

Duval County Public Schools

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) PLAN

School Year: 2014-15

School:

Pine Estates Elementary

Overview

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. An emphasis should be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. To this end, the PBIS team will embrace the following key elements:

1. Establish a positive behavior support plan that is aligned with expected academic and behavioral outcomes.
2. Recognize students for exhibiting desired behaviors and for improvement of desired outcomes.
3. Establish classroom management plans that serve to address the needs of the whole child.
4. Establish a system where minimally intrusive events are managed at the classroom level through counseling with the student and parent.

Beliefs and Purpose

Every school-wide behavior management plan is designed to be an instrument of support and inclusion, rather than removal and isolation, and should enhance the capacity of the system overall. As such, a plan must:

- Be clear about expected behaviors and what success should look like.
- Be reasonable, consistent, and fair when responding to inappropriate behaviors.
- Pre-correct for anticipated behavioral errors. (i.e., teach and model what is expected)
- Respect the uniqueness of each student, each incident, and each set of circumstances; look for patterns of causation.

Connections to Academic Outcomes

The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. Ultimately, when *students take ownership* of their own learning and *are engaged* in the process, desired outcomes can be achieved and undesired behaviors minimized. To the extent necessary, it will be important that the PBIS plan be aligned with the School Improvement Plan, so that focus and supports are affiliated and resources maximized.

Suggested Supporting Documentation and Artifacts for a PBIS team

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- **A student handbook:**

The student handbook/student code of conduct clearly defines the disciplinary procedures, expectations and program in a positive and supportive manner. It includes:

- The overall statement of belief and purpose
- An introduction explaining the process and purpose
- The school-wide expectations/Guidelines for Success
- Common area policies, procedures and rules
- The school-wide positive reward system

- **A faculty handbook.**

The faculty handbook offers an outline of the school-wide expectations, resources available to classroom teachers for support with implementing PBS, and procedures for handling positive and negative behaviors. It should include:

- The overall statement of belief and purpose
- An introduction explaining the process and purpose
- Suggestions developed by the PBIS team on how to present the Guidelines for Success to students (i.e., ideas on how to identify and naturally incorporate GFS reinforcement during daily instruction)
- Forms to be used in the system – (e.g., universal referral form, behavior contract template, etc.)
- Common area policies and procedures
- A full description of the school-wide reward/recognition program

- **A PBIS Team Interactive Notebook.**

It might include all of the documents in the faculty handbook, plus:

- Team roster, meeting schedule, agenda, and meeting notes
- Presentations
- Effective strategies for common classroom management developed by the PBIS team or designee for teacher use as a compliment to content delivery plans
- Data reviews (team determined: might include early warning indicators, academic progress monitoring results, parent involvement data, etc.)
- List of classroom-based interventions that are to be used prior to writing an office referral and code of conduct violation when appropriate
- Any other documents that reflect the scope and purpose of the PBIS team

NOTE: As with all committees and teams established at the school level, please refer to the district's shared-decision making policies for guidance on membership and timelines as appropriate.

NOTE: As plans are developed, please adhere to the language in collective bargaining agreement and teacher availability for professional learning opportunities.

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Date of Initial Plan Development: 9/29/14

Mid-year Review:

School Mission Statement: Pine Estates Elementary School, in partnership with families and the community, will provide quality educational opportunities that will inspire students to learn while motivating them to become lifelong learners.

PBIS Team & Logistics

Every school-based PBIS team should include a school administrator so that resource decisions, when necessary, can be made quickly based on identified needs. Ideally, the team should also include a representation of all school-level stakeholders, including faculty representation, school counseling, discipline, and security. While there is no mandate on the number of members this team should have or its constellation, the most effective teams tend to have five to eight members representing all school-based stakeholder groups. This might look like – Administrator, Dean, ISSP Teacher, School Counselor, Security Guard, Teacher (Regular Ed), Teacher (Regular Ed), Teacher (ESE), and para-professional. *NOTE: The PBIS team and its membership should not be confused with the Disciplinary Committee as defined in the teacher contract. As with all school-based committees, please adhere to contract language regarding availability and planning time when making PBIS Team membership decisions.*

School-wide Team	
Name	Title (e.g., principal, teacher, Dean, etc.)
Michelle Quarles	Principal
La’Sha O. Hill	Assistant Principal
Shakesha Swift	School Counselor
Taneisha Johnson	Para-Professional
Taneshia Atwater	Teacher
Eva Clowers	Teacher
Autumn Carter	Teacher

Add lines as needed.

