

High School
PBIS PLAYBOOK

Positive Behavioral Interventions and Supports

Edited August 2025

Tomah Area School District

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

Visit Our Website
tomah.education

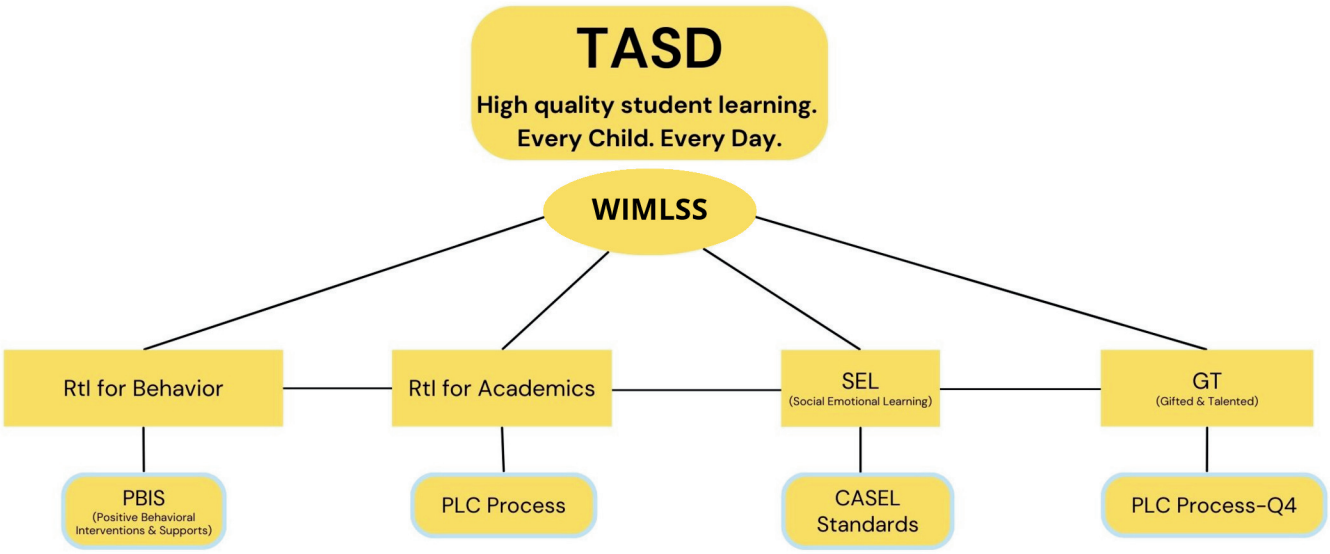
TOMAH AREA SCHOOL DISTRICT

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

Table of Contents

WIMLSS Graphic 2
Purpose of PBIS 3-4
High School Matrix 5
High School Behavior Flow Chart 6
High School Definitions 7-9
Infinite Campus Behavior Referral Process 10-13
Phone Scripts 14-17
Week 1 Schedule 18
HOWL Lesson Plans 19
Tier 1 Toolbox 20-23

(WIMLSS) Wisconsin Multi-Level System of Supports



Purpose of PBIS

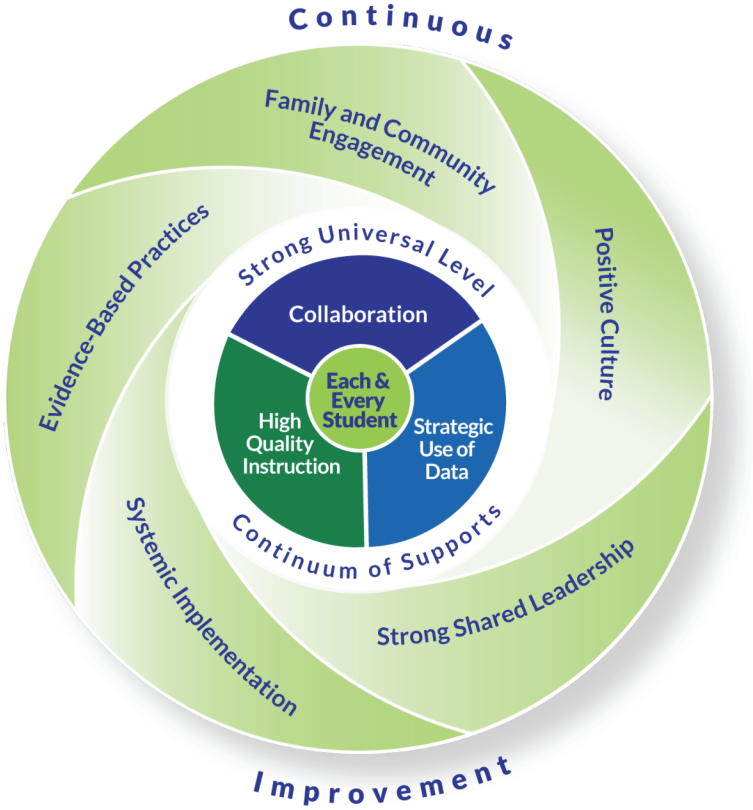
PBIS stands for Positive Behavioral Interventions and Supports, which is a school-wide approach that aims to promote good behavior and safety.

