

East Hampton Middle School
Positive Behavior Interventions and Supports

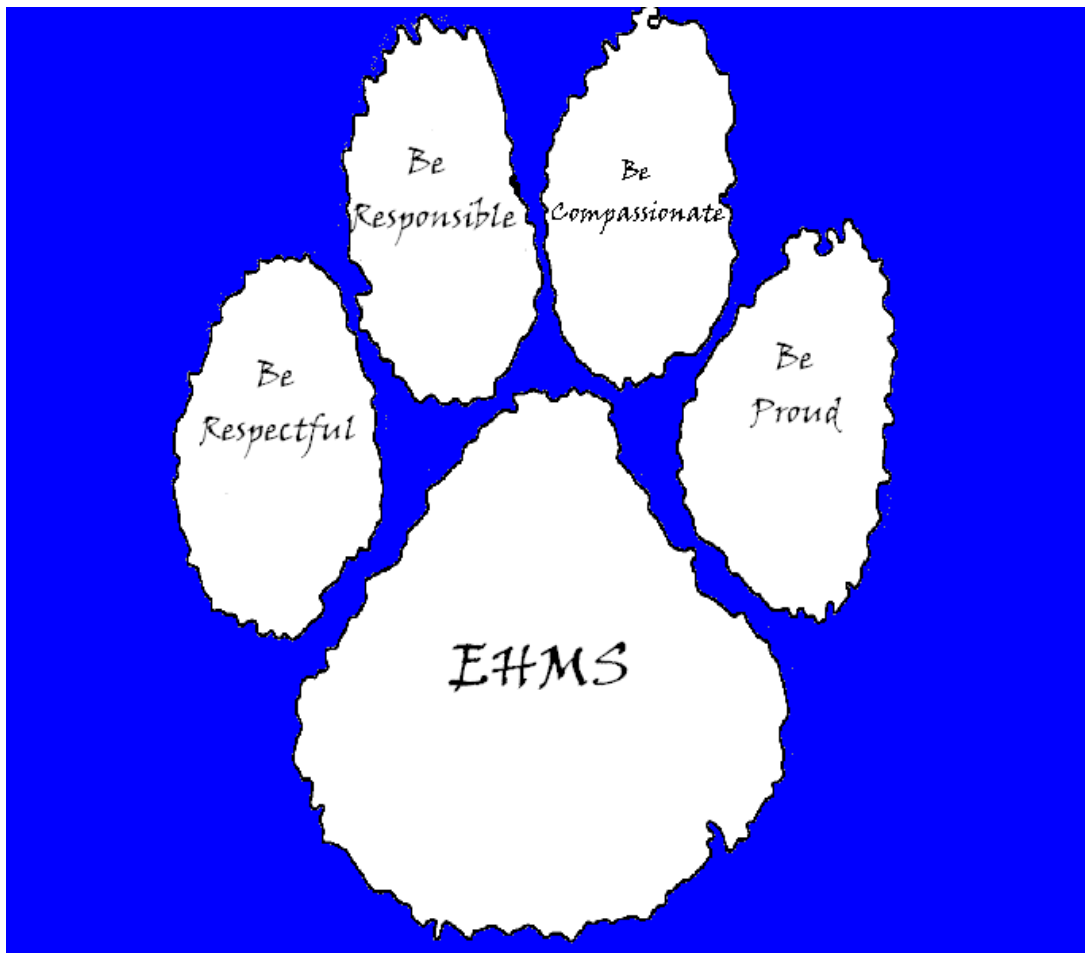
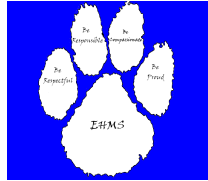


