



2016-17

PBIS PARENT HANDBOOK

Cutler Wildcats.....



Show Respect



Make Good Decisions



Solve Problems

The goal of Positive Behavior Support is not “perfect children.” Rather the goal should be creating the perfect environment for enhancing their growth.

-Randy Sprick

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Cutler Elementary School
A PBIS GOLD AWARD ACHIEVING SCHOOL
2016-17



Greetings Cutler School Parents,

It is a pleasure to share with you our excitement to be involved in the education of your student and we look forward to a very positive year!

As some of you know, Cutler School has used school-wide implementation called **Positive Behavior Intervention and Supports (PBIS)**. **PBIS** focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve educational environments for all students. Our aim is to explicitly teach behavioral expectations and then recognize the positive behavior shown by students.

By implementing **PBIS**, we hope to reduce school and classroom behavior disruptions and educate all students about acceptable behaviors. Our **PBIS** implementation plan includes clearly defined outcomes, research validated practices, supportive administrative systems, and information for problem solving behaviors.

All staff members at Cutler School will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. By improving the school environment, we hope to increase learning time and promote academic, social success, and college & career readiness.

We believe in this process and its benefits for students and want you to be a part of **PBIS** at Cutler School. One way you can help is to read this information and acquaint yourself with the process and language we use with students as we teach and reinforce appropriate social skills.

In this handbook, you will find an overview of how **PBIS**, a list of our behavior expectations, our school-wide comprehensive matrix of rules aligned with expectations. Also included is our **Response to Intervention (Behavior RTI)**, reflective behavior forms, our office referral, our methods of increasing positive behaviors and reducing negative behaviors, along with a poster of our **PBIS** system. If you have any questions, you may contact our school counselor and he could meet with you or direct you to another member of our **PBIS** School Committee. We look forward to another successful year of academic and behavior excellence with our students!

Cutler School PBIS Committee



PBIS Overview

Cutler Elementary School has implemented the PBIS (Positive Behavior Intervention Supports) to benefit our entire student population.

Here are the key points of PBIS:

- We have three clearly defined behavior expectations of *showing respect, making good decisions, and solving problems*. Every student will be taught our three expectations in multiple settings throughout our school (see Behavior Matrix below-Wildcat Way).
- We have formed a PBIS Committee to continually self-evaluate our culture and seek behavior supports to effectively meet the social and emotional needs of all students.
- We have established a supportive community here at Cutler School to encourage the expected behaviors of *showing respect, making good decisions, and solving problems*.
- We hold monthly staff meetings for continued growth and to strengthen PBIS Fidelity
- We have a curriculum in place that is shared school-wide and in targeted small group instruction that discourages inappropriate behavior and teaches appropriate behaviors that optimize learning and social-emotional competence.
- We are reducing the need to always be reactive by replacing it with a more proactive approach of teaching students our expectations first. Rather than waiting for a student to fail before we intervene, we provide the necessary supports aligned with the Social and Emotional Learning Standards.
- We provide support in a multi-tier level support to meet the behavior needs of all students.
- We utilize CICO (check-in and check-out) behavior management system as well as other supports to provide increased behavior support for struggling students.
- We develop individualized behavior support plans that target problem behaviors while working on establishing environments that teach and reinforce functionally equivalent replacement behavior
- We collaborate with outside agencies to provide extended support.
- PBIS reminds us that growth must occur for all students even in situations of misbehavior.
- Research has shown that PBIS not only improves a school culture, but it will also improve academic performance.

Cutler School PBIS Purpose Statement

The purpose of implementing Positive Behavior Supports and Interventions at Cutler Elementary School is to:

- Create a more positive culture in the entire learning community
- Continue to improve life in school for all students
- Challenge students and adults to maintain consistent expectations
- Inspire positive behavior within the learning environment
- Empower the decision-making process by utilizing behavior data
- Celebrate the successes of our students and staff



Importance of Family Engagement

The purpose of implementing Positive Behavior Supports and Interventions at Cutler School is to:

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- Celebrate the successes of our students and staff

Research has consistently linked family engagement (or parental involvement) with positive academic outcomes, reductions in delinquent behaviors, and overall increase of self-esteem and self-worth.

