

Disney Elementary PBIS Management System

Core Beliefs

- Behavior is a form of communication that's influenced by our prior experiences.
- All members in a learning community are responsible for keeping our community safe.
- Behaviors/attitudes/skills/actions should be explicitly taught and modeled to build executive functioning skills.
- All members in the learning community are committed to creating positive relationships.
- All students have the ability to regulate their brain state with practice, reminders, opportunities to grow.

Observe and identify problem behavior that
Fit into three categories:

LEVEL 1: MILD MINOR

Behavior handled in the
Classroom or Buddy Room

- Not following classroom rules or procedures
- Uncooperative behavior
- Disruptive transitions
- Play fighting
- Out of seat/learning area
- Work refusal
- Put downs, teasing, tattling
- Running/horseplay
- Minor dishonesty
- Disrespectful tone, attitude or body language
- Talking out or talking back
- Buddy room is an extension of the Safe Place-no form needed
- Teachers use Buddy Room assignment

Follow these steps when problem behavior occurs.

1. Use redirection, re-teaching, parental contact, CD language, or other classroom interventions.
2. Use Safe Place in classroom.
3. Use assigned Buddy Room.
4. If problem still occurring radio to Focus Room.

Parent can be contacted by teacher with any infraction. Teacher MUST MAKE A PHONE CALL on the third minor. All Minors need to be documented on the form. Not all Level 1's are minors.

LEVEL 2: MODERATE MINOR/MAJOR

Behavior handled in the
Focus Room

- A student is not able to handle Safe Place or Buddy Room
- Chronic Misbehavior
- Cheating on test/schoolwork
- Profanity or foul language
- Aggressive physical contact without intent to injure
- Minor Threats
- Purposely leaving the classroom (not building)
- Major or extended class disruptions
- Any behavior that continues after Safe Place, Buddy room visits have been used
- Focus room form complete and returned with data documented
- **Office referrals entered in eSchool**

Follow these steps when sending to Focus Room

1. Fill out Focus Room Form.
2. Walkie for Focus Room assistance with Code.
3. Send any work that the student needs to finish before returning to class. (15 min. max)

Focus Room form sent home for parent/guardian signature. Phone call home is required.

LEVEL 3: SEVERE MAJOR-OFFICE REFERRAL

Behavior handled in the
Administration/office

- **All office referrals** should be entered through eSchool
- Walkie or office call required
- Stealing accompanied with value
- Severe intimidation/Credible verbal threats/bullying
- Vandalism
- Leaving school property/building
- Possession of weapons
- Pattern of/severe use of profanity
- Possession of or under the influence
- Fighting
- Racial/Ethnic/Sexual Harrassment
- Chronic infractions of classroom and focus room behaviors
- Student has a behavior plan that specifies referral

Follow these steps when writing an eSchool Office Referral.

1. Fill out eSchool form.
2. Call the office/radio the office to report that the student is on the way or they need help getting there.
3. If applicable send work or written statements.

Office notifies parent/guardian as well as any victims. Office enters consequence and incident in eSchool.

5 minors equal a major. Minors reset each month. Minor sheets are collected at the end of each month.

Major/Minor Behavior Grid

Behaviors	Warning/ Reteach Teacher handled, <u>no documentation required</u> , teacher discretion for classroom consequences and personal documentation	Minor Teacher handled-phone call home or send to Focus room.	Major eReferral form completed. Administrator assigns consequence Administrator communicates to teacher and calls parent about situation.	Expected Behavior Acting in a cooperative manner respectful of school and classroom expectations; responding appropriately when addressed
Inappropriate Language	Offensive remarks or gestures in a casual manner inappropriate in nature, inappropriate and intentional	Repeated pattern of any inappropriate language or gesture; offensive to subgroups, gender	Swearing used to harass, intimidate, show defiance, create an unsafe climate.	Language that is socially appropriate and respectful
Fighting/ Physical Aggression	Rough play; horseplay	Pre Fight aggressive posturing, wrestling, bumping into others	Hitting or kicking; encouraging another to fight; retaliating	Respect for others' personal space Walking away from and reporting possible conflicts
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, testing the limit	Ignoring reasonable request to stop low level disruption; overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	Acting in a cooperative manner respectful of school and classroom expectations. Responding appropriately when addressed
Disruption	Noise making; Voice level of 3 or 4; attention getting behaviors (silly answers, class clowning, etc.); bugging others; up and moving around classroom pointlessly	Repeated pattern of any disruptive behaviors; misuse of cell phone/electronic devices in class (Phones and electronic devices to be and taken to office)	Behavior that stops the learning in class; defiant repetition of behavior following correction	Cooperative behaviors. Turn taking. Contributing appropriately to class discussions and activities Cell phones off & away during instructional time

