

Red Wing Public Schools
PBIS: Positive Behavior Interventions & Supports
2021-2022 Staff Handbook



2021-2022 Focus

- Positive Relationships
- High, Equitable Expectations
- Effective Tier 1 Practices

District PBIS Team Meetings:

- September 21, 2021
- October 19, 2021
- November 16, 2021
- December 14, 2021
- January 18, 2022
- February 15, 2022
- March 15, 2022
- April 19, 2022
- May 17, 2022

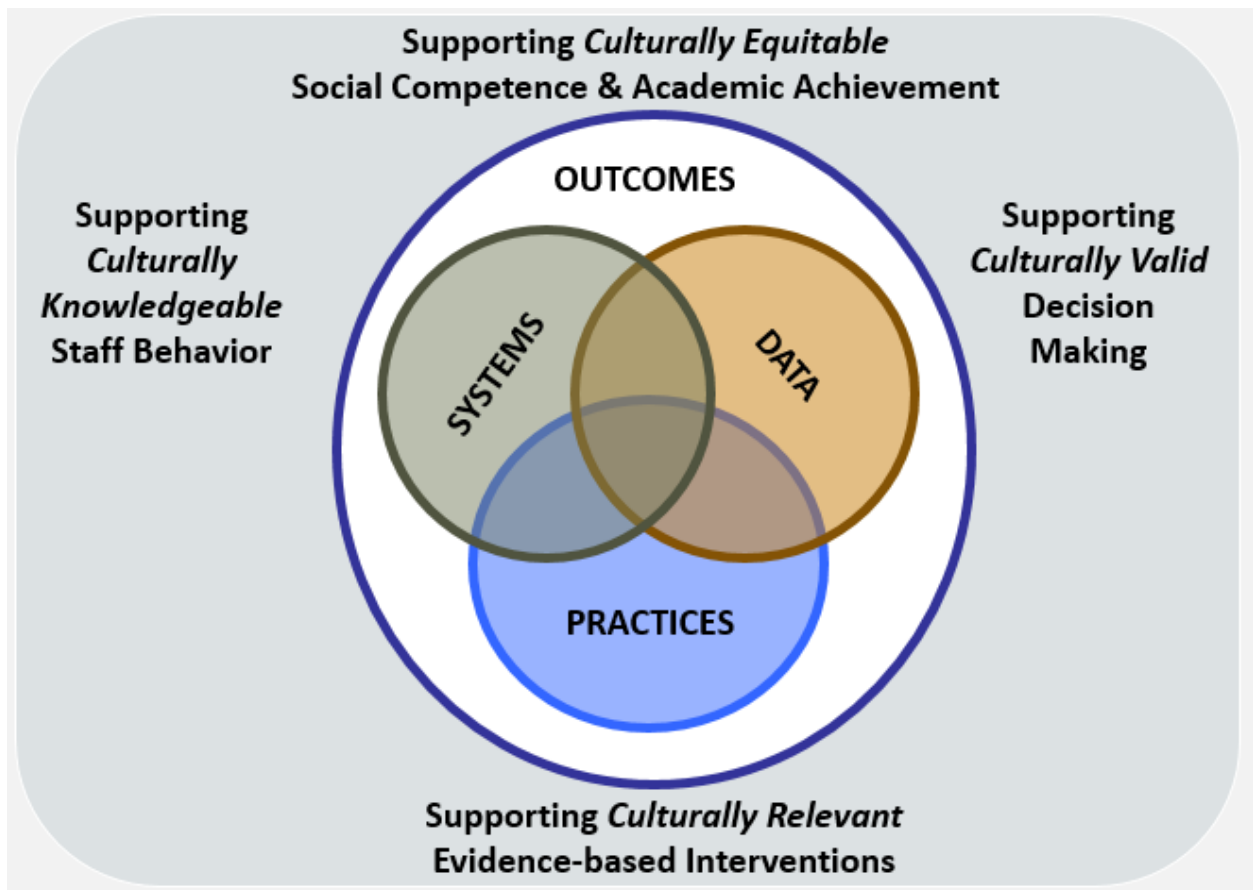
Table of Contents

What is PBIS?	3
PBIS Components	4
PBIS Outcomes	4
PBIS Framework	5
Tier 1 PBIS: Evidence-Based Classroom Strategies	6
Major/Minor Behavior Definitions	8
Major and Minor Referrals	10
K-6 PBIS	11
K-6 Tier 1 Components	12
K-6 Winger Pride Matrix	15
K-6 Behavior Management Plan	16
Buddy Room	17
K-6 Behavior Plan	18
K-2 Think Sheet	19
3-6 Think Sheet	21
Winger Pride Tickets	23
7-12 PBIS	24
7-12 Tier 1 Components	25
7-12 Winger Pride Matrix	28
7-12 Behavior Management Plan	29
7-12 Behavior Plan	30

The purpose of this handbook is to guide and support staff members in our district implementation of PBIS.

What is PBIS?

“Positive behavioral interventions and supports” or “PBIS” means an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional and behavioral needs for all students. Schoolwide implementation of PBIS requires training, coaching, and evaluation for school staff to consistently implement the key components that make PBIS effective for all students (Minnesota Department of Education).



