

PBIS Handbook

Prairie Farm Middle School



- Be Respectful
- Be Responsible
- Be Safe
- Be Proud

Prairie Farm Middle School

PBIS

Positive Behavior Intervention and Support

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PBIS at PFMS: A General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors within the Prairie Farm Middle School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct:

- **Respect**
- **Responsibility**
- **Safe**
- **Proud**

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- *Respect* means treating people the way that you would like to be treated.
- *Responsibility* means following school rules such as being on time in the appropriate place in school with required materials.
- *Safe* means to not cause harm to self or others.
- *Proud* means to act in a way that shows care for self, others, and school.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. PFMS has designed a formal system that rewards positive behaviors. **Panther Paws** are immediate forms used by the individual teacher, at their discretion, as a tool of encouragement and a student motivator. Use **Panther Paws** to encourage and reinforce positive behaviors demonstrated on a consistent basis. Teachers can award **Panther Paws** to students, whether they teach them or not. **Panther Paws** are also turned in to the office to enter students in drawings for tangible rewards.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. **Minor slips** are used to document and record incidents managed by the teacher in the classroom. **Office Discipline Referral** forms are used to refer major incidents or chronic disruptions to the administration. The **Student Behavior Management Process Flowchart** is used to help teachers distinguish major from Minor behavioral incidents.

5. Decisions about behavior management are data based. One of the most important features of PBIS is the use of the data management system called PBIS Database. The PBIS Database tracks what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. PBIS Database eliminates guesswork from the decision making process about what is and is not working in a building's behavior management system. It allows decision makers to create reports that enable them to devote resources and time to the precise place, parts of the school day and people that need them.

Code of Conduct

RESPECT

Students will:

- Respect each other, and all property to ensure a positive and safe learning environment.
- Display appropriate behavior according to the Prairie Farm Handbook at all times.
- Cooperate with all school personnel.
- Use respectful, appropriate language. Avoid using sarcasm, gossip, belittling, or putting down of others.
- Consume food and drink in the Commons Area only.
- Place all trash and discarded materials in trash cans throughout the day.
- Move quietly through the building to avoid being a distraction to classrooms along the route.
- Display appropriate behaviors that will allow the bus driver to reach each destination safely.
- Respect personal space by keeping hands, feet, etc. to self.

RESPONSIBILITY

Students will:

- Wear proper and acceptable attire to school (see the chart below).
- Arrive to school and to every class on time and be ready to work.
- Move to class when the warning bell rings at 8:07 a.m.
- Take proper care of textbooks, materials, and equipment.
- Remain on school property during school hours.
- Present a note signed by a parent/guardian to explain any absences.
- Advise the school office, guidance, and nurse regarding changes of address, phone number, and emergency information on a consistent basis.
- Keep backpacks in lockers from 8:07 a.m. to 3:20 p.m.
- Exit the building promptly at the ringing of the dismissal bell. Students involved in after school activities must report to that activity by 3:30 p.m., and remain under direct supervision of the staff while in the building.
- Use electronic devices at teacher discretion.
- Carry materials needed for each class according to teacher expectations.
- Utilize a planner for organizing assignments and due dates.
- Return as quickly as possible whenever out of class in order to maximize learning.
- Complete and turn in assignments on the due date.

Safe

Students will:

- Respect personal space by keeping hands, feet, etc. to self.
- Use appropriate verbal and non-verbal communication techniques.
- Keep locker combinations and passwords to self.

Proud

Students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn.
- Strive for success and believe it is possible.

DRESS CODE

EXAMPLE

<ul style="list-style-type: none">• Dress appropriately for learning.	<ul style="list-style-type: none">• Abbreviated or scanty clothing is <u>not</u> acceptable, which shall include, but not limited to: excess cleavage, see-through shirts, exposed midriffs or buttocks, and sleeveless undershirts as outerwear, straps less than one inch wide.
<ul style="list-style-type: none">• Clothing or accessories, including bandanas, belts, belt Pawsles, jewelry, or chain wallets with inappropriate slogans or pictures are not acceptable.	<ul style="list-style-type: none">• Items with references to drugs, alcohol, weapons, sex or race are not acceptable.
<ul style="list-style-type: none">• Headgear of any kind is not acceptable.	<ul style="list-style-type: none">• Hats, visors, scarves, bandanas, etc. Bandanas anywhere on your person will not be acceptable at any time.
<ul style="list-style-type: none">• Heavy coats should not be worn in the building during the school day.	<ul style="list-style-type: none">• Heavy outerwear MUST be placed in locker.• Keep a sweater or sweatshirt in locker for cold conditions.



