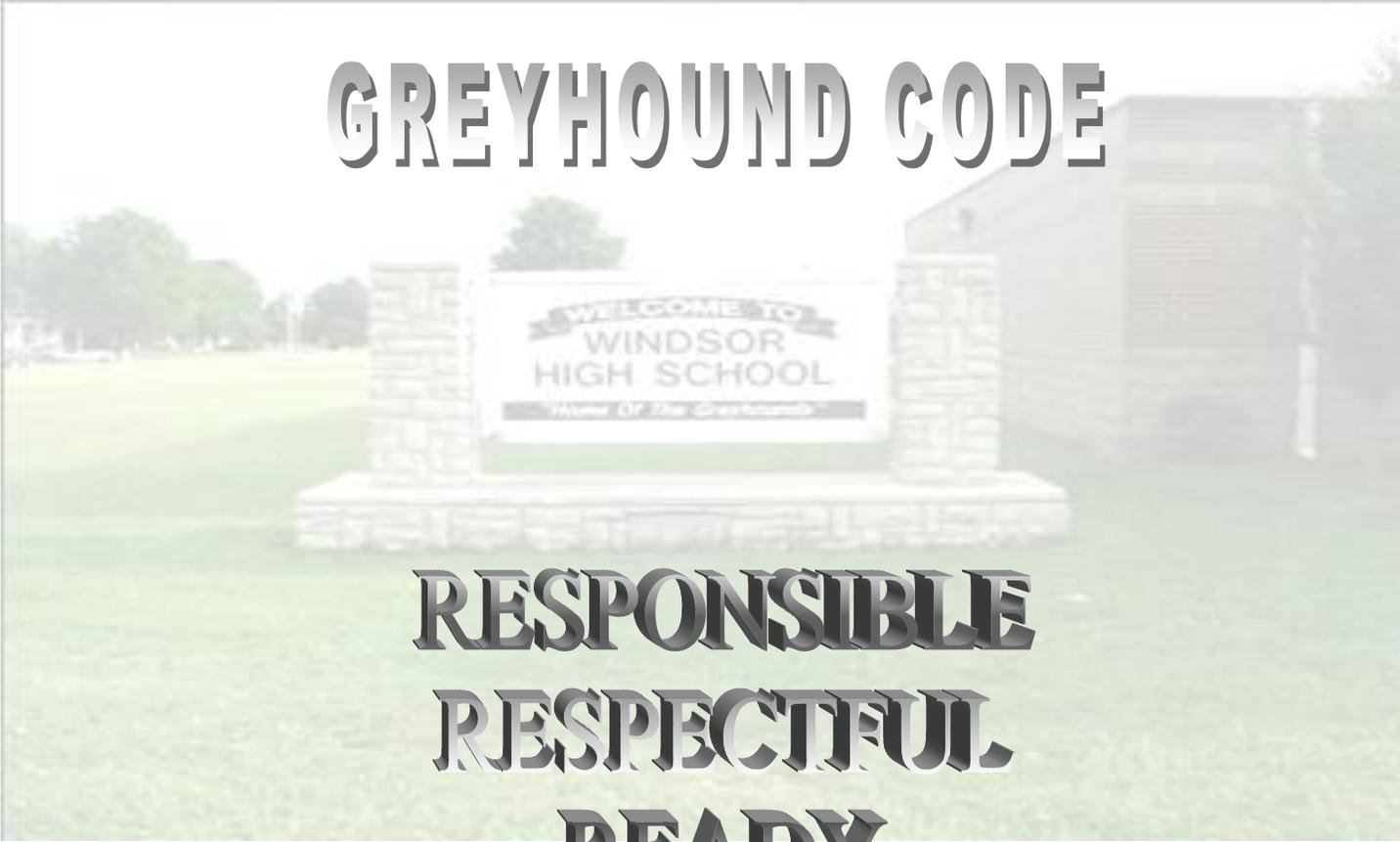


Windsor Jr./Sr. High School SW-PBS Handbook

GREYHOUND CODE



RESPONSIBLE
RESPECTFUL
READY

Windsor Jr./Sr. High School SW-PBS Handbook

Positive Behavior Support Defined

School Wide-Positive Behavior Support (SW-PBS) is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned is related to immediate and social environmental factors, and can be changed. SW-PBS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement.

