



<http://fugman.cusd.com>

**School-Wide Behavior Approach
“Marlins SWIM with the BEST!”**

School-Wide Behavior Approach

Positive Behavior Intervention & Support

PBIS

School-wide Positive Behavior Interventions and Supports (PBIS) is a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. Having originated from the science of applied behavior analysis, it incorporates the key elements of any effective behavioral program, only they are applied at the macro level of the entire school.

Improving students' academic and behavior outcomes means ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions available. PBIS provides an operational framework for achieving this outcomes, which is customized to your school site, needs, and goals. PBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the most effective, evidence-based academic and behavioral practices for increasing each student's academic and behavioral outcomes.

Rationale for Change:

The School-Wide Discipline system known as the Character Counts! program has been in place since the opening of Fugman. While the system was research based, well planned, and effective, over time there have been numerous changes over time that precipitated a need to revamp our current system. First, Fugman Elementary began with an enrollment of around 350 students. Since opening in 2003, we have more than doubled in size. Our students are coming to us with different needs than they once had. In addition, the last 15 years, has brought about an abundance of research and data on behavior systems, techniques, and best practices. Fugman is a school who listens intently to the feedback provided from students, parents, community members, and staff. It is for all these reasons we have decided to adjust our School-Wide Behavior approach to align with Positive Behavior Intervention and Supports or PBIS.

Our Approach:

We began working with a district trainer to support us in our desire to change the culture and climate of our school in not only how we handle behavior, but in how students manage and regulate their own behavior. Our desire is to directly teach and then reinforce the desired behavior. This meant establishing what the expected behavior would be for each academic setting, deciding on what behaviors we would consider major and what behaviors we would consider minor, then deciding how to reinforce positive behavior, and how to change inappropriate behavior. We believe in a restitution approach that promotes the school's core beliefs and values for proper behavior. We value building positive relationships with students and supporting them in reflecting and correcting their behavior.

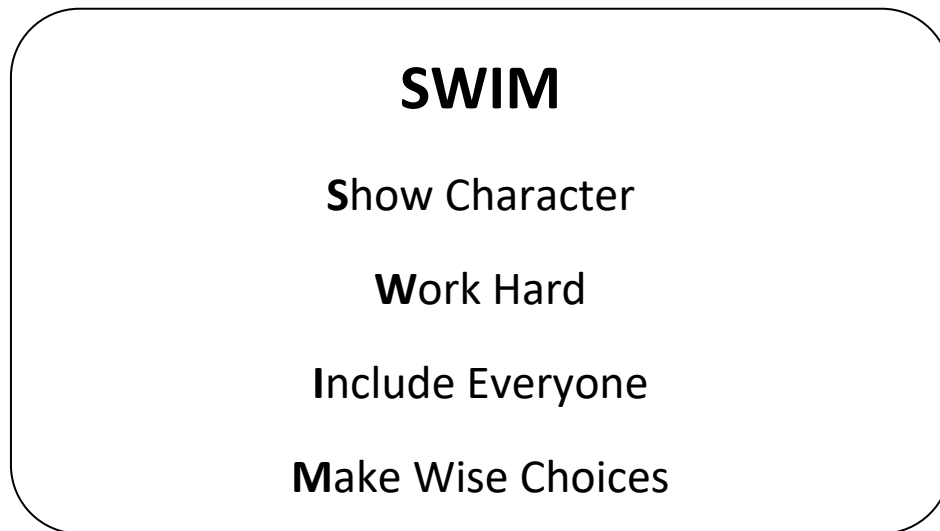
Statement of Purpose

Having a defined Statement of Behavioral Purpose helps a school to align their mission and goals in a coordinated and consistent manner. Throughout this coordinated effort, PBIS schools become more proactive in their teaching of school-wide social behavioral expectations. This common purpose and approach to discipline is well established for all teachers, students, and staff with the goal of achieving school-wide behavior support for all members of the school community. This goal is realized by understanding that the whole school is key to implementation. This means all students and staff are involved across all settings of the school. PBIS implementation is most effective when a common vision and set of principles are used to guide decision-making and implementation efforts.

Fugman Elementary School is a caring community of learners whose members **Show Character, Work Hard, Include Everyone, and Make Wise Choices.** Marlins are respectful, responsible, humble, and good citizens. Fugman Elementary Marlins SWIM with the BEST!

Positive Behavioral School-Wide Expectations

Identifying positive school-wide behavioral expectations is a collaborative process where desired behaviors are defined for students and staff. The result of this process yields a list of expected behaviors for students and staff which is developed from commonly occurring problem behaviors across school settings. We are using the acronym SWIM to help students and staff remember our core values in any educational setting.



