

PBIS Manual

* Respect

* Responsibility

* Ready to Learn

High School PBIS

Positive Behavior Intervention and Support

PBIS at BHS: A General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Beech High School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct:

- **Respect**
- **Responsibility**
- **Ready to Learn**

2. Behavioral Expectations are taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- *Respect* means treating people the way that you would like to be treated.
- *Responsibility* means following school rules.
- *Ready to learn* means being on time in the appropriate place in school with required materials.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance. Remember Harry Wong’s emphasis on PROCEDURES and ROUTINES to manage behavior rather than CRIME and PUNISHMENT.

3. Appropriate Behaviors are acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. **Student Incident Reports (SIRs)** are used to document and record incidents managed by the teacher in the classroom. **Office Discipline Referral** forms are used to refer major incidents or chronic disruptions to the administration. The **Student Behavior Management Process Flowchart** is used to help teachers distinguish major from minor behavioral incidents.

5. Decisions about behavior management are data based. One of the most important features of PBIS is the use of the web-based data management system called SWIS. The SWIS database tracks what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. SWIS eliminates guesswork from the decision making process about what is and is not working in a building’s behavior management system. It allows decision makers to create reports that enable them to devote resources and time to the precise place, parts of the school day and people that need them.

Code of Conduct

RESPECT

Students will:

- Respect each other, and all property to ensure a positive and safe learning environment.
- Display appropriate behavior according to the SCS and BHS Handbook at all times.
- Cooperate with all school personnel.
- Use respectful, appropriate language. Avoid using sarcasm, gossip, belittling, or putting down of others.
- **Consume food and drink in the Commons Area only. (Drinks from vending and water at teachers discretion) ***No outside food products such as McD, Chic-fil-A, etc....**
- Place all trash and discarded materials in trash cans throughout the day.
- Move quietly through the building to avoid being a distraction to classrooms along the route.
- Display appropriate behaviors that will allow the bus driver to reach each destination safely.

RESPONSIBILITY

Students will:

- Wear proper and acceptable attire to school (see the chart below).
- Arrive to school and to every class on time and be ready to work.
- Move to class when the warning bell rings at 7:45 a.m.
- **Enter building and report to designated areas once on school property.**
- Take proper care of textbooks, materials, and equipment.
- **Remain on school property during school hours.**
- Present a note signed by a parent/guardian to explain any absences.
- Advise the school office, guidance, and nurse regarding changes of address, phone number, and emergency information on a consistent basis.
- Students may park in the student parking lot assigned to them only with a valid parking permit.
- Exit the building promptly at the ringing of the dismissal bell. Students involved in after school activities must report to that activity by 3:15 p.m., and remain under direct supervision of the staff while in the building.
- Wear I.D. at all times.
- Communicate clearly with your teachers, parents and administrator.

READY TO LEARN

Students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn.
- Strive for success and believe it is possible.
- Carry materials needed for each class according to teacher expectations.
- Utilize a planner for organizing assignments and due dates.
- Complete and turn in assignments on the due date.
- Return as quickly as possible whenever out of class in order to maximize learning.

DRESS CODE

EXAMPLE

<ul style="list-style-type: none">• Dress appropriately for learning.	<ul style="list-style-type: none">• Abbreviated or scanty clothing is <u>not</u> acceptable, which shall include, but not limited to: excess cleavage, see-through shirts, exposed midriffs or buttocks, and sleeveless undershirts as outerwear.• Pajamas and other bedroom attire are not acceptable.
<ul style="list-style-type: none">• Clothing or accessories, including bandanas, belts, belt buckles, jewelry, or chain wallets with inappropriate slogans or pictures are not acceptable.	<ul style="list-style-type: none">• Items with references to drugs, alcohol, weapons, sex or race are not acceptable.
<ul style="list-style-type: none">• Headgear of any kind is not acceptable.	<ul style="list-style-type: none">• Hats, visors, scarves, bandanas, etc. Bandanas anywhere on your person will not be acceptable at any time.
<ul style="list-style-type: none">• Heavy coats should not be worn in the building during the school day.	<ul style="list-style-type: none">• Heavy outerwear MUST be placed in locker.• Keep a sweater or sweatshirt in locker for cold conditions.

Respect – Give It to Get It:

- Ⓢ Dress in a way that earns respect
- Ⓢ Treat others as you want to be treated
- Ⓢ Use language that respects all who hear it

Responsibility – You Control Your Success:

- Ⓢ Know and abide by the Code of Conduct
- Ⓢ Accept and learn from consequences
- Ⓢ Be proactive, not reactive

Ready to Learn – Preparation leads to Success:

- Ⓢ Come to school with appropriate materials
- Ⓢ Be on time to school and each class
- Ⓢ Be actively engaged in class