Key features of SW-PBS include:

- ✓ administrative leadership,
- ✓ team-based implementation,
- ✓ a clear set of defined positive expectations and behaviors,
- ✓ teaching of expected behaviors,
- ✓ recognition of meeting expected behaviors,
- ✓ monitoring and correcting errors in behaviors,
- ✓ using data-based information for decision-making, monitoring, and evaluation.

Why SW-PBS?

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide SW-PBS is to establish a climate in which appropriate behavior is the norm. The Henry County R-I Schools have been given a great opportunity to take the lead in the implementation of a Behavioral Strategy that is currently making its way through the educational system. Henry County R-I is the first high school in Central RPDC to implement the Positive Behavioral Supports. We are one of only 18 high schools implementing SW-PBS in the state of Missouri. This strategy is a school wide system that is based on reinforcing positive behaviors as they occur and modeling the correct behavior when it does not.

The Goals of the SW-PBS:

- Focuses staff and student attention on desired behaviors
- Increases the likelihood that desired behaviors will be repeated
- Fosters a positive school climate
- Reduces the need for time consuming disciplinary measures, increasing student time on-task.

Philosophy

The purpose of the intervention strategy is to allow students a first hand opportunity to view how positive behavior is perceived and treated by society as a whole. Create an environment in which instructional opportunities exist for all involved with Henry County R-1 Schools. As a District our focus is on student achievement and behavior plays a key role in how successful a student can be in the classroom this is one of the primary reasons for the implementation of the SW-PBS program.

Positive Behavior Support Teacher Responsibilities Guide

SW-PBS School Goal

Students at Windsor High School will meet the four building-wide expectations specified in The Greyhound Code of Conduct within both classroom and non-classroom settings at all times.

Building-Wide Expectations (The Greyhound Code of Conduct)

As a student at WHS, I will be

- Ready
- Responsible
- Respectful

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year as needed.
- Teachers will establish their own classroom expectations based upon the building-wide expectations.
- Teachers will help students settle academic problems by instructing students on how to be a learner.
- Teachers will use the SW-PBS team and the Pyramid of Interventions when working with students who fail to meet building-wide and/or classroom expectations.
- Teachers will establish and/or use SW-PBS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations.

School-wide Acknowledgement Systems: Guidelines

- Keep it simple
- The system should be for all students
- Make sure that rewards reflect the interests of the students (ask them!)
- Students should be eligible to earn rewards throughout the day contingent upon appropriate behavior
- Increase reinforcement before difficult times
- Deliver reinforcement unpredictably (you never know when you will get a surprise!) – but consistently
- Refrain from using the loss of rewards as a strategy for motivating desired behaviors...earned = kept

Social & academic behaviors/skills are learned and taught in the same manner.

- New behaviors are taught by explanation, modeling, practice, & feedback
- New behaviors become durable with practice & feedback
- Behaviors become useful when effective & relevant
- Correct behaviors are taught & strengthened to replace error behaviors

