

Shaw Academy

Positive Behavior Intervention & Support (PBIS) Handbook

2021-2022



“Working Together For Our Student’s Success”

18700 Old Wire Road
Laurinburg, NC 28352

All documentation should be ADA compliant for online accessibility.

<https://www.section508.gov/create/documents>

:-)

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Additional Information

Intramural Assignments

Additional Help: www.PBISWorld.com



What is the purpose of this handbook?

What are the PBIS Components and Ideas at Shaw Academy?

What is PBIS? Go into detail with explanations and Continuum of School-Wide Instructional & Positive Behavior Support Tier

Why is it so important to focus on teaching positive social behavior?

Introduction

What is a systems approach in school-wide PBIS?

Positive Behavior Interventions and Support

Background Information:

- The North Carolina Positive Behavior and Intervention (PBIS) initiative is part of the NC State Improvement Program funded through IDEA.
- The primary purposes of the grant were personnel development and systems change.
- The goal is to help educate all students, even students with challenging behaviors.
- PBIS programs are a way to impact the learning environments in the schools in order to support high student performance and to reduce behavioral problems.

- The NC PBIS sites are working to integrate their Safe Schools Plans, Character Education efforts and strategies, and discipline efforts in order to make schools caring and safe communities for learning.
- Whole School PBIS is a systematic approach that establishes and reinforces clear behavioral expectations.
- It is a team-based system involving the entire school staff using a systems approach.
- The school staff must adopt a common approach to discipline that is proactive, instructional, and outcome-based.
- The discipline and ODR data about the school is used to guide decision making and to develop action plans (PDSA).
- The MTSS and discipline team looks at the entire school campus and the whole school day.
- There is an emphasis on continuous, data-based improvement, individualized to each school.
- PBIS is also an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology.
- Systematically training and implementing behavioral interventions for the most difficult students is also a key component.

Team Information

Purpose Statement: The mission of Shaw Academy PBIS team is to foster and promote a safe, positive, and respectful school environment while being committed to proactively teaching students appropriate behavior essential to valuing self, others, and learning. [This is my example. Please edit to fit what you, the Principal, thinks that this mission of Shaw Academy should be]

SHAW ACADEMY MTSS/PBIS Team:

Tannelaine Wilson, CTE Teacher

Mrs. Latoria Baucum, MTSS Co-Chair, SWD Facilitator

Mrs. Kathy Covington, Counselor, Tier 1 & 2 Interventions

Ms. Charlene Jones, MTSS Chair, Social Worker & Mental Health Rep.

Mr. Philip Boayue, Principal, Administrative Rep.

Mr. Patrick Williams, Assistant Principal, Administrative Rep.

Mr. Rick Cotton, Credit Recovery Coordinator/ISS Coordinator

Additional Components for the Team Information Page

Representative - Middle School

Representative - High School

Representative - Special Services

Meeting Dates and times



PBIS Action Plan 2020-2021

Goal 1: Increase Effective Implementation and Communication throughout the school

- Make sure expectation matrixes are visible in **ALL** classrooms and throughout the school.
- Know and remind students often of school and classroom expectations.

- Post and enforce school wide and expectations. Consistently hold students accountable to school and classroom expectations.
- Use positive redirection with students as much as possible.
- Establish positive learning environments
- Make problem situations into teaching/learning situations.
- Use a variety of interventions; warnings, redirects, silent lunch, “time-out” within the classroom, phone calls, student contacts, and bounce to a “bounce partner.”
- Consistently enter tickets *daily and period by period* in Class DoJo.
- Maintain Parent Contact log & contact parents often; not just when the student is “in trouble” and contact parents during the first two weeks of school.
- Use school-wide and classroom rewards.
- Utilize “GROWL” into the morning and/or afternoon announcements.

Responsible parties: All PBIS members, faculty, and staff

Goal 2: Implement effective office referral process by use of Minor and Major Referral Guidelines (attached)

- Consistently use the disciplinary flowchart when giving consequences.
- Consistently use the student discipline log to document minor incidents, teacher interventions, and parent contacts. Three minors for the same offense warrant an office referral. However, the parent contact log and MTSS intervention sheet ***must*** be updated.
- Have fully implemented by the first two weeks of school.

Responsible parties: All PBIS members, faculty and staff

Goal 3: Continue revitalizing Young Women of Excellence, Men of Shaw, and administer the Behavior Intervention Program (BIP) with fidelity.