PBIS Components

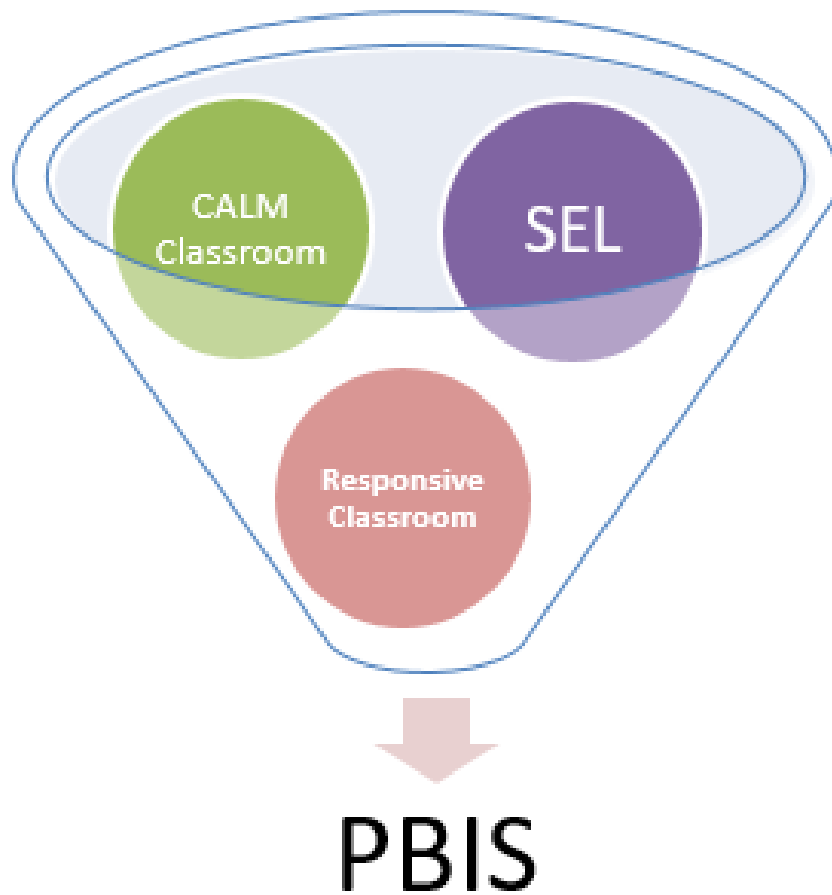
- 3 to 5 positively stated school wide behavioral expectations that represent the community and cultures
 - PBIS Matrices
 - Plan for teaching/reteaching of expectations
 - K-6
 - Be Safe
 - Be Kind
 - Be Responsible
 - 7-12
 - Respectful
 - Responsible
 - Proud
- Systems for providing positive feedback and acknowledgement of students
 - Behavior specific praise: 5 to 1 ratio
 - School wide celebrations
 - Winger Pride tickets (K-6)
 - Winger Pride awards (K-6)
 - Winger-Grams (7-12)
 - Student of the Month (7-12)
- System to support students who struggle to display the positive expectations
- Data based decision making
 - District wide behavior referral system
 - Screening students (SAEBRS) 3x a year
- Team/Community approach responsible for effective implementation

PBIS Outcomes

- Improve school climate
- Reduce major discipline violations
- Improvement in academic achievement
- Improvement in prosocial behavior and emotional regulation
- The Districts and Schools create learning environments that:
 - Are less reactive, aversive and exclusionary
 - Are more engaging, responsive, preventive and productive
 - Improve student supports
 - Maximize and prioritize academic engagement and achievement for all students

PBIS Framework

- Not an either or choice
- The framework guides decision making



Tier 1 PBIS: Evidence-Based Classroom Strategies

Foundations

Settings:

- Classroom arranged and designed for instructional activities
- Arrange furniture for smooth movement
- Materials are organized, tidy, and ready for use
- Materials that support learning are posted

Routines:

- Create predictable routines
- Routines and procedures are taught directly
- Outline steps for completing activities
- Positively acknowledge students when following routines
- Create routines and procedures for areas/times that are problematic

Expectations:

- Winger Pride:
 - K-6
 - Be Safe
 - Be Kind
 - Be Responsible
 - 7-12
 - Respectful
 - Responsible
 - Proud
- Post: prominently in all school spaces
- Define: using PBIS Matrices for each setting and location
- Teach: expectation our explicitly taught and regularly referred to

Prevention

Supervision:

- Scanning: visual sweep of entire classroom
- Moving: continuous movement and proximity
- Interacting: verbal feedback, behavior specific praise, pre-corrections, non-contingent attention

Opportunity:

- Provide high rates and varied opportunities for responding
- Individual or small group questioning
- Choral responding: verbal or written
- Nonverbal responses

Acknowledgment:

- Behavior Specific Praise
 - Can be directed towards an individual or group
 - Provide soon after behavior
 - Understandable, meaningful and sincere
 - 5 to 1 ratio, 5 behavior specific praise statements for every 1 corrective statement
- Behavior Contracts
- Group Contingencies: all students have the opportunity to meet the same expectations and earn the same reward
 - Dependent: earned by all students when one or a few meet the criteria
 - Interdependent: earned by all students when all students meet the criteria
 - Independent: earned to each student when they meet criteria
 - Reward do not need to be big: can be as simple as earning choice time or choosing where to sit
- Token Economies

Prompts and Precorrections:

- Preventative: take place before the behavior response occurs
- Understandable: the prompt must be understood by the student
- Observable: the student must distinguish when the prompt is present
- Specific and Explicit: describe expected behavior and relate to matrix
- Teach and emphasize self-delivered or self-managed prompts

Response

Error Corrections:

- Error Corrections should be brief, contingent, and specific
 - Informative statement, state observed behavior, and what student should do in the future
 - Brief, concise, calm, respectful and typically in private
 - Pair with behavior specific praise after student engages in appropriate behavior
 - Disengage at end of error correction, avoid power struggles

Other Strategies:

- Planned Ignoring
- Differential Reinforcement
- Response Cost
- Time-out from Reinforcement

*for additional information and examples see "Supporting and Responding to Behavior" on the PBIS website

