



E.T. Wrenn Middle School
PBIS
Discipline and Behavior
Handbook
2014-2015

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What is PBIS?

PBIS stands for Positive Behavior Interventions and Supports. Established in 2001 in response to Texas Legislation, the Texas Behavior Support Initiative (TBSI) was designed to build capacity in Texas schools for the provision of positive behavior support (PBIS) to all students. The goal of PBIS is to enhance the capacity of schools to educate all students, especially students with challenging behaviors by adopting a sustained, positive preventative, and instructional approach to school-wide discipline and behavior management. This approach focuses on giving priority to teaching and encouraging positive school-wide behavioral expectations, and increasing school capacity to support sustained use of empirically validated practices.

The purpose of developing a School-Wide Positive Behavior Support (SW-PBS) is to create a systematic approach to that will help the campus achieve academic and social goals. The systems approach considers the needs of the individual student, classroom management and instruction, school-wide behavioral expectations and supports, and district support. The purpose of this handbook is to develop an understanding of the rules and expectations of E.T. Wrenn Middle School. The handbook is a tool that should be utilized throughout the school year.

Positive Behavior Support Defined

School-wide Positive Behavior Support (SW-PBS) is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned and is related to immediate social environmental factors, and can be changed. SW-PBS is based on the idea that students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback, and encouragement.

Key features of SW-PBS include:

- Administrative leadership
- Team-based implementation
- A clear set of defined positive expectations and behaviors
- Teaching of expected behaviors
- Recognition of meeting expected behaviors
- Monitoring and correcting errors in behaviors
- Using data-based information for decision-making, monitoring, and evaluation

Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

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 is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following 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.

PBIS Timeline

2008-2009

- ❖ Staff commitment
- ❖ PBIS Team created
- ❖ Common Area Posters-teacher made
- ❖ Parent/Staff/Student Surveys
- ❖ 1st year PBIS training @ Region 20

2009-2010...continued w/above

- ❖ Blue line in hallways
- ❖ CHAMPS Training
- ❖ Common Area Posters-professional
- ❖ Parent/Staff/Student Surveys
- ❖ Caught Being Great Hornet Bucks/Hornet Store
- ❖ Teachers Caught Being Great
- ❖ 2nd year training @ Region 20

2010-2011...continued w/above

- ❖ Hornets' Nest VIP lunch passes
- ❖ "Caught Being Great" Volume 1 for teachers
- ❖ 3rd year training @ Region 20

2011-2012...continued w/above

- ❖ HIVE
- ❖ Hornet Tokens in denominations
- ❖ PBIS Handbook

Systems Approach

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems.

The diagram below illustrates how these key elements work together to build a sustainable system:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

Campus Vision & Beliefs

The vision of our campus is to be a premier middle school preparing students for any challenge in life by guaranteeing excellent education to all students. Our goal is to create an inviting and safe campus by establishing guidelines that will achieve success.

- We the stakeholders, including administration, teachers, support staff, paraprofessionals, custodial staff and parents are responsible for managing student behavior.
- We will clearly define our expectations for responsible behavior in all school settings. We will teach students the expectations routinely, model behavior expectations and be consistent in the implementation so that students will be able to self-manage their behavior.
- We will provide positive feedback to students when they are meeting expectations and following the guidelines for success and we will provide rewards.
- We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
- We will work collaboratively to solve behavior problems that are chronic or severe in nature.
- We hold each other accountable for the implementation of the campus discipline plan.

