

Worcester Central School

2021-2022

Positive Behavior Intervention & Supports (PBIS) Handbook



Positive Attitude
Academic Excellence
Wise Choices
Show Respect

Worcester's PBIS Mission

The purpose of the proactive schoolwide discipline plan at Worcester Central School is to promote a positive school climate by fostering accountability and independence through clear, common expectations for students and families.

Our School Expectations

Students at Worcester Central School will meet our four expectations:

- **Positive Attitude**
 - **Academic Excellence**
 - **Wise Choices**
 - **Show Respect**

What is PBIS?

PBIS is a systems approach to creating and maintaining positive school climates where teachers can teach and students can learn. This evidence-based framework emphasizes **preventing** school discipline problems.

PBIS provides ideas to support teaching, modeling, and recognizing positive, appropriate behavior in schools and identifies systems for logically responding to classroom and individual student problems.

PBIS is **not** a curriculum, intervention, or practice, but **is** a systems change framework that guides selection, integration, and implementation of the best evidence-based practices for improving behavior outcomes for all students while increasing opportunities for academic engagement.

How Does it Work?

Students will participate in a kick off at the beginning of the school year. Students will learn expected behavior through explicit instruction and demonstration. All staff will support this learning through acknowledgement, positive reinforcement, and assemblies throughout the school year.

What is the Student's Role?

Students will learn expected behaviors in every area of school. Behavior will be modeled to students through instruction of positive behaviors by faculty and staff. Students are expected to learn, practice, and display the positive behavioral expectations of displaying a positive attitude, striving for academic excellence, making wise choices, and showing respect throughout the school year in all areas.

What is the Staff's Role?

All faculty and staff at Worcester Central School are expected to teach, model, and supervise student behavior and their progress toward meeting behavioral expectations. Faculty and staff will use classroom and schoolwide incentives to reinforce positive behavior choices. When students do not meet positive behavioral expectations, staff will re-teach and redirect student behavior. Staff will complete Office Discipline Referrals (ODRs) when behavioral expectations are not met and re-teaching has not been successful. Staff will provide positive reinforcement when students meet behavioral expectations.

What is the Parent's Role?

Parent support is important for the success of PBIS. Worcester will be communicating with parents when a student struggles with mastering a specific behavior. Parents and school staff need to work together to support the student as they strive to achieve expected behavior goals. In this way, the lessons learned at school will benefit students in the home setting. Since all students will be learning the same behavioral skills, parents can support these efforts by discussing behavioral expectations at home.

Why Teach the Rules, Expectations, & Routines During the First Week of School?

One of the main reasons to teach behavioral expectations and routines across all settings is so all faculty and staff agree on what is expected. This will improve consistency across staff in enforcing school behavioral expectations. Through this consistency, we can avoid the confusion that results when staff has different expectations about what behavior is acceptable in different settings which can confuse students.

What are Routines?

Routines are the procedures and processes put in place that students are expected to follow to keep things running smoothly and prevent negative behaviors. Routines include entering the cafeteria, the lunch line process, the dismissal process, processes for classroom protocols, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set students up to engage in negative behaviors. It is essential that routines be taught and reinforced during the first week of school so that everyone is following the same set of procedures.

What is Positive Acknowledgement?

An important component of the PBIS system is the use of consistent, positive reinforcement used to celebrate students' successes as they meet behavioral expectations. School staff are responsible for acknowledging positive student behaviors and are expected to catch students being "good" and reinforce the positive behaviors.

At the Elementary Level:

- Adults in contact with elementary students throughout the day will acknowledge appropriate student behavior by giving paper PAWS. Adults will tell students when and why they earn a PAW. Adults will give consistent and relevant positive praise.
- Students will receive PAWS throughout the week, PAWS will then be collected at the end of the week and one elementary student from each "house" will be chosen at random to receive a prize. Winners will be announced on the morning announcements.

