



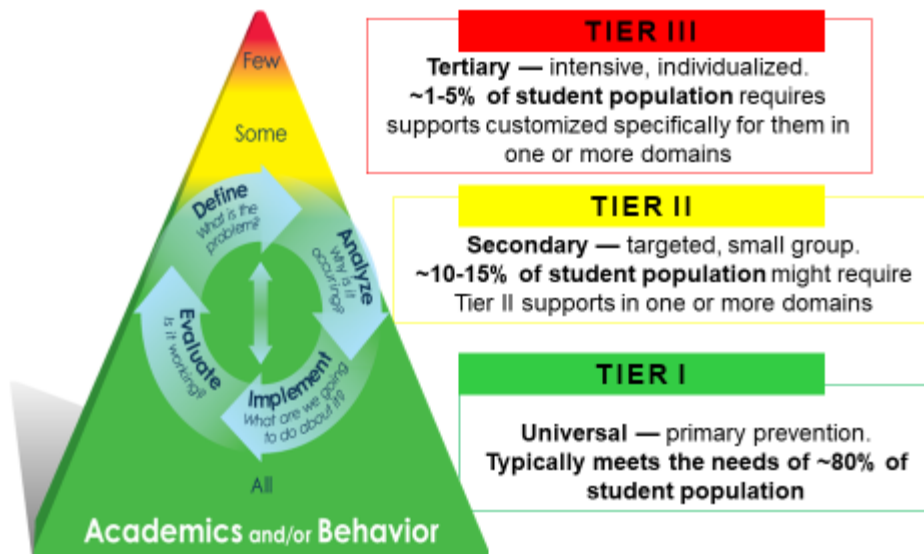
**William Brooks Elementary School**  
**Positive Behavior Interventions and Supports (PBIS)**  
**Parent Handbook**  
**2021-2022**

## OVERVIEW OF PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. PBIS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students (OSEP Center on PBIS). This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier) (OSEP Center on PBIS).

### Continuum of Decision Making



## BEHAVIOR EXPECTATIONS & BEHAVIOR MATRIX

Below are the William Brooks school wide behavior expectations and behavior matrix. Our behavior expectations are: Be Respectful, Be Responsible, Be Safe. The behavior matrix details what these expectations look like in different areas around campus. We begin each school year with all students completing our PBIS passport which takes students around campus to learn what these expectations look like in each area. These expectations are also reinforced through classroom lessons and videos. Our staff continually revisits these lessons and reteaches our expectations throughout the year as needed to support all students.

### BEHAVIORAL EXPECTATIONS

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

### BEHAVIOR MATRIX

SCHOOL RULES			
AREA/SETTING	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Hallways <i>Voice Level 1</i>	<ul style="list-style-type: none"> <li>• Walk on the right side</li> </ul>	<ul style="list-style-type: none"> <li>• Walk with a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Maintain physical space</li> </ul>
Playground <i>Voice Level 4</i>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• Share equipment</li> <li>• Show kindness in actions and words</li> </ul>	<ul style="list-style-type: none"> <li>• Use restroom and get a drink</li> <li>• Report big problems</li> <li>• When the first whistle blows, freeze</li> <li>• When the second whistle blows, walk to line</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules and expectations for equipment</li> <li>• Walk in designated areas</li> <li>• Keep hands, feet, and objects to self</li> <li>• Stay in boundaries</li> </ul>

Lunch Tables <i>Voice Level 3</i>	<ul style="list-style-type: none"> <li>• Listen to yard duties instructions</li> <li>• Say please, thank you, and excuse me</li> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand if you need to leave the table</li> <li>• clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your food to yourself</li> <li>• Walk to tables</li> </ul>
Lunch Line <i>Voice level 1</i>	<ul style="list-style-type: none"> <li>• Say please, thank you, and excuse me</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently in line</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands to self Maintain physical space</li> <li>• Walk to lunch line</li> </ul>
Bathroom <i>Voice Level 1</i>	<ul style="list-style-type: none"> <li>• Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Walk back to class as soon as you can</li> <li>• Flush toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Clean up after yourself</li> <li>• Keep water in the sink</li> <li>• Report problems to staff</li> </ul>
Library <i>Voice Level 1</i>	<ul style="list-style-type: none"> <li>• Say please, thank you, and excuse me</li> <li>• Wait patiently to check out your book</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the library the way you found it</li> <li>• Follow library procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Always walk in the library</li> </ul>
Computer Lab <i>Voice Level 1</i>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand for help</li> <li>• Stay on task</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment correctly</li> </ul>
Main Office <i>Voice Level 2</i>	<ul style="list-style-type: none"> <li>• Greet office staff politely and state business</li> <li>• Wait your turn patiently</li> <li>• Listen to office staff's instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class in a timely manner</li> <li>• Be honest and a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Sit properly in chairs</li> <li>• Keep hands, feet, and objects to self</li> </ul>
Health Clerk Office <i>Voice Level 2</i>	<ul style="list-style-type: none"> <li>• Greet health clerk/nurse politely and state business</li> <li>• Wait turn patiently</li> <li>• Listen to health</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class in a timely manner</li> <li>• Show your Health Office Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Wash or sanitize hands before and after visiting the health clerk office</li> <li>• Keep hands,</li> </ul>

