BFA Fairfax Elementary School VTPBIS UNIVERSAL

Handbook

2018-2019

Developed by the following school staff:
Jen, Cindy, Pat, Nicole A, Lisa S, Sarah, Vicki, Saybra and Tom

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What is PBIS

The purpose of this handbook is to share the critical features of what PBIS looks like in our school. This handbook will be updated on an annual basis and available to all members of our school community.

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. PBIS, often referred to as a Multi-Tiered System of Support for Behavior (MTSS-B), provides a framework for academic and behavioral support as indicated in the triangle below.

School-wide Multi-Tiered System of Supports for Student Academic and Behavioral Success

1-5% of Students may need Intensive Supports

- **Individual Students**
- **Assessment-based**
- **High Intensity**

10-15% of Students may need Targeted Supports

- **Some students (at-risk)**
- **High efficiency**
- **Rapid response**
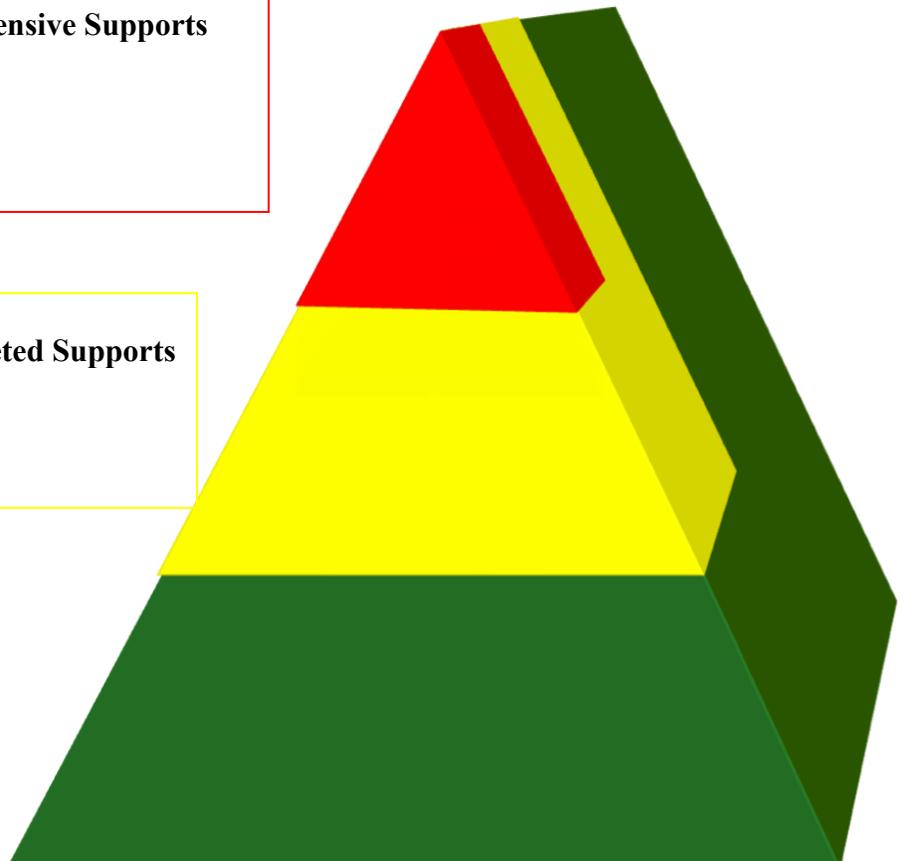
BFA Fairfax K-6 PBIS Statement of Purpose

The purpose of PBIS in our school is to foster positive school culture and academic growth through teaching school-wide behavior expectations, responding consistently to student behaviors, and using data to make decisions.

Our school-wide expectations are…

Be Responsible
Be Respectful
Be Safe
Be Caring

BFA Fairfax PBIS Staff Expectations

All adults are expected to hold each other accountable for fidelity of implementation of PBIS.

We will…

1. **Consistently use positive, pro-social, clear and non-judgmental language school wide.**

2. **Teach the school wide expectations during the first six weeks of school and review them on Mondays, after long weekends, and vacations.**

3. **Use visuals provided to reinforce expected behaviors (all common area posters).**

4. **Provide positive reinforcement school wide.**

5. **Distribute tangible acknowledgment daily.**

6. **Minimum of 2 classroom celebrations in the first 6 weeks of school and then 1 classroom celebration monthly.**

7. **Follow discouraging problem behaviors protocol (reminder, take a break, buddy break).**

8. **Fill out a referral form for ANY teachable moment conversation that falls under a minor)*****

