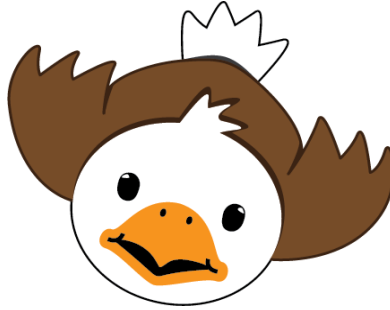


# Bermudian Springs Elementary School School-Wide Positive Behavior Intervention and Supports (SWPBIS) Handbook



## Purpose Statement

The purpose of the Bermudian Springs Elementary School PBIS Team is to champion a safe and positive school environment that strengthens student learning and social interactions by teaching and recognizing positive behavior.

## Shared Beliefs

- Appropriate behavior must be modeled, taught, and retaught.
- All students can exhibit appropriate behavior.
- Common language and expectations in our building are crucial to the success of the program.
- Our work improves social, emotional, and academic outcomes for all students.
- Positive reinforcement and affirmations are more effective than negative punishment in correcting behaviors.
- Requires full staff, parent, and student buy-in to reach its fullest potential

Our SOAR Behavior Expectations Matrix is taught at the beginning of the school year to all students. The matrix below can be found in all classrooms and certain locations throughout the building to reference.

## SOAR Behavior Expectations Matrix



I can...	Stay Safe	Own Your Actions	Always Responsible	Respect Everyone
<b>Schoolwide</b>	<ul style="list-style-type: none"> <li>Always walk</li> <li>Use materials appropriately and safely</li> <li>Keep hands/feet/objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Engage in learning</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Take care of school materials</li> <li>Complete my work</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>Communicate and Collaborate politely with peers</li> <li>Resolve issues peacefully</li> <li>Be an active listener</li> <li>Maintain personal space</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Keep feet on floor</li> <li>Keep water in the sink</li> <li>Report problems</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Wait my turn</li> <li>Use the bathroom appropriately</li> <li>Wash my hands</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Use the nearest restroom</li> <li>Clean up after myself</li> <li>Treat property with care</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Use manners</li> <li>Maintain personal space</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Walk on the right side</li> <li>Take one step at a time</li> <li>Face forward</li> <li>Keep hands/feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to my destination</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Smile at others</li> <li>Keeps hands at my side</li> <li>Quiet body and voices</li> <li>Maintain personal space</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Raise my hand for assistance</li> <li>Follow in the correct direction</li> <li>Keep hands/feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Inside voice</li> <li>Throw trash away</li> <li>Stay seated</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Eat my own lunch</li> <li>Clean up after myself</li> <li>Treat property with care</li> </ul>	<ul style="list-style-type: none"> <li>Quietly wait in line</li> <li>Use manners</li> <li>Be friendly and include others</li> <li>Maintain personal space</li> </ul>
<b>Recess</b>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Stay on assigned part of playground</li> <li>Keep hands/feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Use appropriate language</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Follow playground rules</li> <li>Line up quickly and quietly</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Be friendly and include others</li> <li>Maintain personal space</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>Sit facing forward</li> <li>Keep aisles clear</li> <li>Stay seated until the bus stops</li> <li>Keep hands/feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be your best self</li> <li>Use appropriate language</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Be ready for the bus</li> <li>Take care of personal things</li> <li>Help keep the bus clean</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Listen and follow directions</li> <li>Maintain personal space</li> </ul>

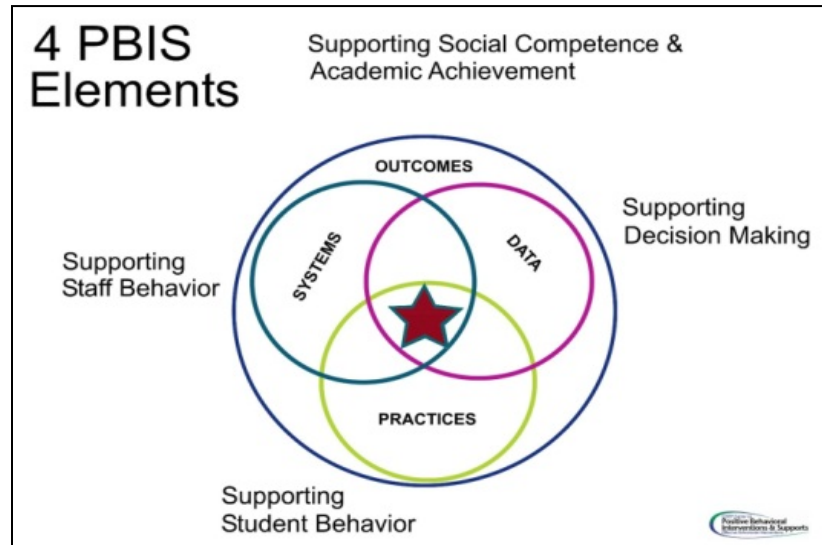
## What is School-Wide Positive Behavior Intervention Support?

