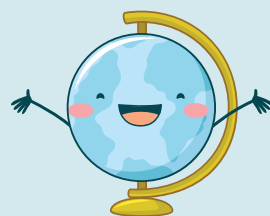
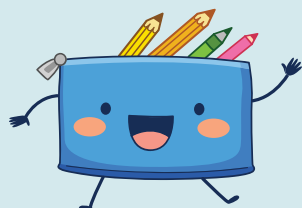
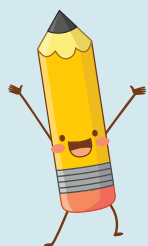


# Eagle Point Elementary School

## Positive Behavior Intervention Supports



2021/22 Student and Family Handbook

Dear Parents and Guardians,

We are very excited to continue our work with PBIS at Eagle Point Elementary. PBIS stands for “Positive behavioral interventions and supports.” PBIS is an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors and supporting social, emotional, and behavioral needs for all students. Through PBIS we have the 3 B’s, be safe, be respectful, and be responsible. It is our expectation at Eagle Point Elementary that students follow these rules and utilize them in all environments even outside of school.

The Parent/Student Handbook was created to inform families and students of our school-wide procedures and expectations. Our goal is to utilize the PBIS program to recognize positive behaviors around our 3 Bs. We focus as a school on teaching behavioral expectations, recognizing positive student and staff behaviors and addressing negative behaviors in a consistent, clear manner using the District Code of Conduct.

On the following pages you will find these PBIS materials:

- ★ Mission Statements
- ★ Introduction to the Matrix, Preventative Strategies, Flowchart, and Class DOJO
- ★ Preventative Strategies
- ★ The Flowchart
- ★ The Behavior Matrix
- ★ Examples and non-examples of behaviors
- ★ Reward Systems
- ★ Tier 2 and Tier 3 Interventions
- ★ How you can get involved!
- ★ PBIS Partnership Agreement

We hope you find this to be a useful resource!

Sincerely,

*Jared Fox*

Jared Fox

Principal

# Mission Statements

## Eagle Point Elementary School

*"The school's mission is to provide a safe and nurturing environment that develops and promotes a diverse community of confident lifelong learners."*

## City School District of Albany

*"The mission of the City School District of Albany is to work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success."*

## Tier 1 Supports:

### **The Behavioral Matrix**

The behavioral matrix outlines the positive behaviors that we wish to establish school-wide. The positive behaviors we explicitly teach and implement are found on the walls in each area of the school (classroom, hallway, cafeteria, etc.). The behaviors fall under the 3 B's: be safe, be respectful, and be responsible. We have included a copy of the school-wide matrix for each area in this handbook. Both the students and staff focus on these behavioral goals in order to see a decrease in negative behaviors, which ultimately increases instructional time.

### **The District-Wide Flowchart**

When the matrix is not followed we refer to the District-wide Flowchart, which aligns with our District Code of Conduct. The Flowchart is a tool, which helps staff identify whether a behavior is classroom managed or office managed. Classroom managed behaviors are documented through Class DOJO points. Office managed behaviors are documented through Class DOJO points as well as a discipline referral. The Flowchart helps staff identify next steps for students in terms of intervention. Staff can use the left side of the flowchart to determine next steps for classroom managed behaviors and the right side for office managed behaviors. We have included a copy of our Flowchart in this handbook.

### **Preventative Strategies**

The Preventative Strategies are a resource for staff when working to prevent behaviors. Staff has been trained on the 14 Preventative Strategies and utilize them in an effort to prevent behaviors. If a behavior is not preventative the Flowchart is useful in determining next steps. We have included a copy of the Preventative Strategies in this handbook.

