

**MILOR HIGH SCHOOL**  
**PBIS HANDBOOK**



## **Behavioral Statement of Purpose**

**Milor High School currently implements a school-wide system of positive behavioral intervention and support. Staff are trained in, and utilize Tier 1 Systems to support positive behavior on our campus. The PBIS team provides extensive Tier II and Tier III intervention services to support students who are in need of more support. The PBIS system is designed to create an inclusive school culture that helps students develop the appropriate behaviors that students need to master in order to achieve academic, behavioral, and social-emotional success within the Milor High School Community.**

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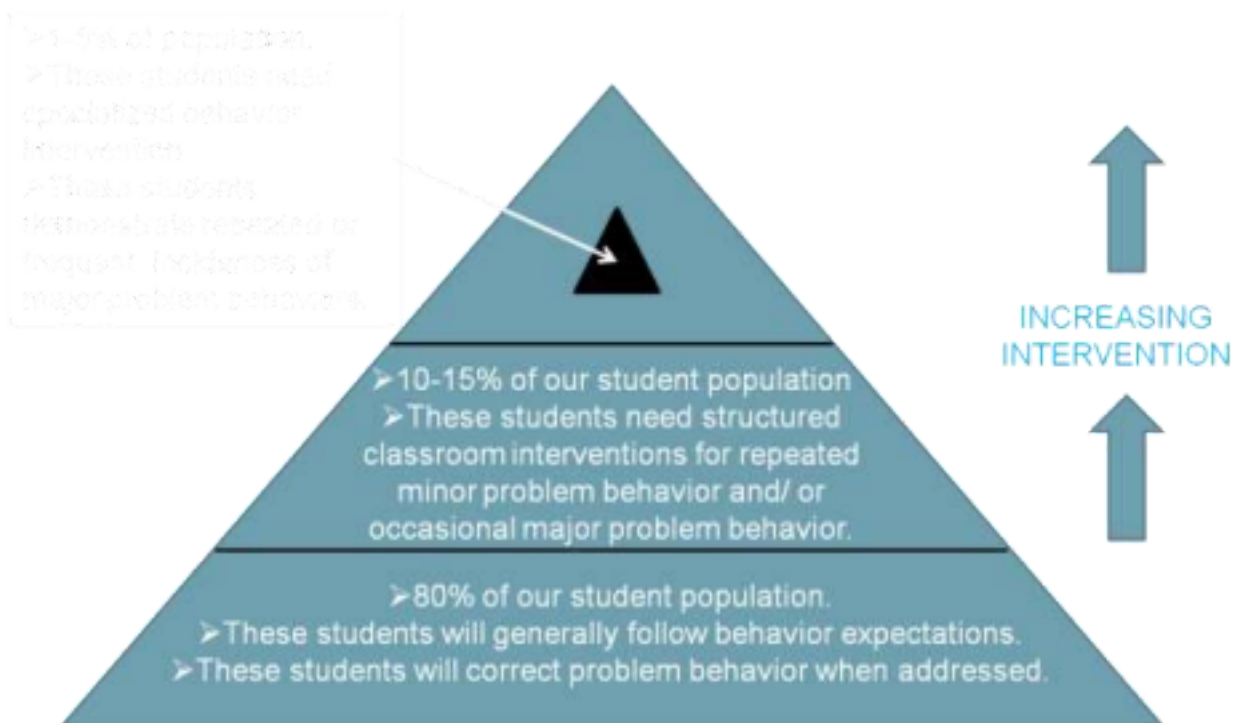
# PBIS Overview

## What Is Positive Behavior Intervention And Support?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting positive behavioral development among all students. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through reinforcement of concrete behavioral expectations and provides a continuum of intervention that gives each student the appropriate level of behavioral support necessary to ensure success. This support is organized into three distinct tiers. Tier I supports are provided to all students. Tier II supports are designed for student who are struggling within the parameters of Tier I and need additional, small group intervention. Tier III supports are designed as intensive, individual supports for students who need the most intervention. Tier III supports involve many different stakeholders including teachers, support personnel, parents, and sometimes outside support personnel.

