



Bowling Green City Schools

Preschool PBIS Staff Handbook

#BOBCATPROUD

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Introduction

Description:

This manual is for all teachers and staff in all BGCS preschool. Its goal is to explain the program-wide positive behavioral interventions and support (PBIS) plan at BGCS. This is a living document, meaning that it should be updated as needed. During the 2024-2025 school year, the PBIS Team worked diligently to devise a universal system of support for all students in the school. These supports include clearly defined behavioral expectations, teaching these expectations to students, acknowledging appropriate behavior, and correcting inappropriate behavior. Once this system is in place and functioning, the PBIS Team will evaluate which non-classroom areas or specific behaviors that require additional support and teaching. For a program-wide system to work effectively, it is important that each staff member reads and understands this manual of support. Questions can be directed to the PBIS Team or the PBIS Facilitators (this manual contains a listing of the personnel).

Action Plan: (TFI 3.0, 1.2)

To create a preschool culture where all students feel safe and valued in their learning environment.

What is Program-Wide PBIS?

Introduction:

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. It's based on the idea that providing clear expectations, teaching desired behaviors, acknowledging positive behaviors, and addressing behavioral errors consistently and fairly can reduce problem behaviors and promote a positive school climate.

3 Tiers of PBIS Interventions and Support:

The goal of the PBIS framework is to provide a continuum of supports that meet the diverse needs of all students within a school. The framework typically consists of three tiers, each addressing different levels of student need:

Tier 1: “School-Wide- Universal Interventions”: Tier 1 interventions are designed for all students in a school, regardless of their level of need. These interventions focus on establishing a positive and supportive school-wide environment by teaching and reinforcing positive behaviors, setting clear expectations, and providing consistent consequences for behavior.

Tier 2: “Targeted Interventions”: Tier 2 interventions are targeted at students who require more support than what is provided through universal interventions but who do not require intensive, individualized interventions (Tier 3). These interventions are typically provided in small group settings and focus on teaching specific social, emotional, or behavioral skills to students who may be at risk for developing more serious problems.

Tier 3: “Intensive Interventions”: Tier 3 interventions are individualized and intensive supports provided to students who demonstrate significant or chronic behavioral challenges that are not adequately addressed by Tier 1 or Tier 2 interventions. These interventions are highly individualized and may involve a comprehensive assessment of the student's needs, the development of a behavior intervention plan (BIP), collaboration with families and outside supports as well as ongoing monitoring and adjustment of supports.

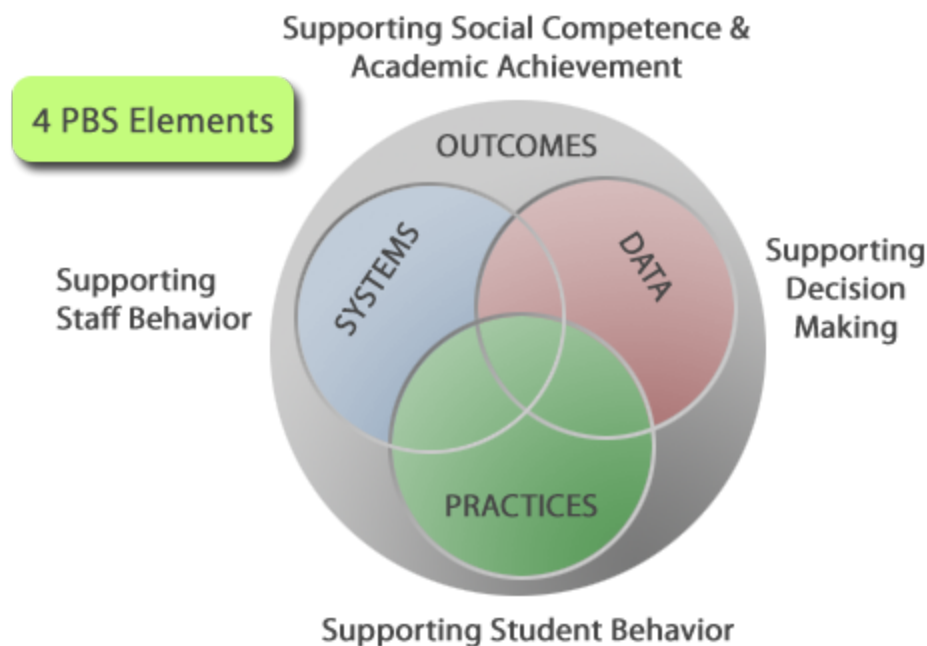
Overall, PBIS is a comprehensive and evidence-based approach to promoting positive behavior and creating a safe and supportive learning environment for all students. It emphasizes prevention, teaching, reinforcement, and data-driven decision making to address the diverse behavioral needs of students.