9. **Ask for help – We're all learning this together.**

10. **Celebrate!**

BFA Fairfax's Working Smarter, Not Harder: Teaming Structure

Team/Committee/Initiative Related to School Climate	Purpose	Outcome	Target Group	Staff Involved	What School Action Plan Goal does it address?
EST/504/Placement Process (ongoing)	To develop a clear and consistent EST, 504 and placement protocol	An EST protocol is being piloted, 504/placement protocol are being created	K-6	Tammy C., Steph, Diann, Kim, Jan, Andrea, Deb, Kim	Flexible Learning Environment
TILT/MTSS (The Integrated Leadership Team) (ongoing)	To establish school-wide, shared leadership to help guide decision making	Implement MTSS	Pre-K-12	Katie, Tammy C, Jen, Tammy B.	Shared leadership
ES Mental Health (ongoing)	To collect, examine, and discuss avenues of support and/or intervention for ES guidance referrals	Decide what supports/interventions kids will receive through guidance services, i.e. a small group, 1:1 support, outside counseling, etc.	K-6	Saybra, Nicole W., Nicole A., Michelle, Caitlin Smith	Flexible Learning Environment
PBIS Team (ongoing)	To foster a positive school culture and academic growth; to examine school-wide data, create plans/interventions to address problem behavior concerns	Reduce behavior referrals	Faculty, Staff and students	Tom, Sarah, Saybra, Lisa S, Nicole, Pat, Cindy, Jen, Vicki,	Proficiency Based Learning Flexible Learning Environment
Farm to School	To create place to teach as an outdoor classroom,	Enhance flexible learning opportunities and to provide	Faculty, Staff and	Erica, Penny, Jen	Proficiency Based

	project based learning, and hands on experiences with nature	local grown food to the Abbey Group to be serviced in our cafeteria	students	K., Kristie,	Learning Flexible Learning Environment
Staff Recognition School Wide Celebration Visual Displays	To promote PBIS school wide expectations	Create staff recognition system Plan school wide celebrations Create/Maintain visual displays (bulletin boards, posters)	K-6	TBD	
Implementations of MTSS				TBD	
Family Engagement	To foster a sense of community and involvement in a prek-5 environment	To increase parent involvement in the school community	Staff, Students, PTSA, Families	Heather, Victoria, Kendra, Sandy K	Community Engagement

BFA Fairfax Elementary School

Team Member Name	Building Role
Tom Walsh	Principal
Saybra Varisano	K-4 Guidance Counselor
Jennifer Bockus	Special Educator
Lisa Sweet	Kindergarten Teacher
Cindy Anderson	Special Educator
Nicole Ahern	Planning Room
Pat Breen	Grade 2
Vicki Pinault	Grade 5
Sarah Wolff	K-5 General Music

Meeting Norms

Be Responsible	· Be on time · Be prepared and ready to participate · Be on task · Be brief and concise
Be Respectful	· Use technology only when needed · Use fist to five to make decisions · Use post it and pen to eliminate side bar conversations
Be Safe	· Positive environment
Be Caring	· Assume good will · Tone of voice · Body language · Open minded

All Staff in our school are expected to actively participate in the following 4 Components of PBIS

BFA Fairfax

Establish Expectations	Explicitly Teach Expectations	Acknowledge Expectations	Correct Behavioral Errors
All Areas	All Areas	All Areas	All Areas
All Staff and Students	All Staff and Students	All Staff and Students	All Staff and Students
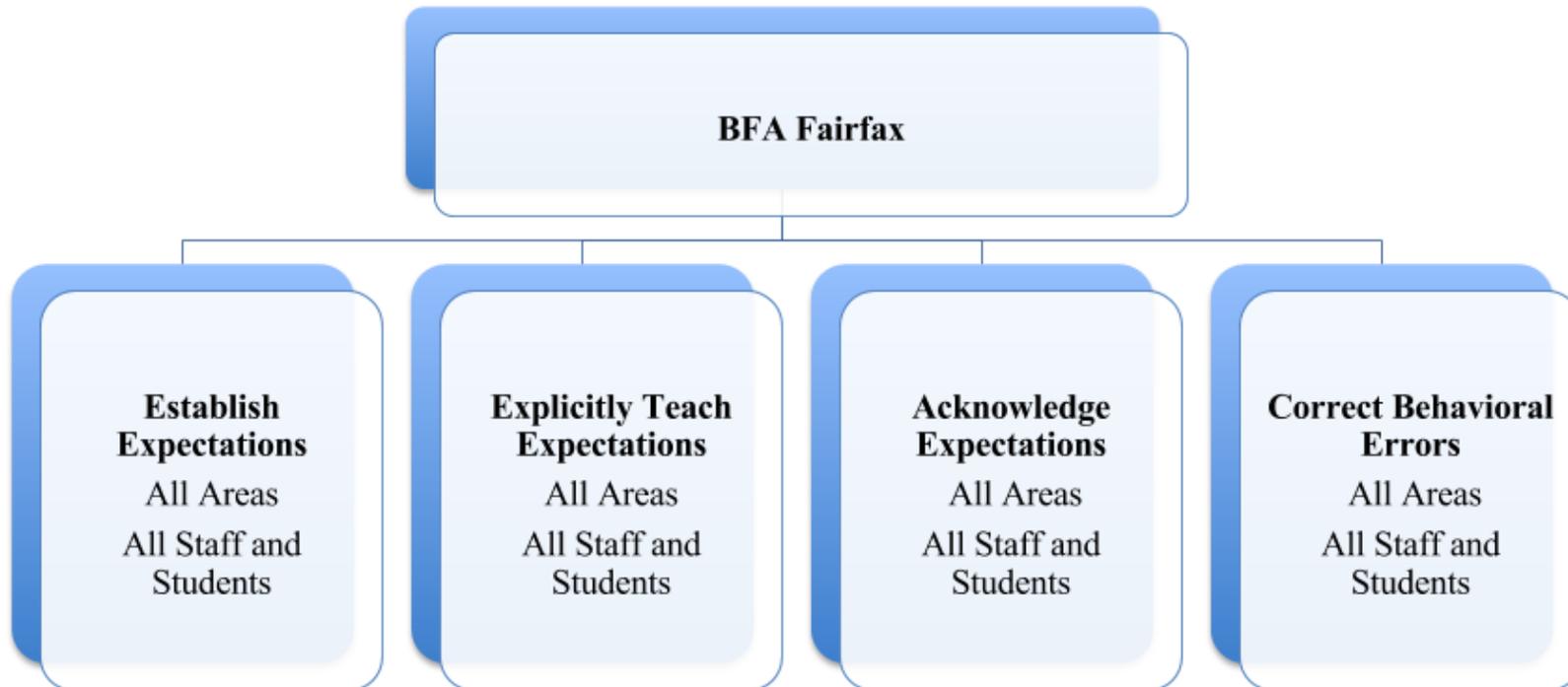
BFA Fairfax School-wide Student Expectations Teaching Matrix

