

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

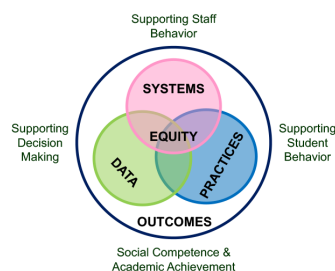


Millview Elementary School

Positive Behavior Interventions and Supports (PBIS)

Tier I Handbook

2025-2026



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Overview of PBIS

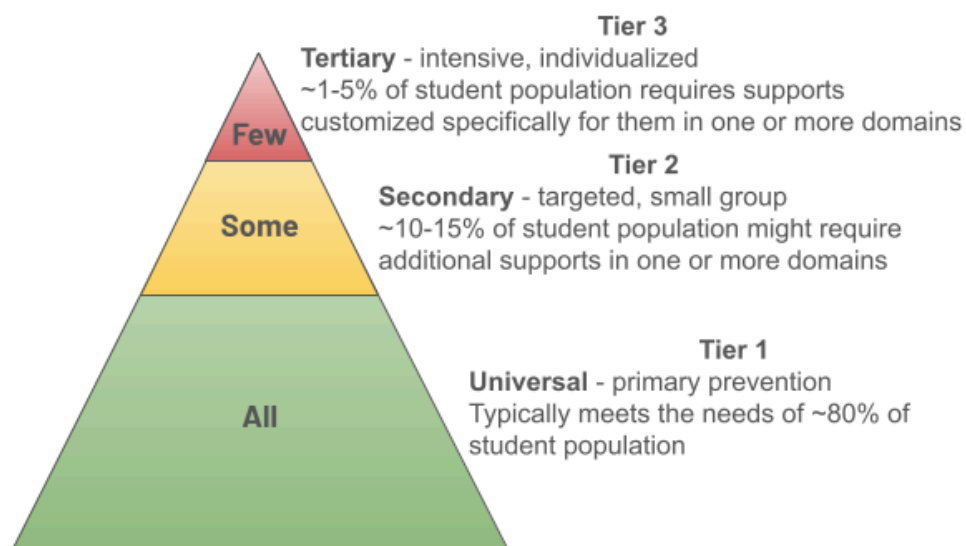
Positive Behavioral Interventions and Supports (PBIS) is a *framework* for organizing systems and practices that focus on creating a positive and supportive school culture for all. PBIS is **NOT** a curriculum, intervention, or practice, but is a *decision-making framework* that guides the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students (OSEP Center on PBIS). This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience support based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive support at the universal or primary tier. Suppose the behavior of some students is not responsive. In that case, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier) (OSEP Center on PBIS).

The PBIS handbook is designed to help establish a foundation for delivering regular, proactive support, and preventing unwanted behaviors. Five core principles guide Tier 1 so that there may be a clear understanding to staff, students, families, and community members. The core principles are:

1. Effectively teach appropriate SEB skills to all students
2. Intervene early before unwanted behaviors escalate
3. Use research-based, scientifically validated interventions whenever possible
4. Monitor student progress
5. Use data to make decisions

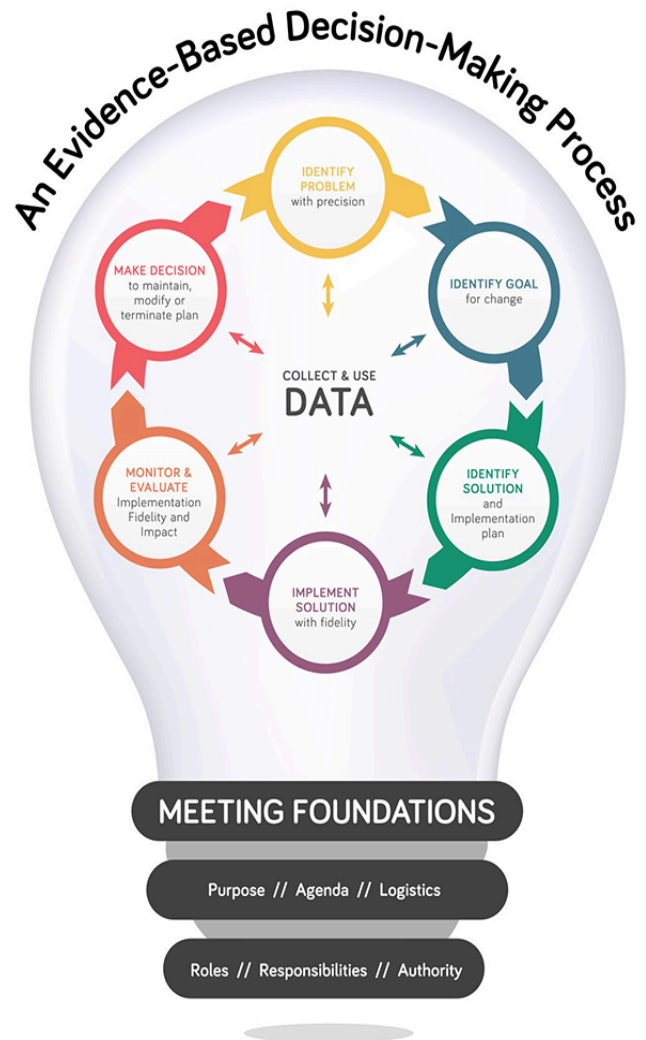
As teams work together to build a culture of well-being, belonging, and safety it is important to stay true to these core principles. Tier 1 serves as the foundation upon which all other systems are built.