	clerk's'/nurse's instruction		feet, and objects to self
Morning Procedures <i>Voice Level 2</i>	<ul style="list-style-type: none"> <li>• Show kindness in actions and words</li> <li>• Listen to adults in charge</li> <li>• Follow adult instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Place backpack on your lineup spot, and then begin walking</li> <li>• When the bell rings, walk to your line up spot</li> <li>• Quietly wait for announcements/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the walking path</li> <li>• Keep hands, feet, and objects to self</li> </ul>
Gym/Assemblies <i>Voice Level 0</i>	<ul style="list-style-type: none"> <li>• Attentive Listening</li> <li>• Make good decisions about where you sit</li> </ul>	<ul style="list-style-type: none"> <li>• Sit quietly</li> <li>• Give your attention to the presenter</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> </ul>
Gym/PE <i>Voice Level 3</i>	<ul style="list-style-type: none"> <li>• Attentive Listening</li> <li>• Follow quiet signals promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands to self until directed to touch equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Use gym equipment as directed</li> </ul>
Arrival/Dismissal <i>Voice Level 2</i>	<ul style="list-style-type: none"> <li>• Say please, thank you, and excuse me</li> </ul>	<ul style="list-style-type: none"> <li>• Load and unload in appropriate area</li> <li>• Have all of your materials ready</li> </ul>	<ul style="list-style-type: none"> <li>• Wait at crosswalk for crossing guard</li> </ul>
Garden <i>Voice Level 2</i>	<ul style="list-style-type: none"> <li>• Ask permission to pick up items</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in the garden</li> <li>• Use garden tools as directed</li> </ul>
Field Trips <i>Voice Level Varies</i>	<ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Say please, thank you, and excuse me</li> <li>• Be a good representative of Brooks</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to adult in charge</li> <li>• Keep track of your belongings</li> <li>• Follow the rules of the field trip location</li> </ul>	<ul style="list-style-type: none"> <li>• Stay with your group</li> <li>• Keep hands, feet, and objects to self</li> </ul>
Bus <i>Voice Level 1</i>	<ul style="list-style-type: none"> <li>• Listen to the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help from the bus driver</li> <li>• Report problems to an adult</li> <li>• Be ready to get on and off the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Board bus quietly</li> <li>• Stay seated and face forward</li> <li>• Use seatbelt when available</li> </ul>

## ACKNOWLEDGEMENT SYSTEM

An important component of the PBIS framework is to acknowledge students that are demonstrating what it looks like to Be Respectful, Responsible, and Safe while at school. Students can earn Caught Ya tickets for their positive behaviors. When your child earns a Caught Ya ticket, he/she will turn in one copy for the weekly drawing and will bring the other one home to share with you. Each week there is a Caught Ya drawing on Friday, where Caught Ya tickets are drawn from each class's collection from the week. The winning students' names are announced during morning announcements and those students get to come to the office during their recess time to spin the prize wheel for prizes. All Caught Ya tickets are collected and added to our school ticket box. We are working to fill the box with tickets and then will celebrate with a whole school prize.