Major/Minor Behavior Definitions

Winger Pride Descriptions of Minor/Major Behaviors

Behavior	Minor Behavior (Classroom Managed)	Major Behavior (Office Managed)
Academic Dishonesty	Unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements.	
	<ul style="list-style-type: none"> • Plagiarism • Fabrications or falsification of information • Cheating 	<ul style="list-style-type: none"> • Distributing materials to others to facilitate cheating or plagiarism
Dishonesty	Students are expected to tell the truth. A student is dishonest when the student does not tell the truth or provides information that is misleading	
	<ul style="list-style-type: none"> • Not telling the truth 	<ul style="list-style-type: none"> • Repeatedly lying • Not telling the truth when it involves personal safety or property damage
Disruptive/ Disorderly Conduct/ Insubordination	<ul style="list-style-type: none"> • Not applicable as a minor 	<p>Something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff.</p> <p>Any continuous behavior that interferes with an instructor's ability to teach and/or students' ability to learn that does not reach the level of physical harm to the individual, the instructor or other students in the classroom or on the school premise.</p>
Failure to Follow Instructions	Students are expected to follow the instruction of all RWPS personnel, regardless of whether employed by RWPS directly or through a contractor, and volunteers.	
	<ul style="list-style-type: none"> • Not following expectations • Brief or low intensity talking back to adults • Brief or low intensity refusal 	<ul style="list-style-type: none"> • Continued or blatant disregard for directions/expectations • Active refusal which leads to escalation
Horseplay and Play Fighting	<p>Horseplay and play fighting involves no intent to harm. Behavior include, but are not limited to, the following</p> <ul style="list-style-type: none"> • Pretending to hit, punch, kick, or otherwise make physical contact with another individual • Pranks • Rough or boisterous play involving physical contact • Running in the building 	<ul style="list-style-type: none"> • Not applicable as a major
Inappropriate Dress	<p>Students are encouraged to be dressed appropriately for school activities and in keeping with community standards. If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications, may be sent home for the day, and/or face additional disciplinary consequences. A parent or guardian will be notified. See Policy 504 for detailed information.</p>	

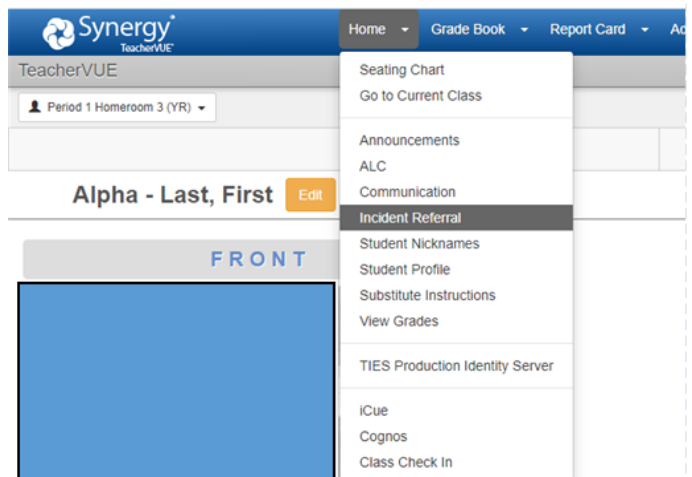
Inappropriate Language	<ul style="list-style-type: none"> Inappropriate language/profanity not directed at an individual 	<ul style="list-style-type: none"> Abusive language or profanity directed at an individual
Inappropriate Physical Contact with Another Person	Students are expected to keep their bodies to themselves. Intentionally touching or making physical contact with another individual, without that individual's permission, will generally be considered a minor offense, unless the student's conduct includes behavior that is identified as a major offense.	
	<ul style="list-style-type: none"> Aggravated tapping/nudging Minor pushing/shoving 	<ul style="list-style-type: none"> Not applicable as a major
Left Class without Permission	<ul style="list-style-type: none"> Student stayed near room/space 	<ul style="list-style-type: none"> Student left space/ran away and needed to be located
Left Building without Pass	<ul style="list-style-type: none"> No applicable as a minor 	<ul style="list-style-type: none"> Student left school property
Misuse of Property	Students are expected to be respectful of all property. Misuse of property occurs when a student use property without permission or use property in a way that is inconsistent with the intended use of the property.	
	<ul style="list-style-type: none"> Misuse of classroom materials Thoughtlessly or "accidentally" damaging property Inappropriate, but non-serious, misuse of technology 	<ul style="list-style-type: none"> Purposefully damaging or destroying materials/equipment/property Serious misuse or destruction of technology
Physical Contact/Aggression	<ul style="list-style-type: none"> When two or more persons mutually participate in use of language, force or physical violence that is easily stopped or separated without harm to the participants. 	<ul style="list-style-type: none"> When two or more persons mutually participate in use of force or physical violence that requires physical intervention or results in injury.
Possession of a Controlled or Illegal Item	<ul style="list-style-type: none"> Not applicable as a minor 	<ul style="list-style-type: none"> Under the influence, possessing, distributing, or paraphernalia of drugs/alcohol/tobacco
Teasing & Name Calling/Harassment/Bullying	The policy of the School District is to maintain an educational, learning, and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, disability, or sexual orientation, including gender identify and expression. See Policy 413 for detailed information. Students are expected to be respectful of their peers and to refrain from engaging in teasing or name-calling that is intended to merely distract or annoy others. Teasing and name-calling may be considered a Major offense if it involves conduct that would violate RWPS policies and procedures prohibiting bullying, harassment, hazing, and discrimination.	
	<ul style="list-style-type: none"> Minor teasing Brief or low-intensity name calling or put downs Excluding others 	<ul style="list-style-type: none"> Negative comments related to another's race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, disability, age, or sexual orientation, including gender identity and expression Any repeated verbal/physical actions that appeared aimed to physically or emotionally hurt another that involve a real/perceived imbalance of power

Theft	<ul style="list-style-type: none"> Taking, possessing, or passing on someone else's property of minor value (i.e. – a pencil, a small toy) 	<ul style="list-style-type: none"> Deliberately taking something that belongs to someone else or the school, especially repeatedly Taking, possessing, or passing on someone else's property of more significant value (i.e. – a \$20 bill from teacher's desk)
Weapons	<ul style="list-style-type: none"> Not applicable as a minor 	<ul style="list-style-type: none"> Possession of any weapon, look-alike, or item brandished/used as a weapon

Major and Minor Referrals

Majors:

- Entered into Synergy
- Synergy Process
 - Login to Synergy
 - Incident Referral
 - Fill in all information
 - Date
 - Time
 - Refer to
 - Location
 - Description
 - Violation: major
 - Student involved
 - Interventions completed
- Admin level response



Minors:

- Classroom managed/response
- Entered into Minor Form
- Data Tracking:
 - Analyze for location, time, frequency, patterns etc.
 - Track tier 1 response/intervention

Red Wing Elementary Schools

K-6 PBIS



Building PBIS Leads:

Sunnyside: Liz Kittelson

Burnside:

Twin Bluff: Abbie Williams

Building PBIS Committee meet at least monthly

K-6 Tier 1 Components

- Daily Morning Meeting
 - Greeting
 - Share
 - Activity
- Calm Classroom
- Teach/Reteach PBIS Matrices
- Teach/Reteach daily routines and procedures
- Interactive Modeling of daily routines, procedures and Winger Pride expectations
- Behavior Specific Praise: 5 to 1 ratio
- Take a break:
 - Nonpunitive
 - Practice and teach procedure
- Buddy Room System
- K-2 and 3-6 Reflection Sheets
- Positive Notes Home
- Winger Pride Tickets
- Monthly Drawing
- Winger Pride Awards (individual)
- Monthly Golden Awards to an entire class
 - Cafeteria
 - Hallways
 - Art
 - Music
 - Phy-ed
 - STEM
 - Bathrooms
- Monthly Assemblies if able
- Quarterly Whole School Celebrations
- Data tracking:
 - Winger Pride Tickets
 - Majors/Minors

A note from XXXXX about my...

