Benjamin F. Butler Middle School

Schoolwide Positive Behavior Interventions and Supports (PBIS) Staff, Parent & Student Handbook 2019/2020

Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!

This handbook provides information about the policies and procedures of our School-wide Behavior Support Plan, also known as PBIS. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Behavior Supports play a huge role in a child's education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve a positive learning environment to achieve academic success. Therefore, this school wide behavior support plan will be in effect at all times.

Butler Middle School
School wide Positive Behavior Intervention and Support Plan Overview

What is PBIS?

PBIS is a tiered system of preventative interventions that support a student's academic and emotional success. When implemented at the school level, PBIS provides a clear system for all expected behaviors at the Butler Middle School. Through PBIS, we will work together to create and maintain a productive and safe environment in which all school community members clearly understand the shared expectations for behavior. Through positive recognition and continual teaching of expectations, students will experience academic and social growth.

What are the benefits of PBIS?

We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behavior and establish a positive school climate.

Why PBIS?

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors in schools. One of the key components of the system is a focus on prevention. Students are taught clearly defined behavioral expectations for all aspects of the school environment. They are provided with predictable responses to their behavior, both positive and corrective.

Additional information on PBIS is available at www.PBIS.org

Our Cell Phone Policy

Butler Middle School recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom (i.e. IPads, laptops). To keep the focus on academics and to reduce unnecessary distractions, the Butler Middle School enforces the following:

- Cell phones and all mobile devices shall be TURNED OFF when entering school
- Cell phones and all mobile devices can be turned back on at the end of the school day and used to communicate directly with parents/friends who are assisting in transportation
- If a student needs to make an emergency call during the day, they are to come up to the office
- Photography and videography are prohibited in the halls without prior permission.

Students are not permitted to have a cell phone in their possession during the school day. Parents who wish to do so may sign a form granting permission for their students to bring cell phones to school, but that phone must be **turned in to the homeroom teacher every morning.** Teachers are responsible for returning phones to students at the end of the day. Teachers will make a note of which students are allowed to carry phones to school and will submit the permission forms to the office.

If a student does not turn in their phone, we are not responsible for anything that may happen during the school day.

If a student is found to be in possession of a cell phone, the teacher should confiscate the phone and turn it into the office with a note clearly indicating the student's name. If the student chooses not to turn in his/her phone, the teacher should enter a referral in X2 and send an email to the Assistant Principal.

ATTENDANCE POLICY
(taken from Lowell Public Schools district code of conduct)

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

Points of Important Information:
 • Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
• Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
• By 6th grade, absenteeism is one of three signs that a student may drop out of high school.

• By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
• Missing 10 percent, or about 18 days of the school year can drastically affect a student's academic success.
• Students can be chronically absent even if they only miss a day or two every few weeks.
• Attendance is an important life skill that can support your child in building healthy student habits for future endeavors.

Tardiness

Tardiness to school is a hindrance to the educational process and something that needs to be avoided for future success in the workforce. Please make every effort to schedule appointments for students before or after school hours.

A student who is late for school must sign in at the Main Office when entering school and state the reason for tardiness that will be documented in the school office. For tardiness in excess of five (5) days in a marking period, school officials are authorized to contact parents. Patterns of tardiness may result in disciplinary action.

PBIS Practices

As part of PBIS, Butler Middle School has developed school-wide procedures to support implementation.

1. **Define Behavioral Expectations**: A small number of behavioral expectations are positively stated and clearly defined. At the Butler Middle School, our expectations are: be Safe, Respectful, and be Responsible. These expectations are outlined in the expectations matrix included in this packet.

2. **Teach Behavioral Expectations**: The behavioral expectations are taught to all students in a real context. Behavioral expectations are taught using the same teaching methods used in academic curricular (Teach, Model, and Practice).

3. **Acknowledge Appropriate Behavior**: Once appropriate behaviors have been defined and taught they will be acknowledged on a regular basis. The Butler Middle School has developed a system that acknowledges expected behavior. This acknowledgement system is outlined in this packet.

4. **Correct Behavior Errors**: When students violate behavioral expectations they are informed that their behavior is unacceptable. Clear procedures are used to direct students to appropriate behavior. Additional information is included in this packet.

Our Positive Behavior Acknowledgement System

Once appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. The Butler Middle School has developed a formal system that acknowledges positive and appropriate behavior. All staff are able to acknowledge students positive behavior throughout the school day and throughout the school building. Acknowledgement occurs on various levels as described below.

