## HOOVER MIDDLE SCHOOL

## Behavior and PBiS Handbook

## 2015-2016

## 



## Philosophies of Behavior at Hoover Middle School

**The philosophy of behavior:**

We believe:

1. We are here to teach students how to influence the world, become servant leaders, and impact the world in a positive way. Our DNA is family, leadership, excellence, and best for kids.

2. The adults at Hoover are in the business of saving lives.

3. We will always treat students with kindness and respect.

4. We don’t yell, use sarcasm, or belittle children with our words or tone.

5. We realize that we are working with children who make mistakes. We will always remain the adult in any situation.

6. We will try our hardest to remember QTIP-(Quit taking it personally).

7. We will always use habit 5- Seek to understand the function of a child’s behavior.

8. We never give up. If not me, then who?

**The philosophy of how we manage behavior: In the order of importance**

1. We build relationships with students

2. We teach behaviors and what is appropriate

3. We do everything in our power to keep students in the learning environment

4. We protect instructional time and other students when necessary

5. When using number 4, we do everything we can to use 1 and 2 to reach number 3.

## Behavior Management Procedures Tier 1

**These procedures will serve 100% of the population**

**The Four Step Procedure and Habit Five Meetings**

**These two interventions will be the cornerstone for behavior management. They should generally handle 80% of the behavior concerns within the classroom.**

**Four Step Procedures**

1. Utilizing multiple positive reminders for the student and positive redirection

2. Pause for the Cause: Utilized as a time out within the classroom for repeated behaviors after positive redirects (Documented on the Google Doc)

3. Safe Seat: Utilized as an out of classroom reflection time for repeated behaviors beyond pause for the cause. The student conferences with the safe seat teacher and does reflective writing over the behavior and documented in the appropriate Google Doc. (Parent contact is advised but not required. Exercise judgment-see communication section in staff handbook)

4. Intervention: As a final step, intervention is a quiet and structured environment that the student will report to only after repeated failure of steps 1-3 not effectively working. (See below for explicit procedures).

5. Reentry Meeting: If a student is sent out of your class to intervention, it is the responsibility to find the student immediately the next morning, *before school starts* to do a reentry meeting. This is a simple meeting; it is not to address the behavior, it is to build back the relationship, give positive feedback, and welcome them back to class. We want the last interaction before they reenter class with you to be positive. This is an expectation for all staff.

**Habit Five Meeting**  
  
Habit Five meetings will be another Tier 1 foundational intervention. The purpose of the Habit Five meeting will be for the staff member to understand the situation and reasoning for the behavior of the student. It will also be an attempt for the student to begin to see the perspective of the adult. Students who are exhibiting persistent behavior concerns in class or school, have been sent to intervention, or are identified by the team or individual teacher will be referred to a Habit 5 Meeting.

***Habit 5 Meetings Procedures***

***Participants***  
1 teacher/staff member (ideally the adult that is experiencing the issue first hand; if not possible due to low trust, then another trusted adult.)

1 student (student exhibiting the behavior issue)

Parent (optional)

Administrator or counselor (optional)

Ideally, these meetings will be 1 on 1. However, different situations and low trust would dictate that the parent or another adult be involved. Context will always dictate how this occurs.

The method of conversation will utilize the Fierce Conversation model. It is imperative that these meetings are not “dress down” meetings where the adult is criticizing and admonishing the student. It must focus on developing an understanding of what the student is feeling to better develop a sense of the next steps. These meetings will be a cornerstone of building strong relationships with our most challenging students.

(Keep in mind, lazy, insubordinate, rude, passive aggressive, don’t care, etc. are all symptoms of the behavior, not the actual issue. We must dig and understand at deeper levels to better understand the reason for the behaviors if we want to truly be successful.)

Example: A 5’ 6” 215 pound male middle school student constantly untucks his shirt even when redirected. Is he passive aggressive? Insubordinate? Absolutely. What is the reason for the passive aggressive and insubordinate behavior?

Example: A student in literacy has blurted constantly over the past two days during lit circles to the point he has needed to be removed. What is the symptoms? What is the illness?

If we only treat the symptoms we will never cure the illness.