Safe, Supportive and Thriving Learning Environments

In the TASD, our mission is High Quality Student Learning, Every Child, Every Day. To accomplish this vision and get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn. This means putting the right systems in place to support positive behavior in every student.

Wisconsin Multi-Level System of Supports (WIMLSS)

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to adjust to the needs of the whole child proactively and responsively. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavior, social, and emotional skills. https://dpi.wi.gov/emlss



Notes

Purpose of PBIS

A Shift in Practice

WIMLSS represents a shift in district philosophy and practice with respect to behavior and discipline. It moves us away from zero-tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. WIMLSS moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. It embodies our belief as a school district that children learn by getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners.

WIMLSS is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we...

...teach?... punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner, President of the National Association of State Directors of Special Education, 1998 -Tom Herner NASDE President, 1998 Behavior Education Plan - Elementary Schools

Purpose of Our PBIS Plan

This plan includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. This plan is designed to accomplish the following purposes:

- To outline the rights and responsibilities as related to student behavior for students, parents/guardians, teachers/staff, school administrators, central office staff and Board of Education members, recognizing that all groups have a collective responsibility to support positive student behavior.
- To establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet TASD behavior expectations at all levels.
- To provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events.
- To identify a range of reasonable, proportional, and consistently applied interventions and consequences to respond to behavior and to support positive behavior change in students.
- To ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity or religion.
- To set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students.

High School Matrix

THS
#TASDWolfPack

	CLASSROOM	COMMON SPACES (BATHROOM, HALLWAY, COMMONS)	CAFETERIA	EVENTS (ASSEMBLIES, FIELD TRIPS, PERFORMANCES, SPORTS)
H HONOR LEARNING	• Appropriate use of technology (district and personal). • Actively listening and participating in class.	• Quiet in the halls and respectful to classes in session. • Use the bathroom during breaks or passing time.	• Fuel your body.	• Attend events and cheer positively and appropriately for the participants. • Clean up after yourself and others. • Be respectful of others (including refs, our opponents, and their fans).
O OPTIMIZE TIME	• Use class time, TWT, and study halls to do the work for the classes you are in. • Arrive on time with all materials for class.	• Quick, quiet, and clean. • Use the bathroom for intended purpose and return to class. • No loitering.	• Know the schedule and return to class on time. • Consume food during breakfast and lunch.	
W WORK WITH INTEGRITY	• Complete assignment(s) according to the teacher's expectations. • Turn work in on time.	• Clean up after yourself. • Respect others' personal space.	• Clean up after yourself. • Wait your turn in line.	
L LEAD WITH RESPECT	• Talk when appropriate. • Have a positive attitude towards everyone in the room. • Value your own learning and that of others.	• Encourage others to follow school protocols. • Set a positive and respectful example.	• Use good manners. • Clean up, no matter who makes the mess. • Make eye contact and respond appropriately when spoken to.	

Notes

THS BEHAVIOR FLOW CHART

Tier 1 Classroom Prevention Cycle

- **Welcome Students Daily**
- **Classroom Agreements**
- **Short Transition Times**
- **Precise Directions & Positive Narrations**
- **Teacher Managed Classroom System**
- **Clear and Consistent Classroom Expectations**
- **Routines and Procedures**
- **Active Supervision**
- **Stay in the Game Conversations**

Staff Managed

- Defiance/ Noncompliance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate Language
- Material/Property Misue
- Physical Contact/Physical Aggression
- Tardy
- Technology Violation
- Academic Integrity

Layer 1	Layer 2
-Reteach -Choose a lesson from the playbook. -Review in private and ensure the lesson is in place. -Document the reteach in IC.	-Reteach -Call home and document the reteach in IC.
Layer 3	**Layer 4**
-Send the student to the ALAC Room (student reflects and meets with an administrator or counselor before returning to class). -ALAC Supervisor will watch the class during the restorative conversation. -Call home and document the referral in IC.	-Submit RTI Behavior Team Referral -Teachers, counselor, and administration meet to collaborate on strategies.

Admin Managed

- Safety and Security Threats
- Fighting/Physical Aggression
- Bullying/Harassment
- Theft
- Habitual Truancy
- Vandalism/Property Damage
- Alcohol and Drug Abuse/Tobacco
- Continued Dress Code
- Continued Technology Violations/Damage
- Repeated Refusal to Comply with Staff

Call the main office for support.
Consequences Determined by Administration

All staff have the responsibility to address behaviors appropriately and discreetly as they are happening.
What we permit, we promote.

