

Orange High School



Implementation Manual

2014-2015

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Dear Students and Parents,

Welcome to Orange High School. Our school is committed to creating a positive learning environment where students are academically and socially successful. As part of our strategic plan, we are implementing positive behavior support in schools, a nationally validated framework for creating a positive school climate.

At Orange High School we refer to this approach as **R.I.S.E UP**- Responsible Individuals Striving for Excellence. Positive Behavior Support in Schools framework is associated with increases in positive student outcomes (e.g., increase in instructional time) and decreases conduct infractions as measured by office conduct referral and suspension data. In New Jersey consistent high fidelity implementation of PBSIS has resulted in average of 21% decrease in referrals to the office for conduct infractions and 30% average decrease in out of school suspensions.

Through a collaborative team process, we have determined that **R.I.S.E UP** is a priority at Orange High School and all staff are expected to implement the procedures described in this manual. Only through consistent and genuine implementation of the practices described will we be able to achieve the types of positive outcomes we want to see at Orange High School.

For some change is exciting; for others change is uncomfortable. Change is necessary to grow so that we can be the best educational professionals possible. Our students deserve the best educational professionals.

We will be doing things differently this year and it is going to be great! I look forward to our continued work together and welcome your input and involvement. I invite you to email the PBSIS Coach at budhuber@mail.orange.k12.nj.us to discuss your suggestions and provide feedback.

Thank you for your commitment to our students and for working as part of an educational team to make Orange High School the best it can be.

Dr. Kalisha Morgan, Co-Principal OHS

Positive Behavior Support in Schools

The Basis for R.I.S.E UP

Positive Behavior Support in Schools (PBSIS) is a New Jersey initiative that trains school personnel to implement School-wide Positive Behavior Support, a nationally recognized multi-tiered intervention framework. Members of our school personnel participated in different trainings to learn how to implement school-wide positive behavior support at our school. At Orange High School we call this **R.I.S.E UP**.

Research suggests that schools with a positive social climate are associated with fewer occurrences of conduct problems and better student performance outcomes (e.g., achievement and attendance). Affirming positive behavior, teaching social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are all examples of recommended practices for promoting a positive school climate. While a positive school climate benefits all students, students with individualized behavior support planning needs particularly benefit when school environments are positive, welcoming, and supportive of individual needs.

School-wide Positive Behavior Support is a nationally recognized, evidence-based approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors. The three-tiered school-wide positive behavior support intervention model includes:

- *Tier 1: Universal Interventions* that promote a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide;
- *Tier 2: Secondary Interventions* that provide function-based interventions through small group and individually tailored strategies for students with repeated behavior problems; and
- *Tier 3: Individualized Interventions* that use a function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs.

School-wide Positive Behavior Support is being implemented in more than 18,000 schools across the United States. When implemented with fidelity, multi-tiered intervention framework can help schools achieve important outcomes:

1. Increase in instructional time
2. Decreases in referrals to the office for all students
3. Decreases in out of school suspensions for all students
4. Increase in the use of function-based planning to support students engaging in repeated behavior problems
5. Increases in staff's consistent use of expectation language and conduct referral procedures

