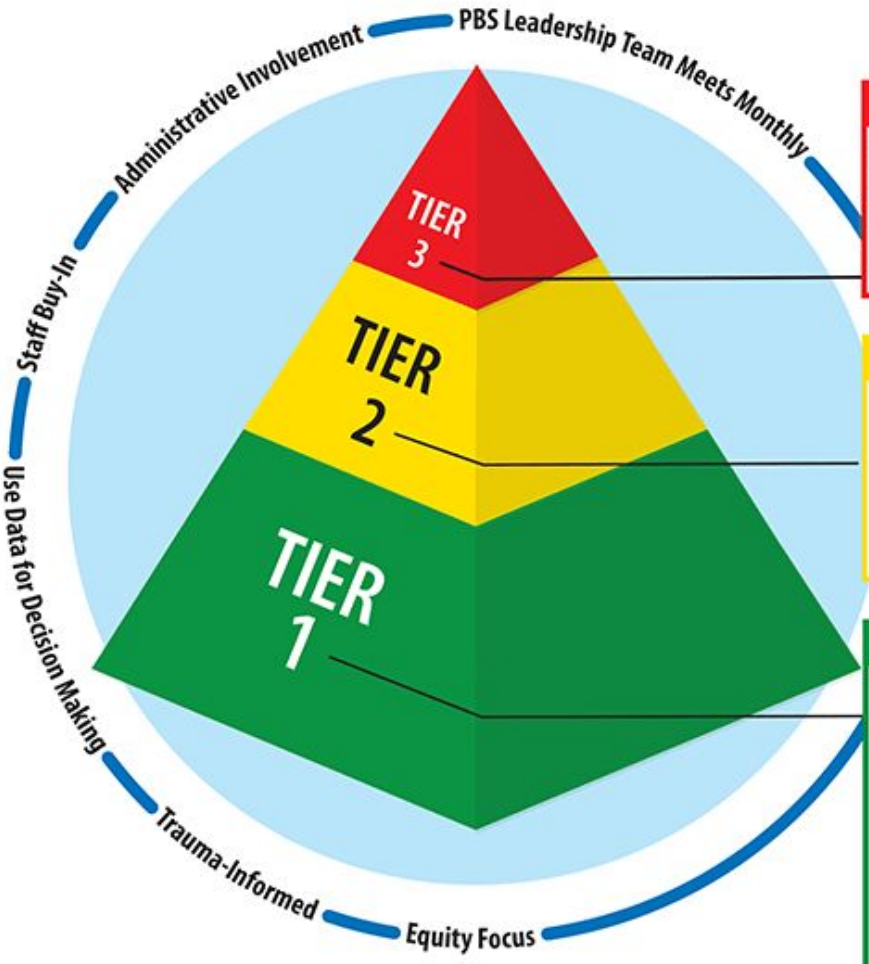


Alternative Education

PBIS Tier 1 Handbook 2025-2026

What is PBIS?

Three-Tiered Model of Positive Behavioral Interventions and Support



TIER THREE: Few

- Functional Behavior Assessment
- Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

TIER TWO: Some

- Check In Check Out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

TIER ONE: All

- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect Respect Bully Prevention
- PBIS Clubs
- Alternatives to Suspension

Positive Behavioral Interventions and Supports

What is PBIS?

PBIS is a positive, proactive, and preventive approach to behavior. It is an evidence-based, data driven ***process*** by which schools work to increase appropriate social behavior, attendance, and student achievement. The goal of PBIS is to design effective environments and provide a continuum of evidence based behavior support for all students in all settings of the school.

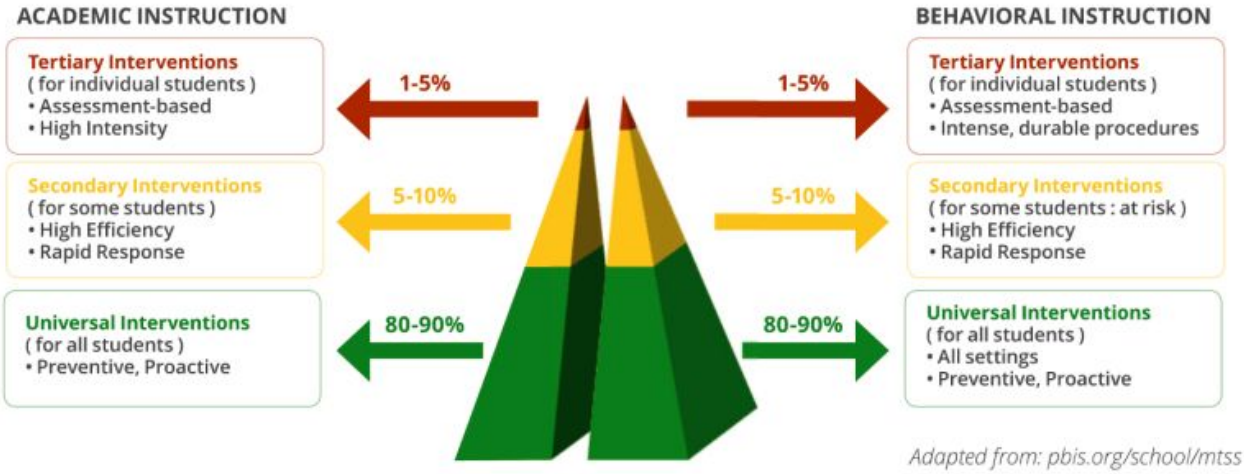
What is Schoolwide PBIS?

School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough support student, family, and community needs.

The Goals of Schoolwide PBIS

- Changing the structure of how adults interact with students
- Being more aware and intention of creating a positive atmosphere
- Being consistent with consequences

