

# **Positive Behavior Intervention and Supports Handbook**



## **What is PBIS?**

PBIS stands for **Positive Behavior Interventions and Supports**. PBIS focuses on creating and sustaining school wide and individual systems of support that improve the educational environment for all.

## **How we support PBIS at E.E. Oliver Elementary School:**

- By creating a positive, predictable, and consistent learning environment which supports students social and academic success.
- All staff and community members modeling and teaching expectations at school and in the school community.
- All staff working to develop and strengthen positive relationships with students through frequent positive interactions (e.g., check-ins, acknowledgement of students' demonstration of school values and expectations, providing support as needed).
- By strengthening relationships and connections between all members of the school community; acknowledging, encouraging, and supporting each other.
- Teaching skills to support all students' social and emotional learning inside and outside school (e.g., responsibility, accountability, safety, respect); working together to identify students in need of additional support and meeting their needs.
- To address incidents of inappropriate behaviour in ways to facilitate corrective action and help the student improve his/her behaviour through social problem-solving, emotional regulations, and the ability to identify and respect the perspectives and needs of others.
- To provide opportunities in authentic environments to be coached and practice expected behaviour.
- Focusing on the value in being a positive, contributing citizen of the community.

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## **Schoolwide Expectations:**

At E. E. Oliver School we believe:

- All students have the right to learn in an environment that is positive, safe, cooperative, and orderly.
- Students, parents, school and community share the responsibility for developing and assuring appropriate behavior and conduct.
- Behavior issues can interfere with instruction, academic achievement and healthy social development of students. Students must be in the green zone of regulation to learn.
- There is a reason behind most challenging behavior.
- A universal school-wide behavior program will provide effective strategies to improve behavioral outcomes in the school for 80 to 85 % of the students.
- For a variety of reasons, not all students come to school ready to learn. 5 to 15 % of students chronically do not meet behavior expectations and are at risk of developing severe behavior disabilities. These students benefit from targeted classroom support, including social skills instruction and goal setting.
- 1 to 7 % of students have severe behavior and require intensive, individualized support to meet behavior expectations.
- Recognition of appropriate behavior and conduct is the most effective way to promote personal and social growth.

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## **Guiding Principles:**

EE Oliver's Positive Behaviour Plan is designed to help create a climate of cooperation, academic excellence, respect and safety for all students. The policy is based on eight guiding principles:

- 1. Focusing on building positive relationships:** Sometimes the initial priorities are not academic in nature. A student's behavioural challenges/needs must be addressed first. Building the school climate is done through commitment to establish connections with all students, particularly those who struggle with behaviour.
- 2. Structuring learning environments to optimize student success:** Proactive and responsive teaching that focuses on both the academic and behaviour domains is required. Supports should allow each student to be successful. Often, students with behavioural challenges have significant academic challenges.
- 3. Differentiating instruction to make learning engaging, meaningful and effective for all students:** The CRM is a tool to develop strategic instruction for all students including those with behavioural challenges.
- 4. Teaching social-emotional skills:** Research shows that students learn expected behaviours more effectively if they are taught the appropriate behaviour and are given opportunities to practice the behaviour. Social skills and positive behaviours need to be taught and reinforced in authentic environments on an ongoing basis. The teaching of the appropriate behaviours requires clear and consistent school wide strategies. Targeted supports can be offered in small groups, for a finite period of time. This support strategy should look at the root causes of a student's problem behaviour and may require an Emotional Support Plan. Most targeted support can be provided with universal strategies that are in place for all students.
- 5. Setting Clear Behavioural Expectations:** In order for students to behave appropriately, students must know what is expected of them. School-wide expectations will be clearly articulated and reinforced in all areas of the school throughout the day. Clear and concise expectations for student behaviour will be communicated to the students by all staff using the following strategies:

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- Behaviour expectations will be introduced using the categories of “Respect Myself”, “Respect Others” and “Respect Property.”
- Posters will be displayed in various areas around the school and in the classrooms reminding students of appropriate behaviour.
- A link to the behaviour expectation guidelines will be included in the school newsletter and school website during the course of the year.
- Behaviour expectations will be attached in the front pages of the agenda planners.

6. **Positive Reinforcement:** Students respond best when they are recognized for their efforts and accomplishments. Reinforcements and rewards should be provided with high frequency when students demonstrate the expected behaviour. Clear and consistent strategies should be used for encouraging and recognizing appropriate behaviour. For example,

- Verbal praise should be used to reinforce appropriate behaviour.
- ‘Eagle’ Awards may be awarded to students exhibiting appropriate behaviour.