School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students, to provide interventions to help develop appropriate behavior among all students, and to improve school climate.

## Intervention Pyramid



## **Who is on the school-wide PBIS Team?**

The PBIS Tier I team at Milor High School is representative of the entire school staff. Currently, our team reflects the following: Administrator, Various Grade Level Teachers, Counselor, Special Education Teacher, School Safety Officer, and Classified staff. Having a broad representation on the team improves communication among stakeholders and feedback about PBIS systems in the school and helps to ensure that involvement and buy-in throughout the school is developed and maintained.

## **What are the responsibilities of the Tier I PBIS Team?**

- Hold PBIS Team meetings on-site once per month to plan and coordinate the school-wide behavior systems.
- Develop action plan goals for implementation of SWPBIS systems and procedures.
- Participate in an annual evaluation of PBIS Tier 1 implementation
- Provide opportunities for all stakeholders to give input and feedback into Tier 1 systems and procedures.
- Develop activities that will support PBIS Tier I action plan goals.
- Develop professional development sessions that will support these goals.
- Use effective data systems to analyze the effectiveness of Tier I practices.
- Modify, restructure, and refine Tier I practices to reflect real data measures.
- Create comprehensive Tier 1 data for use in identifying students who need Tier 2 and Tier 3 support.
- Attend district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at our site.
- Participate in Team Development Days to strengthen, develop, and further train the Team in effective practice and new and relevant material.
- Be culture change leaders on campus

## **Meeting Norms**

- No side conversations
- Silence Cell phones
- Stay on topic
- Arrive on time
- Participate in the discussion
- Be open to different ideas

# Current PBIS Team Members

## Tier 1 Team

- Dr. Kyla Griffin
- Keira Kingdom
- Faith Mowoe
- Nicole Copeland
- Joel Plitt
- Adam DeLeon
- Berenise Vargas
- Ulises Ortiz
- Victor Torres
- Alexa Martinez Garcia
- Sarah Baker
- Jason Wright
- Ronald West
- Jeffery Whisman
- Luis Gonzalez
- Damon Lesure
- Carly Brizuela
- Fabian Lopez
- Gabriela Chavarria

## **School-Wide Behavioral Expectations**

### ***Respectful Responsible Safe Focused***

#### **Why do we have School-Wide Behavioral Expectations?**

Having a few simple, positively stated behavioral expectations facilitates the teaching of those expectations across school settings because students will be learning using a common language. By focusing on only four expectations, it is easier for students to remember. It is also important for staff because providing instruction that only focuses on a few expectations will improve teaching and consistency across staff through the use of a common language.

#### **Why are these positively stated Expectations relevant?**

Positively stated expectations are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating expectations positively, the hope is that staff will be more likely to use positive language when catching students engaging in the appropriate behavior.

#### **Why are there only four Expectations?**

Selecting only four behavioral expectations allows these expectations to remain broad enough to encompass all potential problem behaviors. With our chosen expectations, the PBIS team believes that they can be further defined to identify specific behaviors we want our students to demonstrate. Staff can then teach all the necessary specific positive behaviors we want to see across all school settings.

#### **Examples of positively stated, specific, Behavioral Expectations:**

- Be respectful of the learning opportunities of others.
- Be responsible by bringing all materials to class.
- Be safe by participating in “see something-say something”
- Be focused by attending school every day and completing work

# BEHAVIORAL MATRICES

## What is a Behavioral Matrix?

Behavioral Matrices (see the following pages) use the school-wide behavioral expectations to identify specific behavioral expectations across all school settings and allow for individual teachers to design positive, behavioral expectations within their own unique classroom environment.

## Who should use a Behavioral Matrix?

All staff and students in the school are expected to know the school-wide behavioral expectations. If Matrices are implemented and practiced throughout all classrooms and areas at Milor High School, Behavior Expectations will be practiced by our students daily, leading to a higher level of mastery of those expectations. **Our school will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide behavioral expectations.** The goal is that 90 % of staff and students know these expectations. To be most effective, regularly teaching using the school-wide traits should become part of the school culture.