Systems of Support

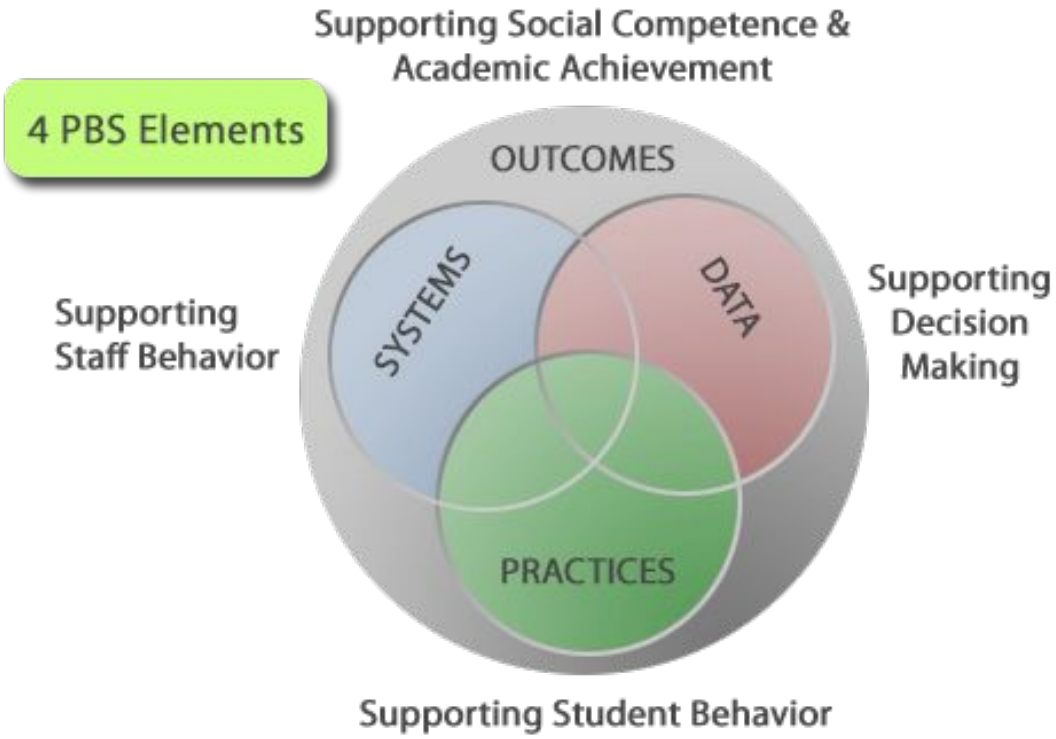


Adapted from: pbis.org/school/mtss

Positive Behavioral Interventions and Supports

The Four (4) PBIS Elements

1. Locally-meaningful and culturally-relevant outcomes
2. Empirically-supported practices
3. Systems to support implementation
4. Data to monitor effective and equitable implementation and to guide decision making



Why PBIS?

PBIS Establishes a Healthy School Culture and Climate

School culture should be a reflection of the people learning and working within the community – students, their families, and their teachers alike. Through PBIS implementation, we engage our school-wide community to co-create our school's culture and establish a climate where everyone feels welcome and seen. In fact, when schools implement PBIS, teachers, students, and their families all perceive their school's climate more positively.

PBIS Increases Student Engagement and Instructional Time

Establishing school-wide expectations with students sets the tone for the classroom. When time is spend getting to know students and strategies are used to deepen connections every day, we build a healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it. Not only that, when schools implement PBIS, students are more engaged in instruction.

PBIS Empowers Students to Play a Central Role in their Education

With our PBIS framework we have defined positive expectations like resilience and responsible and teach students skills to help create the environment they want to see. For example, when we work to address bullying within a PBIS framework –teaching students how to interrupt bullying behaviors – schools actually see fewer incidents of bullying.3,4 Within the PBIS framework, students have lower levels of unwanted behaviors and higher levels of positive, prosocial behaviors and emotion regulation.5 PBIS schools also report lower illegal drug and alcohol use than schools that aren't implementing.

PBIS Reduces Racial Inequities in Discipline

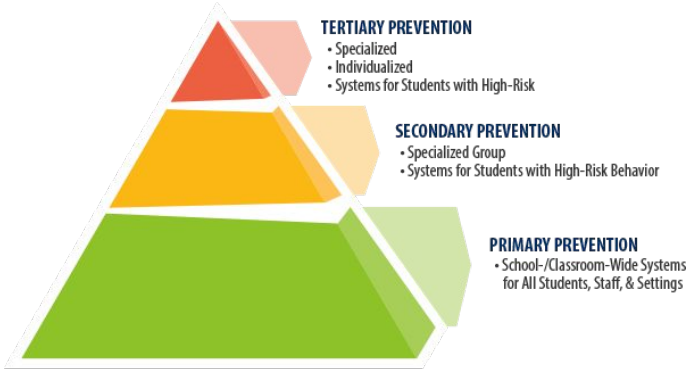
The work we do to produce equitable outcomes for all students is not an afterthought; it's embedded in the foundation of our PBIS implementation. When we align our school-wide expectations with the values and experiences of our students and their families, we establish our school as part of their community, create consistency across their contexts, and reduce everyone's assumptions about expected behaviors at school. By specifically centering equity within a PBIS framework, rigorous research shows we can significantly decrease the racial disparities we see in discipline practices as well in the overall office discipline referral rates.

PBIS Supports

TIER 1 Behavior Intervention & Supports - Prevention		
School-Wide Matrix	Behavior Expectation & Lessons	Acknowledgement System (VIV, Honor Roll)
Token Economy (Viking Bucks, Student Store)	Reflection/Think Sheets	Recognition and Reinforcer Strategies
Structured Recess (All Students)	Viking Behavior Passport	SWIS (School-Wide Information Systems)
Reading Buddies	Parent-Teacher Conference	Coming Soon: Social Groups/SEL
TIER 2: Behavior Intervention & Supports - Intervention		
Check In/ Check Out (CI/CO)	Targeted Skill Groups (Social Skills)	Self-Monitoring Reflection Sheet
Behavior Contract (Grades 4-6)	Rehabilitation Plans	Staff Nomination Forms
Peer Tutors	Structured Activity Time	SST (Student Success Teams)
Restorative Circles	Tier II Behavior Plan	Parent-Admin Conference
Alternative to Suspension (Alternative Classroom)	Making a Positive Impact (Alternative to Recess)	Cool Down/TIme Out (Targeted Coping Strategies)
TIER 3: Behavior Intervention & Supports - Remediation		
FBA (Functional Behavior Assessment)	School Psychologist (<6 Week)	School Social Worker
IEPs	BIC (Behavior Intervention Center/SPED)	ERMHS (Educationally Related Mental Health Services) [KCSOS]
Henrietta Weill Memorial Child Guidance Clinic	BIP Behavior Intervention Plan	IIC Intensive Intervention Center

PBIS Teams

PBIS Teams



Tier 1 Student Support Team

- Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

Tier 2 Student Support Team

- Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 3 Student Support Team

- In addition to a team committed to monitoring Tier 3 systems, there must be a problem-solving team for each student receiving Tier 3 supports. These teams meet regularly to design and refine strategies specific to one student. The team's goal is always to transition a student to fewer intensive supports.
- Tier 3 student support teams typically include people from the student's school, home, and community. Students and their families input and approval on who is on the team. The school's administrator must have enough involvement to allocate resources as needed for a student's plan.

Alt. Ed. PBIS
Team Purpose and Agreements

Our Tier 1 team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements
We are proactive in creating an environment that helps students R.I.S.E. • language • behavior • assessment (data) • expectations (begin with the end in mind)	Be Safe Be Responsible (Collaborative Commitments) Be Respectful Be Prepared Challenge the Status Quo

Team Meeting Schedule

Date	Time	Tier
09/01/25	7:45-8:45 AM	1 & 2
09/15/25	7:45-8:45 AM	2
10/06/25	7:45-8:45 AM	1 & 2
10/20/25	7:45-8:45 AM	2
11/03/25	7:45-8:45 AM	1 & 2
11/17/25	7:45-8:45 AM	2
12/01/25	7:45-8:45 AM	1 & 2
12/15/25	7:45-8:45 AM	2
01/05/26	7:45-8:45 AM	1 & 2
01/20/26	7:45-8:45 AM	2
02/02/26	7:45-8:45 AM	1 & 2
02/17/26	7:45-8:45 AM	2
03/02/26	7:45-8:45 AM	1 & 2
03/16/26	7:45-8:45 AM	2
04/13/26	7:45-8:45 AM	1 & 2
04/27/26	7:45-8:45 AM	2
05/11/26	7:45-8:45 AM	1 & 2

PBIS Tier 1 Team: Composition & Roles

Tier 1 Systems Coordinator	Esther Rodriguez
School Administrator	
Student Representative	
Applied Behavior Expertise	Matthew Oliver, Tiffany Jones (Guest)
Coaching Expertise	
Knowledge of Student Academic and Behavior Patterns	Sarah Guerra
Knowledge about school operations	Heather Mitchell (Guest), Christina Finney (Guest)

