



SPSL PBIS Family Handbook

2019

*If a student doesn't know how to read, we teach.
If a student doesn't know how to swim, we teach.
If a student doesn't know how to multiply, we teach.
If a student doesn't know how to behave, we punish?*

~John Herner

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WHY PBIS?

In the document *Educating Today and Tomorrow: A Renewing Passion*, the Vatican's Congregation for Catholic educations stated, "It is important for schooling to enhance not only skills that are related to knowing and knowing how to do things, but also skills that apply to living alongside others and growing as human beings. These are reflective skills, for instance, by which we are responsible for our actions, or intercultural, decision-making, citizenship skills, that are becoming increasingly important in our globalized world and affect us directly, as is the case with skills related to consciousness, critical thinking and creative and transforming action" (2015). The way students are treated, and the way students treat others, is just as important in a Catholic school as the formal, written curriculum. It is important that all stakeholders in our school community are committed to engaging in positive ways to reinforce desired behaviors for our students and our community as a whole.

Inspired largely by this belief, in 2017, the St. Pius X/ St. Leo School School Improvement Planning committee decided to include Positive Behavior Interventions and Supports (PBIS) in the school's improvement plan as one of the academic goals for our school to focus on. This decision was made after consulting several sources of information from a diversity of stakeholders including AdvancEd reports, school culture surveys, and informal interviews and conversations. The reasoning behind including PBIS is that learning cannot be maximized if student misbehaviors take precious time away from the limited instructional time we have. It is our hope that by employing the consistent and data-driven aspects of PBIS, we can increase time spent on instruction and learning, thus improving our students' academic performance as well as their social skills and interactions.

Lastly, PBIS are proactive, not reactive, strategies, meaning the focus is on the present and the future. In other words, learning is paramount while utilizing PBIS because they place the emphasis on what can be done to improve, rather than what was done that cannot be changed (Johnson, 2016). This aligns with our mission to form students in the Catholic faith, which teaches the importance of forgiveness and growth.

WHAT IS PBIS?

PBIS (Positive Behavior Interventions and Supports) are researched and documented ways of dealing with student misbehavior (Johnson, 2016). Begun by researchers at the University of Oregon in the 1980s, this approach is now used by more than 18,000 schools worldwide (Baker & Ryan, 2014). Furthermore, in their 1997 reauthorization of the the Individuals with Disabilities Act (IDEA), Congress provided

funding to the Office of Special Education Programs to create the Technical Assistance Center on PBIS (Positive Behavior Interventions & Supports - OSEP, n.d.).

