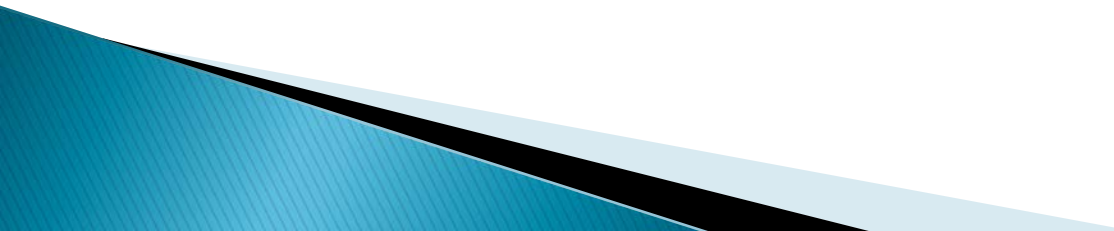


Pottsville Area's **TIDE** **PRIDE** PBIS Program

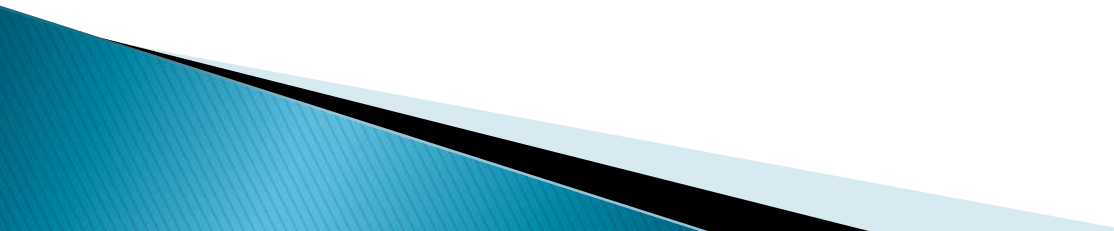


We take ...
PRIDE in Our School
PRIDE in Our Work
PRIDE in Our Community
PRIDE in Ourselves


Mission Statement

- ▶ School–Wide Positive Behavior Support (SWPBS) at Pottsville Area School District promotes a safe, respectful learning environment where students are supported within a proactive community.
 - ▶ Students are encouraged to achieve universal behavioral expectations that promote positive behavior.
- 

The Big Ideas

- ▶ Identify and define expectations
 - ▶ Teach expectations
 - ▶ Monitor expected behavior
 - ▶ Acknowledge/encourage expected behavior
 - ▶ Correct behavioral errors (continuum of consequences)
 - ▶ Use data for decision-making
- 

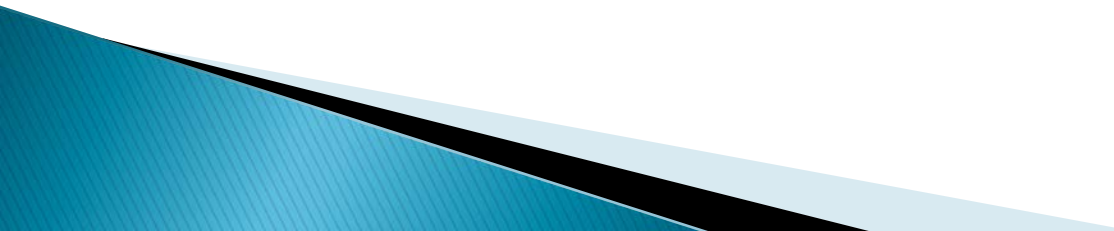
PRIDE RULES

- ▶ **P** Prepare
 - Have supplies and planner with you
 - Have homework and assignments completed on time
 - ▶ **R** Respect
 - Respect others' personal boundaries
 - Treat others with kindness and respect
 - Respect school and personal property
 - ▶ **I** Inspire
 - Listen while others speak
 - Consider others' thoughts and opinions
 - ▶ **D** Demonstrate
 - Follow directions as soon as you are told
 - ▶ **E** Excel
 - Always do your best at what you try
 - Seek to help others
- 

