TAMS

FACULTY

HANDBOOK

SOAR

- Strive for Success
- Observe Safety
- Act with Integrity
- Respect All

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Introduction to SWPBIS

Mission Statement:

We establish high standards of learning and expect all students to achieve. Our goal is to facilitate collaboration among staff, parents, and the community to create an environment that supports, engages, and challenges students to achieve high levels of success.

About SWPBIS at Tyrone Area Middle School

Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBIS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs.

The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of support to all students in a school based on preventative practices that emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as "at risk," who require more intervention than is typically provided within tier one universal support. Support offered in tier three (tertiary) requires the most intensive level of intervention for students with the most significant behavioral/ emotional support needs.

Characteristics of SWPBIS include:
- Interventions are planned and positive rather than reactive and punitive.
- Conditions (antecedents) contributing to inappropriate behavior are carefully managed or eliminated.
- Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated.
- Pro-social behaviors are taught directly, practiced frequently, and routinized so that they become automatic.

It is important to realize that SWPBIS is intended for ALL students, not just students who receive special education services. The SWPBIS approach is structured to provide a blueprint to support all students in a school, from the most compliant to those requiring the most intensive support. This approach is 1) research based; 2) promotes accountability and sustainability through data collection and planned, well- articulated individual building to district level structures; and 3) fosters school-community partnerships at all levels. The SWPBIS model conceptually aligns with Pennsylvania's Multi-Tiered System of Supports (MTSS).

Some Tier 1 programs implemented within the Tyrone Area Middle School already include:

- Advisory Periods- Lessons on positive behaviors
- Posting a Code of Conduct of Behavior and Consequences
- Class Meeting- Beginning of school year.
- Posting of School Rules and Expectations
- Daily SOAR Pledge
- Word of the Week
- SOAR Store
- SOAR Tickets for good behavior
- Golden Ticket for grades 7 and 8
- SOAR raffles
- Small Events- popcorn days, hat days, hot chocolate parties
- Large Events- Carnival, Pep Rallies, Winter Jam

Tier 2 programming offers students additional opportunities for reteaching expectations in small group settings. Tyrone Area Middle School offers the following supports for students identified in Tier 2:

- Small group counseling
- Social Skills Groups
- Conflict Resolution Groups
- Behavioral Contracts
- Project Safeguard Interventions
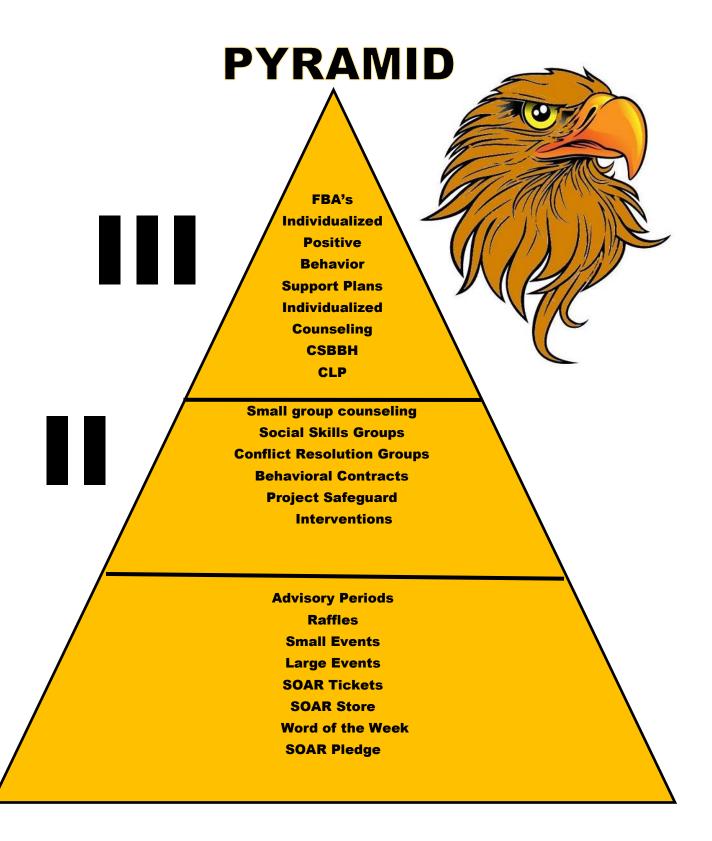- Core Team to discuss discipline procedures monthly.

