



**Thurston
Elementary School**

Positive Behavior Interventions & Supports

PARENT HANDBOOK

Thurston Elementary School Positive Behavioral Interventions & Supports Team

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Table of Contents

Introduction to PBIS	3
What is PBIS?	
PBIS at Thurston	
Education YES! and No Child Left Behind	
Michigan State Board of Education Positive Behavior Support Policy	
Behavior Expectations	8
Consequences for Problem Behavior	10
Problem Behavior Definition	
Major Offenses/Minor Offenses	
Classroom/Teacher Interventions	
Intervention Steps	
Office Discipline Referral Guidelines/	
Referral Process	
Office/Administration Interventions	
Parent- Student Contract	16

Introduction to PBIS



What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS at Thurston

A term you will be hearing this year at Thurston Elementary School is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach in behavior management on a school-wide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, the classroom, or with an individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows Thurston's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

The goals of PBIS are consistent with those found in other educational initiatives/laws, such as Education YES! and No Child Left Behind.

The key components of an effective school-wide PBIS system involve:

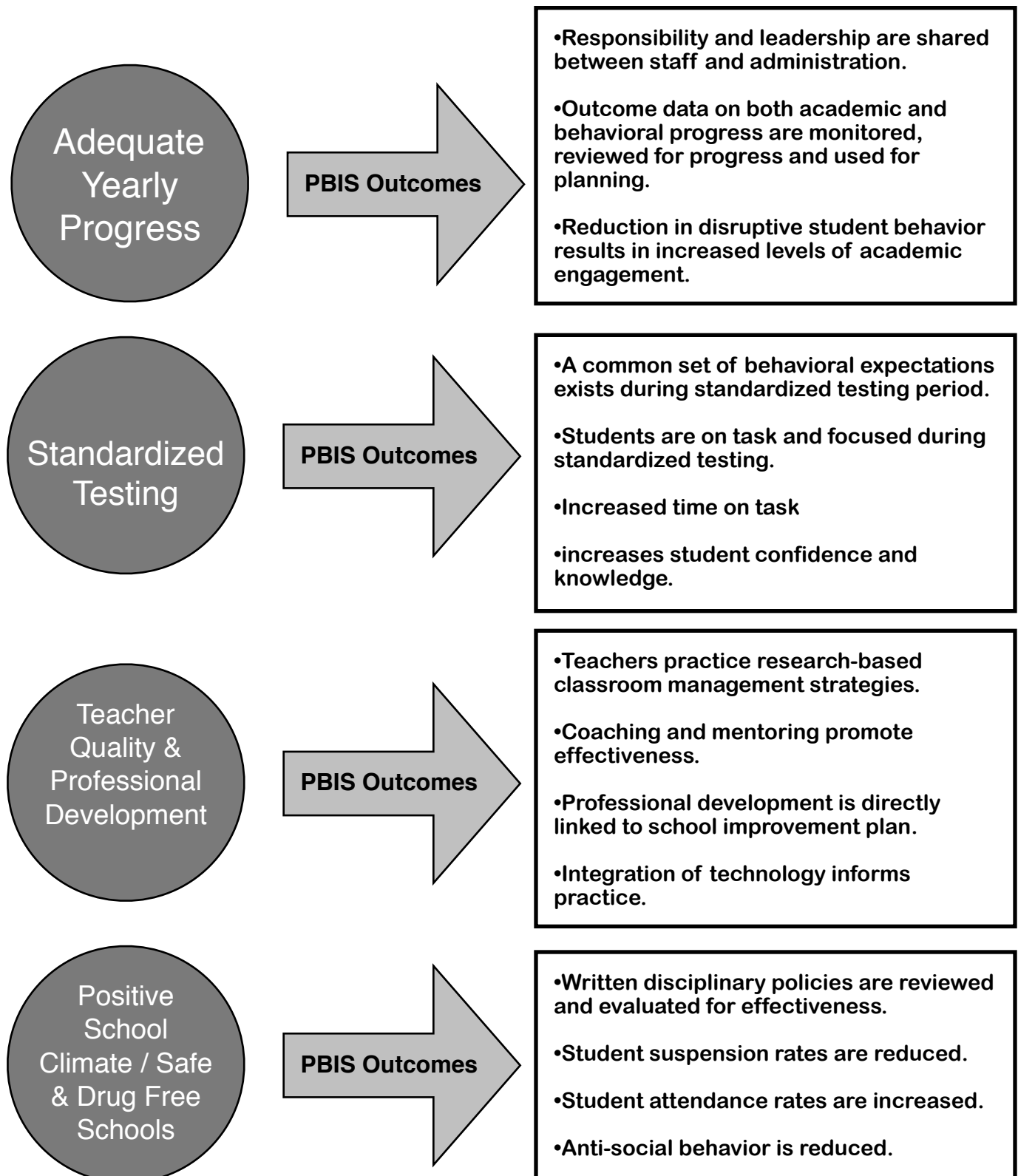
- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this parent manual is to briefly illustrate how these components will be utilized within Thurston's PBIS system. When students arrive in September, they will be taught the school-wide expectations, focusing on what is appropriate behavior and given examples of inappropriate behavior.

