



**Monroeville Local Schools**  
**PBIS Program Parent's Guide**

Created by the Monroeville Local Schools PBIS Team March 2017



# What is PBIS?

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

## 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?"

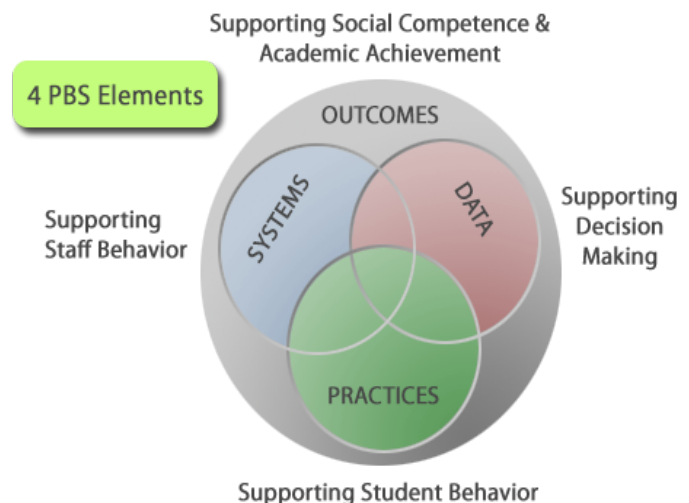
In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when 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.

## What is a systems approach in school-wide PBIS?

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 schoolwide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in schoolwide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems.

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





# Monroeville PBIS

## 3 Components of PBIS:

*Teaching* appropriate behavior in **ALL** settings.

*Interventions* when behavior expectations are not met.

*Recognition* when behaviors are met.

**These 3 Components will be achieved by teaching and modeling the behaviors outlined in the following matrix:**

		S Strive To Do Your Best	O Own Your Actions	A Always Work Together	R Respect Yourself & Others
Bus 0-2		<ul style="list-style-type: none"> <li>Listen to bus driver</li> <li>Stay in assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate language</li> <li>Follow bus rules</li> <li>Keep bus clean</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Remind others to stay in seat and use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Obey driver</li> <li>Keep hands and feet to yourself</li> <li>Use quiet voices</li> </ul>
Classroom 0-3		<ul style="list-style-type: none"> <li>Work hard</li> <li>Have supplies</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be honest</li> <li>Follow classroom rules</li> <li>Complete work neatly and on time</li> <li>Takes care of school property and materials</li> </ul>	<ul style="list-style-type: none"> <li>Works and plans to solve problems</li> <li>Share ideas and materials</li> <li>Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Follow directions properly</li> <li>Be considerate</li> <li>Use polite words</li> </ul>
Restroom 0-1		<ul style="list-style-type: none"> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Keep restroom clean</li> <li>Flush</li> <li>Wash hands with soap</li> <li>Use water and paper towels wisely</li> </ul>	<ul style="list-style-type: none"> <li>Remind others to flush, wash, and take turns using the sink</li> </ul>	<ul style="list-style-type: none"> <li>Talk quietly</li> <li>Respect privacy</li> </ul>
Cafeteria 0-2		<ul style="list-style-type: none"> <li>Stick with your lunch choice</li> <li>Wait patiently and quietly in line</li> </ul>	<ul style="list-style-type: none"> <li>Be neat</li> <li>Talk Quietly</li> <li>Stay in seat</li> </ul>	<ul style="list-style-type: none"> <li>Pick trash up in and around your area</li> <li>Stay in personal space</li> </ul>	<ul style="list-style-type: none"> <li>Listen to monitors</li> <li>Use good manners</li> </ul>
Hallways 0		<ul style="list-style-type: none"> <li>Walk on the right side, facing forward</li> <li>Walk quietly</li> <li>Follow the rules</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Remain quiet</li> </ul>	<ul style="list-style-type: none"> <li>Stay in single file line with class</li> <li>Lead by example</li> </ul>	<ul style="list-style-type: none"> <li>Listen to teachers</li> <li>Respect the personal space of others</li> </ul>
Playground 0-4		<ul style="list-style-type: none"> <li>Use good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Report all dangerous problems</li> <li>Keep the area clean</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Share</li> <li>Include others and be a friend</li> <li>Work together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your personal space</li> <li>Treat others as you would like to be treated</li> <li>Use equipment properly</li> </ul>
School Events (Assemblies, Field Trips, Speakers) 0-4		<ul style="list-style-type: none"> <li>Practice good listening</li> <li>Be a good role model</li> <li>Represent Monroeville well</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults in charge</li> <li>Follow directions promptly</li> <li>Be on time and in the proper place</li> </ul>	<ul style="list-style-type: none"> <li>Lead by example</li> <li>Use of quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Be considerate of other's space</li> <li>Sit quietly and appropriately</li> <li>Keep hands, feet and objects to yourself</li> </ul>

**The numbers along the left column, under each location, represent the designated voice levels for that area. The numbers range from 0 being silent to 4 being outside voices.**

**All behavior expectations will be posted throughout all student spaces. Students will be taught expected behaviors at the start of the school year and will be reinforced throughout the entire year. Students will be rewarded for positive behaviors.**



# Rewards & Discipline

## Eagle Rewards

Students may earn **Eagle Rewards** daily.

