



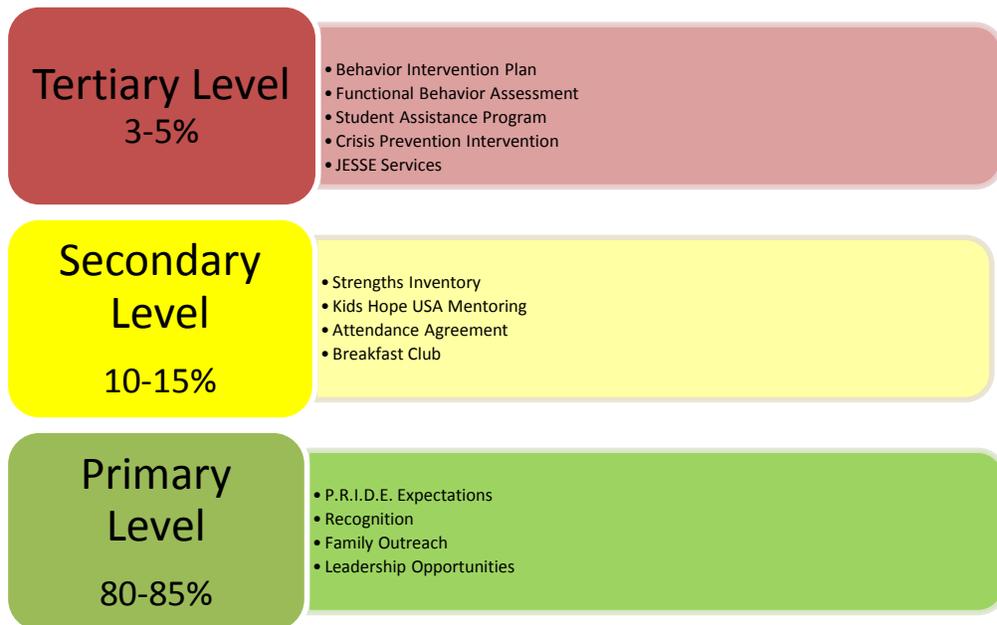
# Trojan P.R.I.D.E.

## Triton Elementary School

### School-wide Positive Behavioral Intervention and Support

In 2010, Triton Elementary School addressed the need for a school-wide behavior initiative focused on teaching and recognizing positive behaviors that would encourage student success at school and at home and at every stage in life. This type of preventative discipline program is intended to combine rules and expectations with positive and negative consequences. The resulting initiative has full staff support, is implemented daily, and is continuously monitored and adjusted in order to meet the needs of all students.

The PBIS at Triton Elementary is a multi-tiered system of support intended to match behavioral resources with student need. The Primary Tier is intended to reduce new cases of problem behavior. The Secondary Tier focuses on reducing current cases of problem behavior while the Tertiary Tier provides targeted interventions to reduce the intensity or severity of current cases. Examples of each tier are as follows:



### Primary Level Prevention

School-wide expectations focus on the elements of Trojan P.R.I.D.E.

- Personal Responsibility
- Respect
- Integrity
- Determination
- Enthusiasm

Teachers develop classroom rules based on these expectations and teach the positive PRIDE traits in mini-lessons using grade-appropriate literature, videos, and/or discussions. Posters in classrooms and hallways serve to remind students to follow the expectations and explain how each trait is demonstrated in student-friendly terms. Every staff member supports the Trojan P.R.I.D.E. behavioral expectations through modeling, verbal reinforcement, and by awarding P.R.I.D.E. tickets to students who demonstrate one or more of the traits.

<b>SHOW YOUR TROJAN PRIDE</b> <b>Personal Responsibility • Respect • Integrity</b> <b>Determination • Enthusiasm</b>			
Hallway	Cafeteria	Restroom	Recess
Walk at all times.	Walk at all times.	Flush when finished.	Use equipment as intended.
Keep your hands to yourself.	Keep your hands and food to yourself.	Respect privacy of others.	Encourage others to join you.
Use quiet voices.	Use indoor voices.	Use quiet voices.	Use kind words and take turns.
Keep hallways clean and tidy.	Clean up after yourself.	Keep restrooms clean and tidy.	Report problems to an adult.
Listen for adult directions.	Use good manners and try new foods.	Always wash your hands and turn off faucets.	Put away equipment and line up when you hear the whistle.

