

AHSTW Intermediate School

# **Positive Behavioral Interventions & Supports**



2023-2024 Handbook

## What is PBIS?

PBIS is a research-based behavioral program and is utilized in many school districts throughout the country. This program emphasizes a focus on positive behavior and character traits. Students are recognized for such traits, immediately and specifically, through verbal praise. The PBIS program has proven to motivate students intrinsically to display positive character and behaviors through verbal, specific, and immediate acknowledgement. We've chosen five main traits under which we feel most behaviors can be categorized: Safe, Respectful, Responsible, Engaged, and Kind. These behaviors are acknowledged in the school building, at recess, on buses, and at events.

### Meet our team members:

#### **Intermediate Tier I Team Members:**

Mrs. Rold  
Mrs. A. Maassen  
Ms. Williams  
Mrs. Tiarks  
Mrs. Jensen  
Mrs. Parker  
Mrs. Pace

#### **4-8 Tier II Team Members:**

Mrs. A. Maassen  
Mrs. Jensen  
Ms. Williams

#### ***How is PBIS Implemented at AHSTW Intermediate?***

Behavior expectations are taught, just like academic skills are taught. Our focus is to build a positive environment in our school and classrooms. The intermediate has chosen five core behavior expectations that can be applied in all school settings. They are:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind
- Be Engaged

By teaching these core behavior expectations, the district wants to equip all students with the knowledge necessary to achieve their unique potential.

**What Does PBIS Look Like At AHSTW Intermediate?**

Any administrator, teacher, or staff member in the building is expected to acknowledge or praise students for positive choices being made, they should immediately follow with what character trait they are exhibiting.

The PBIS program has proven to motivate students intrinsically to display positive character and behaviors through verbal, specific, and immediate acknowledgement.

All teachers are expected to spend a considerable amount of time teaching procedures/expectations in the first 2 weeks (and any other time it's needed) as well as taking the time to do team building activities. This allows students to understand that they are a team of learners who must work together.

Students will be encouraged and taught how good character also includes giving back to their community and showing pride by helping others.

	<b>Classroom</b>	<b>Hallway</b>	<b>Bathroom</b>	<b>Cafeteria</b>	<b>Pod</b>	<b>Events</b>	<b>Playground</b>	<b>Bus</b>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>-Push in chairs</li> <li>-Keep hands and feet to yourself</li> <li>-Walk</li> <li>-Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in line</li> <li>-Walk on the right side of the hallway</li> <li>-Face the front of the line</li> <li>-Keep hands and feet to yourself</li> <li>- Only open exterior doors if instructed to by an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Wash hands</li> <li>-Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>- Hold tray with both hands</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Use materials responsibly</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>- Use the stairs to enter/exit the bleachers (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment properly</li> <li>-Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Stay seated and face forward</li> <li>-Keep hands and feet to yourself</li> <li>-Keep feet inside the seat</li> <li>-Follow bus procedures</li> <li>-Keep aisle clear</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>-Use kind words</li> <li>-Listen and keep your eyes on the speaker</li> <li>-Use an appropriate voice level</li> <li>-Work well with others</li> </ul>	<ul style="list-style-type: none"> <li>-Walk silently</li> <li>-Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Respect the privacy of others</li> <li>-Remain quiet</li> </ul>	<ul style="list-style-type: none"> <li>-Use an inside voice</li> <li>-Use your manners</li> <li>-Line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Work quietly</li> <li>-Everyone work together</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in your seat</li> <li>-Watch the event</li> <li>-Use an appropriate voice level</li> <li>-Display good sportsmanship</li> <li>-Cheer for, not against</li> <li>-Enter/Exit at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>-Speak and play nicely</li> <li>-Settle differences peacefully</li> <li>-Include others</li> <li>-Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>-Use kind words</li> <li>-Use quiet voices</li> </ul>