- **School Administrator:** Attends and actively participates in monthly PBIS meetings, encourages and supports team efforts, secures resources for PBIS planning and implementation.
- **Tier 1 Systems Coordinator (Facilitator)**: Prepares and distributes agenda, reviews meeting purpose and facilitates the meeting process and progress.
- **Data Specialist** - Enters and accesses data from the data system.
- **Coaching Expert:** Support schools throughout their PBIS implementation to make professional development content fit with local, school, and classroom settings.
- **Systems Change** – Understands the need for a shared vision, collaborative communication, and structured planning and problem-solving using data to build capacity
- **MTSS** – Understands the need to integrate academic and behavioral instruction, delivered to all students in varying intensities based on student need
- **PBIS** – Understands the application of evidence-based instruction and systems to assist schools in improving academic performance and decreasing problem behavior
- **Principles of Behavio**r - Understands the application of basic behavioral principles

Alt. Ed. Tier 1 Members and Roles

MTSS/PBIS Tier 1 Current Members and Position:

Member	Position
	Administrator
Esther Rodriguez	Program Specialist
Sarah Guerra	Educator
Matthew Oliver	BIA
Heather Mitchell	Office Staff
Tiffany Jones	School Social Worker
	Student

PBIS Team Members

Tier I: Universal PBIS Team

PBIS Tier I Teams typically consist of 6-10 members, based on the size, needs and availability of staff and school.

Team meets monthly, 1 hour minimum

Member	Typically filled by	Role & Responsibilities
Site Administrator	Principal and/or Vice/Assistant Principal	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
PBIS District Supported Team Coach	District level staff: • School Psychologist • Counselor • Teacher on Special Assignment • Other	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
PBIS Team Lead/Facilitator	Certificated staff member	Facilitates monthly team meetings. Serves as the lead contact for the team. Works with the District Coach in implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
Classified and Certificated Staff	Certificated & Classified Staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals.	Acts as active team member, providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities.
Member with behavioral expertise	Behaviorist/Counselor/Psychologist	Provides technical expertise to guide intervention.
Family Member(s)	Parent(s)/Caregiver(s) representative of students, cultures and community.	Provides consultation of how PBIS can carry into the home. Helps establish the engagement needed for shifting the school wide culture.

Alt. Ed. Tier 1
Members and Responsibilities

Facilitator/ Team Lead Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6) Is active participant in meeting

Data Analyst Responsibilities

1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

Minute Taker Responsibilities

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

Team Member Responsibilities

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3) Is active participant in meeting

MTSS/PBIS Tier 1 Team Composition by Role

Role	Member	Secondary (in case of absence)
Systems Coordinator	Esther Rodriguez	Program Specialist
School Admin / Knowledge of Operations		
Applied Behavioral Expertise	Tiffany Jones	Matthew Oliver
Data Analyst/ Knowledge of Students	Matthew Oliver	Sarah Guerra
Notetaker	Heather Mitchell	Kathy Miralda Cruz
Time Keeper	Sarah Guerra	Student
Facilitator	Program Specialist	Esther Rodriguez

School Wide Behavioral Expectations

School-Wide Expectations

Define Behavior Expectations

- Research: Across all studies, "the average number of disruptions in classes where rules and procedures were effectively implemented was 28 percentile points lower than the average number of disruptions in classes where that was not the case" (Marzano, 2003).
- School-wide expectations at Alternative Education are to R.I.S.E. Students are to demonstrate resilience, integrity, skills, and empowerment. Expectations were developed for all locations on campus and virtually and are posted in the various areas.

	R Resilience	I Integrity	S Skills	E Empowerment
On Our Campus	• Value Yourself & Others • Build Relationships • Be Hopeful • Overcome	• Be Respectful • Be Responsible • Be Honest • Be Self-Aware	• Build Competence • Use Self-Control • Be Empathetic • Communicate Effectively	• Set Goals • Solve Problems • Evaluate Your Progress • Build Self-Efficacy
Class	• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Use Active Listening • Be Reflective	• Stop, Look, and Listen to Adults • Respond Appropriately • Complete Your Own Work • Take Ownership of Your Actions	• Focus on the Learning or Task • Follow Directions • Think for Yourself • Use Academic Language • Give Your Best Effort	• Set Goals • Align Your Actions to Your Goals • Evaluate Your Progress
Meals	• Practice Gratitude • Be Reflective • Be Aware of Your Mind and Body	• Use Appropriate Voice, Tone, Levels, and Language • Keep Your Area Clean • Take Ownership of Your Actions	• Make Healthy Food Choices • Wash Your Hands • Use Utensils Appropriately	• Choose the Best Way to Spend Your Lunch Break Before You Exit • Show Campus Pride - Keep Our Campus Clean
Outside	• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Anticipate Potential Problems and Make Smart Choices	• Stop, Look, and Listen to Adults • Respond Appropriately • Stay in Designated Areas • Use Equipment Appropriately • Take Ownership of Your Actions	• Show Good Sportsmanship • Participate in Activities • Resolve Conflicts Appropriately	• Suggest Appropriate Activities • Include Others • Show Campus Pride - Keep Our Campus Clean
Office/ Bus	• Practice Gratitude • Be Reflective • Value Other's Feelings and Property • Use Positive Language, Words, Tone, and Volume	• Stop, Look, and Listen to Adults • Respond Appropriately • Take Ownership of Your Actions	• Keep Your Hands, Feet, and Objects to Yourself • Engage in Conversation	• Choose the Best Way to Spend Your Evening Before Exiting the Bus

SCHOOL WIDE EXPECTATIONS

CLASSROOM

R Resilience	I Integrity	S Skills	E Empowerment
• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Use Active Listening • Be Reflective	• Stop, Look, and Listen to Adults • Respond Appropriately • Complete Your Own Work • Take Ownership of Your Actions	• Focus on the Learning or Task • Follow Directions • Think for Yourself • Use Academic Language • Give Your Best Effort	• Set Goals • Align Your Actions to Your Goals • Evaluate Your Progress

SCHOOL WIDE EXPECTATIONS



MEALS

R Resilience	I Integrity	S Skills	E Empowerment
• Practice Gratitude • Be Reflective • **Be Aware of Your Mind and Body**	• Use Appropriate Voice, Tone, Levels, and Language • Keep Your Area Clean • Take Ownership of Your Actions	• Make Healthy Food Choices • Wash Your Hands • Use Utensils Appropriately	• Choose the Best Way to Spend Your Lunch Break Before You Exit • Show Campus Pride - Keep Our Campus Clean

SCHOOL WIDE EXPECTATIONS

OUTSIDE

R Resilience	I Integrity	S Skills	E Empowerment
• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Anticipate Potential Problems and Make Smart Choices	• Stop, Look, and Listen to Adults • Respond Appropriately • Stay in Designated Areas • Use Equipment Appropriately • Take Ownership of Your Actions	• Show Good Sportsmanship • Participate in Activities • Resolve Conflicts Appropriately	• Suggest Appropriate Activities • Include Others • Show Campus Pride - Keep Our Campus Clean

SCHOOL WIDE EXPECTATIONS

OFFICE/BUS

R Resilience	I Integrity	S Skills	E Empowerment
• Practice Gratitude • Be Reflective • Value Other's Feelings and Property • Use Positive Language, Words, Tone, and Volume	• Stop, Look, and Listen to Adults • Respond Appropriately • Take Ownership of Your Actions	• Keep Your Hands, Feet, and Objects to Yourself • Engage in Conversation	• Choose the Best Way to Spend Your Evening Before Exiting the Bus

Alt Ed PBIS Sample Lesson Plan

Classroom Expectations Lesson Plan

Step 1: Identify the Expected Behavior

Resilience	Integrity	Skills	Empowerment
• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Use Active Listening • Be Reflective	• Stop, Look, and Listen to Adults • Respond Appropriately • Complete Your Own Work • Take Ownership of Your Actions	• Focus on the Learning or Task • Follow Directions • Think for Yourself • Use Academic Language • Give Your Best Effort	• Set Goals • Align Your Actions to Your Goals • Evaluate Your Progress

Step 2: Review the Rationale for Teaching the Behavior

Rules are important in the classroom because they help create a safe and respectful learning environment for everyone.