Meeting Schedule (e.g., every other Tuesday from 2:00 p.m. – 4:00 p.m.)		
Day	Time	Location
Every other Thursday	8:00-8:30	Media Center

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Statement of Purpose

Behavioral Mission Statement

The faculty and staff at Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

Shaded line above will expand as statement is developed.

Universal Data Review & Analysis

A review of data is critical when developing goals and plans of action. Which data points are reviewed is determined by the PBIS team based on the unique needs of its building. Common data points are displayed below but school teams should not feel limited to this set. If your data is housed in another location or structured in a different way, do not recreate here just for the plan. Please make reference to the data and its location and cut and paste it into this section of the template if you are able to do so. Remember that targets are numerical in nature and simply reflect a desired outcome following the implementation of a plan. They do not represent the “actions” that will be implemented in order to achieve your goals.

	12-13	13-14	Targets 14-15
Student Enrollment (SE)	312	286	303
<i>Office Discipline Referrals (ODRs)</i>			
Number of ODRs	103	137	70
Average ODRs per student (= #ODRs/#students enrolled)	3.0	2.0	4.3
Number of unique students with ODR (%Students Enrolled)	9	10	3
<i>In-School Suspensions (ISS)</i>			
Number of ISS events	38	24	15
Average ISS events per student (= #ISS/#students enrolled)	8.2	11.9	20.2
Number of unique students with ISS (%Students Enrolled)	9	10	3
<i>Out-of-School Suspensions (OSS)</i>			
Number of OSS events	24	38	20
Average OSS events per student (= #OSS/#SE)	6	4.2	0.8
Number of unique students with OSS (%Students Enrolled)	9	10	3

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<i>Average Daily Attendance Rate (%)</i>			
Examples of other possible data points to analyze			
Classroom infractions	18%	28%	10%
Common Area Infractions	0.9	0.11	0.6
Bus Infractions	N/A	N/A	N/A

School Climate

Gallup Surveys	Provide students with strategies and support to increase their ability to problem solve.
New Teacher Surveys	Provide novice teachers with professional development and support with the implementation of positive and proactive instructional strategies, behavioral support, and effective communication with parents.
Parent Surveys	Develop after-school enrichment opportunities for students to increase student achievement, motivation and social skills.

As a result of the PBIS team data analysis, the following sections reflect the areas that need to be developed as part of the school-wide PBIS plan.

School-Wide Expectations/Guidelines for Success
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This section should highlight what the school membership most desires of its students and staff at all times as they represent the school on and off campus. They are often associated with the school name and mascot; creativity usually helps to inspire engagement of the goals!

The Guidelines for Success are part of the CHAMPS model of classroom management.

There is no requirement on the number you might develop. That should be determined by what the team most desires of all persons representing the school and district.

1. Be Respectful
2. Be Responsible
3. Be Safe

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Below are *guiding questions* that will help the PBIS team develop the various sections of the PBIS implementation plan. *These questions are not meant to be exhaustive*; other questions are encouraged to meet the needs of the school in their development of strategies. **Take special care with specificity and expectations, as you will help to maximize fidelity of implementation.**

Establishing Common Area Policies and Procedures

What are the schools' identified common areas and their associated policies and procedures?

How will the PBIS team initially teach and then reinforce understanding of common-area policies and procedures to students and staff?

How will the PBIS team progress monitor and support use of common-area policies and procedures?

Pine Estates Elementary explicitly holds students to a high level of expectations in all common areas around our school. These areas include; hallways, restrooms, cafeteria and the playground. We follow the "3 B's" at Pine Estates because our mascot is a roadrunner and he say's BEEP, BEEP: Be Responsible, Be Respectful and Be safe. Students are taught what it means to follow the three B's in our common areas through planned lessons and assemblies. CHAMPS Expectations are posted in all common areas to remind students of the school-wide rituals and routines.

With our PBIS program, students will receive positive reinforcements for exhibiting the desired behavior. Individually, students will receive special acknowledgment via our road-runner television news cast and special incentives/rewards. Collectively as a class, students will be encouraged to reach a roadrunner goal of 100 accolades monthly in which the class will receive a free homework pass. This will allow each individual student in the winning class to replace one missing homework assignment. This will also earn the entire class a lunch brunch with one of the leadership team members. During this time the students will spend one on one time with one leadership team members. The winning class will also earn special recognition on the Roadrunner Television Morning Show.

