



Warren H. Frisbie
Middle School
PBIS Handbook
24-25

Rialto Unified School District

Table of Contents:

Introduction

What is PBIS?..... 2
Team Information..... 5
PBIS Support System Overview..... 7

Clear Expectations

What is a behavior Matrix?.....8
School-Wide Matrix9

Explicitly Taught

How Long Do I Teach Behavior Matrix?.....10
How Do I Fit This in With Everything Else?10

A System for Desired Behavior

Why and How to Recognize Desire Behavior.....11
Who Gives Out PBIS Points?.....12
How Many Points Do I Give Out?.....12
Rewards System13

A System for Undesired Behavior

Discouraging Undesired Behavior.....14
Tiers of Undesired Behavior.....15-16
Minor Problem Behavior and Definitions17
Major Problem Behavior and Definitions20
How to Submit a Referral 21
Tiered Support24-25

A System for Data-Based Decision-Making

Documentation26

Social Emotional Learning

SEL Check Ins27
Restorative Practices27-28
Expectations Lessons Schedule30

Staff Training Schedule30
Frisbie PBIS Assessment Results30

Introduction

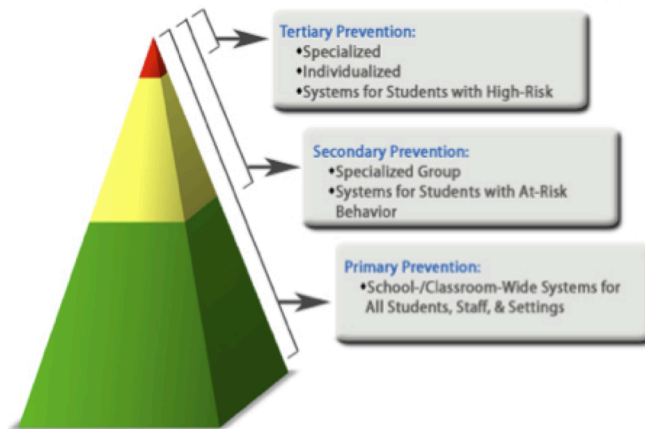
What is PBIS?

PBIS (Positive Behavior interventions and Supports) is an organized, data driven system of interventions, strategies, and supports that positively impact school wide and individualized behavior planning. It is a school-wide integration of:

- A systems approach for building capacity: everyone works together.
- A process for capacity building: we use the process to achieve an outcome.
- A continuum of behavior supports: appropriate supports for all students.
- Prevention focused efforts: it is more effective to prevent than to remediate.
- Instructionally focused: the best prevention is good instruction.
- Empirically sound practices: we use what has been shown to work.
- Assessment information analyzed and used on a frequent basis.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community function).

Continuum of School-Wide Instructional & Positive Behavior Support



Why is it so important to focus on teaching positive social behaviors?

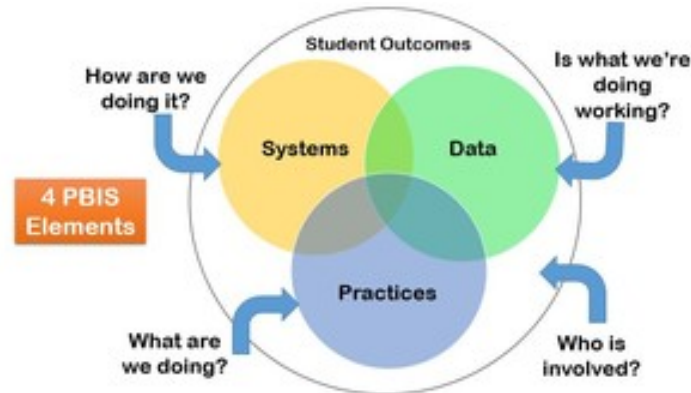
Teachers are increasingly confronted with issues dealing with behavior. Behavior has now become an intricate part of the teaching experience. When teachers are asked to integrate social behavior skills into their lessons frequently, they respond with, “**Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?**” or “**It is not my job to teach kids to be good**”. In the infamous words of a TV personality, “**How is that working out for you?**”

In **the past**, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who work together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and

procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

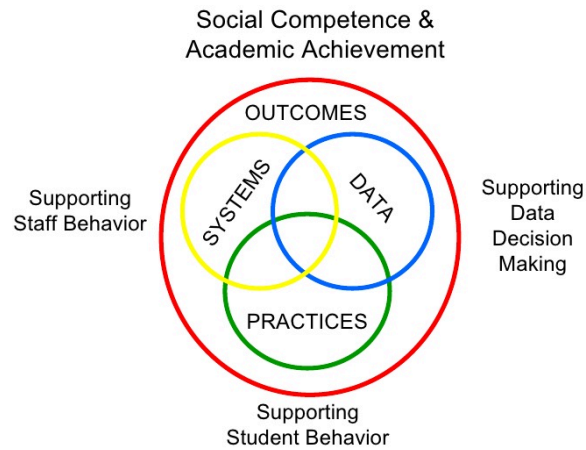


- **Outcomes/Student Outcome:** Academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** What practices do we have that will help us reach our goals? Interventions and strategies that are evidence based.
- **Data:** Is what we're doing working? Information is used to identify status, need for change, and effects of interventions. What data will you use to support your success or barriers?
- **Systems:** How do we provide supports that are needed to enable the accurate and durable implementation of the practices of PBIS? What durable systems can be implemented that will sustain this over the long haul?

