

Our Core Values

NES Owls Give a Hoot!



Own our Actions

Work Responsibly

Learn Together

Show Respect

What can you do to help your child stay on the path to positive behavior?

- Review the NES core values with your child
- Ask your child about his/her day at school
- Ensure your child has a good night's sleep
- Keep in touch with your child's teacher
- Encourage your child to use appropriate language and tone.
- Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm sorry."

What can parents do to get involved in PBIS?

- Provide feedback to your child's teacher or the PBIS team on aspects of PBIS that affect your child. This will help us modify and enhance our framework.
- Ask questions.
- Volunteer to participate on the school PBIS Leadership team to help the school design parent involvement activities.
- Work with the school to engage community support and additional resources for PBIS

Dear Parent/Guardian:

NES faculty and staff are excited to start the year with PBIS. Last year, we introduced some of the PBIS components to NES to learn about implementing a PBIS framework. This year additional pieces such as the school wide pompom collection container with our owl mascot have been added. As teachers and students become more experienced in the model, additional facets will be added or changed to enrich our community and respond to student growth.

NES is continuing to enhance our system of both academic and social supports for students. According to the National Center on Positive Interventions and Behavioral Supports, schools that effectively adopt a PBIS model are more likely to have environments that engage more students in learning, prevent major behavior problems, are safer and more inclusive, respond to student behavior more effectively and positively, improve interventions for students with more significant issues, and enhance achievement for all. PBIS schools in Vermont are showing positive results.

I hope that the information in this brochure helps to explain the basics of the PBIS system at NES. Your child's classroom teacher will be sharing their classroom expectations with you early in the school year.

We look forward to working in partnership with you as we embrace the PBIS framework. If you have questions, please contact the school and a member of the PBIS team will be glad to discuss the program in greater depth with you.

*Respectfully,
The NES PBIS Team.*

What about Parents?

Parents are an important part of PBIS implementation. NES will offer opportunities for parents to meet and discuss the PBIS model several times during the school year. The matrices which outline the school expectations are included in our Family Handbook for your reference. We encourage parents to discuss school and classroom expectations with their child(ren) and attend the informational meetings. We hope that you will support our school community by encouraging your child(ren) to do their best, and use any pieces of the PBIS model in your home that work for your family. Children thrive when they have adults around with consistent predictable expectations.

Northfield Elementary School

Parent's Guide to PBIS



Positive Behavior Interventions & Supports

**For more information please
contact the PbIS team or Denise
Maurice at NES 485-6161**

Positive Behavior Interventions and Supports – What does it look like at NES?

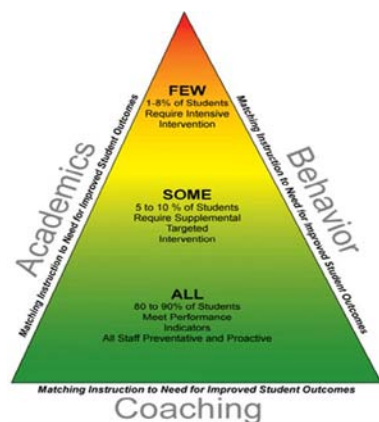
What is Positive Behavior Interventions & Supports (PBIS)?

Positive Behavior Interventions and Supports (PBIS) is part of a Multi-Tiered System of Support which help students achieve academic and social standards. PBIS provides a framework for enhancing a positive and safe climate while supporting all students as they work to meet behavioral expectations. A PBIS school works to celebrate both individual and group successes.

How does it work?

A key strategy of the PBIS process is prevention. Teachers and staff members will use instruction, regular practice and reinforcement to help students understand and follow a consistent school wide set of behavior expectations and rules. When students fail to meet our expectations, we will view it as an opportunity for re-teaching, practice and discussion, not just punishment. The majority of NES students meet or exceed the school's behavioral expectations, and we want to acknowledge their positive contributions to our school community.

PBIS involves 3 tiers of support (see the figure)



Tier 1 – Universal Supports - Strategies geared for all students. NES identifies and teaches expectations, reinforces students for appropriate behaviors using positive acknowledgements and procedures are in place for discouraging inappropriate behaviors.

Tier 2 – Targeted Level of Supports – Greater structure and feedback for students who aren't responding to Universal Supports. This includes greater school/home communication and interventions based upon data collected. An individual plan may be developed with the classroom teacher.

Tier 3 – Intensive Supports – A Functional Behavior Assessment may be completed to inform a Behavioral Support Plan.

Does it make a difference?

The PBIS model is a research based strategy supported by the Vermont Agency of Education. The 3-tiered approach has been shown to reduce problem behavior as a barrier to student achievement. The research shows that schools following a PBIS framework recover many hours of classroom instructional time.

How is PBIS different from other school behavior programs?

- The program is focused on acknowledging students for consistent positive behavior.
- Direct instruction of expected behaviors will occur throughout the year.
- Consistent routines and language will be used to describe and teach appropriate social behavior throughout the school.
- Classroom and school wide celebrations will take place to reinforce our community successes.
- Consistent consequences will be used to respond to problem behavior.
- Data is a key element of PBIS. Teachers and the PBIS team collect, share and use data about student behavior and progress throughout the year.
- The system is monitored by a school leadership team with the support of coaches from the AOE with ongoing professional development.

Bullying and Harassment

If you suspect that your child is being bullied or harassed, please contact the school at 485-6161. The school has specific policies and procedures to address these issues. NES has designated staff members who investigate reports of bullying and harassment and work with students and families to remedy the situation. NES strives to maintain a safe environment where all students can enjoy friendships as well as academic success.

What about students who are disruptive?

Our discipline system provides a continuum of supports to address problem behavior. We focus our supports to address the root cause of the behavior whenever possible to reduce future occurrences of the behavior. If students do not respond to initial interventions, the intensity of support increases.

NES teachers follow classroom behavior management systems that address the majority of behaviors which do not meet our expectations. Classroom managed behaviors include but are not limited to: class disruptions, minor cases of dishonesty, inappropriate language that is not directed at an individual or threatening to others, rude and disrespectful behavior that is not bullying or harassment, not following directions, and unsafe or rough play. Intervention and response strategies include but are not limited to: verbal reminders/corrections, apology, student conference, restitution, time out, parent contact and administrative referrals for chronic behaviors.

Some infractions will result in a referral for administrative intervention. These infractions include but are not limited to: fighting, profanity directed at individuals, threats to the safety of individuals or the school community, harassment, bullying, possession of a weapon or illegal substances, vandalism, and chronic classroom behaviors. Intervention and response strategies include but are not limited to: parent conferences, a behavior plan, in-school or out of school suspension.

Our goal is to work with students to address the root cause of poor behavior choices. We offer students opportunities to learn about appropriate behaviors, see behaviors modeled and practice what they should do. For some students this may include an individual behavior plan where positive choices are guided and reinforced.

NES teachers and administration are committed to communicating with parents and working collaboratively with them to support their child's social, emotional and academic growth.