Cleveland Hill Middle School
Eagle Pride
Safe and Civil Schools (PBIS)

Staff Handbook
Table of Contents

What is PBIS?
- Why is it so important to focus on teaching positive social behaviors?
- Why should students be acknowledged for doing what is expected?
- Is PBIS just a form of Bribery?
- Won’t students become dependent on rewards to prompt good behavior?

Tier 1: Safe and Civil Schools PBIS at Cleveland Hill Middle School
- Who is on the School-wide Safe and Civil Schools PBIS Team?
- What are the responsibilities of the School-wide Safe and Civil Schools PBIS team?

Teaching our Expectations and Routines
- Why teach the Rules, Expectations, and Routines during the first week of school?
- How long should it take to teach our behavioral expectations?
- What are Routines?
- Booster Sessions: Re-teaching the Rules, Expectations, and Routines.
- What are our behavioral expectations?

Eagle Pride Expectations
- Matrix
- Classroom and Hallway Displays

Acknowledging and Rewarding Positive Behavior
- Eagle Bucks
- Guidelines for Utilizing Eagle Bucks

Behavior Intervention & Referral Procedure
- Pre-Corrective Intervention Strategies
- Classroom Strategies
- Discipline Tips

School-Wide Information System (SWIS)

Levels of Behavior

Student Behavior Management Process (Flowchart)

Office Discipline Referral Form (ODR)
What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Research shows that positive reinforcement is one of the best ways to not only change problematic, or unexpected behavior, but also to encourage and maintain expected behavior. Positive behavior interventions and supports (PBIS) establishes clear behavior expectations to support all students in achieving social, emotional, and academic success. In addition to making behavior expectations clear to students, PBIS provides behavioral supports when needed, and fosters a positive environment where appropriate behavior is acknowledged and rewarded. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. Safe and Civil Schools is a comprehensive form of PBIS currently utilized to maintain consistency throughout our district.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

Why is it so important to focus on teaching positive social behaviors?
Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” PBIS provides the framework for a common approach so students and staff clearly understand the behavioral expectations in the different locations in school. The behavior expectations that are taught and acknowledged are more likely to continue in the future.
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 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 before responding. **The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.**

**Why should students be acknowledged for doing what is expected?**
Behaviors which are acknowledged are more likely to be repeated while those which are ignored are less likely to reoccur. If staff wants students to demonstrate common acts of responsibility and respect, they will need to acknowledge those behaviors when they occur. Good behavior should not be taken for granted.

**Is PBIS just a form of Bribery?**
Bribery or coercion is an attempt to influence or persuade someone to produce a behavior that hasn’t happened yet. On the other hand, an acknowledgement or reward through PBIS reinforces a behavior that has already happened. The purpose of praise is to reinforce and increase positive behavior with student knowledge. This acknowledgement helps clearly describe and define expectations so that students can successfully meet them and repeat them. Praise should always be given in an open and honest format. By providing behaviorally specific praise linked to already established expectations, staff assists students in the process of understanding and monitoring their own behavior.

**Won’t students become dependent on rewards to prompt good behavior?**
When a message that recognizes a student’s efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened. Tangible rewards should always be accompanied with social rewards such as verbal praise or positive regard. By clearly linking student behavior to a positive outcome, internal motivation is increased and strengthened. This is a positive and specific way for students and staff to interact.

**Tier 1**
**Safe and Civil Schools PBIS at Cleveland Hill Middle School**
PBIS is a comprehensive approach to behavior management utilized by all staff throughout the school building. Behavioral expectations are clearly defined and utilized in all settings. Our expectations in the Middle School model **Eagle PRIDE**: Positive Attitude, Respect, Integrity, Dependable and Excellence in all you do!

PBIS methods are research based and have been shown to significantly reduce the occurrence of problem behaviors. PBIS focuses on prevention, under the premise that if students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, that 80-85% of students will follow these systemic expectations.
The 15-20% of the students not responding to these universal expectations will receive additional support through group and individual interventions.

Critical to PBIS implementation is systematic analysis of behavioral and office discipline referral (ODR) data. Analysis of behavioral data allows us to identify problem areas and implement systematic, school-wide interventions, acknowledgement of students displaying positive behaviors and communicate this information to staff, parents and students.

The key components of an effective school-wide PBIS system include:

- Clearly defining and explicitly teaching behavioral expectations (Behavior Matrix, Procedures)
- Consistently reinforcing the positive behaviors we wish to promote (Strategies for acknowledging positive behaviors, Eagle Bucks, grade level incentives)
- Utilization of behavioral data to identify problems and assess progress
- System of Correcting problem behaviors and teaching appropriate replacement behaviors (Office discipline referral, strategies for correcting behavior)
- Supports for Educators (PBIS Coach, Tier 2-Behavior Team)

The end goal of our Positive Behavior Interventions and Supports (PBIS) is to improve school climate in order to promote a safe and productive learning environment for all students and staff. **EVERY adult must accept the responsibility of explicitly teaching students how to behave properly in all school settings. The most critical element of our PBIS implementation is CONSISTENCY!**

**Who is on the School-wide Safe and Civil Schools PBIS Team?**

The PBIS team should be representative of the entire school staff across grade levels. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school.