TIPS

Team-Initiated Problem-Solving Agenda

Collect & Use Data
<p>To precisely identify what problem the team needs to solve, it needs to answer:</p> <ul style="list-style-type: none"> • What is the problem we are trying to solve? • Where is the problem happening? • When is the problem likely to occur? • Who contributes to the problem most often? A few students? A specific grade level? • Why does the problem seem to keep happening?
<p>To identify a goal the team must:</p> <ul style="list-style-type: none"> • How they'll know when a problem is resolved. • What does success look like? • When do the team expect to see the problem resolved?
<p>Identify solutions and create a plan by answering:</p> <ul style="list-style-type: none"> • What are we going to do? <p>Solutions should include ideas for:</p> <ul style="list-style-type: none"> • Prevention strategies • Teaching approaches • Opportunities to recognize desired behavior • Ways to stop unwanted behaviors • Strategies to deliver consequences for unwanted behaviors
<p>Implement the solution by continually monitoring the plan to be sure to complete the steps they said they would complete. Also, allows teams to know where they are in the implementation plan.</p>
<p>Monitor the <u>solution impact to answer</u>:</p> <ul style="list-style-type: none"> • Did it work? <p>Collecting data to see if the team has met the goal, showed progress, or gotten worse.</p>
<p>Decide what to do next by answering:</p> <ul style="list-style-type: none"> • Do we continue working toward the goal? • Are there modifications we need to make to be more successful? • Do we need to revise our goal to make it measurable or feasible?



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Tier 1 PBIS Team

The Hyperlink Has All T1 Agendas

The Tier I team is responsible for the development and monitoring of their site's Tier I, universal foundations (e.g., expectations, consequences, and acknowledgments). We monitor and support the fidelity of the Tier I implementation. The Tier I PBIS team operating procedures are to: meet at least monthly and have (a) a regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. The Tier I team will review and use discipline data and academic outcome data at least monthly for decision-making. The PBIS team will share school-wide data regularly with faculty and faculty will be able to provide input on universal foundations at least once a year. Stakeholders (students, families, and community members) will also provide input at least once a year.

PBIS Team Members

Tier 1: Universal PBIS Team

Team meets monthly, 1 hour minimum	Member	Typically Filled by	Role & Responsibilities
	PBIS Facilitator	Certificated Staff Member	Facilitates monthly team meetings. Serves as lead contact for the team. Works with a Culture & Climate coach. Attends monthly Community of Practice (CoP)
	Site Administrator	Principal/Vice Principal	Takes a lead in guiding problem-solving & supports staff time for PBIS meetings.
	Behavioral Expertise	Counselor/Psychologist/ Intervention Specialist	Provides technical expertise to guide intervention.
	Family Member(s)	Parent(s)/Caregiver(s) representative of students, cultures, and community.	Provides consultation on how PBIS can carry into the home. Helps establish the engagement needed for shifting the school-wide culture.
	Classified and Certificated Staff	Classified and Certified staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals.	Acts as an active team member providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities.
	Student (HS Required membership)	Current student enrolled at the site.	Provides student input and voice on decisions affecting them to improve buy-in on PBIS initiatives.

PBIS Tier 1 Teams typically consist of 6-10 members, based on the size, needs, and availability of staff and school.

PBIS TIPS Team Member Responsibilities

Our Tier I team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture for this team.