<input type="checkbox"/> Listening	<input type="checkbox"/> Not giving up
<input type="checkbox"/> Participation	<input type="checkbox"/> Leadership
<input type="checkbox"/> Following directions	<input type="checkbox"/> Kindness
<input type="checkbox"/> Hard work	<input type="checkbox"/> Learning


Be Safe • Be Kind • Be Responsible



Winger Pride

Name: _____

Be Safe
Be Kind
Be Responsible



Teacher _____ Grade _____

TAKE A BREAK

 **Sit...**
deep breaths

 **Think...**
(Winger Pride)

Plan...change?


?? Ask myself... 

Return... 




Winger Pride: Think Sheet

Name: _____ Date: _____


What happened?




I wasn't showing Winger Pride in:

Being Safe  Being Kind  Being Responsible 


How were you feeling before?




How did your action affect you?




How did you action hurt someone else?



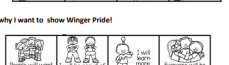
What can you do to make it better?



What will you do differently next time?



This is why I want to show Winger Pride!



Winger Pride Think Sheet

Name: _____ Date: _____

What happened?

When and where did it happen?

Who else was affected?

I wasn't showing Winger Pride in:

Being Safe Being Kind Being Responsible

How were you feeling before this happened?

Calm Disappointed Embarrassed Annoyed

Sad Lonely Ashamed/Guilty Worried

Scared Frustrated/Angry Jealous Nervous

Anxious Happy

What did you need or want?

To get attention To be in control To avoid doing work

To have something To get revenge To have fun

To feel happier To get away from someone To be included

I didn't understand what we were doing Other: _____

How do you feel now?

Calm Disappointed Embarrassed Annoyed

Sad Lonely Ashamed/Guilty Worried

Scared Frustrated/Angry Jealous Nervous

Anxious Happy

How did your action affect you?

I didn't learn as much People might not trust me as much now

I feel worse now People might think that I am not very kind

Other: _____

How did your action hurt someone else?

I hurt their feelings They didn't get to learn as much

I hurt their body They did not feel valued

I hurt something that belongs to them

What can you do to make it better?

Apologize Repair/fix it Ask what I can do to make it better

Do my work Clean up the mess Talk to an adult

Other: _____

What will you do differently next time?

Ask an adult for help Think before I speak Take 3 deep breaths

Focus on doing my work Move somewhere else Ignore

Chill- take a break

Winger Pride Tickets:

- Build staff and student capacity by focusing on behavior specific praise
- Building connections and relationships with students
- Research shows student behavior can improve 80% just by pointing out what they are doing well
- **Quarter 1 Goal: each student at least once a week**

Winger Pride Ticket Procedures:

1. Staff member observes a student or students demonstrating Winger Pride from the matrices.
2. Staff member gives students/students a Winger Pride ticket (fill out student name and initial), while giving Behavior Specific Praise tied to Winger Pride
3. The left side the student takes home with them, the right side stays at school.
4. Decide if the stubs are going into a class bucket or directly to the grade level bucket in the office
5. Record on your weekly tally sheet for Winger Pride tickets
6. Each week on Friday record your weekly tally sheet into your building level Winger Pride Ticket data tracking Google Sheet.
7. Monthly drawings at the end of each month
*these are our district/school wide procedures: if you choose to do additional you can add classroom level goals/rewards too

Monthly Drawing:

- At the end of each month, two students will be picked from each grade level container
- These students get to pick from their school Winger Pride Prize Menu
 - Prize menu created at the building level; include both tangible and experiences as prize choices
 - Each student can choose one friend to join them

Winger Pride Award (student):

- Staff members can nominate up to 4 students each month
- Nominate via Google Form
- Student receives a Winger Pride award with who recognized them and why
 - Given at assemblies if we are able to do them
- Student/Home connection

Winger Pride Award (staff):

- Staff members nominate another staff member
- Winners announced each week in staff newsletter
- Staff member receives an award with who nominated them and why

Golden Awards: (introduced mid-year)

- Given for non-classroom spaces
 - Cafeteria
 - Hallways
 - Art
 - Music
 - Phy-ed
 - STEM
 - Bathrooms
- Given by the adults that work in those spaces:
 - Classes that are showing growth/improvement
 - Class that are showing Winger Pride
- Given monthly at assembly if able
- Receiving class keeps the Golden award for the month, displayed in their room
- Teacher determines classroom level reward for receiving

Quarterly Whole School Celebrations:

- School wide celebration at the end of each quarter
- Earned by everyone

Data Tracking:

- Weekly tally sheet for Winger Pride tickets
- Winger Pride ticket data tracking Google Sheet
- Major/Minors

PBIS Website:

- Contains copies of all materials

K-6 Winger Pride Matrix

	Hallway	Playground	Bathroom	Cafeteria	Classroom	Office	Bus
Be Safe	<ul style="list-style-type: none"> Stay to the right Body to self Follow directions Walking feet Eyes forward 	<ul style="list-style-type: none"> Body to self and objects to self Follow directions Use equipment safely Wait your turn 	<ul style="list-style-type: none"> Eyes and body to self Feet on the floor Keep water and soap in the sink Wash hands for 20 seconds 	<ul style="list-style-type: none"> Hands and feet to self Follow directions Two hands on tray Pay attention Move Safely 	<ul style="list-style-type: none"> Follow directions Use materials appropriately Use walking feet Body to self 	<ul style="list-style-type: none"> Enter with walking feet Body to self 	<ul style="list-style-type: none"> Body to self and belongings to self Follow directions Stay seated facing forward Cross in front of the bus
Be Kind	<ul style="list-style-type: none"> Voice Level 0-1 Maintain personal space Smile with your eyes and wave to acknowledge adults and peers 	<ul style="list-style-type: none"> Voice Level 2-3 Show good sportsmanship Share and take turns Include others 	<ul style="list-style-type: none"> Voice Level 0-1 Wait your turn Allow privacy 	<ul style="list-style-type: none"> Voice Level 1-2 Use manners Include others . 	<ul style="list-style-type: none"> Voice Level 0-2 Attention on speaker Allow others to learn Use encouraging words Listen to other's ideas Share and take turns 	<ul style="list-style-type: none"> Voice Level 0-2 State your request/ask question Be polite Wait your turn 	<ul style="list-style-type: none"> Voice Level 1-2 Use kind words
Be Responsible	<ul style="list-style-type: none"> Keep hallway clean Admire items with eyes only 	<ul style="list-style-type: none"> Put equipment away Nature stays in nature Things on the ground stay on the ground Ask for help 	<ul style="list-style-type: none"> Get to business Flush Wash your hands Keep it clean 	<ul style="list-style-type: none"> Clean up after yourself Place garbage carefully Raise hand for help 	<ul style="list-style-type: none"> Keep your space clean Whole body listening Ask questions Ask for help Do your work Do your best 	<ul style="list-style-type: none"> Use office materials correctly 	<ul style="list-style-type: none"> Keep belongings in backpack Watch for your stop Line up quickly



Winger Pride K-6 SCHOOL-WIDE EXPECTATIONS

Voice Levels

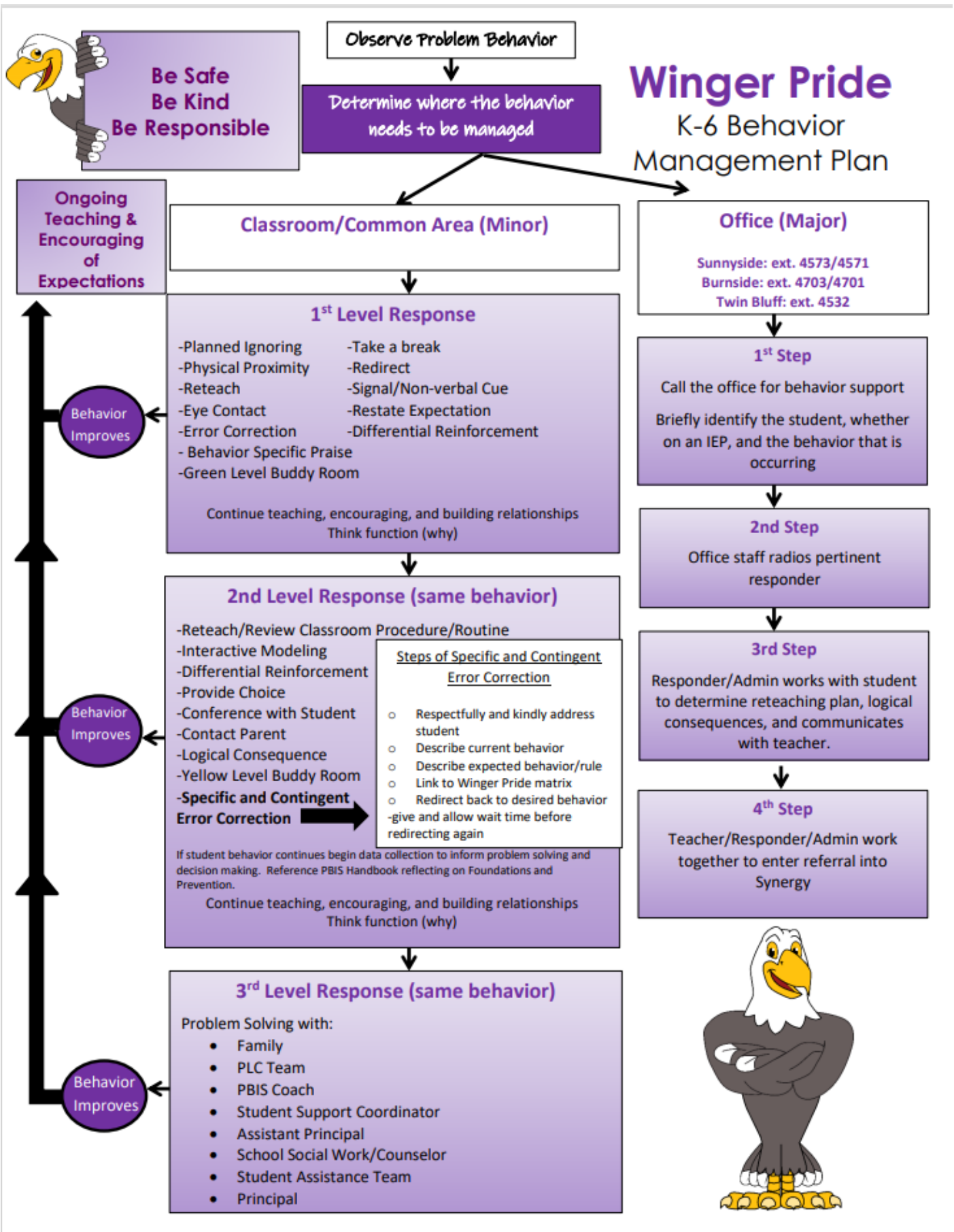
0 - Voice Off

1 - Whisper Voice

2 - Normal Voice

3 - Outside Voice

K-6 Behavior Management Plan



Buddy Room

Green	Yellow
Student needs a break	Student needs to fill out a Think Sheet
Student is to go to teacher's Buddy Room and gives him/herself a "re-set". Buddy Teacher checks in with student when a break in instruction. Student returns to class.	After a green or if the behavior warrants, the student is to go to the Buddy Room to fill out a Think Sheet. Buddy Teacher checks in with the student when there is a break in instruction.
No walking of hallways or taking laps	Think Sheet is given back to the referring teacher. Teacher and student process the Think Sheet together.

