

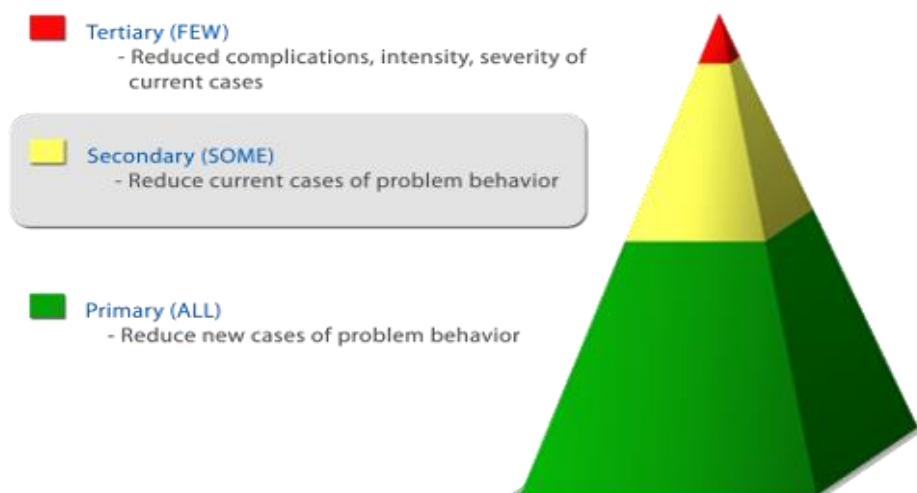
What is School-wide PBIS?

Positive Behavior Interventions and Supports (PBIS) gives people a new way to think about behavior. PBIS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBIS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



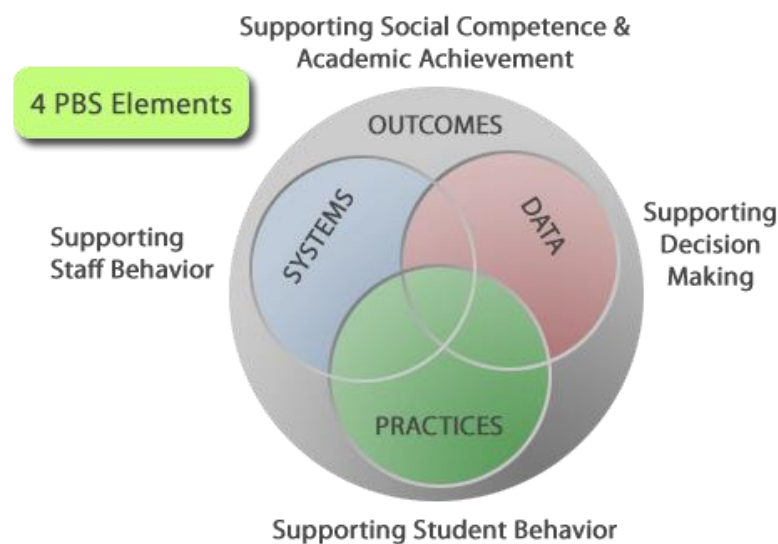
Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** interventions and strategies that are evidence based. (How will you reach the goals?)
- **Data:** information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?) •
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Behavioral Expectations

Behavioral expectations: Valley Ridge Academy has four behavioral expectations for all students: *Be Respectful, Be Responsible, Be Safe, Be Prepared and On Time.*

Behavior expectations matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Why do we have school-wide behavioral expectations?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on four simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

Teaching expectations and routines

One of the most important reasons to teach behavioral expectations and routines across settings is that so all students know what is expected by all adults on campus. This will improve consistency across staff in holding students accountable for their behavior.