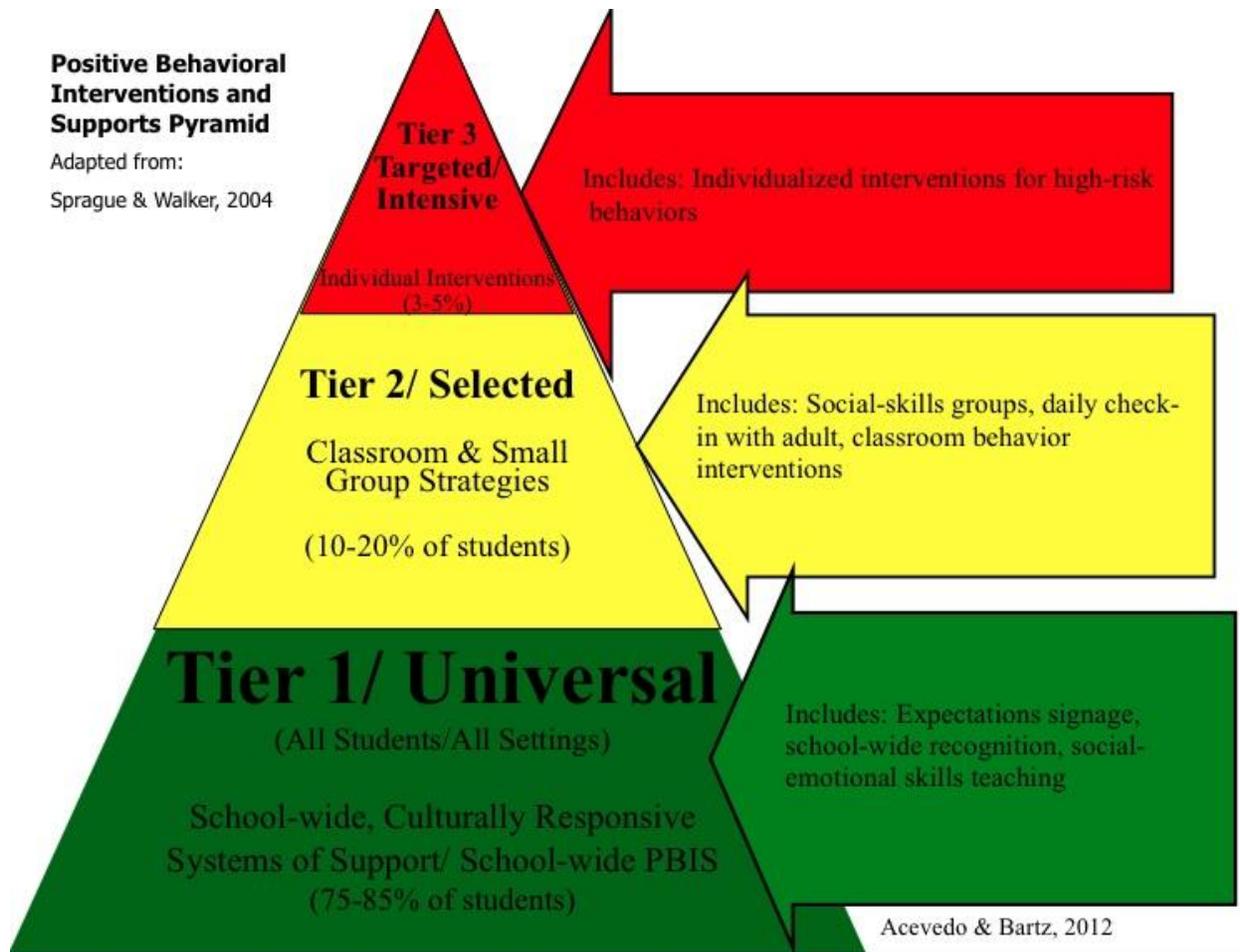
PBIS at SPSL are based on three practices:

- 1. Maintaining and teaching the school's behavior expectations to all students in all environments**
 - a. Our school had decided to focus on the following four areas when it comes to the behavior expectations we have for our students (a more complete description of each expectation can be found later in this handbook):**
 - i. Ready to Learn**
 - ii. Offer Respect**
 - iii. Achieve a Safe Environment**
 - iv. Responsible for Others and Ourselves**
- 2. Acknowledging and rewarding students when these expectation are met**
- 3. Using data to make decisions about interventions when these expectations are not met**

PBIS are a tiered approach to student behavior and discipline. When implemented, they affect 100% of students, but the amount of support needed by students breaks down into three levels: Tier I (utilized for all students; 80% will respond), Tier II (additional supports for 15% of students), and Tier III (individualized support for 5%). Because PBIS are tiered, all students should receive support at the Tier I level. If students do not respond, Tier I supports should not be withdrawn, but additional Tier II supports should be added. Should that still not prove effective, Tier III supports and programs can be added to maximize the behavioral changes for those students (Baker & Ryan, 2014). A divided triangle, like the one seen below, is often used to represent the three tiers in PBIS:

Positive Behavioral Interventions and Supports Pyramid

Adapted from:
Sprague & Walker, 2004



<http://www.berkeleyschools.net/wp-content/uploads/2013/04/PBISPyramidImage.jpg>

It is important to note a few things that PBIS are *not*. First, PBIS are not programs that come with a curriculum, workbooks, etc. (Baker & Ryan, 2014). PBIS will look differently in different schools. PBIS are also not new ways to punish. Punishment places the focus on the past misbehavior. As mentioned before, PBIS focus on the present and the future. Just as if a student was not succeeding in class, we as teachers would implement new ways to teach that student the content, so the same approach applies to PBIS. If a student is not behaving appropriately, PBIS offer new ways of teaching and reinforcing a replacement behavior (Johnson, 2016).