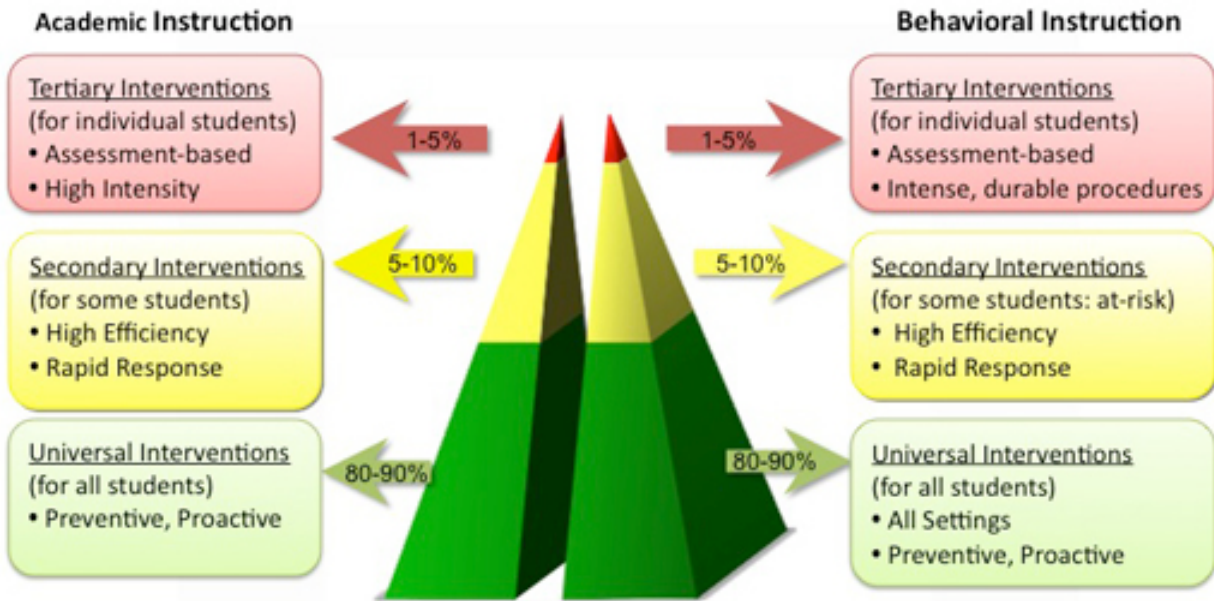
PBS 5 Guiding Principles



1. ***Define*** the behavior you want...what does it look and sound like?
2. ***Teach*** the behavior you want to the students and staff!
3. ***Encourage*** the behavior you want...from staff and students!
4. ***Supervise*** student behavior. **PROTECT, EXPECT, CONNECT!**
5. ***Correct*** student behavior. **CALM, BRIEF, RESPECTFUL!**

3 Tiered Model

Designing Schoolwide Systems for Student Success



Tier I – Universal Interventions
(All Students)
All Settings
Preventative & Proactive

Tier II – Secondary Intervention
(For Some Students: At-Risk)
High Efficiency & Rapid Response

Tier III – Tertiary Interventions
(For Individual Students)
Assessment Based
Intense, Durable Procedures

Motto

H-I-V-E

Helping 
Integrate
Values in
Education

E. T. Wrenn Middle School's Guidelines For Success



Be Responsible



Be Respectful



Be Prepared

THE HIVE CAFETERIA GUIDELINES



★ Bee Respectful

- Use indoor voices
- Wait your turn in Line
- Be Courteous to Cafeteria Staff

★ Bee Responsible

- Stay seated at assigned table
- Clean up after yourself
- Put up tray/Push Chair In
- Raise your hand if you need attention

★ Bee Prepared

- Get your utensils/
condiments/napkins
and snack items
before being seated.



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THE HIVE GUIDELINE FOR RESTROOM USE



**In 2
minutes
or less...**

- **USE**
- **FLUSH**
- **WASH**

...and back to class.