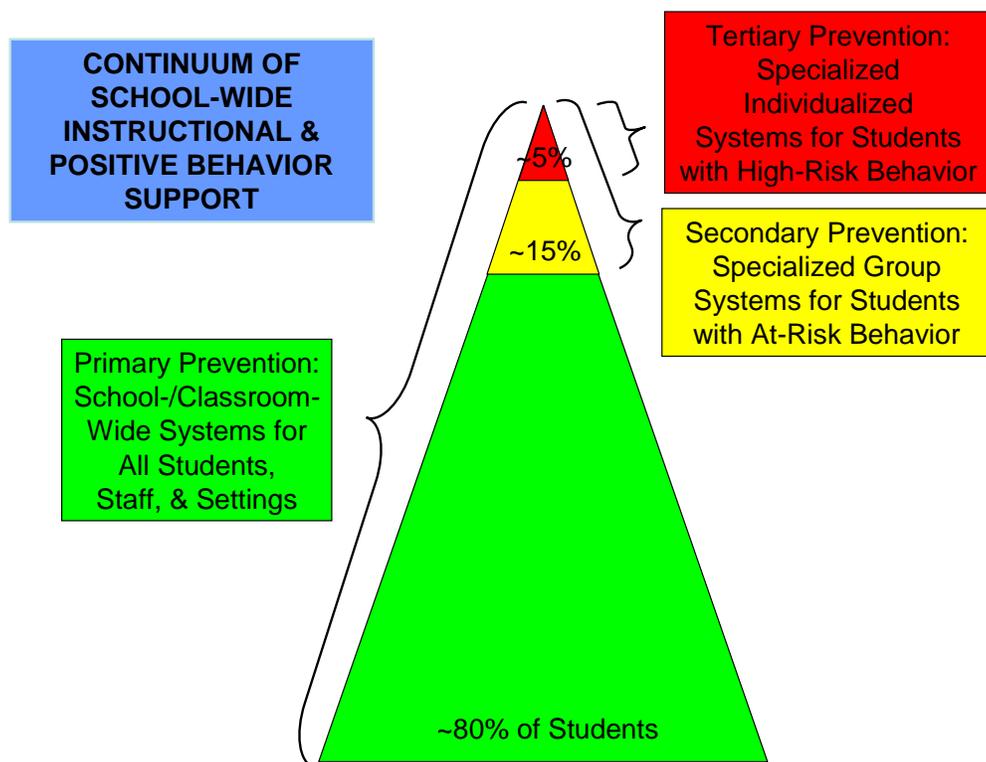
Supervisor Responsibilities

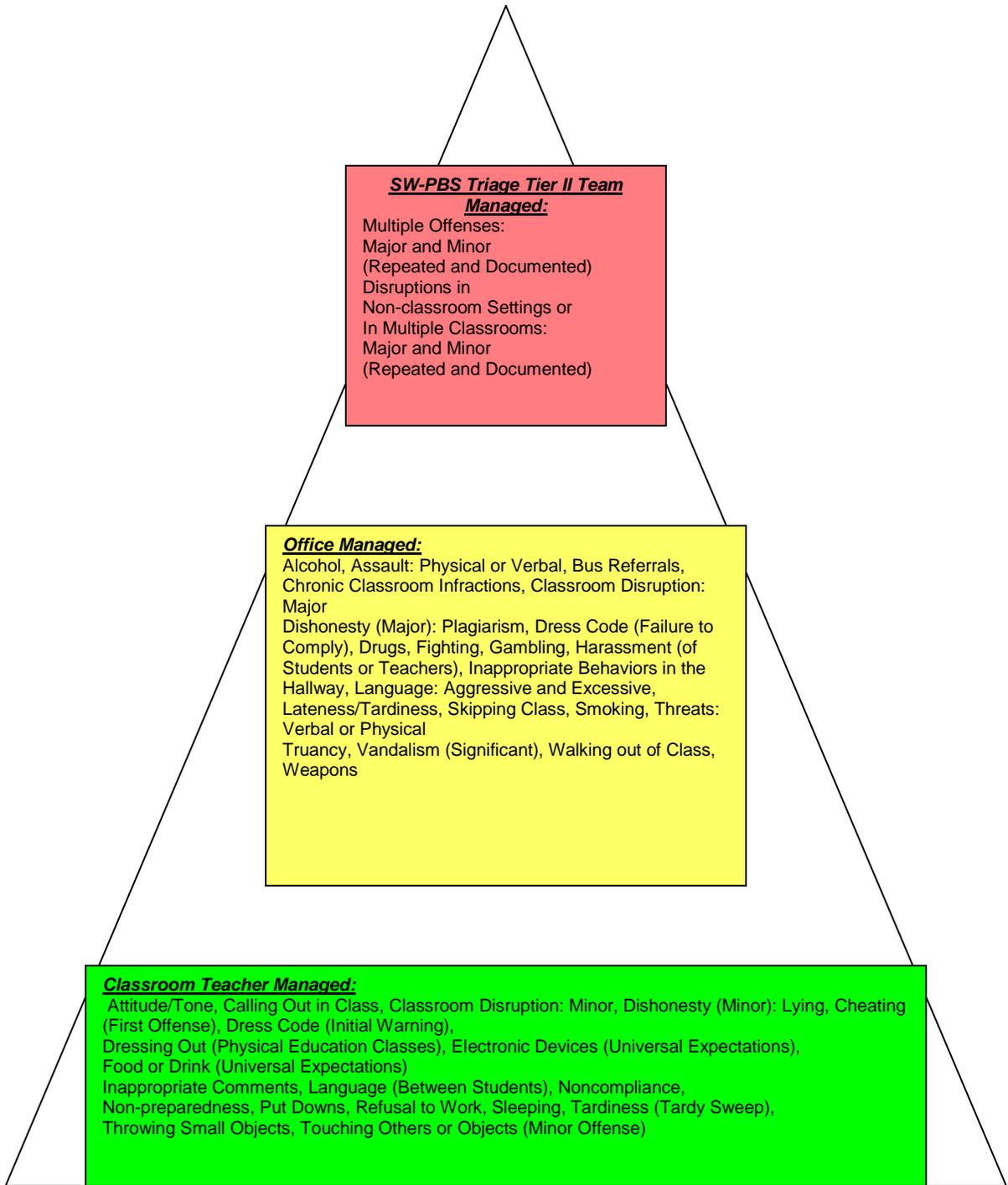
Supervisors are defined as all adults with supervisory authority, including those assigned to hall duty, lunch duty, bus duty, and all teachers whose students are in attendance at assemblies. All classroom teachers are involved as supervisors at various points within the school day and/or school year.