**The current Safe and Civil PBIS team consists of the following members:**

- Patty Balthasar  
- Debbie Canfield  
- Janelle Field  
- Andrea Kersten  
- Monica Parini  
- Melissa Bunce  
- Meghan Farrell  
- Lisa Hillyard  
- Justin Mullen  
- John Prisaznuk

**What are the responsibilities of the School-wide Safe and Civil Schools PBIS team?**

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.

- Attending district-wide meetings and trainings (approximately 2x per year) to promote the continuing development and maintenance of PBIS programs in our building.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Facilitator is responsible for facilitating monthly PBIS meetings and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

Teaching our Expectations and Routines

Starting the year off right during the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

At the beginning of the school year, teachers will be provided a PBIS information packet with mini-lessons. Plan to teach the expectations aggressively over the first few weeks of school. Teachers should reinforce daily concepts through modeling, demonstrations, role play and practicing appropriate behaviors from the matrix. The students should actively participate in the role plays in all classes. Some expectations may require more than one activity/lesson.

Why teach the Rules, Expectations, and Routines during the first week of school?
One of the major reasons to teach behavioral expectations and routines across settings is so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

How long should it take to teach our behavioral expectations?
Plan to teach the expectations frequently over the first several weeks of school. Lessons may need to be repeated and positive behaviors reinforced more frequently.

What are Routines?
Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.
Like all good educators, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review or re-teach the expectations (based on our daily observations and/or behavioral data). Booster sessions are especially helpful
after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

What are our behavioral expectations?

- **POSITIVE ATTITUDE**: A positive attitude is the belief that one can increase achievement through optimistic thought processes. A positive attitude comes from a growth mindset, when a vision of good natured change in the mind is applied toward people, circumstances, events, or behaviors.

- **RESPECT**: It is the ability to show honor, esteem and consideration for others. It is the ability to show compassion for others. Respect for others is closely related to respect for oneself. Those who lack self-respect usually do not give respect to others. Respect is important to give and receive. It shows you think the other person has value and importance. It is an unspoken communication that occurs between people. It is an attitude as well as a personal quality, an important “ingredient” of life.

- **INTEGRITY**: A core value of our school is the ability to act or make decisions on one’s own without supervision. It is the obligation/expectation to carry forward a task to a successful conclusion, to the best of one’s abilities. Integrity means accepting personal responsibility for one’s actions and learning from one’s mistakes to grow as an individual member of our school community.

- **DEPENDABILITY**: Someone who is capable of being depended upon, worthy of trust. Dependable means you are reliably able to be counted on or relied upon. When you always do everything that you say you will and do not make promises you cannot keep.

- **EXCELLENCE** in all you Do!
Eagle Pride Expectations Matrix

<table>
<thead>
<tr>
<th>P</th>
<th>Classroom/Hallway displays and information will help reinforce our school-wide expectations. The following are required classroom displays: CHAMPS Classroom expectations for activities/ transitions PBIS Eagle Pride Matrix Common Area behavioral expectations</th>
</tr>
</thead>
</table>
| R | Acknowledging and Rewarding Positive Behavior As part of Cleveland Hill Middle School’s PBIS program, students will be recognized for exhibiting positive behaviors. In addition to Eagle Bucks, there will be several school-wide incentives built in to our PBIS program during the course of the school year. 

_Eagle Bucks_- Staff members will recognize a student’s positive behavior with verbal praise/recognition/acknowledgment and may award an Eagle Buck to the student. Students may utilize their Eagle Bucks to participate ingrade level incentives/raffle, to purchase items from the Eagle Cart, to collaboratively work towards school-wide incentives or utilize in end of the semester/end of year drawings/raffles. |
Guidelines for Utilizing Eagle Bucks

• One Eagle Buck per student per behavior
• Practice Random Reinforcement (Don’t give an Eagle Buck every time a behavior is seen
• Implement a 2 for 1 strategy – When you give an Eagle Buck to a student for improvement with a targeted behavior, give two other students who consistently model that behavior an Eagle Buck
• Students cannot ask for Eagle Bucks for themselves, but they can nominate other students
• Give Eagle Bucks only for behavior – not for achievement. Explain the Eagle Bucks when giving them to students utilizing verbal praise (verbal reinforcement of behavior). For example, “Thanks for walking quietly in the hallway.”
• All staff members, including office and cafeteria staff should utilize tickets to positive reinforce targeted behaviors.
• Each staff member is expected to hand out approximately 25 tickets per week to students across all grade levels and environments.
• Make sure ALL students have the opportunity to earn tickets.
• Students should write their full name on Eagle Bucks using pen, to ensure that they are not used by someone else.
• Students are responsible for keeping track of their own Eagle Bucks.

