

Tri-Force

Tri-Force is the Desert Hills Middle School Citizenship Program. It is based on three rules; Solve Problems, Show Respect, and Make Good Decisions.



Desert Hills Middle School's Big Three

Show Respect

Make Good Decisions

Solve Problems

Positive Behavioral Interventions & Support (PBIS)

Our mission is to provide a safe and positive environment in which all students reach their highest potential.

Our committee and their roles:

Tier I

Facilitator – Chris Fischer

Admin – Steve Jones

Secretary – Andrea Zacher

Data – Dan Meyer

Culture Coordinator – Rochelle Brooks

Other Members: Amy King and Kim Coleman

SLAM –

6th – Leslie Sievers

7th - Nikki Chelin

8th – Andrea Zacher

Tier II

Facilitator and Secretary – Steve Jones

Admin – Dan Meyer, Ann Wilson

Behavioral – Ben Schuldheisz, Leslie Sievers

Academics – Kim Coleman

Security – Tyree Finny

Our mission as a committee is to create a positive, safe culture where staff is supported while meeting the behavioral and academic needs of students.

PBIS Definition:

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.


At Desert Hills we have organized our PBIS framework into six key areas:

- 1. Clear vision, mission, and motto**
- 2. School wide expectations**
- 3. School wide behavior matrix**
- 4. Flowchart of behavior progression**
- 5. School wide positive reinforcement**
- 6. Collection and monitoring of behavioral data**

	Classroom/Computer Lab	Hallways/Stairs	Cafeteria	Arrival/Dismissal	Library
Show Respect	<ul style="list-style-type: none"> - Listen actively - Use good manners - Use inside voices - Respect each other's differences 	<ul style="list-style-type: none"> - Use your locker time efficiently - Use Indoor voices - Keep hallways clean 	<ul style="list-style-type: none"> - Clean up after yourself - Be courteous and use good manners 	<ul style="list-style-type: none"> - Wait outside or in cafeteria until 7:45 - Obey supervision staff 	<ul style="list-style-type: none"> - Use indoor voices - Treat the library materials with care -Use double-door
Solve Problems	<ul style="list-style-type: none"> - Be an advocate for your learning needs. - Contribute to class discussions - Be productive - find positive solutions to conflicts 	<ul style="list-style-type: none"> - Keep moving in the hallway unless at your locker 	<ul style="list-style-type: none"> - Raise your hand to be dismissed - Wait your turn in line 	<ul style="list-style-type: none"> - After an absence, bring a note to the attendance window when returning - Place your coat, backpack and all electronics in your locker - Leave school prepared with homework, books, materials 	<ul style="list-style-type: none"> - Use the library website to access materials and information
Make Good Decisions	<ul style="list-style-type: none"> - Arrive on time, prepared and ready to learn - Use all classroom materials/technology appropriately - Be safe - Clean up after yourself - Only hit "print" once 	<ul style="list-style-type: none"> - Walk on the right - Keep hands to yourself - Be safe in the hallways and on stairs 	<ul style="list-style-type: none"> - Keep hands and feet to yourself - Consume all food and drinks only in the cafeteria - Pick up your lunchbox when lunch is over - Keep binder/books in your locker during lunch 	<ul style="list-style-type: none"> - Use crosswalks and sidewalks - Stay in supervised areas - Always walk inside the building - Leave school promptly after school releases - Report directly to homework room or sports supervision if you choose to stay 	<ul style="list-style-type: none"> - Use computers as instructed - Return borrowed materials on time - Leave area neat and organized - Follow the directions of the librarian

