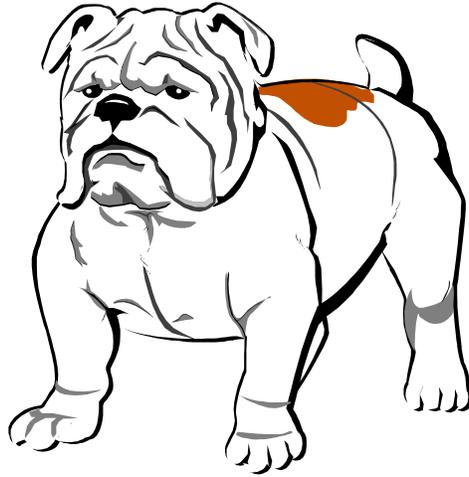# Greene Intermediate Center

School-Wide Positive Behavior Plan

BE RESPECTFUL

BE SAFE

BE RESPONSIBLE

"We inspire through collaboration, dedication, and perseverance."

Greene Intermediate Center

Overview – Positive Behavior Support

Greene Intermediate Center is moving from a reactive disciplinary system that relies on punitive discipline to a proactive approach that incorporates the principles of Positive Behavioral supports. The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors.

Features of School-Wide Positive Behavior Support

➢ Establish regular, predictable, positive learning and teaching environments.
➢ Train adults and peers to serve as positive models.
➢ Teach and model behavioral expectations.
➢ Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
➢ Improve social competence.
➢ Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.
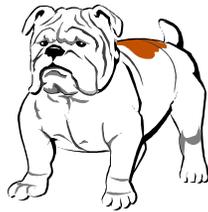
School Goal:

Students at Greene will meet our expectations by being *respectful, safe, and responsible*.

Green Intermediate Center Behavioral Expectations:

Be Respectful

Be Safe

Be Responsible

Teacher and Staff Responsibilities:

➢ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.

➢ Teachers and staff will acknowledge student behaviors that meet "The 3 B's"

➢ Teachers and staff will implement active supervision, **MIS,** strategies:

1. **M**ovement *among students in different settings.*
2. **I**nteraction *with students in different settings (4 to 1 ratio --4 positive statements to 1 negative statement). Interaction should be high frequency and high quality.*
3. **S**canning *students in different settings. This should include visual and auditory technique*

➢ Teachers and staff will follow the Six Components of School-Wide PBS:

1. Select and define expectations and routines. Expectations and routines need to be **Observable, Acknowledgeable, and Teachable (OAT)**.
2. Teach behaviors and routines directly in all settings.
3. Actively monitor behavior (MIS).
4. Acknowledge appropriate behavior.
5. Review data to make decisions.
6. Correct behavioral errors: Use Pre-Correction, Boosters, and De-Escalation strategies.

School-Wide Expectations

Be Respectful

Be Safe

Be Responsible

The above positive behavioral expectations have been decided upon by our school's staff. Posters of our expectations, particular to that setting (hallway, cafeteria, etc.), are visible throughout the school building. Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year in different settings throughout the school building.

Hallway Expectations

Be Respectful

- During non-passing period times, ALL students (5-8) should be in a single file line (or two single file lines – boy/girl) and SILENT in the hallway - going to restroom, library, etc.
- At all times (passing period & non-passing period), 5th and 6th grade students walk in a single file line (or 2 single file lines - boy/girl).

Be Safe

- Classes must walk on the right side of the hall.
- Keep hands, feet, and objects to yourself

Be Responsible

- Get to class on time
- Bring necessary materials to class

** **NOTE** ** – Adults must be mindful of their voice levels in the hallway. It is necessary that we model the expected behaviors at ALL times.

General Lesson Format for Teaching Our Expectations

The following is an example of a lesson plan for teaching hallway expectations.

Hallway Lesson Plan Teaching Script

I. Skill Teaching - Teacher

"Today we are going to talk about our expectations in the hallways at Greene. What are some ways you think we can be respectful, safe, and responsible when in the hallways?" Let students give a few examples, and then review the expectations below. Discuss "why" these expectations are desirable.

II. Demonstration and Role Play

"I'm going to show you some ways to be respectful when in the hallway. I'm also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful."

