



**PBIS Handbook
2018-2019**

We Do It the Falcon Way

Be Ready

Be Respectful

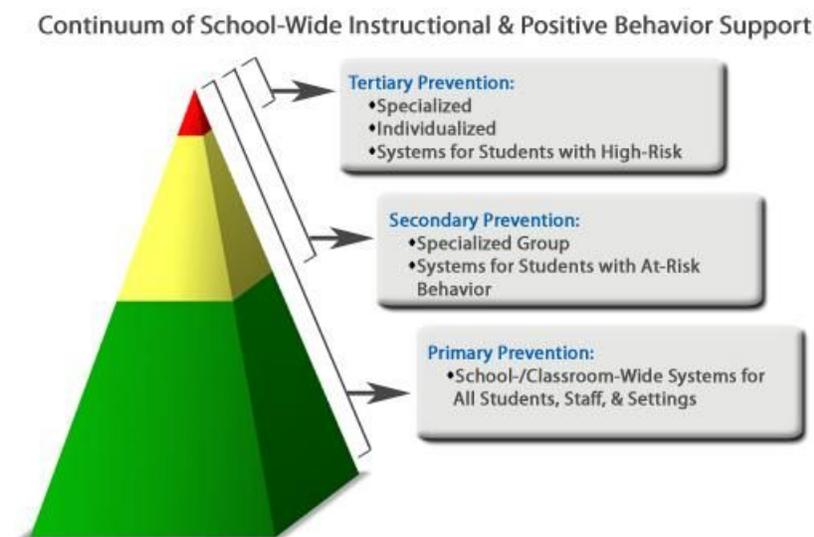
Be Responsible

Information contained in this handbook can be found at: www.pbis.org

What is PBIS?

PBIS (Positive Behavior Intervention and Support) is an organized, data-driven system of interventions and strategies that positively impact school-wide behavior. It is a proactive approach for establishing the social culture, the learning and teaching environment, and the behavior supports needed for all students in a school to achieve social, emotional and academic success.

Using the most current best practices, teams focus on creating Primary (school-wide), Secondary (individual or at-risk children), and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child) systems of support that improve results for all students by focusing on the desired behavior and lessening the effects of the targeted misbehavior.



Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?”

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, and suspensions. 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 step in a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What does this mean for staff?

- All staff must recognize and acknowledge children who are following the school-wide expectations.
- All staff must be ready to give out Talon Bucks to students in the classroom and throughout the building.
- All staff must know the Behavior Flow Chart and be consistent with their responses.
- All staff must complete a Minor Incident report or an Office Referral on Educator's Handbook if a child's response to a problem behavior indicates the need.
- Teaching staff must post the School-wide Expectations in their class and other areas that children often use.
- Teaching staff must teach the school-wide expectations using the provided lesson plans as indicated on the Expectation Schedule and as needed (for whole group or individuals).
- All staff need to CELEBRATE successes as much as possible!

What does this mean for students:

- All students will be taught PBIS expectations through school-wide PBIS curriculum throughout the year.
- All students must recognize and follow school wide expectations of being respectful, responsible and ready to learn.
- All students can earn Talon Bucks for following PBIS expectations.
- All students can participate in classroom, grade level, and school-wide PBIS incentives with predetermined criteria.

What does this mean for parents:

- All parents will review and acknowledge the receipt of the PBIS handbook.
- All parents are expected to reinforce the PBIS expectations outside of school.

Team Information

CCMS PBIS Team:

Tier I Team:

- Scott Williford- In-School Coach/Chairperson/Facilitator
- Patricia Loving- Communications Coordinator
- Julia Brown- Database Manager
- Melonie Jones- Administration Representative
- Lea Howard-Timekeeper/Recorder/6th Grade Representative
- Penny Creed-7th Grade Representative
- Cristina Moore-8th Grade Representative
- Jennifer Smith- Encore Representative
- Skyla Stuckey- Encore Representative
- EC Representative- TBD
- Kim Gilbert-Guidance Counselor Representative
- Terri Dull-Parent Representative
- Student Representatives- TBD

Tier II Team: TBD

2018-2019 Meeting Dates

Tier I Team: 3:15 in the Media Center

August 13, 2018
 September 4, 2018
 October 2, 2018
 November 6, 2018
 December 4, 2018
 January 8, 2019
 February 5, 2019
 March 5, 2019
 April 2, 2019
 May 7, 2019

Tier I Team: Meeting dates will be determined as needed by the PBIS Team members.

