

DEERLAKE MIDDLE SCHOOL

PBIS HANDBOOK (POSITIVE
BEHAVIORAL INTERVENTIONS AND
SUPPORTS)

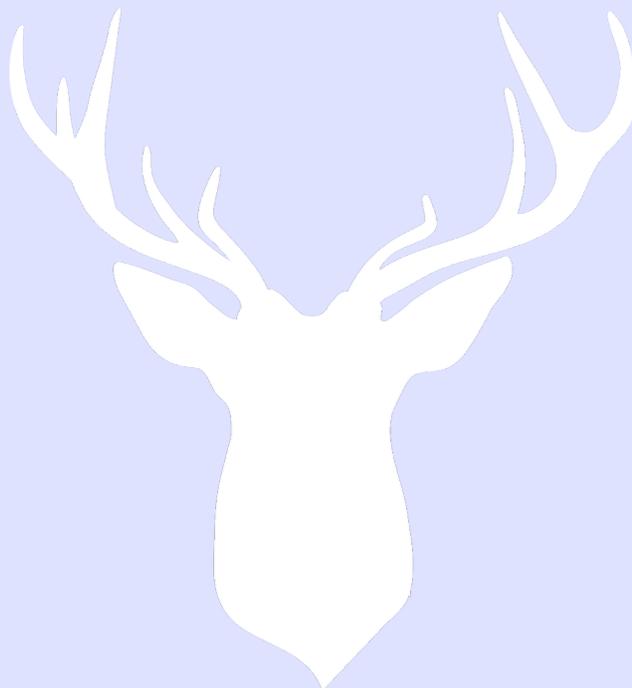


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Positive Behavior Supports Defined

PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include:

- administrative leadership,
- team-based implementation,
- a clear set of defined positive expectations and behaviors,
- teaching of expected behaviors,
- recognition of meeting expected behaviors,
- monitoring and correcting errors in behaviors, and
- using data-based information for decision-making, monitoring, and evaluating building results.

Why PBIS?

The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.



DMS SCHOOL WIDE EXPECTATIONS



DMS Expectations
We are the B.U.C.K.S

- B** Be responsible
- U** Use kind words and actions
- C** Collaborate with others
- K** Keep it respectful
- S** See something, say something



AS A STUDENT AT DEERLAKE MIDDLE SCHOOL, I WILL DEMONSTRATE:

B BE RESPONSIBLE: RESPONSIBILITY

U USE KIND WORDS: KINDNESS

C COLLABORATE WITH OTHERS: COLLABORATION

K KEEP IT RESPECTFUL: RESPECT

S SEE SOMETHING, SAY SOMETHING: ADVOCACY

TIER 1

School Wide PBIS



These four elements are guided by six important principles:

1. Develop a continuum of scientifically based behavior and academic interventions and supports.
2. Use data to make decisions and solve problems.
3. Arrange the environment to prevent the development and occurrence of problem behavior.
4. Teach and encourage pro-social skills and behaviors.
5. Implement evidence-based behavioral practices with fidelity and accountability.
6. Screen universally and monitor student performance & progress continuously

