

MOUNT LOGAN MIDDLE SCHOOL



— creating lifelong learners

Positive Behavioral Interventions & Supports (PBIS) Plan

CORE BELIEF STATEMENTS

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences, instead of punishments, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
6. Students will have the opportunity to tell their side of the story (due process hearing) when consequences appear to be unfair.
7. When a problem arises it will be best if the student does most of the thinking.
8. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

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PBIS Overview

Positive Behavioral Interventions and Supports (PBIS) is a research-based approach to increasing positive student behavior and correcting negative behavior. It is not a packaged or scripted program; it is a proven framework that will allow us to make evidence-based decisions about managing student behavior at Mount Logan Middle School. Our PBIS plan will consist of two elements:

Positive Behavioral Supports:

Classroom:

- 90% student engagement
- Posted expectations and procedures taught and retaught explicitly
- Some form of positive behavior reinforcement

Schoolwide:

- m&m Tickets
- Student of the Month

Behavior Correction Interventions:

Classroom:

- Some form of corrective behavior strategy based on Love & Logic principles

Schoolwide:

- MLMS Behavior Correction Plan (see page 7 in handbook)

Expected of Teachers:

Before school starts:

- Post classroom expectations and procedures. Teach and reteach them explicitly.
- Submit your classroom Positive Behavior Reinforcement Plan to an administrator.
- Submit your classroom Behavior Correction Plan to an administrator.

During the school year:

- Refer all major behavior issues directly to an administrator.
- Refer all minor/chronic behavior issues to the Refocus room using the Refocus Referral.
- Distribute two m&m tickets every week to students who meet school expectations.

MLMS Matrix of Expectations

	<u>CAFETERIA</u>	<u>HALLWAY</u>	<u>RESTROOM</u>	<u>AUDITORIUM</u>	<u>WAITING FOR BUS</u>
<u>BE RESPONSIBLE</u>	<ul style="list-style-type: none"> Pick up and throw away trash Follow instructions from adults Wait patiently in line 	<ul style="list-style-type: none"> Keep hallway clear of backpacks Keep food and drink off of carpeted areas Walk with a purpose to your next class Use a hall pass when class is in session 	<ul style="list-style-type: none"> Flush toilets Wash your hands with soap and water Throw away trash Return to class as soon as you are finished 	<ul style="list-style-type: none"> Follow instructions from adults Sit properly and use seats appropriately 	<ul style="list-style-type: none"> Follow instructions from adults Keep snow on the ground Wait for your bus at the curb or close to the front door if it's cold outside
<u>BE RESPECTFUL</u>	<ul style="list-style-type: none"> Use inside tone of voice Keep conversations appropriate Hands on your own food and off others' 	<ul style="list-style-type: none"> Use positive, supportive language Honor other's personal space Listen and respond appropriately to adults 	<ul style="list-style-type: none"> Respect other's privacy Keep walls free of writing or drawings Take turns appropriately Keep facilities clean Keep cell phones and personal devices put away 	<ul style="list-style-type: none"> Stay silent when watching performances Show support by clapping and cheering at appropriate times Keep cell phones and personal devices put away 	<ul style="list-style-type: none"> Use positive, supportive language Honor other's personal space
<u>BE SAFE</u>	<ul style="list-style-type: none"> Walk at all times Keep food and drinks off the floor and report spills Keep hands and feet to yourself Use cell phones and personal devices appropriately 	<ul style="list-style-type: none"> Walk at all times Keep hands and feet to yourself Use cell phones and personal devices appropriately 	<ul style="list-style-type: none"> Keep the floors dry Report any problems to an adult 	<ul style="list-style-type: none"> Know and follow correct evacuation procedures Keep aisles clear Be mindful of others trying to move past you 	<ul style="list-style-type: none"> Watch for vehicles at all times Stay on the sidewalk and off of the street Keep hands and feet to yourself Use the cross walk and wait for the crossing guard when crossing the street Use cell phones and personal devices appropriately

