**Northfield Middle-High School**



**PBIS Student Support Manual**

**Guide for Teachers and Staff**

**Developed by the BEST Team 2013**

**I. Mission Statement and Guiding Principles:**

**The mission of PBIS at Northfield Middle High School is to create a positive school culture in which appropriate behavior is the norm. This will be accomplished by teaching and promoting school-wide behavior expectations, consistent responses to problem behavior, and use of data to make decisions.**

**Guiding Principle: Social Behavior and Academic Achievement are linked…**

* To improve the academic success of our children, we must improve their social success.
* Academic and social failures are reciprocally and inextricably related.
* As a result, systems to support academics and behavior need to be integrated.

**In order to change student behaviors….**

* Adults must model behavior
* Students must be formally taught appropriate behaviors
* Students must experience success and positive feedback

Supporting systemic change in a school community is a long-term journey that begins with hopes, dreams, and ideas which can be embraced by faculty, staff, administrators, families, and community members that….

* Begins with words
* Develops into actions and behaviors
* Becomes habit through practice
* Forms a positive climate and culture.

**II. School-Wide Behavior Expectations**

**Here at Northfield Middle School, we believe all of our students should have the following Marauder traits:**

|  |
| --- |
| **ARRR!**   1. **Accountability**  * **Being honest about and responsible for your actions**  1. **Respect, Respect, Respect – Self, Others, NMHS**  * **Treating yourself, others, and the NMHS environment appropriately** |

**These codes of behavior should be prominently displayed in classrooms, specials, and any other settings students regularly visit or attend, and should guide classroom rules. Posters will also be found in specific settings such as: bathrooms, buses, hallways, lobby, and cafeteria outlining how to follow the codes in specific settings.**

**III. Procedures for Teaching Behavior Expectations**

**School-Wide Expectations MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Rule/ Expectation***  ***C:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I63F7OTC\MC900366696[1].wmf*** | ***Routine/Setting*** | | | | |
| **AuditoriumC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900089034[1].wmf** | **BathroomC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900053965[1].wmf** | **Bus**  **C:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EUZ7C3HW\MC900134537[1].wmf** | **CafeteriaC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900060286[1].wmf** | **ClassroomC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900435987[1].wmf** |
| **Accountability** | * Chose a seat where you will be focused * Arrive on time * Sit with your class * Stay for entire presentation | * Flush after use * Wash your hands * Put trash in proper place * Be timely | * Feet on floor * Stay seated * Keep hands and feet to self | * Wait your turn * Eat sitting down * Use good table manners * Clean up after yourself | * Arrive prepared * Arrive on time * Follow adult direction * Engage in all class activities |
| **Respect**  **For Self**  **Others**  **NMHS** | * Pay attention to what is being presented * Remove your hat * Keep your feet on the floor | * Wait your turn * Leave bathroom as clean as you found it | * Use appropriate language * Be understanding of others * Be good to the bus | * Quiet conversation * Keep cafeteria clean * Listen to the NMHS staff | * Use class time wisely * Include all classmates in activities * Use materials appropriately |

**School-Wide Expectations MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Rule/ Expectation***  ***C:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I63F7OTC\MC900366696[1].wmf*** | ***Routine/Setting*** | | | | |
| **Hallways/LobbyC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900089090[1].wmf** | **GymC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I63F7OTC\MC900060327[1].wmf** | **Locker RoomC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YVLV21P1\MC900292094[1].wmf** | **Outside**  **C:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I63F7OTC\MC900060280[1].wmf** | **Field TripC:\Users\gilmanc\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E93304AY\MC900060304[1].wmf** |
| **Accountability** | * Keep your belongings in your locker * Have a Hall Pass * Go to your destination * Keep hands and feet to self | * Arrive prepared * Follow directions * Be under control | * Change in a timely manner * Use a lock * Report any wrongdoing to NMHS staff | * Get permission * Stay in designated area * Be mindful of the bell * Return any equipment you brought out with you | * Bring in forms ahead of time * Be a good ambassador of Northfield * Stay with your assigned group |
| **Respect**  **For Self**  **Others**  **NMHS** | * Use appropriate language and volume * Be mindful of the bell * Put trash in the trash can | * Be a good sport * Use equipment appropriately | * Honor others’ privacy * Use your own gear * Use good hygiene | * Use appropriate language * Be under control * Keep area clean | * Use appropriate language * Honor the host site and their staff |

For Examples: <http://www.pbisvermont.org/resources/schools/universal-examples>

**Guidelines for Teaching the Matrix of Behavior Expectations**

**How long should it take to teach the behavior in the matrix?**

* Lessons will need to be taught frequently in the beginning, and reinforced continually throughout the school year.
* Teach lessons repeatedly through the first two/three weeks of implementation

**How long should the lessons be?**

* Keep them short, 5-15 minutes per lesson.

**How do you “teach” expectations?**

* Show, model, demonstrate, and role-play the way you want kids to behave.
* Have students get up and practice exactly what you demonstrated for them, and have shown them to do.
* Give students feedback and model the reinforcement for doing it appropriately.
* Continue this process until students learn the behaviors.
* Team up with a colleague to plan and teach lessons.

