

PBIS PLAN

ANTHONY A. HENNINGER HIGH SCHOOL

VISION: Henninger High School prepares all students for achieving their college and career goals while becoming productive and responsible citizens.

MISSION: Through a rigorous curriculum, college-level courses, effective instruction and work-related experiences, Henninger High School will prepare students to be college and career ready.

Purpose Statement:

In order to accomplish our mission and vision, the students and staff at Henninger High School will:

- Foster a safe and positive learning environment
- Promote collaboration and cooperation within the Henninger community.
- Establish and maintain respect for ones' self, others, and the environment.

School-Wide Behavior Expectations:

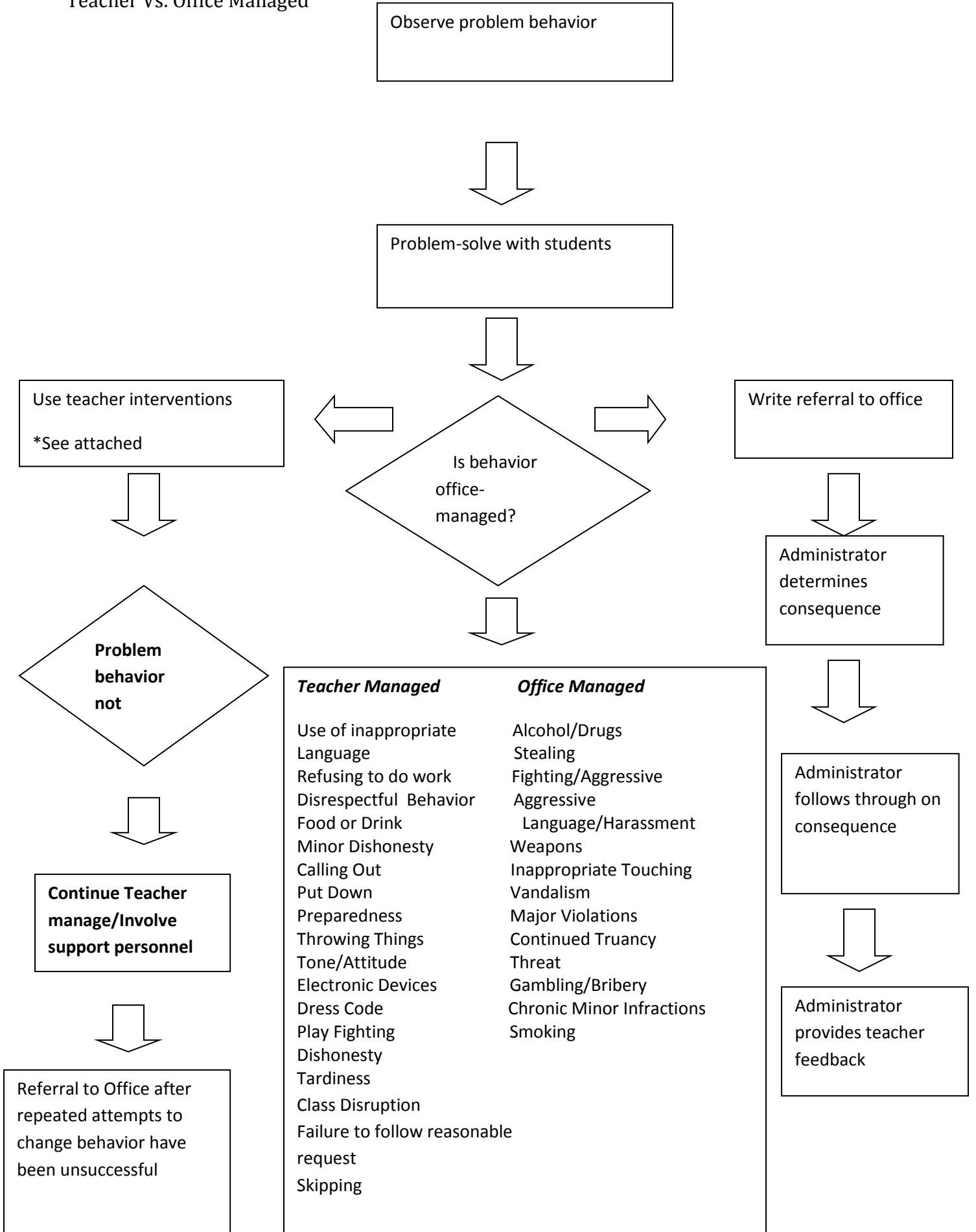
- Be Safe
- Be Respectful
- Be Responsible
- Be a Successful Learner

Team Members:

Corliss Herr	Lorraine Briggs	Carolyn Corcoran	Tina DeCarlo
Colleen Jackson	Catherine Louer	Melanie Pelcher	Andrea Pollard
Jill Porter	Darlene Tallman	Alaina Weinsztok	Erika Weldert

Students: Caleb Duncan, Jimmy Truong, Mariah Carrette, Shaye Farrance

Teacher Vs. Office Managed



Student Interventions

The following are suggested interventions that may be utilized in correcting a student's inappropriate behavior. Not all intervention strategies for each level need to be utilized. Level 1 and 2 interventions are "*Teacher Managed*" and Level 3 interventions are "*Office Managed*."