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does *not* look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: allow others the ability to get to their locker, help others pick up supplies and books if dropped, pick up items on the floor, saying "excuse me" if you bump into someone, keep hands and feet to yourself, avoid blocking movement in the hallway and doorways, take turns at the water fountain, allow students to file out of classroom before entering, and respond appropriately to adult instruction or redirection.

Non-examples: blocking lockers, ignoring books and items on the floor, shoving or bumping, tripping or hitting others, stopping in the hallway and blocking traffic, cutting in line at the water fountain, entering the classroom before others have left, yelling or talking back to adults, or refusing to redirect behavior.

Pick 2 or 3 students to role-play <u>appropriate</u> examples of following the expectations. Ask students to identify how they were being respectful, safe, or responsible *in the hallway.*

III. Review and Check for Understanding

After all students have seen the demonstration and role-plays review with **"What are some ways to show that you are being respectful, safe, and responsible in the hallways at Greene?"**

Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan should take place during the first several weeks of school.

Consistency

This one word is the key to the successful implementation of PBS. The guidelines outlined in this handbook should be used as a minimum standard for the expectations that teams and individuals set.

Patience

PBS has been proven to work, but it takes time. This is not an instant fix. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This is a work in progress and will grow and change over time. We will find things that work and things that do not work. PBS is flexible so it can grow and adapt to our needs as teachers.

Teaching

The reason we are all here. PBS can be boiled down to one thing: *teaching expectations*. We can no longer assume that every child knows how to "play school". By teaching our expectations and consistently reinforcing them we can keep more students in our classrooms, increase learning, and increase overall student success.

Active Supervision

All staff at Greene Intermediate Center will be trained by members of our behavior support team to use *active supervision strategies*. The training will include modeling of appropriate strategies/non-examples and watching an active supervision training video. Our behavior support team will continuously monitor behavioral data and make the necessary adjustments.

All adults are expected to implement the following strategies while monitoring students before school, during passing periods, during lunch, after school, etc.

Active Supervision Strategies:

- o Positively interact with most students by using a variety of interaction types: a) verbal acknowledgments b) variety of students c) quick & d) noticeable
- o Continuously move throughout area (obvious and unpredictable)
- o Frequently scan (Head up, eye contact with many students, and have and overt body position – this behavior should be noticeable.
- o Use at least four positive interactions for each negative student interaction (Use variety of contact forms – verbal, tangible, social)
- o Minor rule violations are handled privately, quickly, and efficiently and are followed up with a positive contact
- o School wide procedures for handling major rule violations are followed and supervisor is business like and disengages quickly
- o Acknowledge at least 5 different students for displays of School-Wide expectations (Acknowledgement is individualized, informative, and sincere)

Acknowledgement System

Our behavioral expectation system focuses on acknowledging students who demonstrate Greene Intermediate Center's behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Student Celebrations

Specific Verbal Feedback

When you observe students being respectful, safe, and/or responsible, acknowledge them by giving specific positive verbal feedback such as:

➢ "That was so helpful the way you held the door open for your classmates."
➢ "Thank you for walking using your indoor voice during passing periods."

Positive Pupil Dismissals

It is expected that students' good choices and hard work ethic are celebrated and recognized. When a teacher feels that a student deserves this praise, they will fill out the blue *Pupil Dismissal from Classroom for POSITIVE Reasons* form and place it in the assistant principal's mail box or send the student to the assistant principal's office. The assistant principal will attempt to contact parents of these students.

Student of the Month

Students who make good decisions deserve our praise and recognition! Often, we spend more time on students who make poor decisions, and not enough time on their classmates who make good choices day after day. Each month, each teacher will select one of their students as their "Student of the Month". It is up to the teacher to decide why they select a certain student. Teachers will receive a "Student of the Month" certificate in their box on the 1st of each month. Please return the filled out certificate and place it in Mr.

Emery's mailbox by the 15th of that month. Mr. Emery will stop by each classroom to recognize the student of the month as well as take their picture. The students' pictures will be posted on a bulletin board, they will be recognized during announcements, name on our website, and earn a reward (gift certificate, pencil, etc.).

