



PBIS stands for Positive Behavioral Interventions and Supports. This program emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

The core principles of our PBIS system are:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

There are several key practices that ensure student success and a positive, safe school culture. First, school-wide positive expectations and behaviors are defined and taught. These behavioral expectations are attached to this informational sheet. All of these expectations fit under our core principle of **PAWS- Practice Respect, Act Responsibly, Work Together, Stay Safe**. Another key practice is to make sure procedures for establishing classroom expectations and routines are consistent with school-wide expectations. Students spend the majority of their day within classroom settings. It's critical that the expectations in the classroom(s) align with the broader school-wide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the school-wide expectations look like in their classrooms during specific classroom-level routines. The third key practice is our school-wide acknowledgement system. Students earn PBIS points for demonstrating positive behaviors aligned with PAWS. Immediate verbal feedback is given in conjunction with the PBIS points so students fully understand the behavior that earned the points. These points can be given by all staff members and can then be spent in PBIS stores, as well as for entry into raffles, contests, and events throughout the school year.

Major and Minor Discipline: School behavior is categorized into two groups: major and minor discipline referrals. A **minor referral** is one which a teacher handles within the classroom. Re-teaching would occur to help prevent the same behavior from occurring again. Consequences could possibly be given, as well as a parent notification via the PBIS Family app. These types of discipline events would not necessarily be reported to the office *unless it becomes repetitive*. A **major referral** is one which requires an office visit, and an administrator would determine the resolution of the situation. A parent contact will be made in these situations. Positive reinforcement (PBIS points, praise, constructive feedback, etc.) is always the first strategy to reinforce and promote positive behavior per our PBIS expectations. Our goal with all instances of misbehavior is not to assign a punitive consequence, but to support students in demonstrating expected, appropriate behaviors. We use natural consequences and restorative practices to coach students to an understanding of the impact of their actions on others. However, there are times when consequences may be necessary to help prevent the same behavior from occurring again.



This year students were provided with a student ID badge. This badge allows staff members to quickly scan the id for the PBIS system as well as quickly scan students who are purchasing a tray lunch in the cafeteria. The expectation is that students have their badge on or with them at all times throughout the school day. At the end of the day, badges are to remain in the student's classroom. Students will be provided with 1 badge, 1 lanyard, and 1 protective sleeve, if students misplace their *badge* it will be replaced one time without charge. If a student misplaces their badge a second time, a \$1 fee will be charged, if students requests the badge, lanyard, and sleeve replacement a fee of \$2 will be charged.

This year all grade levels will have the opportunity to *earn* the trip to Splashway. The previous requirements were solely based on Accelerated Reader (AR). This year there will be different criteria to be considered eligible. Fall semester data was gathered and reviewed by the PBIS committee, then used to decide fair and appropriate goals for students within multiple categories. Fall data will ONLY be used this year for data collection purposes as this is a new program. The criteria listed below will be based on the *SPRING* semester only this year. The PBIS committee will meet to analyze student data prior to the end of the year celebration.

Spring Splashway trip criteria:

- Attendance** 97% or higher (excused & unexcused)
- Behavior** (no **major** office referrals)
- AR** 85% of yearly goal
- PBIS points** (minimum cumulative of 175 as of Jan.-May 2025)