The Buddy Room system is a great Tier 1 and Responsive Classroom tool. It should be used as a Teacher Tool and not a student tool (except in pre-known cases i.e. case-manager talked with you, etc). Benefits of a buddy room system gives child and teacher space, keeps teaching momentum going, and prevents power struggles. The buddy room take a break will work effectively only if it is used nonpunitively. Please use them in sequential order, if possible.

Setting up buddy room with your partner teacher:

- Determine location in your room
- Utilize a timer in the space
- Model location and process with students in the spaces

Green → Purpose is a "break" for either you or the student. Please say something along the lines of "I notice you need a quick break. Please take the green lanyard/card to _____'s room." Green visits should be around 5-10 minutes (based on the child).

Yellow → Purpose is a "Break and/or Think" for the student. Please say something along the lines of "We tried a quick break. That didn't seem to be enough. I need you to reflect on what is happening. Please take the yellow lanyard/card to _____'s room."

- Remember when giving directions for the buddy room to keep your talking firm, calm and to a minimum.
- Students are warmly welcomed back to class upon their return.

Winger Pride Behavior Plan

1

An adult will give you a reminder about school expectations.

2

Take a **Green buddy room break**

3

Take a **yellow buddy room break and fill out a think sheet**

4

A teacher will call home so school and home can work together

Winger Pride: Think Sheet

Name: _____

Date: _____

What happened?

 <p>Did not follow directions</p>	 <p>Hurt Someone's Body</p>	 <p>Touched Things That Don't Belong to Me</p>	 <p>Used Hurtful Words</p>
 <p>Playing Instead of Working</p>	 <p>Left My Space Without Permission</p>	 <p>Being Unsafe</p>	 <p>Talking Instead of Listening</p>

I wasn't showing Winger Pride in:



Being Safe



Being Kind



Being Responsible

How were you feeling before?

 <p>I was angry.</p>	 <p>I was sad.</p>	 <p>I was worried.</p>	 <p>I wanted someone to give me attention.</p>
 <p>I wanted to get away from someone or something.</p>	 <p>I wanted to have fun.</p>	 <p>I wanted to have something.</p>	 <p>I didn't want to do my work.</p>

How did your action affect you?

 <p>I didn't get to learn as much.</p>	 <p>I feel more upset now.</p>	 <p>My classmates got upset with me.</p>	 <p>I lost a choice</p>
---	---	---	--



How did your action hurt someone else?

 It hurt their feelings.	 It hurt their body.	 They didn't get to learn as much.	 They did not feel valued.
--	--	--	--

What can you do to make it better?

 Apologize.	 Do my work.	 Clean up the mess.	 Ask what I can do to make it better.
---	--	---	---

What will you do differently next time?

 Ask an adult for help.	 Take some deep breaths.	 Keep my hands and feet to myself.	 Focus on doing my work.
 Follow directions.	 Use kind and peaceful words.	 Stay where I am supposed to.	 Listen.

This is why I want to show Winger Pride!

 People will want to be around me.	 I will be proud of myself.	 I will learn more.	 Everyone will be safer.
--	---	---	---

Winger Pride Think Sheet

Name: _____

Date: _____

What happened?

When and where did it happen?

Who else was affected?

I wasn't showing Winger Pride in:

- Being Safe Being Kind Being Responsible

How were you feeling before this happened?

- Calm Disappointed Embarrassed Annoyed
 Sad Lonely Ashamed/Guilty Worried
 Scared Frustrated/Angry Jealous Nervous
 Anxious Happy

What did you need or want?

- To get attention To be in control To avoid doing work
 To have something To get revenge To have fun
 To feel happier To get away from someone To be included
 I didn't understand what we were doing Other: _____



How do you feel now?

- Calm Disappointed Embarrassed Annoyed
 Sad Lonely Ashamed/Guilty Worried
 Scared Frustrated/Angry Jealous Nervous
 Anxious Happy

How did your action affect you?

- I didn't learn as much People might not trust me as much now
 I feel worse now People might think that I am not very kind

Other: _____

How did your action hurt someone else?

- It hurt their feelings They didn't get to learn as much
 It hurt their body They did not feel valued
 It hurt something that belongs to them

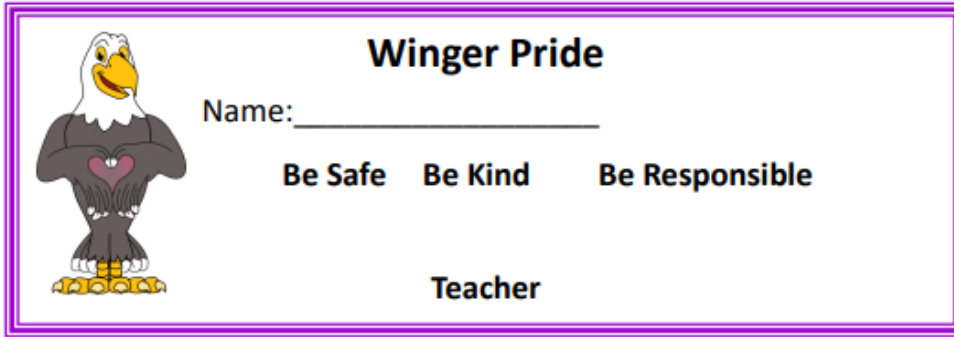
What can you do to make it better?

- Apologize Repair/Fix It Ask what I can do to make it better
 Do my work Clean up the mess Talk to an adult
 Other: _____

What will you do differently next time?

- Ask an adult for help Think before I speak Take 3 deep breaths
 Focus on doing my work Move somewhere else Ignore
 Chill- take a break

Winger Pride Tickets



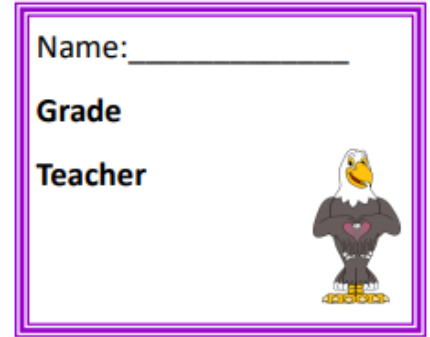
Winger Pride

Name: _____

Be Safe Be Kind Be Responsible

Teacher _____

This template features a cartoon eagle with a heart on its chest on the left. The text is centered and includes a line for the student's name, the three core values, and a line for the teacher's name.

