



Grant Middle School



Positive Behavior Support (PBS)

Staff Handbook

***Grant Middle School,
Grant Public Schools,
Grant, Michigan***



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Overview

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Statement of Purpose

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



Creating Behavior Expectations

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

Act with Purpose

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

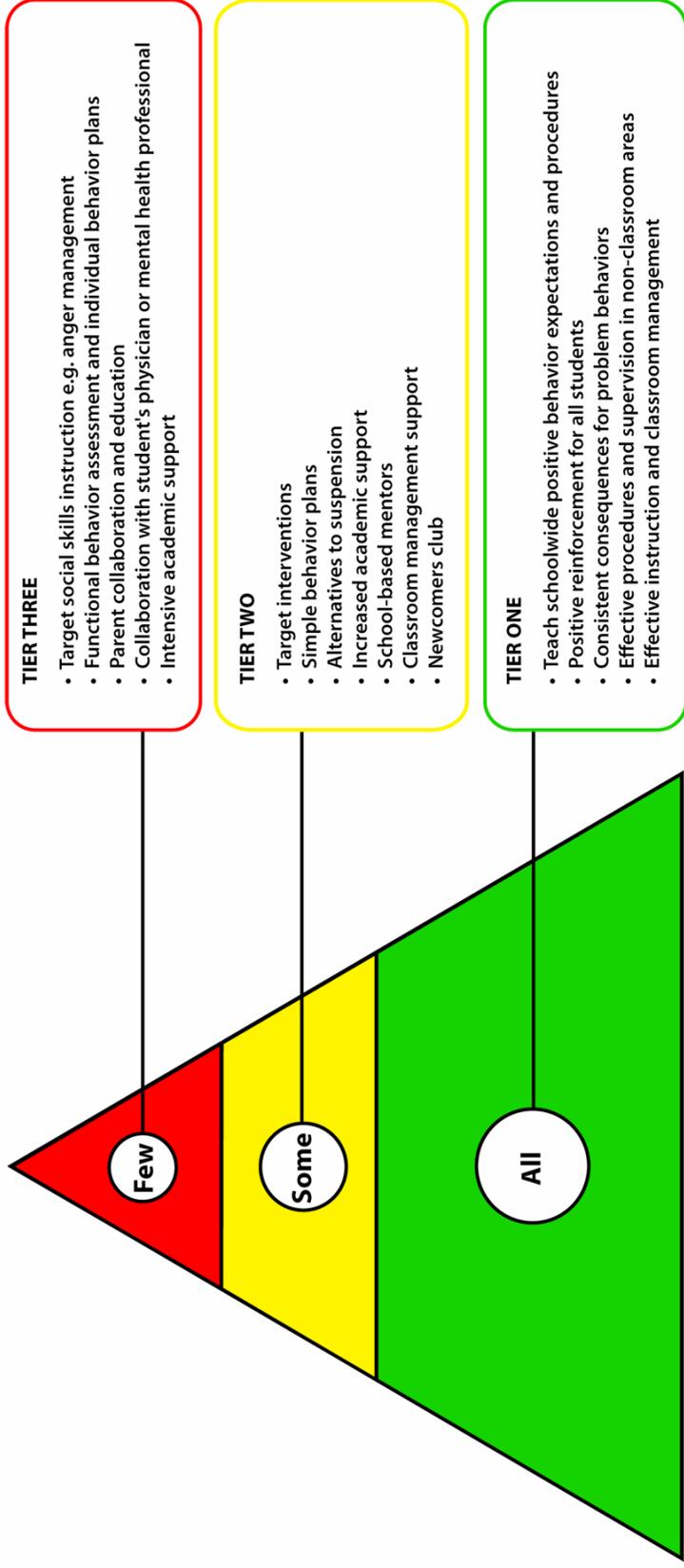
Have a Good Attitude

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

Make Wise Choices

The violent offences were often related to issues of gossip and rumors, peer pressure, escalation of physical horseplay, misinterpreted non-verbal communication (looks, tone of voice, etc...) and unnecessary confrontational behavior. Knowing the wise choices expected of each student will help clarify expectations in each area of the building.