Teacher managed behaviors: Staff will use their list of "Interventions" for correcting these behaviors. If the problem continues after repeated interventions, parent contacts, and support personnel contact, an office referral may be written.

The list of interventions is attached separately.

Level 1: Minimal interference with others ability to enjoy school interruption of instructional process based on class and/or school procedures

- Proximity Control – Touch
- Nonverbal cue to correct behavior-remind of posted expectations
- Verbal warning to student(s)
- Personal Conference with student (in classroom or hallway)
- In-class modified seating
- In-class time out
- Redirect
- Have an area for students to stand who have trouble sitting for long periods.
- Sensory breaks
- Pair student with role model student
- Target-Stop-Do: Be direct and forceful (i.e. Johnny, turn around, face me, and see if you can find an answer to number 3).
- Grandma's Law: "First we work, then we play." Use "when-then", not "if-then"
- Good news notes/positive phone class home/Catch them being good
- List of one liners (not sarcastic one liners).
- Ask what, not why
- Ask a favor
- Change the activity: If many students are misbehaving, changing the activity may distract them. Also, reflect on why so many students are misbehaving with this particular activity.
- Give written notice: Have papers ready that say, "Please stop, I like what you are doing now, I see you, please get back to work)
- Send a secret signal (Ask student what signal will help him/her to get back on task
- Revisit expectations/matrix
- Notice Me Cards: A way for students to get attention without being disruptive
- PEP (privacy, eye contact, proximity)
- Student/class behavior contract
- 2 minute intervention – talk to student about different things beside the inappropriate behavior)
- Team discussion of student

Level 2: *clear interference with others ability to enjoy school and/or the instructional process based on class and/or school procedures beyond Level 1 infractions*

- Student/teacher conference
- Peer mediation
- Referral to guidance/support personnel
- Out of class time with another teacher-time out
- Phone call or other correspondence to parent/guardian
- Weekly academic/behavior progress report
- Create behavior contract
- Detention with classroom teacher
- Participation grade deduction
- Check in/check out
- Check and connect

Required parent notification

- Out of class time
- Parent/student/teacher conference
- Team/student/administrator conference

Office managed:

Level 3: *Administrative action*

- Office referral
- Mediation (w/ peer or staff member)
- Team/student/administrator/parent conference

Support Personnel:

Guidance Counselors

Student Assistance Counselors

Erica Brier-Kennedy

Sue Hurwitz

Hillside Coordinator (if student receives services)

School Psychologist – Marymargaret Burke

Administrators

When dealing with an attention seeking or disruptive behavior, remember to remain calm, and unimpressed with the behavior. Your body language says a lot to students.

One Liner Suggestions:

If you did know, what would you say?

I am sorry you feel that way. I will be happy to discuss it with you after class.

You have made a good point. Thank you for your opinion.

Now is not the time to discuss this, but we can do it later.

Thanks for bringing that to my attention.

Implementation Plan

This implementation plan will occur during the first day of school and during Team Expectation Meetings the first full week of school. However, the school-wide expectations will be in place throughout the entire school year. The implementation of the plan during the first day and following week will be the foundation for positive social behavior at Henninger High School. Data will be studied monthly to make revisions and improve the plan as the year moves forward.

Initialization

The attached lesson plans will be done the first day of school in every class. Each department will have a PBIS lesson plan to do on the first of school, Thursday, September 5th.

