

Flamson Middle School

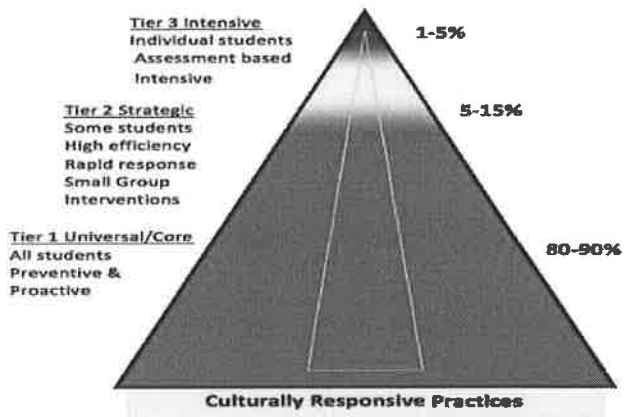


**Positive Behavior Interventions
and Support**

**Staff/Student/Parent Handbook
2018-2019**

PBIS Overview

Positive Behavioral Interventions Supports



Flamson Middle School believes **all students will have success**. PBIS is an important part of each student's success by providing and sustaining school-wide, classroom, and individual systems of support by creating a school environment that is more predictable and effective for achieving academic goals.

A key strategy of the PBIS process is prevention and acknowledgement of the positive behaviors for all the students following school expectations. Our PBIS school team has developed a documented behavior system that is integrated with the district's Code of Conduct. When a student needs more support, a full continuum is in place to address their needs. Properly addressing the root cause of behavior can prevent student failure later in life.

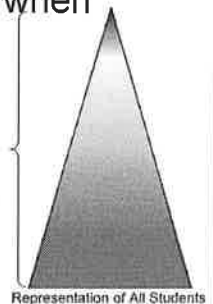
Tier 1: 100% of students

Universal interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced in a systematic and structured manner on an ongoing basis.

Tier 1 applies to **ALL** students across all school settings. They are generalized interventions that most students respond to.

- Teach and Reteach PAWS Behavior Expectations (school matrix)
- Promote participation in PBIS recognition an incentive activities
- Behavioral errors are corrected proactively
- Establish routines and procedures – around campus and in the classrooms
- Engaging instructional practices
- Generous quantities of positive adult-student relationships
- Cougar reward system
- Providing opportunities for breaks when needed
- All staff/faculty/student/family and community involvement

Universal Supports
• Core Instruction
• All Students
• Preventive/Proactive



Tier 2: 10-15% of students

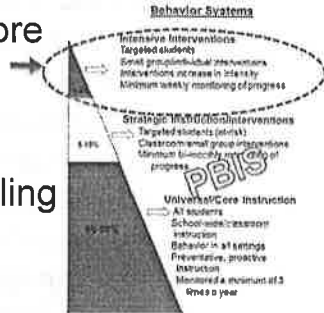
Tier 2 supports are designed to provide intensive or targeted interventions to support students who are not responding to Tier 1 support efforts. A smaller number of student are at risk for engaging in more serious behaviors and need a little more support. Targeted interventions are provided by our Tier 2-3 Behavior Team, Teachers, and Support Staff.

- 4-6 week Small Groups (Tardy/attendance, Bullying, Study/Test-taking skills, Respect/Appropriate Response, Adult/Peer Relationships, Anger Management, Academic/Chronic Failing)
- PEI Counselor
- Check-in/Check-out (CICO)
- Intervention Specialist
- Girls Circle
- Parent Conferences
- Parent invitation to sit in class with the student
- Counselor Contact
- Behavioral Contract/Plan
- Structured Day/Structured Breaks



Tier 3: 3-5% of students

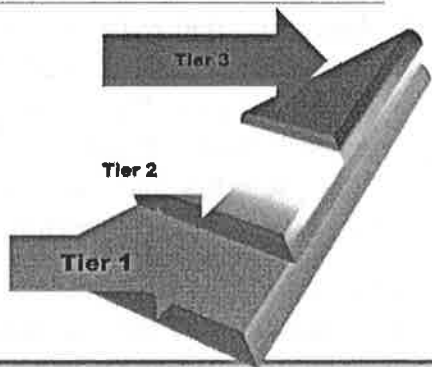
Tier 3 are more intensive interventions for students at risk of more chronic behaviors and includes all Tier 2 supports with more individualized intensive supports.