Parents Role in PBIS

By working together, parents and Cutler School staff will reinforce the necessary skills for productive citizenship. Home and school communication is a must when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We ask that you support the schools expectations in the following ways:

1. Please spend time reviewing the **WILDCAT WAY** behavior expectations with your student
2. Please remind your student of the **WILDCAT WAY** expectations each day before he/she leaves for school

Show Respect, Make Good Decisions, & Solve Problems

3. Our system is consistent and predictable so if your student has earned a consequence please support the decision and do all you can to have your student take responsibility for his/her actions. Your student will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation please call the classroom teacher, school counselors, and/or school administration.
4. When your student arrives home from school, talk with them about their day and ask if their behavior was acknowledged with a **WILDCAT Way Ticket** (ticket they receive for positive behavior) or other privilege. Ask your student what they did to earn a **WILDCAT Way Ticket**. Please offer your student extra praise and reinforcement for these behaviors.
5. If your student did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add additional behavior expectations for your home.



Teachers & Staff Responsibilities: Tier 1

How do we prevent negative behaviors?

- Establish regular, predictable, positive learning and teaching environments.
- Teachers and staff will teach, model, and practices each of the behavioral expectations throughout the year
- Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations
- Teachers and staff will acknowledge student behaviors that meet our three expectations
- Pre-correction methods will be provided. We will work on anticipating and preventing behavior by correcting the behavior before it occurs (e.g. The teacher is aware the student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Teachers will provide interesting and engaging instruction aligned with student's needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Teachers and Staff will provide non-verbal cues (gestural, facial expression, moving closer to student) to redirect misbehavior prior to verbal correction.
- Teachers and Staff will praise immediately by naming positive behavior observed (e.g. "good job Anthony, you raised your hand before speaking"). The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g. 4 positive comments to every one correction).
- Teachers and Staff will focus on relationship building. Positive teacher-student relationships supports student adjustment to school, contribute to social skills, promotes academic performance, and fosters students resiliency in academic performance.
- Teachers and staff will follow the Six Components of the School-Wide PBIS philosophy:
 1. Select and define expectations and routines. Expectations and routines need to be **Observable, Acknowledgeable, and Teachable.**
 2. Teach and Re-teach behaviors and routines directly in all settings
 3. Actively monitor behavior (Direct eye contact)
 4. Acknowledge appropriate behavior
 5. Review data to make decisions
 6. Correct behavior errors (Redirection, Verbal Warning, Visual/Gestural Cues, Private Talk)

When a child doesn't know to read, we teach.

When a child doesn't know how to add, we teach.

When a child doesn't know to spell, we teach.

When a child doesn't know how to behave, we _____.



Positive Behavior Acknowledgement System

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. All staff at Cutler School are able to acknowledge students positive behavior throughout the school day and throughout the school building. Acknowledgement occurs in various levels as described below:

- We have defined our expected behavior for students.
- We have taught our expected behavior to our students.
- Now we will encourage expected behavior through acknowledgement and positive praise

Reinforcement will occur on various levels

- Individual student
- Classroom
- Grade Level
- Whole School

Individual Student

- Verbal Praise
- Wildcat Ticket
- Other personalized behavior reinforcement system

Classroom Level

- Verbal Praise
- Wildcat Tickets
- Classroom jobs

Grade Level

- Verbal Praise
- Extra recess time

School Level

- PBIS School Award
- Monthly drawing for special prize



Student Matrix

On the following pages you will find our PBIS student matrix that defines how to **show respect, make good decisions & solve problems**. The Matrix is the foundation of how we will teach our students the behavioral expectations here at Cutler Elementary School. Everything we have put in place has been a collaborative effort of the PBIS Committee Team. This has not been done by an outside source. Everything we do with PBIS is “homegrown”. The students, staff, and parents will continue to align our goals with our student needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students.



