



FOLLOWING A
CURVED
PATH
WITH A
STRAIGHT FOCUS

A Look into the Lebanon High School PBIS World

PRESENTED BY . . .



Lebanon High School

Kevin Lowery – LHS Principal

Bob Matthews- PBIS HS Administrator

Justin Slye- PBIS HS Coach



SIPRESS

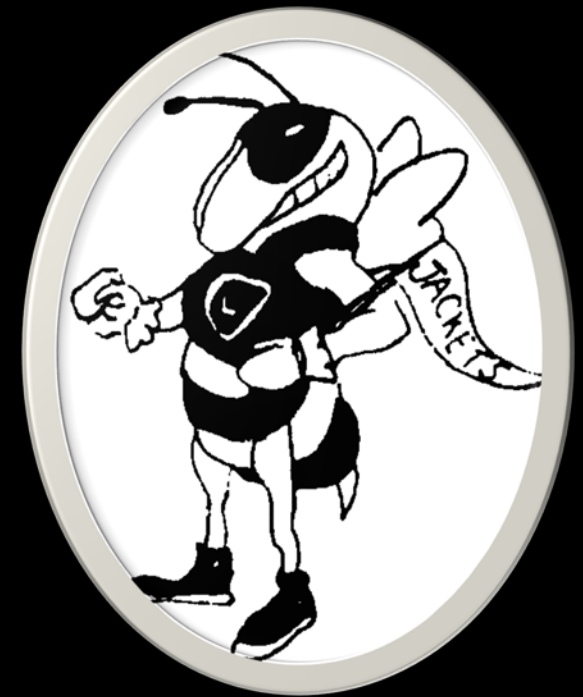
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

WHAT'S AT YOUR
CENTER?



LEBANON HIGH SCHOOL

Student Body	1,387
Faculty	95
Administrators	5
Support Staff	45
Free & Reduced Lunches	53.2%
Minorities	10.14%



THEN

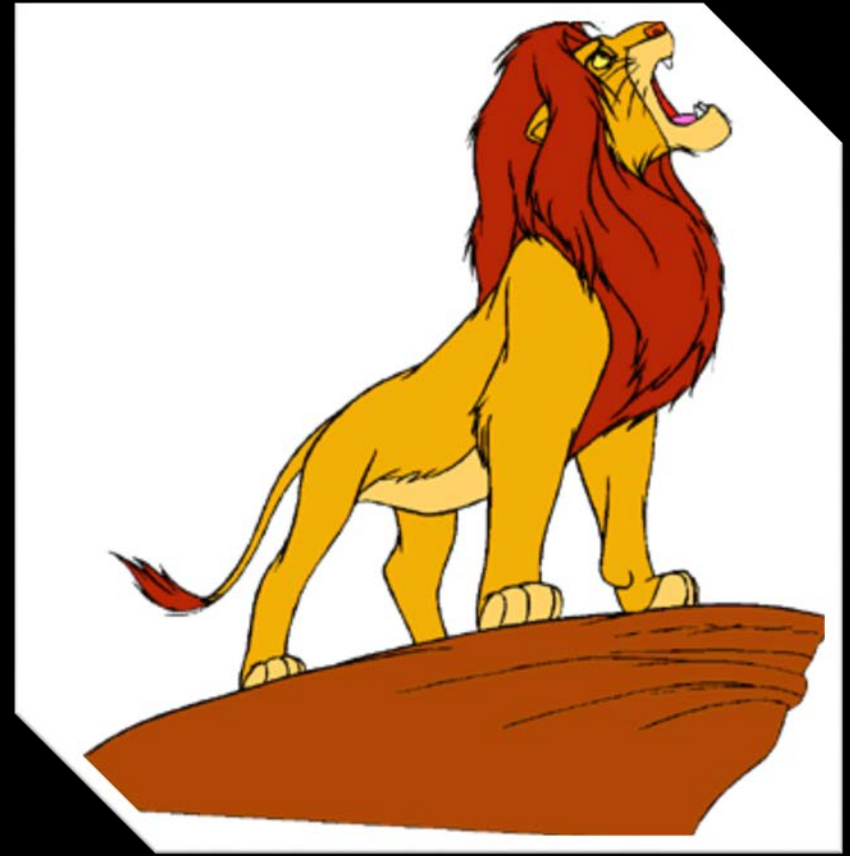
AND

NOW



"STRESS"

THE CONFUSION CREATED WHEN
ONE'S MIND OVERRIDES THE
BODY'S BASIC DESIRE TO CHOKE
THE LIVING DAYLIGHTS OUT OF
SOMEBODY WHO DESPERATELY
NEEDS IT!



Here is How!



THEN

AND

NOW

- Classrooms Isolated
- Teachers Not Clear on What Behavior to Send to the Office
- Teacher Morale (Low)
- Student Behavior (misunderstood)
- Tardies (unorganized and random)
- Attendance (below expectations)
- Data (not organized or monitored)
- Teachers Unaware of Behavioral Data
- "At Risk Students" Falling through the cracks

- Universal Expectations
- Teachers Aware of Office vs. Classroom Managed Behaviors
- Teacher Morale (High)
- Student Behavior (can discover reason)
- Tardies (organized and monitored)
- Attendance (at or exceeding expectations)
- Data (constantly monitored to make informed decisions)
- Teachers Receive Monthly Updates of Behavioral Data
- Multiple interventions in Place for "At Risk Students" at all tiers

TEAM



- Representative of Building Composition
- Action Plan: Setting Clear Goals
- Meetings & Agendas
- Subcommittees
 - Recognition Programs
 - Student Panel
 - Data Collection & Analysis
 - Tier Two & Three Interventions
- Communication with Students and Faculty

