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Carl Junction R-1 Schools Mission Statement

Carl Junction Schools, in partnership with our community, cultivates a vibrant and diverse learning environment that prepares students to be productive citizens.

Carl Junction R-1 Schools Vision Statement

Carl Junction Schools seeks to create a challenging learning environment that empowers our students to be positive community members who have a sense of understanding and compassion for others along with the courage to act on their beliefs.

K-1 Building Goals

1. 90% of first graders will read at or above grade level, according to the spring reading assessment (DRA).
2. 86% of first graders will read 41 or more words per minute, according to the spring reading assessment (AIMSweb).
3. 95% of kindergarten students will name 30 or more letter sounds in 1 minute, according to the spring reading assessment (AIMSweb).
4. 88% of K-1 students will have 0-1 discipline referrals to the PBS Room/Office.
5. 90% of kindergarten students will count to 100 by 1's, according to the Counting Common Assessment.
6. 95% of first graders will add sums up to 20 (fluency-timed) with 100% accuracy, according to the Addition Common Assessment.

Positive Behavior Supports Defined

PBS is a school-wide system of support that includes strategies for defining, teaching, and supporting appropriate behaviors to create a positive school climate. Instead of focusing on individual behavior management, the focus is on positive behavior supports for all students. Support, or strategies to achieve positive behaviors, are taught in all areas of the school. By focusing on the teaching and modeling of positive behaviors, PBS creates systems of support that improve all areas of life for children. This is achieved by making problem behavior less important. The focus is ALWAYS on the desired behavior.

Why PBS?

Previously, school-wide discipline has focused mainly on reaction to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive behavior are important aspects of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Implementation

Implementation of the PBS system at Primary K-1 is monitored through classroom observations, walk-throughs, and informal and formal surveys. Certified staff members complete the MO-PBIS Self-Assessment Survey in February of each year. Results are used to adjust the program as needed, as well as help administrators prepare professional learning sessions for staff. Primary K-1 has been recognized by DESE (Department of Elementary and Secondary Education) as a Gold Level Implementation school for the last 9 years.

CJ Primary K-1 Expectations

In accordance with PBS universal expectations guidelines, the PBS expectations for CJ Primary K-1 are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as the “Bulldog Code of Conduct.”

I am a Bulldog!

I am Responsible!

I am Respectful!

I am Safe!

Communication of PBS Goals/Data

PBS Room Referral Data will be shared through building newsletters and other forms of paper communication put out by the PBS Staff.

New Student PBS Information

New students (who enroll after school has started) and families will receive the PBS handbook upon enrollment. Students will be taught the Bulldog Code of Conduct by classroom teachers. Classroom teachers will teach/review expectations (all settings) with students immediately and continually. Established students will serve as role models for expectations.

PBS Staff

Sheila Prather- PBS Teacher/Coach

Katie Scheurich- PBS Paraprofessional

Lindsey Hayes- PBS Paraprofessional

Recognizing Individuals Who Achieve Behavior Expectations

Braggin’ Bones- incentive reinforcers to recognize positive behaviors in those individuals found upholding the “Bulldog Code of Conduct.” Students are given Braggin’ Bones by any staff member at any time when students are found exhibiting expected behaviors. Students give the Braggin’ Bones to their teachers. When a class earns 100 bones a celebration is held. School-wide celebrations are held each quarter, when building goals are met.

Students may also need reinforcements beyond the school-wide Braggin’ Bones. Staff can use a variety of reinforcers that are tangible and intangible and range from frequent to occasional use.

- Not all students respond to the same reinforcers
- Some students like peer attention and others do not
- Some students need frequent reinforcers for longer periods of time
- Fair is not always equal (reinforce as needed)

Frequent	Intermittent	Occasional
<ul style="list-style-type: none">• Verbal Praise• Stickers• High-fives• Thumbs-up• Notes Home	<ul style="list-style-type: none">• Phone Calls• Post Cards• Special Privileges	<ul style="list-style-type: none">• Recognition from the Principal• Phone Calls from Principal/PBS Teacher• Pizza Party, etc.

