

**Almond-Bancroft  
School District  
PBIS Tier 1  
Manual for Families**



**The purpose of implementing  
Positive Behavior Supports and Interventions  
in the Almond-Bancroft School District  
is to create a positive school climate by:**

- ◇ *Creating consistency with regards to behavior expectations across all grade levels.*
- ◇ *Teaching and reinforcing expected behaviors allowing more time to be spent on instruction than on problem behaviors.*
- ◇ *Increasing school communication with families and the community about school-wide expectations.*

# **WELCOME TO PBIS**

## **Tier1/Universal**

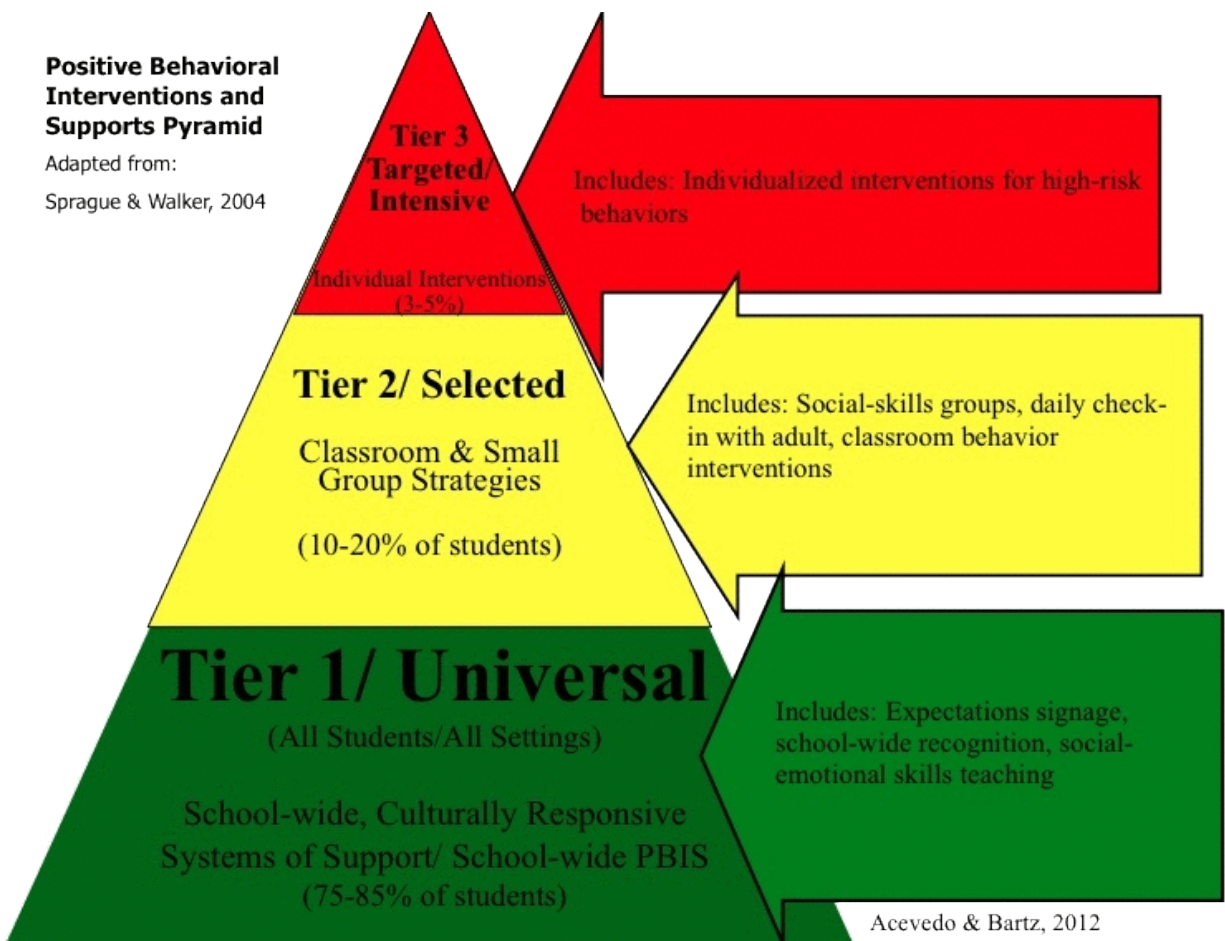
### **All Students/All Settings**

#### **Almond-Bancroft School District**

This PBIS handbook was developed to facilitate the use of PBIS in the Almond-Bancroft School District. Please take a moment to read through it and familiarize yourself with this program and how it is used at our school.

