



Toppenish Middle School

PBIS Handbook

P	R	I	D	E
P ERSEVERANCE	R ESPECT	I NTEGRITY	S ELF- D ISCIPLINE	E XCELLENCE

Perseverance

Respect

Integrity

self-Discipline

Excellence



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TMS Mission

To achieve excellence at TMS, staff and students use self-discipline and integrity to strive for success in all areas of learning. Members of TMS incorporate respect, motivation, and engagement in the learning environment.

Together we persevere...

Together we succeed...

Together we are Wildcats!

TMS Vision

At Toppenish Middle School we empower and inspire students to be successful in maximizing their full potential so they become lifelong learners and respectful citizens.

PBIS/RtI Model

PBIS Introduction

Schoolwide Positive Behavior Interventions & Supports (SWPBIS or PBIS) is a proactive, systems-level approach that enables schools to effectively and efficiently support student (and staff) behavior. It is based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behavior. PBIS specifically asks schools to (1) identify clear and measurable outcomes; (2) collect and use data to guide their decisions; (3) implement relevant, evidence-based practices; and (4) invest in systems that will ensure that practices are implemented with fidelity and sustained over time.

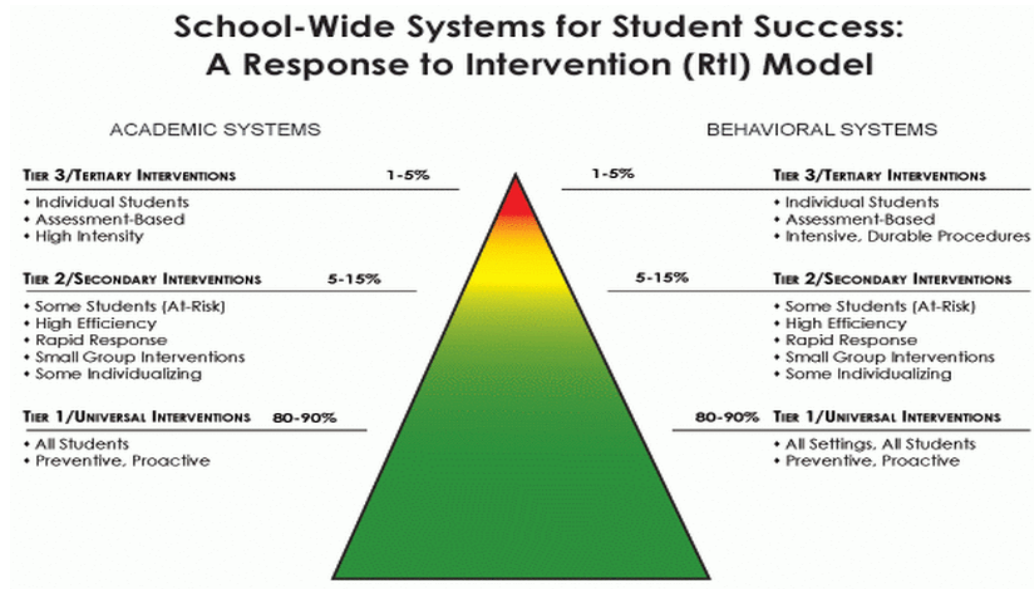
When schools implement PBIS, they typically experience decreases in inappropriate behaviors (as measured by decreases in discipline referrals, suspensions, and expulsions). In addition, schools that implement PBIS often find that students' academic performance improves, as teachers are able to return to teaching academics after stabilizing the social behavior.

Unlike typical school practices, which often wait for a student to fail before providing support, PBIS employs a three-tier approach to behavior support to (a) proactively address the social behavior needs of all students and (b) prevent social and academic failure.

RtI Model – Tiered Pyramid

PBIS employs a three-tier approach to behavior support to (a) proactively address the social behavior needs of all students and (b) prevent social and academic failure.

The figure below defines the percentage of students who will be successful within a specific tier of support. Most students will be successful with tier 1 supports (school-wide systems/expectations, core curriculum, etc), while some students may require additional support from tier 2 interventions. A few students, however, will need tier 2 AND tier 3 interventions to be successful in social/academic settings.



Building Relationships

Strong teacher-student relationships are critical to student achievement. The impact you make on your students is dependent on the relationship you build with them.

When you have a good relationship with your students, they are more likely to feel positive about class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it.

Students want to feel a sense of belonging, safety, and purpose. Students need to feel like they are a part of something, they need to feel intellectually, emotionally, and physically safe, and they need to have a sense of purpose or reason for being at school.

