

WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a preventative and positive multi-tiered system of support that is embraced by National School District to foster a safe and positive learning environment.

PBIS includes four main components:

1. Clearly defining and teaching behavioral expectations
2. Consistently acknowledging and rewarding expected behavior
3. Providing clear and consistent interventions when students break expectations
4. Using behavioral data to assess progress and address needs

John Otis collects data every month in order to improve outcomes and interventions for students (i.e., attendance, reading scores). PBIS data is analyzed regularly by staff and the school's PBIS Committee in order to determine what behaviors need to be addressed, where those behaviors occur, and when the behaviors take place. With this data, John Otis can improve supervision, facilitate school wide re-teaching strategies, and address our specific needs as they arise.

RESTORATIVE PRACTICES

Restorative Practices is a framework and approach of strengthening relationships between students, building social connections within classrooms and schools, and resolving conflict.

John Otis students participate in weekly, restorative circles within their classrooms in order to develop relationships and build community. To support this framework, Sanford Harmony Social Emotional Curriculum is being implemented weekly for grades Tk-6. Circles often start with a prompt (i.e., "What is your favorite game on the playground") and all students have an opportunity to respond. While approximately 80% of circles are used in this manner, circles can also be used to resolve conflict and respond to problems. Circles give all individuals an equal voice in a safe and fun environment.

IMPROMPTU CONVERSATIONS

Impromptu conversations allow students who have conflict to sit together and repair harm by reflecting on the restorative questions together with the help of an adult.



John Otis Elementary

621 18th Street
National City, CA 91950

Positive Behavior Interventions and Supports (PBIS) and Restorative Practices



2018-2019

DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS

John Otis Students “ROAR” to be:

Respectful

On task

Always Safe

Responsible

These expectations are applied to different school environments (i.e., hallway, playground, cafeteria) and scenarios (i.e., problem solving), and taught to students during in-class lessons and behavioral assemblies.





Be Safe	Be Respectful	Be Responsible	Be Kind
WALK on the blacktop	Stop, look, and listen when spoken to by adults	Take bathroom and drink breaks during recess	Use kind words with peers when you disagree
Keep hands and feet to yourself	Take turns	Stop playing and WALK to your line when the bell rings	Allow all students to join in games


ACKNOWLEDGING & REWARDING EXPECTED BEHAVIOR


At John Otis, students are positively reinforced for following the behavioral expectations in a variety of ways. Teachers and staff members reward students with Tiger Tickets when students are, **respectful, on task, always safe, and responsible**. These slips are then turned in by students to earn rewards. Additionally, positive student behavior is shaped with acknowledgment, praise, and classroom incentives.


Tiger R.O.A.R Ticket

 ___ RESPECTFUL

 ___ ON TASK

 ___ ALWAYS SAFE

 ___ RESPONSIBLE



Student _____

PROVIDING CLEAR & CONSISTENT INTERVENTIONS

Students who do not follow expectations receive interventions and consequences to improve their behavior. Teachers correct minor behaviors by referring back to the expectations and having students practice the desired behavior. For students who require additional support, low level interventions are provided (i.e., reflection forms, restorative questions).

For minor behaviors that require additional intervention and parent communication a Tier I Intervention Form is issued. If a student receives 5 Tier I Intervention Forms for the same behavior or exhibits a more serious/dangerous behavior, a Tier II Referral is issued. This includes an office discipline referral to an administrator.