7. **Fair and Predictable consequences:** Students need to be made aware that unsafe, disruptive and defiant behaviour is not acceptable. Consequences will be planned, articulated and consistently implemented. Students will be made aware of the inappropriate behaviours and the consequences associated with these behaviours.

- The classroom teachers and administration will work together to help students correct their inappropriate behaviour and accept the consequences associated with their behaviour.
- Through positive dialogue with parents, staff members, and support agencies, students will be provided with the guidance necessary to learn appropriate behaviours.
- Inappropriate behaviours will be monitored and recorded as a means of tracking information and making appropriate changes to assist students in improving their behaviour.

8. **Provide a Support System:** Implementation of a support system and individual behaviour programs that teach students strategies to self-monitor and self-regulate are needed for those with unique or exceptional needs. These students will likely require continued support. When the right supports are provided consistently and over time, the frequency and intensity of problem behaviours can significantly decrease. A student Behaviour or Emotional/Social support plan will supersede this Positive Behaviour Interventions and Supports Plan.

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## **EE Oliver Behavior Matrices:**

Our Behavior matrix is the foundation of how we teach our students the behavioral expectations at E.E. Oliver Elementary School. The matrices defines school wide rules and expectations across all school settings. These behavior expectations are clearly displayed throughout the school and will be explicitly taught to students.

See Appendix A.

## **Consequences for Inappropriate Behavior:**

### **Minor Infractions**

Minor rule violations may result in immediate verbal correction by the witnessing adult, followed by a write-up to the homeroom teacher. In addition, a Log Entry into PowerSchool if this is something that consistently happens.

Students who engage in Minor Infractions will be asked to identify the inappropriate behavior and describe the appropriate replacement behaviors. Students may be asked to “show” the appropriate behavior as a way of reinforcing the learning of the appropriate behavior. Reporting to parents about minor infractions is left to the discretion of the homeroom teacher. However, after two minor infractions within a relatively short period of time, homeroom teachers are asked to contact parents to inform them of the behavior.

Consequences for any minor infractions will be left to the discretion of the classroom teacher. Usually a short talk and a reminder of the rules will suffice. If a student has 3 minor infractions in one month, he/she will receive a Step #1 in the Major Infractions category.

**Minor Consequences** by the homeroom teacher will include:

- Completion of a behavior report by supervisor  
See Appendix B
- Verbal correction
- Review of appropriate behavior
- Record a Log Entry of infraction in PowerSchool by homeroom teacher

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## Major Infraction

Major Infractions are more serious in nature and include bullying (physical, verbal, social or digital) type behaviors, defiance and disrespect. Students receiving a major infraction will have a behavior report completed by the supervising teacher. The supervising teacher will forward the information to the homeroom teacher, who will complete a form letter indicating the behavior infraction and the corresponding consequence. A Log Entry into PowerSchool by the homeroom teacher is required. Homeroom teachers are also asked to phone parents after a major infraction and document the telephone call on the 'write-up' form. Step #1 infractions may be handled in the classroom by the homeroom teacher, however, Step #2- 4 will be dealt with in consultation with administration. Physical aggression may result in an immediate .5 day in-school suspension.

The cycle of consequences will start over 30 days or 20 school days from the last infraction.

### Consequences for Major/Bullying (physical, verbal, social or digital) Type Infractions will include:

<b>STEPS</b>	<b>CONSEQUENCES:</b> At each step of the cycle, the following behavioral interventions and supports will be explored and may need to be implemented: Focus on Forming Positive Relationships, Sensory Room, Family Liason Worker, I coach, Social Worker, PCS team. An Emotional Support Plan may need to be developed at any point in the Corrective Behavior Cycle. This plan is meant to provide co-regulation through positive support and is not consequence based.
<b>Step #1 - First Infraction:</b>	<p><b>For Playground incidents:</b></p> <ul style="list-style-type: none"> <li>▪ Playground withdrawal for 1 day (student will walk with a supervisor)</li> <li>▪ Classroom teacher will call the child's parent/guardian and send a form letter home to be signed by the parent and returned to the school</li> <li>▪ Teacher keeps a copy of the form letter and documents incident in PowerSchool</li> </ul> <p><b>For Bus Line Incidents:</b></p> <ul style="list-style-type: none"> <li>● busline withdrawal for 1 day.</li> </ul> <p><b>Other Majors</b> will be at the discretion of Teacher / Admin.</p>
<b>Step #2 Second Infraction:</b>	<ul style="list-style-type: none"> <li>▪ Recess / Noon hour detention in the office</li> <li>▪ Student will be assigned work related to the behaviour infraction</li> <li>▪ Classroom teacher will call the child's parent/guardian and send a form letter home to be signed by the parent and returned to the school</li> <li>▪ Teacher keeps a copy of the form letter and documents incident in PowerSchool</li> </ul>

