



STOW-MUNROE FALLS CITY SCHOOLS

PBIS

HANDBOOK



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OUR TEAM

Team Member	Building(s) Represented & Position
Kristie Prough	Assistant Superintendent
Dana Pisani	Special Services
lisha Collier	Curriculum Supervisor
Julie Alexander	Behavior Specialist
MaryKay Misterka	Special Services
Karen Chapman	Woodland and Highland School Counselor
Heather Berthold	Highland Educator
Samantha Sampson	Echo Hills Educator
Jenn Gregg	Riverview Educator
Laura Swinsburg	Echo Hills and Fishcreek School Counselor
Chris Keating	Woodland Principal
Kressa Holt	Indian Trail School Psychologist
Andy Yanchunas	Lakeview Principal
Sarah Smith	Lakeview School Counselor
Kim Neff	Kimpton Intervention Specialist
Steve Deitrick	Kimpton Principal
Bre Livingston	Kimpton School Psychologist
Maggie DiEugenio	Lakeview School Counselor
Emma Canepa	High School Math Educator



PBIS GENERAL INFORMATION

Positive Behavioral Interventions and Supports, also called PBIS, is a broad range of systematic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problematic behavior. The key attributes of PBIS include preventative activities, data-based decision making, and a problem-solving orientation (Horner, 2009., Weigle, 1997).

WHY PBIS?

Systems that focus on helping students achieve their full academic potential while building positive character outcomes like PBIS support teaching and learning. PBIS encourages appropriate behavior in all areas, focuses on sustaining school-wide classroom expectations, provides individual student support, and positively reinforces students for following expectations. In turn, this establishes a climate where appropriate behavior is the norm.

PBIS AT STOW-MUNROE FALLS CITY SCHOOLS

As part of our district's strategic plan, PBIS supports the district in creating a culture of physical and mental wellness and a climate of compassion. Students who show their bulldog pride are able to maximize their learning by following their school's PBIS expectations. SMFCSD focuses on the social-emotional learning of our students by teaching them consistent expectations and consequences beginning in preschool through grade 12. This initiative supports the Portrait of a Bulldog by identifying students' needs and ways to support them.

PBIS IS NOT

- A packaged curriculum
- A scripted intervention
- A canned program
- A program designed to "fix" one hundred percent of behaviors