	<b>Classroom</b>	<b>Hallway</b>	<b>Bathroom</b>	<b>Cafeteria</b>	<b>Pod</b>	<b>Events</b>	<b>Playground</b>	<b>Bus</b>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>-Clean up after yourself</li> <li>-Leave the classroom ready for the next activity</li> <li>-Be prepared to learn</li> <li>-Participate</li> <li>-Do your best work</li> </ul>	<ul style="list-style-type: none"> <li>-Keep the hallway clean</li> <li>- Model appropriate line behavior/order</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up after yourself</li> <li>- Leave all belongings/ writing utensils in the classroom or pod</li> </ul>	<ul style="list-style-type: none"> <li>-Leave belongings on the coat rack</li> <li>-Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Keep the area clean</li> <li>-Return to your classroom quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Wear appropriate clothing</li> <li>-Care for recess equipment</li> </ul>	<ul style="list-style-type: none"> <li>-Pick up after yourself</li> <li>-Keep food and drink off the bus</li> <li>-Report problem behaviors to the driver</li> </ul>
<b>Be Engaged</b>	<ul style="list-style-type: none"> <li>- Focus on the lesson/teacher</li> <li>- Avoid disruptions/ distractions</li> <li>-Participate</li> <li>- Do your best work at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Walk on the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on your purpose for using the restroom</li> <li>- Avoid distractions/ disruptions</li> <li>- Use the facilities quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Eat during allotted time</li> </ul>	<ul style="list-style-type: none"> <li>-Remain on task</li> <li>- Avoid distractions/ disruptions</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on the event</li> <li>-Cheer for, not against</li> <li>-Enter/Exit at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>-Have fun with peers</li> <li>- Keep competition at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>-Watch for your stop and be ready to exit</li> </ul>
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>- Use positive language</li> <li>- Accept others' differences</li> <li>- Treat peers and adults with care</li> </ul>	<ul style="list-style-type: none"> <li>-Hold doors for people when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Leave others to their business</li> </ul>	<ul style="list-style-type: none"> <li>-Use please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>-Help others clean their areas</li> <li>-Politely ask if peers need assistance</li> </ul>	<ul style="list-style-type: none"> <li>-Excuse yourself as you walk in front of others</li> <li>- Stay seated when in front of others</li> </ul>	<ul style="list-style-type: none"> <li>-Invite others to join</li> <li>-Take turns &amp; share with peers</li> </ul>	<ul style="list-style-type: none"> <li>-Offer a seat to others in need</li> <li>-Assist younger riders when needed</li> <li>-Assist driver with stops if needed</li> </ul>



**AHSTW**  
 AVOCA HANCOCK SHELBY TENNANT WALNUT  
 COMMUNITY SCHOOL DISTRICT



# Behavior Flow Chart

Intermediate  
 Grades 4-8

Determine if the behavior is  
 POSITIVE,  
 MINOR or MAJOR

Intermediate behavior expectations have been taught, modeled, and practiced:  
 Be Respectful, Responsible, Safe, Kind & Engaged

**Start Here:**

Observe Problem Behavior

**MINOR**

- Defiance
- Insubordination
- Non-compliance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate Language
- Physical Contact
- Property Misuse
- Tech Violation

Conference with student

Fill out minor referral form in SWIS

Contact parent via phone or email

**MAJOR**

- Abusive Language
- Alcohol/Drug/Tobacco Related
- Arson/Bomb Threat
- Bullying
- Defiance, Insubordination or Non-compliance
- Disrespect
- Disruption
- Gang Affiliation/Displayed
- Harassment
- Inappropriate Display of Affection
- Inappropriate Location
- Lying/Cheating
- Physical Aggression
- Fighting
- Property
- Damage/Vandalism
- Tech Violation
- Theft

Teacher directs student to office and completes behavior referral form in SWIS

Student completes reflection of incident in the office

Conference with school administrator

**Possible Office Interventions:** Think Sheet, Learning Module, Reteaching/Practice Expectation, ISS/OSS, Phone Call Home, Meeting w/ student/adults

Improved Behavior

Continued Behavior

Extreme Behavior

**Student Shows Positive Behavior**

- (Adult Options)
- Verbal Affirmations
  - Positive Email
  - Phone Call Home
  - Positive Postcard
  - Individual Reward
  - Class Reward
  - Individual Incentive
  - Class Incentive

**Teacher Prompt:** verbal or visual  
**Redirect:** restate expectation

**Private Conference:** be quick, be quiet, be gone

**Reteach:** student practice and feedback

**Provide Choice:** location, order of tasks, modify task

**Viking Pride!**

The violations below are ways students receive referrals (minor or major), along with consequences with each offense. When a teacher writes the referral, it is the teacher's responsibility to communicate with the parent/guardian.

Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<p>Electronic Devices (i.e. iPod, cell phone/smart watch) unauthorized use on campus</p> <p>(School projects will be done on 1:1 school issued devices)</p>	<p>Discussion with the student, phone is confiscated and returned to student at the end of the day. - no referral issued</p> <p>A warning will be given that any future infractions will result in confiscation of phone for the day with parent pick up</p>	<p>Confiscation of phone, turn in to front office, parent call and returned to parent or serve 1 after school, 30 min.detention for student retrieval</p> <p>- minor referral issued</p>	<p>Confiscate and turn phone into office, parent contact by student, student turn phone into office for designated length of days</p> <p>- major referral</p>
<p>Failure to follow dress code</p>	<p>Call home and have an adult bring appropriate change of clothing or visit lost and found.</p> <p>-warning/no referral</p>	<p>Call home and have an adult bring appropriate change of clothing or visit lost and found, and 1 detention. - minor referral</p>	<p>Call home and have an adult bring appropriate change of clothing, and ½ day in-school suspension. - major referral</p>
<p>Skipping class or eloping from class without permission</p> <p>(*if a student elopes from campus, law enforcement are called immediately)</p>	<p>30 minute after school detention, student calls home, minor referral</p>	<p>2 - 30 min after school detentions, and student calls parent, major referral</p>	<p>½ day in-school suspension, and parent meeting</p>
<p>Unexcused tardies to class</p>	<p>Conversation with student and warning for any future issues</p>	<p>Student or teacher calls parent, 1 detention issued</p>	<p>3 tardies=minor referral 3 minor referrals=major referral</p> <p>Student/teacher calls parent, 2 hour detention , possible SAT team recommendation filed)</p>

Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Inappropriate physical activity; play fighting, horseplay, etc.	Discussion with student/students involved, warning of 2nd offense consequences	<p>4-5th Grades: one lunch/recess detention and student calls parent. (minor referral)</p> <p>6-8th Grades: 2 lunch detentions, student calls home, minor or major referral, depending on severity, injury, etc.</p>	4-8th Grades: extended loss of recess/lunch with peers, (time TBD based on incident), student calls parent, mediation/counseling with school counselor or interventionist
Disrupting class learning (blurting, out of seat without permission,	Private discussion between student and staff member, warning of 2nd offense consequences	1 detention, and student calls parent from outside of classroom or office - (minor referral)	<p>3 detentions, and student calls parent from outside of classroom or office (major referral)</p> <ul style="list-style-type: none"> <li>Each additional disruptions to learning will be a major referral, call home and ½ day ISS w/ referral to SAT Team</li> </ul>
Cheating/Plagiarism/Lying/AI	Teacher discussion with student & parent, allowance to redo assignment in presence of supervision, major or minor referral depending on severity/intent	½ day ISS to redo assignment for 50% credit, student calls to inform parent/adult, major referral	<p>Zero on assignment, Full day ISS with requirement of completing the assignment, student calls to inform parent/adult</p> <ul style="list-style-type: none"> <li>(or allowance to redo the assignment in presence of ISS supervision or student choice of taking a zero.</li> </ul>

Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Failure to serve detention	Detentions missed will double, and student calls parent.	½ day in-school suspension, and the student calls parent.	1 day in-school suspension, and the student calls parent.
Profanity (non-direct or directed at student)	Discussion, student calls to inform parent of vocabulary/incident. Student also informed about 2nd offense consequences)	Detention , student calls to inform parent of vocabulary/incident. (minor referral)	½ day ISS, call home (major referral) <ul style="list-style-type: none"> <li>• Additional incidents will be 1 day ISS and consult to the SAT Team for further interventions/support, mediation/counseling with school counselor or interventionist</li> </ul>
Profanity directed at staff	Student/teacher/admin calls to inform parent of vocabulary/incident, ½ day ISS (major referral)	Student/teacher/admin calls to inform parent of vocabulary/incident, 1 day ISS (major referral) - Referral to SAT Team	Student/teacher/admin calls to inform parent of vocabulary/incident, OSS, consult to the SAT Team for further interventions/support/next steps, mediation/counseling with school counselor or interventionist



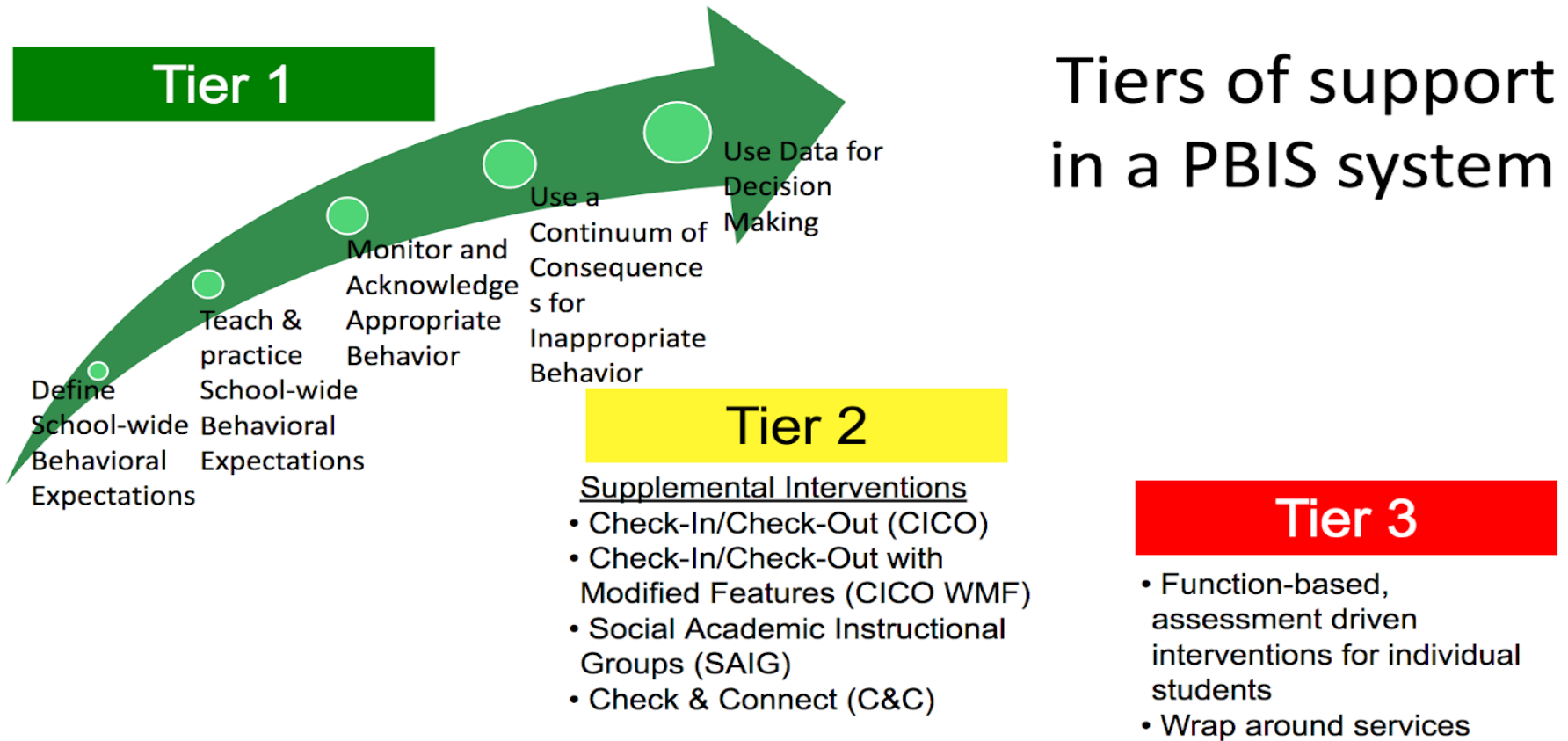
Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Willful defiance (attitude/disrespect)	<p>1st step: Private redirection discussion with the student if behavior permits. (return to learning if possible)</p> <p><b>If escalated beyond discussion:</b>            2nd step: student states they need to go cool off and leaves (contact office/counselor/admin) - referral based on incident and written by teacher (none, time out, detention, minor, or major)            C...student leaves room in rage unexcused -contact office/counselor/admin (major referral written by teacher) - consequence based on incident &amp; determined by admin - detention, ISS, OSS (See elopement)</p>	<p>A...Private redirection discussion with the student if behavior permits. (return to learning if possible) -inform of 2nd offense and issue detention - minor referral</p> <p><b>If escalated beyond discussion:</b>            B...student states they need to go cool off and leaves (contact office/counselor/admin) - referral based on 2nd incident and written by teacher (minor, or major)-consequence TBD            C...student leaves room in rage unexcused -contact office/counselor/admin (2nd major referral written by teacher) - consequence based on incident &amp; determined by admin - ISS, OSS (See elopement)</p>	<p>A...Private redirection discussion with the student if behavior permits. (return to learning if possible) -inform of 3rd offense/conversation and issue major referral</p> <p><b>If escalated beyond discussion:</b>            B...student states they need to go cool off and leaves (contact office/counselor/admin) - referral based on 3rd incident and written by teacher (major)-w/consequence TBD - teacher referral to the SAT process            C...student leaves room in rage unexcused -contact office/counselor/admin (3rd major referral written by teacher) - consequence based on incident &amp; determined by admin - ISS, OSS, (See elopement)            mediation/counseling with school counselor or interventionist            -Teacher referral to SAT process</p>

Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<p>Hostile behavior (abusing, insulting, menacing, threatening, etc.)  <b>Additional punitive action may take place after level 1 bullying policy investigation.</b></p>	<p>½ day in-school suspension, student calls parent, possible police contact.</p> <p>Discussion with parties involved, possibilities (student groups, counselor, teacher, admin, staff, parent/guardian) - Work toward resolution to issue and steps/consequence moving forward</p>	<p>1 day in-school suspension, student calls parent, possible police contact.</p> <p>Level 1 bullying policy investigation if continued to same person/group after violation 1 resolution process - Communication with all parties involved, admin determination of consequence w/ possibilities of detention, minor, major, ISS/OSS, possible police contact (principal or counselor will put in referral) - teacher may be requested to put in SAT form</p>	<p>2 days suspension from school, student calls parent, possible police contact.</p> <p>Communication with all parties involved, revisit bullying policy and next step consequences based on policy. SAT form mandatory if not already in place. Admin determination of consequence w/ possibilities of multiple ISS/OSS, possible police contact, potential expulsion or additional placement for safety of others involved (principal or counselor will put in referral/documentation)</p>
<p>Racial/ethnic/religious/gender/sexual orientation remarks that harass or intimidate. <b>Additional punitive action may take place after level 1 bullying policy investigation.</b></p>	<p>½ day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>1 day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>2 days suspension from school, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>
<p>Violation of bullying/harassment policy not otherwise addressed</p>	<p>½ day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>1 day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>2 days suspension from school, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>

