



Nanaimo Ladysmith Public Schools

Cinnabar Valley Elementary

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A word about this special edition ...

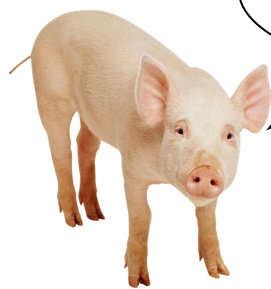
This newsletter is a special edition focusing on our school-wide initiatives around positive behaviour.

Beginning with the professional day in September the staff began reviewing the system known as PBIS—Positive Behaviour Intervention and Support. PBIS is closely linked to the district initiative for student learning called RTI—Response to Intervention. In fact, PBIS is also referred to as Behavioural RTI.

Both PBIS and RTI focus on teaching students and responding to their needs with appropriate interventions when the teaching has not been successful. For PBIS the teaching centres around developing commonly understood POSITIVE behaviour expectations in all areas of the school that are taught and reinforced. In this newsletter you will see the updated matrix as well as learn about the different strategies that the school is undertaking to implement this system. PBIS is not a program—it uses many different resources to reach the goal of creating a safe, caring and orderly school.

I have been a district trainer for PBIS for many years and have worked with a number of schools in the district to develop positive systems to deal with student behaviour. It is exciting to do the same here at Cinnabar!

Ms. Charles



Why do I keep showing up in this behaviour stuff? (Ask your kids!)

The Code of Conduct

- All schools must have a code of conduct that follows the Safe, Caring and Orderly Schools guidelines from the Ministry of Education
- The updated behaviour matrix will become part of the code of conduct, as will the data collection of the problem behaviour slips
- The Code of Conduct is posted on our school website

What's inside!

- 1. Update behaviour matrix—please post on your fridge!**
- 2. Sample think sheets for primary and intermediate students**
- 3. Sample Problem Behaviour Forms for behaviour Tracking**
- 4. Sample Valley Viper ticket**
- 5. An explanation of how all of this works!**

Students have now been introduced to the updated positive behaviour matrix that focuses on clearly stated expectations in 10 areas. The expectations are framed around three broad categories: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL.

At an assembly on November 20 students were taught what safe, responsible and respectful behaviour means. Images, videos and words were used to reinforce these concepts.



(Safe)



(Responsible)



(Respectful)

The updated Valley Viper Tickets were also introduced. These tickets are used to reinforce positive behaviour. Students need to put their name and division on the ticket and put it in the classroom draw bin. Two students per week per class will be drawn and will receive recognition over the announcements and a pencil and a sticker from the office. A second chance draw will occur at the monthly assemblies as well. All winning tickets are being posted on the main bulletin board in the front foyer—the board will fill very quickly!



The Problem Behaviour Forms are used to document incidents with students who are having difficulties in following the behaviour expectations. Minor incidents are dealt with by the adult who responds—and a list of possible actions are suggested. Major incidents are referred to the office for a response. These incidents will result in a behaviour slip being sent home and further follow up.

As PBIS is about teaching and intervening to help students develop positive behaviour skills it is very important to keep track of minor incidents. If students receive 5 or more minor incident slips a letter will be sent home and a plan will be developed to help teach the missing skills. This is the connection to RTI—we intervene when students struggle with academic development and we do the same if students are struggling with behavioural development.

If a problem behaviour or think sheet is brought home (or arrives by email) please sign it and return it to school. If you have any questions about incidents please connect with the office.

PBIS works as a school-wide system. We are developing common language, common expectations and common responses to recognize and respond to both positive and negative behaviour.