- Intensive one on one counseling
- Intervention Specialist
- Alternative Ed
- Behavior/Discipline Contract
- Intensive Check In/Check Out (CICO)
- Daily Behavior Form
- Structured Day
- Individual Reflection and Accountability
- Wraparound services

A Layered Approach

- Every student has access to *Universal* supports
- Some students also receive *Targeted* supports
- Few students also receive *Intensive* supports



What can you do to help your student stay on the path to positive behavior?

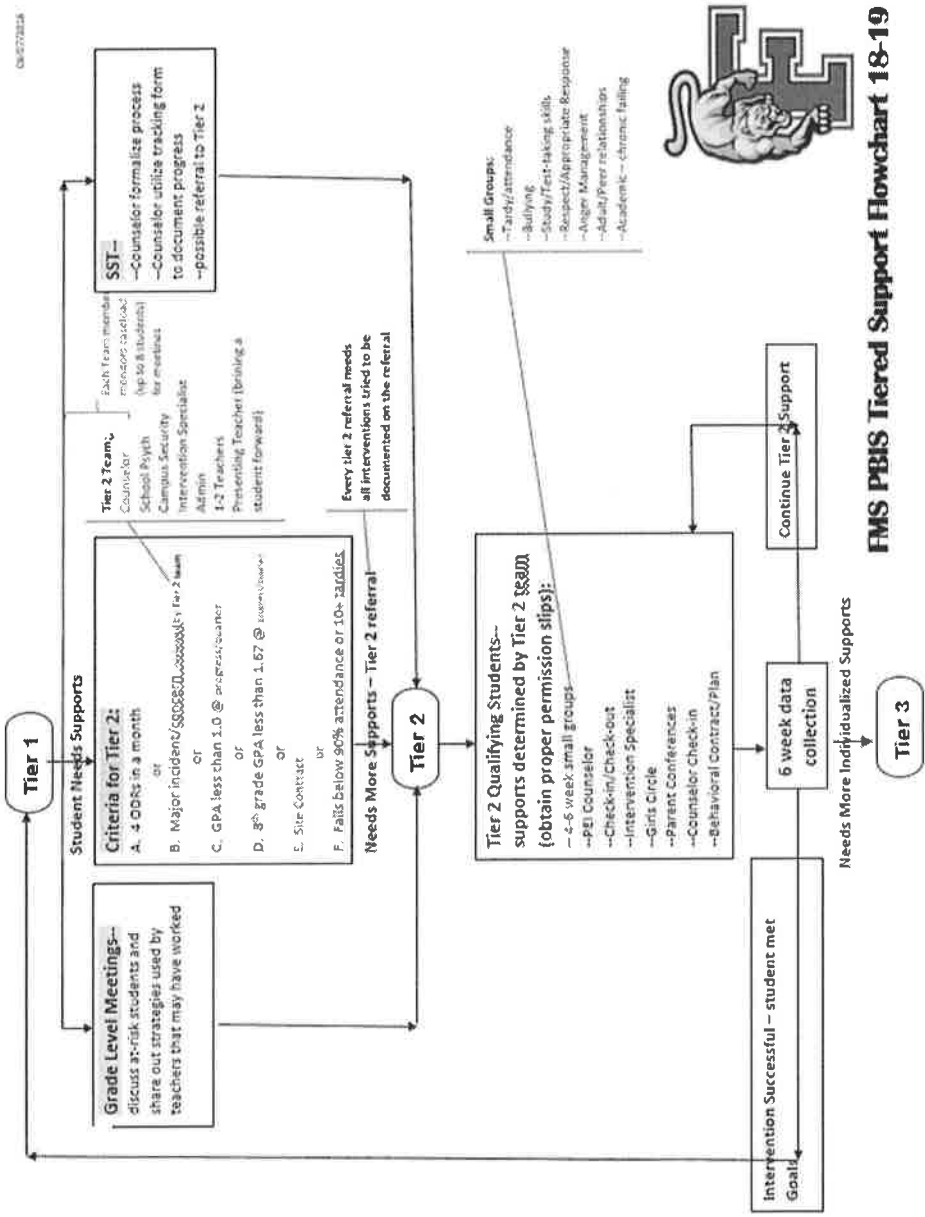
- 🐾 Review PAWS Core Values with your child (found on the last page).
- 🐾 Ask your child about his/her day at school every day.
- 🐾 Make sure your child is ready every day. Ensure a good night's sleep.
- 🐾 Provide a quiet time and space for your child to do homework nightly.
- 🐾 Keep in touch with your child's teachers.
- 🐾 Encourage your child to use appropriate language and tone.
- 🐾 Practice positive phrases with your child, such as "Thank you" "Excuse me" "Please" and "I'm sorry"
- 🐾 Be a visible part of your child's school day. Attend PTC meetings and other school activities as your schedule allows.

