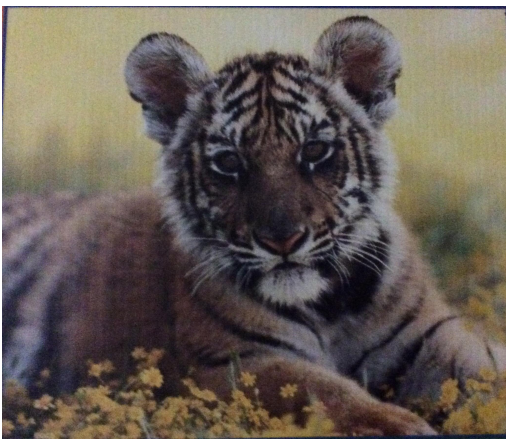


East Juniata Elementary School

PBIS Handbook



R- Respect

O- Own Your Behavior

A- Act Responsibly

R- Ready to Learn

**Positive Behavior Interventions &
Supports
(PBIS)**

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JCSD PBIS Mission Statement

It is the mission of the Juniata County Elementary School PBIS initiative to nurture and promote a safe, positive, and engaging school environment that enhances student learning through teaching and recognizing positive behaviors.

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

The goals of PBIS are consistent with those found in other educational initiatives/laws, such as Education YES! and No Child Left Behind.

There are four main elements in PBIS

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

PBIS at East Juniata Elementary

The school wide positive behavior system has been adopted by East Juniata Elementary School as a means to instill proper behavior within our students. Using the guided model approach to teach proper types of behavior, the faculty and staff of East Juniata Elementary are constantly showing the students the types of behavior we hope to see from them.

After a number of surveys and faculty/staff discussions it was determined that our “hot spot” locations include the cafeteria, restroom, hallway, playground, arrival, and dismissal. From here we developed our core expectations for each area. These expectations focus on our slogan: **R.O.A.R.** Throughout our school, at each “hot spot” location, students are reminded of our “ROAR” expectations for that particular area. The expectations are broken down into four general items: ***Respect, Own your behavior, Act responsibly, and Ready to learn.*** Teachers will create their own classroom expectations based on our ROAR model, and will prominently display their expectations in the classroom. Each student is encouraged to show better behavior by following these simple expectations.

The PBIS program is best understood by thinking of it as RTII for behavior. Tier 1 is the universal piece, which includes all students. As referrals are made and documented for behavior, data can be tracked and will allow administration to make decisions on behalf of the student to progress to Tier 2 or 3, if needed. A broken down tier triangle model follows in this booklet for your reference.

An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching just like reading or math. There is no assumption in PBIS that students will learn social behavior automatically or pick it up as they go through life. This critical feature of PBIS leads to its effectiveness. With this program, we are able to reward the students on various levels for demonstrating proper behavior. Students can be rewarded independently, as a class, or as a school.

To reward the students independently, we have chosen to implement a system of points. These points will be used throughout the school setting. Through issuing points to students for displaying proper behavior and following expectations correctly, teachers and support staff are able to reward individual students. A classroom reward system can be in place as well. This would be up to each individual teacher. Finally, this program offers a chance for the entire school to celebrate proper behavior at the end of each month. Further explanations of each reward system follows.

The purpose of this staff manual is to briefly illustrate how these components will be utilized within the East Juniata Elementary's PBIS system. The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.

If you have any questions regarding the PBIS program, please do not hesitate to ask any of your core team members. The core team consists of the principal, coaches, and committee chairs. These are your "go to" people.