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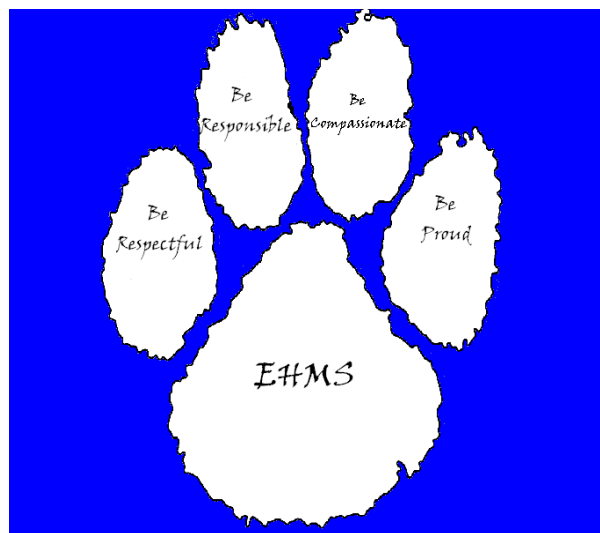
East Hampton Middle School
School-Wide PBIS
Mission Statement



We, the students and staff at East Hampton Middle School, commit ourselves to working together to provide a positive, safe, and respectful school environment that encourages learning, cooperation and compassion.

4 Paws of Behavior

- BE RESPECTFUL
- BE RESPONSIBLE
- BE COMPASSIONATE
- BE PROUD



➤ **CLASSROOM**

➤ Be Respectful:

- Keep hands, feet and object to self
- Talk when permitted
- Use polite language

➤ Be Responsible:

- Follow instructions of the adult(s) in charge
- Use materials properly
- Come prepared with all materials, including planner and homework
- Be on time
- Actively participate/Stay on task

➤ Be Compassionate:

- Use kind words
- Treat others the way you want to be treated
- Be open minded of differences

➤ Be Proud:

- Have pride in your work
- Keep classroom neat and clean
- Put forth your best effort
- Aim for your personal best

➤ **HALLWAYS**

➤ Be Respectful:

- Keep hands, feet and objects to self
- Walk quietly on the right side of the hall
- Use quiet voices
- Use polite language

➤ Be Responsible:

- Travel with your planner/pass
- Go directly to your destination
- Use lockers at designated times

➤ Be Compassionate:

- Use kind words
- Lend a hand
- Treat others the way you want to be treated

➤ Be Proud:

- Have pride in our school appearance
- Keep hallways neat and clean
- Keep hands off displays, ceilings, and walls

➤ **COMMONS**

➤ Be Respectful:

- Keep hands, feet and objects to self
- Respect others and their property
- Use appropriate volume when socializing
- Use polite language

➤ Be Responsible:

- Walk quietly when entering and exiting the Commons
- Follow instructions of the adult(s) in charge
- Throw garbage and recyclables in appropriate containers

➤ Be Compassionate:

- Use appropriate table manners
- Lend a hand
- Treat others the way you want to be treated
- Allow others to sit with you
- Enjoy connecting with your peers

➤ Be Proud:

- Help keep your eating area neat and clean
- Keep hands off displays and walls

➤ **BATHROOM**

➤ Be Respectful:

- Keep hands, feet and objects to self
- Respect privacy
- Use quiet voices
- Use polite language

➤ Be Responsible:

- Flush
- Wash hands with soap
- Report problems to an adult
- Throw garbage in appropriate containers
- Use bathroom for intended purposes

➤ Be Compassionate:

- Use appropriate bathroom manners
- Leave the bathroom in good condition for others

➤ Be Proud:

- Keep hands and writing utensils off stalls and walls
- Keep bathroom neat and clean

➤ ***BUS/BUS LINE/BUS STOP***

➤ **Be Respectful:**

- Keep hands, feet and objects to self
- Respect others and their property
- Use quiet voice
- Use polite language

➤ **Be Responsible:**

- Follow instructions of adult(s) in charge
- Walk on and off the bus safely
- Report unsafe behavior to adult(s) in charge
- Remain seated
- Stay in your bus lines.

