
PARENTS can have a positive impact on PBIS

- ◆ When families are meaningfully involved in educational activities their children do better in school and with social development
- ◆ The presence of parents in schools also creates community and cultural connections
- ◆ Talk with your child about the expectations at school and the importance of the BE Respectful, BE Responsible, BE Safe behaviors
- ◆ Stay in contact with teachers about PBIS
- ◆ PBIS can be used at home
- ◆ Visit www.pbis.org for more information about using PBIS at home and at school



PBIS COMMITTEE

The committee meets on a regular basis to discuss the progress of PBIS, changes that need to be made, and data analysis. Data is collected based on minor and major incident/behavior reports, surveys for students and staff, and any general information that must be collected. This data and the committee, helps drive PBIS and to keep it on track with helping our students to be successful and prepared for the future!

STAR COMMITTEE

The STAR Committee meets on a regular basis to discuss specific students' needs. These students are referred by a teacher or other staff who feel the child is struggling with behavior issues. These students might also have other concerns such as academic or emotional struggles. The committee discusses strategies to help a student to overcome issues that prevent them from succeeding at school.

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PBIS



BURLINGTON ELEMENTARY EAGLES

PBIS at a Glance



- ◆ Positive Behavioral Interventions & Support (PBIS) helps to create safer and more effective schools
- ◆ It is a school-wide and classroom positive behavior support system
- ◆ Allows schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and individual student behavioral expectations
- ◆ PBIS increases student learning and decreases classroom disruptions
- ◆ A positive approach is used when teaching academics and behavior:
 - ⇒ Constantly teach and refer to school-wide expectations
 - ⇒ Provide students with more praise than correction
 - ⇒ Talk to students with respect using positive voice tones
 - ⇒ Actively engage everyone in the class during instruction
 - ⇒ Use pre-correcting, prompting, and redirecting as we teach
 - ⇒ Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

(Source: PBIS.org)

OUR SCHOOL-WIDE PBIS EXPECTATIONS TOOLS

We have adopted a school-wide expectation tool that is used to remind students of our behavior and academic goals:

- ◆ **BE Respectful**
- ◆ **BE Responsible**
- ◆ **BE Safe**

In ALL classrooms, clip charts are used to reinforce these goals:



4 BE tickets (red)
3 BE tickets (orange)
2 BE tickets (yellow)



Students will receive additional BE tickets as positive behavior is observed and teachers have them move clip up.

ALL students start here each day
1 BE ticket (green)

(blue)
(purple)
(pink)



Student moves clip down the chart for negative behavior. However, at any point, they can move clip back up for positive behavior. No BE tickets are given or taken away here.

“Off the Chart”!! Students who exceed “outstanding” will have their clip worn by the teacher or another staff member!

Students are also taught common area procedures in hallways, cafeteria, restrooms, etc. and banners are posted throughout the school indicating these expectations.

When students are seen following the correct procedures they are given a BE ticket by ANY of our staff.



Students receive yellow BE tickets with one or more of the three words circled, depending on the positive action observed. These are presented for common area procedures and for moving up on the classroom clip chart.

SCHOOL-WIDE SYSTEM of CONSEQUENCES

Although PBIS is a positive approach to behavior, it also provides for consequences.

- ◆ Minor incidents
 - 1) Teacher will redirect/correct the behavior up to three times
 - 2) Minor report sent home after student has had to move clip to parent contact on clip chart. Parents: Please review report, sign and return to teacher.
- ◆ Major referral made for behaviors/incidents that require attention by the principal or assistant principal.