

# ASCS PBIS MANUAL



Implementation during the 2015-2016 school year

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# What is PBIS?

- “PBIS” is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA).
- PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

(Source: [www.pbis.org](http://www.pbis.org))

Virginia began a statewide initiative to support positive academic and behavior outcomes for all students called Effective School-wide Discipline in 2008. The core of this concept was to:

- (a) alter aspects of the social as well as instructional environment
- (b) explicitly teach students what is expected of them
- (c) acknowledge appropriate behavior in ways that are valued by the students
- (d) explicitly provide faculty and staff with staff development on behavioral interventions and effective strategies to address behavior problems.

“These methods have proven to be practical, realistic, and effective ways to address student discipline.”

(Source: [www.doe.virginia.gov](http://www.doe.virginia.gov))

At the core of PBIS is the use of:

- **common language**
- **common expectations**
- **common practices**

# Why PBIS at ASCS?

According to the Virginia Department of Education by “establishing a common classroom-level and school-wide management system (a) student achievement rates increase and (b) the number of student discipline problems decline.”

(Source: [www.doe.virginia.gov](http://www.doe.virginia.gov))

At ASCS, the goal of PBIS will be to support our mission statement and to encourage our three core behaviors:

- Be SAFE
- Be Responsible
- Be Respectful

## Our Mission

All Saints is a Catholic school of high moral expectations and academic rigor. We offer a quality pre-kindergarten through eighth grade education in a structured, holistic, disciplined, and safe environment.

- *We celebrate* the love of God, self, and neighbor; living, teaching, and sharing the Gospel message through daily prayers, religious studies, and activities, infusing students with Catholic values and traditions of love, patience, and respect.
- *We create* a supportive, caring, and nurturing atmosphere, which challenges and enables each student to reach his/her potential by:
  - Building on individual strengths
  - Developing problem solving skills through critical and analytical thinking
  - Providing resources and activities which foster spiritual, intellectual, physical, emotional, and social growth
- *We acknowledge and encourage* the diversity of cultures and creeds in an effort to foster acceptance and respect for individual differences.
- *We develop* well-informed and conscientious students able to face the moral dilemmas and often difficult issues that will arise in their lives.
- *We involve* students, teachers, and parents in the stewardship of environmental, personal, human, and global resources.

# ASCS Behavior Expectation Examples

## I am SAFE

- Hands, feet and objects to myself
- Follow all given direction
- Keep work and play areas neat and organized
- Always WALK quietly in the hallways; stay with your class in line
- Report any broken items immediately
- Remain in assigned areas; only leave classroom with teacher permission
- Wear seatbelts when traveling on the bus and remain in your seat

## I am RESPONSIBLE

- Own your actions and words
- Bring all supplies needed to class
- Complete assignments and submit on time
- Travel to assigned destinations in a timely manner
- Practice good hygiene
- Clean up behind yourself
- Always show your daily and/or Wed folder to your parents
- Remember your lunch or lunch money
- Follow the dress code
- Arrive to school on-time

## I am RESPECTFUL

- Raise your hand to speak
- Be courteous to others
- Respond positively and calmly to others
- Use materials and facilities appropriately
- Give others privacy when appropriate
- Keep halls and walls clear of graffiti
- Use good manners
- Eat your own food and use your own supplies

# ASCS PBIS Incentives for Reinforcing Positive Behavior

## PK – 4 Daily incentives:

- Knight Pride Awards
- Positive note or phone call home
- Verbal praise/recognition in class

Given out by faculty/staff to students acting in an exceptional way that demonstrates being safe, responsible and respectful. These awards will be collected in a jar in the office and via a drawing each Friday, three winners will be selected each week with a cap of one winner per grade level.

