

Clinton Junior High School

Positive Behavioral Interventions and Supports (PBIS) Handbook

2017-2018



ALWAYS AN ARROW

Achieving, Respectful, Responsible, Organized, Willing to learn, Successful Students

PBIS Handbook

Table of Contents

Introduction to PBIS	3
Aligning Academics and Behavior	4
PBIS School Committee Leaders.....	5
CJHS Motto	6
School wide Expectations.....	7
Teaching Positive Behavior	8-10
Defining minor and major infractions.....	11-13
Discipline Referral Process.....	14
Major Office Discipline Referral Form	15
PBIS Reward System.....	16
Parent Information	17
PBIS Resources.....	18

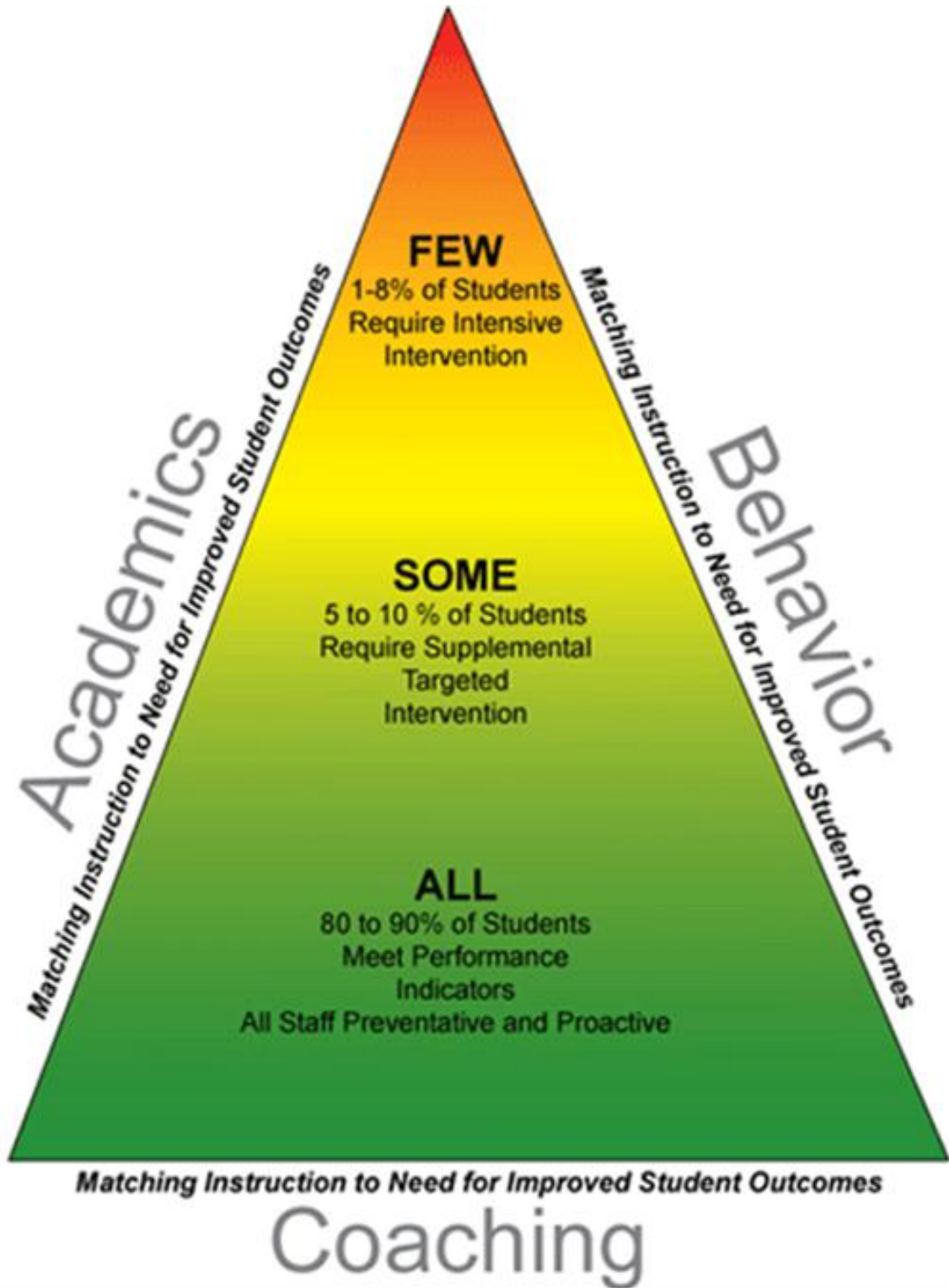
What is Positive Behavior Interventions and Supports (PBIS)?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports needed for all students to achieve social, emotional and academic success. PBIS supports all students through interventions ranging from school-wide systems to individualized plans for specific students. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. PBIS improves school culture, climate, academics and behavior.