Core Team Members

Principals

Clint Mitchell - Principal

Brett Kennington - Assistant Principal

Coaches

Tanya Williams

Meghan Geedey

Leann Crimmel

Committee Chairs

Kris Yetter - Celebrations

Steph Bonnell - Golden Tickets/200 Board

Mary Grimm - Staff Morale & School Store

Josh Wagner - PR Media

Tom Feltman - Data

Wendy Lauver - Fundraiser

Lyn Kennel - Ambassador

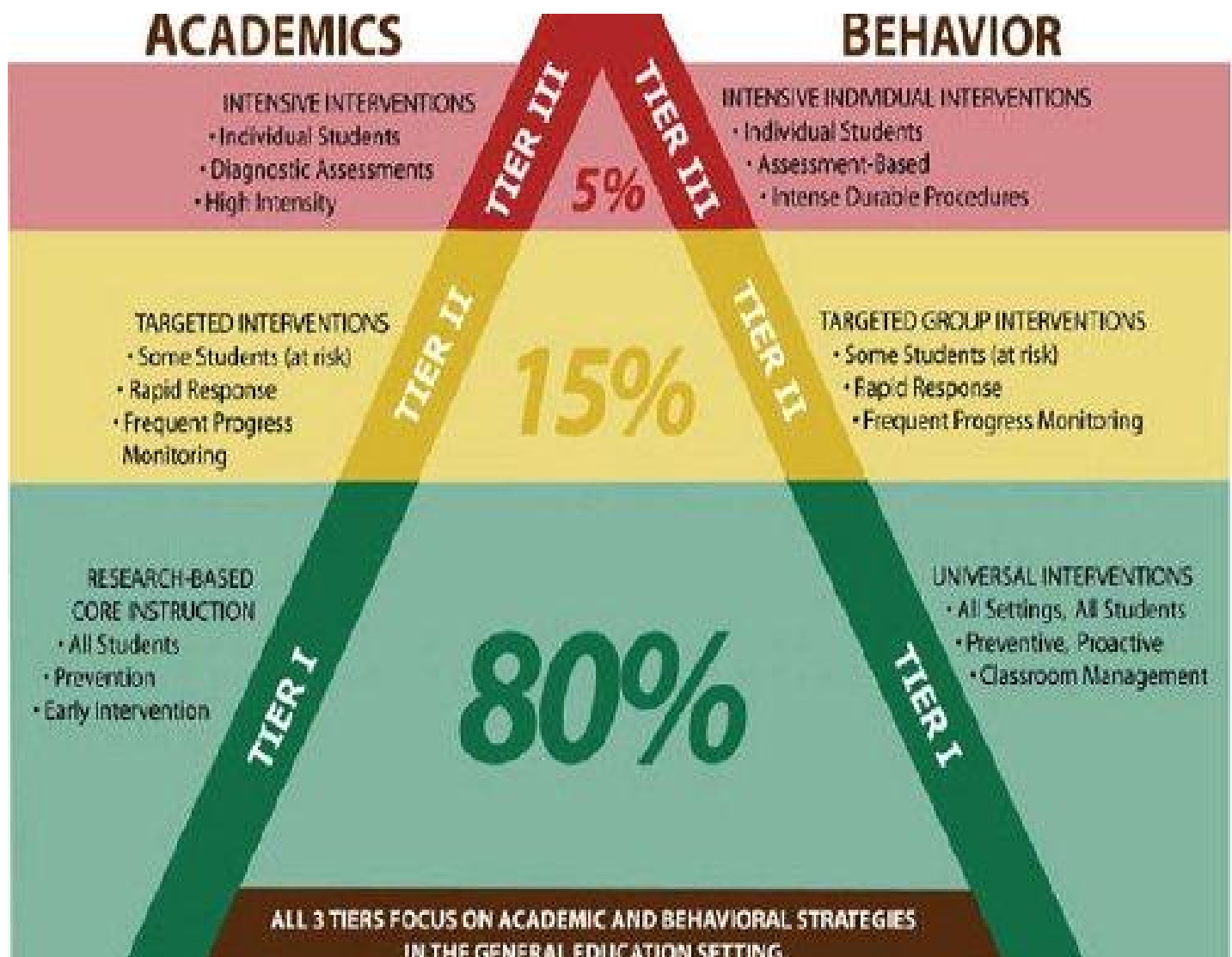
Julie Hannon - School Spirit

Parent/family member

Clint Mitchell- 3 children at EJES

Tom Feltman- 1 child at EJES

Three-Tiered Model of School-Wide Support



PBIS Introduction Letter to Parents

Dear Parents/Guardians,

East Juniata Elementary School has always strived to create a safe and stimulating learning environment for all students. In an effort to continue to improve our school climate, staff at EJES have worked together to form a Positive Behavior Intervention & Support (PBIS) plan. The focus of this plan is to create a positive school climate that focuses on being **Respectful**, **Owning your behavior**, **Acting responsibly**, and being **Ready to learn (ROAR)**.