Step 3: Identify a Range of Examples

Positive Teaching Examples	Nonexamples
Value Other's Feelings and Property • I keep my hands to myself and make sure I don't touch my classmates or their things. • I take care of classroom materials. I handle supplies with care, return them to their designated places, and make sure not to damage or misuse shared resources. See Lesson Plans for more	**Value Other's Feelings and Property** • On my way to sharpen my pencil, I slap another classmate in the back of the head. • When I'm bored, I pick at the computer keys or I write on the desk. See Lesson Plans for more

Step 4: Activities

- Teachers - What matters most to you? Take time to have students give more examples and non-examples in those areas.
- Practice classroom routines that fall into these classroom expectations.
- Create classroom respect agreements and have all students sign it.
- Utilize Leader in Me Resources
- Use Growth Mindset resources from mindsetworks.com

Step 5: Provide Opportunities for Practice

- Praise and give RISE points to students who are demonstrating Classroom Expectations
- Praise your students when the class as a whole when the majority of students are demonstrating the expectations.
- Let your students know that you appreciate that they are doing their part in keeping the learning community safe.

Alt Ed PBIS Sample Lesson Plan

Multi Purpose Room (Meals) Expectations Lesson Plan

Step 1: Identify the Expected Behavior

Resilience	Integrity	Skills	Empowerment
• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Use Active Listening • Be Reflective	• Stop, Look, and Listen to Adults • Respond Appropriately • Complete Your Own Work • Take Ownership of Your Actions	• Focus on the Learning or Task • Follow Directions • Think for Yourself • Use Academic Language • Give Your Best Effort	• Set Goals • Align Your Actions to Your Goals • Evaluate Your Progress

Step 2: Review the Rationale for Teaching the Behavior

Rules are important in the Multi Purpose Room because they help create a safe and respectful eating environment for everyone.

Step 3: Identify a Range of Examples

Positive Teaching Examples	Nonexamples
Practice Gratitude • I say thank you to those who prepare meals for me. I say please when making a request because I know the adults do not have to permit my request or give permission for what I request. See Lesson Plans for more	**Practice Gratitude** • I walk in and complain about the food being served, "Bruh, that's wack. I'm not eating." See Lesson Plans for more

Step 4: Activities

- Teachers - What matters most to you? Take time to have students give more examples and non-examples in those areas.
- Practice meal routines and fall into these classroom expectations.
- Utilize Leader in Me Resources
- Use Growth Mindset resources from mindsetworks.com

Step 5: Provide Opportunities for Practice

- Praise and give RISE points to students who are demonstrating Meal Expectations
- Praise your students when the class as a whole when the majority of students are demonstrating the expectations.
- Let your students know that you appreciate that they are doing their part in keeping the learning community safe and healthy.

Alt Ed PBIS Sample Lesson

Plan — Outside Expectations Lesson Plan

Step 1: Identify the Expected Behavior

Resilience	Integrity	Skills	Empowerment
• Value Other's Feelings and Property • Use Positive Language, Words, Tone, Volume • Anticipate Potential Problems and Make Smart Choices	• Stop, Look, and Listen to Adults • Respond Appropriately • Stay in Designated Areas • Use Equipment Appropriately • Take Ownership of Your Actions	• Show Good Sportsmanship • Participate in Activities • Resolve Conflicts Appropriately	• Suggest Appropriate Activities • Include Others • Show Campus Pride - Keep Our Campus Clean

Step 2: Review the Rationale for Teaching the Behavior

Rules are important outside because they help create a safe and respectful environment for everyone.

Step 3: Identify a Range of Examples

Positive Teaching Examples	Nonexamples
Use Positive Language, Words, Tone, Volume • Although I am laughing and joking with friends, I remember I am at school and make sure it is positive and appropriate talk. See Lesson Plans for more	**Use Positive Language, Words, Tone, Volume** • I am laughing and joking with friends using your mama jokes or gaslighting friends See Lesson Plans for more

Step 4: Activities

- Teachers - What matters most to you? Take time to have students give more examples and non-examples in those areas.
- Practice routines and fall into these expectations.
- Be sure to explicitly teach the rules of each activity for the whole class and practice together several times before allowing students to play without a staff member "refereeing."
- Create classroom respect agreements (specifically for PE) and have all students sign it.
- Utilize Leader in Me Resources
- Use Growth Mindset resources from mindsetworks.com

Step 5: Prompt Expected Behavior

- Praise your students when you catch them demonstrating school values outside.
- Let students know that school aids are important members of our staff at Alt. Ed. and they are the only ones who can give a "Burst."
- Reinforce with RISE points.

Alt Ed PBIS Sample Lesson Plan

Office/Bus Expectations Lesson Plan

Step 1: Identify the Expected Behavior

Resilience	Integrity	Skills	Empowerment
• Practice Gratitude • Be Reflective • Value Other's Feelings and Property • Use Positive Language, Words, Tone, and Volume	• Stop, Look, and Listen to Adults • Respond Appropriately • Take Ownership of Your Actions	• Keep Your Hands, Feet, and Objects to Yourself • Engage in (appropriate) Conversation	• Choose the Best Way to Spend Your Evening Before Exiting the Bus

Step 2: Review the Rationale for Teaching the Behavior

Rules are important in the classroom because they help create a safe and respectful learning environment for everyone.

Step 3: Identify a Range of Examples

Positive Teaching Examples	Nonexamples
Respond Appropriately • When a staff member holds me accountable for the expectations, I serve my consequence with reflection. See Lesson Plans for more	**Respond Appropriately** • When a staff member holds me accountable for the expectations, I get mad, argue and yell, and call the staff member names. See Lesson Plans for more

Step 4: Activities

- Teachers - What matters most to you? Take time to have students give more examples and non-examples in those areas.
- Practice Office routines and expectations.
- Invite the bus drivers to provide expectations to be taught.
- Utilize Leader in Me Resources
- Use Growth Mindset resources from mindsetworks.com

Step 5: Provide Opportunities for Practice

- Praise and give RISE points to students who are demonstrating Office/Bus Expectations
- Send positive Parent Square messages home when students receive a shoutout for demonstrating expectations.
- Classified staff can help reinforce with "Bursts" and RISE awards.

Staff Expectations

Forge Relationships

- Research: Students who are connected to school are more likely to stay in school and less likely to engage in high risk or dangerous behaviors (Catalano, Oesterle, Fleming, and Hawkins, 2004). Students with a feeling of closeness to their teachers have been shown to work harder and get better grades (Klem & Connell, 2004; Wang & Holcombe, 2010).