SOUTH BEND COMMUNITY SCHOOL CORPORATION

PUPIL DISMISSAL FROM CLASSROOM FOR *POSITIVE* REASONS

TO: ☐ **Principal**   ☐ **Assistant Principal**   ☐ **Other (specify)** _____

Student's Name _____ **Date** _____

Sent from: Class _____ **Room** _____ **Period** _____ **Time** _____

Parent's Telephone Number _____

Reasons for Dismissal _____

_____

_____

_____

Teacher's Signature _____

ADMINISTRATOR'S REPLY TO TEACHER

1. Action Taken (specify) _____

Notes: _____

_____

_____

_____

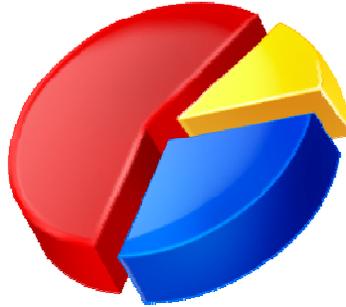**Administrator's Signature** _____

INSTRUCTIONS: Teacher is to fill out this form when one of their students deserves praise. Their good choices need to be celebrated and recognized. Administrator will attempt parent contact upon receiving this form. Teachers may send students with this form or may place it in administrator's mail box.

Data

The collection and utilization of student data is an integral part of our Positive Behavior Support system. Teachers review the data monthly in their grade level meetings and adjust their instruction accordingly.

Why Data?

➢ It keeps us from jumping too quickly to solutions.
➢ It gives us information about why a problem situation is occurring.
➢ Allows us to match our instruction/intervention to why the problem is occurring.

Features of our Data System

➢ Efficient, simple
➢ Accurate, timely, and practical
➢ Computer-based to generate various charts and graphs to aid in decision making
➢ Used locally to make decisions
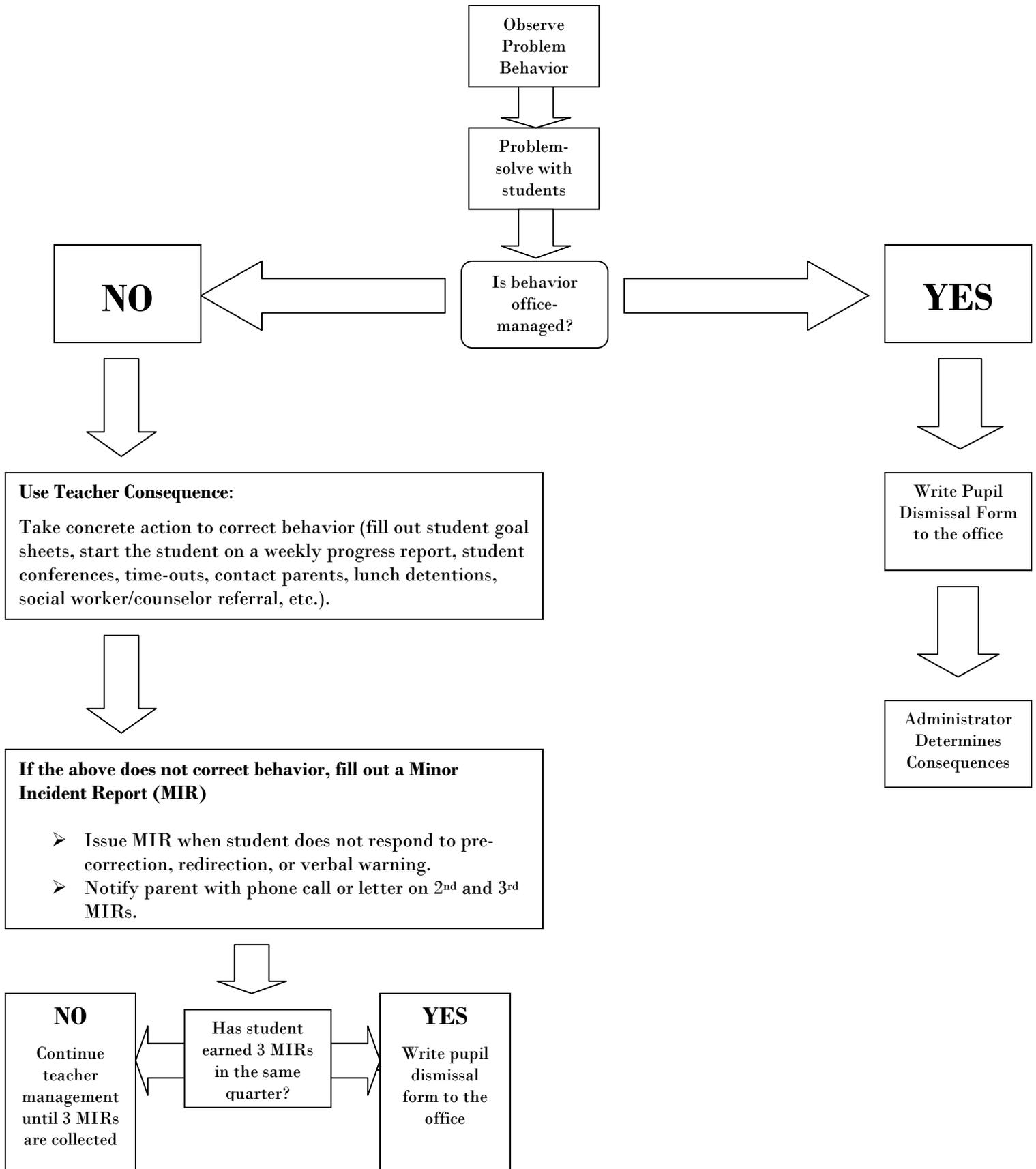➢ Repeating cycle of collection and analysis

