

Community High School Positive Behavior Support Plan
(CHS-PBSP)

Keith R. Williams, Ed.D.

and

Robert E. Ralston, Ed.D.

May 2017

Community High School Positive Behavior Support Plan
(CHS-PBSP)

To maintain positive behavior, safety, order, and discipline at Community High School, teachers, support staff, and administrators utilize judgment in dealing with student behavior. Community High School does not subscribe to procured vendor-produced commercial behavior plans which have the potential to increase stress and burden on students and educators (Sheras & Bradshaw, 2016) and are generic in design. In compliance with Tennessee law (Tennessee Code Annotated 49-10-1303), the Community High School Positive Behavior Support Plan (CHS-PBSP) focuses on a systematic approach using evidence-based practices to improve the school environment, and to prevent and respond to problem behaviors. The Community High School Positive Behavior Support Plan:

- A. Is proactive and instructional, rather than reactive and punitive.
- B. Operates on three levels:
 - I. Individual.
 - II. Group or classroom.
 - III. Whole school.
- C. Includes a system of continual data collection.
- D. Utilizes data-based decision making.
- E. Applies research-validated positive behavioral interventions.
- F. Improves academic and social outcomes for all students, including those with the most complex and intensive behavioral needs.

The climate of Community High School cultivates and supports positive behavior. As evidenced by the Tennessee State Report Card, Community High School has a suspension rate (2.3%) below the other Bedford County High Schools: Cascade 3.9%, Shelbyville 3.1% (State Report Card, 2016) which utilize the vendor-produced School-Wide Positive Behavior Support program (SWPBS). Community High School also has not experienced the behavioral/disciplinary disparity among special education and regular education students that other Bedford County schools (WSMV, 2017) have which utilize SWPBS. While research on SWPBS outcomes has taken place at the elementary and middle school levels, there is a need for a more thorough examination of outcomes of the program at the high school level (Freeman, et al., 2016).

Research shows that the most effective teachers in working with challenging students had very positive relationships with them (Ashley, 2016). A key focus of positive behavior at Community High School revolves around involvement in school activities which foster positive relationships. Longitudinal data from secondary school analyses indicate that the more involvement students have in school, the fewer the students who are disciplined by being sent to principals' offices or given detention or in-school suspension. Research results suggest that creating more connections and greater cooperation among the school, family, and community contexts are one way for schools to improve student behavior and school discipline (Sheldon, 2002). To foster positive connections and therefore nurture positive behavior, Community High School provides a vast array of faculty-sponsored clubs, organizations, and athletics programs (School Clubs, Sports, 2017):

Book Club, Family Career Community Leaders of America, Fellowship of Christian Athletes/Students, Future Business Leaders of America, International Thespian Society,

Key Club, Leadership Experience Opportunity, Math & Science Club, National FFA Organization, National Honor Society, Pep Club, Spanish Club, Student Art League, Student Council, Technology Student Association, Viking Voice, Yearbook, Baseball, Boys Basketball, Girls Basketball, Cheerleading, Stunting, Boys Cross Country, Girls Cross Country, Football, Boys Golf, Girls Golf, Boys Soccer, Girls Soccer, Softball, and Volleyball.

Participating students and faculty sponsors actively recruit and encourage participation by personal contact, at open houses, and at 8th grade parent nights.

The Community High School staff teaches behaviors which emphasize positive classroom environments. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010). Cengel and Turkoglu (2016) observed that in classrooms with a positive climate, there were more positive behaviors. A positive classroom environment is essential in keeping behavior problems to a minimum. It is essential for teachers to start the school year with high expectations in order to guarantee a positive climate. To ensure an atmosphere of success, teachers must explain why expectations are important (Wilson-Fleming & Wilson-Younger, 2012). Community High School teachers communicate positive behavior, teach positive behavior, and display rules and responsibilities throughout their classrooms.

In accordance with Bedford County Department of Education Policy, "The Board expects all school staff, students, and parents to assume the responsibility for appropriate behaviors in the school" (Bedford County Board of Education, 2017). CHS-PBSP operates in accordance with

the Bedford County Board of Education and the State of Tennessee's student rights and responsibilities:

Each student has the right to -

1. Have the opportunity for a free education in the most appropriate learning environment;
2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
3. Expect that the school will be a safe place;
4. Have an appropriate environment conducive to learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities; and
6. Be fully informed of school rules and regulations.

Each student has the responsibility to -

1. Know and adhere to reasonable rules and regulations established by the Board;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Study and maintain the best possible level of academic achievement;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;

8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials; and
11. Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one's locker (Bedford County Board of Education, 2017).

Additional behavioral teaching themes are printed/posted in the Community High School Student Handbook and Bedford County Board of Education Policy Manual (Handbook, 2017).

The Community High School Positive Behavior Support Plan functions in two stages summarized as Stage I, which is teacher-positioned, and Stage II, which is administrator-positioned. Stages are taught on three levels: whole school, group/class, and individual.

