

All students have an opportunity (and are encouraged to) move up during the day, even if they did move to yellow or red at some point. Lots of praise and reinforcement will be used as any child moves up on the chart. There will be constant teaching and re-teaching of expected behaviors at school with specific feedback to reinforce them.

The calming room is located centrally near the library, where students can even just take quick sensory breaks if needed (no matter what color they are on).

Color Chart Purpose Statements:

For students

- to feel pride in their behavior.
- to create universal treatment / respect for self and others.
- to increase instructional time for kids with and without disabilities.
- to use consistent language
- to trust the same outcome
- to communicate with parents about daily behavior in school.

Outstanding!	<i>Exceptional behavior in and out of classroom</i>
Ready To Learn	<i>All students present in the room begin at this level to start the day.</i>
Think About It	<i>Minor Behaviors</i>
Parent Contact	<i>Major Behaviors</i>



Calming Room

Calming Room Purpose:

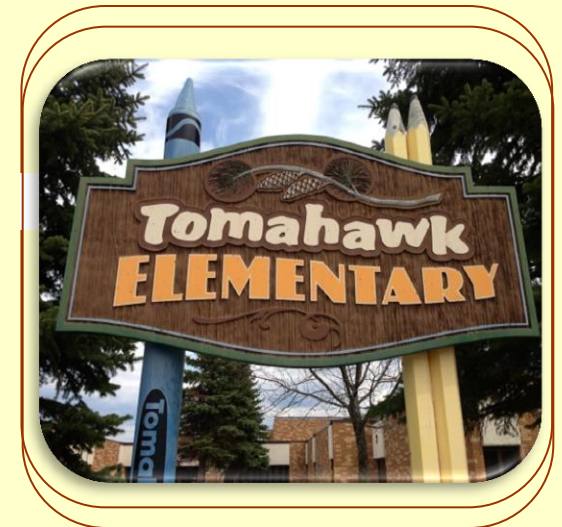
The calming room is staffed by three teaching assistants that have vast experience with kids of all abilities for most of the school day. It is also supported by our PBIS team. The calming room has a structured environment with consistent routines to meet students' needs. It is a positive environment with adult support to help get kids back on track; learning in their classrooms. There will be a sensory area in the room, a reading nook, trampoline, work stations, and much more. The room will be up and running beginning Monday, September 15.



Tomahawk Elementary School

PBIS

~Positive Behavior Interventions and Strategies~



Be Safe
Be Responsible
Be Respectful
Be a good Citizen



Onward! Our 2nd Year!

Positive Behavior Intervention & Supports (PBIS) is a program supported by the Wisconsin Department of Public Instruction and Tomahawk Elementary School to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy designed to help all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Tomahawk implemented the program last year. This summer, our school was selected by the **Wisconsin PBIS Network** as a **School of Merit** for our work accomplished through the implementation of Positive Behavioral Intervention & Supports.

Thank you for
your support!

-Tomahawk Elementary
PBIS Committee

Expectations

We are shifting our focus to recognizing and rewarding the good behaviors that we want children to demonstrate, instead of only using consequences for negative behavior. Teachers will be teaching, re-teaching, and reinforcing the expected behaviors on day one. By detailing every expected behavior and teaching in a positive way, we will provide a common language for everyone in our building. Students and staff share a common language of the expectations such as using voice level charts 0-3 so students know how loud it should be in the cafeteria (0-2) versus while working silently (0) in the classroom.

Our school rules will specifically address:

- *Be Safe
- *Be Responsible
- *Be Respectful
- *Be a Good Citizen



These rules now hang in many areas of our building for reminders. Look for them on your next visit.

Positive student behaviors are reinforced with "Hatchet Handles" which students can turn in to their classroom teacher to earn weekly rewards. If classroom's meet their monthly goal for earning a goal amount of hatchet handles, they too receive a classroom reward decided on with their teachers such as pajama day, extra recess time, etc.



New This Year

Implementation of Color Charts

Staff members are using a color chart in their classrooms as a school wide behavior system.

All students start the day on green which is "Ready To Learn". Your child has the opportunity to move up to blue which is "Outstanding".

If your child initiates or displays a minor behavior such as disruption, inappropriate language, physical contact, etc., then he/she will be moved to yellow which is "Think About It".

If your child displays a major behavior such as bullying, fighting, physical aggression, etc. he/she will be moved to red which is "Parent Contact". At red your child will be asked to leave the classroom to go to our "calming room".

In the calming room, your child will be have the opportunity to deescalate, work on school work independently and talk through the problem with an adult. Parents will be notified and a note will be sent home to be signed if your child goes to the calming room for a red behavior.

***Continued on back**