

Central Middle School

**central  
chargers**



Positive Behavior Support

(PBS)

Staff Handbook

Central Middle School

Plymouth-Canton Community Schools

Plymouth, Michigan

(Revised August 2011)

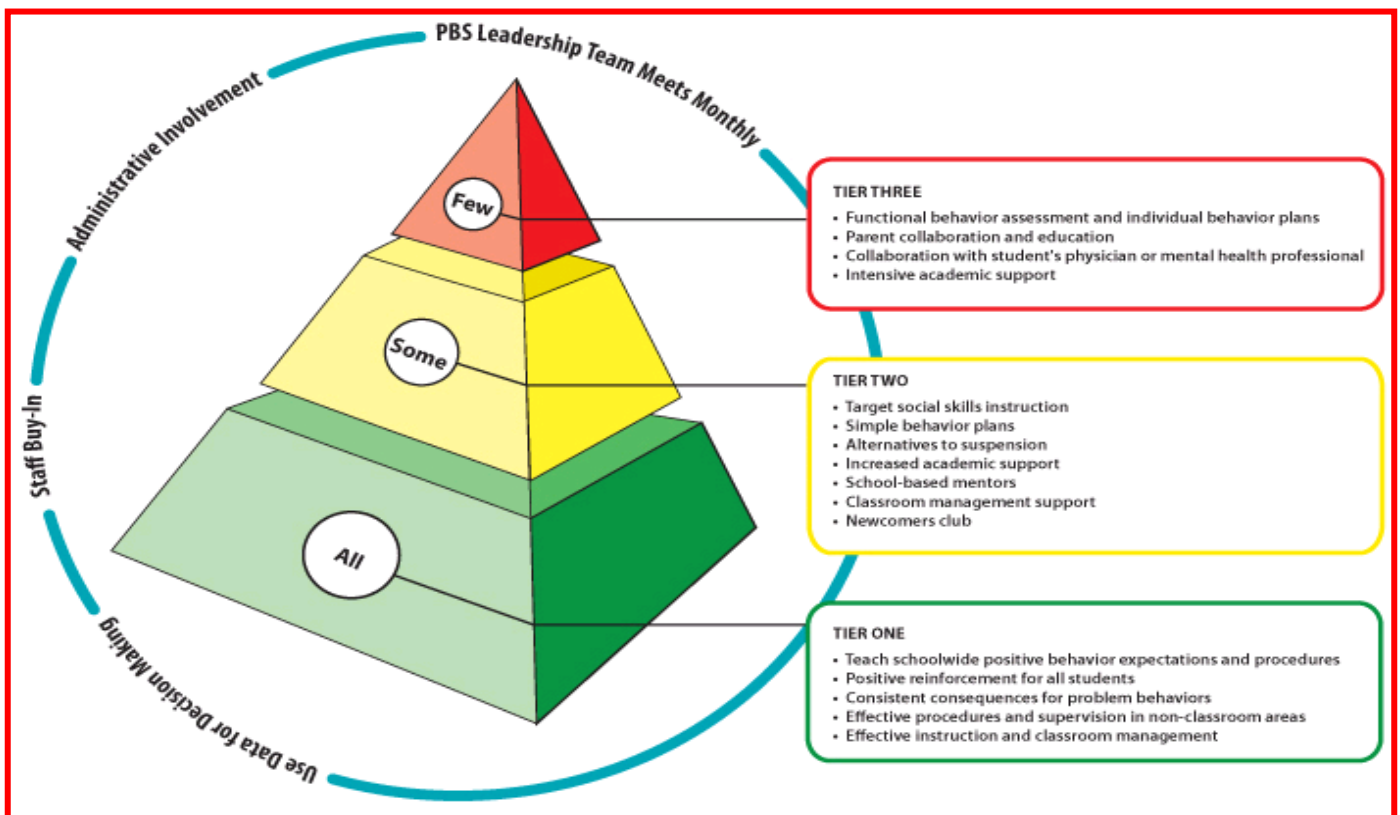
# Overview

## Statement of Purpose

Here at Central Middle School we seek to improve student achievement through quality instruction. Quality instruction cannot occur when a student is not present. The main purpose behind this PBS program is to increase actual student hours of classroom instruction by reducing the number of student classroom hours lost due to suspension/discipline. Our goal is to promote positive behaviors that can prevent or avoid the above issues by teaching students these positive behaviors, rewarding students for exhibiting these positive behaviors, and correcting behaviors that lead to the above discipline issues.

