

# Irvington High School

Irvington, NJ

## Positive Behavior Support In Schools Student/Parent Manual



# IRVINGTONHIGH SCHOOL



September 2019

Dear Parents/Guardians:

Welcome to Irvington High School, home of the BLUE KNIGHTS! Our motto for the 2019-20 school year is **“The Pursuit of Excellence!!”**

In 2019, we are continuing the implementation of the federally funded program, Positive Behavior Support in Schools (PBSIS). The main goal of PBSIS is to create a positive learning environment at Irvington High School. The PBSIS Team has many events planned for the school year, designed to encourage the tenets of Respect, Empathy, Accountability and Life Long Learning while instilling a cooperative attitude among our school community.

At the beginning of the school year, we will introduce and model the “Be R.E.A.L” expectations and throughout the year, recognize students for living up to our school values. Staff members will be on the lookout, daily for students following the “Be R.E.A.L” tenets. When students are observed following the code, they will receive an IHS “Be Real” Ticket. Students will then have the choice of using these tickets in a weekly and or monthly raffle, purchase items out of the school store; attend special outings designed to reward their commitment to the “Be R.E.A.L” tenets.

By establishing expectations of excellence and recognizing our student’s appropriate adherence to improving Irvington High School, we will shift and elevate our student's educational experience.

We welcome your input and involvement. So as parents/guardians, please review and discuss the meaning of the Be R.E.A.L tenets with your scholar as they are important to their school experience and after graduation. Thank you for your support. Looking forward to a productive and successful 2019-2020 school year.

Sincerely,

*Ogé Denis, Jr.*

Ogé Denis, Jr.

# Positive Behavior Support in Schools

## The Basis for Irvington High School's

### *Be REAL* Expectation

Positive Behavior Support in Schools is a New Jersey initiative that trains school personnel to implement School-wide Positive Behavior Support, a nationally recognized multi-tiered intervention model. Members of our school personnel participated in different trainings to learn how to implement School-wide Positive Behavior Support at our school. At Irvington High School we call this “*Be REAL*.”

Research suggests that schools with a positive social climate are associated with fewer occurrences of conduct problems and better student performance outcomes (e.g., achievement and attendance). Affirming positive behavior, teaching social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are all examples of recommended practices for promoting a positive school climate. While a positive school climate benefits all students, students with individualized behavior support planning needs particularly benefit when school environments are positive, welcoming, and supportive of individual needs.

School-wide Positive Behavior Support is a nationally recognized, evidence-based approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors. The three-tiered school-wide positive behavior support intervention model includes:

- *Tier 1: Universal Interventions* that promote a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide;
- *Tier 2: Secondary Interventions* that provide function-based interventions through small group and individually tailored strategies for students with repeated behavior problems; and
- *Tier 3: Individualized Interventions* that use a function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs.

School-wide Positive Behavior Support is being implemented in more than 14,000 schools across the United States. Implementation of School-Wide Positive Behavior Support can help schools achieve 5 important outcomes:

1. Improvements in overall building climate;
2. Reduction in office discipline referrals and suspensions for students, including students with disabilities, school-wide;
3. Reduction in the number of students, including students with disabilities, who receive repeated office discipline referrals;
4. Reduction in the number of students referred for special education services; and
5. Increase in the number of students with disabilities and challenging behaviors who are successful in general education settings.