Facilitator/ Team Lead Responsibilities	Data Analyst Responsibilities
<ol style="list-style-type: none"> <i>Before</i> meeting, provides agenda items to Minute Taker Starts meeting on time Determines date, time, and location of next meeting Manages the “flow” of meeting by adhering to the agenda Prompts team members (as necessary) with the TIPS problem-solving “mantra” <ol style="list-style-type: none"> Do we have a problem? What is the precise nature of the problem? Why does the problem exist, and what can we do about it? For problems with existing solution actions <ol style="list-style-type: none"> What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped? What will we do to improve implementation of our solution actions? Are implemented solution actions “working” (i.e., reducing the rate/frequency of the targeted problem to our Goal level)? Is active participant in meeting 	<ol style="list-style-type: none"> <i>Before</i> meeting (items a-c to appear in written Data Analyst’s Report) <ol style="list-style-type: none"> Describes <i>potential new problems</i> with precision (What, Who, Where, When, Why) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems Provides update on <i>previously-defined problems</i> (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal) Distributes Data Analyst’s Report to team members Asks Facilitator to add potential new problems to agenda for meeting <i>At</i> meeting <ol style="list-style-type: none"> Leads discussion of potential new problems Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports) Is active participant in meeting
Minute Taker Responsibilities	Team Member Responsibilities
<ol style="list-style-type: none"> <i>Before</i> meeting <ol style="list-style-type: none"> Collects agenda items from Facilitator Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD <i>At</i> meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary Is active participant in meeting <i>After</i> meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours 	<ol style="list-style-type: none"> <i>Before</i> meeting, recommends agenda items to Facilitator <i>At</i> meeting, responds to agenda items and <ol style="list-style-type: none"> Analyzes/interprets data; determines whether a new problem exists Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline Discusses/selects solutions for new problems For problems with existing solution actions <ol style="list-style-type: none"> Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped? Suggests how implementation of solution actions could be improved Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)? Is active participant in meeting

Team Purpose and Team Agreements

Team Purpose	Team Agreements
<p>Coordinate implementation of Tier I systems and supports</p> <ul style="list-style-type: none"> Monitor fidelity of implementation and overall status of progress towards goals/grade level benchmarks Identify and develop data-based plans for new schoolwide problems 	<p>Respect</p> <ul style="list-style-type: none"> Before Meeting <ul style="list-style-type: none"> Complete tasks Inform the facilitator of your absence Timeliness is important for success During Meeting <ul style="list-style-type: none"> Maintain focus on the task being discussed Remain engaged and avoid distractions Start and end meeting on time <p>Relevance</p> <ul style="list-style-type: none"> Question fidelity of implementation

	<ul style="list-style-type: none"> Make data-based decisions based on precision statements (what, where, when, who, why & how often) <p>Reality</p> <ul style="list-style-type: none"> Think about feasibility, social acceptability, and contextual fit
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Tier I Team Meeting Schedule

[TFI Item 1.2](#)

The Tier I team meets once a month in the **(P2)**. This is the schedule for the 2024-25 school year.

Date	Time	Date	Time
Aug	3:15 PM	8/11/25	4:15 PM
Sep	3:15 PM	9/8/25	4:15 PM
Oct	3:15 PM	10/13/25	4:15 PM
Nov	3:15 PM	11/3/25	4:15 PM
Dec	3:15 PM	12/8/25	4:15 PM
Jan	3:15 PM	1/26/26	4:15 PM
Feb	3:15 PM	2/24/26	4:15 PM
Mar	3:15 PM	3/16/26	4:15 PM
Apr	3:15 PM	4/20/26	4:15 PM
May	3:15 PM	5/11/26	4:15 PM

Team Members

[TFI ITEM 1.1 & 1.2](#)

Role	Name	E-mail
Administrator	Veronica Carrillo	veronicacarrillo@maderausd.org
Facilitator	Ana Mejia	anamejia@maderausd.org
Minute taker	Susana Maduena	susanamaduena@maderausd.org
Data Analyst	Colin O'Callaghan	colinocallaghan@maderausd.org
Team Member	Sandra Wigger	sandrawigger@maderausd.org
Team Member	Jennifer Sarden	jennifersarden@maderausd.org
Team Member	RHONDA JEFFERSON-COUNSEL	rhondajefferson-counsel@maderausd.org
Team Member	Marciela Ramirez	marceliaramirez@maderausd.org
Team Member	Carmen Croom	carmencroom@maderausd.org
Team Member (parent)	Alejandra Flores De Sanchez	alejandrafloresdes@madearusd.org
Student Rep		
PBIS Coach	Marlo Davis	marlodavis@maderausd.org