Overview of Positive Behavior Support in Schools

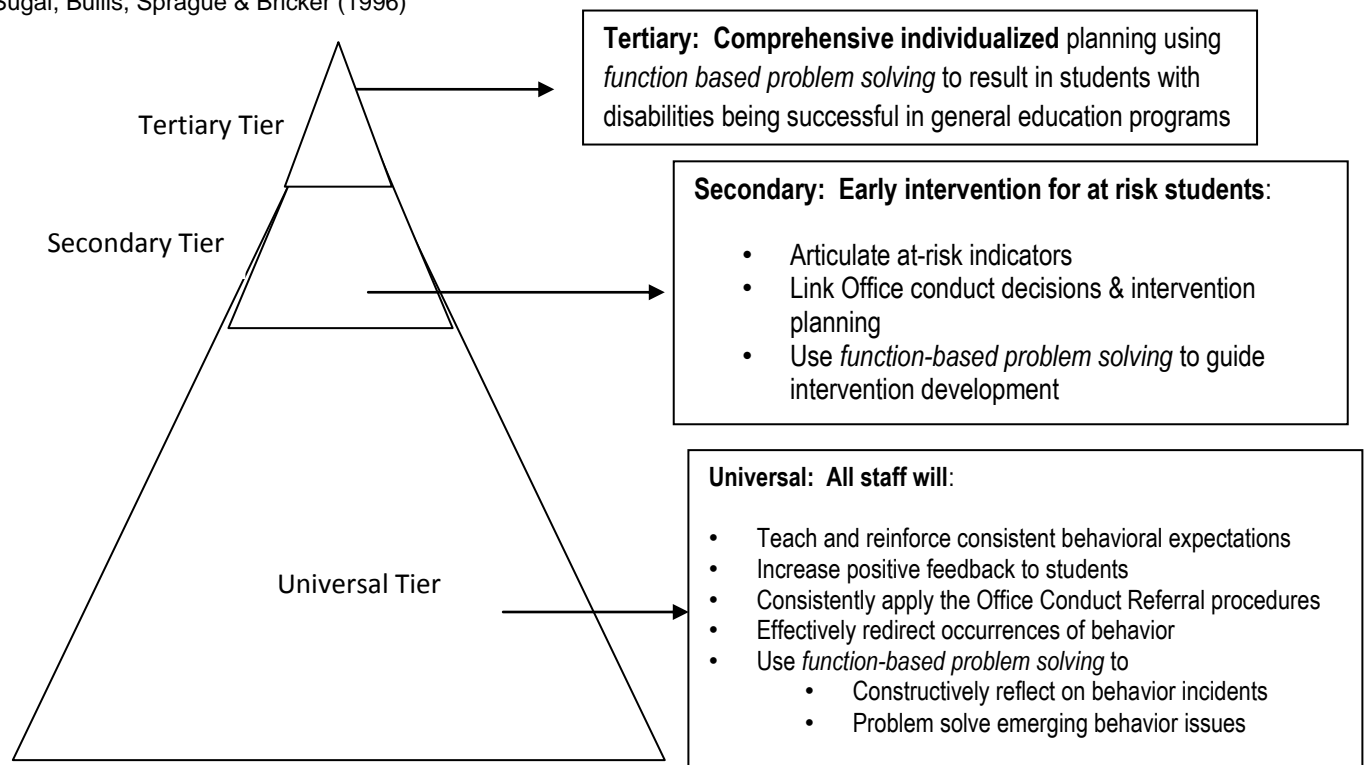
Multi-Tiered Model

To support the development of positive school climate practices, the NJ PBSIS team uses a multi-tiered intervention model, known as School-wide Positive Behavior Support in Schools to address the continuum of behavior, conduct and climate needs present in schools. Through the PBSIS training and technical assistance on school-wide positive behavior support, schools develop an integrated system that:

1. Promotes and encourages positive social behavior and climate school-wide;
2. Applies function-based problem solving to address the needs of students engaging in repeated behavior problems; and
3. Engages staff in routine reflection and data-based decision making to guide intervention planning decisions.

Positive Behavior Support in Schools (PBSIS) is guided by universal, secondary and tertiary level interventions. The universal intervention is designed to establish a positive and proactive school climate that guides how staff and students are to conduct themselves. Secondary tier interventions establish a process for developing function-based interventions for students beginning to display repeated behavior patterns. Tertiary tier interventions establish a function-based process for developing comprehensive individualized behavior plans for students with disabilities who have significant behavioral support needs.