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PBIS Mission

OUR ULTIMATE GOAL IS TO IMPROVE OVERALL SCHOOL CLIMATE AND LAY FOUNDATIONS FOR BUILDING RELATIONSHIPS THAT WILL PAY DIVIDENDS IN THE FUTURE. TOGETHER THROUGH CONSISTENCY AND POSITIVE RELATIONSHIPS, WE WILL IMPROVE THE BEHAVIOR OF ALL STUDENTS. DMS PBIS AIMS TO DECREASE BEHAVIORAL INFRACTIONS SHOWING YEAR OVER-YEAR IMPROVEMENT. PBIS ASSISTS TOWARDS THIS END AS IT IS BASED UPON THE CONCEPT OF TEACHING BEHAVIORS THAT WILL PREVENT NONCOMPLIANCE. WE HOPE TO DEVELOP A POSITIVE SCHOOL COMMUNITY, TO TEACH EVERYONE THE EXPECTATIONS FOR OUR SCHOOL AND REWARD SYSTEMS FOR BEING AWESOME B.U.C.K.S. (BE RESPONSIBLE, USE KIND WORDS AND ACTIONS, COLLABORATE WITH OTHERS, KEEP IT RESPECTFUL, SEE SOMETHING SAY SOMETHING). BY CONCENTRATING ON POSITIVE BEHAVIORS, WE HOPE TO CREATE AND MAINTAIN A POSITIVE AND SAFE LEARNING ENVIRONMENT. BEING CONSISTENT WITH ADDRESSING STUDENTS WHEN THEY DO AND DO NOT MEET OUR BEHAVIOR EXPECTATIONS WILL INCREASE COMPLIANCE, PROVIDE THEM WITH GREATER STRUCTURE, AND CLARIFY EXPECTED BEHAVIOR.

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PBIS Classroom Teacher Responsibilities

1. TEACHERS WILL TEACH, MODEL, AND PRACTICE EACH OF THE BUILDING-WIDE BEHAVIORAL EXPECTATIONS.
3. TEACHERS WILL DISPLAY AND USE THE CLASSROOM EXPECTATIONS BASED UPON THE BUILDING-WIDE EXPECTATIONS. (CLASSROOM EXPECTATIONS ARE TO BE POSTED IN THE CLASSROOM)
4. TEACHERS WILL USE THE PBIS TEAM AND THE PYRAMID OF INTERVENTIONS WHEN WORKING WITH STUDENTS WHO FAIL TO MEET BUILDING-WIDE AND/OR CLASSROOM EXPECTATIONS.
5. TEACHERS WILL DEVELOP AND/OR USE PBIS ESTABLISHED STRATEGIES FOR RECOGNIZING STUDENTS WHO MEET AND/OR EXCEED BUILDING-WIDE AND CLASSROOM EXPECTATIONS USING INFORMAL AND FORMAL RECOGNITION PROGRAMS SUCH AS “BUCKS BUCKS”, AND STUDENT OF THE MONTH NOMINATIONS.



