



Bay Lane Elementary School PBIS Parent Handbook

Bay Lane Behavioral Expectations
Be Respectful
Be Responsible
Be a Community

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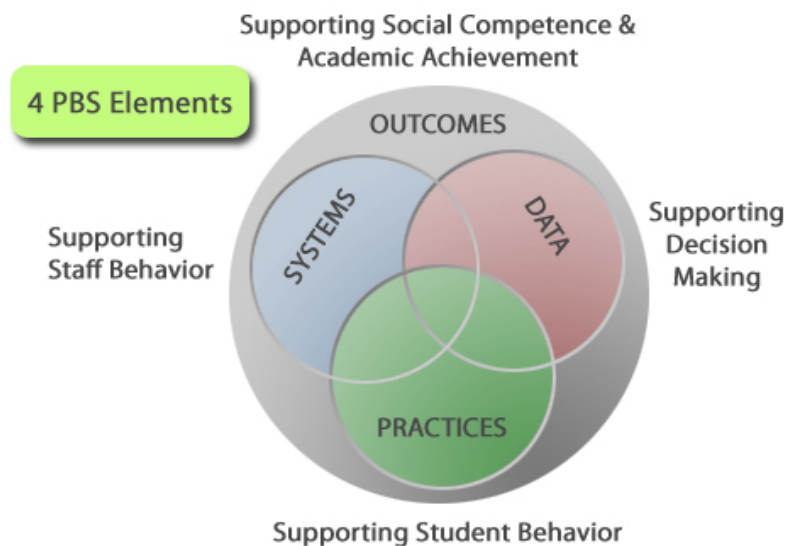
What is School-wide PBIS?

Definition

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school: it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

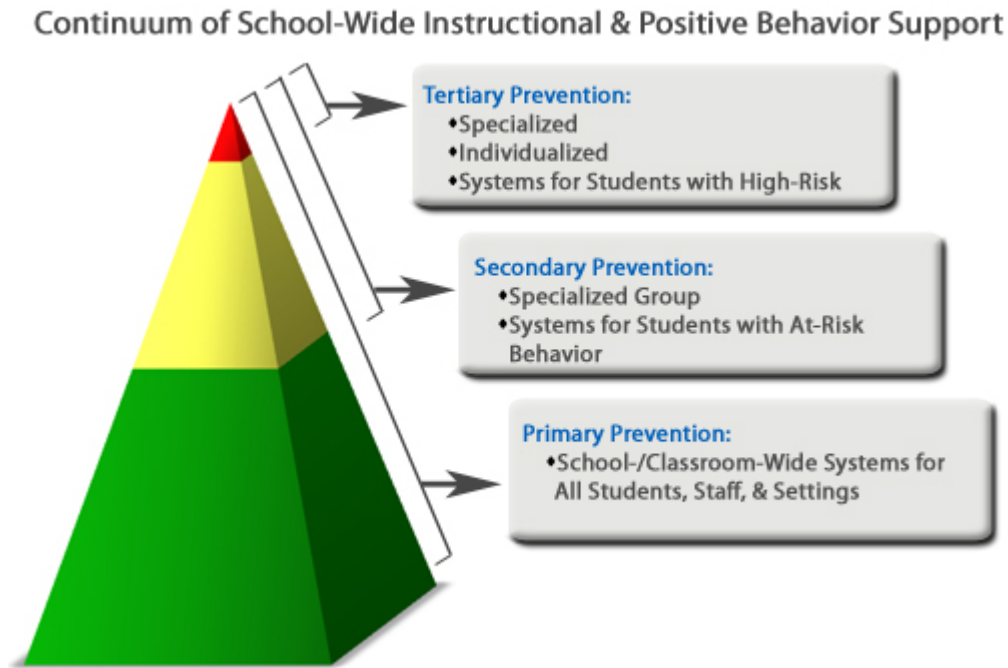
There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the cornerstone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-tier support

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Purpose Statement

The purpose of implementing PBIS at Bay Lane Elementary School is to create a more positive culture through consistency in behavioral expectations. We will use data to guide our decision making and respond to the behavioral needs of all students to create an effective and equitable learning environment for all.

