

Camp Hill Middle School



Positive Behavior Support Teacher Handbook

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Positive Behavioral Interventions and Supports Defined:

PBIS is a proactive approach to discipline that promotes appropriate student behavior and increased learning. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of this program include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

This program provides supports to all students based on preventative practices that emphasize teaching and reinforces expected student behaviors.

Why PBIS?

We believe a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving the overall school climate. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

This program will help to maximize learning time and instruction by:

- consistent, non-punitive discipline practices
- opportunities to learn pro-social and self-management skills
- having consistent, clear rules and high-performance expectations and
- consistent enforcement of rules

This program will enhance, not replace, quality instructional practices and delivery.

Camp Hill Middle School Expectations and Goals

Building-Wide Expectations

In accordance with PRIDE and our CHMS behavioral matrix, expectations at CHMS are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as our code of PRIDE.

Positive Behavioral Supports Teacher/Staff Responsibilities Guide

PBIS School Goals

Students at Camp Hill Middle School will meet the five building-wide expectations specified in the Lions Pride Code within the classroom and the non-classroom settings at all times.

Building Wide Expectations (The Lions Pride Code)

As a Student at CHMS, I will be:

Be **Positive** and prepared

Be **Respectful**

Have **Integrity**

Appreciate and respect **Diversity**

Strive for **Excellence**

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and review these expectations throughout the year as needed. (See Behavioral Matrix and Grade Level Matrices” on page 7-8.)
- Teachers will establish their own classroom expectations based on the building-wide and grade level expectations.
- Teachers will help students settle academic problems by instructing students on how to be an effective and motivated learner.
- Teachers will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide and classroom expectations. (See “Pyramid of Successful Behavior” on page 10.)
- Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who achieve Behavioral Expectations” on page 9.)

Staff Responsibilities

- Staff is defined as all adults with supervisory authority. All classroom teachers are involved as staff at various points within the school day and/or school year.
- Staff will monitor students to see that they are meeting the building-wide expectations in all settings of the school.
- Staff will talk with students and provide feedback based on building-wide expectations.
- Staff will develop and/or use PBIS strategies for recognizing Individuals who meet/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who Achieve Behavioral Expectations” on page 14.)
- Staff will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations (see “Pyramid of Successful Behavior” on page 15.)
- Staff will follow instructional procedures for handling infractions of building-wide expectations. (See “Instructional Procedure for Dealing with Problem Behaviors” on page 19.)
- Staff will help students settle problems safely, respectfully, and responsibly.

Tier 1 Team and Tier 2 Team

The Tier 1 and Tier 2 teams at Camp Hill Middle School consist of representatives from various departments. The team members are here to serve the teachers at CHMS in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBIS questions or need assistance in regards to PBIS, they should contact a Tier 1/2 team member.

The 2025-26 members include the following:

Tier 1 Team

Cristy Rice
Diana Chandra
Ashley Zimmerman
Jennie Guilfoyle
Nick Snider
Julia DeCesar
Sherri McNamara
Christi Hadden
Aaron Knapp
Whitney Nester
Dena Higgens
Kirsten Jones