The students will be learning about PBIS, our behavior program, at a whole school assembly. At this kick-off assembly, the students will be taught our expectations based on the core values of ROAR.

In addition to our kick-off assembly, we will display posters around the building and in the classrooms. Modifying our environment will make it easier for children to move safely and efficiently in the building. All of the staff at EJES will be teaching their students the positive behaviors they are expected to demonstrate at school. We will acknowledge and reward students and/or classes who consistently demonstrate these positive behaviors.

Please take some time to review with your child the positive behavior expectations described on the attached page. Ask your child to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to be an East Juniata Elementary School PAWsitive learner.

With your continued support and involvement, there is no question that East Juniata Elementary School will continue to be a place where students can excel in a safe and stimulating environment. Research shows that when the home and school work together, student learning is more successful. We look forward to working with you as true partners in your child's education.

Sincerely,

East Juniata Elementary School PBIS Core Team

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

The key components of an effective school-wide PBIS system involve:

- I. Clearly defining and teaching a set of behavioral expectations
- II. Consistently acknowledging and rewarding appropriate behavior
- III. Constructively addressing problematic behavior
- IV. Effectively using behavioral data to assess progress

ROAR Expectations

Students are expected to exhibit ROAR behavior in classrooms, hallways, restrooms, the bus loading area, the cafeteria, and while attending assemblies. ROAR stands for:

R- respect
O- own your behavior
A- act responsibly
R- ready to learn

Examples of ROAR behavior include:

R: say please and thank you, clean up after yourself, use appropriate voice levels.
O: keep hands to self, use kind words, stay in assigned areas.
A: walk inside the building, raise your hand, use school equipment properly.
R: listen for directions, be a good sport, complete classroom work.

ROAR rewards

Students are taught the PBIS expectations and are rewarded daily through positive dojo points. Dojo points can be redeemed at the end of the marking period to purchase items from the school store.



Students can also receive a golden ticket from any adult when they are an excellent role model. Golden ticket winners' names are added to the Principal's 200 board to receive a special reward.

Class DOJO:



The school uses class DOJO to record positive and negative behaviors for each student. Dojo points reset themselves each marking period.

- Parents will receive a code to sign up.
- Students, parents, and teachers will all be able to communicate and track behaviors!

Consequences of Not Using ROAR

There are two types of behaviors in our school: **minor behaviors and major behaviors**. Minor behaviors include behaviors like disruption, disrespect, defiance, inappropriate language, physical contact, property misuse, tardy, technology violation, off-task behavior, and plagiarism.

Major behaviors include behaviors like bullying or any form of aggression.

Minor Behavior Consequences	
1st	Warning
2nd	Think sheet
3rd	15 minute structured recess
4th	30 minute structured recess and principal referral
5th	Administrator consequence

Additional Minor Behaviors May Have Increasingly Severe Consequences.



How can you help?

You are your child's most important teacher! Demonstrating ROAR behaviors at home is truly the best way to mold your child into a positive, responsible, and respectful individual.

For more information about our school-wide PBIS program contact:

- East Juniata Elementary School
54 Main Street
Richfield, PA 17086
- Mr. Clint Mitchell, Principal
717-694-3961
- or visit <http://www.pbis.org/>.

