

**SOUTHSIDE SCHOOL**

**P.A.W.Some**

**Positive Behavior Supports (PBIS)  
HANDBOOK**

**2022-2023**



**Practice Responsibility**

**Acceptance**

**We're Accountable**

**Safety**

# Welcome

Dear Parents and Students,

Welcome back to what is promising to be an amazing year here at Southside. Over the summer, we refurbished our exterior campus and have reinvigorated our hallways and classrooms with awesome PAWSome signs and posters.

You may be wondering, why a second handbook? Well, we felt a PBIS (Positive Behavior Intervention & Supports) Handbook would help us highlight our efforts to ensure that your child has a positive experience every day at school.

As part of our ongoing PBIS approach we will focus on explicitly teaching positive behaviors, providing rewards for students “caught doing good”, and providing support for students that are struggling with meeting behavior expectations. One way of ensuring our success is the addition of Bobcat Building to our daily school schedule. Bobcat Building focuses on SEL (Social Emotional Learning). It takes place at the beginning of the day and is a time for teachers and students to build relationships, focus on their classroom and the schoolwide community and provides time to teach expectations across the board. By building relationships and teaching the expected behaviors in a positive way, we are providing a common language for everyone in our building, including students, teachers, and staff. We believe that by helping students practice good behavior, we will build a school community where all students can learn.

Once again, we plan on opening up our campus to our families. I would like to invite you to volunteer and be a part of our community whenever and as much as you are able. Our families are a vital part of our learning community and we look forward to having you back on campus. As a first step of being an active member of your student’s education and our Bobcat community, please be sure to review this PBIS Handbook and the Southside Parent/Student Handbook with your child(ren). In doing so, you are beginning an amazing school to home relationship that will help ALL Bobcats learn, grow and thrive.

Thank you for helping us make this such a great school. I feel honored to be your principal and look forward to working with all of you. Let’s have an amazing year for our kids. GO BOBCATS!!!

Sincerely,  
Robie Spaulding  
Principal

## What is PBIS (Positive Behavioral Interventions & Supports)?

PBIS is a nationally recognized, multi tiered school-wide behavior system that uses a positive framework for promoting and maximizing academic achievement and behavioral competence. It focuses on the development and implementation of PRO-ACTIVE procedures and practices to prevent problem behavior for all students and improve school climate. It includes strategies for helping 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. Southside is proud to be part of this exciting next step in creating incredible learners.

## School Philosophy / Behavior Expectations

### **Philosophy**

At Southside Elementary School we believe that students have the right to learn in a safe environment free from physical or emotional harm. Staff, students, parents and administrators make this environment a reality when operating under the premise that everyone should be treated with respect and dignity.

### **Goals**

1. Communicate, teach, model, and reinforce appropriate behaviors.
2. Recognize and encourage students' appropriate behavior choices.
3. Provide learning experiences to help students develop the skills to make good choices.
4. Teach students to act responsibly and to assume responsibility for their actions.
5. Reduce student behaviors that are inappropriate and that interfere with learning or the rights of others.

### **Role of Students**

- Continue to learn and grow academically and socially.
- Follow the classroom/school/district rules and state/federal laws.
- Respectfully respond to staff requests.
- Demonstrate respect for self, others, and property.

### **Role of Parents**

- Teach and model socially appropriate behavior at school or any school sponsored event.
- Send the child to school prepared for the school day: clean, rested, fed, and with appropriate school materials, ready for success.
- To reinforce the importance of good attendance, make appointments outside of school hours whenever possible.
- Talk to your child about their day at school. Discuss both their successes and struggles. Highlight and reinforce **PAWS** as appropriate.
- Communicate with teachers or the administrator to discuss progress or any possible concerns.
- Work with the teacher or administrator to reinforce school rules and encourage appropriate behavior.

## **Role of Teachers**

- Model and teach appropriate behaviors and decision-making skills.
- Promote an emotionally safe climate that supports learning and does not tolerate put-downs, insults, and disrespectful actions such as harassment or bullying.
- Work diligently to support academic success for all students.
- Let students be responsible for their actions and experience natural consequences when possible.
- Provide communication to parents regarding academic and behavioral progress or problems. Do not wait for problems to escalate to serious levels before communicating.

## **Role of Administration**

- Promote growth in academic learning and positive behaviors.
- Establish appropriate school-wide rules and expectations.
- Monitor and take actions to enforce the school rules including consequences for violations of the rules and reinforcement for positive behaviors.
- Monitor the behavior management strategies used by staff.
- Provide assistance to staff, students and/or parents.
- Encourage parent communication and involvement.
- Support staff and parents in recognizing exemplary behaviors.