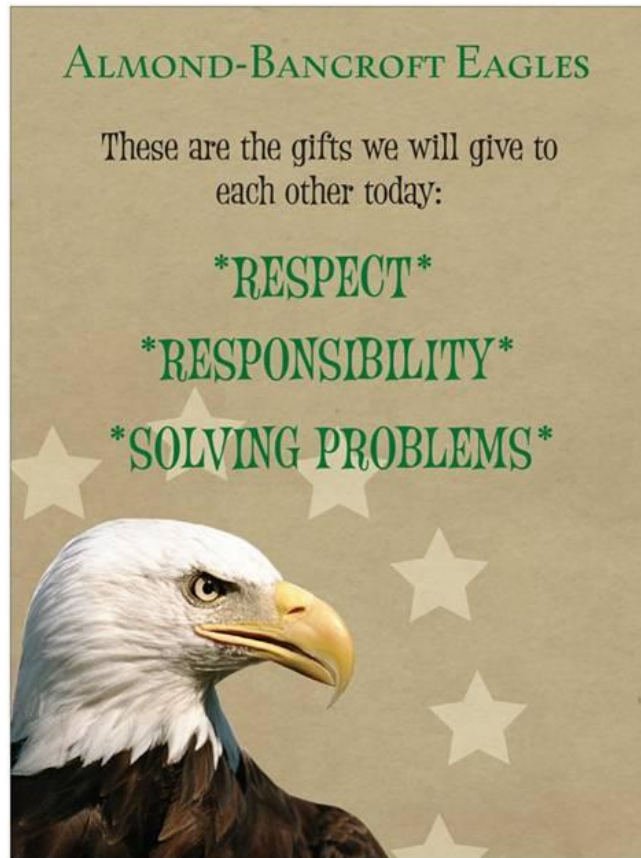
PBIS is a research-based, school-wide system approach to improve school climate and create a safer and more effective school. The program consists of having 3 to 5 positively stated expectations which were determined by the faculty and staff during the first phase of the implementation process.

These school-wide behavior expectations are taught, modeled and rewarded year round by school faculty and staff and serve as the foundation of **Tier 1 or Universal PBIS** which is for all students in all settings. See green area of diagram below.



## Elementary School Behavior Expectations

RESPECT\*RESPONSIBILITY\*SOLVING PROBLEMS



## Middle/High School Expectations

*"SOAR WITH EAGLE **PRIDE**"*

Be **P**repared

Be **R**esponsible

Have **I**ntegrity

**D**evelop Citizenship

**E**arn and Give Respect

## **What are the benefits of implementing the PBIS framework?**

Using the PBIS model, schools have seen dramatic reductions in disciplinary interventions and increases in academic achievement, giving educators more time to teach and students more time to learn.

## **What if students do not follow school behavior expectations?**

Our school uses the SWIS software program to track unwanted behaviors which are recorded by staff and designated as “Minor” or “Major” Behaviors. Minor behaviors are handled by staff members with re-teaching of behavior expectations along with the use of natural consequences.

Major behaviors are referred to the Dean of Students, and parents/guardians are contacted. In addition to receiving additional instruction in school behavior expectations, students will receive consequences for major behavioral incidents following the steps outlined in the school handbook.

About 85% of students will experience success within Tier 1 PBIS in regards to behavior.

## **How will my student know what is expected of him/her?**

School-wide behavior expectations are taught and reviewed on an on-going basis throughout the school year. Each educator has a behavior matrix for his/her classroom.