**Intervention Room**

***Purpose of the intervention room:***

1. To be utilized as a time for a student to calm their behaviors, redirect their attitude, and have purposeful reflection with an adult on how to modify their behavior

2. To be utilized as an interim location while staff determine different interventions and modifications for the classroom’s success

3. On occasion, to be utilized to house a student who is a persistent disruption to the learning and safety of a classroom

4. It will be the goal of the Hoover intervention room to generally see less than 2-3 students per day.

***Procedures:***  
1. Student sent to Intervention after in-class procedures have been exhausted.

a. Students will only be sent to intervention after utilizing Pause for the Cause and Safe Seat

b. Students will be sent to Intervention automatically for any Major infractions and referred to an administrator. It is essential that they are only sent if TRULY a major. See matrix for clarification and keep in mind Majors are generally suspension level behaviors.

2. The sending staff member must call and notify the main office of a student reporting to intervention and the referring adult. This must occur even if a staff member walks the student to the intervention room.

3. The referring staff member must fill out a referral and make parent contact for the student by the end of the business day.

4. Once a student has been sent to intervention, the staff member must contact the grade level administrator to schedule a Habit 5 meeting.

5. Students sent to Intervention must have a reentry meeting the next morning before school with the referring staff member.

***Intervention Expectations***

1. Students will never return to the same class they were referred from. The earliest they will return to class will be the next period (For literacy blocks, they will return to the next academic class).

1. Quiet and respectful atmosphere. No peer to peer talking. There will be some discussion with student and adult reflecting on the behavior.

2. No use of computers or electronic devices in the intervention room; all phones are checked in with the adult upon entry.

3. The intervention monitor will make final decisions on if the student is fit to return to the next class based upon discussions. Students that don’t demonstrate acceptable behavior to return to class will be held and referred to the counselor or administrator.

4. Students sent to intervention twice in the same day will be held the remainder of the day.

5. Students not meeting expectations in intervention may be sent home.

6. The intervention supervisor will only send emails or contact the teacher at the end of the day by phone to gather more information about a student’s behavior.

7. The intervention room supervisor will track all data for students entering. This includes:

a. Student name

b. Referring staff member’s name

c. Reason for referral

d. Time in and out of intervention

e. Frequency of intervention use

***Important Notes About Intervention; What it is not:***

1. Punishment-Intervention is utilized as a learning step for socially unacceptable behavior, therefore we do not want the experience to center around punishment and shame. Rather, a student failed at behavior; this would be the same as an academic area. We are using intervention to improve in this area. We wouldn’t shame a student for going to FLASH or a sick person for using a clinic. In addition, we already know that the intervention room usually does not work as a deterrent as it tends to feed escape behavior, especially when over used.

2. A fix for all behaviors-Intervention is merely a small step and tool in the large offering we have for teaching appropriate behavior. We must not expect to send a student to intervention and expect the behavior to automatically change. We must build relationships and teach behaviors which is most powerfully accomplished in the classroom.

3. Self-reporting-Students are not allowed to self-report to intervention unless part of a preapproved behavior plan. Students self-reporting will be immediately sent to class.

4. Finally, we recognize that sending a student to intervention rarely improves the child’s relationship with the staff member. Since relationships are of the highest importance to learning, we must find ways to rarely use intervention. If a student is acting in a way to go to intervention often in a class, we must use Habit 5 to reflect on the status of the relationship. We understand as adults we must take ownership of the events in our classes. If I as staff member have sent multiple students to intervention in a short period of time, what should I be searching for in my own reflection?

**Behavior Referral and Documentation**

Purpose: The purpose of referrals on Infinite Campus is documentation of events and consequences. Only minor referrals are only submitted for behaviors that result in a visit to intervention Major referrals are completed for any behavior that according to the matrix would be classified as “Major”. All safe seat and pause for the cause referrals are documented on the building google doc.

1. Pause for the Cause and Safe Seat-Document on the Google Doc Form found on the Symbaloo and make parent contact if appropriate.

2. Minors/Intervention: Intervention will always be a minor referral/minor referrals will always be a visit to intervention; complete the referral on Infinite Campus, make the parent phone call and document this contact on the referral. This should all be completed by the end of the business day.   
Intervention Visit=Minor Referral   
Minor Referral=60 minutes of afterschool detention

3. Majors: Majors will always be automatic referral to intervention and administrator contact. Generally this will result in consequences such as detention, community service, ISS, OSS, or WEB-C. The staff member will complete the referral on Infinite Campus and make a parent phone call to the guardians of the student. This should all be completed by the end of the business day. IF A MAJOR EVENT OCCURS, SEND THE STUDENT TO INTERVENTION IMMEDIATLEY AND CONTACT THE OFFICE. IT IS ESSENTIAL THAT WE KNOW WHAT CLASSIFIES AS MAJOR; EXAMPLES- FIGHTING OR PHYSICAL AGGRESSION AND SWEARING AT A STAFF MEMBER WOULD CLASSIFY AS MAJORS. SEE MATRIX BELOW