## **Teaching School-wide Rules, Behavioral Expectations, & Routines**

### **Starting the Year off Right**

To ensure all staff and students are on the same page, we will spend the first few weeks of school teaching the school-wide rules, behavior expectations, and routines to all our kids in all settings. We will:

- Start each day with "Bobcat Building";
- Highlight **PAWS** (P = Practice Responsibility, A= Acceptance, W= We're Accountable, and S=Safety);
- Teach kids what PAWS looks and sounds like in different locations or settings;
- Hold a Recess Rodeo to teach playground expectations;
- Have teachers review handbooks with students;
- Give students a tour of all of our Awesome PAWSome Signs and Posters;
- Share all the exciting ways kids can earn recognition.

### **Booster Sessions: Re-teaching**

As with academic teaching, reviewing behavior expectation only once does not produce the desired outcomes. We will hold PBIS booster sessions throughout the year. These sessions are particularly important when returning from a long break, during times of the year you anticipate having more troubles (like spring) or in areas that continue to be problematic. Booster sessions may include reteaching expectations, increasing the number of PAWSome tickets rewarded, reinvigorating the rewards available, or maybe even classroom competitions.

# Southside Bobcats

## Student Expectations for Success



	<b>P</b> ractice Responsibility	<b>A</b> cceptance	<b>W</b> e're Accountable	<b>S</b> afety
<b>Classroom</b>	<ul style="list-style-type: none"> <li>*Follow staff directions and classroom rules</li> <li>*Come to class prepared</li> <li>*Focus on learning</li> <li>*Voice Level 0-3</li> </ul>	<ul style="list-style-type: none"> <li>*Include all students</li> <li>*Treat everyone with respect</li> <li>*Respect space of others</li> <li>*Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>*Turn in assignments and homework</li> <li>*Have a positive attitude</li> <li>*Encourage others</li> <li>*Participate</li> <li>*Do your best!</li> <li>*Be honest and truthful</li> </ul>	<ul style="list-style-type: none"> <li>*Use materials and furniture appropriately</li> <li>*Inform teacher before leaving classroom</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>*Follow staff directions</li> <li>*Walk directly to destination</li> <li>*Voice Level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>*Respect space of others</li> <li>*Use manners and be kind</li> </ul>	<ul style="list-style-type: none"> <li>*Hands off walls</li> <li>*Remain in a straight line</li> </ul>	<ul style="list-style-type: none"> <li>*Face forward</li> <li>*Stay to the right side</li> <li>*Use correct door</li> <li>*Keep hands and feet to yourself</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>*Place trash in bins</li> <li>*Use 1-2 paper towels</li> <li>*Voice Level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>*Respect the privacy of others</li> <li>*Wait quietly</li> <li>*Respect equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Return to class in a timely manner</li> <li>*Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Keep water off floor</li> <li>*Report spills/problems</li> <li>*Wash and dry hands</li> <li>*Keep your hands and feet to yourself</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>*Follow staff directions and playground rules</li> <li>*Return equipment</li> <li>*Bring in personal belongings</li> <li>*Voice Level 0-4</li> </ul>	<ul style="list-style-type: none"> <li>*Include all students</li> <li>*Practice good sportsmanship</li> <li>*Respect space of others</li> </ul>	<ul style="list-style-type: none"> <li>*Be a positive role model</li> <li>*Use kind words and appropriate language</li> <li>*Solve conflicts in a productive and timely manner</li> </ul>	<ul style="list-style-type: none"> <li>*Food free zone</li> <li>*Stay within boundaries</li> <li>*Walk on pavement</li> <li>*Inform staff of safety concerns immediately</li> <li>*Keep hands and feet to yourself</li> </ul>
<b>Lunchroom</b>	<ul style="list-style-type: none"> <li>*Follow staff directions</li> <li>*Wait patiently in line</li> <li>*Raise hand to leave table</li> <li>*Voice Level 1-2</li> </ul>	<ul style="list-style-type: none"> <li>*Use appropriate table manners</li> <li>*Be patient in line</li> </ul>	<ul style="list-style-type: none"> <li>*Take appropriate portion size (hot lunch)</li> <li>*Dispose of trash in appropriate bins</li> <li>*Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands and feet to yourself</li> <li>*Listen to announcements</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>*Follow staff directions</li> <li>*Raise hand to leave spot</li> <li>*Voice Level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>*Applaud and participate appropriately</li> <li>*Respect space of others</li> </ul>	<ul style="list-style-type: none"> <li>*Remain quiet during presentation</li> <li>*Be an active listener</li> </ul>	<ul style="list-style-type: none"> <li>*Respond to attention signals</li> <li>*Keep your hands and feet to yourself</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>*Follow driver directions and bus rules</li> <li>*Remain seated and facing forward</li> </ul>	<ul style="list-style-type: none"> <li>*Be courteous and friendly</li> <li>*Respect others property and space</li> </ul>	<ul style="list-style-type: none"> <li>*Keep the bus clean</li> <li>*Use appropriate language</li> <li>*Be alert at your bus stop</li> <li>*Watch for your driver's signal to cross</li> </ul>	<ul style="list-style-type: none"> <li>*Keep items out of the aisle and exits clear</li> <li>*Open windows appropriately</li> <li>*Keep your hands and feet to yourself</li> </ul>