Tier 1 Meeting Dates

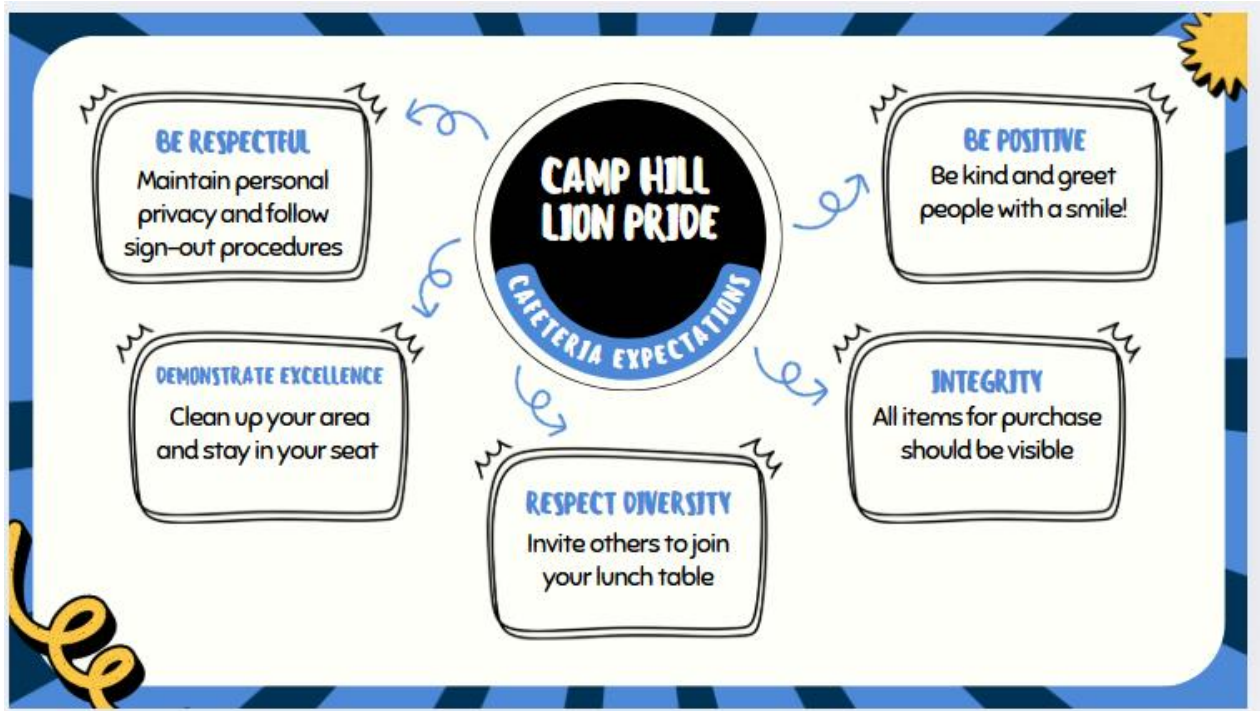
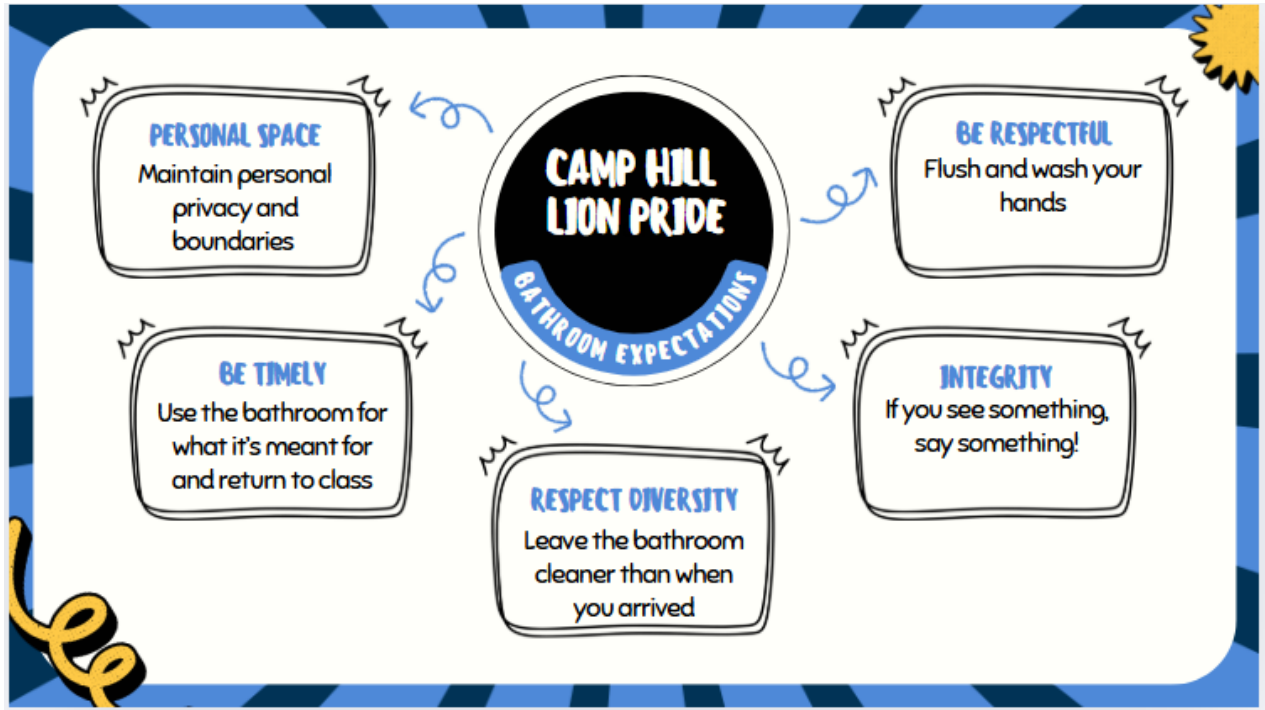
9/3
10/1
11/5
12/3
1/7
2/4
3/4
4/1
5/6

