



PBIS Handbook

for ISD Families and Students

Be a BOBCAT!

Be Respectful

Be Responsible

Be Safe

Be Kind

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INTRODUCTION

Dear Parents/Guardians,

We are excited to begin the new school year with a fresh start and an optimistic attitude! At Iowa School for the Deaf, we strive to ensure that your child has a positive experience every day at school. In order to do so, we will continue to implement and improve Positive Behavior Interventions and Supports (PBIS). 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.). We have created a PBIS Handbook for the new school year, in which you can find more information about PBIS, our school-wide behavior plan, acknowledgement system and more. This will be uploaded on our school website with hard copies available upon request. The school-wide expectations that we will require all students to know, understand, and follow are:

BE RESPONSIBLE

BE RESPECTFUL

BE SAFE

BE KIND

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21st 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, SAFE, and KIND. We look forward to an exciting school year full of new learning.

Sincerely,

ISD PBIS Team

WHAT IS PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school. PBIS is rooted in the belief that behavior is learned, is related to immediate and social environmental factors, and can be changed.

Key Features to PBIS include:

1. Administrative leadership
2. Team-based implementation
3. A clear set of defined positive expectations and behaviors
4. Teaching of expected behaviors
5. Recognition of meeting expected behaviors
6. Monitoring and correcting errors in behavior
7. Using data-based information for decision making, monitoring and evaluating building results

Why is it so important to focus on teaching positive social behaviors?

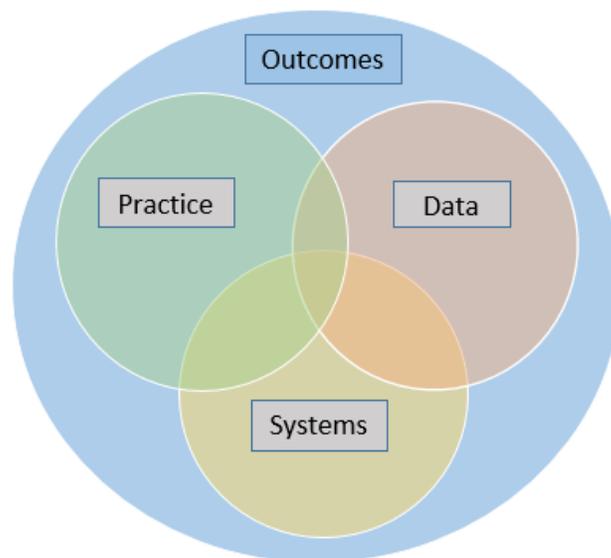
Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