During the first two weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. Our success depends on the participation and support from the entire staff.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines is a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines are to be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

VRA PBIS Behavior Expectations Matrix

2019-2020

Settings	Be Responsible	Be Respectful	Be Safe	Be Prepared and On Time
Universal	<ul style="list-style-type: none"> Follow all adult directions Use appropriate language/volume with adults and peers Accept individual differences 	<ul style="list-style-type: none"> Take pride in school environment Follow school dress code Accept consequences for your actions 	<ul style="list-style-type: none"> Stay in designated areas Keep your hands, feet, and objects to yourself at all times Immediately notify adults with safety concerns 	<ul style="list-style-type: none"> Walk directly to class Arrive to classroom on time with all necessary materials
Assembly	<ul style="list-style-type: none"> Use <u>Voice Level 0</u> Enter and exit in an orderly fashion Follow all adult directions Sit in assigned area Be attentive to speakers 	<ul style="list-style-type: none"> Applaud at appropriate times Respond when prompted 	<ul style="list-style-type: none"> Always walk Keep your hands, feet, and objects to yourself at all times 	<ul style="list-style-type: none"> Walk quietly with your class
Cafeteria	<ul style="list-style-type: none"> Use <u>Voice Level 2</u> Follow all adult directions Keep and maintain your place in line Only one time through the line 	<ul style="list-style-type: none"> Gather utensils and napkins before sitting down Remain in your assigned area Clean up your area and throw away trash Raise your hand for permission to leave your seat 	<ul style="list-style-type: none"> Always walk Keep your hands, feet, and objects to yourself at all times Immediately notify adults with safety concerns 	<ul style="list-style-type: none"> Walk directly to the cafeteria Memorize your lunch number
Fire Drill	<ul style="list-style-type: none"> Use <u>Voice Level 0</u> Follow all adult directions Remain in a straight line at all times Face away from the building during the drill 	<ul style="list-style-type: none"> Follow all adult directions 	<ul style="list-style-type: none"> Always walk Keep your hands, feet, and objects to yourself at all times 	<ul style="list-style-type: none"> Walk quietly with your class
Hallways/Stairs	<ul style="list-style-type: none"> <u>Elementary</u>- Use Voice Level 0 <u>Middle</u>- Use Voice Level 2 	<ul style="list-style-type: none"> Be in your assigned area when the bell rings 	<ul style="list-style-type: none"> Always face forward when walking 	<ul style="list-style-type: none"> Walk directly to your class

	<ul style="list-style-type: none"> Follow all adult directions Walk on the right side 	<ul style="list-style-type: none"> Keep hallways, stairs, and the area around lockers clean Carry approved hall pass/planner 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself at all times Keep the flow of traffic moving Immediately notify adults with safety concerns 	<ul style="list-style-type: none"> Visit lockers and restrooms at appropriate times Arrive prepared for class
Locker	<ul style="list-style-type: none"> Use <u>Voice Level 2</u> Follow all adult directions Wait for the person ahead of you to finish gathering belongings 	<ul style="list-style-type: none"> Keep your locker clean and organized Throw trash in the trashcan 	<ul style="list-style-type: none"> Close locker door gently Keep your hands, feet, and objects to yourself at all times 	<ul style="list-style-type: none"> Visit locker daily at appropriate times Quickly gather all of your belongings Walk directly to your class Arrive prepared for class
Restroom	<ul style="list-style-type: none"> Use <u>Voice Level 2</u> Follow all adult directions Use your assigned bathroom 	<ul style="list-style-type: none"> Flush the toilet after use Wash your hands Throw trash in the trash can Respect the privacy of others 	<ul style="list-style-type: none"> Always walk Keep water in the sink Keep your hands, feet, and objects to yourself at all times Report problems and spills to staff 	<ul style="list-style-type: none"> Enter and exit quickly
Media Center	<ul style="list-style-type: none"> Use Voice Level 0 Follow all adult directions Return materials to their locations Push your chair in and take belongings with you Return books on time 	<ul style="list-style-type: none"> Take care of media center property and books 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself at all times Always walk 	<ul style="list-style-type: none"> Walk quietly with your class
In Line (Elementary)	<ul style="list-style-type: none"> Use Voice Level 0 Follow all adult directions 	<ul style="list-style-type: none"> Keep personal space Stay with your class 	<ul style="list-style-type: none"> Walk on the right side Walk in a single file line 	<ul style="list-style-type: none"> Arrive prepared for class/lunch

			<ul style="list-style-type: none"> • Always face forward • Keep your hands, feet, and objects to yourself at all times 	
Recess (Elementary)	<ul style="list-style-type: none"> • Use Voice Level 3 • Follow all adult directions 	<ul style="list-style-type: none"> • Share and take turns • Include others in play 	<ul style="list-style-type: none"> • Use the equipment safely • Walk on the sidewalk • Report problems to teacher 	<ul style="list-style-type: none"> • Line up quickly and quietly

