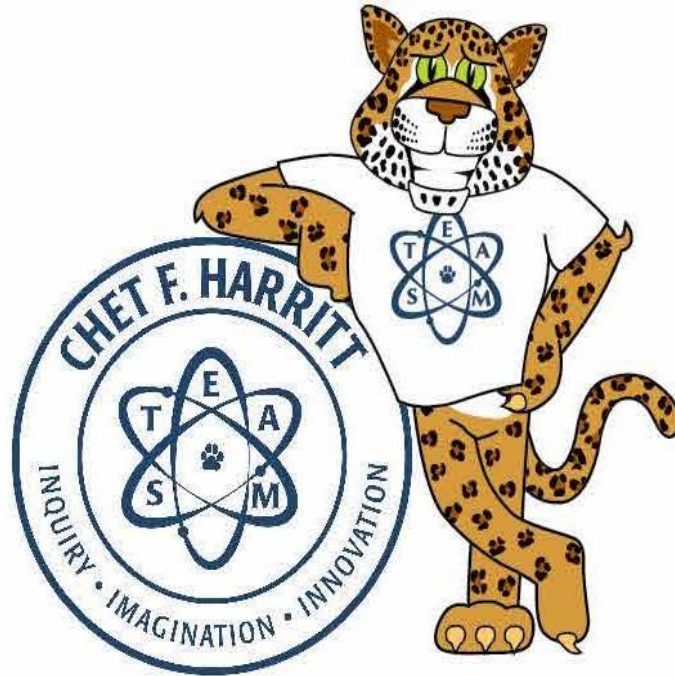


Chet F Harritt STEAM School



PBIS Handbook

Introduction

Dear Chet families,

We are excited to begin every school year with a fresh start and an optimistic attitude! At Chet, we strive to ensure that your child has a positive experience every day at school. In order to do so, we will continue to implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework to teach and reinforce behaviors that we want our students to exhibit at school. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.). We have created this PBIS Handbook in which you can find more information about PBIS, our school-wide behavior plan, acknowledgement system, etc. The school-wide characteristics that we will require all students to know, understand, and follow are:

- **Diligence** by working hard and not giving up
- **Respect** by treating others the way I wanted to be treated
- **Empathy** by thinking of others
- **Accountability** by taking responsibility for my own actions
- **Motivation** by always doing my best

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21st. Century Learning skills. Research shows that when the home and school work together, student learning is more successful. Practice the school-wide expectations at home and encourage your child to DREAM. We look forward to an exciting school year full of new learning.

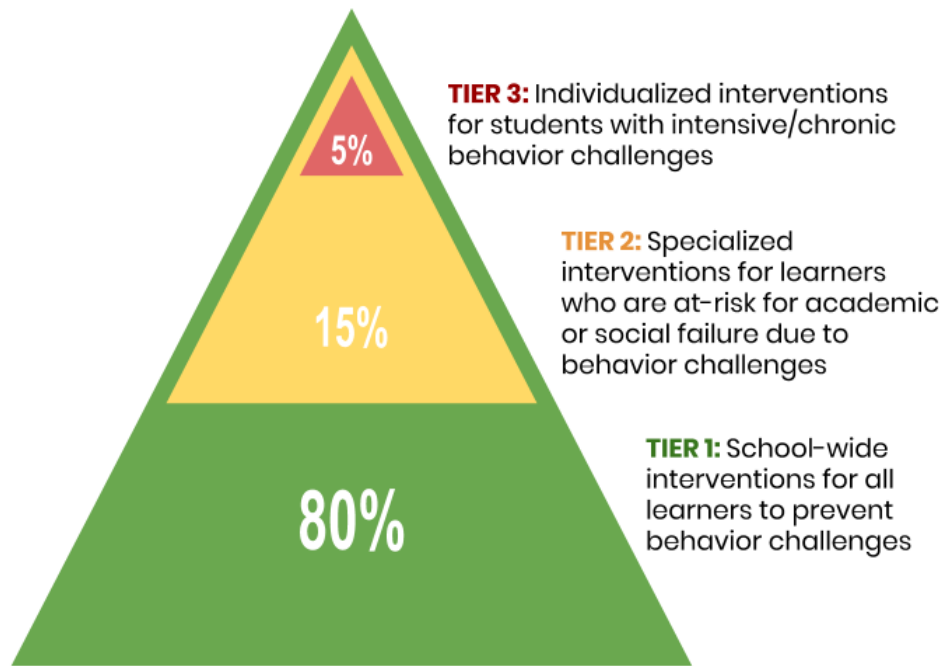
Sincerely,

The Chet PBIS Team

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.



Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Importance of Family Engagement

Research has consistently linked family engagement (or parental involvement) with positive academic outcomes, reductions in delinquent behaviors, and overall increase of self-esteem and self-worth.

Family's Role in PBIS

By working together, families and Chet F. Harritt School staff will reinforce the necessary skills for productive citizenship. Home and school communication is a must when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help them be successful in school. We ask that you support the school's expectations in the following ways:

1. Please spend time reviewing the behavior expectations with your child.
2. Please remind your child of the expectations each day before leaving for school and remind them to always DREAM.
3. Our system is consistent and predictable, so if your child has earned a consequence please support the decision and do all you can to have your child take responsibility for their actions. Your child will be told the reason for the consequence and they should be able to tell you what occurred. If you have any questions regarding the situation, please call the classroom teacher and/or school administration.

4. When your child arrives home from school, talk with them about their day and ask if their behavior was acknowledged with a DREAM Ticket or other privilege/acknowledgment. Ask your child what they did to earn a DREAM Ticket. Please offer your child extra praise and reinforcement for these behaviors.
5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add additional behavior expectations for your home.

Student Matrix

On the following page, you will find our PBIS student matrix that defines how to show Diligence, Respect, Empathy, Accountability, and Motivation at school. Our original Matrix was created during the 2018-2019 school year and is updated as needed. The Matrix is the foundation of how we will teach our students the behavioral expectations here at Chet F. Harritt STEAM School. Everything we have put in place has been a collaborative effort of our teachers and staff. This has not been done by an outside source. Everything we do with PBIS is “homegrown”. Our students, staff, and families will continue to align our goals with our student needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our children.

On the next pages please find our school DREAM Pledge and DREAM Matrix.

Chet F. Harritt Cheetahs

D.R.E.A.M.

At School



As a Cheetah, I will show...

Diligence by working hard and not giving up.

Respect by treating others the way I want to be treated.

Empathy by thinking of others.

Accountability by taking responsibility for my own actions.

Motivation by always doing my best.



	Diligence	Respect	Empathy	Accountability	Motivation
Classroom	Work with a sense of urgency. Stay on task.	Listen/Follow directions. Take care of all property. Use appropriate Voice Level.	Helpful and kind to others. Put yourself in others' shoes. Encourage others to be excellent.	Be ready to work. Take responsibility for your actions and words. Complete homework on time and turn in. Wear appropriate dress code clothing	Do your best. Complete classwork on time.
Cafeteria	Walk Single file line.	Use a talking voice, Level (2). Use good manners. Listen to adults.	Help others. Wait patiently in line. Say "Please" and "Thank you."	Remember your purpose. Be responsible for your choices. Be honest.	Know your lunch number. Get your lunch and all items needed.
Playground	Follow playground rules. Freeze when the whistle blows once. Whistle blows twice - Walk to line.	Listen to adults. Take turns and play cooperatively with the equipment. Use appropriate language.	Be a friend. Include others. Invite others to join activities.	Wear appropriate dress code clothing. Take care of and return all equipment.	Play and have fun. Get moving to get heart healthy.
Hallways	Walking only - never run. Walk promptly to destination.	Travel with a silent voice, Level (0) in between classes. Silent greetings.	Be patient. Keep a clean campus by picking up trash when you see it. Use kind words.	Keep hands, feet, and belongings to yourself Remember your purpose.	Arrive at destination.
PE Locker Area/ Restroom	Use at recess, break, and lunch recess. Keep feet on the ground.	Use a talking voice, Level (2). Take care of school property.	Respect others' privacy. Use kind words. Help stop unkind behaviors.	Remember your purpose. Leave no trace.	Get in, get out.
Media Center/ Assemblies	Stay on task. Listen to adults.	Use a whisper voice, Level (1). Listen/Follow directions. Take care of all property.	Helpful and kind to others. Put yourself in others' shoes. Give your full attention to speakers. Behave how you would want to be treated as a speaker.	Remember your purpose. Leave no trace.	Enjoy your learning experience and time.
Lunch Tables	Find a seat promptly and eat. Clean up after yourself.	Use a talking voice, Level (2). Use good manners. Listen to adults. Raise your hands.	Help clean and be polite. Invite others to sit together.	Remember your purpose. Stay seated. Sit correctly at the tables.	Eat your food, not the food of others.
Bus/Bus Line	Get where you need to be and stay there. Wait in line patiently.	Use a talking voice, Level (2). Listen to the bus driver. Use appropriate language.	Be kind and helpful to others. Be mindful of personal space. Use kind words.	Leave no trace. Be ready and be on time.	Arrive to and from school safely.

Voice Level (0) = Silent, Voice Level (1) = Whisper, Voice Level (2) = Talking