WE HAVE DEFINED OUR EXPECTED BEHAVIORS FOR STUDENTS.
WE HAVE TAUGHT OUR EXPECTED BEHAVIORS TO STUDENTS.

NOW WE WILL ENCOURAGE EXPECTED BEHAVIORS THROUGH ACKNOWLEDGEMENT AND POSITIVE REINFORCEMENT

Reinforcement will occur on various levels

* Individual student
* Classroom
* Grade Level
* Whole School

Individual Student
* Verbal Praise
* Paw stamps
* Weekly Shout-outs from Mrs. Dee

Classroom Level
*Verbal Praise
* Paw stamps

Grade Level
* Verbal Praise
* Incentive Activity
* Posters Acknowledging Butler expectations
* Student Recognition Assemblies
* Student of the week

School Level
*Monthly Drawing for activities
*Field trips, school dances

Behavioral Expectations

Parents please keep in mind that these expectations will be explicitly taught at the beginning of the school year and throughout the year. Our goal is to create a positive environment for all parties at the Butler Middle School.

At the beginning of each school year every classroom will work together to develop the expectations for their classroom. Each classroom will define what it looks like to be *Safe, Respectful, and Responsible* in their classroom.

EXPECTATION	HALLWAYS	BATHROOM	ASSEMBLY	CAFETERIA	OUTSIDE	SCHOOL-WIDE [classrooms, office areas, library etc]
BE SAFE	✔ Walk at all times, keep the RIGHT ✔ Keep hands and feet to self ✔ Keep reasonable distance between self and others ✔ Report any problems/safety concerns to staff	✔ Keep hands and feet to self ✔ Wash and dry hands ✔ Report any problems/safety concerns to staff	✔ Keep aisles clear ✔ Use seats as intended ✔ Keep hands and feet to self ✔ Ask permission to leave your seat ✔ Report any problems/safety concerns to staff	✔ Enter café in a single line ✔ Ask permission to leave your seat ✔ Keep hands and feet to self	✔ Stay in assigned areas ✔ Use equipment safely ✔ Keep hands and feet to self	✔ Walk at all times ✔ Report safety concerns to staff
BE RESPECTFUL	✔ Voice level=0 ✔ Be considerate of bulletin boards and display cases ✔ Help classmates	✔ Voice level=1 ✔ Clean up after self ✔ Respect others privacy	✔ Voice level=0 ✔ Show appreciation for the performers by clapping at the event ✔ Keep eye and ears on the presentation	✔ Voice level=2 ✔ Clean up your area ✔ Be welcoming	✔ Voice level=3 ✔ Use kind words ✔ Treat others respectfully	✔ Keep feet, hands and other objects to yourself ✔ Respect privacy of others ✔ Maintain school appropriate volume and tone ✔ Listen when others talking ✔ Use respectful language (kind words) ✔ Support each other with praise and recognition
BE RESPONSIBLE	✔ Keep your locker area and hallways clean ✔ Report to class on time	✔ Keep bathroom clean and free of graffiti ✔ Sign in and out of class ✔ Return to class quickly	✔ Follow directions of the Leader or Speaker ✔ Keep the area neat and clean ✔ Go directly to assigned	✔ Use food and drink as intended ✔ Remain in seat until dismissed ✔ Properly dispose of garbage	✔ Clean-up trash ✔ Line up quickly ✔ Dress appropriately for weather	✔ Clean up your space ✔ Eat and drink only during appropriate times and in appropriate places ✔ Be ready to learn

Butler Behavior Expectations

What are Paw Stamps?

Paw Stamps are a way for all staff to recognize when a student is meeting the expectations of the Butler School. We expect our students to be Safe, Respectful, and Responsible throughout the day. Please reference our Expectations Matrix for more information. Any staff member can acknowledge a student's positive behavior by giving them Paw Stamps.