## Creating Behavior Expectations

For each of the targeted categories, we looked at the behaviors that led up to or contributed to the incidents that resulted in discipline/suspension. We designed behavioral expectations related to each of these categories for the purpose of reducing the occurrences of the undesirable incidents.



## **Be Safe**

The violent offenses are often related to issues of gossip and rumors, peer pressure, escalation of physical horseplay, misinterpreted non-verbal communication (looks, tone of voice, etc.) and unnecessary confrontational behavior.

## **Be Respectful**

Disrespect to authority is often due to students failing to recognize all staff members, as authority figures. Also, students often fail to understand that certain actions (tone and volume of voice, interrupting others while they are speaking, walking away or refusing to stop when they don't want to listen) are disrespectful. Likewise, students may also not understand that interacting with authority is different from interacting with peers. Students want respect and need to be reminded that this desire is mutual in interpersonal interactions.

## **Be Responsible**

Students at the middle school level struggle daily with issues of independence. They don't like to take orders. As stated above, they often fail to recognize the authority of a staff member who is not one of their teachers. Likewise, they often fail to recognize the authority of a staff member outside of their normal environment and thus don't believe they have to follow directions of cafeteria personnel outside of the cafeteria, or teachers outside of the classroom, or administrators outside of the building, etc. Some often feel entitled to an explanation or reason for a directive given to them and believe it is acceptable to wait for this explanation before complying. They often believe that some areas (cafeteria, restrooms, hallways, etc.) are exempt from school rules that they willingly comply with in other areas.

# Administration's Role In PBS

As the PBS team works extremely hard to develop and tailor the PBS initiative to create a better learning environment for our students and work atmosphere for our staff, it is very important for our school leaders to have a very active hand in this process. Without your active involvement PBS will not work. With this in mind, the PBS team has outlined the essential expectations, but not limited to, that UPHS administrators need to commit to:

1. Empower every staff member to feel as important as the next staff member...we are all equal!!
  - a. Consequences for disrespecting a janitor, and lunch attendant should be the same if it were a teacher, principal, or superintendent.
2. Support for staff who are not actively teaching PBS expectations, or not rewarding students in the classroom and school-wide.
3. Frequent quick visits to classrooms and engage in PBS conversations with staff and students.
4. Informal audits and surveys to determine what staff are not teaching PBS.
5. Reward staff members/advisories who are actively teaching the PBS expectations with public praise and incentives.
6. Have PBS conversations...probe staff that are not fully committed and make suggestions on how they can become active.
  - a. PBS support/news should not always come from the PBS team.
7. Attend PBS meetings regularly.
8. Read PBS literature.
9. PBS.....Expect it!...Enforce it!
10. Don't simply leave PBS up to the PBS team!!

# Staff Responsibilities:

## 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?

## Teach the Matrix

### When

- Teachers should follow the PBS teaching calendar provided by the committee (see appendix)
- Educate yourself with the area's protocol. Each core area is responsible for teaching a specific expectation on an assigned day.
- As the year progresses, follow the calendar provided by the PBS committee. (Teaching Calendar) Follow the given schedule of topics to be taught according to the calendar, so ALL students are learning the same procedures at the same time.
- Leave PBS lesson available for Guest Teachers

### How

- Teachers should teach the matrix through modeling, demonstration, role-play and practicing appropriate behaviors from the matrix
- Re-teach and vary your method of instruction as much as necessary for your students to master the expectations
- Our goal is to make sure the students fully understand what is expected from them and that they get **enough practice** so that these positive behaviors can develop into habits that will continue even when students are not being directly supervised.

## Lead by Example

All staff should model for our students the respectful behavior we want them to exhibit. Be caring, but also professional. Remember, our students learn even more from our actions than from our words. The question all school personnel (administration, teachers, secretaries, paraprofessionals, custodians, cafeteria staff, etc.) should ask themselves when interacting with students is this: "Would I allow this student to speak to me in the exact same manner that I am speaking to him/her?"