- Supervisors will circulate among students and observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
- Supervisors will talk with students and provide feedback based on the building -wide expectations.
- Supervisors will follow instructional procedures for handling infractions of building -wide expectations.
- Supervisors will help students settle problems being ready, respectfully, and responsibly.
- Supervisors will use the SW-PBS team and the Pyramid of Interventions when working with students who fail to meet building -wide expectations.
- Supervisors will establish and/or use SW-PBS established strategies for recognizing students who meet and/or exceed building -wide and classroom expectations.

Instructional Procedure for Dealing with Problem Behaviors

The following is a procedural hierarchy for managing students with problem behaviors. Teachers should follow this process in both classroom and non-classroom settings before submitting an office behavioral referral or a request for SW-PBS support services. Major problem behaviors follow the path to the left and include any behaviors that display intent to physically or emotionally harm others, self, or property. Minor problem behaviors follow the path to the right and include events of low-level intensity behaviors that can be re-directed and re-taught.





Henry County R-I Triage Tier II Team Teacher Information Sheet

What is the Triage Team?

A networking brainstorming opportunity for students who are at risk or currently unsuccessful in their classroom and/or in graduating with their class.

Who is on the Triage Team?

- a. Debbie Bird
- b. Jennifer McKnight
- c. Carrie Pummill
- d. Amy Moser

How to make student referrals?

- e. Fill out the Teacher Referral Sheet (copies can be found in the teacher's lounge or on the teacher forms on our network)

What Concerns are appropriate for referral?

- f. Attendance/Tardiness
- g. Homework/Class work completion
- h. Specific academic concerns or skill deficit
- i. Classroom behavior that interferes with the student's learning

Henry County R-1 Schools
Windsor Jr. / Sr. High School
Teacher Referral for TRIAGE Tier II Team

INSTRUCTIONS: Fill out the below information on this page for the student you are referring. The attached sheet (2nd sheet) will be completed by the TRIAGE Care Team. Thank you for your referral.

Student's name: _____

Return to: Carrie Pummill or Jennifer McKnight Date ____/____/____.

Letter grade and percentage in referral teacher's class: ____ Grade ____%

Describe the student's overall academic performance:

- | | |
|--------------------------------------|----------------------------|
| ___ turns in home work | ___ does poorly on tests |
| ___ turns in homework inconsistently | ___ other (please explain) |
| ___ participates in class | |
| ___ doesn't participate in class | |
| ___ does well on tests | |

Negative behaviors that may impact the student's progress:

- | | | |
|--------------------------|---------------------------|------------------------------|
| ___ rude behavior | ___ poor attendance | ___ not following directions |
| ___ poor writing skills | ___ distractibility | ___ incomplete homework |
| ___ lack of motivation | ___ poor listening skills | ___ sleeping |
| ___ poor anger control | ___ poor on-task behavior | ___ aggressive behavior |
| ___ lack of organization | | |

