Positive Behavior Intervention and Supports

Positive Behavior Intervention and Supports refers to a systems change process in which a school district and/or individual school teaches and rewards behavioral expectations in the same way core curriculum subjects are traditionally taught and rewarded. This behavioral system can be categorized as a tiered system of support, where all students receive a level of service and support at Tier 1, some students receive a higher level of service and support at Tier 2, and a few students receive a higher level of services and support at Tier 3.

Graphic Explaining the Tiers (/fs/resource-manager/view/66d43acf-5c21-4fb9-889a-0199979051b0)

Tier 1 services and supports for all students begins with the use of clear behavioral expectations across the district and/or school.

District Expectations

+ Safe

- Behaving safely at all times.
- Keeping school doors closed and following proper check-in procedures.
- Informing school personnel immediately if you become aware of threats, weapons/dangerous instruments on school property or other safety concerns or violations of the FCPS Student Code of Conduct (/fs/pages/17951).

+ Responsible

- Knowing and following all school and bus transportation rules and procedures.
- Attending school and classes regularly and on time.
- Doing your best to participate and meet the requirements of each class.
- Earning credits and grades fairly without cheating or plagiarism.
- Protecting your belongings.

*Lost or stolen items are the responsibility of the student or parent and not covered by the school district's insurance.

+ Respectful

- Respecting personal and school property.
- Honoring reasonable requests made by school district employees and student-teachers.
- Behaving in a way that does not create disruption or disorder or infringe on the rights of others.

School Expectations

+ What PBIS Looks Like

Individual schools are responsible for developing and posting three to five schoolwide behavioral expectations. Schools are encouraged to teach students these expectations at the beginning of the school year and again after any school breaks that

exceed three days. Schools should explain, model, and practice schoolwide expectations with students and then vigorously reward students who follow those expectations throughout the school year.

Contact

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English