## Don't Simply Correct Behavior... TEACH

Student misbehavior should be seen as the "teachable moments" they are. The first step in all individual teacher/cluster behavior management plans should be to privately counsel the student. The conversation between the staff member and student must include three important components.

- The staff member should clearly explain exactly what the student did wrong.
- The staff member should **"teach"** the student what the correct behavior for that situation should have been. A simple demonstration, by staff, should help reinforce the expected behavior.
- When correcting behaviors be sure to use the words **respectful, responsible, and safe**. For example, "At Central we want our hallways to be a safe place which means no kicking other students. So please, next time be sure to keep your hands, feet and belongings to yourself".

Never assume that any student understands correct behavior without being taught.

## Guidelines for Teaching Expectations

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

- Plan to teach the expectation over the first month of school. Lessons will need to be repeated a few times initially and reinforced strongly at the outset of the year.

### **And then I'm done, right?**

- Not quite. Plan to teach "booster" lessons throughout the school year based on collected data. If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student enter 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 show, as in model, demonstrate, integrate expected behaviors into your lessons or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feed-back 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 the lessons brief. 5-15 minutes per lesson.

### **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 it an investment during the first part of the year that will pay off with more orderly behavior thereafter. You can also do this as a team with other classes.

The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values of **Be safe, be respectful and be responsible**. Part of our objective is to teach students these core values beyond the level of simple classroom procedures.

## Problem Behavior & Descriptions

<b>Positive Contacts</b>	Kudos , Praise for academics and Praise for behavior
<b>Disruption</b>	Behavior causing an interruption that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay, roughhousing, or play-fighting; and/or sustained out-of-seat behavior, blurting out.
<b>Insubordination/Defiance</b>	Refusal to follow directions, talking back, rude to an adult, refusal to deliver and/or return school correspondence when required.
<b>Improper Language/Gestures</b>	Profanity, verbal messages and/or gestures, including swearing, name calling or use of words in an inappropriate way.
<b>Harassment/Bullying</b>	Conduct (teasing, taunting, instigation, or provocation) directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
<b>Verbal Abuse</b>	Name-calling, racial or ethnic slurs, or other derogatory statements that is offensive to another person.
<b>Sexual Harassment</b>	Unwelcome sexual advances, requests for favors and other verbal or physical conduct of a sexual nature (e.g., making obscene comments or gestures, displaying obscene pictures or written material) when it creates an intimidating, hostile, or offensive educational environment and/or it otherwise adversely affects a student's educational opportunities.
<b>Threats</b>	Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well being.
<b>Fights</b>	Actions involving physical force on another person where injury may occur (e.g., hitting, pushing, grabbing forcefully, kicking, scratching, hair-pulling, striking with an object, etc.)
<b>Tardy</b>	Student is late to class or the start of the school day.
<b>Truant</b>	Student leaves class or school without permission or stays out of class without permission.
<b>Property Damage</b>	Student deliberately impairs the usefulness of property.
<b>Cheating</b>	Student fabricates untrue stories; copies other student's work or plagiarizes (claims another's work as their own).
<b>Stealing</b>	Student is responsible for deliberately taking someone else's property.
<b>Dress Code Violation</b>	Student's appearance does not fit the dress policy guidelines outlined in the UPHS Student Code of Conduct section of the student's planner.
<b>Parent Contact</b>	Communication regarding student's overall performance academic or behavior.



## Procedures to Practice the 1<sup>st</sup> Weeks of School

- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need paper and pencils
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is not in the room
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return students' work
- Returning to work after an interruption
- What to do during a fire drill, tornado drill, etc..
- What to do during announcements
- Saying "please" and "thank-you", "excuse me", and "I'm sorry"

# Rewards & Consequences

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# Charger Bucks

Charger bucks (similar to the one above) is a quick and easy way for students to be recognized for going above and beyond charger expectations.

## Staff:

- Staff can distribute charger bucks to those students who they have seen going above being safe, respectful and responsible. (Just as we use to use the Charger PRIDE)

## Students:

- Students earn/collect charger bucks and redeem them at lunch for multiple rewards. Selected students will run the Charger Buck exchange.
  - For Example:
    - Hat for a day
    - Front of the lunch line
    - Front of bus line (week and a day)
    - Free homework pass (with teacher approval)
    - Dismissed from lunch first
    - LaPointe's helper at intramurals
    - Free cookie, freezie pop, pizza coupon or other various coupons from local merchants.

