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Lake Mills
Elementary



WHAT IS PBIS?

The mission of Lake Mills Elementary School is to promote a positive climate that encourages students to be safe, be respectful, be responsible, and do their best.

Positive Behavior Interventions and Supports

In our efforts to establish Lake Mills Elementary School as a safe, welcoming and purposeful learning environment, we have implemented a program called Positive Behavior Interventions and Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also behaving with good character. At Lake Mills, the focus is on teaching and encouraging appropriate behavior in all areas of school, concentrating on being safe, being respectful, being responsible and doing their best, which we call BULLDOG PRIDE. Students who show their bulldog pride are able to maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

LAKE MILLS AS A PBIS SCHOOL

PBIS schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom and individual systems of support. Unlike how schools have typically responded in the past - discipline in response to student misbehavior - PBIS teaches behavioral expectations and rewards students for following them. The goal is to establish a climate in which appropriate behavior is the norm.

BULLDOG PRIDE



EXPECTATIONS

**BE
RESPONSIBLE**

**BE
RESPECTFUL**

**BE
SAFE**

**DO
YOUR BEST**

**SCHOOL-WIDE
EXPECTATIONS**

BULLDOG PRIDE



EXPECTATIONS

BE SAFE BE RESPECTFUL BE RESPONSIBLE DO YOUR BEST

Lake Mills Elementary Expectations

Expectations:	Hallway	Playground	Restroom	Lunchroom	Bus
Be Safe	<ul style="list-style-type: none">*Use Body BasicsHands to your sideSingle fileKeep to the rightVoices offWalk	<ul style="list-style-type: none">*Play in the right place*Walking feet coming in and out*Use equipment properly*Keep safe with hands and feet*Follow winter play expectations	<ul style="list-style-type: none">*Wash hands with soap and water	<ul style="list-style-type: none">*Eat only your food.*Keep your hands/feet to yourself.*Walk coming in and going out.	<ul style="list-style-type: none">*Keep head, hands, feet and objects inside bus.*Remain seated and face forward, keeping your belongings out of the aisle.*At the bus stop, students should wait peacefully and safely until the bus arrives.
Be Respectful	<ul style="list-style-type: none">*Greet others with a friendly wave*Voices off	<ul style="list-style-type: none">*Come in quietly*Take turns and share*Show good sportsmanship*Be kind and include others*Follow adult directions the 1st time	<ul style="list-style-type: none">*Respect others' privacy*Quiet voices*Respect property*Leave lights on	<ul style="list-style-type: none">*Use a quiet voice and talk about kind things.*Use good manners, including please and thank you.	<ul style="list-style-type: none">*Use a quiet voice and talk about appropriate things.*Follow directions from the bus driver immediately.
Be Responsible	<ul style="list-style-type: none">*Pick up items on floor*Go directly to your destination	<ul style="list-style-type: none">*Once out, stay out*Be a problem solver*Line up when bell rings or whistle blows (K-1)*Put away equipment	<ul style="list-style-type: none">*Think 2: 2 pumps, 2 towels, 2 points; in 2 minutes*Flush*Report problems	<ul style="list-style-type: none">*Clean up after yourself and others.*Raise your hand when you need help.*Wait quietly in a straight line.	<ul style="list-style-type: none">*Be on time.*Use good manners.*Clean up after yourself.*Report damage or problems to the bus driver.
Do Your Best	<ul style="list-style-type: none">*Make good choices	<ul style="list-style-type: none">*Make good choices	<ul style="list-style-type: none">*Keep area clean	<ul style="list-style-type: none">*Try everything.	<ul style="list-style-type: none">*Obey bus rules

