



P.S.246 PBIS

Parent/Student Handbook



Positive Behavioral Interventions and
Supports

Dear Families,

We are excited to share with you our school-wide behavior system that we are implementing this year! PBIS (Positive Behavioral Interventions & Support) is a framework to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. P.S. 246 is proud to be a part of this exciting initiative.

As part of the PBIS framework, we have established clear rules for the behaviors we expect in all areas of our school. These expectations are explained in our Behavior Matrix, which you will find attached. Expectations will be explicitly taught to every student. Our staff will verbally acknowledge students' appropriate behaviors and acknowledge their behaviors by giving them a Bee-havior Coupon when earned. Teachers will choose a student of the month, who will be acknowledged at monthly pep rallies. The expectations for all student behaviors will be clear throughout our classrooms, playground, lunchroom, bathrooms, and hallways.

Our expectations will provide a school environment where more time is spent instructing and less time spent disciplining. If your child does have a discipline concern, an Office Referral Form (ORF) will be completed. If your child has a "Major" a copy will be sent home with your child. If your child receives an ORF, we ask that you please discuss the behavior concern with your child, sign, and return the form to school. We will have consistent consequences and positive reinforcement for all kids.

By teaching the expected behaviors in a positive way, we are providing a common language for everyone in our building, including students, teachers, and staff. We believe that by helping students practice good behavior, we will build a school community where all students can learn.

Please note that this is a new process for students, teachers, and staff so we ask for your patience. As with anything new we will have some hiccups along the way. We will be reviewing the effectiveness of this plan each month. In doing so, there may be some aspects that are changed, removed, added etc. This will be an ongoing process for the next 3-5 years. We appreciate your help, support, patience, and understanding!

Please contact us if you have any questions or need further information. Thank you for your support!

Sincerely,
P.S. 246 School Staff

Please cut on the line and sign & return the bottom portion to your child's teacher. Thank you!

Child's Name: _____ Teacher: _____

Parent's Name: _____

*By signing this form, I acknowledge that I have received, read, understand, and will encourage/support this PBIS plan.

Signature: _____



Parent and Family PBIS Survey

PS 246 would like your feedback regarding the Positive Behavior Intervention and Support system. Please complete the questions below and return to your child's teacher. Thank you for helping make PS 246 a more positive and successful school.

1. I am familiar with what Positive Behavior Intervention and Support is at PS 246 (i.e., expectations, rules for different areas of the school, Bee-havior coupons, and rewards for appropriate behavior.)

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I believe the use of the PBIS strategies at PS 246 will have a positive impact on my child's academic achievement.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. My child feels safe at school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I find it easy to understand the expectations for my child at PS 246.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. I am satisfied with the behavior expectations at PS 246 for my child.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. Please provide additional comments below.

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PBIS Team Members

- Our PBIS team members consist of P.S.246 staff members. Our team is composed of a variety of teachers and building specialists to offer out the best support systems within our schools

PBIS Overview

- The P.S. 246 team believes that schools can only be successful when they help children to grow academically, socially and emotionally. In order for this to happen, it is important that we establish a safe environment. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations. Using the PBIS program has helped us to create a happy, safe environment for all our students.

Bee Essentials

- Be Responsible. Be Safe. and Be Respectful are the essentials that allow our students to connect their behavior to our school-wide matrix.

Second Step

- The Second Step Kit is a behavioral lesson plan that structures how the staff teaches the expected behaviors from our school-wide Behavior Matrix. Students are taught using examples taken from classroom and non-classroom settings and situations. Staff members model and role-play in order to teach new skills and reinforce expected behaviors. We also provide students with practice opportunities. PBIS team members decide which cool tools to teach based on data we have gathered and feedback from staff members.

P.S. 246 Behavior Matrix

- P.S. 246 has developed a behavior matrix which includes our expectations that align with the Bee Essentials (Be Responsible. Be Safe. Be Respectful). Each expectation is broken down into different categories along with an explanation of how each expectation should look for that specific setting.

