



Youth and Family Involvement in PBIS Leadership

Presentation for the 2014 Conference on School Climate
and Culture

Rundlett Middle School
Nute High School
August 20, 2014

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PBIS at Rundlett Middle School



Timeline: Exploration and Installation- 2010-11

1. Identified a problem between staff and student expectations around behavior
2. Explored schools using systems such as PBIS
3. Representative from PBIS explained to the staff how PBIS works
4. Staff received additional workshop time to check for understanding on PBIS before the staff voted

Timeline Continued

5. 83% of staff voted to bring in PBIS- May 2011
6. Staff from all over the building encouraged to apply to be part of the PBIS Universal Team (included administration, teachers, paraprofessionals, and parents)
7. PBIS Universal Team met over the summer of 2011 with a PBIS Coach to establish meeting norms and establish job criteria of the group

Our Mission

The mission of the Rundlett Middle School PRIDE Team is to guide, support, and sustain the development of structures and systems that foster a positive school climate and promote student learning.

Intentional Family Engagement

- Family Engagement subgroup of the PRIDE Universal Team
- Family Newsletters
- Family Survey
- Parent Academy
- Linked with our NH Parent Information Center

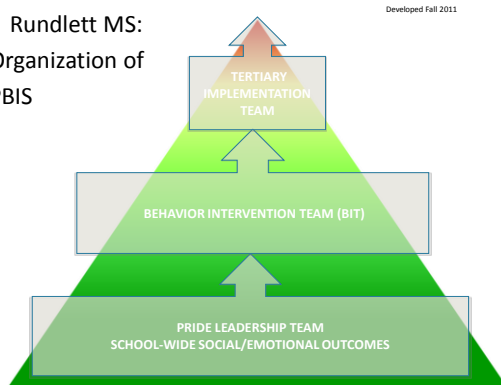
	In the Classroom	In the Hallway	In the Bathroom/ Locker room	In the Cafeteria	Arrival to and Departure from school
PERSEVERANCE	<ul style="list-style-type: none"> • Keep Trying • Keep helping when needed • Keep helping what you start • Maintain a positive attitude 	<ul style="list-style-type: none"> • Prepare yourself to class quickly 		<ul style="list-style-type: none"> • Be patient as you wait your turn in line 	<ul style="list-style-type: none"> • Be patient as you wait • Stay in assigned area • Keep help when needed • Remove headphones from your before entering the building
IMPACT	<ul style="list-style-type: none"> • Use appropriate language and voice level • Respond positively to reasonable requests • Be considerate of others learning and feelings • Take care of school property and your learning materials 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Clean up hands and feet to yourself • Make room for others to pass • Be considerate of others' feelings 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Clean up after yourself • Place personal items in the proper receptacle • Keep walls & stalls clean 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Clean up after yourself • Listen to silence phone announcements • Keep hands, feet, and food to yourself • Be considerate of others' feelings 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Respond positively to reasonable requests • Keep hands and feet to yourself • Listen to silence phone when entering the building • Be considerate of others' feelings
INTEGRITY	<ul style="list-style-type: none"> • Do your own work • Recognize and support the good work of others • Report problems to an adult 	<ul style="list-style-type: none"> • Help others when needed • Report problems to an adult 	<ul style="list-style-type: none"> • Observe other privacy • Report problems to an adult 	<ul style="list-style-type: none"> • Pay for food and consume your own food and eat at the desk • Support and include one another • Report problems to an adult 	<ul style="list-style-type: none"> • Always walk • Support and include one another • Stay on line at the door • Report problems to an adult
DISCIPLINE	<ul style="list-style-type: none"> • Be on time • Be on task • Be organized • Be prepared 	<ul style="list-style-type: none"> • Walk • Walk to the right • Go directly to your destination • Keep locker locked 	<ul style="list-style-type: none"> • Consistently follow routines • Return to room promptly 	<ul style="list-style-type: none"> • Consistently follow routines • Honor personal space • Walk 	<ul style="list-style-type: none"> • Follow the arrival and dismissal procedure • Enter and exit the building through the designated door • Sit in your seat when on the bus
EXCELLENCE	<ul style="list-style-type: none"> • Do your best work • Listen to learn and understand • Keep classroom neat and clean • Engage in your learning 	<ul style="list-style-type: none"> • Keep walls, lockers, and floors clean 		<ul style="list-style-type: none"> • Leave your area clean 	<ul style="list-style-type: none"> • Leave your area clean • Follow all bus rules



