

# **Carver Middle School**

## **Positive Behavior Intervention & Support (PBIS) Handbook**

### **2018-2019**



***Empowering Students to  
be their Best!!***

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## **Positive Behavior Interventions and Support**

## Background Information:

- The North Carolina Positive Behavior and Intervention (PBIS) initiative is part of the NC State Improvement Program funded through IDEA.
- The primary purposes of the grant were personnel development and systems change.
- The goal is to help educate all students, even students with challenging behaviors.
- PBIS programs are a way to impact the learning environments in the schools in order to support high student performance and to reduce behavioral problems.
- The NC PBIS sites are working to integrate their Safe Schools Plans, Character Education efforts and strategies, and discipline efforts in order to make schools caring and safe communities for learning.
- Whole School PBIS is a systematic approach that establishes and reinforces clear behavioral expectations.
- It is a team-based system involving the entire school staff using a systems approach.
- The school staff must adopt a common approach to discipline that is proactive, instructional, and outcome-based.
- The data about the school is used to guide decision making.
- The school team looks at the entire school campus and the whole school day.

- There is an emphasis on continuous, data-based improvement, individualized to each school.
- PBIS is also an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology.
- Systematically training and implementing behavioral interventions for the most difficult students is also a key component.



**Carver Middle School PBIS Team:**

Mrs. Sarah Havener, Facilitator

Mrs. Casey Bormet, Elective Rep.

Mrs. Kacy Schattauer, 6<sup>th</sup> Grade Rep.

Mrs. Sarah Havener, 7<sup>th</sup> Grade Rep.

Mrs. Jennifer Lawson, 8<sup>th</sup> Grade Rep.

Ms. Rose Fitzpatrick, EC Rep.

Mr. Justin McLean, Behavior Support Rep.

Mrs. Kim Phillips, Social Worker & CFST Rep.

Student Reps (TBD)

Mrs. Charlotte McMillian, Administrative Rep.

## **PBIS Action Plan 2018-2019**

### ***Goal 1: Effective Implementation throughout the school (100% “Buy-In”)***

- Make sure expectation matrixes are visible in classrooms and throughout the school.
- Remind students often of school and classroom expectations.
- Consistently hold students accountable to school and classroom expectations.
- Use positive redirection with students as much as possible.
- Make problem situations into teaching/learning situations.
- Use a variety of interventions; warnings, redirects, silent lunch, “time-out” within the classroom, phone calls, student contracts, and bounce to a “bounce partner.”
- Contact parents often; not just when the student is “in trouble” and contact parents during the first two weeks of school.
- Use school-wide and classroom rewards.
- Add “SOAR” to the Principal’s daily message.

**Responsible parties: All PBIS team members, faculty, and staff**

### ***Goal 2: Implement effective office referral process by use of Minor and Major Referral Guidelines (attached)***

- Consistently use the disciplinary flowchart when giving consequences.
- Consistently use the student discipline log to document minor incidents, teacher interventions, and parent contacts. Three minors for the same offense warrant an office referral. However, the students discipline log **must** be attached.
- Develop a matrix which shows consequences for Minor and Major referrals.
- Obtain staff “buy-in” for this procedure.
- Have fully implemented by the first two weeks of school.

**Responsible parties: All PBIS team members, faculty and staff**

***Goal 3: Incorporate model behaviors through Blue Blazers, Girls of Pearl, Women of Excellence, and administer the Behavior Intervention Program (BIP) with fidelity.***

- Focus on character guidance in BIP, in addition to classroom instruction provided to BIP by referring teachers.
- Build character and integrity through Blue Blazers, Girls of Pearl, and Women of Excellence

**Responsible parties: All PBIS team members, Blue Blazer, Girls of Pearl, and Women of Excellence advisors**

***Goal 4: Re-establish faculty/student Program***

- Establish faculty/mentor relationships for students who may be struggling academically, socially, or with special conditions that require extra attention.
- Build a team consisting of Guidance Counselor, Social Worker, PBIS Team, and Behavior Support to determine student need.

**Responsible parties: All PBIS team members, faculty and staff**

***Goal 5: Develop procedures to present data to the faculty***

- Present data to the faculty on a monthly basis and/or as needed.
- PBIS Committee will analyze data and work with individual grade level house members and individual teachers as needed.

**Responsible parties: All PBIS team members**

### ***Goal 6: Reflections on the effectiveness of the program***

- PBIS team will meet monthly or more, as needed, to determine the effectiveness of PBIS Interventions.
- PBIS team will make positive changes as needed.
- PBIS team will meet regularly to re-evaluate incentives and rewards program.

