


HOWARD GARDNER MULTIPLE INTELLIGENCE CHARTER SCHOOL

	Special Education	SF23-0101
	Schoolwide Positive Behavioral Interventions and Supports (PBIS)	ADOPTED DATE: January 17, 2023 REVISED DATE:

Howard Gardner MI Charter School School-wide Behavioral Interventions and Support (PBIS) Policy

The Howard Gardner MI Charter School Board of Trustees designates the administration to adopt a Positive Behavioral Interventions and Support (PBIS) as required for schools in the Commonwealth of Pennsylvania. The PBIS framework is to create a school-wide system that cultivates a safe, respectful, and inclusive school environment that engenders positive behaviors in its staff and students.

The CEO, Principal and Director, Student Services provide oversight for HGMICS’ PBIS program and work closely with the PBIS Team to implement programming, training and data collection. The School’s values and behavioral expectations include Safety, Trustworthiness, Accountability and Respect (STAR). Students and Staff are expected to be STAR Students throughout the school day by following those four behavioral expectations.

Schoolwide PBIS is a multi-tiered framework aimed to make schools an effective educational environment. Schoolwide PBIS establishes a social culture and the behavior support needed to improve social, emotional, behavioral, and academic outcomes for all students. The foundational elements of PBIS include locally-meaningful and culturally-relevant outcomes, empirically-supported practices, systems to support implementation, and data to monitor effective and equitable implementation and to guide decision-making.

A positive school climate is associated with staff and student well-being and achievement, and supports effective teaching of school-wide and systemic behavior expectations. Research indicates that effective behavior support systems use proactive strategies to prevent problem behaviors, including a continuum of interventions and supports based on best restorative discipline practices and cultural responsiveness.

The Howard Gardner MI Charter School Board of Trustees supports a framework that:

- Defines, teaches, and reinforces clear expectations for staff and student behavior that contributes to academic and social success.
- Supports staff and students in learning and applying the skills necessary to enhance a positive school climate and avoid negative behavior through meaningful instruction and guidance.
- Provides consistent, equitable, and restorative practices across all domains of the school.
- Defines, teaches, and communicates clear expectations for staff responsibilities based on effective, evidence-based, restorative, and developmentally appropriate practices that prevent problem behavior and promote student achievement.
- Facilitates students, staff, families, and the community in working together to provide academic and social-emotional, and behavioral supports and skills to students.

The School publishes a Family Handbook and an Instructional Staff Handbook annually that describes the program guidelines, responsibilities and the current expectations of staff and student conduct. In addition, the School schedules professional development opportunities for staff to ensure current practices and expectations are reviewed and supported.