PBIS “boosters” occur at least quarterly to review expectations in common areas of the school. Students are also rewarded for demonstrating positive behaviors with GIFTS tickets (elementary) or Green Tickets (middle/high school) that can be cashed in for prizes or privileges. There are also school-wide quarterly rewards for those students who have engaged in positive behaviors. See more under “*student acknowledgement systems.*”

## Elementary Expectations:

### Respect

### Responsibility

### Solving Problems

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Solve Problems</b>
<b>In All Places</b>	Use appropriate voice level. Hands, feet and objects to yourself. Use good manners and kind words.	Clean up.  Follow directions the first time.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Hallways	Voice level 0/1 (Zero/Whisper) Walk in line on the right. Wave to friends instead of visiting. Open and close locker quietly. Hold playground balls. Eyes only on artwork and school property.	Be quick about getting to where you are going. Put all of your belongings away and keep hallways clear. Report unsafe things to teachers.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Playground	Voice level 3– Outside Voice  Be kind and let others play. Take turns. Play fair.	Use playground equipment appropriately. When you hear the whistle, stop playing and hold playground equipment still. Walk to line and stay in line. Enter the building quietly.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
On Safety Duty	Always model respectful behavior on the playground and in the building.	Watch the students. Save playing and talking to friends for off duty time. Complete homework so you can take your assigned duty. Report to Mrs. Upton if you are unable to do your duty.	Leave discipline to the adult supervisors.  Report when student problems become serious.
Lunchroom	Voice level 2-Inside Voice. Walk to and from tables. Sit at table with feet on the ground. Eat over table with manners. If you finish, wait quietly.	Take only what you will eat from the table. Clean up your messes. Report big spills or messes you cannot clean up. Get ready for recess quickly and quietly and go outside.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Bathroom	Voice level 0/1 (Zero/Whisper)  Give privacy to others by waiting your turn away from the stall doors.	Keep water in sink and towels in trash. Use soap and water to wash. Flush the toilet. Be quick. Report unsafe things.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Bus	Voice level 2– Inside Voice.  Stay seated and face forward.	Report unsafe things to the bus driver when the bus is stopped.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Auditorium	Voice level 0 – Zero Voices. Sit still in your chair. Pay attention to the speaker or performer. Clap respectfully.	Report unsafe things.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.
Library	Voice level 1-Whisper. Use bookmarks. Keep books clean and dry. Always walk in the library.	Return books on time.  If you cause or see damage to books, report it to librarian immediately.	Use resolution to solve problems when you can.  Get help for big problems you cannot solve.



## **Middle School Expectations:**

**Prepared, Responsibility, Integrity**

**Develop Citizenship, Earn & Give Respect**

	Halls	Bathroom	Playground	Cafeteria
Be <b>PREPARED</b>	Keep locker organized. Plan for the day. Be on time.	Ask permission at an appropriate time.	Line up with your class.  Dress for the weather.	Bring lunch.  Get what you need the first time through the line.
Be <b>RESPONSIBLE</b>	Keep locker and hallway clean.  Use appropriate tone and volume.  Keep locker locked.	Flush the toilet.  Dispose of waste properly.	Line up when told.  Ask permission to go back inside if necessary.	Put trash in the trash can. Clear your tray. Eat your own food. Keep food and drink in the cafeteria.
Have <b>INTEGRITY</b>	Be mindful of classes in session.	Be courteous of others.  Wash hands.	Use equipment appropriately.	Have good table manners. Use appropriate voice levels. Walk in line appropriately.
<b>DEVELOP</b> Citizenship	Take advantage of opportunities to help others.  Keep to the right.	Report any bathroom damage immediately.	Include others.  Play fair.  Play safe.	Clean up your area after you are done eating. Allow others to sit with your group.
<b>EARN &amp; Give</b> Respect	Keep hands and feet to yourself.  Walk.	Treat bathroom with care.	Share and take turns. Interact appropriately with peers.	Wait quietly in line. Use your manners.

**Middle School Expectations**  
**Continued**

	<b>Assemblies</b>	<b>School Related Functions</b>	<b>School Bus</b>
<b>Be PREPARED</b>	Remain Seated. Take all materials that may be needed.	Be accountable for your things. Take along appropriate items.	Know emergency procedures and exits.
<b>Be RESPONSIBLE</b>	Pick up after yourself. Be a good audience member.	Follow all event specific rules. Keep track of time.	Understand and follow all bus rules.
<b>Have INTEGRITY</b>	Be a good role model. Ask meaningful questions.	Stay with your group. Be a positive representative for the school. Show positive behaviors.	Be aware of how your actions affect younger students.
<b>DEVELOP</b> Citizenship	Report any damage. Show the speaker what good students we are.	Leave the location in better shape than you found it.	Take pride in your bus, keep it clean and report vandalism.
<b>EARN &amp; Give Respect</b>	Raise your hand. Listen. Keep hands and feet to yourself. Sit appropriately.	Respect yourself, the instructor, and others around you. Be polite.	Interact with the driver in a positive way. Maintain order.

