**Giffen's PBIS Faculty/Parent Handbook**

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**Be Safe**

**Be Respectful**

**Be Responsible**

**School Vision**

Giffen Memorial Elementary School is an exciting learning place where young people develop their natural gifts and abilities as they gain confidence in their potential.  Students grow to become well-adjusted, independent thinkers as theyexplore their intelligences; they realize the satisfaction of productive teamwork as they collaborate with others from a variety of racial, ethnic and economic backgrounds.  Stimulatingactivity integrates themes and basic content, resulting in higher scholastic achievement for all.  Children areempowered to become strong, responsible citizens through the dedicated efforts of caring and competent staff, involved parents and supportive community organizations.

**Mission Statement**

*The school, parents, and community will work together to have clear consistent expectations to motivate students to be safe, responsible, and respectful therefore increasing positive behavior to promote academic growth.*



September 2016

Dear Parents and Students,

This year we are excited to have Giffen be one of the Albany City School District’s schools who will implement the PBIS program. PBIS is an acronym for Positive Behavioral Interventions and Supports, a program that promotes a schoolwide positive learning approach to discipline. The objective of PBIS is to improve school climate, teach students to be responsible members of our school

community, and reduce challenging student behaviors in a proactive, positive, and consistent manner. This research-based program will improve student academic achievement and social competence.

The Parent/Student Handbook was created to inform families of our schoolwide procedures and Giffen expectations for student behavior. Our goal is to utilize the PBIS program to recognize positive behaviors regarding respect of safe, responsible, and respectful. This year we will focus on teaching behavioral expectations, recognizing positive student behaviors and addressing negative

behaviors in a consistent, clear manner.

On the following pages you will find the materials that students are being taught in the learning environments, hallways, cafeteria, buses, playground and other common areas. This matrix, flowchart, and definitions specifies the respectful behaviors expected in each setting. ***We ask that you review the procedures with your child, read and sign the PBIS Partnership Agreement on the last page of this booklet and return it to your child’s teacher by September 23.***

This program will be responsive to the changing needs of our community. Monthly meetings will be scheduled for staff to review this plan and to allow for input to further its development. All staff and parents are invited to participate in this process to make it reflective of our common concern and commitment to the children attending Giffen. We welcome your questions and comments. The

Giffen staff is enthusiastic about the PBIS program and the positive impact it will have on our school community.

Sincerely,

Jasmine Brown

Principal

Please use this checklist when reviewing the Giffen Handbook with your child.

□ Read handbook and reviewed procedures and rules with my child.

□ Explained positive and negative consequences to my child.

□ Signed and returned PBIS Partnership Agreement, due September 23

**Reward System**

**All School Personnel will be expected to hand out "We Are" tickets for positive behavior.**

* Tickets will be handed in by the student to their classroom jar. At the end of each day, one student can empty their classroom jar into the appropriate grade level box located in the office.

**Weekly**

* One student name per grade level will be chosen from the boxes to have their name announced on Friday morning announcements.

**Monthly**

* One student per grade level will win a small prize (homework pass, special lunch, extra computer time, extra recess, pencil, etc.)
* Monthly winners will have their photo posted on a bulletin board.
* All students without referrals will be rewarded with a non-referral party during the school day

**As Needed**

* Classes can earn a random "dance party" for 5 minutes at the end of a day for their classes positive hallway behavior.

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**Tier 2/Tier 3 Interventions**

**Check-In/Check-Out (CICO) -** Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide youth positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR).

**Social/Academic Instructional Groups (S/AIG)**: Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Intervention leads to generalization most effectively when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a DPR related to their transference of newly learned skills taught during group.