Prizes may include:

- Free HW pass
 - Eat lunch with the Superintendent/Principal
 - Free ice cream
 - Or other prizes
- Individual classrooms can still reward/recognize students for earning PAWS at any point during the year.
 - Monthly there will be a Student of the Month/PBIS assembly, during which one elementary student from each PBIS house will be chosen at random, to receive a prize. For every 5 PAWS that students earn during the month, they will receive one raffle ticket. These raffle tickets will be placed together and one winner will be picked from each house.

At the Secondary Level:

- Adults in contact with secondary students throughout the day will acknowledge appropriate student behavior by giving out PAWS and positive praise. For every 5 PAWS that a student receives, they will earn 1 raffle ticket to use in the weekly drawing.

- Students on the following lists will earn additional PAWS as noted below:
 - Green card students - 5 PAWS (All 4's extra PAW)
 - Honor roll - 3 PAWS
 - High honor roll - 5 PAWS
 - Superintendent's list - 10 PAWS
- Every week there will be a drawing and one secondary winner from each "house" will be chosen for a prize, the winner will be announced on the AM announcements:
 - Eat outside with a friend
 - Free HW pass
 - Eat lunch with the Superintendent/Principal
 - Free ice cream
 - Courtyard pass (ASH)
 - Other prizes, as applicable
- Monthly there will be a Student of the Month/PBIS assembly, during which one secondary student from each PBIS house will be chosen at random, to receive a prize. For every 5 PAWS that students earn during the month, they will receive one raffle ticket. These raffle tickets will be placed together and one winner will be picked from each house.

Quarterly Rewards:

- Quarterly rewards will at the end of Quarter 1, Quarter 2, and Quarter 3
 - Tentative Quarterly Reward Dates:
 - Quarter 1: TBD **Nov 12, 2021**
 - Quarter 2: TBD **Feb 4, 2021**
 - Quarter 3: TBD **Apr 8, 2021**

Participation in the Quarterly reward will occur as follows:

Quarterly Reward Participation		
Number of Discipline Referrals/Think Sheets	Participation:	Restrictions/Alternative to Reward:
0	Yes	None
0-3	Yes	Must restore to earn, students can restore up until the day of the reward.
4 or more	No	Reteach with Counselor
Additional reasons students may not participate in the reward:		
Students with 10 or more unexcused absences	No	Additional time to work on missed assignments or classroom lessons
Students in grades 7-12 with a grade lower than 70% in two or more classes	No	Additional time to make up work, missing assignments, or additional tasks as assigned by teachers

How Should Staff Address Student Behaviors?

Disciplinary Process	
Minor Behaviors (Level 1 or 2)	Major Behaviors (Level 3 or 4)
1. Student/Teacher Conference (Verbal Warning) - No Think Sheet needed	1. Parent contacted by teacher and referral given to administration.
2. Think sheet filled out with the teacher. Consequence given by the teacher, if applicable. Think sheet mailed home for parent signature.	2. Administration gives consequence and calls parents.
3. Parent contacted by teacher and referral given to administration.	3. Administration provides the teacher with feedback and any updates, as applicable.
***Only an administrator will assign lunch and after school detention, unless the teacher is planning on supervising their own detention.	

Infractions

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Disruptive <input type="checkbox"/> Disrespect toward any student on campus	Academic Misconduct <input type="checkbox"/> Dishonesty	Endangerment <input type="checkbox"/> Harassment, threat, intimidation	Disruptive <input type="checkbox"/> Trespassing
Endangerment <input type="checkbox"/> Safety Issues	Disruptive <input type="checkbox"/> Disrespect toward teacher, staff, student, or adult on campus	<input type="checkbox"/> Sexual offenses <input type="checkbox"/> <u>Other:</u> _____	<input type="checkbox"/> Theft <input type="checkbox"/> Vandalism or criminal damage
Insubordinate	<input type="checkbox"/> Vulgarity <input type="checkbox"/> <u>Other:</u> _____	Disruptive <input type="checkbox"/> School policies, other violations	Endangerment <input type="checkbox"/> Alcohol, tobacco and other drugs
	Endangerment <input type="checkbox"/> Intimidation	<input type="checkbox"/> Theft	<input type="checkbox"/> Harassment, threat, intimidation
	<input type="checkbox"/> Minor aggressive act	Violent <input type="checkbox"/> Vandalism	<input type="checkbox"/> Sexual offenses
	Insubordinate <input type="checkbox"/> Dress code violation	<input type="checkbox"/> Aggression	Violent <input type="checkbox"/> Aggression
	<input type="checkbox"/> Refusal to do academic work in a timely manner	<input type="checkbox"/> Weapons or dangerous items	<input type="checkbox"/> Arson
	<input type="checkbox"/> Public display of affection		<input type="checkbox"/> School threat <input type="checkbox"/> Weapons or dangerous items