BEHAVIORAL EXPECTATIONS

[TFL ITEM 1.3 & 1.4](#)

MILLVIEW EAGLES BEHAVIORAL EXPECTATIONS



S

SELF-CONTROL

O

ON-TASK

A

ACCOUNTABLE

R

RESPECTFUL

PLAYGROUND

- Walk on blacktop areas and wood chips
- Keep hands, feet, and objects to yourself
- Use equipment properly and safely

- Stay in line when walking to class
- Get some exercise
- Play organized games

- Return equipment used to proper area
- Listen to yard duty staff
- Freeze when bell rings & walk to your line when instructed

- Wait your turn and share the equipment
- Throw away trash in the trash cans
- Help others make good choices

RESTROOM

- Be quick, quiet, and clean
- Use restroom during your recess and lunch time
- Use inside voices

- Use the restroom only when needed
- Hush, Rush, Flush

- Use appropriately and wash your hands
- Walk and keep feet on the floor
- Return to class promptly

- Keep restrooms clean
- Allow privacy of others
- Patiently wait your turn

CAFETERIA

- Only eat your food
- Walk at all times
- Wait patiently in line keeping hands, feet, and objects to yourself

- Eat in a timely manner
- Throw away all trash

- Clean your space after you are finished
- Help keep cafeteria floors clean

- Say Please & Thank you
- Use good manners at all times, listen to staff
- Wait your turn
- Remain quiet while eating

HALLWAY

- Stay in a straight line
- Keep hands & feet to self

- Listen to your teachers directions
- Be in the right place at the right time

- Go quickly to destination
- Keep hallways clean

- Walk quietly
- Be friendly
- Watch out for others

DISMISSAL

- Follow expectations
- Wait in designated loading zone area

- Leave on time with your class so you dont miss the bus

- Keep hands, feet, and objects to yourself
- Wait for an adult to help you cross the street

- Listen to staff instructions
- Move calmly and quietly

LIBRARY

- Walk quietly
- Keep hands, feet, and objects to yourself

- Be prepared to discuss what you learned
- Read while waiting

- Return books on time
- Follow library expectations

- Use whispering voices
- Listen to staff instructions
- Handle books with care

EXPECTATIVAS DE COMPORTAMIENTO DE MILLVIEW



S

AUTO-CONTROL

O

ENFOCADO

A

RESPONSABLE

R

RESPETUOSO

PATIO DE RECREO

- Caminar sobre áreas asfaltadas y astillas de madera
- Mantenga las manos, los pies y los objetos a sí mismo
- Use el equipo de manera adecuada y segura

- Manténgase en línea cuando camine a clase
- Haz ejercicio
- Juega juegos organizados

- Devuelva el equipo usado a la área adecuada
- Escuche al personal de servicio de patio
- Pare de jugar cuando suene la campana y camine hacia su línea cuando se le indique

- Espera tu turno y comparte el equipaje
- Tire la basura en los botes de basura.
- Ayude a otros a tomar buenas decisiones

BAÑO

- Sea rápido, silencioso y limpio
- Use el baño durante el recreo y la hora del almuerzo.
- Usa voces internas

- Use el baño solo cuando sea necesario
- Silencio, prisa y descargar el baño

- Úselo apropiadamente y lávese las manos
- Camina y mantengan los pies en el suelo
- Regrese a clase de inmediato

- Mantener limpios los baños
- Permitir la privacidad de los demás
- Espera pacientemente tu turno

CAFETERÍA

- Solo come tu comida
- Caminar en todo momento
- Esperar pacientemente en la fila manteniendo las manos, los pies y los objetos a sí mismo

- Come y no gaste tiempo en platicando
- Tira toda la basura

- Limpia tu espacio después de que hayas terminado
- Ayuda a mantener limpios los pisos de la cafetería

- Di por favor y gracias
- Use buenos modales en todo momento
- Espera tu turno
- Permanezca callado mientras come

PASILLO

- Mantente en línea recta
- Mantén las manos y los pies quietos

- Escucha las instrucciones de tus maestros
- estar en el sitio adecuado en el momento justo

- Ve rápido a tu destino
- Mantenga limpios los pasillos

- Camina tranquilamente
- Sé amable
- Ten cuidado de otros

DESPIDO

- Siga las expectativas
- Espere en el área de la zona de carga designada

- Sal a tiempo con tu clase para que no pierdas el autobús

- Mantenga las manos, los pies y los objetos a sí mismo
- Espera a que un adulto te ayude a cruzar la calle.