Definition:

Program-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

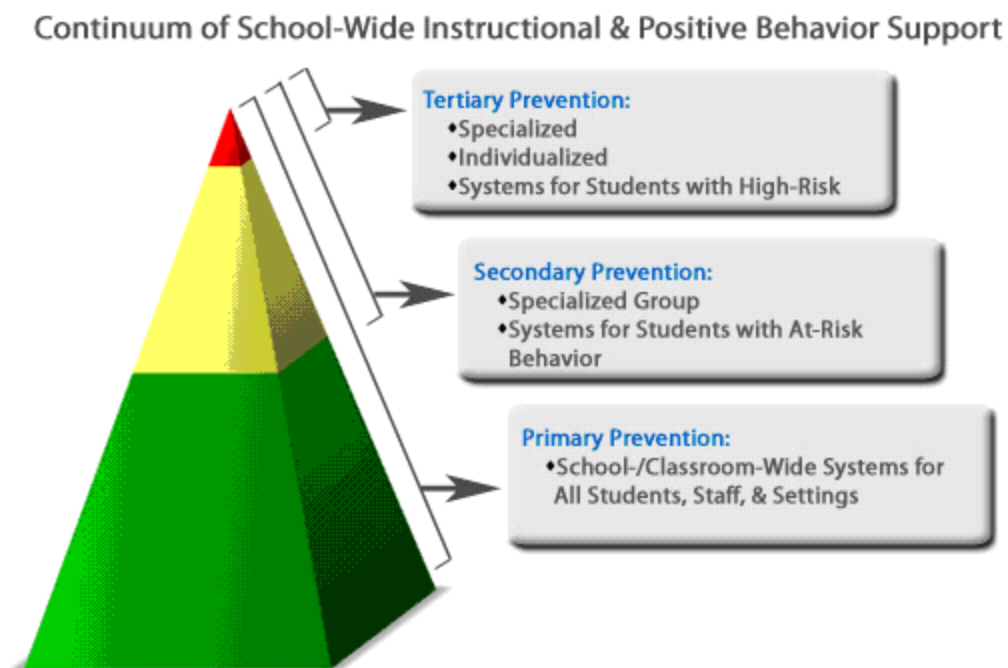
There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the cornerstone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-Tier support:

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, playground) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Specific Practices and Supports:

Clearly Defined Behavior Expectations:

- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior:

- Classroom token jars
- Stickers

System of Correcting Inappropriate Behavior:

- Strategies for Correcting Behavior
- Communication about behavior

Supports for Educators:

- PBIS Team
- PBIS Facilitator

For more information:

- A more in-depth introduction into PBIS: <https://www.pbis.org/pbis/what-is-pbis>
- Information about the research supporting PBIS: <https://www.pbis.org/pbis/why-implement-pbis>

The 2025-2026 PBIS Team (TFI 3.0 1.1)

Purpose Statement:

We will support positive behavior in order to maximize academic achievement for all students.

Team Members:

Jennifer Hernandez	Sara Isaacs	Shelly Schoenherr
Cristin Sunderman	Ashley Esterline	Danya Claes
Emily Trotter	Cassie Nauman	
James Conway	Nicole Petrey	

2025-2026 Meeting Dates: Every Month there will be a PBIS meeting including at least 80% of our team members

PBIS Tier 1 Team Norms and Processes (TFI 3.0 1.2)

The members of the PBIS team are expected to be the ambassadors to the rest of the staff on creating and implementing PBIS Tier 1 practices throughout the building. Each team is made up of representatives from each class. If a team member would want to step away, the goal is to replace this person with someone from the same or similar area of the school. Ideally the team member chosen has knowledge of PBIS and is interested in assisting with the school's growth in this area.

New team members receive orientation through providing the training series offered through [The Ohio Department of Education and Workforce](#). At the end of each year we request their feedback where they can determine if they would like to return to the team for the upcoming school year. This feedback is collected in the [EOY PBIS Tier 1 Team Survey](#).

The team will meet monthly with at least 80% of the team members in attendance. They will utilize the agenda created and implemented. The team members will also have the opportunity to have a specific role on the team if they choose to. The team roles are linked below.