(FEEL FREE TO SOLICIT)

# Signature Card

The Signature Card is to be used **STRICTLY FOR HALLWAY BEHAVIOR.**

Students will be required to carry a card like the one above at all times during school hours. Students at Central Middle School are already required to carry planners and these cards will be sized to fit conveniently in these planners.

## **STAFF RESPONSIBILITY:**

- Staff must write (in permanent marker) each student's name on their signature card every 2 months. This is to help cut down on loss of cards.
- Print current roster and have students initial their name that they have received their card

Whenever a staff member witnesses a student engaging in a minor infraction of the student code of conduct, they will ask for and sign a student's "Signature Card" acknowledging the behavior they observed. The staff member will take a moment and re-teach the behavior. Major violations will still be dealt with by an immediate Office Discipline Referral.

## Examples of MINOR INFRACTIONS:

- Pushing, running, shoving, shouting
- Profanity
- Hitting, horseplay and etc...

### Clothing Infractions:

- Ask student for signature card and re-teach the behavior
- Ask student if they have a change of clothes in their locker.
  - YES- Write the student a PASS to get their change of clothes and change.
  - NO- Send them to the office with a PASS.

### 3<sup>rd</sup> Signature:

When a student has 3 signatures, **the staff member who signs the card for the third infraction will fill out a Discipline Referral and send it to the office (stating it was the third signature on the card. )**An administrator will call the parent to inform them that their student's card has 3 signatures and the consequence is an After School Detention.

### 6<sup>th</sup> Signature:

When a student has 6 signatures, **the staff member who signs the card for the sixth infraction will fill out a Discipline Referral and send it to the office (stating it was the 6<sup>th</sup> signature).** An administrator will call the parent to inform them that their child's card has 6 signatures, the consequence is **two** After School Detentions, and inform them that if 9 signatures are earned the student will have a 1 day Out of School Suspension.

### 9<sup>th</sup> Signature:

When a student has 9 signatures, **the staff member who signs the card for the ninth infraction will fill out a Discipline Referral and send it to the office (stating it was the 9<sup>th</sup> signature).** An administrator will call the parent to inform them that their child's card has 9 signatures; the consequence is a 1-day OSS (out of school suspension). When the student returns to school, they will receive a new signature card.

### Lost Card / Lost Redbook

If a student loses their card, the student is issued another card with 3 signatures, and therefore an After School Detention is assigned.

### Minor Infraction/NO CARD:

If a staff member witnesses a student engaging in a **MINOR infraction** they will ask for a signature card and re-teach the expected behavior.

If a student does not have their Signature Card:

- Fill out a Discipline Referral
- Indicate signature card offense
- Write infraction in the description part of referral

If a student doesn't have their SIR:

- Ask them "where is it?"
- If it is in a "quick" (another classroom or locker) location allow the student to go and grab it OR call the teacher and ask them to sign it for you.
- If location of redbook is unknown fill out a Discipline Referral.

# Discipline Referral

When a staff member signs a student's signature card and it is the student's 3<sup>rd</sup>, 6<sup>th</sup>, or 9<sup>th</sup> signature, the staff member will fill out the referral above stating the infraction and send it to the office.

WE are NOT issuing a signature for a student who cannot produce their SIR, UNLESS they have committed a MINOR INFRACTION!!!!

We are still encouraging students to be responsible CENTRAL CHARGERS by caring their SIR at all times.

