

# West Boylston Middle/ High School School Profile

- Small, middle class suburban community
- Approximately 550 students in grades 6-12
- Approximately 25 staff service 230 students in grades 6-8
- Recent budget cuts have essentially eliminated team structure at the middle school
- Provide a continuum of supports from life skills through inclusive services for students with disabilities

# West Boylston Middle School SWPBS Team

- Chris LaBreck - Associate Principal
- Rebecca Spencer - Middle School Guidance Counselor
- Sarah Avery - 6th/8th Grade Social Studies Teacher
- Bruce Palmer - 7th/8th Grade Science Teacher
- Meaghan Babineau - Middle School Special Education
- Stephanie Benson - Parent
- Jenny Solano- Middle School Spanish

# Goals

1. Increase positive peer interactions amongst and between various peer groups.
2. Increase appropriate, active participation throughout the school.
3. Involve all staff in consistently implementing SWPBS.

# From Planning to Implementation

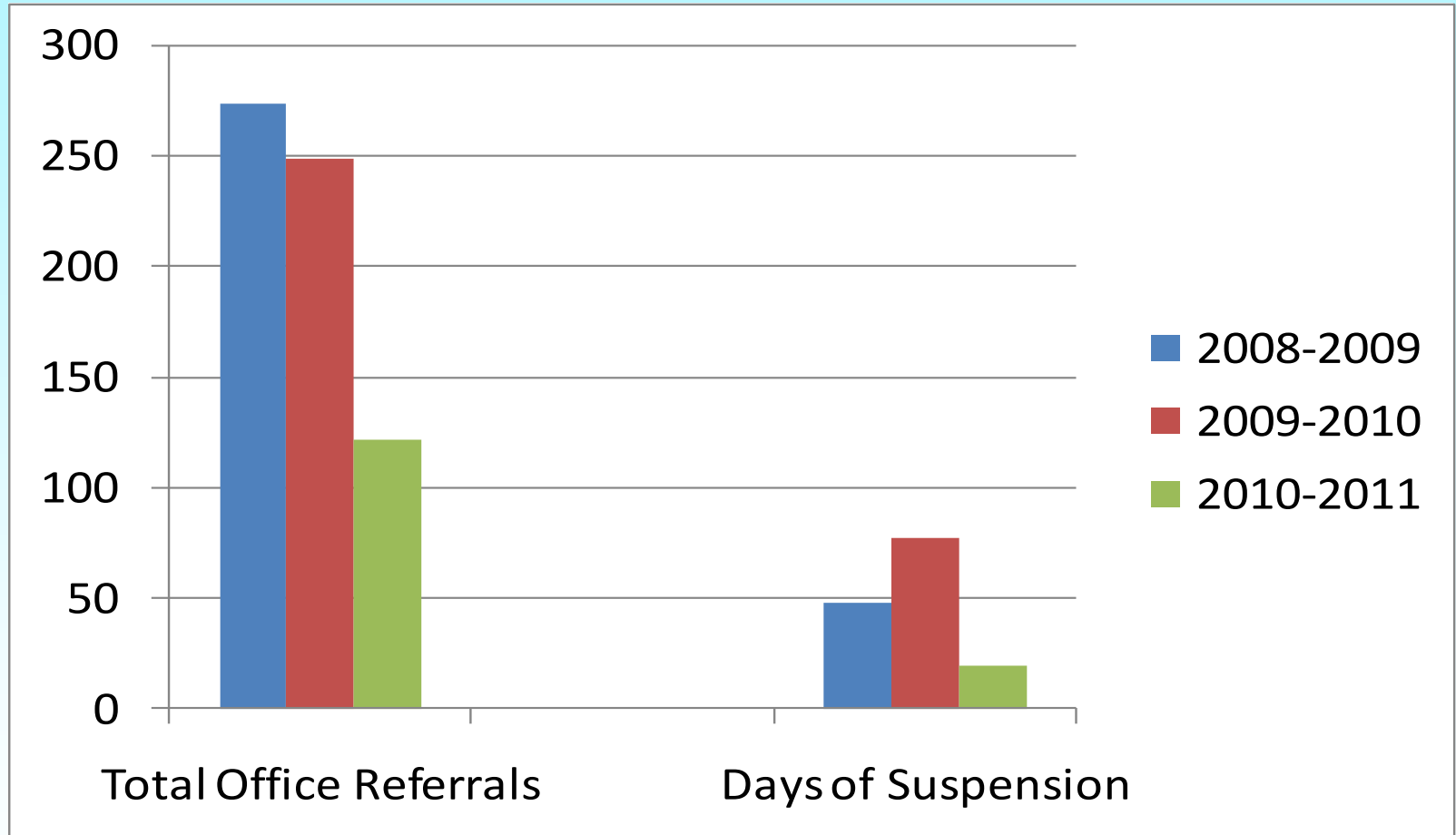
- January 2009: Present concept to Staff
- Summer 2009: Organize SWPBS Team
- Fall 2009: Train SWPBS Team
- January 2010: Rollout of School-Wide Tier 1
- Spring 2010: Begin Behavioral Instruction
- Summer 2010: Develop Classroom Matrices
- Fall 2010: Implement modified discipline form, classroom expectations, and “caught ya” cards; Begin using SWIS to collect discipline data

