



*School-Wide Positive Behavior
Support
(SWPBS)
and
No Bullying Plan
2011-2012*

**Walter J. Baird Middle School
School-Wide Positive Behavior Support (SWPBS)
2011-12**

The classroom management and discipline plan for Walter J. Baird Middle School has been developed using School-Wide Positive Behavior Support guidelines. An important part of the plan is teaching the expected behaviors in twelve specific areas of the school: classroom, gymnasium, cafeteria, restrooms, hallway, bus, media center, lab settings, special event/assembly, field trip, emergency procedures, and arrival/dismissal areas. See page 9 for Behavioral Expectations Matrix for each area. Reminding students of the expectations through re-teaching is also a part of the process throughout the school year. Students are rewarded to encourage compliance with the expectations, and offered incentive events throughout the year as another reward for following expectations.

School Wide Positive Behavior Support (SWPBS) is systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. SWPBS is a combination of effective practices that: teaches and encourages respectful, responsible behaviors and uses data continuously to support decision-making. It also creates an individualized, total school climate that supports staff and student behavior and encourages family engagement.

The outcomes of utilizing SWPBS are: increased instructional time, improved staff and student attendance, increased student proficiency, increased parent participation and partnerships, improved community involvement and support, and a decrease in staff turnover.

Every classroom teacher will develop rules and expectations for acceptable behavior for his/her classroom in compliance with the overall school plan. The rules and expectations will be communicated to the students and parents/guardians. The teacher will handle consequences for violations of the classroom rules. When inappropriate behavior from a particular student continues to occur or is a major event, an office referral form becomes necessary.

The Lebanon Special School District Middle Schools Office Referral Form (SWIS/ODR) will be used to record inappropriate behavioral events resulting in an office visit. Students will receive a copy to take home to parents of the referral, which provides information on the Problem Behaviors, Possible Motivation, Others Involved, Administrative Action, and Student Response. The problem behaviors are identified based on consistent definitions for the types of unacceptable behavior which result in office referrals. The information from the Office Discipline Referral (ODR) form is recorded on a web-based discipline site called School-Wide Information System (SWIS).

The three school-wide rules are: **Be Ready, Be Responsible, and Be Respectful**. The preferred method of handling student behavior will always be the positive approach, with rewards given to encourage and acknowledge students that are exhibiting the desired behavior. Office discipline referrals will be utilized when this approach has not been effective.

Walter J. Baird Middle School will promote an “Anti-Bullying” program. In order for students and parents to partner with the administration and teachers to establish this climate, it is important that all stakeholders understand what constitutes bullying.

What is Bullying?

Part of respecting and protecting one another is to know what our school defines as Bullying:

Verbal Bullying

Name calling; Insulting behavior that is hurtful, mean, or degrading to others.

Non-Verbal Bullying

Obscene gestures; Damaging property

Covert

Gossip, Rumoring, Social Isolation

Physical Contact

Pushing, Slapping, Grabbing, Punching, Kicking, Pinching, any behavior that might injure others.

Cyber bullying

Use of the internet, cell phones, social web sties, chat rooms or any other technology to send or post text or images intended to threaten, embarrass, humiliate, or intimidate another person. **Cyber bullying that interferes with the educational process at WB will be addressed. Incidents not related to school or effecting the school climate may be reported to the SRO Officer or local authorities.**

Please review this information with your child so that they will clearly understand behavior that does not support self respect or respect and protection of others. Behavior that is identified as bullying will be addressed based on the School-Wide Positive Behavior Program. Encourage your child to report incidents of bullying to a teacher, administrator, or the SRO officer. Our SRO (School Resource Officer) who works with us in cooperation with the local officials will be an integral part of our Anti-Bullying program.

