

Camp Hill Middle School



Positive Behavior Support Teacher Handbook

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Positive Behavioral Interventions and Supports Defined:

PBIS is a proactive approach to discipline that promotes appropriate student behavior and increased learning. 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 this program include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

This program provides supports to all students based on preventative practices that emphasize teaching and reinforces expected student behaviors.

Why PBIS?

We believe a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving the overall school climate. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

This program will help to maximize learning time and instruction by:

- consistent, non-punitive discipline practices
- opportunities to learn pro-social and self-management skills
- having consistent, clear rules and high-performance expectations and
- consistent enforcement of rules

This program will enhance, not replace, quality instructional practices and delivery.

Camp Hill Middle School Expectations and Goals

Building-Wide Expectations

In accordance with PRIDE and our CHMS behavioral matrix, expectations at CHMS are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as our code of PRIDE.

Positive Behavioral Supports Teacher/Staff Responsibilities Guide

PBIS School Goals

Students at Camp Hill Middle School will meet the five building-wide expectations specified in the Lions Pride Code within the classroom and the non-classroom settings at all times.

Building Wide Expectations (The Lions Pride Code)

As a Student at CHMS, I will be:

Be **Positive** and prepared

Be **Respectful**

Have **Integrity**

Appreciate and respect **Diversity**

Strive for **Excellence**

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and review these expectations throughout the year as needed. (See Behavioral Matrix and Grade Level Matrices” on page 8-11.)
- Teachers will establish their own classroom expectations based on the building-wide and grade level expectations.
- Teachers will help students settle academic problems by instructing students on how to be an effective and motivated learner.
- Teachers will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide and classroom expectations. (See “Pyramid of Successful Behavior” on page 13.)
- Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who achieve Behavioral Expectations” on page 12.)

Staff Responsibilities

- Staff is defined as all adults with supervisory authority. All classroom teachers are involved as staff at various points within the school day and/or school year.
- Staff will monitor students to see that they are meeting the building-wide expectations in all settings of the school.
- Staff will talk with students and provide feedback based on building-wide expectations.
- Staff will develop and/or use PBIS strategies for recognizing Individuals who meet/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who Achieve Behavioral Expectations” on page 9.)
- Staff will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations (see “Pyramid of Successful Behavior” on page 10.)
- Staff will follow instructional procedures for handling infractions of building-wide expectations. (See “Instructional Procedure for Dealing with Problem Behaviors” on page 14.)
- Staff will help students settle problems safely, respectfully, and responsibly.

The PRIDE Team

The PRIDE team at Camp Hill Middle School consists of representatives from various departments. The team members are here to serve the teachers at CHMS 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 PRIDE team member.

The 2022-23 members include the following:

Leslee DeLong
Kate Marcus
Cristy Rice
Beth Zangle
Rachel Debias
Cory Hulsizer
Amy Rhykerd
Ashley Zimmerman
Andrea Bryant
Jennie Gilfoyle
Nick Snider
Scott Barrows
Lori Bolcavage

Important Dates for the 2022-23 School Year

September 12th –Kick off for PBIS - introducing student expectations and the Principal's 100 Club.

Lion PRIDE Lessons

P- Science Department (September 27)

R- Math (November 1)

I- Social Studies (December 13)

D- Wheel (January 24)

E- English (March 7)

Club/Mentor Group Meetings- we will follow a FLEX schedule on these days:

September 27

November 1

December 13

January 24

March 7

April 18

* October and February will have speakers and possibly an EOY celebration in May



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Recognizing Individuals Who Achieve Behavioral Expectations

The PRIDE team devised a Principal's 100 Club recognition program to be a part of PBIS within the building. This program is designed to recognize those individuals who do the right thing in upholding PRIDE. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building wide expectations as outlined on our behavioral expectation matrix.

Teachers are expected to give students stamps in their agenda books on the pages provided as reinforcement for meeting expectations.

Our Lion Pride Committee will have a school store available during the school week for students to purchase items in exchange for their paw stamps.

