

# William B. Ward Elementary School

## We C.A.R.E. Program

I will be **C**ooperative.  
+ I will **A**ct Responsibly.  
+ I will be **R**espectful.  
**EXCELLENT STUDENT**



Many thanks,  
The P.B.I.S. (We C.A.R.E.) Committee

# “Building Success One Student at a Time.”

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

*(Illinois PBIS Network, Revised May 2008. Adapted from "What is school-wide PBS?", OSE Technical Assistance on Positive Behavioral Interventions & Supports. Access at <http://www.pbis.org/schoolwide.htm>)*

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

The principles and practices of PBIS are consistent with federal education mandates such as the *No Child Left Behind Act* (NCLB) and the *Individuals with Disabilities Education Act of 2004* (IDEA 2004), As well as New York State’s *Dignity for All Students Act*. PBIS integrates state school improvement initiatives including such as Response to Intervention to assist schools in meeting educational goals and mandates.

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## **William B. Ward Elementary School School-Wide Behavioral Expectations**

### *A Guide for Teaching School-Wide Behavioral Expectations*

William B. Ward Elementary School will move towards utilizing a proactive approach to behavior that incorporates the principles of Positive Behavioral Interventions and Supports. The underlying principle is that behaviors that are attended to are the behaviors that will be increased. As the teachers and staff at Ward School pay more attention to positive behaviors, this will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors. This is designed to be an interactive approach that includes opportunities to correct and improve the following Four Elements of PBIS:

- ❑ Clearly defined **outcomes** including behavior targets
- ❑ Research-validated **practices** including interventions and instruction
- ❑ Supportive administrative **systems** in order to support the continuation of PBIS
- ❑ Collection of **data** and use of information for problem solving.

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**William B. Ward Elementary School**  
**We C.A.R.E.**  
**Behavior Plan Summary**

The WE C.A.R.E. program is a behavior modification program which strives to emphasize the positive behavior of the children in all aspects of their school life. It aims to standardize our school routines and behavior vocabulary in the classroom, hallway, bathroom, cafeteria, auditorium, playground and bus. The following is a summary of the behavior goals.

**A. School wide Vocabulary:**

**Acronym:**

C=Cooperation

A= Act Responsibly

R=Respectful

E= Excellent Student

- 1- Please use this vocabulary and highlight these values with your students.
- 2- Please use the 0-4 voice level vocabulary in your classrooms.
- 3- **0 = no talking; 1 = very soft level; 2 = low level; 3 = classroom audible; 4= playground level.**

**B. Arrival / Dismissal:**

- 1- Please advise the students to walk up or down the steps and aisles on the right side. Voice level should be level 1 in the hallway (soft talking).
- 2- Please freely compliment classes/students who behave appropriately. The underlying philosophy is for us to be a community which emphasizes the positive.  
\*Playground Monitors and classroom and lunchroom aides will be following the same guidelines.

**C. Auditorium Behavior:**

- 1- Have children enter single file on the right side of the aisle in a 0 voice level and take their seats quietly. They listen for directions for dismissal.

**D. Bathroom Behavior:**

- 1- Students leave their classrooms quietly at a 0 voice level. They tend to their needs, wash their hands and return to their classes quickly.

**E. Cafeteria:**

- 1- Children enter and leave single file in a 0 voice level and may socialize at a number 1 voice level. They line up single file and walk up and down on the right side.

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