	Assemblies	All Settings-All the time	Playground	Bathroom
Show Respect	<ul style="list-style-type: none"> - Walk to the gym with your class - Stay in line and patiently move with your class to your bleacher section using only walkways - Clap when appropriate 	<ul style="list-style-type: none"> - Use polite language - Be aware of personal space - Respond positively when spoken to - Use good manners - Be honest 	<ul style="list-style-type: none"> - Use polite language - Play fairly-take turns - Practice good sportsmanship - Return all borrowed equipment in good condition 	<ul style="list-style-type: none"> - Use your indoor voices - Keep bathrooms clean - Respect privacy of others
Solve Problems	<ul style="list-style-type: none"> - Pay attention to the presenter - Choose to sit where you can be a respectful audience member 	<ul style="list-style-type: none"> - Have a positive attitude - Give best effort - Don't give up - Look for ways to help others your 	<ul style="list-style-type: none"> - Dress for weather - Reports incidents to supervisors 	<ul style="list-style-type: none"> - Take care of your business and return to class as quickly as possible - If you see someone misusing the bathroom, report it to a staff member
Make Good Decisions	<ul style="list-style-type: none"> - Stay in your seat until dismissed - Exhibit positive attitude and behavior - Exit with your class when directed 	<ul style="list-style-type: none"> - Arrive on time - Have a pass to be out of class - Consume all food and drink only in the cafeteria - Keep all areas clean - Follow the dress code 	<ul style="list-style-type: none"> - Stay in designated areas - Use equipment properly 	<ul style="list-style-type: none"> - Wash your hands - Throw away your trash

Positive school wide reinforcements

	<p>Way to Go!</p> <hr/> <p>Name</p> <p><i>Deposit in the container by the Counselors' Offices</i></p>
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“Way To Go!” tickets will be distributed by staff as a way to reinforce positive behavior. In a PBIS system, students receive positive reinforcement for making good choices.

Possible behaviors warranting rewards:

- Demonstrating behaviors related to the word of the month
- Arriving to class on time for a set number of consecutive days
- Completing homework for the entire week
- Displaying effort and perseverance during assessments
- Being courteous and polite to others
- Taking initiative to do the “right thing” in various environments
- Participating in classroom discussion
- Helping others

Words of the Month:

September: Respectful
October: Resourceful
November: Compassionate
December: Appreciative
January: Optimistic
February: Kind
March: Reliable
April: Enthusiastic
May: Creative
June: Curious

Desert Hills Discipline
Flow Chart

Misbehavior

Minor Incident

Refocus: The teacher directs the student to sit in a designated spot to refocus for 2-3 minutes.

Student is given a Minor Incident Form. Forms are reviewed by teacher and brought to workroom basket. Only one form per minor incident is needed.

Step 2: The teacher will direct the student to refocus while standing

Step 3: The teacher will ask the student if they would like a parent conference or if they would like to refocus on the expectations. (Teacher gives the student a "Step 3 Card" to review while standing.)

Parent Contact: If a student needs repeated refocus, parent contact must be made by a teacher via email, phone, or Home/School Communication Form.

Major Incident
Automatic Step 4/5

Insubordination
Physical Aggression
Abusive Language
Excessive Tardies
Truancy
AODA
Harassment
Theft
Forgery
Plagiarism
Lying/Cheating
Technology Violation
Electronic Violation
Vandalism
Dress Code
PDA
Weapons
Gang Affiliation/Display
Repeated Misconduct
Lewd Conduct
Safety Violation

Student escalates beyond Step 3 or receives
Automatic Step 4

Step 4: Teacher fills out a Major Incident Form and sends student to office with the form. Student calls parent/guardian from office to come in for an immediate Step 4 Conference. Student is sent to Buddy Room to wait for a conference.

***If there is a possible but unconfirmed Step 4/5 notify security so an investigation can be initiated.**

The Steps Process

STEPS – Students never skip steps. Unless it qualifies for an automatic step 4 (see list), students ALWAYS start on Refocus 1 and proceed through in chronological order.