What does this mean for staff?

- All staff must recognize and acknowledge children who are following the school-wide expectations.
- All staff must be ready to give out PBIS reward points to students throughout the school.
- All staff must know the Behavior Flow Chart/MTSS Behavior Pyramid (see figure 3 below) and be consistent with their responses.
- All staff must complete an Office Discipline Referral Form if a child's response to a problem behavior indicates the need.
- Teaching staff must post the School-Wide Expectations and Classroom Expectations in the class and other areas that children often use.
- Teaching staff must frequently refer to the School-Wide Expectations and Classroom Expectations signs that are posted in their classroom.

- Teaching staff must include SEL (Social Emotional Learning) teaching strategies in their lesson plans as indicated on the Expectation Schedule and as needed (for whole group or individuals).
- All staff needs to CELEBRATE successes as much as possible!



Team Information

Warren H. Frisbie's PBIS Mission Statement

The goal of PBIS is to help all students acquire the social-behavioral skills and emotional intelligence and academic skills to have a fulfilling life. In order to achieve this, we are committed to create environments that are physically and emotionally safe, where teachers can teach and all students can learn.

Who is on the school-wide PBIS Team?

The PBIS Tier I team at Frisbie Middle School is representative of the entire school staff. Currently, our team reflects the following: Administrator, Various Grade Level Teachers, Counselor, Student Support Specialist, Special Education Teachers, 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 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.
- Encourage staff belonging and acknowledgement to better the culture of the entire school.

Warren H. Frisbie Middle School PBIS Team:

Role and Responsibilities	Member's Name
<p>Facilitator Develops and revises agendas, facilitates meetings, follows up on assigned tasks with team members, reminds team members of meeting times and locations, and e-mails.</p>	<p>Copeland, Brent Program Specialist</p>
<p>Taskmaster Monitors agenda times and topics, keeps the group focused and moving forward, and monitors the start and end times. Serves as the backup facilitator if the assigned facilitator is absent.</p>	<p>Maher, Andy Science Teacher</p>
<p>Recorder Bring a laptop to record the decisions, and actions during the meeting. Read the previous meeting minutes. Records results of the evaluation of team meetings at the end of each meeting. Distributes electronic copies of the minutes to team members within 24 hours of the meeting.</p>	<p>Maher, Andy Science Teacher</p>
<p>Calendar Manager Tracks PBIS Team Year Action Plan and All PBIS Calendar dates. Maintains a comprehensive notebook (physical or digital) of: all training materials, handouts, resources for team use, PBIS data, minutes, and agendas.</p>	<p>Copeland, Brent Program Specialist</p>
<p>Communication Coordinator Liaison to the community members and parents. Organize information/data to share at monthly staff meetings. Report progress and feedback to staff in the form of a newsletter, bulletin, or etc..</p>	<p>Maher, Andy Science Teacher</p>
<p>Data Analyst Manages all data: summarizes data from the previous month and presents reports to the PBIS team and staff. Give data updates regularly. Make sure all surveys are given on a regular basis.</p>	<p>Copeland, Brent Program Specialist</p>
<p>Administrator Supports Process by attending meetings, reallocating resources (time and staff), and communicating with faculty.</p>	<p>Bennett, George Administrator</p>
<p>Parent</p>	<p>Valadez, Kathryn PE Teacher</p>
<p>Student At the secondary level</p>	<p>Changes quarterly</p>
<p>Additional Team Members Supports the process of ALL tier 1 functions.</p>	<p>Crayton, Vandalyn SS Teacher Salas, Miguel SS Teacher Trujillo, Amanda ELA/SS Teacher</p>

PBIS Tier 1 Team Meetings

Specific Dates to be announced once the school schedule is determined. If you are interested in joining our PBIS team please contact Mr. Copeland for specifics.

August 13, 2024
September 10, 2024
October 8, 2024
November 12, 2024
December 10, 2024
January 14, 2025
February 11, 2025
March 11, 2025
April 8, 2025
May 13, 2025

PBIS Support System Overview

1. Clear Expectations

- Our “Standards Matrix” documents what we’ve agreed to teach, monitor, and enforce.

2. Explicitly Taught

- Each area or activity in the matrix is accompanied by a lesson plan.
- A schedule for teaching and re-teaching behaviors is used.

3. A System for Increasing Desired Behavior

- A reward or recognition system is developed and used, including a Reinforcement Menu for encouraging positive and appropriate behaviors (Safe, Respectful, and Responsible).

