

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	Library	Bus	Recess	Cafeteria	Playground	Arrival & Dismissal	Assembly	
Bring materials straight into the room. Keep materials organized and ready to use. Decreased materials being used below level.	Take in charge. Bring materials straight into the room. Keep materials organized and ready to use. Know your ROAR level.	Get in your assigned seat. Follow the bus driver's directions. Know your ROAR level. Take all your belongings with you.	Have the books clean hands. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Bring your books and materials. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Bring your books and materials. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Keep playground neat and clean. Follow directions. Know your ROAR level. Take all your belongings with you.	Keep playground neat and clean. Follow directions. Know your ROAR level. Take all your belongings with you.	Use up when signals. Follow directions. Know your ROAR level. Take all your belongings with you.
Keep classroom neat and clean. Follow directions. Be ready to learn.	Bring materials straight into the room. Keep materials organized and ready to use. Know your ROAR level.	Get in your assigned seat. Follow the bus driver's directions. Know your ROAR level. Take all your belongings with you.	Have the books clean hands. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Bring your books and materials. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Bring your books and materials. Keep books, bus pass, and pencils in your backpack. Know your ROAR level. Take all your belongings with you.	Keep playground neat and clean. Follow directions. Know your ROAR level. Take all your belongings with you.	Keep playground neat and clean. Follow directions. Know your ROAR level. Take all your belongings with you.	
Listen to speakers. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	Follow directions. Be ready to learn. Follow directions. Be ready to learn.	
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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 re-taught 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 class-wide.

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.