Behavioral Expectations

BL is the place to **Be**








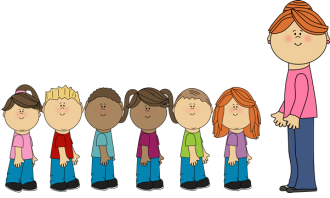
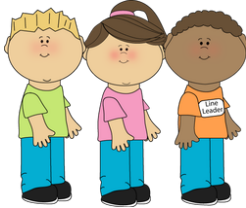









Be Respectful

Be Responsible

Be a Community

Bay Lane Behavior Expectations Matrix

Bay Lane Behavior Matrix

	Be Respectful	Be Responsible	Be a Community
<p>Bathroom</p> 	 <p>Give Privacy– change to respect those around you and stay in your space</p>	 <p>Flush, Wash, Leave</p>	 <p>Keep the Bathroom Clean</p>
<p>Hallway</p> 	 <p>Stay in Line Hands at Sides</p>	 <p>Stairwell: One Step at a Time Walking Feet, Eyes Forward</p>	 <p>Closed Clean Lockers Clear Hallways</p>
<p>Cafeteria</p> 	 <p>Show Kindness Be a Friend</p>	 <p>Eat Up, Clean Up Stay Seated</p>	 <p>Stick with Your Pick Use Good Manners</p>
<p>Playground</p> 	 <p>Play Safe–change to hands and feet to self? Use Kind Words and Actions</p>	 <p>Follow Game Rules Listen to Adults</p>	 <p>Include Everyone Take Care of Equipment</p>