	Hallway	Restroom	Offices (Nurse, Main Office, Planning Room, Special Ed, etc.)	All School Morning Meeting & Assemblies	Arrival Dismissal	Fire Drill/Clear the Halls
Be Respectful	* Hands at my sides * Voice level 0 * Keep hallway clean	* Wait my turn * Use voice level 1-2 * Clean up after myself * Give privacy and space	* Wait quietly * Say "excuse me" if someone is talking * Smile and greet others * Use voice level 1 if an adult is on the phone * Use voice level 2 to ask and answer questions	* Listen silently to presenters * Eyes on the presenters * Clap politely when appropriate * Use voice level 0 * Put my hand down when speaker is talking * Smile at presenters	* Use voice Level 2 * Follow directions from every adult * Use school supplies appropriately * Smile and greet others	* Voice level 0 * Wait for directions
Be Responsible	* Be in hallway only with permission * Go directly to your destination * Keep outside doors locked * Keep line together (one block between each other)	* Flush toilet before leaving * Report problems to teachers * Do my business and then I leave * Only use what I need for soap, towels, and toilet paper	* If the door is closed, knock lightly * Listen/Follow directions * Return directly to my classroom when I am done. * If Mrs. Sheehan is not in her office, I will check with Mrs. French	* Stay with my class * Use voice level 3 when presenting * Quiet feet on the bleachers * Let class in front of me go off the bleachers first * Go to the bathroom before the assembly and only ask to go during the assembly if it is an emergency	* Keep track of your property * Be on time * Clean up after yourself * Offer to help	* Be quiet during drill * Stay with my class
Be Safe (Self Control)	* Walk * Stay to the right * Keep eyes forward * Single file * Silent wave for greeting	* Wash hands using soap * Walk * One person per stall * Keep feet on floor	* Walk * Have a calm body * Ask before touching things	* Sit down quickly and quietly * Walk * Stay seated * Keep hand, feet and objects to yourself	* Walk * Stay in own space * Check with an adult before you leave the room (bathroom, nurse, etc.)	* Walk * Stay in own space * Go to closest safe space * Give personal space * Follow directions from every adult
Be Caring	* Use voice level 0 * Keep hallway clean	* Be polite * Give privacy	* Smile and greet others * Use manners	* Eyes on the speaker	* Offer to help * Smile and greet others	* Hold the door for others behind you * Voice level 0