- [PBIS Tier 1 Team Roles and Responsibilities](#)
- [PBIS Tier 1 agenda](#)

Each classroom teacher will track their own classroom behaviors and will express if they see a need for an alteration in Tier 1 practice to support any difficulty (TFI 3.0 1.17 and 1.18).

Each quarter the Student Wellness Coordinator will hold a District Level PBIS meeting where pre-school will have a representative. At this meeting district data will be reviewed as well as any community data that has been reported that could affect students within the district. This community data will then be shared to the building teams. (TFI 3.0 1.18)

The norms of every PBIS meeting are as follows:

- The team will stay positive and student focused.
- The team will work to implement PBIS programs to recognize positive student behavior.
- The team will utilize the agenda provided to stay on topic and on track.
- The team will come prepared to create and cultivate a positive learning environment for all students.

We will hold each other accountable as a team if the norms are not being followed. If there is concern of how the meetings are being run, team members are welcome to come to the Student Wellness Coordinator to work through and evaluate how these team norms can be remedied in the team environment.

To continue open communication between the PBIS Tier 1 team and the rest of the staff, the Tier 1 Communication Coordinator will send out the meeting minutes to all staff members to review.

The PBIS Tier 1 team will continually evaluate their growth throughout the year. To begin the year, each building team will hold a planning meeting to review processes and make revisions necessary. The TFI 3.0 survey will be completed in September and March of each school year by the team. The TFI 3.0 Walkthrough will be completed by the Student Wellness Coordinator each March. The Self Assessment Survey will be completed by the entire school staff each March as well.

-  SAS.pdf (TFI 3.0 1.10)
 - March through the entire staff
-  TFI 3.0 Tier 1.pdf (TFI 3.0 1.19)
 - September and March through the PBIS Tier 1 team
-  TFI Walkthrough 3.0.pdf (TFI 3.0 1.9 and 1.10)
 - Conducted by the Student Wellness Coordinator
 - At least 50% of building classrooms

In May of each school year a [survey](#) will be sent out to the team to allow for them to give feedback on how they perceive the year went and if they would like to rejoin the team the next school year. To retain team members, the team will aim to follow the team norms and to value the input from their peers.

Continued PBIS Education for Staff and the Community (TFI 3.0 1.12, 1.13, 1.14)

Each year staff will be re-trained in PBIS. There may also be offerings of PBIS continued education from the district throughout the rest of the school year. If there is individual or team education that is needed, this can be done in a smaller group setting. We encourage staff to continue to ask questions around PBIS as to continue awareness and better understanding.

During classroom evaluation and coaching, PBIS will be emphasized as an area that staff can either continue to grow or assist in sharing their strategies with others. The reality is there is staff that is fantastic in PBIS that are not a part of the team. We encourage them to continue to make their voices heard because we want to hear their feedback and ideas. In the spring each school year we send out a survey to receive [staff](#) feedback about our PBIS initiatives.

For more about evaluations and professional development, staff can refer to their [handbook](#).

Parents/guardians will be notified about PBIS efforts in their student's school through a [Beginning of the Year](#) letter and [End of the Year](#) letter. We also encourage the participation of a parent/guardian on the PBIS Tier 1 team and District Level PBIS team. In the spring each school year we send out a [survey](#) to receive parent/guardian feedback about our PBIS initiatives. (TFI 3.0 1.20)

Behavioral Expectations (TFI 3.0 1.3 and 1.9)

Behavioral expectations: The Bowling Green City School District has three behavioral expectations for all schools:

- Be Respectful
- Be Responsible
- Be Safe

Behavior Matrix: A matrix with settings, events, and/or classroom routines along the top with the behavioral expectations in the left column.

- Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

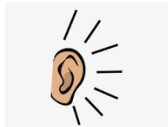
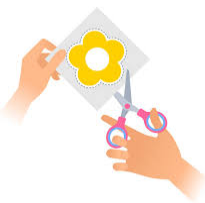
Behavior Indicators: What the behavioral expectations look like in a particular school-wide setting, event, and/or classroom routine.

Procedures: Specific ways for students to complete tasks.

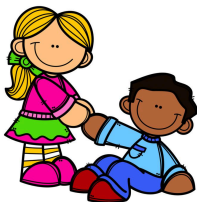
- An example of this is how to behave responsibly during transitions:
 - Clean up your area
 - Stand and push in your chair
 - Eyes are on the teacher.

