

## PBIS TEAM AT DONNER

- Ms. Bedwell, Office Assistant
  - Mr. Broxton, Teacher
- Mrs. Franklin, Yard Supervisor
- Mrs. Hernandez-Berry, MH Therapist
- Mr. Jackson, Vice Principal
  - Mrs. Jenkins, Principal
- Ms. Johnson, PTA Representative
- Mrs. Jaeger, School Psychologist
  - Mr. Patterson, PBIS Coach
    - Mrs. Tepolt, Teacher



## 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.

Here is what you can do to support PBIS at Elitha Donner:

- Review school behavior expectations with your child
- Incorporate the four expectations at home
- Provide positive reinforcement (rewarding good choices with compliments or quality time) at home
- Share comments with or ask questions of PBIS team members
- Volunteer your time to help with the Surf Shop or other PBIS events
- Donate new items to the Surf Shop or PBIS raffles
- Donate items for staff incentives

*Together we can achieve more!*

# Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom

Catch the Donner  
**W.A.V.E.**

be **W**ise  
be **A**ccountable  
be **V**igilant  
be **E**mpathetic



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**Elitha Donner  
Elementary School**

## PBIS AND RESPONSIVE CLASSROOM

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. Responsive Classroom is a research-based teaching approach that gives teachers concrete practice for ensuring a high-quality education for every child every day.

This school-wide approach focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Elitha Donner Elementary School is the four school-wide expectations:

### **'Catch the Donner W.A.V.E.'**

**Be Wise:** Make good choices

**Be Accountable:** Be dependable and trustworthy at all times.

**Be Vigilant:** Be free from harm of any kind (physical or emotional)

**Be Empathetic:** Be polite and cooperative with others.

In addition to our school wide expectations, PBIS has four other components:

- 1) Expectations Matrix which explains behavior expectations in each school setting;
- 2) Direct Teaching of the expectations;
- 3) W.A.V.E. cards to recognize expected behavior; and
- 4) Response to Misbehaviors to record and address inappropriate behaviors.

## EXPECTATIONS MATRIX

The expectation matrix is a detailed description of expected behavior in each setting of the school. For example, in the bathroom students will be accountable by using the bathroom for its intended purpose and returning to class quickly. The matrix can be found in the parent/student handbook, on our school's website, and on the back of students' communication folders and agendas.

## TEACHING EXPECTATIONS

Throughout the school year, students are taught how to behave according to the four expectations using the Responsive Classroom Approach. Teachers will help students learn the expectations in each setting during the school day. These lessons are re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

## W.A.V.E. CARDS

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Donner students can earn W.A.V. E. cards for meeting behavior expectations. Students can trade their W.A.V.E. cards for Beach Bucks to spend at the Surf Shop where they can purchase various tangibles or privileges.

## RESPONSE TO MISBEHAVIORS

Even with clear expectations and positive reinforcement, sometimes children will misbehave. Discipline issues are divided into major and minor infractions.

- Major infractions are issues that result in office time. Parents/guardians are always notified by an administrator or teacher about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If a student's behavior results in a loss of privilege and does not improve, it becomes a major infraction and will result in an office referral.

If a student engages in a minor infraction, the following steps are followed:

1. The student is redirected or receives a reminder about the expected behavior.
2. The student is given a "positive in-class timeout" in order to refocus.
3. The student will be sent to a "buddy class" to refocus and reflect on his/her behavior.
4. Potential loss of privilege.

Steps 3 and 4 are recorded in Synergy and an email will be sent home for students who engage in minor infractions.

When a student 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 student.