



Winchester School
Positive Behavior Support Framework
Home of the Tigers!

R-Respect
O-Ownership
A-Acceptance
R-Responsibility
S-Safety

Winchester School PBIS Mission:

At Winchester School we will show respect to the students and staff of the school, take ownership of our behavior and our learning, accept responsibility and practice safety with one another.

Winchester School School-Wide PBIS:

Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. ***The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.***

Continuum for Behavioral Response to Intervention

INTENSIVE (Few 3-5%)

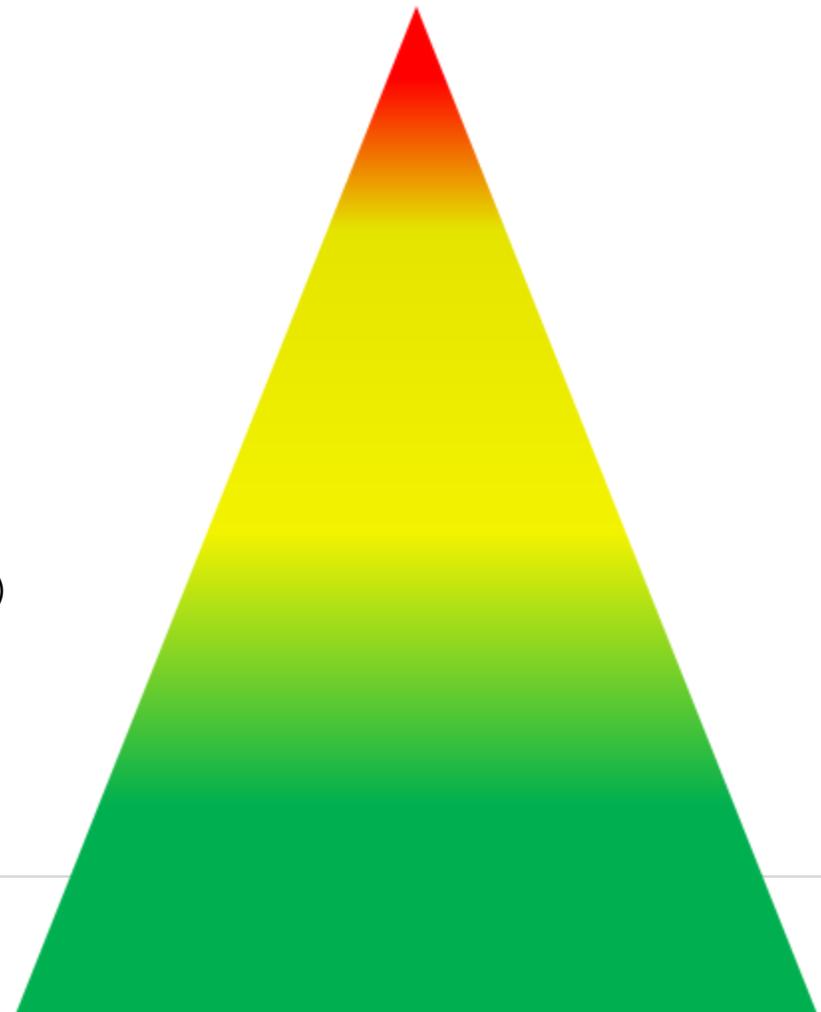
Students with more than 8 behavioral referrals

- Behavior Support Plan
- Mental Health Evaluation
- Progress Monitoring
- Wraparound Services

TARGETED (Some 10-15%)

Students with 4-8 behavior referrals

- Check-in/Check-out
- Attendance phone calls/letters
- Parent/Student/Teacher/Administrator Conferences
- Student Intervention Team (SIT)
- Targeted Social/Emotional Skills Instruction Groups (e.g. conflict management, anger management, organizational skills, lunch groups)
- Targeted Parent/Guardian Support Groups and Training
- Meaningful Work/Job Assignment
- Progress Monitoring Tools (daily behavior report DBR)
- Mentoring



UNIVERSAL (All 80%)

Students with 0-3 or more behavioral referrals

- School-Wide Expectations Defined and Taught
- Effective Instruction
- Evidence Based Classroom Management with Differentiated Instruction
- Expectations Reinforced
- Effective Supervision
- Fluent Corrections for Early-Stage Misbehavior
- Social/Emotional Skills Instruction
- Parent/Guardian Engagement
- Progress Monitoring Tools (data collection tools)
- Attendance Procedures
- Universal Assessment

Teaching Positive Behavior Expectations

(See Expectations Matrix Below)

- Every student will participate in guided, building wide instruction and modeling of behavior expectations during the first week of school.
- Additionally, each classroom will teach behavioral expectations for all areas of the building during the first few weeks of school.
- Students will be positively acknowledged (see procedure below) for learning and applying appropriate behavior expectations.
- Review of expectations will occur at set times during the year for the entire student body, and as needed for individual students.