PBIS goes further by emphasizing classroom management and school wide discipline practices. It works together with effective academic instruction in a positive and safe school climate to maximize the success of all students. PBIS recognizes positive behavior through positive praise, recognition, and rewards. Students will also begin to build intrinsic motivation. They will behave in a positive way that will help create a positive learning environment in all areas of the school. Another key element is an analysis of discipline referral data. The ultimate goal of PBIS is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems. This team-based approach to data analysis allows the PBIS team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents. The key components of an effective school wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

Aligning Academics and Behavior



CLINTON JUNIOR HIGH SCHOOL
PBIS COMMITTEE LEADERS

John Wallace	Principal
Tamikia Billings	7th Grade Assistant Principal
Felicia Burton	8th Grade Assistant Principal
Lisa Truss	7th grade Counselor
Karen Evans	8th School Counselor
Lisa Burgess	8th Grade Algebra
Jaime Coon	7th Grade Art
Misty Duke	7th Grade ELA
Ebony Felder	7th Grade ELA
Jamie Follmer	8th Grade Science
Jamie Hogue	Reading Excel
Erin Linton	Choir/Ambassadors
Erica McKenzie	7th Grade Science
Kay Metz	7th Grade Social Studies
Christi Oswalt	7th Grade Compacted Math
Jill Penick	8th Grade ELA
Kristen Pittman	Special Education
Leonard Taylor	Physical Education
Tonya Thompson	8th Grade Social Studies
Beth Torrence	Librarian- Media Specialist

CJHS MOTTO

ALWAYS AN ARROW



Achieving

- Strive for excellence each day.
- Work hard toward meeting your goals.



Respectful

- Use your manners, be polite and show respect to each other.



Responsible

- Be a good leader, do the right thing, and remember, “You are responsible for YOU!”



Organized

- Plan ahead.
- Be proactive and prepared every day.



Willing to Learn

- Be prepared to learn with a positive attitude.
- Be an active learner, participate in classroom activities, and ask questions.
- Do your best at all times.

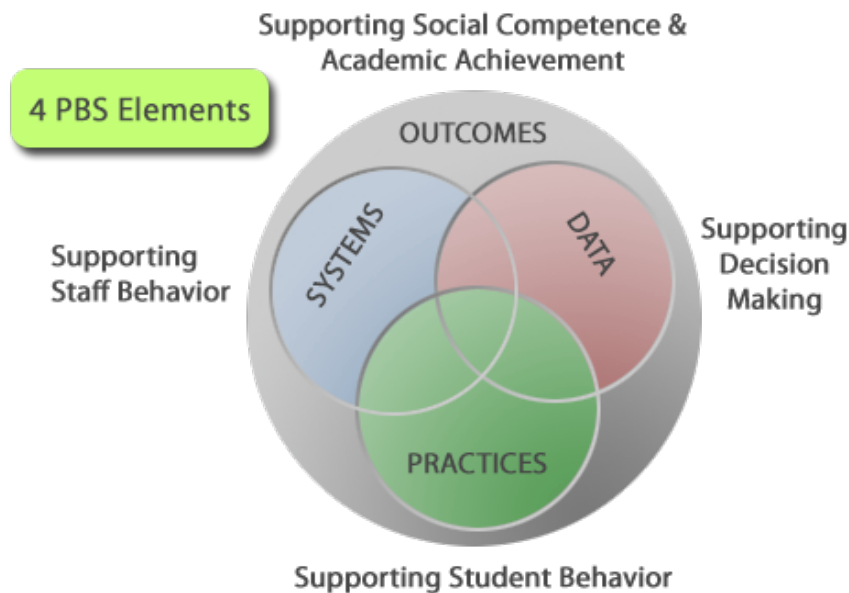


Successful Students

- Achieve your learning goals.
- Be a good role model.
- Turn in all assignments and complete your own work.
- Seek help when needed.
- Meet all deadlines.