Bus



Use Kind Words and Actions



Stay Seated
Follow Adult Directions



Help Others

Special Events



Be a Good Audience

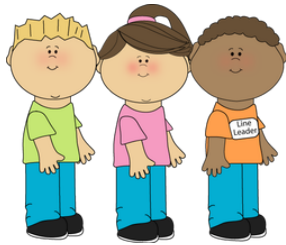


Quick, Quiet Transitions
Stay Seated



Show Appreciation

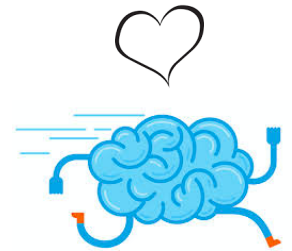
Sensory Hallway



Take Turns
Pay Attention to YOU



Safe Body
Return to Class



Create Caring Space

THE BOBCAT WAY

HALLWAY EXPECTATIONS

BE RESPECTFUL

STAY IN LINE
HANDS AT SIDE
LEVEL 0

BE RESPONSIBLE

WALKING FEET
EYES FORWARD

BE A COMMUNITY

CLOSED LOCKERS
CLEAN HALLWAYS



THE BOBCAT WAY

CAFETERIA EXPECTATIONS

BE RESPECTFUL

BE KIND

BE RESPONSIBLE

EAT, CLEAN UP,
STAY SEATED

BE A COMMUNITY

KEEP THE CAFETERIA CLEAN



THE BOBCAT WAY

BATHROOM EXPECTATIONS

BE RESPECTFUL
PRIVACY

BE RESPONSIBLE
FLUSH, WASH, LEAVE

BE A COMMUNITY
KEEP THE BATHROOM CLEAN



THE BOBCAT WAY

RECESS EXPECTATIONS

BE RESPECTFUL

PLAY SAFE

USE KIND WORDS

BE RESPONSIBLE

FOLLOW GAME RULES

BE A COMMUNITY

INCLUDE EVERYONE

TAKE CARE OF EQUIPMENT



Channels of the Voice



0 -- Voices off, no sound



1 -- Whisper Voice



2 -- Talking Voice

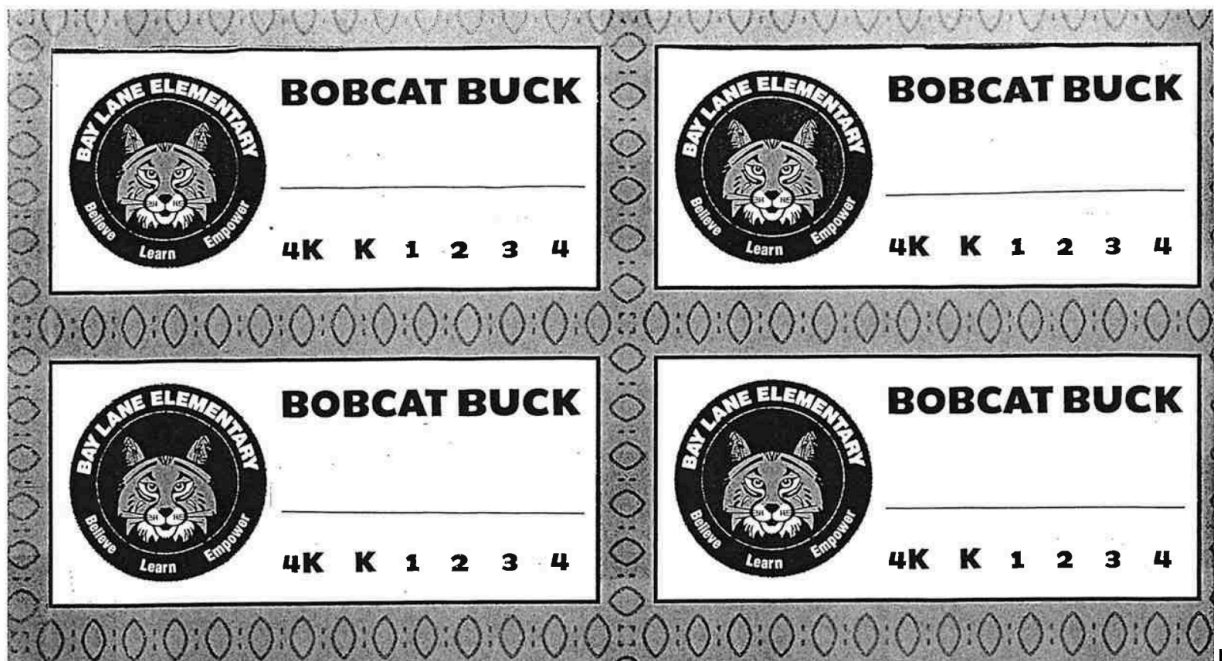


3 -- Performance/Presentation Voice

Acknowledging/Recognizing Appropriate Behavior

Bobcat Bucks:

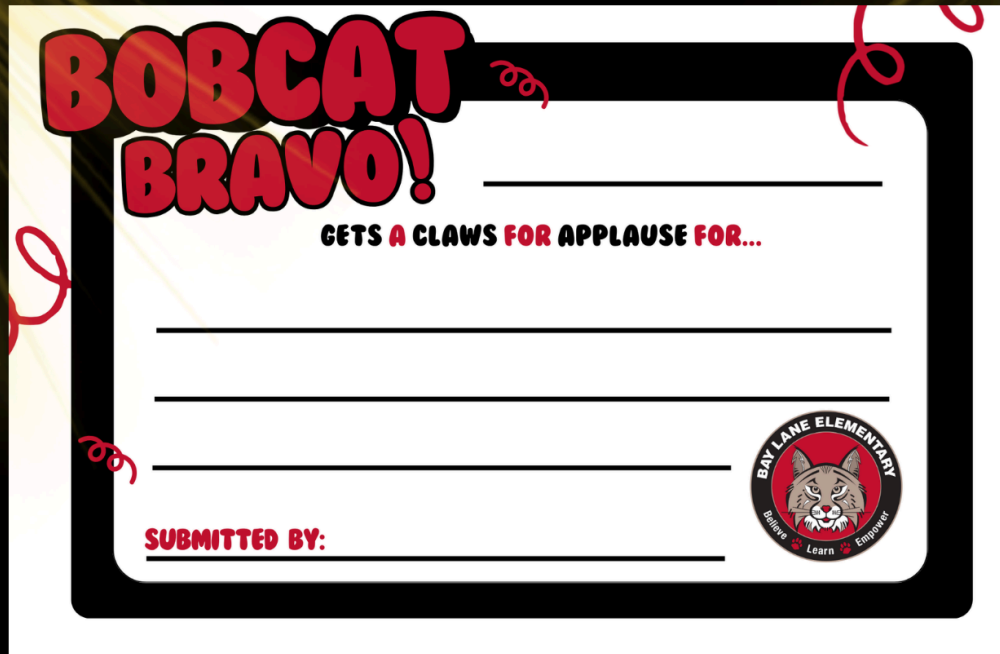
Based on the behavioral data, each month we will concentrate on an area of the school in an effort to reinforce positive behaviors. Staff may acknowledge positive behavior of students by handing out Bobcat Bucks. Students will then turn them into the grade level jar (by the library) for weekly drawings or recognition.