➤ **Be Compassionate:**

- Leave room for others to sit
- Lend a hand
- Use kind words
- Treat others the way you want to be treated

➤ **Be Proud:**

- Keep bus neat and clean
- Keep the parking lot clean

➤ ***CO-CURRICULAR***

➤ **Be Respectful**

- Keep hands, feet and objects to self
- Respond appropriately
- Respect the presenter(s), competitors, and other properties

➤ **Be Responsible:**

- Follow instructions of the adult(s) in charge
- Walk quietly when entering and exiting
- Keep activity space neat and clean

➤ **Be Compassionate:**

- Treat others the way you want to be treated
- Be open minded to differences
- Make space for others

➤ **Be Proud:**

- Enjoy the presentation or activity
- Have pride in representing EHMS to the outside community

Weekly

- Students have until Wednesday afternoon at 2:45 to turn in their tickets to the appropriate grade level bin. (If it is not a regular five-day school week, deadline will be announced.) Bins will be collected at 2:45; any tickets earned that week that are not turned in on time will expire.
 - Note: Bins will be located in the cafeteria during lunch waves and moved into the main office the rest of the day.
- On Thursday morning, one student per grade level will be drawn during the PantherPostLive broadcast.
- The students drawn will have PAWs posted for them on the “Paws of Fame” wall. Students will also receive a small reward.
- After PantherPostLive, the bins will be emptied, and tickets given to Rose, for data collection and tracking.
- Thursday after PantherPostLive will start a new week for collection of tickets.

Quarterly

- Any student who did NOT receive any office discipline referrals in the past quarter will be able to attend a quarterly reward assembly.
- At the Assembly:
 - if a student receives _____ tickets in a quarter, he/she will receive a reward during the assembly.
- *Note:* Students who do *not* attend the assembly (i.e, students who have received at least one office referral form during the past quarter) will receive a supplemental social skills lesson during the time of the school-wide assembly.

Office Referral Forms (Level II and III Behaviors)

East Hampton Middle School

Incident Report

Student Name: _____ **Date:** _____ **Referring Staff:** _____

<u>Level II Behaviors</u> <i>Minor Behaviors</i> (affecting others, environment, or repeated Level I) Handled by team, tracked by administration	<u>Level III Behaviors</u> <i>Major Behaviors</i> (harmful, illegal, or repeated Level II) Handled and tracked by administration
<input type="checkbox"/> Repeated Level I (5X in a 6 week period) <input type="checkbox"/> Disruptive behaviors <input type="checkbox"/> Disrespect to authority <input type="checkbox"/> Failure to follow school rules <input type="checkbox"/> Student conflict (trash talk) <input type="checkbox"/> Cheating <input type="checkbox"/> Throwing objects <input type="checkbox"/> Profanity (undirected) <input type="checkbox"/> Hurtful language (inappropriate name calling) <input type="checkbox"/> Minor theft <input type="checkbox"/> Insolence/insubordination <input type="checkbox"/> Lying (involving another individual) <input type="checkbox"/> Failure to serve teacher detention	<input type="checkbox"/> Repeated Level II (3X in a 6 week period) <input type="checkbox"/> Cutting class <input type="checkbox"/> Assault (inappropriate physical contact or fighting) <input type="checkbox"/> Forgery <input type="checkbox"/> Bullying (blackmailing, intimidation, threatening) <input type="checkbox"/> Vandalism <input type="checkbox"/> Bus behaviors (safety issues, repeated offenses) <input type="checkbox"/> Major theft <input type="checkbox"/> Drugs, tobacco, and alcohol violations <input type="checkbox"/> Extended detention-failure to serve <input type="checkbox"/> Threatening school environment (fire alarm, etc.) <input type="checkbox"/> Sexual harassment/inappropriate sexual conduct <input type="checkbox"/> Leaving class/school grounds without permission <input type="checkbox"/> Risk of injury to student/staff/faculty <input type="checkbox"/> Possession of illegal/inappropriate items <input type="checkbox"/> Use of racial/stereotypical labels (hate crime) <input type="checkbox"/> Profanity (directed towards staff/obscene gestures) <input type="checkbox"/> Technology violation
<i>Possible Interventions for Level II behaviors</i>	<i>Possible Interventions for Level III behaviors</i>
<input type="checkbox"/> Eye contact <input type="checkbox"/> Proximity <input type="checkbox"/> Reflection/process with student (at that moment) <input type="checkbox"/> Conference with student (one-to-one) <input type="checkbox"/> High level of supervision <input type="checkbox"/> Reminders of expectations <input type="checkbox"/> Re-teaching/modeling of expected behavior <input type="checkbox"/> Redirection <input type="checkbox"/> Consultation with team members <input type="checkbox"/> Consultation with support staff <input type="checkbox"/> Referral to SST (for repeated Level II behaviors)	<input type="checkbox"/> Reflection/process with student (at that moment) <input type="checkbox"/> Conference with student (one-to-one) <input type="checkbox"/> High level of supervision <input type="checkbox"/> Reminders of expectations <input type="checkbox"/> Re-teaching/modeling of expected behavior <input type="checkbox"/> Consultation with team members <input type="checkbox"/> Consultation with support staff <input type="checkbox"/> Referral to SST (for repeated Level III behaviors)
<i>Level II consequences may include</i>	<i>Level III consequences may include</i>
<input type="checkbox"/> Parent contact (mandatory) <input type="checkbox"/> Warning <input type="checkbox"/> Office referral for repeated Level II <input type="checkbox"/> Move seat <input type="checkbox"/> After school detention <input type="checkbox"/> RTC <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Lunch detention <input type="checkbox"/> Confiscation of item <input type="checkbox"/> Other (specify) <input type="checkbox"/> Removal to teacher buddy	<input type="checkbox"/> Parent contact (mandatory) <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Behavior contract <input type="checkbox"/> Office detention <input type="checkbox"/> Suspension <input type="checkbox"/> Expulsion (as per BOE policies) <input type="checkbox"/> Other (specify)

