

# 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.

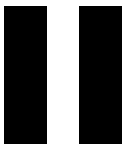
**Tier 3 programming incorporates individualized, intensive interventions for students. Tyrone Area High School offers the following as Tier 3 supports:**

- 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



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

**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:**

Sean Harker- 8<sup>th</sup> Grade Team Leader  
Gwen Miller- 7<sup>th</sup> Grade Team Leader  
Jenna Owens- 6<sup>th</sup> Grade Team Leader  
Stephanie McClelland- 5<sup>th</sup> 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- Parent Involvement Team; Staff Recognition  
Kaylee Kenepp- Large Events  
Megan Myers- Communications and Public Relations  
Jill Dale- Raffles  
Deanna McCreary- District Social Emotional Health Liaison  
Shelly Toto- Small Events  
Tina Lewis- Dances and Fundraising  
Amy Fleck- Data and Lessons/ Carnival

**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**

	<b>Classrooms</b>	<b>Cafeteria</b>	<b>Hallways</b>	<b>Restrooms</b>
<b>Strive for Success</b>	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
<b>Observe Safety</b>	Keep your area clean  Use materials appropriately	Walk  Push in chairs	Keep traffic moving  Walk  Keep feet on ground	Wash hands  Report unsafe conditions
<b>Act with Integrity</b>	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
<b>Respect All</b>	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

**NO**

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

**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

**Level 1 Infractions**— First Time or Infrequent Occurrences (1<sup>st</sup> or 2<sup>nd</sup> Time). 3<sup>rd</sup> Occurrence in a Marking Period sent to the Office (Clean Slate Mentality).

- 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**

## Major / Office Managed

**Level 2 Infractions**-- Repeated Offenses from level 1 / High Intensity / Threatening / Outwardly Defiant

- 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.**

**Administrator determines the consequences and follows through**

## LESSON PLANS

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

## WORD OF THE WEEK

**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.

<b>OFFICE DISCIPLINE REFERRAL FORM</b>		Date _____
Student _____	Grade _____	Period/Time _____
Referring Staff _____		
<b>LOCATION</b>		
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Bathroom
<input type="checkbox"/> Lobby	<input type="checkbox"/> MS Entrance	<input type="checkbox"/> Library
<input type="checkbox"/> Hallway	<input type="checkbox"/> Outside	<input type="checkbox"/> Gym
<input type="checkbox"/> Parking Lot	<input type="checkbox"/> Auditorium	<input type="checkbox"/> LGI
<input type="checkbox"/> Assembly	<input type="checkbox"/> Field Trip	
<b>BEHAVIORS</b>		
<b>Repeated LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<input type="checkbox"/> Calling out	<input type="checkbox"/> Cell phone	<input type="checkbox"/> Computer violation (major)
<input type="checkbox"/> Disruptive activity (minor)	<input type="checkbox"/> Class cut	<input type="checkbox"/> Direct, obscene gesture/lang
<input type="checkbox"/> General non-compliance	<input type="checkbox"/> Failure to identify	<input type="checkbox"/> Gambling
<input type="checkbox"/> Tardy to class	<input type="checkbox"/> Forgery/alteration	<input type="checkbox"/> Physical aggression
<input type="checkbox"/> Unauthorized area	<input type="checkbox"/> Disruptive activity (major)	<input type="checkbox"/> Property destruction/vandalism
<input type="checkbox"/> Inappropriate lang/gesture	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Reference to acts of violence (written, drawn, verbal)
<input type="checkbox"/> Horseplay	<input type="checkbox"/> Malicious name calling	<input type="checkbox"/> Tobacco possession/use
<input type="checkbox"/> Computer violation (minor)	<input type="checkbox"/> Obscene gesture/language	<input type="checkbox"/> Theft
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Public display of affection	<input type="checkbox"/> Threat
<input type="checkbox"/> Throwing object(s)		
<b>Description:</b>		
<b>Possible Motivation</b>		
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain items
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know
	<input type="checkbox"/> Avoid tasks	<input type="checkbox"/> Other _____
<b>Others Involved</b>		
<input type="checkbox"/> None	<input type="checkbox"/> Staff	<input type="checkbox"/> Teacher
<input type="checkbox"/> Substitute	<input type="checkbox"/> Unknown	<input type="checkbox"/> Peers involved _____
<b>Staff Management</b>		<b>Administrative Management</b>
<input type="checkbox"/> Redirect student	<input type="checkbox"/> Review expectations	<input type="checkbox"/> SAP referral
<input type="checkbox"/> Reteach desired behavior	<input type="checkbox"/> Conference with student in private	<input type="checkbox"/> Time in office
<input type="checkbox"/> Attempted interventions documented	<input type="checkbox"/> Parent contact date: _____	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Attach Behavior Tracking Form for repeated Level 1 behaviors		<input type="checkbox"/> Conference with student
		<input type="checkbox"/> Lunch detention
		<input type="checkbox"/> After school detention
		<input type="checkbox"/> Saturday detention
		<input type="checkbox"/> ISS/OSS (# of days _____)
		<input type="checkbox"/> Parent contact
		<input type="checkbox"/> Behavior plan/contract

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