Bobcat Bravos:

Bobcat Bravos are given to individual students to recognize positive behaviors.


BOBCAT BRAVOS



BOBCAT BRAVO!

GETS A CLAWS FOR APPLAUSE FOR...

SUBMITTED BY: _____



Golden Awards:

Golden awards are given to classes that show exceptional behavior in the lunchroom, art room, gym, music room, bus and classroom/hallway. The awards are given once a month during the whole school assembly.

Interventions and Consequences for Problem Behavior

Data Collection

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior on the Behavior Referral Form. Parent communication is always obtained (via email, phone call, think sheet or other method). This data is compiled monthly and used to locate areas in need of reteaching, as well as students in need of more intensive interventions.

Consistent BEHAVIOR RESPONSE

1

Restate expectation - whole class

As a reminder, the expectation during Math Workplaces is that you are at a volume 1 and taking turns with your partner.

2

Restate expectation - specific student

I notice that you are doodling on your whiteboard right now and the expectation right now is that your attention is on the lesson.

3

Check in with specific student privately & discreetly

What do you need right now? Or What's up?

Give the student a chance to answer, even if it takes them some time. If you have an idea of what might be getting in the way, suggest a possible reason:

*Help with directions, I don't know what to do next

*To talk to you privately

*Something or someone is bothering me

*Help with a question about my work

*A specific tool to to the work - pencil, workbook, etc

*Nothing, I just needed an additional reminder and I'm ready to learn

4

Check back in & reinforce expectation with final reminder

After checking in, you shared that you needed _____. Now that you have what you need, this is your final reminder that the expectation is to have your attention on the lesson with a voice level 0.

5

Issue a MINOR paired with a logical & restorative consequence

If the undesired behavior continues, issue a minor. For a consequence, it should be logical & natural to the student's behavior. For example, for not completing work during class time, recess time could be missed to complete work/make up time. Reach out if you need ideas/support to make it happen. (Act of kindness/service, Apology - verbal, written, leadership in younger classroom)

6

Issue a MAJOR paired with a logical & restorative consequence

If the undesired behavior continues, issue a major. For a consequence, it should be logical & natural to the student's behavior. If you feel equipped to document & deal with the major, that is ideal for your relationship with the student. If you need any ideas/support, reach out.