Tier II Team: After the initial referral meeting for a student, this team will reconvene after four weeks of behavioral interventions

2018-2019 Expectations Schedule

Please follow the tentative schedule for teaching and reviewing school-wide and classroom behavioral expectations.

August 27th - 30th, 2018

- Teach school-wide and classroom expectations using the provided lesson plans and powerpoint.

August 31st, 2018

- PBIS Kick-Off Event—School-wide Assembly in Gym

September, 2018 through December, 2018

- Teach school-wide and classroom behavior expectations 2-3 times per week or as needed.

January 3rd-8th, 2019 (After Winter Break)

- Review/Re-teach school-wide and classroom behavior expectations.

February 2017 through June 2017

- Teach school-wide and classroom behavior expectations as needed.

April 23rd, 2019 (After Spring Break)

- Review/ Reteach School-wide and Classroom Behavior Expectations

PBIS Celebrations

- During Encore Classes Quarterly

Behavioral Support System

Tier I:

Tier 1 provides high quality instruction and behavioral supports for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback.

If a student fails to learn at a level/ rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the **intensity** or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes).

- Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful and the student is not responding adequately, the student will be referred to the Tier II Team to discuss further interventions.

Tier II:

Students may be referred to a Tier II intervention by acquiring 5 minor incidences and/or office discipline referrals within a four-week period of time.

Check In/ Check Out (CICO)

Students may be referred to CICO. The student will be assigned to an adult mentor to follow the CICO procedures. Progress will be monitored and graphed for at least 4 weeks. The team will re-evaluate the intervention after the four-week period.

How is CICO implemented?

- A student checks in with a specific adult at the start of the school day.
- The adult gives the student a point sheet that has the goals/ expectations the student is working on.
- The adult speaks briefly with the student in a positive manner, to encourage them and remind them what they need to focus on to meet their goal.
- The student goes through their day with the point sheet having each teacher check how well they did during that time period.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on.
- A copy of the score should be turned into the grade level counselor for monitoring progress.
- The student then takes their point sheet home on Friday to show and discuss it with their parent to be signed and returned.
- The daily goals may be used along with a reward system where the student receives an incentive for meeting their goal.

Mentoring Program

Students may be placed into a mentoring program with an adult. They will meet with the student one time per week to practice behavior expectations and build relationships. Students will participate for at least 4 weeks. If after 4 weeks, the student is not responding to Tier II interventions, a more intensive or additional intervention may be considered.

Teaching Tools

Helpful Tools for Teaching the Expectations of being Ready, Responsible, and Respectful:

1. Pre-Teaching: Review the behavior expectation for a particular common area before transitioning to and from that area.
2. Direct Experience: Take the students to a particular common area and have them “practice” the expected behavior (i.e. walking to the right in the halls.)
3. Get the input from students: Lead students into a group discussion about a common problem behavior such as horse playing. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the behavior Expectations Matrix for that area to guide your discussion.
4. Role-Play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage students to use the words on the Behavior Matrix.
5. Reflection: Have the students talk about any experiences they have had at school and process their responses in relation to these Teaching Tools and the Behavior Matrix.
6. Acknowledgement: Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgement system of handing out Falcon Bucks.

Powerpoint and First Week Lesson plans have been shared with each teacher on Google Drive and Canvas.

Acknowledgement System

Classroom/Grade Level Acknowledgement:

This acknowledgement is based on students earning Talon Bucks for demonstrating school-wide expectations. All staff will have “Talon Bucks” with them and will give to students who are displaying the expected behaviors. Teaching/reviewing the expectations daily and recognizing these expected behaviors frequently by distributing Talon Bucks are expected. Remember to give verbal praise, stating exactly what the student is doing correctly. Individual classes and grade level halls can have incentives as determined by set criteria.