Comments: _____

Referral Teacher signature: _____

Greyhound Code of Conduct

	All Settings	Classroom	Hallways/ Lockers	Cafeteria/ Commons Area	Bathroom	Assemblies	Bus
Responsible	<p>Follow school expectations</p> <p>Follow safety procedures</p> <p>Follow dress code</p> <p>Clean up after self</p> <p>Always represent your school in a positive manner</p> <p>Follow cell phone policy</p> <p>Inform staff of all problems and/or issues immediately</p>	<p>Be prepared for class by the bell</p> <p>Stay in supervised and designated areas</p> <p>Work the entire class period as directed</p> <p>Fulfill your responsibility in groups</p> <p>Seek out assistance when needed</p> <p>Turn in all work on time</p>	<p>Watch for and report bullying of any type</p> <p>Keep hallways & lockers clean</p>	<p>Follow cafeteria expectations</p>	<p>Report problems and vandalism</p> <p>Keep it clean</p> <p>Wash hands</p>	<p>Enter and exit in an orderly manner</p> <p>Stay seated in the appropriate area</p> <p>Report to the appropriate designated area</p>	<p>Keep hands, feet and other objects to yourself inside the bus</p>
Respectful	<p>Follow adult direction the 1st time</p> <p>Treat others the way you want to be treated</p> <p>Use school appropriate language and tone</p> <p>Respect others personal space and property</p> <p>Treat school property with respect</p> <p>Keep your hands, feet, objects, and unkind words to yourself</p>	<p>Listen actively to designated speaker</p> <p>Relate discussion to classroom topic</p> <p>Honor classroom, work area, and materials</p>		<p>Use polite behavior while waiting in single-file line</p> <p>Use good manners</p> <p>Be polite to the cafeteria personnel</p> <p>Eat only off your tray</p>	<p>Request to use the restroom</p> <p>Return to class promptly</p> <p>Flush after using the toilet</p>	<p>Be polite to peers and adults</p> <p>Listen actively</p>	<p>Stay in your seat facing forward</p> <p>Follow bus rules</p> <p>Be respectful to the bus driver</p>
Ready	<p>Arrive to school on time every day</p> <p>Be a positive participant</p> <p>Listen actively to designated speaker</p>	<p>Be in classroom when bell rings</p> <p>Get out needed materials</p> <p>Stay on task</p> <p>Keep walkways clear</p>	<p>Bring all materials you need for class</p> <p>Move to class on time</p> <p>Walk at all times</p>	<p>Have money and/or card ready</p>	<p>Have your signed agenda/hall pass</p>	<p>Wait patiently for program to begin</p> <p>Focus on the topic</p>	<p>Follow adult direction the 1st time with the approval of the bus driver</p> <p>Be on time for the bus.</p>

General Lesson Template for Teaching School Behavioral Expectations

When introducing school and/or classroom expectations, follow three basic steps.

Step 1: Introduce the Expectation

- Briefly outline what the focus of the lesson will be, what activities will be engaged in, and what your expectations are for the lesson.
- Check for understanding by asking students to tell you what they will be working on and doing during the lesson.
- State the expectation and its definition.

Step 2: Demonstrate the Expectation

- Model at least two positive and negative examples of the expectation; emphasize the positive.
- Use another adult or a student to demonstrate these examples.
- Give students observation tasks, such as:
 - o “List all the things that I/he/she did that were ‘responsible’”
 - o “List all the things that I/he/she did that were ‘not responsible’”
- Conduct a role-play: choose one to three students to participate.
- Require one student to demonstrate the skill in response to an example.
- Have students fill out the blank “Greyhound Code of Conduct” with actions that would be required of each expectation in the various locations in the building.
- Coach Students on key expectation (skills) as needed.
- Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

- Discuss the role-play, focusing on the targeted skill for the lesson.
- Use key words when discussing the role-play.
- Example: “That’s right, she walked facing forward; this action was responsible.”
- Provide specific feedback to students during the discussion.
- Use real situations throughout the day/class/quarter/year as needed for further examples to discuss and use for review.

The following pages provide sample lesson plans for each of the three building-wide expectations. These lesson plans may be adapted to fit individual teacher needs, and are also suitable for teaching specific expectations for common areas.

Note: Individual teachers are expected to teach the three building-wide expectations as applicable to their specific classroom needs.

Sample Lesson Plan for “Be Responsible”

Use and/or adapt this lesson plan to teach the “Be Responsible” expectation.

Step 1: Introduce the Expectation

- Outline the focus of the lesson.
- Example: “Now, we are going to learn about being responsible at WHS.”
- Check for student understanding.
- Example: “What are we going to learn about?”
- Define being responsible.

Universal WHS Definition: Being responsible means to be reliable and honorable at all times.

