



**MEET THE PBIS TEAM
AT NORTON**

Anthony Williams, Ed..D, Assistant Principal

Johanna Winnie, Coach, Special Education

Delisa Tate, Team Leader, 3rd Grade

Michele Jones, Data Analyst, Behavior Coach

Mary Case, ESOL

Catrice Byrd-Pippins, Pre-K Special Education

Teshara Wilson, SDD-1

Michelle Lattiner-Smith, Interrelated

Rashad Allen—EBD

Lindsay McCulloch—Kindergarten

Lisa Burkes—1st Grade

Rena Smith—2nd Grade

Brenda Milner - 2nd Grade

Desra Brown - 4th Grade

Bernita Houston—Craven - 5th Grade

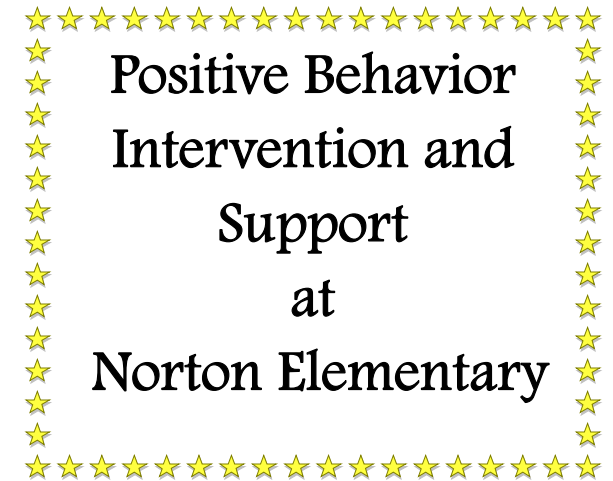
Mandy Gartman - Special Areas

PARENTS/GUARDIANS AND PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at Norton by:

- Reviewing behavior expectations with your child
- Signing and returning the Opportunity Cards sent home with your child in the Friday Bring It Back Folders
- Using the 3 Rs at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members
- Joining our PTA and attending Title I meetings and workshops



**Positive Behavior
Intervention and
Support
at
Norton Elementary**



R. L. Norton Elementary

*3050 Xavier Ray Court
Snellville, GA 30039-5232
770-985-1933*

Ms. Melanie Lee
Principal

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at R. L. Norton Elementary School are comprised of our three core values (the 3Rs):

- Be Respectful
- Be Responsible
- Be Ready

3 Major Components of PBIS

1. Teaching *appropriate behavior in all settings.*
2. Interventions *when behavior expectations are not met.*
3. Recognition *when behaviors are*

		Norton Elementary School				
		Cafeteria	Hallway	Restroom	Playground	Bus
School-wide Expectations	Be RESPECTFUL	NO TALKING ZONES • In the lunch line • SPEAK QUIETLY WITH YOUR NEIGHBORS AT YOUR TABLE • NO PICK UP OR PUT DOWN FOOD • NO PICK UP OR PUT DOWN FOOD AWAY	QUIET • Talk only if there is an emergency • Pick up your trash when walking	QUIET • Enter • Use the restroom • Wash your hands • Leave	BE MINDFUL • Be courteous and polite in actions and speech to everyone • LISTEN AND FOLLOW DIRECTION • BE AWARE OF YOUR SURROUNDINGS • BE MINDFUL OF PERSONAL SPACE	KEEP HANDS AND FEET TO YOURSELF • LISTEN AND FOLLOW DIRECTION • KEEP BUS CLEAN
	Be RESPONSIBLE	PICK UP EVERYTHING YOU NEED WHEN YOU GO THROUGH THE LINE THE FIRST TIME • Pick up all trash whether it is yours or not • When in line	STRAIGHT • Materials in a straight line under the ceiling strip • Hands should be at your side or at your feet • Face forward	BE NEAT AND CLEAN • Hands • Use soap and water to wash your hands • Turn off water • Dry your hands	USE EQUIPMENT PROPERLY • Return all items to their correct place • BRING WINE AND SAFE CHOICES	STAY IN ASSIGNED SEATS • GET ON AND OFF AT YOUR ASSIGNED STOP • FOLLOW BUS PROCEDURES
	Be READY	SET WITH YOUR LEGS UNDER THE TABLE • LEAVE YOUR SEAT IF YOU NEED ANYTHING • FOLLOW COME SYSTEM	SINGLE FILE • You should be behind the person in front of you • Keep the line moving • Remain in an even length apart	BE NEAT AND CLEAN	COME WHEN YOUR TEACHER CALLS YOU • KEEP WOOD CHIPS, ROCKS, STEEL, ALUMINUM, AND DIRT ON THE GROUND	PLEASE USE SEATS WITH OTHERS ON THE BUS

BEHAVIOR MATRIX

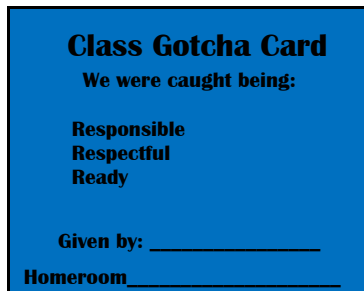
The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the Café, it is respectful to speak quietly with your neighbor when there is a green cone. The matrix will be posted in classrooms, around school and sent home.

TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the 3 Rs. Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

PBIS RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Norton, students can earn Gotcha Cards for meeting behavior expectations. Students are recognized both individually and as classes for meeting these expectations. We have monthly class drawings for Comet Cards. Students can use Gotcha Cards to get classroom privileges.



Gotcha!

I was caught being:

Respectful
Responsible
Ready

Name: _____

Teacher: _____

Turn in to your teacher to enter the PBIS drawing.

RESPONSE SYSTEM

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, a Discipline Flowchart has been implemented where behaviors are divided into major and minor infractions.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by an administrator about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the Teacher. If a child receives 3 of the same minor infractions, or 6 different minor infractions, it becomes a major infraction and an administrator will address the behaviors and parents/guardians will be notified.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and an administrator will meet to build an effective behavior intervention plan for that child.

