



R *espect*

A *ccountability*

I *ntegrity*

D *edication*

E *mpowered*

R *esponsibility*

Significant



The PBIS team is dedicated to promoting a safe and positive school environment that enhances student learning through recognizing positive behavior.

Team Members:

All JFK Staff

Committee Members:

***Colin Clark - William Smith-Andrew Kierpiec- Melissa Halpin -
Jacquelyn Starsiak - Sydney Miller-Tracey Burris - Rebecca Brosemer***

PBIS Rewards System for Grades 7 and 8

What does this mean for me?

You will receive

- **Individual rewards**
- **Quarterly celebrations**

Character Coupon Incentive

- *Teachers/Staff will nominate students weekly for positive classroom behavior and “doing the right thing”.*
- *Students will be randomly selected weekly to receive a prize. All students who were nominated for the month will be entered into an additional Monthly Drawing.*

Honor Roll Celebrations

- *Certificates will be presented to the student based on their Honor Roll Status (Principal’s List, High Honor Roll and Honor Roll).*
- *Group celebration will be held at the end of each Marking Period for all Honor Roll Students. (ie Ice Cream Social, Breakfast, Pizza Party).*

Year End Award Ceremony

- *Students are nominated by their Teachers for Highest Achievement (highest cumulative average) and Citizenship (strong character and hardworking)*

Attendance Award

- *Most improved for the month (7 and 8)*
- *Perfect Attendance for the month (7 and 8)*
- *Best Participation in class for the month (7 and 8)*

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	At Recess we will ...	In the Hallway we will..	In the Cafeteria we will ...	On the Bus we will...	In the Bathroom we will...	In the Classroom, we will...
Be positive by...	-take turns -use and share equipment properly including proper storage	-use appropriate language -follow the rules	-use please and thank you -use kind words and quiet voices	-greet one another -be ready to respond to adult directions	-flush the toilet -wash our hands	-use appropriate language and volume -use kind words
Lead the way by...	-keep our hands & feet to ourselves -follow the rules	-being intentionally courteous	-clean up our area -keep our hands, feet, and objects to ourselves	-follow the bus safety rules -stay in our seats -keep hands, feet and objects to ourselves -maintain the cleanliness of our bus	-put trash in garbage can -respect our facility -leave when finished	-be prepared to learn -take care of classroom supplies
Understand others by....	-speak kindly to others -use appropriate language	-be compassionate and respond with kindness	-engage in positive conversations -make everyone feel welcome and included	-use appropriate language -use quiet voice and kind words	-use a quiet voice -wait our turn	-show tolerance by listening and positively responding to others -encourage others
Excel by...	-be a good sport -encourage and include others in play	-be actively looking out for and taking care of others -engaging with others	-take ownership of our cafeteria	-make everyone feel welcome and included -promote a safe environment	-leave our bathroom cleaner than when we arrived -respect privacy of others	-be an active learner -be accountable for our own learning

PBIS Core Principles

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Classroom Managed Behavior	Office Managed Behaviors (Major)
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(Minor)	
<ul style="list-style-type: none"> ● Attendance/tardiness ● Non-compliance with staff direction <ul style="list-style-type: none"> ○ Insubordination- task oriented ● Classroom disruption ● Social conflict ● Inappropriate language (indirect) ● Dress code violation ● Misuse of electronics and technology <ul style="list-style-type: none"> ○ Off task behavior 	<ul style="list-style-type: none"> ● Aggressive, physical behavior ● Inappropriate behavior (sexual in nature) ● Safety concerns ● Academic dishonesty ● Vandalism <ul style="list-style-type: none"> ○ Damage to school property ● Misuse of electronics and technology <ul style="list-style-type: none"> ○ Cyberbullying ● Repetitive infractions <ul style="list-style-type: none"> ○ After implementing at least 3 documented intervention strategies ● Personal Threats <ul style="list-style-type: none"> ○ Inappropriate language directed at staff/peers ● DASA

John F. Kennedy Students Have:

Character

We all have integrity and are self-disciplined

Leadership

We take initiative and are positive role models

Attitude

We have a positive outlook and approach

Scholarship

We take responsibility for our own learning and strive to do our best

Service

We are willing to help others, work as a team and work well with diversity