Prowling with Panther Pride

Respect – Give It to Get It:

Dress in a way that earns respect

Treat others as you want to be treated

Use language that respects all who hear it

Responsibility – You Control Your Success:

Know and abide by the Code of Conduct

Accept and learn from consequences

Be proactive, not reactive

Safe – Think before you act:

Act appropriately throughout the building.

Hands and feet should be kept to self.

Know and follow school safety plans.

Proud – How do you want to be seen?

Put forth your best effort.

Exhibit a positive attitude.

Represent yourself and school positively.



Panther Paw Rewards

3 Paws

- Gatorade/Water
- Fruit Snacks
- First in lunch line for a day
- Suckers

5 Paws

- 15 minutes of before school gym time (arrange with Mr. A)
- Replace one daily assignment for 100%
- Pack of Gum
- 50 cent coupon for Grab “N” Go.

10 Paws

- Full sized candy bar
- Admission to a school sporting event
- \$2 coupon for concession stand
- Can of pop

20 Paws

- Replace one book report
- Replace one accelerated math objective
- Replace one day of phy-ed
- First in the lunch line for the entire week

Quarterly Drawings

Quarter 1	? \$25.00 gift cards
Quarter 2	?
Quarter 3	?
Quarter 4	?

Year End Drawing

Yahooo!!


Panther Paws


Explanation of Panther Paws Process:

Panther Paws are awarded by school staff, to students who exemplify the Code of Conduct, and Panther Pride, on a daily basis in the classroom, hallways, cafeteria, and other areas of the building. Panther Paws are awarded to encourage, and reinforce positive behaviors among our students. Teachers can award Panther Paws to any student, whether they teach them or not.

Staff completes the Panther Paws and gives them to the students. Each student will then be responsible for placing his or her Panther Paw(s) in the appropriate receptacle at the collection area. Panther Paw recipients will be positively recognized according to the PBIS Panther Paw recognition rubric.

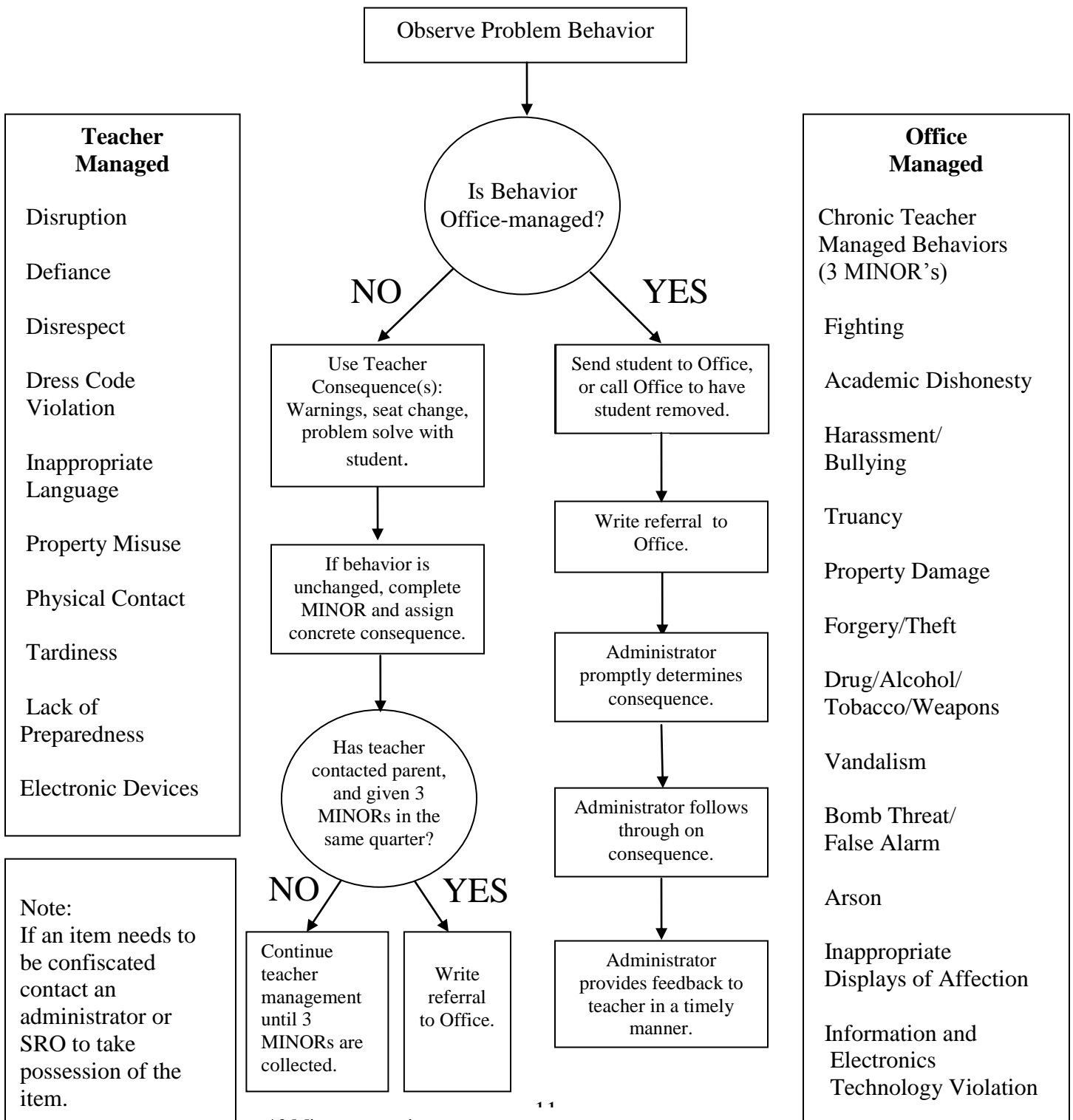
Staff should strive to distribute at least 5 Panther Paws each week.