P.B.I.S. AT EJES



We are Tigers, hear us
R.O.A.R

Committee Members and Responsibilities

Core Team Members

Stephanie Bonnell, Leann Crimmel, Tom Feltman, Meghan Geedey, Mary Grimm, Julie Hannon, Lyn Kennell, Brett Kennington, Wendy Lauver, Clint Mitchell, Josh Wagner, Tanya Williams, Kris Yetter

Celebrations

- Plan for 1 event each marking period
- Whole school events will be held in gym
- Review ROAR at each event
- Keep it exciting!
- Keep coaches informed of upcoming dates
- Post upcoming celebrations on bulletin board
 - **Members:** **Kris Yetter (Chair), Kate Zimmerman, Jenna Walters, Tammy Martin, Betsey Sheaffer, Mariah Hoffman, Lacie Solt, Lori Chubb, Kailee Wagner, Jessica Brosius

Data

- Gather data monthly from Dojo
- Present monthly data at faculty meeting - areas that need work, areas getting most green dojos
 - **Members:** **Tom Feltman(Chair), Brett Kennington, Clint Mitchell

Principal's 200 Board

- Distribute Golden Tickets weekly to staff
- Call students who earned Golden Tickets to cafeteria daily
- Have students scan QR code to record name and number pulled
- Take pictures of students who earned GTs daily and forward to PR committee
- Plan and carry out reward for winning row
- Take photo of winning row and/or kids during reward
- Print and post on bulletin board and forward to PR committee
 - **Members:** **Stephanie Bonnell (Chair), Renee Elsasser, Barbie Winey, Bobbi Apple, Erin Robinson, Heather Billman, Peggy Inch

PR/Media

- Newspaper contact for events
- Take pictures of events and forward to newspaper
- Make video of students who earned GTs and forward to staff weekly
- Post event or pictures of kids doing ROAR on Dojo (bi-weekly)
 - **Members:** **Josh Wagner (Chair), Jennifer Henderson

Fundraiser

- Set dates and forward to coaches
- Choose \$1 day themes
- Post events on Dojo and send information home to parents
- Pass out collection envelopes
- Make reminder announcements to the school
 - **Members:** **Wendy Lauver (Chair), Brent Snyder, Bobbie Kerstetter, Pamm Feltman, Julie Sanders, Missy Dietz

School Store

- Prepare shopping schedule for each marking period
- Shop for store and keep carts stocked
 - **Members:** **Mary Grimm (Chair), Angela Fowler, Christy Dressler, Maryann Roush, Deborah Nace

Staff Morale

- Monthly morale boosters: treats, prizes, encouragement
 - **Members:** **Mary Grimm (Chair), Julie Hannon, Shirley Zeiders, Deb Maneval, Samantha Hile, Denise Brubaker, Meghan Geedey, Kelly Plank

Events (Part of Staff Morale)

- Collect money from staff
- Buy cards, flowers, etc. for staff
 - **Members:** **Kelly Plank (Chair), Shirley Zeiders

Student Ambassador

- Meet monthly to coordinate student ambassador meeting
- Meet with student ambassadors monthly
- Coordinate with other committees for ambassador duties and jobs (announcements, poster creation, student surveys, new student buddies, etc)
- Match/introduce new incoming students with an ambassador in that class.
 - **Members:** **Lyn Kennel (Chair), Deb Henry, Tammi Page

School Spirit

- Increase school pride and student morale
- Promote positive social experiences
- Promote community service
 - **Members:** **Julie Hannon (Chair), Angela Fowler

Coaches

- Mentoring, guidance, and assistance to PBIS school team
- School coordinator and supervisor
- Data Collection and Review for decision-making
 - **Begin** process of incorporating Tier 2 support
- Liaison to:
 - PBIS schools
 - Supervisory Unions
 - State Implementation Team
 - Intermediate Units
- Facilitate Core Team Meetings (record keeping, agenda, preside over)
- Attend trainings and present information to staff
- Assists in the development and implementation of action plans
- Promote consistency throughout the school with behaviors, consequences, policies, and procedures
 - **Members:** Tanya Williams, Meghan Geedey, Leann Crimmel

VOICE LEVELS



Level 0 — No Voice

You are completely silent.