Describe common area policies and procedures in shaded area above. The shaded line above will expand as information is added.

School-Wide Reward/Recognition System

What behaviors will be rewarded for students and staff?

How will the behaviors be observed and recorded?

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- Who will manage the collection of data?
- How will the recognition system be implemented and how often?
- What will be the rewards?
- Will the rewards be distributed based on different levels of success?
- What rewards can be teacher-managed and which ones will be office-managed?

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and Lessons on the 3 B's. The School Counselor and administrators will create lessons and hold assemblies to show case what Being Responsible, Being Respectful and Being Safe looks like. We will also monitor weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program and the earn "Beep Bucks". Each student that earns at least 20 "Beep Buck" a month can go to our Roadrunner store and pick out a treat of their choice. If a class earns 100 or more "Beep Bucks" within a nine week period, the entire class will attend the Roadrunner Theater, there they will watch a movie, while eating popcorn and a drink.

Describe the school-wide reward/recognition system in shaded area above. The shaded line will expand as information is added.

The following sections are where the school-wide PBIS team will identify goals, strategies, implementation steps and progress monitoring elements as part of the plan to achieve desired targets. If the team chooses to address these elements as part of the School Improvement Plan, indicate below as instructed and complete only those sections NOT reflected in the SIP. The SIP will serve as a compliment to the rest of this document and together constitute the school-wide PBIS plan.

NOTE: The action planning tables are only meant to serve as a guide; add/delete rows as needed. There is no set number of strategies or implementation steps to meet; the team should design a plan that is consistent with school-wide goals and expectations, aligned with the school improvement plan, and reflective of available resources.

We have used the online SIP to address behavior/discipline goals for 2014-15.

If yes, check box.

Teaching and Reinforcement of the PBIS Plan

School-wide Expectations

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How will your school introduce the school-wide expectations/Guidelines for Success to all students and staff?

During the school year, what activities will your school implement to encourage ongoing explicit reinforcement of the school-wide expectations & Guidelines for Success in their interactions with students?

How will the team support teachers as they embed the school-wide expectations & Guidelines for Success into their daily interaction with students?

How do you plan to provide a midyear refresher of school-wide expectations & Guidelines for Success to staff and students?

How do you plan to address school-wide expectations & Guidelines for Success with new students and staff?

Student behavior expectations will be monitored daily based on the roadrunner chart that the PBIS Committee has developed. Students will be taught our schools PBIS MOTTO “Be Responsible, Be Respectful and Be Safe”. Our motto will be prominently displayed throughout the school building to serve as ever-present reminders. The committee will meet bi-weekly on Thursdays to discuss the data collected. Throughout the 2014-15 school year, the PBIS committee will collect data based on a list of expected behaviors for the common areas of our school (cafeteria, hallways, restrooms and recess) and has provided students with an acceptable voice level scheme. Level 0= no talking, Level 1= whisper, level 2= normal, used for talking to the person next to you, level 3= presenter, used when making a presentation to the class. Level 4= outside voice. Students will be provided with specific, targeted instruction (video, lesson plans, publication of common area policy and practice) prior to expectations being enforced in the common area that is our focus for a particular time period/month, so that students will know exactly how they are expected to behave in all the common areas of our school. Roadrunner dollars are part of the incentives that have been developed to go along with our schools implantation of PBIS. Students who are showing extraordinary behavior of the 3 B’s (Be Respectful, Be Respectful and Be Safe) characteristics will be rewarded with the dollars. Students who earn at least 10 in a weekly time frame will be afforded the opportunity to each lunch with the principal or the assistant principal. Students who decided to keep their money and add it with their classmates money can earn the entire class extra recess time as a whole.

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Describe the development of school-wide expectations in shaded area above. The box will expand as information is added.

Use the action planning table below to reflect relevant steps for developing and implementing school-wide expectations. The Strategy box and Action Step boxes will expand as information is added. Add rows for additional steps when necessary.