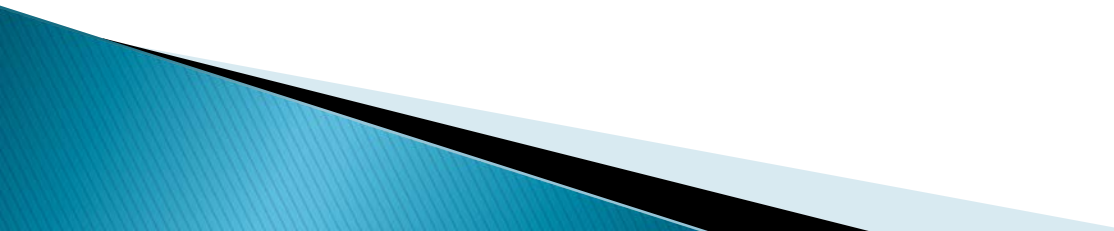
Behavioral Matrix

SETTING→ EXPECTATION	HALLWAYS	BATHROOMS	CAFETERIA	CANOPY (AM & PM)
P↓ (Prepare)	<ul style="list-style-type: none"> •Be prepared for class •Only stop at lockers during designated times 	<ul style="list-style-type: none"> •Carry a pass 	<ul style="list-style-type: none"> •Have your lunch (if you packed) •Make sure lunch money is handed into the office during homeroom 	<ul style="list-style-type: none"> •Keep track of your personal items
R (Respect)	<ul style="list-style-type: none"> •Keep your hands to yourself •Be mindful of others' personal space 	<ul style="list-style-type: none"> •Respect others' privacy and school property 	<ul style="list-style-type: none"> •Keep your hands to yourself •Be respectful of others' property 	<ul style="list-style-type: none"> •Be respectful to peers and staff •Walk
I (Inspire)	<ul style="list-style-type: none"> •Be mindful of your noise level 	<ul style="list-style-type: none"> •Clean up after yourself 	<ul style="list-style-type: none"> •Garbage should be thrown into cans (whether it is yours or not). •Keep your lunch area clean 	<ul style="list-style-type: none"> •Use kind words and actions
D (Demonstrate)	<ul style="list-style-type: none"> •Walk calmly and quietly •Use the correct stairs •Stay to the right side of the hallway 	<ul style="list-style-type: none"> •Flush toilet •Wash hands •Get in- do your business- get out 	<ul style="list-style-type: none"> •Remain seated when at table •Walk to and from lunch 	<ul style="list-style-type: none"> •Follow staff directions •Be mindful of your noise level •School rules apply before/ after school
E (Excel)	<ul style="list-style-type: none"> •Put forth the effort to make the hallways a safe and positive place 	<ul style="list-style-type: none"> •Be a good example to others •Leave the room better than you found it 	<ul style="list-style-type: none"> •Leave the cafeteria and your lunch area better than you found it 	<ul style="list-style-type: none"> •Include others

Lessons Plans to Teach Behavior Expectations

- ▶ Define expectation
 - ▶ Provide a rationale
 - ▶ Demonstrate appropriate behavior
 - ▶ Discuss appropriate behavior
 - ▶ Demonstrate inappropriate behavior
 - ▶ Discuss inappropriate behavior
 - ▶ Practice appropriate behavior
 - ▶ Acknowledge students for demonstrating appropriate behavior
- 

Behavioral Lesson Plans with Videos will focus on the following environments:

- ▶ Hallways
 - ▶ Bathrooms
 - ▶ Cafeteria
 - ▶ Canopy (AM & PM)
- 

Classroom Managed Process

<i>Definition</i>	<i>Examples</i>	<i>Procedure</i>
<p>Behaviors that:</p> <ul style="list-style-type: none"> • Do not require administrator involvement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Do not significantly disrupt the learning of others <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Do not appear chronic 	<ul style="list-style-type: none"> • Cheating (homework) • Defiance • Disruption • Dress code violation (w/ compliance) • Inappropriate Language or Expression • Inappropriate physical contact • Lying • Technology Misuse • Unexcused Attendance (R/T make up work) • Unprepared for class 	<ul style="list-style-type: none"> • Inform student of rule violation • Teach and model the behavioral expectations • Remind, redirect. and reinforce • Student conference • Writing assignment • Lunch detention • Take a breather/ time out • Planned ignorance • Loss of privilege • Parent phone call • Seat movement