Mount Logan Mountaineers Are
RESPONSIBLE • RESPECTFUL • SAFE

Behavior Response Guideline

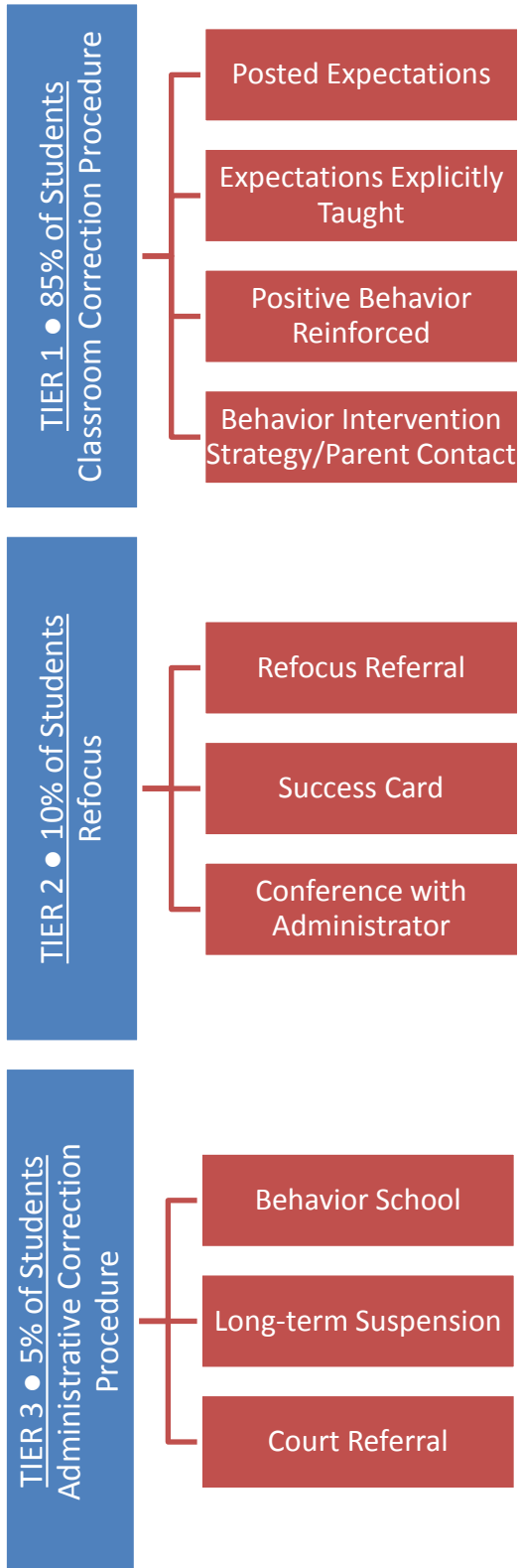
Appropriate faculty response to student behavior should be based on the Mount Logan Middle School Core Belief Statements listed on page 2 as well as Love & Logic principles. If a student misbehaves, determine if the issue is a major or minor/chronic concern. Here are some examples of major and minor/chronic behavioral concerns:

Types of Major Behavior Concerns Requiring Administrative Action	Types of Minor or Chronic Behavior Concerns Requiring Systematic Interventions
<ul style="list-style-type: none">•Alcohol use, possession, or distribution•Arson•Bullying (a person or group of people repeatedly seeking to belittle, scare, hurt, put down, tease, threaten, harm, or intimidate another person)•Controlled substance use, possession, or distribution•Dress-code violation requiring a change of clothes•Fighting•Gang-related activity•Physical or sexual assault•Terrorist Threat•Threat/Intimidation•Tobacco or E-Cig use, possession, or distribution•Oppositional Defiance•Over the counter medicine possession (more than 12-hour dose)•Pornography use, possession, or distribution•Property damage/vandalism•Sluffing•Suicidal tendencies•Theft•Weapon use or possession	<ul style="list-style-type: none">•Cell phone misuse•Cheating•Disruptive behavior•Minor dress-code violations•Inappropriate language•Insubordination•Off-task behavior•Public display of affection•Talking out of turn

Major: Administrators will deal with major behavior concerns on a case-by-case basis. Generally, students will be taught appropriate behavior, presented with acceptable choices, and experience the natural consequences of their behavior. If the student committed a crime or a safe-school violation, administrators will consult with the resource officer for appropriate legal actions.

Minor/Chronic: All minor and chronic behavior will be corrected following our 3-tiered MLMS Behavior Correction Plan (see following flowchart).

MLMS Behavior Correction Plan



Students who fail to meet behavioral expectations will receive the following interventions:

1. **Classroom Correction Procedure:** All teachers need to post expectations, teach them explicitly, and utilize a positive behavior reinforcement strategy to recognize and honor students who meet behavioral expectations. Teachers should also utilize a classroom behavior intervention strategy when a student’s behavior needs to be corrected. This intervention strategy for chronic misbehavior should involve communication with the child’s parent.