Tier 3 programming incorporates individualized, intensive interventions for students. Tyrone Area High School offers the following as Tier 3 supports:

- Customized Learning Program
- Motivational Resource Room
- Restorative Practices (online modules)
- Functional Behavior Assessments
- Individualized Positive Behavior Support Plans
- Individualized Counseling
- Community and School Based Behavioral Health Team for at-risk students (CSBBH)
- Customized Learning Program for high at-risk students

Multi-Tiered System of Support (MTSS)

○ A comprehensive system of supports that includes standards-aligned culturally responsive and high-quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, professional development, and use of PA's RTII for SLD Determination.

○ Broad set of evidence-based practices implemented across a system to include academics and behavior within a systematic problem-solving process.

○ Intended to help ALL students meet with continual academic and behavioral success.

TAMS SCHOOL-WIDE

POSITIVE BEHAVIOR

PYRAMID

III

FBA's
Individualized
Positive
Behavior
Support Plans
Individualized
Counseling
CSBBH
CLP

II

Small group counseling
Social Skills Groups
Conflict Resolution Groups
Behavioral Contracts
Project Safeguard
Interventions

Advisory Periods
Raffles
Small Events
Large Events
SOAR Tickets
SOAR Store
Word of the Week
SOAR Pledge

Team Leaders:
Shane Cowher—Principal
Amy Fleck- Dean of Students

Faculty/Staff Core Team:
Jessica Hetrick- 8th Grade Team Leader
Gwen Miller- 7th Grade Team Leader
Kelsie Bumbarger- 6th Grade Team Leader
Stephanie McClelland- 5th Grade Team Leader

Faculty Team: All Faculty members are involved on a team. Listed below are chairs or other lead members.
Gwen Miller- SOAR Store
Shane Cowher- Fundraising/ Dances; Staff Recognition
Kaylee Kenepp- Large Events
Kelsie Bumbarger- Data/ Communication/Small Events
Jill Dale- Raffles
Deanna McCreary- District Social Emotional Health Liaison
Jessica Hetrick-Carnival/ Parent Involvement Team

Consultation:
Appalachia Intermediate Unit 8 (Brad Theys)

Student Team:
Changes from year to year-Student Council Advisory is heavily involved. Eighth period SOAR class is heavily involved.

Faculty Team Meeting Schedule:
Faculty team meetings are held the first Tuesday of each month after school to discuss progress and plan events. Core team meetings are held the third Tuesday of each month to review data, new and innovative ideas, and discuss areas for improvement. At this time, any concerns that may arise throughout our process will be dealt with positively and professionally. We also meet periodically with our student team to brainstorm fundraising ideas, discuss student involvement, and develop a vision of the student body's needs. Our student team meets every day during eighth period.

Open Invitation—our group will welcome any faculty member interested in participation in this effort to improve the climate in our building. Please see any team member if you are interested or have meaningful suggestions.

SOAR Matrix

	Classrooms	Cafeteria	Hallways	Restrooms
Strive for Success	Complete assignments on time Come to class on time Come to class prepared	Wait for staff instructions Follow traffic patterns Model appropriate behavior	Model appropriate behaviors Get to class quickly and efficiently	Model appropriate behaviors Use facility quickly and appropriately
Observe Safety	Keep your area clean Use materials appropriately	Walk Push in chairs	Keep traffic moving Walk Keep feet on ground	Wash hands Report unsafe conditions
Act with Integrity	Be honest Take responsibility	Clean up messes Take only what you need	Keep lockers/hallway clean and organized Use school voices	Throw trash away Use inside voices
Respect All	Show tolerance Keep hands and feet to self	Use manners Use quiet voice Keep hands to self	Keep hands and feet to self Help others	Observe privacy Keep hands and feet to self

Disciplinary Systems

SWPBIS is not a cure for problematic behaviors; however, utilization of Positive Behavior Support Techniques has been proven to successfully diminish problematic behaviors before they move beyond the level of mere disruption.

Disciplinary systems are put into place as a secondary means of support ONLY AFTER Positive Behavior Support Techniques have been exhausted. If a student does not respond to redirection, interventions, pre-correction (removal of the cause of the behavior), and/or a verbal warning, teachers should utilize Sapphire as means of communicating problematic behaviors with the administration. **Please be as thorough as possible with a description of discipline events including location exact time of infraction. Also try to include in the summary the perceived motivation.** To improve classroom behavior, aim for best practices such as setting clear behavioral expectations, reinforcing, and disciplining consistently for **ALL** students, maintaining open lines of communication among all invested in the student (especially the parent/guardian), and offering the opportunity for a "clean slate" with each day. These practices will assist in behavioral turn-around. To differentiate between teacher-managed behaviors versus office-managed behaviors, refer to the behavioral flow chart listed below. Please see our Student Code of Conduct for exact behavioral definitions and consequences.

