

FREEDOM CROSSING ACADEMY



PBIS HANDBOOK 2023- 2024

Freedom Crossing Academy

An Overview of Positive Behavior Interventions and Supports (PBIS)



Since opening in 2018, Freedom Crossing Academy has been recognized by the Florida PBIS Project as an exemplary PBIS Model School and was the recipient of the 2021-2022 Bronze PBIS Model School Award. Positive Behavior Interventions and Support (PBIS) is a school-wide framework that, according to national research, enhances student quality of life and reduces problem behaviors. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students. As a PBIS Model School, we demonstrate a commitment to positive and equitable outcomes for all students!

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS is an approach in behavior management that is implemented on a school-wide level and taught in all school settings such as the classroom, cafeteria, hallways and stairs, restrooms, outside, distance learning classroom, and the school bus. PBIS methods are research-based and include proactive strategies for defining and teaching expectations, supporting appropriate student behaviors, and responding to inappropriate behavior to create a positive school environment. In addition to school wide expectations, teachers implement PBIS practices in the classroom including preventative and responsive approaches designed to decrease disruptions, increase instructional time, and improve student social behavior and academic outcome.

The key components of an effective school wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

What is Capturing Kids Hearts?

Capturing Kids Hearts is focused on building positive relationships and empowering students to become leaders in the school and community. School- wide implementation of the Capturing Kids Hearts best practices prepares students to reach their highest potential. Also, the Capturing Kids Hearts process allows us to stay connected to our students and tend to their social and emotional needs. Our students excel in a highly effective learning environment filled with positive affirmations, good news, leadership opportunities, and the effective use of confidence building activities for optimal student learning. Teachers and students will grow as a group to develop an “unconditional positive regard” for others within their classroom, school, and community. We are very proud that Freedom Crossing Academy has been recognized as a National Showcase Capturing Kids Hearts Model School for the second year in a row.

PBIS & Capturing Kids Hearts at Freedom Crossing Academy

At Freedom Crossing Academy, we align the Capturing Kids Hearts and PBIS best practices to create a positive and safe learning environment for all students. For example, students are greeted at the door with a handshake at the beginning of each class. Students share “good news” with their classmates and participate in numerous leadership roles in the classroom. We believe these strategies foster positive relationships across campus and promote a positive school culture.

Character Counts! at Freedom Crossing Academy

Character education is an important part of our daily classroom instruction and a major component the St. Johns County Student Code of Conduct and the St. Johns County Strategic Plan. The Six Pillars of Character are trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Character Counts pillars are embedded in the “FCA Way” school-wide behavior expectations and the school mission statement, “Falcons Take FLIGHT.”

The FCA Way- School-Wide Behavioral Expectations

A small number of clearly defined behavioral expectations are defined in positive, simple rules known as the FCA Way.

Focused on Safety

Committed to Responsibility

Always Respectful

FALCONS TAKE FLIGHT

We are Focused on Safety

Student and staff safety is our number one priority. Students are expected to follow all safety rules for the school and buses and respect other people's right to be safe emotionally and physically. Examples of physical and emotional safety include, but are not limited to the following:

- Walking in the hallway
- Walking when entering and exiting the building
- Keeping hands and feet to yourself, and sitting quietly
- Playing on and around playground equipment appropriately
- Following bus rules
- Avoiding fighting and play fighting
- Using appropriate tone and volume at all times

We are Committed to Responsibility

Students and staff are expected to be responsible. Examples of responsible behavior include, but are not limited to the following:

- Be on time
- Be prepared
- Complete assigned work
- Keep your area clean (lockers too)
- Follow directions
- Listen to your teachers and staff members
- Show appreciation
- Stay in assigned area
- Be motivated to do your best
- Use technology responsibly (Internet, social media)

We are Always Respectful

Students and adults are expected to respect each other. Examples of respectful behavior include, but are not limited to the following:

- Listening to each other
- Talking politely and using appropriate language
- Using appropriate body language
- Using an appropriate tone and volume
- Avoiding words that are hurtful to others
- Accepting individual differences (this includes cultural, learning, appearance, and other differences)
- Touching others' property only with permission
- Being mindful of other people's space
- Treating school property with care

Teaching Expectations

FCA teachers and staff members teach behavioral expectations to all students in the building. These expectations are taught in real contexts. Teaching appropriate behavior is more than telling students what behaviors they should avoid. Instead, specific behaviors are modeled and explained.

Focused on Safety includes walking at all times, following directions, keeping hands and feet to yourself, and sitting quietly.