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<b>Step #3 Third Infraction</b>	<ul style="list-style-type: none"> <li>▪ Possible in -school suspension* for .5 day (student will work out of the classroom and will not participate in any activities).</li> <li>▪ A letter will be sent home to the parents by registered mail and a copy will be put in the student's agenda planner</li> <li>▪ A phone call will be made by the administration regarding the suspension</li> <li>▪ An Individual Program Plan/Behaviour Plan may be developed to assist the student in dealing with his/her special behavioural needs</li> </ul>
<b>Step #4 Fourth Infraction:</b>	<ul style="list-style-type: none"> <li>▪ Possible in-school suspension* for 1 day</li> <li>▪ A letter will be sent home to the parents by registered mail and a copy will be put in the student's agenda planner</li> <li>▪ A phone call will be made by the administration regarding the suspension</li> <li>▪ A meeting will be organized by the administration with the guardians, teachers and administration</li> <li>▪ An Individual Program Plan/Behaviour Plan may be developed to assist the student in dealing with his/her special behavioural needs.</li> </ul>

**Other:**

- Should a student become totally uncooperative and disruptive to the orderly operation of the school, the parent/guardian will be called to take the student home. If the parent is unable to collect the student, they must arrange for an emergency person to do so. An out-of-school suspension may be initiated at this point.
- Students riding buses to and from school are expected to observe school expectations and bus safety rules. Misconduct while riding on the bus may result in a suspension of the bus.
- Students walking to and from school are expected to conduct themselves in a safe and appropriate manner as their behavior reflects on the image of E.E. Oliver Elementary and youth in general. Student misconduct brought to the attention of the school will be handled within the Discipline Cycle.
- Parent involvement and insight is encouraged at any time in these areas. Concerns or issues may be brought to the school administrators or teachers at any time. Honest and open communication between parents, students and staff is crucial in facilitating student social, emotional and personal growth within the context of a quality learning environment.

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## **Positive Behavior Awards:**

An integral part of PBIS is to recognize positive behavior shown by staff and students. Students will be individually recognized when they are caught demonstrating being **EAGLES: Excellence, Accountability, Growth, Leadership, Empathy and Safety**. Staff members will acknowledge and compliment students who are exhibiting EAGLE behavior by giving them specific, positive feedback, along with an EAGLE Award. EAGLE awards will be sent to the office and read over the morning announcements. Students will come to the office to pick up their EAGLE awards to take home. Throughout the year, there will be multiple opportunities to recognize the positive behaviors shown by students.

At E.E. Oliver Elementary we promote, encourage and acknowledge positive behaviors that enhance student learning and personal growth. Our school mascot, Eagle, serves as a symbol of these expected behaviors.

See Appendix C.

**Excellence:** to strive for the highest quality of one's ability

**Achievement:** to set and attain a specific goal or purpose

**Growth:** to improve and change for a positive purpose

**Leadership:** to promote, guide and demonstrate a positive and caring direction with integrity

**Empathy:** to demonstrate sympathetic understanding of another

**Safety:** to keep others and self-free from harm, injury or danger

### **Implementing PBIS:**

Modeling our expectations, remaining consistent with teaching our expectations, and providing specific positive feedback will ensure we stay on track with helping all of our students become successful. Home and school communication is a must when it comes to providing a consistent environment with high, but reasonable expectations. Everyone plays a significant role in helping our students. The students, staff, and parents will continue to align our goals with the needs of our school.