# What it means to *Be REAL* *Respectful – Empathetic –* **Accountable– Learners for Life**

<p><b>Bathroom</b></p> <ul style="list-style-type: none"> <li>• Have Appropriate Pass</li> <li>• Please Flush</li> <li>• Keep the Area Clean</li> <li>• Wash Your Hands</li> <li>• Return Directly to Your Destination</li> </ul>	<p><b>Cafeteria</b></p> <ul style="list-style-type: none"> <li>• Keep Hands, Feet &amp; Objects to Yourself</li> <li>• Clean Up After Yourself</li> <li>• Stay in the Cafeteria Until Dismissed</li> <li>• Food &amp; Drinks Must Be Consumed While Here</li> </ul>
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Be prepared for learning</li> <li>• Keep all electronics stowed</li> <li>• Follow teacher directions</li> <li>• Use Appropriate Language</li> </ul>	<p><b>Lobby</b></p> <ul style="list-style-type: none"> <li>• Be Dressed in Uniform with ID</li> <li>• Be on Time</li> <li>• Stow Electronics</li> <li>• Go Directly to Your Destination</li> <li>• Place Hats &amp; Outerwear in Your Locker</li> </ul>
<p><b>Hallway</b></p> <ul style="list-style-type: none"> <li>• Arrive to Class on Time</li> <li>• Stow Electronics</li> <li>• Go Directly to your Destination</li> <li>• Use Appropriate Language</li> </ul>	<p><b>Locker Room</b></p> <ul style="list-style-type: none"> <li>• Follow Class Uniform Policy</li> <li>• Lock Up your Belongings</li> <li>• Dress On Time</li> <li>• Go Directly to Your Assigned Area</li> </ul>
<p><b>Auditorium</b></p> <ul style="list-style-type: none"> <li>• Be a Quiet Listener &amp; Respectful Observer</li> <li>• Enter &amp; Exit in an Orderly Manner</li> <li>• Keep All Electronics Stowed</li> <li>• Keep All Food &amp; Drink Stowed</li> </ul>	<p><b><i>Be REAL!</i></b></p>

# ***Be REAL* Code of Conduct**

## **Be Respectful, Be Empathetic, Be Accountable, Be Learners for Life**

- **Everyone** (students and staff) at Irvington High School is expected to *Be Respectful, Be Empathetic, Be Accountable, and Be Learners for Life*.
- Every September and periodically throughout the year students and staff participate in activities to learn and review what the *Be REAL* expectations looks like.
- What *Be Respectful, Be Empathetic, Be Accountable, Be Learners for Life* means and how we should behave will vary across different settings.
- If you need a reminder, just look around for a *Be REAL* poster that will tell you exactly what is expected of you in that setting.

Teachers and Staff are always on the lookout for students following the *Be REAL* Code. When they catch you following the Code, you may receive a *Be REAL* ticket.

- Teachers and staff will be handing out *Be REAL* Tickets **many times each day** to students demonstrating *Be REAL* Code expectations. You'll never know when a *Be REAL* Ticket is coming and you won't get one every time you are Respectful, Empathetic, Accountable and Learners for Life.
- When you get a *Be REAL* Ticket put it in your grade level's bin located in the cafeteria.
- Each Friday names are drawn from the four cafeteria section bins and during the Friday afternoon announcements the names of the winners will be broadcast. If your name is drawn you will receive a prize.
- Prizes will vary each week and will include things such as: free admission to a dance, fast passes to the front of lunch lines, gift certificates, and many other interesting items.

**REMEMBER: We are going to be looking for POSITIVE BEHAVIORS.  
Remember, to receive a *Be REAL* Ticket you need to be  
Respectful, Empathetic, Accountable, and Learners throughout your day!**

# ***Be REAL* Ticket Awards**

Students have multiple options to receive recognition.

**Weekly drawings.** Students will take their *Be REAL* Tickets and put them in the appropriate cafeteria sections. On Friday afternoon, during 4<sup>th</sup> block each week, four (one from each lunch section) students' names will be picked from the bins. After the names are chosen, the tickets will be placed in a bin located in the lobby for the end of the month prize drawing.

**Monthly Drawings.** On the last day of the month, all tickets awarded will be placed into a bin and one student will be chosen to win a prize. After the winner is chosen, the tickets will remain in the lobby bin.

**Staff and Teacher Recognition.** For both the weekly and monthly drawings the staff person or teacher who gave the winning students their ticket also receive a prize. The winners will be announced at our Faculty Meetings.