- Focus on character guidance and communicate, implement and follow student BIP, in addition to classroom instruction provided to BIP by referring teachers.
- Overcoming Obstacles daily in In-School Suspension
- Build character and integrity through Young Women of Excellence and Men of Shaw.
- Develop hope and character through weekly Motivational Series of community and school leaders.

Responsible parties: All PBIS members, Mentor Leaders

Goal 4: Re-establish Faculty/Student Advisors Program

- Establish faculty/mentor relationships for students who may be struggling academically, socially, or with special conditions that require extra attention.
- Build a team consisting of Guidance Counselor, Social Worker, MTSS/PBIS Team, and Behavior Support to meet individually with students each month, quarterly, or as needed to set and review academic and behavioral goals.

Responsible parties: All PBIS members, faculty and staff

Goal 5: Develop procedures to present data to the faculty

- Present data to the faculty on a monthly basis and/or as needed.
- MTSS/PBIS Committee will analyze data and work with individual students and individual teachers as needed.

Responsible parties: All PBIS members

Goal 6: Reflections on the effectiveness of the program

- MTSS/PBIS Committee will meet monthly or more, as needed, to determine the effectiveness of PBIS Interventions.
- MTSS/PBIS Committee will make positive changes as needed.
- MTSS/PBIS will meet regularly to re-evaluate incentives and rewards program.
- MTSS team will complete annual assessment and set goals for each year

PBIS Reward System

All staff will consistently acknowledge positive behavior using a dual approach: Dragon Bucks and Daily Tickets.

Tickets

- Teachers will enter daily points to **qualifying** students at the end of their class.
- To receive 2 tickets per class, a student must be present and on time to all assigned classes and meet **all** expectations of the “**GROWL**” matrix during your class period.
- Each teacher **must** be limited to issuing no more than 2 tickets per class, per student. Admin, support staff, office staff, and SWD staff may at their discretion award “extra tickets” for excellent behavior on field trips, special guest visits, and/or assemblies.
- Once a ticket or Dragon Buck is given, it **cannot** be taken away.
- If a student is absent, no tickets can be given for that day.
- Points will be recorded for the day and week in Class Dojo
- Teachers must help students track their progress by assisting in reviewing tickets earned each week.

- Students must earn a predetermined percentage of tickets(80%) to be eligible for weekly Intramural breaks and 9-week PBIS celebrations.

Dragon Bucks

- Dragon Bucks are discretionary. They can be issued at any time an appropriate behavior is observed.
- Dragon Bucks are not valid unless signed by a staff member with student name.
- Dragon Bucks can be accessed through the Google Team Drive in “PBIS Info”
- Dragon Bucks can be used to be entered into the monthly PBIS drawing on the last student day of the month.
- Students will also have the opportunity to win prizes by putting Dragon Bucks in monthly drawings during collecting during lunch periods. Winners are announced at the end of the day to limit distractions.

Teacher Recognitions

Teachers/Staff are also recognized for exemplary service and for perfect attendance. All staff members receiving perfect attendance for the month will be entered into drawings will be held throughout the year.

SHAW ACADEMY Expectations
Dragons *GROWL* at SHAW!

