



PBIS

PBIS and SOAR

PBIS = Positive Behavior Interventions and Supports

- Evidence based framework aimed at supporting students to improve social emotional competence, academic success and school climate

SOAR = Support, Offer Kindness, Achievement, Respect

- The process of achieving a successful school climate

Purpose: To offer support and Intervene in a positive manner to establish good relationships and strive for social and academic success.

FIS PBIS Team

Heather Crego - 8th Grade

Kristin Herbert - 6th Grade

Andy Kotsmith - 6th Grade

Susan Kadlec - 4th Grade

Julie Leistico - School Social Worker

Kristine Ruzek - EA and Parent Support

Amanda Wojciechowski - 7th Grade

Kelley Ludwig - 5th Grade

Richard Thomas - Specialist

Amanda Zawacki - Special Ed

Matt Beck- Dean of Students

Peter Wittmer - Principal

How does it work?

- Initial Introduction through rotations

Rotations 26/27

- Teachers will teach and reinforce SOAR expectations throughout year
- Students who are “caught” SOARing will be given a SOAR ticket to reinforce their example of positive behavior
- Weekly drawings
- Larger rewards when earned



CLASSROOM

- * I am tolerant and patient.
- * I report problems to an adult.

HALLWAY / COMMONS

- * I set a good example for others.
- * I am nice to others.
- * I tell an adult about any issues.
- * I help others in need.

BATHROOM

- * I tell an adult about any issues.
- * I clean up after myself.

LUNCHROOM

- * I sit and get to know others.
- * I try new foods.
- * I tell an adult about any issues.
- * I include others.

PLAYGROUND

- * I tell an adult about any issues.
- * I am a good sport.

LOCKER ROOM

- * I tell an adult about any issues.

BUS / BUS STOP

- * I keep the bus clean.
- * I keep track of my belongings.
- * I set a good example for others at my bus stop.
- * I tell an adult about any issues.

MEDIA CENTER

- * I allow others to read and learn.

ACTIVITIES / FIELD TRIPS / ASSEMBLIES

- * I clap and laugh appropriately.
- * I am a positive role model.
- * I report problems.

SOAR

- * I am accepting of others' ideas.

- * I walk on the right side/correct lane.
- * I use positive language.
- * I use a quiet voice volume.

- * I keep water in the sink.
- * I use a quiet voice level.

- * I use the appropriate bins.
- * I use a quiet voice level.
- * I use positive language.

- * I use positive language.
- * I include and encourage others.
- * I take turns on equipment.

- * I keep water in the sink.
- * I use a quiet voice level.

- * I use a quiet voice level.
- * I use positive language.
- * I respect the space of others.
- * I thank the bus driver.

- * I clean up after myself.
- * I use positive language.
- * I wait patiently to check out my book.

- * I clean up after myself.
- * I use positive language.
- * I represent my community well.

- * I try my best.
- * I focus on learning.
- * I participate and listen actively.

- * I am on time.
- * I am organized.
- * I am ready for class.
- * I am at my expected location.

- * I use the bathroom for the intended reasons only.
- * I return to class in a timely manner.
- * I wash my hands with soap and water.

- * I stay in my own space.
- * I am prepared to leave on time.
- * I wash my hands/sanitize.
- * I keep my food on my tray.

- * I am active.
- * I follow adult directions.
- * I dress for the weather.
- * I stay within the boundaries.

- * I use the locker room for the intended reasons only.
- * I return to class in a timely manner.
- * I put my clothes in my locker.
- * I lock my locker.

- * I stay seated with feet on the floor.
- * I stay in my own space and seat.
- * I dress appropriately for the weather.
- * I face forward.

- * I return materials in good condition on time.
- * I stay on task.
- * I put materials away in their proper place.

- * I show positive participation.
- * I have fun.
- * I show school pride.
- * I stay with my class.

- * I wait my turn.
- * I am accountable for words and actions.

- * I keep my hands and feet to myself.
- * I keep the area clean.
- * I use furniture properly.
- * I follow the dress code and dress appropriately.

- * I respect privacy.
- * I understand it is a device-free zone.
- * I wait my turn.
- * I flush.

- * I clean up after myself.
- * I wait patiently.
- * I follow adult direction and ask permission to leave.
- * I use manners and respect the cafeteria staff.

- * I respect the space of others.
- * I use equipment properly.
- * I enter the building quietly.
- * I clean up after myself.

- * I respect privacy.
- * I understand that it is a device-free zone.
- * I wait my turn.
- * I flush.
- * I respect space and others' belongings.

- * I keep my hands to myself at the bus stop and on the bus.
- * I follow adult directions.