## High School Expectations:

Prepared

Responsibility

Integrity

Develop Citizenship

Earn & Give Respect

	Main Office	Parking Lot	Restroom	Cafeteria/Lunch Line
Be <b>PREPARED</b>	Have a pass. Have materials you need.	Take necessary materials with you to and from the school building.	Have a pass. Use during lunch or transitional times.	Keep money in your account. Know account number.
Be <b>RESPONSIBLE</b>	Enter quietly through the main office door. Let office personnel know you are there. Use equipment appropriately.	Obey the rules of the road. Operate your vehicle cautiously. Park correctly. Pull nose in.	Use facilities appropriately and keep them clean. Use the restroom in a timely fashion.	Keep the line moving. Return your trays and utensils correctly.
Have <b>INTEGRITY</b>	Only trained student aides are to use the equipment. Ask for help. Soda machine for faculty only.	Be patient. Keep the parking lot clean.	Practice good personal hygiene. Report problems to staff.	Start at the end of the line. Eat with manners.
<b>DEVELOP</b> Citizenship	Wait to be acknowledged. Ask politely to use equipment.	Be courteous to the other drivers.	Conserve resources (water/paper products).	Invite new students to sit with you. Make everyone feel welcome.
<b>EARN &amp; Give Respect</b>	Wait patiently and quietly. Say please and thank you. Teachers have priority.	Treat all property as if it were your own.	Respect space and privacy of others. Minimize your noise level.	Minimize your noise level.



## High School Expectations Continued:

	<b>Locker Room</b>	<b>Sports Complex</b>
<b>Be PREPARED</b>	Have a change of clothes each day.	Athletes: Arrive on time and bring all the necessary equipment. Spectators: Have money/passes ready.
<b>Be RESPONSIBLE</b>	Be on time. Lock up personal items.	Use all equipment appropriately. Drive cautiously on the access road.
<b>Have INTEGRITY</b>	Change clothes quickly. Minimize noise level. No phones or cameras allowed in locker rooms.	Stand quietly during the National Anthem. (Feel free to sing along.)
<b>DEVELOP</b> Citizenship	Help others. Keep floor and tops of lockers clean. Return lost items to their owners or to the teacher.	Represent your school positively. Assist visitors.
<b>EARN &amp; Give Respect</b>	Resolve conflict with maturity. Listen and follow directions. Only enter your own locker.	Encourage others. Practice good sportsmanship.

## What are the *individual classroom* behavior expectations?

Elementary and High School classroom teachers have behavior matrices for their own classrooms which are taught and posted in the room. Middle School classroom teachers have collaborated to develop the following behavior matrix that is consistent across all classrooms:

### Middle School Classroom Matrix

	Entering Class	During Lesson	Finished w/ Lesson	Assignment	Group Work	Leaving Room	Home Base
Be Prepared	~Quietly report to assigned seat.  ~Be ready to learn.	~Have mind ready to learn.	~Have a book or something else to work on.	~Complete on time and bring to class.  ~Have a pen to correct.  ~Put heading on paper.  ~Accept consequence for late work.	~Form groups.  ~Listen to instructions.  ~Get materials efficiently.	~Take all belongings when you leave.	~Be in seat when bell rings with materials.
Be Responsible	~Have out all needed materials so class can start on time.  ~WHIP.	~Wait to be acknowledged before speaking.	~Turn assignment into the basket or place it in a folder.	~Have agenda and assignment ready.  ~Ask for help.  ~Use time wisely.  ~Work quietly.	~Share the work load.  ~Take care of equipment and materials.	~Have assignment written in agenda.	~Work quietly
Have Integrity	~Use good manners.  ~Start bell work without being told.	~Stay seated at all times unless an emergency. ~All comments should contribute to class discussion.	~Stay quiet and do not bother others who are working.	~Be honest.	~Do your own work.  ~Demonstrate group success with rating peers.	~ Stay in seat until released.	~Work on school work.  ~Read quietly if work is finished.

