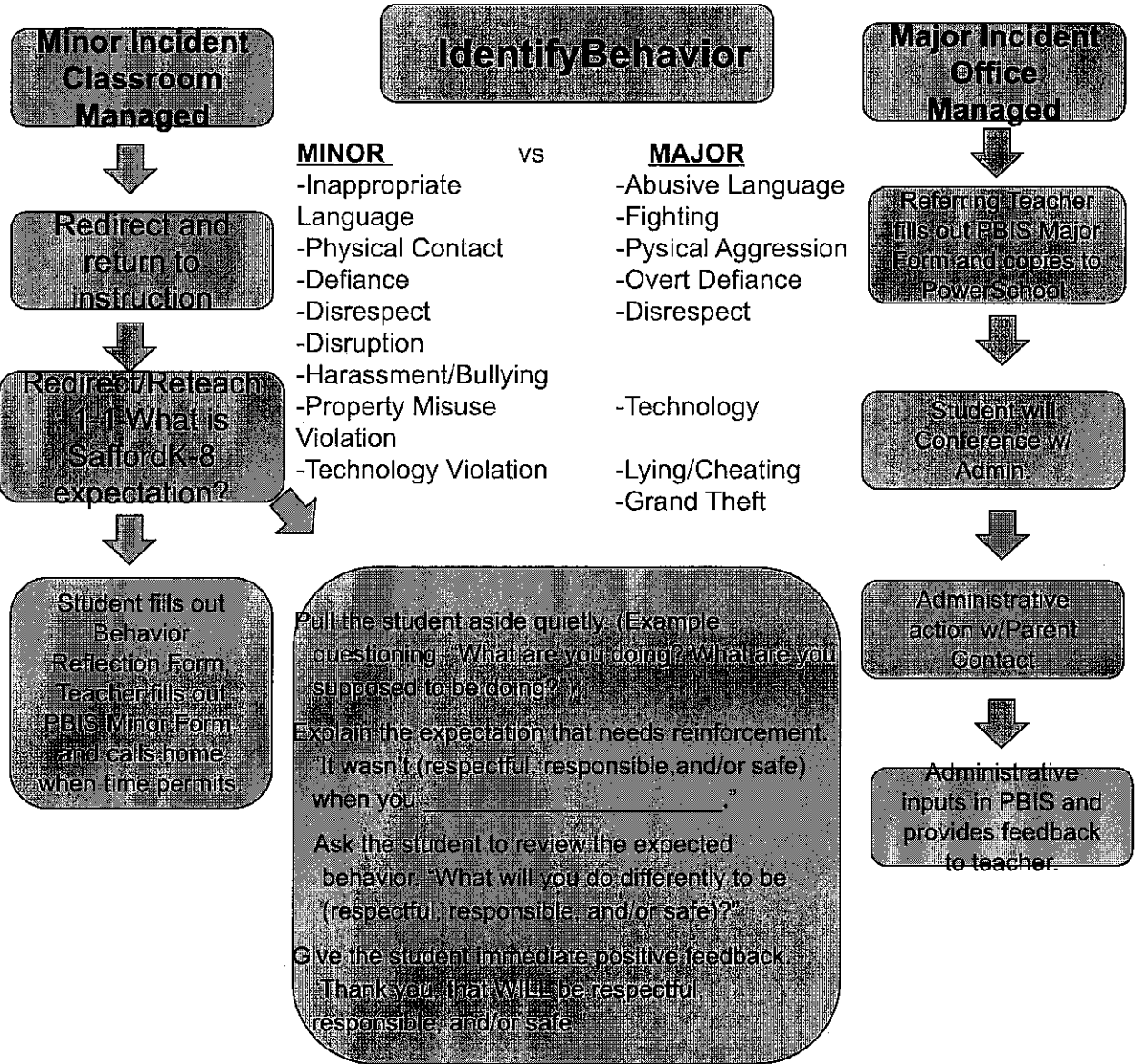
Minor-Staff Managed Behaviors : Failure to follow school or classroom rules and expectations.

Major-Office Managed Behaviors : Serious misbehavior that endangers the safety or well-being of students/staff, or makes normal classroom activities difficult or impossible.

