



2024

PBIS HANDBOOK

Our community commits to grow together in virtue through respectful, responsible, resourceful and resilient attitudes and actions as we become who God intended us to be.

BACKGROUND INFORMATION

Positive Behavior Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional and spiritual growth. PBIS fosters positive, predictable and safe learning environments where everyone in our faith community can grow in virtue. The aim of PBIS is to establish a healthy school climate and culture, increase student engagement and instructional time and empower students to play a central role in their education. Research shows that PBIS consistently leads to reduced exclusionary discipline and improved student and teacher outcomes.

PBIS supports the mission of Saint Timothy Catholic School to joyfully instill a love of Christ and empower every child to achieve, lead and serve with integrity and compassion.

www.pbis.org



PURPOSE STATEMENT

Our community
commits to grow
together in virtue
through respectful,
responsible, resourceful
and resilient attitudes
and actions as we
become who God
intended us to be.

THE FOUR Rs

RESPECT

Honoring God; showing regard for yourself and those around you and being a good steward of your materials

RESPONSIBILITY

Being reliable in your duties and accountable for your actions

RESOURCEFULNESS

Using the skills you have and the strategies you know to solve problems

RESILIENCE

Persisting through challenges and overcoming obstacles, demonstrating the virtue of fortitude

THE HOUSE SYSTEM

THE FOUR HOUSES

The implementation of a House System for the 2024-2025 school year will aim to strengthen community, increase accountability for our campus-wide high standards and celebrate our student's acts of virtue. Our 5th-8th grade students and all faculty are sorted into four houses based on the spirituality groups: The Dominican House, The Salesian House, The Ignatian House and The Franciscan House. Each House has unique colors, motto and cheer to promote a spirit of connection and belonging.

JUNIOR HOUSES

Each 1st-4th grade level will be paired with a House for the school year and will gather with the House once or twice per trimester for mentoring and fellowship. Kindergarten and preschool classes will receive frequent visits and support from our advisories.

HOUSE ASSEMBLIES

The House Assemblies will be held in the gym and the acts of virtue from each house will be recognized and celebrated. Junior Houses will attend school-wide assemblies with their House.

HOUSE LEADERSHIP

HOUSE LEADER

The House Leader is an Advisor appointed by administration.

HOUSE AMBASSADOR

The House Ambassador is a student nominated through their Advisory, presents to the House and is elected by a majority House vote. Prior to elections, Advisory groups select nominees through a community circle.

HOUSE COUNCIL

The House Council consists of four representatives, one from each grade level, who apply and are selected by the House Leader and Ambassador.

EXPECTATIONS MATRICES

The following matrices clearly define expectations for each environment and are displayed in the respective locations throughout campus.

THE HALLWAY

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will walk quietly and keep my hands to myself.	I will travel directly to my next location.	I will transition efficiently from class to class.	If there is another class walking through, I will let them pass by first.
I will say thank you when someone holds the door for me.	If I notice someone who needs help, I will let a teacher know.	My locker, desk or cubby will stay organized.	I will avoid distractions and unnecessary stops in the hallway.
I will hold the door for the person behind me.	I will gather everything I need for the next classes when I am at my locker.	I will take my restroom breaks between classes after checking in with my teacher.	I will use hallway travel time to reset and be prepared for my next class or activity.
I will greet visitors, teachers and other students in the hall.	I will turn in my personal devices (cell phones, SMART watches) to the front office when I arrive to school.	I will fill up my water bottle in between classes or activities.	If artwork falls off of the wall, I will hang it back up or bring it to the closest classroom.

THE CLASSROOM

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will show active listening by facing the teacher or presenter.	I will use classroom materials appropriately.	If I miss class, I will find out what I missed.	Even when work is difficult for me, I will keep my words positive.
I will keep my hands to myself.	I will clean up after myself after each class or activity.	If I am missing work, I will make a plan with my teacher.	If I don't understand, I will seek extra help.
I will use appropriate volume when speaking in class.	I will keep my desk free of anything I do not need for class.	I will come to class prepared with the correct materials.	If there are disagreements in a class activity or group work, I will be positive and fair in solving the problem. I will seek a teacher's help if needed.
If I need to borrow supplies or materials from the teacher or a friend, I will return them when I am done.	I will make sure there is a teacher in the classroom before entering	I will use my study hall time to catch up on missing work, study or get ahead in my classes.	I will take acknowledge my mistakes and be better next time.