SCHOOL - WIDE EXPECTATIONS

Our school wide expectations, matrix, motto, and a list of PBIS committee leaders are posted throughout the building. The school motto and matrix are integrated together to ensure that all students are ready, respectful, responsible and safe. Student expectations are posted in all common areas. These areas consist of the hallway, classroom, restroom, cafeteria, library, assembly area, bus, car rider line, arrival and dismissal. This helps prompt students to pay attention to the school rules and expectations.



Teaching Positive Behavior Q&A

How long should it take to teach the behaviors on the matrix?

- * Plan to teach the expectations aggressively over the first few weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.
- * Plan to teach “booster” lessons every day of the school year (3-5 minutes). If a lot of problems arise in certain situations, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

What do you mean by “teach” the expectations? I always go over the class rules.

- * This is a little different. By teach, we mean to show, as in model, demonstrate, or role-play.
- * Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- * Team up with a colleague to plan and teach lessons.
- * Repeat this process as often as it takes for students to learn the behaviors.
- * The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

How much time am I supposed to commit to this?

- * Keep lessons brief: 5-15 minutes in the beginning. After the first few weeks the overview should only take 2-5 minutes.

Teaching Positive Behavior Q&A

How do I fit this in with everything else?

Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider this an investment during the beginning phase that will pay off with more orderly behavior throughout the school year.

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 infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior, implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. 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 of 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. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Teaching Expectations

TEACH and practice procedures

If a student doesn't know how to read, we teach.

If a student doesn't know how to swim, we teach.

If a student doesn't know how to multiply, we teach.

If a student doesn't know how to behave, we punish?

~John Herne

Teach expectations as you teach core academics.

*Define in terms that students will understand

*Teach first two weeks of school

*List critical attributes

*Provide examples and non-examples

*Enhance and extend concept development

*Check for understanding

*Acknowledge efforts

*Re-teach and restructure teaching

*Identify problem settings

*Review school-wide expectations

*Describe the specific, observable skill(s) for targeted location and provide examples and non examples.

*Engage students in an activity that will allow them to practice the desired behavior

Clinton Junior High School
PBIS Minor Infractions
Cheat Sheet

Discipline incident that can be handled by the teacher and does not warrant a
Major Office Discipline Referral (**Major ODR Form**) to the office

1. Ready

EXAMPLES

- * Be on time.
- * Pay attention.
- * Raise your hand to speak.
- * Listen attentively and participate appropriately.
- * Follow the directions of your teacher at all times.
- * Be prepared. Have all materials needed for each class.
- * Stay on task.
- * Follow classroom procedures.
- * Respond appropriately to your teacher.

2. Respectful

EXAMPLES:

- * Be kind and courteous.
- * Respond positively.
- * Keep hands and feet to yourself in the hall.
- * Avoid pushing through hallway and doors.
- * Wait patiently when in line.
- * Wait to speak.
- * Keep hands to yourself and feet on the floor.
- * Respond to your teacher and others in a respectful manner.
- * Remain at assigned lunch tables.
- * Keep noise level down.
- * Value others.
- * Respect each other's privacy.

3. Responsible

EXAMPLES

- * Take care of your materials.
- * Have Integrity.
- * Complete all classwork and stay on task.
- * Listen to directions.
- * Put items where they belong.
- * Clean areas in classroom and cafeteria.
- * Silently and actively listen to your teacher.
- * Silently and actively listen to others.
- * Silently and actively listen to intercom announcements.
- * Listen to directions.
- * Pay attention to bus and car location.
- * Throw away trash.
- * Stay in your seat until your teacher dismisses you.

4. Safe

EXAMPLES

- * Use Chairs and desks correctly.
- * Walk on the correct side of the hallway.
- * Keep hands and feet to yourself.
- * Go directly to your assigned classroom, bus or car location.