Ways to build relationships with your students:

- Greet them with a smile, handshake, and/or “good morning”
- Know your students (sports, home/family, hobbies, strengths, weaknesses, etc)
 - Classroom assignments
 - Family nights
 - Restorative circles, individual conferences, non-academic conversations
- Encourage your students to be their best selves
 - Descriptive Encouragement: “I notice...” statements
 - Appreciative Encouragement: “I appreciate...” “Thank you for....” Statements
 - Empowering Encouragement: “I have faith...” “I know....” “I trust....” AND “I saw

(evidence). With (characteristic), I know you can..."

- Empathy- understand how your students feel and think
- Believe- Believe that all students are capable of learning and succeeding and show them that by holding all students to high expectations.
- Create structures and routines to allow students the safety and predictability that they need to focus on their learning- reduce anxiety, insecurity, and frustration

PBIS Team

To build sustainability, a PBIS school builds a team of people who are representative of the school by including the following people:

- Grade level representative
- Special education staff
- Specialist teacher
- Administrator
- Parent Representative
- Youth Representative
- Staff Representatives

Tier 1 PBIS team:

6th	7th	8th	Specialist	Office Staff	Other Stakeholders	Parent Representative	Youth Representative
Hanson Y. Rios	Madrigal T. Rios	Alumbres Diaz Rodriguez	Baisinger Palomino	Guizar V. Romero	Delgado	Y. Rios	ASB Rep

This team will meet approximately twice a month to help sustain building efforts in implementing PBIS. This team updates staff on progress, gathers input from staff, and problem solves around concerns using office referral data. Prior to a PBIS meeting, the data analysis team will convene and use our Skyward data system to identify and monitor potential problems/concerns (what, who, where, when & why). The data is then presented at the PBIS meeting.

Tier 2 & 3 PBIS (RMT) team:

Administrators	Counselors	School Psych	Support Staff	Other TMS Staff
Saldivar Guizar Romero A.Gonzalez	Delgado V. Gonzalez Monzingo	E. Ramos	Hinojosa F. Gutierrez L. Gutierrez Dick	*Other staff members are invited as needed based on the student needs

This team will meet once a week to discuss student needs. This team will help select appropriate and targeted behavioral or academic interventions for students referred by staff or families.

Renaissance team:

Administrators	Staff
Guizar Romero Gonzalez	Diaz Palomino Baisinger Rodriguez Renteria

Toppenish School District adopted the Jostens Renaissance program to help inspire, motivate, and renew a climate and culture of character, a connection of stakeholders, and celebration of achievement while addressing the needs, challenges, and concerns in today's schools. The school community works together to recognize and celebrate the hard work of staff and students. This team will meet twice a month and will focus on improving attendance, academics, behavior, and improving the overall school climate.

School-Wide Expectations



Pride Expectations:

Pride: A feeling of satisfaction from one's own achievements, achievements of others, your school, and your community. A sense of accomplishment from one's own efforts.

PRIDE	Definition
P Perseverance	Perseverance: Not giving up in a struggle; overcoming obstacles.
R Respect	Respect: Treating people the way we want to be treated. Using your manners.
I Integrity	Integrity: Doing the right thing even when no one is looking.
D Self-Discipline	Self-Discipline: Doing what you have to do, not what you want to do.
E Excellence	Excellence: Always doing your very best.

Toppenish Middle School

PRIDE Common Area Behavior Expectations (CABE)



What does PRIDE look like throughout Toppenish Middle School?

