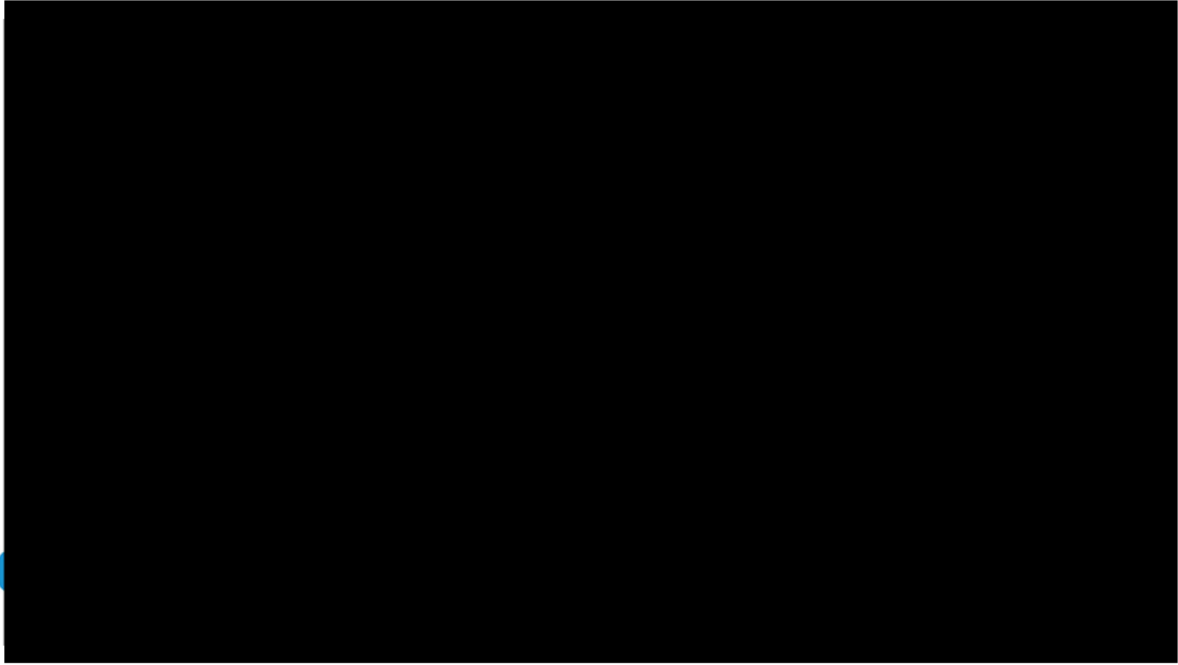


Positive Behavioral Interventions and Supports



The PBIS **Playbook** – Staff Edition

Job Ready, Achieving Success, Going Beyond

Coaching the Undefeated Team

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Our Shared Philosophy

At [REDACTED], this playbook functions as a shared resource that unites staff and students around clear expectations, consistent responses, and a supportive culture regarding PBIS.

We may not have traditional sports teams, but our school operates as one unified team. Remaining undefeated is not about perfection—it is about consistency, preparation, and intentional response to challenges.

We aim to provide positive behavior supports and interventions for students who need guidance as well as opportunities for all students to be recognized. It is important to note that this is not a “reward program.” Instead, it is a REFERRAL AND RECOGNITION system. It is a framework for teaching, reinforcing, and sustaining behaviors that support learning and safety.

Coaching Mindset: Every interaction is an opportunity to teach and reinforce expectations.

The Game Plan: PBIS Within MTSS

PBIS operates within the Multi-Tiered System of Supports (MTSS) to ensure all students receive appropriate instruction and support.

- **Tier 1:** School-wide expectations and routines
- **Tier 2:** Targeted interventions and small-group supports
- **Tier 3:** Individualized behavior plans

Data informs adjustments at all levels.

Positive Behavioral Interventions and Supports

OFFENSE: Teaching and Reinforcing Positive Behavior

Offense represents every proactive step taken to build a positive school climate.