This is a school-wide effort to positively reinforce all of our students for meeting the expectations. All staff will have their paw stamps with them and ready to stamp!
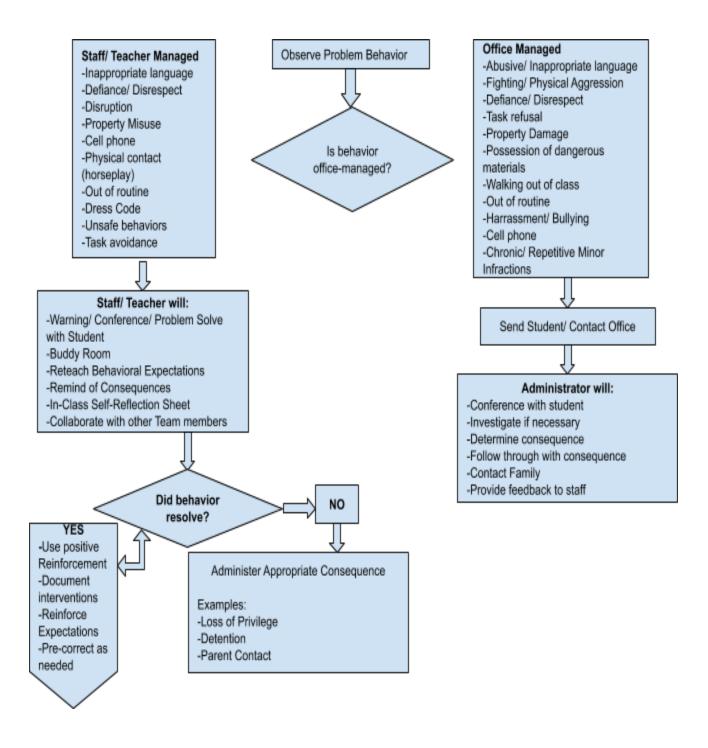
Students who do not meet the expectations for the special privileges/events will participate in a refresher session to review the expectations with teachers and/or a member of the PBIS team. Students who do not seem to be responding to the schoolwide positive behavior system will be able to access additional behavioral supports.

Throughout the year, students who meet our expectations will participate in special school-wide events. Communication about the criteria for attending this event will be sent home. The school will clearly explain what students need to do to be eligible to attend.

Our Consequence System

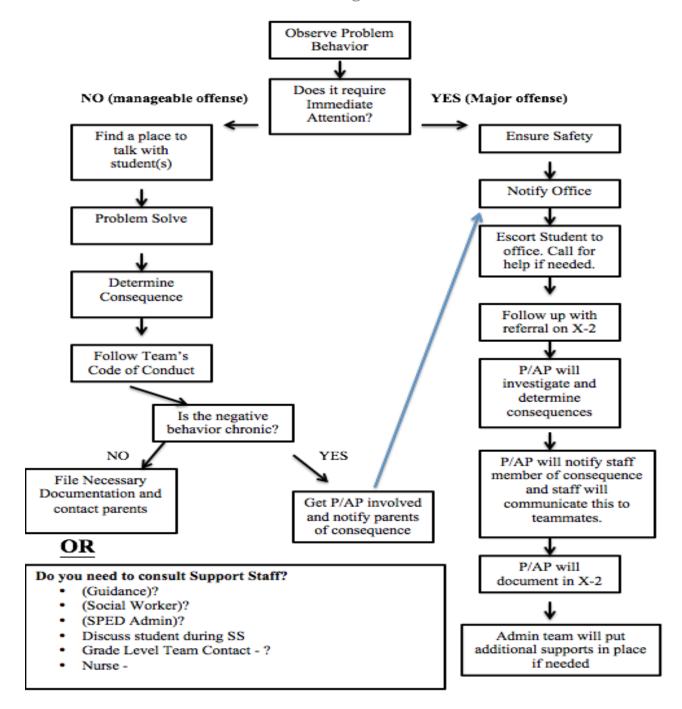When students do not meet the behavioral expectations, staff must intervene in order to advise the student of the problem behavior, teach the appropriate behavior for the particular situation, and administer appropriate disciplinary action. The Butler School uses a tiered approach to discipline that includes several teacher and classroom-based interventions as well as administrator intervention

Observe Problem Behavior

Is behavior office-managed?

Staff/ Teacher Managed
-Inappropriate language
-Defiance/ Disrespect
-Disruption
-Property Misuse
-Cell phone
-Physical contact
(horseplay)
-Out of routine
-Dress Code
-Unsafe behaviors
-Task avoidance

Office Managed
-Abusive/ Inappropriate language
-Fighting/ Physical Aggression
-Defiance/ Disrespect
-Task refusal
-Property Damage
-Possession of dangerous
materials
-Walking out of class
-Out of routine
-Harrassment/ Bullying
-Cell phone
-Chronic/ Repetitive Minor
Infractions

Staff/ Teacher will:
-Warning/ Conference/ Problem Solve
with Student
-Buddy Room
-Reteach Behavioral Expectations
-Remind of Consequences
-In-Class Self-Reflection Sheet
-Collaborate with other Team members

Send Student/ Contact Office

Administrator will:
-Conference with student
-Investigate if necessary
-Determine consequence
-Follow through with consequence
-Contact Family
-Provide feedback to staff

Did behavior resolve?