Behavior Intervention & Referral Procedure

Utilize Pre-Corrective Intervention Strategies

1. Planned Ignoring (Only if you can ignore it EVERY time it occurs and/or when it escalates).
2. Proximity Control (get up close and personal – within 3 feet)
3. Praise another student for the target behavior (Never underestimate the power of this!)
4. Gentle verbal reprimand (“Hit and Run”)
5. Make Start requests rather than stop requests
6. Give the student time to respond (5-10 seconds)
7. Describe the behavior you want
8. Redirection
9. Use signals (verbal and nonverbal)
10. Planned discussion (@ neutral time, ex: end of the lesson)
11. Offer 2 teacher directed choices – not ultimatums
12. Behavioral momentum (get on a “roll”/stacking behaviors)
13. Use a quiet voice
14. Use “one-liners” (describe the request)
15. Use Humor (not sarcasm)
16. Time owed (30 seconds to 1 min depending on severity)
17. Family Contact (Research shows early family contact contributes to behavioral improvement.)

Classroom/Strategies

1. Have the classroom rules and expectations posted for everyone to see.
2. Be visible in hallway between classes.
3. Welcome your students to the classroom
4. Deflect possible bad behavior with a compliment or comment
5. Start class on time
6. Be clear about directions, expectations and deadlines
7. Write assignments and other important information on the board
8. Announce everything verbally
9. Use a low voice when addressing behavioral disruption
10. Remembering that disciplining a student in front of another student is a recipe for disaster
11. Praise in public and punish in private
12. Use “I messages” as often as possible
13. Mention positive characteristics when contacting parents

**Discipline Tips**

1. Consequences such as detention and ISS do not change the behavior! The relationship with and the language of the teacher changes behavior. The consequences and the punishment simply reinforce that there are established rules and established consequences if a student breaks a rule. Only the teacher is able to correct and change behavior. Punishment is not an intervention. Instruction is the key to decrease misbehavior. Interventions teach students new skills and behaviors.
2. See misbehavior as the golden opportunity to teach new attitudes.
3. Unless teachers are consistent with their discipline, a child cannot predict consequences and cannot be self-disciplined.
4. Follow the D’s of Discipline:
   - **DEVELOP** supportive relationships
   - **DESIGN** a classroom which is structured for success
   - **DEFUSE** (DETACH, DISENGAGE and DE-ESCALATE) problems at the lowest level possible.
   - **DEBRIEF** later, so students can learn from mistakes.
5. Most escalations start with the teacher even though the situation starts with the students.
6. Students need a predictable environment, clear boundaries and the expectation that they will be responsible. Within the boundaries, students need choices and control over what they do. You control the environment. Let the students control themselves.
7. Don’t let students push your personal button. Keep the power.
8. Don’t blame your students, look what you can do. You can change others by changing what you do.

**School-Wide Information System (SWIS)**

The School-Wide Information System (SWIS) is a web-based information system designed for collecting, summarizing and using student discipline data.

Office referrals and suspensions are entered into a database that provides easy access to
discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about school-wide programming and individual students in need of additional support.

SWIS tracks behavioral referrals, including the student, the problem behavior, the adult response, the time of day, and the location in the school. SWIS can be used for evaluating individual students for intervention tracking.

Data can also be used for program evaluation and progress monitoring school-wide interventions. Reports summarize data regarding school climate, such as:

- Locations in the school that generate discipline referrals.
- Days of the week or times of day that generate discipline referrals.
- Common types of problem behaviors.
- Grade levels referrals.
- Student subgroups that receive the most discipline referrals.

**Importance of Discipline Referrals**

Discipline referrals are one of the main indicators the Safe and Civil PBIS Team uses for assessing behavioral outcomes and determining the success of supports and school-wide practices. Discipline referral data is also rich with information that can be analyzed to help make decisions about supports and practices.

