

PBIS

NORTHSIDE ELEMENTARY

Positive Behavior Interventions and Supports Handbook



2018-2019

Northside Parents and Guardians,

This school year, Northside will continue implementing PBIS to provide structure to our school-wide behavior management. It incorporates some of what we had already been doing, but also brings in some fresh new ideas. Please take some time to read through this condensed parent version of our PBIS Handbook to familiarize yourself with our overall system. If you have any questions, please feel free to contact me or your child's teacher. Thank you for your continued support of Northside!

Ryan Asher

Principal

Positive Behavior Interventions and Supports

What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who developed the School-wide PBIS Plan?

The MTSS (Multi-Tiered Systems of Support) Team developed the plan. This team is representative of various roles at Northside to ensure multiple perspectives are considered. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. This team, along with the input of all staff members, developed a common school-wide set of expectations known as the Northside Code. All school rules and routines use this Code as the foundation.



Why Do We Have School-Wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. *We will continue to incorporate the concepts and language of the Leader in Me and the the 7 Habits, but by focusing on four simple rules it is easier for students to remember.* It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules, it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the MTSS Team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Putting away your equipment in the gym is an example of **Being Safe** because someone could trip on it and get hurt.
- Saying “thank you” to a classmate when they hold a door open for you is an example of **Being Kind**.
- You were **Being Responsible** when you asked your classmate to walk in a straight line in the hallway.
- You are **Being a Learner** by using active listening during instruction time.

The Northside Expectations charts use the school-wide rules, known as the Northside Code, to identify specific behavioral expectations across all school settings. All staff and students in the school are expected to know the Northside Code. To be most effective, regular teaching using the school-wide rules should become part of the school culture. An example of one of the expectation charts is on the following page.

Northside Expectations

Be Safe Be Kind Be Responsible Be a Learner

Hallway

I am safe.	I am kind.	I am responsible.	I am a learner.
Walk on the green and yellow lines. Keep hands to yourself. Use walking feet. Leave a space between me and the person in front of me.	Hands by my side. Level 0 voice. A voice level 1 will be used if a problem occurs.	Go directly to destination. Keep hallway clean. Do not touch walls, displays, or bulletin boards.	Go directly to destination, so learning can continue.

Positive Teaching Examples	Negative Teaching Examples
<ul style="list-style-type: none"> ● Walk on the green or yellow lines. ● Form a single line, one behind the other. ● Walk with hands, feet, and body to self. ● Eyes and ears are attentive to teacher or adult. ● Stop quietly at designated areas as directed by the teacher. ● Respect the learning environment of other classes. ● I will not disrupt the learning of others. 	<ul style="list-style-type: none"> ● Looking backwards. ● Running hand or pencil along walls, displays, or bulletin boards, ● Running in the hall. ● Talking loudly (level 2 or above) ● Walking too close to another person. ● Touching another person. ● Stopping to hug or chat with others. ● Looking into classrooms (waving, etc.)

Practice/Role Playing Activities

Monitoring Expectations, Routines, and Behavior

While it is essential to establish school-wide expectations and routines to teach positive behavior, it is also essential to monitor student behavior to ensure the Northside Code is followed. Classroom Clip Charts will serve as the basic behavior monitoring system for all students. The advantage of clip charts is that they provide opportunities to not only correct negative behaviors, but to acknowledge positive behaviors as well.

Classroom Clip Charts: Each student has a labeled clip and all students begins the day with his/her clip on green “Ready to Learn.” Students move their clips up or down the chart based on the choices they make. Each individual teacher will have his/her own rewards and consequences.



Special Area Clip Charts: The Special area teachers have an abbreviated version of the classroom clip chart which is based on class, not individual behavior. Special area teachers will establish expectations for clip movement within each classroom.



Acknowledgment System Overview

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. The table below outlines the different forms of acknowledgements students can receive for demonstrating positive behavior:

Daily	<ul style="list-style-type: none"> ● Students will be able to “clip up” for making good choices and meeting expectations. ● Code Coupons will be awarded for going above and beyond in demonstrating Northside Code. ● Students will have the opportunity to earn “Brag Tags” for specific purposes. ● Classes/students will be recognized for demonstrating appropriate hallway behavior on “Hall of Fame”.
Weekly	<ul style="list-style-type: none"> ● Weekly Code Coupon drawing from each classroom. These students will draw from the Principal Prize Box.
Monthly	<ul style="list-style-type: none"> ● Students from each homeroom will be nominated as a Leader of the Month. They will be recognized on school bulletin board and will draw from the Principal Prize Box.