# Preventative Strategies

Strategy	Definition
<b>Maintaining a 5:1 ratio</b>	Refers to praise statements that explicitly reference the particular behavior for which the student is being recognized. Five positive recognitions for every one negative.
<b>Active supervision</b>	Can be used as a low-intensity, teacher-delivered strategy to support students' meeting behavior by frequently and proactively monitoring students during specific settings or times. Active supervision is defined as the use of "Specific and overt behaviors (scanning and interacting) designed to prevent problem behavior and promote rule-following behavior."
<b>Pre-correction</b>	A proactive strategy that helps solve everyday problems with a simple and minimal amount of planning. By "getting in front" of disruptive behaviors that are predictable or readily anticipated, teachers and staff reduce or eliminate the likelihood of a problem behavior occurring.
<b>Opportunities to respond (OTR)</b>	A low-intensity teacher-delivered strategy to manage behavior and support instruction that helps students review material, acquire skill fluency, commit information to memory, and increase on-task behavior and reduce misbehavior.
<b>Instructional Choice</b>	A strategy that provides students with opportunities to independently select a provided option from two or more possibilities. Instructional choice is an antecedent-based strategy emphasizing the environment, meaning changes are made to instructional conditions. Instructional choice has been associated with promoting decision-making and other self-determined behaviors in students.

<p><b>Alternate Seating</b></p>	<p>A proactive modification of the classroom/school environment intended to minimize or prevent problem behavior. This involves intentional arrangement of the physical layout and/or furniture in the classroom/school environment.</p>
<p><b>Differentiation</b></p>	<p>Tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Differentiated instruction allows teachers to present varying learning</p>
<p><b>Time Away</b></p>	<p>The student exercises the option to leave a learning task which has become aversive to him/her. Alternatively, an adult can prompt the use of Time Away. During a Time Away, a student moves to a designated Time Away area and engages in a calming or quiet activity. The student reenters the learning environment with student-teacher agreement. The adult openly welcomes the student back to the learning environment without rehashing or dwelling on the reason for Time Away.</p>
<p><b>A Relaxation Technique</b></p>	<p>Any method, process, procedure, or activity that helps a person to relax. Relaxation Techniques are a culmination of various strategies to enhance the relief of emotional tension.</p>
<p><b>Prompting</b></p>	<p>A cue or signal meant to encourage a student to either begin a desired behavior or stop an inappropriate action.</p>
<p><b>Planned Ignoring/Contingent Attention</b></p>	<p>A behavioral management strategy in which staff ignores certain targeted behaviors to prevent reinforcing them. Staff then focus attention and reinforce desired behaviors.</p>
<p><b>Group Contingencies</b></p>	<p>A contingency of reinforcement applied to the behavior of more than one person; includes a variety of procedural variations based on either who receives consequences and/or whose behavior affects the delivery of consequences.</p>
<p><b>Positive Parent Contact</b></p>	<p>An adult contacts the parent to report positive behavior.</p>
<p><b>Rewards/Incentives</b></p>	<p>A presumed positive event/activity/object.</p>

# Eagle Point Elementary School - SCHOOL FLOW CHART

When a student falls below 80% of daily points (18 or fewer points) document Preventative Strategies used.  
 AT ALL STEPS CONSIDER IF CLASS IS MEETING 80% of EXPECTATIONS

## CLASSROOM / STAFF MANAGED / FBP\*

### 1<sup>st</sup> through 4<sup>th</sup> Time Below Points:

- Teacher contact parent/guardian (e.g. note, phone, text, or email),
- Teacher/student review behavioral expectations

*In addition to above:*

- **2<sup>nd</sup> Time:** Student has reflective/restorative conversation with Teacher
- **3<sup>rd</sup> Time:** Student completes comprehensive reflective/restorative sheet. Send home for parent signature.
- **4<sup>th</sup> Time:** Teacher schedule parent/teacher conference

### 5<sup>th</sup> and 6<sup>th</sup> Times Below Points:

- Principal designee (PD)(i.e., Re-Focus Room Supervisor) contact parent/guardian (e.g. note, phone, text, or email)
- Student meets with PD (optional: during lunch detention) for reflective conversation/sheet
- PBIS Tier 2/3 team member meets with teacher to develop and monitor a plan of action for **ON-GOING** Tier 1 support
- Recommended: Administrator conduct fidelity check

### 7<sup>th</sup> Time Below Points:

- HSC/AP/Principal contacts parent/guardian (e.g. note, phone, text, or email)
- Conference scheduled by HSC/AP/Principal to include teacher/parent (& student if age appropriate)

Problem behavior

Is behavior office managed or is behavior classroom Managed?