The PBIS Pyramid at LHS

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS

TERTIARY INTERVENTIONS

1-5%

- ◆ Special Education
- ◆ 504
- ◆ Alternative School
- ◆ Missouri Options
- ◆ Privilege Time

SECONDARY INTERVENTIONS

5-10%

- Night School
- ◆ Attendance Recovery (Seniors Only)
- ◆ SAT (Student Assistance Team) Referral
- ◆ Counselor Watch
- ◆ Academic Advisory Lab
- ◆ Tutoring Before/After School (At Risk)
- ◆ Required Tutoring (Administrative Referral)
- ◆ ARC (Academic Resource Center)
- ◆ Required Summer School
- ◆ Credit Recovery
- ◆ SOS (Save One Student)
- ◆ P.A.L.S.
- ◆ RIB (Resource in Basics)
- ◆ Check and Connect
- ◆ Privilege Time

UNIVERSAL INTERVENTIONS

80-90%

- ◆ Preferred Seating
- ◆ Altered Assignments
- ◆ Student Conferences
- ◆ Teacher Proxemics
- ◆ A+ Peer Tutoring
- ◆ Bridges Mentors (Freshmen Only)
- ◆ General Advisory Monitor
- ◆ Yellow Jacket Code
- ◆ PBS Matrix
- ◆ Privilege Time

1-5%

TERTIARY INTERVENTIONS

- ◆ Out of School Suspension
- ◆ Social Worker Referral
- ◆ Juvenile Justice Referral
- ◆ Mental Health Counseling
- ◆ Self-Management Center (Long Term)
- ◆ FBA & BIP
- ◆ Privilege Time

5-10%

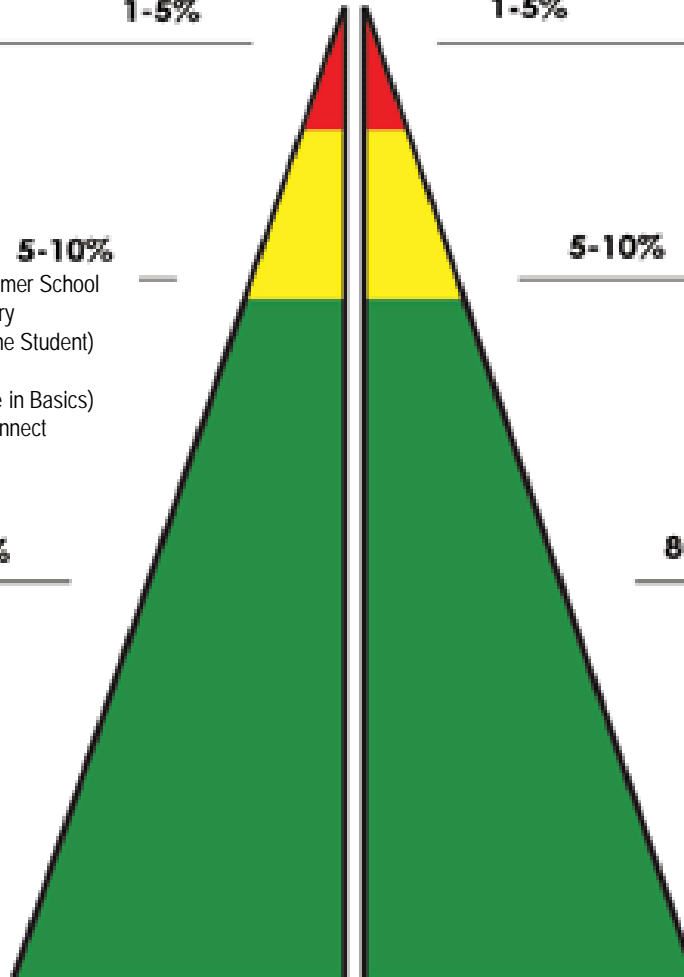
SECONDARY INTERVENTIONS

- ◆ Alternative Suspension Center
- ◆ In School Suspension 'Block of ISS / Detention
- ◆ Self-Management Center (Short Term)
- ◆ SAT (Student Assistance Team) Referral
- ◆ SOS (Save One Student)
- ◆ Buzz Time (Check-in Check-out)
- ◆ P.A.L.S.
- ◆ Tardy Sweep
- ◆ PBS Team Services
- ◆ Privilege Time

80-90%

UNIVERSAL INTERVENTIONS

- ◆ Preferred Seating
- ◆ Altered Assignments
- ◆ Student Conferences
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- ◆ Yellow Jacket Code
- ◆ PBS Matrix
- ◆ PBS Recognition Programs
- ◆ Privilege Time



THE YELLOWJACKET CODE

As a Student at LHS, I will be . . .

- Safe
- Responsible
- Respectful
- A Learner



THE YELLOWJACKET CODE

AS A STUDENT AT LHS I WILL BE:

- ♦ SAFE
- ♦ RESPONSIBLE
- ♦ RESPECTFUL
- ♦ A LEARNER

Positive Behavior Supports

POSTING EXPECTATIONS



- Posters in Classrooms
- Posters in All Common Areas
- Large Framed Posters in Some Common Areas
- Banners in All Common Areas
- Banners at Major Activities
- Sign Outside of Main Entrance

STUDENT HANDBOOK

Positive Behavior Support (PBIS) Yellowjacket Code

Lebanon High School promotes and emphasizes PBIS. The school-wide expectations for all students are

As a student at Lebanon High School:

- I am Respectful
- I am Responsible
- I am Safe
- I am a Learner

Lebanon High School
Lebanon Technology & Career Center
Student Handbook and Planner
2014-2015



"Buzz"

Home of the Yellowjackets
Lebanon High School
777 Brice
Lebanon, Missouri
(417) 532-9144

- ❖ **Dr. Duane Widhalm, Superintendent**
- ❖ **Mr. Kevin Lowery, Principal**
- ❖ **Mr. Rick Talbott, Assistant Principal**
- ❖ **Mr. Bob Matthews, Assistant Principal**
- ❖ **Mrs. Kim Lloyd, Assistant Principal**

TARDY SWEEP



- Initiated by Administration
- Voted on by Teachers
- Established Universal Expectation
- Upheld Procedure
 - Tardy Bell Rings
 - Teachers "Sweep" Students to Cafeteria/Library
 - Students Complete Tardy Form
 - Teachers Escort Students to Class
 - Office Enters All Tardies into Attendance Program
 - Office Administers All Detentions, Etc.
 - Tabulated Results: Data, Data, Data!