Parent Contact Information (*parent contact is mandatory for Level II and Level III behaviors*)

Contact made by: Teacher Administrator

Date(s): _____

Result/comments:

Referred to counselor (if yes see counselor's notes): Yes No

East Hampton Middle School

Rationale for RTC

The Reflective Thinking Center does not constitute a *removal* from class.

For the Student:

- ✓ Reflective process which maintains student dignity
- ✓ Focuses on student accountability
- ✓ An area for student to refocus himself/herself
- ✓ Springboard for teacher and student after-class discussion
- ✓ Warning prior to more severe consequence for further improprieties

For the Teacher:

- ✓ More time available for whole class instruction
- ✓ Tool used as a warning to maintain discipline
- ✓ Establishment of a *paper trail*
- ✓ Support for use at parent conferences
- ✓ Intervention prior to office referral

Reflective Thinking Center (RTC)

We need to be consistent with discipline to stay effective.

The concept of the Reflective Thinking Center (RTC) is to modify a student's behavior as well as limit the amount of time a teacher must utilize to address off-task behaviors. It is unobtrusive and provides another way in which a de-escalated situation can occur in a classroom setting. The RTC provides an added dimension of structure to redirect a student's behavior with minimal classroom disruption. The RTC is an alternative learning tool to develop a student's self-awareness and strategy for self-monitoring of behavior while preserving his/her self-esteem.

For the purpose of consistency, each classroom should have a RTC in some area. A REC affords each student the opportunity to learn for his/her behavior and to cooperatively develop strategies through analysis of the behavior.

HOW DOES IT WORK?

1. After nonverbal, verbal, gesticular, and/or other directions/consequences have been employed by staff member, if the student is still not complying with the class rules, then the teacher directs the student to the RCT.

“Joe, go to the RTC, please.”

2. Joe follows the directive where he completes the subsequent tasks
 - a. Found at the RTC, Joe independently answers the following questions:
 - i. What behavior got me here?
 - ii. How could I have acted differently?
 - iii. How did my behavior affect our classroom?
 - iv. What can I do next time to make sure this does not happen in the future?
 - b. After he completes this task and is ready to return to the class activity, Joe places a card in a pocket labeled **READY**.
3. The teacher is cognizant of Joe's readiness with a mere glance. A simple nod of the head signals Joe's return to the group. There is no break in instruction, or hopefully, need for further consequences.
4. At a break in the instruction or at some advantageous time, the teacher should review the RTC form with Joe. And, following team procedures, utilize the response form as an ongoing behavior record and call Joe's parents, if on level 2 behavior.