Classroom/Staff Managed/FBP*	Office Managed
Defined as: Student stays in room	Defined as: Student removed from room
*FBP = Fell Below Points	
Behavior violations (1-10) will be <b>EITHER</b> Classroom/Staff managed <b>OR</b> Office Managed	
To differentiate if a particular behavior violation on this list should be considered classroom managed or office managed, reference the Operational Definitions list & Code of Conduct	
<ol style="list-style-type: none"> <li>Academic Dishonesty/Forgery</li> <li>Bullying</li> <li>Damage to Personal/School Property</li> <li>Use of electronic Devices</li> <li>Harassment</li> <li>Leaving Classroom without permission</li> <li>Physical Contact with School Personnel</li> <li>Technology Acceptable Use Policy</li> <li>Threats against persons</li> <li>Verbal aggression against staff</li> </ol>	
Classroom/Staff Managed/FBP*	Office Managed
Behavior violations 1-3 below are <b>ALWAYS</b> classroom/Staff managed	Behavior violations 1-3 below are <b>ALWAYS</b> Office Managed
<ol style="list-style-type: none"> <li>Noncompliance</li> <li>Hallway Behavior</li> <li>Classroom Distraction</li> </ol>	<ol style="list-style-type: none"> <li>Fighting/Physical Aggression</li> <li>Weapons, firearms, explosives, Arson, Bomb Threat</li> <li>Alcohol, Illegal Drugs, Inhalants</li> </ol>
These represent only a <b>SELECTION</b> of most commonly observed Code of Conduct Behavioral Violations; it is not an exhaustive or all-inclusive list <b>TEACHERS can access Tier 1 behavioral support proactively through grade level/team liaison at any time.</b>	

When a student is removed from class:

## OFFICE MANAGED REFERRAL

### 1<sup>st</sup> DISCIPLINE REFERRAL –

- Discipline incident input by teacher into VADIR by end of day of incident;
- Administrator determines consequence.
- Teacher communicates student removal to guardian.

### 2<sup>nd</sup> DISCIPLINE REFERRAL–

- Discipline incident input by teacher into VADIR by end of day of incident;
- Administrator determines consequence.
- Teacher communicates student removal to guardian.

### 3<sup>rd</sup> DISCIPLINE REFERRAL –

- Discipline incident input by teacher into VADIR by end of day of incident;
- Administrator determines consequence.
- Teacher communicates student removal to guardian.

AND THEN:

- Is class at 80%?
- Consider referral to **RtI** Committee by Teacher;
- Teacher notifies parent of the **RtI** referral

Administrator will address issues or concerns regarding:

- Bus referrals
- Attendance

Documentation must be provided



# District COVID Matrix

## Area: Hallways

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use assigned stairway</li> <li>● Walk on the right side of hall</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level, tone and language</li> <li>● Respect student work and materials</li> </ul>	<ul style="list-style-type: none"> <li>● Keep hallway clean</li> <li>● Go straight to class</li> <li>● Use only your locker</li> <li>● If you experience or witness something inappropriate, report it to an adult</li> <li>● Accept consequences graciously</li> </ul>

## Area: Classroom

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use materials appropriately</li> <li>● Walk with care</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and talk at appropriate times</li> <li>● Use encouraging /polite words</li> <li>● Be an active participant</li> <li>● Use appropriate voice level</li> <li>● Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>● Be on time</li> <li>● Be prepared, organized and ready to work</li> <li>● Listen and follow directions the first time</li> <li>● Complete homework and classwork</li> <li>● Accept consequences graciously</li> <li>● Work hard and do your best</li> </ul>