Office Managed Process

<i>Definition</i>	<i>Examples</i>	<i>Procedure</i>
<p>Behaviors that:</p> <ul style="list-style-type: none"> •Significantly violates the rights of others <li style="text-align: center;">OR •Put others at risk of harm <li style="text-align: center;">OR •Are Chronic minor behaviors <li style="text-align: center;">OR •Violates PASD district Polices <li style="text-align: center;">OR •Violates Pennsylvania State laws <li style="text-align: center;">OR •Requires immediate administrator involvement 	<ul style="list-style-type: none"> •Inappropriate Language or Expression •Bullying •Cheating (exam)/Plagiarism •insubordination/Non-compliance •Dress code violation (non-compliant or major violation) •Drug or alcohol violation •Fighting •Harassment •Out of assigned area •Physical Aggression •Tobacco •Theft •Technology misuse •Terroristic threat •Truancy •Vandalism •Weapons 	<ul style="list-style-type: none"> • Give notification of rule violation •Demonstrate expected behavior •Contact office •Complete office referral •Administrator will proceed with one of the following: •Formal/ written warning •Parent/student conference •Detention •In-school suspension/ with restorative practice •Out of school suspension •Police/ appropriate agency may be contacted •Truancy fines •SAP referral •Act 26 report, if necessary



Office Referral Form

POTTSVILLE AREA SCHOOL DISTRICT
DISCIPLINARY NOTICE

OPIMS

Student's Name _____ Grade _____

Date _____ Time _____ Location _____ Phone _____

BEHAVIOR

Student referred for repeated classroom-managed behavior (repeated minor infractions):

- | | | | |
|--|---|--|-----------------------------------|
| <input type="checkbox"/> Inappropriate Language/Expression | <input type="checkbox"/> Technology Misuse | <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Lying |
| <input type="checkbox"/> Inappropriate Physical Contact | <input type="checkbox"/> Unprepared for Class | <input type="checkbox"/> Cheating | <input type="checkbox"/> Defiance |
| <input type="checkbox"/> Dress Code (with compliance) | <input type="checkbox"/> Disruption | <input type="checkbox"/> Other | |

Student referred for the following office-managed behavior (major infraction):

- | | | | |
|--|---|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Abusive Language/Profanity | <input type="checkbox"/> Disruption (major) | <input type="checkbox"/> Bullying | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Dress Code (non-compliance) | <input type="checkbox"/> Fighting | <input type="checkbox"/> Tobacco | <input type="checkbox"/> Weapon |
| <input type="checkbox"/> Out of Assigned Area | <input type="checkbox"/> Terroristic Threats | <input type="checkbox"/> Alcohol | <input type="checkbox"/> Assault |
| <input type="checkbox"/> Technology Misuse (major) | <input type="checkbox"/> Controlled Substance | <input type="checkbox"/> Harassment | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Defiance (major) | <input type="checkbox"/> Other | | |

COMMENTS

Teacher Signature _____

Others Involved: None Peers Teacher Staff Substitute Other _____

Perceived Motivation: Obtain Peer Attention Obtain Adult Attention Obtain Items/Activities
 Avoid Peer Attention Avoid Adult Attention Avoid Tasks/Activities
 Unknown Other _____

ACTIONS TAKEN

- | | | |
|--|---|-------|
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Formal Warning | _____ |
| <input type="checkbox"/> Admin. Conference | <input type="checkbox"/> Loss of PRIDE Privilege | _____ |
| <input type="checkbox"/> Informal Hearing | <input type="checkbox"/> Detention | _____ |
| <input type="checkbox"/> Expulsion Hearing | <input type="checkbox"/> In-School Suspension (ISS)* | _____ |
| <input type="checkbox"/> Law Enforcement | <input type="checkbox"/> Out-of-School Suspension (OSS)** | _____ |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Alternative Placement | _____ |
| <input type="checkbox"/> SAP Referral | <input type="checkbox"/> Manifestation Hearing | _____ |
| <input type="checkbox"/> ESPI | <input type="checkbox"/> Restitution | _____ |
| <input type="checkbox"/> Other | | _____ |

