

# What is PBIS?

Positive Behavioral Intervention and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to behavioral support focuses on safety and creating a positive environment in which all students can learn.

The foundation of PBIS at Kealakehe Elementary School is the Three School-wide Behavioral Expectations (3 Personal Standards):

- Show Respect
- Make Wise Decisions
- Solve Problems

In addition to our three behavioral expectations, our PBIS program includes the following components:

1. Universal Expectations
2. Student, classroom, and teacher recognitions
3. Tiered Behavioral Support Protocol
4. School Wide Discipline Plan



Kealakehe Elementary  
School Culture and Climate Cadre  
Team Members

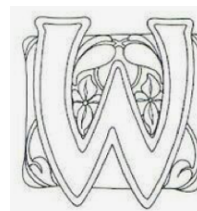
- Mrs. Nancy Matsukawa: Principal
- Ms. Rachel Talasko: RP Coordinator
- Mrs. Chelsea Qualey: K/1 Student Affairs Officer
- Ms. Hope Stocker: 2/3 School Counselor
- Mrs. Gretchen Hayner: PreSchool SPED Teacher
- Ms. Erin Griffith- PreSchool SPED teacher
- Ms. Julie Stark (K)
- Mr. Brett Mc Cardle: K Sped Teacher
- Mrs. Marleen Reeves: 1st SPED teacher
- Mrs. Toni Reynolds: (2)
- Mrs. Shawna Davis (3)
- Ms. Linsi Osland: 3 rd SPED Teacher
- Ms. Amy Stroud: 4th SPED Teacher
- Ms. Megan Delaires: (4)
- Mrs. Breanna Nelson (5)
- Ms. Becky Torpey: 5th SPED Teacher
- Mrs. Leah Benbow: PSAP Child Aide
- Mrs. Marinella Savaresse: Special Education Aide (4)
- Ms. Sonya Bento Mitchell (EA)
- Mrs. Kristen Slavens: SEL SPED Teacher
- Ms. Jeanne Hart: Auditory/Oral FSC SPED Teacher

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## A PBIS Guide



KEALAKEHE



WARRIORS

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## UNIVERSAL EXPECTATIONS

**Daily Welcome and Wish Off:** Every day students are greeted at the door and wished well at the end of the day with a handshake, high five, or hug. Non-classroom teachers should choose a classroom or an area each day to greet each student.

**Warrior Connect:** Everyday a circle should be utilized to check-in (i.e. 1-5, weather) with students. Some teachers do this to start the day, where others conduct them after recess, at the end of the day, etc. This process provides an opportunity for the teacher and students to connect with one another by building relational trust.

**Proactive Classroom Management Plan:** Throughout the school year, students will be taught how to behave according to the Three Personal Standards. Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. They will be retaught and reinforced throughout the school year.

**School Rules Matrix:** This is a detailed description of expected behaviors in each setting of the school. For example, within the cafeteria, respect is shown by “using polite language” and cleaning up after “themselves”. The matrix is posted in classrooms, will be sent home, and posters are being created by students to be posted throughout the school.

**5:1 Immediate Positive Feedback:** Providing students with 5 positive interactions before directly correcting a behavior helps students learn expected behaviors and build stronger relationships with their teachers.

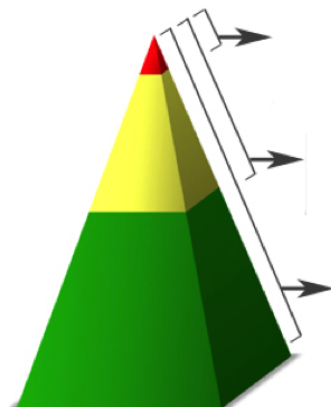
**GLO Rubrics and Recognition:** Each grade level will have a rubric outlining each General Learner Outcomes (GLO's) and hold monthly or quarterly assemblies to recognize each recipient.

## RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior.

*Current:*

- Individual student recognition: Dojo points, GLO's, bucket fillers, etc.)
- Warrior Way Tickets: Every student at KES has the opportunity to earn tickets for meeting behavioral expectations. These cards are placed in drawings in which students have the chance to win prizes. Winners are announced during morning announcements every Friday (can access on KES website)
- PBIS Classroom: Monthly recognition of the classroom exhibiting good behavior and using PBIS strategies
- PBIS Teacher of the Week



## TIERED BEHAVIORAL SUPPORT

**Tier 3:** Individual students, Assessment-Based, Intensive and Durable Procedure (1-5%)

**Tier 2:** Some Students (At Risk), Rapid Response, Small Group Interventions, Some Individualizing (5-15%)

**Tier 1:** All Settings, All Students,

Prevention, Proactive (80-90%)

## SCHOOL WIDE DISCIPLINE PLAN

Even with clear expectations and positive reinforcement, sometimes children will misbehave. Teachers will address minor behaviors within the classroom, unless they become chronic (repetitive) and then the student will be referred to the school counselor, and all major incidents will be referred to administration.

## Parents/Guardians and PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the School Culture and Climate Cadre meets to determine changes and enhancements needed within our PBIS program. We invite your comments, concerns and ideas to make PBIS work at our school.

## Please support PBIS at Kealakehe Elementary by:

- Reviewing behavioral expectations with your child
- Using the Three Personal Standards at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of the School Culture and Climate Cadre members