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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **We are** **TIGERS,**  **hear**  **us…** | | **R**esponsibility  **O**ptimism  **A**ccountability  **R**espect  Paw Print Button Icon | |  | |  | | |  | | --- | |  | | Halls Elementary School  601 Carmen Street  Halls, TN 38040  (731)836-9651 | | [Company Name]  [Address, City, ST ZIP Code] | | |  | |  | | |  | | --- | | Halls Elementary School Family/Student Brochure | | Tiger Paws | | **HES**  **TIGERS** | |  | | |
| |  | | --- | | **School’s Mission Statement:**  To provide each child with the education and tools needed to be productive citizens.   **Purpose Statement:**  Students, staff, families, and the community will work together to create an enriched learning environment where Halls Elementary students will experience increased motivation in achieving: academic, social, emotional, and behavioral success. | | **HES students will display:**  **1. Responsibility**  **2. Optimism**  **3. Accountability**  **4. Respect** | | |  | |  | | |  | | --- | | **Message from the Principal:** Welcome to Halls Elementary School! We look forward to working with you to ensure your child’s educational success.  To help make our school the best it can be, we have instituted the Response to Instruction and Intervention-Behavior program. Response to Instruction and Intervention-Behavior (RTI2-B) is a school-wide approach to teaching, modeling, recognizing, and supporting positive behaviors in our school. It focuses on building a school environment in which all students can learn and achieve their personal best.  When problem behaviors occur, RTI2-B offers a framework to respond with appropriate support systems that are aimed at helping students build the social skills and behavioral habits that will make them successful in school and the community. RTI2-B is research validated and uses evidence-based interventions to support students, staff, and families in their effort to create a school environment focused on learning.  We look forward to serving you and your children throughout the school year. If we may be of service, please call 731-836-9651.  Principal, Andy Campbell | |  | |  | | |  | |  | | |  | | --- | | **Incentives and Rewards:**  To ROAR means that students will know exactly what is expected of them. Students who take the responsibility to ROAR by consistently following guidelines and expectations will be recognized and rewarded in a variety of ways. Some of these ways include:   * Verbal Praise * Tiger Tickets * Top Tiger Awards   **Parent Tips:**  Here are some ideas of things you can do at home with your child:   * Talk with your child about their day. * Review behavior expectations with your child on a regular basis. * Incorporate the ROAR method into your home.   R O  A    HES R | |  | |  | |  | |  | |  | |  | |  | |

School-wide Positive Behavior Interventions and Support (SW-PBIS): Information for Parents

# What is SW-PBIS?

School-wide positive behavior interventions and support is a system that is developed by a school for improving student behavior. It is used:

* with all students
* across all environments in school (classroom, lunchroom, restroom, playground)
* to help schools to create effective learning environments

# Why does a school choose to use SW-PBIS?

Schools that implement school-wide positive behavior interventions and support are schools that have decided that their current discipline process is not effective in helping students to change their behaviors. These schools are interested in:

* 1. Identifying and teaching expected student behaviors.
  2. Finding ways to reinforce and reward those behaviors.
  3. Enforcing consistent meaningful consequences when violations occur.

School-wide positive behavior interventions and support is a planned way to meet the behavioral needs of students in a school. Parents are important in the success of SW-PBIS, and many choose to use a similar system at home. SW-PBIS consists of three steps:

## Step 1: Identify and Teach Expected Behavior

* + - Identify three to five expectations across environments.
    - Provide examples of what behaviors are expected, including for the cafeteria, bus, and social areas such as the gym or playground.
    - Post the expectations throughout the building.

Teaching the behavioral expectations means that the school PBIS team must identify what the expectations are in different locations across the school day. The team will develop a teaching matrix of the behaviors expected. They will be different in different environments.

For example, let’s consider the expectation of Respect.

A teaching matrix would include details on what respect “looks like” in the classroom, bus, cafeteria, or outdoors. The example on the next page is part of a teaching matrix. It includes classroom, music class, gym, lunch, outdoors, and media lab for an elementary school.

