

Morningside Elementary School

PBIS Staff Handbook



Dr. Kasandra King, Principal

Mrs. Tonya Barfield, Assistant Principal of Instruction

Mrs. Yolonda Felder, Assistant Principal of Discipline

What is PBIS?

The Positive Behavior Interventions and Support program is based on the idea of recognizing positive behavior contributions of students. Parents, teachers, administrators, counselors, and support staff share the accountability of teaching positive behavioral expectations to students. Students who take responsibility of their behavior will be recognized and rewarded in a variety of ways.

Our Mission

Our mission is to work collaboratively with parents, students, teachers, administrations, support staff, and the community to develop positive and effective student behaviors as they become leaders.

At Morningside We Show PRIDE! We are...

P-Prepared

R-Respectful

I-Intelligent

D-Dedicated

E-Engaged

These expectations are displayed in different areas of the school as reminders for students. Students will receive ongoing teaching from staff on our school-wide expectations in all areas of our school. The classroom, restroom, cafeteria, hallways, playground, and bus. Students will be expected to behave in a "PRIDE" manner.



2022-2023 Team Members

Yolanda Felder- Administrator

Vaunda Bloodworth- Coach

Michelle Hill- Co-Coach

Keeley Winston - Pre-K

Dawn Sayre-Kindergarten

Andrea Quick-1st Grade

Wendy Williams-2nd Grade

Carlos Height-3rd Grade

Lindsey Jenkins-4th Grade

Candice Thomas-4th Grade

Joseph Rella-5th Grade

Jeffrey Whitaker-Coach

Deanne Moore-Art

Holly Torok-Counselor

Lawanda Mason -FEL

Positive Behavior Acknowledgement System

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. All staff at Morningside Elementary can acknowledge a student's positive behavior throughout the school day and throughout the building.

Reinforcement will occur on various levels:

- Individual student
- Classroom
- Grade Level
- Whole School

Reward System

- DOJO POINTS
- Panther of the Month (Panther Café)
- Student Shout-out board
- Classroom celebrations
- PBIS Store
- 9-weeks school-wide celebrations

Student Matrix

The Morningside Elementary School student matrix defines how to show PRIDE throughout the school. The matrix is used to teach our students the behavioral expectations at Morningside. Everything we have put into place has been a collaborative effort with our teachers and staff. The students, staff, and parents will continue to align our goals with our students needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students to be successful.

Panther Pride at Morningside



	Hallway	Restroom	Cafeteria	Playground	Transportation
PREPARED	<p>Have everything you need before entering.</p>	<p>Take turns and wait patiently.</p>	<p>Get your utensils, napkins, and condiments before sitting.</p>	<p>Have your snack ready.</p>	<p>Have all items ready inside your bookbag.</p>
RESPECTFUL	<p>Keep hands, feet and objects to yourself.</p>	<p>Respect the privacy of others. Keep restroom clean.</p>	<p>Wait your turn.</p>	<p>Keep playground clean.</p>	<p>Use kind words and actions.</p>
INTELLIGENT	<p>Stand heel to toe.</p>	<p>One pump of soap and one paper towel.</p>	<p>Stay seated and raise your hand.</p>	<p>Stay in assigned area.</p>	<p>Stay in your seat facing forward.</p>
DEDICATED	<p>Voice level 0.</p>	<p>Voice level 0.</p>	<p>Voice level 0 or 1.</p>	<p>Voice level 3.</p>	<p>Voice level 1.</p>
ENGAGED	<p>Walk on the right side in a straight line.</p> <p>I can be considerate of other's learning.</p>	<p>Go, Flush, Wash, Leave</p> <p>I can be considerate of other's privacy.</p>	<p>Eat first, and then talk.</p> <p>I can be considerate of other's space.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>I can tell an adult when I am worried or being bothered.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>I can tell an adult when I am worried or being bothered.</p>

PFI Process: Plan for Improvement

PFI #1

- Complete Spotlight PFI
- Reteach desired behavior.
- Contact parent (Dojo or Phone)
- Document contact in IC

PFI #2

- Complete Spotlight PFI
- Reteach desired behavior.
- contact parent (Dojo or Phone)
- Document contact in IC
- Miss weekly Behavior Celebration
- Can Attend 9 weeks celebration.