**REFLECTIVE
THINKING
CENTER**

**East Hampton
Middle School**

You have been
directed to the RTC.
Please fill out a RTC
form and do your
best to regain your
focus and adjust
your behavior.

Remember, for every choice,
there is a corresponding
consequence.....

Reflective Thinking Center

Teacher's Name _____

Team _____

Student's Name _____

Date _____

1. What behavior got me here?

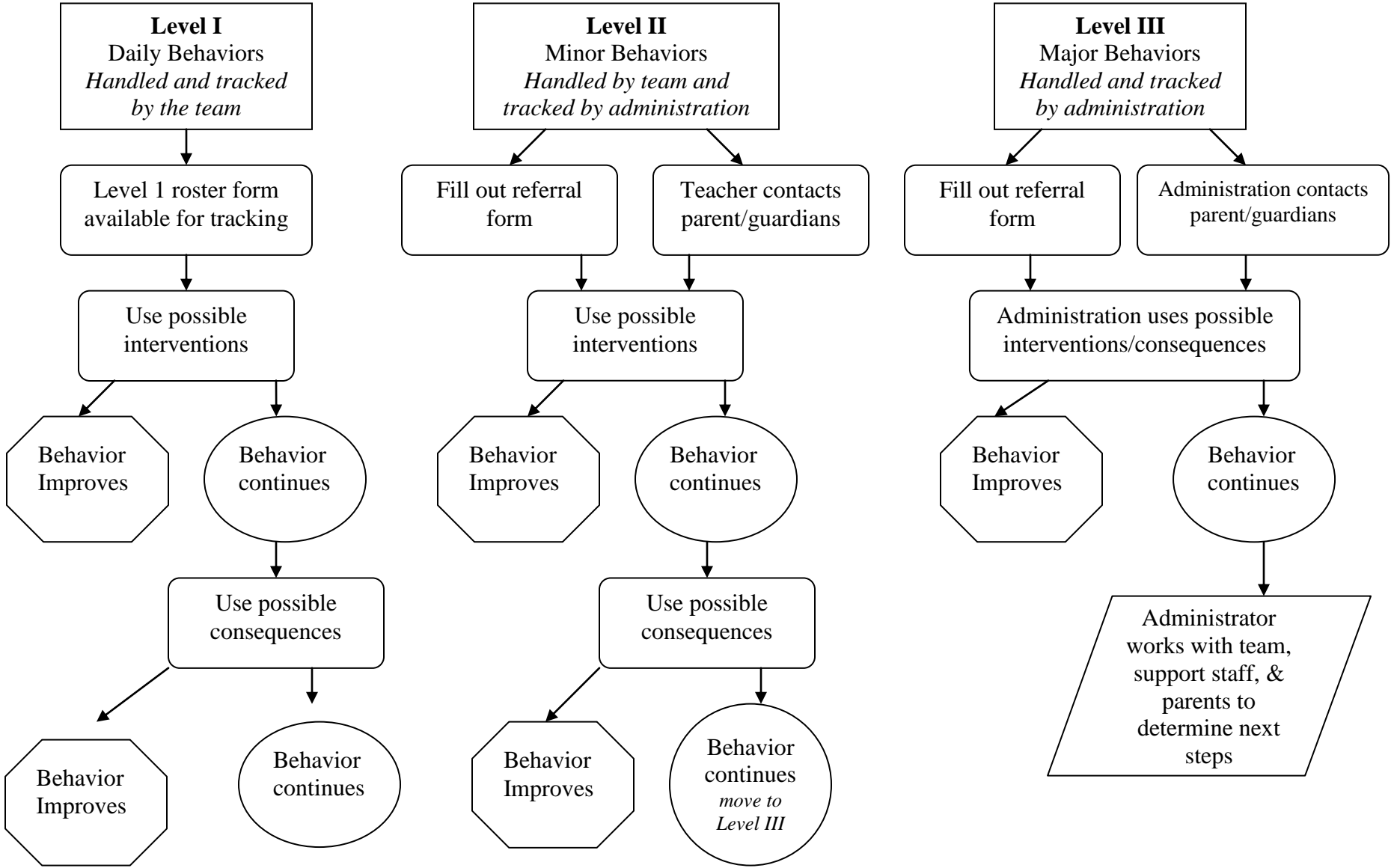
2. How could I have acted differently?

