PBS Teacher Handbook

2012-2013

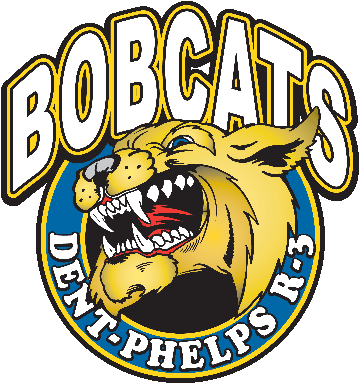


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1. PBS Schedule

Behavior Expectations Teaching Schedule

WEEK OF: EXPECTATION TO BE TAUGHT

Aug. 15 Teach Expectation Matrix (School-wide/Classroom)

Aug. 20 Repeat of 1st week

Aug. 27 Repeat of 1st and 2nd week

Sept. 4 All Settings

Sept. 10 Classroom

Sept. 17 Bus

Sept. 24 Hallway

Oct. 2 Cafeteria

Oct. 8 Bathroom

Oct. 15 Playground

Oct. 22 Assembly

Oct. 29 Emergency Drills

Nov. 5 All Settings

Nov. 12 Classroom

Nov. 19 NO LESSON ( 2 Day Week)

Nov.26 Bus

Dec. 3 Hallway

Dec. 10 Cafeteria

Dec. 17 Bathroom

Dec. 24 NO LESSONS

Jan. 2 Teach Behavior Matrix (All Settings)

Jan. 7 Classroom

Jan. 14 Bus

Jan. 21 Hallway

Jan. 28 Cafeteria

Feb. 4 Bathroom

Feb. 11 Playground

Feb. 18 Assembly

Feb. 25 Emergency Drills

Mar. 4 Teach Behavior Matrix (All Settings)

Mar. 11 Classroom

Mar. 18 Bus

Mar. 25 Hallway

April 1 Cafeteria

April 8 Bathroom

April 15 Playground

April 22 Assembly

April 29- May 13 NO LESSONS (MAP TESTING0

Review as necessary! ☺

**Dent Phelps R-3 School**

Mission Statement and Purpose:

At Dent Phelps R-3 we hope to instill respect in staff, students, and community. We wish to instill and promote responsibility in staff, students, and community. We at Dent Phelps R-3 want to grow as a positive and safe school that produces productive members of society.

Bobcat Approach:

 I Am Safe

 I Am Respectful

 I Am Responsible

**The “Bobcat” Approach** is designed to help create a climate of cooperation, academic excellence, respect and safety at Dent Phelps R-3. **The “Bobcat” Approach** is based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students at Dent Phelps R-3 School. The guiding principles are as follow:

I. Clear **expectations** for student behavior.

II. Clear and consistent strategies for **teaching** appropriate behavior.

III. Clear and consistent strategies for **encouraging** appropriate behavior.

**IV.** Clear and consistent consequences that **discourage inappropriate behavior.**

V. A **support** system and individual behavioral programs for students with unique or exceptional needs.

**VI.** Clearly designed methods for **evaluating** and **revising The Bobcat Approach.**

VII. Clear plans and strategies for **communicating** the characteristics and philosophy of the behavior plan to students and parents.

Dent Phelps R-3 School-Wide PBS

Implementation Plan

1. Introduce 3 goals:

**I Am Safe**

**I Am Respectful**

**I Am Responsible**

2. Provide specific behavior examples for each expectation.

**I Am Respectful**: Use appropriate voice level and words, Use polite words, Be a good listener, Care for and encourage others, Respect all property, Show appropriate body language

**I Am Responsible:** Demonstrate self- control, Follow the rules, routines, and procedures, Make good choices, Accept the outcomes of my behavior, Take care of myself and do my job

**I Am Safe:** Use equipment properly, Follow the rules and procedures throughout the building, Be aware of people’s personal space, USE LINE BASICS, Report any problems to a teacher or an adult

3. Teach expectations through the **“tell-show-practice”** sequence.

4. Prompt students to use specific behaviors prior to **“problem spots”.** Examples: “Someone tell me how we show respect when we walk down the hall.” “Remember to be kind by allowing all to join games during recess.”

5. Provide: **“Paw-sitive Tickets”** to students who display proper behavior **skills**. Be sure to let

students know what rule he/she followed and the **specific behavior** he/she displayed. Example: “Lawrence you did a great job of being responsible when you turned in your homework without being asked!”

6. Students will place their “**Paw-sitive”** tickets in a chart. Tickets will be drawn every

week before announcements.

**Classroom (Teacher) Managed Behavior Guide**

**School Wide Rules**

1. Follow directions

2. Keep hands, feet, and objects to yourself

3. Use only kind words

4. Listen

5. Follow the Bobcat Behavior Expectations

**1st Warning-** Student makes a poor choice. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences. Minor Behavior Form will be filled out by the teacher.

**2nd Warning-** Student makes a poor choice for the second time. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences. Minor Behavior Form will be filled out by the teacher

**3rd Warning-** Student makes a poor choice for the 3rd time that day. The student will fill out a Stop and Think Sheet. A copy will go in the teacher’s file, home to the parent, and one to the student’s discipline file in the office.

**4th Warning-** Student makes a poor choice for the 4th time that day. The student will be referred to the office with an

Office Referral. The Office will call home to inform the parent of the referral.

**Extreme Clause- The student may skip the above steps if the student exhibits behavior that is extremely disrespectful, dangerous, or physical (See the list below)**

**Once the student receives 3 Stop and Think forms the student will be referred to the office as a repeat offender. The office will be able to keep track through the data base. You will also be able to keep track, as a backup, because you will receive a copy of every Stop and Think sheet that the student is given.**

**Office Managed Behaviors**

 Aggressive physical contact

 Fighting

 Property destruction

 Weapons

 Leaving School property

 Pattern of aggressive/profane language

 Credible threats

 Harassment of students/teachers

 Major/chronic destruction

 Major/chronic refusal to follow school rules

 Major dishonesty

 Chronic minor infractions

 Theft

 Racial/Ethnic discrimination

 Cheating

 Accumulation of 3 Stop and Think sheets

**Teacher/Classroom Managed Behavior**

 Inappropriate language

 Lateness

 Not having materials

 Calling out

 Teasing

 Refusal to work

 Non-compliance

 Running

 Minor dishonesty

 Inappropriate clothing

 Minor disruption

 Minor aggression

 Unsafe or rough play

 Disrespectful

o Tone

o Attitude

o Body

language

 Disrespect towards property

 Pattern of not completing homework

Then behaviors definitions

Then ODR

STOP and think Sheets

Matrix

Pawsitive tickets

Ticket rewards