Observe Problem Behavior

Is the Behavior an Office Managed / "Major" Infraction?

NO

YES

What INTERVENTION TOOLS can be employed in the classroom?

Use classroom interventions to respond to problem behaviors:

- Consultation w/ Counselor
- Reduce Distractions
- Private Conference with Student
- Assist Student in Finding an Appropriate Alternative Behavior(AAB)
- Parent Notification
- Warning or Loss of Privilege
- Proximity
- Written/Verbal Apology
- Intentional Ignoring
- Differentiated Attention

Minor / Teacher Managed	Major / Office Managed
Level 1 Infractions— First Time or Infrequent Occurrences (1st or 2nd Time). 3rd Occurrence in a Marking Period sent to the Office (Clean Slate Mentality).	**Level 2 Infractions-- Repeated Offenses from level 1 / High Intensity / Threatening / Outwardly Defiant**
• Tardy to Class • Public Display of Affection (PDA) • Insubordination (Talking Back) • Wearing of Headwear • Cheating or Plagiarism • Lying • Electronics Violations • Defiance (Refusal to do Work) • Disrespect (Head Down) • Disruption (Won't Stop Talking) • Dress Code Violations • Inappropriate Language • Physical Contact/Aggression (Horseplay) • Property Misuse (Tossing Textbooks, Slamming Lockers, Playing with Equipment) • Technology Violations (Playing Games on Chromebooks, Cell Phone Sitting Out) **Chromebook** Misbehaving	• Class Cuts • Inappropriate Behavior • Harassment or Bullying • Ethnic or Sexual Harassment • Terroristic Threats • Threats Toward Teachers • Fighting/Assault • Forgery • Weapons • Tobacco / Drugs • Cell Phone Violations • Inappropriate Use of the Internet • Theft or Defacing School Property • Inappropriate Language(Sexual Innuendo/Derogatory Language) • Property Destruction • Technology Violations (Playing Games on Chromebooks, Cell Phone being Used) **Chromebook** Inappropriate Use

Write Office Referral

If minor infractions become 2nd Level (repeated offenses / high intensity / threatening / outwardly defiant) then they should be referred to the office.

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Administrator determines the consequences and follows through

The following components are our SWPBIS Plans. The plans are mapped out as a guideline for all teachers to be able to easily follow. The desired goal is to touch base with students within your classrooms to reinforce the proper behavior among the main locations of the school. A few examples are listed below.

LESSON PLAN EXAMPLES
SOAR PLAN

HALLWAY EXPECTATIONS (Lesson plan is interchangeable with any area of the building where SOAR expectations are expected (Classroom, bus, library, restroom, etc.)
NAME OF SKILL/SETTING: Be Respectful; clean up trash, walk quietly, Be Responsible; get to class on time, Be Safe; walk don't run

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT. **1. Identify proper and improper actions that take place in the hallway** **2. Put into practice the SOAR behaviors in the hallway.**
LESSON PLAN **1. As a class, identify the area that the lesson is focusing on: the hallway.** **2. Discuss why it is important to behave while walking in the hallway.** **3. Review PBIS PowerPoint that portrays how students should behave in the hallway.**

＊ **Revisit on a quarterly basis or as needed.**

Hallway Expectations EXIT SLIP

QUESTIONS: 1. Name two ways to show respectful behavior in the hallway.

SOAR PLAN

PBIS REVIEW GAME: General Knowledge of SOAR Expectations
NAME OF SKILL/SETTING: Review behavior expectations through a fun game. Specifically Substitute, Physical Contact, Technology, Academics

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.
1. Identify proper and improper actions that take place when having a substitute, engaging in physical contact, using technology, and completing academics.
2. To review appropriate behavior expectation in specific areas or during certain situations within the building

LESSON PLAN
1. Discuss the four specific areas and some specific behaviors that are appropriate in those areas.
2. Share out any issues the students have encountered with those specified areas.
3. Break into teams and play the jeopardy game.
4. Discuss follow-up questions listed below.

* **Revisit on a quarterly basis or as needed.**

PBIS EXIT SLIP

QUESTIONS:
1.Recall a core value you should demonstrate while having a substitute in the classroom.

