

Stratton Bobcats



Respectful

Organized

Always Safe

Responsible

Meet our PBIS Team:

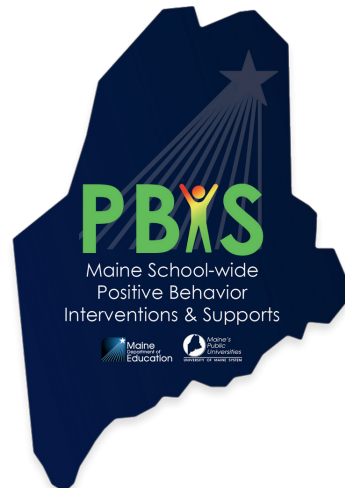
- Tabitha Emery
- Andrea Osganian
- Anna King
- Jesse Hughes
- Ralph McArthur



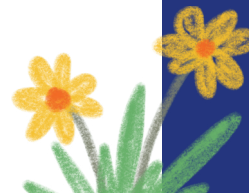
What is PBIS

Positive Behavioral Intervention and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for ALL students. The premise of Maine PBIS is that continual teaching combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning.

Please reach out to any of us if you have any questions or want to learn more about PBIS at Stratton School.



PBIS at





PBIS Mission

The PBIS mission of Stratton School is to help all students reach their greatest potential by utilizing a proactive systems approach and maintaining a safe and effective learning community where our students will learn to be respectful, organized, always safe, and responsible.

What does PBIS look like at Stratton School?

- Clear expectations are posted throughout the school.
- Students, teachers, and staff are able to state the expectations.
- Teachers continuously teach and review the expectations throughout the year.
- Teachers model PBIS for students.
- Students are rewarded for meeting expectations.



Positive Recognition



Staff are reinforcing positive behaviors with "PAWS for a Cause". Students are given a PAW when they are recognized for following ROAR expectations.



Clear Expectations and Rules

Throughout the school year students are taught how to behave according to four behavior expectations. Teachers help students learn what the expectations "look" and "sound" like in every setting during the school day. These lessons are retaught and reinforced throughout the school year, and are a regular part of the instructional day.

Data

Ongoing use of office discipline referral data for decision making is a priority. We localize the problem by location, month, day, grade, behavior, time, and student.

Behavior Matrix

Stratton School Behavior Matrix									
	Classroom	Bathrooms	Office/Nurse	Cafeteria	Hallways	Playground	School Bus	Fire Drill/ Lock Down	
Respect	*Use calm/neutral tone and positive language *Listen when others are speaking *Raise your hand to speak/follow discussion guidelines *Follow teacher directions	*Use calm/neutral tone and positive language *Close doors quietly *Allow privacy of others *0-1 Voice Level	*Use calm/neutral tone and positive language *Use "I" *Use please and thank you	*Use calm/neutral tone and positive language *Use please and thank you *Level 1-2 voice	*Use calm/neutral tone and positive language *Level 0-1 Voice *Look at hallway discipline list *Open and close lockers quietly	*Use calm/neutral tone and positive language *Follow teacher directions *Line up at the bell/whistle quietly	*Use calm/neutral tone and positive language *Talk quietly to seat mate or seat across the aisle *Listen to bus driver directions *Report concerns to the driver	*Use calm/neutral tone and positive language *Follow adult directions *Listen to bus driver directions *Report concerns to the driver	*Use calm/neutral tone and positive language *Meet at assigned classroom spot
	Organized	*Keep your work area clean *Keep personal belongings/distractions in locker or cubby *Return classroom materials *Have materials needed for class	*Put materials where they belong *Wait in hallway, 2 students in bathroom at a time	*Put notes in the tray for office staff *Walk on the back line to line up for lunch *Remember your lunch order, stop talking at choice board line *Get items before sitting, recess gear in assigned spot	*Walk *Stay seated while waiting, feet on the floor *Raise your hand if you need a teacher *Sit patiently at table until dismissed by teacher to dump and line up	*Stay on the right line to line up for destination *Eyes on teacher or destination *Take care of belongings *Return recess equipment at the end of each recess *Be prepared to exit at your stop	*Use outdoor trashcan *Take care of belongings *Keep belongings in backpack *Stay in assigned seat *Be prepared to exit at your stop	*Backpack lap or seat *Keep belongings in backpack *Stay in assigned seat *Be prepared to exit at your stop	*Meet at assigned classroom spot *Single file line *Open/hold door for self, keep moving
Always Safe	*Control voice level *Keep hands and feet to self *Walking Feet *Use materials appropriately *I on the floor	*Wash your hands with soap *Tall your teacher if something is wrong/unsafe *Use all gender bathroom as needed *Leave lights on	*Wait patiently and quietly in front of glass window until the adult is ready *Use all gender bathroom as needed *Leave lights on	*Walk *Stay seated while waiting, feet on the floor *Raise your hand if you need a teacher *Sit patiently at table until dismissed by teacher to dump and line up	*Keep hands and feet to yourself *Walk *Stay in a straight line *Ask teacher permission to enter building *Keep hands and feet to self *Hands and feet to self	*Use equipment and materials properly *Stay in boundaries for grade level *Bottom on seat, feet on the floor *Keep hands and feet to self, and out of aisle	*Wait for driver signal before crossing the street/stand back *Bottom on seat, feet on the floor *Keep hands and feet to self, and out of aisle	*Voice level 0 *Walk *Eye on teacher/adult *Exit out of the closest door	
Responsible	*Give your best effort *Use time wisely/complete work *Lead by example	*Flush *Clean up after yourself *Return to class quickly	*Return to class quickly *Have teacher permission before going to the office/nurse	*Clean up after yourself *Dump tray items in correct bins, wait patiently	*Walk directly to and from destination *Transition in a timely manner *Have appropriate sitting	*Use Second Step skills *Be kind/ include others *Load bus at second bell	*Remain Seated with body facing forward *Stand/Bus at second bell	*Empty hands with body facing forward *Stand/Bus at second bell *Lead by example	

The Behavior Matrix is a detailed description of expected behavior in each setting of the school. The matrix is posted in classrooms and other areas around the school. Students also build a classroom matrix with their teacher at the beginning of the year.



Classroom Systems

Routines and procedures are taught explicitly. Immediate and specific praise is given. Each classroom uses a system to promote positive behaviors and celebrate successes.