## Behavior Management Procedures Tier 2

**These interventions generally serve 15% of the population. As guide, Tier 2 should be serving 15-20 students per team (double in 8th grade).**

Tier 2 interventions are more intensive pieces put into place for students that are still struggling with behavior that are mostly performance based. Simply put, the student has the capability, but is not performing. Tier 2 responses are not individualized; rather they are a system of pre-established supports that can be put into place. These will be facilitated by the team behavior coordinator.

Examples include:

**Peer Mentor Groups  
Check in/Check Out  
Tier 2 Behavior Classes  
HAWK Flock**

## Behavior Management Procedures Tier 3

**These interventions generally serve 5% of the population.**

Tier 3 interventions are the most intensive pieces put into place for students that are still struggling with behavior that are identified as skill based. Simply put, the student may not have the tools needed to perform the desired behavior at high levels. Tier 3 responses are very individualized and can be time intensive for the staff. It is essential that Tier 1-2 options have been exhausted before proceeding to this level.

**Interventions Include   
Behavior Action Plan  
Behavior Contract  
Counselor Referral  
Check and Connect  
Behavior Coach Observations  
Counselor Observations  
Mentoring with Teammates (Adult Mentor)  
Contact AEA and School Psychologist for consultation  
Perform a functional behavior assessment   
Develop a behavior action plan  
Special Education recommendations**

## Communication

Lack or unclear communication has led to times of frustration and anxiety for staff members, especially in the area of behavior management. We will try our best to communicate clearly and concisely. However, we will sometime fail in this area. As we work in this area, keep our building commitments in mind.

**1. Keep calm and teach middle school! (Urgent things scream. Important things whisper.)**

**2. Keep the main thing the main thing (Don’t sweat the small stuff)**

**3. No Surprises**

**4. Assume positive intent**

**5. Disagree then commit**

**6. Loyal to the absent**

It is the goal of Hoover Middle School to be transparent as much as possible on behavior concerns to provide consistency in our approaches with students.

**Communication Expectations for Administrators**

1. Will provide grade level teams the appropriate information needed about pertinent behavior issues.

2. Will issue out a daily email report to grade level teams about students behavior issues, points of emphasis, ISS/OSS/WEB-C, behavior contract updates, and a log of intervention referrals for the day.

3. Will utilize face to face communication with staff to keep updated and answer questions as appropriate

**Communication Expectations for Teachers and Staff**

1. Will notify the grade level administrator immediately via the office of any major referrals being sent to intervention.

2. Will be proactive in contacting administrators for assistance with students to avoid escalations that will result in major referrals or trips to Intervention

3. Will always contact the office via phone immediately for any referrals to intervention

4. On all Infinite Campus referrals, make a phone call home by the end of the business day and log on the referral. Use judgment on Pause and Safe Seat for parent contact. Just use this overriding philosophy….. “If I were the parent, would I want to know?”

5. To minimize email traffic to teams, behavior concerns that need to be sent out to the team should be sent to the grade level administrator who will add it to the daily update.

5. Staff will voluntarily fill out the climate and culture survey with any concerns with special emphasis on the behavior section to give the leadership feedback for improvement. There will be a quarterly survey that will be expected to be taken by all staff members for climate and culture feedback.

## Unfavorable Consequences and Restitution

The descriptions and procedures for unfavorable consequences are listed below. The end in mind is to provide learning opportunities, remediation to make the world a better place, provide unfavorable consequences to encourage the student to make better choices, and provide time for staff to develop new solutions to persistent behavior issues.

**Detention**

Hoover Middle School will now have an everyday detention room held in the media center from 2:30-3:30. This is in addition to classroom detentions which may be held by teachers for enforcement of classroom and team procedures. Note: There is no longer lunch detention at Hoover unless utilized by a classroom teacher. It is permissible for a teacher to utilize lunch detention for a small group of students as needed. It is not permissible to keep an entire class in lunch detention.

***Procedures for detention***

1. Office Detention will primarily be used as an office managed consequence for majors and other persistent behaviors.

2. Office Detention may be used by teachers on as needed basis with administrative permission. See your grade level administrator if you need to utilize an office detention. Teachers utilizing this will be responsible for contacting parents and making transportation arrangements for the student.