Clinton Junior High School
Major Office Discipline Referral Form
Cheat Sheet

Discipline incident of such severity that administrative intervention is warranted

- * Physical Aggression
- * Verbal or Physical Assault on School Personnel
- * Fighting
- * Bullying/Harassment
- * Cyber or face-to-face bullying
- * Threats
- * Profanity
- * Threats
- * Weapon
- * Complete Refusal to comply
- * Destruction of Property
- * Theft
- * Drugs or Alcohol
- * Under the influence of Drugs or alcohol
- * Forgery
- * Cheating
- * Major Disruptions
- * Misuse of technology
- * Instigating a fight
- * Planning a fight that takes place on or off school campus
- * Possession of a videotaped/recorded fight
- * Failure to leave the scene of a fight
- * Destruction and/or Defacement of School Property
- * Insubordination
- * Unauthorized entry on school premises
- * Unauthorized use of school property
- * Indecent Exposure
- * Loitering
- * Leaving class, school program or meeting without permission
- * Disruption of school operation, functions, programs or activities
- * Minors and Detentions that equate to a major referral

Discipline Referral Process

Minor Infractions: (Disobeying classroom/school expectations)

***Examples:** Not following directions, uncooperative behavior, not following directions, talking, out of seat, not doing work, food in class, cell phones, tardy (see minor and major infraction sheet). Please review matrix, handbook, school rules and expectations with students.

***Handled by:** School personnel in charge of the setting in which the problem behavior occurs.

***Procedure for Detentions:** Parent contact is required when a student has received the second detention form, resulting in detention. This information should be documented. The student must fill out information and bring a copy signed by the parent (pg. 46).

Major Infractions: (Automatic Discipline Report)

***Examples:** (Major disruption, Disrespect, Threats, Fighting, Property Damage, Stealing, Off Limits, Drug Possession, etc.)

***Handled By:** Administration

***Procedure**

1. Contact Office for Administrator.
2. Complete a Major Office Discipline Referral.

**Please review minor/major for chart to determinee Minor and Major behaviors. Review major office discipline referral form attached.

**CLINTON JUNIOR HIGH SCHOOL
MAJOR OFFICE DISCIPLINE REFERRAL**

Student: _____ **Date:** _____ **Time:** _____

Teacher: _____ **Grade:** _____

Location:

Cafeteria Hallway Classroom Courtyard Outside Bathroom Library Car Rider
 Bus Line Gymnasium Special Activity (specify) _____

Infraction:

Defiance/Insubordination/Non-Compliance
 Disruption
 Fighting
 Physical Aggression
 Disrespect
 Abusive Language/Inappropriate Language/Profanity
 Harassment
 Inappropriate Location

 Forgery/Theft/Plagiarism
 Technology Violation
 Property Damage/Vandalism
 Other

Perceived Motivation

Obtain Peer Attention
 Avoid Tasks/Activities
 Obtain Items/Activities
 Obtain Adult Attention
 Avoid Adult
 Avoid Peers
 Other
 Unknown Motivation

Previous Action Teacher Action:

Contact Parent
 Verbally Corrected/Warned

Others Involved:

None Peers
 Teacher/Staff Substitute
 Other Unknown

 Assigned Different Seat
 Other

Administrative Action:

<input type="checkbox"/> Parent Contact	<input type="checkbox"/> In School Suspension	<input type="checkbox"/> Alternative School
<input type="checkbox"/> In School Detention	<input type="checkbox"/> Suspension	
<input type="checkbox"/> # of Days _____	<input type="checkbox"/> # of Days _____	<input type="checkbox"/> # of Days _____
Dates: _____	Dates: _____	Dates: _____

Description of the incident: _____

Comments: _____

Administrator Signature / Teacher Signature Date

Parent Signature Date

PBIS REWARD SYSTEM

Whole School PBIS Recognition Activities

PBIS implementation will begin each semester with a teacher and student kick off. At the kick off, we will teach and reinforce the expectations. We will also recognize excellence across all settings.