Step 2: Demonstrate the Expectation

- Model at least two positive and negative examples of “being responsible”; emphasize the positive examples. Have students label the situations as “responsible” or “not responsible.”
- Ask two or three students to give an example of a situation in which they know how to be responsible; you may want to provide the instances and ask the students to tell how they would be “responsible” in such cases.
- Role-plays: Procedure
- Use another adult or a student to demonstrate these examples.
- Give students observation tasks during role-plays, such as:
 - “List all the things that I/he/she did that were ‘responsible.’”
 - “List all the things that I/he/she did that were ‘not responsible.’”
- Role-plays: Some example scenarios to use include (others may be used as well)
 - You find a twenty-dollar bill on the classroom/hallway/cafeteria floor. What is the responsible thing to do?
 - You need to use the restroom during class/lunch. What is the responsible thing to do?
 - You notice a student being bullied. What is the responsible thing to do?
- Have students fill out the blank “Greyhound Code of Conduct” with actions that would be required to “be responsible” in the various locations in the building.
- Coach students on key aspects of being responsible as needed; see the Greyhound Code of Conduct.
- Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

- Discuss the role-play.
- Ask students to indicate how they could be responsible in the examples used.
- Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- Use real situations as examples during class discussions.
- Just before students transition to another activity outside of the classroom, ask them to tell you how they can “Be Responsible.” (pre-correction)
- Throughout the school year, when you see student(s) being responsible, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
- Throughout the school year, when you see student(s) who are not being responsible, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Note: Individual teachers are expected to teach the three building-wide expectations as applicable to their specific classroom needs.

Sample Lesson Plan for “Be Respectful”

Use and/or adapt this lesson plan to teach the “Be Respectful” expectation.

Step 1: Introduce the Expectation

- Outline the focus of the lesson.
- Example: “Now, we are going to learn about being respectful at WHS.”
- Check for student understanding.
- Example: “What are we going to learn about?”

Define being respectful.

Universal WHS Definition: Being respectful means to be polite and cooperative with others.

Step 2: Demonstrate the Expectation

- Model at least two positive and negative examples of “being respectful”; emphasize the positive examples. Have students label the situations as “respectful” or “not respectful.”
- Ask two or three students to give an example of a situation in which they know how to be respectful; you may want to provide the instances and ask the students to tell how they would be “respectful” in such cases.
- Role-plays: Procedure
- Use another adult or a student to demonstrate these examples.
- Give students observation tasks during role-plays, such as:
 - “List all the things that I/he/she did that were ‘respectful.’”
 - “List all the things that I/he/she did that were ‘not respectful.’”
- Role-plays: Some example scenarios to use include (others may be used as well)
- You notice that someone in class has your pencil and you want it back. What is the respectful thing to do?
- Someone causes you to drop your lunch tray. What is the respectful thing to do?
- You do not agree with a classmate’s response during a class discussion. What is the respectful thing to do?
- Have students fill out the blank “Greyhound Code of Conduct” with actions that would be required to “be respectful” in the various locations in the building.
- Coach students on key aspects of being respectful as needed; see the Greyhound Code of Conduct.
- Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

Discuss the role-play.

- Ask students to indicate how they could be respectful in the examples used.
- Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- Use real situations as examples during class discussions.
- Just before students transition to another activity outside of the classroom, ask them to tell you how they can “Be Respectful.” (pre-correction)

- Throughout the school year, when you see student(s) being respectful, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
- Throughout the school year, when you see student(s) who are not being respectful, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Note: Individual teachers are expected to teach the three building-wide expectations as applicable to their specific classroom needs.

Sample Lesson Plan for “Ready”

Use and/or adapt this lesson plan to teach the “Ready” expectation.

Step 1: Introduce the Expectation

- Outline the focus of the lesson.
- Example: “Now, we are going to learn about being ready at WHS.”
- Check for student understanding.
- Example: “Be ready to learn?”

Define being a ready.

Universal WHS Definition: Being ready means being an active participant in one’s own educational success through study and classroom instruction.

Step 2: Demonstrate the Expectation

- Model at least two positive and negative examples of “being ready”; emphasize the positive examples. Have students label the situations as “being ready” or “not being ready.”
- Ask two or three students to give an example of a situation in which they know how to be ready; you may want to provide the instances and ask the students to tell how they would “be ready” in such cases.
- Role-plays: Procedure
- Use another adult or a student to demonstrate these examples.
- Give students observation tasks during role-plays, such as:
 - “List all the things that I/he/she did that involved ‘being ready.’”
 - “List all the things that I/he/she did not involve ‘being ready.’”
- Role-plays: Some example scenarios to use include (others may be used as well)
- You have a writing assignment due in a week. How can I make myself ready for it?
- You have a test in your science class in two weeks. How can I make myself ready for it?
- You were given homework today, but you have to work tonight. What can I do to make myself ready to deal with this?
- Have students fill out the blank “Greyhound Code of Conduct” with actions that would be required to “be ready” in the various locations in the building.
- Coach students on key aspects of being ready as needed; see the Greyhound Code of Conduct.
- Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

Discuss the role-play.