SCHOOL-WIDE SYSTEM

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

Supporting Social Competence and Academic Achievement

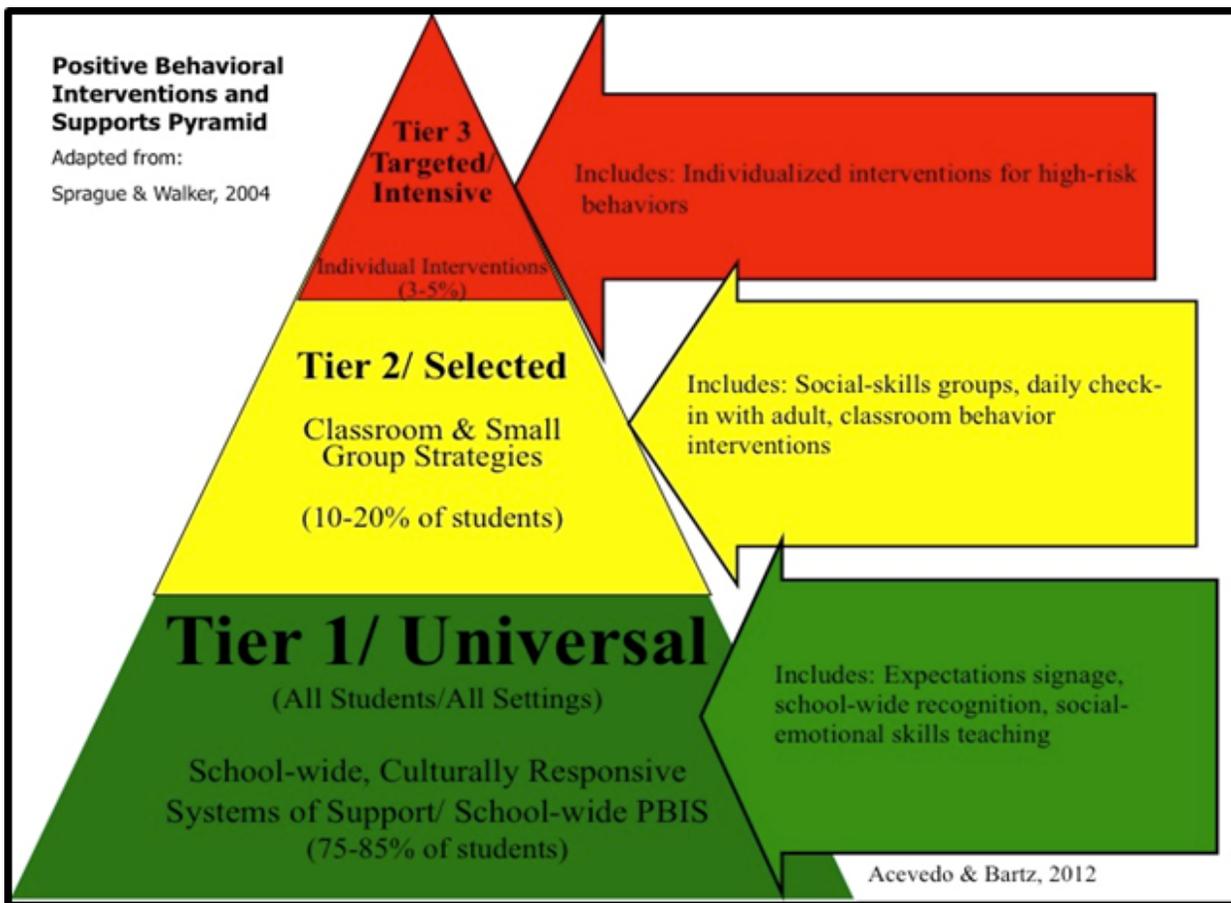


Practices: Supporting student behavior with culturally responsive evidence-based practices

Data: Supporting culturally valid decision making with data - information that is used to identify status, need for change, and effects of interventions.

Systems: Supporting culturally knowledgeable staff behavior - supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.



Tier 1 - Universal/Primary Prevention

The first tier involves teaching these expected behaviors to ALL students in all settings and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Classroom expectations are established and aligned with school-wide expectations. Social-emotional skills and learning are taught school-wide, as well. It is preventative and proactive.

Tier 2 - Selected/Secondary Prevention

The second tier will concentrate school efforts on the 10-20% of students who repeatedly struggle to reach our behavior expectations. Small group or individual instruction, increased positive reinforcement opportunities, self-regulation and social skills practice, and increased academic support are some interventions that are implemented.

Tier 3 - Targeted/Intensive Prevention

The third tier puts extensive strategies and supports in place for the 1-5% of students who have not responded to earlier interventions. These practices are highly intensive and often one-on-one and on-going assessments will be used for effectiveness.

SCHOOL-WIDE BEHAVIOR PLAN

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to misbehavior.

Elementary

Expectations Matrix

This is the Elementary PBIS Expectations Matrix that defines how to Be Responsible, Be Respectful, Be Safe and Be Kind which are the four primary areas of focus. The Matrix is the foundation of how we will teach our students the behavioral expectations here at ISD Elementary. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students.