Triangle graphic adapted from Walker, Horner, Sugai, Bullis, Sprague & Bricker (1996)



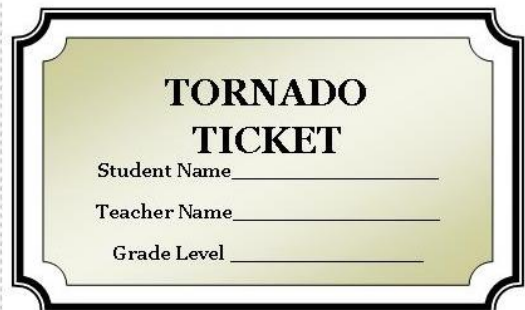
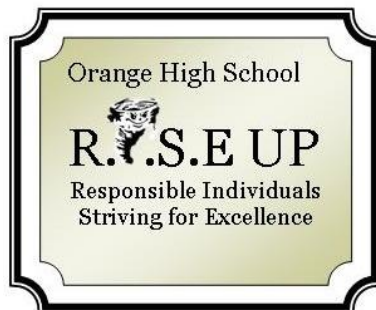


Designated Eating Areas	Classroom
<ul style="list-style-type: none"> ○ Properly dispose of your food ○ Be in the designated eating areas during lunch period ○ Use appropriate language ○ Use appropriate/low/conversational tone/ volume ○ I.D. Badges must be visible at ALL TIMES (color code lunches) 	<ul style="list-style-type: none"> ○ I.D. Badges must be visible at ALL TIMES ○ Use appropriate language ○ Have class materials ready ○ Follow the 20/20- no passes 20 minutes into the block or last 20 min of the block ○ Follow adult directions/cooperate with adult directions ○ Stay quiet when someone else is speaking
<p>Hallway</p> <ul style="list-style-type: none"> ○ I.D. Badges must be visible at ALL TIMES ○ Walk directly to your destination ○ Use locker at appropriate times ○ Have appropriate pass ○ Use appropriate/low/conversational tone/ volume ○ Report unsafe situations (spills, fighting, building damage) 	



A Description for Students

Everyone (students and staff) at Orange High School is expected to **R.I.S.E UP**. Every September and periodically throughout the year students and staff participate in activities to learn and review what the “**Responsible Individuals Striving for Excellence**” looks like. If you need a reminder, just look around for a **R.I.S.E UP** poster that will tell you exactly what is expected of you in that setting.



Monthly Color Coded

TORNADO TICKET Description

Teachers and Staff are always on the lookout for students demonstrating the R.I.S.E UP expectations. When they catch you demonstrating a R.I.S.E UP expectation, you may receive a **TORNADO TICKET**.

Teachers and staff will be rewarding students with **TORNADO TICKETS several times a day** when demonstrating **R.I.S.E UP** expectations. You will never know when a **TORNADO TICKET** is coming so you should ALWAYS R.I.S.E UP.

- When you get a **TORNADO TICKET** put it in YOUR GRADE LEVEL BOX located in the **near the 1st Floor Security Desk**. Here is what we will be doing with the tickets:

Weekly drawings

- **When:** Every Friday at 2:20 PM, 3 names will be picked from each grade level bin.
- **How:** Tickets will be pulled randomly by the Student /Council/Class Officer/Rep.
- **What:** Once your name is called report to the MAIN OFFICE CONFERENCE ROOM to receive your incentives, which may include gift cards, school coupons towards events or class dues, or a chance to trade in for a Quarterly Prize.

Monthly drawings

- **When:** Each week all the tickets will be collected and put into Monthly Drawing Bin. Every [last Friday of the Month at 2:20 3 names will be picked from the school-wide bin.
- **How:** Tickets will be pulled randomly by the Student /Athlete of the Month
- **What:** Once your name is called report to the MAIN OFFICE CONFERENCE ROOM to receive your incentives, which may include gift cards, school coupons towards events or class dues, or a chance to trade in for a Quarterly Prize.