	P	R	I	D	E
Hallways	1. Students need to remain in class for the first 10 minutes and the last 10 minutes of each period 2. Walk at all times	1. Follow all staff requests or instructions 2. Use Appropriate Language	1. Walk on the right 2. Use the right side of the door. 3. Be careful opening & closing doors 4. If the teacher is gone or the door is closed, line up single file against the wall. 5. Hands to self & appropriate language	1. Only 1 person through doorways at a time 2. Gum, Candy, Food, and drinks need to remain in your bag. 3. Have your hall pass out at all times	1. Throw away all garbage 2. Be courteous and help people with full hands. 3. Go straight to class.
Bathrooms	1. Sign in and sign out using the classroom sign out sheet 2. Report all concerns to an adult promptly.	1. Keep walls, stalls, mirrors, floors, and sinks clean. 2. Throw all garbage in the trash cans.	1. Go to the closest bathroom. 2. Return to class quickly. 3. Be mindful of people's privacy.	1. Wash your hands before leaving the bathroom. 2. Leaving backpacks in the classroom	1. Use appropriate language. 2. Take the least amount of time possible. 3. Use the toilet, toilet paper, and soap properly.
Cafeteria	1. Have lunch (ID) card ready. 2. Put electronics away when going through the lunch line 2. Always exit through the Blacktop door.	1. Use appropriate language. 2. Be kind and let people pass by. 3. Do not be on your phone while in line for lunch	1. Pick the top tray 2. Don't mix the fruit 3. Sit 8 students to a table 4. Dispose of food/beverage properly before leaving the cafeteria.	1. Use an inside voice. 2. Clean up your table. 3. Pick up all the garbage from the floor.	1. Stack chairs (8 in each stack).
Blacktop	1. Have your ID Card ready when checking out equipment. 2. Stay in designated area during lunch (blacktop, grass area, and lunch room)	1. Use appropriate language. 2. Listen to all adults on lunch duty.	1. Help maintain a clean campus. (Pick up all garbage you see) 2. Only basketball & foursquare on the blacktop.	1. Use the crosswalk and always look both ways. 2. Gum, candy, food, and drinks need to remain in the cafeteria.	1. As soon as the bell rings, report to class immediately.
Assemblies	1. Enter through assigned entrance/ Sit in the teacher directed assigned areas 3. Follow all staff member directions 4. Exit from the bottom row up	1. Encourage & be kind to speakers. 2. Stay seated at all times.	1. Sit in assigned area with your PAWS class. 2. United voice during the Pledge of Allegiance.	1. Immediately quiet when signal is given. 2. Enter/Exit on the aisle rows.	1. Use appropriate language & vocalization. 2. Participate appropriately
Main Office	1. Wait patiently for an adult to help. 2. Follow office staff direction	1. Enter the office quietly. 2. Use appropriate language and volume.	1. Return to class in a timely manner. 2. Only enter if you have a concern or need.	1. Use the student window in the breezeway for minor concerns and requests.	1. Be polite and use your manners.
Emergencies	1. Follow all staff directions.	1. Go to your designated area. 2. Help others.	1. Be careful opening and closing doors. 2. Walk carefully through all doors.	1. Always be aware of your surroundings. 2. Remain calm	1. Walk quickly and calmly to safe areas.
Classroom	1. Keep trying on classroom tasks at hand even when work seems difficult 2. Put away all personal electronic devices	1. Respect classroom speakers (Guest, Peers, and Teacher) 2. Be mindful of teacher expectations, routines, and requests.	1. Sit in assigned seat 2. Arrive to class on time	1. Complete your assignment on time. 2. Study the material for all classes	1. Turn in all your work on time. 2. Have all materials ready before bell rings to begin learning.
Staff	1. Bell to bell instruction 2. Arrive on time 3. Leave on time	1. Greet students as they enter	1. Maintain and monitor that all school expectations are being followed on campus.	1. Assume positive intentions with colleagues and students 2. Create and maintain classroom routines and expectations	1. Grow your teaching pedagogy 2. Get involved in activities here at TMS.

P.A.W.S. Advisory

(Pursuing Academic Wellness in School)

Curriculum & Focus

PAWS curriculum focuses on three domains, Academic Achievement, Career Readiness, and Social & Emotional Learning. Using the Character Strong Curriculum, lessons are designed to be reflective and informative. Some will challenge ideas, while others force introspection. A pacing guide is provided for each month to ensure all lessons are covered at appropriate times of the year.

1. Relationships

A caring adult in a child's life can make a huge difference. PAWS creates an atmosphere where a student remains with their advisor for three years. This creates a constant in their life when each year brings new teachers, new subjects, and new challenges. Advisors become advocates for students and a liaison between school and parent.

2. Academic Achievement

Students learn about their grades and the impact they have on their future through Grade Patrol days, charting their growth, and goal setting. Organizational skills are reinforced through the student planner and A-H-D (Activity, Homework, Due date) that will be posted daily in all classrooms.

3. Career Readiness

Students get the opportunity to learn about soft skills, hard skills, time management, and other areas that support a healthy work ethic. They look at possible career directions through various career inventories and lessons, culminating in a final career project at each grade level.

4. Social & Emotional Learning

Middle school can be challenging as they transition from early childhood to young adults. With all the changes occurring in their brain and body, school tends to be a distant second. These challenges are addressed through a variety of lessons.