The ultimate goal is to increase student academic performance, increase safety, decrease problem behavior, and establish positive school climates through these research-based strategies and systems.

Education YES! and No Child Left Behind

Correlation with Positive Behavioral Interventions & Supports



Michigan State Board of Education Positive Behavior Support Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

Adopted September 12, 2006

Behavior Expectations



Thurston Elementary Behavioral Expectations

6

	Classroom	Cafeteria	Hallways	Playground/ Outside	Bathroom	Bus	Office	Assembly
Be Respectful	<ul style="list-style-type: none"> Follow all adult directions the first time given Use kind words Listen to others Speak when it is your turn 	<ul style="list-style-type: none"> Follow all adult directions the first time given Use kind words and good manners Use a quiet voice 	<ul style="list-style-type: none"> Follow directions the first time given Walk quietly Respect hallway displays 	<ul style="list-style-type: none"> Follow all adult directions the first time given Use kind words Take turns and share Include others 	<ul style="list-style-type: none"> Respect the privacy of others Keep bathrooms clean Use a quiet voice 	<ul style="list-style-type: none"> Follow all adult directions the first time given Use kind words Use a quiet voice 	<ul style="list-style-type: none"> Follow all adult directions the first time given Report to the desk and address the staff politely Wait quietly 	<ul style="list-style-type: none"> Follow all adult directions the first time given Be a good listener Respond appropriately Quiet down quickly
Be Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Take care of your belongings Clean up after yourself Give your best effort and do your best work Keep personal toys/electronic devices turned off & in your backpack Recycle materials appropriately 	<ul style="list-style-type: none"> Stay at your assigned table Clean up after yourself Keep personal toys or electronic devices turned off and in your backpack Recycle materials appropriately Get permission before leaving your table 	<ul style="list-style-type: none"> Keep personal toys or electronic devices turned off and in your backpack Go directly to your destination Keep hallways clean 	<ul style="list-style-type: none"> Report unsafe behavior to an adult Follow playground rules Keep toys/electronic devices turned off & in your backpack Line up quietly in assigned area before entering the building Enter building when bell rings or given staff permission 	<ul style="list-style-type: none"> Clean up after yourself Make sure the toilet flushes Return to class promptly 	<ul style="list-style-type: none"> Be on your bus on time Keep personal toys or electronic devices turned off and in your backpack 	<ul style="list-style-type: none"> Tell the truth Don't touch things that don't belong to you 	<ul style="list-style-type: none"> Sit in assigned area Stay seated until dismissed
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Keep chair flat on the floor Walk, don't run unless you are in gym class Get permission to leave the room 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Sit facing the table with feet flat on the floor Walk, don't run Do not share/trade food Enter and exit in orderly lines Get staff permission before going on the stage 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Go directly to your destination Keep hallways clean 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Use equipment properly Wait at your assigned entrance Stay in assigned area 	<ul style="list-style-type: none"> Wash hands with soap and water No playing 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Use crosswalks Stay on the sidewalk Board bus in an orderly fashion Sit in your seat facing forward 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Wait patiently while sitting or standing in one place 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Sit on your bottom Walk, don't run Enter and exit in orderly lines Get adult permission before going on the stage