Winchester Expectations Matrix

School Behavior Standards	All Settings	Classroom	Cafeteria	Bus	Hallways/ Stairways	Playground	Bathroom
Respect	<ul style="list-style-type: none"> ● Respect self, others, and properties ● Be polite, use manners ● Express appreciation ● Acknowledge others 	<ul style="list-style-type: none"> ● Use classroom materials appropriately ● Keep hands, feet and objects to yourself ● Speak at appropriate times and with appropriate voice. ● Be respectful of yours and others academic responsibilities 	<ul style="list-style-type: none"> ● Respect other's space ● Use an indoor voice ● Do not touch anyone else's food ● Listen to adults when they need your attention 	<ul style="list-style-type: none"> ● Respect the bus driver and all other students on the bus ● Listen to adults who are giving directions ● Keep hands and feet to yourself during the bus line up and on the bus ride 	<ul style="list-style-type: none"> ● Respect other students who are learning and walk quietly in the hallway ● Keep hands and feet to yourself ● Throw any trash into designated trash cans and not on the floor 	<ul style="list-style-type: none"> ● Be kind to other students and use school appropriate language with a respectful tone ● Share playground supplies with other students and take turns with equipment 	<ul style="list-style-type: none"> ● Respect the privacy of others ● Use bathroom supplies appropriately ● Use kind words with other students in the bathroom
Ownership/ Acceptance	<ul style="list-style-type: none"> ● Be on time ● Complete tasks on time ● Keep areas clean and litter free ● Be prepared with necessary supplies 	<ul style="list-style-type: none"> ● Be prepared to learn ● Take responsibilities for your own actions 	<ul style="list-style-type: none"> ● Stay in your seat ● Clean up your eating area; especially if you have a spill ● Ask permission to get out of your seat for any reason 	<ul style="list-style-type: none"> ● Collect all belongings before exiting the bus ● Stay seated while bus is moving ● Report any incidents 	<ul style="list-style-type: none"> ● Carry a hall pass ● Go straight to your destination ● Single file ● Stay to the right on the stairway going up and to the left on the way down 	<ul style="list-style-type: none"> ● Turn in equipment when finished ● Follow playground rules ● Have appropriate attire for the weather ● Line up immediately 	<ul style="list-style-type: none"> ● Do your business and leave ● Must have bathroom pass

<p>Responsibility</p>	<ul style="list-style-type: none"> • Keep hands and feet to yourself at all times • Follow directions given by adults in the building 	<ul style="list-style-type: none"> • Pay attention to the teacher • Follow instructions • Use kind words and actions • Raise your hand to speak 	<ul style="list-style-type: none"> • Keep conversations quiet • Exhibit good table manners 	<ul style="list-style-type: none"> • Wait in line • Use school appropriate language and respectful tone • Stay seated while bus is moving 	<ul style="list-style-type: none"> • Remove hats when entering the building • Hang up coats etc. before emptying backpack • Remain quiet in the hallways • Leave all decorations & student work on the walls • Use only YOUR locker 	<ul style="list-style-type: none"> • Follow adult directions • Show good sportsmanship • Establish game rules before start of any game 	<ul style="list-style-type: none"> • Keep the bathroom clean • Clean Up after yourself • Flush Toilet • Wash Hands • Throw away trash into the trash can
<p>Safety</p>	<ul style="list-style-type: none"> • Always Walk • Tell an adult of any issues 	<ul style="list-style-type: none"> • Use class materials for their intended use (desk, furniture, chairs, etc.) • Keep a safe environment by only walking in the classroom 	<ul style="list-style-type: none"> • Use hand signals to get the attention of the adult present • Walking at all times • Look out for wet floor signs or spills • Be aware of students with allergies 	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion • Stay in your seat • Face forward • Use quiet voices • Safely walk down the aisle when it is your turn to enter and exit the bus 	<ul style="list-style-type: none"> • Feet should remain on the floor • Locker doors closed • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Use equipment correctly • Keep hands and feet to yourself • Stay within playground boundaries • Report problems to an adult immediately 	<ul style="list-style-type: none"> • Report problems, water on the floor, vandalism, etc. • Keep feet on the ground

Positive Acknowledgement

What is it?