Bee-havior Coupons

- Bee Coupons are used in our recognition system.
- Another part of the PBIS system is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe students following the Bee Essentials will issue Bee Coupons. All students should be receiving coupons for demonstrating good behavior. Students can earn Bee Coupons in all areas of the school (classroom, lunchroom, playground, etc.) and from all staff members. Research shows us that positive reinforcement is one of the best ways to not only change poor behavior, but also to maintain appropriate behavior. The P.S. 246 staff is committed to making sure that all students who demonstrate positive behaviors will receive Bee Coupons.

Celebrations

- Using data, the PBIS team will set a school-wide goal to improve student behavior of a specific expectation or setting. Pep rallies will be planned to celebrate our progress and reinforce expectations that we need to learn as a building.

Documenting Behaviors

The following is an example of how we will document any behavior concerns that may arise. Infractions are categorized as either minor or major and have corresponding disciplinary actions.

PS 246 Office Referral Form			
Student Name: _____ Grade: _____			
Referring Staff Member: _____ Teacher: _____			
Date: _____ Time: _____			
Location	Behavior Concerns		Possible Motivation
<input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Classroom <input type="checkbox"/> Field Trip <input type="checkbox"/> Hallway <input type="checkbox"/> Library <input type="checkbox"/> Lunch Room <input type="checkbox"/> Office <input type="checkbox"/> Playground <input type="checkbox"/> Prep Room <input type="checkbox"/> Other: _____	Minor	Major	<input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Obtain an item/Activity <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Task/Activity work <input type="checkbox"/> Other <input type="checkbox"/> Unknown
	<input type="checkbox"/> Disrespect <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical contact/Physical aggression <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive or Inappropriate Language / Profanity <input type="checkbox"/> Defiance / Insubordination / Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Forgery / Theft <input type="checkbox"/> Harassment / Bullying <input type="checkbox"/> Lying / Cheating <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Unauthorized location <input type="checkbox"/> Other behavior	
Description of Issue:			
Staff Action:		Administrative Action:	
Please Check the most appropriate box. <input type="checkbox"/> Reteach Behavior/Individualized Instruction <input type="checkbox"/> Conference with Student (Help Team) <input type="checkbox"/> Follow Up Agreement <input type="checkbox"/> Lose Privilege _____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Other Action Taken _____ Staff initials: _____ (/ /)		<input type="checkbox"/> Conference with Student <input type="checkbox"/> Follow Up Agreement <input type="checkbox"/> Follow Up With Staff Member <input type="checkbox"/> Lose Privilege _____ <input type="checkbox"/> Lose Recess <input type="checkbox"/> Parent Contact <input type="checkbox"/> Time in Office <input type="checkbox"/> In-school Suspension (____ hours/days) <input type="checkbox"/> Out of School Suspension (____ hours/days) <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Other Action Taken _____	
Parent Signature: _____		Date: _____	

Parental Involvement

In order for PBIS to be successful at P.S. 246, we need your help. Below is a list of suggestions of how you can help support PBIS:

- Remind your child of the P.S. 246 Expectations on a daily basis (before leaving for school is a great time to review these): Be Responsible, Be Safe, Be Respectful!
- Use the same language that is being used at school with your child. Develop a behavior matrix at home (see sample included) using the P.S. 246 Expectations. List all the routines in your home and then write the behaviors you want to see in that setting. Remember to keep it positive. The next page contains a blank matrix you can use!
- Ask your student if they received any Bee Coupons each week and how they earned them. Reinforce the positive behaviors that they are showing at school.
- If you are contacted because your child has not followed the P.S. 246 Expectations, please review the behavior expectations at home.

The system is multi-tiered-

Tier 1- All students- receive instruction on expected and unexpected behaviors.

Tier 2- Specific students receive targeted intervention based on the exhibition of at risk- problem behavior- it is data driven

Tier 3- A small group of students receive intensive supports based on high-risk behavior based on data analysis.

How does Bee-ing our best work?