4. A System for Decreasing Undesired Behavior

- A correction system is developed and used, describing Level One, Level Two and Level Three behaviors. This document includes definitions, examples and how to respond to each level of behavior.

5. A System for Data-Based Decision-Making

- Data answers two important questions. Are we...

- o Doing what we said we would do? Fidelity!
- o Achieving the student outcomes we hoped to achieve?
- The data collection system summarizes and analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior

1. Clear Expectations

At Frisbie, our school wide expectations for behavior are:

Be Respectful, Be Responsible, and Be Safe

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.

Our matrix serves two purposes:

1. Helps the adults “get on the same page”.
2. Serves as the basis for developing school standards lesson plans.
 - See Section 2: Explicitly Taught Expectations

Frisbie Middle School School-Wide Behavior 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, hallways, 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. Frisbie Middle School already has School-Wide Matrices posted in common areas of the school.

	Classroom	Locker Room	Restroom	Quad	Hallway	Cafeteria/ Lunch Area	Assembly	Library	Office
Be Respectful	<ul style="list-style-type: none"> Listen to all instructions and directions Be polite and considerate Be respectful of classmates ideas, opinions, and work Raise your hand and wait your turn to speak 	<ul style="list-style-type: none"> Follow directions immediately Be respectful of others and their property Be polite and considerate of others 	<ul style="list-style-type: none"> Give people privacy Use quiet voices Wait my turn 	<ul style="list-style-type: none"> Listen to all adults Be respectful of others and their property Use appropriate language 	<ul style="list-style-type: none"> Use inside voice Stop, look, and listen when spoken to by adults Use appropriate language 	<ul style="list-style-type: none"> Listen to adults Be respectful of others and their property Be polite and considerate Clean up my area: table and floor 	<ul style="list-style-type: none"> Follow directions and instructions Listen attentively to the presentation and all adults Be polite and considerate 	<ul style="list-style-type: none"> Use a quiet voice Be polite and considerate Please follow directions and instructions 	<ul style="list-style-type: none"> Use inside voice Be polite and considerate Use appropriate language at all times
Be Responsible	<ul style="list-style-type: none"> Arrive to class and be in your assigned seat on time Be prepared: have all necessary materials with you Complete all assigned tasks 	<ul style="list-style-type: none"> Be in the appropriate area on time Bring appropriate PE uniform daily Close doors quietly 	<ul style="list-style-type: none"> Put trash in garbage can Wash your hands thoroughly Flush toilets after use 	<ul style="list-style-type: none"> Keep quad area clean Have positive social interactions Be in class when the tardy bell rings 	<ul style="list-style-type: none"> Wait quietly for your teacher in a straight line Keep halls clean Use hall pass 	<ul style="list-style-type: none"> Pick-up trash left around, even if it's left by others Have positive social interactions Wait my turn in line Keep food and drinks in the eating areas 	<ul style="list-style-type: none"> Leave the area clean and orderly Have positive social interactions Leave the chairs in a neat row 	<ul style="list-style-type: none"> Leave the area clean and orderly Have positive social interactions Follow all library procedures 	<ul style="list-style-type: none"> State my purpose politely Sign in and be seated Wait patiently for your turn
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Leave your classroom area neat and orderly While seated, keep your hands and feet in your personal space 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Leave the area clean and orderly Walk at all times 	<ul style="list-style-type: none"> Walk to and from restroom with a hall pass Keep water off the floor Report problems 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Stay in designated areas 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Move in the direction and with the flow of foot traffic 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Stay within the lunch boundaries Remain seated while eating 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Sit appropriately 	<ul style="list-style-type: none"> Keep hands, feet, objects to yourself Sit appropriately Follow ALL staff instructions 	<ul style="list-style-type: none"> Keep hands, feet, objects to yourself Sit appropriately Follow ALL staff instructions

2. Explicitly Taught

If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it.

- Dale R. Myers

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset. And then I'm done, right?
- Not quit. Plan to teach "booster" lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course. What do you mean by "teach" the expectations?
- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors. How much time am I supposed to commit to this?
- Keep the lessons brief: 10-20 minutes in the beginning. After the first few weeks it should only take 2-5 minutes to review or refresh as needed.

How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain a fun and positive learning environment. How is this different from teaching "procedures"?
- As described in Harry Wong's book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management.

For example:

- What to do when you enter the classroom.
- How to get the teacher's attention.

- What to do when you need to go to the bathroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values : RESPECTFUL, RESPONSIBLE and SAFE. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.

3. A System for Desired Behavior

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. In fact, 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 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.

How Do We Acknowledge Expected Behavior?

