



# Duchesne High School

## Positive Behavior Plan

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When it comes to building a culture of positive behavior, it is better to have a multifaceted approach rather than rely on any single program or incentive. At DHS we take a multifaceted approach while also recognizing the critical elements of implicit instruction regarding behavior expectations, intrinsic motivation, genuineness, and naturally occurring consequences. The following elements make up the bulk of our positive behavior plan:

### **Character Ed**

The task of the Character Ed team is to identify character traits that our public deems as important and prepare curriculum to teach those traits to our students. They are to prepare a one page google slide for each week of the school year that includes such content as an image, a quote, and a question. This content will be used by each teacher in the school to guide their conversation during the 10-15 minutes of advocate time.

### **Show The World**

The tasks of the Show the World team are to find good things happening at DHS and publicize it to the world. Small acts of kindness, improvement, achievement, etc. are to be captured digitally and pushed out on our DHS social media platforms.

### **Student Success**

The task of the Student Success team is to continually review DHS students who are not experiencing high levels of success and collaborate about specific ideas to help each specific student. Indicators such as grades, attendance, behavior, etc. can be used to identify students in need of additional support. The Student Success team will identify resources and solicit others, including parents, to also help individual students. This team will also brainstorm ways to identify and reinforce students who are behaving exemplary or improving.

### **Citizenship Grade**

DHS has developed a proficiency scale for citizenship grades. These required proficiencies should be published and posted for student and parent information. Four categories of citizenship grades can be earned: "H" = Honors "N" = Needs Improvement  
"S" = Satisfactory "U" = Unsatisfactory

Citizenship grades will have an effect on eligibility for extracurricular activities. Students who receive a U citizenship grade will not be eligible to participate until the grade is rectified.

## **Advocate System**

- All students go to their advocate teacher each Friday between 2nd and 3rd hour.
- 30 minute class.
- Attendance will be taken on powerschool.
- Adequate attendance and participation will lead to 0.25 elective credits per year toward graduation.
- We want this to be a stress free time where each person can take a moment to reflect on the type of person they want to be and the future they want to create for themselves.
- The first 10 minutes will be a character ed discussion.
- During the last 20 minutes there will be two things happening simultaneously: Teacher-Student one-on-one chats and students exploring careers.

The following are the desired outcomes of the Advocate System:

- Create a paradigm shift in which all students realize the value of education in pursuit of career aspirations.
- Rigor, Relevance, Relationships! (And you can't get to rigor until you have relevance and relationships.)
- We will provide EVERY student with a positive personal connection to a caring adult advocate to help them succeed in life.
- One more brick in building a culture where education is valued because of its relevance to success in life.
- Help EVERY student graduate.
- Help EVERY student be:
  - college ready
  - career ready
  - life ready

## **Restorative Justice**

When a student's poor behavior reaches a point when administrative attention is needed, rather than simply dispensing predetermined punishments, we will first seek to rationally help the student see the naturally occurring consequences of their actions. When a student is in need of a behavior intervention, every attempt will be made to include the student, and their ideas, in the behavior contract. We will particularly seek the student's input for specific action steps that will improve the undesired behavior, possible negative consequences in the event that misbehavior continues, and possible positive consequences when behavior improves.

## **P.A.S.S.**

P.A.S.S. stands for Positive Alternative to School Suspension. A student in P.A.S.S. will come to school, but will be in the immediate supervision of an adult at all times. The student will work on assignments from classes and/or other topics such as citizenship, responsibility, organization, service, study habits, etc. Lunch time will not be the same as the rest of the school.

The desired outcomes of the DHS Positive Behavior Plan all relate to a positive school environment where each student feels safe and is able to learn. The ultimate goal is that each and every student becomes "life ready." Measurable outcomes include an increase in graduation rate and an increase in the number of students proficient on end-of-year assessments.