**Levels of Behavior**

Cleveland Hill Middle School
Level 1 Behaviors
No Incident Referral Generated, Corrected Immediately by Adult

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>LOOKS/SOUNDS LIKE</th>
<th>SUGGESTED INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative response that is out of character for a student</td>
<td>Not working, sighing, mumbling under breath</td>
<td>Move closer to student, visit one-on-one w/ student, repeat directions, ignore</td>
</tr>
<tr>
<td>Argumentative</td>
<td>“I am doing my work.” Wanting to negotiate request.</td>
<td>Remind student of classroom policy, visit one-on-one, change seats, keep after class, call parents</td>
</tr>
<tr>
<td>Not bringing materials</td>
<td>Lacking paper, pencil, agenda, class book, etc.</td>
<td>Conference with student, offer supplies, loss of participation points</td>
</tr>
<tr>
<td>Student passively refuses to comply (do work/take notes)</td>
<td>Out of seat, digging in backpack/purse, writing, erasing, writing repeatedly, playing with objects</td>
<td>Move closer to student, verbal reminder, respond consistently, loss of participation points, keep after class</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Wearing ear buds</td>
<td>Ear buds in ear (s)</td>
<td>Visit one-on-one with student, point to ear buds &amp; gesture to put them away, take ear buds and/or device (return @ end of class)</td>
</tr>
<tr>
<td>Dropping books on floor</td>
<td>Sound of books hitting floor, dropping books in the middle of lecture/directions</td>
<td>Verbal reminder, visit one-on-one with student, re-visit locker expectations</td>
</tr>
<tr>
<td>Off task</td>
<td>Engaged in activity not class related, talking, head down, out of seat, not following CHAMPS</td>
<td>Teach students how to stay on task, pre-correct students right before they usually become off task, 3:1 positive interactions, respond consistently to student behavior</td>
</tr>
<tr>
<td>Head on desk</td>
<td>Head down, sleeping, snoring, drooling, not responding to name being called</td>
<td>Move closer to student, visit one-on-one with student, tap desk to refocus, wake them up, encouragement, talk in hall to discover what’s going on, instruct them to stand if they can’t remain awake</td>
</tr>
<tr>
<td>Talking out of turn</td>
<td>Shouting out, talking over and/or interrupting others</td>
<td>Verbal correction, positive reinforcement</td>
</tr>
<tr>
<td>Out of seat</td>
<td>Wandering room, standing up</td>
<td>Verbal correction, positive reinforcement</td>
</tr>
<tr>
<td>Horseplay</td>
<td>“playful” misbehavior, non-safety issue</td>
<td>Verbal correction, visit in hall one-on-one, change seats</td>
</tr>
<tr>
<td>Teasing</td>
<td>Mutual and not meant to harm, 1st offense, no victim</td>
<td>Verbal correction, change seats, keep after class</td>
</tr>
<tr>
<td>Minor Dress Code</td>
<td>Sagging, bandanas, hats, metal chains, sunglasses, etc.</td>
<td>Verbal reminder, point out dress code in agenda, visit one-on-one in the hall</td>
</tr>
<tr>
<td>Disrespect/Rudeness</td>
<td>Arguing with the teacher, refusing a request, raised voice, rolling eyes, sarcastic remarks, negative tone, smacking lips</td>
<td>Verbal correction, visit one-on-one in hall, review class policy, revisit expectations</td>
</tr>
</tbody>
</table>
| Public Displays of Affection | kissing, students sitting on one another’s lap, lingering hugs, standing & leaning together | Verbal correction, re-direct or replace behavior offered, point out policy in a
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate/Foul Language</td>
<td>Not in anger, not directed, not appropriate to school setting, vulgar or slang, no victim or target, not intended to disrupt</td>
<td>Verbal correction, visit one-on-one in hall, keep after class, revisit expectations for communicating</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>Tapping, pester, rudeness, noises, throwing things</td>
<td>Verbal reminder, visit one-on-one, keep after class, re-direct, replacement behavior offered</td>
</tr>
<tr>
<td>Littering</td>
<td>Throwing waste on floor/school lawn, leaving lunch remains on hallway floor</td>
<td>Verbal reminder, re-visit “Keep our campus beautiful”.</td>
</tr>
<tr>
<td>Cheating 1</td>
<td>Copying someone else’s homework or daily work, sharing answers on homework when not expressly allowed, intentionally allowing another student to duplicate work</td>
<td>Student will receive a 0 for the assignment, explain or re-visit Consequences of Academic in the agenda</td>
</tr>
<tr>
<td>Phone</td>
<td>Texting, surfing internet, playing a game, head down looking in lap for long periods of time</td>
<td>Move closer to student, review school policy, point out phone policy in agenda</td>
</tr>
<tr>
<td>Wandering the halls</td>
<td>Student is seen on multiple floors with the same pass, using restrooms on different floor than where class is located, taking the long way to get to destination</td>
<td>Ask to check pass, escort the student (or ask another staff member) to desired destination.</td>
</tr>
<tr>
<td>Food</td>
<td>Bringing food to class, or eating food when not permitted by the teacher.</td>
<td>Ask student to put food in their locker or offer a location for them to place their food until the end of the day.</td>
</tr>
</tbody>
</table>
# Cleveland Hill Middle School