Positive Teacher Attention!

How often should I give positive attention?

5:1

FIVE POSITIVES TO ONE CORRECTION

Winchester School Acknowledgment Procedure

Winchester School uses a card acknowledgement system called “ROARS Cards”. The ROARS Card system reinforces our behavior matrices. The behavior matrix lists all expected appropriate behaviors for all universal areas of the school (Respect, Ownership, Acceptance, Responsibility, Safety).

ROARS CARD PBIS School-Wide Reinforcement

- The responsibility of each staff member is to reinforce positive behavior by all students.
- ROARS Cards are a reinforcement tool used to externally motivate students to follow our behavioral expectations.
- Each staff member is expected to give out ROARS Cards each day in their classroom and the common areas. ROARS Cards are given when a student is observed exhibiting positive behavior consistent with school-wide expectations.
- ROARS Cards are accompanied by verbal praise for the specific behavior exhibited.
- ROARS Cards are placed in classroom buckets for classroom drawing.
- Classroom incentives and rewards can and should also be given for ROARS Cards.

Evidence-based Classroom Management

Tier I PBIS Resources

Establish efficient classroom routines

A classroom that implements positive behavior support has well-organized routines and procedures including the following:

- An efficient daily schedule
- Effective beginning and ending routines
- Management of student assignments
- Procedures for students returning from absences
- Clear expectations for classroom activities and transitional periods

Teach students how to be successful

Effective teachers explicitly teach students how to behave responsibly in every classroom situation. This requires well designed lessons that may include:

- Visual displays
- Teacher and/or student modeling
- Role plays
- Opportunities for practice
- Re-teaching

Have positive interactions with students and parents

Positive interactions help motivate students to demonstrate their best behavior. This can be done through:

- Building positive relationships with students by giving non-contingent attention
- Providing accurate and specific positive feedback
- Providing individual and whole class intermittent celebrations
- Striving to provide five or more positive interactions for each negative or corrective interaction
- Providing positive feedback to families throughout the first week of school

Provide recognition

Individual and whole class incentives can increase students' motivation to behave responsibly and strive toward goals. Positive reinforcers can be non-rewards systems designed to enhance intrinsic motivation, or reward-based systems that use extrinsic motivators. Examples include:

- Goal setting
- Whole class or individual points
- ROAR Cards
- Reward certificates

- Class celebrations

Set clear behavioral standards

Setting clear standards for behavior allows teachers to treat student misbehavior as an instructional opportunity that enables students to learn from their mistakes. Having a proactive approach requires a Classroom Management and Discipline Plan that includes:

- Clear expectations for all classroom activities and transitional periods
- Preplanned correction procedures and consequences
- Intervention procedures for students with chronic misbehaviors

Provide best practice, high engagement instruction

Students who are interested in, motivated by, and engaged in instructional activities don't spend much time misbehaving.

Quality instruction includes:

- The work is at the students' level
- The work stimulates curiosity
- The content connects to elements in the students' lives
- Students have a future vision that values school success
- The teacher is enthusiastic about the content and learning
- There is more doing than talking
- Lesson pacing matches the students' developmental level
- The teacher provides support for emerging skills
- The teacher models and expects rigorous effort

Proactive Strategies

When to use:

- BEFORE student engages in the behavior
- After a student has had an office referral for a continued behavior.
- What is going to have to change to set the student up for success in the classroom from now on?