for the hallway, playground,
restroom, lunchroom and bus

BULLDOG PRIDE



INCENTIVES

BE SAFE

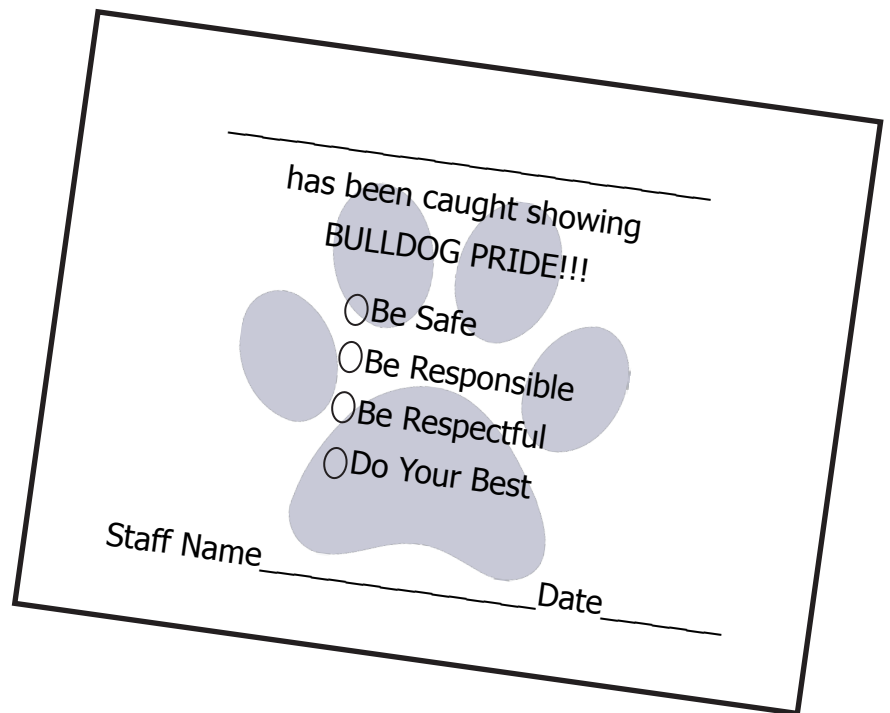
BE RESPECTFUL

BE RESPONSIBLE

DO YOUR BEST

Positive Behavior Tickets

Students who are caught showing bulldog pride throughout the day are rewarded with a ticket. All tickets have a carbon copy, which is added to their classroom bucket. Every Friday there is a drawing for a PBIS reward. There are also monthly drawings for each classroom. Weekly and monthly winners of the drawings have their photos displayed on our PBIS bulletin board by the elementary office.



Parent Support

Parents are an important part of PBIS implementation. We encourage parents to use the same expectations and rules as the teachers. This common language creates consistency and a unified support for expected student behavior. Children thrive when they have consistent, predictable expectations and consequences.

BULLDOG PRIDE



INTERVENTIONS

BE SAFE BE RESPECTFUL BE RESPONSIBLE DO YOUR BEST

Interventions

Routines and procedures are implemented to address behavior in a proactive manner. At times, this is not enough or not effective. When all attempts to deal with a behavior using a classroom management plan or area expectations have been ineffective and the behavior is still of a minor nature, staff members may choose to implement an Office Discipline Referral form (ODR).

ODRs are issued if a student is having difficulty following our school-wide expectations. Minor infractions are handled within the student's classroom. Major disruptions will also utilize an ODR and involve a parent, teacher and principal.

Supports

In order to create an environment conducive to learning, we must remember that discipline procedures are not the answer to problematic behavior - it is the positive relationships we build as a learning community between students, families and staff. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behaviors and procedures throughout the year. They detail why it is important and encourage all students to be safe, respectful, responsible and to do their best. By teaching students the necessary social skills for future success, we set our students on a course to be lifelong learners and successful citizens.

BULLDOG PRIDE

BEHAVIOR FLOW CHART

BE SAFE BE RESPECTFUL BE RESPONSIBLE DO YOUR BEST

Examples of Behaviors and Their Categories

Accommodations	Minor	Major
Inappropriate Language <ul style="list-style-type: none"> • Use of milder inappropriate language (i.e. shut up, sucks, crap) • Profanity that is not intended but "slips out" • Unintended hurtful words (shows remorse) 	Inappropriate Language <ul style="list-style-type: none"> • Repeated of milder inappropriate language (i.e. shut up, sucks, crap) • Using non-verbal profanity 	Inappropriate Language <ul style="list-style-type: none"> • Sexual words or innuendo • Using profane language purposefully
Fighting/Physical Aggression <ul style="list-style-type: none"> • Throwing small object with no intended target • "Play" fighting, rough housing 	Fighting/Physical Aggression <ul style="list-style-type: none"> • Repeated pushing in line • Pushing back toward someone who initiated contact • Bumping into others intentionally • Shoving/Slapping (no marks or injury) • Invading personal space • Mild body contact • Throwing small object at someone 	Fighting/Physical Aggression <ul style="list-style-type: none"> • Hitting (slapping)/punching • Throwing harmful object at someone • Pushing to the ground with injury • Kicking/Biting/Hair pulling/Intentional spitting • Initiating a fight • Premeditated assault • Assault that leaves a mark or injury • Threatening gesture with dangerous object (i.e. a bat, large stick, rock)
Defiance/Disrespect/Noncompliance <ul style="list-style-type: none"> • Not following directions • Smirking during problem solving • Hiding or crawling under tables or furniture 	Defiance/Disrespect/Noncompliance <ul style="list-style-type: none"> • Making noises after being asked to stop • Walking away from teacher when being spoken to • Running/skipping in the hall after a reminder • Not following directions after accommodation • Unresponsive even after cool down/refuses to process • Yelling/Arguing with adult • Leaving room without permission or prior behavior plan arrangement • Repeated hiding or crawling under tables or furniture 	Defiance/Disrespect/Noncompliance <ul style="list-style-type: none"> • Complete refusal to follow classroom destination such as specials, playground, etc. (hiding or crawling under tables or furniture) • Total refusal to comply/shuts down/requires removal from situation by an adult • Leaving building • Hiding in unsafe areas of the building
Disruption <ul style="list-style-type: none"> • Occasional blurting out, interrupting • Note passing • Playing in front of classroom doors and windows • Loud voices/yelling in the building • Slamming lockers and doors 	Disruption <ul style="list-style-type: none"> • Keeping others from learning through noise or action • Talking out of turn/interrupting constantly • Unnecessary roaming the room, hall, etc. • Slamming lockers and doors (intentional, repeated, out of anger) • Turning lights off in bathroom 	Disruption <ul style="list-style-type: none"> • Throwing chairs, tables, desks, etc. • Standing on furniture or counters • Closing someone in a locker • Threatening an unsafe action to self or others • Bomb threat • False fire alarm

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