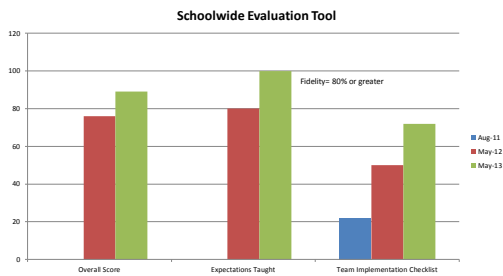
Family Members

- Dan Habib
- Rebecca Bliss
- Autumn Van Sice
- Nicholeen McDonough

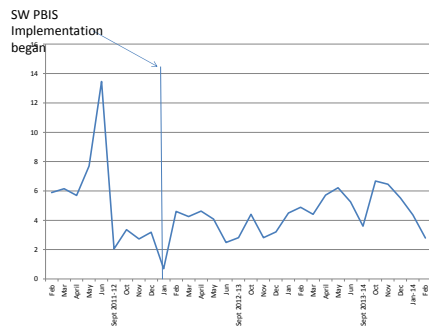
• Rundlett MS:
Organization of
PBIS



Implementation 2012-14



RMS ODRS/100 students/day



Family Involvement in PBIS Leadership



Presenter: Nicholeen McDonough
PRIDE/PBIS Revision of Student Handbook
August 20, 2014

A Parent & PTO Volunteer



- Joined PRIDE team in February 2014 as a two-year PTO/Parent Volunteer
- Have a daughter starting 8th Grade at RMS this year and a son starting RMS in September 2015

- PRIDE sub-committee started working on the Student Handbook Revision Initiative in March 2014



Assigned Tasks



- Update the Academics section to reflect the current curricula, classroom expectations and academic support services available
- Update Code of Conduct Section to include Major/Minor Behavior Expectations/Outcomes Chart

P.R.I.D.E
Perseverance, Respect, Integrity,
Discipline, Excellence

P.B.I.S.
Positive Behavioral Interventions & Supports

- Incorporate PRIDE/PBIS centric language into student handbook

Result Highlights

- PBIS/PRIE Language in Student Handbook

Snapshot of Table of Contents from Student Handbook

What Does PBIS/PRIE Mean to Me?	2
What Do I Expect from Myself?	3
What Do I Expect from Others?	4
How Does PBIS/PRIE Relate to My Behavior?	5
What Happens if I Don't Follow the Rules?	6
What Happens if I Follow the Rules?	7
What Happens if I Don't Follow the Rules?	8
What Happens if I Follow the Rules?	9
What Happens if I Don't Follow the Rules?	10
What Happens if I Follow the Rules?	11
What Happens if I Don't Follow the Rules?	12

Result Highlights



- Visuals showing key components of a PRIDE/PBIS model



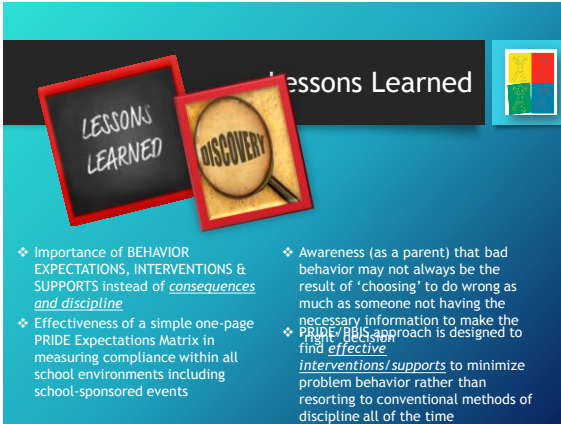
- Visuals and language representing core PRIDE values in Student Handbook

Result Highlights


Major/Minor Behavior

Behavior	Description	Direct Policy/ School Response/ SWES Data	Response when the Behavior Violates a Minor	Response when the Behavior Violates a Major	Response when the Behavior Violates a Severe
Disruptive	Disruptive behavior includes any behavior that interferes with the learning process of others.	• Disruptive behavior is defined as any behavior that interferes with the learning process of others.	• Student is given a verbal warning and a written warning.	• Student is given a verbal warning and a written warning.	• Student is given a verbal warning and a written warning.

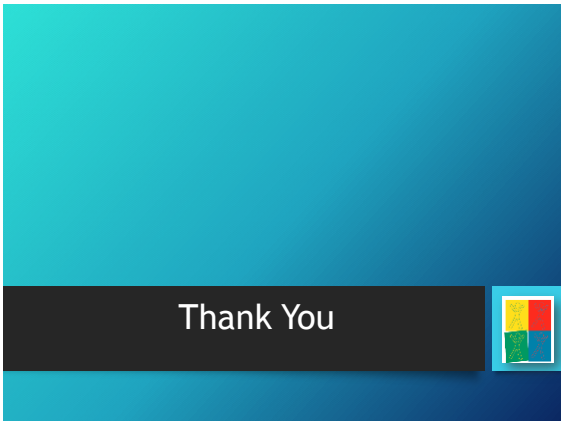
- Behavior Response chart highlighting PRIDE/PBIS responses, interventions, supports, and redirect options for addressing problem behavior




Lessons Learned




- ❖ Importance of BEHAVIOR EXPECTATIONS, INTERVENTIONS & SUPPORTS instead of *consequences and discipline*
- ❖ Effectiveness of a simple one-page PRIDE Expectations Matrix in measuring compliance within all school environments including school-sponsored events
- ❖ Awareness (as a parent) that bad behavior may not always be the result of 'choosing' to do wrong as much as someone not having the necessary information to make the right decision
- ❖ PRIDE/BBIS approach is designed to find *effective interventions/supports* to minimize problem behavior rather than resorting to conventional methods of discipline all of the time



Thank You



Nute's slides
