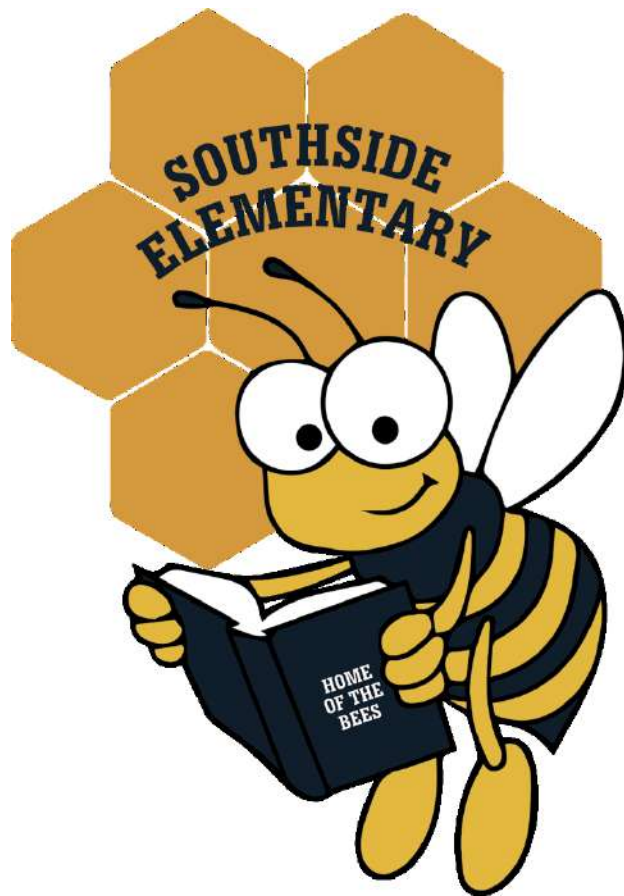
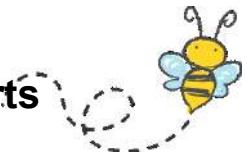


SOUTHSIDE ELEMENTARY SCHOOL

Positive Behavior Interventions and Supports (PBIS)
2021-2022 PLAN
Handbook for Students, Parents, and Staff



Positive Behavior Interventions and Supports



WHAT is Positive Behavior Interventions and Supports?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework (see **Appendix A**) for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective (pbis.org).

WHY will we implement a school-wide PBIS system?

School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

WHO is on the School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Exceptional Education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Georgette Mickens, Team Lead
Lynelle Upshur, School Counselor
D'Andra Redd, Pre-K Representative
Jennifer Fuller, Bright Stars Representative

Ashley Burton, K-2 Representative
Heather Whirley, 3rd-5th Grade Representative
Noelle Loving, Art Teacher/Encore Representative
Jessica Dort, Exceptional Education Representative

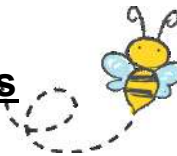
What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attend district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts from Dinwiddie County Public Schools Central Office.

It is expected that **all students, parents, and school staff will be active participants** in implementing the school-wide programming, including Administrators, General Education, Exceptional Education teachers, certified and classified staff, bus drivers, cafeteria, custodial staff, volunteers and substitute teachers.

The following pages will reference **HOW** we will implement our PBIS Plan.

Roles and Responsibilities



Student Responsibilities:

Student behavior expectations are designed and implemented to promote peace and productivity and cover important issues such as student safety and security. Students are expected to learn and model the character traits that coincide with our school's vision (**see Appendix B**), the **Southside Elementary School-Wide Student Expectations Matrix** (**see Appendix C**), follow all school and classroom rules, and demonstrate appropriate social skills when interacting with both adults and peers. When the behavioral expectations are not met, the student is expected to work to improve behavior.

1. BEE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards.
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid physical or verbal conflicts* or confrontations*.

2. BEE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

3. BEE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

*A conflict is a clash or disagreement, often violent, between two opposing groups or individuals.

*A confrontation is the act of confronting or challenging another, especially face-to-face.