Tier 1

1. School-wide behavior expectations are explicitly taught to all students at the beginning of the school year, and then reviewed several times throughout the year. Additionally, specific behaviors are re-taught following long holiday breaks, to refresh children's understanding of the expectations. Expectations are to be taught in the setting- for example, playground expectations should be taught on the playground.
 - a. Lesson plans are from the Second Step curriculum
 - b. Video clips and literature are infused in the lessons
 - c. Students attend school wide assemblies to build community and cohesiveness
2. Building expectations are aligned with individual classroom teacher rules and expectations for consistency.
3. Teachers seek to build positive relationships with all students through respect and kindness.
 - a. Positive reinforcement is used on a regular basis such as verbal praise, a High five, pat on back, thumbs up to acknowledge students making positive choices and following school rules.
 - b. Classroom Honey Jars and Bee-havior coupons will also be used allowing for students to receive immediate feedback on their behaviors.
4. Teachers frequently recognize positive student behaviors by the following:
 - Issuing Bee Cards- Every teacher distributes 1 Bee Card per week to a student that demonstrates exceptional behavior. (procedure for recognition is below)
 - Giving pompoms to the class Honey Jar towards entire class rewards.
5. Teachers will submit one name per month as the Student of The Month, to be announced at the monthly pep rally. These students will receive a special reward during the pep rally.
- 6.

Bee Card procedure:

- Each classroom teacher will issue 1 Bee Card per week to a student who consistently displays the 3 expected behaviors: Bee Safe, Bee Respectful, Bee responsible
- At the end of each week on Friday afternoon, students will report to the main office when they hear the song "Be Responsible, Safe, and Respectful" being played over the PA system.
- All the students who have earned a Bee Card also receive verbal reward from building administrators and other staff who are available, such as the school guidance counselor.
- Students will attach their Bee Card to their school beehive. Students will again be recognized at the monthly pep rally. Each student may invite a special guest to join him or her in the principal celebration to follow.

Response to students who need additional behavioral supports (third minor offense)

Tier 2- Students who require more instruction in acceptable Bee-Baviors will receive Tier 2 interventions. These interventions will be instructional in nature and provided in a smaller group.




1. Classroom teachers refer students to the Help Team, (Ms. Cannistraci, Ms. August, Ms. Rivera and Mr. Wilson), based on classroom behaviors that are interfering with learning (the student's own learning and the learning of others)
2. Tier 2 interventions may include:
 - a. Mentoring
 - b. Small group counseling
 - c. Calming strategies
 - d. Social stories
 - e. Scheduled check-ins or breaks
 - f. Other interventions that may help that student

Tier 3- Students that require individualized, intensive support will receive Tier 3 interventions. This will be data driven and will focus on those students that are not responding to Tier 1 or Tier 2 supports.

1. Tier 3 interventions may include:
 - a. Functional behavioral assessment
 - b. Specific treatment plans
 - c. Other interventions determined to be appropriate for individual students

Please refer to the district code of conduct for very specific behaviors and consequence

PS 246 Positive Behavior Expectation Matrix

Expectation	Classrooms	Hallway	Cafeteria	Recess	Restroom
<p>Be Responsible</p> 	<ul style="list-style-type: none"> *Be prepared *Do your best *Follow classroom rules *Use materials with care *Clean up after yourself 	<ul style="list-style-type: none"> *Leave space between the person in front and behind you. *Stay in line quietly. *Use the water fountain for drinking only 	<ul style="list-style-type: none"> *Use low voices *Be a good problem solver *Quiet down at the hand signal. *Clean up after yourself 	<ul style="list-style-type: none"> *Share *Play by the rules and include others. *Line up immediately when signal is given 	<ul style="list-style-type: none"> *Flush *Wash hands *Return to class promptly
<p>Be Safe</p> 	<ul style="list-style-type: none"> *Keep hands, feet, and objects to yourself *Enter and exit quietly and orderly *Use materials properly 	<ul style="list-style-type: none"> *Walk *Face forward *Stay to the right. *Hold the door for the person behind you. 	<ul style="list-style-type: none"> *Walk into and exit the lunchroom orderly *Raise your hand and ask permission to leave your seat *Eat your own food (no sharing) *Keep hands feet and objects to yourself 	<ul style="list-style-type: none"> *Get permission from a staff member to leave the area *Walk in an orderly manner to yard or auditorium *Keep hands feet and objects to yourself 	<ul style="list-style-type: none"> *Walk in and out of the bathroom *Use quiet voice *Keep water in the sink
<p>Be Respectful</p> 	<ul style="list-style-type: none"> *Use kind words, actions and manners. *Actively participate; be cooperative with adults and classmates 	<ul style="list-style-type: none"> *When moving as a class, voices off *Keep your hands, feet and objects to self *Walk and wait quietly/ Don't cut off classes *Respect personal space and classes in session 	<ul style="list-style-type: none"> *Use kind words, actions and good manners *Follow directions *Throw the trash out appropriately 	<ul style="list-style-type: none"> *Use kind words, actions and good manners. *Line up promptly *Follow directions the first time 	<ul style="list-style-type: none"> *Respect others privacy * Throw the trash out appropriately