<h2>Panther PAWS</h2>		
<ul style="list-style-type: none">○ Respect○ Responsibility		<ul style="list-style-type: none">○ Safe○ Proud
Student: _____		
Teacher: _____ Date: _____		

	Classroom	Halls	Cafeteria/ Commons	Library & Computer Labs	Lavatories	On the Bus	Other Activities & Areas
Respect	<ul style="list-style-type: none"> * Be on Task * Follow Directions * Raise your hand * Use Appropriate language * Wait turn to speak * Care for textbooks, Equipment & Technology 	<ul style="list-style-type: none"> * Respond to adults in a positive manner. * Use appropriate language * Keep halls Clean 	<ul style="list-style-type: none"> * Wait your turn * Use good table manners * Be polite to cafeteria staff * Consume food and drinks only in this area. 	<ul style="list-style-type: none"> * Listen and work quietly * No food or drink * Handle materials and equipment with care. 	<ul style="list-style-type: none"> * Respect privacy * Talk quietly 	<ul style="list-style-type: none"> * Board the bus quickly * stay seated * Respect the driver 	<ul style="list-style-type: none"> * Speak and act politely * Follow school rules * Respect those in authority and other adults
Responsibility	<ul style="list-style-type: none"> * Be on Time * Have necessary materials * Put textbooks, materials & equipment away when finished. 	<ul style="list-style-type: none"> * Keep moving * Keep your voice down 	<ul style="list-style-type: none"> * Follow directions * Leave eating area clean * Have pass * Push chairs in 	<ul style="list-style-type: none"> * Follow directions * Clean up work areas * Use computers only as instructed. 	<ul style="list-style-type: none"> * Keep lavatory clean * Flush toilets and urinals * Sign out in classroom and have pass 	<ul style="list-style-type: none"> * Follow directions * Keep bus clean * Have bus pass 	<ul style="list-style-type: none"> * Dress appropriately * Observe safety rules and regulations * Out by 2:25pm unless being supervised * Student drivers must display parking permit
Safe and Proud	<ul style="list-style-type: none"> * Be prepared * Be an active participant * Be ready to begin work at the bell 	<ul style="list-style-type: none"> * Move quickly to and directly to class or other specified destination. * Keep hands and feet to self. 	<ul style="list-style-type: none"> * Report back to class on time * Stay in designated area 	<ul style="list-style-type: none"> * Get seated quickly * Work quietly 	<ul style="list-style-type: none"> * Return to class promptly * Do not write on bathroom stalls, mirror, or walls. 	<ul style="list-style-type: none"> * Take all personal property with you when leaving the bus * Be on time both in the morning and at dismissal. 	<ul style="list-style-type: none"> * Follow directions * Exercise good sportsmanship



Prairie Farm Middle School Behavior Management Flow Chart



Review of the Minor Process

STUDENT MISBEHAVIOR

IS IT TEACHER MANAGED OR OFFICE MANAGED?