Lesson plans have been included in this packet. The departments have been assigned as follows:

English – Respect 1

Math- Responsibility

Science- Collaboration

Social Studies- Successful Learner

Electives (Business, AVID, SUPA) - Honesty

ESL/Special Ed - Respect (may choose activity 1 or 2)

Phys Ed - Safety Activity The Blob

Foreign Language – Community/Environment

Art/Music/Tech – Respect 2

Consistency

Teachers and staff need to consistently teach and practice the expectations so that the school-wide goals can be achieved. The PBIS team will meet **monthly** to develop new ideas and find ways to improve the plan. PBIS members will analyze data that is collected to make changes throughout the building. A variety of activities will be planned throughout the year to reward appropriate behavior. As a community, it is our responsibility to reward and celebrate appropriate behavior. It is also our responsibility to set limits. Many circumstances will dictate the appropriate disciplinary action to be taken by an administrator concerned with the act committed by the student. In an effort to attend to chronic misbehavior (i.e. back-to-back referrals), teachers and administrators will schedule meetings with parents to outline recommendations regarding such behavior. A reinstatement conference will be scheduled after each OSS for a student (administration, teacher, support staff, parent, and the student will be encouraged to attend). If a parent does not come in for reinstatement, the student will be reinstated with the teacher and administrator at the request of the teacher.

Data

In order to evaluate the effectiveness of the School-Wide Behavioral Expectations Plan, a variety of data will be collected for review on a regular basis. Data will include office referrals by student, teacher, time of day, and location. The number of students who are not getting office referrals, participating in celebrations, raffles, school store and receiving signatures will also be discussed. The PBIS Team and each grade level team will look at this data monthly in order to monitor and adjust the effectiveness of the plan. The data will also help identify the students who require more intense interventions, times and locations that need more supervision, and when re-teaching strategies and more rewards need to be put into place.

Rewarding the Positive!!!!

These dates have been set aside for rewarding positive behaviors and teaching the expectations.

September 16th – 20th Responsibility Week

Students will be given BINGO cards to get stamped in every class they have been responsible in (on time, prepared, completing homework, carrying ID and agenda) Students must receive 25 out of 31 stamps to receive popcorn at lunch on Friday, September 20th.

October 21-25 Safety Week Practice fire drills/stay in place drills

November 18th – 22nd Successful Learner Week Completed homework, Join clubs, join credit union

December 2nd - 20th On Time to Class Month Raffles will be held the last day before vacation

January 13th – 17th Respect Week

Student Reflection Time- Action Plan: Teacher's Name

The questions on this sheet will help you think about what just happened in your classroom and what you can do to avoid being sent to ISS again. Please remember that if you continue your behavior more severe consequences will follow.

Answer these questions honestly. **False answers or putting the blame onto others will not be accepted.**

Student name: _____ Date _____ Time: _____ Referring teacher: _____

1. Write a complete paragraph that states why you were sent out of class to the time-out area:

2. Which classroom rule did you choose to break?

3. Why did you continue with this behavior after you had been warned to stop? (Don't tell me you weren't warned either)

4. Explain why it is important for students to follow classroom rules and respect the teacher:

5. What could happen to you in the future if you keep choosing not to follow the rules in class?

6. What happens to adults who cannot follow basic rules?

7. Explain why you should value your education. Remember, your education is what you make of it.

8. Think about why you broke the rules in your classroom. Check all that apply:

- I wanted attention from my classmates or my teacher
- I was frustrated with the work and did not know how to appropriately ask for help
- I wanted to get out of doing my work
- I was finished with my work and was bored
- I was scared about not being successful on my assignment so I didn't start it
- I am angry about something that is going on in class (not the work)
- I am angry/upset about something outside of class (at home or in other classes)
- I don't feel well
- I wanted to avoid the teacher or someone in my class
- I wanted to show the class that I was tough or in control

Return to the referring teacher. Must be completed before leaving ISS.

Incentives:

These are ideas were generated at our summer PBIS meeting. This is not the end all of lists but a great start. Some of these are wonderful as classroom incentives.

Field Days (carnival at the end of the Year)

On Time Raffles

Candy Rewards

Signatures

Food!!!! Kids say this is a great incentive

Popcorn, nachos, ice cream, freeze pops, pizza

Movie tickets

Chief Tickets

SU tickets

Itunes cards

Parking passes

Henninger clothing

t-shirts, sweats, hoodies, umbrellas

Student VIP section at games

Bumper stickers

Free homework pass

Extra credit points

Friday Shout Outs

PBIS Pep Rally

Prom tickets

Movie afternoon

PBIS Lesson for Safety – Phys Ed

The Blob

Object of the Game: To catch everyone and make them a part of the Blob

Items Needed: You just need a large space where students can move around.

Directions: First ask if anyone has seen the movie The Blob. Discuss what the Blob was and how it got bigger. One person is chosen as it. That person must touch or catch each player. Once caught they must hold hands and each player can catch or touch another until everyone is caught.

Questions to ask after completing:

What things did you do to try to avoid getting caught?

Think of the Blob as making a bad choice. How would you do to avoid it?

What obstacles are there that make getting caught easy?

