



A Silver Hill Jaguar R.O.A.R.S.

Respect, Ownership, Attitude,
Responsibility, Safety

What is PBIS (Positive Behavior Interventions and Supports)?



A school wide PBIS is a key component of the social emotional learning that is occurring throughout every day in all aspects of the school environment. Each school community has developed their own PBIS using some of the following elements:

- Three to five positively stated and defined school-wide expectations positively defined
- Expectations regularly taught in both classroom and non-classroom settings
- School-wide reinforcement plan to acknowledge expected behavior
- Plan a continuum of consequences for rule violations
- Evidence-based classroom management practices

The core of each school's PBIS is to create a safe and welcoming, learning environment where trusting, supportive relationships are fostered and behavior expectations are explicitly taught.

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

Three Tiers of Support

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports, they are not Tier 2 students.

Tier 1: Universal Prevention (All)

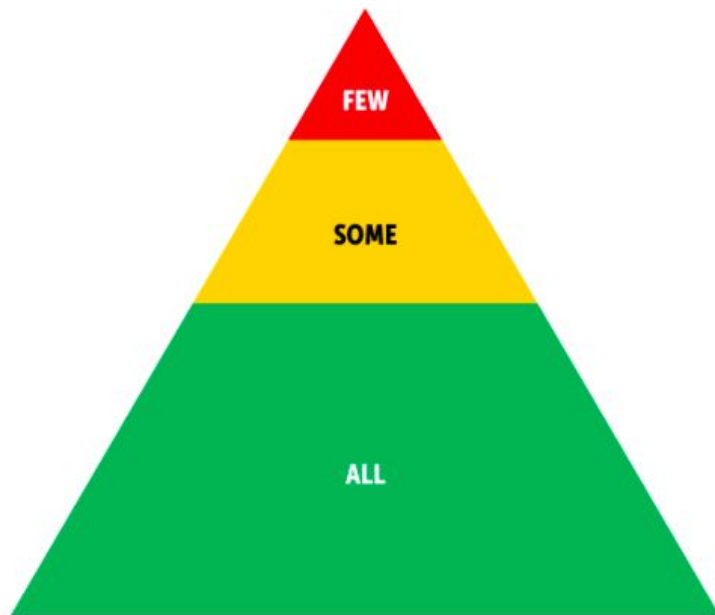
Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.



We are excited to continue our Positive Behavior Intervention System at Silver Hill Elementary!



What is PBIS?

- **PBIS is a framework to address school wide, classroom and individual student social, emotional and behavioral concerns.**
- **It requires the participation of all students, all staff members and guardians for it to be successful.**

WHAT BEHAVIORS WILL BE TAUGHT AND HOW WILL THE STUDENTS LEARN THESE BEHAVIORAL EXPECTATIONS”

- **We have created a fun, easy to remember acronym with each letter representing the behavioral expectations that we will teach and reinforce- **ROARS**: **R**espect, **O**wnership, **A**ttitude, **R**esponsibility, **S**afety**
- **All students will be taught specific behavioral expectations through direct instruction regarding the above character traits in locations throughout the school community. Students will be expected to demonstrate behavioral expectations in all school settings.**



HOW WILL STUDENTS BE RECOGNIZED WHEN DEMONSTRATING THE EXPECTED BEHAVIORS?



PBIS Rewards

PARENT APP

GET IT ON Google Play

Download on the App Store

Available at amazon

FREE

A cartoon illustration of a man with glasses sitting in a chair and using a tablet. A speech bubble next to him says "FREE".



EXPECTATIONS FOR BEHAVIORS

EXPECTATIONS

A cartoon illustration of a boy standing on a podium with trophies, holding a large trophy. A sign with a green checkmark and the word "EXPECTATIONS" is in the foreground. A school bus is visible in the background.








FAMILY APP



English Version



Spanish Version

	Classroom/ Specials	Transitions- Hallway Common Area Arrival/Dismissal	Bus	Cafeteria	Bathrooms	Playground	Assemblies
<p>Respect</p> 	Raise your hand Whole body listening	Quiet mouths Walking feet Hold doors Hands, feet, and objects to yourself	Inside voices Hands and feet to yourself Share seating	Inside voices Wait your turn Follow directions	Inside voices Knock on door before entering a stall Allow privacy Wait your turn	Take turns Share equipment	Respect personal space (EKK) Be Attentive
<p>Ownership</p> 	Participate Accept consequences Do your best work	Accept consequences Be prepared Be on time	Follow driver instructions Follow all bus rules	Clean up your area	Clean up your mess Flush the toilet	Listen for the line up signal Line up promptly Apologize for mistakes	Participate appropriately Respond to peace and quiet sign
<p>Attitude</p> 	Use kind words Be helpful Work together Believe in yourself	Silent greeting Be helpful Be positive and polite	Use kind words Greet the driver Help others Be a role model	Say "please" and "thank you" Use kind words	Use kind words	Include others Be a good sport Use kind words	Be a good audience
<p>Responsibility</p> 	Ask permission Be honest Make smart choices Use and return materials Hold doors	Turn in found items Go to your destination quickly and quietly MYOB	Immediately and accurately report problems	Remain at assigned table Immediately and accurately report problems	Return promptly	Use equipment properly Immediately and accurately report problems	Sit in your assigned area Follow instructions
<p>Safety</p> 	Chair legs on the floor Hands and feet to yourself Walking feet	Walking feet Eyes forward Hands at sides Keep to the right	Walking feet coming and going Bottom on the seat	Walking feet with eyes forward Bottom on chair Wait your turn Hands and feet to yourself Eat your own food	Keep water in the sink Wash hands Hands and feet to yourself	Stay inside designated areas Call an adult for help Hands and feet to yourself	Magic 5 (eyes are watching, mouths are closed, hands on your lap, sit like a pretzel, and listening ears).