## Level 2 Behaviors

Referral Generated, Corrected Immediately by Adult. Parent contact needed.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>LOOKS/SOUNDS LIKE</th>
<th>SUGGESTED INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Level 1 behavior</td>
<td>Ignoring a teacher request while continuing to display unwanted behavior.</td>
<td>Give student a choice of two acceptable corrections, call parent with notice of problem and next step when problem persists.</td>
</tr>
<tr>
<td>Student stands up and says, “I’m not doing this work”.*</td>
<td>Student stands during class. Student speaks out of turn, raises voice, perhaps throwing a tantrum by dropping objects on the floor.</td>
<td>Remain calm. Restate request with a calm voice. If student still refuses, ask student to step in hall; visit with student to find out what is going on. If this is a frequent occurrence, set up a behavior contract with the student. If the student doesn’t change their tone in the hall, give him/her the option between returning to class or going to administrator.</td>
</tr>
<tr>
<td>Throws material at someone or across room</td>
<td>Items are seen flying through the air. Thrown with intent to harm or in an aggressive manner, to distract class. You hear someone ask for a student to stop throwing items. A student approaches a teacher about items being thrown while class is going on.</td>
<td>Teacher picks up items to ensure the safety of students and conferences with student. Restate classroom policy, re-state behavior expectations. Contact parent about incident and discuss setting up a behavior contract.</td>
</tr>
<tr>
<td>Student routinely uses inappropriate language during class time. Though not directed toward staff or students, student disrupts the learning process.</td>
<td>Uses demeaning, racial, stereotypical, or culturally insensitive words. Talk about inappropriate things and/or make sexual comments. Use sensitive words in an insulting or joking manner, “gay”, “fag”, etc.</td>
<td>Verbal warning. Hallway discussion. Remove/isolate student. Call or email parent. Contact counselor or administrator.</td>
</tr>
<tr>
<td>Physical Contact/Safety: arising from horseplay</td>
<td>Aggressive behavior, student safety a concern, student-to-student physical contact made, property damage, “just goofing around”</td>
<td>Verbal reminder, remind students of Cleve Hill MS Code of Conduct, change seats if needed, call or email parent about behaviors.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Walks out of classroom</td>
<td>Student leaves academic area without permission</td>
<td>Ask student to please have a seat, conference in hall, make call to administrator about AWOL student, refer to BIP if applicable, call or email parent about situation.</td>
</tr>
<tr>
<td>Cheating 2</td>
<td>Cheating on daily work/homework—2nd offense. Cheating on test or major assignment</td>
<td>Student will receive 0 on the assignment. Parent will be contacted, and administration will be notified.</td>
</tr>
<tr>
<td>Wandering Halls</td>
<td>Repeatedly seen in the halls during instruction time, repeatedly seen on wrong floor to use restroom</td>
<td>Ask to check student’s pass, escort back to class (or get another staff member to), make parent contact, either by phone or email, discuss consequences for repeated behavior</td>
</tr>
<tr>
<td>Lying to School Personnel</td>
<td>Student gives false information to an adult.</td>
<td>Remind student about the importance of honesty.</td>
</tr>
<tr>
<td>BEHAVIOR</td>
<td>LOOKS/SOUNDS LIKE</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>General Fighting</td>
<td>Aggressive, obvious victim/suspect(s), student-to-student physical contact made, injury occurs</td>
<td></td>
</tr>
<tr>
<td>Profanity/Vulgar Language</td>
<td>Directed at another student, spoken in anger or derogatory tone, causes a disruption, cursing at a staff member</td>
<td></td>
</tr>
<tr>
<td>Threatening Speech</td>
<td>Obvious victim/suspect(s), spoken in anger or derogatory tone, causes a disruption, directed at a staff member</td>
<td></td>
</tr>
<tr>
<td>Physical Contact/Safety: arising from horseplay</td>
<td>Aggressive misbehavior that has been taken to another level (mood changes), student safety a concern, obvious victim/suspect(s), physical contact made, property damage</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Purposeful behavior that intends to cause harm or distress; is repeated over time; occurs in a relationship where there is an imbalance of power; includes cyber bullying which is sending or posting harmful text or images using the internet or other digital media sources</td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td>Verbal or physical behavior that puts another person down or shows hostility toward another person and group of persons based on their race, color, religion, gender, national origin, age, sexual orientation or disability</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Unwanted and unwelcome sexual behavior which interferes with your right to get an education or to participate in school activities; may result from words or conduct of a sexual nature that offend, stigmatize, demean, frighten or threaten because of gender; may cause the target to feel uncomfortable, embarrassed or threatened; can happen once or many times</td>
<td></td>
</tr>
<tr>
<td>Acting to Incite-Verbal Escalation to Fight</td>
<td>Any language whose intent is to instigate a conflict with an individual or group. Can also be participating in a group whose purpose is to instigate or continue a conflict.</td>
<td></td>
</tr>
<tr>
<td>Major Disruption to Room</td>
<td>Intentional behavior which hinders students’ learning and teacher’s ability to maintain classroom control.</td>
<td></td>
</tr>
<tr>
<td>Refusing to leave the classroom</td>
<td>Student remains in area and refuses to comply with request to go to ISS</td>
<td></td>
</tr>
<tr>
<td>Cheating 3</td>
<td>Repeat offense of any type listed on Level 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Cheating 4</td>
<td>Further repeat of any type listed on Level 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>
Cleveland Hill Middle School
Student Behavior Management Process

