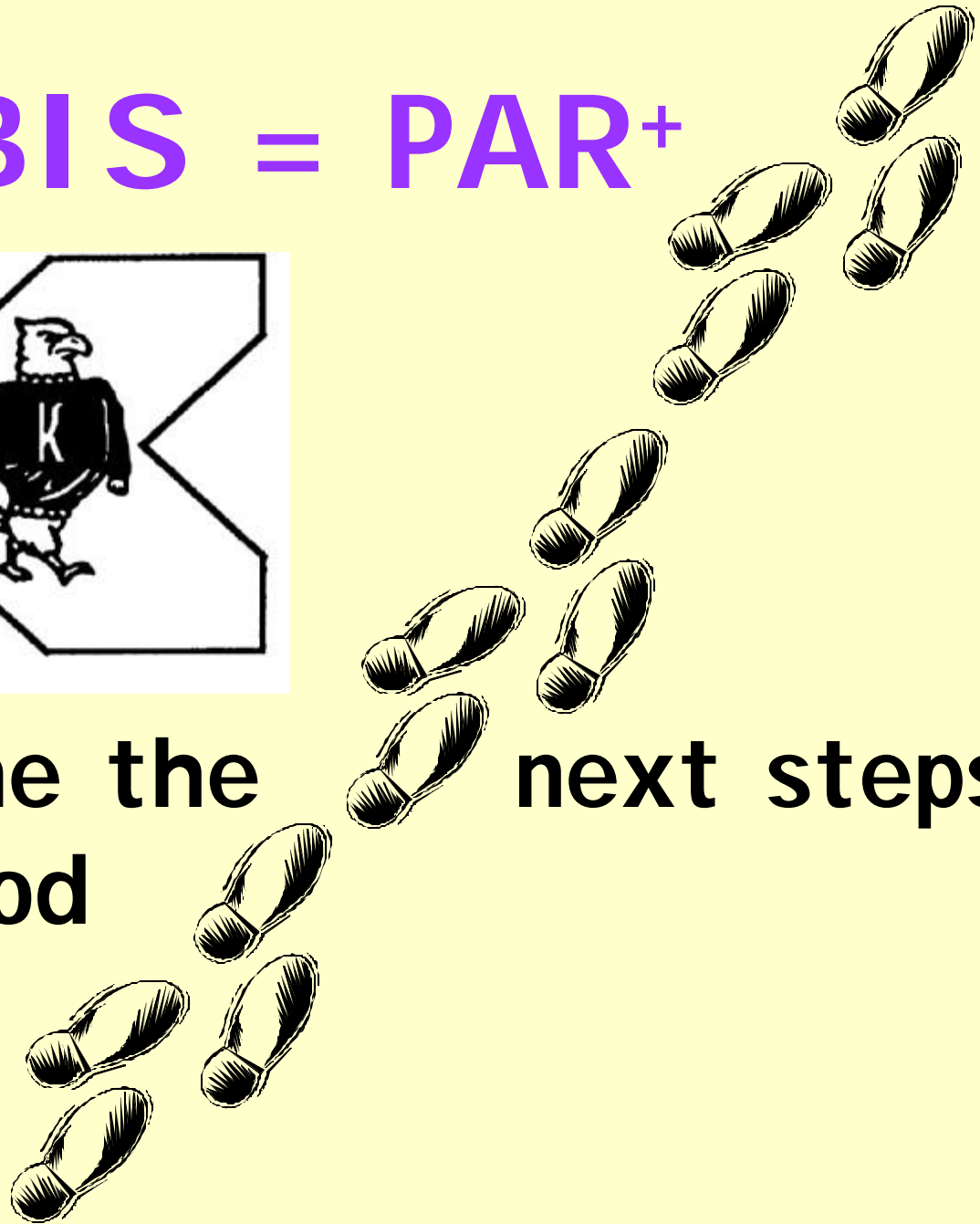


PAR + PBIS = PAR+



**Taking the the
at Kenwood**

next steps

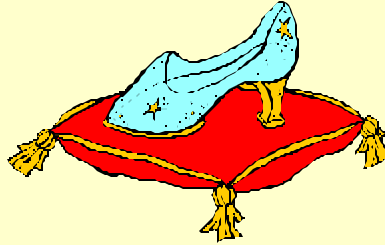


School-Wide Discipline Program

- **Discipline is not Punishment**
- **Discipline is Training**
- **Purpose**
 - enhance student academic & social success

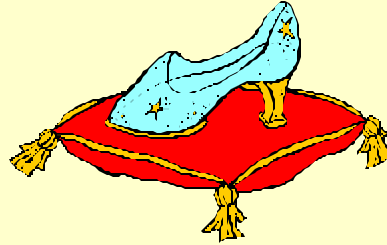


Why PBIS at KHS?



- **Data-based decision making**
- **School discipline as a tool for academic & social success**
- **Research-proven approaches**
- **Behavior management as instruction**

Why PBIS at KHS?



- **Emphasis on prevention**
- **Continuum of behavior support**
- **One size fits all**
- **Continuous evaluation**
- **Sit-Team / Administration coordinated effort**

What is PBIS?