## Area: Cafeteria

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> <li>● Keep hands, feet &amp; objects to self</li> <li>● Stay at table</li> <li>● Enter &amp; Exit appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level, tone &amp; language</li> <li>● Wait in line patiently</li> <li>● Follow adult directives</li> </ul>	<ul style="list-style-type: none"> <li>● Keep area clean &amp; throw away trash</li> <li>● If you experience or witness something inappropriate, report it to an adult</li> <li>● Accept consequences graciously</li> </ul>

## Area: Gym

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<ul style="list-style-type: none"> <li>● Keep hands, feet and body to self</li> <li>● Use equipment and facilities appropriately</li> <li>● Pay attention and follow teacher directives</li> <li>● Move with care</li> <li>● Report any unsafe conditions to teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and talk at appropriate times</li> <li>● Use encouraging/ polite words</li> <li>● Be an active participant</li> <li>● Use appropriate voice level, tone and language</li> <li>● Show good sportsmanship by playing in your area, taking turns, cooperating with teammates and winning or losing graciously</li> </ul>	<ul style="list-style-type: none"> <li>● Honor other's privacy</li> <li>● Use locker as instructed</li> <li>● Change into appropriate PE clothes</li> <li>● Keep locker room clean</li> <li>● Be on time</li> <li>● Accept consequences graciously</li> </ul>

## Area: Bathroom

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<ul style="list-style-type: none"> <li>● Keep hands, feet &amp; objects to self</li> <li>● Use facilities appropriately</li> <li>● Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level, tone &amp; language</li> <li>● Honor other's privacy</li> </ul>	<ul style="list-style-type: none"> <li>● Keep area clean</li> <li>● Flush</li> <li>● Use facilities in a timely manner</li> <li>● If you experience or witness something inappropriate, report it to an adult</li> <li>● Accept consequences graciously</li> </ul>



# Behavior Violations with Examples

Some Behavior Violations fall under more than one level. This is just a brief overview with some examples.

**\*For more specifics, see Albany's Code of Conduct\***

<https://www.albanyschools.org/pps/code-of-conduct>

<p><b>Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Use of profanity or obscene language</li> <li>2. Makes excessive, distracting or disruptive movements or noises</li> <li>3. Failure to follow directions</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. A slip of the tongue Ex: "I f***ing hate this school"</li> <li>2. Banging on desk, clicking pen, tapping pencil, calling out</li> <li>3. Not completing work, wandering around classroom</li> </ol>
<p><b>Level 2:</b></p> <ol style="list-style-type: none"> <li>1. Throws objects without physical injury to others</li> <li>2. Fighting with another</li> <li>3. Use of cell phone, gaming device</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Throwing of paper, pencil, crayon, eraser, pen</li> <li>2. Touching, play fighting, overly aggressive sports</li> <li>3. Using device in class, cafeteria, phone ringing</li> </ol>
<p><b>Level 3:</b></p> <ol style="list-style-type: none"> <li>1. Attack with or without injury</li> <li>2. Intentional conduct via electronic communication that constitutes bullying, discrimination or harassment</li> <li>3. Damage to another person's or school property (\$50 to \$500)</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Student in altercation receives black eye</li> <li>2. Sending student harassing text messages</li> <li>3. Breaking a school computer</li> </ol>
<p><b>Level 4:</b></p> <ol style="list-style-type: none"> <li>1. Persistent and repeated incidents of bullying targeted at same person or group</li> <li>2. Two or more persons intentionally attacking with serious bodily injury</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Constantly name calling, sending messages, being disrespectful to the same person or group regarding ethnicity, gender, disability etc.</li> <li>2. Students ganging up on another and that student is seriously harmed</li> </ol>

# Rewards and Incentives:

Once appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. Eagle Point Elementary has developed a formal system that acknowledges positive and appropriate behavior. All staff are able to acknowledge student's positive behavior throughout the school day and throughout the school building. Acknowledgement occurs on various levels.

## **SOAR Tickets:**

All staff have their own SOAR Tickets, which are distributed to students throughout the day for safe, responsible, and/or respectful behavior.

## **School Store: (Restrictions apply due to Covid-19 health and safety protocols)**

Students can use their SOAR Tickets as cash at the School Store. Items range from prizes of 20 SOAR Tickets all the way up to 250 SOAR Tickets. Students are given the opportunity to visit the school store once every two weeks.