Incentive Ideas:

- Team Jersey Day
- Free Choice Time
- Hat Day
- Lunch with a friend
- Teach a Lesson Outside
- Popcorn
- Game Time
- Wacky Tacky Day
- Earbud Time
- Hot Chocolate/Drink
- Computer Use

Quarterly Acknowledgement: (PBIS Team Led)

At the end of each academic quarter, students will be able to participate in a PBIS celebration if they have...

-No more than 5 minor incidents

-No office referrals

Discipline System

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Provide an alternate choice that still accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative
4. Discuss why alternative is better

5. Have student practice by showing/telling
6. Provide feedback

Guidance Counselor Re-engagement Form

After an out-of-school suspension, the grade level guidance counselor will meet with the student and fill out the Re-engagement Form (See Resources.) Student will discuss what happened to earn the OSS and then strategies to ensure the same behavior does not reoccur. The Re-engagement Form will be kept in a file in the counselor's office.

Data Collection

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior. This is to be done by completing a discipline referral form as either a minor incident or an office referral depending on the infraction on Educator's Handbook. You may refer to the behavior definitions in the resource section to assist in completing the incident. This data is compiled monthly and used to locate problem areas, as well as students in need of more intensive interventions. Please refer to the flow chart in the resource section for more information on providing consistency when correcting and documenting behaviors.

PBIS Assessments

Self- Assessment Survey (SAS):

The SAS determines the status of PBIS as perceived by all staff members and guides the action plan for improving PBIS.

- Completed annually in the **fall** by **ALL staff**.
- Fidelity is an average of **80%** or greater.

Tiered Fidelity Inventory (TFI):

The TFI is used to guide the action plan for improving PBIS implementation.

- Completed in the **fall & winter** by the **PBIS Team and the District Support Specialist**.
- Fidelity is an average of **80%** or greater.

School-wide Evaluation Tool (SET):

The SET assists in finding areas of strength and areas in need of improvement in PBIS implementation.

- Completed annually in the **spring** by the District Support Specialist and each member of the **PBIS Team**.

Crain's Creek Middle School has been recognized by the state as a green ribbon school during both the 2016-2017 and 2017-2018 school years!

Resources: Behavior Matrix

At Crain's Creek, We Do It the Falcon Way! Ready, Responsible, Respectful

Hallways Classrooms Rest Rooms Cafeteria Gym and Assemblies



READY

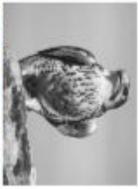
Walk directly to your destination. Have all materials packed prior to leaving class.

Have all materials needed for class and laptop charged. Be on time.

Use only at teacher appointed time. Complete task in a timely manner.

Have lunch number ready. Maintain inside voice.

Take your seat quietly and be ready to participate.



RESPONSIBLE

Stay to the right. Walk quickly and directly to appropriate destination. Keep your hands and feet to yourself.

Raise your hand before speaking. Give your best effort and complete assignments on time. Adhere to attention signal.

Keep clean. Use facility properly. Report any vandalism.

Follow directions and procedures. Keep lunch area clean.

Enter and exit quietly. Remain seated. Keep hands and feet to yourself. Act appropriately and be a role model to others.



RESPECTFUL

Walk quietly so others can continue to learn. Keep all areas free of trash and litter. Keep your hands and feet to yourself.