BGCS Preschool Behavior Matrix (TFI 3.0 1.3)

	Be Respectful (I take care of others)	Be Responsible (I take care of things)	Be Safe (I take care of my body)
Arrival/Dismissal	<p>Level 1 voice</p> <p>1</p> <p>Keeps hands and feet to self in line</p> 	<p>Listen for your name</p>  <p>Stand on your line</p>  <p>Keep backpack on</p> 	<p>Stay on your line</p>  <p>Walk to/from vehicle holding a teachers hand</p> 
Hallways (Transitions- in or out of classroom)	<p>Level 0 voice in the hallway</p>  <p>Walk behind the person in front of you</p> 	<p>Keep your arms by your sides</p>  <p>Eyes forward</p> 	<p>Walking feet</p>  <p>Stay with your line</p> 

	Be Respectful (I take care of others)	Be Responsible (I take care of things)	Be Safe (I take care of my body)
Circle Time (Large Group)	<p>Level 0 voice when teacher is talking/reading</p>  <p>Eye towards teacher</p> 	<p>Raise your hand to talk</p>  <p>Use your listening ears</p> 	<p>Stay in your space</p>  <p>Hands and feet to yourself</p> 
Centers/ Table Time	<p>Level 1 voice</p>  <p>Use kind words</p> 	<p>Follow directions</p>  <p>Stay on task</p>  <p>Be safe w/ supplies</p> 	<p>I will try my best</p>  <p>Stay in my center</p> 

	Be Respectful (I take care of others)	Be Responsible (I take care of things)	Be Safe (I take care of my body)
Snack	<p>Level 1 voice</p> <p>1</p> <p>Say "please" & "thank you"</p> <p>We say please and thank you.</p>  <p>Wait your turn</p> 	<p>Keep food on the table</p>  <p>Throw away trash</p> 	<p>Keep bottom in chair</p>  <p>Keep feet down</p>  <p>Eat own snack</p> 
Bathroom	<p>Level 1 voice</p> <p>1</p> <p>Give others privacy (keep eyes to self)</p> 	<p>Use toilet</p>  <p>Throw trash away</p>  <p>Do jobs leave</p> <p>and</p> <p>Bathroom Routine</p> 	<p>Use walking feet</p>  <p>Wash hands with soap & water</p> 

	Be Respectful (I take care of others)	Be Responsible (I take care of things)	Be Safe (I take care of my body)
Playground	<p>Mulch stays on the ground</p>  <p>Wait your turn in line</p> 	<p>Line up when my teacher calls me</p> 	<p>Stay in the playground area</p>  <p>Go up the ladder & down the slide feet first</p> 
Free Play Time (Can be used for cafeteria)	<p>Level 1 voice</p>  <p>Use kind words & actions w/ others</p>  <p>Ask others to play</p> 	<p>Clean up</p>  <p>Be appropriate with toys</p> 	<p>Use walking feet</p>  <p>Be in control of your body</p>

BGCS PBIS Behavior Lessons (TFI 3.0 1.4 and 1.9)

Each preschool class has a book that outlines the PBIS expectations. This book is reviewed with the students to go over the expected behaviors at school and how to interact with their classmates.

System for Acknowledging Behavior (TFI 3.0 1.5)

BGCS Elementaries have 3 ways that behavior is positively acknowledged as a school wide initiative. These are differentiated to meet the needs of students and their varying incentive preference.

- Students are recognized by adults school wide for good behavior with Bobcat Proud Stickers and strategic noticing. The tracking of stickers is done by the teachers and students in tandem. This allows for students to have ownership of how and why they earned their sticker.
- Each class has a token jar where the students can earn the opportunity to put a token in. Once this jar is full, the class will earn a whole class incentive (ex. party, reward, etc.)
- Each teacher should also hand write at least one positive message about a student on the back of a Bobcat Proud postcard and place it in the box behind the secretary's desk yearly. These will be mailed out weekly. Doing this process more often than once a year is strongly encouraged. This will be tracked by the PBIS team to see how many postcards have been sent.

Teachers are also permitted and encouraged to have their own classroom PBIS system to enhance the building wide initiatives (ex. Bobcat Bucks, positive point systems, etc).