Procedures for Infractions of Behavioral Expectations

Primary K-1 Staff members view social/behavior missteps as opportunities to teach desirable replacement behaviors, pre-correct errors we anticipate may happen, conference with students about their choices, and let students take ownership of making desirable choices. Those behaviors are considered Level 1.

Some behaviors require assistance outside of the classroom, while some behaviors are adequately addressed in the classroom.

Minor behaviors, which are handled in the classroom first, include:

- Negative attitude/inappropriate tone of voice
- Disruption (ex: talking when the teacher is talking)
- Defiance (ex: refusing to do work)
- Minor dishonesty (ex: student says he cleaned up but didn't)
- Arguing
- Mild Physical Contact
- Inappropriate language (ex: slip of the tongue)
- Property/supply misuse

Major behaviors, which are immediately sent to the PBS room, include:

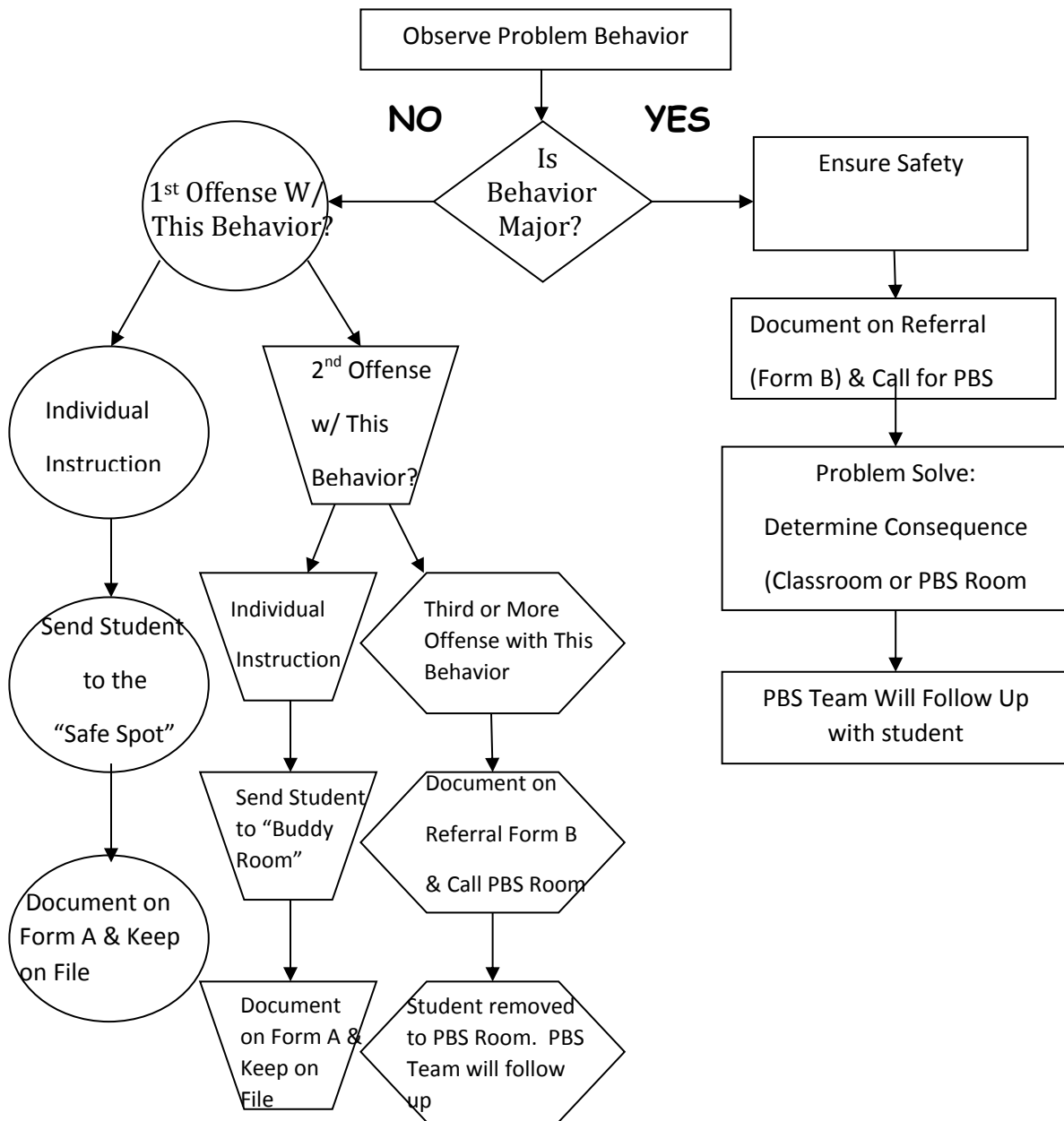
- Possession of a weapon
- Fighting/Physical aggression (Crisis Prevention Intervention focuses on verbal de-escalation of intense behavior and is used by trained staff members)
- Chronic minor infractions
- Leaving school/playground
- Abusive language (ex: major profanity or cursing)
- Extreme property damage/misuse (ex: breaks furniture)