NO

YES
-Use positive
Reinforcement
-Document
interventions
-Reinforce
Expectations
-Pre-correct as
needed

Administer Appropriate Consequence

Examples:
-Loss of Privilege
-Detention
-Parent Contact

Butler MS
General Procedure for Dealing with Problem Behaviors

Observe Problem Behavior

Does it require Immediate Attention?

NO (manageable offense)

YES (Major offense)

Find a place to talk with student(s)

Problem Solve

Determine Consequence

Follow Team's Code of Conduct

Is the negative behavior chronic?

NO

YES

File Necessary Documentation and contact parents

Get P/AP involved and notify parents of consequence

OR

Do you need to consult Support Staff?
- (Guidance)?
- (Social Worker)?
- (SPED Admin)?
- Discuss student during SS
- Grade Level Team Contact - ?
- Nurse -

Ensure Safety

Notify Office

Escort Student to office. Call for help if needed.

Follow up with referral on X-2

P/AP will investigate and determine consequences

P/AP will notify staff member of consequence and staff will communicate this to teammates.

P/AP will document in X-2

Admin team will put additional supports in place if needed

Classroom Managed/ Office Managed Behavior Guidelines

BULLDOG EXPECTATIONS

Expectation Violated	Staff/Classroom Managed		Office Managed	
	Behavior	Definition	Behavior	Definition
Safe	Physical Contact	Non-serious, but inappropriate physical contact (horseplay, unintentional contact, invading personal space)	Fighting Physical Aggression	Actions involving serious physical contact where injury is intended (hitting, punching, kicking, hitting with an object)
	Other Unsafe Behaviors	Low intensity, unsafe behaviors such as running in the hallways, not being in assigned area, talking during fire drills	Possession of Dangerous Materials	Such as weapons, drugs, lighters, tobacco, or school tools used inappropriately
	Out of Routine	Not following classroom or building-wide routines and procedures	Out of Routine	Refusal to transition from one location to another; refusal to enter class/ school
			Walking out of class	Leaving assigned class without permission or teacher acknowledgment
Respectful	Non-Compliance Defiance Disrespect	Brief of low-intensity failure to respond to adult requests, refusal to follow directions, talking back and/or socially rude interactions	Defiance Non-Compliance Disrespect	Blatant or hostile challenge of the authority of a school staff member
	Inappropriate Verbal Language	Low instance of inappropriate language, name calling, teasing	Abusive Language Bullying Threatening	Verbal messages that include swearing, name calling, bullying, use of words in an inappropriate way
	Violation of Dress Code	dress that tends to disrupt the class or contributes to a safety hazard in class		Profane/disrespectful message (verbal or gestural) to another person that includes threats or intimidation

Responsible	Disruption	Low intensity, but inappropriate disruption, noise with materials, horseplay or roughhousing	Property Damage	Deliberate damage to the usefulness of property; vandalism; serious theft
	Property Misuse	Low intensity misuse of property (intentionally breaking pencils, writing on desks, taking other belongings)	Task Refusal/ Disruption	Failure to complete tasks which leads to the disruption of the learning environment
	Task Avoidance	Low intensity avoidance of task or refusal to complete tasks	Cell Phone misuse	When students are caught in possession or using cell phone during school day and refuse to hand in phone to classroom teacher
	Cell Phone misuse	Students are caught in possession or using cell phone during school day	Chronic/ Repetitive Minor Infractions	When staff have used their best attempts to correct a behavior, team meetings have been used, multiple interventions have been tried with fidelity, and the behavior persists

Consequences for Classroom Managed and Office Managed Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Classroom managed behavioral issues will be handled by the teacher (classroom, art, music, computer lab, library or physical education). Teachers will refer to the Behavior Management Flowchart when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use:

- Redirection
- Conference with student
- Removal to a "time out" area within the classroom
- Self-Reflection Form
- Phone call to parent
- Parent/teacher/student conference
- Loss of privileges

A Self-Reflection Form is used as an opportunity for students to reflect on their behavior and consider alternative solutions that meet our expectations. If a reflection sheet is filled out, teacher must meet with the student to review the sheet and monitor progress for follow through. Parents will need to sign the Self-Reflection Form and return to school the next day.