2. **Refocus:** If a student fails to respond to classroom intervention strategies, they may be referred to Refocus. In Refocus, they will receive personal, explicit instructions about appropriate behavior. If students are referred to Refocus multiple times, they will utilize Success Tickets to help them track their appropriate behavior and conference with an administrator where they may be issued a formal, natural consequence for their action.

3. **Administrative Correction Procedure:** If a student continues to misbehave, the Refocus room will refer them to an administrator. If they don’t respond, the student will be enrolled in Behavior School where they will receive daily, intense interventions until they demonstrate that they can behave appropriately. Long-term suspension or court referrals will be considered for students who fail to respond to Behavior School.

Love & Logic – Each of these interventions will be administered with empathy and the belief that students will behave appropriately when they receive the instruction and support that they need.

Refocus Referral

_____ is being sent to Refocus to correct the following chronic behavior:

- Defiance
- Disrespectful behavior or attitude
- Inappropriate language
- Refusal to work
- Talking out of turn
- Other disruptive behavior: _____

He/she may return to class after a plan has been created to correct this behavior and appropriate behavior has been successfully demonstrated.

Other notes:

Time Left: _____ Time Returning: _____

Administrative Conference Form

Name: _____

Target Behavior: _____

Description of Problem: _____

Solution to Problem: _____

Natural Consequences:

- Think time in Refocus: Number of minutes _____
- Conversation with administrator
- Conversation with counselor
- Conversation with teacher
- Phone call to parent
- Conference with parent and administrator
- Parent supervision in class
- Supervised lunch time: Number of lunches _____
- Supervised after school time: Number of days _____
- Supervised class period: Class period _____ Number of days _____
- Supervised school day. Number of days _____
- Written apology to _____
- Verbal apology to _____
- School work hours: Number of hours _____
- Hallway restrictions: Number of days _____
- Suspension: Number of days _____
- Other: _____

**Mount Logan Middle School
SUCCESS CARD**

Following school and classroom expectations will make your day less stressful as well as show your teachers and classmates that you respect them. You are much more likely to succeed in your classes if you understand and follow expectations.

Instructions: Take this card to each of your teachers and ask them to evaluate how well you behaved and participated today. Make sure that you get each of your teachers to sign the card. When you finish, bring this card to your counselor.

NAME: _____ **(4=Good, 1=Poor)** **(4=Good, 1=Poor)**

Class Period	On Time?	Behavior	Participation	Teacher Signature
1	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
2	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
3 (PEAK)	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
4	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
5	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
6	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
7	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	
8	Yes – No	4 - 3 - 2 - 1	4 - 3 - 2 - 1	

Success: Complete 3 Success Cards in a row with zero tardies and 3's or higher.

Miss: If you lose, don't turn in, or fail to complete your success card for three days in a row, you will be referred to a principal for a different behavior strategy.

Behavior School

At Mount Logan Middle School, we believe that all students can behave appropriately and follow school and classroom expectations. If you are a student who finds yourself repeatedly “in trouble,” Behavior School is your chance to learn how to behave appropriately.

You will start Behavior School under complete supervision on level 3 and move up levels toward greater independence once you demonstrate that you know how to behave appropriately. Moving up levels depends entirely on your choices and behavior, but you will receive instruction, support, and encouragement as you are learning.

Level 3 – Complete Supervision

Level 2 – Limited Supervision/Limited Independence

Level 1 – Complete Independence

NAME: _____ Level: _____

Supervisions:

- _____
- _____
- _____
- _____

To move up a level, you will need to complete the following chart and return this form to the Refocus room (rm. 101) at the end of the school day.

Behavior Goal: _____

Participation Goal: _____

Class Period	Behavior	Participation	Total Points	On time?	Teacher Sig
1	1-2-3-4	1-2-3-4		Yes No N/A	
2	1-2-3-4	1-2-3-4		Yes No N/A	
Peak	1-2-3-4	1-2-3-4		Yes No N/A	
4	1-2-3-4	1-2-3-4		Yes No N/A	
5	1-2-3-4	1-2-3-4		Yes No N/A	
6	1-2-3-4	1-2-3-4		Yes No N/A	
7	1-2-3-4	1-2-3-4		Yes No N/A	
8	1-2-3-4	1-2-3-4		Yes No N/A	

48-64 Points = Move up a level

32-47 Points = Stay at same level

0-31 Points = Move down a level

You will move down a level for the following actions:

- Tardy to one or more classes.
- Score a 1 in any of your classes.
- Failing to turn in this Behavior School form to the Refocus room (rm. 101).