## Middle School Classroom Matrix (cont.)

	Entering Class	During Lesson	Finished w/ Lesson	Assignment	Group Work	Leaving Room	Home Base
Develop Citizenship	~ Help create a learning environment for all.	~Keep a positive attitude about the lesson.	~Help teacher if needed.	~Be responsible for own conduct.	~Work Cooperatively.  ~Be patient w/group members.  ~Follow safety procedures.	~Check room to see if anyone left anything behind.	~Clean room, put up chairs, get agendas signed.
Earn and Give Respect	~Respect each other, teacher, and property.	~Listen to classmate comments and opinions.  ~Keep hands and feet to self.	~Raise your hand before speaking  ~Stay seated.	~Raise hand to ask questions.	~Speak kindly and be friendly.  ~Be accountable for actions.  ~Rate peers accurately.	~Be friendly to peers and teachers.  ~Walk when leaving.	~Teacher will dismiss class, not the bell.  ~No backpacks, jackets, hats, etc.



## How are appropriate voice levels determined?

This voice scale is used to teach appropriate volumes in elementary school common areas.

4

**Yelling Voice  
For Emergencies**



3

**Outside  
Voice**



2

**Inside  
Voice**



1

**Whisper  
Voice**



0



## What are the minor and major behaviors?

### Almond-Bancroft T-Chart of Behaviors

Staff Managed Behaviors (Minor)	Office Managed Behaviors (Major)
<p><b><u>Minor behaviors that require ODR:</u></b></p> <ul style="list-style-type: none"> <li>• Student will not receive office consequence.</li> <li>• Staff should address behavior w/student.</li> <li>• Staff may determine an appropriate classroom consequence.</li> </ul> <p>Abusive/Inappropriate Language</p> <p>Defiance/Disrespect/Non-Compliance w/ Staff</p> <p>Disruption</p> <p>Dress Code Violation</p> <p>Physical Contact/Aggression (1-sided)</p> <p>Property Misuse</p> <p>Tardy (late to class)</p> <p>Technology Violation</p> <p>.....</p> <p><b><u>Other minor behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• Do not require ODR</li> <li>• Staff should address behavior with student.</li> <li>• Staff may determine an appropriate classroom consequence.</li> </ul> <p>Class Preparedness</p> <p>Lack of Fair Play</p> <p>Running in the Building</p> <p>Tattling</p> <p>Voice Level (could be "disruption")</p>	<p><b><u>Major behaviors which require ODR:</u></b></p> <ul style="list-style-type: none"> <li>• Parent contact should be made by reporting staff member before turning in ODR.</li> </ul> <p>Abusive/Inappropriate Language/Profanity</p> <p>AODA Possession</p> <p>Defiance/Disrespect/Insubordination/ Non-Compliance w/Staff</p> <p>Disruption</p> <p>Dress Code Violation</p> <p>Fighting (2 or more students)</p> <p>Harassment/Bullying</p> <p>Inappropriate Display of Affection</p> <p>Inappropriate Location/Out of Bounds</p> <p>Lying/Cheating</p> <p>Matches/Lighters/Arson</p> <p>Physical Contact/Aggression (1-sided)</p> <p>Property Damage/Vandalism</p> <p>Skip Class/Truancy</p> <p>Tardy (late at the beginning of the day)</p> <p>Technology Violation</p> <p>Theft</p> <p>Weapons</p>

## What are the behavior definitions?

### Staff Managed Behaviors

The following behaviors require at the very least, verbal contact between staff member and student. Staff member *may also have classroom consequence*.

\*Abusive/Inappropriate Language

Student engages in low-intensity instance of inappropriate language.

Class Preparedness

Student arrives at school or classroom without materials necessary for class or with uncompleted work.

\*Defiance/Non-Compliance/Disrespect  
(With Staff)

Student engages in brief or low-intensity failure to respond to adult requests.

\*Disruption

Student engages in low-intensity behaviors that disrupt, but responds to adult direction when asked to stop.

\*Dress Code Violation

Student wears clothing that is near, but not within the dress code guidelines as defined by the school district.

Lack of Fair Play

Student engages in behaviors such as cheating in a game, not being a good team member, using rude words or actions in sports or in a game.

\*Physical Contact/Aggression

Student engages in non-serious, but inappropriate physical contact.

\*Property Misuse

Student engages in low-intensity misuse of property.

Running in the Building

Student is observed running in classrooms or hallways but responds to adult direction when asked to walk.