## MILOR HIGH SCHOOL SCHOOL-WIDE BEHAVIORAL MATRIX

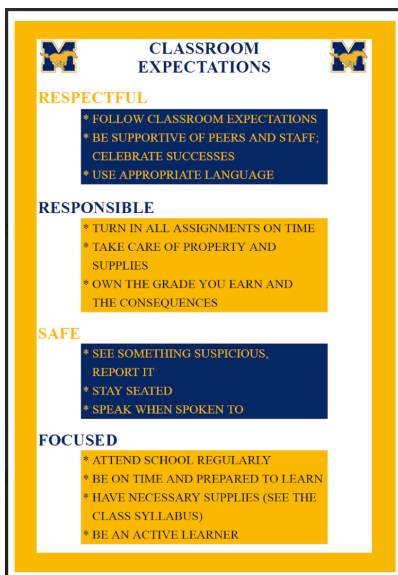
School-Wide Behavioral Matrix posters are available for all staff and should be posted in every room in the school, including all classrooms, the cafeteria, the front office, etc. This will help to prompt staff and students to pay attention to the overall behavioral expectations. It will also allow staff to easily refer to these expectations to praise positive behavior and to correct negative behavior.

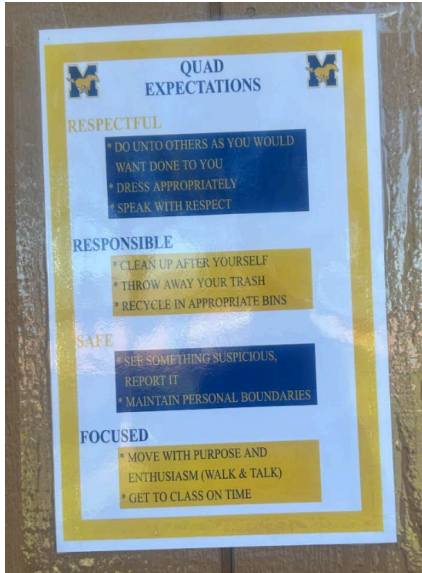


Dr. John H. Milor Continuation High School							
PBIS School-Wide Expectations							
	Classroom	Quad	Library / Computer Lab	Restroom	Field Trip	Office	
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Follow classroom expectations</li> <li>Be supportive of peers and staff; celebrate successes</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Do unto others as you would want done to you</li> <li>Dress appropriately</li> <li>Speak with respect</li> </ul>	<ul style="list-style-type: none"> <li>Use low voice</li> <li>Be polite to all</li> <li>Respect the equipment</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' privacy</li> <li>Treat school property with respect</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules of the location</li> <li>Follow the school expectations</li> <li>Dress and speak respectfully</li> <li>Be courteous and polite to staff</li> </ul>	<ul style="list-style-type: none"> <li>Use low voice</li> <li>Be polite</li> <li>Use appropriate language</li> <li>Use your cell phone only with permission</li> </ul>	<b>RESPECTFUL</b>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Turn in all assignments on time</li> <li>Take care of property and supplies</li> <li>Own the grade you earn and the consequences</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Throw away your trash</li> <li>Recycle in the appropriate bins</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Communicate your purpose in the library / lab</li> <li>Come with a pass during class time</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet when complete</li> <li>Dispose of trash and hygiene items in appropriate locations</li> </ul>	<ul style="list-style-type: none"> <li>Return permission slip on time</li> <li>Follow time expectations of the trip</li> </ul>	<ul style="list-style-type: none"> <li>Communicate your purpose for being in the office</li> <li>Work on class assignments while in the office (when appropriate)</li> </ul>	<b>RESPONSIBLE</b>
<b>SAFE</b>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Maintain personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Maintain personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Wash your hands with soap and/or sanitizer</li> <li>Use restrooms as intended</li> </ul>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Stay with chaperones</li> <li>Always stay with the group</li> </ul>	<ul style="list-style-type: none"> <li>See something suspicious, report it</li> <li>Stay seated</li> <li>Speak when spoken to</li> </ul>	<b>SAFE</b>
<b>FOCUSED</b>	<ul style="list-style-type: none"> <li>Attend school regularly</li> <li>Be on time and prepared to learn</li> <li>Have necessary supplies (see the class syllabus)</li> <li>Be an active learner</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose and enthusiasm (walk &amp; talk)</li> <li>Get to class on time</li> </ul>	<ul style="list-style-type: none"> <li>Focus and complete school related assignments</li> </ul>	<ul style="list-style-type: none"> <li>Return promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention and know the purpose of the trip</li> <li>Ask appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>Complete your task and return to class promptly</li> </ul>	<b>FOCUSED</b>

