

Clifton High School

Clifton, NJ

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It's a Great Day to be a Mustang!

Clifton High School Universal Team

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Introduction to Tiered System Planning

The purpose of this manual is to provide a summary of our key procedures for promoting **Acceptance, Respect, Responsibility, and Success** and creating learning environments that are proactive and responsive. Tiered System planning involves planning for a continuum of intervention that begins with the core prevention strategies and increases in intensity to comprehensive individual plans. Each benchmark along with a continuum requires a plan detailing what interventions and strategies will be used to address student needs.

Tertiary Intensive Interventions	<ul style="list-style-type: none"> ● Interagency coordination of interventions ● Intervention adjustments made based on progress monitoring data ● Weekly progress monitoring ● Intervention plans that include strategies to address all parts of the behavior plan ● Thorough assessment that yields a behavior pattern summary
Secondary Early Intervention	<ul style="list-style-type: none"> ● Intervention adjustments made based on progress monitoring data ● Weekly progress monitoring ● Consistently implemented check-in system & enhancement opportunities ● Systematic screening to identify students in need of secondary
Universal Prevention Practices	<ul style="list-style-type: none"> ● Consistently implemented discipline system that has procedures to neutralize implicit biases ● Teachers use an array of strategies to address minor behaviors ● All staff use effective redirection strategies ● All staff consistently use prevention practices ● All staff use strategies for daily Exposure and habit building efforts ● Monthly SEL instruction that is aligned to the school-wide expectations ● Time in September & January to teach lessons about the expectations ● Articulated school-wide expectations

Mustang Pride: Responsibility, Respect, Acceptance, Success

Responsibility Owning your words and actions, as well as accepting the consequences of your decisions. When we are responsible, we make good decisions; we do the right thing whether or not someone tells us; we answer for our words and actions; we accept the consequences when we have done something wrong. When we are responsible, other people can depend on us.	
Examples	Non Examples
<ul style="list-style-type: none"> ● Helping others. ● Owning up to a mistake. ● Having our homework, being prepared for class. ● Asking adults for help. ● Looking after our belongings. ● Cleaning up our area. ● Being quiet on a teacher's signal. ● Following the dress code and ID policy ● Following health protocols. 	<ul style="list-style-type: none"> ● Not holding the door for someone. ● Blaming others for our actions. ● Losing materials. ● Not having your homework. ● Leaving garbage. ● Not being prepared for school. ● Coming late. ● Making excuses. ● Not following health and safety precautions
Respect Showing consideration for others points of view and how your words and actions will affect other people. When we are respectful, we value each other's points of view, even if we disagree. When we are respectful, we are polite and kind, and treat each other with dignity.	
Examples	Non Examples
<ul style="list-style-type: none"> ● Listening when someone is talking to you. ● Asking before you touch or take other people's belongings. ● Social Distancing/Wearing a mask ● Accept other people's differences. ● Saying "I'm sorry", playing fair, and showing concern. ● Cooperating with adult directions. ● Being on time for class. 	<ul style="list-style-type: none"> ● Gossiping. ● Name calling. ● Not wearing your facemask/no social distancing ● Ignoring someone when he/she is talking to you. ● Rolling your eyes. ● Sucking your teeth. ● Walking away from a staff member as he/she is speaking to you.
Acceptance Valuing people's right to have their own opinion, habits, and routines, even when you disagree. When we are accepting, we use polite words, are helpful to others, and are tolerant of other people's differences.	
Examples	Non Examples
<ul style="list-style-type: none"> ● Standing up for or showing concern for another student. ● Accepting other people's differences. ● Waiting for the other person to stop talking before speaking. ● Including everyone in the conversation. ● Use "excuse me", "please", and "thank you". ● Use nice words (like giving a compliment). ● Demonstrating Mustang Pride when no one is watching. 	<ul style="list-style-type: none"> ● Gossiping, spreading rumors, or name calling. ● Saying mean words like "Shut up" and "You're stupid". ● Excluding other students from a group. ● Interrupting when someone is talking. ● Ignoring someone when he/she is talking to you. ● Rolling your eyes. ● Lying, cheating, stealing, or blaming others. ● Not taking time to think about your actions or decisions.
Success This is your goal. When we are successful, we achieve goals or grow in such a way that we feel satisfaction as a result of our accomplishments.	
Examples	Non Examples
<ul style="list-style-type: none"> ● Doing better on an exam than your previous. ● Overcoming obstacles ● Getting an internship. ● College acceptance. ● Completing a major project on time. ● Being prepared with all your materials for class. 	<ul style="list-style-type: none"> ● Frequent absences/tardies ● Not putting forth the effort needed to grow ● Being unprepared, no HW, no pencils, no notebook, etc.

