PAR + PBIS = PAR+

Taking the next steps at Kenwood
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

<table>
<thead>
<tr>
<th>ROUTINE/SETTING</th>
<th>CLASSROOM</th>
<th>CAFÉ</th>
<th>HALL/STAIRS OUTSIDE</th>
<th>TRACK FIELD</th>
<th>AFTER SCHOOL</th>
<th>PARKING LOT</th>
<th>BATHROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RULES / EXPECTATIONS</strong></td>
<td><strong>Be There</strong>&lt;br&gt;-Be in seat before bell&lt;br&gt;-Start drill immediately&lt;br&gt;-Have materials:&lt;br&gt;  -Paper, pencil, calculator&lt;br&gt;  -text, notes</td>
<td><strong>Be on time for lunch</strong>&lt;br&gt;-Stay in designated area&lt;br&gt;-Have lunch card or money</td>
<td><strong>Move directly to class without lingering</strong>&lt;br&gt;-Keep your planner or pass visible at all times</td>
<td><strong>Carry your I.D.</strong>&lt;br&gt;-Stay with your adviser, teacher or coach&lt;br&gt;-Have your activity bus pass</td>
<td><strong>Parked by 7:40 a.m.</strong>&lt;br&gt;-Display parking permit&lt;br&gt;-Park in student lot only</td>
<td><strong>Have your planner</strong>&lt;br&gt;-Use proper pass</td>
<td><strong>Live Responsibly</strong>&lt;br&gt;-Throw trash in can&lt;br&gt;-Keep assignment complete.&lt;br&gt;assignments to the best of your ability&lt;br&gt;-Do homework &amp; study</td>
</tr>
</tbody>
</table>
Component #4

Procedures for encouraging positive behavior

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

Presented to: _________________________________Room_____

<table>
<thead>
<tr>
<th>Location</th>
<th>Be there and prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>On time</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Drill</td>
</tr>
<tr>
<td>Hallway</td>
<td>Homework</td>
</tr>
<tr>
<td>Bus</td>
<td>Live Responsibly</td>
</tr>
<tr>
<td>Other</td>
<td>Planner</td>
</tr>
</tbody>
</table>

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.

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 Behavior Incident Report

**Presented to:** _________________

**Location**
- Classroom
- Cafeteria
- Hallway
- Bus
- Other

**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

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

**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
New Referral

MINORS:
- 3-5 Repeat Minor Incident Reports
- 8-10 Combined Minor Incident Reports
(Minor Incident Reports must be attached)
- Aggression/harassment (minor)
- Calling out
- Defiance/disrespect/insubordination
- Dress code
- Electronics/telecommunications
- Food/drink (outside cafeteria)
- Horseplay
- Inappropriate language/comments
- Lateness
- Leaving class w/o permission
- Leaving school w/o permission
- Preparedness
- Property misuse
- Throwing objects
- Other: __________________________________________

MAJORS:
(Automatic Office Referral)
- Aggressive behavior (physical/verbal)
- Fighting
- Gambling
- Instigating conflict/disruption
- Significant Vandalism
- Smoking (inside building)
- Truancy (checklist must be attached)
- ? Class
- ? School
- Other: __________________________________________
- __________________________________________
- __________________________________________
- Category III Offense (please specify)
- __________________________________________
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 ready for the next steps!