Menu of Strategies to Discourage Inappropriate Behaviors

Consequences for inappropriate behavior should be selected on an individual basis when possible. Logical consequences that align with the inappropriate behavior are often most effective and should be used when possible.

Problem-Type	Definition	Examples	Responses/Consequences
Minor Problem	Infrequent behaviors that can interfere with learning but aren't major. Can cause learning to be disrupted if ignored.	<ul style="list-style-type: none"> • Talking out without raising hand • Leaving seat/spot • Doing things not related to the activity • Talking 	<ul style="list-style-type: none"> • Proximity (teacher stands close to student) • Nonverbal cues • Praise for those on task • Review procedures with whole group and/or individual
Moderate or Repetitive Problem	Behaviors that interfere with learning and disrupt instruction Minor behaviors that continue to occur	<ul style="list-style-type: none"> • Not following directions the first time • Arguing or being disrespectful to the teacher • Continually off-task 	<ul style="list-style-type: none"> • Teacher re-directs • Re-teaches appropriate behavior • Provide choices • PBS Room visit • Hold student conferences • Parent contact • Restriction of privileges • Behavior Plan
Major Problem	Student is physically or instructionally out of control	<ul style="list-style-type: none"> • Refusal to follow rules or comply • Physically out of control and unable to calm oneself 	<ul style="list-style-type: none"> • PBS Room visit • Resource Officer visit • Office Referral • ISS • OSS

Flowchart for Addressing Problem Behavior



Carl Junction Primary K-1 Behavior Expectations Matrix

Bulldog Code of Conduct	All Settings	Restroom	Playground	Cafeteria	Hallway	Assemblies & Field Trips	Bus
I am Responsible	Be on task	Flush toilets	Follow equipment rules	Clean your area	Walk	Sit in one spot	Know your driver and number
	Give your best effort	Wash your hands	Wait your turn	Eat all your healthy food	Go where you're supposed to go	Watch and learn	Know your stop
	Use self-control	Put trash in trash cans	Line up when the whistle blows	Talk quietly		Look for the person with the microphone	Check your seat when you get off the bus
I am Respectful	Be a good listener	Give people privacy	Listen to all adults	Listen to all adults	Walk quietly	Be polite	Keep your bus space clean
	Be kind	Wait your turn	Enter/exit the building quietly	Be polite	Stop, look and listen to adults	Use appropriate applause	Be polite to the driver and others
		Use quiet voices	Play fair	Raise hand for help		Listen	Use quiet voices
I am Safe	Hands and feet to self	Walk to and from the restroom	Stay in play areas only	Walk	Hands and feet to self	Stay with your class	Sit appropriately in your assigned seat
	Keep body calm	Keep water off of the floor	Walk to/from your class line	Remain seated	Keep moving	Follow instructions	Stay seated
		Report problems	Hands and feet to self	Hands and feet to self		Hands and feet to self	Hands and feet to self