**Quarterly Recognition.** At the end of each marking cycle, there will be a reward program for all students that have not been referred to the office for a disciplinary matter (being marked late excluded). All students will participate regardless of their point status. This way if a student behaves well for a marking period, but has few points, they can still participate in the rewards program. The quarterly rewards are planned and coordinated each quarter. Examples include: movie day, special assembly or program, or field day.

**School-Wide Recognition.** There will be a school-wide reward program for all students once we meet our "ticket goal." Examples include: special assembly or program, or field day, etc.

## Suggestions for Handing out *Be REAL* Tickets

<p><b>Hand out <i>Be REAL!</i> Tickets when students have positive interactions with staff</b></p>	<ul style="list-style-type: none"> <li>• Being helpful to adults or peers</li> <li>• Accepting responsibility for your own actions</li> <li>• Carrying a hall pass when necessary</li> <li>• Quickly getting started on an assignment</li> <li>• Having all materials for class</li> <li>• Getting assignment information independently after an absence</li> <li>• Enter the classroom quickly and begin the assignment</li> <li>• Following directions given by staff</li> <li>• Submitting class, work, projects, and homework assignments on time</li> <li>• Entering or exiting an area quietly and orderly</li> <li>• Working quietly</li> </ul>
<p><b>Hand out <i>Be REAL!</i> Tickets when students have positive interactions with peers</b></p>	<ul style="list-style-type: none"> <li>• Apologizing when necessary</li> <li>• Including others into a group setting</li> <li>• Dealing with an upsetting or frustrating situation appropriately</li> <li>• Helping a student catch-up after being absent</li> <li>• Asking before using something that belongs to others</li> <li>• Going from one topic to another smoothly</li> <li>• Showing concern for others</li> <li>• Working well in a group</li> <li>• Congratulating another student who got a good grade or won a contest</li> <li>• Waiting for turn patiently</li> <li>• Assisting new students</li> </ul>
<p><b>Hand out <i>Be REAL!</i> Tickets for following rules and routines</b></p>	<ul style="list-style-type: none"> <li>• Raising his/her hand to answer a question or talk</li> <li>• Walking in the halls quietly and staying on the right</li> <li>• Telling an adult about a dangerous situation</li> <li>• Working on a task quietly and diligently</li> <li>• Using computers, laptops, or other materials appropriately</li> <li>• Being on time</li> <li>• Throwing out/ recycling garbage in the cafeteria</li> <li>• Playing safely in the gym</li> <li>• Keeping his/her hands to themselves when walking in the hallway</li> <li>• Following the school dress code</li> <li>• Listening quietly to a speaker</li> <li>• Helping to clean up an area (e.g., picking up litter in the hallway)</li> <li>• Holding the door for others</li> <li>• Being a problem solver</li> <li>• Doing your best work</li> <li>• Using appropriate tone of voice throughout different school scenarios</li> <li>• Using good manners (i.e., Please and Thank you)</li> <li>• Speaking politely to another student or staff member</li> <li>• Indicating a difference of opinion in a respectful way</li> <li>• Using time wisely</li> </ul>

# Suggestions for Effectively Defusing Occurrences of Conduct Infractions

## Attend to emerging situations

As a proactive practice staff should always be attending to facial, body language, tone of voice, compliance signals that indicate a potential problem is emerging. Attend to students to catch pre-cursor signals that something might be wrong. For example:

- Head down
- Mumbling
- Over excited
- Change in facial expressions or affect
- Not following directions
- Depressed or agitated affect
- Disposition different than typical

## When a behavior occurs first ensure the rest of the class is engaged in an activity

- Focus on the majority of the class first (and the individual student second)
- Assign an independent, pairs, or small group activity
- State an expectation for the class (e.g., “everyone start the math assignment”)
- Praise students for being engaged
- Walk around the classroom

## Stay calm and cool

- Our response should not be more disruptive than the behavior we want to defuse
- Use a neutral response (verbal and nonverbal) – remember it’s not personal
- Know your own tolerance limits and have a strategy to stay calm or to get assistance