**Where should I teach the lessons?**

* Teach the behavioral expectations in the area it is expected. (ex. cafeteria, locker room, hallway, classroom).

**How is this different from teaching my classroom rules?**

* Some of these rules may be similar to classroom rules, but it is important to teach the consistent school-wide expectations that deal with accountability and respect. We are teaching the students the importance of these values within the school community.

**On-Going reinforcement**

* Continue to remind and give reinforcement for following the matrix throughout the year.
* If consistent problems develop in a specific situation, time, etc. re-teach those expectations in that setting.
* When a new student joins your class, re-teach to the whole group.

**Sample Teaching Strategies/Lesson Ideas:**

* Classroom discussions.
* Brainstorm a list of actions that show each expectation.
* Have students talk about a person or character from a book that uses one of the expectations.
* Role play both appropriate and inappropriate behaviors in relation to the expectations
* Create posters that demonstrate the expectations.
* Allow students to create teaching videos for both appropriate and inappropriate behaviors in relation to the expectations.
* TEACH and PRACTICE procedures.

*“Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America’s schools."*

Algozzine, Wang & Violette; 2011

*“Behavior and academics are two sides of the same coin. We need to better understand how the two are connected.”*

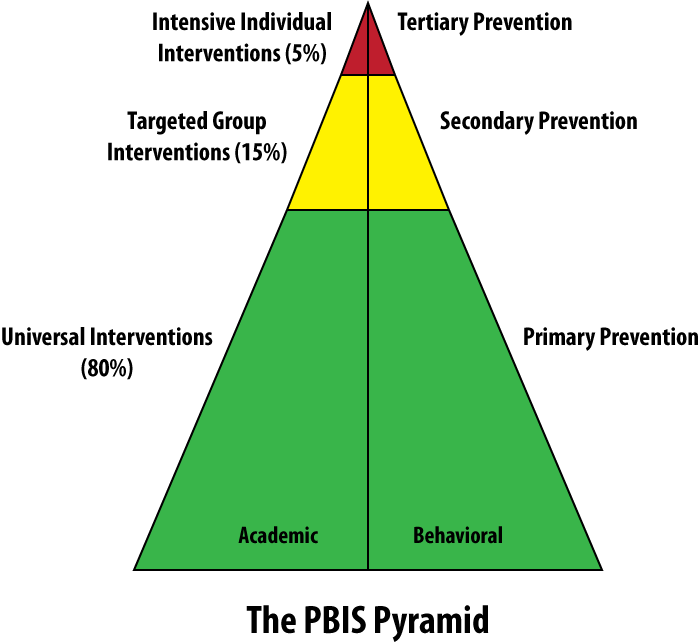
Sugai & Horner, 2009

**School-wide Positive Behavior Interventions and Supports**

***Implementation Plan***

**IV. Continuum of Procedures for Encouraging Expectations**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name of reward** | **Criteria for obtaining reward** | **Process for delivering reward**  **(What, When, By Whom, How Often, How Many, Where)** |
| **School-wide formal recognitions** | 1) Doubloons  2) Gems | 1) Demonstrating positive ARRR! behavior  2) Gems will be launched later in the 2013-2014 school year | 1) - Students are given doubloons for positive behaviors based on the PBIS School-Wide Expectations MATRIX  - Students deliver their doubloons to their TA  - TAs deliver the collective doubloons to the treasure chest  - Once the chest reaches specific benchmarks, school-wide rewards will take place |
|
| **Classroom reward system** | 1) TA Rewards | 1) Filling the TA treasure chest | 1) TA Teachers will create a space for the chest.  2) TA students will fill treasure chest with Doubloons  3) Once chest is full TA will: have a cupcake party, Youtube day, game day, chair(iot) races, charades, etc.  4) Get input from students as to what rewards should be. |
|  | **Name of reward** | **Criteria for obtaining reward** | **Process for delivering reward**  **(What, When, By Whom, How Often, How Many, Where)** |
| **Individual student reward system** | 1) Doubloons  2) Gems | 1) Demonstrating positive ARRR! behavior | 1) Receiving a Doubloon or a gem is an individual reward. |
| **Staff reward system** | 1) Loot | 1) Community nominations | 1) Students, staff, or community members will fill out a Loot slip and put it into the Loot Chest in the office.  2) Principal will draw names from the Loot Chest at faculty meetings (or other events).  3) Winning staff will receive a gift. |
| **Sustainability: What is the procedure to inform new staff/students of the various reward systems?**  **- NMHS PBIS Handbook available in Main Office**  **- Ample supply of Doubloons and Gems**  **- PBIS Leadership team will be an e-mail list through OUTLOOK**  **- PBIS Edline page**  **- Handout for new students**  **- Consistent review of expectations at faculty meetings, community meetings, and student assemblies** | | | |



