

HARDING ELEMENTARY POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Harding is a Positive Behavior Interventions and Supports (PBIS) school. Our Behavior Plan includes expectations for appropriate behavior, rewards for demonstrating appropriate behavior and consequences for problem behavior. The goals are to teach and encourage appropriate behavior; to increase motivation of students to behave in appropriate ways; and to deal with inappropriate student actions in a fair and consistent manner.

SCHOOL EXPECTATIONS

Be Safe
Be Respectful
Be Responsible

HARDING PLEDGE (recited on Monday morning announcements)

"I promise to respect everyone at Harding Elementary, to follow school rules, to value all property, to listen to others, to do my best at learning and to cooperate. I will not hurt others with my words or actions. I want Harding Elementary to be a safe and happy place for all."

TEACHING EXPECTATIONS BY SETTING

We cannot assume students know the behavioral expectations of school. Therefore we must teach them Harding's behavioral expectations. Lesson plans to teach the Harding Expectations for each setting (classroom, hallway, playground, lunch, restroom, assembly, bus, arrival/dismissal) have been developed. The lessons are to be taught at the beginning of the year and as needed throughout the school year.

CONSEQUENCES FOR PROBLEM BEHAVIOR (FLOWCHART)

When school staff observe or have problem behavior reported, first ensure the safety of the victim and/or bystanders. Next the staff member should review the expectation(s) not followed (*Be Safe, Be Respectful, Be Responsible*) and problem solve (*What did you do? Why is that a poor choice? What could you have done differently?*) with the student committing the problem behavior(s). Finally the staff member should determine the severity and consequence for the problem behavior.

- Accommodation
 1. School staff manage the behavior and apply natural consequences. (*apology, verbal reminder, timeout, I-message, move seat/materials, stand by the wall/sit on bench, send back to walk, call home/email, lose privilege, separate students...*)

- Minor
 1. Document problem behavior on the form and submit to the office.
 2. The office staff will process the form and return to the homeroom teacher. The white copy is to be sent home for parent signature and returned to school. If the form is not returned within two days, the teacher will make a follow-up phone call. The yellow copy is for the teacher's records.
 3. The student will miss the next recess and report to the designated area. Three minors for the same problem behavior will result in the student participating in a social skills lesson(s) and parent contact.

- Major
 1. Send the student immediately to the office. Notify the office for assistance and/or to explain the problem behavior.
 2. The principal will document problem behavior, problem solve, determine consequences and contact parent.

REWARDS

Every staff member is to acknowledge appropriate and problem behavior. Behaviors that are followed by pleasing/reinforcing events are more likely to occur. Students can earn rewards for appropriate behavior weekly, monthly, quarterly/annual and upon teacher discretion.