2. What consequence can arise from physical contact?

3. Name something you should write down everyday before you leave your class?

SOAR PLAN

NAME OF SKILL/SETTING: Google Slide with the word of the week, definition, and video if applicable

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.
1. Identify words and their meanings that are prevalent to positive behavior.
2. Put into practice the words in vocabulary and actions.

LESSON PLAN
1. Show the word and definition of the week
2. Discuss the meaning of the word in relation to school and the world around you.
3. Show the relevant video if provided
4. Discuss examples and non examples

QUESTIONS:
1. What were some examples of the word?
2. What are some nonexamples of the word?
3. Can anyone use the word in a sentence?

* **Occurs on a weekly basis.**

WORD OF THE WEEK EXIT SLIP

QUESTIONS:
1. List one example of the word.

    1.   Use the word in a sentence.

3. Provide an example of how the word can be used in school (if applicable)

DATA DRIVEN PLAN
Example of a plan about an identified area of concern

Data Driven Area of Concern: Minding Personal Space (Minor Altercation)
NAME OF SKILL/SETTING: Minding Others' Personal Space. Help others, be positive, be respectful toward others and their personal space, use appropriate language, and be respectful.

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.
1. Identify proper and improper ways to interact with other students.
2. Put into practice the behaviors in the classroom.

LESSON PLAN
1. As a class, discuss the problem behaviors in the identified area: Personal Space.
2. Discuss the importance of keeping your hands and feet to yourself while minding others' personal space.
3. Show the Google Slide that talks about the dos and don'ts of minding others' personal space.
4. Discuss follow-up questions listed below.

QUESTIONS:
1. What were some of the negative behaviors present in the video?
2. What negative circumstances can arise from improper behavior?

OPTIONAL STUDENT ACTIVITIES/ROLE PLAYS
2.   **Have a student walk down the hallway passing a group of friends. Demonstrate the most appropriate way to greet your friend.**
2. Have a student be the teacher and a small group of students in class. Demonstrate what you should be doing during class while the teacher is teaching.

* **Revisit on a quarterly basis or as needed.**
Personal Space EXIT SLIP

QUESTIONS:
1.   Explain how you respect someone's personal space in the hallway.

3.   Explain how you can respect someone's personal space in the classroom.

OFFICE DISCIPLINE REFERRAL FORM	Date_____

Student _____   Grade_____   Period/Time_____
Referring Staff _____

LOCATION

☐ Classroom   ☐ Cafeteria   ☐ Bathroom   ☐ Hallway   ☐ Gym   ☐ Auditorium   ☐ LGI
☐ Lobby   ☐ MS Entrance ☐ Library   ☐ Outside   ☐ Parking Lot   ☐ Assembly   ☐ Field Trip

BEHAVIORS

Repeated LEVEL 1	LEVEL 2	LEVEL 3
☐ Calling out	☐ Cell phone	☐ Computer violation (major)
☐ Disruptive activity (minor)	☐ Class cut	☐ Direct, obscene gesture/lang
☐ General non-compliance	☐ Failure to identify	☐ Gambling
☐ Tardy to class	☐ Forgery/alteration	☐ Physical aggression
☐ Unauthorized area	☐ Disruptive activity (major)	☐ Property destruction/vandalism
☐ Inappropriate lang/gesture	☐ Insubordination	☐ Reference to acts of violence
☐ Horseplay	☐ Malicious name calling	(written, drawn, verbal)
☐ Computer violation (minor)	☐ Obscene gesture/language	☐ Tobacco possession/use
☐ Property misuse	☐ Public display of affection	☐ Theft
	☐ Throwing object(s)	☐ Threat

Description:

Possible Motivation

☐ Obtain peer attention   ☐ Avoid peers   ☐ Obtain items   ☐ Don't know
☐ Obtain adult attention   ☐ Avoid adults   ☐ Avoid tasks   ☐ Other _____

Others Involved
☐ None   ☐ Staff   ☐ Teacher   ☐ Substitute   ☐ Unknown   ☐ Peers involved_____

Staff Management	Administrative Management
☐ Redirect student	☐ SAP referral
☐ Review expectations	☐ Time in office
☐ Reteach desired behavior	☐ Loss of privilege
☐ Conference with student in private	☐ Conference with student
☐ Attempted interventions documented	☐ Lunch detention
☐ Parent contact date:	☐ After school detention
_____	☐ Saturday detention
	☐ ISS/OSS (# of days_____)
☐ Attach Behavior Tracking Form for	☐ Parent contact
repeated Level 1 behaviors	☐ Behavior plan/contract