## INDIVIDUAL CLASSROOM/AREA MATRICES

Individual Classroom/Area Matrix posters should be posted in every room/area in the school, including all classrooms, the cafeteria, the quad, the library, the computer lab, restrooms, the front office, etc. Behavioral expectations signs should be big enough to read and highly visible throughout all settings in the school. This practice will also give staff and students a reference/redirection point when problem behavior arises.





## Teaching School-Wide Behavioral Expectations & Developing Routines

### Starting The Year Off Right

Staff will spend time focusing on teaching the school-wide behavioral expectations, specific behavioral expectations, and will begin to develop routines for all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff. In addition, the PBIS team will be providing staff support days so that if you need any help in accomplishing these goals, we will provide you with the support you need.

Also, the PBIS Team and ASB will have a “kickoff” party before school on the first student day. The purpose of this party is to set a positive tone for the year, to help all students (especially freshmen) find their way, and to begin demonstrating the behavioral expectations we want to see. All students will enter the school through one entrance and participate in a “gauntlet” of positive cheers, encouragement, and welcomes. Music will be playing in the quad and student and staff helpers will facilitate making students feel welcome. Staff is welcome to participate in this event as well.

### Why teach the Expectations, and Routines during the first week of each quarter?

The major purpose of teaching behavioral expectations and routines across settings is so that all students experience consistency in what is expected of them. By doing this the first week of school, the tone is set for the year and many of the behavioral issues that arise later can be prevented. In particular, when dealing with students who struggle to meet behavioral expectations, concrete, consistent, effectively taught expectations can often prevent many behavioral challenges before they come to a crisis point. Another major reason to teach behavioral expectations and routines is to demonstrate

that staff members agree on what is expected. Surprisingly often, staff members have different expectations about what behavior is acceptable in different settings which can confuse the students. Consistency across staff in enforcing the School-Wide Behavioral Expectations will improve consistency of experience and, therefore, behavior. Finally, we cannot assume that students will behave appropriately if we have not taught them what appropriate behavior looks like. **As a part of our evaluation process, the PBIS Team needs to have evidence that teachers have taught behavioral expectations either in the form of lesson plans, or documented class activities. Included later in this section are sample behavioral lesson plans and a blank behavioral lesson plan form that staff is welcome to use to complete this important task.**

### **What Are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, etc. Choosing routines should be a thoughtful process, and should be taught and reinforced during the first week of school so that everyone is following the same set of procedures. School-wide expectations should also be taught so that when students are in common areas, students will meet these expectations.

### **Re-teaching Behavioral Expectations and Routines.**

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic.

## **Positive Language**

### **What is Positive Language?**

To promote positive interactions between students, staff, and parents, Milor High School adopted a “positive language” approach. This is also known as the 5 to 1 positive to negative-language ratio. In this approach, staff are encouraged to give 5 incidences of positively stated feedback for every 1 incidence of negative or corrective feedback. Research shows that using this 5 to 1 ratio promotes a positive learning environment, and facilitates more meaningful and effective correction of behavior. Students are encouraged to use this concept with each other as well. Positive interactions are at the core of PBIS and developing these interactions will help to facilitate all other aspects of PBIS. Acknowledging appropriate behavior is vital to creating a positive classroom environment.