# Teaching Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class | Music | Gym | Lunch | Outdoors | Media/Lab |
| Take turns  Follow teacher directions  Use appropriate voice level | Use manners Look at teacher Listen | Be a good listener  Take turns | Say Please and Thank you  Listen to adult direction  Use inside voices | Treat the equipment properly  Treat others the way you want to be treated | Use the computers, books, magazines and furniture correctly |

This is part of a teaching matrix. Notice the lunchroom and outdoor recess expectations. The entire staff including the lunchroom and recess staff would teach all students these expectations through lessons, role-playing, and practice. Instead of punishing students for not following the expectations, staff would focus more on the positive (expected) behaviors through a reinforcement and reward system.

## Step 2 Positively Reinforce and Reward Expected Behaviors

When students meet school-wide expectations, school staff will note their success with positive reinforcement. This might include praise or coupons that can be used to purchase items at school. It might include weekly drawings for rewards, special privileges, or recognition during student assemblies. All staff (principal, teachers, lunchroom staff, bus drivers, librarians, janitor, etc.) would use the system.

## Step 3 Enforce Meaningful Consequences for Violations

In addition to teaching and rewarding positive behaviors, the school will identify a consistent way to respond to problem behavior when it occurs. The strategies to address challenging behaviors will be shared with students, staff, and parents. This will help everyone to know what behaviors violate the expectations. The process should be shared with families in the school discipline handbook as well as through regular reports. Problem behaviors typically fall under the categories of minor or major problems.

* Minor behaviors are dealt with by building staff or the classroom teacher
* Major violations are managed by administrative staff.

# Levels of School-Wide Support

Schools that use SW-PBIS create and maintain supports to meet the needs of all students. These supports are based on the understanding that specific behaviors need to be taught, not just expected. However, even with PBIS in place, about 5-10% of students will need additional support to be successful. A continuum of support is described below.

1. Universal systems of support (school-wide behavior support): Behavioral support is provided for ALL students throughout the school. These supports include:
   * Social skills instruction
   * Positive discipline that is proactive
   * Behavior expectations that are taught
   * Active supervision and monitoring
   * Positive reinforcement
   * Fair and corrective discipline
   * Parent training and collaboration
2. Small group systems of support: This level of support provides additional help for 10- 15% of students who need more support. Interventions are more intensive and are for a smaller number of students. They are often provided in small groups, and include:
   * Social skills groups
   * Conflict resolution
   * Self management programs
   * Adult mentors (checking in)
   * Small group instruction
   * Special seating or special schedule
3. Targeted systems of support (focused on the individual child): Intensive, individual supports for a few students with problem behaviors. These supports are used when universal and group/classroom supports are not effective in teaching behavioral skills in all settings. About 5%-10% of students need this more intensive level of support. It includes:

* Individual academic support (IEP/504)
* Intensive social skills instruction
* Functional behavior assessments (FBA)
* Behavior intervention plans (BIP)
* Supervision and monitoring
* Interagency collaboration
* Intensive collaboration with family
* Intensive family-based interventions, when appropriate

# Family Involvement in PBIS

Teaching a behavior that schools expect to see works best when there is consistency across home and school settings. When a child has challenging behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for students with special needs. School-wide positive behavioral interventions and support is a school-

wide approach to helping all children learn to self-manage behaviors. However, parent involvement is really important in all aspects of SW-PBIS. When parents are involved, outcomes for children are better.

Participating in a school-wide PBIS initiative is more than volunteering to help with a school field trip or help out in the classroom. It is a willingness to help participate in your own child’s positive behavioral support program, and to participate in SW-PBIS planning to help other families. The following suggestions are different ways that parents can be involved in SW-PBIS.

## School-Wide

* + Learn about PBIS
    - Read materials offered by your child’s school related to PBIS
    - Learn about the school’s PBIS model
  + Participate in PBIS planning
    - Help the school to understand family priorities and issues
    - Help the school understand community cultural values, beliefs and practices
    - Participate in discussions to build family and school agreement on school- wide expectations for behavior
  + Use PBIS strategies in home and community environments
    - Teach behavior expectations to your children
    - Use and reinforce PBIS strategies at home and in the community
  + Help build parent participation in school-wide PBIS
    - Help other families understand PBIS
    - Link with and support other school families
* Help get community involved

o Link with community resources and actively engage community supports for the school’s efforts. (i.e. Search for donations and free resources in the community for PBIS reinforcement programs.)