## Student Recognition

Perhaps one of the most important aspects in creating an effective school wide learning climate is setting up a recognition system for student effort and accomplishments. Our PBIS program will use a variety of strategies to recognize student accomplishments and we welcome your ideas and participation in our recognition program. Strategies may include but are not limited to:

- Praise and encouragement – The Principal and staff will provide sincere praise for positive achievements and academic success
- Classroom reinforcement programs
- School-wide recognition through our PAWSomeTickets and PAWSports
- Student of the Week or Month
- Word of the Month Student Recognition
- Honor Level Activities (Middle School)

Simply put, consistently recognizing students and staff builds confidence, self esteem and connectedness, all of which leads to a stronger community and increased academic success. Families are encouraged to highlight the positive endeavors at home as well as the accomplishments at school.

### **Honor Level System (Middle School Grades 5-7)**

Southside's Honor Level System is designed to encourage students to stay out of trouble and follow school and classroom expectations through the use of special recognition, incentives, and activities. A major theme of this model is that students always have the opportunity to earn their way back to Honor Level One.

**Honor Level One:** Students who have no referrals – These students rarely get in trouble and have no more than 1 D and no Fs. They are awarded privileges such as special assemblies, field trips, etc.

**Honor Level Two:** Students who have one or two Level 2 referrals – These students maintain privileges such as lunch recess, breaks between classes, regularly scheduled assemblies or activities. They do not however participate in special assemblies or field trips designated for Honor Level One students.

**Honor Level Three:** Students who are having difficulty staying out of trouble – They have had three or more Level 2 referrals and/or a Level 3 referral. These students will not enjoy privileges such as social lunch break, school assemblies, or field trips. Fortunately, this is a small number of students and they will always have the opportunity to work their way back to Honor Level One.

**Honor Level Four:** Students who have earned more than 5 days of suspension per trimester or school year. These students will not enjoy privileges such as social lunch break, school assemblies, or field trips. These students may lose the right to attend end-of-trimester or year-end assemblies or activities such as field trips.

## Corrective Actions Procedures

The Southside School District seeks to provide opportunities and experiences which assist students in becoming responsible, self-controlled individuals, capable of and willing to fulfill their roles as participating citizens. It is intended that students will learn to respect rules and regulations of conduct. Even with all the teaching, sometimes kids struggle with following expectations.

The Southside School District believes that parents and guardians are important partners in the process of corrective action. To this end, school authorities shall make a reasonable attempt to involve the parent and the student in the resolution of student misconduct problems.

As a staff, we have developed a Southside Behavior Management Flowchart and Referral Form that outlines types of behavior, steps staff will take to minimize or eliminate negative behaviors, and possible consequences. These forms serve as guidelines for our staff and provide a system for tracking behaviors. You will find a copy of each in this handbook.

The corrective action policies of the Southside School District are progressive and are based on humanitarian principles and ideals that recognize the dignity and worth of each student. District policies support the concept that discipline is essential to the maintenance of school programs and the positive development of the total individual. It is expected that students will conduct themselves as responsible citizens.

In situations where students have exhibited behaviors that do not meet expectations, staff will attempt initial intervention through working with the student. Further issues or more serious issues may require contacting the parent, classroom timeout, and other appropriate measures. If this is ineffective, then a referral will be made to the Principal. Referrals are to be taken very seriously. A problem-solving approach along with appropriate consequences are attempted in order to avoid future occurrences. In severe cases, parents will be notified by phone and/or in writing and will be asked to support the school in taking appropriate action to change the student's behavior. Any conduct which materially and substantially interferes with the educational process is prohibited and students may be subject to immediate suspension and/or expulsion for a first-time offense. (See Board Policy 3240p)

A copy of all applicable board policies, procedures, statutes and regulations mentioned herein may be obtained from the Office of the Superintendent or found on-line at <https://southsideschool.org/our-district/school-board/board-policies>.

