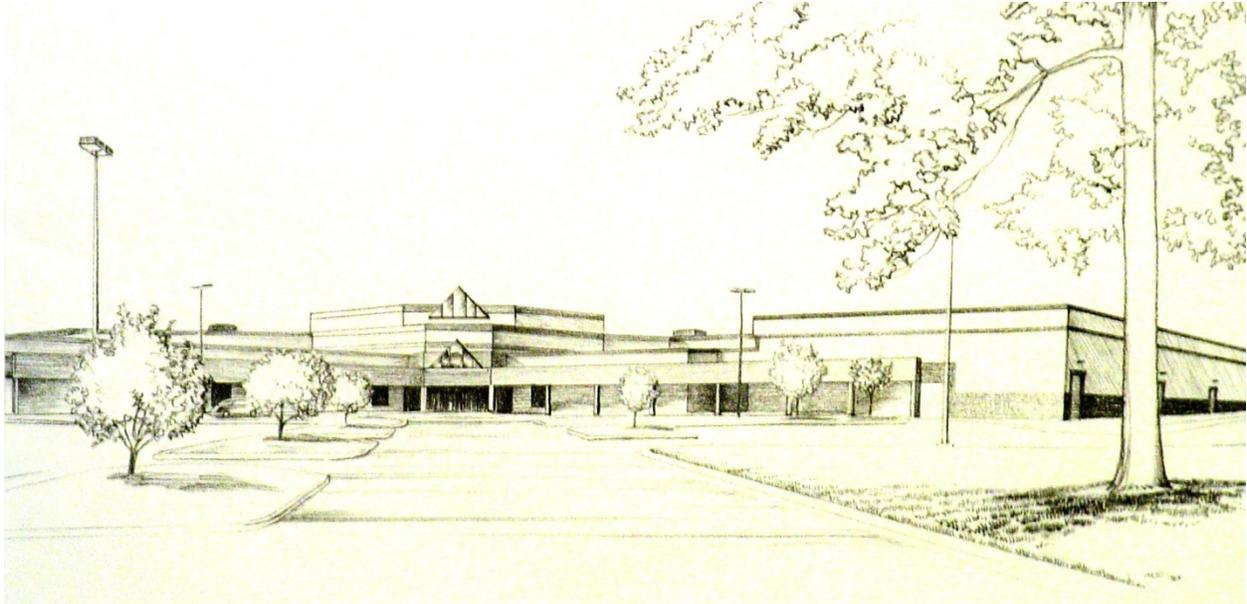


Frankfort Middle School



PBIS Handbook

Table of Contents

Contents

Positive Behavioral Interventions & Supports (PBIS).....	2
PBIS Classroom Management Checklist.....	4
Classroom / Teacher Interventions.....	5
Minor Offenses: Classroom Managed	6
Major Offenses: Office/Administrator Managed.....	7
Minor Classroom Behavior Tracking Form.....	8
REFOCUS Form	9
Frankfort Middle School Behavior Matrix.....	10
Frankfort Middle School Behavior Matrix.....	11

Positive Behavioral Interventions & Supports (PBIS)

In our efforts to establish Frankfort Middle School as a safe, welcoming and purposeful learning environment, we have implemented a program called Positive Behavioral Interventions & Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also behaving with good character. At FMS the focus is on teaching and encouraging appropriate behavior in all areas of the school, concentrating on the instruction of the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students who have strong character act appropriately, maximize their learning opportunities, and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what the Pillars of Character mean and look like in all areas of our school through activities, lesson, demonstrations, videos and role-playing. In addition to learning the pillars; teachers and staff will recognize students for better-than-expected behavior. Staff complete Character Cards when they observe them in the act of exceptional behavior. The cards are mailed home and a color coded sheet is hung in the cafeteria.

PBIS Schools

PBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically responded in the past – discipline in response to student misbehavior – PBIS teaches behavioral expectations and rewards students for following them. The goal is to establish a climate in which appropriate behavior is the norm.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures should be in writing so they may be utilized in the event that a guest teacher is needed in the classroom.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require administrator involvement.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behavior using the staff member's classroom management plan have been ineffective and the behavior is still of a minor nature, staff members may choose to implement a Safe Seat. A Safe Seat is a time-out of sorts that allows the students to reflect on and respond to the inappropriate behavior by completing a refocus form. Consistently repeating minor offenses may be escalated to a major offense.

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report is required please reference the descriptions on pages 7-8 of this handbook. Referral forms must be completed on-line and submitted to the principal. The student will be sent to the office. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence. When a student returns to class they will be welcomed and meet classroom expectations. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior – it is the positive **relationships** we build as a learning community between students, families and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior. The Frankfort Middle School staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be persons of character. By teaching students the necessary social skills for future success we set out students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means teaching students to excel in reading, math, writing, and being good citizens.

PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations

- Brief lessons on positive behavior expectations are taught at least weekly. The activities should be listed on your daily lesson plan.
- Students are actively involved in lessons
- Students have opportunities to practice behavior expectations
- Pre-corrections/reminders of expectations are given throughout the day

Teach and Review Classroom Procedures and Cues

- Procedures for transitions are taught
- Rules associated with locations and materials are taught
- Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- All class attention-getting signal is used effectively

Informal and Formal Systems of Positive Reinforcement

- 4 to 1 ratio of positives to corrections is used generally
- Classroom and/or school-wide reward system is implemented daily

Active Supervision

- Unpredictable movement around the environment
- Scanning for problems or early warning signs of trouble
- Frequent positive contacts are given
- Individuals and groups are acknowledged for following the rules
- Behavior is corrected calmly

Continuum of consequences enforced consistently and fairly

- Redirection to expected behaviors is used
- Corrective feedback is used to address problem behavior (“Try it the right way.”)
- Corrections are done in private, if possible
- Increased assistance is provided to students as needed
- Students have been taught a simple problem solving strategy for conflicts
- Classroom consequence system is implemented with effectiveness

High Rates of Opportunities to Respond

- Whole group oral responses/choral responding is used
- Whole group written responses are used
- Whole group action responses are used
- Small group and partner responses are used
- Small groups share responses with the whole group

Classroom / Teacher Interventions

The following consequences are rather generic and many will not be suitable for specific behaviors. Please refer to PBISworld.com for specific strategies to address specific behaviors.

Consequences	Description
Conference with Student	Private time with student to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.
Conference with Parent	Teacher communicates with student's parent by phone, written notes, or person to person about the problem behavior.
In-Class Time-Out	Predetermined consequence for breaking a classroom rule. Short duration – usually separated from the group, but remains in class.
Re-Focus Form	Form used to help student identify negative behavior and a chance to write a solution for their behavior
Privilege Loss	Incentives given for positive behavior are lost. Example: Loss of computer time or loss of a reward.
Apology Restitution	Student makes amends for his/her negative actions and commits to making positive choices. The student takes the responsibility to correct the problem created by the behavior. This can be a verbal or written declaration of remorse.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action
Home/School Plan	Parent(s) and teacher agree on a consistent approach with the child/student. The plan should be consistent with PBS practices.
Written Contract	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.

Minor Offenses: Classroom Managed

- Language	- Refusing to work	- Food or drink
- Lateness	- Minor dishonesty	- PDA
- Calling Out	- Tone/Attitude	- Running in hall
- Put Down	- Inappropriate comments	- Not coming to class prepared
- Throwing objects	- Electronic devices	- Missing homework
- Horseplay		

Notes:

- *Minor offenses are handled by the classroom teacher.
- *Minors are dealt with quickly and efficiently.
- *Minors are documented.
- *Multiple minors for the same behavior can lead to Classroom Behavior Tracking Form
- *A number of interventions for repeated minor behavior will lead to a disciplinary referral
- *Minors should be followed up with parent contact

Minor Incident Report:

- Record incident on **Minor Classroom Behavior Tracking Form** when student does not respond to pre-correction, re-direction, or verbal warning.
- Once documentation begins, notify parent with phone call, email, or letter.
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflections writing, clean desks).
- Whenever possible, have the corrective action(s) correspond to the behavior being corrected.

Major Offenses: Office/Administrator Managed

- Weapons	- Threats
- Fighting or aggressive physical contact	- Harassment of student/teacher
- Aggressive language	- Truancy
- Chronic minor infractions	- Smoking inside the building
- Dress code	- Vandalism (significant)
- Alcohol	- Gambling
- Controlled substances / Drugs	- Theft
- Lewd notes	

Often times minor incidents and major incidents are similar behaviors. The following chart is a reference to use in determining the difference between Minor and Major Infractions.

Behavior	Minor Infraction	Major Infraction
Physical Aggression/Contact	Horseplay or roughhousing that does not result in injury.	Horseplay or roughhousing that result in an injury . Referrals will be written for all participants involved in the horseplay/roughhousing. A physical fight with intent to intimidate or inflict harm.
Disrespect/Defiance	Brief or low-intensity failure to respond to adult requests	Refusal to follow directions, talking back, or socially rude interactions
Inappropriate/Abusive Verbal Language or Gestures	Low intensity instance of inappropriate language or gestures that do not attack others	Verbal messages or gestures that include swearing, name calling, or use of words/actions in an inappropriate way towards another person
Harassment, Teasing/Taunting, Bullying		Student delivers disrespectful messages (verbal or gesture) that include threats, pictures, notes, etc.
Vandalism/Property Damage	Low intensity misuse of property	Student deliberately impairs the usefulness of property
Disruption	Low intensity, but inappropriate disruption	Includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior
Theft/Forgery	Leaving class with classroom materials (chalk, pencils, ticky-tack)	Student is in possession of, or having passed on, or being responsible for removing someone else's property or has signed a person's name without permission
Out of Area	Out of assigned area without intentional defiance	Purposely out of assigned area
Throwing Objects	Paper wads and airplanes	Large or sharp objects thrown with force

Minor Classroom Behavior Tracking Form

Student: _____

Incident Type (check one)

<input type="checkbox"/> Minor Theft	<input type="checkbox"/> Disruption	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Defiance
<input type="checkbox"/> Cheating	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Other: _____	

1st Step Date: _____ **Time** _____

Give Warning / Restate the expectation and / or rule.