- **Positive Behavior Interventions & Support**
- **MSDE, Sheppard Pratt, Johns Hopkins**
- **Systems Approach**
- **Data Driven Approach**



Are we getting rid of PAR?

- **NO! Just adding the next layer**
- **Expanded the committee**
- **Part of the SIT Team**
- **Applying a same data-driven approach as Challenge Grant**



What is a “systems approach?”

Team Uses Data For

- Systemic problem solving
- Creating an environment
- Management schoolwide, in classrooms and out





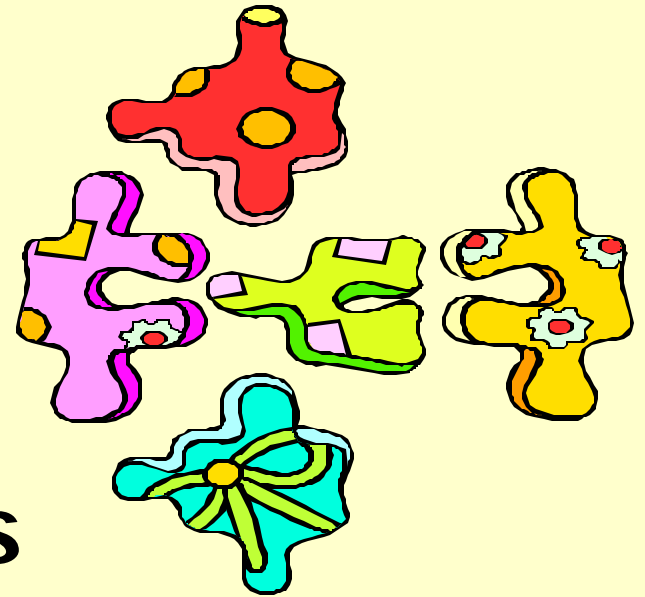
What data?

- **From You!**
- **Staff Survey**
- **Spring 2003**
- **In place/Not in place/Priority**
- **Based on needs as WE see them**



Components

1. Common approach
2. Clear + expectations
3. Procedures to teach expected behaviors
4. Range of ways to encourage 
5. and discourage 
6. Means to collect data, monitor



Component #1



- **Common Approach**
- **Already partly in place with PAR**
- **Purpose statement**
- **To encourage following the rules!**

Component #2

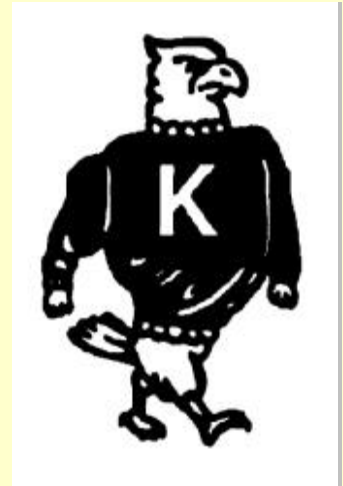


- Clear expectations
- Started with 7 PAR Rules
- Generalize and simplify
- Slogan / Logo
- Brainstorm



Tenets of Kenwood Pride

- **B**e there and prepared
- **L**ive responsibly
- **U**phold integrity
- **E**arn and give respect



KHS Statement of Purpose



Kenwood High School is a community of learners who take pride in being there and prepared, living responsibly, upholding integrity, earning and giving respect.

Component #3



Procedures for teaching expected behaviors

- Harry Wong
- Staff Development
- Taking it further
- Day 2 and 3 Lesson Plans

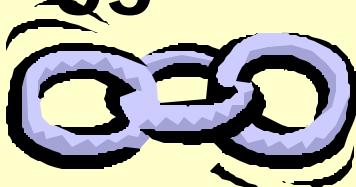
Teaching Matrix

| | | ROUTINE/SETTING | | | | | | |
|--|---------------------------------|--|--|---|----------------|---|--|---|
| | | CLASSROOM | CAFÉ | HALL/STAIRS OUTSIDE | TRACK FIELD | AFTER SCHOOL | PARKING LOT | BATHROOM |
| R U L E S / E X P E C T A T I O N | Be There Be Prepared | -Be in seat before bell -Start drill immediately -Have materials: Paper, pencil, calculator text, notes | -Be on time for lunch -Stay in designated area -Have lunch card or money | -Move directly to class without lingering -Keep your planner or pass visible at all times | | -Carry your I.D. -Stay with your adviser, teacher or coach -Have your activity bus pass | -Parked by 7:40 a.m. -Display parking permit -Park in student lot only | -Have your planner -Use proper pass |
| | Live Responsibly | -Throw trash in can -Keep assignment -Complete assignments to the best of your ability -Do homework & study | -Throw your trash away -Keep area clean | -Keep to right -Walk -Get to class on time -Dress appropriately -Refrain from smoking on | | -Make sure trash gets in can -Eat & drink in designated areas only | -Drive safely -Follow traffic lane -Leave school grounds only upon your dismissal -Play stereo at reasonable volume | -Moderate your use of emergency passes -Use your planner only -Go directly to & from lavatory |
| | Uphold Integrity | -Tell the truth -Do your own work | -Pay for your food -Taking pride in the area -Take your proper place in line | -Display affection appropriately -Assist in keeping the peace | | -Report vandal & vandalism -Pay admission -Remain in authorized areas | -Obey school rules & traffic laws -Report unlawful or suspicious activity | -Use passes in emergencies only -Report vandals & vandalism |
| | Earn & Give Respect | -Don't touch other people or their stuff -Keep a positive tone of voice -Use positive body language | -Keep your food on your plate -Use appropriate voice level -Chew w/mouth closed -Be kind to lunch monitors & classmates -Move to & from café quietly | -Use appropriate language & volume -Keep your hands to yourself -Say only kind things to and about others | | -Cheer positively -Be welcoming & kind to visitors | -Park in marked spaces only -Be kind to others in heavy traffic | -Refrain from smoking -Flush -Clean up any mess you make -Refrain from writing on wall & doors |

