



LMS Staff PBIS Handbook

2018~2019

LMS PRIDE

Laconia Middle School



Characteristics of Success

Personal Responsibility ~ Own Your Choices

Respect ~ Self, Others, Environment

Involvement ~ Actively Engage

Disciplined ~ Self Control, Initiative

Excellence ~ Doing Your Best

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Section 1

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. It is structured in a 3 tiered system to provide the appropriate support and interventions for all students.

SIX PRINCIPLES OF PBIS

1. Develop a continuum of scientifically based behavior and academic interventions and supports.
2. Use data to make decisions and solve problems.
3. Arrange the environment to prevent the development and occurrence of problem behavior.
4. Teach and encourage pro-social skills and behaviors.
5. Implement evidence-based behavioral practices with fidelity and accountability.
6. Screen universally and monitor student performance & progress continuously.

(PBIS, 2013)



Laconia Middle School Behavior Matrix



	Classroom	Hallway	Events	Cafeteria	Bathroom	School Grounds	Bus
Personal Responsibility	<ol style="list-style-type: none"> 1. Participate (Answer questions when you know the answer, ask questions when you don't) 2. Take care of yourself (rest, food, hygiene) 3. Be ready for learning (pencils, books, materials) 	<ol style="list-style-type: none"> 1. Keep lockers, floors, walls neat and organized 2. Use hallway passes 	<ol style="list-style-type: none"> 1. Stay in designated areas 2. Be prepared 3. Proper attire/uniform 4. On time 5. Keep your own personal space 	<ol style="list-style-type: none"> 1. Clean up after yourself 2. Listen to announcements 3. Stay seated unless you have permission/enjoy the company of those around you. 4. Take care of basic needs (bathroom, phone, etc). 	<ol style="list-style-type: none"> 1. Practice good hygiene 2. Use facility as intended in a timely manner 3. Use materials and equipment appropriately (Stalls, soap, sinks, paper products, etc.) 	<ol style="list-style-type: none"> 1. Keep it clean (litter, language & landscape) 2. Be safe – walking, biking (walk bikes, wear helmet) and use cross walks 3. Dress appropriately for weather 	<ol style="list-style-type: none"> 1. Stay in your seat, face forward, and keep aisle free 2. Keep the bus clean 3. Take all belongings with you and be ready for your stop
Respect	<ol style="list-style-type: none"> 1. Listen, speak in turn, and respond politely 2. Be helpful with all guests 3. Use classroom materials appropriately 	<ol style="list-style-type: none"> 1. Walk quietly to and from classes 2. Acknowledge the mobility needs of others 	<ol style="list-style-type: none"> 1. Polite and kind speech, behaviors and actions 2. Listen to the speaker 	<ol style="list-style-type: none"> 1. Use please and thank you 2. Table manners/Use appropriate language and volume 3. Respect others, personal space, and property 	<ol style="list-style-type: none"> 1. Leave area cleaner than you found it 2. Be considerate of others' personal space and privacy 	<ol style="list-style-type: none"> 1. Keep school looking new 2. Listen to adults and staff 3. Be kind to others 	<ol style="list-style-type: none"> 1. Use polite manners 2. Be in control of your belongings/ Respect personal space 3. Use a quiet voice and listen to the adult 4. Leave no trace: the bus should be in the same condition or better than when you entered

