



MAPLEWOOD

PBS Information for Families 2022-2023

Dear Families,

Our school is participating in an important district initiative. It is called Positive Behavior Interventions and Support (PBIS).

What is Positive Behavior Interventions and Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom behavior support systems. The process focuses on improving a school's

ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of classroom rules. Similar to the CMS Code of Student Conduct, these rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

Rule #1: Follow adult directions promptly.

Rule #2: Use kind words and actions.

Rule #3: Keep hands, feet, and objects to self.

Rule #4: Remain in your seat or area as directed.

Rule #5: Use quiet voices and only talk when allowed.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

Constantly teach and refer to our school-wide expectations.

Provide students with more praise than correction.

Talk to students with respect using positive voice tone.

Actively engage everyone in the class during instruction.

Use pre-correcting, prompting, and redirecting as we teach.

Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

We also have a school-wide system of consequences:

Disruptive Rule Break #1=Documented Warning

Disruptive Rule Break #2=Documented Warning

Disruptive Rule Break #3= Class Pass to Another Teacher's Classroom [No More Than 10 Minutes]

WELCOME BACK [and the cycle is then repeated except for the 6th rule

break] Disruptive Rule Break #4=Documented Warning

Disruptive Rule Break #5=Documented Warning

Disruptive Rule Break #6= Formal Office Discipline Referral

If you have questions about Positive Behavior Support, please feel free to contact your child's teacher. We look forward to a wonderful year of teaching your child.

Universal Behavior Plan-Positive Behavior Supports (PBS)

PBS is a system used by schools to help prevent problem behaviors by teaching student specific behavior expectations and positively rewarding those students who show these expectations. Clear expectations and supports are put into place to help all students be successful and develop positive relationships along with leadership skills. Maplewood values the importance of developing students that will become future leaders.

These behavior expectations are written in our behavior matrix, school processes when encountering disruptive behavior is detailed in flow chart.