SPSL SCHOOL-WIDE BEHAVIOR EXPECTATIONS

As mentioned above, we desire all our students to meet the following behavioral expectations (R.O.A.R.):

Ready to Learn

“Ready to Learn” students come to school with a healthy sense of curiosity and a positive attitude about learning. They come to class prepared and on time with all needed materials, from tied shoes, to sharpened pencils, to charged Chromebooks. They enter the classroom attentively, participate, turn in their homework and ask questions. Students who are “Ready to Learn” always try their best.

Offer Respect

Students “Offer Respect” when they use kind words and actions toward all God’s creation. These students exhibit basic manners, such as saying please and thank you, allowing others to go first, and giving their attention to others when they are speaking, but even more so they ask themselves “What would Jesus do?” and try to act accordingly. These students also care for the earth by being resourceful, not wasteful.

Achieve a Safe Environment

Students who “Achieve a Safe Environment” think before they act. They know that actions have consequences, and try to foresee how their behavior will affect the environment around them. Students can stay safe by pushing in their chairs, keeping the classroom and hallways tidy, and keeping their hands and feet to themselves. Safe student also know that everyone’s feelings matter, so they respect other people’s thoughts and feelings. If someone is treated poorly, safe students offer help, stand up to bullying behavior, and always inform a trusted adult if there is an unsafe situation.

Responsible for Others and Ourselves

Finally, students are “Responsible for Others and Themselves” when they help out someone who needs it, but also respect the boundaries of others. They are responsible for themselves by planning ahead, using tools like their agenda to complete homework well and on time. Students also take pride in themselves by being clean, being in dress code, and following the rules. If students make mistakes, as everyone does, they honestly own up to it and take steps to make it better.

SPSL BEHAVIOR MATRIX

The following are general expectations SPSL has for all of its students in different areas of the school.

<u>Expectation</u>	<u>Classroom</u>	<u>Church</u>	<u>Hallway</u>	<u>Cafeteria</u>	<u>Recess</u>
Ready to Learn	Have a positive attitude about learning	Be attentive to the the priest, prayers, and readings	Walk straight to your destination	Eat so you can be on time for your next class	Invite people who may not be included
Offer Respect	Pay attention to the teacher/ speaker Use materials appropriately (pencils, books, desks, etc.)	Kneel and pray silently before Mass	Have voices off Keep hands and bodies to yourself	Say "Please" and "Thank you" to the workers and volunteers	Solve disagreements with words Allow others to have their turn
Achieve a Safe Environment	Listen and follow directions	Inform an adult if someone is ill/ faint	Stay to the side of the hallway Walk in single file, one behind the other	Wait your turn in line Eat healthy foods Follow directions	Cross the street only when told Play games by the rules
Responsible for Others and Ourselves	Be on time Have your materials ready to go	Participate in the singing and responses	Hang your coat and place our bag where it belongs Keep the floor clear and clean (garbage, hangers, etc.)	Make sure all your trash goes in trash can Keep your food on our trays or in your mouth	Take care of the equipment

<u>Expectation</u>	<u>Bathroom</u>	<u>Gym/ PE</u>	<u>Office</u>	<u>Assembly/ Speaker</u>	<u>Online</u>
Ready to Learn	When finished, go straight back to class or in line	Walk quietly when others have P.E. class Get into squad groups immediately	Return to class as soon as possible	Volunteer/ Ask questions respectfully and at appropriate times	Use technology for educational and school-related purposes
Offer Respect	Respect others' privacy	Invite others that might not be included	Be polite to the office staff	Keep your eyes on the speaker Keep your voices off while listening	Post things that are positive about others and yourselves
Achieve a Safe Environment	Keep floor as clean and dry as possible Wait your turn if there are too many people	Follow directions Inform an adult if someone gets hurt	Follow directions	Follow directions for entering and exiting Sit where you are asked to	Follow the guidelines for protecting privacy online Inform an adult of unsafe situations
Responsible for Others and Ourselves	Use appropriate number of paper towels (2-3 is usually enough) Flush toilet paper and throw away paper towels	Have appropriate shoes and clothes for P.E.	Inform an adult if you need to go to the office Quietly wait your turn	Sit near people who will help you behave	Take care of the devices

SPSL ANTI-BULLYING STATEMENT

Being a community that encounters Christ in every person, we do not bully. Instead we:

- **Appreciate and celebrate the diversity in our community**
- **Treat others as we want to be treated**
- **Contribute to a safe and respectful environment by standing up for others who are treated poorly**
- **Invite others who are not included to join us**
- **Inform adults if we know of bullying behavior**

Bullying is a repeated pattern of abusive behavior over time in an environment of an imbalance of power that includes, but is not limited to:

- **Taunts or insults stemming from another's gender, sexual orientation, race, color, age, religion, national origin, marital status, or disability**
- **Physical intimidation**
- **Social Intimidation**
- **Isolation**
- **Assault**
- **Oral or written threats**

Cyber-bullying, using technological platforms such as email, social media, chat groups, etc. to achieve the same goals as the bullying methods above, will be considered bullying.