Silver Hill's ROAR Pledge

I pledge today and everyday to show RESPECT in every way.

I take OWNERSHIP for my behavior, with a positive ATTITUDE towards my neighbor.

RESPONSIBILITY is on my mind. I try my best every time

SAFETY is seen throughout the School. We care about others and follow the rules.

A Silver Hill Jaguar ROARS!



Click on the link in the image to learn more about the Top 10 PBIS Myths.

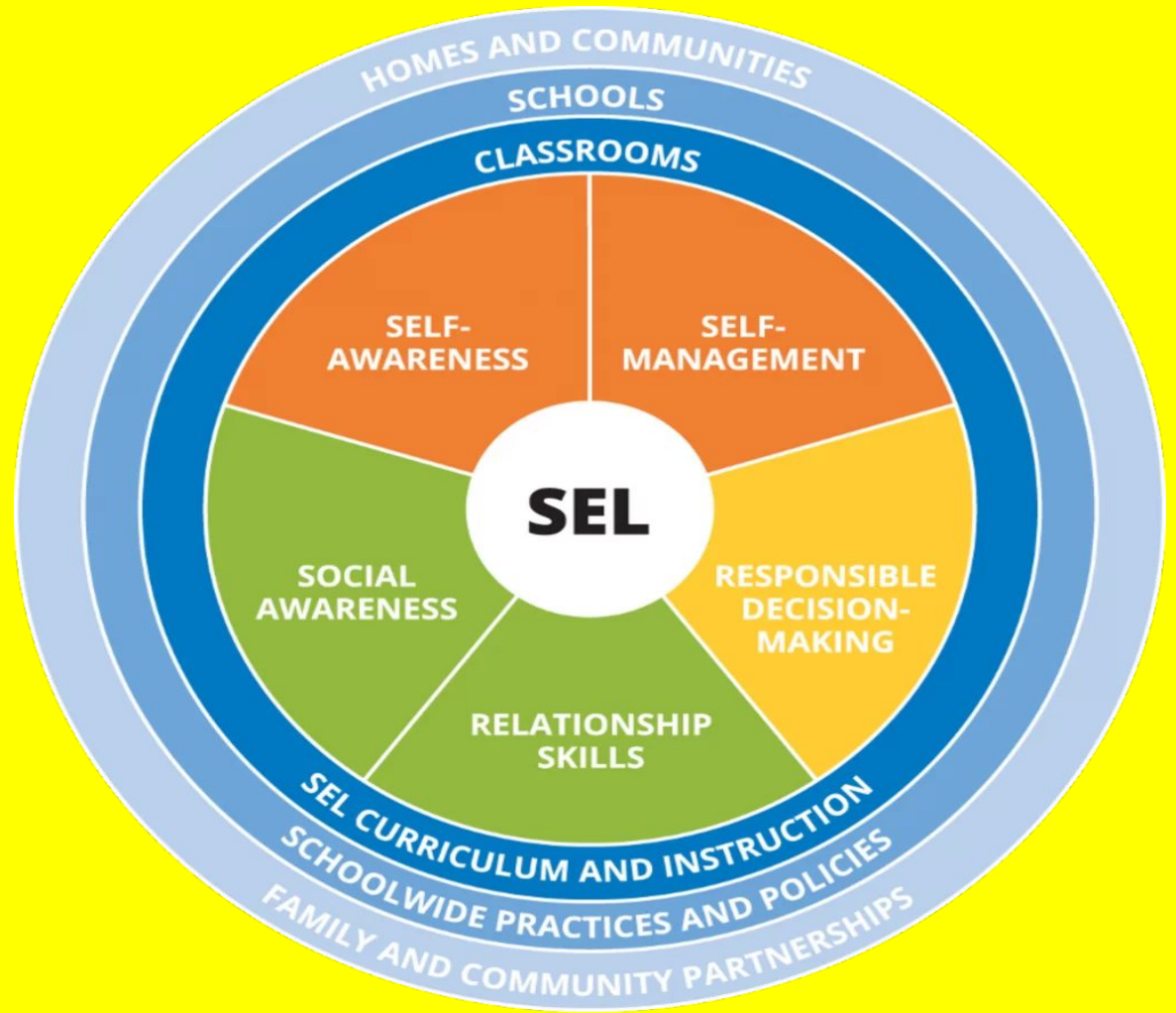
DEBUNKING THE TOP

TEN

PBIS MYTHS



The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. Click on the image to learn more about the importance of SEL Learning.



OUR PBIS TEAM:

Sheila Curran (Therapeutic Support Teacher)

Melissa Burns (Gr. 4 Teacher)

Jenn Prescott (Gr. 3 Teacher)

Samantha Hackett (Special Education Teacher)

Miranda Blanchette (School Adjustment Counselor)

Chrissie Neira (Gr. 5 Teacher)

Tracey Marino (Assistant Principal)

Colleen Staples (Therapeutic Support Teacher)

Shannon Landry (Student Support Coordinator)

Caitlin Limoli (Gr. 1 Teacher)

Michaela Woelfel (Gr. 2 Teacher)

Kristina Morowski (Specialist liaison)