Acknowledgement Guidelines:

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

Free and Frequent	Intermittent	Strong and Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	

System for Correcting Behavior (TFI 3.0 1.7)

Corrections Guidelines: Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique	Words/actions an adult can use:
Prompt	<ul style="list-style-type: none">• Provide verbal and/or visual cue.
Redirect	<ul style="list-style-type: none">• Restate the matrix behavior.
Reteach	<ul style="list-style-type: none">• State and demonstrate the matrix behavior. Have students demonstrate.• Provide immediate feedback.
Provide Choice	<ul style="list-style-type: none">• Give choice to accomplish tasks in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	<ul style="list-style-type: none">• Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

PBIS Crisis Response (TFI 3.0 1.8)

Though we all hope the crisis never hits our schools, we at BGCS want to be as prepared as possible to take care of our students. Each building has an Emergency Management Operations Plan tailored to the specific needs of their building. Through required drills, students are taught the expectations of how to conduct these drills in a Bobcat Proud manner. The matrix for these situations are below.

No matter the emergency, when warning is possible to provide to the staff and students, we do to allow them to mentally prepare. There is also a debrief session after any drill or emergency. This allows anyone affected by the situation to have necessary context and information. This also opens up communication for students and staff to express any concerns or emotions they may be having about the situation.

Preschool Crisis Matrix

	Be Respectful	Be Responsible	Be Safe
Lockdown	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-get in the designated shelter place within your classroom
Emergency Evacuation	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-walk to where your teacher leads away from the building
Fire	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-walk to where your teacher leads away from the building
Tornado	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-stay in the tornado drill position
Student Safety	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-move away from the situation occurring -follow directions to where you should go to stay safe
Medical Emergency	-keep voice level at a 0 -follow teacher directions quickly and quietly	-keep your hands and feet to yourself -follow directions from building adults	-move away from the situation occurring -follow directions to where you should go to stay safe

Preschool PBIS MAJOR Behavior Definitions

Behavior	Definition	Examples
Disruption	An interruption in a class or school activity.	<ul style="list-style-type: none"> • Sustained loud talking • Yelling • Screaming • Noise with materials
Physical aggression	Physical contact where injury may occur	<ul style="list-style-type: none"> • Hitting • Punching • Hitting with an object • Kicking • Hair pulling • Scratching • Biting
Fight	Mutual participation in physical violence.	<ul style="list-style-type: none"> • A group of students kicking each other
Property Damage	Destruction of classroom property	<ul style="list-style-type: none"> • Throwing objects • Breaking classroom materials • Ripping things off of classroom walls
Verbal Aggression	Disrespectful or dangerous talk or threats	<ul style="list-style-type: none"> • Swearing • Name calling • Using obscene gestures • Threatening students/adults

Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

Managing Behavior Strategies

Clean tables, pick up stuff on the floor, before recess come back to do a job
Private whisper of correction (GGI)
Reteach expectations (PLO; DLO); One on one conversation re: behavior (DLO)
Mindfulness Center
Use redirection/ set expectations beforehand/ give verbal reinforcement of positive behavior
Commenting on “I notice their listening ears” and “eyes on me” right now, (and then I continue to teach)
Verbal reminder of expectations, loss of privilege
Use of Dojo for positives, reminders, parent communication
Be consistent with your expectations for all students
Taking a “break”, sensory, re-directions, behavior incentive charts, punch tickets for positive behavior raffles
Providing choices
Redirection, remind them of expectations, remind them of coping strategies (mindfulness corner)
Ask everyone to stand up quietly, stretch, take a deep breath and sit down to refocus
Proximity placement of desk (close to teacher), movement of teacher around the room; Proximity, group reminders of expectations, praise positive, “I notice...”
Nows and Later
Redirection- if it’s at a consistent time or activity, give the student a designated important job or role
Modeling and having students practice scenarios; Role model good choices
Provide (desired) choices; Remind student of expectations, provide 2 (positive) alternative choices for the behavior
Baseball visual where they get a strike if don’t follow listed expectations
Explicitly teaching and reinforcing what behaviors are appropriate and acceptable in the classroom
1st step: know that a student has a reason for “acting out” Students need to feel safe, even if they are causing disruption.
Peace table for restorative conversations
Community building - we support one another in ups and downs. Class discussion.
Love and Logic: delayed consequences, logical consequences, practice, empathy, specific positive noticing, neutralize arguing, giving choices
Caught good tickets throughout the week. Pull 5 tickets on Friday and kids choose a prize from the prize box.
Poster proactive with what our class should look, sound, and feel like.

Bobcat

Proud

 **Be Respectful**  **Be Responsible**  **Be Safe**

Bobcat

Proud

 **Be Respectful**  **Be Responsible**  **Be Safe**

PLACE
STAMP
HERE