Staff Member Expectations

1. **All staff members are expected to engage in activities to intentionally get to know and connect with students.**
   Examples:
   - All About Me Posters
   - Get to Know you Activities
   - I Am Poems
   - Goal Setting Activities

2. **Teachers are expected to make positive connections with parents at the beginning of the year.**
   Examples:
   - Positive postcards home
   - Phone calls
   - Personal messages on progress reports
   - Positive emails
   - Participation in Parent Meetings

3. **Teachers are expected to make positive connections with parents during the year**.
   Examples:
   - Weekly PLC (Getting to Know You Icebreakers)
   - Staff Meeting Activities
   - All About Me Surveys
   - Participation in Staff Celebrations
   - Providing staff Shout-outs to Administrators

4. **All staff members are expected to participate in team-building activities at the school site.**
   Examples:
   - Weekly PLC (Getting to Know You Icebreakers)
   - All About Me Surveys

Staff Expectations- continued

Teach Behavior Expectations

- Research: Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987). As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003). Implementing rule-review procedures with disruptive and distractible students reduced problem behavior (Rosenberg, M. S., 1986).

Staff Member Expectations:

1. Staff members will teach, model, and practice each of the school-wide behavioral expectations during the first week of school.
2. All staff members will be asked to teach weekly/daily lessons based on data analyzed during PBIS Meetings. Staff members will discuss and reflect on the weekly target behaviors/ locations with their classes.
3. Teachers will display and use classroom expectations based upon the school-wide expectations. (Classroom expectations are to be posted in the classroom)

Outdoor Activities

Goals of Outdoor Activities

1. To provide a recess plan of organized activities that are safe and satisfy students' needs for physical exercise and interesting and engaging activities.
2. To provide opportunities for students to develop social skills, cooperation, and conflict resolution, responsibility and leadership skills.
3. To provide specific supervisory assignments to school personnel on duty.

Role of the Aides

- Assures the overall goals of the recess program are met
- Deployed in strategic areas around the yard
- Observes and assures safety and rules of behavior
- Follows the progressive discipline model for improper behavior
    - 1- Verbal Warning
    - 2- Students must sit out the activity for the remainder of recess. They can return to the activity the following day.
- Provides positive reinforcement for illustrating Stine Values (Safe, Respectful, and Responsible)
- Supervises and mediates activities, but does not play the games

Student Expectations

Students will:

1. Walk from their classroom to and from their chosen activity.
2. Take turns and share equipment.
3. Demonstrate good sportsmanship.
4. FREEZE at the bell (holding any ball, not moving, or talking).
5. Cooperate with the aides and classmates.
6. Remember to have fun in a **safe** manner.
7. Participate in **one** activity during the recess time.

Outdoor Activities

Activity Options

1. Basketball Court
    a. Shootout
    b. HORSE
    c. Half-court game
    d. Four Square - net
    e. Hopscotch
    f. Chalk Art

2. Grass Area
    a. Yard Games
        i. Connect 4
        ii. Giant Jenga
        iii. Cornhole
        iv. Football Throw
        v. Handball
        vi. Yard Yahtzee
    b. Soccer Kickback
    c. Football throw
    d. Volleyball Setting
    e. Hula Hoop
    f. Card Games/Art at tables

3. Either
    a. Four Square (badminton, volleyball, foursquare)
    b. Ladder Toss
    c. Disc Golf
    d. Parachute and balls
    e. Aerobic Steps
    f. Obstacle Course Stuff

Teaching Behavior Expectations: School-Wide Plan for 2024-25

Locations	How will this be done?	Who will teach?	When will it occur?	What Materials are needed?
Classrooms	Lesson plans	Teachers	1st 2 weeks of school year, start of each month, return after fall break, return after winter break, return after spring break, as data indicates	Lesson plans
Meals	Lesson plans	Teachers and classified staff	1st 2 weeks of school year, start of each month, return after fall break, return after winter break, return after spring break, as data indicates	Lesson plans, meal items
Outside	Lesson plans	Teachers and classified staff	1st 2 weeks of school year, start of each month, return after fall break, return after winter break, return after spring break, as data indicates	Lesson plans, equipment
Office/Bus	Lesson plans	Teachers	1st 2 weeks of school year, start of each month, return after fall break, return after winter break, return after spring break, as data indicates	Lesson plans

Acknowledgement/ Feedback System

Reinforcement and Recognition

LEADERSHIP ROLES IN CLASSROOM OR OFFICE		
Classroom	Office	Other Settings
Pass out materials or assist in teaching a lesson	Assist in the front office (e.g. sorting mail, running errands, etc.)	Mentor or assist a student in another class or grade
Pass out materials or assist in teaching a lesson	Principal's Apprentice for 15 minutes	Help in school store or other areas on campus
Line leader or caboose	Read the morning announcements	Assist in the lunchroom or help the custodian
Lead the Pledge or a class activity, lesson, game, etc.	Show a new student around school	Help in another class (Read to younger students, help with math, 'teach' a lesson, etc.)

FIRST PICK/FIRST CHOICE IN CLASS		
Select the classroom activity, story, order of assignments, game at PE/recess, etc	Position in the lunch line, recess, bus, etc.	Seat in class, assembly, lunchroom, etc
Get books or work materials (e.g., markers, paper, scissors, etc.)	Class job for the week	'Center' or 'Reading Buddy'

ACADEMIC/CURRICULAR REINFORCERS (CLASSROOM)		
Record a story instead of writing it	Illustrate a story while teacher is reading	Write a story and read it to the class or read teacher-selected story to the class
Print study flash cards from the computer	Extra-trip to the library	Select writing utensil (pen, marker, pencil, etc.) to complete assignment
Select where and/or with whom to complete your work (desk/table; Friend/alone)	Extra day to complete assignment	Complete assignment on the computer

Reinforcement and Recognition

INDIVIDUAL AND/OR/ PUBLIC RECOGNITION (CLASS)		
Class applause at the end of the day for meeting classroom expectations	Congratulate student in the front of the class or share his/her achievements	Achievement awards, plaques, ribbons, certifications, R.I.S.E. card points
SunBurst from classified staff allowing student to enter into raffle for Tiffin Time.	R.I.S.E Award calling out the school value demonstrated and specific action	Phone call/ Parentsquare to parents celebrating academic growth
Send positive note to preferred adult (school or home) about student's appropriate behavior	Note of recognition from the Principal	Agreed upon 'signal' shared with student to support meeting expectations

WHOLE CLASS/GROUP/PROGRAM REINFORCEMENT		
Reading Party: Students bring favorite books to read in the gym or outside	Listen to appropriate music while working - played by teacher	15 minutes for Choice Time during PM Homeroom on Fridays
Eat lunch outside with class/teacher	5-minute "discussion break" at the end of the day or a class	Play a game with a friend last 5 minutes of class
School Spirit Days	STEAM Activity Days	Walking Field Trips

R.I.S.E Points & R.I.S.E. Store

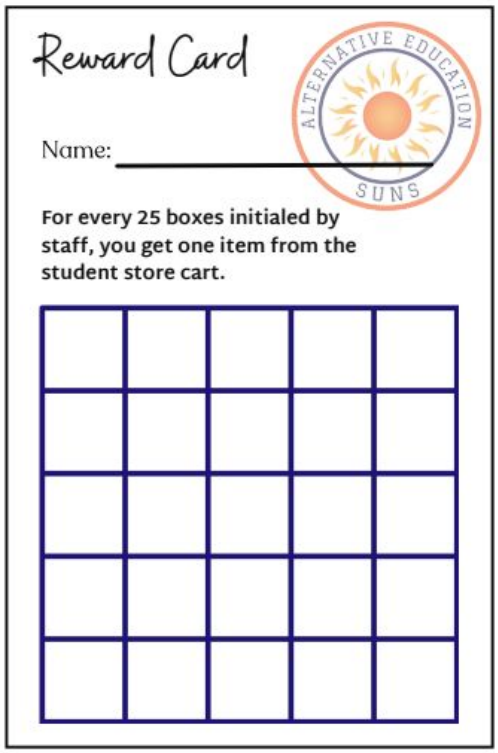
Purpose – To recognize and promote positive behaviors and choices demonstrated by Alternative Education students. Affirming students' positive behavior choices reinforces the learning process and builds a motivation momentum. Reinforcement is an essential feature of the learning process and students benefit from hearing that they made a good choice.