Teaching Behavioral Expectations

Just like academic skills must frequently be reviewed, social skills must also be practiced regularly and acknowledged or reinforced for mastery, sustained use, and generalized application. If a student has firmly learned an inappropriate behavior, then formally and continually prompting, practicing, and reinforcing the desired alternative becomes especially important and necessary. Below is a list of ways we are committed to teaching and promoting positive behavior.

- Student/staff created videos that model expected behavior as well as inappropriate behavior
- Assemblies
- Classroom behavioral lessons
- Human Relations Council, Principal's Advisory Committee, and Student Council will be part in creating activities that promote and teach positive behavior and peer relationships
- Buddy Bench: 2 designated benches where students can go who need a group to play with or socialize with at recess
- Classroom management practices and procedures
- Tier 2 Interventions: Clovis Support & Intervention (CSI) Referral, Check In/Check Out Intervention, Team Support

Fugman Elementary School PBIS Matrix

REPRESENT FUGMAN WELL

Behavioral Expectations	Educational Areas						
	Hallway	Playground	Cafeteria	Bathroom	Classroom/Lab	Library/Office	Off Campus
Show Character	Voice level 0-1 Walk quietly Keep hands, feet, and objects to yourself	Voice Level 3 Solve conflict peacefully or involve an adult Listen to adults Use walkways	Voice level 2 Listen to adults Respond respectfully to adults Keep hands, feet, and objects to self Use good manners	Voice level 2 Respect the privacy of others Character counts even when no one is looking	Voice Level 0-2 Follow rules and directions Use materials and equipment appropriately	Voice level 1 Walk at all times Handle and use materials with care	Voice Level 0-3 Character counts even when no one is looking Use good manners
Work Hard	Go directly to your destination	Keep the playground clean Sit and eat snack in designated area Freeze on signal	Leave it better than you found it Stay in your place in line	Leave it better than you found it Conserve water and materials	Have all materials ready Complete work on time Stay on task Never give up	Leave it better than you found it Follow rules and directions	Go directly to your destination Leave it better than you found it Follow rules and directions
Include Everyone	Hold the door open for others	Invite others to play Take turns Use kind words	Be courteous Use kind words	Wait patiently for your turn Notify adults of problems	Use kind words Face the speaker Keep hands, feet, and objects to self Take care of one another	Return books on time Wait patiently for your turn Be courteous to staff and students	Be courteous Use kind words Take care of one another
Make Wise Choices	Hold your materials appropriately Wait patiently in a straight line Walk along blacktop when possible	Use play equipment properly Walk away from trouble Walk to your line	Stay in seat until dismissed Respect everyone's food choices Eat your own food Walk from lunch to play	Use for intended purposes Use soap and water for washing hands	Take pride in your work Think before you speak Walk at all times	Use only approved internet sites Leave food and drinks at the door	Solve conflict peacefully or involve an adult Represent Fugman well Think before you speak Stay in your designated area Follow all procedures

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MAJORS- Office Handled Office Discipline Referral (ODR)
Abusive Language
Cheating (2nd Offense)
Credible Threats
Fighting
Firearm/Replica Firearm
Forgery (2nd Offense)
Harassment
Inappropriate physical contact
Leaving School Campus
Obscene Act/Profanity
Pattern of Aggressive Behavior
Severe Property Destruction
Theft
Tobacco/Alcohol/Drugs
Viewing Inappropriate Content on Technology
Weapons/Replica Weapons

MINORS- Teacher Handled (3 minors = a major)
Cheating (1st Offense)
Defiance
Dishonesty
Disrespect-Tone, Attitude, Body Language
Disruption
Dress Code
Electronic Device Disruption
Electronic Device Usage
Forgery (1st Offense)
Inappropriate Language
Inappropriate Technology Usage (1st Offense)
Minor Physical Contact (actions do not pose safety risk)
Non-compliance
Teasing/Rumors
Unsafe/Rough Play
Verbal Conflict/Arguing

****Homework/Classwork- No office discipline. Teacher/Grade level determines how to handle missing assignments and/or failure to turn in homework. A record keeping document in the planner assists in communicating missing assignments and homework to parents.**

Reinforcement System

How will students be recognized?

All staff will recognize students by passing out a minimum of 5-10 tickets per day to any student on campus.

What will staff/students do with the reinforcers (tickets)?

As students receive tickets, they write their name and room number on the back of the ticket and can choose to do one of the following:

- Save their tickets in the envelope to be spent at our SWIM store
- Save their tickets to purchase an intangible item from their teacher (Ex. Line leader)

All tickets collected at the store or by the teacher will then be placed into our SWIM can in the front office for monthly prize drawings.