School-wide Positive Behavior Support



	Classrooms	Restrooms	Office	Cafeteria	Arrival/ Departure	Hallways	Recess/ Playground	Assemblies/ School Events	Bus	Media Center/ Labs
Purpose	<ul style="list-style-type: none"> • Listen • Learn • Actively participate 	<ul style="list-style-type: none"> • Get in and out as quickly as possible 	<ul style="list-style-type: none"> • Check-in and address office staff politely 	<ul style="list-style-type: none"> • Know your lunch number • Sit in designated area • Eat your own meal • Leave when table is dismissed 	<ul style="list-style-type: none"> • To enter and leave at designated times 	<ul style="list-style-type: none"> • Walk directly from one place to another 	<ul style="list-style-type: none"> • Take a break • Re-energize, and exercise, and have fun 	<ul style="list-style-type: none"> • Be a positive participant 	<ul style="list-style-type: none"> • Get to and from school safely 	<ul style="list-style-type: none"> • Research • Read • Use technology
Attitude	<ul style="list-style-type: none"> • Respond in a respectful way to teachers and students • Be a positive contributor and team member 	<ul style="list-style-type: none"> • Respect the personal space and privacy of others 	<ul style="list-style-type: none"> • Use please, thank you, and excuse me 	<ul style="list-style-type: none"> • Be patient and respectful • Wait your turn in line • Respond to others using a respectful inside voice 	<ul style="list-style-type: none"> • Treat everyone with respect • Use appropriate and positive language 	<ul style="list-style-type: none"> • Be respectful and courteous 	<ul style="list-style-type: none"> • Solve problems in a respectful way • Include everyone in games 	<ul style="list-style-type: none"> • Be attentive • Use positive/appropriate language 	<ul style="list-style-type: none"> • Be respectful to bus driver and other riders 	<ul style="list-style-type: none"> • Interact politely with person in charge • Respect other library/lab users
Wise Choices	<ul style="list-style-type: none"> • Be prepared (homework completed, pencil, book, etc.) • Follow classroom procedures • Stay on task 	<ul style="list-style-type: none"> • Wash your hands • Flush the toilet • Report problems to an adult • Keep the bathroom clean 	<ul style="list-style-type: none"> • Wait patiently while sitting or standing in one place • Be respectful and honest 	<ul style="list-style-type: none"> • Make sure your space is clean • Walk with lunch, coat, and playground games • Keep all food in the cafeteria • Push chairs in • Stack chairs when necessary 	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Stay in designated areas 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Keep hands, feet, and objects to yourself • Keep locker clean and locked 	<ul style="list-style-type: none"> • Stay in designated areas • Dress for the weather • Use equipment correctly • Report problems to an adult 	<ul style="list-style-type: none"> • Enter and exit quietly • Follow adult directions • Demonstrate appropriate and timely applause • Stay in designated area • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Follow bus rules • Use inside voices • Stay seated 	<ul style="list-style-type: none"> • Stay on task • Use assigned equipment as directed • Leave food and drink in your locker • Use appropriate language and volume • Report damage or inappropriate use of media

Staff Responsibilities

Teach the Matrix

When

- Teachers should start teaching the matrix as soon as school starts during Connect time.
- Don't attempt to teach more than one grid on the matrix at a time. Some topics may require more than one lesson each, depending on how quickly your students pick up the concepts.
- As the year progresses, there may be a need to re-teach some concepts when problems or questions arise.

How

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

Other Staff Responsibilities

Lead by Example

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

Don't Simply Correct Behavior... TEACH

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

- The staff member should discuss what the student did wrong.
- The staff member should "teach" the student what the correct behavior for that situation should have been (this could be done in the classroom or during an SO negotiation).

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



Rewards & Consequences

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Tiger P.A.W.

I act with Purpose	I have a good Attitude	I take the time to make Wise Choices	
Name: _____		Grade: _____	

Cards similar to the one above will be distributed to all staff members.

Whenever a staff member witnesses a student properly engaged in the behaviors in the Matrix, or otherwise doing some good deed worthy of recognition, they can issue the student a “Tiger P.A.W.” with both the student’s name and grade level. The teacher will then initial the “Tiger P.A.W.”

It is important to protect the integrity of the “P.A.W.” by using the tickets as an incentive/reward for going beyond expectations, not a bribe for doing what is already expected.

Teachers and parents agree- rewards shouldn’t be given out for ‘every little behavior’ that meets expectations; rather, *randomly* reward consistency and **immediately** recognize great acts of character.

The student can then drop the card in their grade level hallway bucket. The drawings will be held monthly for a prize (per grade level) during lunch hour.

4 to 1

Ratio of Positive Attention to Corrections

Part of this program involves rewards (Tiger P.A.W.) and consequences (Student Ownership Room). All staff should remember the rule of FOUR positives to every ONE negative. Staff members actively look for and reward (Tiger P.A.W.) four examples of correct behavior (meeting the expectations in the matrix) for every negative consequence they give out as an SO referral or office referral.