Level 1 – Whisper Voice

Only the person next to you can hear you.



Level 2 – Learning Voice

Only the people at your table can hear you.



Level 3 – Speaker Voice

Everyone in the group can hear you.



Level 4 – Outside Voice

A voice you use on the playground.



Behavior Matrix

R.O.A.R	Arrival	Hallway	Lunch	Restroom	Playground	Dismissal
<u>R</u>espect	<ul style="list-style-type: none"> • Say “please,” “thank you,” and “excuse me” 	<ul style="list-style-type: none"> • Voice level 0 • Follow all adult directions 	<ul style="list-style-type: none"> • Say “please,” “thank you,” and “excuse me” • Level 1 in serving line 	<ul style="list-style-type: none"> • Clean up after yourself • Voice level 1 • Give others privacy 	<ul style="list-style-type: none"> • Voice level 4 - after you are on the playground • Include others 	<ul style="list-style-type: none"> • Say “please,” “thank you,” and “excuse me”
<u>O</u>wn your behavior	<ul style="list-style-type: none"> • Stay to the right in the hallway • Do not pass anyone • Hands to yourself 	<ul style="list-style-type: none"> • Hands to yourself • Maintain personal space • Eyes forward 	<ul style="list-style-type: none"> • Eat your own food • Level 1 when standing • Level 2 voice at other times 	<ul style="list-style-type: none"> • Go, flush, wash, leave. 	<ul style="list-style-type: none"> • Stay in assigned areas • Use kind words and actions 	<ul style="list-style-type: none"> • Stay to the right in the hallway • Do not pass anyone • Hands to yourself
<u>A</u>ct responsibly	<ul style="list-style-type: none"> • Voice level 2 • Go directly to homeroom 	<ul style="list-style-type: none"> • Walk at ALL times • No electronics when walking 	<ul style="list-style-type: none"> • Raise your hand and wait for an adult • Keep your area clean 	<ul style="list-style-type: none"> • 2 pumps • 2 paper towels • 2 points in the trash 	<ul style="list-style-type: none"> • Use equipment properly 	<ul style="list-style-type: none"> • Voice level 2 • Go directly to the bus
<u>R</u>eady to learn	<ul style="list-style-type: none"> • Listen for directions • Remember all belongings 	<ul style="list-style-type: none"> • Know where you are going and get there 	<ul style="list-style-type: none"> • Walk at ALL times • Get items the first time through line 	<ul style="list-style-type: none"> • Return to class quickly and quietly 	<ul style="list-style-type: none"> • Be a good sport 	<ul style="list-style-type: none"> • Listen for directions • Remember all belongings

Guidelines for Teaching PBIS Matrix

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first two-three weeks following the kick-off assembly. Lessons will need to be repeated a few times initially and strongly reinforced

And then I'm done, right?

- Not quite. Plan to teach “booster” lessons every week of the school year (3-5 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

What do you mean by “teach” the expectations? You need to always go over class rules.

- This is a little different. By teach, we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort and reward them.
- Team up with other classes to plan and teach lessons.
- Repeat this process often as it takes for students to learn behaviors.

How much time am I supposed to commit to this?

- Keep the lessons brief: 5-15 minutes in the beginning.
- After the first few weeks the re-teaching of the lessons should only take 2-5 minutes.
- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons

Teaching Strategies

- Use classroom discussions
- Brainstorm a list of actions that show respect
- Have students talk about a person or character from a book that they respect
- Role-play both appropriate and inappropriate behaviors
 - Students should NEVER role play the inappropriate behavior; a teacher or other adult should play this role
- Create bulletin boards showing ROAR

School Wide Procedures to Practice

All Quiet Signal

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will either hold their fingers up and make the “zero” sign, or clap a pattern to be repeated back by students. To demonstrate, allow students to talk with a partner, getting to know them, asking about their favorite subjects, sports, if they have siblings, etc. After two minutes give an all quiet signal. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

Bus Line/Dismissal

Discuss how to leave the building at the end of the day. Practice walking down the hall quietly and in a straight line. Discuss and role-play.