At Frisbie Middle School we use an electronic acknowledgement system known as PBIS Rewards. Using this program allows all staff members to easily and conveniently give PBIS points to students. These PBIS points can be given out in any situation in which a student demonstrates being respectful, responsible, or safe. Students can receive 1-10 points on any given occasion based on their positive behavior. The amount of points given at one time depends on how many of the School Wide Behavioral Expectations a student demonstrates with their positive behavior. It is up to the discretion of the adult as to how many points are awarded (see example below for possible point values.) Points can be awarded via a desktop computer, tablet or phone. When recognizing students with PBIS points, it is important to identify Specifically identify the student by name, what behavior the student engaged in, and link it to the appropriate school wide behavioral expectation.

For example:

- Jose, you were being Responsible when you asked for help from the teacher during class instead of talking to your neighbor

- Marie, thank you class for Being Respectful by raising your hands to speak and listening to what everyone else had to say about the story.
- Ethan, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and respectful and it really helped me out. I am awarding you two PBIS points.

Ideally, students should be given points immediately following the behavior and be told exactly why they received the points. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

We Reward Behaviors, Not Students!

Who should be handing out PBIS points?

All staff in the school can and should be giving out PBIS points, including general and special education teachers, classified staff, supervisors, safety officers, noon duty, instructional assistants, as well as substitute teachers (via the paper form in the sub folders.)

How many PBIS points should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students. We have the goal for all teachers to give out a total of at least 100 points a week either to whole classes or individuals. Classified staff members are encouraged to regularly hand out points for positive behavior they observe whenever possible and are encouraged to give out a total of at least 20 points a week.



Establishing Point Values for Positive Behaviors on a 1-10 scale.

The following is a sample of how to use the 1-10 point scale matrix.

1 point	Homework complete, walking in the hallway, in dress code, smile at others, listen to adults, on time to class.
2 points	Waiting patiently, being prepared, using manners, raising hand, keep hands and feet to yourself, follow directions the first time.
3 points	Having all materials ready for class, having a positive attitude, remain seated, wait your turn in line.
4 points	Silently working, taking care of supplies.
5 points	Working well in a group, sincere apology, sharing with others.
6 points	Keeping area clean, active participation/ exceptional answer, letting someone borrow a pencil.
7 points	Helping a classmate, wiping down tables.
8 points	Afterschool activities, classroom jobs, helping someone who's dropped something.
9 points	Extra credit, encouraging note to a classmate.
10 points	Volunteer work, cleaning up without being asked, random act of kindness.

How do I give out PBIS points?

Every staff member has a PBIS Rewards account. To access your account, all you have to do is follow the email link that has been sent to you to initiate your account. Once you have set up your account, you can give out PBIS points. Staff members can award points to individual students for positive behavior or groups including classes, athletic teams, etc. There are tutorials that walk you through the process of giving points that are accessible on the PBIS Rewards website.

If you have any trouble with your account, please feel free to contact a member of the PBIS team or Mr. Copeland at bcopelan@rialtousd.org.

What can students do with their points?

As part of the PBIS Rewards program, students have multiple opportunities to “spend” their points. The PBIS store is open:

- during lunch time only on Tuesdays and Thursdays

This is where students can use their points to get a treat, school supplies, or save up for raffles or events.

In addition, individual staff can set up their own classroom store and have their own personal incentive prizes. Staff have the freedom to create their own incentives that are unique to their own classroom, and set the prices (in points) for each of these items. Store items can include incentive prizes that do not cost any money like: homework

passes, extra credit, etc. A classroom store is a great way to motivate students to demonstrate positive behaviors.

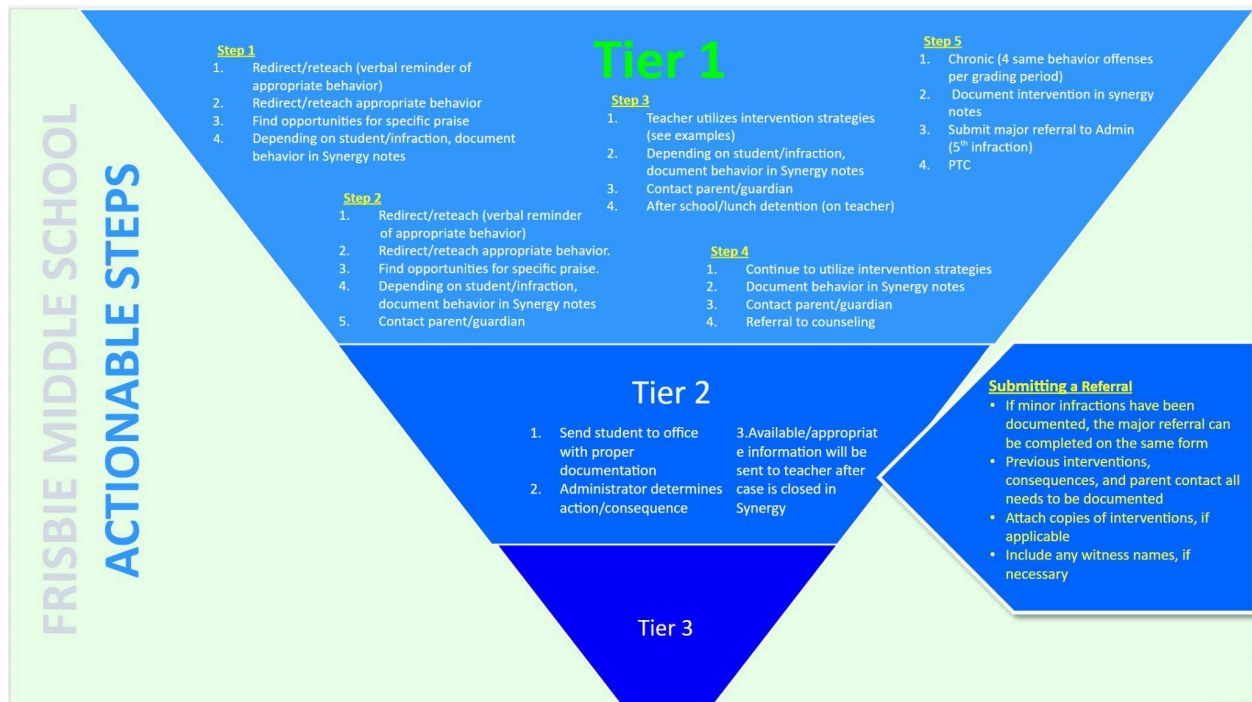
The school store accepts donations for items to sell in the store. Points do not roll over to the next year. Students should spend all of the points by the designated date at the end of the school year.