## **Acknowledgment System**

### **Why do we want to recognize expected behavior?**

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. Research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative/corrective interaction (5:1 ratio). As staff, it is easy to get caught up in focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to

increase the number of positive interactions that all school staff have with students. Students who are recognized by staff for exhibiting characteristics of being respectful, responsible, safe, and focused will receive a PBIS Rewards Ticket. Students can use the tickets to purchase homework/project passes from their teachers and several items available from the PBIS area (phone chargers, earbuds, school supplies, etc). Times and locations to be announced to students



## Consequence/Intervention System

### Why have a Consequence/Intervention System?

Consistent and fair discipline procedures are crucial to a successful consequence/intervention system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences/interventions should focus on teaching, remediation, and logic as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

### Taking a Thoughtful Approach to Problem Behavior

Problem Behavior can present itself in a wide variety of ways but every problem behavior has a motivation, a function, and a consequence. Adults often inadvertently reinforce problem behaviors by not identifying and effectively intervening using these three factors.

*Take, for example, a situation of a student who refuses to do his math work. The student struggles in math so he feels embarrassed and does not want to/cannot do the work. The adult who has failed to identify the fact that the student struggles in math, may interpret his behavior as being “defiant” and send him out of class. The end result is that the student did not have to do the work, thereby reinforcing his “defiant” behavior. In other words, the student learned that by refusing to do his work, he can get sent out of class and not have to do the work. The next day the behavior is more likely to repeat itself.*

Further, most staff are familiar with Externalizing Problem Behaviors that take the form of talking back, refusal, fighting,

cursing, etc. This is because; these behaviors are usually disruptive to the learning environment and often require immediate response. Externalizing Problem Behavior, however, is only one end of the spectrum. The other end of the spectrum is Internalizing Problem Behaviors. This type of behavior is often harder to spot and does not necessarily require the adult to address the behavior immediately but is equally detrimental to the success of a student demonstrating these behaviors.

*Take, for example, the situation of the female student who sits in the back of the class and keeps her hoodie on during the entire class, never says a word, and does not do her work. This student is demonstrating internalizing problem behavior. It is easy to miss or ignore because there is no disruption to the learning environment. However, this type of behavior can be equally problematic to the success of the student since this student is not completing her work just like the student demonstrating externalizing behavior.*

Both types of behavior are roadblocks to success and both types of behavior need to be identified, addressed, and resolved. It is the hope of the PBIS team that all staff will always take a thoughtful and not reactive approach to problem behavior.

### **What are my options for dealing with problem Behavior?**

Problem behavior can take many forms. The goal of PBIS at Milor High is to create a system through which every problem behavior can be addressed. The first line of defense for problem behavior is always the staff member, who has the power to investigate the behavior and intervene within the classroom. However, it is unrealistic to think that all problem behavior can, or should, be solved in this way. Many students need additional intervention and support. With this being said, additional methods of intervention are available for all staff on an ongoing basis. Below are three options for staff to utilize when dealing with problem behavior.

**Contact Parent**

**Complete Request for Assistance Form**

**Contact Administration**

### **How do I complete a Request for Assistance?**

Sometimes, staff may observe problem behavior and not want to write a discipline referral and would prefer to complete a “**Request for Assistance**”<sup>1</sup>. Ultimately, the goal of PBIS is to resolve problem behavior and time out of class, suspension,

and other disciplinary measures often do little to resolve problem behavior. This is a great option for students who appear to have multiple challenges in the classroom. **Also, this referral tool can be utilized to begin a path to the Wellness Center for formalized intervention.** The intervention referral is also appropriate for students who show “Internalizing” problem behavior. For example, a staff member may have a student who does not participate and is withdrawn but does not act out in any significant way. Lastly, some other problem behaviors such as truancy can be handled this way since the student is not in class and no intervention is possible. **Writing an Intervention/Request for Assistance referral means that there will be no immediate discipline consequences administered to the student, but rather, the student will meet with an intervention specialist to try to “get to the bottom” of the problem behavior.**

### **For what behaviors should Discipline Referrals be written?**

It is essential that staff and administration agree on what problem behaviors should be sent to the office and what problem behaviors are expected to be dealt with in the classroom. These decisions were discussed by all staff and decided upon as a result of staff Professional Development. These decisions will be revisited from time to time to discuss if any alterations are necessary. As a result, Milor High has identified two major subsets of problem behavior: Major and Minor. **Minor Problem behavior refers to smaller, less disruptive behavior for which documentation is important, but you are not planning on sending the student out of class. Major problem behavior refers to behaviors that may necessitate the staff member sending the student out of class.** Please see below for definitions of major and minor behavior.