Small Group

* Help the teacher to understand your family’s values, beliefs and practices
* Help school staff to develop and implement “targeted” interventions for your child

Individual

* Participate on your child’s individual behavior support team, if he or she has one
* Share your child’s strengths and needs in order to develop a behavior plan
* Help the team to understand strategies that are most acceptable to you
* Advocate for your child’s needs with other team members
* Review outcome data to determine if the behavior plan are effective

Traditional way of dealing with problem behaviors through punishment is not effective in changing behavior. It is exciting to see schools adopt school-wide PBIS, because the model approaches behaviors as skills that need to be developed. It approaches behavior as an instructional need. It addresses parent concerns with safety for all children. It helps schools create effective environments that improve teaching and learning.

Parents of children with behavior challenges are important in a system of school- wide positive behavior interventions and supports because they already know that punishment does not teach skills. Parents already know what individual strategies may work with their own child. Parents are important contributors in developing SW-PBIS in their child’s school, because parents have a great deal at stake – the lives and futures of their children. By becoming involved, parents can have a vital role in improving school climate, safety, and instructional time. Most important, parents can have a role in helping their child to develop the positive behavior skills that are the foundations for a successful future.

# **3. Major Behavior Incident Referrals**

Faculty members will complete a referral form when unacceptable behaviors have persisted. The principal will investigate the incidents and determine appropriate action to resolve the issue. Parents will be notified when such action has been taken.

# **Rewards for Appropriate Behaviors**

## Positive Praise

## Paw Prides

## Big Paws

## Items in our store,

## “PAWS R US.”

Class rewards: extra recess, etc...

**A Few Facts:**

# **PBIS is an effort that involves our entire school, from the youngest students to our most experienced staff members.**

**PBIS helps us to decrease classroom disruptions and have fewer student suspension. We decide the kinds of behavior that we want for our school, share the expectations with all students and staff, and practice that behavior.**

**PBIS helps our school m aintain a positive atmosphere where learning happends!**

**Welcome to our PBIS school !**

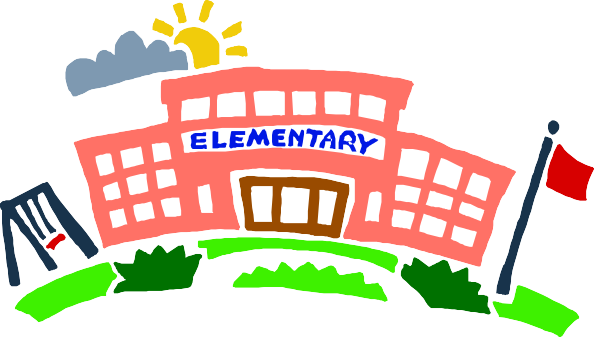
***Morgandale School***

**Positive Behavioral Interventions and Supports PBIS**

A close up of a logo

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# **Student Consequences for Inappropriate Behaviors**



**What Does PBIS mean at Morgandale?**

**1. Warning:**

Our goal is to help each child develop self-discipline to make good choices. Together the home and school share the responsibility for developing good citizens. Parents, teachers and students must work together to maintain a safe learning environment.

Morgandale will be utilizing a Positive Behavior Support Program to recognize the positive contributions of students. Each teacher has a classroom discipline plan that informs students of classroom rules, consequences, and incentives.Respect, Responsibility, and Safety are primary in all classroom and non-classroom settings. We recognize the good choices students make with “paw prides” which can be exchanged for items from the school store.

In addition, classes will be awarded with a BIG PAW PRIDE for exhibiting RESPECTFUL, RESPONSIBLE, and SAFE behaviors in the non-classroom settings.

These are just a few of the ways we intend to promote positive behavior at Morgandale.

You are responsible for Your behavior!

**Morgandale School’s Expectations**

1. Be Respectful.
2. Be Responsible.
3. Be Safe.

The Staff at Morgandale encourages parent and community in- volvement. If you have any sug- gestions which might improve our program, please contact a member of the PBIS committee.

Student will be given a verbal warning allowing the

student the opportunity to correct the behavior before further action is taken.

(A time out slip may be given before the minor behavior incident report is completed. This will de- pend on the type of inappropriate behavior.)

# **2. Minor Behavior Incident Report**

An individual conference between a student and staff member will be held to make the student aware of his/her poor judgment regarding a particular incident. This will provide the opportunity for discussing possible alternatives available for the student to correct the problem. Students will bring the Minor home for

parent signature.