	Be Ready	Be Responsible	Be Respectful
Classrooms	*Bring all needed supplies. *Be on time. *Take care of personal needs (water, restroom) prior to class.	*Use time wisely. *Ask for help when needed. *Take care of the materials and work space. * No writing on furniture or any school property. *Stay actively involved during the entire class period.	*Leave others' belongings alone. *Keep hands to yourself. *Use appropriate, non-offensive vocabulary and gestures. *Always listen when someone else is talking. *Raise your hand to be recognized.
Hallway	*Walk at all times. *Have hall pass, note from teacher, if not during transition.	*Talk in normal voice, no screaming, or yelling. *Show no public display of affection. *Refrain from horseplay.	*Leave room for people to come and go down the hallway. *Pick up anything that needs to be picked up to keep the hallway clean. *Walk on right side of hallway. *No contact with any student.
Cafeteria	*Move through line quickly. *Have money and lunch number ready. *Get utensils/all food items before being seated.	*Clean up any mess left. *Keep food on your tray. *Throw trash in the garbage.	*Be polite to lunchroom workers. *Wait until table is dismissed by staff. *Use indoor voices only to others at your table. *Visit/talk with only those at your table.
Restroom	*Use during break times to avoid class disruption. *Use designated facility.	*No horse play. *Notify staff member of any problem. *Leave when finished, do not congregate. *Use facilities as intended. *Be clean/wash hands.	*Flush after use. *Use restroom supplies appropriately. *Use trash receptacles. *Respect others' privacy. *Be quiet.
Gym	*Wear appropriate clothing/shoes. *Leave food and/or drinks outside. *No gum.	*Follow all safety rules. *Take care of all equipment and materials. *Be actively involved in directed events. *Listen carefully for directions.	*Listen and follow all directions. *Play safely and fairly.
Media Center	*Return materials on time. *Bring needed materials. *Listen for directions.	*Return items in same condition. *Put items back in appropriate place. *Ask for help when needed. *Use time wisely.	*Listen and follow all directions. *Enter and exit quietly. *Use whispering voice.
		9	
Computer Lab	*Use hand sanitizer. *Know password. *Listen for directions. *No food, drinks or gum.	*Sign in daily. *Stay on task. *Correctly log out. *use only the computer assigned to you.	*Handle equipment properly. *Be mindful of others' privacy. *Do not type with your pencil.
Science Lab	*Know and follow all lab rules. *Bring all needed supplies. *Wear appropriate attire. *Be prepared for teacher's instructions.		*Keep hands and feet to self. *Leave others' belongings alone. *Work quietly within your group and area. *Listen and follow instructions.
Emergency Drills	*Walk quietly. *Single file.	*Follow directions.	*Keep hands and feet to self. *Remain silent.
Athletic Events	*Use property as intended. *Leave others' belongings alone. *Dress appropriately. *Focus on directions given. *Have your ride here on time.	*Stay in designated area.	*Keep hands and feet to self. *Be ready to listen. *Speak to staff, students, and others appropriately. *Use appropriate, non-offensive vocabulary and gestures.
Field Trips/Special Assemblies	*Use indoor voice. *Follow directions.	*Give speaker full attention. *Listen.	*No running or pushing. *Keep hands and feet to self.
Arrival/Dismissal	*Be in dress code before entering the building and remain in dress code all day long. *Have all homework complete prior to arrival. *Have all materials needed for homework ready to take home. *Have dismissal arrangements before coming to school.	*Remain in assigned areas before and after school. *Bring written excuses for absences/tardies/ checkouts to office before school begins. *Arrive at school after 7:00 AM and before 7:50 AM. *Leave class only on the correct bell.	*Do not hang out in hallways after dismissal. *Respect bus drivers and all bus rules.
Bus	*Know and follow all bus rules. *Be on time at your stop. *Be ready to exit bus at your stop.	*Stay in assigned seats. *Notify the driver of any problems. *Keep bus clean. *Use normal voices. *Follow all rules of bus driver.	*Keep hands and feet to self. *Use appropriate, non-offensive language and gestures.
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LSSD MIDDLE SCHOOLS OFFICE REFERRAL FORM

Student Name _____ Referring Staff _____ Grade Level _____ Date _____ Time _____
 Parent _____ Address _____ Phone _____

Location

Classroom Cafeteria Media Center Bus Computer Lab
 Emergency Drills Restroom Arrival/Dismissal Other _____
 Hallway Gym Special event/assembly/field trip

Problem Behaviors (check the most intrusive)

MINOR	MAJOR	
<input type="checkbox"/> Defiance/disrespect/non-compliance	<input type="checkbox"/> Abusive lang/inappropriate lang.*	<input type="checkbox"/> Unauthorized Area/Off School Location
<input type="checkbox"/> Disruption	<input type="checkbox"/> Arson*	<input type="checkbox"/> Property Damage/Vandalism
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Bomb threat/False Alarm*	<input type="checkbox"/> Physical Aggression (Code as Unknown on SWIS)*
<input type="checkbox"/> Inappropriate verbal language	<input type="checkbox"/> Defiance/disrespect/insubordination*	<input type="checkbox"/> Skip Class/Truancy/Excessive Tardies
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Disruption	<input type="checkbox"/> Technology Violation
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Theft
<input type="checkbox"/> Tardy	<input type="checkbox"/> Fighting*	<input type="checkbox"/> Use/possession of Alcohol/Drugs/Tobacco*
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Harassment/tease/taunt	<input type="checkbox"/> Use/possession of combustible item*
<input type="checkbox"/> Forgery	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Use/possession of weapons*
<input type="checkbox"/> Extortion	<input type="checkbox"/> Bullying refer to Bullying plan	<input type="checkbox"/> Other _____