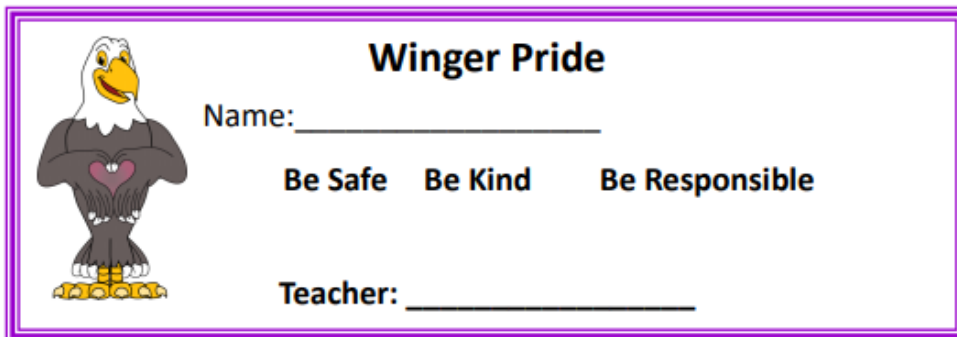


Name: _____

Grade

Teacher

This template features a cartoon eagle with a heart on its chest on the right. The text is on the left and includes lines for the student's name, grade, and teacher's name.



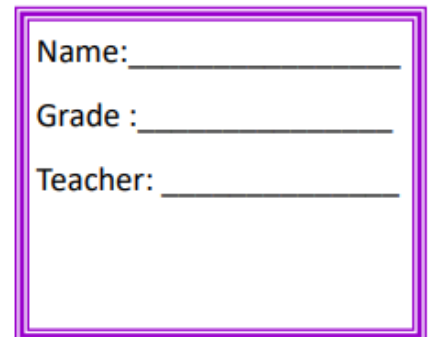
Winger Pride

Name: _____

Be Safe Be Kind Be Responsible

Teacher: _____

This template features a cartoon eagle with a heart on its chest on the left. The text is centered and includes a line for the student's name, the three core values, and a line for the teacher's name.



Name: _____

Grade : _____

Teacher: _____

This template is a blank form with lines for the student's name, grade, and teacher's name.

Two Versions this year:

- One will be customizable with your name and grade
- We are using regular paper instead of the ticket paper as the tickets were just too small for writing on
- Each building will have a paper perforator that turns the paper into a tear away or you can choose to have students cut them

Red Wing High School

7-12 PBIS



PBIS Leads Committee

- Lessons Committee: Joanie Heineman
- Student Recognition Committee: Nicky Larson
- Data Committee:
- Visuals Committee:
- Staff Recognition Committee:
- CICO Committee:
- Student Focus Groups Committee: Molly Kiefer

Meeting Dates:

- PBIS Leads: Meet the 4th Tuesday of every month
- PBIS Committees:

7-12 Tier 1 Components

- Responsive Advisory 7-8 grade
- Calm Classroom
- Teach/Reteach PBIS Matrices
- Teach/Reteach daily routines and procedures
- Behavior Specific Praise: 5 to 1 ratio
- Winger-Grams
- Winger Pride Postcards
- Student of the Month
- Data tracking:
 - Majors/Minors



Red Wing High School: School Wide Student Recognition System

Red Wing High School's student recognition program is multifaceted . It happens in two main directions and also happens within several different student groups at Red Wing High School. The directions of our PBIS recognition program are:

1. Student → Student
2. Staff → Student

Student groups that support the student recognition program are:

1. SOAR
2. Student Council
3. Other activity groups

SOAR is currently implementing several student recognition programs including:

- Staff-to-student postcards recognizing Winger Pride:
 - Staff can find these in the mailroom. Fill out the student name and address, write your note and leave it in Robin Pagel's mailbox and SOAR will send.
 - We will start to have a more systematic approach to be more consistent and more frequent mailings.
- Student of the Month.
 - SOAR receives nominations from teachers. This will come to staff in your email as a Google Form. SOAR will print and send all nominations home to the student and family. Winners are announced in school and given small prizes.
- Spring Student Recognition Night.
 - This is a night where each staff person recognized one student for ANY reason to be honored. Students, family and staff gathered for ice cream. Very positive event

Student Council:

- Student council builds the school community culture with many different activities, weekly school spirit activities, and other uplifting positive events.
- Some examples are, but not limited to:
 - Game night
 - Good morning donuts at the door
 - Homecoming Week
 - Spirit weeks

Winger-Grams

- Filled out by students recognizing their peers or staff
- Delivered to recipients by the Winger Bird

Red Wing High School: School Wide Staff Recognition System

Our staff recognition program underneath the PBIS umbrella happens in three different ways.

1. Student → Staff
2. Staff → Staff
3. All staff invited celebrations

The members of our staff recognition committee are tasked with creating programs and opportunities for all 3 facets of staff recognition to happen. All staff members need positive reinforcement and positive affirmation. This committee will build a culture of positivity, appreciation, and unity amongst all staff members of Red Wing High School

7-12 Winger Pride Matrix

	Hallway	School Events	Bathroom	Cafeteria	Classroom	Bus
Be Respectful	<ul style="list-style-type: none"> Voice Level 0-2 Maintain personal space Use cordial language 	<ul style="list-style-type: none"> Voice Level 0-3 Dress for event Follow directions 	<ul style="list-style-type: none"> Voice Level 0-1 Wait your turn Allow privacy 	<ul style="list-style-type: none"> Voice Level 1-2 Use manners Include others 	<ul style="list-style-type: none"> Voice Level 0-2 Follow directions Use cordial language Allow others to learn Listen to other's ideas Share and take turns 	<ul style="list-style-type: none"> Voice Level 1-2 Stay in your seat Follow bus rules Keep aisle clear Use cordial language
Be Responsible	<ul style="list-style-type: none"> Move safely Be on time Have a hall pass Sign out if leaving and use door #1 	<ul style="list-style-type: none"> Take ownership of actions 	<ul style="list-style-type: none"> Flush Wash Hands Return to class promptly 	<ul style="list-style-type: none"> Follow line procedures Stay in designated area 	<ul style="list-style-type: none"> Be prepared Be on time Use materials correctly Do your work 	<ul style="list-style-type: none"> Be on time Watch for your stop
Be Proud	<ul style="list-style-type: none"> Keep hallway clean 	<ul style="list-style-type: none"> Show good sportsmanship Show positive school spirit Support teammates 	<ul style="list-style-type: none"> Keep bathroom clean 	<ul style="list-style-type: none"> Putting away trays Pushing in chairs Picking up garbage 	<ul style="list-style-type: none"> Keep your space clean Ask questions Ask for help Help others Do your best 	<ul style="list-style-type: none"> Pick up after yourself Help others



