

**JOHN BIDWELL  
SOCIAL AND EMOTIONAL  
LEARNING (SEL) TEAM:**

- Ms. Henry: Principal
- Mrs. Pam Cajucom: Student Support Coordinator
- Ms. Hughes: 2nd Grade Teacher
- Ms. Gallagher : 3rd Grade Teacher
- Mrs. White: 5th Grade Teacher
- Mrs. Lemons: PE Teacher

**DEARS JB PARENTS AND COMMUNITY,**

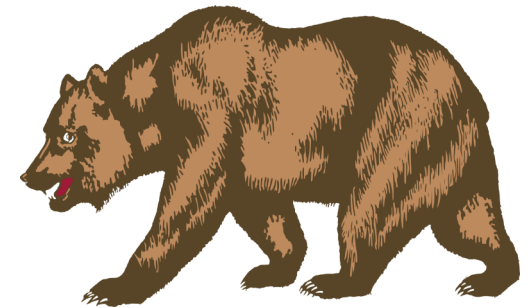
To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the SEL team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at John Bidwell by:

- Reviewing behavior expectations with your child
- Signing and returning the behavior matrix slip sent home with your child
- Using the three expectations at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of SEL team members

***In Partnership,  
JB Staff and Students***

**Positive Behavioral  
Interventions and  
Supports:  
*PBIS Guide for  
Parents and  
Community***



**John Bidwell**

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*The Home of the Bears!*

# WHAT IS PBIS?

**Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students.** This school-wide

approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at John Bidwell School is the three building-wide expectations:

1. **Be Safe**
2. **Be Responsible**
3. **Be Respectful**

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

- 1) **A behavior matrix** which explains behavior expectations in each school setting;
- 2) **Direct teaching** of the expectations;
- 3) **Recognition assemblies/events**; and
- 4) **Behavior intervention sheets** to record and address inappropriate behaviors.

## **BEHAVIOR MATRIX:**

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the Cafeteria it is respectful to say “please” and “thank you.” It is responsible to clean your space. The matrix will be posted in classrooms, around school and sent home.

## **TEACHING EXPECTATIONS:**

**Throughout the school year, students will be taught how to behave according to the three expectations.** Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

## **RECOGNITION ASSEMBLIES/EVENTS**

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At John Bidwell each student will earn BEARS tickets for meeting behavior expectations. When goals are met, students will enjoy rewards, prizes and participation in periodic school-wide celebrations and events.

## **BEHAVIOR INTERVENTION:**

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, a Behavior Intervention Sheet has been implemented. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by the principal 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 child receives repeated minor infractions, it becomes a major infraction and the principal will address the behaviors and parents/guardians will be notified.

**When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and the principal will meet to build an effective behavior intervention plan for that child.**