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BEHAVIOR TRACKING FORM Level 1 (MINOR) Behaviors

Student Name: _____ Teacher: _____

- ☐ Head down
- ☐ Tardy to class
- ☐ Work refusal
- ☐ Calling out
- ☐ Minor disruption
- ☐ Inappropriate language
- ☐ Inappropriate gesture
- ☐ Unsafe/rough play
- ☐ Horseplay
- ☐ Cheating
- ☐ Property misuse
- ☐ Disrespectful tone
- ☐ Not in assigned seat/area
- ☐ Public display of affection
- ☐ Computer violation (minor)
- ☐ Food/drink in class
- ☐ Insubordination (minor)
- ☐ Other : _____

INTERVENTIONS/STRATEGIES

1. Redirect student: _____

2. Review expectations: _____

3. Reteach behavior: _____

4. Conference with student in private: _____

5. Apply and document intervention(s) used:

- _____

- _____

6. Call parent/guardian: _____

7. Apply and document intervention(s) used:

- _____

- _____

8. Contact counselor, dean, or admin for further suggestions: _____

_____

9. If the behavior HAS improved, →recognize and reinforce correct behavior

If the behavior HAS NOT improved, →complete office discipline referral & attach this form

A list of sample interventions can be found on the back of this form

BEHAVIOR TRACKING FORM Level 1 (MINOR) Behaviors

Sample Interventions
•behavior contract
• break in the classroom
• break tasks into chunks
• counselor referral
• give student task or job
• humor (not sarcasm)
• increase supervision
• individual workspace
• loss of privilege
• model desired behavior
• offer choices (if possible)
• offer help on assignment
• planned ignoring
• private, positive note on desk
• proximity
• recognize other students for displaying desired behaviors
• redirection
• reduce distractions
• reinforce alternative behavior
• restitution
• review IEP/SDI's and/or behavior support plan
• seat change
• use praise and/or SOAR tickets
• verbal or non-verbal prompt
• walk and talk
• whisper/1:1 conversation

DISCIPLINE FLOW CHART

Observe and identify problem behavior

↓

Is the behavior *classroom* or *office* managed?

CLASSROOM MANAGED

-Redirect student
-Review expectations
-Reteach behavior

↓

-Conference with student in private
-Discuss behavior expectations and potential consequences

↓

-Apply intervention
-Document intervention(s) on behavior report
-Contact parent/guardian

↓

-Apply intervention
-Document intervention(s) on behavior report
-Contact counselor, dean, admin for further suggestions
-Work with counselor, dean, admin to reteach behavior together and propose strategy for success

↓

Did the behavior change?

YES → Recognize and reinforce correct behaviors

NO → Complete office discipline referral (attach behavior report)

CLASSROOM	OFFICE
1st time/infrequent occurrences, minor	repeated classroom offenses, high intensity, threatening, major
- calling out - teasing - minor disruption - inappropriate language/gesture - unsafe/ rough play - horseplay - tardy to class - food/drink in class - insubordination - minor disrespect - work refusal - cheating - property misuse - disrespectful tone - not in assigned area - public display of affection - computer violation (minor)	- aggressive physical contact/fighting - throwing object - computer violation (major) - racial/ethnic slurs/discrimination - tobacco use or possession - class cut - cell phone - weapons - theft - terroristic threat - property damage/ vandalism - walkout - sexual/derogatory language

OFFICE MANAGED

Complete office discipline referral form (attach behavior report)

↓

Administrator or dean determines appropriate consequence

↓

Administrator or dean follows up with referring staff and enters data into Sapphire

SAMPLE INTERVENTIONS

- reduce distractions	- seating change
- proximity	- written/verbal apology
- loss of privilege	- verbal or non-verbal prompt
- counselor referral	- behavior contract
- restitution	- redirection
- walk and talk	- break in the classroom
- humor (not sarcasm)	- offer choices (if possible)
- planned ignoring	- break tasks into chunks
- increase supervision	- offer help on assignment
- model desired behavior	- whisper/1:1 conversation
- review IEP/SDI's and/or behavior support plan	- reinforce alternative behavior
- recognize other students for displaying desired behaviors	- use praise or SOAR tickets
- individual work space	- private, positive note on desk
	- give student task or job