Tardy (This is a teacher managed behavior, but must also be indicated tardy in skyward)

Student is late to class instruction due to dawdling in the hall, bathrooms, etc...

Tattling

Student is not reporting to get help but to manipulate, get revenge, exert power, or gain attention.



\*Technology Violation

Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera and/or computer.

Voice Level

Student uses voice volume that is too loud for that specific area.

\* Indicates that a minor behavioral referral is filled out for documentation.

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### **Office Managed Behaviors**

The following behaviors require verbal communication between student/staff member and student /Dean.. Parents will be contacted.. Student will receive consequence according to discipline steps in school handbook.

Abusive/Inappropriate Language

Student delivers verbal messages that include swearing, name calling or use of words in an appropriate way.

AODA Possession

Student is in possession of or is using alcohol/tobacco/illegal drugs/substances or imitations on school grounds.

Defiance/Non-Compliance/Disrespect  
(With Staff)

Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions to a staff member.

Disruption

Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming, noise with materials, horseplay, or roughhousing and/or sustained out-of-seat behavior.

Dress Code Violation

Student continuously wears clothing that does not fit within the dress code guidelines practiced by the school district.

Fighting

Student is involved in mutual participation in an incident involving physical violence.

Harassment/Bullying

Student delivers disrespectful messages (verbal or non-contact action) based on real or perceived difference to another person that includes threats and intimidation, obscene gestures, and/or pictures or written notes that create an imbalance of power between the students.

Inappropriate Display of Affection

Student engages in inappropriate (as defined by the school) verbal and/or physical gestures/contact, of sexual nature to another student/adult, either consensual or non-consensual.

Inappropriate Location/Out of Bounds

Student is in an area that is outside of school boundaries as defined by the school.



Eagle Pride

## What is the form used to document minor and major behaviors?

### Office Discipline Referral Form

Major/Minor (Circle One)

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher/Staff: \_\_\_\_\_

Grade: \_\_\_\_\_

Location (Circle One)  
Classroom      Playground      Hallway  
Library      Parking Lot      Auditorium  
On Bus      Bus Loading Zone      Sports Complex  
Cafeteria      Bathroom      Computer Lab  
Other: \_\_\_\_\_      Gym/Locker Room

