

# Milford Central School

2019-2020

## **Positive Behavior Intervention & Supports (PBIS) Handbook**



**Prepared  
Always Kind  
Working Responsibly  
Staying Safe**

## Milford Central PBIS Mission Statement

PBIS will foster a safe and supportive school environment that enhances student learning through effective teaching and identifying positive behavior. Our vision is for our students to become compassionate, engaging, and collaborative members of our school community and beyond. We aspire for all students to achieve academic success and develop social skills for life.

### Our School Expectations

Students at Milford Central School will be:

- Prepared
- Always Kind
- Working Responsibly
- Staying Safe

### 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.

### Student Involvement

Students will learn expected behaviors in every area of school. Behavior will be modeled for students through instruction of positive behaviors by faculty and staff.

Students are expected to learn, practice, and demonstrate the positive behavioral expectations by displaying a positive attitude, striving for academic excellence, making wise choices, and showing respect throughout the school year in all areas.

### **Staff Involvement**

All faculty and staff at Milford 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 discipline referrals **IF** behavioral expectations are not met **AND** re-teaching has not been successful. Staff will provide positive reinforcement when students meet behavioral expectations.

### **Parent Involvement**

Parent support is important for the success of PBIS. MCS will communicate 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?**

Teaching behavioral expectations and routines across all settings ensures that all faculty and staff can agree on what is expected. This will improve consistency among staff when enforcing school behavioral expectations. Maintaining consistency can avoid confusion about behaviors that are acceptable in different settings. 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 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, classroom protocols, etc.

## **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. All school staff should acknowledge positive student behavior and catch students being "PAWSitive". Positive office referrals are always encouraged as well (see attached template.)

### **At the Elementary Level:**

- Adults in contact with elementary students throughout the day will acknowledge appropriate student behavior by giving out PAWS and positive praise.
- PAWS can be distributed by any and all staff (bus drivers, cafeteria staff, custodians, teachers, LTA's, aides, office staff, etc.)
- Students and teachers will be responsible for keeping track of both individual and classroom PAWS. Classroom buckets can be used to collect student PAWS throughout the week.
- Individual classrooms can still reward/recognize students for earning PAWS at any point during the year within the classroom setting.
- PAW counts will be logged weekly and all students will have the opportunity to purchase items at the school store at a designated time. Total monthly PAW numbers for individual students will be tracked, as well as teacher participation.
- PK-5 teachers will bring all student PAWS to morning program.
- Classroom PAWS (those given to an entire class) will also be tallied each month. Classrooms earning the most PAWS can choose a classroom incentive, such as: pajama day, tech time, extra recess, bring a stuffed animal to school day, pizza party, ice cream party, movie/popcorn time, play in the snow time, game day, etc.

### **At the Middle School Level:**

- PAWS will be given out to students at monthly Principal's Assemblies. Student's will be able to use their PAWS at the school store, or for other incentives identified by the middle school team. At the end of each assembly, PAWS earned will be put into a drawing. Students chosen will be able to select one incentive from the following:
  - Lunch with a staff member (student choice)
  - Eat outside with a friend
  - Free HW pass
  - Free ice cream from cafeteria
  - Others as determined by the middle school team

# Milford Central School Behavioral Expectation Matrix (PK - 5)

## *Expected Student Behaviors around Our School*

The following matrix outlines behaviors that are expected in various areas throughout the school environment. Posters are displayed, ensuring that these expectations are always visible and available for re-teaching.

	<b>CLASSROOM</b>	<b>RECESS</b>	<b>BUS</b>	<b>HALL</b>	<b>CAFETERIA</b>
<b><u>P</u>repared</b>	<ul style="list-style-type: none"> <li>• Have all materials</li> <li>• Be ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Have all gear needed</li> </ul>	<ul style="list-style-type: none"> <li>• Have all of your stuff</li> <li>• Find your seat</li> </ul>	<ul style="list-style-type: none"> <li>• Look forward</li> <li>• Use quiet voices</li> <li>• Keep hands at side</li> </ul>	<ul style="list-style-type: none"> <li>• Hands are washed</li> <li>• Have lunchbox</li> <li>• Use spoons, forks, napkins</li> </ul>
<b><u>A</u>lways Kind</b>	<ul style="list-style-type: none"> <li>• Fill buckets</li> <li>• Help others</li> </ul>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• Share toys</li> <li>• Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• Say hi and goodbye to driver</li> <li>• Use kind words</li> <li>• Have positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Smile :)</li> <li>• Wave to friend</li> <li>• Hold door for others</li> </ul>	<ul style="list-style-type: none"> <li>• Say "Please" and "Thank you"</li> <li>• Be patient</li> </ul>
<b><u>W</u>ork Responsibly</b>	<ul style="list-style-type: none"> <li>• Come on time</li> <li>• Participate</li> <li>• Ignore distractions</li> <li>• Put in best effort</li> <li>• Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment correctly</li> <li>• Put toys away</li> <li>• Come in quietly</li> <li>• Line up when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in seat</li> <li>• Listen to driver</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet voices</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up trash</li> <li>• Use quiet voices</li> <li>• Recycle</li> </ul>
<b><u>S</u>tay Safe</b>	<ul style="list-style-type: none"> <li>• Clean up work area</li> <li>• Keep hands and feet to self</li> <li>• Use materials correctly</li> <li>• Follow classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to adults</li> <li>• Respect personal bubbles</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Stay in seat</li> </ul>	<ul style="list-style-type: none"> <li>• Shut lockers quietly</li> <li>• Hands and feet to self</li> <li>• Use walking feet</li> <li>• Walk on right side of hallway</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up trash</li> <li>• Sit while eating</li> <li>• Keep hands and feet to self</li> </ul>

**\*Attachments:**

1. MCS Classroom Behavior Plan
2. Problem behavior flow chart
3. PK-2 Think Sheet
4. 3-5 Think Sheet
5. Pawprint template
6. PAWSitive office referral template