JACKET SUCCESS CENTER

- Jacket Success Center Procedure
 - Students must come to JSC with the appropriate referral filled out.
(Forms are in Tier II Support folder on S Drive)
 - Send student(s) down with work/tests and the JSC referral form completely filled out

WHAT JSC IS AND WHAT IT IS NOT!

- What it is

- ✓ It is open all blocks
- ✓ It is for students who may need an alternate environment to be successful
- ✓ It is a center for make-up tests

- What it is not

- ✓ JSC is NOT an alternative to ISS, Detention, timeouts, or a place to send students when you need a break from them.
- ✓ JSC is not a place for punishment, it is a place for support

STUDENT RECOGNITION

- Jacket Grams
- Buzz Bucks
- STAR
- Jacket Time
- Student of the Week



JACKET GRAMS

**A Good
YELLOWJACKET**



To: _____

**In Recognition of Your
Hard Work and Positive Attitude.**

Comments: _____

- Postcard Recognition
- Written by Teachers
- Sent Home via Mail
- Presented in Class
- Team Sends at Least Four Each Month to Faculty

BUZZ BUCKS

- Given by Teachers and Administrators
- Received by Students for . . .
 - Meeting Expectations Consistently
 - Exceeding Expectations
 - Showing Vast Improvement
- Updated Yearly



Congratulations and thank you! You received this Buzz Buck because a faculty member at LHS caught you going above and beyond what is expected in the Yellow Jacket Code. You may redeem this certificate in one of the following ways: (check chosen option)

- \$1.00 off library fine—present to librarian
- \$1.00 off ID fine—present to assistant principals' secretary
- Free milk shake—present to cafeteria staff
- Free admission to athletic event—present to gate worker at the time of the event
- \$1.00 off admission to STUCO sponsored school dance—submit at the dance
- Enter in a quarterly PBS drawing—present to Mrs. Williams in room 620

Student Name (print) _____ Grade _____ Date Received _____

Teacher Signature & Number (inactive without signature and number) _____

STAR

- Nominations by Teachers
 - Students
 - Teacher
 - Support Staff
- Selection by PBS Team
- Monthly Banquet
- Picture & Plaque Ceremony
- Recognition Gifts



TEACHER PBIS HANDBOOK

- ✓ Positive Behavior Supports Defined
- ✓ Lebanon High School Expectations and Goals
- ✓ Positive Behavior Supports Program Overview
- ✓ Positive Behavior Supports Teacher Responsibilities Guide
- ✓ Positive Behavior Supports Implementation Schedule
- ✓ Behavioral Expectations Matrix for Building Areas
- ✓ General Lesson Template for Teaching School Behavioral Expectations
- ✓ Sample Lesson Plan for "Be Safe"
- ✓ Sample Lesson Plan for "Be Responsible"
- ✓ Sample Lesson Plan for "Be Respectful"
- ✓ Sample Lesson Plan for "Be a Learner"
- ✓ Suggested Application Activities
- ✓ Positive Behavior Supports Teacher Tool Kit
- ✓ Recognizing Individuals Who Achieve Behavioral Expectations
- ✓ Procedures for Handling Infractions of Behavioral Expectations
- ✓ Office Managed Behaviors
- ✓ Classroom Managed Behaviors
- ✓ Instructional Procedure for Dealing with Problem Behaviors
- ✓ Pyramid of Interventions
- ✓ Behavior Reporting Form
- ✓ Request for PBIS Team Services
- ✓ PBS Individualized Student Support Process
- ✓ Evaluation and Monitoring of Positive Behavior Supports

Lebanon High School Positive Behavior Supports and Interventions Teacher Handbook



2014-2015 School Year

OFFICE VS. CLASSROOM

Managing Student Behaviors

Alcohol

- Assault: Physical or Verbal
- Bus Referrals
- Chronic Classroom Infractions
- Classroom Disruption: Major
- Dishonesty (Major): Plagiarism
- Dress Code (Failure to Comply)
- Drugs
- Fighting
- Gambling
- Harassment (of Students or Teachers)
- Inappropriate Behaviors in the Hallway
- Language: Aggressive and Excessive
- Lateness/Tardiness/Skipping Class
- Smoking
- Threats: Verbal or Physical
- Truancy
- Vandalism (Significant)
- Walking out of Class
- Weapons

- Attitude/Tone
- Calling Out in Class
- Classroom Disruption: Minor
- Dishonesty (Minor): Lying, Cheating (First Offense)
- Dress Code (Initial Warning)
- Dressing Out (Physical Education Classes)
- Electronic Devices (Universal Expectations)
- Food or Drink (Universal Expectations)
- Inappropriate Comments
- Language (Between Students)
- Noncompliance
- Non-preparedness
- Put Downs
- Refusal to Work
- Sleeping
- Tardiness (Tardy Sweep)
- Throwing Small Objects
- Touching Others or Objects (Minor Offense)