**Have a great school year!**

## CLASSROOM POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Key Element	Universal Strategies (Good for all)	Target Strategies (Choice for all)	Essential Support (Good for One)
<b>Classroom Organization</b> <ul style="list-style-type: none"> <li>• Environment (lighting, sound, walls)</li> <li>• Structures, Routines and procedures</li> <li>• Welcome and caring environment is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Visual schedules and exemplars</li> <li>• Names are on personal supplies</li> <li>• Desks and lockers are labeled</li> <li>• Supplies have a designated place</li> <li>• Protocol for transition time</li> <li>• Daily PE and recess</li> <li>• Signal or cue to gain attention or to begin activity or transition</li> </ul>	<ul style="list-style-type: none"> <li>• Color code</li> <li>• Provide movement breaks</li> <li>• Active responses as part of instruction (post it notes on chart paper)</li> <li>• Sit close to teacher</li> <li>• Morning and evening greeting at the door</li> <li>• Alternate seating</li> </ul>	<ul style="list-style-type: none"> <li>• Fidget toys</li> <li>• Wobble chairs</li> <li>• Break cards</li> <li>• Plan and rehearse before recess (Who are you going to play with. What will you do)</li> <li>• Social stories</li> <li>• Calming corner</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>• Individual, pair, group work</li> <li>• Design activities that require high response rate from students: Use of white boards, kahoot</li> <li>• Give feedback on assignments ASAP</li> <li>• Design activities for the auditory, visual and kinesthetic learner</li> <li>• classroom /morning meeting</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Essential outcomes: Introduce students to big picture first then details</li> <li>• Printed instructions</li> <li>• Use Keywords</li> <li>• Incorporate student interest in assignments</li> <li>• Allow students to demonstrate understanding of learning outcomes in a variety of ways</li> <li>• Use graphic organizers</li> <li>• Proximity</li> <li>• Give 10 seconds to respond</li> <li>• Leveled demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Break tasks into manageable chunks</li> <li>• Individual instruction</li> </ul>

<p>Classroom Behavior Expectations</p> <ul style="list-style-type: none"> <li>• Aligned with school wide expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create Matrix of expected behavior</li> <li>• Teach expected behavior. e.g. Listening while others are speaking: looks like, sounds like, feels like</li> <li>• Explicit activity procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Make positive requests: Do vs Don't.</li> <li>• Consider these types of questions when developing activity procedures.             <ol style="list-style-type: none"> <li>1. How will students work?</li> <li>2. How will they communicate?</li> <li>3. How will they ask for help?</li> <li>4. Where will they work?</li> <li>5. What should they do when finished?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Cueing systems</li> </ul>
<p><b>Social Skills instruction with positive reinforcement</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of expectations and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• WITS</li> <li>• Focus on School Behavior Matrix</li> <li>• Timely positive reinforcement</li> <li>• Define expectations for behavior and what will happen if they demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play positive social skills</li> <li>• Teach problem solving strategies</li> <li>• Tangible reinforcement</li> <li>• Use a solution wheel:             <ul style="list-style-type: none"> <li>o flip a coin</li> <li>o Rock paper scissors</li> <li>o Agree to disagree</li> <li>o Take turns</li> <li>o Share the blame</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring by others and/or self</li> <li>• Reward accuracy of self monitoring of behavior</li> <li>• YAMA time once a week</li> <li>• Make one request at a time</li> <li>• Individual reinforcers for positive behavior</li> </ul>

<p><b>Fair and Predictable Consequences (Positive Reinforcements)</b></p>	<ul style="list-style-type: none"><li>• Establish consequences for behavior ahead of time<ul style="list-style-type: none"><li>◦ Loss of free time</li><li>◦ Moving desk</li></ul></li><li>• Timely consequences</li><li>• Reasonable: not embarrassing or frustrating</li><li>• Disapprove behavior not student</li></ul>	<ul style="list-style-type: none"><li>• Behavior reflection sheet</li></ul>	<ul style="list-style-type: none"><li>• Behavior contracts</li></ul>
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## Appendix A

### EE Oliver Behaviour Matrices

 <h3>Positive Behaviour Matrix</h3> <p>At E.E. Oliver we promote, encourage, and acknowledge positive behaviors that enhance student learning and personal growth. Our school mascot, the Eagle serves as a symbol of these expected behaviors. Each beginning letter in the word "Eagle" will be associated with a positive behavior and expectation.</p>		
<b>E</b>	<i>Excellence</i>	<b>Give your best effort</b>
<b>A</b>	<i>Accountability</i>	<b>Take ownership for your own behaviour</b>
<b>G</b>	<i>Growth</i>	<b>To improve and change for a positive purpose</b>
<b>L</b>	<i>Leadership</i>	<b>To demonstrate positivity and care with integrity</b>
<b>E</b>	<i>Empathy</i>	<b>To demonstrate sympathetic understanding of one another</b>
<b>S</b>	<i>Safety</i>	<b>Think before you act and follow rules to ensure safety for all.</b>

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## School Wide Behaviour Expectations: Hallway



**HALLWAY**

### Respect Myself

- Walk in designated hallway
- Shoes must be worn and tied
- Walk safely

### Respect Others

- Be friendly and quiet
- Keep hands and feet to self
- Follow your leader, and stay on the right side

### Respect Property

- Keep locker tidy and closed
- Respect property including walls, bulletin board and water fountain
- Wear indoor shoes only

