

MILL CREEK ACADEMY POSITIVE BEHAVIOR SYSTEM HANDBOOK

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. PBIS is an approach in behavior management that is implemented on a school-wide level and taught in all school settings such as the classroom, cafeteria, hallways and stairs, restrooms, outside, distance learning classroom, and the school bus. PBIS methods are research-based and include proactive strategies for defining and teaching expectations, supporting appropriate student behaviors, and responding to inappropriate behavior to create a positive school environment. In addition to school wide expectations, teachers implement PBIS practices in the classroom including preventative and responsive approaches designed to decrease disruptions, increase instructional time, and improve student social behavior and academic outcome.

The key components of an effective school wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

We believe that it is important for students to make responsible choices; choices which are the result of teacher input and guidance; and choices which are based on the knowledge of the consequences. We also believe that students demonstrate marked improvement when they are recognized using positive reinforcement for behavior and classroom successes.

Another important component of PBIS is celebrating successes! We make a concerted effort to acknowledge students as they make good choices and showing **Mustang LEAD behaviors**.

Lead by Example, Encourage Respect, Act Responsibly, Demonstrate Safety

Mustang LEADERS Lead by Example: Students and staff at MCA are expected to lead by example as role models.

Examples of leading by example include, but are not limited to the following:

- Be a role model
- Motivate others
- Support and encourage others
- Be a team player
- Active listening
- Be a problem solver

Mustang LEADERS Encourage Respect: Students and staff are expected to respect each other.

Examples of respectful behavior include, but are not limited to the following:

- Use positive and appropriate language
- Respect School Property
- Be a cooperative team player
- Invite others to join

- Use Manners
- Follow teacher expectations
- Be an active participant
- Always give your best effort
- Treat others the way you want to be treated
- Help others
- Respect personal space
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Mustangs LEADERS Act Responsibly: Students and staff are expected to be responsible.

Examples of responsible behavior include, but are not limited to the following:

- Take turns
- Be honest
- Respect each other's belongings
- Be on time for arrival and dismissal
- Use time wisely
- Use materials correctly
- Be prepared
- Follow directions from staff members
- Use technology appropriately

Mustang LEADERS Demonstrate Safety: Our number one priority is safety at MCA. Students and staff are expected to follow all safety rules for the school and buses and respect other people's right to be safe emotionally and physically.

Examples of physical and emotional safety include, but are not limited to the following:

- Walking in the hallway
- Walking when entering and exiting the building
- Keeping hands and feet to yourself, and sitting quietly
- Playing on and around playground equipment appropriately
- Following bus rules
- Avoiding fighting and play fighting
- Using appropriate tone and volume at all times

Teaching Expectations

MCA teachers and staff members teach behavioral expectations to all students in the building. These expectations are taught in real contexts. Teaching appropriate behavior is more than telling students what behaviors they should avoid. Instead, specific behaviors are modeled and explained. During the first weeks of school and throughout the year, these behavior expectations are taught and modeled. School-wide procedures and routines are established in all settings to provide students with examples of positive behaviors. Teachers and staff will model and rehearse positive examples with students to ensure all students have the opportunity for success. Through modeled practice, students will have an opportunity to practice the expectations in a positive way until they demonstrate fluent performance.

MCA follows the SJCS D Student Code of Conduct.

CHARACTER COUNTS! IN ST. JOHNS COUNTY

The Six Pillars of CharacterSM



St. Johns County School District Pillars of the Month

August- All Pillars September-**Fairness** October- **Responsibility** November-**Citizenship**
December-All Pillars January- **Respect** February-**Caring** March-**Trustworthiness**
April- All Pillars May-Citizenship (with an emphasis on patriotism)

To learn more about the Character Counts! Program in St. Johns County, please visit
<https://ccstjohns.com/> for more information.