**Giffen Gators Tier 2/Tier 3 Program Guidelines**

**\*\*this explains new programs to help some students meet 80% positive behavior\*\***

**Student Identification Criteria for October start**

* Student datafrom 2015-2016 school year as documented by classroom and/or office referrals showed student consistently not meeting 80%
* Student has failed to respond to school-wide and general classroom management techniques
* Student has documented emotional issues, anxiety, impulsivity and/or frustration and may be lacking social skills
* Student is exhibiting behavioral concerns
* Student may/may not receive counseling services and may/may not have FBA/BIP
* Student may display low motivation levels and/or poor organization skills
* *Student intake form to be completed in collaboration with the classroom teacher*
* Parent may opt out of the program(s). (Forms should be returned to Coordinator)

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| BeResponsibleresponsible icon.PNG | BeRespectfulrespectful icon.PNG | Be Safesafe icon.PNG |  |
| \*\* Keep area clean\*Throw away trash when table is called \*Accept consequences graciously | \*Use encouraging, polite and kind words\*Use a speaking voice\*Raise your hand if you need help | \*Keep hands, feet and objects to yourself\*Walk carefully\*Stay alert\*Stay in your seat\*Stay seated until your table is called\*Wait patiently | **Cafeteria****C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WXWWXOSX\photo 1.JPG** |
| \*Keep hallways clean\*Stay with the line\*Go straight to your destination\*Report any incidents to an adult\*Accept consequences graciously | \*Quiet wave\*Appropriate voice\*Be respectful of others work | \*Keep hands, feet and objects to yourself\*Walk carefully\*Stay alert\*Walk on the arrows\*Stay to the right | **Hallway****C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7GYZS3NU\photo 1 (1).JPG** |
| \*Complete classwork and homework\*Work hard and do your best\*Accept consequences graciously\*Be prepared and ready for the day\*Listen and follow directions quickly\*Keep materials organized | \* Listen and talk at appropriate times\*Use encouraging, polite and kind words\*Be an active participant\*Use an appropriate voice | \*Keep hands, feet and objects to yourself\*Walk carefully\*Stay alert\* Use materials appropriately | **C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WXWWXOSX\photo 3.JPGLearning Environment** |
| \*Keep bathrooms clean and throw away trash\*Flush\*Wash your hands\*Get in and out in a timely manner\*Report any incidents to an adult\*Use the bathroom for its purpose | \*Honor others privacy\*Use a speaking voice\*Use polite and kind words | \*Keep hands, feet and objects to yourself\*Walk carefully | **Bathroom**C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4M4U5AKV\photo 2 (1).JPG |
| \*Follow directions\*Accept consequences graciously | \*Use encouraging, polite and kind words\*Listen and respond appropriately\*Use the appropriate voice level\*Enter and exit quietly\*Wait patiently | \*Keep hands, feet and objects to yourself\*Stay seated | **Assemblies**C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5I76N9T8\photo 2.JPG |
| \*Follow directions\*Accept consequences graciously\*Report any incidents to an adult\*Take care of and return playground toys | \*Use encouraging, polite and kind words\*Include others\*Share\*Take turns\*Help others\*Be a good sport | \*Keep hands, feet and objects to yourself\*Move carefully\*Play safely\*Stay in designated area\*Line up when called\*Use playground equipment appropriately | **Playground**C:\Users\bfoley.ACSD.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4M4U5AKV\photo 2.JPG |
| \*Keep the bus clean\*Follow the rules of the bus\*Keep track of your belongings\*Report any incidents to an adult | \*Use encouraging, polite and kind words\*Listen to the driver\*Speaking voices\*Respect property | \*Stay seated\*Face forward\*Keep hands, feet and objects to yourself | **Bus**http://www.faithbaptistmilw.org/portals/2/Images/ministries/sundaybus/Bus.jpg |

**Giffen Student Behavior Management Process**

Use **Classroom** Consequence

Point Sheet/DOJO ; Timeout; Buddy Time-Out; Phone call home; Lunch Detention (teacher); Loss of Recess; Visual Cues; Mediation; Reflection Sheet; Loss of Field Trip; After-school Detention (teacher); Change of Seat

No Referral Needed

Yes

Yes

No

Write a Referral to Office

**Is the behavior office managed?**

When student falls below points the following should occur.

**1st time** - Warning; documented phone call home to parent/guardian

**2nd time** – Classroom Referral Written-Student loses NO Referral Party; documented phone call home

**3rd Time** – Classroom Referral Written-student visits with a behavior team member for a reflective conversation. Documented call home by behavior team member.