LHS PBIS MATRIX IN ALL SYLLABI

Be . . .	Safe	Responsible	Respectful	a Learner
Classroom	<ul style="list-style-type: none"> •Obey Classroom Rules •Obey Teacher Directives •Display Appropriate Classroom Behaviors 	<ul style="list-style-type: none"> •Be on Time •Be Prepared •Turn in Assignments 	<ul style="list-style-type: none"> •Be Attentive •Appropriately Respond When Asked •Engage in Class Activities •Use Appropriate Language •Keep Hands and Feet to Self •Respect Self and Others 	<ul style="list-style-type: none"> •Do personal best by AREA <ul style="list-style-type: none"> ○<u>A</u>ctive ○<u>R</u>espond ○<u>E</u>ngage ○<u>A</u>ppropriate •Study for Assessments •Complete Assignments on Time
Hallways	<ul style="list-style-type: none"> •Keep to the Right •Keep Moving •Keep Hands and Feet to Self 	<ul style="list-style-type: none"> •Be in Assigned Area •Be Timely 	<ul style="list-style-type: none"> •Keep to the Right •Keep Moving Use Only Acceptable PDA •Use Appropriate Language 	<ul style="list-style-type: none"> •Allow Others to Learn •Be Timely •Be Prompt
Cafeteria	<ul style="list-style-type: none"> •Wait in Line •Keep Hands and Feet to Self •Treat Food as Food 	<ul style="list-style-type: none"> •Put Away Tray •Clear Table •Pick up after Self 	<ul style="list-style-type: none"> •Wait in Line •Use Appropriate Vocal Tone •Keep Hands and Feet to Self •Use Only Acceptable PDA 	<ul style="list-style-type: none"> •Be Healthy
Activities/ Assemblies	<ul style="list-style-type: none"> •Obey Safety Rules •Stay Seated 	<ul style="list-style-type: none"> •Be in Assigned Area •Participate in a Positive Manner •Take Own Belongings 	<ul style="list-style-type: none"> •Show School Spirit •Display Sportsmanship •Give Speaker(s) Undivided Attention 	<ul style="list-style-type: none"> •Participate Appropriately •Pay Attention to Presenter(s) •Demonstrate

TEACHING EXPECTATIONS

- Teacher Handbook
- Part of Course Syllabus
- Lesson Plans
- Advisory
- Review in January
- Teachers are Encouraged to Review Each Time an Infraction Occurs

Lesson Template for Teaching Behavioral Expectations

When introducing school and/or classroom expectations, follow three basic steps.

Step 1: Introduce the Expectation

- A. Briefly outline what the focus of the lesson will be, what activities will be engaged in, and what your expectations are for the lesson.
- B. Check for understanding by asking students to tell you what they will be working on and doing during the lesson.
- C. State the expectation and its definition.

Step 2: Demonstrate the Expectation

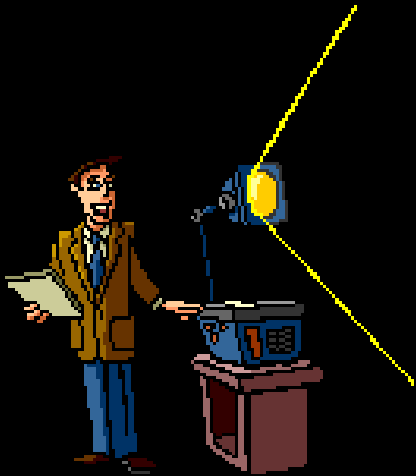
- A. Model at least two positive and negative examples of the expectation; emphasize the positive.
 1. Use another adult or a student to demonstrate these examples.
 2. Give students observation tasks, such as:
 - a. "List all the things that I/he/she did that were 'safe'"
 - b. "List all the things that I/he/she did that were 'not safe'"
- B. Conduct a role-play: choose one to three students to participate.
- C. Require one student to demonstrate the skill in response to an example.
- D. Coach students on key expectation (skills) as needed.
- E. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

- A. Discuss the role-play, focusing on the targeted skill for the lesson.
 1. Use key words when discussing the role-play.
Example: "That's right, she walked facing forward; this action was safe."
 2. Provide specific feedback to students during the discussion.
- B. Use real situations throughout the day/class/quarter/year as needed for further examples to discuss and use for review.

YEARLY STAFF UPDATES & TRAINING

- New Staff Orientation
 - PBS Defined
 - Universal Expectations & Matrix
 - Building-wide Recognition Programs
 - PBS Initiatives
 - Classroom Management
- All Staff Review & Update
 - Review of PBS Practices
 - Data from Previous Year(s)
 - Teacher Handbook
 - PBS Team & Goals