**Positive Behavior Interventions and Supports - *Implementation Plan***

**V. General Procedure for Dealing with Problem Behavior**

|  |  |
| --- | --- |
| **MINOR** BEHAVIORS: (Tier 2) | **MAJOR** BEHAVIORS: (Tier 3) |
| 1. Unexcused tardiness 2. Failure to return to class in a timely manner 3. Abuse of a hall pass (non-compliance) 4. Classroom disruption 5. Property misuse 6. Disrespect 7. Non-compliance / Refusing to comply with staff directive 8. Inappropriate/vulgar language, actions, behaviors 9. Skipping teacher assigned detention (non-compliance) 10. Physical contact / physical aggression 11. Violate internet policy/misuse of technology 12. **The majority of minor offenses should be handled with Tier 1 Interventions. If there is continued non-compliance for specific behaviors, contact a member of the PBIS Leadership Team or the Planning Room.** 13. **Repeated Minor behaviors will result in movement to the Major level for application of consequences with administrative discretion.** 14. **Consistent positive behavior will result in resetting placement on behavior matrix.** | 1. Fighting 2. Plagiarism/cheating 3. Forgery/lying/dishonesty 4. Bullying 5. Threatening Behavior 6. Skipping class /leaving class without permission 7. Leaving school building without permission 8. Intimidation 9. Disrupting school activities (or attempting to) 10. Threatening, intimidating, using force on staff (or attempting to)   **Major** and/or Illegal Behaviors: (Tier 3)   1. Violate internet policy/misuse of technology 2. Tobacco violation 3. Theft/vandalism 4. Fraud, extortion, or blackmail (or attempting to) 5. Student endangerment (or attempting to) 6. Alcohol or drug use (includes paraphernalia) 7. Harassment/sexual harassment 8. Possession of weapons or potentially dangerous objects/materials 9. Physical assault 10. Bomb threat, terrorist threat, or malicious false alarm 11. Arson or causing substantial property loss (or attempting to) |

**Interventions -**

**Tier 1**

The following behaviors are not Planning Room infractions and should be handled by the teacher within the classroom using Tier 1 interventions. If any of these behaviors become persistent, then the Planning Room could be contacted as the behavior would move to Tier 2 Minor Behaviors. If a parent contact is made, the Planning Room must be notified for data collection purposes.

* Missing materials
* Missing class assignments
* PDA
* Cell phones, head phones, electronic devices that are not educational in purpose
* Lack of preparation for class
* Not following classroom expectations, procedures, or routines set by teacher
* Not staying in seat
* Excessive talking
* Excessive need to leave class
* Repetitive noises or actions that disrupt class
* Conversational profanity
* Dress code violations

**Interventions** -

* In a positive way, verbally redirect behavior.
* Redirect privately when situation/behavior warrants one-on-one interaction.
* Allow wait time and personal space for student to comply.
* Provide real opportunities for redemption or second chance.
* Avoid a power struggle with the student.
* Contact parent.
* Consult with colleagues in reference to student behavior
* Consult with Guidance Counselor
* Hold a parent conference
* Consult PBIS Leadership Team
* Consult with Planning Room
* Consult with Principal

**The majority of minor offenses should be handled with Tier 1 Interventions. If there is continued non-compliance for specific behaviors, contact a member of the PBIS Leadership Team or the Planning Room.**

**Tier 2 – Written Referral –**

* **All Major behaviors**
* **All continued non-compliance for Minor behaviors**

Writing a referral does not necessarily include removing the student from class. A referral may be written only for behaviors that interfere with the learning of other students.

**Tier 3 – Immediate Removal –**

* **All Major and/or Illegal behaviors**
* **All continued non-compliance for Major behaviors**

A student creating a hostile environment for any member of the NMHS community must be **immediately removed** to the Planning Room

**Detention Procedure**

Detentions will be 45 minutes in length and must be served after school.

Detentions can either be monitored by the teacher in the classroom or they can be assigned to be served in the Planning Room with an assigned monitor. The Planning Room will be made available two days a week and those days will be set by the Administration prior to the beginning of the quarter. (i.e... If assigning a detention to be monitored in the planning room, the options are Tuesday or Thursday).

During detention, students are expected to be working on school work and/or reading an outside reading book. Electronic devices are not allowed during this time.

If assigning a detention, the teacher must make contact with a parent and explain why the detention has been assigned and when the student will be serving it. After parent contact is made, sending staff should notify the Planning Room with the new discipline referral form for discipline data collection (form is attached in the back of this handbook and copies will be in the planning room). The Planning Room will notify the teacher that the student has served his/her detention by email.

In case of multiple detentions, teachers need to be aware that the Planning Room staff will assign the student for a different time.

**Buddy Room/Time-outs**

All teachers will be asked to have a space in their classrooms where a “buddy teacher” can send a student for time-out. The expectation is the teacher will send the student to time-out for a five minute “break.” The student’s role is to proceed to the buddy room, find the designated space, and serve their five minute time-out without disturbing the class. If the student disturbs the class, the infraction becomes a “failure to comply and the Planning Room can assist, if needed.