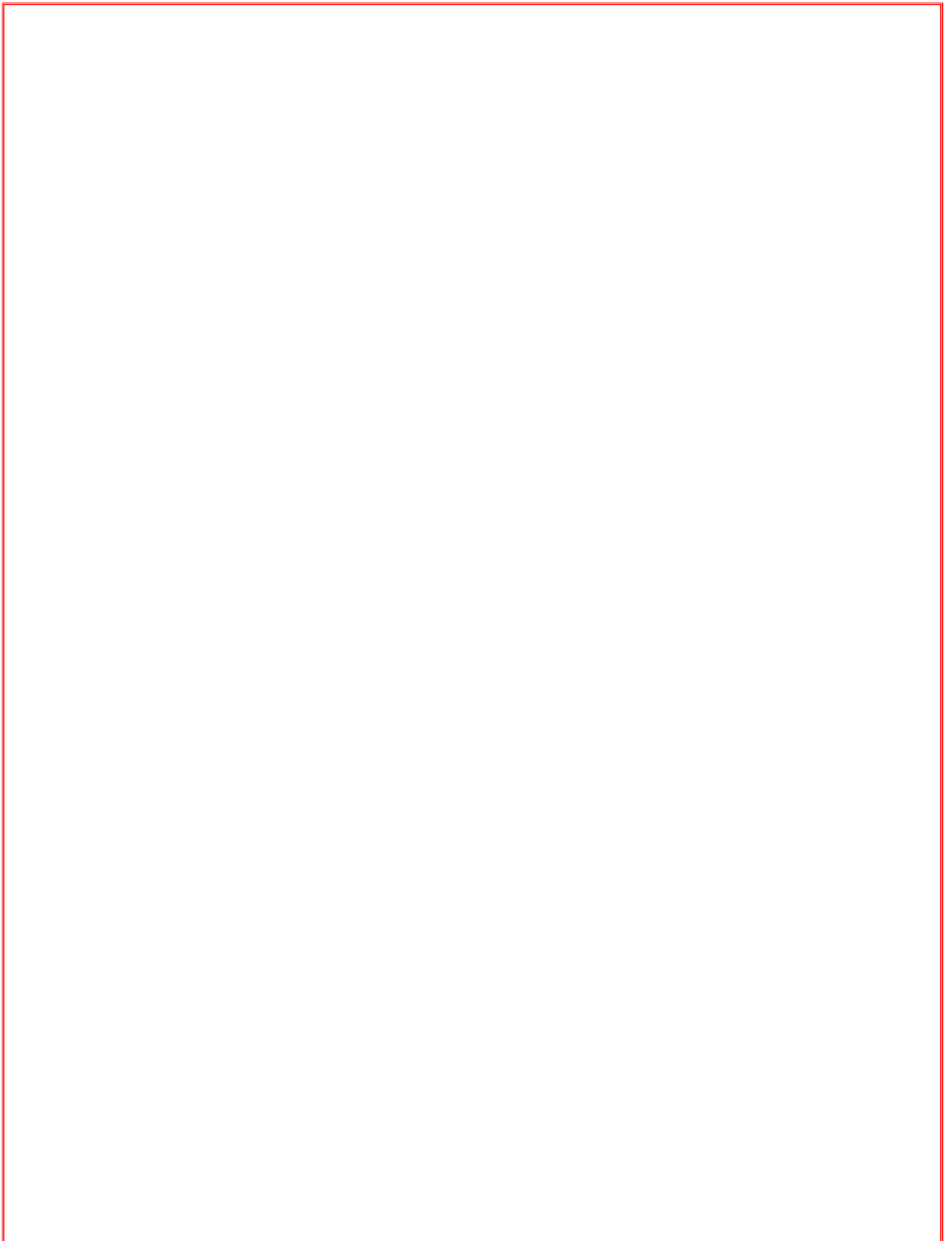
## LUNCH TIME:

Students who are leaving the cafeteria for ANY REASON (IE: academic lunch, library, teacher help, taking a test, counseling center, office, lunch detention or lunch with a teacher) MUST have their redbook with a SIGNED PASS for that day. (Even if your class is across the cafeteria)

Teachers:

- Don't accept any student in the hall at lunch time without a pass. Sign their signature card.
- So if you are letting a student go late or expecting them at lunch the student NEEDS a PASS from you.
- If students don't show they either lost their pass or weren't given a pass to begin with.

STUDENTS WILL NOT BE ALLOWED TO LEAVE THE  
CAFETERIA WITHOUT A PASS





## Consequences/Interventions

CONSEQUENCES	DESCRIPTION
<b>Conference with Student</b>	Private time with student to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.
<b>Conference with Parent</b>	Teacher communicates with student's parent by phone, written notes, or person to person about the problem behavior.
<b>In-class time-Out</b>	Predetermined consequence for breaking a classroom rule. Short duration - usually separated from the group, but remains in class.
<b>Think Sheet</b>	Form used to help student identify negative behavior and a chance to write a solution for their behavior
<b>Privilege loss</b>	Incentives given for positive behavior are lost. Example: Loss of computer time or loss of a reward.
<b>Apology restitution</b>	Student makes amends for his/her negative actions. The student takes the responsibility to correct the problem created by the behavior. This can be a verbal or written declaration of remorse.
<b>Corrective Assignment Restitution</b>	Completion of a task that compensates for the negative action
<b>Written contract</b>	Student, teacher, and possibly a parent formulate a document expressing the student's intention to remediate or stop further occurrences of the problem behavior. The written contract should be positive in tone and include incentives, but may also include consequences for misbehavior.
<b>Referral</b>	Write a referral after documented interventions with a student without a desired outcome