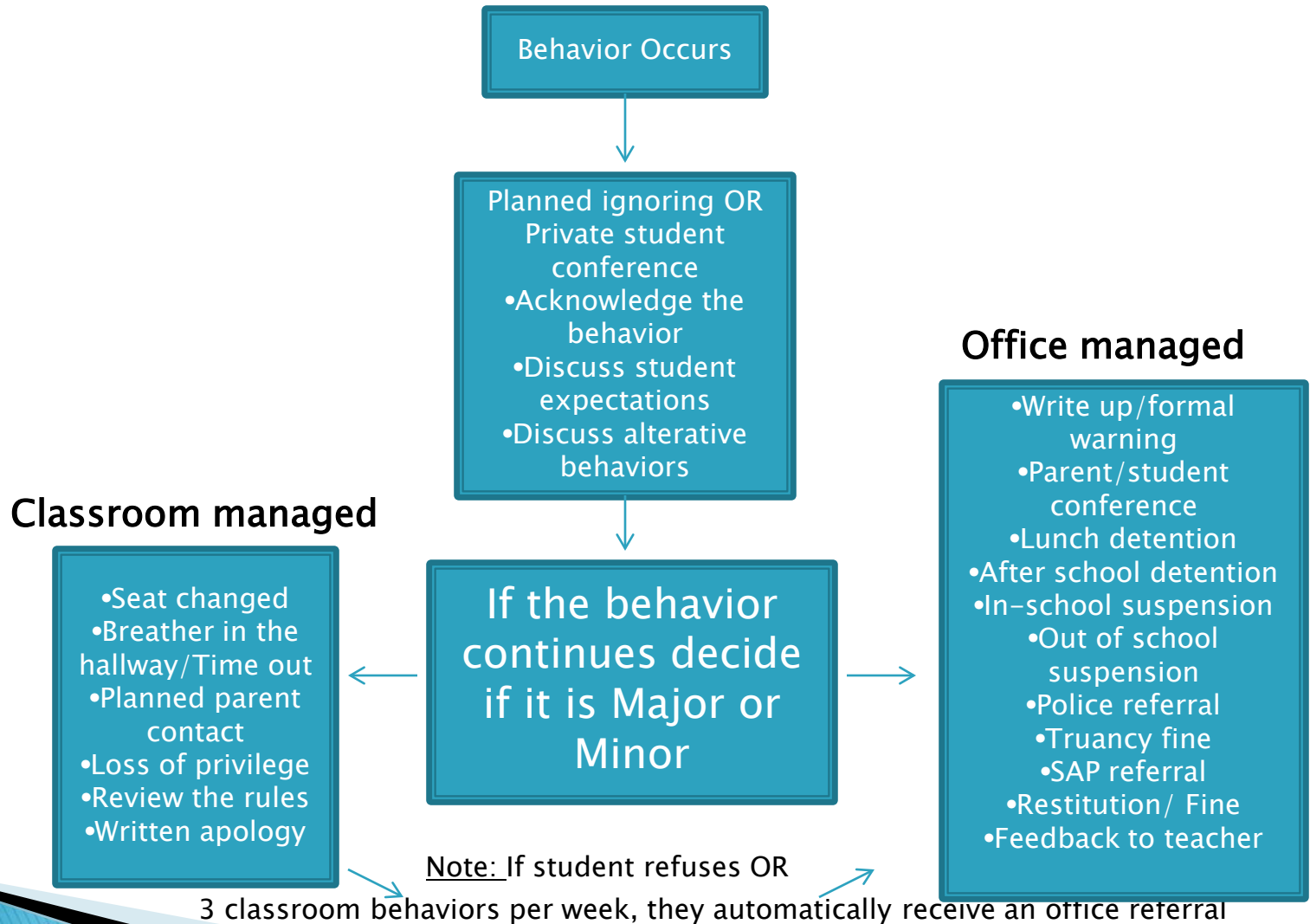
Administrator Signature _____

*Students serving ISS are not permitted to participate in school activities on the date of the suspension.

** Students serving OSS are not permitted on school property until the conclusion of their suspension.

Dear Parent/Guardian: In accordance with the Pottsville Area School District Discipline Code, the purpose of this notice is to inform you of an infraction involving your child and the corrective action taken. In an effort to prevent any future occurrences of this nature, you are encouraged to discuss the situation with your child.