- Escuche las instrucciones del personal
- Muévete con calma y rapidez

BIBLIOTECA

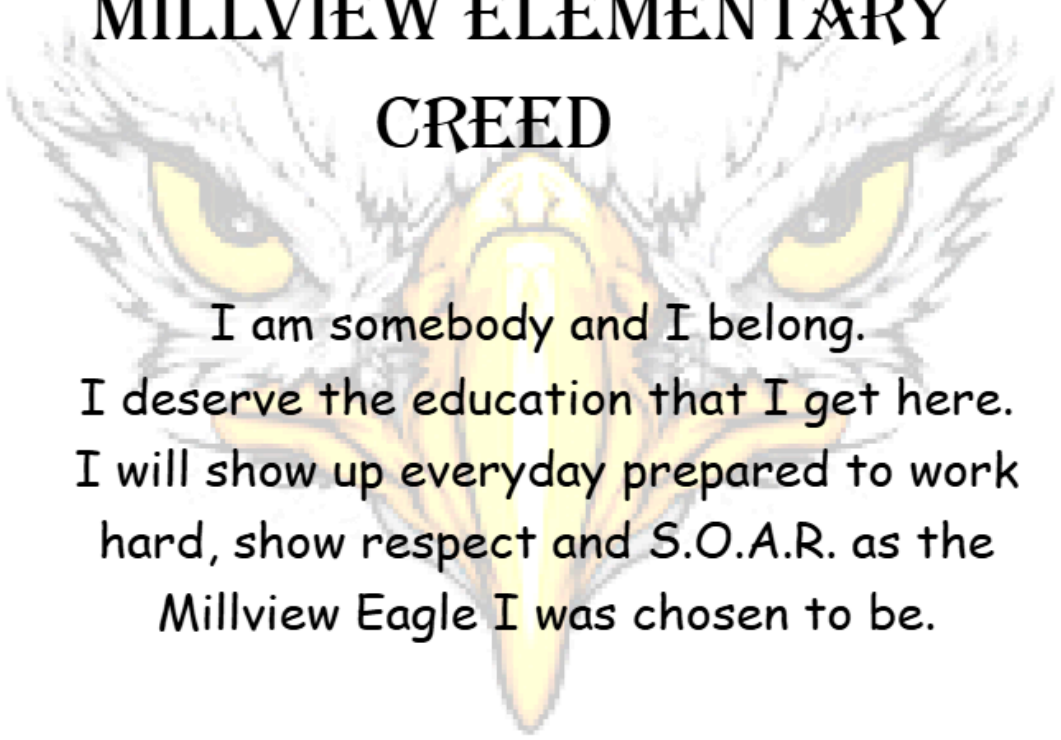
- Camina tranquilamente
- Mantenga las manos, los pies y los objetos a sí mismo

- Está preparado para discutir lo que aprendió
- Lee mientras esperas

- Devuelve libros a tiempo
- Siga las expectativas de la biblioteca

- Usa voces susurrantes
- Escuche las instrucciones del personal
- Tengan cuidado con los libros

MILLVIEW ELEMENTARY CREED

A stylized eagle head logo with yellow eyes and a yellow beak, serving as a background for the creed text.

I am somebody and I belong.
I deserve the education that I get here.
I will show up everyday prepared to work
hard, show respect and S.O.A.R. as the
Millview Eagle I was chosen to be.

Lesson Plans (include all locations)
(CONSIDER CREATING A FOLDER FOR LESSON PLANS AND ADDING LINK HERE)

Teaching Behavior Expectations: School-Wide Plan for 2025-26

[PBIS Welcome Back to School](#)

[PBIS Brochure for Parents](#)

[Expectations review video for Students](#)

[Teacher survey for Refocus feedback](#)

[Teacher Survey for SOAR expectations](#)

[Refocus Reflection Sheet](#)

[Playground Expectations for Noon Aides and Staff](#)

[Millview Passport Walkthrough](#)

[Teacher Managed Responses](#)

[Minors vs Majors](#)

Discipline Data Review

Plan for Reviewing School-Wide Expectations

Time	How will staff be trained?	What lessons will be taught?	Who is involved?	What materials are needed?	How will we know that teaching took place?
1st Week	PBIS Kickoff Institute Day	All (Reference PBIS Passport)	All staff	Passport & School Wide Matrix	Passport submission to administration for Brag Tag
Daily	Staff Weekly announcements	Immediate areas of need	All staff	School Wide Matrix	Reduction of referrals
Monthly	Grade Level Leads Following PBIS Tier 1 Meeting	Hot spots from the previous month	All staff	School Wide Matrix	Reduction of referrals
After Every Break	PBIS Tier 1 Facilitator	All areas	All staff	School Wide Matrix	Reduction of referrals