Cutler Wildcats Expectation Grid



	Classroom	Cafeteria	Assembly	Bathroom	Library	Office	Outside/Playground
Show Respect	<p>Pay attention to the teacher.</p> <p>Use appropriate voice/noise level.</p> <p>Keep your hands and feet to yourself.</p>	<p>Pay attention to the adults in the cafeteria.</p> <p>Use polite language.</p> <p>Use low voices.</p> <p>Keep food on your tray.</p> <p>Clean up after yourself.</p>	<p>Use appropriate voice/noise level.</p> <p>Pay attention to speaker.</p> <p>Show school spirit.</p> <p>Show respect to visitors.</p>	<p>Use bathroom for its intended purpose.</p> <p>Put toilet paper in toilet.</p> <p>Flush the toilet.</p> <p>Keep personal space and privacy.</p>	<p>Use low voices.</p> <p>Read quietly.</p> <p>Use polite language.</p>	<p>Use polite language.</p> <p>Use appropriate voice/noise level.</p> <p>Wait your turn.</p>	<p>Pay attention to the adults outside.</p> <p>Walk on the yellow lines.</p> <p>Respect the environment.</p> <p>Clean up after yourself.</p> <p>Share equipment and fields.</p> <p>Show good sportsmanship.</p> <p>Keep the rubber chips in play area.</p>
Make Good Decisions	<p>Always try your best.</p> <p>Raise your hand and ask for permission.</p>	<p>Walk quietly on the yellow lines in to the cafeteria.</p> <p>Stay in a quiet line inside the cafeteria.</p> <p>Keep hands and feet to yourself.</p>	<p>Wait for dismissal and follow your teacher.</p> <p>Sit quietly with your class.</p> <p>Keep hands and feet to yourself.</p>	<p>Clean up after yourself.</p> <p>Return straight to class.</p> <p>Use the bathroom during recess or lunch.</p>	<p>Use book place holders.</p> <p>Push in chairs and walk out quietly.</p> <p>Clean up after yourself.</p>	<p>Walk in to the office quietly.</p> <p>Ask your teacher's permission and bring a note.</p>	<p>Keep your hands and feet to self.</p> <p>Walk.</p> <p>Be courteous and polite to others.</p> <p>Use appropriate sounds and body language.</p>
Solve Problems	<p>Ask 3 other students before asking the teacher.</p>	<p>Be patient.</p> <p>Wait your turn.</p>	<p>Raise your hand and ask for permission.</p>	<p>Ask for permission.</p> <p>Let your teacher or an adult know if there is a problem.</p>	<p>Take care of the books you check out.</p> <p>Return books on their due date.</p> <p>Put books in a safe spot at home.</p>	<p>Wait your turn and then ask politely.</p>	<p>Let your teacher or an adult know if there is a problem.</p> <p>Wait your turn.</p>