PBIS Lesson for Community – Foreign Language**Do you love your neighbor?**

Object of the Game: To find a seat before it's too late.

Items Needed: Chairs or seats for each player, minus one. So if 6 people are playing you'll need five chairs.

Preparation: Setup chairs in a circle facing inwards.

Directions: Choose someone to be "it" and have them stand in the center of the circle of chairs, everyone else should take a seat. "It" then goes up to one of the seated people and asks, "Do you love your neighbor?" the person then chooses to say "yes" or "no". If they say "yes" then the person's two neighbors (the ones seated directly to their left and right) have to switch seats before "it" can steal one of their chairs. Whoever is left standing is "it". If the person says "no" they then says, "but I love people who _____." They fill in the blank with anything pertaining to one or more players. Those players must then leave their seat and try to find a new one before "it" steals their chair. The student who is it may say, "I love all my neighbors," and then everyone has to move.

Example: "It" asks me, "Do you love your neighbor?" and I reply, "No, but I love people wearing red." Everyone playing with red somewhere on their body must get up from their seat, including myself since my shirt has red on it. The "it" person takes my seat, I take player two's seat who was wearing red socks, and player two is left standing because no one else was wearing red. Player two is now "it" and asks player 4 if they love their neighbor. Player four says yes, and the two people seated on the right and left of player 4 must switch seats.

Note: To make the game more exciting for larger groups you can make a rule that you can't take the seat directly to your left or right, making it easier for "it" to steal a seat.

Questions to ask after completing game:

How did you feel when you lost your seat?

Did anyone feel like he or she wanted to give up his or her seat to help someone? Why?

COLLABORATION Lesson Plan for PBIS**Target Group: science****Do Now:**

1. What does the word “collaboration” mean?
2. What does collaboration look like?
3. When have you ever collaborated with another person/people? How did it work out?

Materials:

4 large sheets of newspaper
one meter of masking tape
pencil

Activity:

Break the class up into four/five large groups. Each group will be given a set of materials. Their task is to work collaboratively to construct a paper bag that will be able to carry an object(s) of the teacher’s choice (soup cans work well) as far as possible. The winner is the group that was able to carry the soup the furthest. Students must work together and only use the newspaper, tape and pencil. Set a time to work on this, depending on how much time you have in class and give students reminders of time throughout the lesson.

Follow-up Activity/Extra Time

After completing the activity, discuss how working together helped in this making the bags. Discuss the positive and negatives of working together during this lesson. You may complete this with a smart file or chart paper. Also, discuss the process of making the bag for each group, specifically why they chose the design they did and if it worked or not.

Grocery Transport Engineering
~Design Portfolio~

Problem: Construct a bag with a handle(s) using 4 sheets of newspaper and one meter of masking tape that will carry five cans a distance of 70 meters.

What do you know about bags or containers with handles?

What characteristics should the perfect transport bag have?

Planning: Sketch the bag you expect to build.

Build and test your design.

Sketch your final product.

Reflection:

What challenges did you (your team) face during the design and construction of your bag.

How is your final product alike or different from your original design?

What did you learn?

-
-
-

Honesty Lesson Plan for PBIS

Target Group: Elective courses/SUPA

Adapted from: <http://lf67.org/district/programs/EWC/Honesty-Integrity%20MASTER.pdf>

Do Now:

1. What does it mean to be 'honest'?
2. What does honesty look like in your everyday life?
3. What does honesty look like at school?
4. Is it ever OK to be dishonest?

Activity:

Break the class up into four/five large groups. Display each situation on the SmartBoard and allow groups to discuss and then debate in a whole group setting.

Situation #1

Your friend Evan is popular, well liked, and a great soccer player besides. Your school's soccer team is competing for first place in the district, and Evan is key to winning. During math class this morning, you saw him cheat on an important test. No one else noticed. If the teacher found out, Evan would be kicked off the soccer team. Is it your responsibility to report what you saw? Is it anyone's responsibility? What are the consequences of reporting? What might be the consequences of not reporting?

Situation #2

You're paying for school supplies at your local discount store. The store is part of a huge chain with hundreds of stores across the country. When the cashier rings up your purchases, she undercharges you \$10 by mistake. You could call it to her attention...or you could donate the \$10 to a local homeless shelter you've been helping. You wouldn't be keeping the money for yourself, and the shelter needs it more than the big corporation that owns the store...right? Do you put the \$10 in your wallet and leave? Why, or why not?

Follow-up Activity/Extra Time

Read Aesop's Fable and discuss. Then follow up the reading with the "untangle" game.