High School Definitions

TASD Policy	Vocabulary	Definition	Examples
5517	Disrespect	Rude or dismissive messages to adults or students.	Mocking, taunting, insults directed at others, talking back, lying
5517.01	Bullying	Targeted and repetitive behaviors that cause injury and/or discomfort	Name calling, teasing, and other forms of disrespect
THS Handbook	Disruption	Interruption of class or school activities.	Random noises, blurting out, walking around the classroom w/o permission, playing music loudly/inappropriate music playing out loud
THS Handbook	Refusal	Intentionally not following directions.	Not attempting to complete work, follow directions or expectations. Refusal to go to ALAC Room when directed
5500 5517	Inappropriate Language	Harmful/hurtful language.	Swearing, slang, derogatory terms, sexual innuendos
5500 5516	Horseplay	Non-serious, physical contact that violates school guidelines	Hitting each other on the head, poking at each other, tripping, not keeping hands to themselves, grabbing at each other, shoving, running down the hall
5500 5520	Physical Fighting	Take part in a harmful altercation with the intent to hurt.	Punching, kicking hard, choke holds, hair-pulling
7540	Tech Violation	Use of an electronic device that violates school guidelines.	Messaging or emailing when not supposed to. Visiting inappropriate websites, games when not supposed to be. Watching movies/tv when not supposed to
5136	Cell Phone/ Communication Device	Using and/or having a cellphone or other communication during the school day	Having phone on you during school hours, texting or calling home instead of using office phone, messaging on smart watches
5513	Material/Property Misuse	Deliberate destruction of or damage to school or private property.	Drawing on the building and/or walls, carving into tables, hitting school signs, hitting school clocks, jumping and hitting ceiling tiles, etc.
THS Handbook	Academic Dishonesty/Cheating	Submitting work that is not the student's own work and/or intentionally giving answers to be copied by others.	Cheating on an assignment, using AI, using translator when not supposed to, copying and pasting information from internet, allowing another student to copy your work, giving answers to others

High School Definitions

5511	Dress Code Violation	Wearing attire that does not follow school policy or causes a distraction to the learning environment.	Inappropriate language, violent images, hats, hoods, drugs and alcohol images/advertising, weapon images/advertising
THS Handbook	Tardy	Arrival to a scheduled location after the indicated time or bell that signals class has started	Unexcused tardy, intentionally taking too much time to get from point A to point B, late to class after bell rings
5200	Cutting Classes/Skipping	Not attending class or going to an unassigned location during scheduled time	Hanging out in bathrooms, hallways, stairwells, unassigned classrooms, counseling office without permission
THS Handbook	Public Display of Affection	Acts of physical intimacy in view of others	Hugging, kissing, holding hands, cuddling, petting each other's hair, touching knees
5517	Racial Language	Using language that is racially offensive	Racial Slang
5517	Threats/ Intimidation of harm	Any written, verbal, or implied threat that would result in hurting another person	Threatening to beat someone up, threatening to hurt someone, "You better watch it."
5517	Threat of Violence	Any written, verbal, or implied threat that could result in loss of life	Threatening to bring a firearm or knife to school, bomb threat, threatening to end someone's life, using gestures to imply the threat/violence
THS Handbook	Incidents involving Private Body Parts	Touching and/or exposing body part in an unacceptable and inappropriate manner	Pantsing, nut-tapping/grabbing, butt slapping/grabbing, chest grabbing, touching self inappropriately
5530	Tobacco & Alcohol	Use/ possess ion/ s ale/ look - a-like of any tobacco or alcohol product	Vape devices, cigarettes, chewing tobacco, alcohol
5512 5530	Drugs	Use/ possession/ sale/look -a-like of an illegal drug substance	Marijuana vape device, any form of THC, narcotics, unprescribed prescription medications
5772	Weapons	Use/ possession/ sale/ look - a-like of any weapon	Pocket-knife, razor-blades, fire-arm, toy guns, taking an ***Exacto*** knife from a classroom

High School Definitions

5500 **THS Handbook**	Theft	The intentional taking, possessing, or using of someone else's property without permission or legal right, with the purpose of depriving the rightful owner of its use. This can include personal belongings or school property.	Taking something from the locker room, classroom, locker, or cafeteria that does not belong to you or you didn't pay for and you intend to keep.
5136	Pictures/Videos on School Grounds Without Permission	Using technology to record another person without their knowledge or permission	Making Tik Tok, taking pictures in the hallway, recording a teacher or student in the classroom
5136	Pictures/Videos in Locker Room and/or Bathroom	It is a federal offense to use technology to record another person within a locker room or bathroom	Selfies in bathroom or locker room, phones out in bathroom, phones out in locker room
TASD Transportation Discipline Policy	Bus Referral	Failure to follow bus expectations	Moving seats, language, throwing items, hanging out of the bus, high volume, inappropriate use of technology