| Be A Bobcat! | Be Responsible | Be Respectful | Be Safe | Be Kind |
|---------------------|--|--|--|----------------------------------|
| Classroom | Follow directions Keep your area neat Try your best | Raise your hand Take turns Polite | Hands and feet to yourself Walking feet | Use kind words Be a friend |
| Hallway | Walk in a line | Quiet Eyes forward | Hands and feet to yourself Walking feet | Use kind words Be a friend |
| Restroom | Flush toilet Throw trash away Tell an adult about any problems Be quick | Respect privacy and personal space Wait your turn | Hands and feet to yourself Wash hands Walking feet | Use kind words |
| Cafeteria | Throw away trash Clean up your area | Use table manners Wait quietly to be dismissed | Hands and feet to yourself Walking feet | Use kind words Include others |

| | | | | |
|-----------------|---|--|--|---|
| | Follow directions Stay seated | | | Be a friend |
| Outside | Play by the rules Line up when called Dress for the weather | Be a good sport Take turns Help others | Hands and feet to yourself Use playground equipment properly Stay in play area | Use kind words Include others Be a friend |
| Assembly | Follow directions Respond to quiet signal Stay seated | Eyes on presenter Appropriate responses | Hands and feet to yourself Walking feet | Use kind words |
| Dorm | Follow directions and rules Clean up after yourself Complete homework, chores and tasks | Treat others as you want to be treated Respect privacy and personal space | Hands and feet to yourself Ask for help when needed | Use kind words Include others Be a friend |

Positive Behavior Acknowledgement System

- 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**.

Expected appropriate behaviors will be identified, taught, and acknowledged on a regular basis. All staff at Iowa School for the Deaf are able to acknowledge students' positive behavior throughout the school day and throughout the school building. In the elementary school, appropriate behaviors are acknowledged by:

- Individual student
- Classroom
- Whole School

Positive reinforcements may include the following:

- Praise/Acknowledgement
- Class Dojo Points
- Positive Office Referral
- Choices within the classroom as determined by the classroom teacher
- Student of the month

- Bobcat Bucks/Weekly PBIS Store
- Other personalized behavior reinforcement system

PBIS Store

ISD staff will recognize and reward students for their positive behaviors by giving Class Dojo Points or Bobcat Bucks throughout the day. At the end of the week, the PBIS store will be available for students to “purchase” items or rewards using their points or bucks.

Positive Office Referral

The Positive Office Referral (POR) is used to acknowledge a student that is showing exceptional, positive behavior that is safe, kind, respectful or responsible.

Student of the Month

ISD elementary staff will vote once a month for a student to be recognized as Student of the Month. This student will have their picture displayed and will receive a prize or reward.

Middle School and High School

Expectations Matrix

This is the ISD PBIS Expectations Matrix for Middle School, High School and 4 Plus that defines how to Be Responsible, Be Respectful, Be Safe and Be Kind. The Matrix is the foundation of how we will teach our students the behavioral expectations at ISD. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students.

| Be A Bobcat! | Be Responsible | Be Respectful | Be Safe | Be Kind |
|---------------------|--|---|--|--|
| Classroom | Be on time Have your materials ready Be an Active Participant Do your best work Follow directions the first time | Be an Active Listener Ask for help appropriately Positive attitude Treat others as you want to be treated Sign at all times | Keep your seat on the floor Use tools appropriately Keep hands and feet to yourself Use approved websites Wait to be dismissed | Use kind words Include others who are left out Use appropriate language |
| Hallway | Leave personal items in locker Gather all materials for class Close locker doors quietly Help others follow rules by being a good example | Greet others Be polite Work out differences appropriately Give everyone personal space Sign at all times | Keep hands and feet to yourself Walk Pay attention to others around you | Smile and polite Use kind words Use appropriate language |
| Restroom | Use restroom quickly Paper towels in trash Flush toilet Turn water off Return to correct room when finished | Give others privacy Be neat and clean Wait for your turn Sign at all times | Wash hands One person in stall Keep hands and feet to yourself Walk | Use kind words Give others privacy and personal space Use appropriate language |