Home Matrix

PBIS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
Be Respectful	Be pleasant to those at home. Be quiet for those that may still be sleeping.						
Be Responsible	Get up on time. Dress in proper school uniform						
Be Safe	Get up early enough that you are not rushing around.						

How would PBIS look in your home?

Activity: Creating a Family Matrix.

Tie school expectations to home expectations. With your children, fill in the chart with the skills in each area for the given expectation. State positive skills-acknowledge the skills when demonstrated-address them when they aren't. PBIS is a positive approach to discipline. Together we can create a home and school partnership!

Major/Minor Behavior Grid

	Minor <i>Teacher handled, teacher assigns own or building consequence</i>	Major <i>Referral Form Completed, administrator assigns consequence (with teacher input), Administrator communicates to teacher about situation</i>	Expected Behavior <i>Acting in a cooperative manner respectful of school and classroom expectations; responding appropriately when addressed</i>
<u>Inappropriate Language</u>	Offensive remarks if gestures in a casual manner; inappropriate sexual connotations; putdowns to a particular subgroup; Repeated of any inappropriate language	Swearing used to harass, intimidate, show defiance, or create an unsafe climate.	<ul style="list-style-type: none"> • Language that is socially appropriate and respectful
<u>Fighting/Physical Aggression</u>	Rough Play/Pre-fight aggressive posturing, wrestling/play fighting, bumping into others on purpose	Hitting or kicking, encouraging another to fight, retaliation	<ul style="list-style-type: none"> • Respect for others personal space; • Walking away from and reporting possible conflict
<u>Defiance/ Disrespect/ Noncompliance</u>	Passive or overt refusal to participate, extremely slow in response to request, ignoring reasonable request to stop low level disruption	Repeated refusal to comply with teacher directives; ignoring reasonable request that leads to escalation and/or to an unsafe situation	<ul style="list-style-type: none"> • Acting in a cooperative manner respectful of school and classroom expectations • Responding appropriately when addressed
<u>Disruption</u>	Noise making, Excessive Talking, attention getting behaviors (silly answers, class clowning, etc.), bugging others, Repeated pattern of any disruptive behaviors, misuse of electronic devices	Behavior that stops the learning in class, defiant repetition of behavior following correction	<ul style="list-style-type: none"> • Cooperative behaviors • Turn taking • Contributing appropriately to class discussions and activities
<u>Harassment/ Teasing/ Taunting</u>	Annoying on Purpose, altering names, Put Downs, threatening and/or disrespectful body language/posturing, targeted insults	Threat/ extortion, remarks which negatively target a subgroup, continued pattern of minor offenses, continued proximity after separation, cyber-bullying/intimidation	<ul style="list-style-type: none"> • Language that honors and validates others and their values and beliefs

<u>Property Damage</u>	Not returning items to appropriate place, Thoughtlessly or “accidentally” damaging of property	Theft, purposefully damaging or defacing property	<ul style="list-style-type: none"> • Respect personal and school property • Using equipment in appropriate manner • Return items to appropriate places
<u>Lying/ Cheating/ Theft</u>	Borrowing without asking permission, Taking another’s property (minor value), refusal to return a borrowed item, substituting someone else’s work for your own	Taking another’s property (significant sentimental or monetary value, not telling the truth when it involves someone’s personal safety or property damage	<ul style="list-style-type: none"> • Produce authentic work • Be honest in words and actions
<u>Possession of a Controlled/Illegal Item</u>	Inappropriate drug/alcohol or weapons references	Repeated inappropriate drug/alcohol or weapons references, Under the influence, possession/distribution of paraphernalia related to drugs, possession of actual or look-a-like weapon	<ul style="list-style-type: none"> • Show an informed point of view in regards to drugs and weapons