School Wide BEHAVIOR STEPS

1 WHOLE CLASS REMINDER

2 INDIVIDUAL REMINDER

3 INDIVIDUAL CHECK IN

4 FINAL REMINDER

5 MINOR

6 MAJOR



MAJOR VS. MINOR BEHAVIOR CLARIFICATION

BEHAVIOR	MINOR <small>CL. ASSOCIOM-MANAGED</small>	MAJOR <small>OFFICE-MANAGED</small>
DEFIANCE NON-COMPLIANCE	<p><i>Student engages in brief or low intensity failure to follow directions or talks back.</i></p> <ul style="list-style-type: none"> • Not following directions • Not working or not finishing work • Not participating in group work • Arguing - inappropriate response to adult request • Leaving assigned area without permission 	<p><i>Student engages in refusal to follow directions or talk back.</i></p> <ul style="list-style-type: none"> • Blatant or excessive non-compliance or defiance • Repetitive minor incidents that normal classroom consequences are not addressing
DISRESPECT	<p><i>Student delivers low-intensity, socially rude, or dismissive messages to adults or students.</i></p> <ul style="list-style-type: none"> • Not listening • Making faces or rolling eyes • Huffing/sighing, etc. • Uncooperative behavior • Talking back 	<p><i>Student delivers socially rude or dismissive messages to adults or students.</i></p> <ul style="list-style-type: none"> • Blatant or excessive disrespect
DISRUPTION	<p><i>Student engages in low-intensity but inappropriate disruption.</i></p> <ul style="list-style-type: none"> • Making noises • Constant talking • Yelling or blurting out • Disruption during instruction • Out of seat 	<p><i>Student engages in behavior causing an interruption in a class or activity.</i></p> <ul style="list-style-type: none"> • Screaming/yelling excessively • Teacher cannot teach • Students cannot learn • Out of control behavior in the extreme
INAPPROPRIATE DISPLAY OF AFFECTION	<p><i>Student engages in non-serious verbal and/or physical gestures/contact.</i></p> <ul style="list-style-type: none"> • Hugging 	<p><i>Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult.</i></p>
INAPPROPRIATE LANGUAGE	<p><i>Student engages in low-intensity instance of inappropriate language.</i></p> <ul style="list-style-type: none"> • Negative talk • Name calling • Teasing • Swearing (general) • Mean comments • Talking back 	<p><i>Student delivers verbal message that includes swearing, name calling, or use of words in an inappropriate way.</i></p> <ul style="list-style-type: none"> • Blatant or excessive swearing • Offensive/harassing language • Excessively vulgar language • Swearing (at someone)

BEHAVIOR	MINOR CLASSROOM-MANAGED	MAJOR OFFICE-MANAGED
INAPPROPRIATE LOCATION OUT OF BOUNDS AREA	<i>Student is in an area that is inside of school boundaries.</i>	<i>Student is in an area that is outside of school boundaries.</i>
LYING / CHEATING	<i>Student delivers a message that is non-serious, but untruthful.</i> • Cheating at a game at recess	<i>Student delivers a message that is untrue and/or deliberately violates rules.</i> • Copying others' work
PHYSICAL AGGRESSION / CONTACT	<i>Student engages in non-serious, but inappropriate physical contact.</i> • Throwing objects (not at anyone) • Bumping into another person • Play hitting/horseplay • Pushing/shoving/poking • Tripping • Reckless physical behavior	<i>Student engages in actions involving serious physical contact where injury may occur.</i> • Throwing objects with intent to cause harm • Fighting • Loss of control out of anger • Hitting/punching/kicking with intent to harm • Spitting/scratching/biting with intent to harm (anger-related) • Repeated minor physical contact/aggression
PROPERTY DAMAGE / MISUSE	<i>Student engages in low-intensity misuse of property.</i> • Defacing books, writing utensils, classroom supplies • Minor vandalism (writing on desk or other property)	<i>Student participates in an activity that results in destruction or disfigurement of property.</i> • Excessive defacing of peer/teacher/school property • Vandalism (breakage, spray paint, or permanent damage) • Pushing over furniture
TECHNOLOGY VIOLATION	<i>Student engages non-serious, but inappropriate use of cell phone or computer.</i> • Use of cell phone during class • Cell phone not in backpack • Playing games on computer • Off-task computer behavior • On a website without permission	<i>Student engages in inappropriate use of cell phone or computer.</i> • Accessing "off limit" and inappropriate websites on computer • Looking up inappropriate things on the internet • Sending bullying/harassment type messages on school equipment
THEFT		<i>Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.</i> • Stealing of major objects or pattern of minor stealing that is ongoing

Major Behavior Referral Form

* Fill out ALL boxes except Parent Communication and Action Taken. Give to Sandy or Lisa ASAP.