Committed to Responsibility includes being on time, staying in assigned area, keeping space clean, completing assignments, and always doing your best.

Always Respectful includes being a good listener, respecting others and their property, using appropriate manners, and being an active listener.

During the first weeks of school and throughout the year, these behavior expectations are taught and modeled. School-wide procedures and routines are established in all settings to provide students with examples of positive behaviors. Teachers and staff will model and rehearse positive examples and describe and model negative examples as well. Through modeled practice, students will have an opportunity to practice the expectations in a positive way until they demonstrate fluent performance.

Positive Rewards and Recognitions: LiveSchool

We believe in creating a school culture where students and staff want to come to school every day. All staff at Freedom Crossing Academy recognize students for adhering to classroom rules and demonstrating good character through LiveSchool, a digital tool for tracking student behavior. Students and parents can use LiveSchool from their phone, tablet, or laptop to view behavior feedback from *all* teachers. Teachers can communicate with parents and students throughout the school year on positive student behaviors.

As a PBIS school, our teachers and staff model and teach behavior expectations throughout the day and students are rewarded and recognized daily for adhering to the expectations. We believe in rewarding positive behavior and do not give negative points or take points away. Students can “cash” in their points for incentives in their classroom and the LiveSchool store. Through grants and parental support, students can purchase incentives and experiences for demonstrating positive behavior and outstanding character.

FCA House Points System

The FCA House System encourages a culture of friendly competition, team building, and positive relationships across all grade levels. All students and staff are assigned one of thirteen Houses and enjoy celebrating positive behavior and outstanding character through monthly House competitions and spirit activities. Students are motivated and proud to earn LiveSchool points not only for themselves, but also for their House. Throughout the year, we host House events and incentives that unite the school and create a family culture. House spirit is what makes our culture unique and extraordinary. We encourage all students and staff to participate in Falcon Fridays to show their House pride (House color, wear lanyard).

FCA House Name	Meaning	Color
Amable	Kind	Gold
Kalpana	Imagination	Silver
Kettei	Determined	Red
Lingdao	Leader	Black
Meraki	Passion	Lime Green
Moyo	Heart	Blue
Nakatuon	Focused	Violent
Ohana	Family	Tie Dye
Otutu	Innovative	Green
Reveur	Dreamer	Navy
Saphala	Successful	Orange
Taeataf	Compassion	Yellow
Ton Trong	Respectful	Teal

*Ohana House-All kindergarten students

The Social Contract

During the first weeks of school, every classroom teacher will create a social contract (agreement of behavior for the class). The social contract is designed by the class and outlines how students want to be treated by the teacher, how students want to be treated by each other, how the teacher wants to be treated by the students, and how the class will treat each other when there is a conflict. The social contract is a highly effective tool that empowers the students to become a self-managing group of learners and promotes ownership of the classroom expectations.

Re-teaching Expectations: The Four Questions

Teachers will utilize effective classroom management strategies, such as PBIS and Capturing Kids Hearts strategies, as part of their daily interventions to minimize classroom disruptions.

When a student violates the behavioral expectations, teachers will utilize the Four Questions, a Capturing Kids Hearts strategy, as part of our school wide behavior management plan. Students will be asked the following Four Questions when misbehaving in class.

Four Questions...When Dealing with Misbehavior

1. What are you doing?
2. What are you supposed to be doing?
3. Are you doing it?
4. What are you going to do about it?

Repeat Offender: What is going to happen if you break our Social Contract again?

Four Questions...When Dealing with Disrespect

1. How are you talking to me/him/her?
2. How are you supposed to be talking with me/him/her?
3. Were you doing it?
4. So how are you going to talk to me/him/her?

Repeat Offender: What is going to happen if you break our Social Contract again?

Teachers will only ask the first question two times. If a student does not provide an appropriate answer, create silence and give a genuine affirmation about the child, not the behavior. Then if you do not get an appropriate answer say, "You may either answer the question or you are choosing the consequence." Ask your question again. Students who provide an appropriate answer will receive an affirmation and the teacher will move on to the next question. For inappropriate answers, the teacher will give a consequence.

Behave In/ Behave Out: Consequence Step System

Step 1: Verbal Warning=Social Contract Reminder

Step 2: Four Questions=Consequence Reminder

Step 3: Parent Contact & Consequence/ Recorded in LiveSchool

Step 4: Behave Out

Behave In/ Behave Out Discipline Model

The ultimate goal is for students to be fully engaged in classroom instruction. During **Step 1: Verbal Warning**, the teacher will redirect the entire class to the social contract and give the class a verbal reminder and a nonverbal signal to “check behavior.” By redirecting the entire class, all students will have an opportunity to self-manage their behaviors.