Parent/Guardian Responsibilities

Parent/Guardian will take an active role in supporting the school's efforts to maintain a welcoming school climate. The parent/guardian are responsible for:

1. Supporting the implementation of the school's PBIS PLAN.
2. Being familiar with and reviewing the school vision statement (**see Appendix B**) and **Southside Elementary School-Wide Student Expectations Matrix (see Appendix C)**.
3. Reinforcing positive behavior and acknowledging their children for demonstrating appropriate conduct.
4. If misconduct escalates, parent/guardian will cooperate with the school as a collaborative partner to address student's needs.
5. Sending the student to school prepared for work – with school supplies, and appropriate dress.
6. Ensuring that the student attends school regularly and is on time.
7. Providing a home environment that encourages respect for the school and the learning process; providing a healthy environment with adequate nutrition, and rest.
8. Taking corrective action when requested by the teacher or administrator.

Teacher Responsibilities

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and preventing misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing, and modeling the school vision statement (**see Appendix B**) and the **Southside Elementary School-Wide Student Expectations Matrix (see Appendix C)** and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting/mailling correspondence, etc.).
5. Teaching the district-approved and evidence based social emotional curriculum in elementary and middle schools (e.g. Second Step).
6. Following the behavior support plan (eg. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)) for identified students available to all staff working.
7. Utilizing data (eg. time-on task forms, incentive charts, discipline reports, etc.) in collaboration with administration and support personnel to monitor misconduct.
8. Reporting the behavior to the school administrators or designee at the school-site for a student who engages in ongoing (repeated behaviors) misconduct, despite appropriate interventions.
9. Assuming responsibility for all students of the school, not just those in individual classrooms.
10. In the event a student is placed in Reflective Encore, the teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Administrators Responsibilities

Each school administrator is a role model and a leader. School administrators, in collaboration with Dinwiddie County Public Schools (DCPS) staff and stakeholders, are responsible for establishing a caring school climate and safe environment by:

1. Ensuring that the school vision statement (**see Appendix B**) and the **Southside Elementary School-Wide Student Expectations Matrix (see Appendix C)** and school rules will be taught, enforced, advocated, communicated and modeled to students, parents/caregivers, staff and community.
2. Annually developing and implementing a PBIS Plan.
3. Utilizing methods for recording, collecting and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population.
4. Providing necessary training and support for staff and parents/guardians in maintaining an environment conducive to learning.
5. Providing the implementation of the district-approved and evidence based social emotional curriculum in elementary schools (e.g. Second Step).
6. Implementing the consistent application of reasonable alternatives to suspensions and expulsions that include the use of equitable consequences consistent with law and district policy.
7. Collaborating and partnering with after-school programs and outside agencies when appropriate.
8. Assembling an ongoing collaborative team at the school (e.g. School Based Student Success Team) with appropriate staff and the parent/guardian to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies
 - d. Community agency referrals

Incentives

Students will earn “Bee Bucks” (Play Money) to shop in the “Bee Bucks Store” at scheduled times. Students can earn “Bee Bucks” by demonstrating positive behavior. Students can receive “Bee Bucks” from any DCPS staff. Other incentives may be included such as extra recess time, positive praise, and Star Student Recognition via announcements over the school intercom.

Interventions

Southside Elementary School administrators and staff will utilize positive interventions and/or means of correction, if appropriate, *in lieu of* suspension to resolve disciplinary issues. Students should first be supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Disciplinary and restorative interventions may include:

1. **Reteaching Positive Behavior Expectations**
2. **Conference With Student**
3. **Student Reflection Time with Completion Of Reflection Form** (if age appropriate) (**see Appendix D**)
4. **Responsive Classroom Time-Out:** is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so they can do their best learning. A pair of teachers in nearby rooms who have agreed to lend each other a hand with time-out, a non-punitive strategy for helping students regain their self-control. A student who is not following the rules is calmly and matter-of-factly asked to go to a designated spot in the buddy teacher classroom for a minute or more to refocus before returning to the classroom.
5. **Reflective Lunch with Teacher:** student sits near teacher at lunch and is not permitted to talk to other students. Student is asked to think about different ways they can show positive behavior in relation to the behavior resulting in Reflective Lunch. After eating their lunch, teacher and student discuss reason for consequence and positive behavior expectations.
6. **Reflective Encore with Teacher:** student stays in classroom with teacher during Encore and completes relevant classroom work in order to keep the student engaged in learning. Student is not permitted to talk to other students. At the beginning of Reflective Encore, teacher and student discuss reason for consequence and positive behavior expectations. Student is asked to think about different ways they can show positive behavior in relation to the behavior resulting in Reflective Encore.
7. **Phone Conference with Parent and Student**
8. **Face-to-Face Conference with Parent and Student**
9. **School Counselor Support:** Upon completion of the School Counselor Referral Form (**Appendix E**) from the student's teacher or administrator, the school counselor will meet with the student, and discuss and provide strategies to help the student refocus before returning to the classroom. Additional intensive counseling services must have written parent consent. The school counselor will complete the School Counselor Intervention Form (**Appendix F**) after meeting with the student and provide a copy to the parent, teacher, and administrator when needed.