4. A System for Undesired Behavior

System for Discouraging Undesired Behavior

Our goal is to use positive feedback (reinforcement and acknowledgement) when students follow the rules, and corrective feedback (re-teaching and negative consequences) when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.



Frisbie Middle School: PBIS Corrective Behavior Sequence Tiers of Undesired Behavior

Student misbehavior has been categorized into three levels. This level system is designed to increase staff consistency in responding to misbehavior. The Frisbie Middle School Referral System is for use in documenting tier two and three behavior.

Tier One Issue: Addressed by Teacher & Staff Intervention

1. Adult restates the rule or expected behavior, or asks student to do so.
2. Use one of the scripts for correction such as:
 - Step 1: What are the rules?
 - Step 2: Was your behavior safe, respectful, and responsible?
 - Step 3: What do you need to do?
 - Step 4: Are you willing to do that?
3. Take a corrective step such as:
 - Redirect to task
 - Proximity management
 - Thank you to nearby student who is doing the desired behavior.
 - Visual reference to rules poster
4. These behaviors may be documented at teacher discretion.

Tier Two Problem Behavior

1. Teacher Intervention Options Include but are not limited to:
 - Reflection filled out by student for the teacher
 - Loss of privileges/Detention reflection & redirection time (short)
 - Write an apology
 - Set up a Parent Teacher Conference (PTC)
 - Buddy Classroom-alternative site to fill in reflection form and do some classwork
 - Contact Guardian

If corrective actions did not lead to acceptable behavior ...

2. Referral to the Office
 - Students are sent to the office during class will complete a “Behavior Reflection Form”
 - Documented in Synergy
 - Teachers will call home to explain the situation.

Tier Three Behaviors:

1. All level III behaviors earn documentation in synergy
2. Out-of-class suspension. Teacher will call home and provide an explanation for out-of-class suspension and invite parents to a parent conference if they desire further explanation.

For Chronic Level Three Behaviors students with 5 or more LLR can receive...

3. Restorative Practice: Students will complete a reflective task and debrief it with their parents and administration. The Guardian will be invited to a parent conference to review the interventions and expectations. Additional RP lessons will be used as necessary at later times.
4. Parent conference & PTC/SST
5. Check-In Check-Out
 - Consistent Monitoring of progress toward behavior goals
 - Coach provides daily feedback.
6. Services of district Behavior Analyst (BCBA)

Dangerous Behaviors: (Violations of Education Code)

1. Parent Contact with any and or all of the 6 points above.

And could include...

- Saturday School/Restorative Practices
- Wednesday School/Restorative Practices
- Possible referral to SARB
- Suspension

Correction Guidelines

Adult behavior when providing correction is calm and consistent, brief and immediate, and respectful and impartial.

Strategies to Respond to Inappropriate Behavior:

- Prompt- Provide verbal and/or visual cue.
- Redirect- Restate the behavior matrix
- Reteach- State and demonstrate the behavior matrix. Have the student demonstrate. Provide immediate feedback.

- Provide Choice- Provide an alternate choice that still accomplishes the same instructional objective.
- Conference- Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.



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 through the ABC's technique of solving problem behavior. If intervention techniques prove ineffective, and the minor problem behavior persists, staff members have the option to combine multiple minor referrals into a major referral. In order to combine minor referrals into a major referral, multiple instances (minimum of 5) of the problem behavior must be demonstrated along with interventions that the teacher has utilized.