Mustang Pride in our School Locations

<p style="text-align: center;">Across Locations</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations 	<p style="text-align: center;">School Grounds Arrival</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions and safety protocols ● Report unsafe situations
<p style="text-align: center;">Morning Locker/Homeroom</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Arrive at your HR before the bell ● Adhere to the district dress code 	<p style="text-align: center;">Classrooms</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Be in your seat until the bell ● Use kind & appropriate language
<p style="text-align: center;">Main/VP Office</p> <ul style="list-style-type: none"> ● Follow adult directions ● Report unsafe situations ● Sign in upon arrival ● Arrive and leave with a signed pass 	<p style="text-align: center;">Nurses Office</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Arrive with a signed pass and sign in upon arrival ● State the reason for your visit ● Leave with a pass
<p style="text-align: center;">Hallways/Stairwell</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Have an appropriate and signed pass ● Stay to the right and use designated stairwell 	<p style="text-align: center;">Guidance</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Sign in upon arrival ● Arrive and leave with a signed pass
<p style="text-align: center;">Lab</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Follow all the lab safety rules ● Clean up your lab station 	<p style="text-align: center;">Cafeteria</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Wait for your table to be called ● Keep the cafeteria clean
<p style="text-align: center;">Locker Room</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Dress promptly and appropriately ● Report to your assigned gym and spot after changing 	<p style="text-align: center;">Media Center</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Maintain appropriate noise level ● Sign in upon arrival with a pass
<p style="text-align: center;">Auditorium</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Be respectful during performance / speaker ● Keep the auditorium clean 	<p style="text-align: center;">Bathroom</p> <ul style="list-style-type: none"> ● Wear and visibly display ID ● Follow adult directions ● Report unsafe situations ● Return to your destination promptly

Student Incentive and Recognition System Digital System

Our student incentive system will be made up of 3 levels of recognition.

1. **Mustang Points** - Digital point system issued by teachers (PBISRewards.com)
2. **Mustang Aces** - Students who demonstrate exceptional examples of what it means to be a Mustang
3. **Shout Outs** - Acknowledgement of students and staff
4. **Student of the Month**

Mustang Aces

Many of our students demonstrate exceptional examples of what it means to be a Mustang. To recognize these stellar contributions to our school community, each staff member will nominate a student for “Mustang Aces”. Mustang Aces will be invited to a celebratory event and will receive a certificate. At the end of each marking period, the PBSIS Coaches will send out an email to specific departments asking them to nominate a student via google form.

Procedures for Using Mustang Points and Shout Outs

Mustang Points and Shout Outs are other ways of saying “Thank you” for making a good behavior choice. Whether a small behavior (e.g., holding the door) or a big behavior (e.g., helping a friend who is being bullied), our recognition system can help us reinforce the kinds of behaviors we want to see. Among the benefits of using the Mustang Points and Shout Outs include:

1. We encourage students to continue engaging in positive behaviors.
2. We reinforce the benefit of making good choices, so when students face a ‘tempting’ bad choice, they have the history of positive interactions with staff to firm up their resolve.
3. Our system can be very helpful to encourage students working on a behavior improvement goal to keep trying.
4. Providing praise to students helps build a positive adult-student relationship.

Procedures for distributing Mustang Points and Shout Outs to students

Mustang Points

When you demonstrate Mustang Pride, a teacher will give you a Mustang Point and provide you with **behavior specific praise** for why you are receiving the point. Examples of behavior specific praise include “Thank you for helping your classmate,” or “That was a very respectful way of saying no to your classmate”.