### **PBIS Reward System**

***All staff*** will consistently acknowledge positive behavior using a dual approach: stamps and Eagle Wings.

#### **Stamps**

- Teachers will stamp the passports of **qualifying** students at the end of their class.
- To receive a stamp, a student must meet **all** expectations of the **“EAGLE CREED”** during your class period.
- Each teacher **must** limit one stamp per day, per student.
- Once a stamp is given, it **cannot** be taken away.
- If a student is absent, stamps can only be given for that day if the student returns with a note for an excused absence.
- Eagle Permits must be turned in and the totals recorded by the homeroom teacher.
- Homeroom teachers must help students track their progress by publishing the number of stamps earned each week.
- Students must earn a predetermined percentage of stamps to be eligible for all celebrations.



### **Eagle Wings**

- Eagle Wings are discretionary. They can be issued at any time an appropriate behavior is observed.
- Eagle Wings are not valid unless stamped or initialed.
- Eagle Wings can be used to make purchases at the school store during PBIS School Store hours or in the classroom as deemed appropriate by the teacher.
- Students will also have the opportunity to win prizes by putting tickets in the “Feel Good Friday” drawings.

### **Teacher Wings**

Teachers/Staff are also recognized for exemplary service through the use of Teacher Wings. Members of the PBIS team and administration will issue these wings and drawings will be held throughout the year.





# *CMS Behavior Expectation Matrix*



## Carver Middle School Expectations The Eagles *SOAR* at CMS!

BUS		CAFETERIA		MORNING TRANSITION		HALL		CLASSROOM		RESTROOM		AFTER SCHOOL		ASSEMBLIES		EMERGENCY DRILL	
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
Remain in assigned seat and talk quietly to your neighbor.	Remain seated with your class and talk quietly to your neighbor.	Arrive on time each day.	Be in class on time.	Participate in classroom activities and come to class prepared.	Visit only to attend to proper hygiene.	Follow directions of all adults and always be supervised.	Listen and show respect for all presenters.	Move quickly and silently to your designated area.	Treat fellow riders with respect.	Say "Please" and "Thank you" to all cafeteria staff.	Value others ideas and contributions.	Be considerate of your own and others' safety.	Respect other's ideas and opinions.	Respect people's privacy and school property.	Work as a team.	Be open-minded to what the presenter is presenting. Applaud appropriately.	Know and understand all safety procedures.
Follow ALL bus rules and procedures.	Pay for all items daily.	Report to designated area promptly.	Have planner in hand and move without disturbing other classes.	Follow established classroom rules and procedures.	Dispose of trash in proper receptacle and wash your hands. Place planner on designated table.	Be honest about your after school destination and purpose. Report directly to your location.	Follow your teacher's directions and keep hands and feet to yourself.	Follow ALL directions from adults quickly and silently.	Listen and follow the directions of the bus driver.	Keep your area clean and throw away your trash.	Take advantage of your enrichment period.	Walk silently, single file, on the blue line.	Complete all assignments on time.	Report all problems to the nearest adult.	Fully participate in the after school activity.	Embrace the experience, participate appropriately, and take away important information.	Seriously prepare for real events.
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****

*Carver Eagles S.O.A.R above the rest!*

# General Procedures for Behavioral Issues

Carver Middle School

**Inappropriate Behavior  
Observed**

MINOR

MAJOR

**Provide Corrective  
Warning**

**Notify Office & Send  
Student with Referral**

**Teacher-issued  
Consequence**

**AND**

**Consult  
CFST/SSMT**

**Bounce**  
(Schedule In-Team  
Conference and contact  
Parent)

Administrative  
Review &  
Action

3<sup>rd</sup>  
Minor?

**YES**

**NO**

**Send Referral  
ONLY TO**

**Repeat Steps**  
(may combine 1 and 2)

### **Minor Behaviors**

- Electronic devices violation; SCS Board Policy 4318
- General Disruption (i.e. – talking out of turn, passing notes, etc.)
- Horseplay/physical contact
- Inappropriate language; SCS Board Policy 4310
- Non-compliance/disrespect/defiance (Brief failure to respond to requests)
- Tardy/skipping class
- Dress code violation; SCS Board Policy 4316
- Cheating (handled at classroom level and documented)

### **Major Behaviors**

- Abusive/inappropriate language (i.e. – profanity directed at another individual, communicating specific threats, etc.)
- Aggressive/disruptive behavior
- Alcohol/drugs
- Assault/fighting
- Gross defiance, disrespect, insubordination (blatant refusal to follow specific requests or intentional and direct insults toward figure authority)
- Harassment/bullying
- Inappropriate physical contact
- Technology Violation (Intentional violation of SCS Acceptable Use Policy)
- Theft/forgery
- Total Disruption of Class (Class cannot continue despite documented efforts of teacher)
- Vandalism/property damage
- Weapons
- Tobacco Use/Possession
- Gang Related Activities
- Cheating/Plagiarism (repeated/habitual offenses)

## **Bounce Partners**

2018-2019

Bounce partners have been assigned within your grade level and across grade levels as a back-up.