# Classroom Matrix

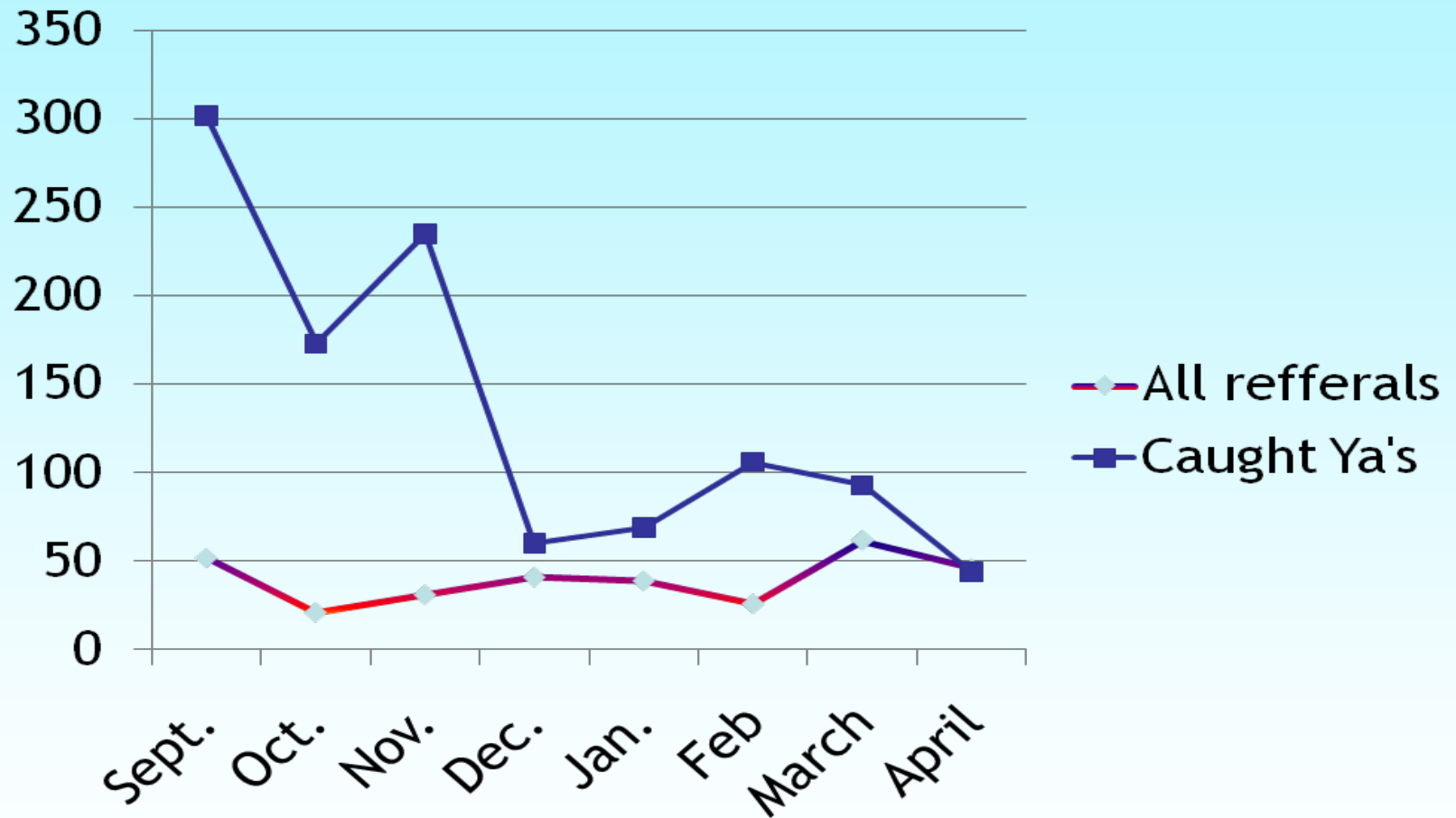
|                                      | Be Respectful   | Be Responsible   | Participate  |
|--------------------------------------|---|--|--|
| Warm Up                              | <ul style="list-style-type: none"> <li>• Enter classroom quietly</li> <li>• Sit at assigned seat</li> <li>• Be aware of personal space</li> </ul>   | <ul style="list-style-type: none"> <li>• Bring materials to class</li> <li>• Use warm-up notebook</li> <li>• Copy/prepare warm-up</li> <li>• Use best handwriting &amp; Proofread</li> </ul>   | <ul style="list-style-type: none"> <li>• Be on time</li> <li>• Read daily agenda</li> </ul>  |
| Teacher's Instruction Or Lesson Plan | <ul style="list-style-type: none"> <li>• Make eye contact with teacher</li> <li>• Keep your body quiet</li> <li>• Listen attentively</li> <li>• Raise your hand to speak</li> <li>• Address teacher properly</li> <li>• Be aware of personal space</li> </ul> | <ul style="list-style-type: none"> <li>• Bring materials to class</li> <li>• Keep materials organized</li> <li>• Follow instructions/read directions</li> <li>• Complete tasks assigned</li> <li>• Use best handwriting &amp; Proofread</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask clarifying questions</li> <li>• Contribute to class discussions</li> <li>• Reference classmates</li> <li>• Provide examples</li> </ul>                      |
| Group Work                           | <ul style="list-style-type: none"> <li>• Be open-minded</li> <li>• Compromise</li> <li>• Listen attentively</li> <li>• Address teacher/classmates properly</li> <li>• Be aware of personal space</li> </ul>   | <ul style="list-style-type: none"> <li>• Volunteer to complete tasks</li> <li>• Complete the task assigned by due date/time</li> <li>• follow instructions/read directions</li> <li>• Organize materials</li> <li>• Use best handwriting &amp; Proofread</li> </ul>                              | <ul style="list-style-type: none"> <li>• Verbally discuss options</li> <li>• Provide examples</li> <li>• Be helpful</li> <li>• Record tasks &amp; due dates into agenda</li> <li>• Clean area</li> </ul> |