STUDENT INFORMATION	LOCATION	
Student Name: _____	<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway
Date: _____ Time of incident: _____	<input type="checkbox"/> Playground	<input type="checkbox"/> Cafeteria
Teacher: _____	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Bus
Grade: 4K K 1 2 3 4	<input type="checkbox"/> Library	<input type="checkbox"/> Gym
Referring Staff: _____	<input type="checkbox"/> Music room	<input type="checkbox"/> Art room
	<input type="checkbox"/> Other: _____	

INCIDENT DESCRIPTION

MAJOR PROBLEM BEHAVIOR	POSSIBLE MOTIVATION	OTHERS INVOLVED
<input type="checkbox"/> Abusive or inappropriate language or profanity <input type="checkbox"/> Defiance/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate display of affection <input type="checkbox"/> Inappropriate location/out of bounds area <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property damage/ vandalism <input type="checkbox"/> Technology violation <input type="checkbox"/> Theft <input type="checkbox"/> 3+ minors (same motivation) <input type="checkbox"/> Other: _____	Obtain/get: <input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Items/Activities Avoid: <input type="checkbox"/> Peer(s) <input type="checkbox"/> Adult(s) <input type="checkbox"/> Tasks/Activities <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Peers: _____ <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

PARENT COMMUNICATION METHOD (completed by adult resolving incident)
<input type="checkbox"/> Email <input type="checkbox"/> Phone call <input type="checkbox"/> Think sheet <input type="checkbox"/> Other: _____ ☆ Contacted by: _____

ACTION TAKEN (completed by adult resolving incident)
<input type="checkbox"/> Student conference <input type="checkbox"/> Time in office <input type="checkbox"/> In-school suspension <input type="checkbox"/> Recess detention <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Out of school suspension <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Restitution <input type="checkbox"/> Bus suspension <input type="checkbox"/> Parent contact <input type="checkbox"/> Think sheet <input type="checkbox"/> Other: _____

Resolution Notes (to be completed by the adult who helps resolve the incident/determines action taken)



Make sure copies go to: classroom teacher, Justine Pauly, and whoever completed the form.

minor Behavior Referral Form

★ Please make sure to fill out the information in each of the boxes!

STUDENT INFORMATION	LOCATION
Student Name: _____ Date: _____ Time of incident: _____ Teacher: _____ Grade: 4K K 1 2 3 4 Referring Staff: _____	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Library <input type="checkbox"/> Gym <input type="checkbox"/> Music room <input type="checkbox"/> Art room <input type="checkbox"/> Other: _____

INCIDENT DESCRIPTION

MINOR PROBLEM BEHAVIOR	POSSIBLE MOTIVATION	OTHERS INVOLVED
<input type="checkbox"/> Defiance/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate display of affection <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Inappropriate location/within school boundaries <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology violation <input type="checkbox"/> Other: _____	Obtain/get: <input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Items/Activities Avoid: <input type="checkbox"/> Peer(s) <input type="checkbox"/> Adult(s) <input type="checkbox"/> Tasks/Activities <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Peers: _____ <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

PARENT COMMUNICATION METHOD
<input type="checkbox"/> Email <input type="checkbox"/> Phone call <input type="checkbox"/> Think sheet <input type="checkbox"/> Other: _____ Contacted by: _____

ACTION TAKEN
<input type="checkbox"/> Student conference <input type="checkbox"/> Time in office <input type="checkbox"/> In-school suspension <input type="checkbox"/> Recess detention <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Out of school suspension <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Restitution <input type="checkbox"/> Bus suspension <input type="checkbox"/> Parent contact <input type="checkbox"/> Think sheet <input type="checkbox"/> Other: _____

Make sure copies go to: classroom teacher, Justine Pauly, and whoever completed the form.





Student Think Sheet

A Think Sheet is a communication tool used to inform families of behavior expectation re-teaching that occurred during the school day.

Student: _____

Grade: K 1 2 3 4

Classroom Teacher: _____

Date: _____

Student Reflection - completed by/with student:

1 What happened?

2 What expectation(s) did you not meet?

- Be Respectful
- Be Responsible
- Be Kind

3 Who did the behavior affect?

- Myself
- Peer(s)
- Adult(s)

4 How did your choices impact others?

5 What do you need to help prevent this behavior from happening again?

6 What will you do differently next time?

7 How will you make this right?

- Verbal apology
- Written apology
- Other:
- Restorative practice - an action that helps to fix the problem
- Restorative conversation - talking about what happened & how it made others feel in order to help fix the problem

Home Connection - Please sign and return this form on the next school day.