Announcement Procedures

Announcements will begin promptly at 8:25 each morning. When announcements begin teachers should use the all quiet signal and students will be expected to listen and be attentive throughout the announcement.

Assembly Procedures

Discuss appropriate behaviors for walking in the hallways. Practice walking to the multipurpose room and demonstrate appropriate manners and ways to sit. Voices should be no louder than level 1 (demonstrate and practice what a level 1 voice sounds like) before an assembly starts and should be silent when the all quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after the assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.

Fire Drill

Practice exiting the building quickly in a straight line, going to their assigned location. The students should be walking and at a voice level 0. Discuss why it is important to walk and not talk. Discuss both appropriate and inappropriate behavior during a fire drill.

Classroom Procedures to Practice

- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone else
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- Returning to work after an interruption
- What to do during a fire drill, lock down drill, tornado drill, etc.
- What to do during announcements
- Saying “Please,” “Thank you,” “Excuse me,” “I’m sorry/I apologize for”
- Lunchroom guidelines
- How to walk in the hallway
- End of day procedures

Lesson Plan to Address Behavior at Arrival

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will say “Please,” “Thank you,” and “Excuse me.”
- **Own your behavior:** Students will stay to the right, not pass anyone in the hallway, and keep their hands to themselves
- **Act Responsibly:** Students will use a voice level of 2 and proceed directly to homeroom.
- **Ready to Learn:** Students will listen for directions and remember all their belongings

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be **respectful** when you arrive. Using proper manners and being kind is appropriate behavior when arriving at school in the morning.
- It is important to **own your behavior** when you arrive. Keeping your hands to yourself, staying to the right and not passing anyone when in the hallway ensures others are safe and avoids accidents.
- It is important to **act responsibly** upon arrival. Using a voice level of 2 ensures everyone can hear if directions are being given by an adult. Going directly to your homeroom keeps the hallways open and allows other students to enter the school safely.
- It is important to be **ready to learn** at all times. Listening for directions keeps everyone safe, and remembering all your belongings ensures you won’t lose anything important to you.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Voice level 2	screaming
Taking everything with you when you leave	Forgetting to take all belongings
Walking	running
Keeping hands to yourself	Touching other people’s belongings
Staying on the right side of the hallway	Passing someone

Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) models the following scenarios. The teacher discusses why the first scenario is an example of respectful behavior.
 - *Teacher walks in the school after pretending to get off the bus. She goes directly to her classroom, walking on the right side of the hallway and not passing any other students.*
 - *As you pretend to get off the bus, pretend to push other students out of the way. When you are in the hallway yell at your friend down the hall and run past others to catch up with them.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate arrival behavior.
 - *Take students to the foyer and have them practice walking on the right side of the hall, talking at a voice level of 2 and not passing anyone.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. Teacher and other students will provide feedback to peer groups.
 - *Small groups of students will be asked to come up with their own scenario. Student groups will act out respectful, own your behavior, act responsibly, and be ready to learn behaviors for arrival. Teacher and other students will provide feedback.*

Step 5: Provide opportunities for practice

- Refresher lessons
- Publicly recognizing students who display appropriate behavior when arriving
- All teachers recognize students regardless of grade level
- Signs posted in hallways
- All teachers reminding students of appropriate arrival behavior regardless of grade level
- Take students to the foyer to practice several times during the year

Lesson Plan to Address Behavior in the Hallway

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will use a 0 voice level when walking through the hallways and follow all adult directions.
- **Own your behavior:** While walking in the hallways, students will not touch other students or their belongings; keep their eyes facing forward; and maintain an appropriate distance between each other.
- **Act Responsibly:** Students will walk at all times in the hallways and not use any electronics while walking.
- **Ready to Learn:** While in the hallways, students will know where they are to be going and will go there directly without making any unnecessary stops.

