

Online Resources:

ACGC Website:

Acgcfalcons.org

Click on elementary

Click on PBIS

PBIS Nationally

www.pbis.org

PBIS Minnesota

pbismn.org

Minnesota Department of
Education

<http://www.education.state.mn.us/MDE/EdExc/005869>

ACGC PBIS Committee

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A guide for parents to
S.O.A.R. with

PBIS

Positive Behavior
Interventions and Support
at ACGC Elementary

The mission of ACGC Elementary School is to use Positive Behavior Intervention and Support (PBIS) to teach students proactively how to make appropriate choices to avoid conflict and accept responsibility for their actions through Self Control, Ownership, Attitude and Respect (SOAR).

What is PBIS?

- It is showing SOAR behavior through Self-Control, Ownership, Attitude and Respect
- It creates a proactive approach to defining, teaching and supporting appropriate behavior in school
- It teaches and models appropriate behavior expectations in order to set conditions for a positive school culture
- It creates a common language for students, teachers and families to ensure a consistent environment
- It allows for the school to recognize and reward the larger percentage of students displaying positive behavior

How can you support PBIS?

- Discuss PBIS with your child
- Keep communication open with your child
- Praise your child for showing SOAR behaviors and school and home
 - Self-Control
 - controlling your impulses, controlling your own behavior
 - Ownership
 - Pride over your body, words and materials
 - Attitude
 - positive words, open outlook
 - Respect
 - Treating yourself, others and property in a positive manner

How might your child be recognized?

- Positive praise
- PAT (Positive Action Tickets)
- Classroom recognition
- Quarterly all school recognitions

How will this look for your child?

- All students will be taught lessons on the school-wide expectations in common areas (cafeteria, recess, restrooms, hallways, classrooms and assembly's)
- "Look For" guidelines will be displayed to show SOAR expectations in common areas
- Students will know the expectations, rewards and consequences that apply directly to their behavior

What if your child is not following PBIS school-wide expectations?

Level 1

- Handled with in the classroom
- Teacher will not call home but may start to keep a record of behavior
- Teachers use this as an opportunity to model expected behavior, restate taught expectations
- Offending behaviors may include: breaking posted PBIS expectations, uncooperative, disrespectful, disruption to education, name calling, misuse of property, inappropriate language or hand gestures
- Consequences could include a change in behavior expectations classroom chart

Level 2

- Notification to parents when chronic level 1 behaviors occur
- Offending behaviors may include: 3rd (continuous) level one violation in a day, physical aggression, harassment, exhibiting all 6 indicators of bullying
- Consequences could include: a change in behavior expectations classroom chart, a plan between parents and school, behavior interventions

Level 3

- Serious offense resulting in an office referral
- Offending behaviors may include: 3rd (continuous) level two violation in a week, threats (verbal or non-verbal) to self, others, school and/or threats (verbal or non-verbal) of weapons
- Consequences could include: a change in behavior expectations classroom chart, a plan between parents and school, behavior interventions additional school support as team members

ACGC PBIS Expectations

(Positive Behavior Interventions and Support)

	S	O	A	R
	Self-Control controlling your impulses, controlling your own behavior	Ownership pride over your body, words and materials	Attitude positive words, open outlook	Respect treating yourself, others and property in a positive manner
<u>Restroom</u> Voice: 1	Use, Wash, Leave	Keep it clean	Be Trustworthy, Be Timely	Allow privacy
<u>Hallway</u> Voice: 1	Hands and feet to self and off walls	Keep halls clean	Greet with a smile	Walk quietly in your space
<u>Recess</u> Voice: 4	Stop, Walk, Talk	Own your actions and your words	Be kind and be active	Make good choices
<u>Cafeteria</u> Voice: 2	Hands and feet to self	Keep your area clean	Say “Yes, please” and “No, thank you”	Remember someone prepared this food and space for you
<u>Classroom</u> Voice: 0-4	Enter quietly and have body and voice control	Be prepared to learn	Do your best	Keep it positive
<u>Assembly</u> Voice: 0	Hands and feet are still	Active listener and participant	Be grateful	Respect the speaker and others around you

ACGC PBIS Behavior Matrix

Level of Behavior:	Examples:	Next Steps:
<p style="text-align: center; font-size: 48pt; font-weight: bold;">1</p>	<ul style="list-style-type: none"> -Breaking posted expectations in bathroom, hallway, cafeteria, classroom, program or other -Uncooperative, disrespectful -Disruption -Loud/Yelling -Name calling -Misuse of property -Inappropriate language or hand gestures -Lying -Cheating 	<p><u>Supervisor handles immediately</u></p> <ul style="list-style-type: none"> -Speak calmly -Teachable moment- For example: stop them in hall, review hallway expectations, encourage better choices -Model your expectations -Redirect with positive praise -Encourage student(s)
<p style="text-align: center; font-size: 48pt; font-weight: bold;">2</p>	<ul style="list-style-type: none"> -3rd (continuous) level one violation in a day -Physical aggression -Harassment/Exhibiting all 6 indicators of Bullying (see bully flowchart on back) 	<p><u>Supervisor handles immediately</u></p> <ul style="list-style-type: none"> -Restate Previous Discussion, calmly: -Teachable moment- For example: stop them in hall, review hallway expectations, encourage better choices -Model your expectations -Redirect with positive praise -Encourage student(s) <p><u>Speak to the child 1:1 to find root cause</u></p> <p><u>Student clips down, change in color</u></p> <p><u>Involve parents</u></p> <p><u>Create a plan</u></p> <ul style="list-style-type: none"> -Does our school social worker, Lynn Peterson, need to be involved? Does Woodland Centers, onsite counseling, need to be involved? Do we need behavior interventions? <p><u>Start documentation</u></p> <p><u>Connect back to student</u> about parent involvement, next steps, plan and other key details</p>
<p style="text-align: center; font-size: 48pt; font-weight: bold;">3</p>	<ul style="list-style-type: none"> -3rd (continuous) level two violation in a week: -Threats (verbal or non-verbal) to self, others, school -Threats (verbal or non-verbal) of weapons 	<p>Supervisor reminds student of contact with parent and plan</p> <p>Student clips down, change in color</p> <p>Principal is called/notified</p> <p>Parent(s) are called</p> <p>Documentation is reviewed</p> <p>Plan with team is put into place</p>

This is to be used as a guide in creating safe schools through positive discipline, please note every child and situation is different