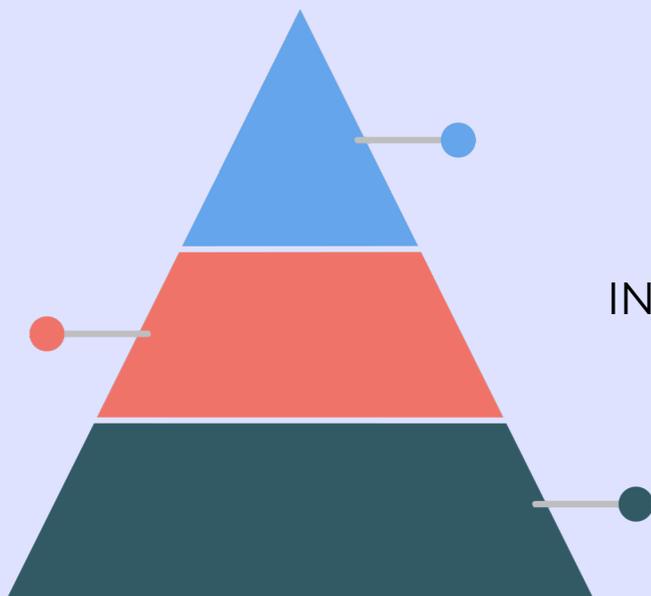
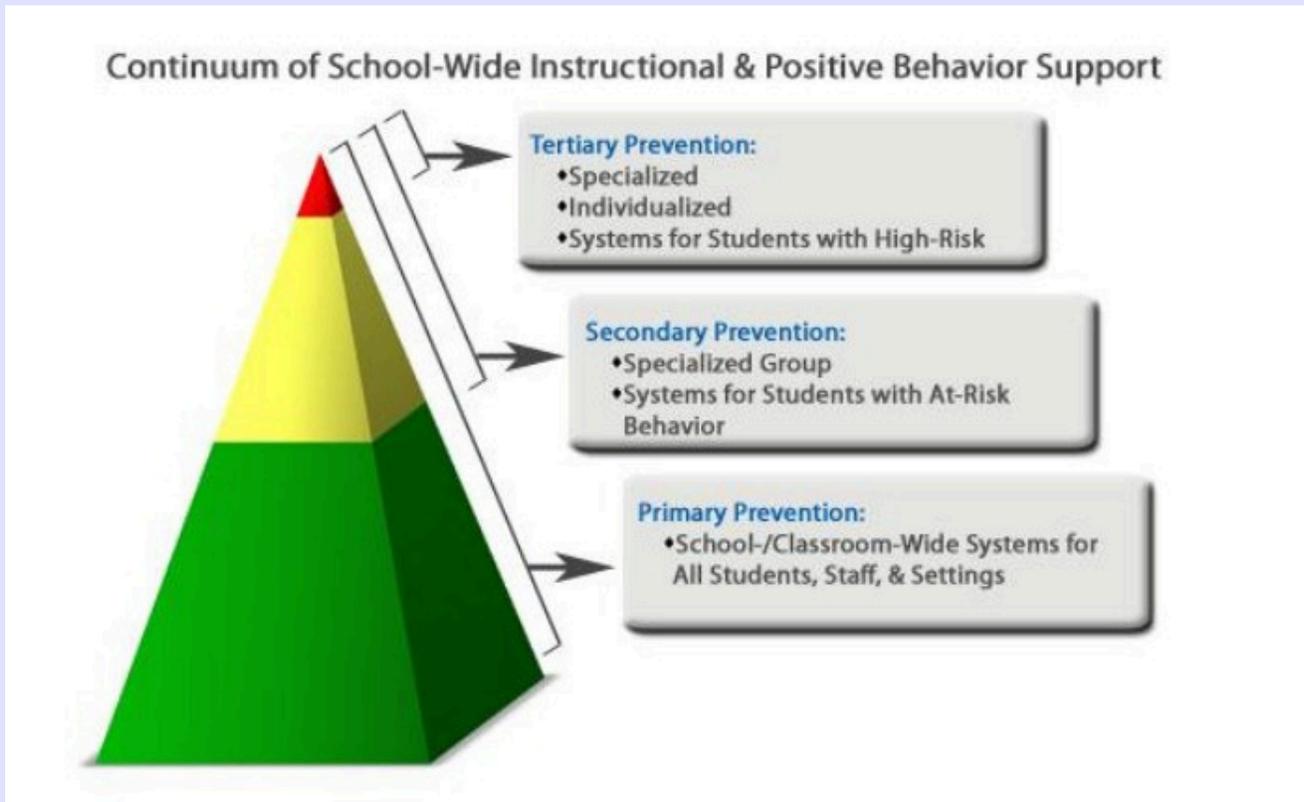
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Staff Personnel Responsibilities

1. STAFF PERSONNEL ARE DEFINED AS ALL ADULTS WITH SUPERVISORY AUTHORITY, INCLUDING THOSE ASSIGNED TO HALL DUTY, LUNCH DUTY, BUS DUTY, AND ALL TEACHERS WHOSE STUDENTS ARE IN ATTENDANCE AT ASSEMBLIES.
2. ALL CLASSROOM TEACHERS ARE INVOLVED AS SUPERVISORS AT VARIOUS POINTS WITHIN THE SCHOOL DAY AND/OR SCHOOL YEAR.
3. STAFF PERSONNEL WILL CIRCULATE AMONG STUDENTS AND OBSERVE STUDENTS TO SEE THAT THEY ARE MEETING BUILDING-WIDE EXPECTATIONS IN ALL NON-CLASSROOM SETTINGS OF THE SCHOOL.
4. STAFF PERSONNEL WILL TALK WITH STUDENTS AND PROVIDE FEEDBACK BASED ON THE BUILDING -WIDE EXPECTATIONS.
5. STAFF PERSONNEL WILL USE THE PBIS TEAM AND THE PYRAMID OF INTERVENTIONS WHEN WORKING WITH STUDENTS WHO FAIL TO MEET BUILDING-WIDE EXPECTATIONS.
6. STAFF PERSONNEL WILL DEVELOP AND/OR USE PBIS ESTABLISHED STRATEGIES FOR RECOGNIZING STUDENTS WHO MEET AND/OR EXCEED BUILDING-WIDE AND CLASSROOM EXPECTATIONS SUCH AS STUDENT OF THE MONTH NOMINATIONS .