Consequences for Problem Behavior



Problem Behavior Definition

Problem Behavior	Definition
Disruption	Behavior that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay, roughhousing, or play-fighting; and/or sustained out-of-seat behavior, blurting out.
Insubordination/Defiance	Refusal to follow directions, talking back, rude to an adult, refusal to deliver and/or return school correspondence when required.
Inappropriate Language/Gestures	Profanity, verbal messages and/or gestures, including swearing, name calling or use of words in an inappropriate way.
Lack of Participation	Lack of cooperation with instruction and/or to attempt to meet basic instructional expectations.
Harassment/Bullying	Conduct (teasing, taunting, instigation, or provocation) directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
Verbal Abuse	Name-calling, racial or ethnic slurs, or other derogatory statements that are offensive to another person
Sexual Harassment	Unwelcome sexual advances, requests for favors and other verbal or physical conduct of a sexual nature (e.g., making obscene comments or gestures, displaying obscene pictures or written material) when it creates an intimidating, hostile, or offensive educational environment and/or it otherwise adversely affects a student's educational opportunities.
Threats	Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well being.
Fights/Aggression	Actions involving physical force on another person where injury may occur (e.g., hitting, pushing, grabbing forcefully, kicking, scratching, hair-pulling, striking with an object, etc.)
Tardy	Student is late to class or the start of the school day.
Truant	Student leaves class or school without permission or stays out of class without permission.
Property Damage	Student deliberately impairs the usefulness of property.
Lying/Cheating	Student fabricates untrue stories; copies other student's work or plagiarizes (claims another's work as their own).
Stealing	Student is responsible for deliberately taking someone else's property.

Major Offenses/Minor Offenses

<p>Major Offenses (Office Managed)</p> <p>A major behavior infraction is one that either puts the safety of others in jeopardy or disrupts the teaching and learning that is taking place in a classroom or school function.</p>	<p>Minor Offenses (Classroom managed)</p> <p>A minor infraction is one that does not put the safety of another student or adult at risk. A minor infraction disrupts the student's attention to his class work or activity but does not prevent a staff member from performing their duties.</p>
<ul style="list-style-type: none"> • Fighting / Aggression • Harassment / Bullying (see AAPS Rights & Responsibilities Handbook) • Puts child or others at risk (defiance) • Disruption that affects the learning environment for other students • Inappropriate language directed at another in anger • Inappropriate sexual language / behavior • Damage of property • Leaving school grounds (truancy) • Possession of weapons • Stealing • Threats 	<ul style="list-style-type: none"> • Horseplay • Disruption (i.e. talking, throwing items) • Defiance (i.e. not listening, failure to follow directions, burping, laughing) • Inappropriate language • Refusal to work / participate • Cell Phones - Electronic Devices • Cheating • Teasing

<p style="text-align: center;">Major Offenses (Office Managed)</p> <p>A major behavior infraction is one that either puts the safety of others in jeopardy or disrupts the teaching and learning that is taking place in a classroom or school function.</p>	<p style="text-align: center;">Minor Offenses (Classroom managed)</p> <p>A minor infraction is one that does not put the safety of another student or adult at risk. A minor infraction disrupts the student's attention to his class work or activity but does not prevent a staff member from performing their duties.</p>
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Intervene to maintain safety. 2. Discipline Referral Form is filled out by referring staff. 3. Student completes think sheet either in the office or in the classroom 4. Send student to the office with reflection sheet and referral form 5. Administrator (with referring staff member input) will decide consequences 6. Administrator or staff member will contact parents 7. White copy of referral form will be sent home. 	<p>Procedures:</p> <ol style="list-style-type: none"> 1) Redirect student by reminding him or her of correct behavior. 2) Move student's color card to blue (for warning) 3) If behavior occurs again, move student's color card to yellow. 4) Have student complete a think sheet in an area away from other students. 5) If behavior occurs again, move student's color card to red/pink. 6) Fill out Discipline Referral Form. 7) Send student to the office with reflection sheet and referral form. 8) Administrator (with referring staff member input) will decide consequences 9) Administrator or staff member will contact parents 10) White copy of referral form will be sent home.