Options:

- Reinforcing language for expected behavior
- Preferential seating for student
- Increased positive attention throughout the day
- Increased support during challenging tasks
- Class rewards for expected behaviors
- Instruction and frequent review of classroom routines
- Check in/Check out
- Pre-assess student's ability to complete the given task

- Give students opportunities to be part of the classroom community by facilitating interventions with peers or giving responsibilities in class
- Teacher directed partners or groups
- Limit distractions or environmental stimuli in close proximity to student's seating
- Use visual for multi-step directions/daily routines/classroom expectations
- Ask support staff for help
- Greet student every time they enter the classroom
- Have 1:1 social conversations with the student, not related to their behavior or academics
- Teach students how to independently problem solve

Immediate Strategies

When to use:

- A minor unexpected behavior has just occurred and your goal is to diffuse the situation quickly without drawing unnecessary attention to the problem or inadvertently reinforcing the unexpected behavior
- Student is starting to display signs of anxiety or any other precipitating behavior that may indicate the student may use unexpected behavior

Options:

- Distract the student
- Provide alternate activity task
- Ignore the student
- Increase proximity
- Engage student in activity by encouraging them to participate
- Remove peer attention for the unexpected behavior
- Redirect the student using a direct, explicitly, respectful tone
- Deal with the behavior quickly
- "Take a break"
- Encourage independent problem solving
- Use a nonverbal redirection
- Think about students individual needs before engaging with the student

Reactive Strategies

When to use:

- After student has repeatedly used minor unexpected behavior and you have attempted less intensive strategy

Options:

- Class/small group/individual problem solving meeting
- Continued redirection
- Provide a logical consequence using the consequence matrix and capitalize on the teachable moment
- Discuss the behavior with parent or guardian

Winchester School Consequence Matrix

Minor/Classroom Managed

	Behavior	Description	1st Occurrence	2nd Occurrence	3rd Occurrence
Respect	Disrespect, Inappropriate Behavior or Language	Minor forms of disrespect to teacher or another student, eye rolling, sighing, smacking lips, name calling, teasing.	verbal redirection; discussion; parent contact; take a break; apology	parent/teacher/student phone conference; behavior reflection; written apology	parent/teacher/student conference; office detention for restorative lesson; behavior plan/contract
	Minor Classroom Disruption	Disturbing instruction or lesson, making noises (humming, whistling, tapping objects, etc.), throwing/playing with objects, horseplay, roughhousing, etc.	verbal redirection; discussion; parent contact; take a break; apology	parent/teacher/student phone conference; behavior reflection; written apology	parent/teacher/student conference; office detention for restorative lesson; behavior plan/ contract
Ownership/ Acceptance/	Defiance/ Non-Compliance	Failure to respond to or follow directions or talks back.	verbal redirection; discussion; parent contact; take/earn a break; apology, work completion at another time	parent/teacher/student phone conference; behavior reflection; work completion during preferred time	parent/teacher/student conference; office detention for work completion; behavior plan/contract
	Unaccountability	Habitually not prepared for class, slow preparing for class, abuse of restroom privileges.	verbal redirection; discussion; parent contact; apology	parent/teacher/student phone conference; behavior reflection;	parent/teacher/student conference; office detention for restorative lesson; behavior plan/contract

Responsibility	Technology Violation	Inappropriate use (as defined by school) of any school technology.	verbal redirection; discussion; parent contact; take a break; apology;	parent/teacher/student phone conference; behavior reflection; short term loss of technology; restorative lesson	parent/teacher/student conference; office detention for work completion or restorative lesson; behavior plan/contract
Safety	Physical Contact	Minor body contact: pushing, tripping, poking, pinching, play fighting, unintentional contact, invading personal space, playing sports, etc.	verbal redirection; discussion; parent contact; take a break; apology	parent/teacher/student phone conference; behavior reflection;	parent/teacher/student conference; office detention for restorative lesson; behavior plan/contract
	Misuse of School Property	Improper sitting or use of chairs, misuse of school tools, writing on desk or classroom material.	verbal redirection; discussion; parent contact; take a break; apology	parent/teacher/student phone conference; behavior reflection; restitution	parent/teacher/student conference; office detention for work completion or restorative lesson or restitution; behavior plan/contract
	Out of Designated Area	Out of assigned area in the classroom, building	verbal redirection; discussion; parent contact; take/earn a break; apology, work completion at another time	parent/teacher/student phone conference; behavior reflection; work completion during preferred time	parent/teacher/student conference; office detention for work completion or restorative lesson; behavior plan/contract
	Other Unsafe Behaviors	Running in the hallways, talking during fire drills, violations of dress code, late entering classroom	verbal redirection; discussion; parent contact; take a break; apology	parent/teacher/student phone conference; behavior reflection; written apology	parent/teacher/student conference; office detention for restorative lesson; behavior plan/contract