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be **respectful** in the hallway so the noise doesn't disrupt other classrooms. Following adult directions is important in the event of an emergency and to maintain a safe and consistent flow of students in the hallway.
- It is important to **own your behavior** in the hallway because keeping your hands to yourself, your eyes forward, and maintaining an appropriate distance between students will keep everyone safe and avoid accidents.
- It is important to **act responsibly** in the hallway. Walking at all times and not using any electronics while walking will keep everyone safe and avoid accidents.
- It is important to be **ready to learn** at all times. By minimizing time in the hallway, by being where you are supposed to be, and not making unnecessary stops students will be able to spend more time in the classroom learning.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Voice level 0	Talking, pushing, running
Following a direction the first time it is given	Having to be told more than once or by more than one teacher what to do.
Walking	Running or listening to music or playing a video game
Keep hands to yourself	Touching other people around you
Straight line with eyes facing forward	Turned around facing the wrong direction
Students not aimlessly wandering the hallways	Wandering the hallways to avoid getting back to class

Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) models the following scenarios. The teacher discusses why the first scenario is an example of respectful behavior.
 - *Teachers model walking in the hallway without talking, staying in a straight line, and keeping an appropriate distance between each other.*
 - *Teachers model walking down the hallway side-by-side talking loudly, laughing, and pretending to hit each other. Another teacher standing in the hallway will be pushed out of the way as the others walk past. One teacher should be on their phone and run into a door pretending to get hurt.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate hallway behavior.
 - *Students will practice walking in the hallway demonstrating keeping their hands to themselves, a 0 voice level, eyes forward, and responding to adult directions when given.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. Teacher and other students will provide feedback to peer groups.
 - *Small groups of students will be asked to come up with their own scenario. Student groups will act out respectful, own your behavior, act responsibly, and be ready to learn behaviors for the hallway. Teacher and other students will provide feedback.*

Step 5: Provide opportunities for practice

- Refresher lessons
- Publicly recognizing students who display appropriate hallway behavior
- Reminders prior to entering the hallway
- All teachers recognize students regardless of grade level
- Signs posted in hallways
- All teachers reminding students of appropriate hallway behavior regardless of grade level

Lesson Plan to Address Behavior at Lunch

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will say “Please,” “Thank you,” and “Excuse me.”
- **Own your behavior:** Students will use voice level 1 when standing, a level one will be utilized through the kitchen serving area so the cafeteria staff can hear your order, a voice level 2 when seated, and eat/touch only their own food.
- **Act Responsibly:** Students will raise their hand and wait for an adult as well as keep their area clean.
- **Ready to Learn:** Students will walk at all times and remember to get all needed items the first time through the line.

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be **respectful** in the cafeteria. Using proper manners and being kind is appropriate behavior when eating in the cafeteria.
- It is important to **own your behavior** in the cafeteria so the noise doesn’t disrupt other students
- It is important to **act responsibly** in the cafeteria so students learn how to clean up after themselves. Raising their hands and waiting for an adult is important so the monitor can do their job.
- It is important to be **ready** in the cafeteria. Students in the cafeteria will walk at all times, and get needed items the first time without having to go back and disturb the other students in line.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Use a 1 voice when standing	Yelling out
Use a 2 voice when seated	Using unkind words
Eat and touch their own food	Touching others’ food
Clean up their table area	Leaving food on the table or floor

Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) models the following scenarios. The teacher discusses why the first scenario is an example of respectful behavior.
 - *While standing in line, the teacher is quiet, says please and thank you to the cafeteria workers. She walks to her table, eats and talks quietly to her neighbors. She walks to return her tray and walks when dismissed for recess.*
 - *While standing in line, the teacher talks loudly and runs to the cafeteria table, spilling food on the floor. The teacher does not clean up the food, proceeds to table, and starts taking food from another adult.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate lunch time behavior.
 - *Students will practice walking into the cafeteria, going through the line, finding a seat, and returning their tray, while demonstrating the positive behaviors expected of them.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. Teacher and other students will provide feedback to peer groups.
 - *In a small group setting, students will develop their own positive scenario. Student groups will act out **appropriate behavior** for their scenario. Teacher and students provide feedback to peer groups.*