1. Use flow chart to decide
2. Post flow chart for all

TEACHER MANAGED

WILL I TALK ONLY OR WILL I TAKE CONCRETE ACTION?

1. Talk only no paperwork
2. Concrete action-MINOR

Common expectations and consequences

1. Physical contact results in a Minor slip
2. Improper locker use results in (jamming locker, slamming lockers on others)
 - a. Carry books for a day
 - b. Carry books for a week
 - c. Loss of locker

WHAT ARE POSSIBLE CONCRETE ACTIONS I CAN TAKE?

1. Contact home
2. Assign detention
3. Reflective assignment
4. Participation grade deduction
5. **Time-Out from classroom**
 - *You Must Send Work*
 - *You Must Have an Arrangement with the Receiving Teacher*

THE DIALOG AND THE PAPERWORK

1. Teachers manage what they can, recognizing that behavior management will require dialog with the student.
2. Student is informed (dialog) of: 1) problem behavior, 2) replacement behavior and 3) consequences of behavior.
3. MINOR is completed clearly and accurately.
 - *Teacher retains a copy of the disciplinary interaction*
 - *Mr. Olson is given a copy of the disciplinary interaction-MINOR*

Prairie Farm Middle School Student Incident Report Form

PBIS ☐

Student Name: _____

Grade Level: 6 7 8

Referring Staff Name: _____

____ IEP ____ 504 Plan

MINOR

MINOR

MINOR

<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>
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MINOR

MINOR

MINOR

<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>Date: _____ Time: _____</p> <p>Location*: _____</p> <p>Motivation*: _____</p> <p>Others Involved*: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Defiance/Disrespect</p> <p><input type="checkbox"/> Dress Code Violation</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Tardiness</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) letter phone email folder</p> <p><input type="checkbox"/> Detention: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>
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*See Office Referral for options

Prairie Farm Middle School Minor Referral Form



Student Name _____

Grade: 6 7 8

Referring Staff _____

Date: _____ Time: _____

Location: _____
Motivation: _____
Others Involved: _____
Problem Behavior:
☐ Disruption
☐ Defiance/Disrespect
☐ Dress Code Violation
☐ Inappropriate Language
☐ Property Misuse
☐ Physical Contact
☐ Tardiness
☐ Other

Teacher Action (note date/time)
☐ Parent Contact: _____

(circle one) letter phone email folder
☐ Detention: _____
☐ Other: _____
☐
Comments: _____

Prairie Farm Middle School Minor Referral Form



Student Name _____

Grade: 6 7 8

Referring Staff _____

Date: _____ Time: _____

Location: _____
Motivation: _____
Others Involved: _____
Problem Behavior:
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☐ Defiance/Disrespect
☐ Dress Code Violation
☐ Inappropriate Language
☐ Property Misuse
☐ Physical Contact
☐ Tardiness
☐ Other

Teacher Action (note date/time)
☐ Parent Contact: _____

(circle one) letter phone email folder
☐ Detention: _____
☐ Other: _____
☐
Comments: _____

EXAMPLES OF MINOR SITUATIONS

Student uses inappropriate language.

Teacher decides that it is a teacher-managed behavior and that he/she will take concrete action.

The concrete action chosen is to call the parents.

The student/teacher interaction or dialog is:

- Johnny your language is inappropriate. I will not tolerate cursing in the classroom.
- You need to use other words when you are angry or you may be asked to work in another room.
- The consequence for this behavior will be a phone call home. If it happens again I will be forced to take a more severe approach in my actions.

Student has used inappropriate language on several occasions.

- The first time- the teacher may simply say “**watch your language.**”
- The second time- the teacher writes an MINOR and **calls home**.
- The third time- the teacher writes an MINOR and keeps the student for detention.
- The fourth time- the teacher writes an MINOR and calls the parent, and assigns another detention.
- The fifth time- the teacher writes an office referral, attaches the three MINORs.