Acknowledgment/Feedback System

TFI Item 1.9

Acknowledgment System Matrix

Guiding Question/Task	Eagle Ticket System	Character Trait Ticket System	Staff Acknowledgment	
<i>How does the system work?</i>	The staff gives students tickets when students are showing behaviors that mirror our SOAR acronym	Each classroom teacher nominates a student who has demonstrated excellence in the character trait for the month	Acknowledge	
<i>Which behaviors/outcomes will be acknowledged?</i>	Refer to behavior matrices in the classroom, cafeteria, hallway, etc. to identify positive behaviors	Refer to character trait lessons	Passing out Eagle Bucks	
<i>Who will provide recognition?</i>	All faculty/staff will have tickets	During the Monthly morning ceremonies	Admin	
<i>Who will receive recognition?</i>	All students.	One identified student per month as chosen by the classroom teacher	Monthly drawings for teachers	
<i>How often will recognition occur?</i>	Daily recognition when receiving tickets.	One time per month at a monthly rally	Monthly or quarterly	
<i>What will be the incentives?</i>	Access to the Eagles Store: Snacks, Toys,	A book of their choice from the book vending machine and a certificate	Gift cards or snacks	
<i>How will rewards be provided?</i>	Paper tickets	Certificate	In staff meetings	
<i>How/when will the system be taught to the students and staff?</i>	Teach to students in the classroom during the first week of school. Present to staff during institute days, ensuring classified staff receive training as well.	Teach to students in the classroom during the first week of school. Present to staff during institute days.		

Acknowledgment Ticket



<i>Millview Elem. School</i>	
<i>Rising Star</i>	
I saw this student "S.O.A.R" when: _____	

Student: _____	Date: _____
Teacher: _____	Referring Staff: _____



Problem Behavior Definitions, Discipline Policies:
[TFI 1.5 & 1.6](#)

Millview Elementary School

Behavioral Management Flow Chart



Prepare students, pre-correct potential misbehavior(s) using PBIS guidelines, intentionally set the tone for the next event/task