Principal's 100 Club

Every week the principal will distribute paws each to five teachers and staff members. Those teachers/staff will look for an opportunity to praise a student for following an expectation. Teachers and staff will write the student's name on a paw and give it to the student along with a compliment or explanation as to why he/she is receiving the paw.

Students will take their paws to the office and sign their name in a "Hall of Fame" book (sign and date next to name already printed on a list). Students will give the paws to the secretary, and then draw a ball (1-100) from our PRIDE box. The secretary will also write the name of the student on the paper grid. Each student's name will be placed on the Principal's 100 Club Board, corresponding with their drawn number. It will be located in the glass case outside of room 124.

Students' parents will receive a phone call from the school letting them know their son/daughter was caught in the act of following the PRIDE expectations. Once there are 10 students' names in a row, those 10 students will be entered in a drawing for a "mystery motivator." We will call those 10 students to the office for the drawing. They will participate in a drawing broadcast over the loudspeaker at the end of the day.

Pyramid of Successful Behavior

CHMS
Levels
Of
Intervention

Team Managed

Multiple
Offenses:

Major and
Minor

Office Managed

Arson
Bomb Threat
Forgery / Theft
Harassment/ Bullying
Defiance/Disrespect/Non-Compliance
Insubordination-- Major
Disruption-- Major
Dress Code Violation-- Major
Inappropriate Display of Affection-- Major
Lying / Cheating-- Major
Fighting / Physical Aggression-- Major
Use/Possession of Alcohol/Drugs/Tobacco
Property Misuse
Use / Possession of Combustibles / Weapons
Technology Violation-- Major
Abusive/ Profane/ Inappropriate Language--Major
Inappropriate Location / Out of Bounds
Property Vandalism

Classroom Teacher Managed

Defiance/Disrespect/Non-Compliance/Insubordination
Disruption
Tardy
Dress Code Violation
Inappropriate Display of Affection
Inappropriate Language
Lying/Cheating
Physical Contact/Physical Aggression
Property Misuse
Technology Violation
Other

SWIS Office Referral Definitions

Major Problem Behavior Definitions (Office Managed Behaviors)