	Field Trips	Bus	Breakfast Room	Cafeteria	Playground	Library
Be Respectful	* Ask questions about what you have learned * Follow every adults directions * Say please and thank you to the hosts and volunteers	* I go to my seat and sit * Keep hands, feet, objects to self and in the bus * Use school-friendly language * I share my seat when needed	* Use voice level 1-2 * Eat politely and quietly * Respond to adult directions * Listen to speaker	* Use voice level 2 * Eat politely and quietly * Respond to quiet signal * Listen to speaker	* Follow directions * Share and take turns * Take care of school property	* Use voice level 0-1 * Use good manners * Smile and greet others * Show respect for outside community members
Be Responsible	* Keep track of your belongings * Use appropriate voice level * Ask permission before touching things * Participate in the experiences * School rules apply	* Use voice level 1 or 2 * Be a positive model for other students * Pick up trash and throw it out when the bus has stopped completely.	* Eat and drink at tables * Clean up after yourself * Sit with grade level on Bleachers * Use electronics responsibly by playing appropriate games at a quiet noise level of 1	* Wait in line calmly to get food * Clean up after yourself * Sort garbage from food scraps * Go directly to lunchroom - make plans ahead of time to have lunch with adults	* Play by the rules * Line up when you hear the signal * Collect and return all equipment	* Handle all library materials appropriately * Check out YA books if you have permission
Be Safe (Self-Control)	* Stay with my group * Keep hands and feet to yourself	* Remain seated * Follow my driver's directions the first time * Walk to and from the bus	* Walk * Ask Permission to leave * Leave only when dismissed by an adult * Equipment is kept at the end of the bleachers or in Val's office	* Walk * Clean up spills * Only eat your own food * Stay seated until dismissed	* Use equipment as intended * Play carefully	* Walk * Sit quietly and read * Ask permission if I need to leave
Be Caring	* Smile and greet others * Use kind words	* Smile and greet the bus driver * Visit with neighbors, read quietly or listen to music with headphones * Offer to help	* Always make room for others * Make friendly table-talk	* Smile and greet servers * Say please and thank you * Make friendly table-talk * Always make room for others	* Share equipment * Take turns * Include everyone	* Use a voice level of 1 * Offer to help

Voice Levels: 0- silent;   1-whisper;   2-conversation;   3- presentation;   4- outside or emergency

Guidelines for Teaching the Matrix of School-wide Behavior Expectations

How long should it take to teach the behavior in the matrix?
- Lessons will need to be taught frequently in the beginning and reinforced continually throughout the school year.
- Teach lessons repeatedly through the first two to three weeks of school.

How long should the lesson be?
- Keep it short, 10-15 minutes per lesson.

How do you "teach" behavior expectations?
- Teach, model, demonstrate and practice the way you want kids to behave in relation to the expectation being taught.
- Have student get up and practice exactly what you demonstrated for them.
- Give students feedback until students learn the behaviors.

Where should I teach the lessons?
- Teach the behavioral expectations in the area it is expected (e.g. Cafeteria, locker room, hallway, classroom, etc…)

How is this different from teaching classroom rules?
- Our school-wide expectations should be similar to our classroom rules, but it is important to teach the consistent school-wide expectations. We are teaching the students the importance of these values within our school community.

How do I reinforce our School-wide Expectations?
- Continue to remind and give positive feedback to students following the expectations throughout the year
- If consistent problems develop in a specific area, time of day, or specific re-teach the expectations in that setting.
- When a new student joins your class, re-teach the expectations to the whole group.

Sample Teaching Strategies/Lesson Plan Ideas:
- Classroom discussions
- Have students talk about a person or character from a book that uses one of the expectations
- Role play both appropriate and inappropriate (recommended that the Teacher role play the inappropriate behavior) behaviors in relation to the expectations
- Create posters that demonstrate the expectations
- Encourage students to create teaching videos for expected behaviors
- TEACH, PRACTICE and REVISIT expectations (Mondays, after vacations, e

BFA Fairfax Lesson Template

AREA:
TIME ALLOTTED:
MATERIALS:

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE	WE ARE CARING
* *	* *	* *	* *

TEACH   A.   Overview of the lesson:
             B.   Guided Discovery:
             C.   See above matrix for expectations.
                    1.
                    2.

MODEL   A.
                    1. Respectful –
                    2. Responsible -
                    3. Safe -
                    4. Caring-
             B.   Choose a couple of students to "show" examples of following the expectations.
                    1. Respectful –
                    2. Responsible –
                    3. Safe –
                    4. Caring -