| | | | | |
|------------------|--|--|---|--|
| Cafeteria | <p>Select food/utensils you need when you are in line</p> <p>Stay seated</p> <p>Eat over your plate</p> <p>Take tray to window when finished eating</p> <p>Ask permission to leave</p> | <p>Use a napkin</p> <p>Follow directions the first time from an adult</p> <p>Say please, thank you and excuse me</p> <p>Use good table manners</p> <p>Sign appropriately</p> | <p>Walk</p> <p>Keep hands and feet to yourself</p> <p>Use utensils to eat</p> <p>Clean up after yourself</p> | <p>Use kind words</p> <p>Use appropriate language</p> <p>Include others</p> |
| Outside | <p>Go directly to where you are supposed to go</p> <p>Put toys away after recess</p> <p>Follow directions the first time</p> <p>Know recess rules and follow</p> | <p>Greet others</p> <p>Be polite</p> <p>Work out differences appropriately</p> <p>Sign at all times</p> | <p>Pay attention to those around you</p> <p>Stay in your area</p> <p>Use playground equipment safely</p> <p>Keep hands and feet to yourself</p> | <p>Use kind words</p> <p>Use appropriate language</p> <p>Share</p> <p>Take turns</p> <p>Include others</p> |
| Assembly | <p>Leave all objects/devices in your backpacks</p> <p>Follow directions the first time</p> <p>Use restroom before attending</p> | <p>Listen quietly</p> <p>Give attention to presenter</p> <p>Enter and exit quietly</p> <p>Sign at all times</p> | <p>Keep hands and feet to yourself</p> <p>Remain seated until dismissed</p> <p>Walk</p> | <p>Use kind words</p> <p>Use appropriate language</p> |
| Dorm | <p>Follow directions and rules</p> <p>Clean up after yourself</p> <p>Complete homework, chores and other tasks</p> | <p>Treat others as you want to be treated</p> <p>Work out differences appropriately</p> <p>Give others their personal space and privacy</p> | <p>Keep hands and feet to yourself</p> <p>Pay attention to those around you</p> <p>Ask for help when needed</p> | <p>Use kind words</p> <p>Use appropriate language</p> <p>Include others</p> <p>Smile and be courteous</p> |

Positive Behavior Acknowledgement System

- 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**.

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

- Individual student
- Classroom
- Whole School

Individual Student

- Praise/Acknowledgement
- PBIS Points Reward System
- Positive Office Referral (Middle School only)
- Other personalized behavior reinforcement system

Classroom Level

- Praise/Acknowledgement
- PBIS Points Reward System
- Choices within the classroom as determined by the classroom teacher

School Level

- Praise/Acknowledgement
- Weekly/Monthly "purchases" from PBIS store (use points)
- Student of the Month
- Quarterly all school celebrations/rewards (optional)

PBIS Reward System

ISD staff will recognize and reward students for their positive behaviors by giving PBIS points throughout the day. Students will be able to accumulate, save and use points to "purchase" items from the PBIS store each week.

Positive Office Referral

The Positive Office Referral (POR) is used to acknowledge a student that is showing exceptional, positive behavior that is safe, kind, respectful or responsible. This is middle school and elementary only.

System of Correcting Inappropriate Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses.

Consequences should focus on:

- **Instructional/Strategies for correcting behavior**
- **Reflection**
- **Logical and natural consequences**

When students do not follow the outlined school-wide behavior expectations, they will receive consequences based on whether or not the behavior is a **classroom/teacher/dorm managed** behavioral issue or an **office/administration managed** incident.

Classroom/Dorm Managed vs. Office Managed Behaviors

| Classroom//Dorm Managed Behaviors (MINOR) | Office/Administration Managed Behaviors (MAJOR) |
|--|--|
| Inappropriate language (Minor) | Abusive language/Profanity (Major) |
| Physical aggression (Minor) - non-serious, pushing, tripping, poking and does not result in injury | Physical aggression (Major) - serious actions, biting, punching, fighting, injury, etc |
| Playground infractions | Alcohol, tobacco, drugs, vaping |
| Refusal to participate, not completing homework | Threat to school, self or others |
| Disrespect, non-compliance (minor) | Defiance, insubordination - severe or pattern |
| Disruption of learning environment | Disruption of learning environment - severe, sustained or pattern |
| Tardy | Attendance policy violation - skipping school, pattern |
| Stealing - erasers, pencils (minor) | Stealing - money, personal belongings (major) |
| Lying, cheating (Minor) | Plagiarism, forgery, cheating - severe or pattern |
| Teasing, gossiping, social exclusion | Bullying, harassment |
| Unsafe behaviors - running in halls, throwing objects | Weapons, dangerous/threatening objects, bomb threat, false alarms |
| Property Misuse | Destruction of school property, vandalism |
| Dress Code Violation | Inappropriate display of affection |
| Other | Other |

