

PBIS TEAM AT DONNER

- Ms. Hawkins, Secretary
- Mr. Broxton, Teacher
- Ms. Abed, Teacher
- Mr. Jackson, Vice Principal
 - Ms. Doyle, Principal
- Dr. Jones, School Psychologist
- Mr. Patterson, PBIS Coach
 - Mrs. Tepolt, Teacher
 - Mrs. Vaughn, Teacher



PARENTS/GUARDIANS AND PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Here is what you can do to support PBIS at Elitha Donner:

- Review school behavior expectations with your child
- Incorporate the four expectations at home
- Provide positive reinforcement (rewarding good choices with compliments or quality time) at home
- Share comments with or ask questions of PBIS team members
- Volunteer your time to help with the Surf Shop or other PBIS events
- Donate new items that can be used in the Surf Shop or PBIS raffles
- Donate items for staff incentives

Together we can achieve more!

Positive Behavioral Interventions and Supports

P.B.I.S.



**Elitha Donner
Elementary School**

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Elitha Donner Elementary School is the four school-wide expectations: **'Catch the Donner W.A.V.E.'**

Be Wise: Make good choices

Be Accountable: Be dependable and trustworthy at all times.

Be Vigilant: Be free from harm of any kind (physical or emotional)

Be Empathetic: Be polite and cooperative with others.

In addition to our school wide expectations, PBIS has four other components: 1) **Expectations matrix** which explains behavior expectations in each school setting; 2) **direct teaching** of the expectations; 3) **W.A.V.E. cards** to recognize expected behavior; and 4) **Think Sheets** to record and address inappropriate behaviors.

EXPECTATIONS MATRIX

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the bathroom students will be accountable by using the bathroom for its intended purpose and returning to class quickly. The matrix can be found in the parent/student handbook, on our school's website, and on the back of students' communication folders and agendas.

TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the four expectations. Teachers will help students learn what the expectations "look" and "sound" like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

W.A.V.E. CARDS

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Donner students can earn W.A.V. E. cards for meeting behavior expectations. Students can trade their W.A.V.E. cards for Beach Bucks to spend at the Surf Shop where they can purchase various tangibles or privileges.

THINK SHEETS

Even with clear expectations and positive reinforcement, sometimes children will misbehave. Discipline issues are divided into major and minor infractions.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by an administrator or teacher about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If a child receives three minor infractions in one day, it becomes a major infraction and an administrator will address the behaviors and parents/guardians will be notified.

If a student engages in a minor infraction, the following steps are followed:

1. Reminder will be given about expected behavior.
2. Warning will be given about consequences of engaging in an unexpected behavior.
3. Student will be sent to a "Think Tank" (i.e., another classroom) to reflect on his/her behavior.
4. Student will attend recess recovery.

Steps are recorded on a "Think Sheet" and will be sent home with students who engage in minor infractions.

When a child repeatedly receives minor or major infractions, parents/guardians, teachers, support staff and an administrator will meet to build an effective behavior intervention plan for that child.