Strategy: Character Education will be implemented school-wide to model expectations for responsible behavior.				
Action Step(s) – Each identified strategy will require different number of steps to implement				
What will be done?	Who will do it?	When will it happen?	Evidence of Completion	Mid-year Review Status?
1. The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Second Step Curriculum.	School Counselor	During Guidance Lessons and teacher lessons.	Character Education and Second Step Lesson Plans and Schedule, School Counselor Schedule, Student of the Month Celebration Parent and Student Sign-in, Updated Character Education Bulletin Board.	Pine Estates will conduct a mid-year review when we come back from the Christmas break. We will go back over the three B's with the entire Pine Estates Family.
1. A variety of activities will be used to promote Character Education including:	School Counselor, Teachers and Administrative	School ,Assemblies, During Planned	Book of the Month Bulletin Board (Updated Monthly), Red Ribbon Week Calendar of	Pine Estates will conduct a

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Book of the Month, School-wide assemblies, Red Ribbon Week, JSO presentation, Ronald McDonald presentation, and school-related activities.	Team.	Lessons	Activities, and School-Wide Calendar and Schedule of Activities Plan to Monitor Fidelity of Implementation	mid-year review January 2015. We will go back over the three B's with the entire Pine Estates Faculty, Staff and Students.
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Anti-violence/Anti-bully Lessons

- How will bully-free lessons be delivered school-wide?
- How will anti-violence lessons be delivered school-wide?
- How will you ensure that all staff and students receive annual anti-violence/bully-free instruction?
- How will you ensure that anti-violence and bully-free instruction is being delivered as designed? *(Admin only)*
- What data will you use to establish effectiveness of anti-violence/bully-free instruction?

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Describe the way in which anti-violence and anti-bullying lessons will be implemented in the shaded area above. The shaded area will expand as information is added.

Use the action planning table below to reflect relevant steps for developing and implementing anti-violence and anti-bullying lessons. The Strategy box and Action Step boxes will expand as information is added. Add rows for additional steps when necessary.

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Strategy: Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically.				
Action Step(s) – Each identified strategy will require different number of steps to implement				
What will be done	Who will do it	When will it happen	Evidence of Completion	Mid-year Review Status?
1. Pine Estates will teach students how to identify the signs of bullying, harassment & intimidation from others.	School Counselor, PBIS Team and The Administrative team and teachers.	During school assemblies, classroom guidance lessons and through classroom lessons.	Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations.	Pine Estates PBIS team will go back over the bullying plan in January 2015.
1. Pine Estates Elementary will discuss ways we can prevent bullying from occurring at our school to our faculty, staff and students.	School Counselor, PBIS Team and The Administrative team and teachers.	During school assemblies, classroom guidance lessons and during Professional development session.	Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations.	Pine Estates PBIS team will go back over the bullying plan in January 2015.

Classroom Management

How are teachers trained and supported in classroom-based proactive strategies to manage minor behavior? (Examples of strategies include proximity control, signals and non-verbal cues, pre-correction, gentle verbal reprimand, discussion, restitution, providing choice, family contact, etc.)

How will teachers be trained and supported with effective classroom-based corrective strategies for minor rule violations/offenses? (Examples of strategies include time-owed, time-out in class, other class time-out, restitution, loss of points, behavior improvement form, etc.)

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Teachers will utilize strategies from the professional development sessions on CHAMPS, Code of Conduct, and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.

Describe the development of classroom management support in text box above. The box will expand as information is added.

Use the action planning table below to reflect relevant steps for developing and implementing classroom management techniques. The Strategy box and Action Step boxes will expand as information is added. Add rows for additional steps when necessary.

Strategy: Pine Estates Elementary will increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically.				
Action Step(s) – Each identified strategy will require different number of steps to implement				
What will be done	Who will do it	When will it happen	Evidence of Completion	Mid-year Review Status?
1. Teachers will utilize strategies from the professional development sessions on CHAMPS, Code of Conduct, A.L.E.R.T, and School-wide Rituals and Routines.	School Counselor, PBIS Team, The Administrative team and Teachers.	These strategies will be implemented to assist teachers with classroom management and daily routines. They will be implemented during Professional Development, Early release	Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations. A.L.E.R.T (Assess, Learn, Evaluate, Respond, Timely) – Procedures for Response and Follow Up (Sign In)	Pine Estates PBIS team will go back over the 3 B's when we come back in January 2015. Our Teaching Staff will reintroduce the school wide rituals and routines which will include CHAMPS. The

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		<p>day sessions; Teachers will also embed them within their lessons. The school Counselor will also go in and teach these strategies during her step up lessons.</p>	<p>administrative team will also reintroduce the Code of Conduct to the students during school wide assemblies.</p>
<p>2. Pine Estates Elementary will utilize CHAMPS, Restorative Practices to provide a safe and civil school environment.</p>	<p>School Counselor, PBIS Team, The Administrative team and Teachers.</p>	<p>These strategies will be implemented to assist teacher's with classroom management and daily routines. They will be implemented during professional development and Early Release Day sessions. Teachers will also embed the Second Step Curriculum and</p>	<p>Pine Estates PBIS team will go back over the 3 B's when we come back in January 2015. Our PBIS Team will reintroduce restorative practices to provide a safe and civil school environment.</p>