- Refocus
 - Walk over to student and privately state, *“Refocus (state exact behavior)”*
 - Walk Away & Teach, Teach, Teach
 - Student moves to a place/chair facing away from activity and completes a Minor Incident form
 - In less than 5 minutes, walk over to the student and privately ask, *“What behavior did you choose to go to Refocus?”*
 - Wait for student response
 - Ask student, *“Do you need more time?”*
 - * Recourse = Student replies, *“You said I was _____ . It wasn’t me.”*
 - If you agree, *“I’m sorry. You may return to the activity”*
 - If you don’t agree, *“Do you need more time?”*
- Step 2
 - Walk over to student and privately state, *“Step 2 (state exact behavior)”*
 - Walk Away & Teach, Teach, Teach
 - Student stands up facing away from activity
 - In less than 5 minutes, walk over to the student and privately ask, *“What behavior did you choose to go to step 2?”*
 - Wait for student response
 - Ask student, *“Do you need more time?”*
 - If no, *“You may return to Refocus ”*
 - Walk Away & Teach, Teach, Teach
- Step 3
 - Walk over to the student and privately state, *“Step 3. (state exact behavior).”*
While looking directly at the student you state in a quiet businesslike voice, *“You have now chosen step 3. You need to review Desert Hills behavior matrix.”*
 - The teacher will ask the student if they would like a parent conference or if they would like to refocus on the expectations.
 - If there is not an immediate response by the student in the form of focusing on the rule or not wanting to hold the card they have chosen a step 4.
- Step 4
 - Complete the step 4 form and walk back over to the student
 - You say privately in a nonjudgmental voice to the student *“You have chosen a step 4 for _____. Please go to the office to call your parents to arrange for an immediate conference.”*

- If the student chooses Step 4, give them the form and send them to the office to make their call. Call the office to let them know that the student is on their way.
- Walk Away & Teach, Teach, Teach

- Step 4 Conference
 - Office calls you to let you know the parent is on their way to your room and will contact an administrator to escort the student back to the classroom for the Step 4 conference.
 - Let your class know that you will be involved in a step 4 conference and that if they interfere with anyone's learning, safety, or well-being they will be shadowing a step 4
 - Thank the parent for coming and ask if they have been involved in a step 4 conference before. If not, give a brief explanation of the process.
 - Briefly explain to the parent how the student chose a step 4. Suggest to the parent that they listen for their child stating the problem honestly, taking responsibility, and verbalizing positive alternatives. Let the parent know they have the following options: A) choose to let their child return to the classroom if they deem it to be a successful conference, B) sign their child out and return the following day to complete the conference, or C) ask you if they can have a few minutes with their child before continuing the conference.
 - Student states the problem honestly & completely, student takes responsibility for their actions, student uses problem-solving skills to verbalize positive alternatives, student expresses the desire to return to the classroom, **parent determines if they child is ready to return to the classroom.**
 - Student returns to previous step. You thank the parent for taking the time to participate in their child's education. Let them know you appreciate their support.
 - Teach, Teach, Teach

Minor Incident Form

Student(s) _____ Grade Level _____ Referring Staff _____ Date/Time _____

Location:

Classroom	Library	Assembly/field trip/event	Parking Lot
Cafeteria	Gym	Loading Zones	Other
Bathroom	Hallway/Breezeway	Playground	

Problem Behaviors (circle the most intrusive)

Inappropriate Language	Property Misuse	Defiance/disrespect/non-compliance	Other
Physical Contact	Tardy	Technology Violation	
Disruption	PDA	Electronics	
Dress Code	Safety Violation		

Why did you do this?

Possible Motivation (for staff use only)

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

Major Incident Form

Student(s) _____ Grade Level _____ Referring Staff _____ Date/Time _____

Location:

Classroom	Library	Assembly/field trip/event	Parking Lot
Cafeteria	Gym	Loading Zones	Other
Bathroom	Hallway/Breezeway	Playground	

Problem Behaviors:

Insubordination	Harassment	Electronic Violation	Repeated Misconduct
Physical Aggression	Theft	Vandalism	Lewd Conduct
Abusive Language	Forgery	Dress Code	Other
Excessive Tardies	Plagiarism	PDA	
Truancy	Lying/Cheating	Weapons	
AODA	Technology Violation	Gang Affiliation/Display	

Comments:

Possible Motivation:

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

Action Taken:

Alternate Placement	Step 4 Conference	ISS	Expulsion	SARC/SHIP Referral
	Work Duty	OSS	Contract	Other

Comments:

ELECTRONICS POLICY:

It is highly recommended that students do not bring electronic devices such as video games, iPods, MP3 players, cameras, iPads, tablets and other electronic devices to school. Students who bring electronic devices to school must turn them off and place them in their lockers between the hours of 8:00 and 2:35 (1:10 on Wednesdays).