- * I use a quiet voice volume.
- * I care for books appropriately.

- * I keep my hands and feet to self.
- * I show respect for performers/athletes.
- * I respect and stay with the adult.
- * I remain quiet between activities.

FALCONS SOAR

SUPPORT, OFFER KINDNESS, ACHIEVEMENT, & RESPECT

Core Values	Classroom	Hallway/ Commons	Bathroom	Lunchroom	Playground	Locker Room	Bus/Bus Stop	Media Center	Activities/ Field Trips/ Assemblies
Support	* I am tolerant and patient * I report problems to an adult	* I set a good example for others. * I am nice to others. * I tell an adult about any issues.	* I tell an adult about any issues. * I clean up after myself.	* I sit and get to know others. * I try new foods. * I tell an adult about any issues. * I include others.	* I tell an adult about any issues. * I am a good sport.	* I tell an adult about any issues.	* I keep the bus clean. * I keep track of my belongings. * I set a good example for others at my bus stop. * I tell an adult about any issues.	* I allow others to read and learn.	* I clap and laugh appropriately * I am a positive role model. * I report problems.
Offer Kindness	* I am accepting of others' ideas	* I help others in need. * I walk on the right side/correct lane. * I use positive language. * I use a quiet voice volume.	* I keep water in the sink. * I use a quiet voice level.	* I use the appropriate bins. * I use a quiet voice level. * I use positive language.	* I use positive language. * I include and encourage others. * I take turns on equipment.	* I keep water in the sink. * I use a quiet voice level.	* I use a quiet voice level. * I use positive language. * I respect the space of others. * I thank the bus driver.	* I clean up after myself. * I use positive language. * I wait patiently to check out my book.	* I clean up after myself. * I use positive language. * I represent my community well.
Achievement	* I try my best * I focus on learning * I participate and listen actively	* I am on time. * I am organized. * I am ready for class. * I am at my expected location.	* I use the bathroom for the intended reasons only. * I return to class in a timely manner. * I wash my hands with soap and water.	* I stay in my own space. * I am prepared to leave on time. * I wash my hands/sanitize * I keep my food on my tray.	* I am active. * I follow adult directions. * I dress for the weather. * I stay within the boundaries.	* I use the locker room for the intended reasons only. * I return to class in a timely manner. * I put my clothes in my locker. * I lock my locker.	* I stay seated with feet on the floor. * I stay in my own space and seat. * I dress appropriately for the weather. * I face forward.	* I return materials in good condition on time. * I stay on task. * I put materials away in their proper place	* I show positive participation. * I have fun. * I show school pride. * I stay with my class.
Respect	* I wait my turn * I am accountable for words and actions	* I keep my hands, and feet to myself. * I keep the area clean. * I use furniture properly. * I follow the dress code and dress appropriately.	* I respect privacy. * I understand it is a device-free zone. * I wait my turn. * I flush	* I clean up after myself. * I wait patiently. * I follow adult direction and ask permission to leave. * I use manners and respect the cafeteria staff.	* I respect the space of others. * I use equipment properly. * I enter the building quietly. * I clean up after myself.	* I respect privacy. * I understand that it is a device-free zone. * I wait my turn. * I flush. * I respect space and others' belongings.	* I keep my hands to myself at the bus stop and on the bus. * I follow adult directions.	* I use a quiet voice volume. * I care for books appropriately.	* I keep my hands and feet to self. * I show respect for performers/athletes * I respect and stay with the adult. * I remain quiet between activities

MINOR vs. MAJOR

MINOR: Smaller more manageable situations that allow for teachable moments through positive conversations. These are tracked through EduClimber but are generally nonpunitive.

MAJOR: Situations that are more significant and profound so as to cause a disruption to the learning process or safety for self or others. Tracked through EduClimber and are punitive.

MINOR

MINOR: Opportunity to positively reinforce SOAR expectations

- Meaningful Conversation to begin establishing a positive relationship
- Teach/Re-Teach expectations and check for understanding
- Reflection of Classroom Management
- Documentation tracked through EduClimber determines potential needs for additional supports (MTSS)

MAJOR

Major: Result in conference with Office Staff to program for student situations.

- Opportunity to connect with students and their Parent/Guardians
- Meaningful conversations to identify elements of the situation
- Utilize SOAR to prepare moving forward appropriately
- Identify accountability measures
- Documentation tracked through EduClimber determines potential needs for additional supports (MTSS)



Staff Info Template

[FIS Staff Info Template Master 26-27](#) (Make a copy)

^ New staff or if you want to update yours

Share with Matt Beck when done

SMILE

- Grab a sign and get your picture taken