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Continuum of School Wide PBIS



STARTING NEXT YEAR WE WILL INPUT OUR DATA AND COMPARE IT WITH THE 23-24 SCHOOL YEAR.

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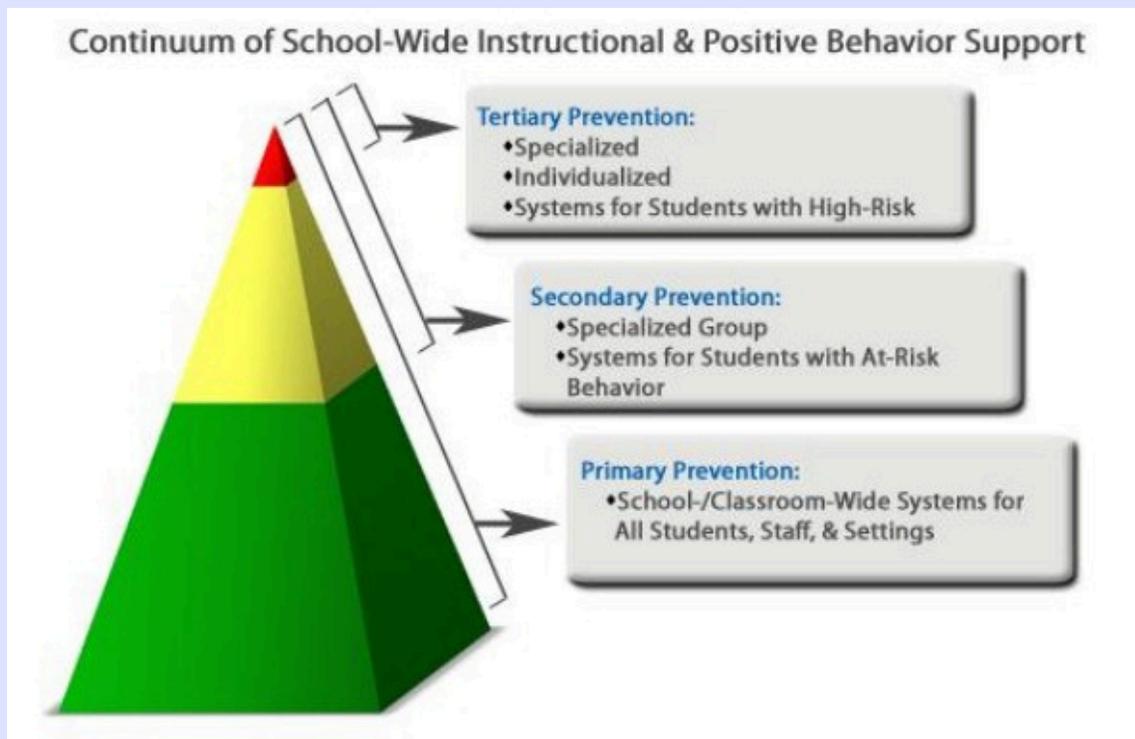
PBIS Program Overview