Appendix

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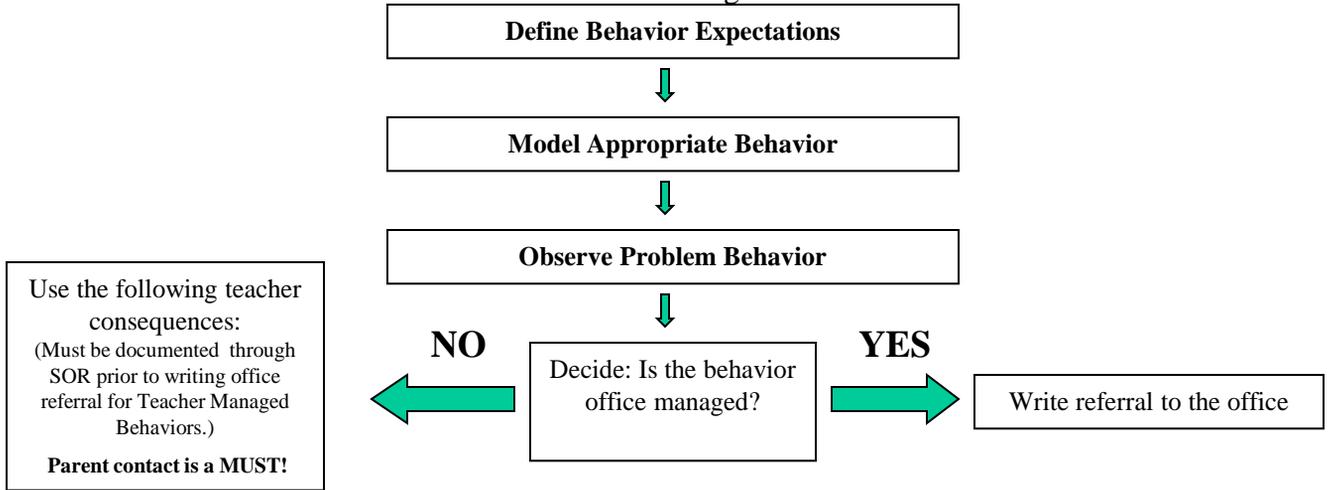
MICHIGAN STATE BOARD OF EDUCATION POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment. A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct. In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

Adopted State Board of Education on September 12, 2006

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Student Behavior Management Process



1st Offense:
Student Ownership Referral - Student/Teacher Negotiation

2nd Offense:
SO referral; Teacher determined consequence (i.e. lunch or after-school detention, seat change, loss of privilege)

3rd Offense:
SO referral; Teacher assigned before/after school detention + **Parent Contact**

4th Offense: SO questions + Office Referral

Teacher Managed Behaviors	Office Managed Behaviors
<ul style="list-style-type: none"> •Language •Minor Insubordination •Tardiness •Blurring Out •Minor Throwing •Non-Performance or Refusing to Work •Preparedness •Minor Dishonesty •Disrespect •Disruption •Inappropriate Tone or Attitude •Food or Drink •Minor inappropriate computer usage •Running in the Halls/Horseplay 	<ul style="list-style-type: none"> •Chronic Minor Infractions (x3) •Dress Code Violation •Failure to Comply with Teacher Consequences •Cell Phone(confiscate) •Fighting or Aggressive Physical Contact •Profanity/Aggressive language •Major Insubordination •Weapons •Harassment •Bullying •Skipping Class •Drugs/Alcohol •Smoking •Vandalism •Theft •Threats •Gambling •Public Display of Affection •Academic Dishonesty

Administrator Restates Behavior Expectation with Student

+

Administrator Issues Appropriate Consequence

+

Administrator Contacts Parents

+

Administrator Provides Teacher Feedback

Per Semester

NO CONTACT

Middle school is like
a *no contact* sport
(like golf or tennis).

You don't touch
the other players

(except to shake hands at the end)



FRIENDS DON'T LET FRIENDS FIGHT

A real friend doesn't want you to get hurt.

A real friend doesn't want you to get in trouble.

A real friend doesn't offer to "get your back",
he/she talks you out of it.



GOSSIP vs. TRUTH

FIRST-HAND

You were there and you saw/heard it yourself, you know it's true

SECOND-HAND

You heard it from someone who was there and saw it themselves, might be true, investigate before you believe

THIRD-HAND

Someone heard it from someone else who heard it from "everyone", pure gossip only a fool would take as fact



RESPECT

GIVE IT TO GET IT

Face the person talking to you.

Use appropriate language.
Control your volume and keep
your voice calm.

Speak when it is your turn to
speak, listen when it is your turn
to listen.

Only walk away when the
conversation has ended.

Speak to others the way you
want them to speak to you.

If you must disagree, do so
politely and only in private.



DON'T LET A CROWD CONTROL YOU

Be your own person.
Don't let the crowd tell you what to do.

People who encourage you to fight don't care if you get hurt or in trouble - they care more about watching a fight than they do about you.

Don't let the crowd get in your business. They'll only make things worse.



COOPERATE

Your teacher is like your boss
at work.

You are required to follow
their directions.

They don't always have to tell
you why, but if you really
want to know, ask politely
AFTER you have followed the
given direction.



**THERE ARE
NO SECRETS
IN MIDDLE SCHOOL**

Don't tell anyone anything you wouldn't repeat to
the whole school.

It **WILL** get repeated.

Don't talk about anyone behind their back.
They **ALWAYS** end up hearing what you said.