**4th Time** – Classroom Referral Written-Administrative lunch detention, completes a reflective sheet; documented administrative/HSC phone call home

**5th Time** – Classroom Referral Written; Observation by Psychologist/Social Worker/Behavioral Specialist; documented phone call home

**6th Time** – Classroom Referral Written; Administrator holds parent meeting with all involved

**7th Time** - Classroom Referral Written; RTI referral determined by administration and completed by teacher

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| **Classroom Managed** | **Office Managed**Administrator/ HSC determines consequence |
| * Inappropriate Language (Minor)
* Minor Stealing
* Physical Contact/Physical Aggression
* Disrespect (Minor)
* Leaving Supervision (whereabouts are still known)
* Property Misuse (Minor)
* Wandering (in classroom-not disruptive)
* Being disruptive
* Non-Compliance/Defiance/ Insubordination (Minor)
* Academic Dishonesty
* Dress Code Violation
* Technology Violation
* Throwing Objects
 | * Inappropriate language (Major)
* Major Stealing
* Fighting/physical aggression with intent
* Disrespect (Major)

Administrator/HSC provides teacher feedback* Leaving Grounds or Building/Supervision (whereabouts unknown)
* Property misuse (Major)
* Harassment/Bullying
* Chronic minor infractions

Administrator/HSC follows through on consequence* Threats of physical harm with intent/false alarms
* Use/Possession of Alcohol, Combustibles, Drugs, Tobacco, Weapons
* Technology Violation
* Inappropriate Touching
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| **Classroom Referral Forms** |
| * Write Classroom Referral when student does not respond to intervention strategy
* Once written notify parent (phone or letter)
* Take concrete action to correct behavior
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| **Side Bar on Referrals (Office or Classroom)** |
| * ***Just the facts*** - opinions, medical needs, and desires are inappropriate
* ***Keep parents in the loop*** – in particular for classroom referrals
* ***Establish a “timeout” buddy*** – minimize use of hallway as “break” area
* ***Refer to Behavior Matrix regularly*** – establishes student responsibility
* ***Whenever possible, have the corrective action(s) correspond to the behavior being corrected***
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| **Minor Problem Behavior** | **Definition** | **Examples** |
| Inappropriate Language | Student engages in low-intensity instance of inappropriate language. | a slip of the tongueex: "I fu\*@ing hate this school" |
| Minor Stealing | Student takes something that does not belong to them. | classroom supplies, books |
| Physical Contact/ Physical Aggression | Physical Contact/ Physical Aggression | touching, play fighting, OVERLY aggressive sports play |
| Disrespect | Student delivers low-intensity, socially rude, harassing or dismissive messages to adults or students. | teasing, talking back, inappropriate body language/gestures, ex: rolling eyes, sucking teeth |
| Leaving Supervision (whereabouts still known) | Student walks away from adult supervision/out of classroom. | outside classroom door |
| Property Misuse | Student engages in low-intensity misuse of property. | writing on the desks, textbooks, books |
| Wandering  | Student wanders around the classroom but is not disruptive | walks around to windows, desks, classroom library |
| Disruption | Student engages in low-intensity, but inappropriate disruption. | loud noises (banging on the desk, clicking pen, tapping pencil, constant talking), calling out |
| Defiance/ Insubordination/Non-Compliance | Student engages in brief or low-intensity failure to follow directions | running in the hallway, not completing assignments, refusing to do work |
| Academic Dishonesty | Student has signed a person’s name without that person’s permission or cheating | Agenda, homework, test, behavior note, cheating on test |
| Dress Code Violation | Student wears clothing that is not within the dress code guidelines defined by the school/district. | no hoods up, hats on, flip-flops |
| Technology Violation | Student engages in use of cell phone or music player. | Phone ringing in class |
| Throwing Objects | Student throws an object without intent to harm. | Throwing of pencil, crayon, pen, paper, eraser |