3. How did my behavior affect our classroom?

4. What can I do next time to make sure this does not happen in the future (What strategies can you use to prevent your behavior from happening again)?

Student's Signature _____

Discipline Flow Chart



East Hampton Middle School PBIS DATA INFORMATION

The intent of data collection is to give more detailed information about our school.

Positive Data Tracking:

Students will deposit their tickets weekly. Those tickets will be tracked by the main office. Please refer to the Encouraging Positive Expectations, PAWs Reinforcement System on pages 8 & 9 to have an understanding about the use of Panther Pride Tickets and Rewards/Recognition Assemblies.

Violation Data Tracking:

The School-Wide Information System (SWIS) is the web-based information system that we will use to track our data. The reports and graphs will give us information on the average referrals **per day per month**, the referrals by **problem behavior**, the referrals by **location**, the referrals by **time** and the referrals by **students**. There are other reports that can be generated; however, these are the big five.

ALL data will be entered into SWIS through the main office. Each of you will have Level I and Level II/III forms. Level I referral forms will be handed in to the main office at the end of each month. Level II referral forms should be handed in to the main office by the end of the school day on the same day of the incident. Level III referral forms should be handed in to the main office by the student immediately. The Incident Report for Level II/III behaviors will be on carbonless paper and will be distributed to appropriate parties for communication purposes.

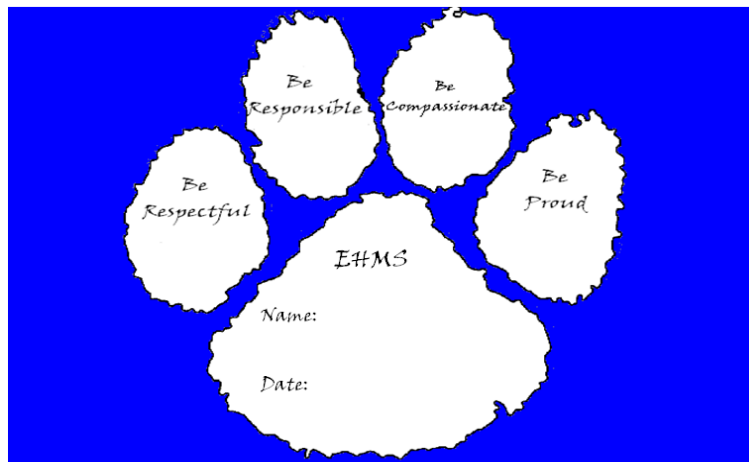
Dear parents and guardians:

This year, the East Hampton School District is implementing a new program designed to encourage every student to make good choices in his or her education. The PBIS (Positive Behavioral Intervention and Support) program involves all school staff, from office staff to teachers to custodians and everyone in between, to model, remind, and reinforce appropriate student behaviors. The program's mission statement reads as follows:

“We, the students and staff of East Hampton Middle School, commit ourselves to working together to provide a positive, safe, and respectful school environment that encourages learning, cooperation, and compassion.”

Students will be acknowledged, informally and formally, for demonstrating exceptional behavior. Informal recognition will be on-going, while formal recognition will occur on a regular basis, including weekly prize raffles, school activities, Panther Paws posted on the walls to commemorate students' choices, and school-wide celebrations. Posters will be displayed throughout the school building to remind students about the pillars of the program, and to remind them of proper behavior. Posters will also be tailored to the specific areas where they are displayed, since expectations vary from the gym to the classroom to the lavatories.

The program's EHMS logo reads as follows:



Please help us to encourage positive behavior in all members of the EHMS community, as we implement and tailor this evolving program. More information will be available at our Open House in September, and throughout the year.