3. Detention each night will be capped at 10 students. A waiting list will be utilized to accommodate all students who owe detention time.

4. Students who skip detention will have their owed time doubled for their violation and then escorted to the detention room by an administrator for their next session. Students with outstanding detention time will not be allowed to attend reward events such as dances, fun nights, PBiS celebrations, or assemblies.

3. Wednesday will be Community Service day for selected students where they will be taken around the building to assist the custodial staff. This limit for this day shall be 5 students.

**Suspensions**

The philosophy of suspension at Hoover Middle School is to remove a student who is a material disruption or safety concern for a temporary amount of time to allow staff to develop an action plan to modify and teach appropriate behaviors. Suspension is not to be utilized as punishment or as an unfavorable consequence as it is rarely effective in this manner.

***In-School Suspension***

ISS may be utilized for students who have demonstrated blatant disrespect towards staff, have multiple referrals to intervention in one day, a step on a progressive discipline plan, and some minor physical altercations. It will also be used as a reentry tool for students with multiple days of out-of-school suspension. ISS will also be utilized at the discretion of the administration. It is the philosophy of the Hoover Administration to utilize ISS whenever possible as an alternative to out of school suspension.   
We now have 2 separate rooms for Intervention and In-School Suspension but only one supervisor. However, if more than 2 students are serving ISS at the same time, another adult will be assigned to assist the intervention monitor.  
  
**Procedures and Expectations**

1. Quiet and respectful atmosphere. No peer to peer talking.

2. No use of computers or electronic devices in the intervention room.

3. Student will be seated and showing body basics.

4. Student will work on paper homework and read quietly if possible.

5. The student’s time in ISS is not to replicate or replace classroom instruction; it is the expectation that the student will have makeup work when they return to class.

6. Violation of ISS expectations may result in OSS or additional detention time.

7. Failure to pass the expectations of the ISS room may result in reserving the time.

8. ISS is normally monitored by the intervention supervisor. In the event there are more than 2 students in ISS, an additional adult will be assigned to supervise to maintain expectations.

***Out of School Suspension***

OSS may be utilized for the same reasons as ISS at the discretion of the administrator. It will be utilized specifically for students who are demonstrating unsafe behavior within the school environment that would include but not be limited to egregious physical altercations, blatant fighting, weapons, illegal substances, or other violations similar in nature.

**Procedure**

1. Students who are issued OSS will be sent home with a parent or guardian as soon as possible. Students awaiting rides home will be held in the intervention room and only allowed to retrieve personal items from lockers with adult escort.

2. Students who are issued OSS are not allowed to ride buses home.

3. Students with one day or less of OSS will be given reentry to class upon their return. Students with multiple days of OSS will reenter through the ISS system.

## Expectations

**Hallway and Common Area Expectations**

This has consistently been identified by students and staff as an area of concern. The behavior of students at Hoover in the hallways must be safe, orderly, and fall within our vision.

**Students**

See “I Lead” and “We Lead” Behavior for expectations

Consequences-Adults should utilize positive redirects to encourage appropriate behavior in the hallways and common areas. Visibility by adults is key. When a student(s) are engaged in inappropriate behavior in the hallway that is beyond redirection, they should be sent to the nearest safe seat. If in the office, counseling center, or cafeteria, safe seat will be in the intervention room. Depending on the situation, contact your administrator for assistance. If the student refuses to comply and walks away, contact your administrator immediately.

**Staff Expectations**

It is the expectation that all staff members are reporting to passing time duty at their door location by 7:35am, for the entire 3 minute passing period during the day, and until 2:45pm at the conclusion of the day. Some staff members have been reassigned to different door locations due to need. Exceptions would be literacy teachers during blocks, strategists in transit, and personal breaks.

Staff members are expected to actively reinforce expectations. Passing time should be a time of interaction with students, not other adults.

**Administration Expectations**

It is the expectation of the administration to monitor student and adult behaviors. Staff not meeting expectations for hallway duties will be coached on what is needed. When necessary, compliance will be utilized to reach our building outcomes.

**Building Assistance Team-PBiS Committee**

Each grade level team shall have one person who is not the team leader designated at the behavior coordinator. This person’s role is to coordinate the behavior action plans and lead the portions of the team meetings designated BAT (building assistance team) time. This coordinator will also attend a weekly 30 minute meeting to discuss Tier 1 and 2 interventions (this time is compensated).