Please review the information contained in this brochure with your child.

- 🐾 Ask your child to tell you the PAWS Core Values
- 🐾 Ask your child to discuss example of ways that he or she can use these rules to help them learn and participate in school.
- 🐾 Discuss ways that these expectations can be used at home and in the community.

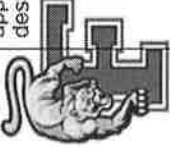
We look forward to working in partnership with you as we embrace the PBIS method.





FMS PBIS Tiered Support Flowchart 18-19

Cougar P.A.W.S. Flamson Middle School Positive Behavior Expectations

	Classrooms	Cafeteria	Library	Restrooms	Hallways	Campus-Wide
P ride in Self, School, and Community	<ul style="list-style-type: none"> ● Arrive on time. ● Be prepared. ● Use materials appropriately. ● Dress appropriately. 	<ul style="list-style-type: none"> ● Clean up after yourself. 	<ul style="list-style-type: none"> ● Use materials appropriately. ● Clean up after yourself. 	<ul style="list-style-type: none"> ● Clean up after yourself. ● Use facilities appropriately. 	<ul style="list-style-type: none"> ● Walk. ● Maintain clean walls and displays. ● Be safe and move appropriately. 	<ul style="list-style-type: none"> ● Include others in activities. ● Clean up after yourself. ● Use facilities safely and appropriately.
A ttitude	<ul style="list-style-type: none"> ● Respond with appropriate Polite Pupil Standards. ● Be considerate. 	<ul style="list-style-type: none"> ● Be a polite pupil. ● Be patient, wait for your turn. ● Be kind. 	<ul style="list-style-type: none"> ● Respond with appropriate Polite Pupil Standards. ● Be considerate. ● Share computer and other materials. 	<ul style="list-style-type: none"> ● Respect the privacy of others. 	<ul style="list-style-type: none"> ● Respond with appropriate Polite Pupil Standards. ● Follow school rules. 	<ul style="list-style-type: none"> ● Respond with appropriate Polite Pupil Standards to yard duty. ● Display good sportsmanship.
W illingness to Help Others	<ul style="list-style-type: none"> ● Offer to help teachers. ● Offer to help others appropriately. 	<ul style="list-style-type: none"> ● Offer to help others appropriately. 	<ul style="list-style-type: none"> ● Offer to help librarian. ● Offer to help others appropriately. 	<ul style="list-style-type: none"> ● Report unsafe situations to staff. 	<ul style="list-style-type: none"> ● Remind peers of expectations. ● Offer to help others appropriately. 	<ul style="list-style-type: none"> ● Report unsafe situations and unkind behaviors to staff.
S elf- Direction	<ul style="list-style-type: none"> ● Complete work as directed. ● Follow classroom rules. ● Be engaged and participate appropriately. ● Reflect on your own behavior. 	<ul style="list-style-type: none"> ● Use Polite Pupil Standards. ● Line up appropriately. ● Follow cafeteria rules. 	<ul style="list-style-type: none"> ● Follow library rules. ● Use appropriate volumes. ● Use computers appropriately. 	<ul style="list-style-type: none"> ● Use, wash, and move on. 	<ul style="list-style-type: none"> ● Walk directly to your next appropriate destination. 	<ul style="list-style-type: none"> ● Use appropriate language. ● Respect the personal space of others. ● Treat others as you wish to be treated. ● ID visible at all times