             C.   Discussion. "Tell me what "Respectful, Responsible, and Safe look, feel, or sound like in the hallway."

PRACTICE

BFA's Schedule for Teaching/Reinforcing School-wide Expectations

Date	Lesson Taught	Who's Teaching	Where	Grades Involved
Week 1-6	First Six Weeks of School (Responsive Classroom)	Classroom Paraprofessional and Special Educators	Classroom	Pre k- 6
Week 1	https://docs.google.com/a/fwsu.org/document/d/1gPERFAs4G5eLKGx16cIUJpoGQb2sevzL2nl1nqxwlIw/edit?usp=sharing	Classroom Teacher	Arrival	Pre k-6
Week 1	https://docs.google.com/a/fwsu.org/document/d/1EmyVBxEyhg-ozwiABnZXJnS_0vuHnv_ZXSRHM7_cB3k/edit?usp=sharing	Classroom Teacher	Hallway	Pre k-6
Week 1	https://docs.google.com/a/fwsu.org/document/d/1Ywo872SsQ3ctjl19IrkzltLvfE48tI8SfR-nF8gckrE/edit?usp=sharing	Classroom Teacher	Bathroom	Pre k-6
Week 1	https://docs.google.com/a/fwsu.org/document/d/1tm-DFRhKWwiZkDHcI1M-alB52Vc8P3GVhw3IuwHS-9M/edit?usp=sharing	Cafeteria Staff and paras that support the lunch room	Cafeteria	Pre k-5
Week 1	https://docs.google.com/a/fwsu.org/document/d/10jzz9_GLJtE3psIks3c07A75DYDj58XiA3IAY6nnoQA/edit?usp=sharing	Teachers and Paras that support the playground	Playground	Pre k-6
Week 1	https://docs.google.com/a/fwsu.org/document/d/11OA2Le_zMFzGwUVgcZEZj27o-CqfhdtnCI7DohR5Jxw/edit?usp=sharing	Classroom Teacher	Dismissal	Pre k-6
Week 1	https://docs.google.com/a/fwsu.org/document/d/1X1djggfWDE4tR_YWAbenKJkYILMEE1ZbYm8-RpWLyFY/edit?usp=sharing	Bus Driver, Patsy, Nicole and Classroom Teacher	Bus	Pre k-6

Week of first library visit	https://docs.google.com/a/fwsu.org/document/d/13GxP43PdocbyhPW_3DgcIFfRjG8n1zkRgWG8lyRKALw/edit?usp=sharing	Joy, Janice and Classroom Teacher	Library	Pre k-6
Week 2	https://docs.google.com/a/fwsu.org/document/d/1zET8ymZ-_fTZIzzTjO-BJ1J9WeOWRpMX6UPGjIk_dsM/edit?usp=sharing	Val and Classroom Teacher	Office	Pre k-6
Week 2	https://docs.google.com/a/fwsu.org/document/d/12Rvx5o27T3JGvsQDayWVFKrrQwpEJjvXmAGkOIKOkLE/edit?usp=sharing	Classroom Teacher	Assembly	Pre k-6
Week of first drill	https://docs.google.com/a/fwsu.org/document/d/1sh95e57BcALRuEh-X9reyXlyfV0AMNpUhVRSRC2uK6A/edit?usp=sharing	Classroom Teacher	Fire Drills Clear the Halls	Pre k-6
Week of first Field Trip	https://docs.google.com/a/fwsu.org/document/d/1KCAPi2LOkb9qH_ca_5ZQGyEXcaQkoL9h4ZitI8ey8Zk/edit?usp=sharing	Classroom Teacher	Field Trips	Pre k-6

BFA Fairfax's Plan for Acknowledging School-wide Expected Behaviors for Students

What it looks like:

What it is called: "BFA Coin"

How students get it:
When a student demonstrates a specific positive behavior related to the school-wide expectations, immediately give:
- Positive and explicit verbal feedback
- Hand the student a "BFA coin"

What students do with the "Coin":
INDIVIDUAL PROCESS: Students will place their "BFA coins" in a provided class collection container.
CLASSROOM PROCESS: Students will place their "BFA coins" in the classroom collection container. When the container is full, or at the designated goal decided by the classroom teacher, there will be a class celebration
SCHOOL-WIDE PROCESS: When you have reached your classroom goal they will bring their earned "BFA coins" to Nicole or Val and trade them in for a golden brick that will then be placed in the caldron in the main lobby. When we reach our school-wide goal we will have a school-wide celebration to acknowledge the success of all students throughout the BFA community.

Ideas for class or grade-level celebrations:
We suggest you brainstorm with students about activities that would be a meaningful celebration for their accomplishments.
Such ideas might include: class movie, hat day, karaoke, dance party, extra recess, board game time etc.

Sustainability: What is the procedure to inform new staff/students of the various reward systems?
Teacher mentor reviews PBIS Handbook with new teacher
Para-educator mentor reviews PBIS Handbook with new para-educator
Guidance counselor reviews PBIS during initial parent/student meeting
Classroom teacher reviews PBIS process when new students join the classroom

Defining and Classifying Behaviors

All minor behaviors are initially dealt with in the classroom. If you are observing difficult behavior, try any proactive intervention(s) as you deem appropriate. All minor behaviors must go through the 3-step process shown on the flow chart before being referred to the Planning Room as a major behavior, in addition to any proactive interventions attempted. All major referrals must include a discipline referral form at the time of referral unless there is a safety concern. Referral forms must be started when a student reaches Step 3-Buddy Break/Alternative Classroom. If the behavior ceases at this point, referral forms should still be turned in at the end of the day. The focus of the Planning Room will be behavior plans and immediate major behaviors. However, the Planning Room needs to be involved in the documentation of the minor process. If a student needs a quiet space to focus, Nicole or Tom will try to assist.