Procedure – Student's will earn and receive "R.I.S.E. points" for making good choices in the classroom and anywhere on the campus. These choices range from academics to following school rules to being a good school community member. The "R.I.S.E. points" can be given out by any staff member and there is no limit to how many a student can earn. Students can then use these "R.I.S.E. points" to redeem items in the Alternative Education Student Store. Items in the student store consist of small toys, school supplies, and spirit wear. Additionally, school activities such as outdoor activities, lunch with the principal/assistant principal, and renting sporting equipment at recess can be purchased with "Viking Bucks".

Monitoring- Staff and students will be surveyed to make sure that the process is working and changes will be made accordingly if it is not. Additionally, students will be surveyed to maintain interest in store items.

Criteria – Students will be given "R.I.S.E. points" for the following criteria.

1. Academic: displays one/some or all of the following: Resilience, Integrity, Skills, or Empowerment.
2. Character: displays one/some or all of the following: Resilience, Integrity, Skills, or Empowerment.
3. Behavior: displays one/some or all of the following: Resilience, Integrity, Skills, or Empowerment.
4. Good Citizenship or Leadership: displays one/some or all of the following: Resilience, Integrity, Skills, or Empowerment.
5. Attendance: attends school regularly and arrives at school and classes on time.



R.I.S.E Awards

Purpose – To recognize and promote positive behaviors and choices demonstrated by Alternative Education students that stand out as going above and beyond expectations.

Procedure – Student's will earn and receive "R.I.S.E. awards" for making good choices in the classroom and anywhere on the campus. These choices range from academics to following school rules to being a good school community member. The "R.I.S.E. awards" can be given out by any staff member and there is no limit to how many a student can earn. Awards will be given out by the principal or program specialist and a photo will be taken with each student. The award will also be communicated with parents and families.

Monitoring- Staff and students will be surveyed to make sure that the process is working and changes will be made accordingly if it is not.

Criteria: Students must demonstrate a school value or expectation in a way that goes above and beyond. This could include a skill that is difficult for them and they've been working on it, or it could mean going out of their way to support another student or staff.



Bursts

Purpose – To empower classified staff as they focus more on the positive behaviors of students than the negative ones.

Procedure – Student's will earn and receive "Bursts" for making good choices in the outside, at meals, or in the office. These choices include demonstrating the appropriate expectations for the area and/or demonstrating an expectation for a staff member. The "Bursts" can be given turned into a teacher for RISE points OR students can place them in a drawing for "Tiffin Time" in which students get to participate in a special activity with the principal.

Monitoring- Staff and students will be surveyed to make sure that the process is working and changes will be made accordingly if it is not.

Criteria: Only classified staff may award students with a "Burst." Students earn them for demonstrating the campus expectations.



Aide: _____

Student: _____

Reason: _____

+2 points

Discipline Policies

SWIS
(School-wide Information System)

Process for Identifying Students Who May Need Tier II Supports

At Alternative Education, we have a step by step process for identifying students who may need Tier II support.

Step 1:

The classroom teacher or classified staff submits behavior infraction in SWIS.

Step 2:

The Tier II team reviews data and identifies which students may in need of Tier II Supports. Data sources include:

- Office Discipline Referral Data (SWIS)
- Behavior Plan (if already on file)
- Low Level Documentation Form (from teacher)
- Attendance/Academic Scores (WINN, STAR, Interim, AR)

Step 3:

The team will decide if the student qualifies for a Behavior Plan. A meeting will be scheduled with the Teacher and Parent(s) to create the Behavior Plan.

*If a behavior plan is already in place, the team will decide if the student qualifies for Tier II services. If so, the teacher and parents will be contacted for a Behavior Plan Meeting to discuss Tier II services.
Tier II Behavior Supports Available:

- CICO for Peer Attention
- CICO for Academic Task Avoidance
- Social Group (Second Step Curriculum)

If the student does not qualify for a behavior plan/Tier II services:

Step 4:

The Behavior Intervention Specialist will observe the student and give the classroom teacher strategies for working with the student that will help to reduce the negative behavior that is occurring.

SWIS
(School-wide Information System)

Through SWIS, school staff enter office discipline referrals online. The data is summarized by the PBIS team to provide information about individual students, groups of students, or the entire student body over any time period.

The reports available within SWIS allow teams to:

1. Review school-wide referral patterns: The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:
    - How often do referrals occur?
    - What problem behaviors occur most frequently in our building?
    - Where are problem behaviors most likely to occur?
    - When are problem behaviors most likely to occur?
    - Which students are involved in referrals?
2. Define behavior patterns in greater detail: Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.



Behaviors Defined

Inappropriate Language

is using words inappropriately such as…

1. Names of body parts we consider private, plus their nicknames
2. Bathroom words and their slang alternatives
3. Religiously or racially significant words
4. Sexually charged words their slang alternatives
5. Expletives or Swearing
6. Sign language/hand gestures including but not limited to gang signs

Minor

- Any of the above when students catch/correct themselves
- Any of the above when used in playful banter
- Any of the above when arguing with peers in a non-aggressive manner
- Any of the above when quoting inappropriate music lyrics

Major

- Upon 5th incident of minor behavior
- Any of the above when directed at staff
- Any of the above when used aggressively
- Any of the above when used in a rude or offensive manner
- Any of the above when voices are raised
- Crude sexual references in general or directed at an individual
- Racial references
- Gang Signs
- Explicit, spoken defiance
- Any language, regardless of word choice, that is rude or offensive toward staff or students

Disruptive Behavior

is any activity that distracts or intimidates others in a manner that interferes with instructional activities or fails to adhere to expectations for the environment or the staff member's instructions

Minor

- Talking at the inappropriate time
- Talking back to staff members
- Out of seat at the inappropriate time
- Asking to use the restroom or for water excessively outside of regular scheduled times
- Arguing with staff or students
- Laughing/joking around at the inappropriate time
- Making unnecessary noises after repeated requests to stop
- Misuse of technology

Major

- Upon 5th incident of minor behavior
- When disruptive behavior interferes with instructional and learning activities in a severe and classwide manner.

Behaviors Defined

Physical Aggression

is behavior causing or threatening physical harm towards others including but not limited to hitting, kicking, posturing, using objects as weapons, or using weapons.