Discipline Consequences and Procedures

	LEVEL 1 INFRACTIONS	LEVEL 2 INFRACTIONS	LEVEL 3 INFRACTIONS	LEVEL 4 INFRACTIONS
CONSEQUENCES	Verbal Warning Think Sheet	Lunch Detention After School Detention	After School Detention In-school Suspension Out-of-school Suspension Loss of Privilege	Out-of-school Suspension Long-term Suspension Alternative placement
PROCEDURES	Teacher: Student Conference Parent Contact	Teacher: Parent contact before referral to administrator Administrator: Student conference Parent contact	Teacher: Referral to administrator Administrator: Student conference Parent conference	Teacher: Referral to administrator Administrator: Student conference Parent conference Superintendent's Hearing
Theft or damage by a student may require restitution of loss or repair. Any offenses which violate federal or state laws will result in the involvement of appropriate authorities.				

Worcester Central School Behavior Matrix (Pre-K - 6th)
Expected Student Behaviors around Our School

The following matrix tells our Pre-K through 6th grade students, in a positive way, what to do and how to behave in order to abide by our school's expectations. Posters of our expectations are displayed in each of the areas around the school, ensuring that the behavioral expectations are always visible and available for re-teaching throughout the school year.



	Classroom	Hallways	Bathroom	Activity Time/ Playground	Cafeteria
P Positive Attitude	*Positive words *Work together	*Silent greeting	*Quiet voice *Allow privacy	*Kind words	*Enjoy lunch *Stay in your seat *Raise your hand
A Academic Excellence	*Listening *Being on task *Be prepared	*Voices off *Return to class promptly	*Return to class promptly	*Share *Be a problem solver	*Eat your lunch *Quiet lines
W Wise Choices	*Hands to self *Follow classroom rules	*Walking feet	*Wash your hands *Flush, wash, leave	*Hands and feet to yourself	*Talk quietly *Use time wisely *Eat first, talk later
S Show Respect	*Safe body *Personal space	*Hands to side	*Clean-up after yourself	*Use equipment appropriately	*Use good manners *Clean-up your space

**Worcester Central School Behavior Matrix
(7th - 12th)**

Expected Student Behaviors around Our School

The following matrix tells our 7th grade through 12th grade students, in a positive way, what to do and how to behave in order to abide by our school's expectations. Posters of our expectations are displayed in each of the areas around the school, ensuring that the behavioral expectations are always visible and available for re-teaching throughout the school year.



	Classroom	Hallway	Bathroom	Activity Time	Cafeteria
P Positive Attitude	*Give your best effort *Be accountable	*Speak/Act/Respond politely	*Speak/Act/Respond appropriately	*Follow directions	*Use manners *Speak/act/respond kindly
A Academic Excellence	*Be on time *Be prepared and ready to learn	*Read posted material	*Get in, get out, get back to class	*Use your time wisely	*Healthy food choices *Eat them
W Wise Choices	*Speak/Act/Respond Responsibly *Follow directions	*Walk *Keep halls clean	*Wash hands *Clean up	*Stay where you choose *Be safe	*Hands to self *Stay seated while eating
S Show Respect	*Respect others' efforts and contributions	*Speak politely	*Honor privacy *Clean up after yourself	*Play nicely	*Low voice level *Clean up