## **Alternative Covid-19 Option:**

Students will be given the choice of how to use their SOAR tickets. They may choose to enter the tickets in a classroom drawing to win classroom prizes or save the tickets to use at the "mobile" school store. The "mobile" school store can be requested at specific times throughout the school year. \*This process will be modified and adapted to remain in compliance with Covid-19 health and safety protocols.

## **Weekly Student Recognition:**

On Friday's a student from each class is recognized by their teacher for being safe, responsible, and/or respectful. The student receives recognition during Monday morning announcements with the entire school. In addition, they will receive an extra reward of their choice from Mr. Fox (Stewart's Free Ice Cream coupon, Extra SOAR tickets, etc)..

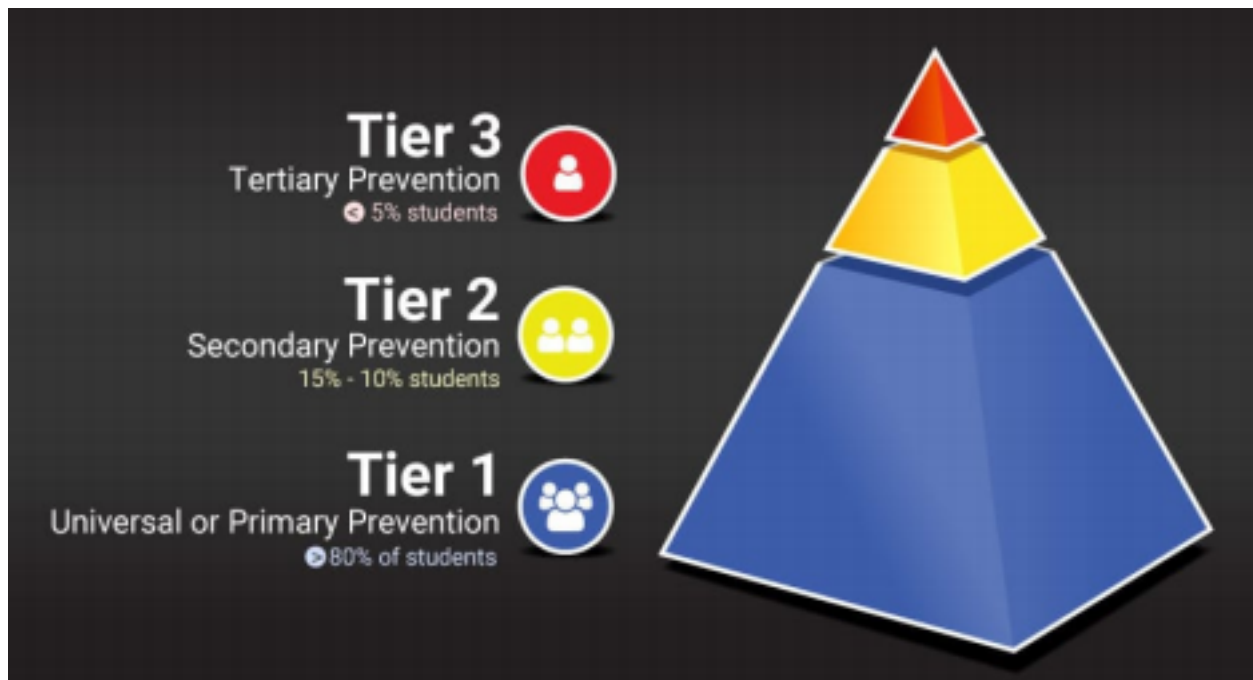
## **Flush the Format: (currently not active due to Cvis-19 health and safety protocols)**

Each month the school is surprised during Morning Meeting with a "Flush the Format" . This is a time when we stop our normal routine and do something fun as a school community. We often give out individual or classroom rewards for participation.

# Tier 2 & Tier 3 Interventions

Every student in the classroom receives Tier 1 support, which are the school-wide and classroom rules/expectations and behavioral management system. The expectation is that every student will earn at least 19 (out of 24) behavior points each day (80% of their points).