## PK – 4 Weekly incentives:

- Knight Pride Award selection each Friday. Students will receive a sticker and a prize such as:
  1. Ice cream/ASP snack coupon
  2. Small prize
  3. Free choice of seat in the lunchroom for a day coupon

## PK – 8 Monthly incentives:

- Students of the month— One student will be selected per grade level for student of the month. This award can be given for model citizenship or for most improved citizenship. Good school citizens are regularly demonstrating being safe, respectful and responsible!
  - Students of the month will be highlighted on a bulletin board with a picture and description of the reason for the selection.
  - Students of the month will also receive a post-card sent to their home from administration and a certificate.

## PK – 4 Classroom Incentives:

Teachers in grades PK – 4 have varying classroom reward systems in addition to the school incentives above.

## Middle School Incentives:

Daily: Students earn points weekly for their House through HABITS. See Appendix A for details.

Quarterly: Once every nine weeks middle school Houses who meet the point criteria will be invited to a special activity such as an after-school dance, popcorn and a movie, bowling, a trip for ice cream, etc. (*Note: Students with consistent classroom behavior difficulties, office referrals, suspensions, or in academic jeopardy will not be allowed to participate in House rewards.*)

# ASCS Behavior Flow Chart

Inappropriate behavior is observed

Classroom Managed (Minor):

- Intervention 1:
- Re-teach appropriate behavior
  - Increase teacher proximity
  - Give student signal/non-verbal cue
  - Recognize on task-behavior

- Intervention 2:
- Re-teach appropriate behavior
  - Re-direct student
  - Discuss behavior one-on-one with student to reflect
  - Parent contact #1 (note/email/ phone call)

- Intervention 3:
- Parent contact #2 (phone call)
  - Conference with team member(s) & student or time-out in office (send child with form)

- Intervention 4:
- Time-out in office (send child with form)
  - Parent Conference

Office Managed (Major):

- Inappropriate Language (swearing/sexual in nature)
- Fighting
- Skipping class
- Threats
- Cell phone (3<sup>rd</sup> or more offense)
- Drugs/alcohol (including imitations)
- Vandalism
- Theft
- Misuse of Technology
- Destruction of school property
- Chronic minor infractions (submit referral form complete with actions taken to date)

Minor behaviors become major after Intervention #4

# ASCS Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

I was not: being safe

being responsible

being respectful

when I (give details): \_\_\_\_\_

---

---

---

I should have: \_\_\_\_\_

---

---

---

Next time I will: \_\_\_\_\_

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---

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Student Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



# ASCS Referral Behaviors Defined

Common behavior infractions categorized and separated by minor and major offenses for guidance in differentiating when they should be handled in the classroom and when they should be written up as an office referral.

| <b>Disrespect</b>   |   |
|---|---|
| Minor (classroom managed) <ul style="list-style-type: none"> <li>• Talking back</li> <li>• Talking when others (teacher or students) are talking</li> <li>• Eye rolling</li> <li>• Smacking lips</li> <li>• Turning back to teacher when being addressed</li> <li>• Joking on other students</li> <li>• Yelling at another student</li> </ul> | Major (office managed) <ul style="list-style-type: none"> <li>• Repeated minor offenses (after intervention 4)</li> <li>• Cursing at teacher</li> <li>• Bullying another student continuously</li> <li>• Racist comments</li> </ul> |

| <b>Disruption</b>  |   |
|--|---|
| Minor (classroom managed) <ul style="list-style-type: none"> <li>• Blurting/yelling out in class without raising hand to speak</li> <li>• Getting out of seat without permission</li> <li>• Playing with items on desk</li> <li>• Tapping</li> <li>• Singing/humming/dancing in class</li> <li>• Not having supplies and asking others for them</li> <li>• Coming to class late</li> <li>• Throwing paper into trashcan (basketball style)</li> <li>• Cell phone (out and in use or going off in class)</li> </ul> | Major (office managed) <ul style="list-style-type: none"> <li>• Repeated minor offenses (after intervention #4)</li> <li>• Threatening to fight/actually fighting</li> <li>• Knocking over chairs/books in frustration/anger</li> <li>• Theft of student/teacher objects</li> <li>• Any minor disruption occurring during a test</li> </ul> |