Behavior Matrix

<i>E.T. Wrenn Middle School Behavior Expectation Matrix</i>					
Location ⇒ Expectations ↓	Hallways	Cafeteria	Hornet's Nest	Restrooms	Classroom
Be Respectful	<ul style="list-style-type: none"> • Use indoor voices • Greet & Go • Walk & Talk • Hands, feet, & objects to yourself 	<ul style="list-style-type: none"> • Use Indoor Voices • Wait your turn in line • Be courteous to cafeteria staff 	<ul style="list-style-type: none"> • Greet everyone who may walk through • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Keep feet on floor • Keep water in sink • Wash hands 	<ul style="list-style-type: none"> • Use indoor voices • Raise your hand • Don't interrupt • Honor school and other's property
Be Responsible	<ul style="list-style-type: none"> • Follow school dress code • Get to class on time • Honor school & personal property • Walk on the right side 	<ul style="list-style-type: none"> • Stay seated at assigned table • Clean up after yourself • Put up tray/Push chair in • Raise your hand if you need attention 	<ul style="list-style-type: none"> • Stay in the nest • Keep the nest free of trash • Dispose of trash in the appropriate place 	<ul style="list-style-type: none"> • Knock on stall door • Give others privacy • Use quiet voices 	<ul style="list-style-type: none"> • Tuck IN • Pull UP • Sweaters Unzipped-Hoodies Off • Electronics out of sight
Be Prepared	<ul style="list-style-type: none"> • Bring materials • Bring attentive & positive minds • Complete assignments 	<ul style="list-style-type: none"> • Get your/ utensils/condiments /napkins and snack items before being seated 	<ul style="list-style-type: none"> • Return to class on time 	<ul style="list-style-type: none"> • Flush toilet after use • Return to room promptly • Report 	<ul style="list-style-type: none"> • Turn in homework • Complete Assignments • Keep materials on hand

				problems to an adult	
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Behavior Matrix

<i>E.T. Wrenn Middle School Behavior Expectation Matrix</i>					
Location ⇒ Expectations ↓	Arrival	Departure	Assemblies	Bus	Computer Lab
Be Respectful	<ul style="list-style-type: none"> • Use indoor voices • Go straight to class/assigned area • Keep electronics out of sight 	<ul style="list-style-type: none"> • Use Indoor Voices • Use appropriate language 	<ul style="list-style-type: none"> • Stay within personal space • Hands, feet, & objects to self • Respond with good manners • Sit quietly 	<ul style="list-style-type: none"> • Hands, feet, and objects to self • Stay in assigned location • Use appropriate language 	<ul style="list-style-type: none"> • Wait patiently for directions • Observe personal space • Quiet voices • Hands, feet, & objects to self

Be Responsible	<ul style="list-style-type: none"> • Follow school dress code • Hands, feet, & objects to yourself 	<ul style="list-style-type: none"> • Walk in a calm manner • Cross at crosswalk • Travel one way 	<ul style="list-style-type: none"> • Walk in quietly • Sit on bottom and face forward • Exit quietly with class upon signal 	<ul style="list-style-type: none"> • Backpack and materials ready • Enter and exit through assigned door 	<ul style="list-style-type: none"> • Care for computer equipment • Follow lab rules • Honor technology agreement
Be Prepared	<ul style="list-style-type: none"> • Bring materials • Have homework and other materials ready 	<ul style="list-style-type: none"> • Take necessary books and homework 	<ul style="list-style-type: none"> • Ask relative questions • Follow verbal direction from adults • Try to use the restroom before hand 	<ul style="list-style-type: none"> • Flush toilet aft 	<ul style="list-style-type: none"> • Bring Materials

[PBIS Video-Creating the Culture
http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx](http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx)

Staff Behaviors In the Hallway

- Staff will teach and review hallway expectations when requested as needed.
- Staff will monitor hallway behavior during each passing period.
- Staff will use a positive tone when addressing students in the hallway.
- Staff will give verbal praise to students when proper behavior is displayed.
- Staff will welcome students at their door.
- Staff will consistently issue hall passes including name time and location in which they are directed.
- Staff will issue Hornet Bucks to students who show expected behaviors.
- Redirect in a positive Manner

Staff Behaviors in the Cafeteria

- Staff will teach and review cafeteria expectations as needed.
- Staff will walk their class to their assigned tables and be sure all students are seated in their location before exiting.
- Designated staff members will monitor cafeteria during lunches at all times.
- Staff will use a positive tone when addressing students in the cafeteria.
- Staff will give verbal praise to students when proper behavior is displayed.
- Staff will issue Hornet Bucks to students who show expected behaviors.
- Staff must be prompt in picking up the students.
- Staff should wait for the administrator to call their class before exiting the cafeteria.
- All classes will exit the front or side cafeteria doors, no classes will exit the back stair well.