Consequences for Student Misconduct

School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning.

Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are

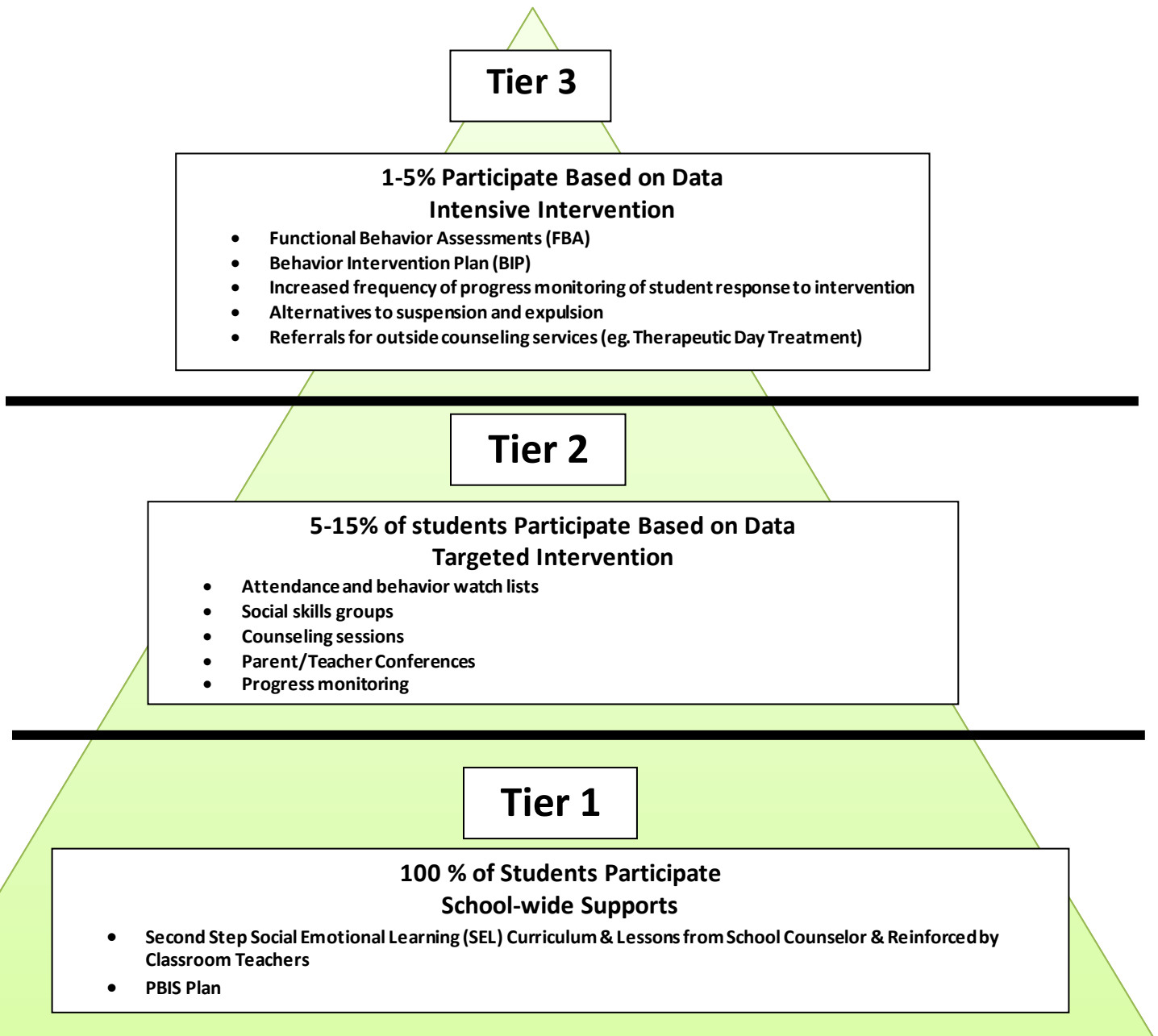
designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. Please refer to the *DCPS Code of Conduct, Schools Leveled Responses to Student Behaviors List* (see **Appendix G**), the *Southside Elementary Refocus, Reflection, and Response Form* (see **Appendix H**), and the *Student Behavior and Administrative Response Flow Chart* (see **Appendix I**) for discipline codes, definitions, and possible disciplinary actions.