The following are the general, "Universal" behavior expectations for

Maplewood: • Be Safe

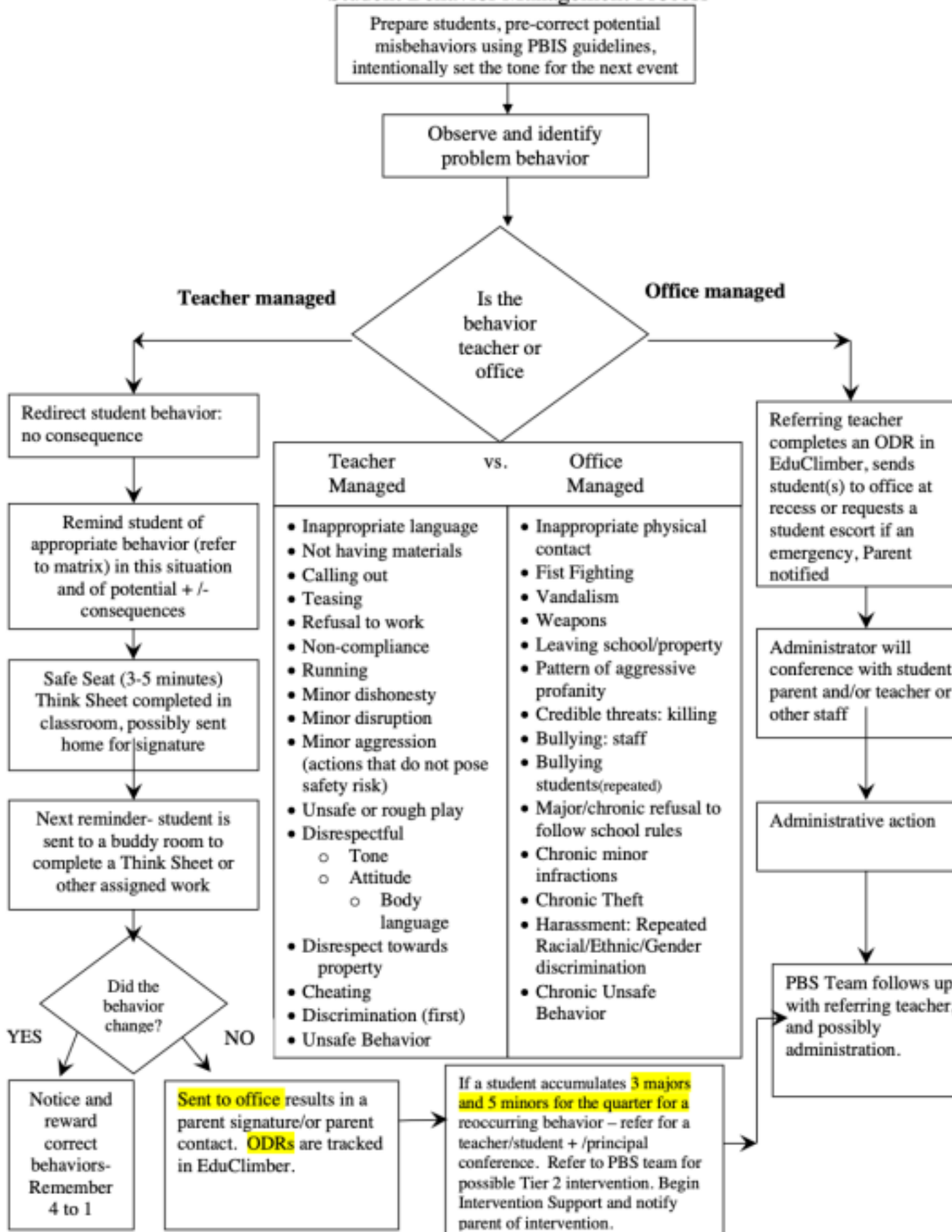
- Be Respectful
- Be Responsible



Maplewood PBS

	I am Safe	I am Respectful	I am Responsible
Hallway	Keep hands and feet to self Walk facing forward Keep to the right	Stay quiet – students are learning Hold doors for others Keep hallways clear and clean	Go directly to your destination Follow directions the first time
Restroom	Use equipment and supplies properly Wash hands Keep water in the sink	Respect others privacy Wait your turn One student per stall at a time – if the bathroom is full, return to class	Throw trash in the trash can Use time wisely Go, flush, wash
Assembly	Body Control – keep your hands, feet, and other objects to yourself Stay in designated area	Participate Eyes and ears on speaker Use appropriate applause	Enter and exit quietly Sit appropriately Listen for directions
Recess	Body Control – keep your hands, feet, and other objects to yourself Stay in designated area Report problems to an adult immediately	Use kind words and actions Include everyone in activities Play by the rules	Enter and exit the building appropriately Line up when you are called Use equipment appropriately
Cafeteria	Body Control – keep your hands, feet, and other objects to yourself Eat only your food – no sharing	Use kind words and actions Use manners Leave a clean table, chair, and floor	Listen for directions Raise your hand for help Sit with feet under the table
Classroom	Body Control – keep your hands, feet, and other objects to yourself Use classroom materials and seating appropriately	Use a calm voice and tone when talking Active listening / paying attention (eyes and ears on speaker, body on the carpet)	Follow directions the first time Clean up after yourself Be prepared to learn and try your best Stay on task
Technology	Use technology for academic purposes only – school approved websites and apps Transport and store iPad safely	Use iPad at appropriate times No use of Microsoft teams, unless it is a virtual learning day.	Only you should use your iPad (not siblings or friends) Keep your iPad fully charged

Maplewood Elementary School Student Behavior Management Process



What Is the Family Role in PBIS?

Including families in PBIS implementation means families and school personnel work together and share in the responsibility making educational decisions and improving student outcomes.

Through effective family engagement, families and schools work together to create the conditions and practices which allow for ongoing collaboration, coordination and partnerships.

Why Include Families in PBIS?

Interventions connecting families and schools are essential to valued youth behavioral and mental health outcomes.[1]Including families' perspectives, values and voices within the development and implementation of your PBIS system makes your school responsive to the needs of students and families. Intentional efforts to engage and partner with families shows they are valued as equal partners in the work of educating students. Asking families their preferences for how they want to communicate and collaborate with educators ensures a better use of limited resources.