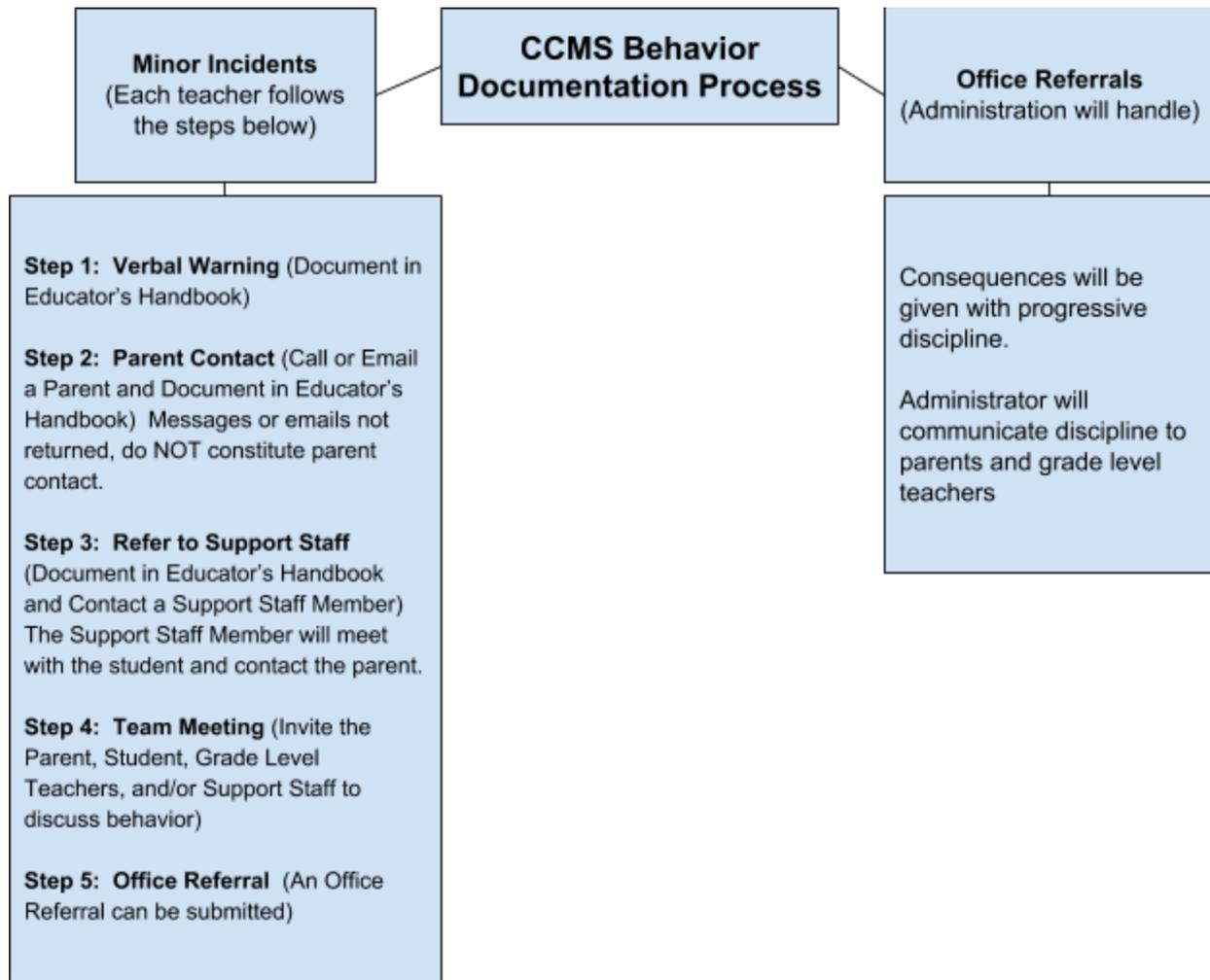
Follow directions. Listen when others speak. Thanks your teachers and classmates when they help you, and offer others help.

Respect the privacy of others. Keep the walls, doors and sinks clean.

Keep hands and feet to yourself. Be polite to all cafeteria staff and teachers.

Be an active listener. Keep eyes and ears on presenters. Give appropriate applause. Raise hand for help.

Resources: Flow Chart



NOTE: There may be times when a student simply needs some support refocusing in order to be more successful in class. A Walk and Talk is available; if the student is able to return to class, this intervention does not need to be documented in Educator's Handbook.

Walk and Talk Staff Members to Call:

- 1- Guidance Counselor- Kim Gilbert
- 2- ISS Coordinator- Kenneth Wright
- 3- Social Worker- Johnita Ellerby
- 4- *Military Counselor for military children

Resources: Behavior Definitions (Minor Incidents vs. Office Referrals)