Program Element	Description
Behavioral Expectations	The Behavioral Expectations is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around The BUCKS Expectations and behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback
Second Step Behavioral Intervention	Second Step Intervention emphasizes empathy, impulse control, anger management, and other behavior related skills through a problem-solving approach. Students requiring secondary intervention are primarily those who make choices that result in an assignment to ISD or OSS. Select students will also be assigned to a check-in, check-out system
Common Area Expectations and Procedures	Common Area Expectations and Procedures are specific for successful participation in those areas. The Common Area Expectations and Procedures are developed and designed for common areas (<u>i.e.</u> , cafeteria, hallways, bathrooms, bus, assemblies, and school activities). Expectations and procedures are taught at the beginning of the year in each classroom and at the grade level administrator assemblies; they are then practiced with individual students/classes as needed.
Classroom Expectations and Procedures	Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own classroom procedures as appropriate. If assistance is needed in this area, teachers may contact the PBIS team. Classroom procedures should be specified for such things as preparing for class, taking care of personal needs, turning in assignments, receiving and submitting make-up work, requesting assistance, etc; these procedures should be personalized for each classroom. Each classroom teacher determines if the routines will be teacher-defined and/or student-defined. Expectations and procedures are taught at the beginning of the year and practiced with individual students/classes as needed. A classroom expectations matrix is posted in each classroom.
Levels of Interventions	The Levels of Interventions is a hierarchy of programs teachers and the PBIS team may access when selecting intervention methods for addressing student behavior concerns. The primary tier two intervention for behavior is a check-in check-out program while the primary tier three intervention is functional behavior assessments. Other interventions are available and are assigned on a case-by-case basis through administration and the PBIS team.
PBIS Behavioral Recognition Programs	These programs are designed to recognize individuals who meet and exceed behavioral expectations.

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PBIS Team

THE PBIS TEAM AT DEERLAKE MIDDLE CONSISTS OF REPRESENTATIVES FROM EACH AREA OF THE BUILDING. THE TEAM MEMBERS ARE HERE TO SERVE THE TEACHERS AT DEERLAKE IN ORDER TO ENSURE STUDENT BEHAVIORAL EXPECTATIONS ARE TAUGHT AND REINFORCED SO THAT BEHAVIORAL INCIDENTS ARE KEPT AT A MINIMUM. IF TEACHERS EVER HAVE PBIS QUESTIONS OR NEED ASSISTANCE IN REGARDS TO PBIS, THEY SHOULD CONTACT A PBIS TEAM MEMBER. THE PBIS TEAM MEMBERS ARE:



Thomas- Chair- Secondary, Tertiary

Dilmore- Co-Chair-Secondary, Secondary

Chastain, Henry-ESE Teacher - Primary

Cutchins, Edwards, Dollar, Knauf, Williamson, Johnson - Teacher- Primary

Joseph- SSW-Tertiary, Secondary

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Expectations Matrix by Building