	Classroom	Hallway	Events	Cafeteria	Bathroom	School Grounds	Bus
Involved	<ol style="list-style-type: none"> 1. Be present 2. Take risks, be curious! 	<ol style="list-style-type: none"> 1. Help and support others 2. Help keep it clean 3. Report issues to an adult 	<ol style="list-style-type: none"> 1. Be Laconia Proud: 2. Welcome others 3. Go out of your way to help others 4. Be a polite, positive representative of your school and community 5. Be supportive: Show up and cheer on your peers. 	<ol style="list-style-type: none"> 1. Keep your area/ cafe clean 2. Meet someone new/make others feel welcome 3. Enjoy time with your peers 	<ol style="list-style-type: none"> 1. Report issues to an adult 	<ol style="list-style-type: none"> 1. Take pride in the outside 2. Participate in extra-curricular activities 	<ol style="list-style-type: none"> 1. Help your peers and driver as needed 2. Encourage others to do the right thing 3. Report issues to an adult
Disciplined	<ol style="list-style-type: none"> 1. Respect others' space and work 2. Set goals and follow through 3. Enter when an adult is present 	<ol style="list-style-type: none"> 1. Be polite, stay to the right 2. Wait patiently to get to your locker 	<ol style="list-style-type: none"> 1. Be patient 2. Follow rules and guidelines of events 3. Be positive and show sportsmanship 	<ol style="list-style-type: none"> 1. Be mindful of the time, Finish food in café 2. Be safe, walk 3. Line up with your group/Depart café quietly 	<ol style="list-style-type: none"> 1. Learning is important, use bathroom at appropriate times 2. Sign in and out when leaving class (have a pass) 3. Ask for permission 	<ol style="list-style-type: none"> 1. Calmly exit the campus with all of your belongings 2. Be alert, pay attention 3. Take care of the facilities: Walk on the sidewalk/ designated areas 	<ol style="list-style-type: none"> 1. Follow bus rules and driver's directions 2. Be on time 3. Keep body inside bus 4. Exit carefully
Excellence	<ol style="list-style-type: none"> 1. Have a positive attitude 2. Put in best effort and encourage the same in others 3. Celebrate your achievements 	<ol style="list-style-type: none"> 1. Smile/ friendly greetings 2. Arrive to your destination on time 	<ol style="list-style-type: none"> 1. Do your best 2. Show appreciation for the efforts and accomplishments of others 	<ol style="list-style-type: none"> 1. Be kind, honest, and supportive 2. Be a leader/ model by welcoming and being inviting to all, manners matter 3. Recycle/dispose of things properly 	<ol style="list-style-type: none"> 1. Leave no trace: the bathroom should be in the same condition or better when you leave. 	<ol style="list-style-type: none"> 1. Be Laconia proud 2. Welcome others 3. Go out of your way to help others 4. Be a polite, positive representative of your school and community 	<ol style="list-style-type: none"> 1. Be kind and supportive of others 2. Meet someone new; make a new friend 3. Thank your bus driver

PRIDE!

PBIS Three Tiered Structure

Intensive Individualized Interventions:
Individual students,
Assessment based,
Prolonged procedures
1 – 5% of students



TIER 3

Targeted Interventions:
Group based, some students,
High efficiency,
Quick response
10 – 15 % of students



TIER 2

Universal Interventions:
All students, all settings, all the time
Preventive, proactive, positive
80 – 90% of students

Section 2

MINOR vs. MAJOR

MINOR BEHAVIORS

are low intensity behaviors that are handled in the classroom. Teachers are to employ positive, evidence based classroom management and intervention strategies.

Examples of Minor Behavior

Billy has his cell phone out texting in class but hands it over when asked.

Fred chooses not to do his assigned classwork when prompted to do so and has put his head down on the desk (not causing a disruption).

Craig and Steve are talking and laughing quietly during instruction.

Amy swears while speaking to her friend.

MAJOR BEHAVIORS

are intense and/or repeated behaviors that warrant removal from the classroom.

Examples of Major Behavior

Steve refuses to relinquish his cell phone after being asked when he is using it in class.

Bobby has become upset and left class without permission.

Tommy uses inappropriate language directed at another student or adult.

Sarah refuses to move her seat after the teacher has prompted her to do so.

Any instance when the teaching and learning of a class cannot take place due to a problem behavior.

*****Please see list of Minor and Major problem behavior definitions below.**

Minor Problem Behavior	Definition	Major Problem Behavior	Definition
Inappropriate Language (M-Inapp Lan)	Student engages in a low-intensity instance of inappropriate language used in conversation and not directed at an individual.	Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers written/verbal messages that include swearing, name calling or use of words in an inappropriate way directed at a peer or adult.
There is no minor		Arson (Arson)	Student plans and/or participates in malicious burning of property.
There is no minor		Bomb Threat/ False Alarm/Public Alarm	Student delivers the message of possible explosive materials, weapons (being/about to be) used, or pending explosion on campus or near campus.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption that does not cause a pause in the teaching and learning in the classroom.	Disruption (Disruption)	Student engages in mindful 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;

			throwing objects in a manner that is unsafe.
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Minor Problem Behavior	Definition	Major Problem Behavior	Definition
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district	Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
		Defiance/ Insubordination/ Non-Compliance within dress code (Defiance)	Refusal to follow directions in adhering to the dress code would be a major and written as defiance/insubordination/noncompliance
M- Defiance/ Insubordination/ Non-Compliance	Student refuses a teacher request without causing a major classroom disruption.	Defiance/ Insubordination/ Non-Compliance within dress code (Defiance)	Student refuses to follow an adult request that directly interferes with the safety or learning of the classroom or school setting.
There is no minor		Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence
There is no minor		Forgery/ Theft (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
There is no minor		Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
There is no minor		Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).