Your Rights--Due Process

All students are entitled fair treatment when facing suspension and expulsion and are afforded due process rights under the law. When a student is suspended from school the parent or guardian will be notified in writing. At the time of suspension, a school employee will also make a reasonable effort to contact parents or guardians either in person or by telephone. While school officials are not required to meet with parents or guardians in person, we find it helpful to work collaboratively to support student behavior and welcome parental involvement. All questions, challenges or objections to suspensions may be addressed directly to the school-site principal.

Appendix A

Three-Tiered Framework for Positive Behavioral Interventions and Supports (PBIS)



Appendix B

Welcome to our **H.I.V.E.** 

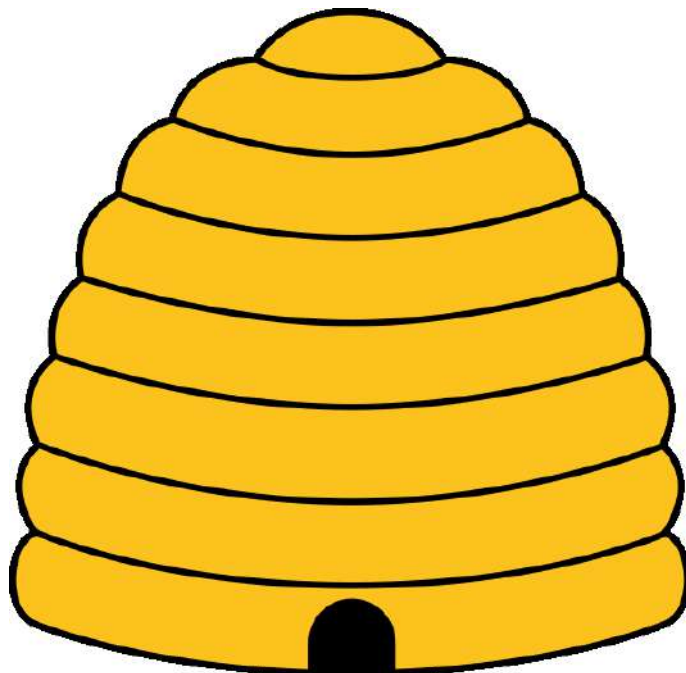
*Where **BEING** a hard-worker, **SHOWING** integrity, **HAVING** values, and **STRIVING** for excellence, is our key to success.*

HARD WORKER

INTEGRITY

VALUES

EXCELLENCE



DEFINITIONS

HARD-WORKER: Someone who shows a great deal of effort or endurance

INTEGRITY: The quality of being honest and having strong moral principles

VALUES: A principle or standard (as of behavior), that is considered important or desirable

EXCELLENCE: The quality of being outstanding or extremely good

OUR VISION

The vision of our school is to provide an educational experience where children can achieve their highest potential in a safe and nurturing environment.

Appendix C

School-Wide Student Expectations Matrix

Southside Elementary School School-Wide Student Expectations **BEE A ROLE MODEL, BEE AWESOME!**