## Office Referral Form

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Referring Staff:** \_\_\_\_\_

**Grade:** K 1 2 3 4 5 6 7

**Homeroom Teacher:** \_\_\_\_\_

**Location:**  Playground  Classroom  Cafeteria  Hallway  Library  Other \_\_\_\_\_

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute  Unknown  Visitor

Minor (Handled in Classroom)		Major (Office Referral)	
<input type="checkbox"/> Disrespect <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact (Horseplay) <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Name calling/Put Downs <input type="checkbox"/> Property misuse <input type="checkbox"/> Throwing Items	<input type="checkbox"/> Electronic Violation <input type="checkbox"/> Minor Vandalism <input type="checkbox"/> Minor Threats <input type="checkbox"/> Dishonesty (K-2) <input type="checkbox"/> Harassment <input type="checkbox"/> Repeatedly Out of Seat <input type="checkbox"/> Repeatedly Not completing work <input type="checkbox"/> Other _____	<input type="checkbox"/> Severe Defiance <input type="checkbox"/> Fighting/ Physical Aggression <input type="checkbox"/> Severe Disruption <input type="checkbox"/> Overt Disrespect <input type="checkbox"/> Abusive/Severe language <input type="checkbox"/> Harassment/Bullying (Repeated/Severe) <input type="checkbox"/> Inappropriate Location, Out of Bounds	<input type="checkbox"/> Dishonesty (Severe K-2 or 3-7) <input type="checkbox"/> Major Threats <input type="checkbox"/> Theft/Property Damage/Vandalism <input type="checkbox"/> PDA <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____

**Describe Situation:**

  
  
  

**Possible Motivation:**  Obtain peer attention;  Avoid task or activity;  Obtain items/activity;  Avoid Peer(s);  
 Obtain adult attention;  Unknown Motivation;  Other \_\_\_\_\_

### Teacher/Administrative Decision

<input type="checkbox"/> Conference with student <input type="checkbox"/> Reset Time (Location _____, Minutes _____) <input type="checkbox"/> Loss of classroom privilege _____ <input type="checkbox"/> Character Academy <input type="checkbox"/> Lunch Reflection/Solution Room (_____ days)	<input type="checkbox"/> Office Time/Individualized Instruction <input type="checkbox"/> In school Solutions _____ (hrs/days) <input type="checkbox"/> Other _____ <input type="checkbox"/> Out of school suspension (_____ days)
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**Comments:**

  
  
  

**Parent Contact Made:**  Yes  No  N/A

**Student Notification Date/Time:** \_\_\_\_\_

**Copy to Classroom Teacher**

All Majors require administrator notification and parent contact.





# Southside Behavior Management Flowchart

**OBSERVE PROBLEM BEHAVIOR**

**Determine Type of Behavior**

MINOR: TEACHER/STAFF MANAGED		MAJOR: OFFICE MANAGED	
<ul style="list-style-type: none"> <li>Inappropriate Language</li> <li>Name Calling/Put Downs</li> <li>Physical Contact (Horseplay)</li> <li>Defiance/Disrespect</li> <li>Property Misuse/Minor Vandalism</li> <li>Repeatedly Out of Seat</li> <li>Repeated Non- Participation</li> </ul>	<ul style="list-style-type: none"> <li>Disruption</li> <li>Electronic Violation</li> <li>Dishonesty Minor</li> <li>Minor Threats</li> <li>Harassment</li> </ul>	<ul style="list-style-type: none"> <li>Abusive/Inappropriate Language</li> <li>Fighting or Physical Aggression</li> <li>Overt Disrespect</li> <li>Severe Defiance</li> <li>Severe Disruption</li> <li>Serious Technology Violation</li> </ul>	<ul style="list-style-type: none"> <li>Theft/Property Damage/Vandalism</li> <li>Severe Dishonesty/Cheating</li> <li>Chronic/Repetitive Minor Infractions</li> <li>PDA</li> <li>Harassment/Bullying</li> <li>Major Threats</li> </ul>

STAFF/TEACHER WILL:	ADMINISTRATOR WILL:
<ul style="list-style-type: none"> <li>Conference/Problem Solve with Student</li> <li>Reteach Behavioral Expectations</li> <li>Remind of Consequences</li> <li>Continue building positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Conference with student</li> <li>Investigate if necessary</li> <li>Determine consequence</li> <li>Follow through with consequence</li> <li>Ensure family contact occurs</li> <li>Provide feedback to staff</li> <li>Continue building positive relationships</li> </ul>

Did Behavior Resolve? → **NO** → 3 or more referrals for similar behavior → **COMPLETE MAJOR REFERRAL** - Send Student/Contact Office

**YES**

- Use Positive Reinforcement
- Document interventions
- Reinforce Expectations
- Pre-Correct as needed
- Continue building positive relationships

**CHOOSE APPROPRIATE CONSEQUENCE**  
Examples:

- Loss of Privilege
- Out of Class Reset Time
- Loss of Classroom Privilege
- Parent Contact

**Document with Minor Referral**

- Important Components of MINOR Referrals**
- Used only after classroom interventions have not met with success.
  - Document behavior for future analysis
  - Consequences are logical and correspond to demonstrated behavior when possible.
  - Administered with student knowledge.

**Conversation Sequence for Problem Solving**

- I noticed you ....
- Tell me what you should be doing.
- Can you do that?
- Please show me what it looks like.
- Can you follow the expectation from now on?