The administrator receives the referral and sees that the teacher has taken three concrete actions. The parents are aware of the problem and the student has served two detentions. The next step would be at the administrator’s discretion.

Once the administrator has taken action, it is recorded on the referral. Copies of the referral are forwarded to:

- PBIS database
- Originating teacher

If the administrator has seen the student too often, Parent contact will be required and the student’s discipline record may be reviewed. Additional MINORs and referrals from other teachers will be on the record. This report will give everyone in the conference a clear picture of the behaviors the child is presenting in all settings of the school. For example, if the student referred is having problems with inappropriate language in other classrooms, it will be found at this time.

Prairie Farm Middle School Suggested Teacher Interventions

The following are intervention suggestions that may be utilized in correcting student behavior. The list is not comprehensive or hierarchical within each level and not all intervention strategies for each level need to be used.

Level 1: Behavior causes minimal interference with instructional process.

- Proximity control
- Nonverbal cues
- Verbal warning
- Conference with student
- Modified seating
- Write an office referral

Level 2: Interference with instructional process and/or repeated level 1 behaviors.

- Fill out MINOR
- Referral to guidance counselor
- Out of class time with another teacher
- Parental contact (phone call, letter, email)
- Detention
- Participation grade deduction
- Write an office referral

Level 3: Behaviors requiring parent notification, including repeated level 2 behaviors.

- Parental contact (phone call, letter, email)
- Parent/student/teacher conference
- Parent/student/team conference
- Parent/student/team/administrator conference
- Write an office referral

Prairie Farm Middle School

PBIS Database ☐

MAJOR REFERRAL

Date:_____ Time:_____

Student Name:_____

Grade Level: 6 7 8

Referring Staff Name:_____

Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Commons <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Library <input type="checkbox"/> Parking lot <input type="checkbox"/> Bus <input type="checkbox"/> Special event/assembly/field trip <input type="checkbox"/> Office <input type="checkbox"/> Other:_____	Others Involved: <input type="checkbox"/> None <input type="checkbox"/> Peers_____ <input type="checkbox"/> Staff_____ <input type="checkbox"/> Teacher_____ <input type="checkbox"/> Substitute_____ <input type="checkbox"/> Unknown_____ <input type="checkbox"/> Other_____ Possible Motivation: <input type="checkbox"/> Obtain (circle one) adult attention, peer attention, items/activities <input type="checkbox"/> Avoid (circle one) work, peers, adults <input type="checkbox"/> Unknown <input type="checkbox"/> Other:_____	Problem Behavior: <input type="checkbox"/> Abusive/Inappropriate Language <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Defiance/Disrespect/Insubordination/Non-compliance <input type="checkbox"/> Academic Dishonesty <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Disruption <input type="checkbox"/> Tardiness (per attendance procedure) <input type="checkbox"/> Truancy <input type="checkbox"/> Property Damage <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Use/Possession of (circle one) tobacco, alcohol, drugs, combustible items, weapons. <input type="checkbox"/> Vandalism <input type="checkbox"/> Bomb Threat/False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Inappropriate Displays of Affection <input type="checkbox"/> Information and Electronics Technology Violation <input type="checkbox"/> Other:_____
ADMINISTRATIVE ACTION TAKEN		
<input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact: _____ (# Used _____) <input type="checkbox"/> Administrative Detention <input type="checkbox"/> AC Study Hall	<input type="checkbox"/> Bus Suspension _____ Days <input type="checkbox"/> In School Suspension _____ Days <input type="checkbox"/> Recommended Expulsion <input type="checkbox"/> Other:_____	
Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		

Administrator's Signature:_____ Date:_____

Panther Paws



- Respect
- Responsible

- Safe
- Proud

Student: _____

Teacher: _____ Date: _____

Panther Paws



- Respect
- Responsible

- Safe
- Proud

Student: _____

Teacher: _____ Date: _____

Panther Paws



- Respect
- Responsible

- Safe
- Proud

Student: _____

Teacher: _____ Date: _____

Panther Paws



- Respect
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Student: _____

Teacher: _____ Date: _____

Panther Paws



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Student: _____

Teacher: _____ Date: _____

Panther Paws



- Respect
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- Respect
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Student: _____

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