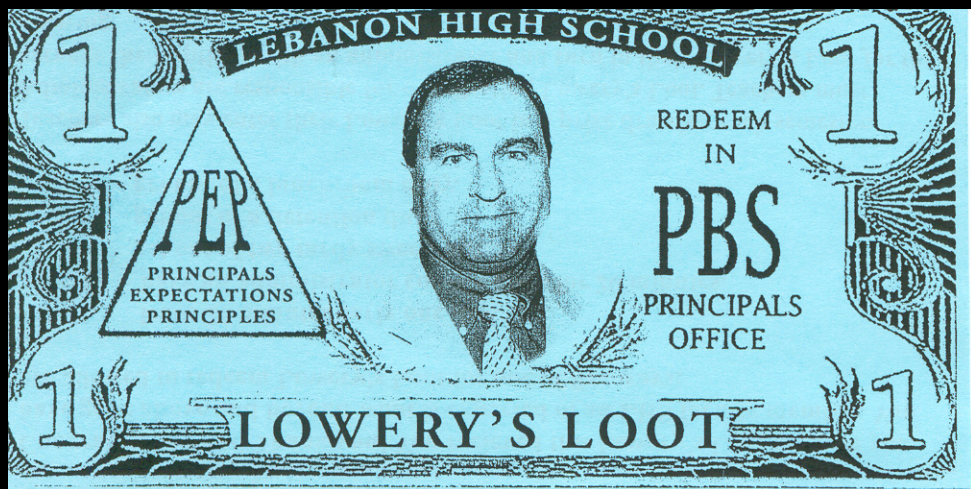


TEACHER RECOGNITION

- Jacket Grams
- Lowery Loot
- STAR
- Run for the Roses
- Teacher of the Week



LOWERY LOOT



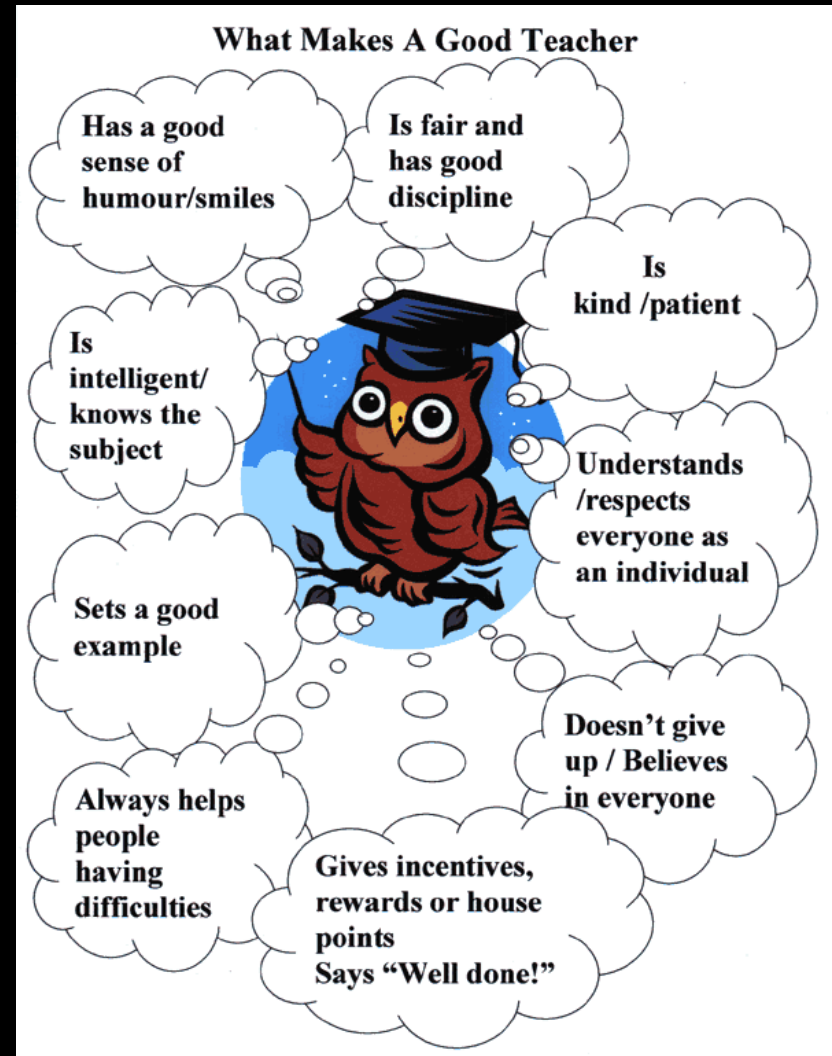
Lowery Loot are entered into a drawing to be held at the end of each semester. They may also be redeemed for one of the options below:

- leave 20 minutes early one day
- have administration cover a class for 20 minutes one day
- get out of two tardy sweeps
- get out of one detention duty
- get out of one lunchroom supervision

- Given by Administrators
- Announced in Newsletter
- Teacher Options
- Semester Drawing