- Students can use cell phones and other electronic devices for educational purposes with teacher permission and direction.
- Cell phones and other electronic devices cannot be used during lunch or between classes.
- If a cell phone or other electronic device is being used by a student without teacher direction between 8:00 and 2:35 (1:10 on Wednesdays), the electronic device will be taken to the office and a parent will need to pick it up during office hours (7:00-3:00).
- If a cell phone or other electronic device is being used by a student at any time for inappropriate purposes, the student will qualify for a Step 4 parent conference or a Step 5 suspension. Inappropriate uses include, but are not limited to: making a video or audio recording without the permission of the person(s) being recorded, taking vulgar or other types of inappropriate pictures, looking up or viewing inappropriate pictures/materials on the internet, using “apps” such as Instagram and Snapchat to send inappropriate messages to others, bullying others by text or social media.
- The school is not financially responsible for any electronic device that is lost or stolen. Parents will need to contact the police to investigate lost or stolen electronic devices.
- Parents who need to contact their students during the school day should call the office and message will be delivered to their child.

FOOD AND DRINK POLICY:

Consume all food and drinks only in the cafeteria. If not consumed by bell, item will need to be disposed of.

Water in a sealable container will be allowed in the classroom.

Lunch Boundaries:

- The playground encompasses the asphalt and grass at the back of the building.
- You may not go on the sides of the building.
- The side of the building, football field, and the hills are out of boundaries.

DRESS CODE:

Please remember that a student's dress or appearance should not cause a disruption at school. Clothing must be modest and without unnecessary exposure. For example:

- Undergarments must be completely covered.
- Shirt necklines must dip no lower in the front than even with the underarm.
- Tank tops must have straps that are at least as wide as two fingers and arm holes no lower than mid-bicep.
- Dresses, shorts, and skirts must be modest. (Modesty is determined by administrators and teachers – the standard we expect is that when students have their hands at their sides, the dresses, shorts, and skirts should be at least fingertip length or lower.
- Ripped jeans may have holes no higher than fingertips.

Students will be required to fix their dress code violation, which could include having parents bring other clothing.

TARDY POLICY:

The following TARDY plan remains in effect, quarterly, per class:

First tardy: warning by teacher and referral/review of this policy.

Second tardy: teacher notifies parent/guardian(s) and reviews this policy.

Third tardy: student's name is given to Security. Security has student call home and assigns clean up with custodian last 15 minutes of lunch for each tardy the student receives in the particular class from here on out. ~~These are also logged into power school.~~

Fourth tardy: same as third.

Fifth tardy: Step Four with a minimum of ½ hour assigned before or after school with custodian. A contract developed between parent/student/teacher.

Guest Teacher Information for **Tri-Force/The Big Three**

Substitute Survival Sheet

Tri-Force is the Desert Hills Middle School Citizenship Program that you will be using while you substitute here. It is used throughout our school and is based on The Big Three.

The **Big Three** is as follows. Students are expected to:

- Show Respect
- Solve Problems
- Make Good Decisions

Every month we have a particular skill we are having the kids focus. The idea is to try and “catch” kids doing the skill that is the focus and then reward them with a ticket that will enter them into a drawing. (These tickets haven’t been distributed yet as we are still in the planning phase of Tri-Force, but we do try and acknowledge when a student is doing that skill during Compliments and Concerns at the end of the period.