Behavior	Definition	Minor- Staff Managed	Major-Office Managed
Defiance and Disrespect	Refusing to comply with a reasonable request of school officials, including refusal to follow directions, talking back, or showing disrespect	<ul style="list-style-type: none"> ● Not actively working ● Unfinished work ● Not participating in group work ● Making faces/rolling eyes ● Tone, attitude, body language - huffing, sighing ● Arguing-Inappropriate response to teacher request. ● Cheating/Lying ● Sleeping in class ● Disrespectful comments made to another 	<ul style="list-style-type: none"> ● Blatant Insubordination ● Intentional cursing, inappropriate gestures and/or drawings towards another ● Repetitive minor incidents that normal classroom consequences are not addressed. ● Major dishonesty or cheating ● Verbal/emotional harassment
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	<ul style="list-style-type: none"> ● Making noises ● Talking (off topic, out of turn) ● Out of seat ● Not listening and or following instructions ● Cell phone/electronic usage ● Earbuds/headphones in ● Dress code that can be corrected in class 	<ul style="list-style-type: none"> ● Blatant/repetitive disruptive behavior where teacher cannot teach and students cannot learn/refusal to end disruptive behavior ● Dress code that requires: phone call for change, gang related, overly suggestive or violent, drug alcohol related
Inappropriate Contact	Tussles, minor confrontations,	<ul style="list-style-type: none"> ● Poking ● Tripping 	<ul style="list-style-type: none"> ● Spitting ● Fighting

	pushing, shoving, and other physical altercation	<ul style="list-style-type: none"> ● Bumping into another person or student ● Minor aggression ● Unsafe/rough play ● PDA ● Repetitive physical contact 	<ul style="list-style-type: none"> ● Repeated pattern of pushing/shoving and/or punching ● Biting ● Inappropriate touching/contact ● Reoccurring PDA ● Intentionally hurting harming another
Inappropriate Language	Verbal messages that include swearing, name calling or use of words in an inappropriate way.	<ul style="list-style-type: none"> ● Name calling ● Profanity ● Negative talk 	<ul style="list-style-type: none"> ● Profanity toward authority ● Offensive/harassing language ● Sexual harassment
Property Misuse	Willful destruction or defacement of personal or school property	<ul style="list-style-type: none"> ● Minor vandalism in classroom (writing on desk/walls/property) ● Taking and/or stealing other people's belongings 	<ul style="list-style-type: none"> ● Vandalism (breakage) ● Defacing property ● Stealing major items ● Graffiti
Technology Violation	Violation of school technology agreement related to both personal and school devices	<ul style="list-style-type: none"> ● Unapproved cell phone/electronic usage ● Earbuds/headphones in during direct instruction ● Inappropriate use of a smartwatch in class/restroom 	<ul style="list-style-type: none"> ● Refusal to stop electronic usage ● Accessing "off limit" or unauthorized areas online
Crisis	A time of intense difficulty, trouble, or danger.		<ul style="list-style-type: none"> ● Weapons ● Leaving campus or running from staff ● Self Mutilation/Harm ● Credible Threats ● Throwing school property

Behavior Flow Chart



****REFER to Minor vs Major Incident Guidelines****

3 Minors = 1 Major

Safford K-8 Community School

PBIS Lesson Plan 1

School-Wide Expectations

Be a community member, Be honest, Be Yourself and Be Kind.

Introduce/Teach and Inform

- A. Objective: I can demonstrate the school-wide expectations at **Safford K-8 Community School**.
- B. "Today I will introduce you to PBIS at Safford K-8. There are four expectations we will learn about and grow to know. **Be a community member, Be honest, Be Yourself and Be Kind.**
- C. Hand out copies or display the School-Wide Matrix.

Monitoring and Feedback

Remind students about expectations.

Praise and give PBIS points to students who are following expectations.