		(Out Bounds)	
Inappropriate Display of Affection (M-Inapp affection)	Student engages in minor inappropriate, consensual (as defined by school handbook) verbal and/or physical gestures/contact, of a sexual nature to another student. Such as holding hands, hugging or a peck kiss.	Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school handbook) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Minor Problem Behavior	Definition	Major Problem Behavior	Definition
Lying/Cheating/Plagiarism (Lying)	Student has unintentionally copied a quote or answer from a textbook, etc...	Lying/Cheating/Plagiarism (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact. (i.e. horseplay, tickling, fooling around)	Physical Aggression (Pagg)	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.).
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property. (i.e. throwing paper towel or erasers)	Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property
There is no minor		Skip class (Skip)	Student leaves or misses class without permission.
Tardy (M-Tardy)	Student arrives in room less than or equal to 5 minutes after class has begun.	Tardy (Tardy)	Student is late greater than 5 minutes to the start of class.

Minor Problem Behavior	Definition	Major Problem Behavior	Definition
Technology Violation (M-Tech) <i>(School phones may be used with teacher permission)</i>	Unauthorized use or possession of technology. When students are found with their cell phone or electronic device on, or are found using it during the school day, after 7:47 See school handbook for complete policy on technology violation	Technology Violation (Tech)	Failure to comply with this cell phone policy as in the written in the school handbook will result in further disciplinary action. Student cameras and other recording devices being used may be subject to further harassment complaints or legal action depending on how they are used. Student Engages in use of cell phone, pager, music/video players, camera, and/or computer as defined by handbook.
There is no minor		Use/Distribution/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
There is no minor		Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
There is no minor		Use/Distribution/Possession of Tobacco(Tobacco)	Student is in possession of or is using tobacco.
There is no minor		Use/Distribution/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
There is no minor		Use/Distribution/Possession of Weapons (Weapons)	Student is in possession of knives and guns or other objects capable of causing bodily harm.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.	Other Behavior (Other)	Student engages in problem behavior not listed.

MINOR BEHAVIOR FORM

This referral form is used to track and keep data on minor behavior infractions. When a staff member writes a minor behavior form, they should take the following steps:

1. Process with the student and figure out a way to change the problem behavior moving forward.
2. Assign appropriate teacher consequence (if necessary).
3. The teacher will make parent contact.
4. Scan minor behavior form and send to Karen Lowell to enter information into our data system.
5. Hold on to the form for record keeping. Three minors with the same teacher in one calendar month equals a major.

Laconia Middle School
Behavior Improvement Form (Minor)

Student's Name: _____		Grade: 6 7 8	Team: _____	
Referring Staff: _____		Month: _____		
Date/Time 1: _____	Date/Time 2: _____	Date/Time 3: _____		

Location of Incident:				
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Hallway/Stairwell	<input type="checkbox"/> Bathroom	<input type="checkbox"/> School grounds/ athletic fields
Involved with Incident:				
<input type="checkbox"/> Teacher	<input type="checkbox"/> Peer	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> None	<input type="checkbox"/> Other _____

Personal responsibility Respect Involved Disciplined Excellence

Minor Problem Behavior: Circle the primary behavior. Include number of incident in box if applicable				
<input type="checkbox"/> Defiance/noncompliance	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Inappropriate Language
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Technology	<input type="checkbox"/> Tardy	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Cheating	<input type="checkbox"/> Inappropriate display of affection			
Additional Staff Comments (if necessary): _____ _____				

Possible Motivation				
<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Obtain Peer Attention by: <input type="checkbox"/> following <input type="checkbox"/> leading	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown Motivation	

Teacher Decision: Please use back side of form to process with the student				
<input type="checkbox"/> Re-Taught	<input type="checkbox"/> Time Out	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Discussion	

All minors are filed with the classroom teacher and a scan copy sent to K. Lowell. Three MINORS in the same categories (safety, respect, responsibility) equals one MAJOR. All MAJORS require administrator consequence and parent contact.
Version 2.5

Behavior Improvement Form #1

What part of PRIDE did I not follow: Circle
Personal Responsibility Respect Involved Disciplined Excellence

Why did I make this choice:

How did my actions affect others:

A better choice would be:

Do you need to apologize? yes no Did I apologize? yes no
To Whom: _____

Student's Signature: _____ Teacher Signature: _____

Behavior Improvement Form #2

What part of PRIDE did I not follow: Circle
Personal Responsibility Respect Involved Disciplined Excellence

Why did I make this choice:

How did my actions affect others:

A better choice would be:

Do you need to apologize? yes no Did I apologize? yes no
To Whom: _____

Student's Signature: _____ Teacher Signature: _____

Behavior Improvement Form #3

What part of PRIDE did I not follow: Circle
Personal Responsibility Respect Involved Disciplined Excellence