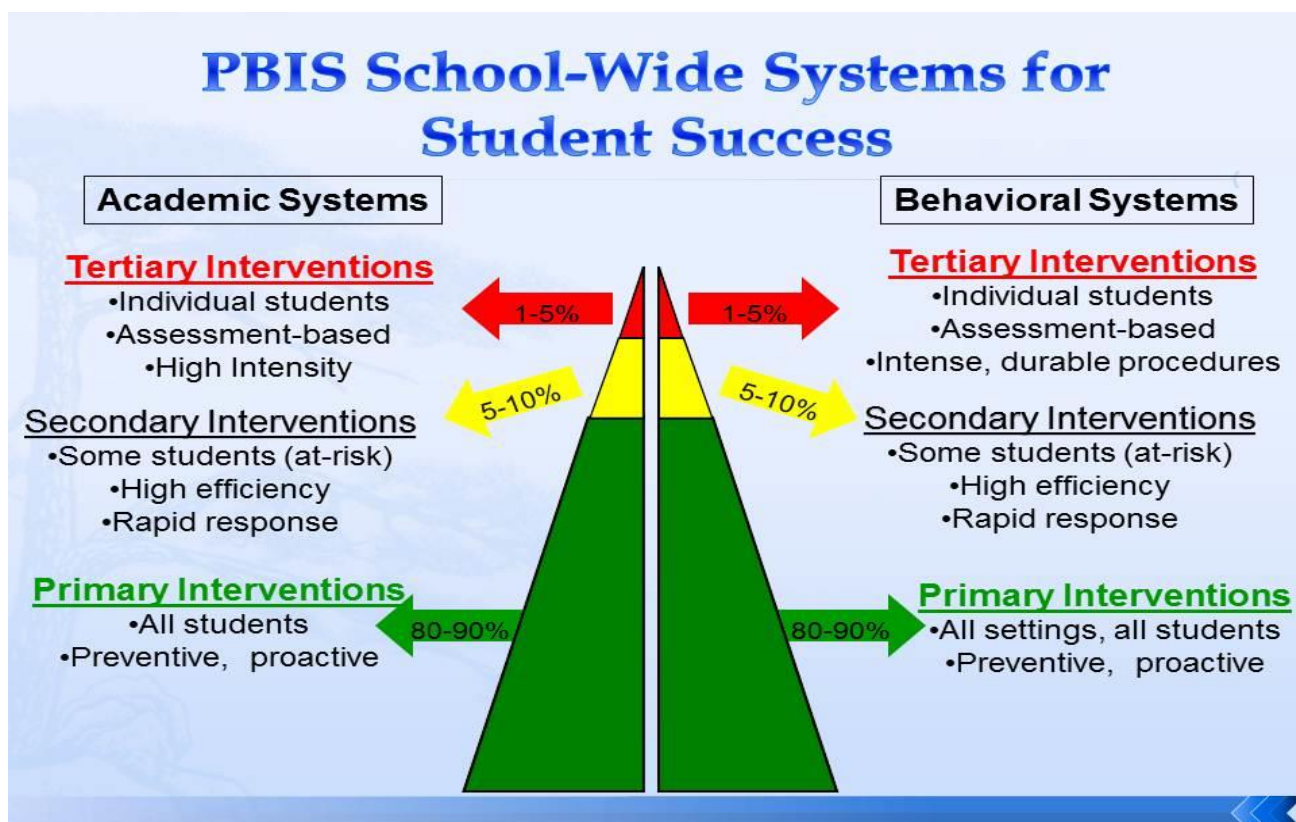


PBIS Committee Team

Cutler Elementary School has a Tier 1 PBIS Committee Team that meets on a monthly basis. The team consists of teachers, school counselor, intern school psychologist, and administrators. Efforts will be made to recruit parents to join the PBIS committee team. At our monthly meetings we discuss behavioral interventions that are evidenced based and that could help us in creating a positive school climate. The PBIS Committee Team also provides support for teachers who would like additional ideas to implement PBIS strategies in the classroom.

PBIS Tier II

Cutler Elementary Tier II PBIS Team also meets on a monthly basis. This team reviews specific data concerning students and works with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier II team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with identified student(s) and together, we will implement interventions as appropriate. It is imperative that parents also be involved in this process.



Tier Level Interventions

As you can see, we've already created a strong foundation of how we are going to help 100% of our students become successful. As we continue on this with the implementation of PBIS, our interventions will strengthen over the years. Below are examples of PBIS interventions implemented.

Tier 1: Universal Interventions

- Cutler School Matrix In All Settings
- Intercom messages: Morning Greeting, PBIS Message, College & Careers Facts
- PBIS Assembly
- Character Counts
- Wildcat tickets
- Positive Reinforcement (Verbal Recognition and Praise)
- PBIS Classroom Meetings
- Problem Solving Forms
- PST
- 2-way-communication between home and school
- Family Education Center
- Leadership Opportunities
- Transition Support