	Hallway	Cafeteria	Classroom	Bathroom	Playground	Bus
Bee Respectful	<ul style="list-style-type: none"> -Enjoy the artwork in the hall – look with your eyes, not your hands -Stay in your own personal space 	<ul style="list-style-type: none"> -Do not talk with food in your mouth -Do not throw food -Raise your hand if you need an adult's help -Stay in your own personal space 	<ul style="list-style-type: none"> -Listen carefully while others speak -Participate in classroom activities/discussions 	<ul style="list-style-type: none"> -Do not play in the bathroom -One person per stall -If a class is at the restroom, ask adult(s) for permission to enter 	<ul style="list-style-type: none"> -Use kind language -Take turns -Respect nature -Follow game rules -Show good sportsmanship 	<ul style="list-style-type: none"> -Sit with back against the seat -Hold your backpack in your lap -Keep your feet on the floor -Use kind language
Bee Responsible	<ul style="list-style-type: none"> -Go directly to where you need to be/where told to go -Stay an arm's length from the wall 	<ul style="list-style-type: none"> -Clean up your space; put trash in the trashcan -Stay in your seat until dismissed 	<ul style="list-style-type: none"> -Be on time and ready to learn -Do quality work -Clean up after yourself 	<ul style="list-style-type: none"> -Flush once -Wash Hands -Throw trash in trashcan, not on floor -Do not waste toilet paper or paper towels 	<ul style="list-style-type: none"> -Dress appropriately for the weather -Be a problem-solver or ask for help if needed -Line up when the signal is given 	<ul style="list-style-type: none"> -Keep all items in your backpack -No eating/drinking on the bus unless permitted by the bus driver
Bee Safe	<ul style="list-style-type: none"> -Walk -Stay in your place in line -Keep your backpack zipped and on your back -Do not swing jackets, lunchboxes, etc. 	<ul style="list-style-type: none"> -Walk -Eat and touch only your own food -Have a calm body -Stay in your place in line 	<ul style="list-style-type: none"> -Walk -Use materials and/or equipment appropriately -Do not throw items 	<ul style="list-style-type: none"> -Walk -Do not swing/sit on sinks -Water stays in the sink 	<ul style="list-style-type: none"> -Use equipment appropriately -Stay within boundaries 	<ul style="list-style-type: none"> -No horseplay -Keep aisles clear -Stay seated until bus stops -Stay in your own personal space

In all areas: (1) Listen to and follow directions the first time; (2) Keep hands and feet to yourself (3) Be a problem solver or ask for help if needed.


Appendix D

Student/Teacher Reflection Form

Student Reflection Form


Student Name: _____ Grade: _____ Teacher: _____

Today in _____ class I made a poor choice.
(subject)

 My poor choice was my decision to _____

The events that led up to my poor choice were _____

Next time I will change my actions by _____




The consequences of my actions should be _____

1

Teacher Reflection Form

Student Name: _____ Grade: _____ Teacher: _____

 Teacher observations of situation leading up to student reflection

Teacher reflections on student-chosen consequences and/or teacher assigned consequence _____

Actions taken by the teacher _____

How many times has student completed a reflection form _____

Overall impact on student's academic and/or social progress today

This form is used to help students reflect upon choices made in the classroom, and to help devise better solutions the next time such a situation should arise.

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

2

Appendix E

School Counselor Referral Form

SOUTHSIDE ELEMENTARY SCHOOL COUNSELING REFERRAL FORM

Date: _____	Student Name: _____
Teacher: _____	Referred by: _____

Reason(s) for referral/concerns (please check all that apply):

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Change in behavior | <input type="checkbox"/> Oppositional/Defiant | <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Self-Injury |
| <input type="checkbox"/> Change in mood | <input type="checkbox"/> Impulsivity | <input type="checkbox"/> Peer Relationships | <input type="checkbox"/> Family Concerns |
| <input type="checkbox"/> Worries / Anxiety | <input type="checkbox"/> Inattentive | <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Suspected Abuse/Neglect |
| <input type="checkbox"/> Divorce | <input type="checkbox"/> Hyperactive | <input type="checkbox"/> Stealing | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Grief | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Depression | <input type="checkbox"/> Absences |
| <input type="checkbox"/> Anger/Aggression | <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Perfectionism | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Lying | <input type="checkbox"/> Decision Making | |

Clarify referral problem/history. _____

Has parent/guardian been contacted about your concerns? ____ Yes ____ No

Best day/time to see student _____

Appendix F

School Counselor Intervention Form

Student: _____	Grade: _____	Date & Time: _____	Location: _____
Specific Actions Observed by Counselor:			

BEE RESPECTFUL! BEE RESPONSIBLE! BEE SAFE!