When you demonstrate Mustang Pride, a teacher may give you Mustang Points for:

- Assisting a classmate without being asked
- Showing consistent improvement in your attendance
- Showing consistent improvement in your behavior
- Modeling good behavior for your classmates
- Any other behavior that a teacher/staff member wants to give you recognition for
- Abiding by health and safety protocols
- Wearing your ID properly

(Mustang Points are digitally distributed with students monitoring their point totals and redeeming prizes via PBIS Rewards)

Shout Outs

A teacher/staff member may give you a Shout Out for being an exemplary role model at CHS. Shout Outs may be given for the following behaviors:

- Consistently being a role model for other students in class (including being on time, having materials, exemplary participation)
- Overcoming obstacles or sticking with a challenging assignment
- Persistent positive attitude
- Contributing to the sense of community at our school
- Volunteering your time
- Assisting another student in a difficult social situation (e.g., bullying, aiding a new student, class buddy)
- Providing help to a staff member
- Any other behavior that a teacher/staff member wants to recognize with a Shout Out

Procedures for trading in Mustang Points

- There will be a virtual school store.
- Each teacher will establish their own virtual store.
- Teachers will evaluate their store every marking period and make any necessary changes.
- Students need to inform their teacher when they want to use a purchased item.
 - Teachers will establish protocols for their own store.
- Examples of what **MAY BE** included:
 - Homework Pass
 - Extra Credit on a quiz/test
 - Free ID and lanyard

Procedures for Shout Outs

- Shout Outs will be rewarded regularly by students and staff via Google Form.
- Students and staff will be recognized for positive behaviors.
- Shout out recipients will be recognized on the CHS Morning Show.
- Recipients will be entered in raffles throughout the year.

Mustang Points are only valid for the school year in which they were received.

Behaviors that may earn Mustang Points and Shout Outs

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>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. ● Taking initiative on starting an assignment or lesson. ● Having all materials for class. ● Getting assignment information independently after an absence. ● Enter the classroom quickly and begin the assignment. ● Following directions given by staff. ● Submitting classwork, projects, and homework assignments on time. ● Entering or exiting an area quietly and orderly. ● Working quietly on a difficult task. ● Demonstrating a willingness to learn and respecting a classmate's right to learn. ● During digital learning, being on screen and attentive to the lesson.
<p>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. ● Supporting classmates in their achievements. ● Waiting for "your turn" patiently. ● Assisting new students.
<p>When students follow rules and routines</p>	<ul style="list-style-type: none"> ● Raising his/her hand to answer a question or talk. ● Walking in the halls quietly and staying on the right. ● Telling an adult about a dangerous situation / bullying. ● Working on a task quietly and diligently. ● Using computers, laptops, or other materials appropriately. ● Lining up quickly and quietly when signaled. ● Being on time. ● Throwing out/ recycling garbage in the cafeteria. ● Demonstrating positive and safe behavior in locker rooms, fields, and gymnasiums. ● 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. ● While in the building, maintaining social distancing and safety protocols

P³ & E - Core Prevention Practices

Predictable – Positive – Present – Engaging

To create proactive learning environments, we will implement P³ & E, which includes an array of practices in 4 categories: predictable, positive, present, and engaging.

Be Predictable:

Establish Consistency in Routines and Expectations

Consistently implement the expectations and pivotal classroom routines that guide what you want students to do, so that students know what is expected of them at all times:

- Use action-oriented; positively stated language
- Involve students in developing expectations and routines
- Ensure expectations and routines reflect the traditions, customs, values, and practices of students

Teach and review expectations / routines / procedures:

- Use teacher-directed instruction to teach expectation, routines, and procedures
- Use pre-correction ahead of routines
- Routinely infuse discussion, reflection and application of the school-wide expectations within the curriculum
- Use teachable moments to reframe behavior errors

Establish prompts and cues within routines to make the expectation explicit:

- Model expectations and routines you want students to perform
- Use visual anchors to prompt expectations and routines
- Use consistent attention getting signals
- Use advanced organizers, reminders and scaffolds

Be Positive:

Supportive and Strengths Driven Environments

Use positively framed messaging:

- Frame prompts in terms of what you want students to do
- Point out the optimistic side of a situation
- Model positive self-talk
- Deliver 4 positive messages to every 1 negative/neutral messages (4:1 ratio)

