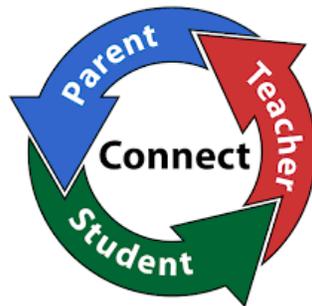


# ***Positive Behavior Interventions and Support (PBIS)***

## **South Side School Parent's Guide**

***SOAR to Success at South Side  
2016-2017***



**South Side School**

21 Tuttle Road  
Bristol, CT 06010  
Phone: 860.584.7812  
Fax: 860.584.7810

Web: <http://www.bristol.k12.ct.us/sss>

This guide for parents and families is a working document in that we will continually refine our implementation of SOAR at South Side based on our monthly behavioral data and student and school needs.

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

**PBIS (Positive Behavioral Interventions and Supports) is a process for creating a safer and more effective school environment and is being implemented in ALL Bristol Public Schools.** It is a systematic approach to enhancing the capacity of a school to educate all children by developing research-based, classroom and school-wide discipline systems. The key to successful implementation of PBIS in a school is a set of shared expectations reinforced by all staff.

## How does PBIS (Positive Behavioral Interventions and Supports) work?

The process focuses on improving a school's ability to teach, support and reinforce **positive behavior for all students.** PBIS provides a system for schools to design, implement and evaluate effective school-wide, classroom, non-classroom, and student-specific discipline plans. A uniform school-wide procedure and process is used for **ALL** students and **ALL** staff in **ALL** settings.

*South Side has designed SOAR to Success.*

## What do our colors mean and how are they used?

In order to support our students in their ability to demonstrate expected behaviors, we utilize a color system that is age appropriate and teaches students to make positive choices. All classrooms are using the same system.

|        |  |
|--------|--|
| Gold   | Students exceeded expectations making today an extra special day. Not only gave 100% efforts, but also supports classmates to do the same. Demonstrated efforts to exceed learning expectations and is able to tell adults (both school staff and family) what they did to earn GOLD status for the day. |
| Green  | Great day, worked hard, contributing to a positive school community. Homework was done and class work was completed to best of one's ability.  |
| Orange | Somewhat challenging day, worked hard, needed three reminders. Students and class were able to learn effectively throughout the day.   |
| Blue   | Challenging day, needed four reminders and learning was impacted by today's choices.   |
| Red    | Today was a difficult day and needed intervention from the office. More than five reminders were needed and overall student and classroom learning was impacted by today's choices.  |

**It is our Goal for all kids to be on Green all day.** Students also have the opportunity to elevate their color status to 'Gold' for exceeding expectations on a given day. We know the more time our students stay on Green or Gold, the more time we spend learning!

***A key strategy of the PBIS process is prevention.*** The majority of students follow the school-wide behavior expectations. Through instruction, comprehension, and regular practice, all students and staff follow a consistent set of behavior expectations and rules. There is now a

system in place to reward those positive behaviors. Our SOAR system is based on monthly data collection and is continually refined in an effort to best support every child. Our PBIS Building Team is composed of staff from each grade level as well as various support staff and the principal. The team meets monthly to analyze behavioral data and to create lessons for staff to use with students in teaching positive behavior.

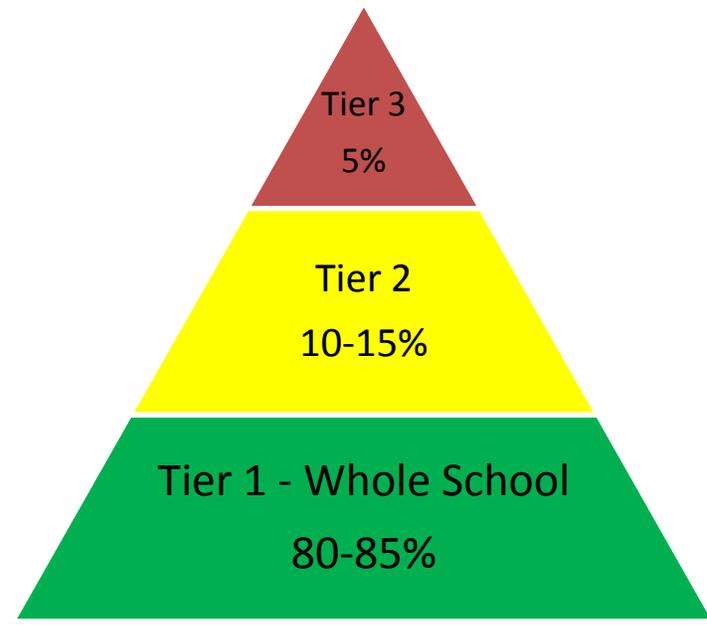
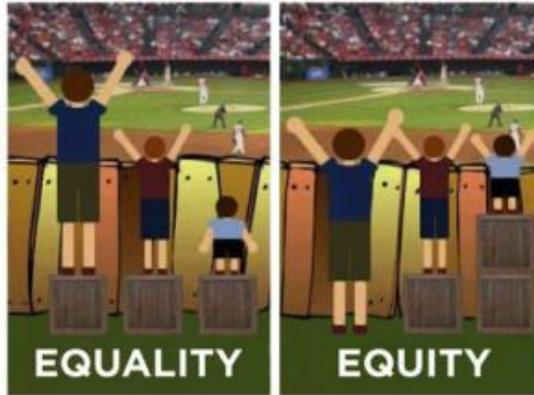
## Support / Reinforcement Services