PBIS rewards

PBIS big events will be held each nine weeks. Students with no write-ups will be eligible to attend. The big events are school wide events. They are on a larger scale in relation to rewards. Students will also receive incentives for no detentions throughout the school year. Listed below are ideas for student incentives. Rewards will be announced and posted. Students will also have the opportunity to obtain Arrow tickets throughout the school year.

- * Fall Carnival, Winter Carnival
- * Students that attend carnivals have stations set up, face painting, cotton candy, pizza, candy station, other food items, wrist bands, dance stations, projector screen using games, sports games, and cooking station.
- * Minute to Win it (game show) strobe lights, (Minute to Win Fall, winter or spring dance
- * Arrow warrior game relay day (Field day event, end of the year)
- * Holiday Havoc, games inside, prizes
- * Game Trucks

- * Chick-fil-a, Newks,
- * Pizza Hut (any restaurant)
- * Gift cards
- * Courtyard activities
- * Food items, popcorn, pizza, soda, candy
- * Tickets to games
- * Tickets to fun time
- * Bowling ally
- * Braves game
- * Fair Tickets
- * Character Breakfast, Lunch
- * Game tickets
- * Movie passes
- * High heaven, Fun time

CLINTON JUNIOR HIGH SCHOOL PBIS

Dear Parents/Guardians:

At Clinton Junior High School we believe that all students can be successful academically and behaviorally. We are focused on working with students and their families to promote positive behavior in all settings. We recognize that it is very important to have clear and consistent expectations. In addition, it is very important that we actively teach and reteach the desired behaviors to address poor behavior and its consequences, as well as provide positive reinforcement when students exhibit appropriate behavior. In order to achieve this we will be using a school-wide positive behavior system called PBIS.

PBIS (Positive Behavioral Interventions and Supports) is a systematic organization of environments and routines that are consistent throughout the school. This system is focused on teaching students what is expected of them and acknowledging students for their consistent positive behavior. Clinton Junior High School is an exciting, nurturing environment of teaching and learning where the collaborative effort of the school community leads to exceptional academic achievement for all students. We have established school-wide behavior expectations centered on our school motto and handbook.

ALWAYS AN ARROW

Achieving, Ready, Respectful, Responsible, Organized, Willing to Learn, Successful Student

We have systems in place to teach and reteach expectations throughout the school year. Students will be recognized and rewarded with special incentives, and they will be allowed to attend exciting student events for following the rules and expectations. This is a positive reinforcement aspect of school-wide behavior. When a student chooses not to follow the school rules, he/she will receive a detention. The detention form will also be documented and signed by the student and parent. If a student obtains an accumulation of detentions, is involved in a major incident on the bus, at school or at a school event, he/she will receive a major office discipline referral.

Please review the student handbook and the information contained in this letter with your child. Ask your child to tell you about the school rules and to discuss examples of ways that he or she can use these rules to help learn and participate at school. Also, discuss ways that these rules can be used at home and in the community. If you have any questions, please contact the school at any time. Thank you for your support!

PBIS RESOURCES

www.pbis.org

National technical assistance web site on positive behavior intervention and supports includes an online library of reference, videos, and tools.

www.apbs.org

Association for Positive Behavior Support-membership includes The Journal of Positive Behavior Interventions.

www.pbismaryland.org

Positive behavioral intervention and support page for the state of Maryland. The Website has examples of school-wide implementation and tools to use.

www.swis.org

School-Wide Information System: A web-based means of recording and charting student behavior.
<http://challengingbehavior.fmhi.usf.edu/pbs.html>

Center for Evidence-Based Practice: An emphasis on the challenging behavior of young children including training, research, and case studies.

www.beachcenter.org

The Beach Center provides newsletter, publications, and training resources for PBIS in the home and school.

<http://flpbs.fmhi.usf.edu>

The Florida Positive Behavior Support Project has resources for school-wide, classroom three tier, and family implementation of PBIS. Hosts a PowerPoint-based training of school-wide and individual PBIS.

www.successfulschools.org

Effective Educational Practices Web site provides an acknowledgement menu and other information for behavior support.

www.whatworks.ed.gov

The What Works Clearinghouse describes “Character Education” and “Success for All” as approaches that improve student behavior.