Component #4



Procedures for encouraging positive behavior

- Data showed biggest need
- Missing LINK 
- Gotcha!
- Incentives for students and staff

Gotcha !

Gotcha!

Presented to: _____ Room _____

Location

- Classroom
- Cafeteria
- Hallway
- Bus
- Other

Steps

1. Name behavior and expectation.
2. Fill out slip.
3. Give positive verbal/social acknowledgment
4. Give slip to student.
5. Remind student to place in folder.

Be there and prepared

- On time
- Drill
- Homework
- Materials
- Other

Live Responsibly

- Planner
- Effort
- Organization
- Pride
- Other

Uphold Integrity

- Honesty
- Good Citizenship
- Accountability
- Other

Earn and give respect

- Dress
- Kindness
- Self-Control
- Other

Given by: _____

Date: _____ Time: _____

Component #5



Procedures for discouraging problem behaviors

- Got a handle on it with PAR
- Data still showed need
- Teacher-managed VS Office-managed
- Consistency VS Discretion

Minor Incident Report

Minor Behavior Incident

Presented to: _____ Room _____

Location

- Classroom
- Cafeteria
- Hallway
- Bus
- Other

Violation

- Be there & prepared
- Live Responsibly
- Uphold Integrity
- Earn & give respect

Steps

1. Name behavior and expectation
2. State rule and expected behavior
3. Give positive verbal/social acknowledgment
4. Give slip to student
5. File

Specific Behavior

Consequence

- Parent Contact
- Detention
- Other

Given by: _____

Date: _____ Time: _____

Intervention Flow Chart



Classroom Managed

Office Managed

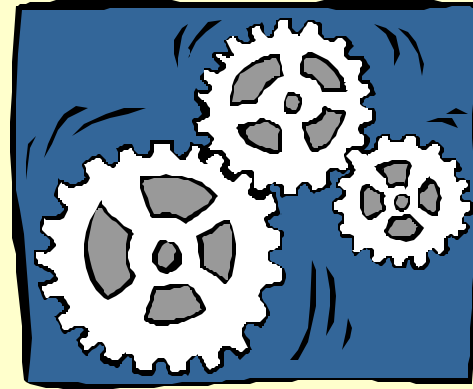


Component #6

Procedures for monitoring and evaluation

- The only component that was totally missing
- SWIS
- Data Tracking System
- Revised referral form to fit

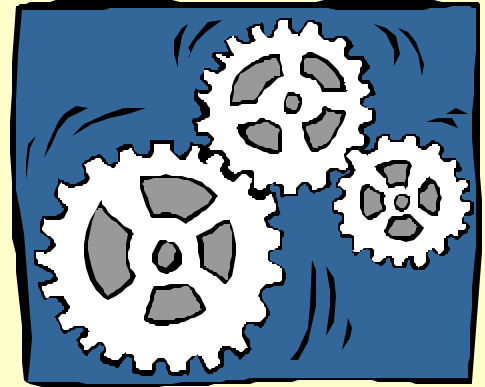
How's this going to work?



Today

- Overview & Components
- Get materials to review
- **Homework:** Review
Materials; think about Day 3

How's this going to work?

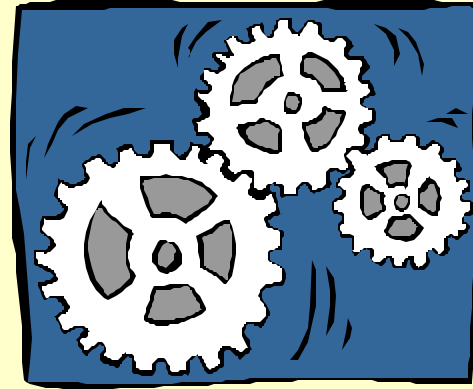


Thursday

More specific training

- Processes and Procedures
- Active Supervision
- De-Escalating Behaviors

How's this going to work?



Friday Teaching Expectations

- Day 2 Lessons
- Teachers as Role Models

What's My HW?

- **Review all the materials**
- **Think about how this will look in your own classes**
- **Brainstorm ideas for Day 3 Lessons**
- **Be ready to discuss the Flow Chart on Thursday**

PAR + PBIS = PAR+



**Kenwood is
For the**

**ready
next steps!**