Possible Motivation

Obtain peer attention Avoid tasks/activities Obtain items/activities Don't know
 Obtain adult attention Avoid peer(s) Avoid adult(s) Other _____

Others Involved

None Peers Staff Teacher Substitute Driver Other _____
(code as Unknown in SWIS)

Description/details of Incident _____

Administrative Action

Conference with Student Parent Contact Saturday School Restitution
 Detention Time Out/Restrictions Expulsion Other _____
 Indiv. Instruction In-School Suspension Alternative Placement _____
 Loss of Privileges Out-of-School Suspension (code as Unknown on SWIS)

Level of cooperation: Admits fault Denies fault Implicates others Honest Dishonest

Comments _____

Student Response:

1. What code(s) did you break? (Check) Be Responsible Be Respectful Be Ready Other

2. What did you want?

I wanted attention from others. I wanted to be in control of the situation.
 I wanted to challenge adult(s). I wanted to avoid doing my homework/assignment.
 I wanted to be sent home. I wanted revenge.
 I wanted to cause problems because I feel miserable inside.
 I wanted to cause problems because the teacher / students (circle one) don't like me.
 I wanted _____

3. What other decisions could you have made that would have been better? _____

Student Signature: _____ Parent/Guardian Signature: _____

Administrator Signature: _____ Date: _____

Minor Problem Behavior	Definition
Defiance/disrespect/non-compliance	Student engages in brief or low intensity failure to respond to adult request, such as eye-rolling, tone of voice.
Disruption	Student engages in low-intensity, but inappropriate disruption such as pencil tapping, moving chair, talking out of turn, etc.
Dress Code	Student wears clothing that is not within the dress code guidelines – first offense.
Inappropriate verbal language	Student engages in low intensity instance of inappropriate language such as using derogatory expressions or inflammatory words.
Physical Contact	Student engages in non-serious, but inappropriate physical contact (i.e. mild pushes, elbowing, horseplay, hand holding or hugging).
Property Misuse	Student engages in low-intensity misuse of property. (Such as mishandling of books, writing on desks)
Tardy	Student arrives at class after the signal that class has started.
Technology Violation	Student engages in non-serious, but inappropriate use of cell phone, pagers, music/video players, camera, computer and internet.
Major Problem Behavior	Definition
Abusive/inappropriate language	Verbal messages that include swearing, name calling, or use of words to intimidate or humiliate.
Arson	Student engages in planning and/or participates in malicious burning of property.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and or pending explosion or damage to students and staff; student maliciously sets off false fire alarm.
Defiance/disrespect/ insubordination/ non-compliance	Refusal to follow directions of staff member; talking back, socially rude interactions; use of profanity to an adult.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code	Student wears clothing that does not meet the dress code guidelines set by the district; chronic violations.
Fighting	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, kicking, hair pulling, scratching).
Harassment/tease/taunt	Disrespectful messages (verbal or gestural) to another person that include threats, intimidation, obscene gestures, pictures, or text. May include text messaging and social network interactions. Negative comments based on race, religion, gender, age, and/or ethnicity, disabilities or other personal matters.
Bullying	Insulting behavior that is hurtful or degrading to others including verbal, non-verbal, covert and/or cyber-bullying. (see bullying policy)
Lying/Cheating	Responses that are deliberately untrue or misleading. Taking credit for work that is not the student's own, including plagiarism.
Unauthorized Areas/Off school location	Student is in unauthorized area; any area where he is not assigned at that time; out of pocket; or any area as determined by the school.
Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Physical Aggression	Actions that include pushing, shoving, threatening body movements, hitting with an object, throwing objects, etc.
Skip class/ truancy/excessive tardies	Student leaves class/school without permission/ stays out of class/school without permission. Excessive tardy is being late to school or class more than three (3) times and equals one (1) unexcused absence.
Technology Violation	Student engages in inappropriate (as defined by the school) use of cell phone, music/video players, camera, and/or computer or the internet.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Forgery	Student has signed a person's name without that person's permission.
Extortion	Extortion includes threatening, harming, or restricting the freedom of another in order to obtain property or services of that person.
Use/possession of Alcohol/Drugs/Tobacco	Student is in possession of or under the influence of alcohol. Student is in possession of or under the influence of illegal drugs; prescription drugs not prescribed for him/her; fake drugs presented as real drugs; distributing drugs in any manner to others. Use of or possession of any tobacco product on school property or at school events.
Use/Possession of Combustible Item	Student is in possession of or uses any substance or object readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, fuses, etc.).
Use/Possession of Weapons	Student is in possession of any weapon (gun, knife, knuckles, etc.) whether real or look-alike, or any other object readily capable of causing bodily harm.
Locations	Definition
Classroom	Any space used for regular instructional purposes.
Hallway	Areas designated for passing from activity/class to another.
Cafeteria	Area designated for the serving/eating of breakfast or lunch.
Restroom	Areas designated for students' personal needs.
Gym	Area used for physical education activities; assemblies.
Media Center	Area used for study, research, and checking out books or using computers.
Lab Setting	Area used for technology or science
Special Event/ Assembly/ Field Trip	Infrequent activities that occur in or out of school at designated times and places. Including outside activities and athletic event locations
Bus	Includes the bus vehicle itself as well as the bus stop while the bus is present.
Arrival/Dismissal	Includes morning and afternoon procedures for entering and exiting the building.
Emergency Procedures/Drill	In the case of a real emergency (tornado, fire, lockdown, etc.) or practice for such
Possible Motivation	Definition
Obtain Peer Attention	Student engages in problem behavior to gain the attention of peers.
Obtain Adult Attention	Student engages in problem behavior to gain the attention of an adult.
Avoid tasks/activities	Student engages in problem behavior to avoid certain tasks or to avoid certain activities.
Avoid peer(s)	Student engages in problem behavior to get away from or avoid peer(s).
Obtain items/activities	Student engages in problem behavior to gain items and/or activities.
Avoid Adult(s)	Student engages in problem behavior to get away from or avoid adult(s)
Don't Know	Student engages in problem behavior for unclear reasons.
Other	The possible motivation for referral is not listed. Staff will record possible motivation.
Others Involved	Definition
None	Student engaged in the problem behavior alone.

