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Tier I—Schoolwide

Tier I Leader

Kate Proctor—kate.proctor@rocketsk12.org

Tier I Team

Kristen Birchard
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Tier II Team (includes SAT)

Tier II Leader

Chris Ellerston—chris.ellerston@rocketsk12.org

Tier II Team

Angie Koebke
Tiffany Meyer
Dora Olson
Michelle Seddon
Kyrie Yarkosky

How Can You Be Involved?

You can:

- Donate items/financial contributions for PBIS Store
- Give your student the SOAR ticket below when they show good behavior for at home
- Serve on the parent committee to improve PBIS
- Help local businesses to contribute to PBIS
- Encourage positive behavior at school with your student



Eddyville-Blakesburg-Fremont Jr./Sr. High
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Eddyville, IA 52553

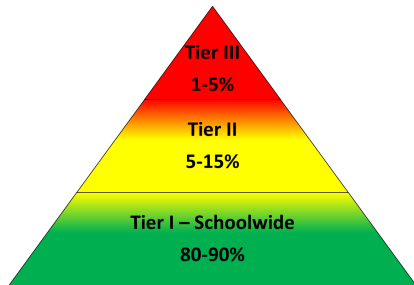
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PBIS: Positive Behavior and Instructional Supports

In this brochure you will learn:

- What PBIS is
- How we and you can use it to reward students
- How we help students who need additional supports
- Contacts for Teams
- How You Can Be Involved



What is PBIS?

PBIS is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is:

- Learned
- Related to immediate and social environmental factors
- Able to be changed

PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement.

Key features of PBS include:

- Administrative leadership
- Team-based implementation
- A clear set of defined positive expectations and behaviors
- Teaching of expected behaviors
- Recognition of meeting expected behaviors
- Monitoring and correcting errors in behaviors
- Using data-based information for decision-making, monitoring, and evaluating building results.

How do we use it to reward students?

Safety
Ownership
Attitude
Respect

The EBF staff have taught the students the school wide expectations for behavior using the acronym SOAR above. Each letter has a set of expectations for the classroom, hallway, cafeteria, bus, athletic events, bathroom/locker rooms, and the use of technology as well.

Students earn SOAR tickets when a teacher elects to acknowledge a positive behavior the student shows. These tickets are saved by students and turned in to earn a vast assortment of prizes. A free ticket is included in your brochure for your student. Please use the SOAR acronym at home to help reinforce these behaviors.

These expectations are school wide and usually affect the behavior of 80-90% of the school population (Tier I). There are students needing temporary additional support and comprise 5-15% of the student populous (Tier II) and about 1-5% require the support of not only the school, but parents, and the community (Tier III).

How do we create additional support?

Students who are not reached effectively using the school wide supports will be recommended for Tier II interventions. The criteria for recommendation include:

- Teacher nomination
- ODR (Office Referral) Data-At least 3 Majors within a quarter
- Grades-At least 2 F's within a quarter
- Attendance-10 Absences per quarter
- Tardies-10 per quarter
- Administrative detentions-At least 2

Interventions will be used to help students who are placed in Tier II with the following:

- Check and Connect—student is assigned a mentor to help keep student on track
- Check In Check Out (CICO)-student sees Dean of Students before and after school to reflect on daily behavior with a sheet
- Newcomers Club-intervention to help new students to school
- Organizational Check-Up-student goes through organization checklists with mentor
- Social Skills-group for students needing education in a skill such as communication or anger management
- Additional Supports in Development

If these supports are ineffective, students are placed in Tier III which involves teachers, parents, and community.