Minor Behavior	Definition
Defiance/Non-Compliance	Student engages in brief or low intensity failure to respond to adult requests. (ex: refusal to do or not to do something)
Disrespect	Student engages in brief or low intensity socially rude interactions with others. (ex: talking back, eye rolling, rude body language)
Disruption	Student engages in low intensity , but inappropriate disruption. (ex: talking while teacher is talking, not staying in seat, bothering others)
Inappropriate Language	Student engages in low intensity instance of inappropriate language. (ex: pseudo swear words, put downs directed at staff or students)
Physical Contact/Horseplay	Student engages in low intensity physical contact or horseplay without intending to do harm. (ex: playing too rough at recess, shoving)
Property Misuse	Student engages in low intensity misuse or mistreatment of property. (ex: damage is minor and can be cleaned up or repaired easily)
Technology Violation	Student engages in non-serious but inappropriate use of technology. (ex: cellphone, computer, iPad, etc.)

Minor Referral

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior on PBIS Rewards. Remember to keep in mind the developmental age of the student.

Teacher will record the behavior, the date, and the time of the first occurrence. Teacher will proceed with a form of intervention to correct the behavior and document the intervention. The teacher will chart the progress or lack of progress of the intervention

for a minimum of one day. If the behavior reoccurs, the teacher will record the incident and may add to or alter the intervention. The process is completed **five** times before the referral turns into a Major Office Referral.

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.

Major Behavior	Definition
Abusive/Inappropriate Language	Student uses swear words, threats, or other highly inappropriate language.
Bullying/Harassment	Bullying - Student repeatedly delivers disrespectful messages (verbal, written or gestural) to the same person that includes intimidation, obscene gestures, pictures, or written notes. or Harassment - Student delivers disrespectful messages to the that includes negative comments based on race, religion, gender, age, national origin, sexual identity, or disability.
Cheating	Student looks at or copies answers from or uses resources not approved by staff member.
Continuous Defiance/Non-Compliance	Student continuously fails to respond to adult requests. (ex: refusal to do or not to do something)
Continuous Disrespect	Student continuously engages in socially rude interactions with others after multiple requests by staff to stop the behavior. (ex: talking back, eye rolling, rude body language)
Continuous Disruption	Student is continuously disruptive even after multiple requests by staff to stop the behavior.
Inappropriate Display of Affection	Student engages in inappropriate verbal and/or physical gestures/contact of a sexual nature with another student that is either

	consensual or non-consensual.
Inappropriate Location/Out of Bounds Area	Student is in an area that is outside classroom or playground boundaries established by the school without permission from an adult.
Lying	Student is dishonest after being given the opportunity by staff to tell the truth.
Physical Aggression/Fighting	Student is involved in intentional actions that result in serious physical contact and injury of another student.
Property Damage	Student participates in an activity that results in the permanent destruction or disfigurement of property. (The property cannot be repaired.)
Severe/Continuous Technology Violation	Student repeatedly engages in serious inappropriate use of technology.
Theft	Student is responsible for removing property without permission.
Use/Possession of Weapon	Student is in possession of a knife, gun (real or look alike), or other object that may be capable of causing bodily harm.

Major Referral

There are two ways to generate a Major Referral. The first is if a student is involved in a violation of Ed Code. Any violation of Ed Code automatically warrants an adult to complete a Major Referral. The second way is for a series of five documented Minor Referrals with documented interventions.

You may refer to the behavior definitions to assist in completing the forms if necessary. This data is compiled monthly and used to locate areas of need in order to provide re-teaching or more intensive interventions if necessary. Please refer to the flow chart for more information on providing consistency when correcting and documenting behaviors.

Location	Definition
Bathroom	Area used by students for taking care of personal needs.

Multipurpose Room/Lunch/Quad	Area used by students for eating breakfast and/or lunch or used by students during assemblies
Classroom	Area used by staff and students for instructional purposes.
Field Trip	Infrequent school sponsored activities that occur outside of school.
Hallway	Areas designated for passing from one activity/class to another.
Library/eSports Lab	Area designated for checking out books, working quietly, or using the computer for school purposes.
Bus/Front of School	Area by the bus circle used for students to gather who ride the bus or are getting picked up/dropped off before/after school.
P.E./ Field	Area used by students for outside PE or emergency drills.
Assembly	Infrequent school sponsored activities that occur at school.

How Do I Write A Discipline Referral? (Major/Minor)

When a staff member needs to write a Major or Minor Referral, it is done using an electronic referral through the PBIS Rewards program. Paper referrals are not encouraged as they lack the accountability of the electronic system. The account that you use for giving PBIS points can also be utilized for writing an electronic referral. There is a tutorial that walks you through the process of writing an electronic referral that is accessible at:

<https://support.pbisrewards.com/guides/referral-form-part-1/>

Below are additional definitions of items that are mandatory to answer on the electronic form.