Staff Behaviors for Restroom Use

- Staff should never leave the classroom unsupervised.
- Staff will call the front office for coverage when needed.

Staff Classroom Expectations

Be Respectful

- Speak to students in a polite, calm voice
- Model expected behaviors
- Acknowledge every student in a positive manner

Be Responsible

- Be on time
- Take ownership “No Excuses”
- Safety
- Organization “Begin/End on Time”

Be Prepared

- Classroom Instruction
- Lesson Plans
- Materials & Resources

School Wide Corrective and Discipline Procedures

Wrenn MS will follow the EISD Discipline Management Plan.

DISCIPLINE MANAGEMENT PLAN:

In general, the Discipline Management Plan will be designed to correct misconduct and to encourage the adherence by all students to their responsibilities as citizens of the Edgewood community. The primary purpose of a campus Discipline Management Plan is not to punish the student. Rather its purpose is to instill in the student a sense of the student's responsibility to the Edgewood community, the school community, and to him or herself to grow into a productive adult. "Discipline" or "Disciplinary Action" must serve the purpose of instructing the student on the necessity of conforming his or her conduct to the expectations of the Standards for Student Conduct/Behavior. In determining what disciplinary action to implement in connection with a particular discipline incident, teachers and administrators will draw upon their professional judgment and experience and will utilize a range of discipline management techniques. Disciplinary action will be correlated to:

- 1) The seriousness of the offense,
- 2) The student's age and grade level,
- 3) The frequency of misconduct,
- 4) The student's attitude,
- 5) The effect of the misconduct on the school environments, and
- 6) Statutory requirements.

Because of these factors, discipline for a particular discipline incident (unless otherwise specified by law) may bring into consideration varying techniques and result in different responses.

Behavior infractions can be categorized as Stage I or Stage II infractions. These can also be relatively named as Classroom Managed or Office Managed.

Review of the Student Discipline Referral Process

STUDENT MISBEHAVIOR

IS IT TEACHER MANAGED OR OFFICE MANAGED?

Examples of Teacher Managed:

- Calling Out
- Dress Code
- Electronic Devices
- Food/Drink
- Language
- Lateness
- Dishonesty
- Preparedness
- Put Down
- Throwing
- Tone/Attitude
- Touching
- Work Refusal

Examples of Office Managed:

- Aggressive Behavior
- Bullying/Harassment
- **Chronic**/Repetitive Minor Infractions
- Drugs/Alcohol
- Fighting
- Gambling
- Physical Aggression/Contact
- Truancy
- Vandalism
- Weapons

TEACHER MANAGED

WILL I TALK ONLY OR WILL I TAKE CONCRETE ACTION?:

1. Talk only no paperwork
2. Concrete action-Stage I

THE DIALOGUE AND THE PAPERWORK

1. Teachers manage what they can, recognizing that behavior management will require dialog with the student.
2. Student is informed (dialogue) of: 1) problem behavior, 2) replacement behavior and 3) consequences of behavior.

3. Stage I is completed clearly and accurately.
[..\Discipline\Form F5-C Stage 1 Notification 10-9-12.docx](#)

- ***Teacher retains a copy of the stage I and should be filed in their local student folder***
- ***The student should take a copy home to be signed by parent. A phone call should be made to the parent.***
- ***All communication with parent should be documented and logged by the teacher.***

OFFICE MANAGED

If discipline is required from an administrator, it is then considered Office Managed. Discipline referrals should be sent via email to both assistant principals and carbon copied to the Principal. The assistant principal will process the referral in a timely manner.

[..\Discipline\Discipline Referral Form F5-B Rev 8-12.pdf](#)

The teacher should fill out the entire top portion of the referral and the administrator will complete the second portion beginning with “Action Taken.”