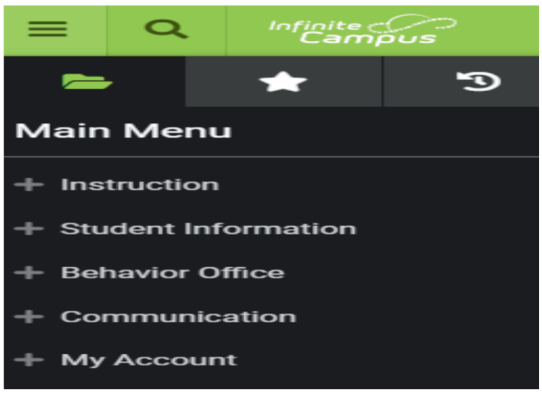
Infinite Campus Behavior Referral Process

To follow WIMLSS guidelines and ensure **ALL** students have clarity of building expectations and have the opportunity to practice, we will not write up students the first 4 weeks of school. If it is an administrator managed behavior, you will contact administration.

As a staff member, if you didn't hear it or see it then you don't write it up until you investigate the incident. If this is an administration managed incident, contact administration.

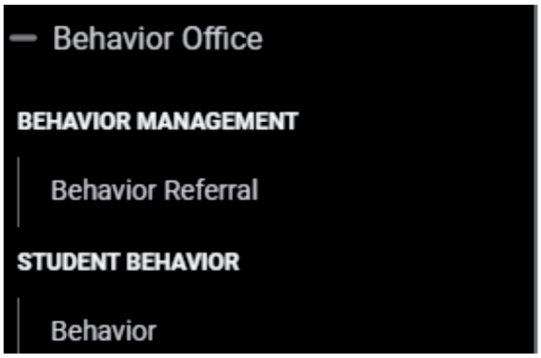
Step 1: Navigate to Main Menu

- If your page opens to Teaching Center, click on the 3 lines at the top to open the Main Menu.

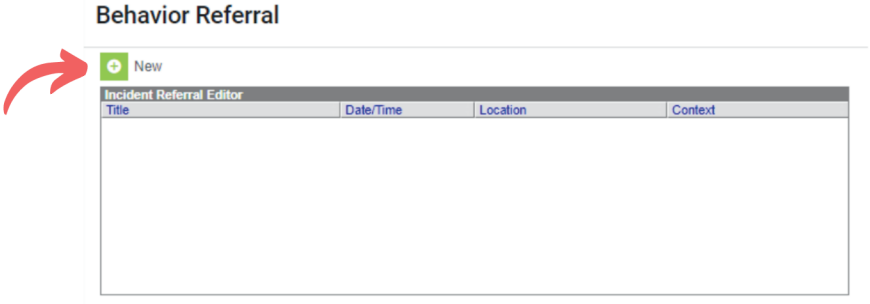


Step 2: Navigate to Behavior Office/Referral

- Click the plus on the Behavior Office Tab to open a drop-down menu.
- Click on Behavior Referral to create a new referral.