Classroom/Teacher Interventions

x

Intervention Steps

1. Great Day — Green
2. Warning — Blue
3. Think Sheet, Time Out, Privilege Loss — Purple
4. Office Discipline Referral — Pink

Office Discipline Referral Guidelines/ Referral Process

1. The referring staff determines whether the student infraction meets criteria for an office referral.
2. Staff will complete a Office Discipline Referral (ODR), which will accompany the student to the office.
3. The Administrator reviews the ODR and gathers any additional information necessary.
4. The Administrator determines appropriate consequence(s), completes the ODR, and enters the referral electronically.
5. If the student receives suspension days, then a notice is generated and sent to the parent/guardian. This will always include a phone call home by the administrator. A completed ODR is sent to the teacher and/or case manager. A copy is filed electronically for the school's record.

****Classroom teacher is responsible for Step 4 unless student enters on green or yellow and behavior escalates to Step 4.**

Office/Administration Interventions

Administrative Decision	Description
Conference with Student	Student meeting with administrator, teacher, and/or parent/guardian. This can include direct instruction in the expected or desirable behaviors.
Conference with Parent/Guardian	Administrator communicates with student's parent/guardian by phone, email, written notes, or person to person about the problem.
Time-Out	Student is required to spend a period of time away from scheduled activities/classes. Administrative time-out may take place in the Office or some other designated location.
Privilege Loss	Student is unable to participate in some type of privilege; e.g., recess, special events, etc.
Send Home	Student is sent home for the remainder of the school day.
Apology Restitution	Student is required to make amends by taking responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action—also triggers a desire not to revisit the negative behavior; e.g., assignment to a work detail, school service, written assignment, etc.
Suspension	Temporary removal of the student from the building and all school sponsored activities.
Referral	A referral is made to school support staff or outside resources in order to provide assistance or support to the student.
Parent/Guardian Escort	An arrangement is made for the student's parent/guardian to be present in school with his/her child for some portion of the student's school day.
Other	An administrative action not listed above. Staff should specify such actions.

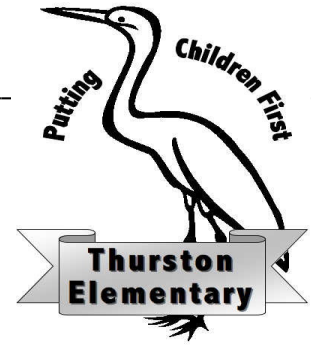
Parent- Student Contract



Thurston Elementary School

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Natasha York
Principal



Dear Parent/Guardians,

Thurston Elementary has always pledged to create a safe and stimulating environment for all students. To make sure that this environment is always a top priority, Thurston has a Positive Behavior Interventions and Supports (PBIS) Committee. The focus of this committee, and all of the staff at Thurston, is to continue to create a positive school climate that fosters cooperation, academic excellence, respect, and safety.

During your child's first days at school, he or she will learn about our PBIS program. The program was created to promote our core values of Respect, Responsibility, and Safety for all students and for the entire Thurston Community. The central focus of this program is a set of behavioral standards that all members of the Thurston community are expected to uphold. You'll find a copy of these standards on the attached page.

We will kick off our PBIS Program with posters around the building and in the classrooms, an assembly, and classroom activities. All of the staff at Thurston has agreed to take the time to teach their students the positive behaviors they are expected to demonstrate at school. They have also agreed to acknowledge and reward students who consistently demonstrate these positive behaviors.

Please take some time, now and throughout the year, to review with your child the behavior expectations described on the attached charts. Ask your child questions to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to use positive behaviors. ***Please return the PBIS contract on the back of this page to your child's teacher by Friday, September 7th, 2012.***

With your continued support and involvement, there is no question that Thurston will continue to be a place where students can excel in a safe and stimulating environment.

Sincerely,

Thurston Staff

Positive Behavior Interventions and Supports Contract

I have reviewed the Thurston Elementary School Positive Behavior Interventions and Supports Expectations Matrix chart with my child and have assisted him or her in understanding the importance of accepting individual responsibility for his or her actions.

As a parent/guardian, I realize the importance of supporting the professional staff and students at Thurston Elementary School and pledge to guide my child in adhering to the expectations outlined in the matrix.

Please return this form to your child's classroom teacher by Friday, September 7th, 2012.

Student's Name: _____ (please print)

Grade: _____

Teacher: _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