Major/Minor Behavior Grid (pg.2)

Harassment/ Teasing/ Taunting	Annoying on purpose; altering names;	“Put downs”; threatening and/or disrespectful body language/posturing; targeted insults	Threat/extortion; racist/socioeconomic status/sexual/religious/disability/ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyber bullying/intimidation	Language that honors and validates others and their values and beliefs
Property Damage	Not returning items to appropriate places.	Thoughtlessly or “accidentally” damaging property.	Theft, purposefully damaging or defacing property	Respect personal and school property. Using equipment in appropriate manner. Return items to appropriate places.
Lying/Cheating/Theft	Borrowing without asking. Not playing by the written rules of game/looking at someone’s paper	Taking another’s property (minor value), refusing to return a borrowed item, substituting someone else’s work for your own, blaming others for own actions	Taking another’s property (significant sentimental or monetary value), not telling the truth when it involves someone’s personal safety or property damage; not being honest to get someone in trouble	Produce authentic work Be honest in words and actions
Possession of a Controlled /Illegal Item	Inappropriate drug/alcohol references	repeated inappropriate drug/alcohol references, talking about use, clothing or obvious lookalike weapons	under the influence, possession, distribution, paraphernalia of drugs or possession actual or lookalike gun, knife, or other weapons	Show an informed point of view in regards to drugs and alcohol

Use of Walkie: Guidelines

First Responders to behavior to have walkies on at all times:

- #1-Focus Room Staff (Ashley, Rachel)
- #2 Counselor Mrs. Moore/Mrs. Cox (M-W)\AP-Beth Sandbothe
- #3-Principal-Dr. Lori Elliott

- Nurse for Medical Responses (Leisl, Julie, Cyndi)
- Special Education Teachers for elopement/behavior (Sarah, Lori)

*First available will respond to call that they are on their way.

Walkie Reminders and Expectations:

- Teachers should have walkies on when outside at recess.
- During arrival or dismissal, all staff on duty should have walkies on.
- Teachers will use walkies when in need of assistance for behavioral issues-please call on the walkie for assistance and first available person will respond.
- Do not use student names for behavior issues, student initials can be used if needed unless elopement of building or major harm to others/self. Use Level of need (Level 2 assistance, Level 3 assistance).
- End classrooms by exits should also keep walkies on a low level for elopement.

Walkies should not be used for the following reasons:

- Call for a bathroom break, utilize buddy rooms
- Questions about schedules/activities/events
- Talking to other staff members throughout the day about issues other than a behavior or medical call. Details need to be discussed in person or through a phone call.

In Class Breaks vs. Focus Room Breaks

The Purpose of in-class breaks:

- To help support students in self-regulation and de-escalation.
- To reduce the amount of instructional time lost from leaving the classroom for breaks.

In-Class breaks are our ultimate goal:

- Each class will have a safe seat/calm spot for students.
- Safe seats in each classroom will be explicitly taught during a counselor lesson with Mrs. Moore and by classroom teacher. Classroom teacher to be present during counselor lessons to reinforce what is taught.
- Classroom teachers should maintain the procedures/expectations of the safe seat and reteach these when necessary.
- Each safe seat/calm spot will have a timer, a sensory box, and self-regulation and breathing strategy cards, wall cards for I Solve...

Buddy Room:

- Buddy Rooms can be used if there is a plan in place first with both teachers in agreement on the plan.

When to send students to the Focus Room:

- Students that need a set amount of Focus Room breaks as determined by the behavior TST team.
- Student has returned from Calm Spot/Buddy Room and needs more redirect

Students displaying the following behaviors in class:

- Chronic misbehavior
- Defiance of authority
- Cursing at teacher or student
- Behavior that is gender or racially biased
- Leaving classroom (not building)
- Throwing, kicking, or tearing objects
- Moderate and general threat
- Think sheets are to be used in the focus room: [Think sheet K-1](#), [Think sheet 2-3](#), [Think Sheet 4-5](#)
- Classroom teachers-utilize flow chart and majors/minors grid to guide your decision.

Be sure CARE/reset room pass is filled out and sent with student. Please walkie or call office or use walkie prior to sending a student.