Minor

- Open handed pushing, shoving in a rough and/or playful manner
- Open handed slapping in a rough and/or playful manner
- Pinching or kicking in a rough and/or playful manner
- Throwing items such as sticks, pencils, or PE equipment across the classroom or outside as a release of anger
- Throwing items such as sticks, pencils, or PE equipment at another student in a rough and/or playful manner
- Threatening body language such as closed fists

Major

- Upon 5th incident of minor behavior
- Taking swings at another student regardless of contact
- Grabbing another student and throwing them to the ground
- Headlocks or chokeholds
- Closed fist contact, aggressive kicking, or biting another student
- Assault - causing fear of imminent violence attempted or threatened with physical contact (ex. Getting up in someone's face taunting them or threatening them)
- Battery - using force and violence to physically hurt someone
- Throwing items in a manner that causes physical harm
- Using items as weapons in a manner that causes physical harm

NonCooperative Behavior

is when a student is not willing to do what is asked by an adult or willing to work with other students

Minor

- Work refusal inside or outside (PE)
- Not participating
- Intentionally not following directions inside class, in the MPR, or outside
- Placing head down on table or desk
- Walking around class and out of seat
- Refusing to communicate with staff
- Talking out of turn

Major

- Instruction stops due to behavior
- Noncooperative behavior creates a safety concern
- Eloping
- Work avoidance by repeatedly requesting/demanding additional staff support (BIA/SW).

Behaviors Defined

Dishonesty

is when a student does or says something with the intent to deceive.

Minor

- "White lies"
- Lying about other minor incidents regarding student behavior
- Lying about others in a way that is considered minor
- Attempting to manipulate a situation
- Lying by omission
- Intentionally faking bad behavior to gain attention or avoid a task
- Claiming to be sick when a student is not
- Gossip - depending on the nature

Major

- Academic Dishonesty - Unauthorized Collaboration
- Making physical contact with staff or students and claiming, "I was just playing."
- Gossip that leads to harassment, bullying, or physical violence
- Manipulation to avoid consequences

Offensive Behavior

is when a student's conduct or language is calculated to wound or to arouse anger, resentment, alarm, distress, disgust, or outrage in the mind of a reasonable person. (Isolated Incidents)

Minor

- Calling staff or students names
- Using "put downs"
- Making fun of staff or students
- Mocking staff or students
- Back talking staff
- Intentionally being nosey
- Spreading rumors
- Using sexually charged jokes

Major

- Making threats
- Aggressive language
- Using racially charged language, images, or hand gestures
- Using sexually charged language, images, or hand gestures
- Using hate speech or images

Harassment

is when offensive behaviors such as slurs, jokes, name-calling, threats, intimidation, insults, put-downs, offensive images, etc, are severe and pervasive enough to create an environment that have the actual and reasonable effect of materially disrupting class work, creating substantial disorder, and invading the rights of either staff or students by creating an intimidating or hostile educational environment. (Annoy Persistently)

Minor

- Calling staff or students names
- Using "put downs"
- Making fun of staff or students
- Mocking staff or students
- Back talking staff
- Intentionally being nosey
- Spreading rumors
- Using sexually charged jokes

Major

- Making threats
- Aggressive language
- Using racially charged language, images, or hand gestures
- Using sexually charged language, images, or hand gestures
- Using hate speech or images

Behaviors Defined

Dress Code Violations

is when a student is wearing items of clothing that are not appropriate for school, or is not covering parts of their body that should be covered.

Minor	Major
• Hood or hat on head • Dresses, skirts, or shorts do not meet length requirement • Pants are sagging • Pants contain holes above the knee • Clothing items contain substance references • Slippers • Pajama pants • Tank tops with large arm holes	• Tattoo showing • Clothing items contain racial, religious, sexually, or hate speech words or images • Bras or underwear are showing on purpose with refusal to keep covered

Electronic Device Misuse

Is when a student uses a district electronic device or account in a manner that violates the acceptable use permit which includes communicating with teacher and students regarding class assignments or other classroom topics.

Minor	Major
• Accessing inappropriate websites, games, social media, or others • Accidental copyright violations • Using the device in an off task manner • Intentionally accessing or attempting to access websites that have been “banned” or “blocked” • Accessing another student’s device, files, or emails without permission	• Providing personal information regarding staff or students without permission to another individual • Providing usernames and passwords to another person • Engaging in harassment, threats, intimidation, or bullying via district device • Encouraging the use or selling drugs, alcohol, or tobacco. • Intentional copyright violations • Intentional destruction of devices or networks through uploads/downloads or physical destruction. • Hacking other staff or student accounts

Behaviors Defined

Contraband Possession Contraband are items that are considered illegal based on penal or educational code to have on a school campus including but not limited to: guns, explosives, magnets, knives, wire, torches, tools, chemicals, razor blades, alcohol, matches, nicotine, vapes, illicit substances, and lighters. At Alternative Education this is any time brought from home to school as this violates the enrollment agreement.	
Minor • Chapstick, keys, a few dollars etc. Reasonable items students forgot to leave at home	**Major** • Cell Phones • Any time listed above that is not considered reasonable to have on a school campus

Sexual Harassment is when a student engages in unwelcomed and inappropriate remarks or physical advances towards another person.	
	Major • Sexual advances • Physical contact of private body parts including “accidentally-on purpose” • Requests for sexual favors • Comments or jokes about sex or private body parts • Photo-editing • “Upskirting” • Body shaming • Pornography • Homophobic language • “Sexting” • Staring or looking at a person’s body up and down • Paying excessive attention to someone

Defiance

A clear opposition, refusal or challenge of authority when prompted to engage in a task, or the expectation.

Minor	Major
• When asked to gather materials, student states, " No." • When outside, staff blow the whistle to line up and student continues to play. • Student does not begin a task when asked, pretending not to hear instruction.	• At the 3rd prompt with defiant response. • When defiance could result in harm to self or others. • When refusal requires the class to stop to either remove the student or the class.

Alternative Education Behavior Flow Chart

PBIS Behavior Flow Chart

Observe Problem Behavior

What type of behavior is it?

Classroom/Staff-Managed

Incident 1
- Redirect
- No Documentation

Incident 2
- Teacher/Staff Intervention
- Loss of Privileges

Incident 3
- Teacher/Staff Intervention
- SWIS Documentation

Incident 4
- Teacher Intervention
- SWIS Major Documentation
- Email AP/P Indicating 4th Incident
- Parent Contact

Classroom/Staff-Managed	Admin-Managed
Inappropriate Language	Major Verbal Aggression
Disruptive Behavior	Continual Disruptive Behavior
Non-Cooperative Behavior	Continual Non-Cooperative Behavior
Minor Physical Aggression	Major Physical Aggression
Minor Dishonesty	Major Dishonesty
Minor Offensive Behavior	Continual Offensive Behavior
Minor Theft	Major Theft
Minor Elopement	Major or Continual Elopement
Minor Harassment/Teasing	Major Harassment
Dress Code Violation	Continual Dress Code Violation
Minor Electronic Device Misuse	Major Electronic Device Misuse
	Bullying/Cyberbullying
	Contraband Possession (weapons, drugs)
	Sexual Harassment

Admin-Managed
- Administrative Response
- Administrative Investigation
- Student conduct record reviewed
- Administrator Intervention
- Staff Feedback
- Parent Contact

Every week is a fresh start

Possible Interventions

Time-out within the classroom or in buddy room (Calm-down Techniques)	Private Conversation/Feedback	Reflection Form
Logical Consequences	Restorative Conference	Conflict Mediation
Verbal Warning/Reteach Expectation	Behavior Contract	Apology Note/ Journaling
Call/Note to Parent	Other Intervention	Break Card/Walk