Parent Signature: _____

Date: _____

Teaching Cool Tools

Helpful tools for teaching the expectations of being **respectful, responsible and a community**:

1. Pre-Teaching: Review the behavior expectation for a particular common area before transitioning to and from that area. Develop a rhyme or song that reinforces the behavior as you transition. Interactive model to pre-teach routines and expectations.
2. Direct Experience: Take the students to a particular common area and have them “practice” the expected behavior (i.e. walking feet in the halls). Interactive model with an individual, small group, or class.
3. Get the children’s input: Use children’s literature to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the Behavior Expectations Matrix and/or classroom expectations for that area to guide your discussion.
4. Role-play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage students to use the words on the Behavior Matrix.
5. Reflection: Have the students talk about any experiences they have had at school and process their responses in relation to the Cool Tools and Behavior Matrix.
6. Acknowledgement: Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgement system.

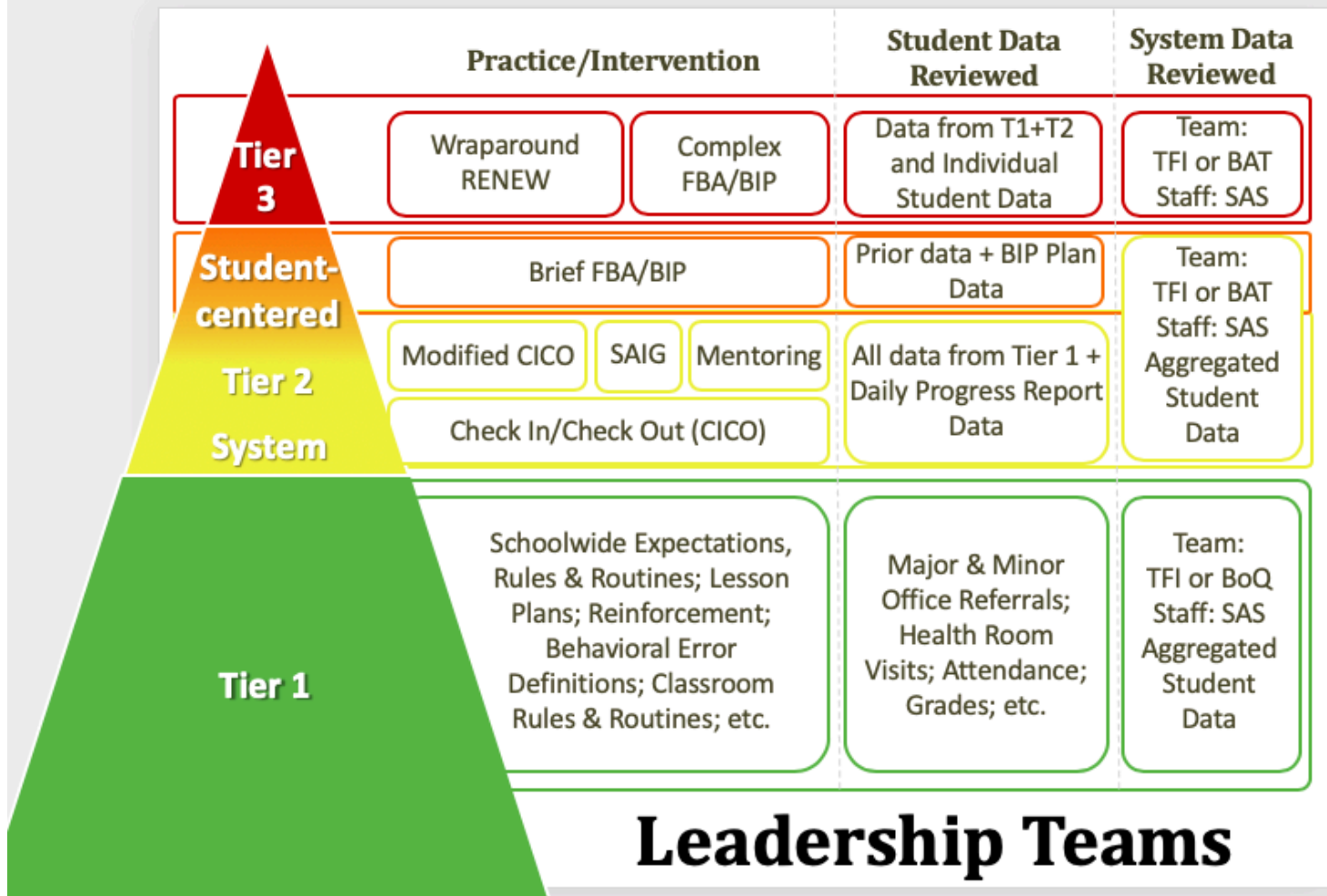
PBIS

Tier 2

Tier 2 Interventions

- Targeted, group-based support for some students
 - Intervention is similar for all students based on need, not that all students receive intervention together
- Connected to tier 1
- Includes the six intervention features
- Team driven
- Potential examples include:
 - CICO
 - Social Skills (friendship groups, lunch bunches, etc.)
 - Academic Seminar-type class
 - Mindfulness Groups
 - Mentoring





Date: _____

To the parent/guardian of: _____

As part of the Positive Behavior Interventions and Supports (PBIS) program at Bay Lane, we are implementing a second level intervention for your child called "Check In-Check Out". The purpose of Check In-Check Out is to provide frequent feedback regarding positive behaviors observed so as to avoid recurring incidents and discipline referral forms. This is a program designed to help students meet our school-wide expectations in a positive manner.