**Behavior Action Plans**

Behavior Action Plans will be utilized for students who are moved to tier 3 of the PBiS matrix. Plans will follow the menu options provided and documentation will be made on the appropriate Google Doc. All behavior/attendance contracts will be documented on the BAP as well. Training will be provided to the team leaders and behavior coordinators on how to properly utilize this tool. This will be the first step towards problem solving for the AEA. As a general rule, no more than 3-5 students per team should be on a BAP at any given time. Each BAP will assigned to a team member to personally oversee and supervise to better delegate the workload.

**Violence/Fighting/Physical Aggression**

These behaviors will be subject to the most serious unfavorable consequences and loss of privileges. Proactively, Hoover Middle School will utilize the system of “Mentors in Violence Prevention” that will provide ongoing training to give students alternatives on how to react to situations where violence could occur and what to do. It is a comprehensive student led system that will help to change the culture of how fighting and violence are perceived by students.

Please see below for a description of the difference between physical aggression and fighting. This is simply a guideline and context can obviously alter how the situation is handled.

**Physical Aggression**  
Defined as events of 1 person towards another. Example: Billy slaps Johnny, but Johnny doesn’t do anything back.

**Fighting**  
Defined as an event that has at least two participants. Billy slaps Johnny who punches him back.

Fighting and Physical Aggression Consequences (These are simply guidelines. Each case is handled individually).

**1st Violation**  
1-3 day suspension (OSS/ISS or combination)-purpose is to allow the team to develop a safety plan and modification of routines to prevent the behavior reoccurring

Development of a safety plan/behavior action plan-in conjunction with the team and administration, a safety plan will be developed that will address the underlying conditions that contributed to the event. Appropriate interventions from the behavior action plan menu will be utilized.

Loss of privileges connected to the event documented in the safety plan (i.e. Fight during passing time, alternate passing. Fight in the lunch room, eat in the office. Fight in the bathroom, escorted by staff for bathroom privileges. Fight after school, forced to leave grounds five minute early each day. Etc)

Parent meeting with administration and the school resource officer. SRO contact can range from counseling to charges depending on the severity of the event. Fighting will always result in some level of law enforcement contact)

Automatic enrollment into the behavior social/behavior skills SOAR for the remainder of the quarter (may require a schedule change).

**2nd Violation**

Placement at WEB-C (1-3 day placement) for team to determine appropriate modifications for the safety plan

More restrictive placement consideration (WEB-C, adult escorts, PLATO, modified schedule, etc)

Beginning of problem solving process and consultation with AEA

Consideration of loss of all unstructured time within the school day

Continuous enrollment in the social/behavior skills class for the remainder of the school year

**Subsequent Violations**

Suspension (Length may vary)

Consideration of long term alternative placement  
  
Outside counseling service recommendation  
  
Recommendation for expulsion in serious offenses  
  
More serious contact with Law Enforcement

***Procedural Points of Emphasis***

We never utilize the hallway to house unsupervised students. If a student needs to leave the classroom, they must report to their safe seat location.

Pause and Safe Seat should be used only after multiple positive redirections. Pause and Safe Seat should generally handle the majority of classroom behavior concerns.

If a student refuses to move to Pause for the Cause then offer Safe Seat. If the student still refuses contact the office for an administrator or counselor to make contact. While waiting for the office contact, resume instruction to take emphasis off the student in question.

Rationale: Many students have realized the procedure for refusing Pause or Safe Seat is automatic office referral which is feeding escape behaviors. Often, an administrator or counselor can make contact in the hallway or Safe Seat to redirect the student or make a decision point on if the student can continue while allowing the teacher to continue instruction.

**Summary**

At Hoover Middle School, we know that our Influencing the World, Serving Others, and Saving Lives is our vision and moral imperative. To that end, we must honor our DNA by maintaining a culture of excellence, demonstrate leadership, do what is best for kids, and become a family. For behavior, the family piece is essential; we must always demonstrate love and kindness to our students, even when this is very difficult. We must always remember they are children who make mistakes; we must always remain calm in the face of adversity; we must demonstrate to them the type of people they want to be. This all starts with relationships which are foundationally built in the classroom; if a student isn’t in your classroom, they are losing not only the instruction, but the ability to build a relationship with you. We must find ways to keep kids in our classes to build the relationships it takes to make learning possible.

“As a teacher, it is not important if the kids like you. It is essential. Kids don’t learn from people they don’t like.” - Anonymous