

### # 3 Student Behavioral Supports

**Target:** To continue to promote and acknowledge positive behavior and to increase the percentage of children who are following the school's expectations.

**Result Statement:** Students will learn the school's set of behavioral expectations and will be able to demonstrate the expectations in all school settings.

<p><b>Changes in student learning behavior:</b></p> <p><b>Students will:</b> (as developmentally appropriate):</p>	<p><b>Changing Instruction:</b></p> <p><b>Teachers and staff will:</b></p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b></p> <p><b>Teachers and admin will monitor progress by:</b></p>	<p><b>Collaboration and Support:</b></p> <p><b>Teachers will be kept informed by, and support staff trained by:</b></p>	<p><b>Resources, School and District:</b></p> <p><b>School wide supports will include:</b></p>	<p><b>Evaluating Results/Reporting to Families and Community:</b></p> <p><b>Monitoring and evaluation will include:</b></p>
<ul style="list-style-type: none"> <li>Restate the school's behavioral expectations when asked.</li> <li>Apply the expectations in all settings (such as: cafeteria, playground, hallways, <b>as well as all school sponsored activities</b>)</li> <li>Be acknowledged for demonstrating the school's expectations within all settings.</li> <li><b>Participate in grade 4 Student Ambassador Program to model and support PBIS school activities</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Actively</b> teach and model the school's behavioral expectations across classroom and non-classroom settings.</li> <li>Acknowledge students who are modeling the expectations in all settings (<b>including busses</b>).</li> <li><b>Continue</b> to learn and apply behavioral techniques within their classroom setting.</li> <li><b>Have access to Behavioral Specialist/school psychologist who will continue proactive groups and/or class lessons as needed including education in</b></li> </ul>	<ul style="list-style-type: none"> <li>Using school surveys such as the School Safety survey, Surveyworks (<b>if state provided</b>), or the EBS survey.</li> <li>Using the Office Discipline referral cards, behavioral incidents will be tracked via the SWIS (or comparable) computer application program.</li> <li><b>By reviewing</b> data from SWIS or Comparable program by administration and the NES PBIS Team to be shared with teachers.</li> <li><b>By informing</b> faculty of behavioral progress via faculty meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Using faculty meetings, and email updates, teachers will be informed of PBIS progress and have the opportunity for input in all PBIS areas.</li> <li>Continuing to train TA's and bus support personnel in behavioral expectations and active supervision (training by PBIS Team).</li> <li>Continuing to remind staff of the bullying investigation process each year.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for District PBIS team consisting of the behavioral specialist, school psychologist and the NES LEA, to attend State level trainings and additional conferences as required by the Sherlock Center if offered.</li> <li>Fundraisers and donations to support the PBIS cart, school wide incentive assemblies, and folders (<b>such as bumper sticker sale, bazaar and popcorn days</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Updating <b>the</b> progress towards PBIS goals will at PTO, SIT, Parent Newsletter, and staff meetings.</li> <li>Parent participation ES PBIS School based team.</li> <li>Informing parents when child is entered into a Tier 2/3 Behavior Intervention (and exited).</li> <li>Sharing of SWIS data in generalized format to staff.</li> <li>Working with the community in providing acknowledgements for students.</li> </ul>

the area of bullying and emotional management (including empathy, problem solving, respect, friendship).

- Cyberbullying will be addressed during digital literacy sessions as age appropriate.

- Continue to support the NES “Caught Being Good” program

- Continuing with Tier 1 whole class programs **AS NEEDED.**