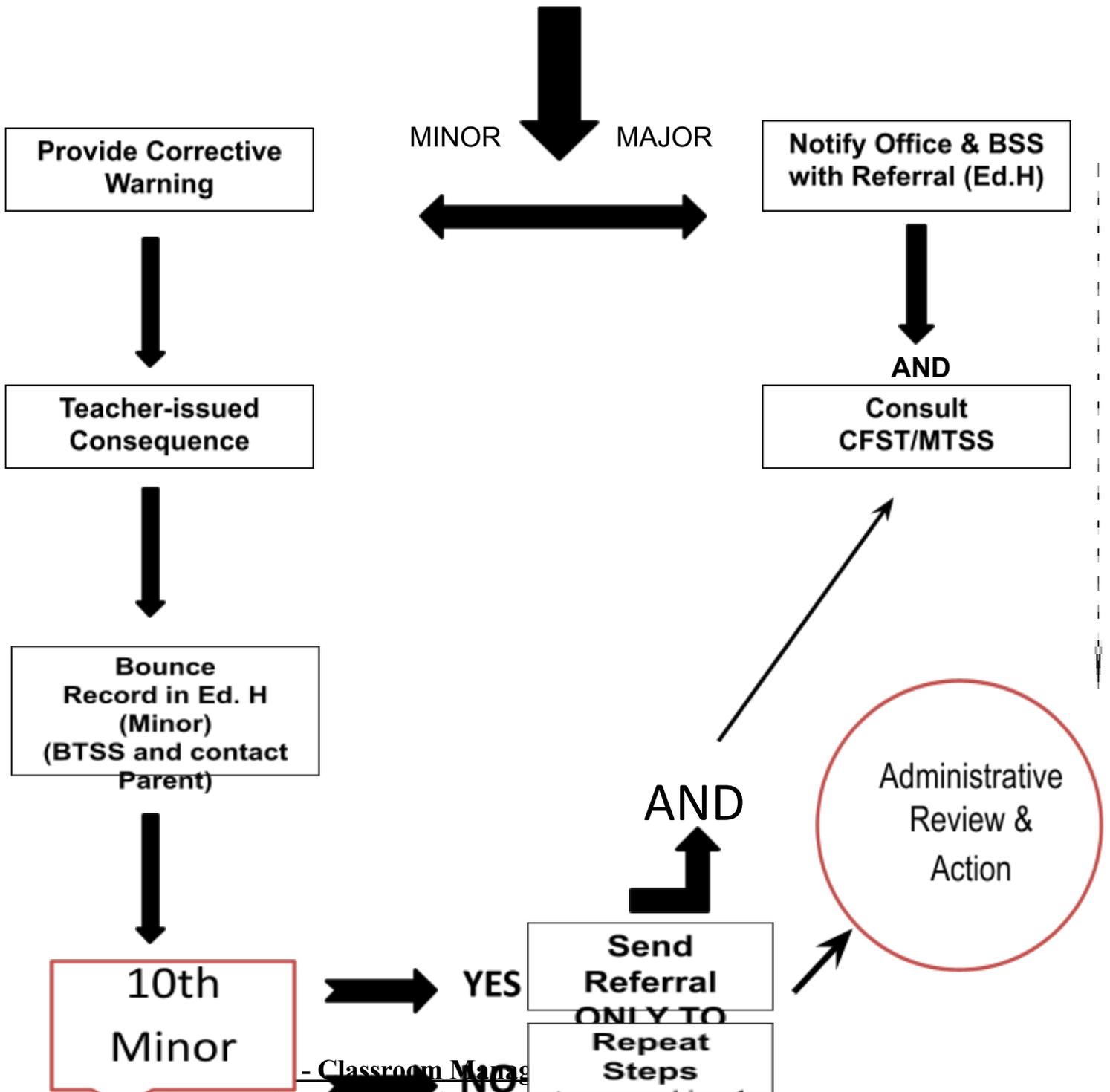
SHAW DRAGONS	Classroom	Cafeteria	Restroom	Gym/Locker Room	Hallway	Bus
Greatness	<p>By promptly completing and putting forth your best effort on all assignments.</p> <p>By arriving to class on time with all necessary materials.</p>	<p>By cleaning up your own table and floor area.</p> <p>By getting all things needed the first time through the line.</p>	<p>By keeping facilities neat and clean.</p> <p>By disposing of trash properly.</p>	<p>By arriving on time with all necessary materials.</p> <p>By resolving conflicts peacefully.</p> <p>By participating in all activities.</p>	<p>By keeping the hallways clean.</p>	<p>By following all school rules on the bus and in the parking lots.</p> <p>By being considerate of the bus driver and all passengers.</p>
Respect	<p>By following all classroom procedures.</p> <p>By listening to others without interrupting.</p> <p>By keeping your hands to yourself.</p>	<p>By talking quietly.</p> <p>By using good manners.</p> <p>By showing appreciation towards cafeteria staff.</p>	<p>By respecting the privacy of each other.</p> <p>By using quiet voices.</p>	<p>By using positive and appropriate language.</p>	<p>By being considerate of other's personal space and property.</p>	<p>By using quiet voices.</p> <p>By using appropriate language at all times.</p> <p>By keeping the bus clean.</p>
Order	<p>By leaving hats, backpacks, cell phones, etc. at home.</p> <p>By only consuming snacks, drinks, etc in the cafeteria.</p> <p>By using materials as instructed.</p> <p>By moving around the classroom</p>	<p>By walking in line.</p> <p>By staying seated until dismissed.</p> <p>By placing all trash in the trash can when dismissed.</p>	<p>By washing hands with soap and water.</p> <p>By maintaining personal space.</p>	<p>By staying in authorized areas.</p> <p>By using equipment appropriately.</p>	<p>By walking on the right side of the hallway.</p> <p>By moving quickly to class and only entering the hallway at authorized times.</p>	<p>By remaining seated until the bus is stopped.</p> <p>By loading & unloading in a single file line.</p> <p>By keeping all parts of your body and objects inside the bus at all times.</p>

