

# ASCS PBIS MANUAL



*Implementation during the 2015-2016 school year*

*Updated August 2017*

## **Table of Contents**

PBIS—The What and Why .....	3 - 4
ASCS Behavior Expectation Examples .....	5 - 6
Incentives to Reinforce Positive Behavior .....	7
ASCS Behavior Flow Chart .....	8
ASCS Think Sheet .....	9

# 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
- Be Christ-Centered

## 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

## I am CHRIST-CENTERED

- I treat others with kindness through my actions and words
- I accept and respect that God made us each unique
- I am honest
- I give of my time and talents for others

# ASCS PBIS Incentives for Reinforcing Positive Behavior

## JR.-K – 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, four winners will be selected weekly with a cap of one winner per grade level.

## JR.-K – 4 Weekly incentives:

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

## JR.-K – 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 certificate.

## JR.-K – 4 Classroom Incentives:

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

## Middle School Incentives:

Students earn points for being safe, responsible and respectful. Students may spend their points bi-weekly in our Knight Excel Store.

## ASCS Behavior Flowchart

Levels	Definitions	Examples	Interventions
<b>1</b>  Level 1 (minor) behaviors will be addressed by the classroom teacher.	Behaviors that do not violate the rights of others, disrupt routines and require the involvement of the administration	Failure to bring supplies, submit assignments on time, out of seat, excessive talking, out of line, unkind comments, off task, tardy to class, inattentive in class, playing with or bringing toys to school, eating in class, chewing gum	<ul style="list-style-type: none"> <li>Identify the behavior</li> <li>Re-teach the behavior</li> <li>Re-direct the student</li> <li>Student date and document behavior</li> <li>Recognize on task behavior</li> <li>Give non-verbal cues</li> <li>Increase teacher proximity as needed</li> </ul>
<b>2</b>  Level 2 (minor, repeated) behaviors will be addressed by the teacher, and may also involve the school counselor and administration	The student exhibits behaviors that put others at risk or harm, significantly disrupt the classroom, Mass, field trips, lunchroom or daily routines, and chronic Level One behaviors	Dress code violations, repeatedly yelling out in class, refusing simple teacher request, playing with others during class, throwing objects, demonstrating rude and disrespectful behavior towards faculty, staff, volunteers and students.	<ul style="list-style-type: none"> <li>Identify the behavior</li> <li>Re-teach the appropriate behavior</li> <li>Re-direct the student</li> <li>Student date and document behavior</li> <li>Teacher –student conference</li> <li>Parent Communication and documentation</li> <li><u>Teacher Consequence/Restorative Options:</u></li> <li>Student completes a think sheet</li> <li>Lunch/After-school Detention</li> <li>Apology/Restitution/Corrective Assignment</li> <li>Weekly Behavior Contract</li> <li>Check In/Check Out with school counselor or mentor</li> <li>Submit a Level 2 office referral form</li> </ul>
<b>3</b>  Level 3 (major) behaviors will be addressed by the administration	Behaviors that assault, harass or violate another person, endangers others, disrupt the overall school environment, misuses, vandalizes or removes the property of the school or others	Physical fights, use of drugs, misuse of technology, vandalize school property, chronic level 2 behaviors, possession of a weapon, verbal or cyber threat, intentional bullying	<ul style="list-style-type: none"> <li>Submit a Level 3 office referral form</li> <li>Administration consequence/restorative options are listed in the student code of behavior</li> </ul>



# ASCS Think Sheet

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

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

I was not: being safe

being responsible

being respectful

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

---

---

---

---

---

---

---

---

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

---

---

---

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

Teacher Signature: \_\_\_\_\_

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



## STUDENT CODE OF BEHAVIOR

Students of All Saints Catholic School are expected to maintain good citizenship. Students are to display a cooperative attitude, respect the rights and opinions of others, respect property, accept responsibility, show growth in self-control, and take pride in personal appearance and actions.

In order for the student to achieve the above, parental involvement and support of all school policies is expected. Teachers, parents, and students must work cooperatively to foster and maintain a positive learning environment where students are safe, responsible, respectful and Christ-centered. **All Saints promotes PBIS**, positive behavior interventions and supports. 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.

### Behavioral Expectations

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

I am CHRIST-CENTERED

- ☑ I treat others with kindness through my actions and words
- ☑ I accept and respect that God made us each unique
- ☑ I am honest
- ☑ I give of my time and talents for others

Teachers reinforce these desired positive behaviors through classroom reward systems, school-wide reward systems, and student of the month recognitions.