Counselor Support

- After PFI 2, but before you write a third PFI, Ms. Torok (Counselor) should be contacted via email
- Give time for her to reach out to the student

PFI #3

- Reteach desired Behavior
- Complete Spotlight
- Contact Parent
- Document contact in IC
- Miss Weekly Behavior Celebration
- 3 PFI'S = NO 9 weeks Celebration

PFI 4 = ODR

Office discipline referral

- Email all 3 admin & Torok
- Keep tone neutral (just state facts)
- Parent/admin conference
- 1/2 Day ISs (K-2) or whole day ISs (3-5)
- Teacher doesn't write PFI (email only)
- Document in notebook

**Morningside Elementary School
PBIS Behavior Definitions
Minor Behaviors**

Behaviors	Definitions	Examples
Inappropriate Language	Using offensive or intimidating words without malicious intent	Saying mean words, name calling, roasting
Physical Contact	Inappropriate physical contact where no injury may occur	Hitting, rough play with no injuries
Defiance/Disrespect	Not following directions; talking back	Non-immediate compliance to directions; rolling eyes; smacking lips, sigh
Disruption	Interrupting class or class activity	Talking out of turn, out of seat, horseplay
Technology Violation	Using a computer or any approved electronic device in a non-serious way	Playing games on the computer; off of an assigned website
Theft	Taking, giving, or knowingly receiving someone else's visible property	Stealing from a desk

Developmentally Appropriate (Pre-K and Kindergarten)

Behaviors	Definitions	Examples
Tantrums	Interrupting class or class activity; crying without noted cause for extended length of time	Throwing items, loud defiance, screaming, crying and not letting an adult comfort you
Out of Bounds Area	Leaving any area alone and without permission or to escape an activity, direction, task or place	Leaving the group without an adult or permission from an adult; running away from a teacher when given directions.

**Morningside Elementary School
PBIS Behavior Definitions
Major Behaviors**

Behaviors	Definitions	Examples
Inappropriate Language	Using threatening, offensive or intimidating words toward an adult or peer with malicious intent	Cursing, name calling, nonverbal gestures with malicious intent
Physical Contact	Serious physical contact where injury may occur	Hitting, punching, hitting with an object, kicking, hair pulling, scratching
Defiance/Disrespect	Refusal to follow directions or talking back	Student continues to not follow directions or talk back even after redirection
Disruption	Causing a continuous interruption in a class or activity with or without malicious intent	Continuous loud talking, yelling or screaming, making noise with materials, horseplay or roughhousing and continuous out of seat behavior; throwing objects that could hurt someone
Technology Violation	Using a cell phone or computer in a serious way	Inappropriate visual material including adult content and any cell phone usage during school hours
Theft	Planned taking, knowingly receiving or giving someone else's property to another person. Stealing concealed property.	Stealing from a desk, from a purse, from a bookbag, taking into account the value, location and intent.
Weapons	Having a knife, gun or other objects (real or lookalike) that are able to cause bodily harm	Any size knife or gun (real or look alike) that is intended or can be used for bodily harm
Tobacco	Having or using tobacco or tobacco products	Smoking cigarette, chewing tobacco, vaping
Running Away	Leaving the classroom or school property without permission	Student running/walking out of the classroom or away from the school building.

Morningside Elementary School Behavior Flowchart

OBSERVE PROBLEM BEHAVIOR

Is the behavior Office managed?

Follow Minor behavior response.

Follow Major behavior response.

Step 1:

- Prompt
- Redirect
- Reteach
- Choice
- Consequence

Behavior Stops Behavior Continues

Give positive verbal acknowledgment.

Minor Teacher Managed

- Inappropriate Language (name calling)
- Physical Contact (rough play, no injury)
- Defiance/Disrespect (not following directions)
- Disruption (talking out, out of seat)
- Technology violation (off assigned task)
- Theft (not concealed)
- **Out of Bounds (leaving class activity. (PK-K))**
- **Tantrums (PK-K)**

Major Office/Admin Managed

- Inappropriate Language (profanity, threatening)
- Fighting/physical aggression
- Defiance/Disrespect (refusal to follow directions)
- Disruption (continuous)
- Technology Violation (adult content)
- Theft (concealed)
- Weapons
- Tobacco (vapes, cigarettes)
- Running away (leaving classroom and/or school)

Step 1:

- Inform student of rule violation.
- State expected behavior.
- Call Admin for listed major offenses.
- 4th PFI-email all 3 Admin and Torok with documentation.

Step 2: Apply Behavioral Consequences (Appropriate)

- Temporary Removal
- Partner room referral
- Notification to parents
- Conference (verbal reflection)

Step 3:

Teacher completes PFI in spotlight.
NO ADMIN REQUIRED.

Administration Managed Strategies

- Review incident
- Conference with student
- Family Contact
- Loss of Privilege
- ISS- In School Suspension
- OSS

Once there are 3 or more PFI's for the same behavior,

Teacher Managed Strategies

- | | |
|--------------------|-------------------|
| Student Conference | Loss of Item |
| Re-Teach/Practice | Re-Direct |
| Verbal Reminder | Time with Teacher |
| Offer Choice | Modeling |
| Prompting | Change Seat |

Admin provides teacher with

*Please note PFI's should be written only to document a pattern of persistent challenging behavior that leads to students and teachers receiving additional support.