### Recognition

Students who receive P.R.I.D.E. tickets are recognized with three points of contact: First, by the staff member awarding the ticket, second, by the office staff when the student brings their ticket to the office, and third, when the student's name is read on the morning announcements. All tickets are eligible for a monthly drawing for a P.R.I.D.E. T-shirt given away at each grade level. Each fall sixth grade students have the opportunity to suggest possible T-shirt designs with one design being selected for that year.

TES reinforces Trojan P.R.I.D.E. throughout the year with student assemblies and guest speakers who exemplify the traits and speak directly to students about how they demonstrate P.R.I.D.E. in their own lives. Some examples of special guests

include Harlem Wizards, Captain ISTEP, professional athlete Eric Stults, and Indiana 4-H Princess Mallory Stuckey P.R.I.D.E. T-Shirts are only distributed as an honor and never offered for purchase. The school may occasionally award a shirt to special guests or friends of the school as a unique form of gratitude.

Other forms of recognizing students for outstanding behavior and/or achievement include Honor Roll at grades 4-6, Physical Education and Art Students of the Month, Science Fair Participants and Winners in grades 4-6, and Perfect Attendance at all grades.

### **Discipline Referrals**

In the event that school-wide expectations are not being followed and all other consequences or warnings have been exhausted, staff may refer a student to the office. Whenever possible, staff should notify the office of the incident or issue prior to sending the student to the office. The incident should also be documented in the student management system by the referring staff member. Inappropriate student behavior may result in one of the following actions deemed suitable by an administrator. Other consequences may be determined as needed.

- 1) Counsel student
- 2) Verbal Warning
- 3) Loss of Privilege
- 4) Parent Contact
- 5) Parent Meeting
- 6) In-School Suspension
- 7) Out-of-School Suspension
- 8) Referral for Expulsion

Any office referral will also be documented in the student management system by an administrator.

### **Monitoring**

Effectiveness of Trojan P.R.I.D.E. is monitored 3-4 times a year by reviewing Harmony-generated reports indicating attendance concerns, number of discipline referrals, and types of infractions. The office also reports the total number of P.R.I.D.E. tickets issued each month.

### **Family Outreach**

Positive and ongoing outreach to families is an essential component of a Positive Behavioral and Intervention Support system. TES reaches out proactively to parents to keep them informed through weekly newsletters which include personal notes from the principal, menus, upcoming events, and announcements about opportunities for student and parent involvement. Classroom teachers offer a second level of communication via frequent family correspondence, newsnotes, or class websites. School-sponsored events such as Muffins for Moms

and Doughnuts for Dads allow for two-way communication with parents on timely topics and opportunities to voice questions and concerns. Books and Baskets, Family Game Night, Kindergarten Round-up, Kindergarten Home Visits, V.I.P. Day, and Community Work Day allow families to gather for a variety of purposes, engaging students, parents, and staff in positive interactions that will lay a foundation for future success.

### **Leadership Opportunities**

As students learn to demonstrate the P.R.I.D.E. traits in normal school activities, leadership and service opportunities at TES provide students with additional chances to demonstrate P.R.I.D.E. in other contexts such as TES Family Groups, ACES, Elementary Volunteers, and Service Projects (i.e. *Feed My Starving Children*, *Operation Christmas Child*, *Women's Care Center*, *Red Cross Food Pantry*, and *Humane Society*).

## **Secondary Level Prevention**

### **Kids Hope USA**

KIDS HOPE USA develops one-on-one relationships through the creation of church-school partnerships that pair trained, adult volunteers with at-risk students in supportive, mentoring relationships. KIDS HOPE USA mentors spend one hour per week reading, talking, playing, and listening to a child at school. By helping the child feel loved and valued, mentors help that child to learn, grow, and succeed.