### **When should I write a Discipline Referral?**

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which includes teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting a member of the PBIS team for support.

Staff members are encouraged to use redirections, when possible, to diffuse problem behavior and also to try to identify the motivations for behavior so that any cycle of problem behavior can be broken and/or prevented. These are strategies that should be attempted prior to sending a student out of class. If you need any help with these strategies, power point resources are available on the PBIS world google classroom or you can contact a member of the PBIS team.

### **What is considered a Major Problem Behavior?**

Major problem behavior is any behavior that rises to a level that the student usually needs to be removed from class. It is expected that the staff member has attempted to diffuse the situation, has identified the motivation for the behavior, and

has tried to intervene without success. It is understood that sometimes, these actions are not possible due to the severity of the behavior or certain ed. code violations. A list of identified Major Problem Behaviors can be found below.

## IDENTIFIED MAJOR BEHAVIORS AND THEIR DEFINITIONS

- **Defiance:** *Student engages in refusal to follow directions, talks back, and/or delivers socially rude interactions.*
- **Bullying:** *Student delivers disrespectful or harassing messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include but are not limited to negative comments based on race, religion, gender age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.*
- **Alcohol**  
*Student is in possession of or is using alcohol*
- **Drugs**  
*Student is in possession of or is using illegal drugs/substances or imitations*
- **Fighting**  
*Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).*
- **Inciting**  
*Student urges encourages, or persuades someone to act in a defiant, unlawful, angry, or violent manner.*
- **Profanity Towards Teacher**  
*Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way towards a person of authority.*

· **Refusal to follow teacher directives**

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

· **Sexual Harassment**

*Student delivers disrespectful or harassing messages (verbal or gestural) to another person that includes obscene gestures, pictures, or written notes. Disrespectful messages are based on gender, sexuality, or other items of sexual natures. This includes initial, sustained, or intense harassment.*

· **Theft**

*Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.*

· **Threats**

*Student delivers a message of intended violence, crime, or possible explosive materials being on campus while on campus or near campus.*

· **Vandalism**

*Student participates in an activity that results in destruction or disfigurement of property.*

· **Walking out of class**

*Student leaves or misses class without permission.*

· **Weapons**

*Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.*

· **Graffiti**

*Student draws, scribbles, scratches, or sprays illicitly on a wall or other surface in a public place or on someone else's property.*

· **Repeated minor behavior not corrected by interventions.**

*Student demonstrates ongoing minor behaviors that are not corrected by teacher interventions.*



# IDENTIFIED MINOR BEHAVIORS AND THEIR DEFINITIONS

## What is considered a Minor Problem Behavior?

Minor Problem Behaviors are generally those behaviors that are annoying or distracting but are not severe enough that a student needs to be removed from instructional time. Sometimes, minor problem behaviors are simply habits that can be corrected over time in the classroom. If classroom intervention techniques prove ineffective, and the minor problem behavior persists, staff members can contact Parent/Guardian, get support from Administration, or complete a Request for Assistance (RFA) for PBIS Tier II support. In order to place the student in Tier II interventions with PBIS, multiple instances of the problem behavior must be demonstrated along with unsuccessful interventions that the teacher has utilized.

- **Cell Phone Policy Violation**
- **Disruptive Behavior**
- **Disturbing Others**
- **Dress Code Violation**
- **Excessive Talking**
- **Minor Defiance**
- **No Materials**
- **Not following Directions**
- **Off Task**
- **Out of Seat**
- **Profanity Not Directed at the Teacher**
- **Refusal to Work**