	only with permission.					
Wisdom	<p>By doing your own work to the best of your ability.</p> <p>Asking for help when you need it.</p>	<p>By making healthy choices.</p> <p>By eating first and talking later.</p>	<p>By returning to class promptly.</p> <p>By using water and supplies wisely.</p> <p>By using the restroom for its intended purpose.</p>	<p>By learning new games and activities.</p> <p>By responding to instructors promptly.</p>	<p>By walking carefully and quietly.</p>	<p>By listening to the driver and following all procedures.</p> <p>By traveling on your assigned bus.</p>
Leadership	<p>By being actively engaged and participating</p>	<p>By being diligent when cleaning and rerunning to the classroom promptly.</p>	<p>By being kind and refraining from name calling and gossip.</p>	<p>By inviting others to join in all activities.</p> <p>By reporting problems and injuries to the instructor.</p>	<p>By keeping conversations to a minimum.</p> <p>By not gathering together in groups.</p>	<p>By going to your assigned bus promptly.</p>

General Procedures for Behavioral Issues

Shaw Academy

<p>Inappropriate Behavior Observed</p>



- Inappropriate uses of technology
- General Disruption (i.e. – talking out of turn, passing notes, etc.)
- Horseplay/physical contact
- Inappropriate language; SCS Board Policy 4310

- Non-compliance/disrespect/defiance (Brief failure to respond to requests)
- Tardy/skipping class
- Dress code violation; SCS Board Policy 4316
- Cheating (handled at classroom level and documented)
- Profanity in conversation

Major Behaviors - Office Managed Behaviors

- Extremely abusive/inappropriate language (i.e. – profanity directed at another individual, communicating specific threats, etc.)
- Aggressive/disruptive behavior
- Alcohol/drugs
- Assault/fighting
- Gross defiance, disrespect, insubordination (blatant refusal to follow specific requests or intentional and direct insults toward figure authority)
- Sexual harassment/bullying
- Inappropriate physical contact
- Technology Violation (Intentional violation of SCS Acceptable Use Policy)
- Theft/forgery
- Complete and total Disruption of Class (Class cannot continue despite documented efforts of teacher)
- Vandalism/property damage
- Weapons - Contact Office immediately
- Tobacco Use/Possession
- Gang Related Activities
- Cheating/Plagiarism (must be repeated/habitual offenses)

REMOTE LEARNING MATRIX -MVP

SHAW DRAGONS	Virtual Classroom
Make the Effort	<p>By promptly completing and putting forth your best effort on all assignments.</p> <p>By arriving at the virtual classroom on time with all necessary materials.</p> <p>Completing all assignments and posting in CANVAS</p>

Virtually Engaged	<p>By following all classroom procedures.</p> <p>By listening to others without interrupting.</p> <p>By participating and being present in virtual class meetings.</p>
Participate	<p>By being an active member of class discussions</p> <p>By keeping on task with assignments and attendance in class sessions.</p> <p>By asking for assistance when needed.</p>

How student earns points in virtual format:

- IAP students can earn attendance points if they check in by email, phone or participating in two way conversation with the assigned teacher and by submitting assignments.
- Students can earn one point for attending and participating in virtual class sessions.
- Students can earn one point for completing daily assignment(s)

Students will receive weekly rewards and students of the week will be announced and posted on social media.

BOUNCE LOCATIONS

2020-2021

Bounce partners have been assigned within your grade level and across grade levels as a back-up.



- Call your bounce partner to let them know a student is on the way. Both Teachers stand in the doorway to supervise if Behavior Support cannot assist.
- A student should not stay more than 15 minutes in the classroom to which they have been bounced.
- Parent/Guardian contact must occur on the same day of bounce.