- Call your bounce partner to let them know a student is on the way.
- A student should not stay more than 15 minutes in the classroom to which they have been bounced.
- Parent/Guardian must be contacted the same day of bounce.

Bounce Partner #1	TEACHER	Bounce Partner #2
E. Whitt	N. Adkins	J. Woods
N. Williams	M. Meredith	S. Matthews
A. Crawford	L. Ingram	S. James-South
N. Adkins	V. Settles	V. Parnell
M. Meredith	K. Schattauer	B. Stanley
K. Schattauer	N. Williams	J. McCrimmon
V. Settles	E. Whitt	S. Havener
S. Havener	S. Huneycutt	M. Butler
D. Hyatt	M. Butler	S. Gates
V. Jacobovic	S. Gates	S. Huneycutt
M. Butler	D. Hyatt	V. Jakubovic
S. Huneycutt	S. Havener	D. Hyatt
S. Gates	V. Jakubovic	S. Havener
B. Stanley	J. McCrimmon	N. Adkins
J. McCrimmon	S. Matthews	N. Williams
S. James-South	V. Parnell	L. Ingram
TBD	B. Stanley	E. Whitt
V. Parnell	J. Woods	V. Settles
J. Woods	S. James-South	A. Crawford
S. Matthews	TBD	K. Schattauer
J. Moore	S. Tavera	L. Commander
S. Tavera	J. Moore	L. Graves
B. Wheeler	M. Sabunod	C. Liles
M. Sabunod	B. Wheeler	J. Martin

J. Martin	C. Liles	M. Sabunod
C. Liles	J. Martin	B. Wheeler
L. Commander	L. Graves	J. Moore
L. Graves	L. Commander	S. Tavera
L. Graves	J. Lawson	S. Havener

Note:

\*Elective teachers will bounce within the elective hallway.

\*\*PBIS Team will serve as additional Bounce sites as needed.



## PBIS Event Calendar

### Sundae Fridays:

September 21, 2018  
December 14, 2018  
February 15, 2019  
April 18, 2019

### PBIS Blowout Events

October 26, 2018  
January 18, 2019  
March 21, 2019  
June ?, 2019—TBD

### Holiday Events:

November 20, 2018  
December 19, 2018

### Feel Good Friday Drawings

September 7, 2018  
October 12, 2018  
November 9, 2018  
January 11, 2019  
February 1, 2019  
March 8, 2019  
April 5, 2019  
May 17, 2019



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Bounce Teacher Initials \_\_\_\_\_ Time \_\_\_\_\_

Use the following prompts to write three paragraphs (at least 3 additional sentences for each.)

I realize that I was not Soaring. I was bounced because I \_\_\_\_\_

I should have \_\_\_\_\_.

From now on I will \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

This behavior interferes with my goal to become \_\_\_\_\_,

because \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

I know that my parents and teachers are on my team because we all want to see me reach my full potential. I appreciate them because \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



# Behavior Reflection

**Copy the following paragraph onto a separate sheet of paper.**

Today, \_\_\_\_\_, (Date) I \_\_\_\_\_,  
(your name) chose to (write 2-3 sentences describing why you were asked  
to write this reflection:

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My behavior in class was disruptive to the educational process. My behavior is a choice that I make. When I behave this way, I make it difficult for other students to learn and I make it difficult to learn for myself. School is very important to my success and the success of others. I don't have the right to take this opportunity away from anyone else with disruptive classroom behavior. From now on, I will do everything I can to create a classroom environment that is conducive to learning. I understand that I will have to copy this paragraph again if I make another choice that interrupts the educational process. I will strive to make good choices that will benefit me and the people around me.

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# and Think Sheet

1. What poor decision did I make? Why?
2. What could I have done that would've been a smarter decision?
3. How did my poor choice impact other people in our community?
4. How can I prevent myself from making that poor choice again?
5. What should happen if I make this poor choice again? What is an appropriate consequence?

**I have completed this sheet with honest answers and my best effort.  
If it appears that I haven't I will be asked to redo it.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardians, please sign and return this page after discussing it with your child. Include comments on the back, or feel free to email me if you wish to discuss this further.**

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Name** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**In 15 years, I want to be** \_\_\_\_\_.

**All jobs and careers require that I be able to read, write and compute mathematical problems successfully. My choice of job or career requires the following types of education:**

**I lost time this week because.....**

**What learning and study habits as well as organization skills do I need to develop now in order to be successful throughout college?**

Name: \_\_\_\_\_

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