Tier 2 Team

Jennie Guilfoyle
Diana Chandra
Ashley Zimmerman
Corinne Bauman
Nick Snider
Sherri McNamara
Crystal Ackerman
Jason Jack
Aaron Knapp
Whitney Nester
Cristy Rice
Dana Miller
Sara Benson
Mandy Forst
Dena Higgens

Tier 2 Meeting Dates

9/17
10/15
11/19
12/17
1/21
2/18
3/18
4/15
5/20





Recognizing Individuals Who Achieve Behavioral Expectations

The Tier 1 team devised a PRIDE Leaderboard recognition program to be a part of PBIS within the building. This program is designed to recognize those individuals who do the right thing in upholding PRIDE. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building wide expectations as outlined on our behavioral expectation matrix.

Teachers are expected to give students stamps in their agenda books on the pages provided as reinforcement for meeting expectations.

Our Lion Pride Committee will have a school store available during the school week for students to purchase items in exchange for their paw stamps.

PRIDE Leaderboard

Every week the principal will distribute paws each to five teachers and staff members. Those teachers/staff will look for an opportunity to praise a student for following an expectation. Teachers and staff will write the student's name on a paw and give it to the student along with a compliment or explanation as to why he/she is receiving the paw.

Students will take their paws to the office and sign their name in a "Hall of Fame" book (sign and date next to name already printed on a list). Students will give the paws to the secretary, and then draw a ball (1-100) from our PRIDE box. The secretary will also write the name of the student on the paper grid. Each student's name will be placed on the PRIDE Leaderboard, corresponding with their drawn number. It will be located in the glass case outside of room 123.

Students' parents will receive a phone call from the school letting them know their son/daughter was caught in the act of following the PRIDE expectations. Once there are 10 students' names in a row, those 10 students will be entered in a drawing for a "mystery motivator." We will call those 10 students to the office for the drawing. They will participate in a drawing broadcast over the loudspeaker at the end of the day.

Pyramid of Successful Behavior

CHMS
Levels
Of
Intervention

Team Managed

Multiple
Offenses:

Major and
Minor

Office Managed

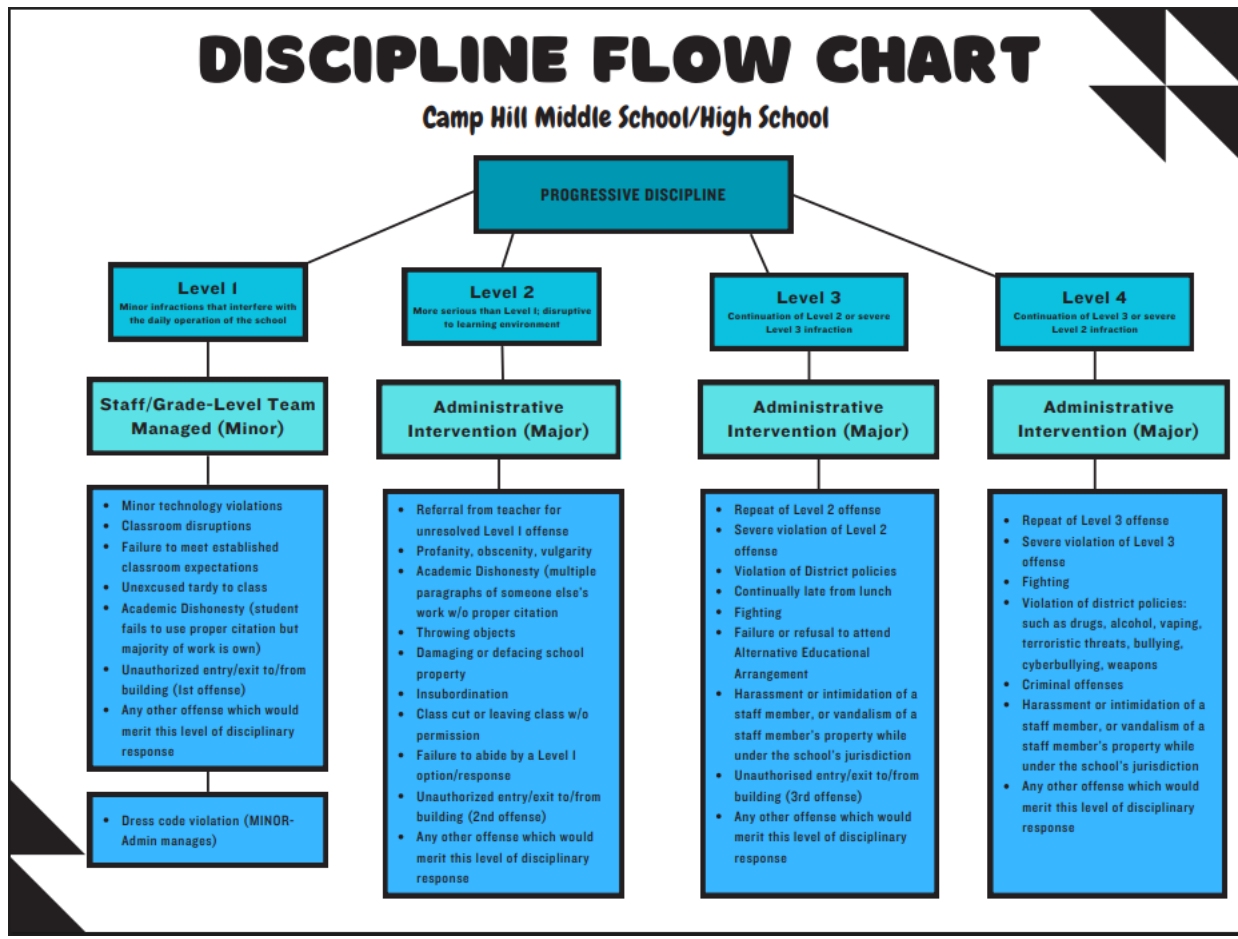
Arson
Bomb Threat
Forgery / Theft
Harassment/ Bullying
Defiance/Disrespect/Non-Compliance
Insubordination-- Major
Disruption-- Major
Dress Code Violation-- Major
Inappropriate Display of Affection-- Major
Lying / Cheating-- Major
Fighting / Physical Aggression-- Major
Use/Possession of Alcohol/Drugs/Tobacco
Property Misuse
Use / Possession of Combustibles / Weapons
Technology Violation-- Major
Abusive/ Profane/ Inappropriate Language--Major
Inappropriate Location / Out of Bounds
Property Vandalism

Classroom Teacher Managed

Defiance/Disrespect/Non-Compliance/Insubordination
Disruption
Tardy
Dress Code Violation
Inappropriate Display of Affection
Inappropriate Language
Lying/Cheating
Physical Contact/Physical Aggression
Property Misuse
Technology Violation
Other