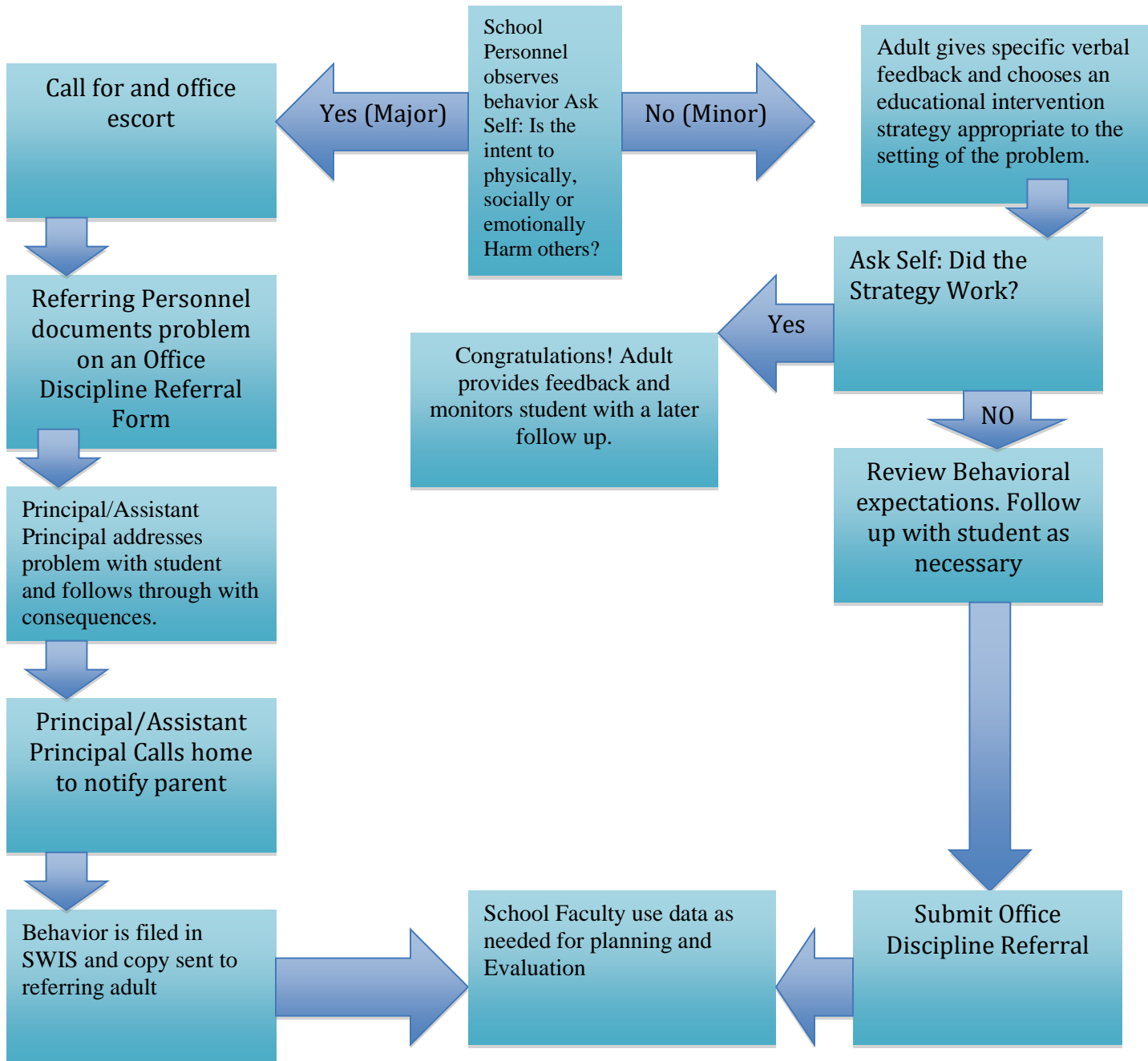
- **Abusive Language/Inappropriate Language/Profanity**
Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way, especially towards adults.
- **Arson**
Student plans and/or participates in malicious burning of property.
- **Bomb Threat/False Alarm**
Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
- **Defiance/Disrespect/Insubordination/Non-Compliance**
Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions (multiple offenses).
- **Disruption —Major**
Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out- of-seat behavior.
- **Dress Code Violation**
Student wears clothing that does not fit within the dress code guidelines practiced by the school/district and fails to comply after addressed by faculty or staff.
- **Fighting/ Physical Aggression**
Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
- **Forgery/ Theft**
Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
- **Gang Affiliation Display**
Student uses gesture, dress, and/or speech to display affiliation with a gang.
- **Harassment/Bullying**
Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
- **Inappropriate Display of Affection**
Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual and fails to comply when addressed by faculty or staff (multiple offenses).
- **Inappropriate Location/Out of Bounds Area**
Student is in an area that is outside of school boundaries (as defined by school).
- **Lying/Cheating**
Student delivers message that is untrue and/or deliberately violates rules. Student plagiarizes. Student copies the work of others (multiple offenses).
- **Property Damage/Vandalism**
Student participates in an activity that results in severe destruction or disfigurement of property. Student damages school property in a minor way after being addressed by faculty or staff.

- Skip class/ truancy
Student leaves class/school without permission or stays out of class/school without permission.
- Technology Violation
Student engages in inappropriate use of cell phone, pager, music/video players, camera, and/or computer (multiple offenses). Student engages in inappropriate access of Internet sites.
- Use/Possession of Alcohol
Student is in possession of or is using alcohol.
- Use/Possession of Combustibles
Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
- Use/Possession of Drugs
Student is in possession of or is using illegal drugs/substances or imitations.
- Use/Possession of Tobacco
Student is in possession of or is using tobacco.
- Use/Possession of Weapons
Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
- Other Behavior
Student engages in problem behavior not listed.