Student Behavior Management Process

Classroom Managed or Office Managed

Our staff collaboratively decided what behaviors should be managed inside the classroom and what behaviors should be managed by an administrator. Consistency is crucial since some of our students may have up to seven different teachers. Below is a ***guide*** to help our staff decide between office managed and classroom managed behaviors. It would be impossible to list ALL of the possible misbehaviors so our staff will use their professional judgment to decide how to handle a given situation. Some "classroom – managed behaviors" may reach chronic levels – once a student receives three Minor Incident Reports (MIR's), the office will manage the behavior.

Classroom - Managed	Office - Managed
- Preparedness - Talking out - Language - Refusing to work - Minor dishonesty - Touching (non-aggressive/sexual) - Minor disrespect - Classroom disruption - Tone/attitude - Food, drink, candy, or gum - Electronic devices - Rudeness/put down - Minor vandalism/graffiti - Horseplay - Sleeping	- Weapons - Fighting - Aggressive/sexual physical contact 3 MIR's = chronic minor infractions - Aggressive language - Threats - Harassment - Major dishonesty - Truancy, tardy, attendance issues - Smoking - Drugs - Alcohol - Major vandalism - Gambling - Major disrespect

Student Behavior Management Process

Observe Problem Behavior

Problem-solve with students

Is behavior office-managed?

NO

YES

Use Teacher Consequence:

Take concrete action to correct behavior (fill out student goal sheets, start the student on a weekly progress report, student conferences, time-outs, contact parents, lunch detentions, social worker/counselor referral, etc.).

Write Pupil Dismissal Form to the office

Administrator Determines Consequences

If the above does not correct behavior, fill out a Minor Incident Report (MIR)

- ➢ Issue MIR when student does not respond to pre-correction, redirection, or verbal warning.
- ➢ Notify parent with phone call or letter on 2nd and 3rd MIRs.

NO

Continue teacher management until 3 MIRs are collected

Has student earned 3 MIRs in the same quarter?

YES

Write pupil dismissal form to the office

Location: ☐Classroom ☐Gym
Grade 5 6 7 8 ☐Cafeteria ☐Hallway ☐Library
Date_____ Time_____ ☐Bathroom ☐On Bus ☐Other
Referring Staff_____

Problem Behavior	Possible Motivation	Consequence
Check one specific problem behavior ☐ Inappropriate Language -Minor verbal aggression -Harassment/tease/taunt ☐ Minor Defiance/Disrespect/Non- Compliance/Insubordination -Lying/cheating -Refusal to work ☐ Disruption (minor) -Tardy -Disruptive/Disrespectful -Electronics ☐ Minor Physical Contact ☐ Minor Property Misuse ☐ Other	☐ Obtain Peer Attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid tasks/activities ☐ Avoid work ☐ Avoid Peers ☐ Avoid adults ☐ Unclear/Don't know ☐ Other_____	☐ Detention ☐ Time out in alternate classroom ☐ Time in office ☐ Loss of privileges ☐ Conference with student/verbal warning ☐ Parent contact ☐ Other