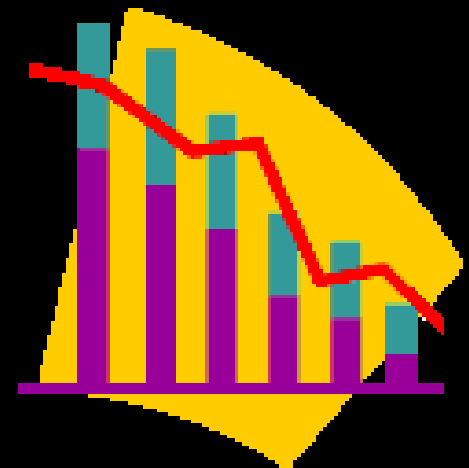
TEACHER OF THE WEEK

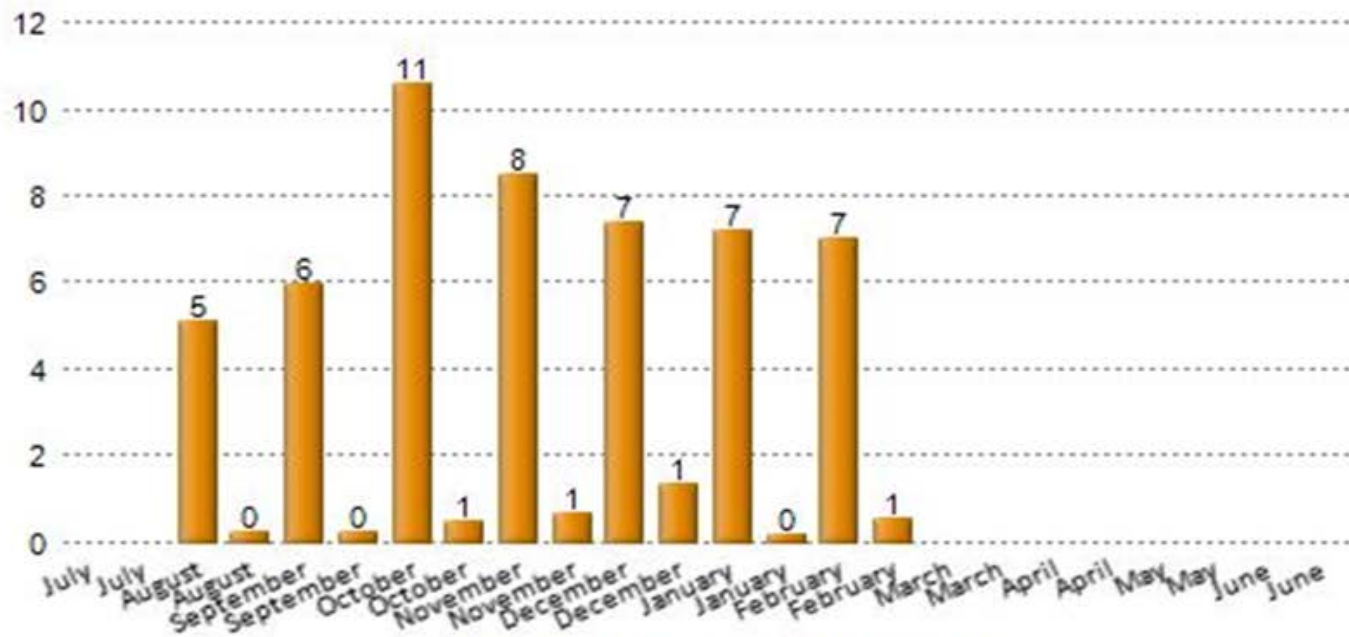
- Teacher of the Week is voted for by students
 - Random students are selected each week to vote
 - Voting also takes place in a ballot box in the cafeteria
 - Teacher with the most votes becomes Teacher of the Week



DATA ANALYSIS

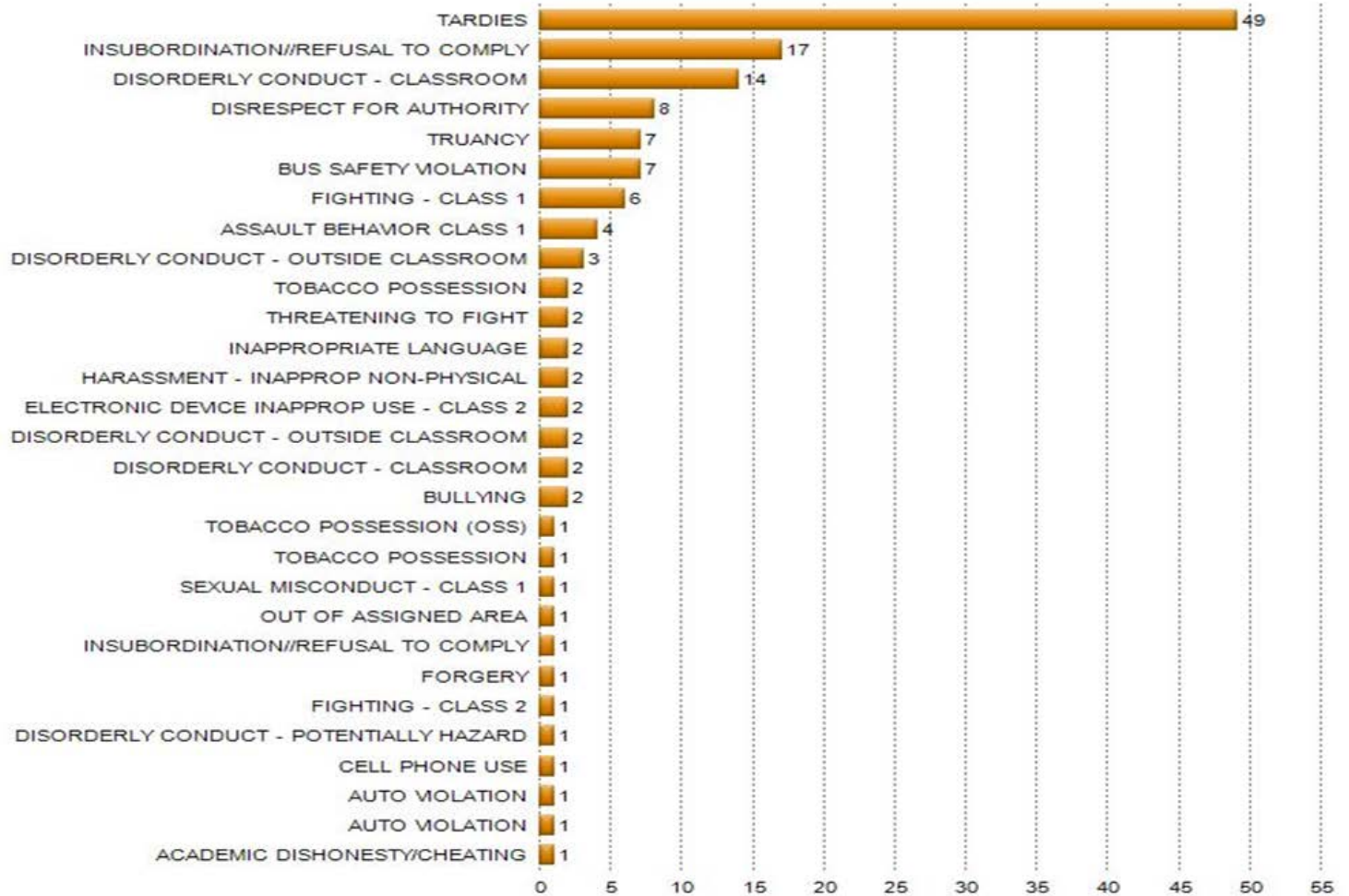
- Monthly Reports
- Reported to Faculty
- Results of Current Data
 - SIS Discipline Data
 - "Big 5" Data
- Changes for Reports Next Year