Behavior Management Flow Chart



Reflection Sheet for Restorative Practice



And Think Sheet

- What poor decision did I make? Why?
- What could I have done that would have been a better decision?
- How did my poor choice impact other people in our community?
- How can I prevent myself from making that poor choice again?
- What should happen if I make that poor choice again? What is an appropriate consequence?

I have completed this sheet with honest answers and my best effort.
If it appears that I haven't. I will be asked to redo it.

Student Signature: _____

Date: _____

Parent/Guardian, please sign and return this page after discussing it with your child. Include comments on the back or feel free to email me if you wish to discuss this further.

Parent Signature: _____

Date: _____

PASD Positive Behavioral Support Lesson Plan Checklist

✓Prepare

- | | | |
|-------------|-------------|-----------------|
| ✓ Hallway | Date: _____ | Initials: _____ |
| ✓ Cafeteria | Date: _____ | Initials: _____ |
| ✓ Bathrooms | Date: _____ | Initials: _____ |
| ✓ Canopy | Date: _____ | Initials: _____ |

✓Respect

- | | | |
|-------------|-------------|-----------------|
| ✓ Hallway | Date: _____ | Initials: _____ |
| ✓ Cafeteria | Date: _____ | Initials: _____ |
| ✓ Bathrooms | Date: _____ | Initials: _____ |
| ✓ Canopy | Date: _____ | Initials: _____ |

✓Inspire

- | | | |
|-------------|-------------|-----------------|
| ✓ Hallway | Date: _____ | Initials: _____ |
| ✓ Cafeteria | Date: _____ | Initials: _____ |
| ✓ Bathrooms | Date: _____ | Initials: _____ |
| ✓ Canopy | Date: _____ | Initials: _____ |

✓Demonstrate

- | | | |
|-------------|-------------|-----------------|
| ✓ Hallway | Date: _____ | Initials: _____ |
| ✓ Cafeteria | Date: _____ | Initials: _____ |
| ✓ Bathrooms | Date: _____ | Initials: _____ |
| ✓ Canopy | Date: _____ | Initials: _____ |

✓Excel

- | | | |
|-------------|-------------|-----------------|
| ✓ Hallway | Date: _____ | Initials: _____ |
| ✓ Cafeteria | Date: _____ | Initials: _____ |
| ✓ Bathrooms | Date: _____ | Initials: _____ |
| ✓ Canopy | Date: _____ | Initials: _____ |

Incentive Program

Principal's 200 Club

- ▶ There will be a visible wall chart
- ▶ Students who are doing well with PRIDE will receive tickets from teachers who notice it
- ▶ Students pick a number that corresponds with the wall chart and are posted in that location
- ▶ Students on the chart in a “bingo” type row of 10, and the awarding teachers, will receive a mystery motivator
 - Mystery motivators can include:
 - Lunch with the principal
 - A small treat
 - A small tangible reward
 - A privilege within the building

8th Grade Privilege Cards

- ▶ All 8th grade students will be given “Privilege Cards” at the start of the school year
- ▶ All students need to maintain possession of their “Privilege Card” by displaying PRIDE–type behaviors. (Disciplinary action can result in loss of the Privilege Card by an administrator. Such can be earned back by the student)
- ▶ All students in possession of their “Privilege Card” at the time an incentive is announced (typically 1 or 2x/month) may participate in the reward
- ▶ Rewards can include:
 - Chewing gum in a certain class
 - Listening to music in a certain class
 - Getting into the lunch line first
 - Etc.

Quarterly Incentive for all grades

- ▶ All students are eligible for a quarterly incentive activity provided that they have met the PRIDE expectations and have not had an office discipline referral
- ▶ Incentive will be announced at the beginning of the quarter and reminders announced halfway through the quarter
- ▶ Activity will take place near the end of the quarter and can include:
 - A movie
 - Gym Day
 - Etc.

Please Support

- ▶ Research has shown that energy flows where attention flows. If we focus on positive behaviors; that is where our student's energy will flow.
- ▶ Note to parents: Positive Behavioral Interventions and Supports are easy to implement at home as well.
 - Identify 3 to 5 rules
 - Teach the rules (in the environment they are expected)
 - Reward positive behaviors and hold accountable for negative behaviors. 😊