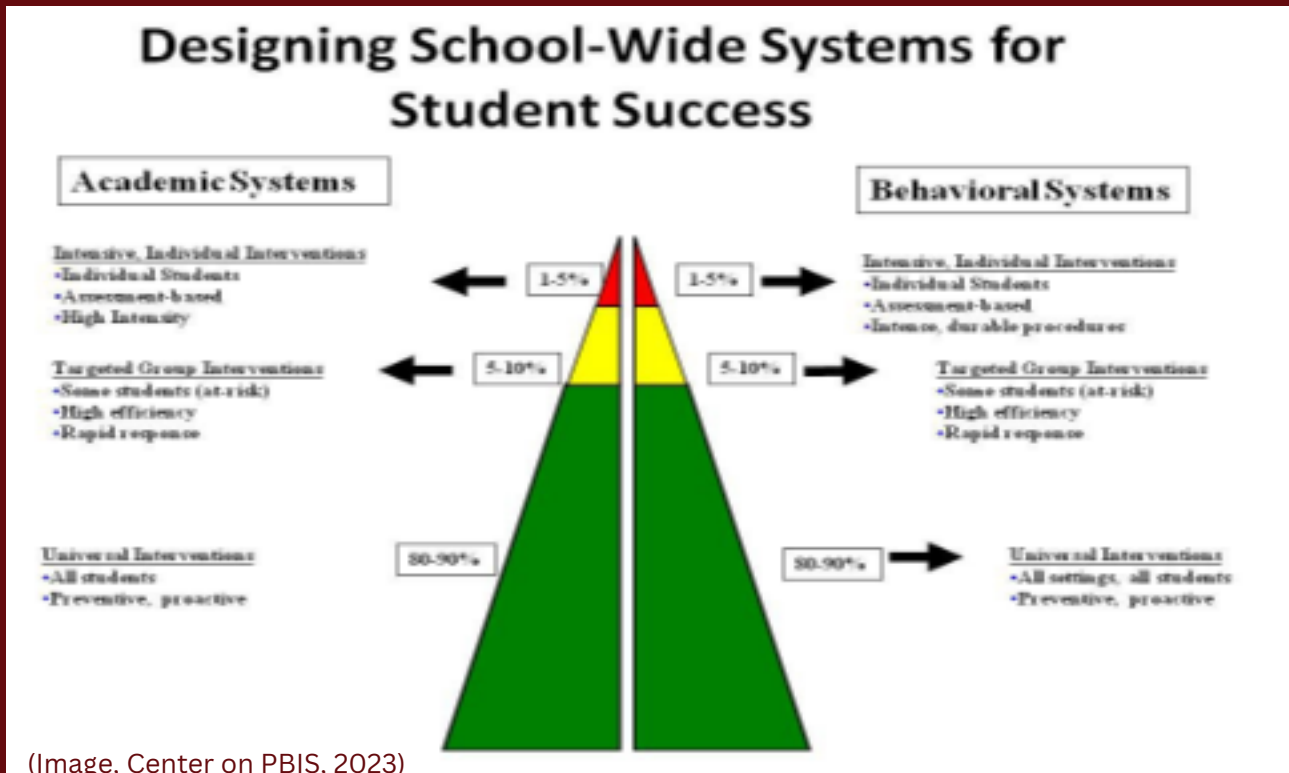
PBIS BIG IDEAS

- Never stop doing what already works (benefits students).
- Always look for the smallest interventions (conversations, supports) that will produce the largest effect.
- Collect and use data for decision making to inform better practice.
- Adapt initiatives to make them fit your unique school community, culture, and context.



SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS: THREE TIERS OF SUPPORT

A tiered framework provides a model for primary (school wide), secondary (supports for a targeted or identified group of students), and tertiary (individual and often intense) interventions for students. Tiers of support are outlined on the following pages.



TIER 1 SUPPORTS (UNIVERSAL INTERVENTIONS)

These supports are designed to provide every student in the district with a framework for success. They “emphasize modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills” for all students (Center on PBIS, 2023). A team approach, data-driven with consistent policies, ongoing reflection, and professional development for staff are necessary components for effective implementation. Tier 1 goals aim to provide consistently universal expectations of students with common, attainable goals.

These core goals are to:

- Teach developmentally appropriate skills
- Intervene proactively before unwanted behaviors increase
- Utilize research-based, successfully proven interventions whenever possible
- Monitor progress of students
- Use data to inform decisions

Further Resources for Tier 1:

[PBIS Tier 1 Overview](#)

[Reinforcing Positive Behaviors](#) (using communication and language effectively)

TIER 2 SUPPORTS (TARGETED GROUP INTERVENTIONS)

This tier of support provides “targeted support for students who are not successful with Tier 1 supports alone [...] and its focus is on supporting students who are at risk for developing more serious unwanted behaviors before they start” (Center on PBIS, 2023).

Some supports in this tier include, but are not limited to:

- Meeting with/Communicating with Individual Student
 - Providing the Individual Student Choices (that are agreeable with teachers and others)
 - Offering Structured Breaks for Student
 - Creating a Behavior Plan or Contract
 - Giving Nonverbal and Verbal Signals to Student
 - Providing Sensory Items Implementing a Functional Behavior Assessment (to identify root cause or patterns of behavior)
 - Teaching Student Coping Strategies
 - Modeling Conflict Resolution
 - Providing School Counselor for Interventions, Small Group/One on One Consult
 - Implementing Ongoing Data Collection, Analysis, and Decision Making
- Daily Progress Report (DPR)
- Attempting Check-In, Check Out, or CICO (student checks in with teacher/mentor in the morning and checks out with the teacher at the end of the day to see if behaviors align with set goals)
 - Initiating Other Supports From Parents, School Counselor or School Psychologist
 - Addressing Academic Remediation (recognizing students may be acting out if unable to comprehend information)

Tier 2 Team Members May Include:

- Core Instructional Team
- Parent and/or Student as Appropriate
- School Counselor & Other Support Staff
- Behavior Specialist
- Building Administrator & Special Education Administrator

Further Resources for Tier 2:

[PBIS Tier 2 Supports](#)

[Tier 2 Supports for Family](#)



TIER 3 SUPPORTS (INTENSIVE OR INDIVIDUAL INTERVENTIONS)

Students requiring this level of support have frequent or severe behavior that is dangerous, highly disruptive, and/or threatening. Students who demonstrate these behaviors may be at high risk for suspension and/or expulsion. Frequent office referrals, incident reports, and major behavioral concerns emphasize the necessity for this level of intervention. Students may benefit from these supports if lower-level interventions have proven insufficient to meet their needs.

Some supports in this tier include, but are not limited to:

- Intense and 'Durable' Interventions
- Functional Behavior Assessment
- Multi-Component Behavior Plans
- School-Based Wraparound Programming
- Emergency Intervention Plans
- Intensive Academic Support

Tier 3 Team Members May Include:

- Core Instructional Team
- Parent and/or Student as Appropriate
- School Counselor & Other Support Staff
- Behavior Specialist
- Building Administrator & Special Education Administrator
- District Level Support Staff
- Agency/Mental Health Staff





STAFF TRAINING AND SUPPORT POLICY

Nonviolent Crisis Intervention ® (NCITM) “provides staff with skills to safely recognize and respond to everyday crisis situations that may involve more challenging behaviors” (Crisis Prevention Institute, 2023). NCITM training aims to create compliance with legislative initiatives and align with best practices.

Benefits of Nonviolent Crisis Intervention®

Minimize Physical Interventions	Recognize and Respond to Defensive Behaviors	Understand What’s Behind the Behavior	Address the Needs of the Individual
Teaches why and how to apply safety interventions and disengagement techniques for escalating risk behaviors.	Explains both why and how to apply limit-setting strategies when verbally intervening to de-escalate defensive behaviors as well as recognize opportunities for post-crisis learning.	Explores the effects of trauma and the psychology of the brain on the person in crisis as well as the responding individual.	Takes a person centered focus to help ensure a consistently inclusive and culturally sensitive approach to a person displaying crisis behavior.

(Crisis Prevention Institute, 2023).

Credentials

Staff who have contact with any student who may need NCITM will be trained. There will be a trained team of staff at each building.

Timeline for Training

Staff will be trained with a formal refresher training every 2 years. There will be a check-in with the CPI instructor annually.

Incident Report and Procedure Sample

[Blank Incident Report](#)

Reports should be written within 24 hours of the incident and Incident reports will be reviewed monthly at the district behavior meetings.





BUILDING MATRICES FOR PBIS

SYSTEM & SUPPORTS

(linked in alphabetical order)

- ☒ ELEMENTARY PAWS
 - ☒ ECHO HILLS
 - ☒ FISHCREEK
 - ☒ HIGHLAND
 - ☒ INDIAN TRAIL
 - ☒ KIMPTON MIDDLE SCHOOL
 - ☒ LAKEVIEW
 - ☒ RIVERVIEW
 - ☒ STOW MUNROE FALLS HIGH SCHOOL
 - ☒ WOODLAND
- 



MAJOR VS. MINOR INCIDENTS

Buildings at each level (elementary, intermediate/middle, and high schools) document and assess behavior incidences of students. Team members at each school determine which supports benefit students and how the data informs interventions and supports.

The following table outlines examples of major and minor student incidents as well as guidelines for how the behavior could be managed.

