PBIS TEAM AT GALE-BAILEY ELEMENTARY SCHOOL

Ms. Scales: Principal

Ms. Hawkins: Vice Principal

Mr. Anson: School Psychologist

• Ms. Golden: PBIS Coordinator

Ms. Countee: Counselor

Ms. Herbert: Pre-K

Ms. Scott: Kindergarten

Ms. Jones: 1st Grade

Ms. Gregory: 2nd Grade

Ms. Ruehl: 3rd Grade

Ms. Campbell: 4th Grade

Ms. Gilroy: 5th Grade

Ms. Evans: Specials

Ms. Green: Special Ed

Ms. Peterson: Special Ed

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.

Please support PBIS at Gale-Bailey by:

- Reviewing behavior expectations with your child
- Using the four ROAR expectations at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members
- Joining our home/school group to learn more about GBES.

Together we can achieve more!



Positive Behavioral Interventions and Supports: ROAR



ROAR - Responsible, Organized, Attentive, & Respectful

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 to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Gale-Bailey is the four building-wide expectations:

ROAR

- Responsible
- Organized
- Attentive
- Respectful

In addition to our behavior expectations, PBIS has four other components:

1) a **behavior matrix** which explains behavior expectations in each school setting; 2) **direct teaching** of the expectations; 3) **PBIS ROAR** and 4) **restorative practice** to address inappropriate behaviors.

	Classroom	Hallway	Bas	Restroom	Cafeteria	Playground	Arrival & Dismissel	Assembly
Responsible	Bring needed materials Keep hands, feet, and objects to self. Return borrowed materials. Know your ROAK level.	Walk in a cingle, straight line. Keep hands, feet, and objects to self. Know your ROAR lievel.	Sit in your assigned sext facing the bus driver. Know your BOAR level. Take all your belongings with you.	Flush the toilet. Wash hands. Keep lights on. Return to class promptly.	Bring your lunch things. Xeep hands, feet, and object to self. Xnow your BOAR lavel. Line up when signaled.	Keep playground next and clean. Return to class promptly. Resp hands, feet and objects to self.	Keep belongings in backpack. Have needed materials. Report to destination pramptly.	Line up when signaled. Return to class promptly.
Organized	Keep desk tidy. Keep classroom neat and clean. Be ready to learn.	Bring needed materials. Retarn to class promptly.	Keep belongings in backpack. Keep bus neat and clean.	Leave belongings in classroom. Keep restrooms next and clean.	Sit in your assigned seat. Use indoor value. Keep legs under table.	Use equipment properly. Return recess equipment before lining up.	Enter and exit the room quietly. Remain in room until bus is called.	Sit with legs crossed. Face forward. Exep hands are feet to self.
Attentive	Usen to speaker. Consider ideas of others. Think critically, I know where I am, where I am going, and how to get there.	Follow directions.	Fellow directions. Watch for your bus stop.	Follow directions.	Follow directions. Lights off, voices off.	Follow directions. Line up when signated	Follow directions. Listen 1a announcements.	follow directions. Listen to the speaker.
Respectful	Respect others' beliefs. Se mincful of others' learning. Ask permission to use things. Use polite	Keep hands off walls and displays. Keep hallways next and clean. Walk quietly.	use polite words and quiet voices. Keep hands, feet, and objects to self.	Use indoor values. Wait your turn. Keep hands and feet to self.	Use good manners. Eat your own food. Keep cafeteria next and clean. Return to class promptly after	Use polite words. Include others. Be a good team player. Share recess equipment.	Use polite words. Remove hets. Wipe feet.	Use polite words. Use appropriate applicate.

BEHAVIOR MATRIX

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the Gale-Bailey Community it is welcoming to greet everyone and actively listen. It is responsible to clean your space. The matrix will be posted in classrooms, around school and sent home.

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 retaught and reinforced throughout the school year, and become a regular part of our instructional program.

PBIS REWARDS

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At GBES each student will work collectively as a class in meeting ROAR behavior expectations. When goals are met, students will enjoy rewards that are classwide.

BEHAVIOR TRACKING SHEETS

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, restorative practices has been implemented. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by the principal 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 week, it becomes a major infraction and the vice principal will address the behaviors and parents/guardians will be notified.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and the principal will meet to build an effective behavior intervention plan for that child.