Creating a Culture: Classroom Environment (Adult Strategies)

- Build Relationships with Students
- Teach Explicit Behavior Expectations
- Reinforce Positive Behaviors (5:1 Ratio)
- Problem Solve with Student
- Engage Parent/Guardian/Family for Support

Observe and Identify Problem Behavior

How is Behavior Managed?

Minor Behaviors (Level 1 and 2)  
Staff Managed

Corrective Strategies:

1. **Proximity Control** - get “up close and personal” within 3 feet
2. Praise someone else
3. Gentle Verbal Reprimand (Hit and Run)
4. Make **start requests** rather than stop requests
5. Give some **response time** (about 5-10 seconds)
6. Describe the **behavior that you want**
7. Redirection
8. Use **signals** (verbal and nonverbal)
9. **Planned discussion** (@ neutral time, ex: end of the lesson)
10. Offer 2 teacher directed **choices** – not ultimatums
11. **Behavior momentum** (get on a “roll”)
12. Use a quiet voice
13. Use **one-liners** (describe the request)
14. Use **humor** (not sarcasm)

Contact Parents:  
Discuss how to work together.

Refer to S&C Team:  
Problem Solving Process

Did the Behavior Change?

No

S&C PBIS Team Referral and Possible Office Intervention

Yes

Reinforce and Recognize Corrected Behavior

Major Behaviors (Level 3)

Examples:
- Harassment
- Physical Fighting
- Major Destruction of Property
- Drugs/Alcohol

Referring staff member sends student to the office and contact administrator. Staff member completes ODR by the end of the school day AND enters info into PowerSchool. Hard copy ODR is sent to Assistant Principal.

Administrator determines consequence and follows up if needed (SSC referral, parent, student and staff).

Data is entered into SWIS.

Data is reviewed by the S&C Team.
Discipline Referral Form (ODR)

Cleveland Hill Middle School Office Discipline Referral

Student Name: ___________________ Date of Incident: ___________ Date of Referral: ___________

Gender: M _____ F _____ Grade: _______ Referring Adult: ____________________

Time of Incident (Not Period): ___________ Location: ___________________

<table>
<thead>
<tr>
<th>Others Involved in Incident</th>
<th>DASA: Check which apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ None</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ Substitute</td>
<td>☐ No</td>
</tr>
<tr>
<td>☐ Teacher</td>
<td>☐ Unsure</td>
</tr>
<tr>
<td>☐ Peers</td>
<td></td>
</tr>
<tr>
<td>☐ Staff</td>
<td></td>
</tr>
<tr>
<td>☐ Unknown</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
</tr>
</tbody>
</table>

The Dignity for All Students Act provides that no student be subjected to harassment and/or bullying by employees and/or students on school property or at a school function nor shall any student be subjected to discrimination based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.

Level 3 Behavior: Major Problem(s)  
Level 2 Behavior: Minor Problem(s)