Bullying in any form is a serious violation of another's basic dignity and is a serious offense. As such, any student found to be bullying will be subject to the disciplinary policies of the school.

REWARDS FOR POSITIVE BEHAVIOR

An important part of successfully implementing and exercising PBIS is noticing, acknowledging, and rewarding students when they do meet the school's expectations. Rewards for positive behavior are decided by the grade level team of teachers. Below is a sample of *some* of the practices faculty and staff utilize in order to recognize students in a positive way for meeting our school's behavior expectations (R.O.A.R.):

- **Verbal Praise**
- **Marble jars**
- **Angel Cards**
- **Pom Pom Parties**
- **Classroom goals**
- **Positive marks on a behavior log (which can be traded in for rewards)**

PAWS: PANTHER AWARD WINNING STUDENT

In addition to the positive rewards listed above, every student will receive at least one PAWS award each school year. A PAWS award is a way to recognize that every student is graced with unique gifts and talents that can contribute to a positive school culture. A PAWS award is given when a student uses their gifts and abilities to build up an environment that is Ready to learn, Offers respect, Achieves a safe environment, and is Responsible for each other and themselves (R.O.A.R.). In other words, how are our students being Christ-like for one another? When a student goes above and beyond the expectations of our school, and they earn a PAWS award, the teacher will write on the PAWS the specific act for which the student is being recognized and turn it into the office. Once a quarter, students will be publicly recognized in front of their peers and receive that award. Teachers should keep a record of their students to ensure every student receives at least one PAWS award.

PBIS AT HOME

In order for PBIS to be successful at SPSL, we need the help and support of all our families. Some ways families can support the PBIS work we are doing at school are:

- **Ensure your student has high attendance at school. The more students are in school, the more they will be exposed to the school's expectations (R.O.A.R) and the reinforcement that comes with complying with them. (Note: Should low attendance become problematic, you will be contacted by the school's administration.)**
- **Remind your students about the behavior expectations (R.O.A.R) on a daily basis. A quick reminder before they leave in the morning can make a big difference if they know your expectations match the school's.**
- **Talk about R.O.A.R. expectations with your students at home. You might even create your own matrix for the kinds of behaviors you expect your students to show with their families and friends. How can your student offer respect at the dinner table? How can they be safe while online at home? A blank matrix is included later that you can fill out as a family.**
- **Model the R.O.A.R. expectations in all areas, including sports activities, plays, concerts, community events, fundraisers, etc.**
- **Hold your students accountable. They should be able to model the R.O.A.R. expectations at all times (at home, at school, online, on social media, in public, etc.).**
- **Ask your student about the positive things happening at school. Did their teacher praise them for something they did? Did they receive any positive rewards?**
- **If you are contacted about misbehavior, review the R.O.A.R expectations with your student.**

FAMILY - SCHOOL PARTNERSHIP

SPSL is grateful for the opportunity to partner with families in an effort to provide an environment that is positive and conducive to learning through PBIS. We also appreciate when the interventions and support structures put into place by the school for the betterment of students are reinforced by families at home. Students learn best when the messages they receive are consistent. When problems arise, SPSL strives to classify and address the problem behavior without assigning labels to the student. Simply put, SPSL faculty and staff aim to be hard on the problem, while remaining soft on the child. The authority exercised by our school is always meant to protect and respect the dignity of *all* the students placed in our care. As such, we treat each child as an individual, as the supports and interventions that prove effective for one student may not do so for the next. PBIS aims to honor the uniqueness of each student by offering appropriate support in ways that will be productive.

R.O.A.R. at Home!

Ready to Learn			
Offer Respect			
Achieve a Safe Environment			
Respect for Others and Yourself			

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