Recognizing that all students learn differently, PBIS offers a continuum of support/reinforcement services. As with any school-based program, whether academic or behavioral, **we recognize that different students require varying levels of support.**

| Support/Reinforcement Tiers | Support  |
|-----------------------------|--|
| Tier 1                      | 80%-85% of student population<br>universal expectations for all<br>SOAR, color system, reinforcement of<br>expected behaviors    |
| Tier 2                      | 10%-15% School Success Plan, enrolled<br>in Scientifically Research Based<br>Intervention (SRBI), frequent<br>communication home |
| Tier 3                      | 5% Check-in, Check-out, Mentor Program,<br>Support Group   |

In a typical school, 80-85% of the students respond to the universal expectations. At South Side School, that means utilizing SOAR and the color system for positive reinforcement. When students don't show success with the Tier 1 supports, there are additional supports provided. Examples of Tier 2 include: enrolling students in the Scientifically Research Based Intervention (SRBI) program and having a daily behavior chart. When Tier 2 behavioral interventions do not meet individual needs, a more intensive support is offered. These supports can range from participating in 'check-in, check-out' with a staff member, assigning a mentor when appropriate or small group support to teach and reinforce expected behaviors.

***At South Side School, mistakes are a great thing when they are used as an opportunity to learn something new. When we make mistakes and correct our behavior, they are helpful to our learning!***



Example: a typical school – student compliance

**\*If your child has his/her color changed, you are welcome to call or email his/her teacher to find out what choices lead to the color change. At South Side School, mistakes are expected and we all hope to learn from them.\***

## **South Side Parent's Must Know Information:**

All students will start their day on green.

The only way to earn gold is to have stayed on green all day and demonstrated behaviors that exceed a day's typical hard work and effort. **It's our goal to have students know and understand what they did to make that day extra special.**

**Once there is a color change, can my child earn his or her way back? (Yes!) A student can move up one level if the child truly changes his or her behavior.** This means if a child is on blue at lunch and improves for the remainder of the day he or she may have the opportunity to return to orange.

**Who is responsible for giving reminders and changing colors?** Staff supervising students are expected to utilize the color system. This means students who display inappropriate behaviors out of the homeroom teacher's eyes can still have their colors changed and recorded.

**What about hands-on behavior?** Having nearly 500 students in this school, it is important that we have a shared set of safety expectations, therefore any hands-on behavior (hands, feet, body slamming, throwing objects, spitting) results in an automatic color change.

**What happens prior to a child changing their color?** We provide 2 verbal warnings to help correct the behavior.

**Does homework count?** Homework is an expectation set forth by the Board of Education and should be completed each night. The color system, however, is designed to ***support and reinforce positive behaviors at school***. Students will not receive a color change, however, they **cannot** earn gold status when homework is not completed.

**Why do homework?** Homework helps reinforce the day's learning and this is important to help each child become successful. Since PBIS is designed to positively recognize students for doing the right thing we have a monthly 'STAR' party for students who have completed all of their homework.

**How do we recognize kids who continually do the right thing?** Kids who have missed 2 or fewer days of homework can do their homework and then attend a STAR party which is held at the end of each month. Kids who ***missed 3 homework assignments*** will not attend the STAR party, giving them time to complete their homework.

**Fun Friday:** In order to attend Fun Friday you must have earned green or gold 80% of the time. Excessive absences or tardies could impact a child's participation.

**Hallway Expectations:** Students **will remain** at Level 0 and walk on right side of hall.

## SOAR Voice Levels

The success of PBIS is dependent upon consistency. All students and staff understand there are acceptable levels of voice at different times of the day.

| Level                      | Expectations and when it is appropriate   |
|----------------------------|---|
| Level 0 - Silent           | <ul style="list-style-type: none"><li>• During fire drills</li><li>• When walking in halls</li><li>• When taking a test</li></ul> |
| Level 1 - Whisper          | <ul style="list-style-type: none"><li>• During classroom conversations</li><li>• In the cafeteria</li></ul>                       |
| Level 2 – Classroom Voices | <ul style="list-style-type: none"><li>• Used for everyday conversations with peers and staff</li></ul>                            |
| Level 3 – Outdoor Voices   | <ul style="list-style-type: none"><li>• Used during recess</li></ul>  |

If you have questions or comments about our SOAR program, please contact your child's teacher. **We know the more time we are able to exhibit positive behaviors, the more we are able to learn!**