THE BATHROOM

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will clean up after myself.	I will use the bathroom for the intended purpose only.	If there is a mess that I am capable of cleaning, I will take care of it.	If there's a line for the bathroom, I will patiently wait my turn.
I will keep my hands to myself.	I will plan and limit my bathroom breaks.	If there is a shortage of supplies in the bathroom, I will let my teacher know.	
I will give others the privacy they need and deserve.	I will use the correct grade level bathroom.	If I see something is wrong with the bathroom, I will try to solve the problem. If I can't, I will let a teacher know.	I will return to class quickly after using the restroom.
I will leave the bathroom as clean as I found it.	I will leave all unnecessary items outside of the restroom.		

THE CAFETERIA

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will keep my hands to myself.	If I am a cleaner, I will do my job fully and efficiently.	I will tell a teacher before lunch time if I do not have a lunch for the day.	I will patiently raise my hand if I need something from the teacher.
I will fall silent when the lights go out.	I will manage my items and space to help keep the cafeteria clean.	If I need a napkin or utensil, I will find what I need from the front table.	If I am not seated near a close friend, I will spend time making conversation and getting to know others better.
I will follow directions the first time they are given by a teacher.	I will stay in my teacher-assigned seat.	I will use sign language to ask to go to the bathroom or water fountain.	If I am asked to clean something, I will do so without explanation.
I will ask the teacher in charge before leaving the cafeteria.	If there is something happening that impacts the safety and wellbeing of others, I will report it to an adult.	I will make sure I am eating my lunch while I socialize.	I will wait until others return from the bathroom before it is my turn.

RECESS SPACES

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will keep my hands and feet to myself.	If there is something happening that impacts the safety and wellbeing of others, I will report it to a teacher immediately.	If equipment is out of bounds, I will let a teacher know so it can be retrieved appropriately.	If there are disagreements in a game, I will be positive and fair in the solving the problem and will seek a teacher's help if needed.
I will use all equipment for its intended purpose.	I will pay attention to where I am running and playing and to those around me.	I will use this time to check in with teachers about missing work. I will ask them ahead of time to stop by.	If there is something that I don't agree with in a game, I will walk away and play something else.
I will respect other's talents and abilities and use my words to encourage.	I will return all equipment to the right location so others can use it.		I will be willing to compromise.

ADORATION

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
During Adoration, my body language will reflect my faith and what we believe as a school.	I will use the bathroom before Adoration.	I will prepare for Adoration by planning ahead how I will use my time with God. This will make my time more meaningful.	If it is hard for me to be still or quiet, I will ask God for help.
I will genuflect on two knees when I pass Jesus in the Monstrance.	I will be reverent in the Middle School hallway during hours of Adoration.	If there are Adoration aids available (prayer books, rosaries, etc.) I will use them to help focus during Adoration time.	If there are distractions near me, I will remain focused.

THE CHURCH

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will silently bless myself and genuflect at my pew when I arrive to Mass.	I will use the bathroom before attending Mass. If I need to go during Mass, I will make sure that I am not leaving during the Consecration.	I will use the time to pray for those who need God's Grace.	If there is a distraction near me in the church, I will remain focused on the Mass.
I will sing the hymns and reverently participate in each response.	I will remain kneeling until my row is going up for Communion.	If I cannot reach a hymnal, I will share with my neighbor.	I will forgive others in my heart before receiving Communion.
I will show active listening throughout the entirety of Mass.	I will make sure my hands are clean and raised high if I am receiving Christ on my hands.	I will use my hands to move the kneelers gently before Mass begins.	Even when it is cold outside, I will wait until I have exited the church to put on a hat or hood.

THE CLINIC & OFFICES

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will say thank you to clinic and office staff who help me.	I will not use the clinic for reasons other than sickness.	If the clinic is locked, I will go to the front office.	If there is a line in the clinic, I will be patient.
I will enter quietly and wait until I am addressed.	I will return any borrowed items from the clinic in a timely manner.	If the clinic is busy and my need can wait, I will go back to class and visit another time.	If the front office team is helping visitors, I will wait at the window until they are available.
I give others the privacy they need and deserve.			