Classroom/Dorm managed behaviors versus office/administration managed behaviors will depend on the severity and the frequency of the behavior. Consequences will be based on the philosophy of progressive discipline. **Progressive discipline** uses a consistent approach that starts with minor consequences for first time offenses to a more severe consequence for repeat infractions. If you would like more information on discipline procedures, please contact the ISD principal, Rebecca Gaw.

ISD staff will take a **preventive, instructional and proactive** approach when it comes to correcting inappropriate behavior. Examples of instructional strategies to correct inappropriate behavior include:

- Teaching Expected Behaviors
- Precorrection
- Acknowledging Appropriate Behaviors
- Building Relationships
- Effective Feedback
- Opportunities to Respond/Wait time
- Active Supervision
- Modeling
- Practice
- Re-teaching Expected Behaviors
- Procedures and Routines
- Reflection
- Problem-Solving Options
- Natural consequences/Loss of Privileges

Roles and Responsibilities in PBIS

Importance of Family Engagement

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.

Parent's Role and Responsibilities

Parents are an important part of PBIS implementation. We encourage parents to use the same expectations and rules as school. This common language creates consistency and a unified support for expected student behavior. Children thrive when they have consistent, predictable

expectations and consequences.

We ask that you support the school's expectations in the following ways:

1. Please spend time reviewing the behavior expectations with your student.
2. Please remind your student of the expectations throughout the school week.
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 and/or school administration.
4. Ask your student if they received any Class Dojo Points or Bobcat Bucks (Elementary) or PBIS points (MS/HS) and ask your student what they earned or bought. Please offer your student extra praise and reinforcement for these positive behaviors.
5. You might try to use the same language at home. You might even add additional behavior expectations for your home. If you need sign language support to discuss these behavior expectations at home, please contact the school.

Administration Roles and Responsibilities

1. Administrators will show commitment and support to the PBIS program and team by:
 - a. Being actively involved in team meetings and decision making
 - b. Provide professional development to all staff and support staff
 - c. Provide guidance and coaching to staff as they implement PBIS in their classrooms
 - d. Take responsibility for announcing to the staff new practices that are being implemented
 - e. Actively analyze and present data to all staff
 - f. Consistently follow through on administration/office managed behaviors
 - g. Strive to foster a positive and supportive school climate

PBIS Team Roles and Responsibilities

1. Post the behavioral expectations throughout the school for all students and staff to see daily.
2. Teach the behavioral rules and expectations within the first week of school for all settings within the building (classroom, hallway, bathroom, cafeteria, outside, etc.)
3. Review behavioral data monthly and share with all ISD staff.
4. Establish universal reinforcement systems (school-wide, classroom, individual)
5. Establish a behavior management plan within each classroom
6. Provide booster sessions/opportunities to re-teach the rules and expectations throughout the year based on the data that is being reviewed by the universal team.
7. Provide continued training and professional development for ISD staff.

ISD Teachers and Staff Roles and Responsibilities

1. Teach, model, and practice each of the school-wide behavioral expectations and continue to review.
2. Display and use the classroom expectations based upon their school-wide expectations.
3. Use PBIS established strategies for recognizing students who meet or exceed school-wide and classroom expectations using informal and formal recognition programs.
4. Use the Child Study Team and IEP team when working with students who do not meet school-wide and classroom expectations.
5. Use SWIS (ISD data collection program) consistently to report inappropriate behaviors.