- Ask students to indicate how they could be ready in the examples used.
- Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
- Use real situations as examples during class discussions.
- Just before students transition to another activity outside of the classroom, ask them to tell you how they can “Be Ready.” (pre-correction)

- Throughout the school year, when you see student(s) being ready, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
- Throughout the school year, when you see student(s) who are not being ready, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.

Note: Individual teachers are expected to teach the three building-wide expectations as applicable to their specific classroom needs.

Suggested Application Activities

1. Write down three ways you have been respectful, responsible or ready today or this week. Have students do the same.
2. Give homework assignments that give students opportunities to identify and talk about examples of being responsible, respectful and ready.
3. Include a discussion about being responsible, being respectful, or being ready when you have classroom conversations that lend their way to these topics.
4. Ask for two or three examples from students about responsible, respectful, and ready in school, in the community, and at home.
5. Ask students to describe what being responsible, respectful, and ready looks, feels, and sounds like in various situations. (e.g. What does being responsible look like when leaving the cafeteria? What does being respectful look like when attending a pep assembly?)
6. Have groups create visual representations of responsible, respectful, and ready in various school settings. Groups should then share and discuss their drawings.
7. Choose one expectation a day to practice in the classroom setting. Use students as demonstrators, and have a classroom discussion on all the ways to be responsible, respectful, and ready.

Positive Behavior Support Teacher Tool Kit

The SW-PBS team at Windsor Junior-Senior High School consists of representatives from each area of the building. The team members are here to serve the teachers at WHS in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have SW-PBS questions or need assistance in regards to SW-PBS, they should contact a SW-PBS team member.

2012-2013 SW-PBS team members are:

Kevin Sandlin, Superintendent
Cindy Hawkins, Principal, Black and Gold Award Co-Planner
Kaitlin Hopke, Counselor
Bob Rethemeyer, Central RPDC
Carrie Pummill, Co-Coach
Wendy Daugherty, Webmaster, Co-Coach, Co-Fundraising
Chris Micheals, Secretary and Minutes
Maureen Clark, Newsletter Editor and Co-Incentives
Jennifer McKnight, Cheerleader and Tier II
Wendy Utterback., Co-Incentives and Tier II
Amy Moser, Co-fundraising and Tier II
Sandra Burford, School Store Liason
Brad Hunter, Tier II, Data, and Black and Gold Award Co-Planner

Online Resources

Many online resources exist in regards to Positive Behavior Support. Some major websites include

- Positive Behavioral Interventions and Supports <http://www.pbis.org/main.htm>
- Missouri Schoolwide Positive Behavior Support <http://www.pbissmissouri.org>
- PBIS Maryland <http://www.pbismaryland.org>
- Florida SW-PBS <http://www.SW-PBSsurveys.org/pages/Home.aspx>
- SW-PBS Surveys <http://www.SW-PBSsurveys.org/pages/Home.aspx>

Classroom Documentation Forms

The following pages include resources that can be used to develop/revise classroom management plans and/or to document behavior in the classroom. These items can also be found in the “Positive Behavior Support” folder on the faculty network drive.

Classroom Expectations Matrix

Preparing for a successful school year involves more than making your classroom look nice and preparing glorious lesson plans. Teachers must be mentally prepared for every situation. We must know what we expect from our students before we even meet any of them. You must consider how you want your students to act in given situations to meet your expectations and develop a plan for how you want your classroom to look. Without a plan behavioral magic does not take place, and when students are not behaving according to expectations, learning is compromised. At Windsor High School we have three universal expectations of all students in every area of the building. As a classroom teacher, you need to decide what you expect in your own classroom for each of these

categories. Now is the time to devise a plan! Use the WHS Behavioral Expectations Matrix and building-specific guidelines to direct you in this process, and do not hesitate to talk with others to find out what they do to be successful with their own classroom management. Seek help from a Positive Behavior Support team member for guidance if you need it. We're here to help you!

