



PBIS at CES: A General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Chinquapin Elementary School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Positive Approach to School-wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building a school-wide system develop procedures to accomplish the following:

Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules:

- **T - Trust Others**
- **R - Respect Others**
- **I - Show Integrity**
- **B - We Belong**
- **E - Show Effort**

Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific examples are:

- *Trust* means feeling safe in our school environment
- *Respect* means treating people the way you would like to be treated

- *Integrity* means being honest and sincere
- *Belonging* means this is our school and we need to take care of it and each other
- *Effort* means doing your best at all times

Behavioral expectations are taught using the same teaching formats applied in the general curriculum. The rules are presented, the reasons are discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given the opportunity to practice the "right way" until they demonstrate fluency.

Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. CES has designed a formal system that rewards positive behaviors.

- **TRIBE Bucks** are immediate rewards used by the staff member, at their discretion, as a tool of encouragement and a student motivator. Use **TRIBE Bucks** to encourage and reinforce positive behaviors demonstrated on a consistent basis. Staff can award **TRIBE Bucks** to students, whether they teach them or not. Students that show positive behavior that goes above and beyond the norm may receive an TRIBE Buck.
- **TRIBE Leader**- One student nominated by the grade level each month. Their names and positive attributes will be read over the intercom. In addition, they are eligible for the county-wide Student of the Month recognition.

Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable.

Positive Behavior Interventions and Supports

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention. PBIS replaces undesired behaviors with new behaviors or skills. PBIS alters environments, teaches appropriate skills, and rewards appropriate behavior.

Who is on the School-Wide PBIS Team?

The PBIS team should be representative of the entire school. The current team consists of the following members: Marketa Hargrove, Denise Humphries, Stacy Futral (Chair), Tiffany Wooten, Ashton Shivar, Jaclyn Schwedler, Amelia Bellomy, Jennifer Miller, Rebecca Brown, Karly Earp, Jenny Houston, Misty Ross

What are the responsibilities of the School-wide PBIS team?

- Hold monthly meetings to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs as well as continually monitoring and updating PBIS programs.
- Attending district-wide training as needed to promote the continued development and maintenance of the PBIS program.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- Report data (discipline) to the School Improvement Team

The following pages describe the School-wide PBIS and programs for this year. It is expected that **ALL school staff will be active participants** in the program.

Chinquapin TRIBE

School-wide Rules

T: TRUST

R: RESPECT

I: INTEGRITY

B: BELONGING

E: EFFORT

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings. Positively stated rules are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is staff will be more likely to use the rules to reward students engaging in the appropriate behavior. It is important for staff and students to consistently use the common language across all school settings.

The **Behavioral Expectations Grid** (see following page) uses the school-wide rules to identify specific behavioral expectations across all school settings. Please post in the classroom.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year to see if all staff and students know the rules. To be more effective, regular teaching using the school-wide rules should become part of the school culture.

Chinquapin Elementary PBIS Matrix 2022-2023

	Classroom	Hallway	Buses	Cafeteria	Bathrooms
Trust	Keep hands, feet, and your belongings to yourself.	Keep hands and feet to yourself.	Follow all bus safety rules to ensure safety.	Stay seated in designated area until dismissed.	Get in, take care of your business, and get out.
Respect	Respect teacher & peers and their belongings.	Observe quiet zones.	Respect the bus driver and others.	Keep hands and feet to yourself.	Respect privacy.
Integrity	Always do your best	Keep hallways clean and safe.	Remain seated, face forward, and keep feet on the floor.	Clean up after yourself.	Keep it Clean!
Belonging	Clean up your area at the end of class.	Use designated pathways.	Keep the bus clean.	Keep food items and/or belongings with you.	Flush toilet, wash hands.
Effort	Complete all assignments	Walk on the right side of hall.	Demonstrate self-control (Keep hands and feet to yourself.)	Have manners, and use mealtime etiquette, and listen quietly.	Demonstrate self-control (Keep hands and feet to yourself.)
Noise Level	0-1	0-1.	1	Morning/Afterschool 0-1 Mealtime – 2	0-1

POLICIES FOR ATTENDING CELEBRATIONS

School Wide: Students are not able to participate the PBIS Celebration if they have any of the following:

- 2 or more of Level 1 offenses with results of ISS/OSS
- 1 or more- Level 2 offenses,
- 3 or more classroom offenses
- 3 or more unexcused absences (2nd & 3rd 9 Weeks)
 - 2 or more unexcused absences (4th 9 weeks only).

Notes for student's unexcused absences for each 9 weeks are due:

- December 14th (2nd 9 Weeks)
- March 10th (3rd 9 Weeks)
- May 3rd (4th 9 Weeks)

Please turn notes into your child's teacher by the dates above.