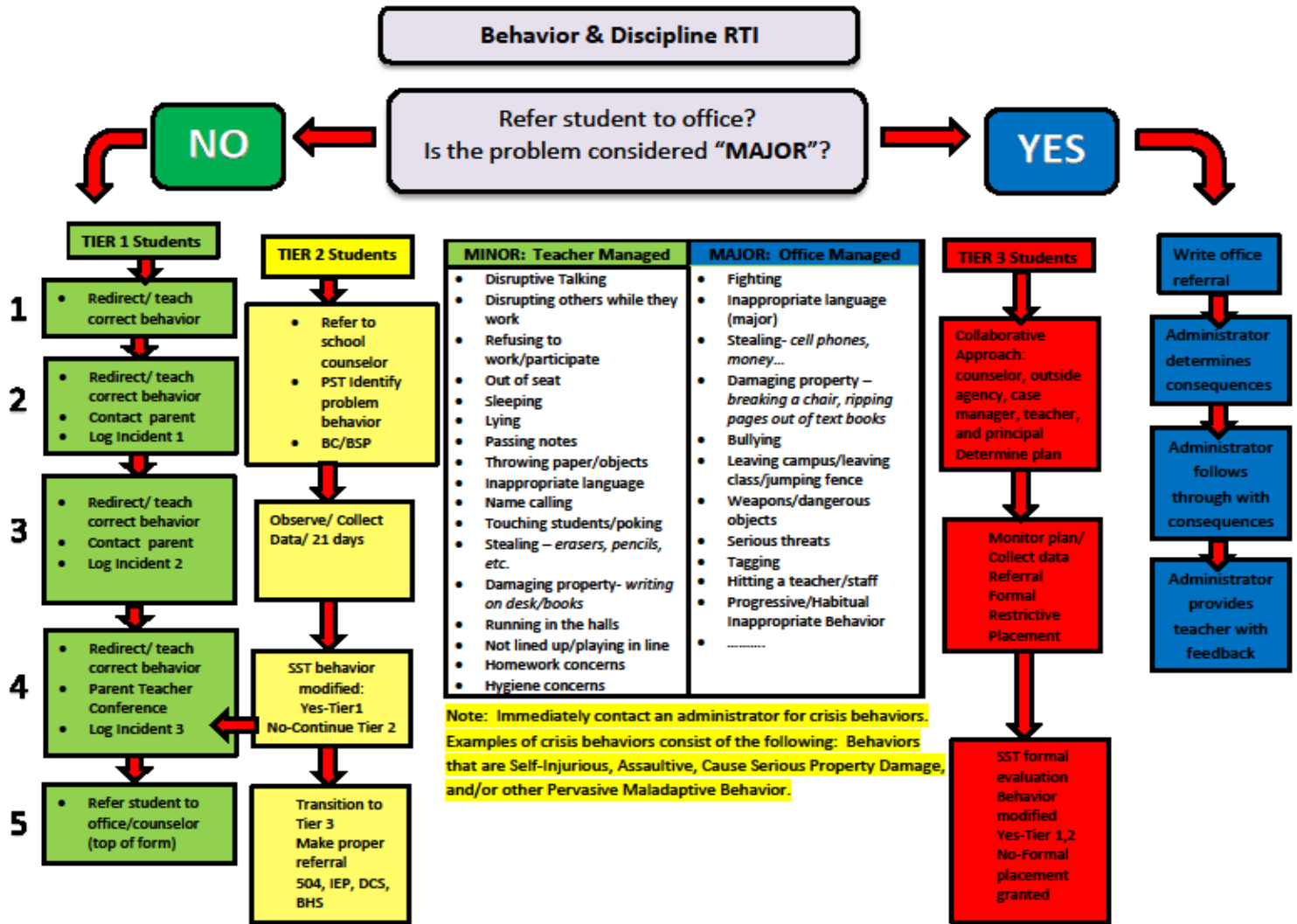
Tier II: Targeted Group Intervention

- Everything in Tier 1
- Special Friends
- Counseling Referral
- Second Step Curriculum
- Community Counseling Referrals
- SST/504
- Behavior Intervention Strategies
- Visual Supports
- Check-in/Check-out
- Counseling Support 1:1
- Dinuba Children Services

Tier III: Individual Interventions

- Everything in Tier 1 & Tier 2
- Assessments
- Individualized Educational Plans
- Behavior Support Plans
- Behavior Contracts
- TCOE-BHS Support
- 1:1 Support
- Administrative Support





Consequences for Classroom Managed and Office Managed Incidents

When students do not follow the outlined schoolwide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Classroom managed behavioral issues will be handled by the teacher. Teachers will refer to the Behavior Management Flow Chart when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use

- Redirection
- Removal to a “time out” area within the classroom
- Cutler Elementary Problem Solving Reflection Behavior Form (See below)
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Removal to another setting (no longer than 30 minutes and as last resort to preserve instructional learning time)
- Parent conference

**The Problem Solving Form is used as an opportunity for students to reflect on their behavior and consider alternative solutions that meet our expectations. Parents will need to sign the form and return to school the next day. Problem Solving Forms are classroom managed issues and do not go to the office unless the behavior continues.

Office managed offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.).
- Parent phone call
- Referral to Student Success Team (SST) to develop a behavior improvement plan
- CICO for increased support by support staff
- Suspension (if behavior is severe in nature)





BEHAVIOR REFLECTION FORM

Name: _____ Date: _____ Teacher: _____

PLEASE CHECK THE EXPECTATION THAT WAS NOT BEING FOLLOWED:

- Show Respect
- Make Good Decisions
- Solve Problems

What were you doing?

What should you have been doing?

What will you do different next time?

Student Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

(as needed)





BEHAVIOR WHILE VISITING BUDDY ROOM

Name: _____ Date: _____ Teacher: _____

PLEASE NOTE THE STUDENT'S BEHAVIOR WHILE IN YOUR CLASSROOM BELOW:

- Acceptable**
- Unacceptable**

Teacher Notes:

Student Signature: _____ **Date:** _____
Teacher Signature: _____ **Date:** _____
Parent Signature: _____ **Date:** _____
(as needed)