DISCIPLINE FLOW CHART

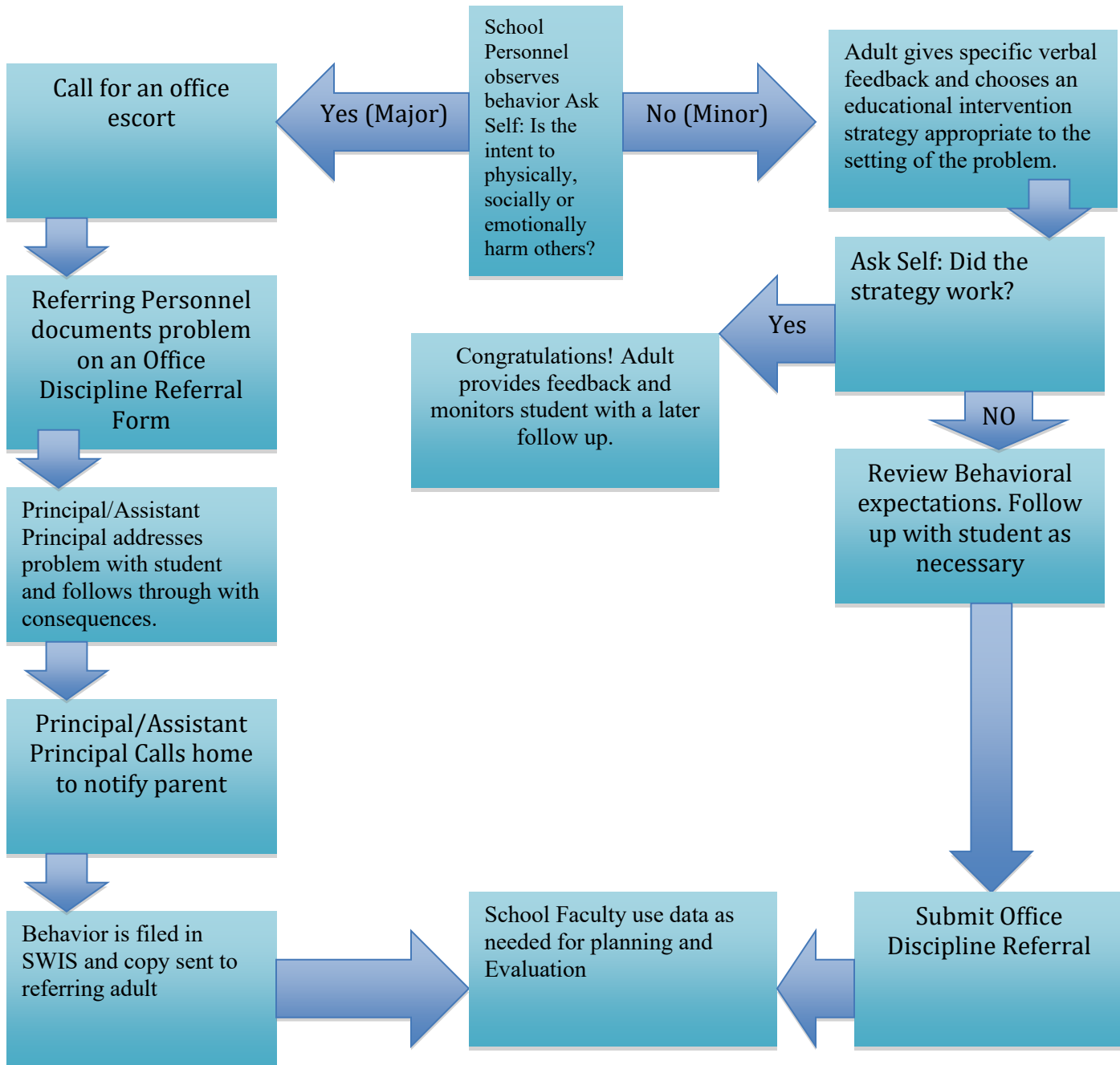
Camp Hill Middle School/High School



Suggested Classroom/Common-Area Corrections

Sample Menu of Classroom Corrections	Sample Menu of Common-Area Corrections
<ul style="list-style-type: none"> ◦ Give a gentle verbal reprimand ◦ Use a proximity correction ◦ Keep a record of the behavior ◦ Use planned ignoring ◦ Reduce points (if using a point system) ◦ Implement a response cost lottery ◦ Assign time owed from 'free time' or after class ◦ Assign time owed after school ◦ Create and have students complete a Behavior Improvement Form ◦ Require restitution by the student ◦ Referral 	<ul style="list-style-type: none"> ◦ Use proximity correction ◦ Give a gentle verbal reprimand – Some types include: <ul style="list-style-type: none"> --Use a one liner --Instructional --Humorous --Appeal to relationship ◦ Keep a record of the behavior ◦ Written notification to teacher ◦ Assign a timeout – "Stay right there for 30 seconds" ◦ Require restitution by the student (e.g., apology, go back and walk) ◦ Restricted area or assigned table ◦ Referral

Instructional Procedure for Dealing with Problem Behaviors



PBIS TIER 2 SUPPORTS

What Is It

Tier 2 supports are resources utilized when certain students require extra instruction in meeting the PBIS (PRIDE) expectations. These interventions currently consist of check-in-check-out (CICO), homework club, pairing with an advisor, and structured study hall.

How Does it Work

Each support offers benchmarks/goals for a student to meet. These supports are intended to be used to help students become more successful. When a student shows improvement in following the PRIDE expectations, there is a transition process to help a student fade-out of the tiered support.

Who is Eligible

Students who have received more than 3 referrals in a marking period are eligible for Tier 2 supports as well as students who are referred by concerned teachers and support staff. It will be at the discretion of the Tier 2 group members to decide if there is a Tier 2 support that would fit the student's needs.