Major/Office Managed

	Behavior	Description	1st Occurrence	2nd Occurrence	3rd Occurrence
Respect	Defiance/ Insubordination / Noncompliance	Refusal to follow directions or complete assignments, blatant defiance. Hostile challenge of authority.	student/administrator conference; mandatory parent contact; after-school detention with restorative practice	mandatory parent conference; 1 day ISS; behavior plan; restorative practice	mandatory parent conference; 1-3 day ISS
	Escalated Disruption	Uncontrollable outburst during lesson, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	student/administrator conference; confer with behavior specialist; after school detention with restorative practice	mandatory parent conference; behavior plan; restorative practice; 1 day ISS	mandatory parent conference; 1-3 day ISS; possible OSS
Ownership/ Acceptance/ Responsibility	Dishonesty	Cheating, plagiarism, forgery, stealing, etc.	mandatory parent contact; after school detention with restorative practice	1 day ISS; parent conference; restorative practice; behavior plan	1-3 day ISS; parent conference; behavior plan; restorative practice
	Property Damage	Vandalism, deliberate damage to school, teacher, or another students' belongings	after school detention with restorative practice; mandatory parent contact; student administrator contact	parent conference; 1 day ISS with restitution	parent conference; restorative practice; 1-3 day ISS with restitution
	Bus Misbehavior	A behavior that results in the distraction of the bus driver, including	administrator/student conference; mandatory parent contact; behavior	parent conference; 1-3 day bus suspension; restitution	parent conference; 3-5 day bus suspension; behavior support plan

		insults to students/driver, inappropriate physical conduct, a behavior that results in damage to the bus or others belongings.	contract/plan for improvement; restitution		
Safety	Fighting/ physical aggression/ sexual contact	An incident involving physical violence/contact where injury is intended (hitting, punching, kicking, etc)	mandatory parent contact; administrator/student conference; after school detention with restorative practice towards those harmed	1 day ISS; parent conference; behavior contract; behavior support plan	1-3 days ISS with restorative practice; behavior support plan, possible 1-3 day OSS
	Abusive/ threatening/ sexual Language	Using profanity, sexual language, or other inappropriate verbal messages or physical gestures that may include threats or intimidation	student/administrator conference; mandatory parent contact; plan for making amends to those they offended; after school detention for restorative practice	mandatory parent conference; 1 day ISS; behavior plan; restorative practice	1-3 day ISS; restorative practice; possible 1-3 day OSS
	Bullying/ Harassment	The repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, directed at a victim that causes harm, fear or creates a hostile environment.	complete investigation; mandatory parent contact; behavior contract/plan for improvement/safety plan.	complete investigation; parent conference; 1-3 day OSS.	OSS Potential police involvement - starting at 1st occurrence if it is determined that bullying has occurred.

	Use/ Possession of dangerous materials	Possession of alcohol, tobacco, or drugs (includes prescription drugs), weapons of any kind, lighters or other combustibles.	administrator/student conference; mandatory parent contact; removal of materials; behavior contract; after school detention with restorative practice	1 day ISS; parent conference; behavior contract	1-3 day ISS with restorative practice; mandatory parent conference; behavior contract; possible 1-3 day OSS
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Forms of unacceptable conduct cited above are only some examples and are not an all-inclusive list.

Consequence	Description
Redirection	A correction of behavior verbally or through practice
Restitution	Logical consequence i.e. a student writes on a desk and is required to clean it
Restorative lesson/ practice	A lesson or action in which the student learns and practices expected behaviors to replace the unexpected behaviors exhibited. For example, a student may research the consequences of plagiarism in high school or college.
Behavior Reflection	Use of age appropriate behavior journal done by student and signed by the parent
After School Learning	After school lessons on appropriate behavior
ISS	In School Suspension
OSS	Out of School Suspension

Minor Problem Behaviors

Procedures for Handling Minor Problem Behaviors: Handled by classroom teacher

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Apply classroom consequences per the Consequence Matrix
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)
- Refer to consequence matrix

Complete Minor Referral Form in SWIS Within 24 Hours

Defined as: Discipline incidents that can be handled by the classroom teacher and usually do not warrant a Major Discipline Referral to the office until a fourth Minor Discipline Referral is accumulated for the same behavior.