This month’s Character Trait Skill is:

Compliments and Concerns:

At the end of each period/block, teachers will ask students if there are any concerns or compliments that they would like to share. This time period is used to help remedy any issues that have been going on in the classroom in which the teacher may not have been aware or to also reward those kids who went above and beyond a typical student in being extra nice to someone. You are welcome to do these if you feel comfortable with the class, but don’t feel like you have to do them as you aren’t as familiar with the students as the regular classroom teacher.

This system is very similar to Make Your Day in that we also use Steps nearly the same. One way in which it is different, however is that we use a Minor Incident Report form to help track where we as a school are having issues throughout the day, so we can try and find a way to help remedy the situation. Students fill in the Minor Incident Report and then return it to the teacher while they are on Step 1. It works great as a refocus tool.

The students should be very helpful during the day and as the system is used. The best approach you can take upon students' entrance is to let them know what you will be expecting, expecting them to follow The Big Three and do their best.

STEPS/ REFOCUS

"Steps" is a "time-out" type of procedure to help a child who is causing interference in the academic setting. Here's how it works:

Refocus:

Walk over to the student who is interfering with other's learning and whisper "Refocus 1 for..." (state behavior). Student will stand up and move to a chair facing away from the class. (In my class this usually involves moving their chair to the nearest wall.) While they are on Refocus, they are to fill out the Minor Incident Report. The students are familiar with this and know how to do it. I have included a Minor Incident Form in the sub folder for you to see and/or use if necessary. After approximately 3-5 minutes, you will go over to the child and say. "How did you choose Refocus?" The student will respond with the behavior that got them to the step chair. Then respond, "Do you need more time?" to which the student will typically respond, "No," in which he/she can return to their regularly assigned seat and return to class. If they respond "Yes," you then inform them that they can join the class when they ready, but they will still be responsible for whatever work and learning done in class.

Step 2:

If a student is turning around on Refocus, or talking back to you when you tell them to choose Refocus, or any other behavior that is not what is expected (sitting and facing away) during Refocus, then they are choosing Step 2. This step is where they stand and face away from the class. The standing is a simple, physical reminder that they are escalating the situation and must then go back down through the steps to return to their seat. Once they are in Step 2 and after 3-5 minutes, you will follow the same script to have them return to Step 1. After an additional 3-5 minutes you return and follow the same Step 1 protocol listed above.

Step 3

Step 3 happens when a student is choosing not to do step 2 correctly or is choosing to argue while on step 2. At this point you return back to the student who is on steps and inform them that they have a choice. They can either choose a Step 4, in which there will be an immediate parent conference, or they can choose a Step 3 in which they will stand facing the wall with the schoolwide rule in their hand to

focus on. Almost always a child will choose Step 3 because they know that if parents get called, they will most likely be in trouble. Like before, once a student escalates into a Step 3, they must deescalate down to a Step 2, and then a Refocus as before with 3-5 minutes given in each step.

Step 4 Step 4 can happen one of two ways. A student can either choose a step 4 during an escalation from a Step 3, or it could be an automatic Step 4 for excessive misbehavior. These behaviors are the “typical” things that students would be sent to the Principal’s office for in any school. This would include things like fighting, abusive language, drugs, weapons, theft, lewd conduct, and harassment among other things. I have included a Major Incident Form in the sub folder for you to look over and/or use if necessary. The Major Incident form must be filled out by the teacher, including the Comments and Who Was Involved sections. Call the office first to let them know. Then send the form, along with the student, to the office to make a phone call home to arrange for an immediate conference. The student will NOT be allowed to return to ANY classes until the Step 4 conference has been done. As a substitute, I would recommend that you indicate that the student needs to see the Principal to determine if the incident qualifies for a Step 5. Any conferences for Step 4’s, when there is a sub, will be handled by administration.

Please leave detailed notes on classroom behavior so that when the regular classroom teacher returns, he/she can hold kids accountable. Thank you for substituting at Desert Hills Middle School. We hope you have a wonderful day!