Suggested Classroom/Common-Area Corrections

Sample Menu of Classroom Corrections	Sample Menu of Common-Area Corrections
<ul style="list-style-type: none"> ◦ Give a gentle verbal reprimand ◦ Use a proximity correction ◦ Keep a record of the behavior ◦ Use planned ignoring ◦ Reduce points (if using a point system) ◦ Implement a response cost lottery ◦ Assign time owed from ‘free time’ or after class ◦ Assign time owed after school ◦ Create and have students complete a Behavior Improvement Form ◦ Require restitution by the student ◦ Referral 	<ul style="list-style-type: none"> ◦ Use proximity correction ◦ Give a gentle verbal reprimand – Some types include: <ul style="list-style-type: none"> --Use a one liner --Instructional --Humorous --Appeal to relationship ◦ Keep a record of the behavior ◦ Written notification to teacher ◦ Assign a timeout – “Stay right there for 30 seconds” ◦ Require restitution by the student (e.g., apology, go back and walk) ◦ Restricted area or assigned table ◦ Referral

Instructional Procedure for Dealing with Problem Behaviors



OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ **Referring Staff** _____ **Grade Level** _____ **Date** _____ **Time** _____

Location

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> Classroom # _____ | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Parking lot | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Bathroom/restroom | | _____ |
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Gym | <input type="checkbox"/> Special event/assembly/ field trip | _____ |
| | <input type="checkbox"/> Library | | |

Problem Behaviors (check the most intrusive)

MINOR

- Inappropriate language
- Physical contact
- Defiance /disrespect / non-compliance / Insubordination
- Disruption
- Dress Code
- Technology violation
- Property misuse
- Tardy
- Other _____

MAJOR

- Abusive/ Inappropriate language
- Fighting/ physical aggression
- Defiance/disrespect/insubordination/non-compliant
- Harassment/ tease/ taunt
- ability religious racial
- gender sexual
- Disruption
- Inappropriate Display of Affection
- Technology Violation

- Tardy
- Skip class
- Forgery/ theft
- Dress code violation
- Lying/cheating
- Tobacco
- Alcohol/drugs
- Combustibles
- Off School Location
- Vandalism
- Property damage
- Bomb threat
- Arson
- Weapons
- Other _____

Possible Motivation

- | | | |
|---|---|---|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid peer(s) | <input type="checkbox"/> Obtain items/ activities |

Others Involved

- None Peers Staff Teacher Substitute Unknown Other _____

Comments:

Administrative Decision

- | | | |
|--|---|---|
| <input type="checkbox"/> Time in office | <input type="checkbox"/> Detention | <input type="checkbox"/> Saturday Detention |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Parent contact | <input type="checkbox"/> Out-of-school suspension Days _____ |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> Other _____ | |

PBIS TIER 2 SUPPORTS

WHAT IS IT

Tier 2 supports are resources utilized when certain students require extra instruction in meeting the PBIS (PRIDE) expectations. These interventions currently consist of check-in-check-out (CICO), homework club, and pairing with an advisor.

HOW DOES IT WORK

Each support offers benchmarks/goals for a student to meet. These supports are intended to be used to help students become more successful. When a student shows improvement in following the PRIDE expectations, there is a transition process to help a student fade-out of the tiered support.

WHO IS ELIGIBLE

Students who have received more than 3 referrals in a marking period are eligible for tier 2 supports as well as students who are referred by concerned teachers and support staff. It will be at the discretion of the Tier 2 group members to decide if there is a tier 2 support that would fit the student's needs.

TIER 2 REFERRAL FORM

The tier 2 referral form can be used by staff to suggest a student be reviewed for tier 2 interventions. The tier 2 staff will review the form and try to find an appropriate resource/support to help the referred student. An example of what you will see on this form is found below.