Classroom Organization Form

Sometimes we need to gain a little perspective to solve those tough behavioral issues in our classrooms; other times we need to plan the particulars of our procedures in detail to ensure our success from the start. Whatever the case may be, this worksheet is designed to provide teachers with the space to develop their classroom management concepts in detail. Consider all of the elements within your classroom expectations matrix and decide what the particulars will be for your procedures; complete a chart like the one below for each procedure you wish to thoroughly develop.

Procedures: Particulars

- Pick one area that needs improvement in your classroom.
- Write what you want to see in regards to this area.
- Write how you will teach your students the (new) expectation.
- Include examples of this expectation.
- Include non-examples of this expectation.

Minor Event Log: Classroom Disciplinary Record

School Year: _____ Quarter: _____

Course: _____ Number of Students: _____ Hour: _____

NAME	OFFENSE	1 st	2 nd	3 rd	4 th	5 th
1						
2						
3						
4						
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Behavioral Warning Slip

_____, please be advised that you received a warning in class on

_____ for _____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Warning Slip

_____, please be advised that you received a warning in class on

_____ for _____.

The next offense will result in a student-teacher conference and a Behavioral Contract Agreement.

Behavioral Contract Agreement

I _____ have a problem with _____.

In order to fix this problem, I will _____

_____.

If I break this contract at any time, my parents will be called. Following this step of action, I will be assigned a 30-minute detention. Any subsequent issues will result in an office referral.

Student Signature Date

Teacher Signature Date

Parent's/Guardian's Phone Number(s)

Date Called

Detention Assignment Form

Student Name	Date	Block
Description of Student Behavior		

Detention Location	Date	Time

Student Signature Date

Teacher Signature Date

Parent's/Guardian's Signature Date

Recognizing Individuals Who Achieve Behavioral Expectations

The Positive Behavior Support team in conjunction with faculty members at Windsor High School has devised four key recognition programs as part of SW-PBS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The Greyhound Code on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

Our District has asked for donations from the local businesses to become a part of this new strategy. Some of the items we would collect will be used in a quarterly drawing in which students can enter into by collecting Hound Pounds which is an incentive they can earn in the classroom. The Hound Pound to some extent is school money that students can use for various items or things at the school. These drawings will be the highlight of the quarter and are sure to be a huge hit with the students as they strive to achieve both in and out of the classroom setting.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Many teachers use the below described programs (especially Hound Pounds) and adapt them to fit classroom applications (e.g. giving class Hound Pounds for 100% homework turned in and having a popcorn party after the class accrues a set number of Hound Pounds).

Hound Pounds

Hound Pounds are an incentive program designed to recognize positive behaviors in those individuals found upholding The Greyhound Code as well as those going above and beyond what is expected of them. Students are allowed to redeem Hound Pounds for items displayed each quarter. Teachers and administrators are responsible for distributing Hound Pounds to students who meet and/or exceed the building-wide expectations set forth in The Greyhound Code of Conduct.

Students of the Month

Teachers nominate students for respectful, responsible and ready behavior. Students may not have any discipline issues. Teachers will submit their vote monthly for one boy and one girl at each grade level who has followed the Greyhound Code of Conduct to the fullest. These students will be awarded with attending lunch with the principal and superintendent.

Black and Gold Award

The Black and Gold Awards are given out at semester to the students who have outstanding attendance, grades, and have followed the Greyhound Code of Conduct to its fullest. The award will consist of attending the Chamber of Commerce luncheon with the Superintendent and/or Principal. The students will be nominated by their classroom teachers and voted on by the staff so that one male and female student from each grade will receive the award.



GREYHOUND CODE
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RESPECTFUL
READY



Windsor Jr./Sr. High School SW-PBS Handbook
Compiled in the Spring of 2009

Gordon Myers, Superintendent
Gwenda Barton, High School Principal
Annessia Powell, Special Education Director
Linda Burns, High School Counselor
Maureen Clark, Team Member
Kurt Howell, SW-PBS Data
Will McKnight, SW-PBS Coach
Chris Micheals, Secretary and Minutes
Carrie Pummill, Cheerleader and Incentive Chair
Bob Rethemeyer, Central RPDC

Modeled after the Lebanon SW-PBS Handbook
(New Additions Fall 2010, 2011, 2012)