STATS Form

All STATS forms should be completed in LinkIt!.

Name of Intervention	Check-in Check-out
Coordinator	Mrs. Marcus
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention
Description of Intervention	Students check-in daily with an adult at the start of school to receive encouragement and check the students' frame of mind. The students check out at the end of the day with an adult to self-evaluate the day's events with staff.
Process for beginning intervention	Parent Consent Form sent home Meet with student to explain
How will progress be reported to parents and teachers	Self-assessment and daily check in
What will reinforcement be for those meeting goal/making progress	Students will earn rewards for meeting objectives.
Criteria to qualify for intervention	Any student who has between 3-5 referrals for the year or has been referred to the tier 2 team and approved for tier 2 interventions.
What data will be used to progress monitor intervention	CICO SWIS data
What is decision rule to begin fading intervention	Goal achieved for 4 weeks
What are some fading techniques that can be used	Have both teacher and student score to see if scores match (self-monitoring) Have just student rate themselves and discuss score with teacher (check for accuracy)
What is criteria to "graduate" from intervention	Student will meet criteria for 4 consecutive weeks and/or will be at the discretion of the team.
What is rule for modification to interventions	<ul style="list-style-type: none"> • Student is not checking in • Student is checking in with little progress
Possible modifications that can be made	Add a goals sheet and reward system Change location of CICO Change CICO adult Deliver CICO card to student Have peer remind student to CICO each morning Student carries point sheet with them.
What is criteria for non-responders to move to more intensive intervention	After 2 modifications: <ul style="list-style-type: none"> • student neglects to make progress before next data team meeting

Name of Intervention	Homework Club
Coordinator	Lori Seaman
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoid Tasks
Description of Intervention	will offer homework support in her classroom after school on Tuesday and Thursdays from 3:00-3:45. Peer tutors and staff will volunteer to assist students in need.
Paperwork needed for student to begin intervention	Parent contacted by an administrator, counselor, or coordinator.
How will progress be reported to parents and teachers	Progress will be monitored via SIS for homework completion and grades and informal updates with the student's teachers.
What will reinforcement be for those meeting goal/making progress	Increased Adult Attention Increased Peer Attention Increased Academic Success
Criteria to qualify for intervention	Academic difficulty, Significant Absences from School
What data will be used to progress monitor intervention	SIS Progress Monitoring and/or informal updates from teachers.
What is decision rule to begin fading intervention	Student homework completion or GPA increases over a progress monitoring period (half a marking period)
What are some fading techniques that can be used	Attendance x1 a week No Attendance
What is criteria to "graduate" from intervention	Homework completion and GPA increase for a full marking period
What is rule for modification to interventions	A four week period where homework completion or GPA is not increasing
Possible modifications that can be made	Increased to x2 a week from X1 Increased attention from Peer Tutor Increased attention from an Adult tutor
What is criteria for non-responders to move to more intensive intervention	Failure to attend homework club on assigned days Failure over a four week period to increase homework completion or GPA

Name of Intervention	Intervention of Advisor
Coordinator	Mrs. Guilfoyle
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoiding Tasks Avoid Peers Avoid Adults Obtain items/activities
Description of Intervention	Student is given a choice of a faculty mentor with whom they will meet on a regular basis to identify and progress monitor goals pertaining to the student's need.
Paperwork needed for student to begin intervention	Manually sign for parent permission
How will progress be reported to parents and teachers	Coordinator will e-mail goal sheets home at parent request
What will reinforcement be for those meeting goal/making progress	Students will earn a paw stamp for making goals Stamps can be used for items in the school store.
Criteria to qualify for intervention	Student has not responded to less restrictive Tier 2 interventions.
What data will be used to progress monitor intervention	Reduction in ODR's Attendance to mentor group meetings/marking period Progress in goal reports.
What is decision rule to begin fading intervention	Increased grades. Positive feedback from mentors measured through the goal sheets.
What are some fading techniques that can be used	Less frequent mentor meetings.
What is criteria to "graduate" from intervention	Mentor meetings are no longer required. Academic and behavioral goals are being met on a consistent basis.
What is rule for modification to interventions	A majority of mentor meetings within a marking period reveal unmet goals.
Possible modifications that can be made	Student is given another mentor.
What is criteria for non-responders to move to more intensive intervention	Student does not attend mentor meeting on a regular basis. Student is not meeting goals.