

Tobin K-8 School

PBIS Pilot Program

Grades 5-8

SY'2015-2016



- 1) Core Values
- 2) Student Behavior/ Response Chart
- 3) Open Circle and other Social Emotional Learning Time
- 4) Earning Your Stripes!
- 5) Staff Communication and Monitoring System

1) Core Values

A framework for helping Tobin scholars realize their full social and behavioral potential as young people was outlined in the instructional expectations document crafted by the ILT.

At the core of this work were numerous meetings where we defined character traits that we wanted to see developed in our students. The following is an excerpt from the instructional expectations document where the character traits that we want to see in our students were laid out.

“We at the Tobin believe that in order to be successful administrators, teachers, students, and members of the school community we must continuously work on certain character values. Amongst the values that we must continuously work on and model for our students are being intellectually inquisitive, team players, independent, creative, persevering, cooperative, consistent, courageous, respectful, responsible, tolerant, accountable, critical thinkers, hardworking, considerate, enthusiastic, empathetic, proud, kind, friendly, compassionate, dedicated, resourceful, and empowered.”

In the instructional expectations document the ILT also stated, “ We realize that this list is extensive and as a school’s core values can get lost in implementation due to its length. As a result of this realization we have narrowed these values down into the five core values that we will model, communicate, and hold our students accountable to on a daily basis both within the classroom and in the school’s common spaces.” The five core values listed below will serve as the cornerstone to the Tobin’s PBIS system.

1. We are Hardworking
2. We are both Independent and Cooperative
3. We are Respectful
4. We are Responsible
5. We are Empowered

Teacher leaders have defined behaviors that are indicative of these core values and posters with these desired behaviors are going to **be posted in every classroom on the second floor and in common spaces** throughout the school. As a result of the school staff serving as a unified body we believe that students will develop a clear understanding of what the Tobin needs from them. In an effort to make expectations as clear as possible behaviors that are not desired from students at the Tobin have also been categorized and responses to those actions have been laid out.

Tobin K-8 School
2. Student Behavior/Response Chart

On Track	
1) We persevere even when the work is challenging 2) We do our work the BEST we can, NOT the fastest we can 3) We participate in all lessons by sharing ideas and/or confusions 4) We make sure to speak in a level 0-1 voice throughout the building 5) We find peaceful ways to solve problems and share our classroom, materials, and space 6) We act in ways that would make our families proud 7) We never distract others and keep our self focused at all times 8) We wear the Tobin uniform everyday	9) We recognize that we are each different and that we are special and part of the Tobin family 10) We use our manners when speaking to each other (please, thank you, etc.) 11) We take care of our own property as well as school property 12) We come to school on time everyday 13) We do things to help others 14) We clean up after ourselves 15) We speak respectfully to all adults in the building 16) The Ways to be on track are infinite...
Minor (Teacher(s) will respond) (any combination of three minors or continuous violation of the same minor equals a major)	
Violation: 1. Tardy 2. Inappropriate language 3. Refusing to participate in class 4. Inappropriate volume 5. Using electronics 6. Inappropriate touching (e.g. sitting on each others laps, horseplay, etc.) 7. Eating upstairs 8. Violation of hallway policy 9. Not following teacher/adult directions Minor with exception of Fire Drill/Evacuation protocol 10. Disruptive class in class 11. Wearing a hat in the school 12. Backpacks (no backpacks in grades 6-8)	Possible Consequences:
Major Violation (Mr. Toledano and Mr. Holly respond to issue)	
Violation: 1) Cutting + 2) Fighting* 3) Sexual gesture/harassment* 4) Stealing* 5) Leaving the building+ 6) Threatening fellow students or teachers* 7) Bullying as defined according to BPS statute^ 8) Online bullying and threats^ 9) Inappropriate clothes as defined in BPS Circular^ 10) Cheating+	Initial Consequences: + Saturday detention and a reintegration meeting with those impacted by the behavior. * 1-3 day suspension with a possible 3-5 referral to the Counseling and Intervention Center and a reintegration meeting with those impacted by the behavior. ^ Consequences vary depending on the severity of the offense Consequences for repeated major violations progressively get worse and may conclude in expulsion.