CHS-PBSP Stage I

Teachers Teaching Positive Student Behavior and Accountability

In accordance with Tennessee law, teachers are authorized to hold pupils strictly accountable for any disorderly conduct in school (Tennessee Code Title 49 - Education Chapter 6 - Elementary and Secondary Education Part 41 - School Discipline Act 49-6-4102 - Students accountable for conduct, 2010). Community High School teachers will utilize interventions and consequences that value the uniqueness of the student and the situation (Discipline, 2017). The CHS-PBSP focus is proactive and instructional, rather than reactive and punitive (Tennessee Code Annotated 49-10-1303).

- At the beginning of each school year or at other appropriate times, teachers will instruct the whole school, groups/classes, and individuals as necessary regarding Bedford County Board of Education Student Responsibilities 1-11 in accordance with Bedford County Board of Education Student Rights 1-6.
- At the beginning of each school year or at other appropriate times, school administrators will instruct the faculty, through professional development, regarding Bedford County Board of Education Student Responsibilities 1-11 in accordance with Bedford County Board of Education Student Rights 1-6.

The Community High School Positive Behavior Support Plan Stage I is illustrated by the graphic organizer in *Figure 1* below.

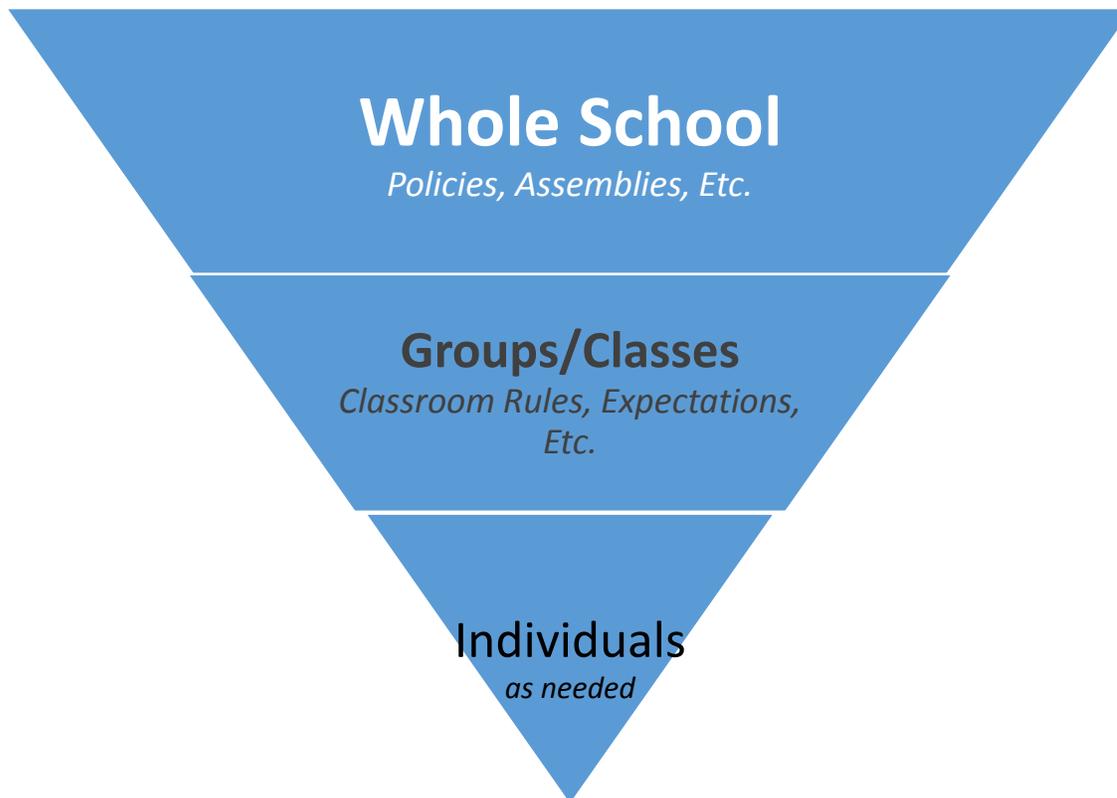


Figure 1: CHS-PBSP Stage I – Teachers Teaching Positive Behavior and Accountability

CHS-PBSP Stage II

Administrators Teaching Positive Student Behavior and Accountability

When student behaviors are negative or severe, and teacher interventions have not affected changes in behavior, the student shall be referred to an administrator by issuing a verbal or written referral. In accordance with Tennessee law, the referral shall be returned to the member

of the faculty or staff either electronically or in writing with a notation of the action taken. The referral shall be kept as a student discipline record (Tennessee Code Title 49 - Education Chapter 6 - Elementary and Secondary Education Part 41 - School Discipline Act 49-6-4106 - Disciplinary referrals, 2010) on the *Skyward* (or surrogate) system-wide data base.