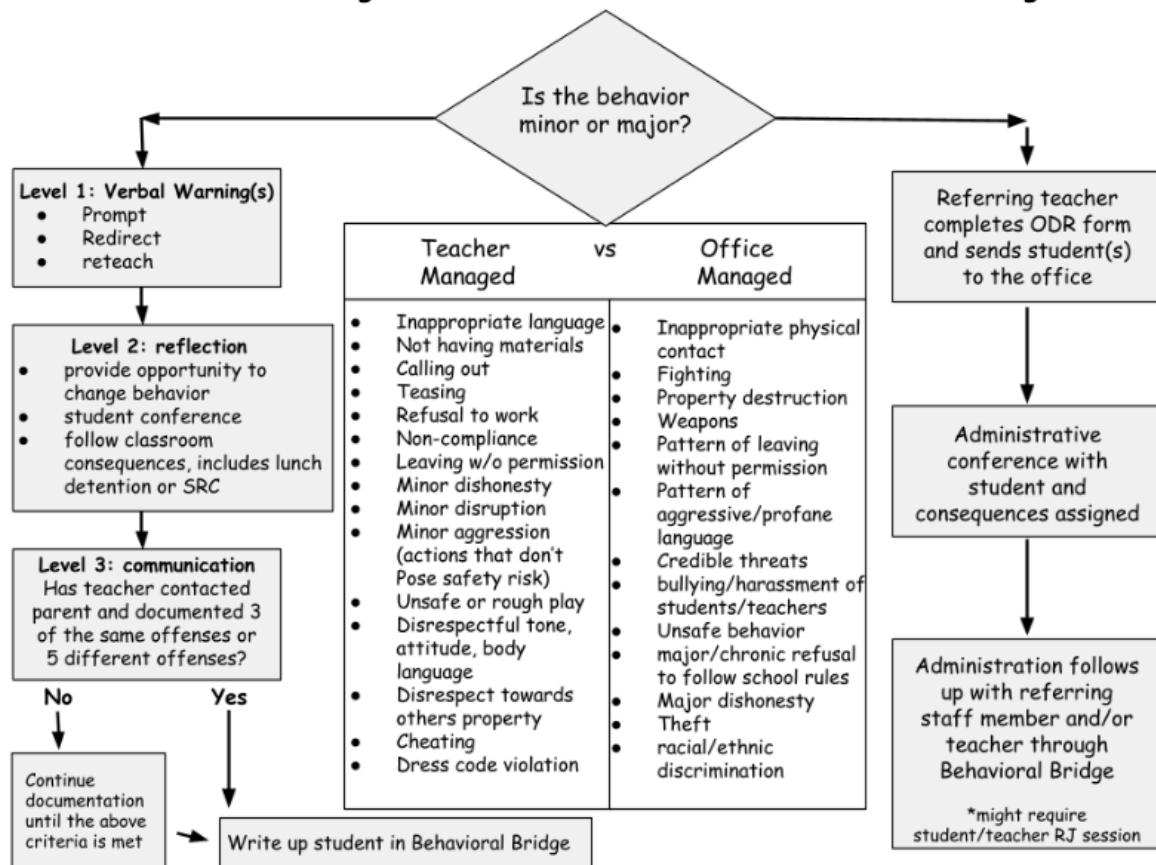


Observe and identify problem behavior

Teacher cannot teach and/or student(s) cannot learn

Teacher Managed

Office Managed



Notes: ODR stands for Office Discipline Referral, if filled out and the student is sent to office, an incident report still needs to be done in Behavioral Bridge when the teacher has a free minute.

Elementary Majors & Minors

Minor Discipline Incidents: discipline incidents that can be handled by the classroom teacher with classroom interventions and/or parent phone call and usually do not warrant a major discipline referral to the office. Minors are **offenses** that should be documented in Referral Rhino so that the PBIS team can use the data to determine which students need more intense intervention.

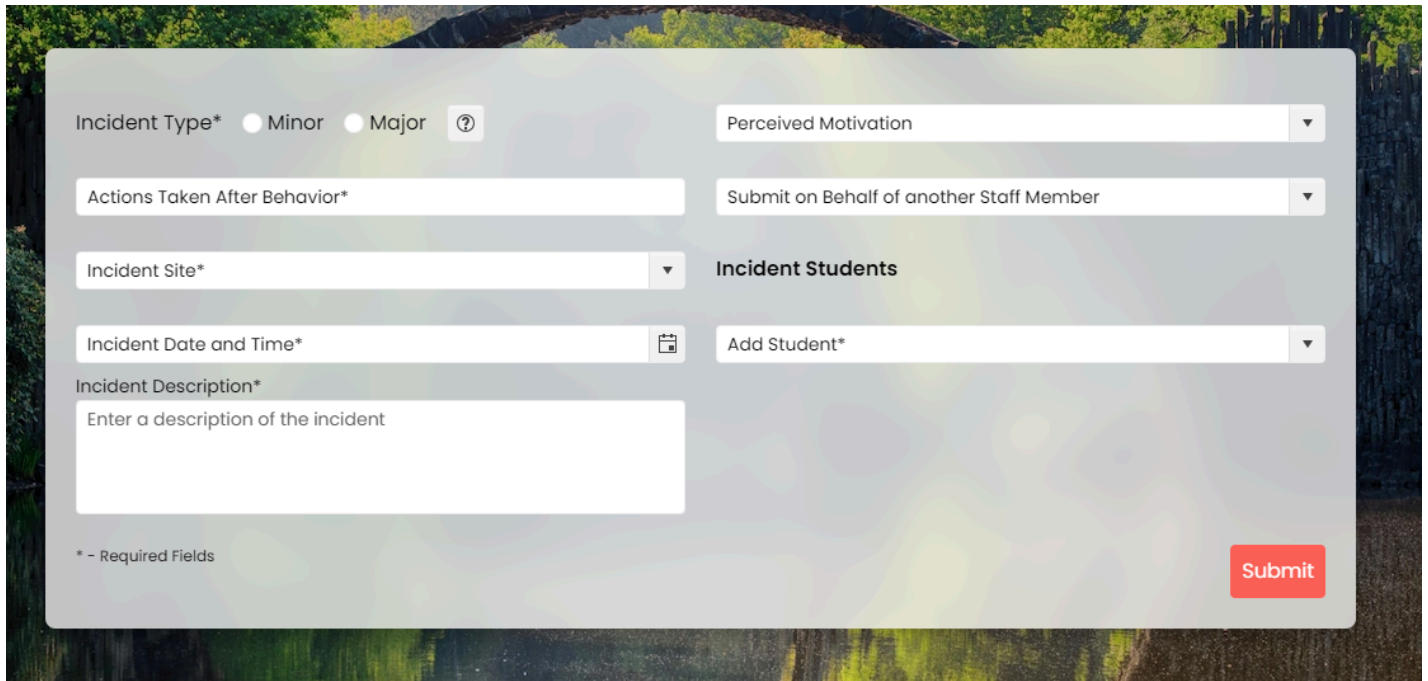
Major Discipline Incidents: discipline incidents that warrant immediate removal of the student from the classroom or other campus location and need the **immediate** attention of an administrator.