Location: ☐Classroom ☐Gym
☐Cafeteria ☐Hallway ☐Library
Date_____ Time_____ ☐Bathroom ☐On Bus ☐Other

Problem Behavior	Possible Motivation	Consequence
Check one specific problem behavior ☐ Inappropriate Language -Minor verbal aggression -Harassment/tease/taunt ☐ Minor Defiance/Disrespect/Non- Compliance/Insubordination -Lying/cheating -Refusal to work ☐ Disruption (minor) -Tardy -Disruptive/Disrespectful -Electronics ☐ Minor Physical Contact ☐ Minor Property Misuse ☐ Other	☐ Obtain Peer Attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid tasks/activities ☐ Avoid work ☐ Avoid Peers ☐ Avoid adults ☐ Unclear/Don't know ☐ Other_____	☐ Detention ☐ Time out in alternate classroom ☐ Time in office ☐ Loss of privileges ☐ Conference with student/verbal warning ☐ Parent contact ☐ Other

Location: ☐Classroom ☐Gym
☐Cafeteria ☐Hallway ☐Library
Date_____ Time_____ ☐Bathroom ☐On Bus ☐Other

Problem Behavior	Possible Motivation	Consequence
Check one specific problem behavior ☐ Inappropriate Language -Minor verbal aggression -Harassment/tease/taunt ☐ Minor Defiance/Disrespect/Non- Compliance/Insubordination -Lying/cheating -Refusal to work ☐ Disruption (minor) -Tardy -Disruptive/Disrespectful -Electronics ☐ Minor Physical Contact ☐ Minor Property Misuse ☐ Other	☐ Obtain Peer Attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid tasks/activities ☐ Avoid work ☐ Avoid Peers ☐ Avoid adults ☐ Unclear/Don't know ☐ Other_____	☐ Detention ☐ Time out in alternate classroom ☐ Time in office ☐ Loss of privileges ☐ Conference with student/verbal warning ☐ Parent contact ☐ Other

Bullying

We are very serious about eliminating bullying at Greene Intermediate Center. It is our *legal responsibility* to provide outreach and training concerning the identification, prevention, and intervention in bullying, so it is VITAL that we all work together to make our school safe and bully free. We want our students to feel SAFE when they come to our school; when they do not feel safe, they cannot focus on learning.

Bully Busters forms are located throughout the school building. If a student is being bullied or is aware of another student being bullied, they are encouraged to fill out a Bully Busters form. They may give this form to ANY staff member. That staff member can intervene themselves or give the form to Mrs. Simpson, Mrs. Eli, Mrs. Weinberg, or Mr. Emery.

Bully Busters

A part of our responsibility is to provide training concerning the identification, prevention, and intervention in bullying. This means in our classrooms, we **must** conduct activities dealing with bullying. Each intermediate center was given a book, Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders. The book is divided into seven modules, each with a different theme or topic. Each module contains numerous classroom activities. The expectation is that we implement these modules in our classrooms. Teachers (excluding related arts teachers) are expected to teach at least three lessons a month regarding bullying. Before they teach the lesson, teachers are expected to inform Mr. Emery when the lesson will occur (date/time). Below is a monthly schedule of the module's themes and the corresponding page numbers in the book. Copies of the module's activities will be supplied to teachers. Teachers DO NOT strictly have to use the activities presented in the book and are **encouraged** to use their creativity and integrate the month's theme into writing, reading, videos, etc. Michelle Eli has some excellent resources that you may borrow. Even though some students may have participated in some of the activities last year, it is always good to review just like we do in math, language arts, science, etc.

October
Module 1 (pgs 23 - 45): *Increasing Awareness of Bullying*
November
Module 2 (pgs 47 – 76): *Recognizing the Bully*

December Module 3 (pgs 77 - 100): *Recognizing the Victim*
January Module 4 (pgs 101 -130): *Taking Charge: Interventions for Bullying Behavior*
February Module 5 (pgs 131 – 154): *Assisting Victims: Recommendations and Interventions*
March Module 6 (pgs 155 – 177): *The Role of Prevention*
April Module 7 (pgs 179 – 195): *Relaxation and Coping Skills*