Positive Behavior Intervention System (PBIS) is:

- A school-wide approach (all classrooms) to discipline and a process creating a safer, more effective school environment
- A framework that works toward a common language, common practice and consistent application of positive and negative reinforcement
- Teaching, modeling, practicing and rewarding appropriate behavior and having clear consequences for targeted behavior
- Achieving full staff “buy-in” on consistent implementation of office discipline referrals and engaging parents to support the program
- Evidence based practices are used to respond to the interventions needed to address behavioral and academic concerns.

# Four Elements of SWPBIS

The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on systems, data, practices and outcomes.



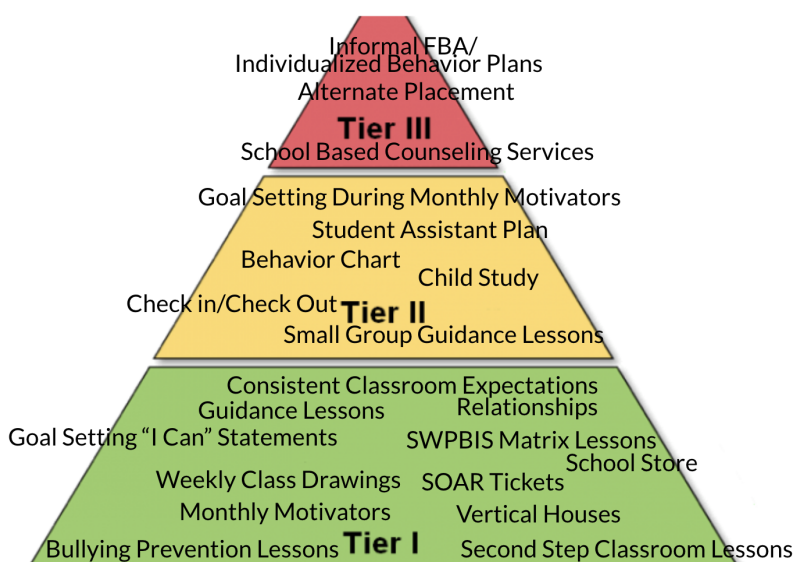
*(Retrieved from <https://www.pbis.org/pbis/getting-started>)*

- **Outcomes:** The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior or fewer office discipline referrals.
- **Practices:** Key to improving outcomes are the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the outcomes schools want to see.
- **Data:** Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers.
- **Systems:** The way schools operate are their foundational systems. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

# Continuum of School–Wide Instructional and Positive Behavior Support

**Multiple–Tiered System of Support (MTSS)** – used to identify students, intervene and support students quickly. Interventions become more intense as students move up the tiers.

## Tiers of Support



**Tier 1: School–wide interventions for all learners to prevent behavior challenges: 80–90% of students**

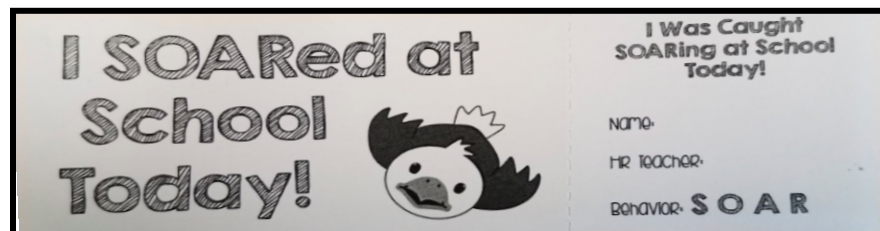
**Tier 2: Specialized interventions for learners who are at–risk for academic or social failure due to behavior challenges: 5–15% of students**

**Tier 3: Individualized interventions for students with intensive/chronic behavior challenges: 1–5% of students**

Books are used at the beginning of the school year to teach and model expected behaviors. These books can then be referenced throughout the school year.