CLASSROOM
HALLWAY
RESTROOM
CAFETERIA
MEDIA CENTER
ASSEMBLY
ATHLETIC/OFF CAMPUS



	B BE RESPONSIBLE	U DO KIND WORDS AND ACTIONS	C COLLABORATE WITH OTHERS	K KEEP IT RESPECTIVE	S STAND UP FOR OTHERS
Classroom Expectations	<ul style="list-style-type: none"> Keep track of your school work Speak up when you don't understand Do your own work in a timely manner 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Make someone's day everyday 	<ul style="list-style-type: none"> Have a good attitude Be open to others' opinions and suggestions Allow others the best opportunity to learn 	<ul style="list-style-type: none"> Respect school property and equipment Use appropriate language and voice level Use school technology appropriately 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Hallway Expectations	<ul style="list-style-type: none"> Take responsibility for your actions Keep your cell phone off and put away Be on time to class 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Make someone's day everyday 	<ul style="list-style-type: none"> When out of class have a pass from your teacher 	<ul style="list-style-type: none"> Respect school property and equipment Use appropriate language and voice level Walk in designated walkways/hallways 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Restroom Expectations	<ul style="list-style-type: none"> Schedule restroom break wisely No cell phones Wash hands 	<ul style="list-style-type: none"> Keep restroom area clean and report to an adult if it is not Treat others with kindness 	<ul style="list-style-type: none"> Have a bathroom pass from the teacher during class time 	<ul style="list-style-type: none"> Respect school property and equipment Respect the privacy of others 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Cafeteria Expectations	<ul style="list-style-type: none"> Do not cut the lunch line Do not run to and from lunch Be on time Keep your cell phone off and put away 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Make someone's day every day 	<ul style="list-style-type: none"> Invite others to sit with you 	<ul style="list-style-type: none"> Use appropriate volume in the lunch room Place all trash in the trash cans 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Media Center Expectations	<ul style="list-style-type: none"> Check out all materials before leaving Return all materials promptly 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Make someone's day everyday 	<ul style="list-style-type: none"> When going to the Media center have a pass from your teacher 	<ul style="list-style-type: none"> Respect school property and equipment Use appropriate language and voice level 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Assembly Expectations	<ul style="list-style-type: none"> Sit in appropriate area Remain with your group/class Keep your cell phone off and put away 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Keep remarks/gestures positive and polite Show appropriate enthusiasm 	<ul style="list-style-type: none"> Cooperate with all adult requests 	<ul style="list-style-type: none"> Respect school property and equipment Use appropriate language and voice level Give the presenter your full attention 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Athletic / Off Campus Expectations	<ul style="list-style-type: none"> Take responsibility for your actions Keep track of your belongings Enter and Exit at appropriate times 	<ul style="list-style-type: none"> Treat others with kindness Only say things that are helpful and uplifting Make someone's day everyday 	<ul style="list-style-type: none"> Cooperate with staff requests 	<ul style="list-style-type: none"> Respect school property and equipment Use appropriate language and voice level Respect visiting team and spectators 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately
Transportation	<ul style="list-style-type: none"> Keep track of your belongings Remain in your seat 	<ul style="list-style-type: none"> Keep track of your belongings Use appropriate language and voice level Remain in your seat 	<ul style="list-style-type: none"> Cooperate with all adult requests Remain in your seat 	<ul style="list-style-type: none"> Keep track of your belongings Use appropriate language and voice level Remain in your seat 	<ul style="list-style-type: none"> Stand up for others If something doesn't seem right tell an adult immediately

RECOGNIZING STUDENTS WHO ACHEIVE BEHAVIORIAL EXPECTATIONS

The Positive Behavior Supports team in conjunction with faculty members at DMS has devised 4 key recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The BUCKS Expectations on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

1. Bucks Bucks Badges in FOCUS – student can spend on classroom rewards
2. No referral (including minors) quarterly events/ activities
3. Students of the month– pg.14
4. End of year field day for all students with no discipline referrals (including minors)

NOTE: CLASSROOM TEACHERS ARE ALSO ENCOURAGED TO DEVELOP STRATEGIES FOR RECOGNIZING STUDENTS WITHIN THEIR OWN CLASSROOMS. THIS RECOGNITION MAY OCCUR ON AN INDIVIDUAL OR WHOLE GROUP LEVEL.



RECOGNIZING STUDENTS WHO ACHIEVE BEHAVIORIAL EXPECTATIONS

Bucks Bucks Badges:



THESE BADGES ARE AWARDED THROUGH THE
FOCUS APP ON CLASSLINK OR ON YOUR
PHONE.

STUDENTS OF THE MONTH

EACH MONTH ONE STUDENT FROM EACH GRADE LEVEL IS NOMINATED BY THEIR C- PERIOD TEACHER FOR THE "STUDENT OF THE MONTH" AWARD BASED ON BEHAVIORIAL EXCELLENCE. EACH GRADE LEVEL AP WILL DRAW A NAME AND THOSE 3 STUDENTS WILL HAVE THEIR PICTURES DISPLAYED DURING THE MORNING ANNOUNCEMENTS THE FIRST TUESDAY OF THE MONTH.