

Olmsted Falls City Schools

Falls-Lenox Primary School - Grades 1-3 - March 20, 2018

(Please click on the links for examples that have been embedded into our remarks.)

On a typical Monday morning at Falls-Lenox Primary School in Olmsted Falls, students are wearing 'caught being good stickers', placing 'caught being good' slips with examples of their good behavior into plastic bins for the weekly drawing, and walking through the halls with voice level zero signs up. In the classrooms, you will find the morning show playing where examples of students being safe, respectful, and responsible are selected and read aloud by students. In addition to this, Ms. Barrett, the principal, announces the students who have been nominated by their teachers for the 'Bulldog Best Award' for displaying exemplary behavior. These students come down to the library after the morning show to have their pictures taken for the congratulatory display on the front lobby bulletin board. These are just a few examples of the school-wide systematic PBIS approach in action at Falls-Lenox Primary School.

As a district that has focused its efforts on implementing positive behavior interventions and supports, we have had a strong commitment to this work over the last four years. Through the PBIS tier one, two, and three level supports that have been put into place, we have seen a significant reduction in our office referral data at the primary level. We very rarely use suspension as a consequence for student behavior due to the level of preventative interventions in place, as well as supports and individual behavior plans for students with special needs. We know that suspending primary aged students does not change or improve behavior. As we have seen in our school, a PBIS system implemented fully and with fidelity will replace the need for punitive behavioral consequences, such as suspensions.

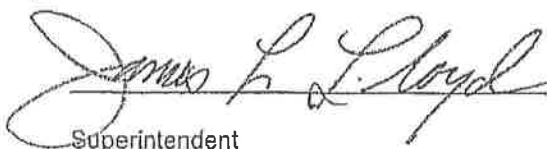
Falls-Lenox Primary School is comprised of 730 students in grades 1-3. There are 110 staff members, 57 certified teachers, 19 paraprofessionals, and four title one tutors. We have

approximately 18% of students are on free and reduced lunch and 13% are identified as special education. Four years ago, we formed a PBIS committee made up of teachers and support staff from all grade levels. This committee meets monthly and shares the minutes from all meetings with the staff. This group also provides professional development to the staff related to positive behavioral supports and interventions. The committee began by establishing a common set of expectations for all areas of the building (including the bus) aligned with being safe, respectful, and responsible. We then developed a building-wide system for establishing, defining, teaching, and reinforcing the school-wide expectations. This includes a beginning of the year kick-off assembly, lessons, and videos that the teachers implement in their classrooms. Students are then rewarded with caught being good stickers and slips for the positive behaviors they display. Students' slips are drawn to be announced on the morning show and for lunch with the principal. Along with this, teachers nominate students each week for the Bulldog Best Award and bus drivers nominate a bus for the bus of the month prize. One of the aspects that makes our district PBIS program so successful is the professional development, training, and involvement of ALL staff members, including recess aides, paraprofessionals, tutors, and bus drivers. At the same time, the office developed a common system for reporting student behaviors and a student information system for collecting and monitoring office referral data.

Along with the many tier one preventative measures that are in place, we have also put many tier two and tier three interventions in place for students needing additional support. The committee has provided professional development to the staff during staff meetings in this area. Highlights of these interventions include: A check in-check out system with students, individual behavior plans, organizational checklists, visual schedules, peer coaches, bulldog buddies, and 17 social skills groups that run throughout the year.

Last school year, our building's PBIS team identified the need for deeper "Tier 2" intervention for children for whom social-emotional issues are impacting their access to the curriculum. During the 16-17 school year, we received a grant for the Second Step Program, which is a social-emotional curriculum. For the Second Step program, we targeted students based on our office referral data, as well as students with special needs who have social/behavior goals. We currently have five Second Step Groups that meet once a week for 12 weeks. Based on last year's data, we saw a significant decrease in our office referral data, specific to this group of students.

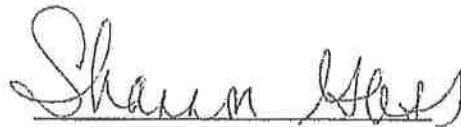
Lastly, our district greatly supports the work of PBIS. We have a district behavior specialist who supports teachers and families in developing individual plans for students. We also have staff who have been CPI certified and trained on de-escalation techniques and strategies. We continue to build capacity among our staff and based on the results we have seen, we agree with the provisions of the SAFE Act that school districts should revise policies to de-emphasize suspensions and expulsions for young learners. Instead, primary schools should focus on teaching and modeling positive behavior, as well as professional development for behavior management techniques and individual interventions for students who may not be responding to tier one interventions. Our district and school are an example that with the proper behavioral supports and professional development in place, primary schools can shift the focus from suspension to intervention.



Superintendent



Principal



Director of Student Services