ATTITUDE	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Uncooperative	<input type="checkbox"/> Relaxed	<input type="checkbox"/> Casual
	<input type="checkbox"/> Attentive	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Friendly	<input type="checkbox"/> Interested
	<input type="checkbox"/> Hostile	<input type="checkbox"/> Defiant	<input type="checkbox"/> Guarded	<input type="checkbox"/> Defensive
	<input type="checkbox"/> Avoidant	<input type="checkbox"/> Distracted	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Dependent
	<input type="checkbox"/> Dramatic	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Other:	<input type="checkbox"/> Other

MOOD	<input type="checkbox"/> Good	<input type="checkbox"/> Sad/Depressed	<input type="checkbox"/> Irritable	<input type="checkbox"/> Angry
	<input type="checkbox"/> Apathetic	<input type="checkbox"/> Anxious	<input type="checkbox"/> Euphoric	<input type="checkbox"/> Others:

AFFECT	<input type="checkbox"/> Euthymic	<input type="checkbox"/> Sad/Depressed	<input type="checkbox"/> Flat	<input type="checkbox"/> Blunted	<input type="checkbox"/> Apathetic	<input type="checkbox"/> Anxious
	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Inappropriate	<input type="checkbox"/> Labile	<input type="checkbox"/> Irritable	<input type="checkbox"/> Angry	<input type="checkbox"/> Pleasant
	<input type="checkbox"/> Congruent with mood		<input type="checkbox"/> Full Range	<input type="checkbox"/> Constricted	<input type="checkbox"/> Others:	

Interventions Provided:

<input type="checkbox"/> Play Based Counseling	<input type="checkbox"/> Addressed Academics
<input type="checkbox"/> Identified Coping Skills & Strategies	<input type="checkbox"/> Created/Signed Behavioral Contract <small>*parent participation required</small>
<input type="checkbox"/> Emotional Regulation	<input type="checkbox"/> Redirected Behaviors Reported
<input type="checkbox"/> Expressive Art Intervention	<input type="checkbox"/> Confrontation
<input type="checkbox"/> Addressed Repeated Behaviors	<input type="checkbox"/> Challenged students cognitive thoughts
<input type="checkbox"/> Time Management Training	<input type="checkbox"/> Reviewed Peer Relations & Interactions
<input type="checkbox"/> Called Parent/Guardian	<input type="checkbox"/> Referred to Principal
<input type="checkbox"/> Other	<input type="checkbox"/> Sent Back To Class
<input type="checkbox"/>	<input type="checkbox"/>

Student Response to Interventions Specific Actions Observed by Counselor:

Parent/Guardian Signature _____ Date _____

School Counselor Initials _____ Date _____

Revised 6/21/2021

Appendix G

Schools Levelled Responses to Student Behaviors List

Schools Levelled Responses to Student Behaviors				
SBAR	Behaviors that impede the Academic Progress (BAP) of the student or of other students	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	Level 1	Level 1	
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class, etc.)	Level 1	Level 2	
BAP3	Scholastic dishonest (cheating, plagiarism, forgery (including computer forgery), lying, stealing, or any other acts of dishonestly)	Level 1	Level 1	
BAP4	Unexcused tardiness to class (A student is considered tardy to class if he/she is not in the classroom when the class is scheduled to begin.)	Level 1	Level 1	
BAP5	Unexcused tardiness to school (A student is considered tardy to school if he/she is not in the classroom when the school day is scheduled to begin.)	Level 1	Level 2	
SBAR	Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
BSO1	Altering an official document or record	Level 2	Level 2	
BSO2	Giving false information, misrepresentation (i.e. intentional or repeated cheating, plagiarism, lying)	Level 2	Level 2	
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	Level 2	Level 2	
BSO4	Failure to be in one's assigned place (this includes missing or skipping a class or activity with no justifiable reason, as well as leaving class prior to the time of dismissal without permission of the teacher)	Level 2	Level 2	
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school, Alternatives to Suspension)	Level 2	Level 2	
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	Level 2	Level 2	
BSO7	Dress Code Violation	Level 1	Level 1	
BSO8	Gambling (including games of chance for money or profit as defined in § 18.2-46.1. Possession of gambling devices and paraphernalia is prohibited)	Level 2	Level 2	
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	Level 1	Level 1	
BSO10	Possession of stolen items	Level 3	Level 3	
BSO11	Unauthorized use of school electronic or other equipment	Level 1	Level 2	
BSO12	Violation of the Acceptable Use of Technology/internet policy	Level 2	Level 2	
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	Level 2	Level 2	
BSO14	Vandalism, graffiti or other damage to school or personal property (Thoughtless defacement, damage, or destruction and willful or malicious acts of damage or destruction of public/school property)	Level 2	Level 2	