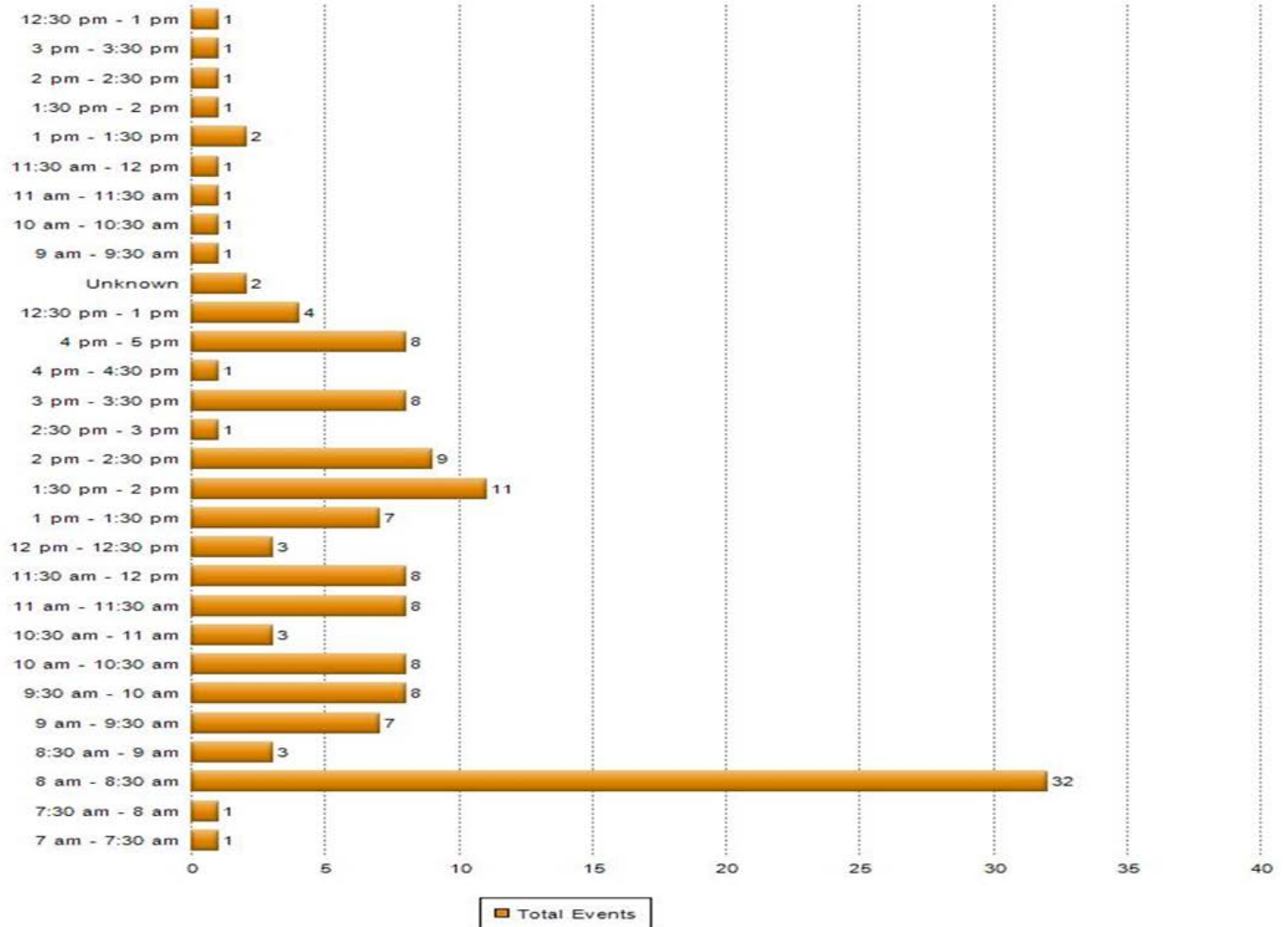


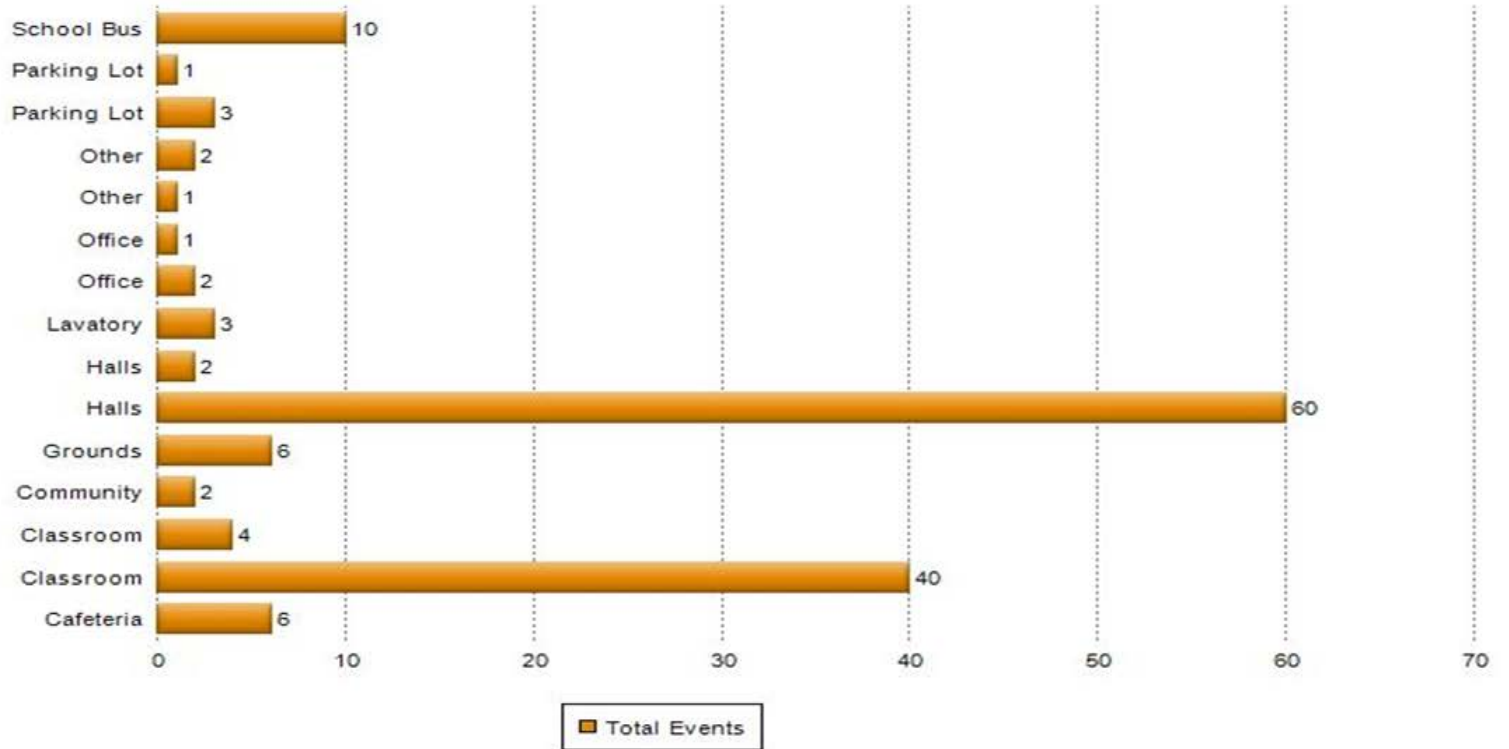
Average Events per Day by Month

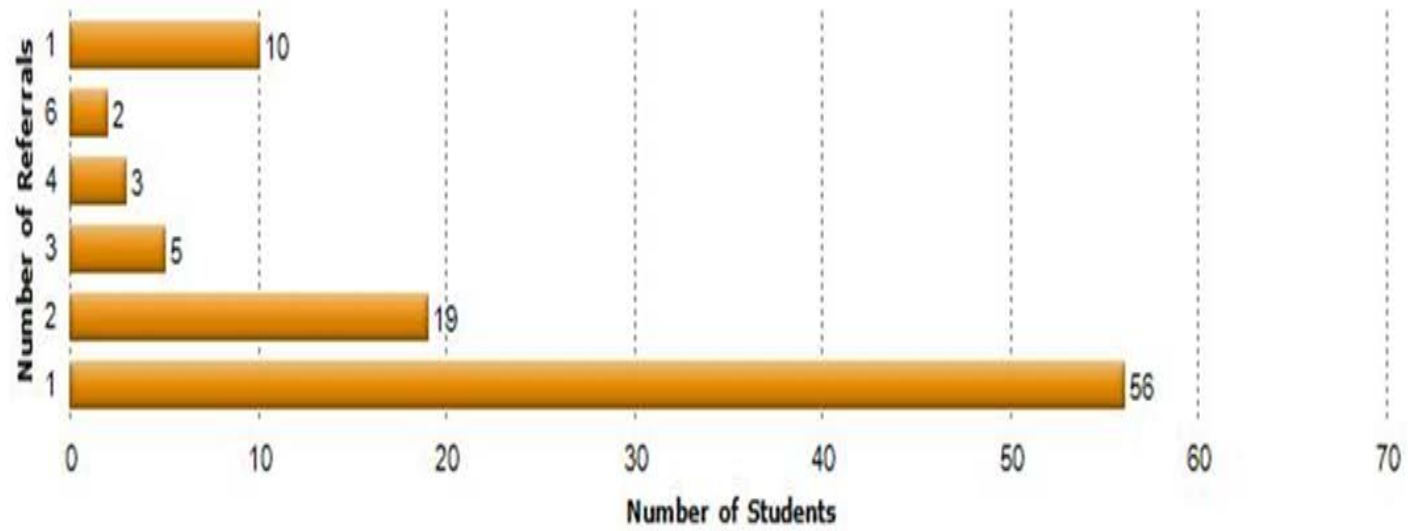
■ Average Events per Day



■ Total Events







■ Number of Students

POPULATION DISCIPLINE DATA

School Year	Student Population	# Discipline	Referrals per Total	# Students	Referrals per # Students	#Students w/# Referrals			
	Last Day of School	Referrals	Number Students	Receiving a Referral	Receiving a Referral	=>20	10-19	9-5	<=4
07-08	1,468	2,844	1.9	705	4	14	52	119	520
08-09	1,412	2,587	1.8	647	4	9	56	124	458
09-10	1,350	2,019	1.5	528	3.8	6	38	103	381
10-11	1,311	1,944	1.5	543	3.6	5	38	90	410
11-12	1,240	1,957	1.6	465	4.2	7	49	76	333
12-13	1,331	1,436	1.1	462	3.1	5	25	48	384
13-14	1,354	1,449	1.1	374	3.9	3	25	61	285
14-15	1387	1273	0.92	470	2.7	1	17	58	394

SOMETIMES YOU FIND WHAT YOU ARE NOT LOOKING FOR!



“We haven’t been able to locate their strike force, sir, but we did find a lost puppy named Pippin in Vestal, N.Y.”

QUESTIONS??

- bmatthews@lebanon.k12.mo.us – Bob Matthews-PBIS Building Administrator
- jslye@lebanon.k12.mo.us - Justin Slye-HS Building Coach