Viking PRIDE Violations	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Obscene act/gesture	<p>½ day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>1 day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>2 days suspension from school, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>
<p>Fighting – provoking causing a fight.</p> <p><b>Additional punitive action may take place after level 1 bullying policy investigation.</b></p>	<p>½ day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>1 day in-school suspension, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>	<p>2 days suspension from school, student calls parent, possible police contact.</p> <p>Refer to Hostile behavior consequences above.</p>
Destruction of school or private property/vandalism	<p>Student/grown ups will replace or pay for property, 1-3 detentions, possible police contact. (minor/major referral based on incident)</p>	<p>Student/grown ups will replace or pay for property, ½ day in-school suspension, possible police contact. (major referral)</p>	<p>Student/grown ups will replace or pay for property, 2 days suspension from school, possible police contact. (major referral)</p>
<p>Theft of school or private property. Extortion.</p> <p>Additional punitive action may take place after level 1 bullying policy investigation.</p>	<p>Student/grown ups will replace or pay for property, 1 day in-school suspension, possible police contact. (minor/major referral based on incident)</p>	<p>Student/grown ups will replace or pay for property, 2 days in-school suspension, possible police contact. (major referral)</p>	<p>Student/grown ups will replace or pay for property, 3 days suspension from school, possible police contact, student discipline hearing with superintendent (major referral)</p>
<p>Tobacco products; cigarettes; e-cigarettes; vape products; any component, part, or accessory for an e-cigarette device</p>	<p>1 day ISS, the student calls parent. (minor/major referral)</p>	<p>2 days ISS, student calls parent, possible police contact. (major referral)</p>	<p>3 days OSS, parents called, and letter sent home, possible police contact. (major referral) ??What's the purpose of the letter sent home??</p>
<p>Alcohol/drug/intoxicant/ drug paraphernalia: possession or use</p>	<p>TBD Suspension, pending recommendation of expulsion, police contact.</p>	<p>TBD Suspension, pending recommendation of expulsion, police contact.</p>	<p>TBD Suspension, pending recommendation of expulsion, police contact.</p>

<b>Viking PRIDE Violations</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>
Imitation firearms	TBD Suspension, pending recommendation of expulsion, police contact. (Complete Behavioral Threat Assessment Form w/ BTA team)	TBD Suspension, pending recommendation of expulsion, police contact. (Follow up on Behavioral Threat Assessment procedures w/ BTA team)	TBD Suspension, pending recommendation of expulsion, police contact. (Continue Behavioral Threat Assessment procedures w/ BTA team)
Intentional fire alarm tampering, including intentional setting off	TBD Suspension, pending recommendation of expulsion, police contact. (Complete Behavioral Threat Assessment Form w/ BTA team)	TBD Suspension, pending recommendation of expulsion, police contact. (Follow up on Behavioral Threat Assessment procedures w/ BTA team)	TBD Suspension, pending recommendation of expulsion, police contact. (Continue Behavioral Threat Assessment procedures w/ BTA team)
Bomb threat	Suspension, pending recommendation of expulsion, police contact. (Complete Behavioral Threat Assessment Form w/ BTA team)	Suspension, pending recommendation of expulsion, police contact. (Follow up on Behavioral Threat Assessment procedures w/ BTA team)	Suspension, pending recommendation of expulsion, police contact. (Continue Behavioral Threat Assessment procedures w/ BTA team)
Unlawful harassment/ sexual harassment (in person or digital) at school events or that interfere with the learning environment	Suspension, pending recommendation of expulsion, police contact.	Suspension, pending recommendation of expulsion, police contact.	Suspension, pending recommendation of expulsion, police contact.
Weapons/dangerous object *Knives *Firearms *Other dangerous objects	Suspension, pending recommendation of expulsion, police contact. (Complete Behavioral Threat Assessment Form w/ BTA team)	Suspension, pending recommendation of expulsion, police contact. (Follow up on Behavioral Threat Assessment procedures w/ BTA team)	Suspension, pending recommendation of expulsion, police contact. (Continue Behavioral Threat Assessment procedures w/ BTA team)

**Students who consistently violate the Viking PRIDE expectations, beyond three infractions, may be reviewed by the Student Assistance Team, referred for counseling or mental health support, assigned extended suspensions, be required to participate in mediation at the building, district, or Board of Education level, face expulsion, and/or other consequences as appropriate.**



## Tiers of support in a PBIS system

Tier II team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. It is the duty of the tier II team to analyze school-wide data to determine which students are in need of more intensive supports. The team will collaborate with teachers and other school staff to select evidence based interventions to best support students. The team will also work with teachers to evaluate the effectiveness of interventions and guide decision-making on any modifications, changes and fading out of supports.