Grading Guidelines & Expectations

PAWS Grading Rubrics

	0	1	2	3	4
Grade Patrol	Did not attempt	Completed, no signature	Fully completed with parent/ guardian signature		
Grade Patrol Charting	Did not complete	Partially completed	Fully completed		
Character Strong Classroom Participation *Including Contest participation	Student was not present or did not participate	Student was present 1 day/participated minimally (i.e. in discussion)	Student was present 2-3 days/ participated most of the time	Student was present all week and participated all the time	Student was present all week and volunteered to participate/to help others
Planner Check	no days completed	1 day completed	2 days completed	3 days completed	each day
Conferences: TBD					

Student Led Conference

Student-Led Conferences are just that—student-led. The PAWS advisor assists students but does not lead them, they support students and answer parent questions. In PAWS students practice sharing the information to improve their confidence in presenting to their parents. Fall conferences focus on SBAC reporting and setting goals for the new school year. Spring conference checks on progress and planning for the future. Parents can request a meeting with one or more teachers at this time.

In addition, a parent-teacher conference can occur at any time during the year. Different forms of communication can include: phone conferences, google meets, and before/after school meetings. For further assistance contact the PBIS team.

Staff/Admin Visibility

- Staff/Admin will be visible to ensure positive behavior and encourage PRIDE expectations are being followed on campus.
- Teachers will be outside of their classroom during passing times greeting students and monitoring student behavior.
 - Student behaviors in common areas need to be managed when walking the campus.

Quiet Signal

- A System-wide signal that is used for common areas, teachers need to teach and review in PAWS.
- **School-wide: One hand straight up in the air. One finger over lips demonstrating quiet mouths.**
- Classroom signals may be different.
 - Whistle/bell
 - Clapping
 - Lights off and on
 - Teacher: “And a hush fell over the crowd” Student: “A hush *silence*”
 - “I’m waiting”



Digital/Paper Student Planner

- Students will be required to write down **A-H-D** (Activity-Homework-Due Date) on a daily basis during every period. If students do not have home practice in a particular class, they are expected to write down their activity for the day in their planners.
- PAWS teachers will check **A-H-D** on a minimum of weekly basis and grade them according to the PAWS Rubric and input them into the gradebook in a timely manner.
- Encourage students to input personal events (birthday, family events, sporting events)

ID Badges

- ID badges will be printed with a barcode. This code will be used to award PBIS points to students, give entrance to school-wide activities, in the cafeteria, and award PBIS points.
- Students will use points to purchase items at the PBIS online store.
- Students are highly encouraged to wear their ID Badge.

Hall Passes

- Only one student may leave the classroom at a time (unless of emergency) and all are required to carry around an **office-issued** hall pass. (*One pass and one student out*)
- Students are unable to leave the classroom (unless of emergency) for the bathroom during the first and last 10 minutes of class. (*Ten/Ten Rule*)
- Students must check in to classroom teacher before they go to a different location.
- **Every classroom must use a TMS issued Bathroom Pass Sign-Out sheet paper or digital. ([Digital pass](#) obtained from admin)**
- Students will be supplied with 4 bathroom passes per class per trimester to use during class. Teachers should not restrict student bathroom privileges in emergency situations.

Visiting the Counselor

- Students need to check in with their teacher before seeing the counselor.
- Students will not be allowed to visit counselors during the passing times unless the counselor initiates the meeting. Counselors need to communicate with teachers to ensure we know where students are at all times.
- Students will return with a pass that has the time entered when they left the counseling office.
- Protocols may not be followed if unusual circumstances come up for the counselor.
- Students should have a pass from counselors to go see them, they shouldn't leave class to go get a pass.