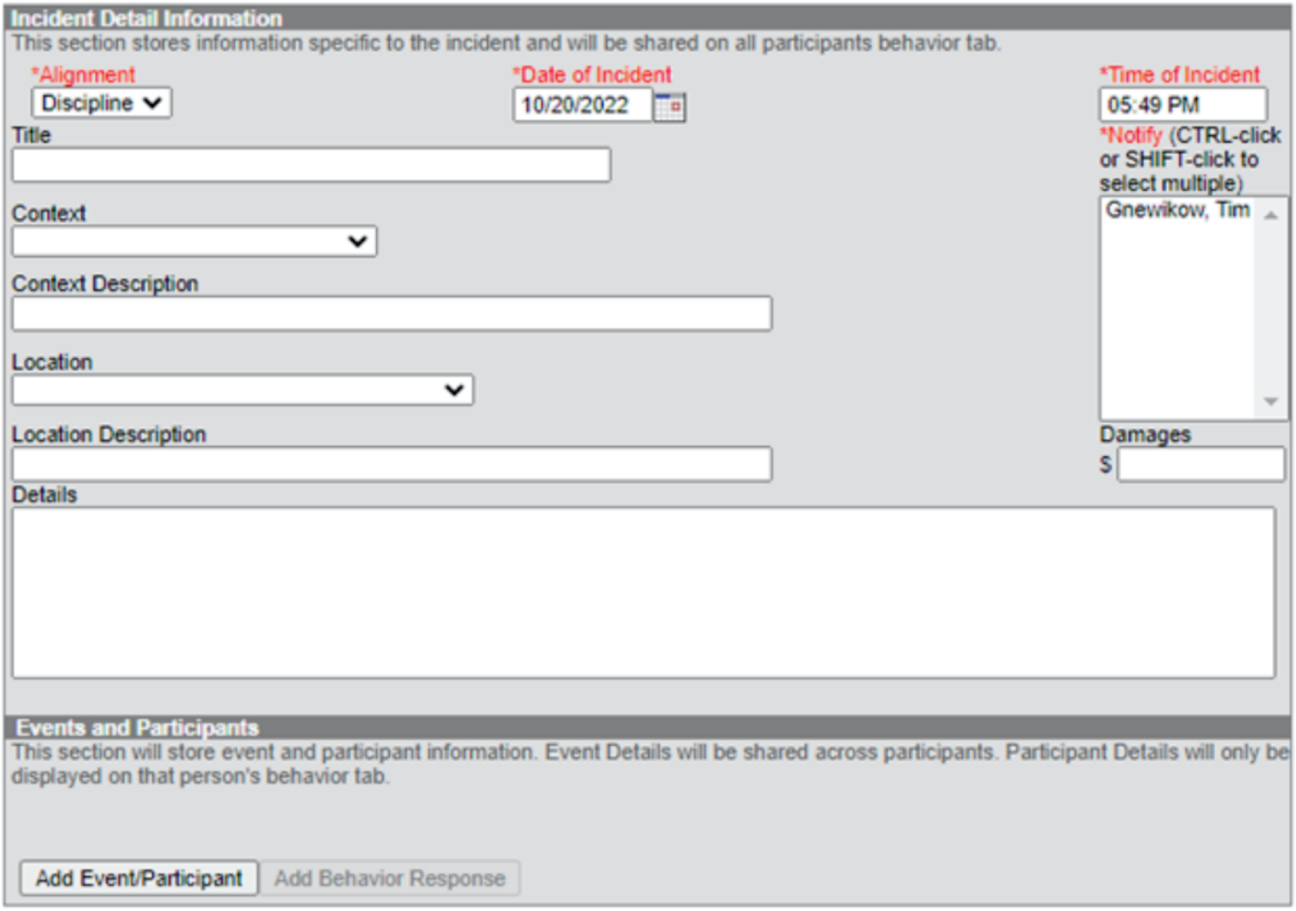


- This will open the Behavior Referral Tab. Click on the Green New Button at the top to start a referral.



Step 3: Enter Incident Details

- **Date and Time of Incident:** Defaults to current date/time (you need to switch to date/time of incident.)
- **Title:** Leave it blank (it will automatically default to event details from the drop-down box).
- **Context:** When the behavior occurred (optional).
- **Location:** Where the behavior occurred.
- **Location Description:** Where the behavior occurred (optional).
- **Notify:** If there are multiple names, select the person you want the referral sent to (usually an admin.)
- **Details:** Brief description of the behavior that occurred (DO NOT USE ANY NAMES.) Copy this as you will use it on the next screen for specific students
    - **EXAMPLES:**
        - Student left room without permission. - Student A hit student B at recess. Student B kicked student A. - Student was disruptive all day and refused to do work. - Student appeared upset and threw objects in classroom resulting in property damage. - Student A and B got into a verbal altercation at lunch.

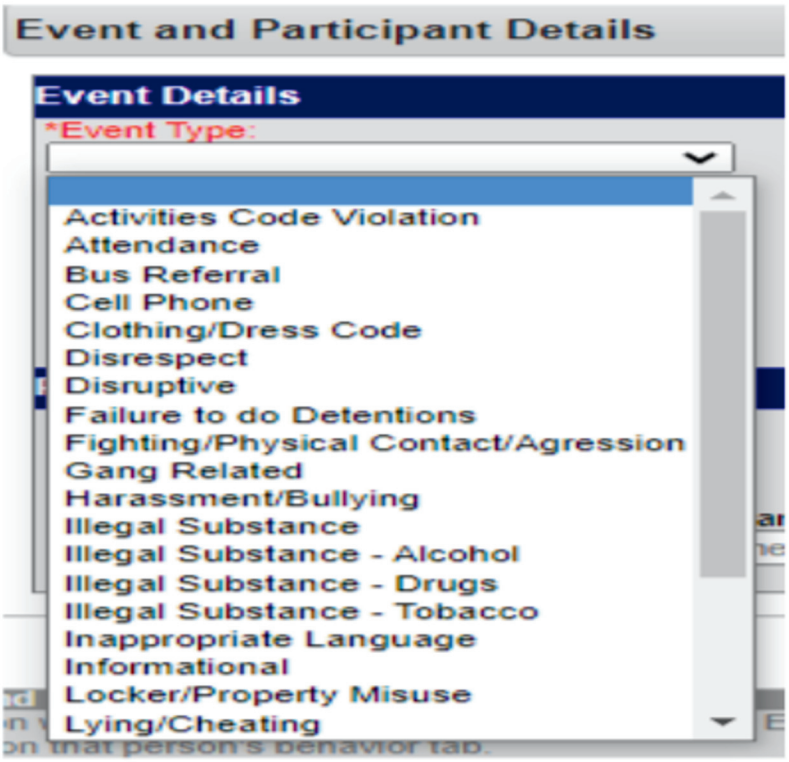


- Once you complete all the information, click Add Event/Participant (located at the bottom of the page.)