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| **Major Problem Behavior** | **Definition** | **Examples** |
| Abusive Language/ Inappropriate Language/ Profanity | Student delivers aggressive/abusive **threatening** verbal messages. | Swearing, name calling, threatening others, or use of words in an inappropriate way |
| Major Stealing | Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property. | Money, cell phone, purse/wallet, |
| Fighting / Physical Aggression | Student is involved in mutual participation in an incident involving physical violence. Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). | Physical fighting, throwing furniture with intent to harm |
| Disrespect | Student delivers **high intensity (frequency and duration)** socially rude or dismissive messages to adults or students. | talking back, inappropriate body language/gestures |
| Leaving Grounds/Building/Supervision | Student walks away from adult supervision/building and the whereabouts are unknown. | Look to the left |
| Property misuse | Student participates in an activity that results in destruction or disfigurement of property. | Results in permanent damage, writing on walls |
| Harassment | The **intentional** delivery of disrespectful messages in any format related to gender, ethnicity, sex including sexual orientation, race, religion, disability, physical features including weight, or other protected class. | Take into consideration age and lack of understanding |
| Bullying | The continuous/repeated delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling that result in a shift in power. | See DASA website |
| Chronic Minor Infractions | Student engages in multiple classroom handled behaviors over an extended period of time | Look to the left |
| Threats of Physical Harm with Intent/False Alarms | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. | Look to the left |
| Use/Possession of Alcohol, Combustibles, Drugs, Tobacco, weapons | Student is in possession of or is using alcohol, substances/objects readily capable of causing bodily harm and/or property damage, illegal drugs/substances, imitations, and tobacco. | Matches, lighters, firecrackers, gasoline, lighter fluid, guns, knives, etc |
| Technology Violation | Student engages in **serious**, inappropriate (**as defined by school**) use of cell phone, music/video players, camera, and/or computer. | Picture or video taking, social media |
| Inappropriate Touching | Student engages in inappropriate, verbal and/or physical gestures/contact, of a sexual nature to another student/adult. | Look to the left |

Giffen Memorial Elementary School Student Behavior Referral

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Inappropriate language (Major)
* Major Stealing
* Fighting/physical aggression with intent
* Disrespect (Major)
* Leaving Grounds or Building/Supervision (whereabouts unknown)
* Property misuse (Major)
* Harassment/Bullying
* Chronic minor infractions
* Threats of physical harm with intent/false alarms
* Use/Possession of Alcohol, Combustibles, Drugs, Tobacco, Weapons
* Technology Violation
* Inappropriate Touching

Further explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Possible Motivation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\* This is a quick behavior referral for office information. Please be sure to complete VADIR no later than 8am the next day.**

Giffen Memorial Elementary School Student Behavior Referral

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Inappropriate language (Major)
* Major Stealing
* Fighting/physical aggression with intent
* Disrespect (Major)
* Leaving Grounds or Building/Supervision (whereabouts unknown)
* Property misuse (Major)
* Harassment/Bullying
* Chronic minor infractions
* Threats of physical harm with intent/false alarms
* Use/Possession of Alcohol, Combustibles, Drugs, Tobacco, Weapons
* Technology Violation
* Inappropriate Touching

Further explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Possible Motivation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\* This is a quick behavior referral for office information. Please be sure to complete VADIR no later than 8am the next day.**



**PBIS Partnership Agreement**

 The Parent/Student PBIS Handbook is located on the

Giffen webpage under More and Teacher Resources.

Please take the time to review the handbook with your

child. Your child’s teacher will be reviewing it in class as

well. Once you have reviewed the handbook, please sign

and return this form.

Families who enroll after September should return this

agreement within one week after receipt.

Parent/Guardian:

I will read the system of rules and procedures that will

prompt and guide student behavior presented in this

manual. My signature below signifies that I will support my

child and the staff of Giffen Elementary School so that

my child can reach his/her full potential.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Student:

I understand the system of rules and procedures that are

presented in this manual to prompt and guide my behavior.

My signature below signifies that I will work with my parents

and the staff of Giffen Elementary School to achieve my

full potential.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date