Quarterly Recognition

- **When:** Each week all the tickets will be collected and put into Quarterly Prize Bin. Every last day of the marking cycle 1 name will be picked from the school-wide bin.
- **How:** Tickets will be pulled randomly by a **Student Representative**.
- **What:** Once your name is called report at 2:40pm to the MAIN OFFICE CONFERENCE ROOM to receive your incentives, which may include a major gift card or electronic device.

Positive Student Referral

Many of our students demonstrate exceptional character and R.I.S.E Up and we want to recognize your special contribution to our community. The Positive Student Referral is submitted by a teacher or staff person who wants to recognize a student for exceptional character or demonstration of the Rising Up. Students will be notified and recommendations/referrals will be placed in students file for college recommendation. Students will also be featured on our RISING STARS Bulletin Board.

INSTRUCTIONS: 1. Teacher submits this form to office as soon as possible. 2. All appropriate information should be included. 3. Following administrative action, a copy will be sent home.	STUDENT REFERRAL POSITIVE BEHAVIOR ☺ Orange High School 400 Lincoln Avenue, Orange, NJ 08505 Phone: (973) 677-4050		Student Name	
			Teacher/Staff Member	Date of Observed Behavior
	Grade	Location	Time	

Reason for Referral:

↑ Continual Punctuality ↑ Polite behavior ↑ Positive Attitude ↑ Respectful Behavior
 ↑ Gesture of Good Will ↑ Sought extra help ↑ Provided help to a peer ↑ Taking a stand against bullying
 ↑ Able to overcome adversity ↑ Great smile ↑ Provided help to a staff member ↑ Continual Compliance of School Rules

Other/Explanation: _____

Action Taken by Teacher prior to referral. (Please give all data.)

↑ Verbal Praise Date _____ ↑ Phoned Parent Date: _____ ↑ Email/Note Home Date: _____ ↑ Contacted Guidance Date: _____

Action Taken by Administrator:

↑ Verbal Praise ↑ Parent (Phone) Conference ↑ Parent Note/Email ↑ Treat! ↑ Recognition Lunch
 Date _____ Date: _____ Date(s): _____ Date(s): _____ Date: _____

Other: _____

Administrator's Signature _____ Student Signature _____





Description for Staff

Procedures for distributing TORNADO TICKET to students:

When you see students demonstrating **R.I.S.E UP** expectations you will give the student a Tornado Ticket and provide the student with a positive statement about why they are receiving the ticket. When distributing tickets remember these important points:

- TORNADO TICKETS are distributed to students school wide.
- Always provide a social praise statement that tells the student exactly why they are getting the ticket “Thank you for being prepared today.” or “Thanks for helping your classmate.”
- Remember to write student name, date, and sign your name.
- **Tickets should not be signed in advance.**
- Utilize a permanent marker when filling out tickets.
- Use the tickets as a strategy to increase a positive behavior you would like to see in individual students or from the class.
- Use the tickets to motivate students by establishing a goal to achieve up front (let’s work on coming to class prepared when you meet this goal....) and avoid using the tickets to ‘bribe’ student in the moment (‘finish your work and I’ll give you a ticket). The tickets are a way to motivate students
- Use the tickets to reinforce a behavior you just observed the student perform (e.g., helping out another student, holding the door, etc.).
- Remember to use the 3:1 rule – Use 3 positive statements for every corrective statement.

Celebrating Staff!

- Our staff works hard and we want to thank you for all you do!
- Each day teachers and staff will be handing out TORNADO TICKETS to students who demonstrate R.I.S.E Up characteristics.
- Each week, the students will put their tickets into GRADE LEVEL BINS and names from each grade will be selected. Those students are eligible to choose an incentive from the options available (see the student description for more information about when and how names are selected).

