



MEET THE PBIS TEAM AT STARLING ELEMENTARY

- ♦ **Jennifer Barnes:** Team Leader, FOCUS
- ♦ **Dayna Halloran:** PBIS Coach, Kindergarten
- ♦ **Rose Oprysko:** Data Analyst, Kindergarten
- ♦ **Kristen Sapp:** Recorder, Special Ed
- ♦ **Peter Fuller:** Behavior Specialist, 5th Grade
- ♦ **Kellie Honea:** Team Member, 1st Grade
- ♦ **Felisha Coney:** Team Member, 2nd Grade
- ♦ **Jennifer Thompson:** Team Member, 3rd Grade
- ♦ **Aimee Jividen:** Team Member, 4th Grade
- ♦ **Maria Butler:** Team Member, 5th Grade
- ♦ **Carol Yochem:** Counselor
- ♦ **Jessica Dunn:** PBIS Administrator
- ♦ **Jacinta Henry:** Principal

Parents / Guardians and PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at Starling by:

- Reviewing behavior expectations with your child
- Using the “Rams Expectations” at home
- Create a behavior expectation matrix using our “Rams Expectations” that give a detailed description of home expectations
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members
- Joining our PTA



Positive Behavioral Interventions & Supports PBIS



Starling Elementary
Grayson, GA

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Starling Elementary School is comprised of our “Rams Expectations:”

R	Reach for Excellence
A	Act Responsibly
M	Model Kindness
S	Seek Solutions

3 Major Components of PBIS

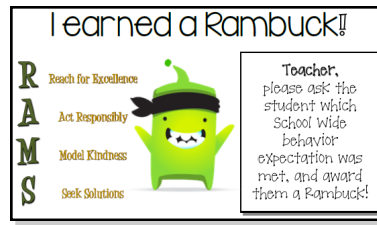
1. **Teaching** *appropriate behavior in all settings.*
2. **Recognition** *when behaviors are met.*
3. **Interventions** *when behavior expectations are not met.*

BEHAVIOR MATRIX

The school wide behavior matrix is a detailed description of expected behaviors in each setting of the school. This matrix is posted in classrooms, around school and printed in student agendas. Each teacher also develops a classroom behavior matrix with his/her class. The classroom matrix provides a detailed description of expected behaviors in the classroom.

TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the “Rams Expectations.” Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.



PBIS RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Starling, students can earn “Rambucks” for meeting behavior expectations individually and classes can earn “Whole Class Rambucks” for meeting expectations as a class. Monthly, students can exchange their “Rambucks” for prizes. In each classroom, students can earn Dojo Points for meeting behavior expectations throughout the school day. Each classroom teacher has a reward system in place for exchanging Dojo Points.

Starling Elementary - School Settings and Expected Behaviors

Rules and Expectations	Cafeteria	Hallway	Playground	Restroom	Car Rider	Bus	Library	Labs	GYM
R Reach for Excellence	*Order and eat quietly *Keep area clean *Pick up trash	*Walk with a purpose *Pick up trash	*Show good sportsmanship *Use materials correctly	*Be neat *Use materials correctly	*Keep your seat *Listen carefully and follow directions *Respect everyone's seat	*Order and eat quietly *Keep area clean *Pick up trash	*Walk *Use Staff Library *Keep things neat	*Come in Quietly *Listen to directions	*Show good sportsmanship
A Act Responsibly	*No talking to one another *No running or roughhousing *No eating or drinking in the hall	*Walk on the right side of the hallway (right hand) *Use equipment safely *Line up quietly & quickly *Leave nothing behind	*Play in a responsible way *Use equipment safely *Line up quietly & quickly *Leave nothing behind	*Keep hands and feet to self *Use quiet voices	*Stay in your own area *Sit in your own seat *Leave nothing behind	*Sit back to back, bottom to bottom of seat *Use quiet voices	*Keep CALM *Use Books and Equipment Appropriately	*Walk *Push in chairs *Keep off machines *Log off of the computer	*Use equipment properly *Follow directions *Leave things neat & clean to yourself
M Model Kindness	*Use polite manners *Leave no messes for others	*Keep your hands to your sides *Be quiet in the hallway	*Agree on rules *Take turns *Keep things in your place *Include everyone *Use kind words	*Respect other people's property *Respect school property	*Keep hands and feet to self *Use quiet voices	*Keep hands & feet to self *Use quiet voices *Respect other people's property	*Be aware of others *Use quiet voices	*Clean up papers or trash *Keep machines back to back	*Use kind words *Include everyone *Use polite manners *Be a good role model
S Seek Solutions	*Work alone *Work together *Get your own food	*Return to class promptly	*Use words to solve problems *Compromise	*Use words to solve problems *Compromise	*Talk to adult about concerns *Be ready to leave *Leave bus before everyone else	*Talk to adult about concerns *Be ready to leave *Leave bus before everyone else	*Work together *Use quiet voices	*Work together *Use quiet voices	*Work together *Use quiet voices

RESPONSE SYSTEM

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, a Discipline Flowchart has been implemented where behaviors are divided into major and minor infractions.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by an administrator about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the classroom teacher. The behavior will be addressed, documented, and parents/guardians will be notified by the teacher. If a student receives more than three minor infractions in a nine week period, he or she will be referred on to an administrator.

When a child repeatedly receives minor or major infractions, parents/guardians, teachers, support staff and an administrator will meet to build an effective behavior intervention plan for that child.