If a student's behavior is other than expected, staff should:

1. **REDIRECT:** Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).
2. **REDIRECT/PRIVATE CONFERENCE:**
 - a. Pull the student aside quietly. (Example questioning ;"What are you doing? What are you supposed to be doing?")
 - b. Explain the expectation that needs reinforcement. "It wasn't (**Being a community member, Being honest, Being Yourself and Being Kind.**) when you _____."
 - c. Ask the student to review the expected behavior. "What will you do differently to be (**Being a community member, Being honest, Being Yourself and Being Kind.**)?"
 - d. Give the student immediate positive feedback. "Thank you, that **WILL be a community member, Be honest, Be Yourself and Be Kind..**"

3. RESET/BEHAVIOR REFLECTION

Safford K-8 Community School PBIS Voice Level Expectations Lesson Plan

Voice Level

Introduce/Teach and Inform

Objective: I know the different voice levels and can properly use them at Safford K-8 Community School.

"We all have to communicate with each other at school. Sometimes we need to use a different voice level depending on where we are or what we are doing. Using the expected volume shows others that we are being respectful, responsible, and safe."

A "0 voice" is when your voice is off and you are silent.

A "1 voice" is a whisper voice.

A "2 voice" is a regular voice used for conversation.

A "3 voice" is an outdoor voice.

A "4 voice" is for emergencies ONLY.

Check for understanding

- a. "I'm going to model each voice level and I'd like you to show me what voice level it is by holding up the amount of fingers that correspond to the answers." Model each voice level and have students hold fingers up to show what voice level is being used. Make sure to tell the class that you cannot model a voice level of 4 because "I can't use that voice level because it is not an emergency."

Activity

Students brainstorm (small groups) ideas of when/where the different voice levels would be used. Provide chart paper to each group. (Have each student write with a different color of marker to ensure all members are contributing to their poster/chart.)

Students present their poster/chart.

Teacher discusses examples of voice level that Safford K-8 Community School staff will be looking for at all times during the school day.

Refer to the chart below:

Voice Levels	When/Where
0	Tests, quizzes, teacher directions (direct instruction), independent reading, presentations by others
1	Working in small groups, independent work, hallway (during class), restrooms, library
2	Conversations, hallway (transitions between classes), group work, cafeteria
3	Outside, Pep Assemblies - when appropriate
4	Emergencies ONLY

Closure/Assessment

A. Discussion:

- a. "Tell me a place where you would use a voice level of 0, 1, 2, 3, 4."
- b. "Why do we have different voice levels at Safford K-8 Community School?"
- c. "How can the correct use of voice levels show **Being a community member, Being honest, Being Yourself and Being Kind.** "Why do we never model a voice level of 4?"

B. Demonstrate:

- a. Call on a student and have them tell you something (ex. favorite sport, movie, etc.) The student needs to respond in a voice level that matches the number of fingers you are holding up. If you hold up 4 fingers, the correct response is "I can't use that voice level because it is not an emergency."

C. Debrief: "Are there any questions you have about the voice levels at Safford K-8 School?"

Additional/Booster Lessons:

Posters

Modeling

Skits

A “0 voice” is when your voice is off and you are silent.

A “1 voice” is a whisper voice.

A “2 voice” is a regular voice used for conversation.

A “3 voice” is an outdoor voice.

A “4 voice” is for emergencies **ONLY**.

Safford K-8 Community School

PBIS Arrival/Departure Expectations Lesson Plan

	Classroom	Computer Lab / Library	Cafeteria	Playground / Field	Common Areas	Hallway	Bathroom	Bus	Extracurricular / Club:
Be a community member.	Participate in class discussions.	Follow directions.	Clean on and under your table.	Be a good sport.	Keep the area clean	Walk on the right side	Keep the bathroom neat and clean	You are representing your community, be on best manners	Use appropriate language
	Support your community learning	Encourage others.	Remind and help each other when necessary.	Use equipment properly.	Respect the furniture and community shared items.	Descend and Ascend on the right side of the stairs	Use the bathroom only when needed	Stay seated at all times	Be a good sport
	Ask for help. / Give help.	Ask for help. / Give help.	Follow directions.	Cheer on your community	Share space with all the community	Allow classrooms to focus on learning by respecting the focused learning times	Practice good hygiene, wash your hands	Maintain safe behavior and follow directives of driver	Use appropriate applause