# Think Sheet

Directions: Complete all lines with at least 3 complete sentences.  
(Use additional paper if necessary)

Name: \_\_\_\_\_

I was not: (Circle all that apply)

Respecting Others  
Knowledge

Respecting Community

Respecting

Respecting Self

Other:

Describe what  
happened: \_\_\_\_\_

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---

I should have

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---

---

Next time I will \_\_\_\_\_

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---

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Signature: \_\_\_\_\_ Date \_\_\_\_\_

## **APOLOGY RESTITUTION**

Directions: Complete all lines with at least two complete sentences.  
(Use additional paper if necessary)

The rule I broke was:

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---

---

I broke the rule because:

---

---

---

It affected the people around me because:

---

---

The consequence for breaking this rule should  
be: \_\_\_\_\_

---

---

What I will do from now on  
is \_\_\_\_\_

---

---

My  
apology: \_\_\_\_\_

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---

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---

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Signature \_\_\_\_\_ Date \_\_\_\_\_

# 4 to 1

## Ratio of Positive

Part of this program involves rewards Charger BUCKS and consequences (Signature Cards). All staff should remember the rule of FOUR positives to every ONE negative. Staff members actively look for and reward with a Charger BUCK four examples of correct behavior (meeting the expectations in the matrix), for every negative consequence they give out a signature on signature cards.

### Negative infraction turned positive example:

I really like the way you were walking down the hall, do you think you could do that without being so loud?

### Some POSITIVE DAILY examples:

- Thank you for...
- Great work today!
- You look nice this morning!
- You did a very good job of...
- It was great that you...
- I can tell that you are trying...

## Good Classroom Rewards

Treats  
Extra Computer Time  
Drawing Time  
Homework Passes  
Inexpensive Toys  
PRAISE!  
Stamps

Movies & Popcorn  
Social Time with Peers  
Extended Free Time  
Special Projects  
Good Call/Postcards home  
Stickers  
Sit with a friend

## 100 Ways To Praise

Wow  
A+ Job  
How Nice  
Marvelous  
Well Done  
That's Incredible  
That's Hot  
Good for You  
Fantastic Job  
Hurray For You  
Remarkable Job  
You're a Winner  
You're Important  
You're Fantastic  
How Smart  
You're Catching On  
Looking Good  
Tremendous  
Fabulous  
Neat  
Awesome  
Dynamite  
Love It  
Way to Go  
You Brighten My Day  
Magnificent  
You're On Target  
You Are Responsible  
You're Unique  
You Tried Hard  
That's Correct  
Spectacular Job

You're Beautiful  
You're Doing Well  
You've Got It  
Brilliant  
Phenomenal  
Wonderful  
Splendid  
Impressive  
Good  
Out of This World  
You Did It  
You're On Top of the  
World  
Beautiful  
Super Work  
Good Job  
You're On It  
Good Thinking  
Way to Be On Task  
You're The Best  
You Learned It Right  
You Go  
Amazing  
Sensational  
Exceptional  
First-Rate  
Congratulations  
Remarkable  
Great  
Terrific  
Good Stuff  
Superstar

Hot Stuff  
You Belong  
I Trust You  
Try Your Best  
Creative Work  
You're perfect  
You're So Smart  
Fine Job  
Outstanding  
Superior  
Cool  
Good For You  
Fantastic  
You Made My Day  
Radical  
Bravo  
Perfect  
You Care  
Excellent  
Nice Work  
I Like You  
I Respect You  
Beautiful Work  
You're Darling  
Great Discovery  
You Are Exciting  
Now You're Flying  
Thanks So Much  
You're The Greatest  
I'm Proud of You  
Stupendous