Possible Motivation	Definition
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Avoid Adult	Student engages in problem behavior to get away from adult.
Avoid Peer	Student engages in problem behavior to get away from/escape peer.
Avoid Task/Activity	Student engages in problem behavior to get away/escape from task and/or activity
Obtain Adult Attention	Student engages in problem behavior to gain adult attention.
Obtain Item/Activity	Student engages in problem behavior to gain item and/or activity.
Obtain Peer Attention	Student engages in problem behavior to gain peer attention.
Unknown Motivation	Motivation is not known or determined.

Others Involved	Definition
None	Student engages in problem behavior incident alone.
Peer	Student engages in problem behavior incident with peer.
Support Staff	Student engages in problem behavior incident with staff.
Substitute	Student engages in problem behavior incident with substitute.
Teacher	Student engages in problem behavior incident with teacher.

What is done with the data?

All referrals (Major and Minor, and Intervention) are electronically recorded which provides easy access to discipline/intervention information across the entire school and for individual students. The PBIS Team will look at discipline data on a monthly basis to

make decisions about Tier I practices and identify students in need of additional support (Tier II, Tier III)

Administrative Decision	Definition
Conference with Principal	Consequence for referral results in student meeting with administrator, teacher, counselor, Student Support Strategist and/or parent (in any combination).
Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day. (up to 1 period per teacher daily)
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.
Out-of-School Suspension	Consequence for referral results in a period of time when student is not allowed on campus.
Parent Contact	Consequence for referral results in parent communication by phone, email, or in person about the behavior incident.
After School Wednesday Program/Saturday School	Consequence for referral results in completion of after school Wednesday detention or Saturday school served.
Apology	Consequence for referral results in completion of apology letter.
Other	Consequence for referral results in administrative decision that is not listed above. Staff using this area will specify the administrative action taken.

Does Punishment Work?

- *It is only effective in the presence of the punishing agent.*
- *Increased Covertness:* When the adults are not present, then the students act out.
- *It requires greater resources to be effective:* Results in increasing severity spiral, and requires constant vigilance.
- *It may produce unintended negative consequences:* Damage to relationship, anger and aggression, “mean world” syndrome.
- *You get more of what you pay attention to:* pay attention to desired behavior more often than undesired behavior.

“Keep it positive and keep it cheap. The objective of discipline management is building responsible students who manage themselves.”

Tier 1:

Tier 1 provides quality instruction and behavioral support for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. It also includes establishing a positive home/school communication system that begins in the classroom.

If a student struggles to learn at a level/rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the level of **intensity** of the intervention (ex.- adding small group instruction to whole group instruction)
- Increase the **duration** of the intervention (ex- increase small group instruction from 15 to 20 minutes)
- Increase the **frequency** of the intervention (ex- from twice per week to four times per week)
- Speak with the student in a private conference and use questioning techniques to **discover the source** (the trigger) of the student’s behavior.

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Tier 2, Student Study Team (SST) to discuss further interventions through a RFA (Request For Assistance).

Tier 2:

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.

Check In/Check Out (CICO)

Any staff member can initiate a check in check out process with any student that is having difficulty following school wide expectations outlined in Tier 1. CICO will be completed based on student need and behavior. CICO will happen by staff mentorship and/or use of Student Support Strategies or Counselor.

Request for Assistance- SEL Referrals

Sometimes, staff may observe problem behavior and not want to write a discipline referral and would prefer to complete a "Request for Assistance". 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 disciplinary 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. In order to request assistance for a specific student, please facilitate a discussion with counselors or administration. This can be done by filling out the digital Counseling Request for Assistance form. They will fill out a referral form and the therapeutic behavioral strategist will triage and refer the student to the appropriate resource.

CWA Referrals

CWA Referrals are completed by administrators during the disciplinary process. These referrals are for students who demonstrate a pattern of behavior that is problematic



5. A System for Data-Based Decision Making

What Gets Documented?

- Level 1 Behaviors
- Level 2 Behaviors
- Level 3 Behaviors

We don't get accurate data without staff inputting the information correctly and promptly.

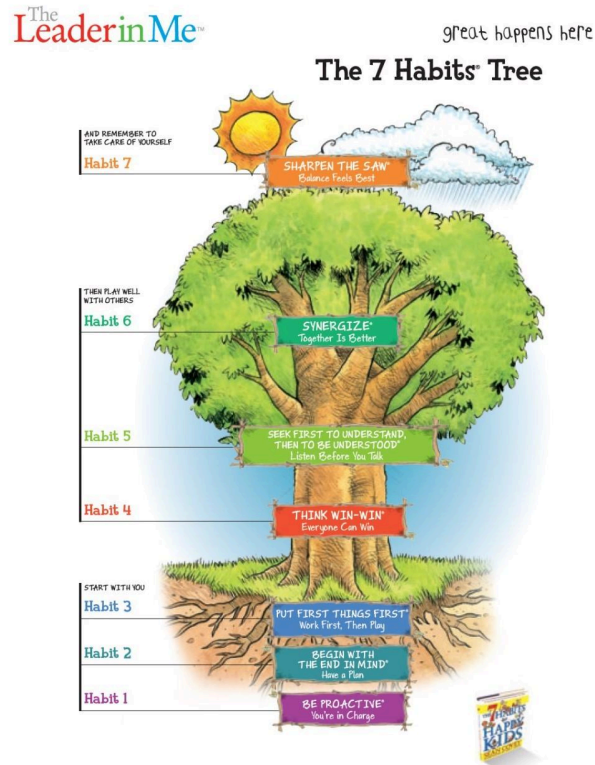
Every Month We Look At:

1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report
6. Referrals by Grade Level

As well as suspension and tardy data by grade level and period.