Student Signature: _____

2nd Step Date: _____ **Time** _____

Interventions		Possible Motivation	Others Involved
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> None
<input type="checkbox"/> Re-teach Expectation	<input type="checkbox"/> Phone Parent	<input type="checkbox"/> Avoid Peer	<input type="checkbox"/> Peers
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Avoid Task	<input type="checkbox"/> Staff
<input type="checkbox"/> Safe Seat	<input type="checkbox"/> Verbal Cue	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Teacher
<input type="checkbox"/> Time Out/Away on task	<input type="checkbox"/> Extra Time Spent	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Substitute
<input type="checkbox"/> Curricular Modification	<input type="checkbox"/> Seating Change	<input type="checkbox"/> Obtain Peer Attention	
Other: _____		Other	

Student Signature: _____

3rd Step Date: _____ **Time** _____

Interventions		Possible Motivation	Others Involved
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> None
<input type="checkbox"/> Re-teach Expectation	<input type="checkbox"/> Phone Parent	<input type="checkbox"/> Avoid Peer	<input type="checkbox"/> Peers
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Avoid Task	<input type="checkbox"/> Staff
<input type="checkbox"/> Safe Seat	<input type="checkbox"/> Verbal Cue	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Teacher
<input type="checkbox"/> Time Out/Away on task	<input type="checkbox"/> Extra Time Spent	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Substitute
<input type="checkbox"/> Curricular Modification	<input type="checkbox"/> Seating Change	<input type="checkbox"/> Obtain Peer Attention	
Other: _____		Other	

Student Signature: _____

4th Step Date: _____ **Time:** _____

Refer to the office by submitting this form and submitting a log entry.

REFOCUS Form

Name: _____ Date: _____ Period: _____

1. What was your behavior?

I was _____

2. What did you want?

I wanted _____

3. What were you supposed to be doing during this time?

I was supposed to be _____

4. What problem(s) did your behavior cause for your classmates, and for you?

My behavior caused a problem for my classmates because _____

My behavior caused a problem for me

because _____

5. How do you plan to change your behavior in the future?

I will _____

6. I am ready to return to my seat / class and follow the Behavioral Expectations:

Check One → YES NO

Frankfort Middle School Behavior Matrix

	Classroom	Rec Time	Cafeteria
Respect	Use appropriate voice level & kind words Listen politely Ask permission appropriately	Use appropriate voice level & kind words Listen to adults Ask permission appropriately	Use appropriate voice level & kind words Use table manners Ask permission appropriately
Responsibility	Follow directions Accept consequences Be on time Have supplies Sharpen pencils at beginning of class Make recommendations for learning opportunities Complete work on time Check your work	Follow directions Put away equipment	Follow directions Keep your area clean Get all utensils, milk, and condiments when going through the line
Fairness/ Caring	Take turns Share Encourage each other Include others Help others when working on computers	Take turns Include everyone	Take turns Assist your neighbor
Trustworthiness	Keep hands & feet to self Use materials appropriately	Keep hands & feet to self Use equipment properly Stay in assigned area	Keep hands & feet to self Sit in your assigned area Eat your own food Wait in line patiently
Citizenship	Actively participate Complete work on time Check your work Clean up your area Encourage and help others	Show sportsmanship Put equipment away when done	Learn your lunch account number Make healthy choices Don't leave a mess Clean up any messes/ even if they aren't yours

Frankfort Middle School Behavior Matrix

	Hallway	Bathroom	Bus
Respect	Use appropriate voice level & kind words Walk quietly Arrive on time Respect others' space Respect hallway decorations	Use appropriate voice level & kind words Respect privacy	Use appropriate voice level & kind words Listen to the driver
Responsibility	Follow directions Pay attention	Follow directions Wash your hands Stay in your correct bathroom zone Flush the toilet Clean up after yourself Use paper appropriately	Follow directions Be on time Go directly to a seat Remain in your seat
Fairness/Caring	Stay with your group	Take turns Allow others to use the bathroom	Wait patiently Assist people who need help
Trustworthiness	Keep hands & feet to self Corners Procedure	Keep hands & feet to self	Keep hands & feet to self Stay in your assigned seat Keep aisles clear
Citizenship	Smooth transitions Pick up trash Help students with lockers and people who drop items	Use the bathroom for intended purposes Wash and Dry your hands	Arrive and depart on time Assist people who need help Keep bus neat and clean