Students who demonstrate a behavior listed in the major section of the discipline form will be referred to the Planning Room at the time of the incident, or as soon as knowledge of the incident occurs. There will be behaviors that are hard to differentiate between Minor vs Major. If there is confusion at any time, please call the Planning Room; Nicole or Tom will be glad to discuss the process or incident.

Minor Behaviors	Major Behaviors
are handled by staff members in the environment they occur	may require administrator or planning room support
are not chronic	chronic minors
do not put self/others at risk of harm	put self/others at risk of harm

BFA Fairfax's Minors and Major Behaviors

Minor Behaviors	Major Behaviors
Defiance	Threat
Dishonesty	Theft
Disrespect towards adults and peers	Vandalism
	Fighting/Physical Aggression
Inappropriate language	Bullying/Harassment
Physical contact	Inappropriate language/profanity repeatedly or directed to others
Technology Violation	
Disruption	Insubordination
Dress code violation	Inappropriate touch/Affection/Exposure
Inappropriate use of materials	Biting/Spitting
	Self Harm
	Possession/Inappropriate unsafe items
	Technology Violation

Definitions and Examples of Minor Behaviors

Minor Behavior	Definition
Defiance	**Definition**: Student engages in brief or low-intensity failure to respond to adult requests. **Examples**: Non-responsive, off task in classroom, eye rolling, "whatever", refusing to follow directions, ignoring, "I don't want to", "You're not the boss of me", talking back.
Dishonesty	**Definition**: Not telling the truth or withholding important facts **Examples**: Lying, omitting details
Disrespect towards adults and peers	**Definition**: Unkind/ rude tone, body language and actions **Examples**: Walking away when someone is talking. Dismissing feedback, arguing, and inappropriate gestures.
Inappropriate language	**Definition**: Low level instance of inappropriate language. Accidental slip of inappropriate language, poor choice of words used in common areas/classroom, non-directed verbal assault, and hand gestures. Implied meaning without literal verbiage. **Example**: Shut-up, your mama jokes, swearing (etc)
Physical contact	**Definition**: Student engages in non-serious/non-injury unwanted physical contact. **Example**: Playful contact (girls hitting boys and vice versa, chasing, rough housing, pushing in line, jumping, poking, kicking under the table.
Disruption	**Definition**: Student is disturbing other students or teacher during class time. Student engages in low intensity, but inappropriate disruption. **Examples**: Side conversations, note passing, tapping fingers or pencil, outburst, blurts out answers without raising hand, leaves classroom without permission, slamming books on desk, playing with things, whistling, humming, clowning around.
Technology Violation	**Definition**: Student is using devices without permission or inappropriately **Examples**: Going on to safari without permission, cell phone use in

	class, carrying ipad without two hands, touching someone else's device.
Dress code violation	**Definition**: Student wears clothing that is near, but not within, the dress code guidelines defined by the school as stated in the student/parent handbook. **Examples**: Students come to class in sandals without a back strap, thin strapped tops, saggy pants, backwards
Inappropriate use of materials	**Definition**: Students use materials the way they are not intended to be used **Examples**: Cutting clothing or hair with scissors, spinning a ruler on a pencil like a helicopter.

Definitions and Examples of Major Behaviors

Major	Definitions
Theft	**Definition**: Student steals something that does not belong to him/her. **Examples**: Taking someone else's property
Vandalism	**Definition**: Student destroys or defaces school property or property belonging to another student or staff member. **Examples**: Student kicks in the restroom stall door, carves into a desk/table, breaks something purposefully
Fighting/Physical Aggression	**Definition**: - Student engages in actions involving serious physical contact where injury may occur. - A loss of temper resulting in property damage and/or intimidation of another student. **Examples**: - Hitting, punching, hitting with an object, hair pulling, scratching, and kicking. - Throwing objects, threatening, pounding on furniture, etc.
Bullying	**Definition**: Unwanted aggressive behavior that happens amongst students. That involves a real or perceived power imbalance. The behavior is repeated over time. **Examples**: making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose
Harassment	**Definition:** Targeting a student based on actual or perceived membership in a protected category (race, creed, color, national origin, sex, sexual orientation, marital status, disability and gender identity) **Examples:** Racial slurs, derogatory name calling, making fun of someone
Inappropriate language/profanity repeatedly or directed to others	**Definition**: Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. **Examples**: Swear words, racial slurs, and sexual comments
Insubordination	**Definition**: Student fails to comply with school rules that are repeated over time. **Examples**: Students repeatedly disobeys an adult's directions
Inappropriate touch/Affection/Exposure	**Definition**: Student touches themselves or others, exposes him/her self and or shows inappropriate levels of affection. **Examples**: Touch or show someone your privates, kissing someone
Biting/Spitting	**Definition**: Student bites or purposely spits at peers or adults. **Examples**: Child bites or spits at someone out of aggression or play
Possession/	**Definition**: Student brings an object to school that can cause harm to