Our shared expectations:

Job Ready – Teaching foundational behaviors

Achieving Success – Supporting consistent execution

Going Beyond – Encouraging leadership and peer support

Staff are expected to:

- Explicitly teach expectations in all settings
- Model professional behavior
- Acknowledge positive actions frequently and authentically

[See school-wide behavior matrix \(next page\)](#)

[Blank classroom behavior matrix to edit as you like. \(Appendix A\)](#)

Coach's Tip: Positive behavior must be taught with the same intention as academic content.

Behavior Matrix

	<u>Job Ready</u>	<u>Achieving Success</u>	<u>Going Beyond</u>
Attendance	- Follow students handbook regarding absences	- Make up assignments in all classes - Make good attendance a priority	- Bring assignments to peers that were absent - Assist others to make attendance a priority
Cafeteria	- Engage in positive conversations/activities with appropriate volume - Stay seated until bell	- Wait patiently in line - Clean up after yourself	- Throw away trash even if it is not yours - Be accepting of other students
Classrooms	- Arrive on-time - Be prepared - In uniform and wearing ID - Be present- off phones	- Stay engaged - Do your best - Set goals for yourself	- Push in your chair - Be sure to collect belongings - Help others when you can
Hallways	- Walk - Keep hands, feet, objects to yourself - Be present- off phones/music	- Travel directly to and from your destination - Have a pass - Using positive and professional language	- Help others get where they should be - Leave room for others to get where they are going
█	- Complete READY work - Model good behavior - Be present - off phones	- Ask for help with assignments - Check Progressbook/Google classroom/Email daily - Complete SEL lessons	- Help others with assignments - Encourage others to stay on task
Labs	- Arrive on-time - Be prepared - In uniform and wearing ID - Be present- off phones	- Take initiative - Be visible to instructor - Learn from your mistakes	- Improve skills everyday
Parking Lot	- Come to Cafe prior to bell - Wait patiently to be dismissed	- Park in the proper parking lot - Wear your seatbelt	- Encourage others to park in the correct lot - Encourage others to wear seatbelt
Technology	- Have your technology prepared and ready to go for the day's work - Return borrowed technology promptly	- Become familiar with use of technology - Use internet appropriately	- Be kind and respect others - Show others how to use technology
Bathrooms	- Be timely in your usage - Wait patiently in line	- Keep restrooms clean; Flush - Take Care of School Property	- Encourage others to clean up
Asynchronous/ █	- Follow student's handbook regarding absences	- Check your attendance regularly - Complete all classwork on time	- Attend █ events - Make attendance a priority

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DEFENSE: Responding to Behavior Errors

Defense is corrective, not punitive. Its purpose is to:

- Maintain safety
- Protect instructional time
- Support behavior growth

Minor Behaviors

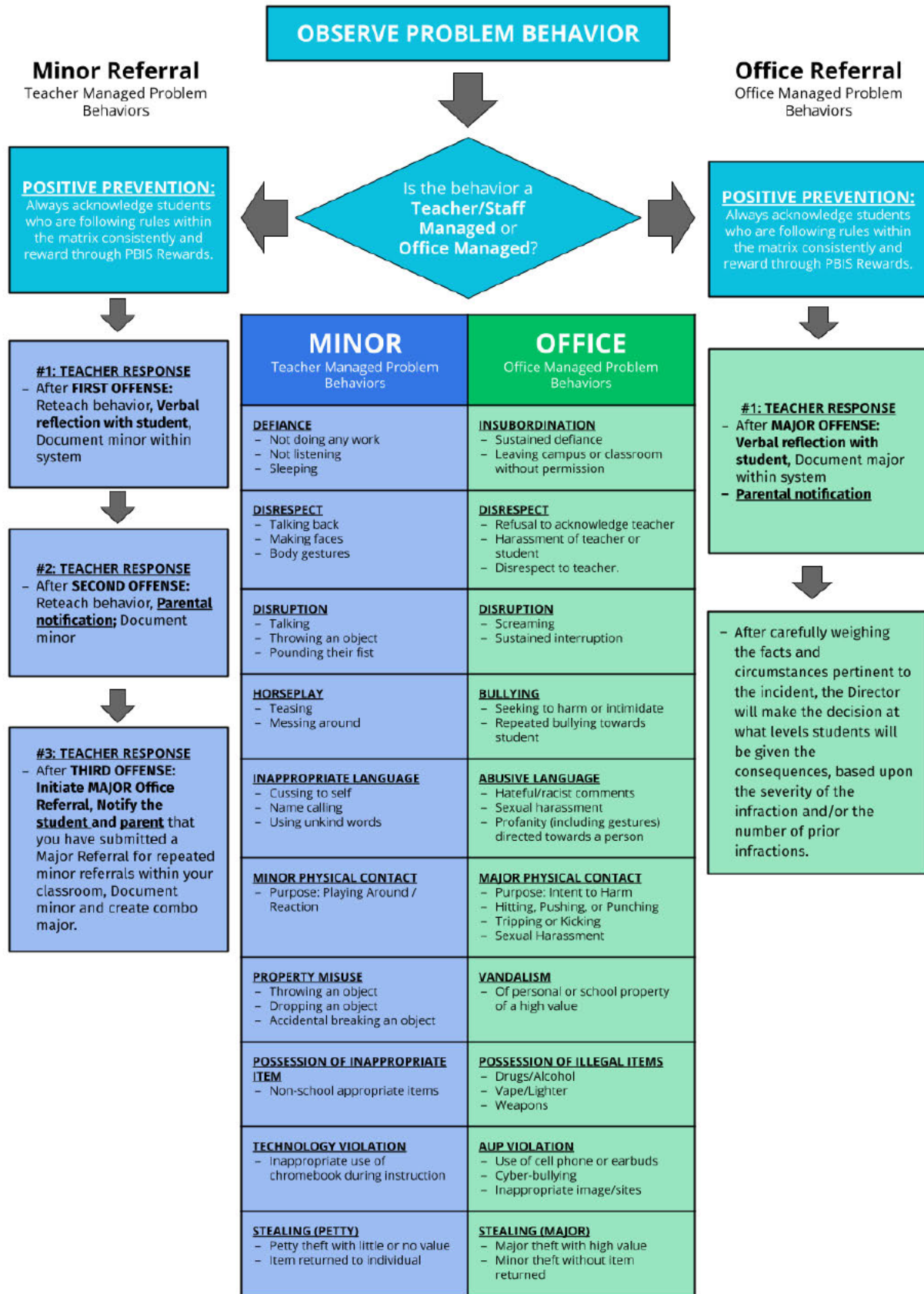
- Reteach expectations
- Provide corrective feedback
- Document within PBIS systems

Office-Managed Behaviors

Behaviors that significantly disrupt learning or safety require administrative involvement and progressive discipline.

Consistency across staff is essential.

Behavior Intervention Flow Chart (next page)



Behavior Intervention Flow Chart 1

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Coaching Roles and Responsibilities

All staff serve as coaches and are responsible for:

- Teaching expectations proactively
- Responding to behavior calmly and consistently
- Communicating with families when appropriate

Administrators function as head coaches, ensuring alignment, consistency, and support.

Recognition and Acknowledgement

Acknowledgement reinforces expectations and strengthens culture.

Always acknowledge students who are following rules within the matrix consistently.

Student Behavior

- Students exhibiting positive behavior, based on the [REDACTED] Matrix: “Job Ready”, “Achieving Success”, “Going Beyond” should receive PBIS Reward points from any [REDACTED] staff member observing the behavior.

Coaches should:

- Use PBIS Rewards consistently
- Provide specific verbal praise
- Reinforce effort and improvement

Head Coaches should:

- Acknowledge staff with PBIS Rewards staff shoutouts
- Use PBIS Rewards when students are in areas of their supervision

Acknowledgement System

Individual Student Level:

- Adults in the building acknowledge appropriate student behavior with PBIS Rewards Application.
- Paper tickets are available in the staff mail room if preferred over the PBIS Rewards App.
 - Paper tickets (copy to print in Appendix A)
 - Students place paper tickets in containers in the cafeteria, main office, and mailroom.
 - Collected by paraprofessionals in monitoring ISR and entered in the PBIS Rewards system.

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Classroom Level:

- Teachers will recognize all students and award a minimum of 1 to 3 points daily in the “Job Ready” category for each student.
- Teachers can choose to set point goals for their own classroom and when the goal is reached awards can be given.
- Staff may set up a store within their own classroom.
 - Contact individual staff member who has a published store to inquire about redemption options.