<p><b>Stay Safe</b></p> 	<p><b>Always Responsible</b></p> 
<p><b>Own Your Actions</b></p> 	<p><b>Respect Everyone</b></p> 

**SOAR Tickets:** Students can earn SOAR Tickets from any staff member or bus driver when they follow the SOAR Expectations. Classroom teachers randomly choose weekly prize winners, and monthly drawings are held for the entire building. Positive reinforcement is critical in the success of teaching desired behaviors and encouraging young learners to be positive contributors to the school community.



**School Store:** Students can use their SOAR tickets that they earned to purchase fun items at the school store. The available items include school supplies, such as pencils and crayons, and toys like jump ropes and footballs. Non-tangible items are also available, such as lunch with the principal or extra recess. The prizes change based upon student input.

**Golden Eagles:** Students can earn a Golden Eagle when they demonstrate behavior that goes above and beyond our SOAR Expectations. If a student receives a Golden Eagle, then they receive a yard sign to proudly display and are entered into a drawing to win one of five Golden Eagle Prizes. Golden Eagles are distributed based upon a student's own personal goals and abilities.

**SOAR VIPs:** A student from each grade level is randomly selected from the top SOAR ticket earners in each classroom to acquire VIP status. The SOAR VIPs get the privileges of exiting the bus first in the morning, arriving first on the bus at the end of the day, and sitting at a special VIP table with a friend during lunch. Students also wear a VIP sticker all day at school.

**Monthly Motivators:** Monthly Motivators are used to celebrate behavioral successes of our students. In order to fully attend our Monthly Motivator, students must have no office referrals and/or less than 2 classroom teacher contacts home for behavior during the month. Students on an individual behavior plan will have a personal goal for attending.

**Morning Meetings:** Daily morning meetings are held to provide a safe and caring environment that encourages students to open up and build trust in others. This is a time to practice social-emotional skills and helps build a strong sense of community in the classroom.

**House Colors:** All students and staff are assigned to a house. There are 6 different houses and each house is represented by a color: red, orange, yellow, green, blue, or purple. Students will remain within their house throughout their time at Bermudian Springs Elementary.

House colors were created to:

- Build pride and responsibility for house
- Create a sense of community
- Increase collaboration among grade levels
- Provide opportunities for students to interact with different adults and have positive adult role models throughout the building
- Generate mentor/leadership opportunities for older students

Each house is linked to a value which is focused on for one month throughout the school year. During morning meetings, classes will discuss what the value means, what it looks like, how it is recognized, and why it is important to our school community.

House Color	Value	Focus Month
Red	Ownership	October
Orange	Empathy	November
Yellow	Kindness	January
Green	Respect	February
Blue	Integrity	March
Purple	Confidence	April

**SOAR Ambassadors:** SOAR ambassadors have a special role within the building and have a voice in our school similar to a student council. The duties within the SOAR ambassador role include Safety Patrol, School Store, Berm News Representative, and New Student Guide. Third and fourth grade students applying to be a SOAR ambassador can choose which duty they are most interested in. Being a SOAR ambassador is both an important responsibility and an honor. In addition to respecting everyone and demonstrating responsibility, students must collaborate with fellow SOAR ambassadors and faculty to make Bermudian Springs Elementary School an amazing place!

**SOAR VIP Room:** Coming soon! More information will be shared at a later date.

**Golden Sporks:** Each grade level has the opportunity to earn a Golden Spork for exhibiting positive behavior within our cafeteria. Our aides who are monitoring lunch will reference the SOAR Matrix areas focused on the cafeteria, hallway, and bathroom (the three areas accessed during lunch) on a daily basis. If a grade level meets those outlined expectations, they will earn a spork. For every ten sporks (or ten successful lunch periods) they will earn a grade-level reward.

**Second Step Program:** Second Step is a classroom-based social skills program for students with a distinct curriculum for each grade. Scripted lessons are taught throughout the school year that directly align with our "I Can" statements and PA Standards for Social-Emotional Learning. The use of these social-emotional lessons helps strengthen our peer relationships, conflict resolution, mental health, and emotion management – all areas that our young learners benefit from, in addition to what is being taught within the home.

**Bullying Prevention Lessons:** The Second Step Bullying Prevention Unit teaches children important skills for getting along with others and doing well in school. It also helps our



school be a safe, respectful place where everyone can learn. In the lessons, students will learn specific skills to help stop bullying. This includes how to: recognize when bullying is happening, report bullying to a caring adult, refuse to let bullying happen to themselves or others, be a bystander who stands up and is part of the solution to bullying.

### **Committee Members for 2022-2023**

Mrs. Jennifer Eley

Mr. Ethan Sentz

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**Building Strong Minds, Bold Hearts, and Bright Futures**