What kind of prizes or rewards will students receive?

Various prizes, both tangible and intangible prizes will be rewarded. Tangible rewards include gift cards, snack bar tickets, game day at recess with our oversized games, and prizes at our SWIM store. Intangible rewards include things such as line leader, can wear slippers in the classroom, gets to write on the White Board as needed. Intangible items are at the discretion of the teacher and may vary from classroom to classroom. Each tangible and intangible item has a cost that is paid for by using their tickets.

How often will students receive prizes or rewards?

The SWIM store will be opened weekly. A schedule for purchasing intangibles from the classroom teacher is determined by the teacher.

Will there be a prize day? What will this look like?

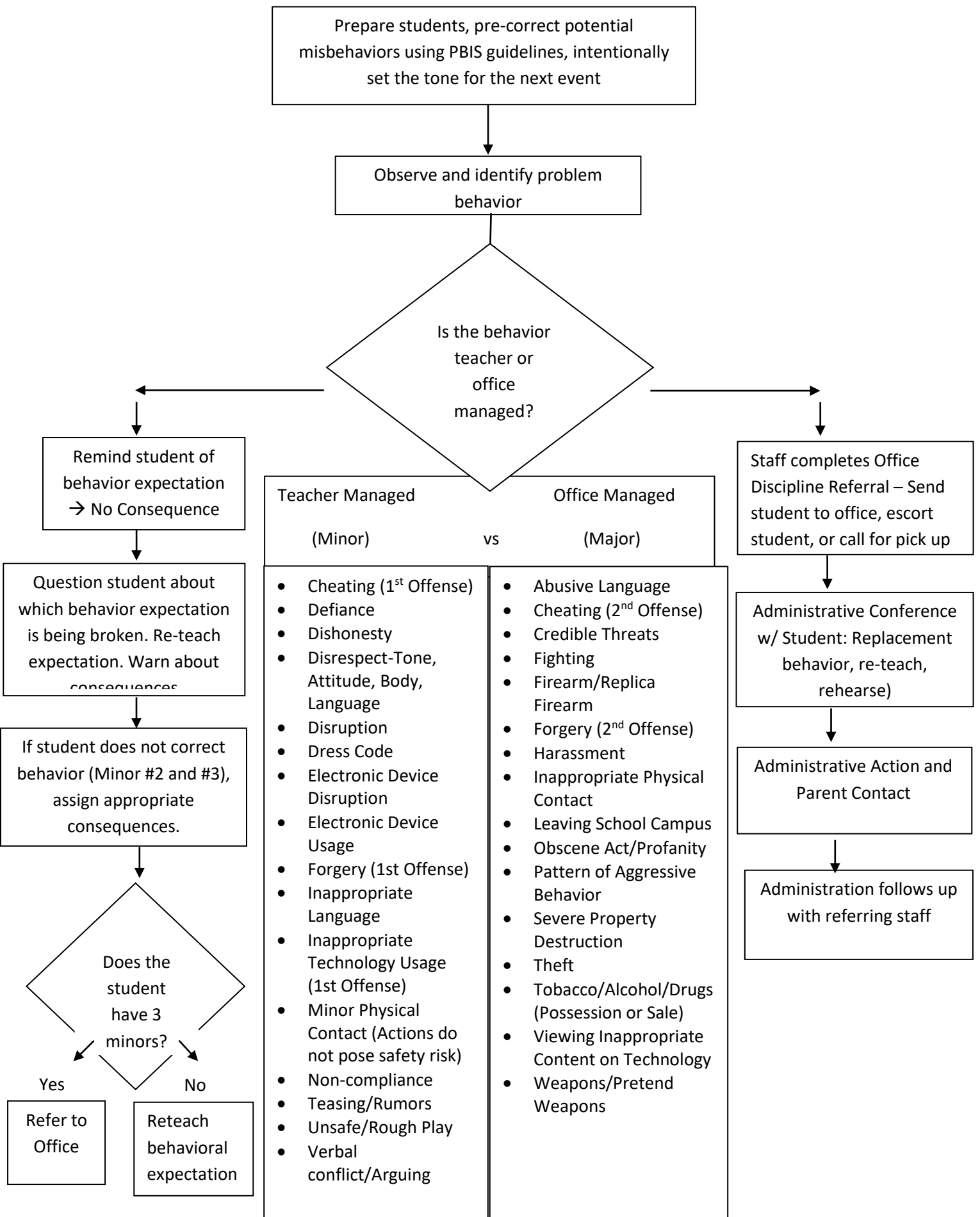
Prizes will be awarded weekly during SWIM store hours. Monthly drawings will also occur. There will be a quarterly SWIM event for those students who qualify. This event could be a movie, game day, or assembly.