## Strategies to redirect the student back to routine

- Speak privately
- Avoid trying to have the last word
- Engage the student to generate options
- Provide the student with options to choose from
- Use language that focuses on the behavior not the student
- Be empathetic
- Acknowledge for positive behavior or choices
- Give the student some space
- Change the topic
- Use humor to defuse and redirect
- Label the student’s emotion
- Put a positive spin on your directive

### **Strategies to redirect the student back to routine continued**

- Offer a way for the student to save face
- Appear relaxed
- Offer a moment to compose or cool down
- Provide acknowledgement / empathy statements
- Provide choices
- Use flexible options
- Avoid using ultimatums

### **Attend to academic modifications**

Sometimes behavior occurs because the students if frustrated by or daunted by the academic work. If you think this might be the case consider ways to make the work more accessible for the student:

- Changing/modifying the activity
- Reduce the difficulty of a task
- Reduce the quantity of work the student is working on at time
- Provide 1:1 to get started
- Provide assistance to work through the task
- Provide the student with a choice of two tasks
- Ask a peer to help the student
- Providing assistance to get started

## Addressing Conduct Infractions

From time to time, conduct infractions occur and need to be addressed. Some infractions should be handled in the classroom or area, while others need to be referred to an administrator. The following provides guidance about how to determine whether a behavior should be considered 'Redirectable' or whether it should be considered a "Major Offense."

**Redirectable Conduct Offenses:** Situation is remediated by the classroom or area staff.

Disruptive behavior	Engaging in intentional behavior that causes interruption of a class or activity; may include loud talk, making noise with materials or body parts, or getting out of one's seat.
Mild disrespect / defiance	Talking back or being socially rude. Refusal to follow classroom or school rules, or staff instructions – but does not respond to staff interventions.
Profanity	Non-threatening non-directed verbal or gesture messages used within conversation between students.
Late to class	5 minutes or less late to class without a pass.
Misuse of pass	Using a pass for a reasons other than it is intended (e.g., hall roaming).
Horseplay	Non-threatening physical interaction in the absence of injury. May include the throwing of a soft object such as paper.
Cell phone – electronic devices	If visible but not in use – student should be directed to put device away.
Unprepared for class	Student did not bring appropriate materials to class (e.g., homework, pens, pencils, notebooks, textbooks, etc.).
Disregard of rules or directions	Passively refusing to do work or follow classroom/area rules and procedures.

**Major Offenses:** Students are sent directly to the office with the Major Offenses Form.

Harassment, intimidation, and bullying	HIB: any gesture any written, verbal or physical act or electronic communication, whether it be a single incident or series of incidents, that substantially disrupts or interferes with the orderly operation of the school and rights of other students
Disruption of education - insubordination	Engaging in intentional behavior that causes <b>serious</b> interruption of a class or activity where the student <b>is not responsive to</b> repeated directions; may include loud talk, making noises, or being out of one's seat.
Abusive language	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words and gestures.
Cutting class	Student(s) that do not show up for class after the allotted four-minute window.
Physical misconduct	The physical interaction is hostile, intentional, or inappropriate. Or body contact which can endanger the safety of others.
Cell phone – rings or is being used	Use of a cell phone or other electronic device and refusal to hand it over when asked by a staff member. If student is cooperative, turn device into the office with a referral.
<p>Fighting, vandalism, assault on staff/student, possession or use of weapon, theft, bomb or terroristic threat, inappropriate sexual contact, use or possession of drugs or alcohol</p> <p><b>SHOULD BE REPORTED IMMEDIATELY TO THE OFFICE WITH THE NAMES OF ALL STUDENTS AND DETAILS OF THE INCIDENT</b></p>	

## **IHS PBSIS Team Members:**

Darren Love

Jeffery Bryan  
Timothy Chaney  
Calvin Harte  
Herbert Jackson  
Tarsha Lawson  
Tahira Lesure  
Latasha McMillan  
Felicia Panny  
Steven Wilson