**Eagle Rewards** should be turned into Eagle Headquarters **EVERYDAY**.

Students that earn **Eagle Rewards** will be announced daily and may come down to the office for an “**I SOARED TODAY**” slip or sticker and a choice of a prize, coupon or spirit stick.

Students that earn **Eagle Rewards** will also have their names entered to win **SOAR** prizes at the quarterly celebration assemblies.



## Eagle Discipline

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important to us that we are respectful of students in our disciplinary responses.

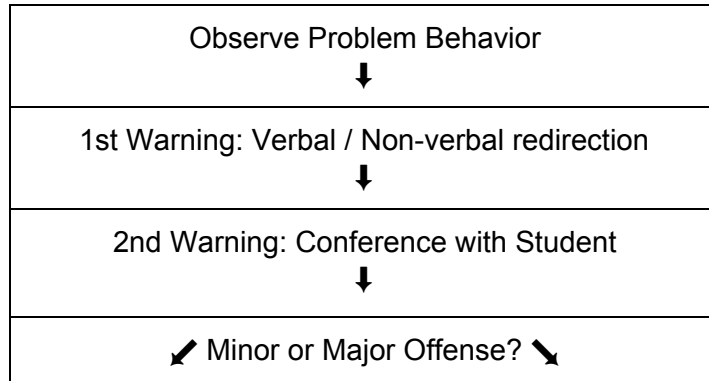
Consequences will focus on teaching, remediation, or redirection and will always be relevant to the offense. In providing fair, immediate and consistent consequences, students will have a clear understanding of what is expected.

Ultimately, when considering consequences, keeping students in their classrooms should be our top priority, as students cannot learn, grow and achieve, if they are not present during instruction.

See the following pages, which include our PBIS Decision-Making Flowchart and Discipline Referral Form, for more details about our discipline and consequences system.



# Decision-making Flowchart



<p>Complete Discipline Referral Form</p> <p>Use Classroom Consequence</p> <p>↓</p>	<p>← <b>MINOR OFFENSE</b> (Classroom Managed)</p> <p>Disrespect of teacher Disrespect of other student(s) Disrespect of environment Talking out in class Not following directions Horseplay / dangerous activity Playground / cafeteria violation Lying Inappropriate language Physical contact Slander Misuse of Tech - Off-Topic, Students Chatting, etc.</p>	<p><b>MAJOR OFFENSE</b> → (Office Managed)</p> <p>Property damage Harassment / provoking others Profanity Forgery Cheating Theft Assault Defiance Threatening another person Misuse of Tech - Violence, Inappropriate Language, Pictures, Videos, etc. Use or possession of weapon, tobacco, alcohol and/or drugs</p>	<p>Complete Discipline Referral Form</p> <p>Send to office immediately if necessary</p> <p>↓</p> <p><b>Within 24 hours:</b></p> <p>Administrator conferences with student <b>-AND-</b> Consequence is determined and delivered <b>-AND-</b> Administrator notifies parents</p> <p>↓</p> <p><b>Within 5 days:</b></p> <p>Administrator meets with student(s) to follow-up with behavior expectations moving forward and possible future consequences if poor choices continue</p> <p>A meeting with the counselor MAY also be necessary</p>
<p>Continue with reteaching / reinforcement of expected behaviors</p> <p>Use SOAR language!</p> <p>↓</p>			
<p>Students with 3 referrals, in a quarter will make a phone-call to parents with teacher supervision</p> <p>Students with 6 or more referrals, in a quarter will be referred to the PBIS Team for a recommendation: -Principal Conference -Parent, Teacher, Principal, Student Conference -STARS Referral</p>			





# Discipline Referral Forms

<b>Monroeville Local Schools Discipline Referral Form</b>			
<b>Student Name:</b>		<b>Date:</b>	<b>Time:</b>
<b>Referring Facilitator:</b>	<b>Homeroom Teacher:</b>	<b>Grade:</b> K 1 2 3 4 5 6 7 8 9 10 11 12	<b>Others Involved:</b>
<b>Location of Offense:</b> Classroom Hallway Restroom Cafeteria Playground Special Bus School Event Arrival/Dismissal			