SBAR	Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
BESO1	Assault: Intending to cause physical injury to another person	Level 4	Level 4	
BESO2	Assault and Battery: Causing physical injury to another person	Level 5	Level 5	X
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	Level 4	Level 4	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	Level 4	Level 4	X
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications	Level 4	Level 4	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications	Level 4	Level 4	
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications	Level 4	Level 4	
BESO8	Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to other student(s)	Level 5	Level 5	X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire	Level 5	Level 5	
BESO10	Gang-Related Behavior (<i>Engaging in threatening or dangerous behavior that is gang-related</i>)	Level 4	Level 4	
BESO11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6	Level 4	Level 4	
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members	Level 4	Level 4	X
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or others(s)	Level 4	Level 4	X
BESO14	Possession of a firearm or destructive device (as defined in the Code of Virginia § 22.1-277.07)	Level 5	Level 5	X
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others	Level 5	Level 5	X
BESO16	Using a weapon to threaten or attempt to injure student or other(s)	Level 5	Level 5	X
BESO17	Bomb threat –Making a bomb threat	Level 5	Level 5	X

SBAR	Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
BSC8	Harassment (<i>Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</i>)	Level 3	Level 4	
BSC9	Bus: Distracting the bus driver	Level 3	Level 3	
BSC10	Bus: Endangering the safety of others on the bus (<i>Serious or repeated incidents of bus misconduct will result in denying the student the privilege of riding on the bus</i>)	Level 4	Level 4	
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm	Level 3	Level 4	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	Level 3	Level 4	
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others (<i>including reckless use of a vehicle on school property</i>)	Level 3	Level 4	
BSC14	Fighting that results in no injury as determined by school administration	Level 3	Level 3	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	Level 3	Level 4	
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	Level 3	Level 3	
BSC17	Shoving, pushing, striking, biting another student with no visible injury	Level 3	Level 3	
BSC18	Exposing body parts, lewd or indecent public behavior	Level 3	Level 4	X
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	Level 3	Level 3	X
BSC20	Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault	Level 5	Level 5	X
BSC21	Stalking as described in the <i>Code of Virginia Section 18.2-60.3</i>	Level 4	Level 4	X
BSC22	Stealing money or property using physical force (no weapon involved)	Level 4	Level 4	
BSC23	Stealing/attempting to steal money or property using weapons or dangerous instruments	Level 5	Level 5	X
BSC24	Leaving school grounds without permission	Level 2	Level 2	
BSC25	Trespassing	Level 2	Level 3	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another	Level 4	Level 4	X
BSC27	Weapon: Possessing any weapon (other than a firearms) as defined by § 18.2-308.1	Level 4	Level 4	X

SBAR	Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
RB1	Bullying with no physical injury	Level 3	Level 3	
RB2	Cyberbullying	Level 3	Level 3	
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	Level 2	Level 2	
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	Level 3	Level 3	
RB5	Stealing money or property without physical force	Level 3	Level 3	
RB6	Speaking to another in an uncivil, discourteous manner	Level 2	Level 2	
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	Level 3	Level 3	
RB8	Using profane or vulgar language or gestures (<i>swearing, cursing, hate speech, gang signs or gestures</i>)	Level 2	Level 2	
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	Level 3	Level 3	
RB10	Failure to respond to questions or requests by staff	Level 2	Level 2	
RB11	Unwanted or inappropriate physical contact of a sexual nature	Level 3	Level 4	

SBAR	Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school	K-5 Disposition	6-12 Disposition	Notify Law Enforcement
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	Level 4	Level 4	
BSC2	Alcohol: Distributing alcohol to other students	Level 4	Level 5	
BSC3	Drugs: Possessing drug paraphernalia	Level 3	Level 3	
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	Level 3	Level 3	
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	Level 3	Level 3	
BSC6	Bullying Behavior without physical injury that continues after intervention (<i>Bullying that leads to physical injury will be classified as Assault and Battery</i>)	Level 4	Level 4	
BSC7	Cyberbullying that continues after intervention (<i>Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences</i>)	Level 4	Level 4	

Appendix H

Southside Elementary Refocus, Reflection, Response Form

Southside Elementary Refocus, Reflection, Response Form

BEE RESPECTFUL!

BEE RESPONSIBLE!

BEE SAFE!