Crain's Creek Middle School Behavior Definitions	
Minor Incidents	Definitions
Profanity	Student engages in instances of inappropriate language whether directed or not directed at another student.
Noncompliance	Student engages in brief or minor failure to respond to adult requests after understanding of the command has been established. <i>Example:</i> If a student is asked to move to another seat, and he/she responds, "No, I don't want to".
Disrespect/Disrespect for Faculty and Staff	Student engages in a brief or minor verbal or non-verbal display of rudeness or discourtesy. <i>Example:</i> arguing, tone of voice, eye rolling, calling someone "gay", "retarded", etc.
Inappropriate Behavior	Student engages in improper behavior/language in a school environment without intention to harm. <i>Example:</i> "horse playing", pulling out a chair, necking, play fighting, shoulder bumping, pushing/shoving, not keeping hands and feet to self, picking up other students, etc.
Honor Code Violation/Falsification of Information	Student engages in lying, cheating, plagiarizing, falsifying notes/documents, or providing false information.
Disruptive Behavior	Student engages in a minor behavior that disrupts the natural flow of the classroom or school environment. <i>Example:</i> noises, rocking chair, tapping pencil, blurting out, excessive talking, etc.
Dress Code	Student wears clothing that is not within the dress code guidelines outlined in the student handbook. Student can be given the opportunity to change clothes. <i>Example:</i> wearing a hat, hood up, pants low, clothes with offensive designs or writing, etc.
Property Damage	Student engages in a minor misuse of property. <i>Example:</i> writing on books, writing on walls/desks, destroying pencils, etc.
Theft	Student engages in minor acts of stealing. <i>Example:</i> takes pencils from another student.
Tardy/Skipping/Leaving Class without Permission	Student engages in being tardy to class, skipping class, or leaving class without permission.
Cell Phone Use	Student has cell phone in their possession during instruction time. Follow cell phone policy.

Technology Misuse-Minor	Student engages in playing games, surfing the web, etc. during instructional time.
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Office Referrals	Definitions
Technology Misuse-Major	Student engages in improper use of the computer. <i>Example:</i> inappropriate, illegal websites or trying to bypass the school's firewall, etc.
Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Bullying is defined as aggression, an imbalance of power, consistent, and deliberate.
Harassment	Student delivers disrespectful messages (verbal or gestural) that include negative comments based on race, religion, gender, age and/or national origin; sustained or intense attacks based on ethnic origin, disabilities or other personal matters including sexual and sexual orientation.
Disrespect for Faculty and Staff	Student engages in verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at staff.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.
Communicating Threats	Student delivers written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Even in jest, the false threat is perceived as causing fear or a major disruption.
Aggressive Behavior w/o a Victim	Student gets angry or frustrated and cannot keep his/her emotions in control. <i>Example:</i> slamming fist on the desk/floor, throwing a book across the room, shouting, flipping over a desk, etc.
Aggressive Behavior with a Victim	Student gets angry or frustrated and cannot keep his/her emotions in control at which point the aggression is directed towards someone. <i>Example:</i> hitting, punching, shoving, kicking, etc.
Fighting	Student engages in actions involving serious physical contact where injury may occur and where two people are involved. This incident usually occurs when a verbal argument leads to a physical altercation.
Assault	Student engages in actions involving serious physical contact where one person tries to or does physically strike another.

Note: This list of office referrals is not inclusive. For example, behaviors such as possession of alcohol, tobacco products, or drugs would be an automatic office referral written by the principal or assistant principal.

Resources: In School Suspension Reflection Form

In School Suspension Reflection Form

Name: _____

Date: _____

Thinking about my behavior will help me make better choices next time....

Describe the behavior or behaviors that led to your ISS. Make sure to include how you were feeling.

Based on the Falcon Way of “READY, RESPONSIBLE, RESPECTFUL” how can you change or adjust your behavior to avoid ISS in the future?

What can we (your teachers, administrators, counselors, etc.) do to support your efforts to correct these behaviors?

Student Signature: _____ ISS Coordinator Signature: _____

Resources: Out of School Suspension Re-engagement Form

Out of School Suspension Re-Engagement Form

Name: _____ Date: _____

Dates of Suspension: _____

Behavior that Led to Suspension: _____

What events led up to the suspension?

What replacement behavior strategies can be used in the future to keep this from occurring?

Identify at least one adult who can be contacted if you need support to deal with issues/obstacles hindering your success: _____

Student Signature: _____ Counselor Signature: _____