CARLINE

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will listen to the instructions of the teachers.	I will watch for my number to come on the board in the classroom.	If I do not see my car, I will walk up and down the sidewalk to try to find it.	If I miss my car, I will head promptly to the End Zone to wait for my ride.
I will keep my hands to myself.	When my round is called, I will go straight to the front or side.	If I forget an item inside, I will ring the office doorbell for help.	If my car is not where I expect, I will ask a teacher for help.
I will greet the person picking me up when I get to the car or bus.	I will stay on the sidewalk until I hear the bell.		

ASSEMBLIES

RESPECTFUL	RESPONSIBLE	RESOURCEFUL	RESILIENT
I will be an active listener and participant.	I will use the bathroom before the assembly.	If I'm uncomfortable, I will communicate that with my teacher or with my neighbor.	If I am having trouble seeing, I will ask my neighbor not to block my view or ask my teacher for a new spot.
I will applaud and cheer appropriately.	I will bring only what is needed for the assembly.		
I will follow the directions of the presenters.	I will remain seated until my class is dismissed.	I will use sign language to ask my teacher to use the restroom.	I will be patient and stay quiet if interruptions occur.



ELEMENTARY REWARD SYSTEM

Students in Kindergarten through fourth grade can earn a point for themselves, their class and their grade level by demonstrating one of the four Rs without prompting. They will receive a ticket with their name to be entered into the weekly drawing and to count toward the monthly and trimester rewards. Tickets can be awarded by any teacher or staff member and will be stored in each classroom. Tickets will be available to all staff in the front office.

- **Weekly Individual Reward:** Every Friday a drawing will take place in the classroom for a student to earn an individual reward from the class Reward Board.
- **Monthly Class Reward:** Each month, the class will aim to acquire a certain number of tickets needed to earn a class-wide, predetermined reward (such a themed dress out day, popcorn snack, etc.)
- **Trimester Grade Level Reward:** Each trimester, the grade level will agree upon a Trimester Grand Prize (such as a movie in the gym, ice cream sundae party, etc.) The number of tickets needed to earn the Grand Prize will be determined at the start of each trimester. If the grade reaches their number goal prior to the end of the trimester, they will participate in a Grand Prize!



MIDDLE SCHOOL & JUNIOR HIGH REWARD SYSTEM

Students in 5th-8th grade can earn a point for themselves and their House by demonstrating one of the four Rs without prompting. They will receive a ticket with their name, the date, the correlating R and the awarding teacher to be entered into the weekly drawing and to count toward the monthly and trimester house rewards.

- **Weekly Individual Reward:** Every Friday a drawing will take place on the morning announcements and one winner from each house who has earned points that week will receive a reward (such as a House Shirt Dress Down Pass for the following Monday, or Tuesday for holiday weekends.)
- **Monthly House Reward:** Each House who reaches their monthly goal will receive a reward at the end of the month (such as gatorade provided during lunch, lunch outside, etc.)
- **Trimester House Reward:** The House who earned the most points for the trimester will receive the Trimester Grand Prize (such as a field trip to go bowling or to the movie theater.)

Each Thursday afternoon, the student leaders from each House will count and record the data from the tickets collected throughout the week.

HOUSE ASSEMBLY SCHEDULE

August 23rd: PBIS and House Introduction Assembly

August 30th: House Sorting

September 6th: Advisory

September 13th: Advisory

September 20th: Advisory

September 27th: Senior House Assembly and Elections

October 4th: Advisory

October 11th: Advisory

October 18th: Advisory

October 25th: Senior House Assembly and Meetings

November 1st: Advisory

November 8th: Advisory

November 15th: Advisory

November 22nd: Senior House Assembly with Junior Houses

End of Trimester 1

December 6th: Advisory

December 13th: Advisory

December 20th: Advisory

January 10th: Senior House Assembly and Meetings

January 17th: Advisory

January 24th: Advisory

January 31st: Advisory

February 7th: Senior House Assembly and Meetings

February 14th: Advisory

February 21st: Advisory

February 28th: Advisory

March 7th: Senior House Assembly with Junior Houses

End of Trimester 2