3) Open Circle and other Social Emotional Learning Time

In addition to having clearly defined set of core values, a clear list of behavioral expectations and what will be the consequences faced by students for behaving in a manner that does not meet the Tobin's expectations of them the pilot PBIS program at the Tobin also aims to support students on their journey towards adulthood by providing with explicit instruction on the defined values. This explicit instruction will happen in two forms. The explicit instruction, in grades 5 and 6, around the social and emotional component of students' learning will happen via the **Open Circle curriculum that is being implemented at those grade levels at least twice a week**. For grades 6 and 7 the social and emotional components of students learning will happen twice a week during their elective block where the students will meet in gender specific groups to discuss their social and emotional needs.

For more information on this this please refer instructional expectations document for the school where this is discussed in more detail. The ultimate goal of the social and emotional time is that students will learn the core values of the school, learn how to manage their feelings/emotions/actions, and ultimately for students to be able to lead their own smaller circles with friends in order to resolve any tensions that may arise between them and others.

4) Earning Your Stripes!

At the Tobin our system to monitor and acknowledge student behavior will be focused around a theme of our school mascot. We here at the Tobin are the Tigers and we believe that having Tiger Pride is only something that can only be truly achieved when an individual has developed to the point that they are aware of what this school community aims to do for them and the trajectory of their lives. From that belief stems one of our PBIS mottos, which is "a Tiger isn't a Tiger without its stripes." From this motto comes the positive behavioral reward system of handing out "stripes (the cards whose front and back are listed below)" to students when we catch them doing the right thing in any area of the school. A "stripe" should be handed to a student along with a small verbal acknowledgement for doing whatever it is that they did to receive the "stripe" (i.e. thank you for living up to core value number 4 by handing in your homework everyday this week). A "stripe" is intended to acknowledge the positive act that the child completed in that moment and therefore once it is handed to the child should never be taken back. Examples of when a "stripe" can be handed to a child is when a child

walks into the classroom on time and prepared to learn, when a child picks up some trash in a common area, or any other act that lives up one of the Tobin's core values.

Once a student receives a "stripe" that student fills out the back of the "stripe" with their name, the date, and circles the core value that they received the "stripe" for. Following this the student should return their "stripe" to their homeroom teacher by placing it into a milk crate that will be located in each homeroom on the second floor. At the end of every other week the homeroom teacher must do a raffle where they pull a name from the crate at random and then reward that student in some way. The rationale for the raffle is that even if a student only receives one "stripe" that week we still want them to get a chance (although obviously a reduced chance by percentages) to win the raffle in order not to "devalue" the "stripe" currency.

At the end of the week when the homeroom raffle is not being held there will be a school wide raffle where there will be two winners, a 5-6 grade student, and a 7-8 grade student. All of the crates will be collected on every other Thursday after school and during the Friday morning announcements Mr. Toledano will draw the winning "stripe" for each grade band. That student will then come to the main office and pick up their reward (i.e. a gift card).

The idea behind the alternating raffles, one in the classroom one week and one at the school level the other week, is for the students to see that their positive behaviors are being acknowledged at multiple levels. Also, the alternating rewards give the program a higher feasibility of sustainability because the teacher raffle, which are intended to be no cost rewards (i.e. a pass to not wear your uniform on a Friday, a pass to listen to your music during independent work in one class on one day) will reduce the amount of financial burden on the school.



Earning My Stripes!
Hard Work. Grit. Tiger Pride.



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Directions: Circle the value for which you received the stripe.



- 1) I am **Hardworking**
- 2) I am both **Independent** and **Cooperative**
- 3) I am **Respectful**
- 4) I am **Responsible**
- 5) I am **Empowered**

Name: _____

Date: _____

Directions: Circle the value for which you received the stripe.



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Date: _____

5) Staff Communication and Monitoring System

One of the key components to having a healthy PBIS system up and running in a school depends on the school having a system to use data in order to adjust their practices. Knowing this we will implement the following system for SY'2015-16 for students in grades 5-8.

- All infractions of the code of conduct fall into two categories as mentioned earlier in this document, majors and minors.
- Minor infractions are dealt with at the teacher level and should be document at the teacher level in case the issue becomes chronic.
- Major infractions are written up by the teachers and dealt with by administration once they are alerted.
- All documentation of major infractions for grades 5-8 need to ultimately end up in Mr. Toledano's hands or mailbox for inputting of data, regardless of whether he or another administrator dealt with the infraction.

At the end of every week Mr. Toledano will e-mail a document listing all of the students who had a major infraction that week, what was the consequence for their infraction, and the history of their infractions during SY 14-15 to all staff that works with grades 5-8. This data will be communicated to teachers so that they can identify behavioral trends and ultimately use those trends to match students with the services that they need through SST.