Reinforce positive behaviors frequently:

- Use behavior specific praise to reinforce positive behaviors
- Distribute school-wide tickets frequently to reinforce positive behaviors
- Celebrate student accomplishments

Be Present: Safe and Culturally Responsive Environments

Make personal connections with students through greetings, affirmations and expressions of interest:

- Be mindfully present in moment when interacting with students
- Use positive greetings at the door to welcome students
- Use an active listening posture (e.g., orientation, attention)
- Engage in discussions and inquiry that reflect student interest

Create a welcoming and inclusive environment:

- Have displays and instructional materials that reflect students' racial, cultural and ethnic backgrounds
- Use verbal and nonverbal messaging that conveys all students' questions and opinions are important
- Use proximity with high and low achieving students equitably

Use active supervision to monitor the learning environment:

- Continuously move around the area
- Interact with students as you move around
- Continuously scan what is happening
- Attend to signs that a student is having difficulty

Be Engaging: Empowering Environments with Opportunities for Engagement, Choice and Collaboration

Use a variety of response options to ensure all students have opportunities to respond:

- Verbal choral responding
- Gestural choral responding (e.g., response cards, response manipulatives, thumbs up/down)
- Use think-pair-share

Plan for developmentally appropriate pacing:

- Anticipate the lesson timeline
- Use the 10:2 rule - for every 10 minutes of direct instruction allow for 2 minutes of processing
- Conduct frequent checks for understanding (e.g., thumbs up / thumbs down or choral responding)
- Have materials ready for smooth transitions
- Present instructions visually

Offer opportunities for student-led decision making and choices in instructional design:

- Solicit and incorporate input about student interests
- Solicit and incorporate input about the learning environment
- Offer assignment choices
- Create opportunities to class discussions

Encourage peer to peer supports and collaboration:

- Encourage peer to peer praise
- Ask 3 before me (asking a peer for help before asking the teacher)
- Use team building assignments and exercises
- Create opportunities for collaborations, team building and group-oriented goal.

T-L-C Redirection

Three BIG ideas about responding to occurrences of unwanted behavior:

1. Effective redirection occurs within the context of proactive practices (P³ & E)
2. Occurrences of problem behavior are an opportunity to model self-regulating behaviors
3. Use a T-L-C posture to re-engage students in the routine quickly and quietly

Our facial expressions, body posture, energy level all convey an unspoken message that can escalate or de-escalate the energy level of an interaction. *Communication is 60%-70% body language.* Students will mirror how we are conducting ourselves, so it is critical that we model self-regulating behaviors. Always remember to:

- Project calmness in your body language and voice
- Have a plan for what you will say and do for typically occurring classroom problems
- Have strategy for maintaining your own emotional regulation
- Adopt a T-L-C posture to maximize the likelihood redirection will be effective:

- **Tone**

- Use a calm, neutral and assertive voice
- Approach the situation as a teachable moment

- **Language**

- Use objective, neutral and supportive language
- Label emotions and behavior (not the student)
- State what you want the student to do
- Paraphrase and mirror the student's statements

- **Caring Disposition**

- Display empathy and concern
- Display interest in the student being successful
- Provide social coaching to help the student make a good choice
- Offer options for how they can handle the situation
- Give a opportunity to take a break
- Offer opportunity to talk with someone
- Employ strategies redirections (see list)
- Offer options for how they can handle the situation

Redirection Protocol to Maximize Cooperation with Requests

Apply the principles of T-L-C to redirect the student using this series of steps/considerations

Provide a **CUE** for the expected behavior

- **RESTATE** the expectation to the class
- **PRAISE** other students performing the expectation
- **SCAN** for a response
- **PRAISE** Cooperation

If no response then:

- **DECIDE** whether to address now or address later
 - If now, **ENGAGE** other students in the routine, a task, or activity
 - Speak to the student **PRIVATELY**
 - **OFFER** options or **ASK** the STUDENT to generate options
 - Provide **THINK** time

PRAISE cooperation

If the student does not respond and the behavior is interfering with the routine refer to your office conduct referral procedures



Use of the PBSIS framework will help make everyday a Great Day to be a Mustang!