TIER 2 REFERRAL FORM

Tier 2 Referral Slip (give to Marcus or DeLong)

_____ (student name and grade)

Referred to:

___ Check-in/Check-out

___ HW Club

___ Mentoring

Brief Explanation of Reason:

Name of Intervention	Check In Check Out
Coordinator	Mrs. Marcus
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention
Description of Intervention	Students check-in daily with an adult at the start of school to receive encouragement and check the students' frame of mind. The students check out at the end of the day with an adult to self-evaluate the day's events with staff.
Process for beginning intervention	Parent Consent Form sent home Meet with student to explain
How will progress be reported to parents and teachers	Self-assessment and daily check in
What will reinforcement be for those meeting goal/making progress	Students will earn rewards for meeting objectives.
Criteria to qualify for intervention	Any student who has between 3-5 referrals for the year or has been referred to the tier 2 team and approved for tier 2 interventions.
What data will be used to progress monitor intervention	CICO SWIS data
What is decision rule to begin fading intervention	Goal achieved for 4 weeks
What are some fading techniques that can be used	Have both teacher and student score to see if scores match (self-monitoring) Have just student rate themselves and discuss score with teacher (check for accuracy)
What is criteria to "graduate" from intervention	Student will meet criteria for 4 consecutive weeks and/or will be at the discretion of the team.
What is rule for modification to interventions	<ul style="list-style-type: none"> • Student is not checking in • Student is checking in with little progress
Possible modifications that can be made	Add a goals sheet and reward system Change location of CICO Change CICO adult Deliver CICO card to student Have peer remind student to CICO each morning Student carries point sheet with them.
What is criteria for non-responders to move to more intensive intervention	After 2 modifications: <ul style="list-style-type: none"> • student neglects to make progress before next data team meeting

Name of Intervention	Homework Club
Coordinator	Amber Pound
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoid Tasks
Description of Intervention	will offer homework support in her classroom after school on Tuesday and Thursdays from 3:00-3:45. Peer tutors and staff will volunteer to assist students in need.
Paperwork needed for student to begin intervention	Parent contacted by an administrator, counselor, or coordinator.
How will progress be reported to parents and teachers	Progress will be monitored via SIS for homework completion and grades and informal updates with the student's teachers.
What will reinforcement be for those meeting goal/making progress	Increased Adult Attention Increased Peer Attention Increased Academic Success
Criteria to qualify for intervention	Academic difficulty, Significant Absences from School
What data will be used to progress monitor intervention	SIS Progress Monitoring and/or informal updates from teachers.
What is decision rule to begin fading intervention	Student homework completion or GPA increases over a progress monitoring period (half a marking period)
What are some fading techniques that can be used	Attendance x1 a week No Attendance
What is criteria to "graduate" from intervention	Homework completion and GPA increase for a full marking period
What is rule for modification to interventions	A four week period where homework completion or GPA is not increasing
Possible modifications that can be made	Increased to x2 a week from X1 Increased attention from Peer Tutor Increased attention from an Adult tutor
What is criteria for non-responders to move to more intensive intervention	Failure to attend homework club on assigned days Failure over a four week period to increase homework completion or GPA

Name of Intervention	Intervention of Advisor
Coordinator	Mrs. Guilfoyle
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoiding Tasks Avoid Peers Avoid Adults Obtain items/activities
Description of Intervention	Student is given a choice of a faculty mentor with whom they will meet on a regular basis to identify and progress monitor goals pertaining to the student's need.
Paperwork needed for student to begin intervention	Manually sign for parent permission
How will progress be reported to parents and teachers	Coordinator will e-mail goal sheets home at parent request
What will reinforcement be for those meeting goal/making progress	Students will earn a paw stamp for making goals Stamps can be used for items in the school store.
Criteria to qualify for intervention	Student has not responded to less restrictive Tier 2 interventions.
What data will be used to progress monitor intervention	Reduction in ODR's Attendance to mentor group meetings/marking period Progress in goal reports.
What is decision rule to begin fading intervention	Increased grades. Positive feedback from mentors measured through the goal sheets.
What are some fading techniques that can be used	Less frequent mentor meetings.
What is criteria to "graduate" from intervention	Mentor meetings are no longer required. Academic and behavioral goals are being met on a consistent basis.
What is rule for modification to interventions	A majority of mentor meetings within a marking period reveal unmet goals.
Possible modifications that can be made	Student is given another mentor.
What is criteria for non-responders to move to more intensive intervention	Student does not attend mentor meeting on a regular basis. Student is not meeting goals.