- Staff receive incentives quarterly. From the Student Monthly Drawing , the staff member who gave out the ticket will be entered into the quarterly drawing that will be held every last day of the marking cycle on the last Friday of the Month.
- **Staff Appreciation Days:** Every quarter students will be able to reward staff with STAFF TORNADO TICKETS. Which can be available at the following locations:
 - **Guidance**
 - **Main Office Counter**
 - **Tech Office (243)**
 - **Administrative Offices**
 - **Library**
 - **Attendance Office (102)**
- **When:** Each week all the tickets will be collected and put into Quarterly Prize Bin. Every last day of the marking cycle 1 name will be picked from the school-wide bin.
- **How:** Tickets will be pulled randomly by a **Student Representative.**
- **What:** Once your name is called report at 2:40pm to the MAIN OFFICE CONFERENCE ROOM to receive your incentives, which may include a major gift card or electronic device.

Suggestions for Handing out Tornado Ticket

Use tickets to increase a behavior you want to see more of from your students. Give out a ticket for anything you would say 'thank you' for.

<p>Hand out TORNADO TICKET when students have positive interactions with staff</p>	<ul style="list-style-type: none"> • Being helpful to adults or peers • Accepting responsibility for your own actions • Carrying a hall pass when necessary • Quickly getting started on an assignment • Having all materials for class • Turning in an assignment on time • Getting assignment information independently after an absence • Enter the classroom quickly and begin the assignment • Following directions given by staff • Submitting class, work, projects, and homework assignments on time • Entering or exiting an area quietly and orderly • Working quietly on a difficult task
<p>Hand out TORNADO TICKET when students have positive interactions with peers</p>	<ul style="list-style-type: none"> • Apologizing when necessary • Including others into a group setting • Dealing with an upsetting or frustrating situation appropriately • Helping a student catch-up after being absent • Asking before using something that belongs to others • Going from one topic to another smoothly • Showing concern for others • Working well in a group • Congratulating another student who got a good grade or won a contest • Waiting for turn patiently • Assisting new students
<p>Hand out TORNADO TICKET for following rules and routines</p>	<ul style="list-style-type: none"> • Raising his/her hand to answer a question or talk • Walking directly to your destination • Reporting dangerous/unsafe situation • Working on a task quietly and diligently • Using computers, laptops, or other materials appropriately • Being on time • Throwing out/ recycling garbage in designated eating areas • Playing safely on school grounds • Keeping his/her hands to themselves when walking in the hallway • Following the school dress code • Listening quietly to a speaker • Helping to clean up an area (e.g., picking up litter in the hallway) • Holding the door for others • Being a problem solver • Doing your best work • Using appropriate tone of voice throughout different school scenarios • Using good manners (i.e., Please and Thank you) • Speaking politely to another student or staff member • Indicating a difference of opinion in a respectful way • Using time wisely

Example Strategies for Handling Common Scenarios

Scenario	Try...	Avoid
If a student is exhibiting a low-level misbehavior (e.g., staring out window, doodling, talking quietly to a friend)	Giving a coupon to another nearby student and stating, "I appreciate you completing your work" or "You are doing a good job getting your work done quietly." Then give the target student a coupon as soon as they begin working.	Avoid: Telling the student that he/she can get a coupon if he/she gets back to work.