- At the beginning of each school year and/or at other appropriate times, administrators will instruct the whole school, groups, and individual students, regarding positive student behaviors and their contradicting severe negative student behaviors that may result in office referrals and appropriate administrative actions.
- At the beginning of each school year and/or at other appropriate times, administrators will instruct the faculty, through professional development, regarding positive student behaviors and their contradicting severe negative student behaviors that shall be referred to an administrator by issuing a verbal or written referral.

The Community High School Positive Behavior Support Plan Stage II is illustrated by the graphic organizer in *Figure 2* below.



Figure 2: CHS-PBSP Stage II – Administrators Teaching Positive Behavior and Accountability

CHS-PBSP Professional Development

Administrators and faculty members will participate in research-validated positive behavioral intervention professional development judged by the principal as appropriate and practical for Community High School which enhances the CHS-PBSP. Professional development may include: building, district, and state-level programs, as well as vendor-provided professional development presentations and seminars (Tennessee Code Annotated 49-10-1303).

Data Collection and Decision Making

Administrators and faculty members will continually collect and store data on the *Skyward* (or surrogate) system-wide data base. Data will be analyzed and utilized in decision making employing research-validated positive behavioral interventions which improve academic and social outcomes for all students, including those with the most complex and intensive behavioral needs (Tennessee Code Annotated 49-10-1303).

Summary

The Community High School Positive Behavior Support Plan focuses on a systematic approach using evidence-based practices to improve the school environment and to prevent and respond to problem behaviors without the ambiguity, stress, and burden incurred by vendor-produced generic behavior plans.

References

- Ashley, D. M. (2016, Winter). It's about Relationships: Creating Positive School Climate. *American Educator*, 13-16.
- Bedford County Board of Education. (2017). *Rights and Responsibilities*. Retrieved from Bedford County Schools:
http://images.pcmac.org/Uploads/TennesseeSBA/TennesseeSBA/Departments/DocumentsCategories/Documents/6301_5.pdf
- Cengel, M., & Turkoglu, A. (2016). Analysis through Hidden Curriculum of Peer Relations in Two Different Classes with Positive and Negative Classroom Climates. *Educational Sciences: Theory and Practice*, v16 n6, 1893-1919.
- Discipline*. (2017, May 10). Retrieved from Community High School:
<http://communityhigh.tn.bch.schoolinsites.com/?PageName=bc&n=222126>
- Fraser, B., & Pickett, L. (2010). Creating and assessing positive classroom learning environments. *Childhood Education*, 3.
- Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2016). Relationship between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. *Journal of Positive Behavior Interventions*, 41-51.
- Handbook*. (2017). Retrieved from Community High School:
<http://communityhigh.tn.bch.schoolinsites.com/?PageName='Handbook'>
- School Clubs, Sports*. (2017). Retrieved from Community High School:
<http://communityhigh.tn.bch.schoolinsites.com/>
- Sheldon, S. B. (2002). Improving Student Behavior and School Discipline with Family and Community Involvement. *Education and Urban Society*, Abstract.
- Sheras, P. L., & Bradshaw, C. P. (2016). Fostering Policies That Enhance Positive School Environment. *Theory Into Practice*, 126-135.
- Skiba, R. J., & Peterson, R. L. (2000). School Discipline at a Crossroads: From Zero Tolerance to Early Response. *Exceptional Children*, Abstract.
- State Report Card*. (2016). Retrieved from Tennessee Department of Education:
<http://www.tennessee.gov/education/topic/report-card>
- Tennessee Code Annotated 49-10-1303*. (n.d.). Retrieved from tn.gov:
<http://www.tn.gov/sos/acts/107/pub/pc0457.pdf>
- Tennessee Code Title 49 - Education Chapter 6 - Elementary and Secondary Education Part 41 - School Discipline Act 49-6-4102 - Students accountable for conduct*. (2010). Retrieved

from Justia US Law: <http://law.justia.com/codes/tennessee/2010/title-49/chapter-6/part-41/49-6-4102/>

Tennessee Code Title 49 - Education Chapter 6 - Elementary and Secondary Education Part 41 - School Discipline Act 49-6-4106 - Disciplinary referrals. (2010). Retrieved from Justia US Law: <http://law.justia.com/codes/tennessee/2010/title-49/chapter-6/part-41/49-6-4106/>

Wilson-Fleming, L., & Wilson-Younger, D. (2012, October 22). Positive Classroom Environments = Postive Academic Results. Alcorn State University. Retrieved from ERIC: <http://files.eric.ed.gov/fulltext/ED536465.pdf>

WSMV. (2017, May 8). *Students with disabilities punished at higher rate at 60 Middle Tennessee schools.* Retrieved from WSMV-TV Nashville: <http://www.wsmv.com/story/35374177/students-with-disabilities-punished-at-higher-rate-at-60-middle-tennessee-schools>