How else will positive behaviors be recognized?

Quarterly SWIM events, assemblies, extra equipment at recess, music during lunchtime, extended recess, monthly classroom incentives for wearing spirit wear on Fridays, participating in dress up days, positive behavior in the lunch room, attendance/tardy rates, homework return rates and various other rewards.

Who will help distribute prizes or manage prize day?

Administration will help distribute prizes on a weekly/monthly basis.





Office Discipline Referral

Name:	Teacher:	Grade:
Student ID No.	Date:	_____ 504 _____ IEP
Referred By:	Time:	Parent Contact: Phone Call <input type="checkbox"/> Email <input type="checkbox"/>

MAJORS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Abusive Language 2. Cheating (2nd Offense) 3. Credible Threats 4. Fighting 5. Firearm/Replica Firearm 6. Forgery (2nd Offense) 7. Harassment 8. Inappropriate Physical Contact | <ol style="list-style-type: none"> 9. Leaving School Campus 10. Obscene Act/Profanity 11. Pattern of Aggressive Behavior 12. Severe Property Destruction 13. Theft/Possession of Stolen Item 14. Tobacco, Alcohol, Drugs (possession or sale) 15. Viewing Inappropriate Content on Technology 16. Weapons/Replica Weapons |
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MINORS

(Must be 3rd minor of same offense to be an ODR)

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| <ol style="list-style-type: none"> 17. Cheating (1st Offense) 18. Defiance 19. Dishonesty 20. Disrespect-Tone, Attitude, Body Language 21. Disruption 22. Dress Code 23. Electronic Device Disruption 24. Electronic Device Usage 25. Forgery (1st Offense) | <ol style="list-style-type: none"> 26. Inappropriate Language 27. Inappropriate Technology Usage (1st Offense) 28. Minor Physical Contact (actions that do not pose a safety risk) 29. Non-compliance 30. Teasing/Rumors 31. Unsafe/Rough Play 32. Verbal Conflict/Arguing 33. Other: _____ |
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Referring Staff	Location	Action Taken	Intervention(s)	Perceived Motivation
<ol style="list-style-type: none"> 1. Administration 2. Campus Monitor 3. Instructional Assistant 4. Substitute 5. Support Staff 6. Teacher 7. Other: _____ 	<ol style="list-style-type: none"> 1. Bathroom 2. Basketball Courts 3. Blacktop 4. Cafeteria 5. Classroom 6. Dismissal 7. Hallway 8. In Line 9. Music 10. Off Campus 11. Office 12. Playground 13. Soccer Field 14. Sports 15. Tech Lab/Library 16. Other: _____ 	<ol style="list-style-type: none"> 1. Anchor Form 2. Campus Beautification 3. Correction Lab 4. In House Suspension # of Days _____ 5. Loss of Activity/Privilege # of Days _____ 6. Loss of Recess AM _____ PM _____ 7. Parent Contact 8. Suspension Off Campus # of Days _____ 9. Other: _____ 	<ol style="list-style-type: none"> 1. Behavior Contract 2. Change of Seating 3. Conference: Teacher/Student 4. Conference: Teacher/Parent 5. Conference: Administrator/Student 6. Conference Administrator/Parent 7. Check In/Check Out 8. CSI 9. Peer Buddy 10. Redirect 11. Retaught Expected Behavior 	<ol style="list-style-type: none"> 1. Avoid Adult(s) 2. Avoid Peer(s) 3. Avoid Task/Activity 4. Not sure 5. Obtain Adult Attention 6. Obtain Items/Activities 8. Obtain Peer Attention 9. Other: _____

Comments:

Administrator Signature:

Parent Signature:



Sink Slip

Parent Signature: _____

Name:		Teacher:		Grade:
Student ID No.	_____ 504 _____ IEP	Date:	Minor: 1 st 2 nd (same offense)	
Issued By:		Time:	Parent Contact: Phone Call <input type="checkbox"/> Email <input type="checkbox"/>	

MINORS

- | | |
|---|---|
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<p>White: Teacher Copy Yellow: Parent Sign & Return Pink: Parent Copy Gold: Office Retain</p>				
<p>Comments:</p>				

Both our Office Discipline Referral and our Sink Slips are used to report both major and minor occurrences. These documents are meant to be one form of communication to you regarding a behavior issue. There is also a document in the planner that may be used to document major and minor occurrences. The information from these documents also allows us to track the type of offense, location, time of day, and motivation to allow us to provide intervention and offer preventative strategies.