Inappropriate unsafe items	oneself or others **Examples**: Pocketknife, fishhook, tools, gun, archery equipment, bullet casings.
Self Harm	**Definition**: Student shows physical and verbal aggression towards him/her self. **Examples**: Head banging, punching, self-defeating language.
Technology Violation	**Definition**: Student harms or destroys the device. **Examples**: Peeling of screen protector, picking the cover, writing or drawing on the device

BFA Fairfax's Procedures for Discouraging Problem Behavior

Minor ← **Is the behavior a minor or major offense?** → **Major**

Minor side:

Friendly Reminder Restate Expectation/Rule

↓

Buddy Break/Alternative Space Begin referral form process

↓

Major side:

Call planning room and send student with a completed referral form

↓

Planning Room/Administration will determine course of action or consequence

↓

Planning Room/Administration will communicate next steps with teacher

Middle boxes (overlapping):

Planning Room/Administration will call home

Follow Referral Procedure

Minor Offense	Major Offense
* Defiance	* Threat
* Dishonesty	* Theft
* Disrespect towards adults and peers	* Vandalism
* Inappropriate language	* Fighting/Physical Aggression
* Physical contact	* Bullying/Harassment
* Technology violation	* Inappropriate language/profanity repeatedly or directed to others
* Disruption	* Insubordination
* Dress code violation	* Inappropriate touch/Affection/Exposure
* Inappropriate use of materials	* Biting/Spitting
	* Self Harm
	*Possession/Inappropriate unsafe items
	* Technology violation

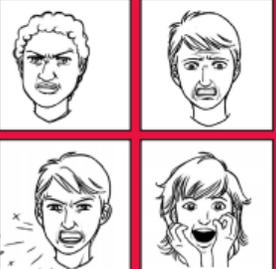# BFA Fairfax's Crisis Definition and Handle with Care List

A crisis is when a student is self-injurious and/or harmful to others.

Incidents include, but not limited to: throwing objects with intent to harm, hitting, kicking, biting, spitting, bolting, stabbing, and verbal threats to harm self or others. Students' developmental levels and intent to harm must be taken into consideration.

These people are trained with Handle with Care:

Cindy Anderson
Jen Bockus
Saybra Varisano
Sandy Badger
Rae Parenteau
Anita Wimitte
Shannon Arnzen
Pauline Potvin
Tom Walsh
Nicole Ahern

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

BFA Fairfax's Procedure for a Crisis

Flowchart

Are others at risk of harm?

Yes ← → No

Yes path:
Evacuate Room (Buddy Room)

Who to call...

Val-1200
Amy- 0
Handle with care list

Adult call for help/go to office

No path:
Is there a disruption to the learning environment?

Yes: Adult call for help/go to office

No: Document on ODR → Carry on
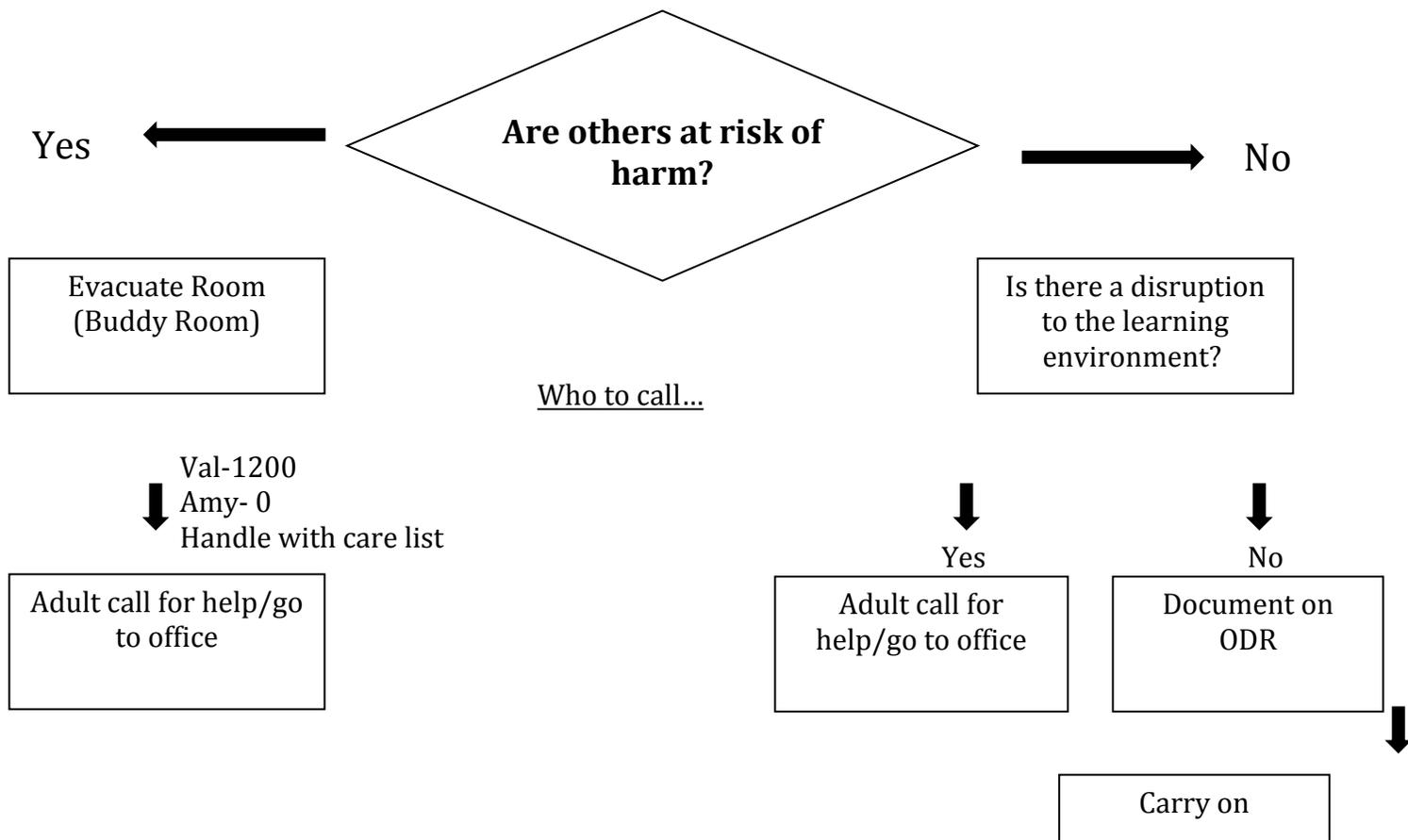
Debriefing Script