Attendance/Tardy Policies

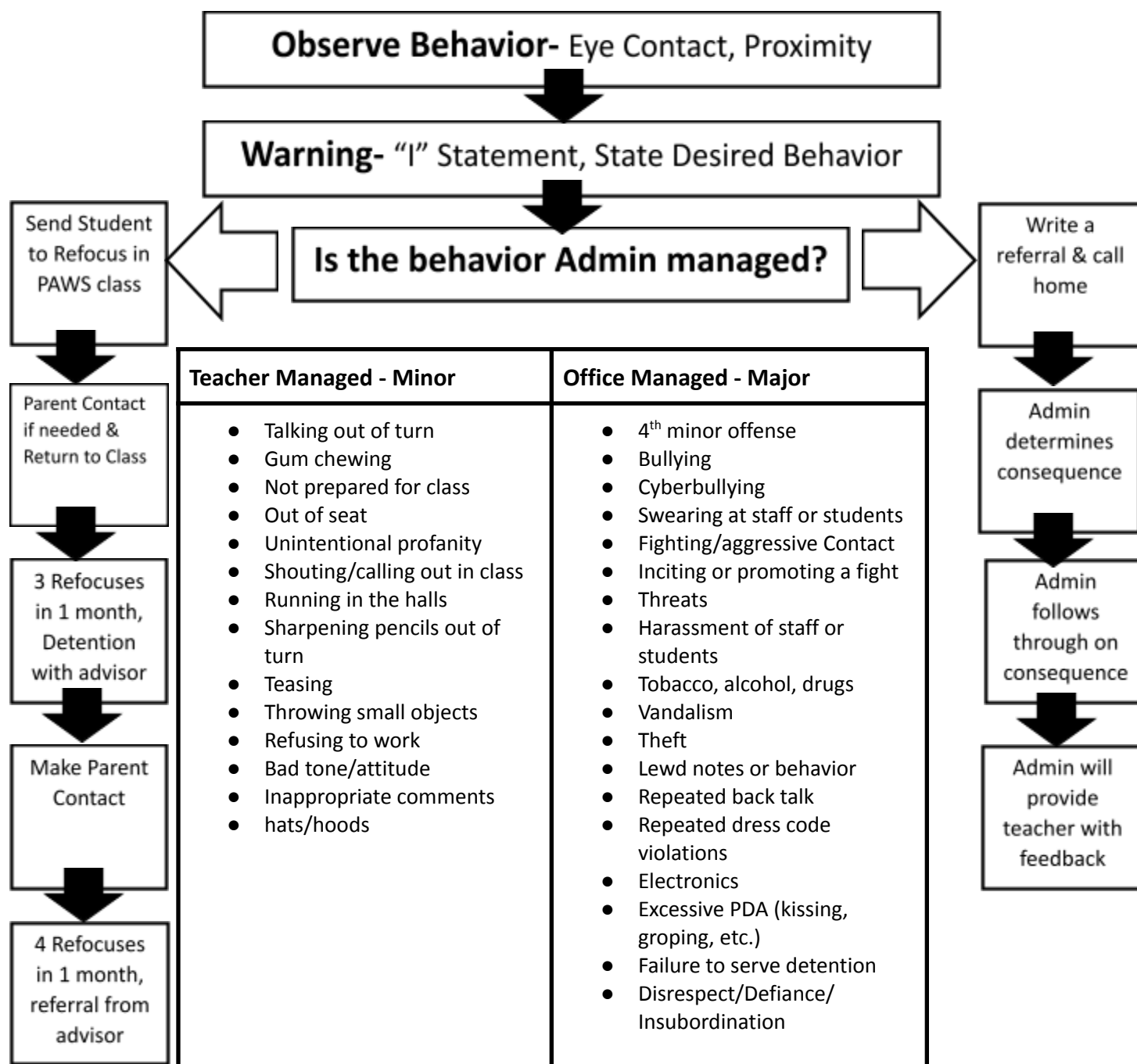
- **All absences and tardies need to be recorded in Skyward within the first ten minutes of every class period.**
- All students need to have a pass to be admitted into class.
- If a student arrives to your class at any point during the period, absences must change in Skyward from absent to tardy regardless of how much time is left in class.
- Students cannot be marked tardy if they are on time to class even if they are unprepared.

Teacher Presence Expectations

- Teachers are expected to be in the hallways during passing periods to positively greet students and promote on-time attendance to class.
- Teachers may use the first five minutes of their prep as a tardy sweep, but are not required to keep a log of students in the hallways



TEACHER & OFFICE MANAGED BEHAVIORS



60 Free or Inexpensive Rewards for Individual Students

Secondary Level

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero referrals get to come) Have parents sponsor and chaperone:
 - i. Dance area
 - ii. Basketball area
 - iii. Game board area
 - iv. Conversation pit
 - v. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
 - vi. Karaoke area
 - vii. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics)
28. Learning how to play chess

29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table
36. Opportunity to eat lunch with a parent or grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a "page" for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher's chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs students how to play a game.

For teachers to fill out:



TMS Refocus Pass



Refocusing Teacher: _____ Period: _____ Date: _____

Student Name: _____ PAWS Teacher: _____

Time student left refocusing teacher: _____

Description of Behavior: _____

PAWS Teacher completes portion below:

Was the parent/guardian contacted? Yes _____ No _____ Monthly Refocus # _____

Time student left PAWS Teacher: _____ PAWS teacher initial: _____

Additional Comment from PAWS Teacher (optional): _____



TMS Refocus Pass



Refocusing Teacher: _____ Period: _____ Date: _____

Student Name: _____ PAWS Teacher: _____

Time student left refocusing teacher: _____

Description of Behavior: _____

PAWS Teacher completes portion below:

Was the parent/guardian contacted? Yes _____ No _____ Monthly Refocus # _____

Time student left PAWS Teacher: _____ PAWS teacher initial: _____

Additional Comment from PAWS Teacher (optional): _____

Parent Communication Log

[illegible]