School Level:

- PBIS School Store
 - Students can redeem in their points for rewards
 - Students will listen to cafeteria announcements for rewards distribution dates
 - Students who did not receive a reward by the Thursday AFTER redeeming an award should contact [REDACTED], directly to inquire.
 - Email, subject should state: PBIS Redemption Inquiry
 - In person, see [REDACTED] during your lunch period
- Each month, students who are meeting expectations can be nominated for student of the month.
 - Acknowledgement team will review nominations and select students of the month based on nomination, attendance (no unexcused absences that term), grades (no D/F that term), and behavior (no referrals that term)

Data Review: Game Film

Behavior data is reviewed regularly to:

- Monitor trends
- Identify students needing support
- Adjust systems and practices

Data is used for reflection and improvement, not blame.

Sustaining an Undefeated Culture

An undefeated culture is built daily through consistency, collaboration, and care.

When staff operate as a unified coaching team, students experience clarity, fairness, and support.

This playbook is our shared commitment to one another and to student success.

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Additional Resources



Minor Behaviors:

Minor classroom/hallway behaviors that require teacher corrective measures to improve behavior.

After observing the FIRST MINOR BEHAVIOR: Teacher response....

- Reteach behavior.
- Verbal reflection with student.
- Document minor referral within PBIS system.

After observing the SECOND MINOR BEHAVIOR: Teacher response....

- Reteach behavior.
- Parental notification.
- Document minor referral within PBIS system.

After observing the THIRD MINOR BEHAVIOR: Teacher response.....

- Identify the behavior with the student.
- Document minor referral within PBIS system. An Office Referral will automatically be generated to the admin. (3 Minor in a quarter = Office Referral)
- Parental notification.

**3 Minor Referrals (per quarter) which are combined into an Office Referral. Every 3 Minor Referrals the office is notified electronically and will be using progressive discipline to address the behavior:

- Lunch Detention (LD)
- After School Detention (ASD)
- Extended After School Detention (EASD)
- Friday School (FS)
- In School Reassignment (ISR)
- Out of School Suspension (OSS)
- Expulsion

Office Referral Behaviors:

Behaviors that are to be considered beyond normal classroom discipline should be referred directly to the office.

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Office Assigned Consequences:

After carefully weighing the facts and circumstances pertinent to the incident, the director will make the decision at what levels students will be given the consequences, based on the severity of the infraction and/or the number of prior infractions. The guidelines for that progression are listed below. Consideration will be given to the efforts made by the teacher prior to the office referral, the severity of the behavior, and the efforts made by the student to modify his/her behavior prior to the incident (i.e. counseling, behavior contract, etc.). Depending on the circumstances the progression of the consequences could be any or all of the following:

- Lunch Detention (LD)
- After School Detention (ASD)
- Extended After School Detention (EASD)
- Friday School (FS)
- In School Reassignment (ISR)
- Out of School Suspension (OSS)
- Expulsion

Tiers of Data-Based Decision Making

Common measures inform data-based decision making across all three tiers. Teams at each tier need to consider different levels of analysis (e.g., building level, classroom level, student level).

Tier 1

The universal supports described in this document should be delivered to all students and 75-90% of students should succeed with these supports.

Tier 2

Tier 2 Framed as “Conditioning”

With Tier 1 systems in place, up to 25% of students may need additional supports. Data used as part of the identification process may include:

- Office discipline referrals
- Suspensions
- Classroom minor behaviors
- Instructional time lost
- Academic performance
- Attendance and/or tardies

PBIS Rewards provides a CICO (Check in/Check out) support for students who may need additional supports. These students will be identified on an individual basis.

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Tier 3

Tier 3 Framed as “Rehab & Individual Game Plans”

Similar to Tier 2 up to 10% of students may not respond to the additional support and may need further intervention.

At this point students may be placed on a Behavior Intervention Plan (BIP).

Appendix A - Printable documents

PBIS paper ticket

My Classroom Matrix:

This can be used to develop expectations for individual classrooms.

Job Ready	Achieving Success	Going Beyond



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