SLANT

S: Sit Up Straight

L: Lean Forward and Listen

A: Ask and Answer Questions

N: Nod Your Head “Yes” or “No”

T: Track the Teacher

Volume Levels:

Level 0 (Silent): independent work in class, hallways (elementary), media center, assemblies

Level 1 (Low Volume): partners/small group work

Level 2 (Conversational): class discussion, lunch, bus, hallways/class change (middle school)

Level 3 (Celebration): recess, athletics, dances, applause for assemblies/performances

PBIS Reward System-- "Hawk Buck" Distribution Guidelines

Hawk Bucks:

Hawk Bucks are used to recognize students right away who demonstrate:

- Random or extraordinary acts of kindness
- Positive character traits
- Consistent effort over time to follow the Code of Conduct
- Significant self-improvements,
- Meeting stated goals/expectations, etc.

Now, not only are the students rewarded with the Hawk Bucks themselves, but also with what they can *do* with the Bucks. Students have options to use their Hawk Bucks immediately or to save them for something they are looking forward to (*thus also helping them learn important life skills*). They have opportunities to spend their Hawk Bucks on weekly items, as well as longer-term goals like admission into a special monthly activity or to purchase items at the monthly School Store.

Are the incentives & rewards given out fairly?

With regards to distribution of the Hawk Bucks, equity is also ensured there as well. A suggested list of behaviors and how much to hand out has been established to help staff maintain the equitable distribution of the Hawk Buck. However, it is ultimately up to the teacher/staff member's discretion as to how/when the cash is handed out.

Within those guidelines, it was important to protect the integrity of the Hawk Bucks - to ensure they wouldn't be given out more frequently to students with more behavior issues just to keep them from disrupting - while making sure that *every* student has equal opportunities to earn the cash. Teachers and parents agree - rewards shouldn't be given out for "every little behavior" that meets expectations; rather, *randomly* reward **consistency** and *immediately* recognize **great acts of character**. Likewise, students are encouraged to perform such acts because it is the right thing to do, **not for the reward**.

It was also important to protect the purpose of the Hawk Bucks, which is to recognize the **positive** acts and behaviors of students. So it was impressed that the Hawk Bucks should not be taken away from students as a disciplinary measure. Doing so would essentially "take away" the positive act that earned the student that cash to start with - and that defeats the purpose of PBIS.

Aren't incentives & rewards like "bribing" kids to behave?

No. Simply put, "**bribing**" means telling someone ahead of time that if they do what you want, you will repay them with something of value. To "**reward**" is to give someone something in return, especially in thanks for help or kindness or to repay effort or attention that is given. An "**incentive**" is a motivator - something that encourages someone into action.

PBIS is about **motivating** and **encouraging** students toward positive behavior while **recognizing** and **rewarding** appropriate actions, significant displays of good character, and marked effort and improvement toward personal and academic success.

Students are encouraged throughout their school day to demonstrate the behaviors that are expected within the Code of Conduct. More often, students are praised and verbally recognized and appreciated for their actions rather than given a tangible reward. This promotes students to become motivated more by the internal feeling of doing the right thing (*and the positive attention they will receive*) than the external feeling of "getting something out of it."

Students know that they *may* be rewarded for certain actions, but not always. Further, they are constantly being taught that they should do the right thing, not because of the **possibility** of a reward, but because of the sense of pride they will feel at knowing they did a good deed (and the good feeling it gives to those who receive the goodness of those deeds.)