Our chief responsibility is to provide a safe and secure learning environment for each child. Parents are expected to discuss the code of behavior and its consequences with their child. The school and home must work together to provide strong discipline and a safe learning environment for the school. Disruptive student behavior is subject to disciplinary action by the teacher, assistant principal, principal, or principal designee. When enforcing our behavior expectations, students and their property, including but not limited to, backpacks, book bags, purses, other containers, desks, cell phones, PDA's, etc., may be searched.

Student disciplinary violations are categorized into three levels. Typical interventions by level are outlined below. The appropriate disciplinary action is at the discretion of the teacher, principal, assistant principal or principal designee. The severity of the disciplinary violation and the age of the child will impact the intervention given. Level 1 and 2 behaviors are handled by the teacher, chronic level 2 and level 3 behaviors are handled by an administrator or an administrator designee.

It is important to note that we believe that exemplary students who excel in academics and also demonstrate excellent behavior choices and are role models of being safe, respectful, responsible and Christ-centered earn honor recognition. Therefore, students who earn an out-of-school suspension cannot earn First or Second Honors for the quarter in which the suspension is served and are not eligible for end of year academic scholarships or awards. Suspensions served both in-school and out-of-school may jeopardize tuition assistance.

Level	Definition	Examples
<b>1</b>	Behaviors that do not violate the rights of others, disrupt routines and require the involvement of the administration	Failure to bring supplies, submit assignments on time, out of seat, excessive talking, out of line, unkind comments, off task, tardy to class, inattentive in class, playing with or bringing toys to school, eating in class, chewing gum
<b>Level 1 Typical Interventions</b> <ul style="list-style-type: none"> <li>• Identify the behavior</li> <li>• Re-teach the behavior</li> </ul>		

- Re-direct the student
- Student date and document behavior
- Recognize on task behavior
- Give non-verbal cues
- Increase teacher proximity as needed

Level	Definition	Examples
<b>2</b>	The student exhibits behaviors that put others at risk or harm, significantly disrupt the classroom, Mass, field trips, lunchroom or daily routines, and chronic Level One behaviors	Dress code violations, repeatedly yelling out in class, refusing simple teacher request, playing with others during class, throwing objects, demonstrating rude and disrespectful behavior towards faculty, staff, volunteers and students.
<p><b>Level 2 Typical Interventions</b></p> <ul style="list-style-type: none"> <li>• Identify the behavior</li> <li>• Re-teach the appropriate behavior</li> <li>• Re-direct the student</li> <li>• Student date and document behavior</li> <li>• Teacher –student conference</li> <li>• Parent Communication and documentation</li> </ul> <p><u>Teacher Consequence/Restorative Options:</u></p> <ul style="list-style-type: none"> <li>• Student completes a think sheet</li> <li>• Lunch/After-school Detention</li> <li>• Apology/Restitution/Corrective Assignment</li> <li>• Weekly Behavior Contract and/or Check In/Check Out with school counselor or mentor</li> <li>• Submit a Level 2 office referral</li> </ul>		

Level	Definition
<b>3</b>	Behaviors that assault, harass or violate another person, endangers others, disrupt the overall school environment, misuses, vandalizes or removes the property of the school or others
<b>Examples</b>	<b>Typical Interventions</b>
<p><b>Substance abuse</b> Care of one's body by avoiding all harmful substances such as cigarettes, alcohol, and drugs is expected. Possession of such harmful substances is prohibited and is grounds for</p>	<p>Immediate dismissal from school Report to proper authorities</p>