If the behavior continues, the teacher will begin **Step 2: Four Questions**. The teacher will meet individually with the student to ask the Four Questions. If the student answers the Four Questions correctly, no consequence is provided. However, if the student does not answer the question correctly with prompting, the teacher will ask the student to answer the question or receive a consequence.

The teacher will move to **Step 3: Parent Contact & Consequence** if the student gives an inappropriate answer after two prompts and discussion of consequence was provided. For the first incident, the teacher will provide a grade level appropriate classroom intervention. If the behavior continues, the teacher will provide a second classroom intervention and document the incident. In grades K-5, the student will receive a “check” in LiveSchool. Parents will be notified of the incident via LiveSchool through Recaps. In grades 6-8, the incident will be recorded in the Behavior Log. The classroom teacher and/or Dean will notify parents of the incident. All students will also complete a Think Sheet Reflection Form.

Think Sheet Consequences (Per Quarter)

1st Think Sheet- Warning

2nd Think Sheet- Teacher will contact parent.

3rd Think Sheet- Teacher will contact parent.

4th Think Sheet- Dean conferences with student and will contact parent with student. Student will receive lunch detention.

5th Think Sheet and more- Teacher schedules parent/teacher conference with administration. Student will receive consequence in addition to loss of quarterly incentive.

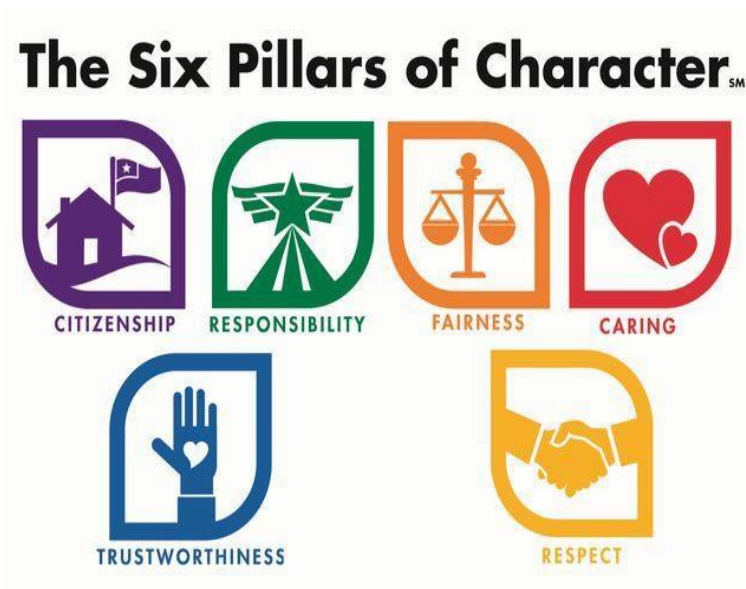
*This information is shared with students during the grade level expectation assemblies. Students will receive a “fresh start” at the beginning of each nine weeks.

If the behavior continues after the second consequence has been assigned, the teacher will move to **Step 4: Behave Out**. Administration will be contacted and the student will be removed from class to reflect on the Four Questions. Administration will contact parent and an appropriate grade level consequence will be given.

After three incidents (Step 3 and/or Step 4), a parent and teacher conference will be requested to discuss behavior strategies and interventions to meet the needs of the student. Teachers will document major incidents or chronic disruptions that need to be addressed by administration. Administration will schedule re-entry meetings with parent and student if the behavior resulted in an out of school suspension.

The Freedom Crossing Academy PBIS/MTSS Team (Multi-tiered System of Support) reviews discipline data on a weekly basis to measure the effectiveness of the school wide PBIS strategies and to identify students who may need additional supports and interventions. The PBIS/MTSS team also identifies problem areas, brainstorm interventions, and acknowledge students exhibiting positive behavior. Our goal is to work closely with teachers, students, and families to create individualized targeted interventions help our students thrive in the classroom.

CHARACTER COUNTS! IN ST. JOHNS COUNTY



St. Johns County School District Pillars of the Month

August- All Pillars September-**Fairness** October- **Responsibility** November-**Citizenship**
December-All Pillars January- **Respect** February-**Caring** March-**Trustworthiness**
April- All Pillars May-Citizenship (with an emphasis on patriotism)

To learn more about the Character Counts! Program in St. Johns County, please visit <https://ccstjohns.com/> for more information.