Peers	Student engaged in problem behavior with other students.
Staff	Student engaged in problem behavior with staff member.
Teacher	Student engaged in problem behavior with a teacher.
Substitute	Student engaged in problem behavior with a substitute teacher.
Driver	Student engages in problem behavior with a bus driver.
Other	Referring staff should identify other(s) involved such as parent, visitor, etc.
Administrative Action	Definition
Alternative Placement	Student may be assigned to the LSSD Alternative School Placement for a specified period of time. During that time, student may not be on the campus of any LSSD school or present at any LSSD event.
Conference with Student	Student meets with teacher, administrator, and/or parent (in any combination) to discuss and rectify the problem behavior.
Detention	Student is assigned time in a specified area away from scheduled activities/classes. May be before or after school or at lunch.
Expulsion	Based upon the decision of the Discipline Hearing Committee a student is dismissed from school permanently.
Individual Instruction	Student will receive individual instruction specific to his inappropriate behavior. Student may agree to specific behavior modifications for a specified time to rectify the problem behavior. (Behavior Contract).
In-school Suspension	In-school suspension is assigned in an area away from the regular instructional activities for a full day or more.
Loss of Privileges	Student will be unable to participate in or lose specified privileges. May include riding bus, parking, attendance at assembly, etc.
Other	Administrative decision not listed above. Specifics should be supplied on form.
Out of School Suspension	OSS is assigned only in extreme circumstances. Students will be prohibited from attending school for a designated period of time. Students may not attend any LSSD event and may not be on campus of any LSSD school during OSS.
Parent Contact	Contact with parent by phone, email, or in person to discuss the problem behavior and consequences.
Saturday School	Student will be assigned extra time to attend school on Saturday when Saturday School is in session
Time Out/Restrictions	Student may be given time away from his/her regular schedule in order to control problem behavior.

By signing below we are acknowledging that we have received and read the Walter J. Baird School-Wide Positive Behavior (SWPB) and No Bullying Plan. We fully understand the expectations, consequences and rewards of the plan and have discussed them with our child. We will encourage him/her to be an active, positive influence in the program, and we support the administration in its efforts to create and enforce the SWPB environment.

Parent/Guardian Signature: _____

Student Signature: _____

Date: _____

*Please sign after carefully reviewing and return **this page only** to your child's advisory teacher. After removing this page from the booklet you will want to keep the rest of the information for review as needed.