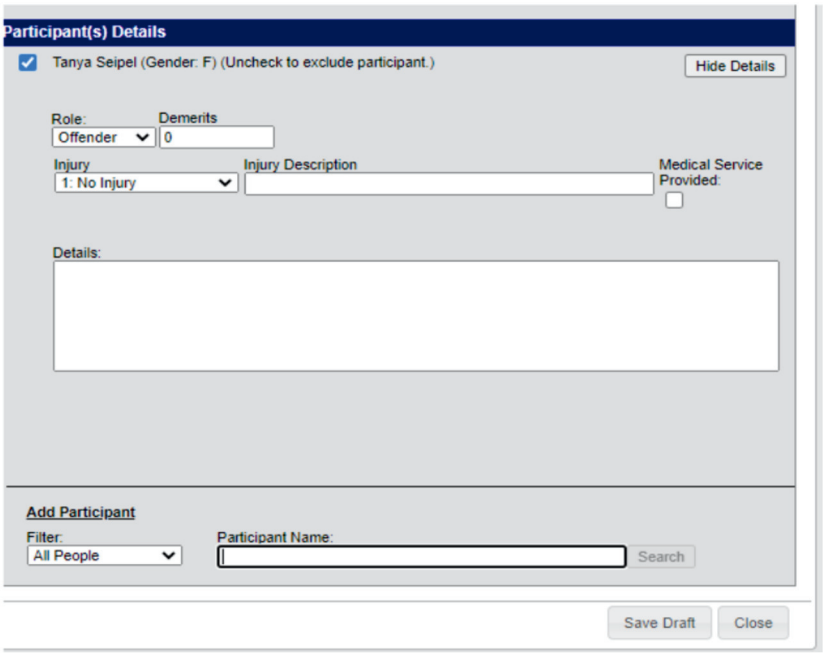
Notes

Step 4: Enter Event Type and Participants

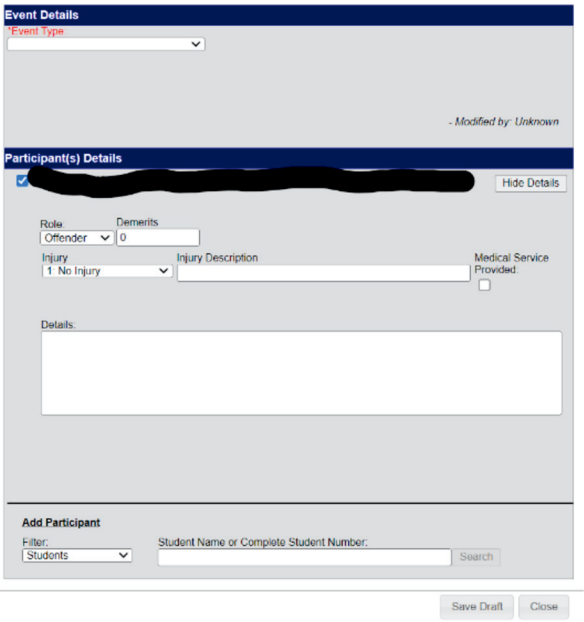
- Select an Event Type from the drop-down menu.



- Search for Participant- Click name provided.



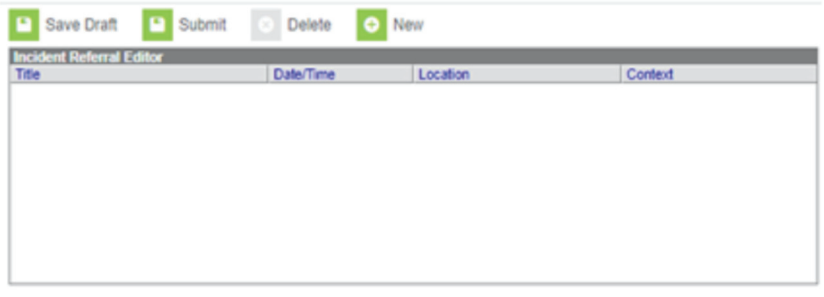
- Choose the Role- Witness, Offender, Victim or Participant



- Select injury if that student was injured (not if they caused the injury) and type in a description.
- Copy information from details on the previous page to details. Change student name in description now.
  - Provide a resolution/consequence and document a call home was made.
- If there is more than one student, click Add Participant to add the next student(s).
  - **Be careful** because it will autofill details from the previous student into the next student's details. So, make sure you change the name/details accordingly.
  - You can change the drop-down box and make it school employees and add staff as witnesses/victims to the event as needed.
- Once you have finished adding the participants, click Save Draft.

Step 5: Review and Submit the Incident

- If you are unable to finish a behavior referral, click Save Draft.
- Once completed, check over the write-up and make any corrections before clicking Submit.
  - Once you submit, you are not able to delete or make changes.
  - Admin will need to finalize.



