

Strasburg Elementary School



PBIS School-Wide Behavior Plan *Based on the Philosophy Love and Logic*

Core Beliefs:

- All children can learn. High expectations should be maintained for all students.
- All children deserve to be treated with respect, dignity, and care.
- Quality teaching lies at the center of improved student learning.
- Parents and community are important partners in education.
- Effort trumps ability in terms of academic success.
- Learning is an active, natural process that should be dynamic and personal.
- The most important thing educators can teach students is HOW to learn.
- Effective practice is nurtured by collaboration and teamwork.

Core Beliefs Regarding Behavior:

- No student has the right to interfere with another student's learning.
- Students should be given the opportunity to make decisions and live with the results/consequences, whether good or bad.
- There should be a logical connection between misbehavior and resulting consequences.
- Students should be guided and expected to solve the problems they create.
- Students are human, and as such will make mistakes. Our goal is to help them learn from their mistakes so that they are not repeated.

PBIS, which stands for **Positive Behavior Interventions and Support**, is a proactive approach to establishing the social culture and behavioral supports needed for all students in our school to achieve social, emotional, and academic success.

Our **school committee** consists of Mrs. Sheila Doerschuk, Principal; Mrs. Deb Haglock, Curriculum Director; Dr. Ellen Christy, Teacher and Technical Advisor; Mrs. Sarah Henry, Teacher; Mr. Brett Hershberger, Teacher; Mrs. Traci Hohman, Teacher; and Mrs. Tara Thompson, Teacher.

Strasburg Elementary students will be expected to follow four school **rules**.

Be Respectful
Be Responsible
Be Prepared
Be Safe

A matrix will show students what this looks like in each area. Banners and signs will be visual reminders. A first-day assembly will be held to introduce PBIS, and Boot Camp will give students the chance to practice before consequences are initiated.

Poor choice **consequences** include conferencing with the teacher, tiger time-out, reflection room visits, loss of DRC, phone calls home, and principal visits.

Sending students in an emotional state to a buddy teacher in a new location for Tiger Time-Out gives them the underlying message that they are capable of handling the situation on their own.

Teachers will use specific directives to redirect students to appropriate behaviors. Teachers will gain the student's attention by using the child's name and making eye contact. Teachers will use firm, neutral tones when speaking to the student, and they will refrain from yelling. Positive phrasing will be used so students consistently hear the positive behavior desired. (Example: "Walk down the hall." rather than "Stop running!")

Positive Reinforcement is a behavior modification technique that encourages appropriate behaviors. It affords an opportunity to reward students who are behaving as asked.

Teachers will use positive statements of praise, smiling, compliments, pats on the back, and gratitude in the daily classroom setting. Reinforcement will be consistent, specific, and immediate.

Positive behavior will also be recognized through monthly zero club parties, ten-day rewards, potato head celebrations, and individual and class shout-outs.

Individualized student **goal** setting will be used so students take responsibility and ownership of their learning. These goals will be set by students and teachers in a weekly, private conference.