Behavior/Achievement	Suggested # Hawk Bucks per incident
Consistent appropriate classroom behavior (following Code of Conduct/classroom expectations) w/out reminder	1
Extraordinary Random Acts of Kindness & Friendship	1-3 (depending on extraordinary nature of circumstances)
Consistent appropriate non-classroom behavior (hallway, cafeteria, playground, etc.) w/out reminder	1
Consistent , significant display of effort/self-motivation	2 or more (depending on significance of effort)
Meeting a set & stated goal (test, attendance, behavior, etc.)	1 – daily goal 2 – weekly goal
Consistent display of sportsmanship, teamwork, cooperation	1-2
Display of Self Discipline (avoiding a fight, not engaging in inappropriate actions when others around are, etc.)	1-5 (depending on severity of situation in which discipline was displayed)
Display of positive attitude in a negative situation	1
Appropriate problem-solving/conflict resolution	1-5 (depending on severity of situation in which skill was displayed)
Significant improvement in a targeted area (behavior, math, etc.)	1-5 (depending on level of improvement displayed)
Parent participation in events/conferences/meetings <ul style="list-style-type: none"> ➤ Conferences ➤ Special events/performances ➤ Collaborations ➤ Other school functions (volunteer, PTO, etc.) 	2 per event
Completion of specified tasks (signed paper, returned folder, etc.)	1
Exhibiting any of the six Character Counts! Pillars (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship)	5

VRA Discipline Policies and Procedures

Tardy to Class

A student will be considered tardy to class when he/she is not in the classroom when the tardy bell rings. Procedures and interventions/consequences for tardiness to class:

Violation	Intervention/Consequence
1st	Verbal Warning/Restate Expectation
2nd	Verbal Warning/Restate Expectation, Document in "Classroom Issues" in eSchool Plus
3rd	Verbal Warning/Restate Expectation, Document in "Classroom Issues" in eSchool Plus
4th +	Referral to Dean

Dress Code

1st period teachers will conduct a dress code check at the beginning of each day. Students in violation of the dress code policy will be sent with a pass/planner to the Dean's Office between 8:30-8:45am. Students will be required to change into appropriate school attire before returning to class.

Violation	Intervention/Consequence (Given by the Dean or Administrator)
1st	Verbal Warning/Restate Expectation/Change clothes
2nd	Lunch Detention (1-3 days)/Parent Contact
3rd	Lunch Detention (5 days)/Parent Contact
4th +	In-School Suspension (Not to exceed 3 days)/Out-of-School Suspension (Considered Defiance)/Parent Contact

Gum Chewing

Students are prohibited from chewing gum on school grounds. Procedures and interventions/consequences for gum chewing:

Violation	Intervention/Consequence
1st	Verbal Warning/Restate Expectation
2nd	Verbal Warning/Restate Expectation, Document in "Classroom Issues" in eSchool Plus
3rd	Verbal Warning/Restate Expectation, Document in "Classroom Issues" in eSchool Plus
4th +	Referral to Dean

Cell Phones and Electronic Devices

The use of electronic devices, such as cell phones, electronic readers, hand-held video games, etc. is prohibited during school hours.

- If such items are brought to school, they must be placed in the student's locker, backpack or purse during the normal school hours. Items are to be **turned off**.
- Students may not use cell phones to make phone calls or text message during school hours. This includes during classes, between classes and/or lunch. Students found using their cell phones during school hours will have their phone confiscated. Repeated failure to comply will be considered defiance of school rules.
- **If a phone call must be made, phones are available in the main office.**
- Students may not use their cell phones as entertainment during the school day. This includes playing games, going online, checking time, etc.
- Students are not permitted to use camera phones for the purpose of taking pictures in school or on buses. For more detail, see *Camera Phones* section below.
- Failure to comply will result in the following penalties:

Violation	Intervention/Consequence (Given by the Dean or Administrator)
1	Device confiscated and given to Dean/Device returned at the end of the day
2	Device confiscated/Parent contacted/Device picked up by parent
3+	Device confiscated/Parent contacted/Device picked up by parent/Behavioral contract/Lunch Detention/ISS/OSS

Note: * Failure to turn the device over to staff member may result in further disciplinary action.

Camera Phones:

- Cell phones with cameras may not be used to take pictures during and after school hours on school grounds or at school district sponsored events. Camera phones are not allowed in bathrooms, locker rooms, etc. If a student is found taking pictures in school, whether appropriate or inappropriate, he/she will be referred to an administrator. The content of the pictures taken will determine the severity of the punishment.

Cheating:

- If a student is caught using a cell phone or other form of technology to aid them in cheating, he/she will have the appropriate penalties for both cheating and cell phone use applied to them.
- Texting or checking texts during a test/exam will result in the student receiving a zero for the test/exam.

***Valley Ridge Academy is not responsible for theft or damage of electronic devices brought onto school district property.**