Student: _____ Grade: _____ Date: _____ Time: _____ Location: _____

(Write specific description of incident on back)

<p>TIER 1: MINOR INFRACTIONS (This section completed by Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> THROWING PERSONAL ITEMS ON FLOOR <input type="checkbox"/> INTERFERING WITH LEARNING IN/OUTSIDE OF THE CLASSROOM <input type="checkbox"/> REFUSING TO DO WORK/FOLLOW DIRECTIVES <input type="checkbox"/> SCHOLASTIC DISHONESTY <input type="checkbox"/> SLEEPING <input type="checkbox"/> HORSEPLAY <input type="checkbox"/> SCHOOL PROPERTY MISUSE <input type="checkbox"/> USING PROFANITY OR INAPPROPRIATE LANGUAGE <input type="checkbox"/> UNAUTHORIZED USE OF SCHOOL ELECTRONICS OR EQUIPMENT <input type="checkbox"/> OTHER _____ 	<p>TIER 1: TEACHER CONSEQUENCES (This section completed by Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> RETEACH BEHAVIOR/CONFERENCE WITH STUDENT <input type="checkbox"/> STUDENT REFLECTION TIME (IF AGE APPROPRIATE: COMPLETE REFLECTION FORM) <input type="checkbox"/> RESPONSIVE CLASSROOM TIME-OUT <input type="checkbox"/> REFLECTIVE LUNCH WITH TEACHER <input type="checkbox"/> REFLECTIVE ENCORE WITH TEACHER <input type="checkbox"/> REFLECTIVE RECESS WITH TEACHER <p><i>If behaviors continue after above strategies have been tried:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PHONE CALL TO PARENT/GUARDIAN <input type="checkbox"/> FACE-TO-FACE CONFERENCE WITH PARENT (VIRTUAL OR IN PERSON) <p><i>If Behaviors Continue After Parent Contact, Proceed To Tier II.</i></p>
<p>TIER II: REPEATED MINOR BEHAVIORS (This section completed by Teacher)</p> <p>***PRIOR TO REFERRING TO TIER II, TIER 1 INTERVENTIONS MUST BE DOCUMENTED ABOVE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SCHOOL COUNSELOR INTERVENTION 	<p>TIER II: SCHOOL COUNSELOR SUPPORT (This section completed by School Counselor)</p> <ul style="list-style-type: none"> <input type="checkbox"/> SCHOOL COUNSELOR FOLLOW-UP FORM ATTACHED (IF APPLICABLE) <p><i>If Behaviors Continue After Parent Contact, Proceed To Tier III.</i></p>
<p>MAJOR INFRACTIONS TIER III (This section completed by Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AGGRESSIVE BEHAVIOR (Eg. PHYSICAL/VERBAL THREATS/THROWING OBJECTS TOWARDS OTHERS) <input type="checkbox"/> FIGHTING <input type="checkbox"/> LEAVING WITHOUT PERMISSION <input type="checkbox"/> REFUSING TO DO WORK/FOLLOW DIRECTIVES <input type="checkbox"/> CAUSING SIGNIFICANT DAMAGE TO SCHOOL PROPERTY <input type="checkbox"/> INAPPROPRIATE PERSONAL PROPERTY <input type="checkbox"/> USING PROFANITY AT OTHERS <input type="checkbox"/> INAPPROPRIATE LANGUAGE/COMMENTS TO OTHERS <input type="checkbox"/> OTHER _____ 	<p>TIER III ADMINISTRATOR CONSEQUENCES: (This section completed by Administrator)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WARNING GIVEN <input type="checkbox"/> PARENT/GUARDIAN CONTACT AND/OR FACE TO-FACE CONFERENCE <input type="checkbox"/> MORNING REFLECTION ASSIGNED (7:30 AM - 8:15 AM) ON _____ <input type="checkbox"/> AFTERNOON REFLECTION ASSIGNED (3:30 PM - 4:30 PM) ON _____ <input type="checkbox"/> MODIFIED DAY (PARENT PICKUP TIME): _____ <input type="checkbox"/> Alternate Schedule <input type="checkbox"/> OTHER _____ <input type="checkbox"/> OUT-OF-SCHOOL SUSPENSION ASSIGNED FOR _____ <p><input type="checkbox"/> Suspension Letter Attached</p> <p>Administrator Signature _____</p> <p>Date _____</p>

Page 1

Specific Actions Observed:

We will continue to work with your child to encourage positive behavior in order for him/her to be successful in meeting our School-Wide Student Expectations (copy attached). Should you have any further questions please contact our school administrators, school counselor, or your child's teacher at (804) - 469-4480.

Referring Staff Signature _____ Date _____
Parent/Guardian Signature _____ Date _____

Appendix I

Student Behavior and Administrative Response Flow Chart