"Adults do many things to help protect kids every day. Today this looked like _____ (*spending time in _____'s classroom while _____ got help having a safe body*). Sometimes when we see someone being unsafe it can make us feel uncomfortable or cause other big feelings. Did anyone have any "big feelings" when we _____ (*had to leave our classroom today*) that they wanted to share?

Allow time for students to share feelings, thoughts and questions. Keep responses empathetic, brief and simple.

If students have questions that you don't have an answer to, know it is okay to acknowledge you don't have an answer but stress that adults will continue to work to keep all kids safe.

Let students know that if they are having trouble taking care of any big feelings they can ask for help from you or other trusted adults

K-2 Alternative Space Referral Form

Name: _____   **Grade: K 1   2**

Adult:_____   **Time ____:____**   **Date: ____/____/____**

I am in the: (circle one)

Blue Zone   **Green Zone**   **Yellow Zone**   **Red Zone**

I am not being... (circle one or more)

Responsible   **Respectful**   **Safe**   **Caring**

My behavior affected: _____

This is a picture of what I did:
What Zone Tools will I use next time:

My fix it plan:_____

Revised 6/18

3-5 Alternative Space Referral Form

Name: _____   **Grade: 3   4   5**

Adult:_____   **Time ____:____**   **Date: ____/____/____**

I am in the: (circle one)

Blue Zone   **Green Zone**   **Yellow Zone**   **Red Zone**

I am not being... (circle one or more)

Responsible   **Respectful**   **Safe**   **Caring**

I was sent to an alternative space because:

_____

_____

_____

_____

What Zone tools will I use next time:

_____

_____

_____

_____

BFA PBIS SWIS Referral Form

Name: _____   **Location:**

Revised 6/18

Date: _____   **Playground Library**

Time: _____:_____   **Cafeteria   Bathroom**

Grade: K 1 2 3 4 5   **Hallway   Arrival/Dismissal**

Referring Adult: _____   **Classroom   Other:_____**

Minor Behavior	Major Behavior	Possible Motivation
-Defiance -Dishonesty -Disrespect towards adults and peers -Inappropriate language -Physical contact -Technology violation -Disruption -Dress code violation -Inappropriate use of materials	-Threat -Theft -Vandalism -Fighting/Physical Aggression -Bullying/Harassment -Inappropriate language/profanity repeatedly or directed to others -Insubordination -Inappropriate touch/Affection/Exposure -Biting/Spitting -Self Harm -Possession/Inappropriate unsafe items -Technology violation	-Obtain attention from peers -Obtain attention from adults -Obtain task/activity -Avoid task/activity -Avoid peers -Avoid adults -Unknown -Other

Others involved in incident: (Check all that apply)

None:_____   Peers:_____   Adults:_____   Unknown:_____   Other:_____

Administrative Decisions

o   Loss of Privilege
o   Time in Office
o   Conference with student
o   Parent contact
o   Individualized instruction
o   In-school suspension (hours/days)
o   Out of school suspension (days)
o   Other

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