### **Strengths Inventory**

Empowering students to engage in self-reflection is an important aspect of maturity and assists students in setting goals. Teachers and administrators guide 5<sup>th</sup> and 6<sup>th</sup> grade students through finding their personal strengths by taking the VIA Youth Survey, a scientifically-validated strength assessment. Once their top five strengths are identified, students participate in mini-lessons designed to help students reflect on these positive traits and how to use them at school and at home. Strengths are shared with staff members so that they can be reinforced during social and academic activities or serve as a foundation for reflective conversations during teacher counseling and/or office referrals as needs arise.

### **Attendance Agreement**

After six and ten days of student absences, parents are contacted and a letter is sent making them aware of that excessive absences are being monitored. An Attendance Agreement is initiated by the TES office when student attendance is cause for concern. During a parent/administrator meeting, this agreement is signed by the parent and student. The agreement outlines expectations of the school, the parent, and the child. Parents are made aware that if excessive absences continue, Child Protective Services could be contacted if it is in the best

interest of the child. This could result in charges being filed with the county Prosecutor for educational neglect.

**Breakfast Club**

Starting each day with a positive attitude often sets the stage for the remainder of the day. Breakfast Club is a 30-min. daily targeted intervention for students who require a consistent, structured start to their school day. Students begin by eating breakfast in a quieter setting than the cafeteria. They participate in physical or occupational therapy and/or physical group challenges as needed and receive homework checks by adults before departing to classrooms.

**Tertiary Level Prevention**

**J.E.S.E. Services**

Triton School Corporation is one of several members of Joint Educational Services in Special Education that serves Marshall County schools. Services include but are not limited to school psychology services, occupational/physical therapy, services for auditory and visually impaired, school-based therapy, and staff training. Students at TES have access to a full range of services through on-site and off-site services that target individual student areas of need or disability. Students are identified for services through a specific referral process that may begin with a teacher or parent referral. On-site school psychologists and a School Assistance Team monitor the process and timelines to ensure compliance.

**Student Assistance Program**

TES contracts with an outside organization to provide free professional counseling services for students who may demonstrate such need. Each student may claim up to two free sessions, and up to 25 additional sessions may be granted at the discretion of the school administration.

**Functional Behavior Assessment and Behavior Intervention Plan**

A student who displays frequent disruptive/inappropriate behavior may be referred by a diagnostic committee for a Functional Behavior Assessment. Conducting an FBA is a problem-solving process that looks beyond the behavior to identify antecedents and underlying factors for behavior. The outcome of an FBA may be the development of a Formal Behavior Intervention Plan. The BIP uses information from the FBA to outline a concrete plan of action for managing a student’s behavior. It may include ways to change the environment, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide other needed supports. All staff members who come in contact with the student would be provided a copy of the plan and be part of its implementation.

### Crisis Prevention Intervention

While this intervention focuses on prevention, it offers proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Physical and verbal de-escalation is the goal. Teachers have been exposed to an overview of the strategies, but a select group of staff members have had more intensive training in CPI since they work more closely with students who may require this type of intervention.

### Sustaining PBIS

The success of Triton’s Positive Behavioral Intervention and Supports plan depends largely on its systems, data, and practices. Student-specific **data** such as observational notes, teacher documentation, and assessment results are used throughout the identification process to help determine which interventions, if any, may be implemented. Additional data is analyzed and utilized to monitor student and school progress in specific areas. Staff behaviors focus on the **systems** that are in place to implement the plan successfully. Staff members meet weekly in collaborative groups to discuss academic and behavioral concerns. Data analysis sessions are also held at frequent intervals to examine student progress or lack of it. Formal parent/teacher conferences and informal contacts allow schools to engage families in student learning and identify areas of need. Formal processes for student behavioral or academic referrals are known and followed in an appropriate timeframe to ensure students receive the most appropriate intervention. When staff collaborate regularly using relevant data to make decisions, school-wide **practices** can focus on developing and recognizing successful student behaviors.