Minor Offense (Classroom Managed)	Major Offense (Office Managed)
<input type="checkbox"/> Disrespect of teacher <input type="checkbox"/> Disrespect of other student(s) <input type="checkbox"/> Disrespect of environment <input type="checkbox"/> Talking out in class <input type="checkbox"/> Not following directions <input type="checkbox"/> Horseplay / dangerous play <input type="checkbox"/> Playground / cafeteria violation <input type="checkbox"/> Lying <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Slander <input type="checkbox"/> Misuse of Tech (Off-topic / Students chatting) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment / provoking others <input type="checkbox"/> Profanity <input type="checkbox"/> Forgery / Plagiarism / Cheating <input type="checkbox"/> Theft <input type="checkbox"/> Assault / Threat of Violence <input type="checkbox"/> Defiance <input type="checkbox"/> Threatening another person <input type="checkbox"/> Use / possession of a weapon <input type="checkbox"/> Use / possession of tobacco / alcohol / drugs <input type="checkbox"/> Misuse of Tech (Language / Pics / Violence) <input type="checkbox"/> Other: _____
<b>Minor Offense Consequence:</b>	<b>Major Offense Consequence:</b>
<input type="checkbox"/> Loss of privileges: _____ <input type="checkbox"/> Conference with student <input type="checkbox"/> Time-Out / Separated seat or area <input type="checkbox"/> Restitution and/or apology <input type="checkbox"/> Detention <input type="checkbox"/> Parent contact	<input type="checkbox"/> Loss of privileges: _____ <input type="checkbox"/> Restitution / Community Service <input type="checkbox"/> Detention <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Friday School <input type="checkbox"/> In-School Restriction <input type="checkbox"/> Out-of-School Suspension
<b>POSSIBLE MOTIVATION:</b> <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain object/activity <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid peer <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____	<b>Date of Consequence Served:</b> <b>Facilitator / Administrator Comments:</b> <b>Facilitator Signature &amp; Date:</b> <b>Parent Signature &amp; Date:</b>

**ELEM:** Bottom copy to Student > Duplicates to Mrs. Stieber > Mrs. Stieber will separate to HR Teacher & SWIS Entry Person  
**JR/HIGH:** Bottom Copy to Student > 2nd Bottom Copy stays with Referring Facilitator > Final Copy to Mrs. Meyer

To Be Completed By SWIS Entry Person:	
<input type="checkbox"/> 3rd Referral <input type="checkbox"/> Supervised Phone Call to Parents <input type="checkbox"/> ELEM ONLY: Notice sent to HR Teacher?	<input type="checkbox"/> 6th Referral <input type="checkbox"/> Notice to PBIS Team <input type="checkbox"/> ELEM ONLY: Notice sent to HR Teacher?

<b>Monroeville Junior High Discipline Referral Form</b>		
<b>Student Name:</b>		<b>Date:</b>
<b>Referring Facilitator:</b>		<b>Grade:</b> 7 8
<b>Location of Offense:</b> Classroom Hallway Restroom Cafeteria Playground Special Bus School Event Arrival/Dismissal		

Offense:	
<input type="checkbox"/> Minor Classroom Offense <input type="checkbox"/> Academic Dishonesty <input type="checkbox"/> Improper Social Acts <input type="checkbox"/> Dishonesty <input type="checkbox"/> Plagiarism	<input type="checkbox"/> Dress / Appearance <input type="checkbox"/> Throwing Objects <input type="checkbox"/> Insubordination <input type="checkbox"/> Misuse of Computers / Tech. Equipment <input type="checkbox"/> Major Classroom Offense
<b>Account of Events:</b>	<b>Compiled Offense Consequences:</b>
	<input type="checkbox"/> Warning <input type="checkbox"/> 3 Demerits = 1 detention <input type="checkbox"/> 5 Demerits = 2 detentions + Letter to parents <input type="checkbox"/> 10 Demerits = 3 detentions + phone call home <input type="checkbox"/> 15 Demerits = 4 detentions + Letter to parents <input type="checkbox"/> 20 Demerits = Referral to High School discipline policy <div style="text-align: right; font-size: small;">Office Use Only</div>
<b>POSSIBLE MOTIVATION:</b> <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain object/activity <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid peer <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____	<b>Date of Consequence Served:</b> Office Use Only <b>Facilitator / Administrator Comments:</b> <b>Facilitator Signature &amp; Date:</b>

**JR. HIGH:** Bottom Copy to Student > 2nd Bottom Copy stays with Referring Facilitator > Final Copy to Mrs. Wise

To Be Completed By SWIS Entry Person:	
<input type="checkbox"/> Team Consequences as seen above <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Loss of privileges: _____	<input type="checkbox"/> Friday School <input type="checkbox"/> In-School Restriction <input type="checkbox"/> Out-of-School Suspension



# Eagle Pledge



**WE ARE EAGLES.**

**EAGLES *SOAR* when we...**

**STRIVE to do our **BEST****

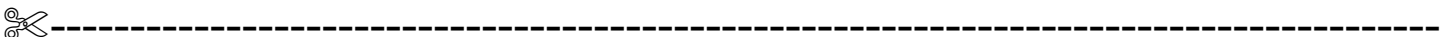
**OWN our **ACTIONS****

**ALWAYS work **TOGETHER****

**RESPECT **OURSELVES** and **OTHERS****

**I AM AN EAGLE.**

*Watch Me SOAR!*



Please sign this bottom portion, cut and return to school:

\_\_\_\_\_ **I have read and reviewed the Monroeville Locals Schools PBIS Program Parent's Guide.**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent/Guardian's Name

\_\_\_\_\_  
Date