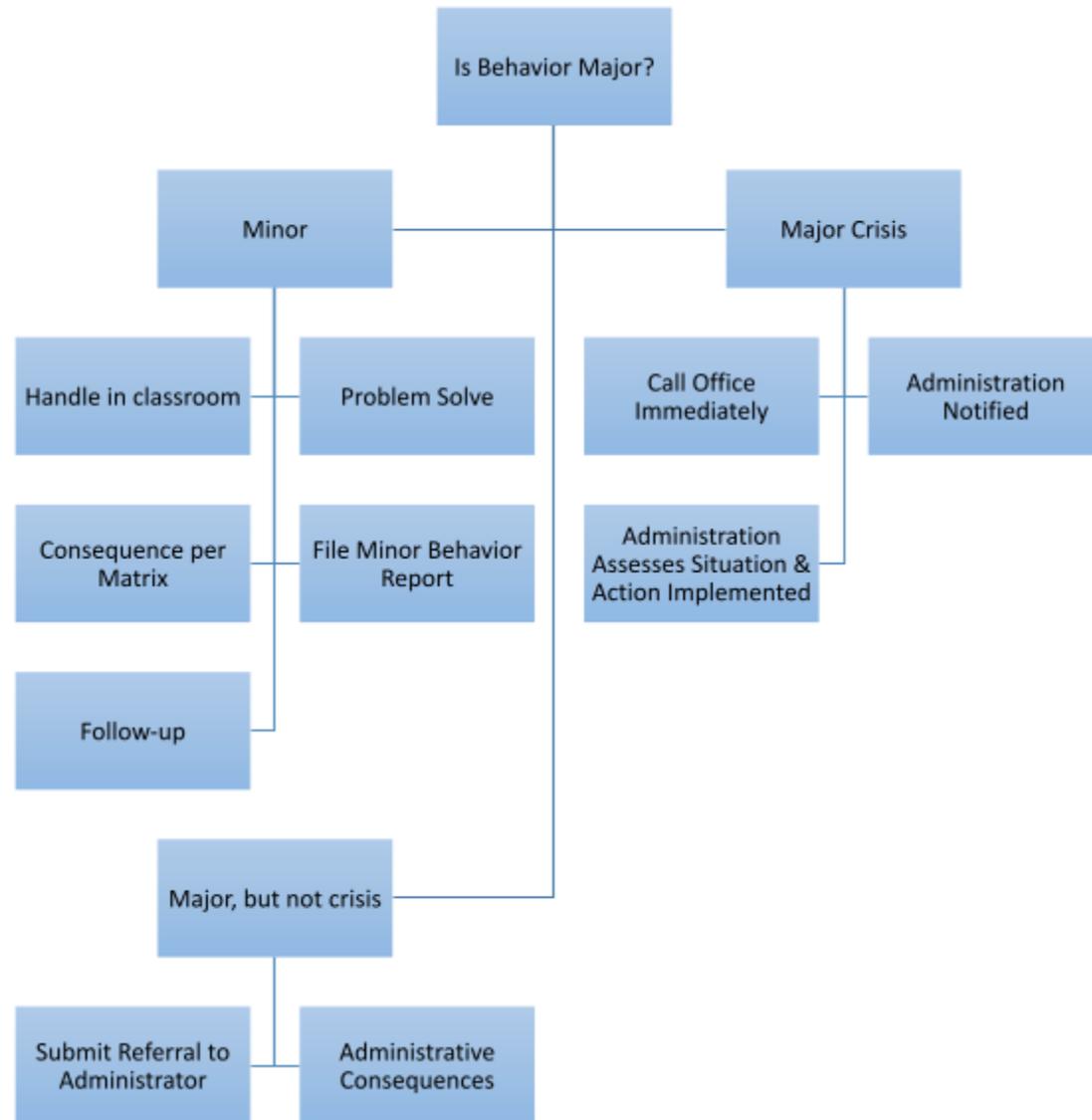
Major Problem Behaviors

Procedures for Handling Major Problem Behaviors: Handled by the office

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Call the office immediately.
- Complete an office referral form within 24 hours
- Administration will assess the situation and take necessary action and apply appropriate consequences
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)

Complete Major Discipline Form in SWIS

Defined as: Discipline incidents that must be handled by the administration.



Resources:

[ROARS Introduction Slides](#)

[ROARS Cards](#)

[ROARS Rewards](#)

[ROARS Reflection](#)

[How to Apologize](#)