| Independent Work                     | <ul style="list-style-type: none"> <li>• Keep your body quiet</li> <li>• Listen attentively</li> <li>• Address teacher/classmates properly</li> <li>• Be aware of personal space</li> </ul>   | <ul style="list-style-type: none"> <li>• Bring materials to class</li> <li>• Keep materials organized</li> <li>• Follow instructions/read directions</li> <li>• Complete tasks assigned by due date/time</li> <li>• Complete own work</li> <li>• Use best handwriting &amp; Proofread</li> </ul> | <ul style="list-style-type: none"> <li>• Ask clarifying questions</li> <li>• Record tasks &amp; due dates into agenda</li> <li>• Provide examples</li> <li>• Clean area</li> </ul>                       |
| Transitions                          | <ul style="list-style-type: none"> <li>• Keep your body quiet</li> <li>• Listen attentively</li> <li>• Be aware of personal space</li> </ul>  | <ul style="list-style-type: none"> <li>• Follow instructions/read directions</li> <li>• Organize materials</li> </ul>  | <ul style="list-style-type: none"> <li>• Be helpful</li> <li>• Contribute to the task</li> </ul>   |
| Tests/Quizzes                        | <ul style="list-style-type: none"> <li>• Be on time</li> <li>• Keep your body quiet</li> <li>• Listen attentively</li> <li>• Be aware of personal space</li> </ul>  | <ul style="list-style-type: none"> <li>• Be prepared with testing materials</li> <li>• Read directions</li> <li>• Keep your eyes to your own papers</li> <li>• Complete all portions</li> <li>• Submit the test/quiz as directed</li> <li>• Use best handwriting &amp; Proofread</li> </ul>      | <ul style="list-style-type: none"> <li>• Ask clarifying questions</li> <li>• Be aware of testing times</li> <li>• Limit departures from class</li> </ul>   |



# Positive Outcomes



# Positive Outcomes



# Next Steps

1. Involve ALL staff; bus drivers, cafeteria workers etc.
2. Identify potential supports as we begin implementing Tiers II and III
3. Identify financial and personnel resources required to move forward



# Contact Information

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