Office managed offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Parent conference/meeting
- Referral to Student Support Team to develop a behavior improvement plan
- Alternative recess (only used when an issue takes place during recess)
- Suspension (in school or out of school)

As a PBIS school, we believe that discipline begins in the classroom with strong expectations, routines, and procedures. Teachers are responsible for teaching expectations and reinforcing appropriate behavior when students meet those expectations. From time to time, it will be necessary to re-teach expectations as students demonstrate difficulty in meeting them. *(Please refer to the PBIS manual for a detailed explanation of the use of PBIS in Butler Middle School.)* Of course, there are times when it will be necessary to document a conduct issue for follow-up.

Butler Middle School utilizes a progressive discipline model to respond to student conduct issues, whereby staff use increasingly intensive responses when students fail to correct behavior problems.

- Best practice suggestions for Teachers...…
    - o Provide a verbal redirection
    - o Have a conversation with the student outside of class
    - o Call the parent to discuss the student's behavior – Do not underestimate the power of a parent phone call!
    - o Conference with parent and student
    - o Assign the student to spend a portion of the class in a colleague's room
    - o Assign an after-school detention.
    - o Document a minor referral in SWIS (*coming soon)
    - o Submit a referral for a major infraction in X2
    - o Refer students to the TAT process

- Best practice suggestions for Administration…
    - o Meet with the student and provide verbal redirection and/or a warning
    - o Engage the student and others involved in restorative practices

- o Assign the student to spend a portion of a class period or longer in the student work center
- o Assign the student administrative detention after school
- o Require restitution
- o Remove privileges (i.e. school dance, participation in clubs or sports, etc.)
- o Suspend student from school one or more days
- o Refer student for behavioral support
- o Assign students to an alternative school

Behaviors are designated as either MINOR or MAJOR, based on the level of intrusiveness. MINOR behaviors are addressed by the teacher and documented in SWIS*; MAJOR referrals are documented in X2 and addressed by Mrs. Moody or Mrs. Pena.

MINOR BEHAVIORS	MAJOR BEHAVIORS
- Inappropriate language - Defiance/ Disrespect - Disruption - Property Misuse - Cell phone - Physical contact (horseplay) - Out of routine - Dress Code - Unsafe behaviors - Task avoidance	- Fighting/physical aggression - Harassment/tease/taunt - Inappropriate display of affection - Technology violation - Tardy (repetitive) - Skip class/truancy - Forgery/theft - Dress code violation - Lying/cheating - Tobacco - Alcohol/drugs - Combustibles - Off school location - Vandalism - Property damage - Bomb threat - Arson - Weapons - Other

School Wide Communication

The office team and support staff see school wide discipline as a team effort. Teachers would like more communication about the outcomes of behavioral incidents. We will put in place the following systems:
- SW shared google document that will track after school detention, attendance detention and or lunch and social skills groups.

- An email communication to grade level teams with changes and or updates regarding student changes

Journal vs. Conduct Entry

Conduct and journal communications are ways in which we have to document progressive discipline steps with students, document contact with parents and or refer for discipline action by school administration through our student management system. When thinking about the difference between the two entry logs:

Journal is used to:
- communicate about progressive discipline steps taken such a classroom detention or any work within the school building.
- as a communication log and or documentation when dealing with a student's family
- make recommendations for further interventions

Conduct is used to:
- get administration documented action after the teacher has made several attempts to change/teach new behavior

Restorative Justice/ Mediation:

Restorative Justice is a value-based approach to conflict and harm. These values are often identified as inclusion, democracy, responsibility, reparation, safety, healing, and reintegration. The one value that is most essential than any other is **respect.**

Process for Restorative Justice:

For Victims: restorative responses empower victims by offering them a voice in the process; an opportunity to ask questions and seek answers; and afford them a role in decision-making and avenues for healing, restitution, and emotional support.

For Wrongdoers: restorative responses enable wrongdoers to be accountable for their conduct; affords opportunities to make amends and express remorse; offers constructive ways to repair harm; supports making responsible choices; and creates forums for forgiveness, reconciliation and reintegration.

For Communities: restorative responses re-invest citizens with the power to contribute meaningfully to the resolution of community problems; allows citizens to articulate and affirm the moral standards of the community; provides a forum for addressing the underlying conditions,

which generate harm; and contributes towards the building of safe, thriving, and peaceful communities.