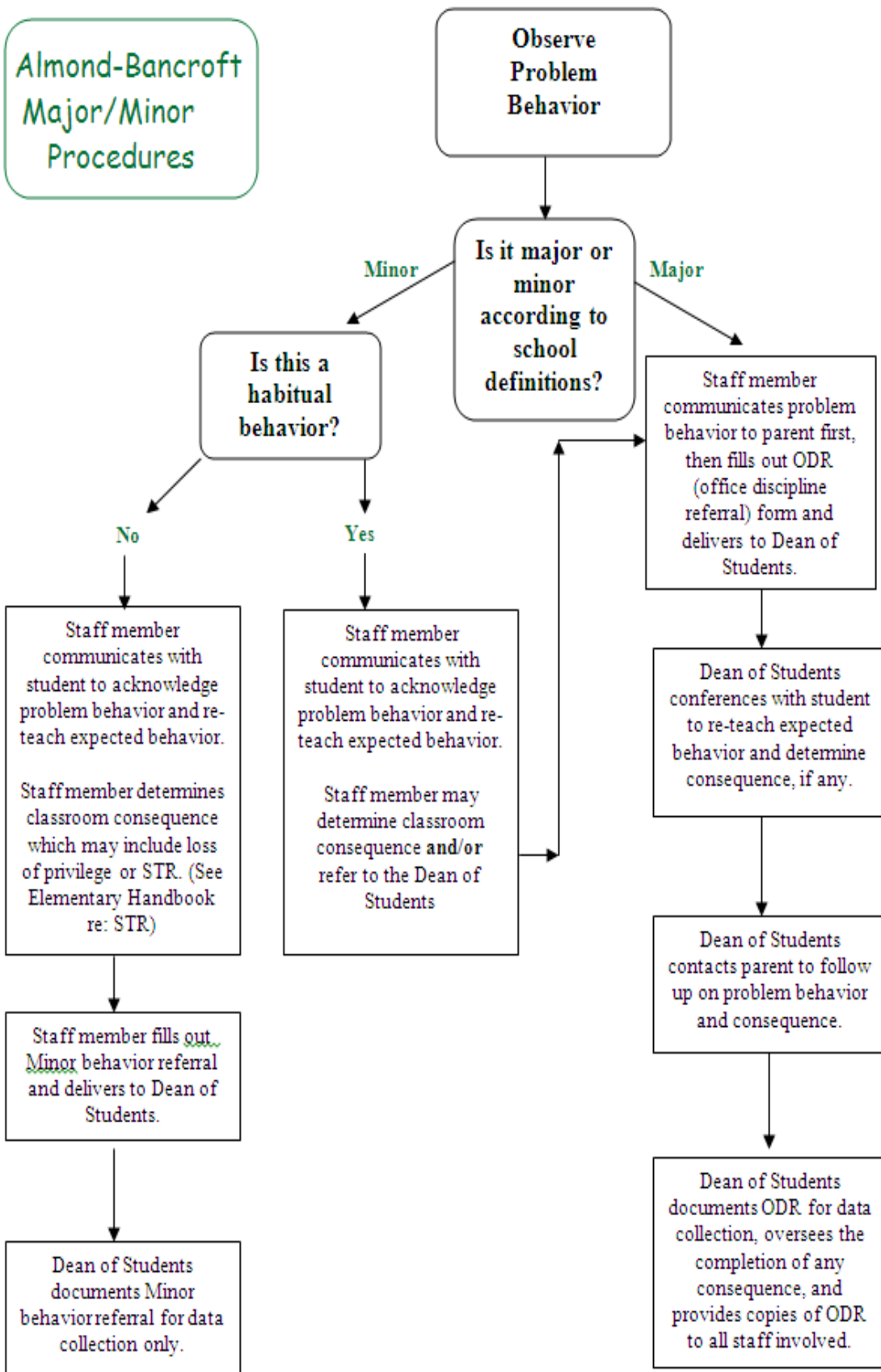
Problem Behavior	Possible Motivation	Staff Contact w/Parents (Major)
<ul style="list-style-type: none"><li><input type="radio"/> Abusive /Inappropriate Language/Profanity</li><li><input type="radio"/> AODA</li><li><input type="radio"/> Defiance/Non-Compliance w/Staff</li><li><input type="radio"/> Disruption</li><li><input type="radio"/> Dress Code Violation</li><li><input type="radio"/> Fighting (2 or more students)</li><li><input type="radio"/> Harassment/Bullying</li><li><input type="radio"/> Inappropriate Display of Affection</li><li><input type="radio"/> Inappropriate Location</li><li><input type="radio"/> Lying/Cheating</li><li><input type="radio"/> Matches/Lighters/Arson</li><li><input type="radio"/> Physical Contact/Aggression (1-sided)</li><li><input type="radio"/> Property Misuse/ Property Damage/Vandalism</li><li><input type="radio"/> Skip Class/Truancy</li><li><input type="radio"/> Tardy</li><li><input type="radio"/> Technology Violation</li><li><input type="radio"/> Theft</li><li><input type="radio"/> Weapons</li><li><input type="radio"/> Other: _____</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Obtain Peer Attention</li><li><input type="radio"/> Obtain Adult Attention</li><li><input type="radio"/> Obtain Items/Activities</li><li><input type="radio"/> Avoid tasks/Activities</li><li><input type="radio"/> Avoid Peer(s)</li><li><input type="radio"/> Avoid Adult(s)</li><li><input type="radio"/> Don't Know</li><li><input type="radio"/> Other:</li></ul>	Time of Call _____  <input type="radio"/> Left Message:  <input type="radio"/> Spoke With:  Staff Comments:
	<b>Others Involved</b>	
	<ul style="list-style-type: none"><li><input type="radio"/> None</li><li><input type="radio"/> Peers</li><li><input type="radio"/> Staff</li><li><input type="radio"/> Substitute</li><li><input type="radio"/> Unknown</li><li><input type="radio"/> Other</li></ul>	

#### *Administrative Decision (Office Use Only)*

- |   |   |
|---|---|
| <input type="radio"/> Time in Office                    | <input type="radio"/> Parent Contacted  |
| <input type="radio"/> Conference w/Student              |   |
| <input type="radio"/> Out of School Suspension ( ) Days | <input type="radio"/> Community Service |
| <input type="radio"/> Other:                            |   |