Phone Scripts

We know that calling home can be hard! Courageous conversations are often challenging and who has time for them anyway?
Our goal here is to provide easy-reference language in case you need to make one of these calls. Here are examples of language that have been successfully used as a direct script or you can make it your own.
Here is a list of components that are considered critical to a successful call:

- Clearly stating that the call is informational only; calling is not the response to the behavior. You call to let families know that YOU responded to a behavior, NOT to ask them to respond to a school behavior.
- Invitation for guardian to share knowledge/expertise about the child
- Natural connection between undesirable behavior and response
- Explicit naming of success criteria
- Space for guardian to agree or disagree
- Genuine attempt at building partnership with the family through appreciation

Situation one: Calling about a pattern of behavior

Note: These calls occur early in the pattern and should express that you're concerned with the trend, not with a single moment.

I just wanted to touch base with you around a pattern I've seen in child's name's behavior this time period. I'm not looking for you to do anything at home and I'll fill you in a bit on how I've been addressing it here, but I wanted to call so that you're aware of what I'm seeing. I also wondered if there are factors at play here that I'm unaware of and that might help me understand how to support child's name at school.

The pattern I've noticed is ____. Is this something you've noticed in other environments? If so, what have you found to help them break this pattern? Are there new factors at play for child's name?

I have tried ____ to support child's name in being able to perform matrix behavior (ex: raise her hand for a turn). At this point, I believe ____ is what is causing this pattern, so I'd like to try _____ (or I tried ____). I'll know this is working when child's name is able to self-correct and self-monitor for this behavior.

How does that sound to you? Let's keep in touch as we give this a try. Thank you for thought-partnering with me today and for your communication and trust.

Phone Scripts

Situation Two: Calling an offender's family about a specific teacher-managed behavior

Note: These calls occur after a behavior that resulted in an immediate response and involved another student. This is most likely to be when one student's intentions are perceived differently by a peer (victim).

I just wanted to touch base with you around something we handled today at school. I'm not looking for you to do anything at home and I'll fill you in a bit on how I addressed it here, but I wanted to call so that you're aware of what happened. I also wondered if there are factors at play here that I'm unaware of and that might help me understand how to support child's name at school.

Neutral narrative of event that refers to "the other student" and the child.

Our expectation is matrix behavior (ex: body to self). I believe ___is what caused the behavior, so I name how you responded. Child's name reacted in this way. Again, I'm not looking for you to follow up at home necessarily, I just thought you would want to know.

Is this something you've noticed in other environments? If so, what have you found to be a helpful response? Are there new factors at play for child's name that might be good for me to know? In the future, is there something different you would like me to consider in my response?

Thank you for sharing that with me today and for your communication and trust. If child's name shares any details this afternoon that you think I should have, certainly feel free to reach out and fill me in. Otherwise, I really appreciate your support, thank you.

Notes

Phone Scripts

Situation Three: Calling a victim's family about a specific teacher-managed behavior

Note: These calls occur after a behavior that resulted in an immediate response and involved another student. This is most likely to be when one student's intentions (offender) are perceived differently by a peer (victim)

I just wanted to touch base with you around something we handled today at school.

I am sorry that this happened at school. I know it's not great news, but I wanted you to hear about it from us directly.

Thank you for sharing that with me today and for your communication and trust. If child's name shares any details this afternoon that you think I should have, certainly feel free to reach out and fill me in. Otherwise, I really appreciate your support, thank you.

Situation Four: When a family member gets upset

Note: This happens; we're talking with them about their most precious people in the world.

I can tell that this is upsetting you and I completely understand that. I'd like to continue this conversation when name principal is available to be part of our discussion. When I have her/his availability, I'll reach out to you to set up a time that works for all of us. Thank you. (and hang up!)

Notes

Notes

Week 1 Schedule

Day 1

1st Hour	Lockers SRP Video Read SRP on back of door
2nd Hour	HOWL in the Classroom Lesson Read SRP on back of door
3rd Hour	HOWL in the Cafeteria Lesson Read SRP on back of door
4th Hour	HOWL in the Common Spaces Lesson Read SRP on back of door
5th Hour	Attendance Video Read SRP on back of door
6th Hour	How to Report Video Read SRP on back of door
7th Hour	Getting to Know the Office Read SRP on back of door
8th Hour	HOWL on During Events Read SRP on back of door
Assembly	
8th Hour	Lockers

Day 2

Odd Block Day Expectations with each hour:

- Take attendance within the first 5 minutes
- Review HOWL in the Common Spaces
- SRP Evacuation-Fire: Expectations with each hour
- Build Classroom Collective Commitments
- Safety Drill during the day

Day 3

Even Block Day Expectations with each hour:

- Take attendance within the first 5 minutes
- Review HOWL in the Common Spaces
- SRP Shelter-Tornado: Expectations with each hour
- Build Classroom Collective Commitments
- Safety Drill during the day

Day 4

TWT: Assembly

1st Hour: Active Shooter Drill

2nd-8th Hour: Review Active Shooter Drill with Class

- HOWL on During Events

HOWL Lesson Plans

Lesson 1: HOWL in the Classroom

In this lesson we are learning the expectations of HOWL in the classroom. We will learn and model what the following looks like in our respected classrooms: honor learning, optimize time, work with integrity, and lead with respect.