BEHAVIOR	MAJOR: OFFICE MANAGED	MINOR: STAFF MANAGED
Language	High intensity or inappropriate language that is disruptive or derogatory attitude towards an individual or is disruptive the educational environment	Low intensity inappropriate language (damn, hell, other curse words besides the "F" word, etc.)
Physical Assault/Aggression	Examples: ball-tapping, pantsing, any intention to harm someone	Examples: pushing, shoving, touching, tapping, tripping, stepping on back of shoes, hit with pencil pouch, booking
Destruction of Property /Vandalism	Irreversible damage, destruction of school or personal property	Property misuse - low intensity reversible damage (i.e. can be cleaned up or easily fixed – such as, but not limited to writing on tables, writing with soap on bathroom walls, pulling artwork off walls, using school equipment/materials improperly)
Theft	Item of significance/value from another student or from a staff	Item of less significance (i.e. pencil pouch, pencil, moving items to another area)
Electronic Device Usage	Repeated use during instruction time or usage that causes disruption to the school day or to the educational process (ex: posting pictures on social media, inappropriate text threads)	Inappropriate use during instructional time (i.e. student is supposed to be reading and is texting or playing games)
Attendance	Habitual truancy, class cutting	Tardy to class
Disrespectful Behavior	Repeated offensives of cheating/plagiarism	Low-intensity failure to respond to a reasonable request (i.e. student refuses to do classroom work, talking while teacher is talking, calling out). Not prepared for class (i.e. computer not charged, not having supplies) Lying/cheating/plagiarism
Weapons	Possession of a weapon (i.e. pocket knife)	n/a
Illegal Possessions	Possession/use (i.e. drugs, alcohol)	n/a



FURTHER RESOURCES



- [Techniques to Manage Behavior](#)
- [The Verbal Escalation Continuum](#)
- [Responsive Classroom](#)
- [Zone of Regulation](#)
- [Love and Logic](#)
- [Classroom Circles](#)
- [Resources for Families](#)

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Crisis Prevention Institute, 2023. Nonviolent Crisis Intervention Training.

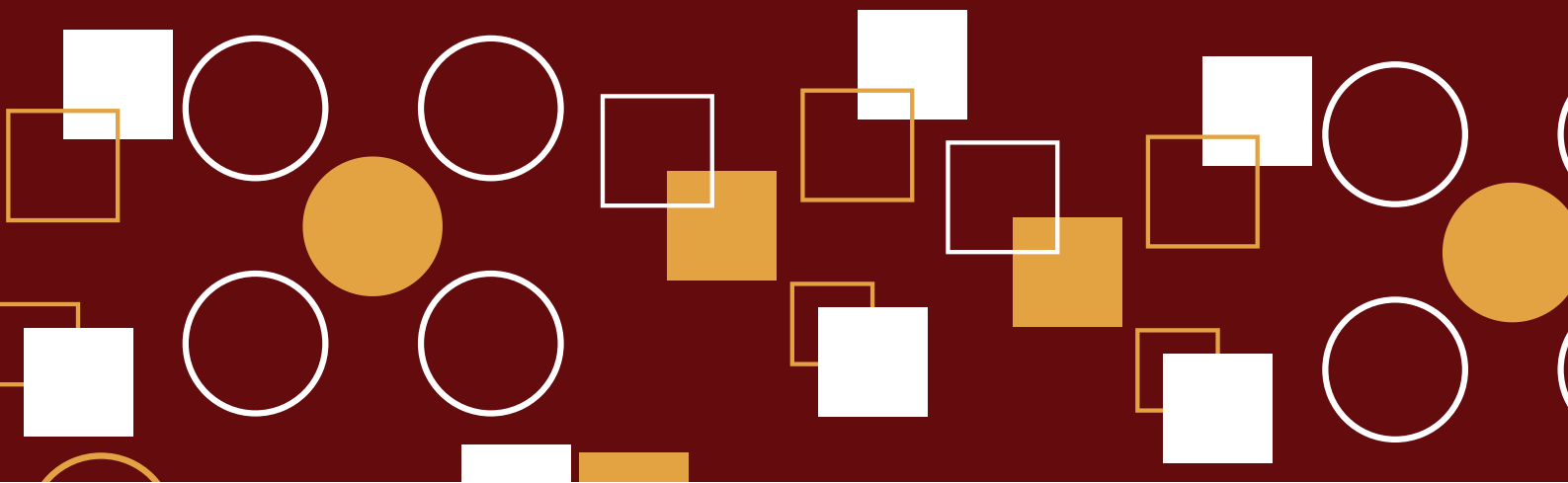
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STOW-MUNROE FALLS CITY SCHOOLS

**SUPPORTING
STUDENTS
TOGETHER**