Why did I make this choice:

How did my actions affect others:

A better choice would be:

Do you need to apologize? yes no Did I apologize? yes no
To Whom: _____

Student's Signature: _____ Teacher Signature: _____

MAJOR BEHAVIOR FORM

This form used is used to track and keep data on major problem behaviors. When a staff member writes a major behavior referral, they should take the following steps:

1. Request that the student remove themselves from the environment/area where they are displaying the problem behavior and go to the office.
2. Call the office and let them know that the student is on their way down and a quick summary of incident/behavior.
3. Fill out major behavior form as quickly as possible and send it to the office. Be sure to circle the one main problem behavior. (if you use another student to bring the referral to the office, fold the form in half and staple it closed).
4. Administration will assign consequence and also make parent contact.

Laconia Middle School
Major Behavior Form

Student's Name: _____	Grade: 6 7 8	Date of Incident: _____
Referring Staff: _____	Team: _____	Time of Incident: _____

Location of Incident:					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Hallway/Stairwell	<input type="checkbox"/> Bathroom	<input type="checkbox"/> School grounds/athletic field	<input type="checkbox"/> Other _____

Involved With Incident:					
<input type="checkbox"/> Teacher	<input type="checkbox"/> Substitute	<input type="checkbox"/> Peer	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> None	<input type="checkbox"/> Other _____

Personal responsibility Respect Involvement Disciplined Excellence

Major Problem Behavior: Circle one primary behavior. Check 1-3 secondary behaviors if applicable			
<input type="checkbox"/> Abusive language/inappropriate language	<input type="checkbox"/> Fighting	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Truancy
<input type="checkbox"/> Arson	<input type="checkbox"/> Forgery/theft/plagiarism	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Use/Distribution/Possession of: <input type="checkbox"/> alcohol <input type="checkbox"/> drugs <input type="checkbox"/> tobacco
<input type="checkbox"/> Bomb Threat/False Alarm/Public Alarm	<input type="checkbox"/> Harassment (disability, ethnicity, gender, race, religion, sexual, other)	<input type="checkbox"/> Property Damage/Vandalism	<input type="checkbox"/> Use/Distribution/Possession of combustibles
<input type="checkbox"/> Defiance, insubordination, non-compliance with adult	<input type="checkbox"/> Bullying	<input type="checkbox"/> Skip class/Detention	<input type="checkbox"/> Use/Distribution/Possession of a weapon <input type="checkbox"/> knife <input type="checkbox"/> gun <input type="checkbox"/> other
<input type="checkbox"/> Disrespect <input type="checkbox"/> peer <input type="checkbox"/> adult	<input type="checkbox"/> Inappropriate display of affection	<input type="checkbox"/> Tardy(>5min)	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> Disruption	<input type="checkbox"/> Inappropriate location, out of bounds	<input type="checkbox"/> Technology Violation	<input type="checkbox"/> 3 Minor referrals <i>(All minors are filed with the classroom teacher. Three MINORS in the same categories equals one MAJOR.)</i>
Other details: _____			

Possible Motivation:			
<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Obtain Peer Attention: <input type="checkbox"/> By following <input type="checkbox"/> By leading	<input type="checkbox"/> Obtain Items/Activities:	<input type="checkbox"/> Unknown Motivation

