

Bethel Middle School

Demon Pride



Positive Behavior Intervention and Support
PBIS

Positive Behavior Intervention and Support

Why PBIS at BMS?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions and expulsions.

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling and reinforcing positive social behavior are an important part of a student's educational experience. Teaching behavioral expectations and rewarding students who follow them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

All effective school-wide systems have seven major components in common: 1. Agreed upon and common approach to discipline. 2. A positive statement of purpose. 3. A small number of positively stated expectations for all students and staff. 4. Procedures for teaching these expectations to students. 5. A continuum of procedures for encouraging displays and maintenance of these expectations. 6. A continuum of procedures for discouraging displays of rule-violating behavior. 7. Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

PBIS Guidelines and Tools

Positive Discipline Develops Positive Students:

1. Fosters positive emotional growth.
2. Teaches students to be assertive and stand up for their own rights, while also respecting the rights of others.
3. Develops responsibility and independence as students learn to treat others with respect.
4. Develops appropriate social skills as students learn to problem solve.
5. Nurtures logical thinking, as students begin to comprehend reasons for rules.
6. Teaches about cause-and-effect when students experience consequences for their choices and behaviors.
7. Teaches students to anticipate and predict events within their control.
- 8.

Characteristics of Positive Behavior Intervention and Supports and Effective Discipline Strategies:

Effective Discipline Strategies:

1. Will focus on the present and future behavior
2. Will provide choice
3. Will enhance students' self-esteem
4. Are designed to teach
5. Are logically related

BMS Expectations

“Be Where You Are Supposed To Be – Doing What You Are Supposed To Be Doing.”

What this looks like in classrooms –

- Be on time for the start of class.
- Be in your seat when class begins.
- Be prepared – Have homework, books, pencil, paper, and other class materials.
- Be respectful to your teacher, your substitute, school, fellow students, and yourself.
- Be honest.
- Be alert and on task at all times.

What this looks like in hallways and walkways –

- Stay on the right side of the hallway.
- Be respectful of others’ space – keep hands and feet to yourself.
- Be safe – no running or horseplay.
- Be on time – move quickly and quietly.
- Be respectful of other classes – no banging on overhead covers, use appropriate language.
- Be on the sidewalk – stay out of the mud, no shortcuts.

What this looks like in restrooms –

- Be respectful of others’ privacy.
- Be responsible for keeping restrooms clean.
- Be doing what you’re supposed to be ‘doing’ – no loitering.
- Be sanitary – wash your hands, flush.
- Be helpful – report problems to a teacher or the front office.

BMS Expectations

“Be Where You Are Supposed To Be – Doing What You Are Supposed To Be Doing”

What this looks like in the cafeteria –

- Be orderly and quiet when you enter and go through the line.
- Be seated with your class in the assigned area.
- Be neat – use proper table manners, clean up after yourself, talk quietly.
- No food or drink is to leave the cafeteria.

What this looks like in the locker area –

- Be respectful of other classes – open and close lockers quietly.
- Be prepared – go to lockers before class to have necessary books and classroom materials.
- Be clean – papers, drink bottles, and other trash is picked up and placed in the trash can.

What this looks like on the Car Lot, Bus Lot and Buses –

- Be safe – no running or horseplay, keep your hands and feet to yourself.
- Be respectful to the adult in charge of your safety.
- Be aware of and follow all bus safety rules.
- Be on time to where you need to be – this includes car lot riders and bus riders.
- Be clean – dispose of trash properly.

School Wide Red Card Discipline System

Two (2) Red Cards = Lunch Detention

Third (3) Red Card = Lunch Detention and Parent Phone Call by Teacher

Fourth (4) Red Card = Lunch Detention, Parent Phone Call by Teacher and Parent Conference with Teachers if Requested

Fifth (5) Red Card = Parent Contact by Teacher, Office Referral = ISS, Parent Contacted by Administration

School Wide Blue Card Reward System

Blue Cards are rewarded for many actions. Some of these positive actions might be but are not limited to:

- Cleaning up without being told
- Opening doors for others
- Saying kind/encouraging words
- Using good manners
- Avoiding negative peer pressure
- Continual independent work in the classroom
- Having a willing, cheerful attitude
- Being consistently prepared for class, turning signed papers in on time
- Doing a kind deed
- Encouraging others to do what is right
- Winning an academic classroom game

Students will have the opportunity to redeem blue cards:

- Periodically at our Blue Card Store
- Nine Week Celebrations

Bethel Middle School
PBIS Contract
2018-2019

Bethel Middle School is one of many schools to use the Positive Behavior Support System. Tied with this system are quarterly incentives, shopping with blue card bucks, and the end of the year reward trip. To insure that both parents and students are clear about the criteria for the end of the year PBIS Celebration, the following infractions will result in NO participation for students:

- 1) Can not have total number of absences equal to or greater than 8 percent of the total number of days enrolled at school during current school year
- 2) No more than 15 tardies
- 3) No Out of School Suspensions at any time during school year
- 4) No more than \$10 debt to the school (for example - lunch debt, library debt, school books or picture fees, etc.)
- 5) No more than two bus suspensions at any time during the school year

To insure that both parents and students are clear about the criteria for the nine week PBIS Celebration, the following infractions will result in NO participation for students:

- 1) Can not have total number of absences equal to or greater than 8 percent of the total number of days enrolled at school during current school year
- 2) No more than 15 tardies
- 3) No Out of School Suspensions in the last 45 school days
- 4) No more than two days of In School Suspension in the last 45 school days.
- 5) No more than \$10 debt to the school (for example - lunch debt, library debt, school books or picture fees, etc.)
- 6) No bus suspensions in the last 45 school days

To insure that both parents and students are clear about the criteria for the Spring Dance, the following infractions will result in NO participation for students:

- 1) No more than one day of In School Suspension in the preceding 45 school days.
- 2) No Out of School Suspensions in the preceding 45 school days.
- 3) Can not have total number of absences equal to or greater than 8 percent of the total number of days enrolled at school during current school year.
- 4) No more than \$10 debt to the school (for example - lunch debt, library debt, school books or locker debt, picture fees, etc.)

Bethel Middle School will not be responsible for the cost of dresses, tuxedos, hair appointments etc. for students who become ineligible to attend the formal dance.

I have read and understand the criteria for the PBIS end of the year celebration, nine-week celebration and the BMS Spring Dance.

Print Student Name: _____

Student Signature: _____

Parent Signature: _____