Emergency/Crisis Incidents: require immediate response from administration. These incidents may cause short-term change to a school's overall safety plan, and may include, but are not limited to: bomb threats, weapons alerts, intruders, fire evacuations, suicidal ideations, threat to self, etc. Please contact the office/administrator immediately by phone.

MINOR Staff Managed Behaviors	Definition (Non-Safety Issues)	MAJOR Office Managed Behaviors	Definition (Possible Safety Issues)
Inappropriate Language or Gestures	Student engages in low-intensity instances of inappropriate language, name-calling, negative speech, teasing, or profanity.	Inappropriate Language or Gestures	Verbal messages, or gestures towards a peer or staff member that include explicit swearing, or abusive language based on race, ethnicity, religion, gender, body shaming, and disability.
Physical Contact (roughhousing)	Student engages in non-serious, but inappropriate physical contact.	Fighting/ Physical Aggression	Actions involving serious intentional physical contact where injury may occur. The intent is to injure.
Disruptive	Student engages in off-task behavior that keeps themselves and others from learning, engaging in play, or fully participating in other aspects of the school day. Behavior is corrected with reminders, warnings, and/or teacher prompts.	Disruptive	Student engages in high-intensity behavior that is non-compliant with supervision or attempts to correct with tier 1 interventions. The behavior negatively impacts the whole class learning environment and/or the positive culture of the playground.
Defiance/ Disrespect	Student does not follow school and/or classroom expectations for behaviors. A student may also not initially follow verbal directions given by staff. The behavior can be corrected with Tier 1 classroom interventions prompts, reminders, and/or parent contact.	Defiance/ Disrespect	The intensity of the student's lack of adherence to the classroom/school expectations for behaviors are impacting the ability of the student and others to learn, engage in play, or fully participate in other aspects of the school day and the student's behavior has not changed after Tier 1 classroom interventions, prompts, reminders, and parent contact.
Property Misuse	Student misuse of school or personal property other than its intended use.	Vandalism	Student participates in an activity that results in permanent destruction or disfigurement of school or personal property.
Electronics	Student misuse of school property (i.e. chromebooks, tablets) other than its intended use. (See also Harassment / Bullying)	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
		Harassment / Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Any minor behavior that is constant, specific, and targeted toward a specific student(s).

MUSD Referral Form

(Electronic Submissions through [Behavior Bridge](#))



The screenshot shows a web form for reporting incidents. It includes fields for Incident Type (Minor/Major), Perceived Motivation, Actions Taken After Behavior, Incident Site, Incident Date and Time, Incident Description, and Incident Students. A red Submit button is located at the bottom right. A legend indicates that asterisks denote required fields.

Incident Type* ☐ Minor ☐ Major

Perceived Motivation

Actions Taken After Behavior*

Submit on Behalf of another Staff Member

Incident Site*

Incident Students

Incident Date and Time*

Add Student*

Incident Description*
Enter a description of the incident

* - Required Fields

Submit

PBIS Staff/[TFI 1.7 & 1.10](#)

PBIS Staff/Interested Parties Professional Development Plan

Staff Survey

[PBIS Kick-Off Training](#)

Staff Weekly Updates - PBIS Section: Contains Important Reminders/Events,
Monthly Character Traits, and Resources
Student, Family, Community Engagement

[Student Survey Link](#)

[Parent Survey Link](#)

Resources & Acknowledgments

[PCOE PBIS Handouts](#)

[California PBIS Coalition](#)

[PCOE Go-sign me up](#)

[PBIS OSEP Technical Assistance Center](#)

[Midwest PBIS Classroom Practices](#)

[PBISApps \(SWIS\)](#)

[Tiered Fidelity Inventory](#)

[Jefferson County Training Videos](#)

[Ci3T \(Comprehensive, Integrated Three-Tiered Model of Prevention\)](#)