## School Wide Behaviour Expectations: Bathroom



# BATHROOM

### Respect Myself

- Wash hands after using the bathroom
- Wear indoor shoes
- Walk safely

### Respect Others

- Use a quiet voice and respect the privacy of others
- Keep hands and feet to yourself
- Return to the classroom quickly and quietly

### Respect Property

- Use bathroom equipment properly
- Clean up after yourself, including placing paper towel in the trash can
- Report any messes to the office



# BOOTROOM

## School Wide Behaviour Expectations: Bootroom

### Respect Myself

- Bring all my belongings into the school upon arrival
- Walk safely
- Outdoor footwear stays in the boot room

### Respect Others

- Wait your turn to enter the boot room
- Respect others as you place shoes on the rack
- Keep hands and feet to self

### Respect Property

- Place wet or dirty footwear on carpet or shelf
- Report any messes to the office
- Set footwear on assigned shelf

## School Wide Behaviour Expectations: Recess



# RECESS

### Respect Myself

- Stay in designated areas
- Use equipment safely
- Wear appropriate shoes and clothing
- Line up quickly when the bell rings

### Respect Others

- Be kind to others
- Share equipment and be a good sport
- Play safe
- Keep hands and feet to self, and rocks and snow on the ground

### Respect Property

- Return all equipment
- Respect and take care of school property including trees and playground equipment
- Take pride in the property and help to ensure litter is picked up

## School Wide Behaviour Expectations:

### Gym



**GYM**

#### Respect Myself

- Use equipment safely
- Wear appropriate shoes and clothing
- Listen and follow directions

#### Respect Others

- Be kind to others
- Share equipment and be a good sport
- Play safe
- Keep hands and feet to self

#### Respect Property

- Return all equipment
- Respect and take care of the equipment
- Stay within the perimeters of the gymnasium

## School Wide Behaviour Expectations: Library



**LIBRARY**

### Respect Myself

- Listen and follow directions
- Respect books and reading areas
- Use inside voices

### Respect Others

- Be kind to others
- Speak to others in an inside voice
- Keep hands and feet to self

### Respect Property

- Return all books to their correct spots
- Books placed with spines facing out
- Respect reading areas

## School Wide Behaviour Expectations: Bus Line



**BUS LINE**

### Respect Myself

- Be on time
- Go directly to your bus line
- Stay in your bus line
- Be alert

### Respect Others

- Keep hands and feet to self
- Walk in single file
- Board bus when prompted

### Respect Property

- Keep belongings close
- Respect school property
- Take pride in the property and help to ensure litter is picked up

## Appendix B



### EE Oliver Elementary School - Behaviour Report

Date:	Student Name:
Homeroom Teacher:	Supervisor:
Time of Infraction:	Possible Antecedent:

Minor Infractions:	Major Infractions:	
<ol style="list-style-type: none"> <li>1. Play fighting</li> <li>2. Splashing in puddles</li> <li>3. Unsafe play</li> <li>4. Teasing</li> <li>5. Inappropriate behaviour</li> <li>6. Dawdling going in/out</li> <li>7. Unsafe dress</li> </ol>	<ol style="list-style-type: none"> <li>1. Defiance of rules</li> <li>2. Disrespect of others/property</li> <li>3. Swearing (verbal/gesture)</li> <li>4. Running dangerously (hallways and classrooms)</li> <li>5. Throwing objects (snow/rocks, etc.)</li> <li>6. Spitting</li> <li>7. Inappropriate bus line behaviour</li> </ol>	<ol style="list-style-type: none"> <li>8. Verbal/Physical intimidation</li> <li>9. Profanity</li> <li>10. Hurtful Teasing</li> <li>11. Exclusion</li> <li>12. Threats</li> <li>13. Physical aggression</li> <li>14. Extortion</li> <li>15. Manipulation</li> </ol>

**Breaking Lunch Rules:**

**Fighting – ½ day in-school suspension at time of incident**

**Area of the School Where Infraction Took Place:**

playground	hallway	bathroom	bus area/line	lunchroom
boot room	Gym	assembly		

Parents are called after 2 minors or after each major infraction: Document conversation on back.

Description of incident: \_\_\_\_\_

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# Appendix C

## Eagle Awards

**EAGLE AWARD**

**NAME** \_\_\_\_\_

**CLASS** \_\_\_\_\_

You are being recognized for demonstrating:

- Excellence
- Accountability
- Growth
- Leadership
- Empathy
- Safety

\_\_\_\_\_

\_\_\_\_\_

Teacher \_\_\_\_\_



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