<p>expulsion. All medication is to be kept in the school office.</p>	
<p><b>Dangerous objects and firearms</b> Each student who attends All Saints has the right to learn in a safe environment with others who respect their well-being. The possession of any dangerous object is prohibited. Weapons of any kind are prohibited and possession of such items is grounds for expulsion.</p>	<p>Immediate dismissal from school Report to proper authorities</p>
<p><b>Cheating or Stealing</b> Honesty, trustworthiness, and integrity with oneself and others are expected. Students are expected to perform honestly through the production of their own work. Lying, cheating, stealing, plagiarism, falsification, and unauthorized use of technology and information are prohibited.</p>	<p><u>Cheating</u> 1<sup>st</sup> offense: student receives a zero on the assessment or assignment 2<sup>nd</sup> offense: student receives a zero on the assessment or assignment and a one day suspension Subsequent offense could result in dismissal from school <u>Stealing</u> 1<sup>st</sup> offense: one day suspension and student given the opportunity to make restitution Subsequent offense could result in dismissal from school</p>
<p><b>Vandalism</b> Members of the All Saints community are entitled to enjoy property free from the abuse of others. Vandalism is the willful marring, defacing, or destruction of school property. This includes the building (exterior and interior), books, computer equipment and software, and school grounds. Causing, intent to cause, or attempt to cause damage to school or personal property of others is prohibited.</p>	<p>1<sup>st</sup> offense (depending on severity): two day suspension and student given the opportunity to make restitution  Subsequent offense could result in dismissal from school</p>
<p><b>Technology and Internet Misuse</b> Students should use technology and the Internet in an appropriate manner. Each student and their parent or guardian is to read and return the signed Technology Acceptable Use Policy at the beginning of each school year. Visiting unauthorized web sites at school, hacking into the accounts of others, using technology tools without permission, neglecting to follow proper protocols in the care of technology equipment, breaking or damaging technology equipment are all examples of misuse of technology.</p>	<p>1<sup>st</sup> offense (depending on severity): one to two day suspension and student given the opportunity to make restitution  Subsequent offense could result in dismissal from school</p>

<p><b>Bullying including Cyberbullying or Cyber Threats</b>  Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time. Cyberbullying is bully behavior conducted via email, internet or social media.</p>	<p>Depending on severity of the action(s) and the age of the child, two to three days suspension with the student given the opportunity to make restitution or immediate dismissal from school. If given the opportunity for restitution, any subsequent such behaviors will result in immediate dismissal from school.</p>
<p><b>Cell phones/digital devices</b>  We strongly encourage cell phones and digital devices other than a Nook/Kindle for reading to remain at home. If a child needs a cell phone for an event that will occur after leaving school for the day, the child is required to turn the phone into his/her teacher during homeroom time. The teacher will return the phone at the end of the day. The teacher will make every effort to ensure the safety of the phone; however, the teacher nor the school is responsible for theft or damage to the phone. Children may always come to the office and request to call home. The school will notify parents immediately in case of an emergency</p>	<p>1<sup>st</sup> offense: student phone is taken and given to parent  2<sup>nd</sup> offense: one day suspension; student phone taken and given to parent</p> <p>Subsequent offense will result in longer periods of suspension or dismissal from school</p>
<p><b>Fighting/Physical Aggression</b>  Students are expected to show growth in self-control and use non-violent techniques to solve problems. Fighting (intentional hitting, scratching, shoving, biting, throwing of objects, etc., is not permissible). Instigating fighting or conflicts (comments, actions, or messages) is not permissible</p>	<p><u>Pushing/shoving/scratching/biting</u>  1<sup>st</sup> offense: detention or in-school suspension  2<sup>nd</sup> offense: in-school suspension  3<sup>rd</sup> offense: one day suspension  Subsequent offense will result in longer periods of suspension or dismissal from school</p> <p><u>Fighting/physical aggression/throwing objects</u>  1<sup>st</sup> offense: one day suspension  2<sup>nd</sup> offense: two day suspension  3<sup>rd</sup> offense: dismissal from school  Severe incidents can result in immediate dismissal from school</p>
<p><b>Abusive Language/Sexual Harassment</b>  Students are to demonstrate proper respect for self and others in words and actions. Proper language is expected at all times. Inappropriate or abusive language (verbal or written) is prohibited. Cursing, threatening, using abusive language, teasing, hazing, or other acts of intimidation will not be tolerated. Inappropriate literature, this includes diaries, is prohibited. Sexual harassment or inappropriate sexual behavior is prohibited.</p>	<p>1<sup>st</sup> offense: in-school suspension  2<sup>nd</sup> offense: one day suspension  3<sup>rd</sup> offense: two day suspension  Subsequent offense may result in dismissal from school</p>

<p><b>Chronic Level 2 Disrespectful/Disruptive Behavior</b></p> <p>Disrespect (walking away, etc.), defiance (refusing to follow directions), disruptive behavior in classroom and excessive talking, which interferes with the learning process, will not be tolerated.</p>	<p>Level 2 offenses that have previously been addressed by the teacher and restorative actions have been taken.</p> <p>1<sup>st</sup> offense: one half to full day of in-school suspension</p> <p>2<sup>nd</sup> offense: one day suspension</p> <p>3<sup>rd</sup> offense: two day suspension</p> <p>Subsequent offense may result in dismissal from school</p>
--	---