Winger Pride 7-12 SCHOOL-WIDE EXPECTATIONS

Voice Levels

0 - Voice Off

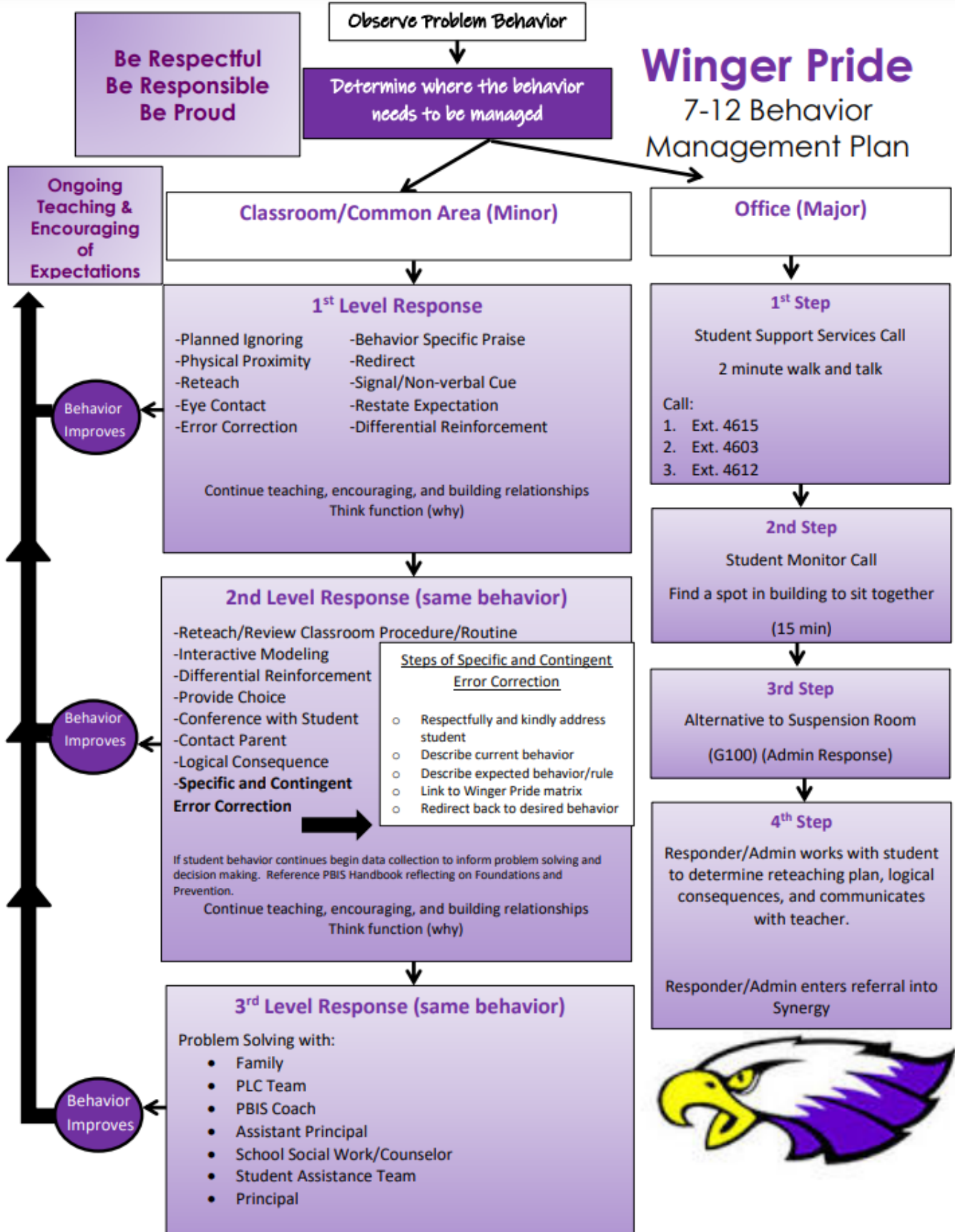
1 - Whisper Voice

2 - Normal Voice

3 - Outside Voice

7-12 Behavior Management Plan

Winger Pride 7-12 Behavior Management Plan



Winger Pride Behavior Plan

1 An adult will give you a reminder about school expectations

2 Student Support Services
• 2 Minute Walk & Talk

3 Up to a 15 minute reset, reflect, reteach conversation with student monitor

4 Administrative Response

Bibliography

- LaSalle, Tamika P. *Culturally Responsive Positive Behavioral Interventions & Supports: Leveraging Existing Systems to Advance Equity*. 2021.
- Minnesota Department of Education. "Positive Behavioral Interventions and Supports." *Minnesota Department of Education*, 2021, <https://education.mn.gov/MDE/dse/sped/pbis/index.htm>. Accessed 9 July 2021.
- Minnesota PBIS. "PBIS Research." *Minnesota PBIS*, <http://pbismn.org/about/pbis-research.php>. Accessed 9 July 2021.
- Minnesota PBIS. "What Outcomes are Associated with PBIS?" *Minnesota PBIS*, 2021, <http://pbismn.org/about/pbis-outcomes.php>. Accessed 9 July 2021.
- Simonsen, Brandi, et al. "Supporting and Responding to Behavior." *Ideas that Work*, U.S. Office of Special Education Programs, 2015, <https://osepideasthatwork.org/evidencebasedclassroomstrategies/>. Accessed 9 July 2021.