Your child will be assigned a Greeter, which may be their teacher or another staff member, and will be responsible for checking-in with that person each morning and checking-out again at the end of the day. A report will be filled out daily by the teacher(s) and the Greeter will review the report at check-in/out time. Your child will have a daily goal and will receive frequent feedback on meeting the goal throughout the day. The feedback system is connected to our Bay Lane Behavioral Expectations (Be Respectful, Be Responsible, Be a Community) or specifically tailored goals. The student may earn incentives and rewards for demonstrating expected behavior.

As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review the daily progress report. When you see the daily report, we ask for you to encourage your child by supporting the positive behaviors demonstrated. If your child did not meet his/her daily goal, instead of pointing that out, please be supportive of the areas that positive behavior was noticed and encourage them to try again the next day. Together, we can make this a positive experience for your child.

We appreciate your cooperation with this program and look forward to working with your child. Please contact Katie Wells, (262-971-1810 x6272), or Robin Scrot, principal (262-971-1810 x 6000), if you have any questions or would like further suggestions on how to reinforce the daily report with your child.

Name: _____

M T W TH F

Date: _____

Time of day	Respectful I followed staff directions			Responsible I started my task and tried my best			Community I avoided distracting myself and others from learning		
Period 1	2	1	0	2	1	0	2	1	0
Period 2	2	1	0	2	1	0	2	1	0
Period 3	2	1	0	2	1	0	2	1	0
Period 4	2	1	0	2	1	0	2	1	0
Period 5	2	1	0	2	1	0	2	1	0
Period 6	2	1	0	2	1	0	2	1	0
Period 7	2	1	0	2	1	0	2	1	0
Period 8	2	1	0	2	1	0	2	1	0
Period 9	2	1	0	2	1	0	2	1	0
Total									

Overall Total: _____/54

Goal: 42 points



BL is the place to **Be**

Be Respectful

Be Responsible

Be a Community

IS IT A DISAGREEMENT, RUDE, MEAN, OR BULLYING?

DISAGREEMENT

when you do not agree with what someone else is saying or thinking



RUDE

when someone says or does something hurtful **on accident** and they do it **one time**



MEAN

when someone says or does something hurtful **on purpose** and they do it **one time**



BULLYING

when someone says or does something hurtful **on purpose** and they **keep doing it**, even when you tell them to stop or show them that you are upset

