

PBIS TEAM AT VALLEY

Principal

- Mr. Sizemore

Preschool

- Mrs. Ford

Guidance

- Ms. Mihaly

Behavior Specialist

- Mrs. Hicklin

Kindergarten

- Mrs. Hevener (Head Teacher/PBIS Facilitator)

- Mrs. Fisher (PBIS Coach)

1st Grade

- Mrs. Turner

- Mrs. McGuire

2nd Grade

- Mrs. Abbott

- Mrs. Robertson

3rd Grade

- Mrs. Moore

4th Grade

- Mrs. Davis

- Mrs. Simmons

5th Grade

- Mrs. Harold

- Ms. Hollowell

6th Grade

- Ms. Pasco

- Mrs. Humphreys

7th Grade

- Mrs. Paxton

Specialists

- Mrs. Bush

- Mrs. Chestnut

- Mrs. George

- Mrs. Webb

- Mrs. Chaplin

- Ms. Hevener

- Mrs. Gibson

- Mrs. Lindsay

- Mrs. Cauley

- Ms. Massie

- Mrs. Whitson

- Ms. Riley

- Ms. Beard

- Mrs. Hooker

- Mr. Callahan

- Mrs. Waldeck

Cafeteria Staff

- Mrs. Gwin

- Mrs. Moyers

- Mrs. Peters

- Mrs. Swearingin

Bus Drivers

- Mr. Chestnut

- Mr. Phillips

- Ms. Adkins

- Mr. Liptrap

- Mr. Keyser

- Mr. Sweitzer

- Mr. Harold

PARENTS/GUARDIANS & 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 Valley by:

Reviewing behavior expectations with your child

Signing and returning the parent handbook signature page sent home with your child

Using the four expectations at home which are found in the Valley Elementary School Student Pledge

Providing positive reinforcement (rewarding good choices with compliments or quality time) at home

Sharing comments with or asking questions of PBIS team members

Together we can
achieve more!



Achieve 

Valley Elementary School

Where every day is positive!

**Positive Behavioral
Interventions and Supports:**

A Guide to Valley PBIS



Valley Elementary School

98 Panther Drive

Hot Springs, Virginia 24445

540-839-5395

Principal and PBIS Administrator:

Mr. Steve Sizemore

Administrative Assistants:

Mrs. Jean Ann Anderson

Mrs. Pam Hensley

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 Valley Elementary School is our student pledge:

I have Valley Pride. I will be

Respectful through
Organization,
Attitude, and
Responsibility.

I will treat others as I want to be treated!
I am somebody! I will succeed!

In addition to our behavior expectations, PBIS has four other components:

- 1) a **behavior matrix** which explains behavior expectations in each school setting;
- 2) **direct teaching** of the expectations;
- 3) **PBIS Positive Reward Program**; and
- 4) **behavior tracking sheets** to record and address positive & inappropriate behaviors.

BEHAVIOR MATRIX

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the cafeteria it is respectful to use kind words. It is responsible to clean your space. The matrix will be posted in classrooms, around school and was sent home in the Student/Parent Handbook.

TEACHING EXPECTATIONS

Throughout the school year, students are instructed on appropriate school behaviors according to the four expectations. 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 POSITIVE REWARDS PROGRAM

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. Valley Elementary has a PBIS behavioral focus each month and students are acknowledged for exhibiting these behaviors. All VES staff provides positive behavior acknowledgment throughout the school day as well.

BEHAVIOR TRACKING

Valley Elementary monitors student behaviors through a tiered approach. Teachers, counselors, and administrator monitor both positive and negative behaviors of students. Students needs are assigned tiers and appropriate staff makes documented proactive visits to monitor and direct student behaviors for teaching and coaching of positive behaviors. Teachers and administrator reinforce and teach appropriate behaviors and deal with negative behaviors as directed as needed. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

Major infractions are issues that result in office time. Parents/guardians will always be notified by the principal or teacher about major infractions.

Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member. If a child receives three minor infractions in one day, it becomes a major infraction and the principal will address the behaviors and parents/guardians will be notified.

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