1. Aesop's Fable, "The Boy Who Cried Wolf:"

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The wolf is chasing the sheep!" the villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf,' shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away. When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!" But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!" But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping. "There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Discussion: How did lying hurt the shepherd boy? How can lying hurt us in the same way?

2. The Untangle Game:

Divide into groups of four (must be an even number). Stand facing one another in a circle. Instruct each student to grab the right hand of a student across from (not next to) him. Next, join left hands with a different person. Then, try to untangle without anyone letting go. Next, try it with six people, then, eight.

Discussion: How is "The Untangle Game" like lying? (Lying leads to more lies and often tangles up our relationships. Like tangles, lies can be hard to untangle.)

Can you give an example of how lies tangle up?

Respect Lesson 1
ELA PBIS Lesson Plan

"Respect is learned, earned, and returned." ~ Author Unknown

Activity:

Do a 5 minute quick write

- 1) Explain what you think this quote means.
- 2) How does this relate to your life?

Share with the class some thoughts

Respect Lesson 2 Art/Music/Tech

Materials: Computer with internet, Smartboard

Activity:

Discuss "What is Respect?"

"What does it look like to you?"

Tell students they will be seeing a short video on respect. Show the video from the link below

<http://www.youtube.com/watch?v=1ZGsmw3f5Ik>

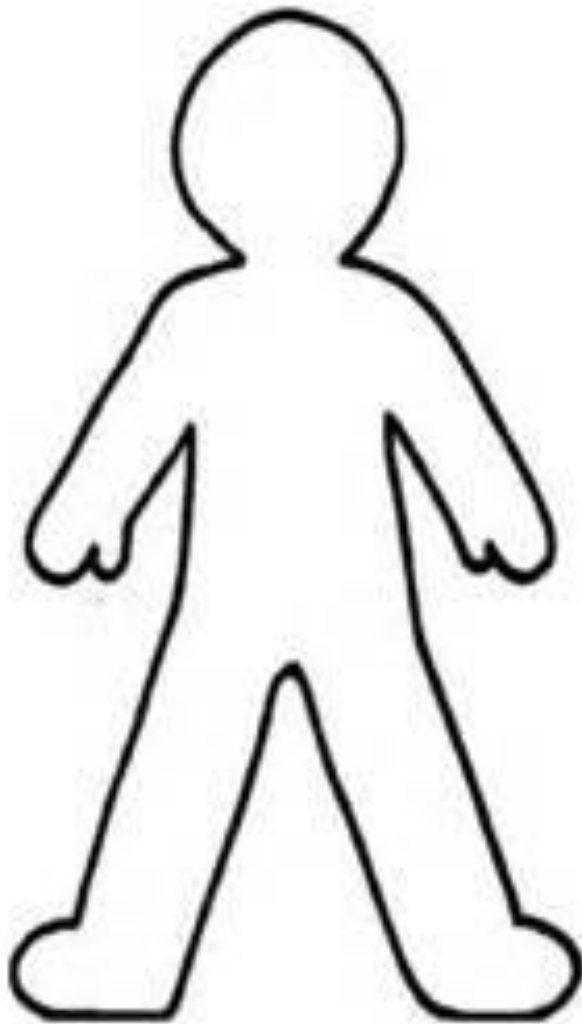
1. Break student into groups of 4. Ask if they know what a moral of a story is. **The moral of a story is the lesson the literary work is teaching.** Have students create their own moral of this story (video)
2. In groups Discuss what was disrespectful in the video.
3. In groups discuss how people who are different are disrespected.
4. Report back to group what they felt was disrespectful. What was the moral each group came up with. Put them on the board.

PBIS Lesson for Successful Learner – Social Studies

What makes a student successful?

Materials: Copy of Blank Person, Crayons, markers, colored pencils

Activity: Draw at least ten things using the picture of the empty student to show what makes a student successful. ie. A hand that holds a pencil or pen for being prepared for class. Eyes to see and read with. Be ready to explain your drawing.



PBIS Lesson for Responsibility – Math

Activity:

1. Watch a short video on responsibility.

<http://www.youtube.com/watch?v=6alh-FLebrw>

2. Discuss as a class.
 - a. What are ways this student was responsible?
 - b. In what ways wasn't the student responsible?
3. Break students into groups
4. Explain that students will be making a storyboard to teach responsibility. Each box is like a frame of the story. Underneath the frame, you may write what is happening or use it to include the conversation happening.
5. Create a storyboard about responsibility using the worksheet attached.
6. Share with Group

Project Name: _____

Page: _____ of _____

By: _____

Date: _____

--	--	--	--

--	--	--	--