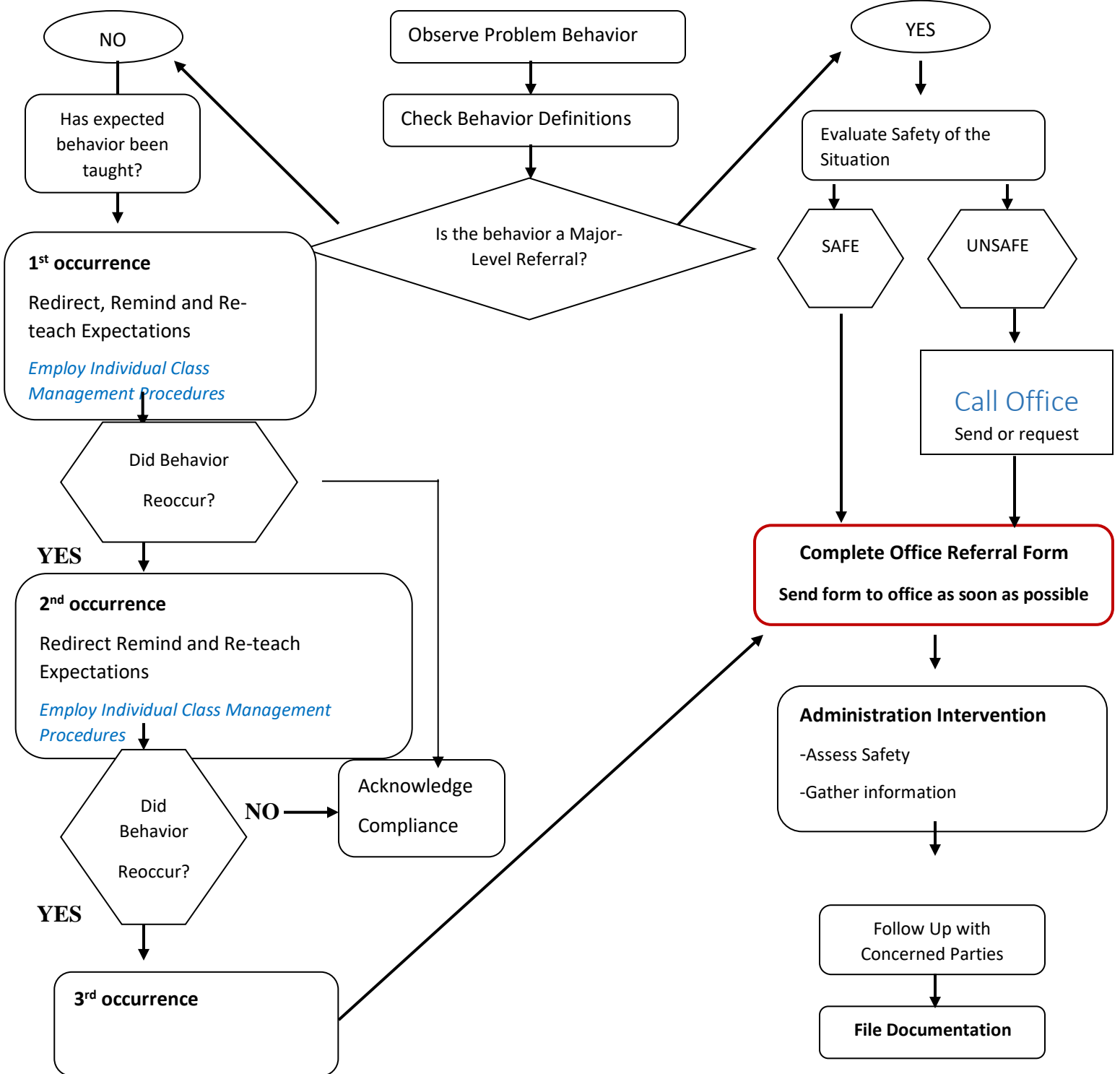
Administrative Decision: Circle most severe. Check 1 to 3 secondary outcomes, if applicable				
<input type="checkbox"/> Processing with student	<input type="checkbox"/> Time Out (activity/lunch)	<input type="checkbox"/> In-School Suspension	<input type="checkbox"/> Out of School Suspension	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Parent Contact/Meeting	<input type="checkbox"/> Detention (Admin)	<input type="checkbox"/> Police Contact	<input type="checkbox"/> Bullying/Harassment Investigation

Student Signature: _____ Administration Signature: _____

All MAJORS require administrator consequence and parent contact. Version 2.0

Laconia Middle School

General Procedures for Problem Behavior Intervention



Student - teacher dialogue should be handled quickly, quietly, and respectfully

Section 3

The Universal Team

Vision Statement

It is the vision of the Laconia Middle School PBIS team to ensure success with every student, every day in every way by providing them with a positive learning environment that reinforces appropriate behavior, the development of strong character, personal values and high levels of academic achievement.

Mission Statement

The purpose of the Laconia Middle School PBIS team is to facilitate the effective teaching and learning of positive behavior expectations.

Universal Team Members:

1. Dr. Alison Bryant- Principal
2. Kathy Francouer- PBIS Consultant
3. Anna Solomon- Behavior Educator
4. Jen McDonald- 8th Grade Teacher
5. Christopher Carey- 8th Grade Teacher
6. Jim Carmody – 7th Grade Teacher
7. Sue OH- 7th Grade Teacher
8. Ann Peterson – 6th Grade Teacher
9. Joanna Bergman – 6th Grade Teacher
10. Kelsea Doucet – 6th Grade Teacher
11. Karen Lowell- SSR Specialist
12. Aja Montague- REAL Initiative Site Director
13. Deb Williams-Paraprofessional
14. Tina Fleming- Library Media Specialist

The Universal Team is a **Tier 1** team responsible for implementing school wide behavior supports and collaborating with school personnel and parents to ensure academic success and appropriate behavior of all students.