Comments:

## What are the procedures to deal with minor and major behaviors?



## Student Acknowledgement System

Type	What	When	Why	Who	Redemption
Immediate/ High frequency	GIFTS Tickets: Elementary  Green Tickets: MS/HS	High frequency for a short time	To reinforce desired behaviors	Any A-B Staff	Tickets given by classroom teachers can be used in the classroom to buy small prizes or privileges.
Intermittent/ Unpredictable	Random surprise for classes who have met certain goal. For example: treat for all classrooms that had no tardies, targeted hour.	Random	To maintain a taught behavior (fading)	Administration targeting a set group or Teaching staff rewarding own class	Immediately
Long-term	School-wide celebration	Quarterly or When Goal Has Been Met.	To celebrate positive behaviors	Tier 1 Team & Faculty	Team determines school-wide goal and celebration.

### What is the purpose of having rewards for students?

Acknowledging student positive behavior serves several purposes:

It helps to promote a welcoming climate while reinforcing school-wide expectations. Adults are prompted to acknowledge appropriate behaviors, which increases positive staff/student interactions.

### Shouldn't children this age already know what is expected of them and how to behave?

Behavior that is acknowledged is more likely to occur again. No good behavior should be taken for granted, or it may decline.

### Shouldn't rewards be saved for special achievements?

By acknowledging only the “big” behaviors, adults send the message that everyday behaviors of courtesy, responsibility, and respect are not important. Small steps on the way to achievement need to be recognized.

### Do middle and high school students still need rewards?

People of all ages, including adults, need to be recognized and acknowledged for their efforts.

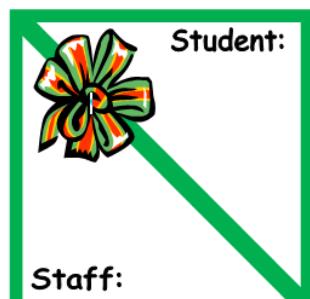
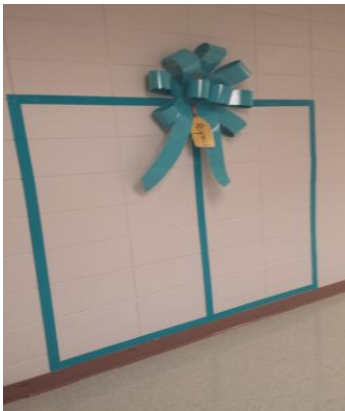
Students of all ages need recognition, praise, and rewards particularly during the difficult transition of adolescence.

### Elementary School Rewards

Students can earn GIFTS tickets for demonstrating targeted behaviors.

Tickets fill up gift box on wall. Once full, a fun activity will take place for all elementary students.

Once the group reward has been earned, all the tickets will be taken down off the wall and put in a drawing for some small prizes. 5-10 names may be drawn at one time.



Students in the elementary school can also earn GIFTS tickets from classroom teachers for positive behaviors which can be used to earn privileges in class.

### Middle and High School Rewards

Students in the middle and high school can earn green tickets from staff members for expected “PRIDE” behaviors. These tickets can be used to earn various privileges in the classroom or put in a drawing box



**AB Middle/High School**

Name: \_\_\_\_\_

**Prepared**  
**Responsibility**  
**Integrity**  
**Develop Citizenship**  
**Earn & Give Respect**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

located under the skylight. Middle school drawings for prizes will occur weekly, while high school drawing will occur mid-quarterly and end of quarter.

In addition, middle and high school students have opportunities to participate in quarterly reward days if they have not accumulated more than 6 minor behavior referrals.



## PBIS TIER 1 CONTACTS 2014-2015

### Tier 1 Core-Responsible for:

Kick-off

Boosters

All School Rewards (ES)

Quarterly Rewards (MS/HS)

Elem	MS	HS
*Amanda Negro	*Sheena Vitello	*Alison Huebner
*Sarah Ritter	*Kathie Plaisance	*Toni Schumacher
All Faculty	*Luke Steuerwald	*Aimee Gille
*Facilitators	All Faculty	All Faculty

### External Coaches– Responsible for:

Student Rewards MS/HS

Staff Rewards

Communications

Surveys

External Coaches
Sandy Ciula Dawn McDonald Erika Spear Jeff Rykal