

# South Mountain Elementary School Expectations

## COUGARS ROAR

R

**RESPECTFUL  
ACTIONS**

O

**ONLY SAFE  
BEHAVIORS**

A

**ALWAYS DO  
YOUR BEST**

R

**RESPONSIBLE  
CHOICES**



Dear Parent/Guardian:

Please review the information contained in this brochure with your child(ren).

\*Ask your child to tell you the Expectations.

\*Ask your child to discuss examples of ways that he or she uses these rules to help them learn and participate in school.

\*Discuss ways that these rules can be used at home and in the community.

We look forward to working in partnership with you as we embrace the PBIS method. If you have questions please contact the school. A PBIS member will be glad to discuss the program in more depth with you.

### South Mountain Elementary School

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Wausau, WI 54401

Phone: 715-261-3930

[southmountain.wausauschools.org](http://southmountain.wausauschools.org)

What can you do to help your child stay on the path to positive behavior?

\*Review ROAR expectations with your child.

\*Ask your child about his/her day at school every day.

\*Make sure your child is ready every day. Ensure a good night's sleep.

\*Provide a quiet time and space for your child to do homework nightly.

\*Keep in touch with your child's teacher.

\*Encourage your child to use appropriate language and tone.

\*Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm sorry."

\*Be a visible part of your child's school day. Attend PTO meetings and other school activities as your schedule allows.

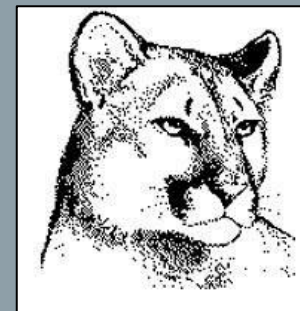
## South Mountain Elementary School

### Parent's Guide to PBIS

## Positive Behavior Interventions & Supports



## COUGARS



## ROAR

# Positive Behavior Interventions & Supports

## What is Positive Behavior Interventions & Supports?

Positive Behavior Interventions and Supports is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better.

## How does it work?

A key strategy of the PBIS process is prevention. The majority of students follow school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of behavioral expectations, we will view it as an opportunity for re-teaching with appropriate consequences as needed.

## Does it make a difference?

The PBIS model is a researched based strategy that is supported by the state of Wisconsin and the Federal Department of Education. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We only have 175 days each year to advance the academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover hours of instructional time and on average, four days of student instruction per year.

## What about students that are disruptive?

Our PBIS school team has modified and implemented a documented system of rewards and consequences that are integrated with the District's Code of Conduct. When problem behavior occurs, students are provided a full continuum of supports to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic or social base. Properly addressing the root cause of a behavior can prevent student failure later in life.



## What about parents?

Parents are an important part of PBIS implementation. We encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior. Parents are asked to discuss common rules and expectations and post them at home for easy reference. Children thrive when they have consistent, predictable expectations and consequences.

## Consequences

Students will receive verbal redirection as needed. If behavior issues continue incidents will be documented on a BTF-Behavior Tracking Form.

School-wide (classroom, lunch, hallway, playground, and bathroom) managed behavior examples are: cheating, disruption, discriminations, dishonest, disrespect towards property, disruptive transitions, inappropriate items at school, non-directed inappropriate language, rude/disrespectful actions, teasing, uncooperative behavior/not following directions, unsafe or rough play.

Intervention and response strategies for classroom managed behaviors include but are not limited to: verbal correction, apology, conference with student, modeling appropriate behavior, make restitution, behavior contract, time given to reset inner self, time in another classroom to reset self, student letter to parents, phone call or email to parents, and/or time in the office for on-going behaviors.

Office managed behaviors examples are: assault on peers/school personnel, directed use of profanity, disrespectful actions, fighting/physical aggression, harassment/bullying, inappropriate touching, possession of weapon/illegal substances, theft, vandalism, chronic school-wide behaviors.

Intervention and response strategies for office managed behaviors include but are not limited to: time to reset self, loss of privilege, conference with student, parent contact, restitution, possible in-school suspension or out of school suspension.