You give a coupon to several students who were working appropriately and then one student says, "Why didn't I get a coupon, I was working and should get one"	<p>Here are some options for handling the situation:</p> <p><i>"You're right; you were on task and doing your work. Great job! Sometimes you get a ticket, sometimes you don't. That's why you have to be your best all the time because you just never know when a teacher may decide to hand out tickets."</i></p> <p><i>"You were working and I really appreciate that. At some point everyone gets a coupon, today just wasn't your day."</i></p>	Avoid: Telling the student that he/she does not get coupons by asking for them.
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A student says that you never give him/her coupons.	<p>Acknowledge how the student is feeling. And in particular, if you haven't given the student a ticket in awhile, acknowledge that as well.</p> <p><i>"You know you're right, I haven't given you a ticket in awhile. I'm going to pay special attention to how you are working in class over the next couple of days."</i></p> <p>You could also extend this by asking the student to identify a particular goal or behavior they have been working on that you can pay attention for such as:</p> <p><i>"Is there something in class you have really been working hard at or trying really hard that you would like me to notice?"</i></p> <p>Over the next couple of days make a point of giving the student a ticket.</p>	<p>Avoid: Telling the student that he/she never does anything that is worth getting a coupon.</p> <p>Telling the student that he/she does not get coupons by asking for them.</p>
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<p>You notice students working appropriate but because of the instructional arrangement you are not able to get over the student(s) to give them a ticket or praise their work.</p>	<p>If it is appropriate to the setting, you could make an announcement thanking everyone for working so well. You may choose to cite specific students as examples <i>“Everyone is doing a great job working on their assignments. Bill excellent job, Susan, excellent job, Mike excellent job. Please see me at the end of the class for a ticket.”</i></p> <p>Identify a specific behavior you are focusing on for the class (e.g., on task). Tell the class what you are looking for “Today we are focusing on...” Then write students’ names on the board under the heading “Today’s ticket recipients for” providing social praise as you right the name “nice job Susan for being on task.” then students see you at the end of class to pick up their ticket.</p>	<p>Avoid:</p> <p>Not giving tickets at all</p> <p>Handing tickets as students leave just to hand them out.</p>
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<p>A student who is known for misbehaving gets a ticket and/or wins the weekly reward. Other students start laughing or complaining that the student never behaves.</p>	<p>Say something like:</p> <p><i>“Everyone has moments when we shine and moments when we are not at our best. We should encourage one another to shine. So you should be saying nice job! to your classmate to encourage them in their efforts to shine. Isn’t that what you would want when if you were having a difficult time”</i></p> <p><i>“In this class, we encourage one another to do our best, congratulate one another when we succeed, and support one another when we are having difficulty.” Today we are congratulating our classmate for doing their best.”</i></p>	<p>Avoid all of these:</p> <p>“There must be some mistake”</p> <p>“Just shows that the program does not work.”</p> <p>“That student doesn’t deserve...”</p> <p>Or any other comments like this</p>
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Suggestions for Redirecting Conduct Infractions

Relationships and Respect

Redirecting or reframing conduct infractions is far more successful when you have a positive relationship with the student and you talk to the student respectfully (even if they are not being respectful to you). As a proactive strategy use practices that build rapport with students, convey that you care about their well being, and treat them respectfully – even when they are having a bad day.

Attend to emerging situations

The best approach is to circumvent a possible situation from happening. Attend to facial, body language, tone of voice, compliance signals that indicate a potential problem is emerging. Examples of possible signals include:

- Head down
- Mumbling
- Over excited
- Change in facial expressions or affect
- Not following directions
- Depressed or agitated affect
- Disposition different than typical

If you observe that the student is not themselves OR an initial conduct infraction has occurred:

1. Focus on the majority of the class first (and the student acting out second).
2. Assign an independent, pairs, or small group activity so the majority of the class is engaged.
3. State an expectation for the class (e.g., “everyone start the math assignment”).
4. Walk around the classroom. Praise students for being engaged. Provide assistance.
5. Approach the student privately. If you are concerned that something is wrong:
 - Ask if they are okay
 - Ask them what they need
 - If they don't know offer some choices:
 - Take a minute
 - Go to the bathroom
 - Talk with someone
 - Provide reassurance

6. If redirections are needed for a particular conduct infraction (e.g., talking disrespectfully, arriving late, etc.) It often helps to provide the 'redirection' and then give the student a couple of minutes, check on the rest of the class and come back to the student. Redirection strategies to try may include:

- Use a neutral tone of voice (remember it's not personal)
- State the expectation in terms of what you want the student to do (not stop doing)
- Offer assistance
- Offer two options for how the student can handle the situation
- Engage the student to generate options
- Give the student pressure free personal space for a couple of minutes
- Provide the student with options to choose from
- Use language that focuses on the behavior not the student
- Offer a way for the student to save face
- Change the topic
- Be empathetic
- Lower voice
- Repeat one phrase (Time to start work)
- Offer the student a break to step away
- Label the student's emotion
- Put a positive spin on your directive
- Provide acknowledgement / empathy statements
- Use humor to defuse and redirect
- If the problem is rooted in an academic issue, consider academic or task modifications in the moment to help re-engage the student
 - Changing/modifying the activity
 - Reduce the difficulty of a task
 - Reduce the quantity of work the student is working on at time
 - Provide 1:1 to get started
 - Provide assistance to work through the task
 - Provide the student with a choice of two tasks
 - Ask a peer to help the student
 - Providing assistance to get started

7. Thank the student for their cooperation. Acknowledge for positive behavior or choices.

Remember:

- Our response should not be more disruptive than the behavior we want to defuse
- Use a neutral response (verbal and nonverbal) – remember it's not personal
- Know your own tolerance limits and have a strategy to stay calm or to get assistance
- Always talk to students respectfully – even when they are not talking to you respectfully
- Leave out sarcasm and jabs
- Avoid using ultimatums
- Avoid trying to have the last word

Addressing Conduct Infractions

From time to time, conduct infractions occur and need to be addressed. Some infractions should be handled in the classroom or area, while others need to be referred to an administrator. The following provides guidance about how to determine whether a behavior should be considered ‘Redirectable’ or whether it should be considered a “Major Offense.”

Redirectable Conduct Offenses: situation is remediated by the classroom or area staff.
[Insert Your School’s Behaviors and Definitions]

[Infraction]	[Definition]

Major Offenses: students are sent directly to the office with the Major Offenses Form.
[Insert Your School’s Conduct Infractions and Definitions]

[Insert behavior in accordance with District Code of Conduct]	[Definition]

Fighting, vandalism, assault on staff/student, possession or use of weapon, theft, bomb or terroristic threat, inappropriate sexual contact, use or possession of drugs or alcohol

SHOULD BE REPORTED IMMEDIATELY TO THE OFFICE WITH THE NAMES OF ALL STUDENTS AND DETAILS OF THE INCIDENT

ORANGE HIGH SCHOOL OFFICE CONDUCT REFERRAL FORM FOR REDIRECTABLE INFRACTIONS

Student Name _____ Grade _____ Block _____

Referring Staff _____ Location 1st _____ 2nd _____

Redirectable Infractions: situation is remedied by staff the first 2 times – 3rd time student referred to office. Students should **not have more than ONE redirectable infraction documented per block.**

	Write the date of the offense in space			Actions taken during class: (indicate with letter of infraction)	
	1 st	2 nd	3 rd	1 st	2 nd
A) Disruptive behavior				___ ___	Provided a precorrection at the start of the routine
B) Mild disrespect/defiance				___ ___	Provided a class-wide redirection
C) Profanity				___ ___	Encouraged to make a good choice
D) Disregard of rules				___ ___	Used the ASCU redirection protocol
E) Misuse of pass				___ ___	Reminded of expectation / routine procedure
F) Horseplay				___ ___	Seat moved
G) Cell phone/electronics				___ ___	Student assigned teacher detention: Date _____
H) Unprepared for class				___ ___	Other:
I) Disregard of rules					

Action Taken as Follow Up:

- ___ ___ Parent contact: Date _____ Date _____
- ___ ___ Determined work modifications to prevent frustration
- ___ ___ Teacher-student conference outside of class
- ___ ___ Set a positive goal for the student to work towards
- ___ ___ Referral to I & RS
- ___ ___ Reviewed IEP for additional strategies
- ___ ___ Requested CST support for additional strategies

What was happening in the class/area just before the behavior occurred?	What did the student do? Remember verbs instead of adjectives	How did you respond?
1 st :		
2 nd :		
3 rd :		

Signature acknowledges students' understanding of the action taken by staff member and may be signed next school day.

Student Signature _____ Date _____

Student Signature _____ Date: _____

THIS FORM IS SENT DOWN WITH THE STUDENT ON THE THIRD INFRACTION