| <b>Defiance</b>  |  |
|--|--|
| Minor (classroom managed) <ul style="list-style-type: none"> <li>• Refusal to do work</li> <li>• Refusal to follow directions or classroom procedures</li> <li>• Responding to redirection with attitude/disrespect</li> </ul> | Major (office managed) <ul style="list-style-type: none"> <li>• Repeated minor offenses (after intervention #4)</li> <li>• Responding to redirection with aggression/threats towards teacher</li> <li>• Refusing to leave classroom</li> </ul> |

### **Horseplay**

|   |   |
|---|---|
| <p>Minor (classroom managed)</p> <ul style="list-style-type: none"> <li>• Play fighting</li> <li>• Playing in the bathroom</li> <li>• Running in classroom or hallway</li> <li>• Throwing paper/objects at each other</li> <li>• Snatching things off of others desks or out of their hands</li> <li>• Knocking things off others desks or out of their hands</li> <li>• Hiding another students things</li> <li>• Nudging someone in line</li> <li>• Tripping another student, or sticking a foot out in their way as they walk past your desk</li> <li>• Any “hands on” another student: wrestling, neck-slapping, flicking them, etc.</li> </ul> | <p>Major (office managed)</p> <ul style="list-style-type: none"> <li>• Repeated minor offenses (after intervention #4)</li> <li>• Any minor offense that causes injury to another student</li> <li>• Minor offense that leads to real fighting</li> <li>• Any horseplay that involves inappropriately touching someone, or pulling down their pants/clothing</li> </ul> |
|---|---|

### **Inappropriate Language (verbal, written, gestures, pictures)**

|  |  |
|--|--|
| <p>Minor (classroom managed)</p> <ul style="list-style-type: none"> <li>• Put downs, joking on another student</li> <li>• “yo momma” jokes</li> <li>• Name calling</li> <li>• Student reporting insignificant comments made by other students (tattle telling)</li> <li>• Telling someone to “shut up”</li> <li>• One slip of a swear word (not directed at teacher or student)</li> <li>• One time flicking off another student</li> <li>• Drawing of inappropriate nature (non-threatening in nature)</li> </ul> | <p>Major (office managed)</p> <ul style="list-style-type: none"> <li>• Repeated minor offenses (after intervention #4)</li> <li>• Swearing at a student or teacher</li> <li>• Flicking off a teacher</li> <li>• Verbal, written, or pictorial threats towards student or teacher</li> <li>• Anything gang related (gesture, drawing, clothing, etc.)</li> <li>• Anything sexual in nature</li> </ul> |
|--|--|

## **Appendix A – Middle School Daily Incentives**

Students in grades five through eight will be assigned to a group (called a House) named for a canonized saint rather than to a grade level homeroom. The Houses at All Saints will be called: Saint Maria, Saint Catherine, Joan of Arc and Saint Ignatius. Each house, headed by a middle school teacher and composed of an equitable mixture of students from each grade level, will meet for ten minutes in the morning and ten minutes at the close of the day. House members will support and encourage each other by working towards common point goals.

Teachers will award points to the House of individual students who regularly meet the expectations of being safe, responsible and respectful. Students may earn a total of 6 points per week for their House. They will earn these points by forming good HABITS!

- H – Homework is on-time, neat and shows evidence of good study habits.
- A – Attendance is regular. Student arrives on-time to class and completes make-up work in a timely manner.
- B – Behavior is safe, responsible and respectful at all times!
- I – Student Initiative is strong. Student is engaged in class, demonstrates a strong work ethic, and asks deep questions.
- T – Student uses technology responsibly.
- S – Student participates positively in community service and is show respect for spiritual activities and Mass.

Those Houses achieving quarterly House Point Goals will earn admittance to student council planned activities. Individual students may be excluded from such activities if they fail to demonstrate appropriate HABITS.