### William Brooks Acknowledgement Ticket

Given by: \_\_\_\_\_

**William Brooks Elementary**



Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Rm # \_\_\_\_\_

I was caught being:

- RESPECTFUL
- RESPONSIBLE
- SAFE

\_\_\_\_\_  
\_\_\_\_\_

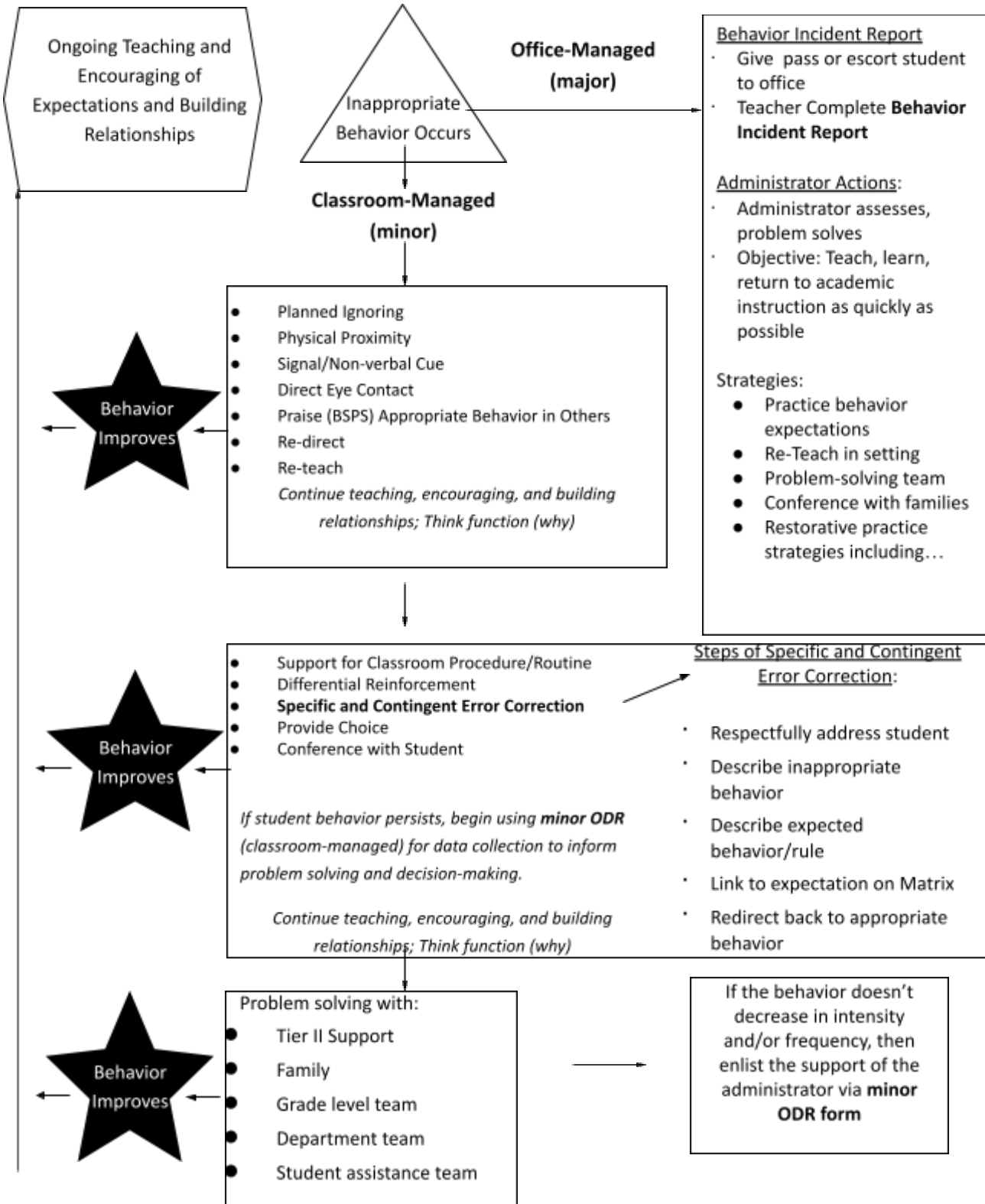
Return to your teacher! You have Bear Pride!

## DISCIPLINE FLOW CHART

Although the PBIS framework focuses heavily on positively teaching behavior expectations and reinforcements, there are times when students demonstrate that they need more support. Below is the discipline flowchart that staff utilize to help determine what supports are needed and what strategies to use when a student is in need of more support.

# Discipline Flowchart

## Continuum of Support for Discouraging Inappropriate Behavior



ADDITIONAL RESOURCES FOR PARENTS:

Supporting Families With PBIS At Home