Foundational Elements of Families in PBIS

The basic elements of partnering with families include:

- Building positive relationships
- Engaging in two-way communication
- Ensuring equitable family representation
- Making meaningful data-driven decisions

Positive Relationships

Relationships between educators and families are characteristically positive. Recognizing families' needs and cultural differences leads to greater understanding and respect among all involved. Schools make proactive efforts to build and maintain positive, trusting relationships with families such as collecting data on the perceptions of the home-school relationships.

Multiple Forms of Two-Way Meaningful Communication

Schools utilize student data as well as input from educators and families to design systems to support ongoing, two-way communication with their families. Providing multiple avenues for families to receive and provide information regularly allows an opportunity for their needs and preferences to be identified and for the school to respond accordingly.

Equity, Access and Family Representation

Schools make intentional efforts to obtain input and diverse perspectives from families proportional to enrollment. School teams have a protocol for reviewing the effectiveness of their efforts to obtain family input and make adjustments to PBIS implementation as needed. Educators employ effective strategies to support families' knowledge, skills and efficacy for supporting student learning which results in empowered families

who serve as leaders, advocates, supporters, and partners in student learning. It is important for the school to cultivate social connections and networks among their families to support information-sharing and access to resources.

Meaningful Decision-Making

The school provides a diverse range of opportunities for families to make shared decisions about PBIS systems and practices. Families of children receiving Tier 2 and 3 supports are effectively engaged in all decisions related to support for their child.

Including Families within a Tiered Framework

Similar to providing a continuum of supports for students in a school, information and supports to families can also be provided through a multi-tiered approach. What you communicate – the type and amount of information shared with families – may vary depending on the intensity of student need.

Tier 1

For all students, family-school collaboration includes two-way communication on the overall school-wide approach to supporting behavior. It also includes asking for and utilizing family input to ensure school-wide supports are effective. At Tier 1, classroom teachers and families communicate from a positive lens focused on co-creating expectations and approaches to supporting student behavior. Teachers and families communicate throughout the year their positive experiences and current concerns regarding behavior in the classroom.

Tier 2

At this tier, family-school collaboration includes two-way communication about the targeted supports their students receive. Communication includes the purpose and approach to the targeted supports and a discussion about the families' role. For example, one type of communication might clarify how and when progress data will be shared and ensure families stay regularly connected about their students' progress.

Tier 3

For students receiving tier 3 supports, family-school collaboration includes frequent two-way communication about the individual student's plan. Communication includes the purpose and approach to the targeted supports and a discussion about the families' role.

PBIS at Home Guide

by **Justine Hoch**, a certified teacher mentor and PBIS admin in Pasco County, Florida.

1. Expectations

Create a list of 3 -5 POSITIVELY worded expectations for the whole house. Keep it simple!

- Be respectful
- Be understanding
- Be helpful

2. Examples

Create a few examples of what each of those expectations looks like for the house. Ask your kids to contribute!

Respectful

- I can be respectful by... staying quiet when the adults are working.
- I can be respectful by... waiting for my turn to use the computer/device.

Understanding

- I can be understanding by... recognizing our new reality and the challenges it presents.

Helpful

- I can be helpful by... cleaning up the messes I make or cleaning up a mess I see.

3. Celebrate It

When your child does one of these things, CELEBRATE IT! Tell them what you liked and appreciated about their behavior. Then give them a physical token to keep track of their positive behaviors – stickers, coins... whatever you have.

4. Set Goals

Come up with a "big picture" goal. If you earn 15 "points" or tokens, you can get 15 extra minutes of electronic time. Maybe they can buy their way out of a chore! You can check out this list of remote learning incentives from PBIS Rewards for ideas.

5. Patience

BE PATIENT! This type of system does not solve everything, but it definitely helps to define expectations and to focus on the positive outcomes. A small shift in what you observe can lead to a much larger change in the way you think and relate to your family members!