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		Strategies within their lessons. The school Counselor will also push into to classrooms daily to teach these strategies during step up lessons.		
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Discipline Procedures/Restorative Practices

Clear expectations for discipline procedures are necessary for a school to function smoothly. Clarity for actions regarding student behavior will support teachers and administration. The PBIS team should defer to the Student Code of Conduct when determining infractions and consequences.

What will be the PBIS plan for implementing restorative practices?

How will the PBIS team address the suspension gap between student subgroups? (NOTE: This must be addressed in the narrative below.)

How will the PBIS team ensure that the Student Code of Conduct and other expectations are reviewed with all staff and students, including new staff and students as the year progresses?

Pine Estates Elementary will implement restorative practices throughout the school day. Restorative practices will be used by faculty, staff and students within the school. Classroom discussions will be held to set behavior expectations. Students will learn ways to prevent and deal with conflicts, maximizing their involvement in resolving problems or conflicts. Guidance referrals will be used as a way to monitor and develop additional small student groups as needed. Pine Estates Faculty, staff and students who join the Pine Estates Family after the initial implementation of the restorative practice and the code of conduct will receive the same information through our student handbook and our faculty handbook. These practices will be a continuous educational process throughout the school year.

Describe the development of discipline procedures and use of restorative practices in text box above. The box will expand as information is added.

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Use the action planning table below to reflect relevant steps for developing and implementing discipline procedures and restorative practices. The Strategy box and Action Step boxes will expand as information is added. Add rows for additional steps when necessary.

Strategy: Increase our knowledge of resources for establishing a positive school culture and restorative practices.				
Action Step(s) – Each identified strategy will require different number of steps to implement				
What will be done	Who will do it	When will it happen	Evidence of Completion	Mid-year Review Status?
<p>1. Introduce to our school personnel the concepts of restorative justice and restorative discipline.</p>	<p>PBIS Team, School Counselor, and The administrative team will facilitate the restorative practices trainings.</p>	<p>Early release day training, PLC and it will be embedded within the School Counselors Second Step curriculum.</p>	<p>Each Staff member will receive resources and guidelines to support the infusing of restorative justice in their classroom. We will do trainings during PLC and Early release days. Teacher sign in sheets will be used as a source of evidence. Teacher handouts will also be used as a source of evidence.</p>	<p>Pine Estates PBIS team will go back over the 3 B's when we come back in January 2015. Our PBIS Team will reintroduce restorative practices to provide a safe and civil school environment.</p>
<p>2. Teachers and students will be taught ways to enhance the school environment by learning to preventing conflicts. They will also learn to restore relationships after</p>	<p>PBIS Team, School Counselor, and The administrative team will facilitate the restorative practices trainings.</p>	<p>Early release day training, PLC and it will be embedded within the School Counselors Second Step curriculum.</p>	<p>Staff members and students will participate in quarterly assemblies and receive resources and guidelines and information related to our Student Code of Conduct to support the infusion of restorative justice throughout our school. We will conduct trainings during Pre-</p>	<p>Pine Estates PBIS team will go back over the 3 B's when we come back in January 2015. Our PBIS Team will reintroduce restorative</p>

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conflicts arise.		planning, PLC and Early Release Days. Teacher sign in sheets will be used as a source of evidence. Teacher handouts will also be used as a source of evidence.	practices to provide a safe and civil school environment.
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All formal discipline should be conducted according to the Code of Student Conduct. Below is a simplified table that illustrates general district expectations regarding the way in which discipline should be administered.

<u>Level 1 offense</u> : typically handled by the classroom teacher or staff member witnessing the behavior.	Examples may include: Refusing to do work; Being unprepared for class; Not staying in seat; Talking or blurting out; Sleeping; Non-directed inappropriate language; Not following directions.
<u>Level 2 offenses</u> : may be handled by the classroom teacher or referred to the office at teacher discretion.	Examples may include: throwing items; horseplay; insubordination, defiance, or disrespect; skipping class; minor vandalism; profanity directed at a person; cheating.
Level 3 and 4 offenses	Refer to Student Code of Conduct

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