When a student has difficulty with consistently meeting this expectation, additional behavioral interventions will be provided for support. When data indicates that Tier 2 interventions are not enough support, more intensive, Tier 3 supports will be used. Decisions for support are based upon classroom data, observations, and information from parents and teachers.



## Tier 2 Interventions:

- **Check-in/Check out (CICO)** - Students check in at the beginning each school day with their adult mentor to receive increased positive contact, reminders of school wide and classroom expectations, and discussion of possible areas of difficulty throughout the day. At the end of each activity or class period, classroom teachers provide the student with behavioral feedback, either via Class Dojo, or a Daily Progress Report Card (DPR). At the end of the day (or other designated time), the student meets with their mentor to review the day and will receive positive reinforcement if the student has met or exceeded their behavioral goal for the day. DPR cards are sent home for parent review and signature.
- **Social/Academic Instructional Groups (SAIG)** - Small group sessions that provide either social skills training/instruction (i.e, anger management, coping skills) or specific skills that students need to be successful in the academic environment (maintaining focus, attendance). These groups work on building pro social, problem-solving, or academic behavior skills. Class Dojo/DPR cards are utilized to monitor the student's progress in the classroom.

- **Behavior Support Plan (BSP)** - A BSP targets a specific behavior that is significantly impacting a student's educational progress. The student's educational team designs and implements a plan to decrease this behavior, which may include modifications to a student's environment or work and an individual positive reinforcement plan; BSPs may also include CICO and SAIG support. Tier 3 Interventions:
- **Individual Counseling** - This intervention is similar to a SAIG group; however, this intervention occurs between one student and an adult, which is generally the School Social Worker, School Psychologist or the Behavior Specialist. Sessions are targeted towards a specific need, and progress is monitored by Class Dojo or DPR cards and interventionist data.
- **Functional Behavior Analysis (FBA) & Behavior Intervention Plan (BIP)** - For this intervention, parental consent is needed. The student's educational team targets a specific behavior, and uses various assessments to measure the "why" (attention, avoidance, sensory need, get an item/activity) behind the behavior. Once data analysis is complete, the educational team creates and implements a behavioral intervention plan that is focused on decreasing the specific behavior and increasing a student's ability to meet the same "why" with more appropriate behaviors. Interventions focus on modifying various environments or work expectations, teaching new skills, and positively reinforcing when the more appropriate behaviors are demonstrated. CICO, SAIG, and/or individual counseling may be a part of the BIP.

\*\*\*If you have any questions regarding these interventions, please reach out to the Behavioral Specialist in your building! Also, these intervention options are subject to change as the City School District of Albany updates and changes them.

## Parent/Family Roles in PBIS

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 understand that your home environment may have different expectations, but in order to support your child's success in school we ask that you support our school's expectations in the following ways:

- Spend time reviewing the PBIS Handbook and expectations with your child.
- Please sign the student/family contract on the last page and send it back to school.
- Remind your child of our expectations each day before he/she leaves for school.
  - Be Respectful
  - Be Responsible
  - Be Safe
- When your child gets home from school, talk with them about their day and ask if their behavior is acknowledged with a SOAR ticket or have a conversation about their Class DOJO points.
- If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
- Please connect to your child's classroom on Class DOJO for your child's daily points and important messages from the school and teacher. If you have not been able to connect with Class DOJO yet, please contact your student's teacher for how to join.

If you have any questions do not hesitate to ask!

# Student/Family Contract

After reading the Student/Family Handbook please complete the bottom portion of this page and have your child return it to their teacher. Thank you for your support! We look forward to a wonderful year at Eagle Point Elementary!

-----

Parent/Guardian:

My signature below signifies that I have read the Student/Family Handbook and understand the expectations and procedures around PBIS at Eagle Point Elementary.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

Student:

My signature below signifies that I have read the Student/Family Handbook and understand the expectations and procedures around PBIS at Eagle Point Elementary. I will work with my family and teachers to achieve my full potential.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date