<table>
<thead>
<tr>
<th>Level 3 Behavior: Major Problem(s)</th>
<th>Level 2 Behavior: Minor Problem(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Fighting (purposely inflicting bodily harm/injury)</td>
<td>☐ Defiance</td>
</tr>
<tr>
<td>☐ Physical Aggression (Safety issue)</td>
<td>☐ Disrespect</td>
</tr>
<tr>
<td>☐ Abusive Language/Profanity (verbal threats to purposely hurt/harm)</td>
<td>☐ Disruption of Learning Environment</td>
</tr>
<tr>
<td>☐ Dangerous Horseplay</td>
<td>☐ Dress Code Violation</td>
</tr>
<tr>
<td>☐ Harassment (chronic bullying)</td>
<td>☐ Inappropriate Language</td>
</tr>
<tr>
<td>☐ Sexual Harassment</td>
<td>☐ Physical Contact</td>
</tr>
<tr>
<td>☐ Inappropriate Display of Affection</td>
<td>☐ Property Use</td>
</tr>
<tr>
<td>☐ Disruption of Learning Environment</td>
<td>☐ Tardy</td>
</tr>
<tr>
<td>☐ Leaving the Building without permission</td>
<td>☐ Technology</td>
</tr>
<tr>
<td>☐ Defiance (excessive repetition of Level 2 behaviors - more than 3x): Dates:</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Disrespect (gross insubordination)</td>
<td></td>
</tr>
<tr>
<td>☐ Lying/Cheating (excessive/over 3x) Dates:</td>
<td></td>
</tr>
<tr>
<td>☐ Property Damage (purposeful excessive damage (can’t easily fix) to classroom/school/ materials) Dates:</td>
<td></td>
</tr>
<tr>
<td>☐ Dress Code Violation</td>
<td></td>
</tr>
<tr>
<td>☐ Theft of Significant Value</td>
<td></td>
</tr>
<tr>
<td>☐ Theft</td>
<td></td>
</tr>
<tr>
<td>☐ Electronic Device Violation (i.e. Google Docs, mobile phones, FB, Twitter)</td>
<td></td>
</tr>
<tr>
<td>☐ Weapon (toy or real) or Contraband</td>
<td></td>
</tr>
<tr>
<td>☐ Disruption of Learning Environment</td>
<td></td>
</tr>
<tr>
<td>☐ Other: ____________________</td>
<td></td>
</tr>
</tbody>
</table>

Description of Level 3 Problem/Situation:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

18
Actions taken by Referring Adult:

- Utilized Pre-Corrective Strategies
- Conference with student at a later time
- Instructional/verbal correction
- Reviewed Classroom Rules/Expectations
- Parent contact (required except for Level 3 behaviors)
  - Date:__ Time:__
  - E-mail:__ Phone Call:__ (check one)
- Have the student model the rule or practice the rule correctly
- Loss of Privilege/Restricted Activity
- Behavior Intervention Plan
- Removed from Classroom
- Restitution
- Proximity correction/preferential seating
- Referred to SSC
- Other: ____________________________________________

Action(s) Taken by Administrator ONLY

- Time away from instruction (sent to ISS room)
- Detention
- Lunch Detention
- Intensified Curricular Experience (ICE)
- Conference with Student
- Loss of Privileges
- Delayed Fasting
- Parent Conference
- Restorative Justice
- Exclusion from Extra-curricular Activities
- Suspension from Transportation
- In-School Suspension (____ hours/days)
- Out-of-School Suspension (____ hours/days)
- CHOOSE Program
- Superintendent Hearing Requested (letter will be sent home with Hearing Date & Time)
- Action Pending
- Other: ____________________________________________
Tier 2
Safe and Civil Schools PBIS at Cleveland Hill Middle School

Tier 2 PBIS supports are designed to provide targeted interventions to support students who are not responding to Primary Prevention (or Tier 1) efforts. Interventions and supports within Tier 2 are more intensive since they target a smaller number of students who are at risk for engaging in more serious problem behavior and need additional support. Common Tier 2 practices involve small groups of students or simple individualized intervention strategies. Specific Tier 2 interventions include practices such as “social skills groups/clubs,” “Check In/Check Out” (CICO) or behavioral contracts.

Individual PBIS plans at the Tier 2 level stem from review of disciplinary data (including ODR’s) and involve a simple assessment to identify the function a problem behavior serves (FBA) and a support plan comprised of individualized, assessment-based intervention strategies that include a range of options such as: (1) teaching the student to use new skills as a replacement for problem behaviors, (2) rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) monitoring, evaluating, and reassessing this simple plan over time.
How are students identified for Tier 2 Interventions?

There are several ways that students can be identified for Tier 2 intervention supports. The most common occurrence is based on review of the school SWIS data including ODR’s, and disciplinary action data or referral by someone who has information or concerns regarding a particular student.