Lesson 2: HOWL in the Common Spaces

In this lesson we are learning the expectations of HOWL in the common spaces, bathroom, hallway, and commons. We will learn and model what the following looks like in each respected area: honor learning, optimize time, work with integrity, and lead with respect.

Lesson 3: HOWL in the Cafeteria

In this lesson we are learning the expectations of HOWL in the cafeteria. We will learn and model what the following looks like in the cafeteria: honor learning, optimize time, work with integrity, and lead with respect.

Lesson 4: HOWL during events

In this lesson we are learning the expectations of HOWL during events. Events range from assemblies in the auditorium to the gym, field trips, performances, and sporting events. We will learn and model what the following looks like in the cafeteria: honor learning, optimize time, work with integrity, and lead with respect.

Notes

Tier 1 Toolbox

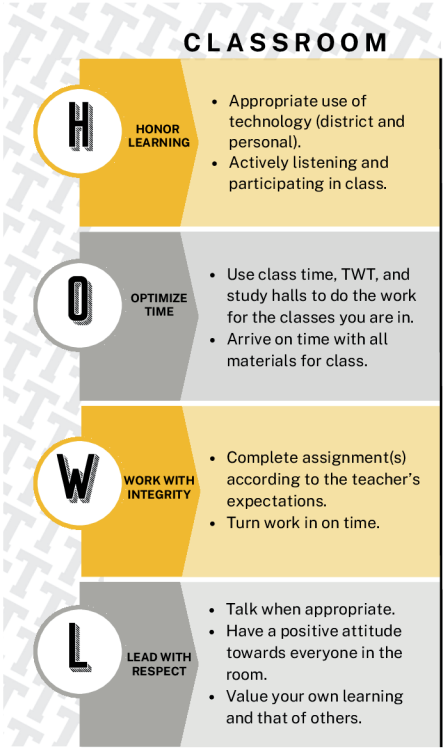
TIER 1 CLASSROOM PREVENTION TOOLBOX

Welcome Students Daily

- Greet students at the door and welcome them into the classroom in between classes.
- Sets the tone for the class and lets students know they matter.
- Turn school into a relational experience.

Clear and Consistent Classroom Expectations

Notes



Classroom Agreements

- Create classroom collective commitments together

Routines and Procedures

- Students do much better when they know the routine and procedures for the classroom.

Ideas:

- Transitioning from class to class
- Entering and exiting the classroom
- Turning in homework
- Locating classroom materials
- Getting out of seat
- How to ask a question
- Conducting safety drills
- Group work/individual work
- Bathroom Breaks
- Giving instructional activities
- Contacting the teacher
- Retrieving materials
- Passing out papers
- Using technology
- Giving exit tickets

Tier 1 Toolbox

Short Transition Times

- To help reduce student behavior plan your transition and be prepared. Intentionally organize lessons and next steps.
- Transition time between one task and another in the classroom should be less than a minute.
- The more "down time" students have the more likely it is they will start to get off task.

Ideas:
- Use a timer
- Play Music
- Give a countdown
- Turn it into a game or competition

Active Supervision

Movement

Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to noncompliant students
- Move an average of 30 feet per minute
- Move from one supervision area to another covering each at least twice

Random
- Vary the path taken, planned
- Unpredictable to students

Purposeful

All students observed on a regular basis
- Target known areas, activities, groups, and individuals

Scanning

Visual
- Head up
- Make eye contact with students in more distant locations of the room/ playground
- Look for and acknowledge appropriate behaviors
- Monitor problem areas and behaviors
- Look for students who are withdrawn or bullying others

Auditory
- Listen for words or sounds associated with appropriate and inappropriate behaviors
- Listen for unusual sounds
- Pay attention to the surroundings- focus on several different areas at a time by listening and looking in different directions
- Be proactive

Notes

Tier 1 Toolbox

Precise Directions and Positive Narrations

- Give precise directions so every student knows how to be successful with each activity or academic challenge.
- Vague directions: Come in and begin writing in your journals or Begin working on your lab with your partner.
- Precise directions: Good morning! Enter the classroom at level zero and go directly to your desks. Your journal prompt is on the board. Begin writing silently for 5 minutes, while I come around and check your homework, which should be placed on the top-right corner of your desk.
- Use positive language more often than negative language. 4:1 is the ideal ratio. 6:1 for a struggling student.
- Positive language focusses on what's desired and acknowledges students when they demonstrate appropriate skills.

Stay in the Game Conversations

- Quick ten-to thirty-second reminders to students.
- Restate on-or off-task behaviors.
- Redirect for desired behavior and restate precise directions.
- Encourage the student.
- Extend support if needed.

Notes

Notes