Name: _____ ID # _____ Grade: _____

Teacher: _____ Course: _____ Period: _____

Warning: Redirect / Teach Correct Behavior (WARNING)	Date: _____ Time: _____ Reason for warning: _____ _____
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STEP 1: <ul style="list-style-type: none"> • Redirect / Teach Correct Behavior • Contact Parent • Log Incident 1 	Date: _____ Time: _____ Parent contact via: _____ Reason for step: _____ Possible motivation: Gain attention Avoid Task Other: _____ Student completes Behavior Reflection form: ___ Y ___ N
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STEP 2: <ul style="list-style-type: none"> • Redirect / Teach Correct Behavior • Contact Parent • Log Incident 2 	Date: _____ Time: _____ Parent contact via: _____ Reason for step: _____ _____ Teacher Action: (please circle) Time Out / Redirect / Conference / Buddy Room / Loss of Recess/ Other: _____
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STEP 3: <ul style="list-style-type: none"> • Redirect / Teach Correct Behavior • Contact Parent • Log Incident 3 	Date: _____ Time: _____ Parent contact via: _____ Reason for step: _____ _____ Teacher Action: (please circle) Time Out / Redirect / Conference / Buddy Room / Loss of Recess/ Other: _____
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STEP 4: <ul style="list-style-type: none"> • Refer Student 	Date: _____ Time: _____ Time arrived: _____ Reason for step: _____ _____ _____
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(All steps above must be completed prior to sending student(s) to the office. Failure to do so will result in the student(s) being returned to class.)

*****FOR ADMINISTRATOR USE ONLY*****

DISRUPTIVE BEHAVIOR		ACTION TAKEN	Office Use:
<input type="checkbox"/> Harassment – Intimidation-Threats <input type="checkbox"/> Engaging in Profanity or Vulgarity <input type="checkbox"/> Committed an Obscene Act <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Disrupted School Activities <input type="checkbox"/> Willfully Defied Authority <input type="checkbox"/> Caused Damage to School Property <input type="checkbox"/> Habitual Tardy or Truant	<input type="checkbox"/> Caused Serious Physical Injury <input type="checkbox"/> Attempted Physical Injury <input type="checkbox"/> Stole School or Private Property <input type="checkbox"/> Sold/Used any Controlled Substance <input type="checkbox"/> Possessed Any Controlled Substances <input type="checkbox"/> Possessed a Dangerous Object <input type="checkbox"/> Other: _____	<input type="checkbox"/> Warning <input type="checkbox"/> Counseled <input type="checkbox"/> Called Parent(s) <input type="checkbox"/> Detention-Recess ___ Lunch ___ <input type="checkbox"/> Time Out <input type="checkbox"/> Sent Home <input type="checkbox"/> Parent Conference <input type="checkbox"/> In School suspension <input type="checkbox"/> Suspension #Days: _____ <input type="checkbox"/> Other: _____	Enter in ILLUMINATE Yes No

Principal/Assistant Principal Signature: _____ Date: _____

Student: _____ Parent: _____ Date: _____

Parent Notified by Phone ___ Home Visit ___ Mail ___ Student Delivered ___ Number of Referrals ___

Cutler School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will document the minor infractions using the minor incident tab or our data base system. Teachers will refer all major infractions to the office by completing the Office Referral Form. Please note that three minor incidences will result in an office referral. If a student receives an office referral form, parents will be notified by administration.

Check in-Check out Strategy

- Check in -check out (CICO) is a strategy used with some student to redirect negative behaviors.
- CICO is a way to give students positive attention and decrease negative attention seeking behaviors.
- The following are the individuals involved in the CICO process: The Coordinator is the person who develops the forms, informs parents of the process, and obtains written parental consent. The Facilitator is the person who meets with the student to encourage positive behavior and review behavior progress (daily). The Teacher will award points based on observed behavior and provide direct encouragement/guidance.
- The CICO Facilitator checks in with the students in the morning. The students are given a “pep talk” and encouragement for a positive and productive day.
- The student will take their form to their teacher. The teacher will review their behaviors in class, and give them a “pep talk” for good behavior. The teacher will award points after each designated period.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress and the student may earn a prize if their behavioral goal is met.
- The classroom teacher and parents may make comments on the CICO card, although comments are not required.
- The facilitator will monitor progress and if student meets goal (specified number of weeks of agreed percent goal), CICO will be faded. CICO forms will be discontinued and the CICO facilitator will continue to informally meet with student to monitor continued progress.
- CICO will be discontinued once desired behavior expectations are met.

Summary

We hope this handbook helped the learning process of PBIS and how we will continue to implement it. Please use this handbook as a quick reference for questions you may have. We appreciate all of your realizing the potential of PBIS and what it can do for our students. Your support, flexibility, and understanding will make for a positive impact.