Ways that Restorative Justice will be used:

Classroom Climate & Relationship Building
Teachers use circles at the beginning or end of the week, as one example, asking students to share the highs and lows of their week or weekend. Circles can also be used to establish classroom norms, address painful incidents in the school or broader community, or address negative patterns of behavior.

Teaching Curriculum
Talking circles are effective to promote learning. By asking students what they found most important, useful, challenging, thought-provoking, applicable, or confusing in a unit, the teacher can identify the learning needs and reinforce key content. Circles are also very effective to encourage the sharing of student writing and peer feedback.

Classroom Problem-Solving
Problem-solving circles are used when there are behavioral problems impacting a whole class. The circle explores who has been affected by the behavior, in what ways, and what needs to happen to make things better. Individual students are not singled out as wrongdoers, and the whole class is asked to be accountable for improving the situation.

Student Advisory & Social Emotional Learning (SEL)
Using circles in advisories or student support meetings can help students develop social and emotional skills, receive and give support, build trusting relationships, and address personal and academic challenges from an asset-based perspective.

Restorative Discipline
A voluntary process bringing the wrongdoer and those affected by the harm, possibly including family members, teachers, staff, administrators, other students, and/or the school resource officer into a restorative conference.   In a restorative conference, the person harmed is empowered to express how they have been affected, ask questions, and assert what they need to repair the harm done. The wrongdoer gains the opportunity to be accountable, express remorse, and to make things right. Restorative conferences provide schools the opportunity to address conflict and harm in ways that enhance positive youth development, as an alternative to suspension and expulsion.

How Parents Can Support the Schoolwide Positive Behavior Support Plan

Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school, we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Butler's expectations with your child.

2. Please remind your child of the Butler's expectations each day before he/she leaves for school

3. Our system is consistent and predictable so if your child has earned a consequence please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation please call the classroom teacher or an administrator.

4. When your child gets home from school, talk with them about their day and ask if their behavior was acknowledged with Paw Stamps or other privileges. Ask your child what they did to earn Paw Stamps. Please offer your child extra praise and reinforcement for these behaviors.

5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.

6. You might try to use the same language at home. You might even add a column to the matrix defining expected behavior at home.

Notice of Receipt of Schoolwide Positive Behavior Support Plan

The Schoolwide Positive Behavior Support Plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school expectations so they can help support success in school. Please sit down and talk about these expectations with your child.

Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Butler Middle School-wide Positive Behavior Support Plan.

I have read the Butler Middle School-wide Positive Behavior Support Plan and discussed it with my child.

 I understand my child is responsible for abiding by the Lowell School Department Code of Student Conduct as well as the Butler Middle School-wide Positive Behavior Support Plan.

_____

Teacher Signature   Date

_____

Parent/Guardian Signature   Date

_____

Student Signature   Date

Additional Information:

- **PBIS/ Classroom management & school resources**
  https://www.pbis.org/

- **Lowell Public Schools Code of Conduct**
  https://www.lowell.k12.ma.us/site/Default.aspx?PageID=147

- **Attendance Policy**
  https://www.lowell.k12.ma.us/Page/120

Articles of Reference:

http://www.ascd.org/Publications/Books/Overview/Discipline-with-Dignity-How-to-Build-Responsibility-Relationships-and-Respect-in-Your-Classroom-4th-Edition.aspx

http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Relationships-and-Rapport@-%C2%A3You-Don't-Know-Me-Like-That!%C2%A3.aspx

https://schoolleadersnow.weareteachers.com/alternatives-to-detention/

http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Getting-Consistent-with-Consequences.aspx

http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Are-the-Kids-Really-Out-of-Control%C2%A2.aspx

https://www.tolerance.org/magazine/checking-yourself-for-bias-in-the-classroom

https://www.tolerance.org/magazine/quiet-in-the-classroom

Books Of Interest:

- The Highly Engaged Classroom By Robert J. Marzano and Debra J. Pickering With Tammy Heflebower (Marzano Research Laboratory Powered by Solution Tree, 2011)
- The Skillful Teacher By Jon Saphier, Mary Ann Haley-Speca, Robert Gower
- Conscious Discipline By Becky A. Bailey
- Setting Limits in the Classroom By Robert J. Mackenzie
- Positive Discipline by Jane Nelson
- Teach Like A Champion 2.0 By Doug Lemov