TIER 1 Behavior Intervention & Supports	
Support	**Description**
School-Wide Matrix	Lists the general behavioral expectations and specific expectations for various settings within the school.
Behavioral Expectations	Clear, universal expectations that are positively stated, easy to remember, and important to Alternative Education (Resilience, Integrity, Skills, and Empowerment)
Behavior Expectation Lessons	Behavioral lesson plans that define, teach, model, and practice desirable behaviors
Viking Behavior Passport	Teachers and staff walk students around the campus and demonstrate positive behavior.
Acknowledgement System (R.I.S.E. Points, Awards, Bursts, Tiffin Timel)	A systematic approach for observing and reinforcing expected behaviors. [immediate (high-frequency), intermittent (unpredictable), and long-term (quarterly)]
SWIS (School-Wide Information Systems)	School-wide system for addressing behaviors; incidents are recorded, data is collected and used for decisions.
Reflection/Think Sheets	Reflection/Think Sheets help students learn by reflecting on their actions. Thes sheets can be used to help correct undesired behaviors.
Recognition and Reinforcer Strategies	Increase opportunities to “catch students doing good” and giving public recognition to model for others.
Token Economy (R.I.S.E. Points and Student Store)	Allows students to earn R.I.S.E. Points for positive behaviors. Students can use the R.I.S.E. Points at our Student Store.
Structured Recess	Planned activities where students can learn the proper rules to each activity.
Walking Field Trips	Students walk with staff to a nearby coffee shop or restaurant as a reward.
Parent-Teacher Conference	Teachers are encouraged to hold Parent-Teacher conferences throughout the year based on student needs.
Social Groups/Social Emotional Learning (SEL) WHOLE Class	Social Groups and SEL will focus on self-regulating behaviors, emotions, empathy, communication, and making positive choices.

Perceived Motivation

Perceived Motivation (Function of Behavior)	
Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain Items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.

SWIS Referral Form

Front:

Name: _____

Referring Staff: _____

Date: _____

Location

- ☐ Playground
- ☐ Classroom
- ☐ Office
- ☐ Special Event
- ☐ Cafeteria (P2)

Staff Managed Behavior

- ☐ Inappropriate Language
- ☐ Disruptive Behavior
- ☐ Non-Cooperative Behavior
- ☐ Minor Physical Agression
- ☐ Minor Dishonesty
- ☐ Minor Offensive Behavior
- ☐ Minor Theft
- ☐ Minor Elopement
- ☐ Minor Harassment/Teasing
- ☐ Dress Code Violation
- ☐ Minor Electronic Device Misuse

Perceived Motivation

Obtain:
- ☐ Adult Attention
- ☐ Peer Attention
- ☐ Item/Activity

Avoid:
- ☐ Adult
- ☐ Peer
- ☐ Task/Activity

Actions Taken

- ☐ Conference with Student
- ☐ Time Out
- ☐ Verbal Warning
- ☐ Reteach Expectation
- ☐ Call / Note to Parent
- ☐ Private Conversation
- ☐ Restorative Conference
- ☐ Behavior Contract
- ☐ Reflection Form
- ☐ Apology Note
- ☐ Break

Admin Managed Behavior

- ☐ Major Verbal Aggression
- ☐ Continual Disruption
- ☐ Continual Non-Cooperative Behavior
- ☐ Major Physical Aggression
- ☐ Sexual Harassment
- ☐ Major Dishonesty
- ☐ Continual Offensive Behavior
- ☐ Major Theft
- ☐ Major Elopement
- ☐ Major Harassment
- ☐ Continual Dress Code Violation
- ☐ Major Electronic Device Misuse
- ☐ Bullying/Cyberbullying
- ☐ Contraband Possession

Back:

Staff Statement

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Staff Signature _____ Date _____

PBIS Staff Professional Development Plan

Staff PBIS Professional Development 2024-2025 (Review)

Staff PBIS PD Plan	How will it be trained?	Who will train it?	When will it be completed?	How will you obtain Staff feedback?	How will you obtain interested parties' feedback?
Day 1 Condensed Slides					
What is PBIS? ***School Wide Expectations (3-5 expectations)*** ***Behavior Matrix***	**All Staff BOY Presentation Slide 6**	**TIffin**	**8.13.24**	**Staff provided Keep, Change, Adjust feedback EOY 24**	**Staff provided Keep, Change, Adjust feedback EOY 24**
Day 2 Condensed Slides					
Behavior Posters	**All Staff BOY Presentation Slide 6**	**TIffin**	**8.13.24**	**Staff provided Keep, Change, Adjust feedback EOY 24**	**Staff provided Keep, Change, Adjust feedback EOY 24**
Teaching expectations & routines	**All Staff BOY Presentation Slide 6**	**TIffin**	**8.13.24**	**Staff provided Keep, Change, Adjust feedback EOY 24**	**Staff provided Keep, Change, Adjust feedback EOY 24**
Lesson Plans	**All Staff BOY Presentation Slide 6** **September Staff Mtg**	**TIffin**	**8.13.24** **9.5.24**	**Staff provided Keep, Change, Adjust feedback EOY 24**	**Staff provided Keep, Change, Adjust feedback EOY 24**
Feedback and Acknowledgement System	**All Staff BOY Presentation Slide 6**	**TIffin**	**8.13.24**	**Staff provided Keep, Change, Adjust feedback EOY 24**	**Staff provided Keep, Change, Adjust feedback EOY 24**

Staff PBIS Professional Development 2024-2025 (Review)

Staff PBIS PD Plan	How will it be trained?	Who will train it?	When will it be completed?	How will you obtain Staff feedback?	How will you obtain interested parties' feedback?
Day 3					
Rethinking Discipline Article	April Staff Meeting	Tiffin	4.3.25	Staff read and will discuss in May	Asked for email with feedback.
Behavior Definitions	Review with each Intervention	Tier 1 Team	Ongoing Tier 1 Meetings	Presented at Staff Mtgs for Feedback (Ex)	Presented at Staff Mtgs for Feedback
Function of Behavior (perceived motivation)	April Staff Meeting	Tiffin	4.3.25	Discussed at Staff Mtg	Ask and document
Behavior Flowchart	March Staff Mtg	Tiffin	3.6.25	Discussed at Staff Mtg	Ask and document
Referral Form (Staff Managed v. Administrator Managed)	April Staff Meeting	Tiffin	4.3.25	Discussed at Staff Mtg	Ask and document
Actions Taken (Alternative consequences)	April Staff Meeting	Tiffin	4.3.25	Discussed at Staff Mtg	Ask and document
Day 4 Condensed Slides/ Classroom Handbook					
Classroom Matrix	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24
Classroom procedures and routines document	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24

Staff PBIS Professional Development 2024-2025 (Review)

Staff PBIS PD Plan	How will it be trained?	Who will train it?	When will it be completed?	How will you obtain Staff feedback?	How will you obtain interested parties' feedback?
Day 4 Condensed Slides/ Classroom Handbook Continued					
Classroom Management Snapshot Tool	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24
Classroom Lesson Plan	All Staff BOY Presentation Slide	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24
Classroom Acknowledgement (linked to school-wide system)	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24
Continuum of Responses to Unwanted Behavior	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24
PBIS Handbook PBIS Classroom Handbook	All Staff BOY Presentation Slide 6	Tiffin	8.13.24	Staff provided Keep, Change, Adjust feedback EOY 24	Staff provided Keep, Change, Adjust feedback EOY 24

Resources