- Data decision rule (e.g. 3-5 office referrals; 6 minors/2 majors; 2 suspensions; academic failures)
- School Staff or parent referral. (Teacher completes a Tier 2 referral form.)
<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Social/Behavioral</th>
<th>Academic</th>
<th>Emotional</th>
<th>New Student</th>
<th>Description</th>
<th>Reference/Resource Materials</th>
</tr>
</thead>
</table>
| Check In-Check Out (CICO)             | X                 | X        |           |             | • Students identified and enrolled within a week  
• Check-in and check-out daily with adult at school  
• Regular feedback and reinforcement from teachers  
• Daily performance data used to evaluate progress  
www.guilford.com |
| Breaks are Better (BEP for avoidance) |                   |          |           |             | • Specific feedback for academic-related expectations  
• Incentives for positive academic behavior  
• Provide “replacement skills” to obtain brief break | Evans, S.W., Schultz, B.K., White, L.C., et al. (2009). A school-based organization intervention for young adolescents with AD/HD. School Mental Health 1(2), 78-88 |
| Academic Behavior CICO                | X                 | X        |           |             | • Increase structure and feedback around recording assignments  
• Specific feedback for academic-related expectations  
• Incentives for positive academic behavior  
• Student completes assignment tracker  
• Meeting with parent | |
| Mentoring                             |                   |          |           |             | • Student matched with mentor  
• Mentor meets with student 10 minutes per week  
| Check and Connect                     | X                 | X        | X         |             | • Students matched with mentor/monitor  
• Mentor monitors risk factors daily/weekly  
• Regular feedback and problem solving with mentor  
• Intensive intervention option if risk factors increase  
• Family component | |
| Home School                           | X                 | X        | X         |             | • Establishes consistent | Attached |
| Behavior Plan | X | X | expectations from adults through consistent home-school communication  
• Provides structure to create common expectations regarding specific behaviors |
| Behavior Contracting | X | X | • An agreement between child and teacher  
• Provides structure and self management for student including a GOAL, TIME, and Define how behavior will be monitored  
• Provides reinforcers & consequences for students showing improvement |
| Lunch Bunch | X | X | X | X | • Structured program that pairs new students with established students  
• Student is given opportunities to meet peers  
• School-wide expectations and procedures are taught  
• Adults make extra effort to provide positive contact and positive reinforcement for new student |
| Zero’s Aren’t Permitted | X | • Incomplete assignments placed on assignment list  
• Teachers write up assignment  
• Lifeguard (mentor) meets with student and asks 4 questions  
• Student is provided with supports and extra time to complete assignment  
• Pre-established consequences for failing to completed assignments after being identified |
<table>
<thead>
<tr>
<th><strong>Targeted Small Group Interventions</strong></th>
<th>Social/Behavioral</th>
<th>Academic</th>
<th>Emotional</th>
<th>New Student</th>
<th><strong>Description</strong></th>
<th><strong>Reference/Resource Materials</strong></th>
</tr>
</thead>
</table>
| Social Skills Training               | X                |          |           |             | • Identify critical skills  
• Develop social skills lessons  
• Teach, practice, monitor, reinforce  
• Match language to school-wide expectations  
• Use generalization strategies  
Second Steps: A violence prevention curriculum [www.cfchildren.org](http://www.cfchildren.org) [PBISworld.com](http://www.PBISworld.com) |
| Time Management Training             | X                | X        |           |             | • Teaching students to make good use of the hours and minutes of the day by planning, prioritizing and sticking to a schedule | Organizational Boot Camp |
| Conflict Resolution Training         | X                | X        |           |             | • Help students develop ways to management conflicts effectively without verbal or physical aggression  
• Students develop skills to work out conflicts fairly and peacefully through modeling and practice or other activities which enhance the understanding of conflicts or ways to deal with conflicts (i.e., perspective taking) | |
| Anger Management                     | X                | X        |           |             | • Students will work to learn and practice skills to express anger in more socially appropriate ways through problem solving, conflict resolution  
• Effective anger management programs focus on recognizing the emotion of anger, expression of anger and understanding of anger.  
• Students are taught to recognize the emotion of anger, triggers and ways to self-calm through modeling and practice of coping strategies | |
| De-Escalation/Relaxation Training | X | X | • De-escalation is the ability of a staff person to decrease the size, scope, or intensity of a potentially unsafe situation  
• Relaxation training procedures are strategies that people use to decrease autonomic arousal that they experience as a component of fear and anxiety problems.  
• De-escalation: Staff learns to identify common signs of escalation  
• Relaxation techniques are taught to staff and students to help teach self-calming, including, verbalizations, how to relax muscles, body & mind. |
| Victims of Bullying Group | | |  |
| Bullying Aggressor Group | | |  |
| Daily Report Card | | |  |

[Teaching relaxation Strategies](http://www.pbisworld.com/tier-2/teach-relaxation-techniques/)  
[Resources and Strategies for Teaching Mindfulness](http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html)
Home/School Behavior Plan

Initial Meeting Date_________________

The school and parent(s) agree to support each other, work together, and create consistent expectations for_______________________________________ (student’s name).

The reason we are developing this plan is because__________________________________________________________

Has been having a problem with________________________________________________________

_______________________________________________________(behavior in school).

Positive behaviors to be increased:

1. 

2. 

3. 

Behaviors to be decreased:

1. 

2. 

3. 

The school agrees to:______________________________________________________

________________________________________________________________________

The parent agrees to:______________________________________________________

________________________________________________________________________

School Staff Signatures:____________________________________________________

________________________________________________________________________

Parent(s)/Guardians(s) Signatures:__________________________________________

________________________________________________________________________

Review Date:___________________ Parent Contact #:__________________________

26