One of the most important components to the referral is the section that states “If this behavior has occurred before, what the referring person did about it.” This is especially important if the referral is regarding insubordination, chronic misbehavior, multiple stages, or disruption of the classroom. **Dates should be notated next to the applied action. All referrals must be sent via email on the same date that the incident occurred.**

Remember never to use the name of another student (other than the referred student) in your description. The referral will be returned and processed via email. The administrator will also email any documented case managers so that they will be in the know in regard to behavior. This is part of the RTI process (Tier II and III).

ISS

There will be no In School Suspension during the first three weeks of school. This is a time for building relationships, routines and procedures. **The ISS teacher will send a request for work if the student will be in ISS for more than one day. Teachers are expected to send work and effectively communicate with ISS teacher regarding instruction, classwork, homework, etc.** All special education and case managers will be expected to service their students as necessary in ISS. There will be a log in the ISS classroom for all visitors to sign in.

Uniform Policy

Uniform Shirts:

White or green uniform polo shirt without any logo
3-4 buttons maximum and it is required they be tucked in to the pant or skirt

If you wear an undershirt it should be a solid, plain white undershirt

No logos or brand signatures are to show through the shirt

Uniform Pants:

Blue or Khaki pants, shorts, or skirts

Uniform pants or shorts should not be more than 1 size too big or too small for your body

Uniform pants should be the appropriate length

A belt is required for boys - no metal or decorations

Four pockets maximum

No cargo pants

Sagging is not allowed

Spirit Shirts

Will be **worn only on Spirit Day**

Can be purchased through the athletic department

Spirit day is the last day of the school week

Spirit shirts are any Wrenn logo shirt such as athletics, Student Council, NJHS, etc.

Spirit shirts may be worn with appropriate jean pants

The jean pants must be without decorations and/or tears

College Day

College shirts can be worn every Monday

Must be worn with uniform pants/shorts or skirt

Must be of appropriate size for all t-shirts and polo shirts

Must have sleeves

Additional Information

If your uniform is deemed inappropriate, you will have the opportunity to correct it. If this is not done in a timely manner, students will be sent to On Campus Suspension until it can be corrected.

No part of the uniform including the undershirt, the belt, the shoes, the jacket, the pants or the shirt should have any sort of logo inappropriate to our school environment.

****Additional policies can be found in the Wrenn 2014-2015 Student Policy and Procedures Parent/Student Letter****

Restroom Policies

Teachers are expected to keep a restroom log for their classroom. Students should document the date and time of their coming and going. Students should remain in the classroom during the first and last 15 minutes of the class. There will be one restroom available for student use during transition. That restroom will be the boys and girls upstairs restrooms near the social studies wing. Use your professional discretion when allowing students to go to the restroom. Below is a sample of a restroom log if you would like to print.

E.T. Wrenn Middle School

Class Restroom Journal **Restroom use is not permitted the first 10 minutes and the last 10 minutes of class.**

Teacher: _____
Room #: _____

Student Name	Date	Time Out	Time In
Johnny Latrine	9/10/06	8:05 am	8:08 am

Transition Activities

One of the most important components to positive behavior is STRUCTURE. **STOIC** represents five variables you can experiment with to try to guide students toward the goal of respectful, responsible, motivated behavior.

S Structure

T Teach
expectations

O Observe

I Interact positively

C Correct fluently

Therefore, it is expected that you have a transition activity for the beginning and end of your class. Students should know that when they enter your class room there will be an instructional expectation for them. There should also be a closing expectation such as some form of formative assessment and/or closing to the lesson cycle.

INCENTIVES

Teacher Incentives

Jeans Passes
VIP Parking
Teacher of the Month
Luncheons
Birthday Recognitions

Student Incentives

Hornet Bucks
Pep Rally
Dances
Dress Down Days
Hornet Store
Hornet's Nest
Raffles
Birthday Recognitions

HORNET BUCKS

Teachers will receive 40 hornet bucks in their boxes each Monday. If you need more, there should be some for grab so in the front office. Please discuss a process for distribution with your content PBIS representative.

TBA...

Process of Distribution of Hornet Tokens