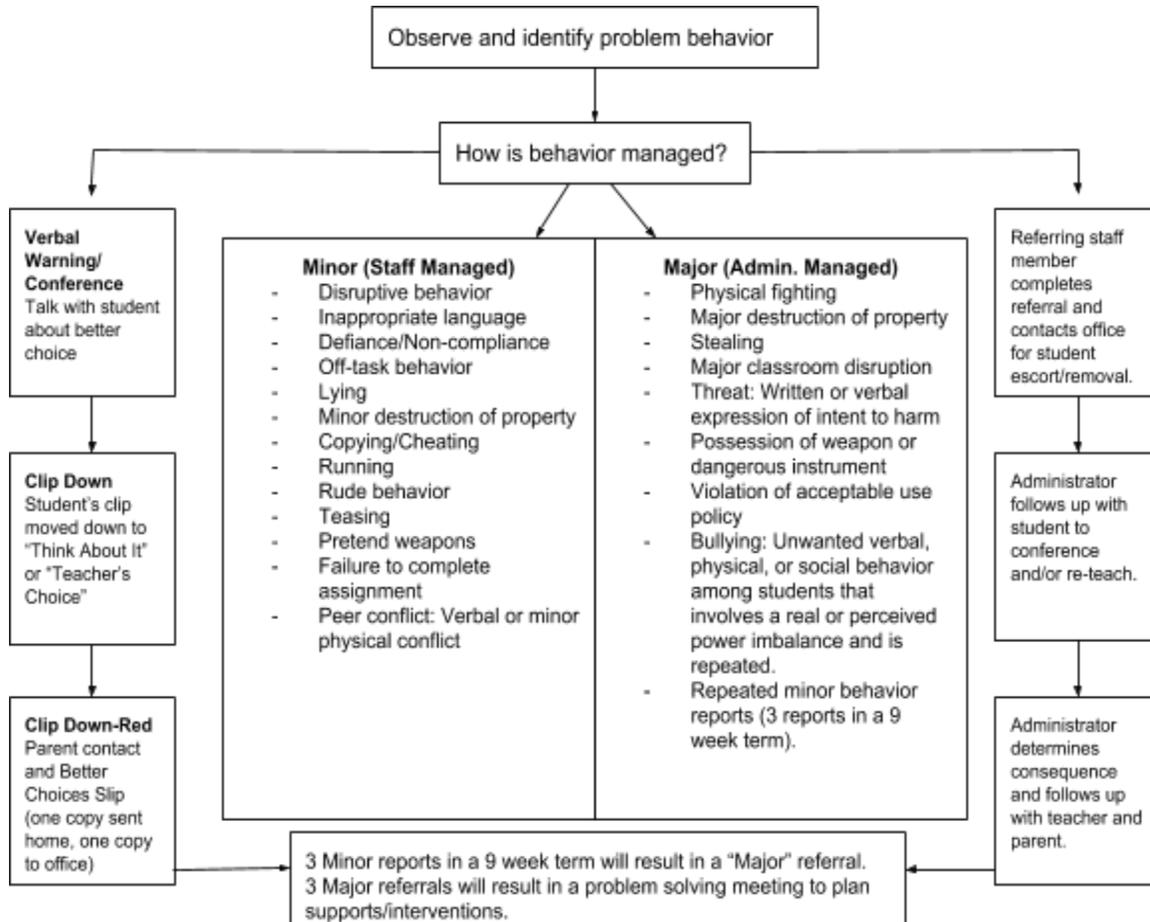
Consequence System Overview

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed. The following materials outline the consequence system at our school:

Student Behavior Management Process/Flowchart **Goal: Students in Class Learning**

Creating a Positive Culture: Classroom Environment (Adult Strategies)

- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (4:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support



Northside Discipline Forms

“Code Behavior Report” form for minor (staff managed) behaviors

Northside Code Behavior Report

Name: _____ Date _____

Location: _____

I didn't make good choices today and failed to follow the Northside Code.

	Be Safe:
	Be Kind:
	Be Responsible:
	Be a Learner:

Teacher Comments:

Parent/Guardian: Please review this report with your child and discuss making better choices. Sign below and return to the classroom teacher.

Signature: _____

Office Disciplinary Report form for major (administration managed) behaviors

Disciplinary Report Northside Elementary 500 Northside Drive Midway, KY 40347 Phone 859-846-4415 Fax 859-846-4716	Student's Name		Class/Grade	Date
	Date of Incident	Time of Incident	Location of Incident	Reporting Teacher

Parents/Guardians

- The purpose of this report is to inform you of a disciplinary incident involving your child.
- You are urged to support the action taken today.
- Please sign and return this report to school as an acknowledgment that you have read this report.
- When a student accumulates (3) reports, parents/guardians are required to accompany their child to the school office the following morning for a conference with the school administration for admission back into his or her classroom.

<p style="text-align: center;">Reason(s) for Report</p> <input type="checkbox"/> Disturbs Class <input type="checkbox"/> Does Not Cooperate <input type="checkbox"/> Disrespectful to Teacher and/or School Staff <input type="checkbox"/> Fighting <input type="checkbox"/> Unacceptable Language <input type="checkbox"/> Damage to School and/or Personal Property <input type="checkbox"/> Refusal to do Work <input type="checkbox"/> Disrespectful to Peers <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Action Taken by School Administration</p> <input type="checkbox"/> Held Conference with Student <input type="checkbox"/> Parent Contacted by Phone <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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1st Notice 2nd Notice 3rd Notice

Additional Recommendations and/or Comments: _____

_____ (Parent/Guardian) Signature	_____ (School Administrator) Signature	_____ Date
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White Copy - Parent/Guardian Pink Copy - Reporting Teacher Yellow Copy - School Office Goldenrod Copy - Homeroom Teacher