Social Emotional Learning

Frisbie Middle School participates in 15-20 minutes of weekly Social Emotional Learning (SEL) time during which students participate in curriculum that supports key SEL Competencies. The school wide adopted program is Leader in Me. Students will work through the 7 habits of highly effective students with each of their teachers throughout the school year.



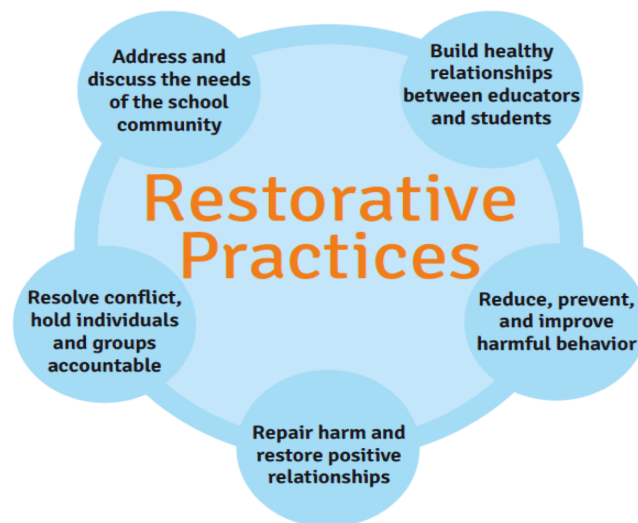
Social Emotional Learning Check-Ins

Through the PBIS Rewards App, students and staff are able to complete an SEL (Social Emotional Learning) check-in, during which a student can express their current emotional state, a staff member can express the perceived emotional state of a student, and either MUST provide a detailed comment about what is going on, if choosing “stressed” or “angry.” SEL Check-ins provide an opportunity for stakeholders to express themselves as well as providing an outlet for possible intervention.

Restorative Practice in Schools

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to

convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches help to improve and/or prevent harmful behaviors from occurring. The variety of applications that schools use for restorative approaches is referred to as Restorative Practices. The illustration below lists the five elements of Restorative Practices that schools must address.



What is Restorative Practice?

Restorative practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

The use of restorative practices helps to:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationships
- Repair harm

Restorative Questions

RESTORATIVE QUESTIONS I

When things go wrong...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

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RESTORATIVE QUESTIONS II

When someone has been harmed...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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2024-2025 Expectations Schedule

Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations:

August 2024

- Welcome Weeks (check emails, PBIS shared folder, and agenda from Staff Meetings)
- Learn/Review school-wide and classroom expectations, SEL/LiM programs, AVID, etc.
- First two weeks of school - teach expectations campus wide

Start of 1st and 2nd Semester

- Expectations Assembly - put on by admin/PBIS team/counseling staff

January 2025

- Week of Expectations Review - all classes

2024-2025 Staff Training Schedule

Specific dates to be announced once the schedule is determined.

August - Use of PBIS Rewards system to reward using PBIS points.

September - Major/Minor Referral Process - Using Synergy.

December - Addressing Tardies (No-Tardy Party)

February - TBD

Frisbie PBIS Assessments

Self-Assessment Survey (SAS):

The SAS determines the status of PBIS as perceived by all staff members and community stakeholders and guides the action plan for implementing/improving PBIS. The percentages in the chart below represent community stakeholders' perception of the presence of the different aspects of PBIS currently in practice at our school site.

- Completed annually in the **winter** by staff and parents.

Frisbie Scores:

	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
2018	81%	56%	64%	38%	36%	39%	48%	45%
2019	83%	61%	70%	49%	56%	57%	53%	56%
2020	XX	XX	XX	XX	XX	XX	XX	XX
2021	89%	73%	65%	60%	56%	69%	76%	66%
2022	92%	69%	75%	51%	56%	55%	60%	59%
2023	98%	77%	75%	55%	61%	61%	68%	65%
2024	93%	75%	73%	50%	57%	53%	53%	60%

Tiered Fidelity Inventory (TFI):

The TFI is also used to guide the action plan for improving PBIS implementation.

- Completed in the **spring** by the **PBIS Team**

Frisbie TFI Scores:

	Tier 1	Tier 2	Tier 3	Awarded
20-21	76%	N/A	N/A	Silver
21-22	93%	62%	N/A	Silver

22-23	87%	73%	N/A	Gold
23-24	57%	23%	N/A	N/A
24-25				