Monroe	Marich	Wall/Cotton
Marich	Monroe	Wall/Cotton
Simpson	Ballard	Wall/Cotton
Cotton	Caple	Wall/Cotton
Shaw	Johnson	Wall/Cotton
Johnson	Brown	Wall/Cotton
Cotton	Blue	Wall/Cotton
Brown	Johnson	Wall/Cotton
Figuroa	Shaw	Wall/Cotton
Cotton	Simpson	Wall/Cotton

Note:

**PBIS Team will serve as additional Bounce sites as needed.

- Additional Resources/Appendixes Beyond this page

MIDDLE SCHOOL REFLECTION SHEET

Student Name _____ Date _____

Bounce Teacher Initials _____ Time _____

Use the following prompts to write three paragraphs (at least 3 additional sentences for each.)

I realize that I was not exhibiting (Greatness, Respect, Order, Wisdom, and Leadership).
I was bounced because I _____.
I should have _____.

From now on I will _____

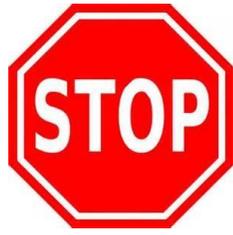
_____.

This behavior interferes with my goal to become _____, because

_____.

I know that my parents and teachers are on my team because we all want to see me reach my full potential. I appreciate them because _____

_____.



and Think Sheet

1. What poor decision did I make? Why?
2. What could I have done that would've been a smarter decision?
3. How did my poor choice impact other people in our classroom?
4. How can I prevent myself from making that poor choice again?
5. What should happen if I make this 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 _____

PBIS: INTRAMURALS ASSIGNMENT

On a separate sheet of paper, define each of the following words related to PBIS and provide a synonym and antonym for each.

defiant, aggressive, disorganized, inappropriate, negative, disruptive, impulsive, frustrated, self-esteem, inattentive, ambitious, courageous, creative, egotistical, intelligent, industrious, dependable, disrespectful, friendly, courteous, irresponsible, reliable, devious, charismatic, bad-tempered, integrity, promptness, diligent, discretion, determined.

Definition	Synonym	Antonym
control: the power to influence or direct people's behavior or the course of events	management	powerless

In 15 years, I want to be _____.

All jobs and careers require that I be able to read, write and compute math problems successfully. My choice of job or career requires the following types of education:

I lost time this week because.....

What learning and study habits as well as organization skills do I need to develop now in order to be successful until I am finished with high school?

Why am I missing Intramurals this week?

Name: _____

Date: _____

1. What did I do to miss all or part of Intramurals? Be specific and use complete sentences.
2. What do I want to happen next week? Be specific and use complete sentences.
3. Is this an ongoing problem? Have I lost Intramurals several times before for the same reason? Explain with specifics and use complete sentences.
4. How do I feel about my behavior? Explain with specifics and use complete sentences.
5. How do I think my parents probably feel about my behavior? Explain with specifics and use complete sentences.
6. How do my teachers probably feel about my behavior? Explain with specifics and use complete sentences.
7. How can I change these poor responsibility habits? Be specific and used complete sentences.

Plan for improvement:

Other Recommendations:

This should really be done in Microsoft Word on a computer, not a chromebook.

Chromebook has plug-ins that only allow for so much formatting. Also, design is limited to Chrome and Microsoft tools. Integrating other tools with a Chromebook is virtually impossible.

An actual laptop computer is needed for publishing manuals and handbooks.

Here are additional sections that should be added:

POSITIVE BEHAVIOR SUPPORT

- PBIS: Background Information

- PBIS: Components and Ideas

CLEAR EXPECTATIONS

- Good Rules are Important

- Expectations at Shaw Academy

- Shaw Academy Expectations Matrix

EXPLICITLY TAUGHT EXPECTATIONS

PBIS: Teaching Behavior (Illustration)

How Do We Teach Social Behaviors (Illustration/Chart)

When Do We Teach Behaviors

Where Do We Teach Behaviors

Why Do We Teach Behaviors

SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

Reinforcement Menu

Student Recognition System

PBIS Staff Recognition

SYSTEM FOR DISCOURAGING UNDESIRED BEHAVIOR

Correction Choice Chart

Flowchart

DATA-BASED DECISION MAKING

Infinite Campus/Powerschool

Behavioral Documentation Form

Office Referral Form

School-Wide Behavior Definitions

PBIS Walkthrough Instrument