Step 5: Provide opportunities for practice

- Booster lessons to refresh positive behavior
- Teacher regularly models respectful behavior
- Publicly recognizing students who display respectful behavior
- Teachers award points to students who display ROAR

Lesson Plan to Address Behavior in the Restroom

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will clean up after themselves, voice level 1, and give others privacy.
- **Own your behavior:** Students will go to the restroom, flush the toilet, wash their hands, and leave immediately.
- **Act Responsibly:** Students will use only 2 pumps from the soap dispenser, use 2 paper towels, and throw their trash in the trash can.
- **Ready to Learn:** After using the restroom, students will immediately return to class quietly.

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be **respectful** in the restroom. Staying quiet and giving others privacy allows all students to feel safe and secure in our school.
- It is important **to own your behavior** in the restroom. Remembering to wash and flush is important in keeping the restroom clean and preventing the spread of germs. It is also important to not linger in the bathroom so others can use it too.
- It is important to **act responsibly** in the bathroom. Students who use only 2 pumps of soap, 2 paper towels, and place trash in trash can are not being wasteful with supplies.
- It is important to be **ready to learn**. Leaving the restroom quickly and quietly keeps students engaged in learning.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Voice level 1	Screaming
Walking	Running and Climbing
Toilet flushed	Dirty toilet not flushed
Used paper towels in the trash can	Paper towels on the floor

Give other students privacy	Looking under stall doors or between cracks in door
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Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) models the following scenarios. The teacher discusses why first scenario is an example of respectful behavior.
 - o *Teacher will talk in the restroom using a voice of 1, open the stall door, then close the door. Teacher will use 2 pumps of soap, wash hands, pull 2 towels, dry hands, place towels in trash can. Teacher will then quietly return to class.*
 - o *Teacher will yell entering the restroom and bang and grab the stall doors. Teacher will use many pumps while washing hands, and will get water all over the floor. Teacher will use more than 2 towels and toss them onto the floor. When leaving teacher will slam the door open, yell when leaving the bathroom, and then walk very, very slowly back to class.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate restroom behavior.
 - o *Students will practice modeling the desired behavior using voice level 1, only 2 pumps of soap, 2 towels, and place trash in the trash can.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. Teacher and other students will provide feedback to peer groups.
 - o *In a small group setting, students will develop their own positive scenario. Student groups will act out **appropriate behavior** for their scenario. Teacher and students provide feedback to peer groups.*

Step 5: Provide opportunities for practice

- Teacher regularly models respectful behavior
- Practice scenarios as needed with students
- Recognize students who display respectful behavior

Lesson Plan to Address Behavior on the Playground

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will only use a level 4 voice after they are on the playground. Students will invite other students to play with them.
- **Own your behavior:** Students will stay in assigned areas as designated by teacher on duty. Students will always use kind words and actions with others
- **Act Responsibly:** Students will use equipment properly.
- **Ready to Learn:** Students will show good sportsmanship.

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be **respectful** at recess by including others and remaining at a 0 voice level until you are on the playground so you don't disturb other students who are in class.
- It is important to **own your behavior** by staying in areas assigned by monitor. Using kind words and actions to maintain friendships and positive play.
- It is important to **act responsibly** by using equipment properly so that nothing is damaged or lost.
- It is important to be **ready to learn** by remembering to get along with others and being a good sportsman.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Voice level 0 in the hall	Yelling in the hallway
Voice level 4 on the playground only	Aggressive behavior towards others
Bring equipment back inside	Letting equipment on the playground
Getting along and playing with others	Calling names and excluding others

Accepting losing and not throwing a tantrum	Getting mad when losing
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Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) models the following scenarios. The teacher discusses why the first scenario is an example of respectful behavior.
 - o *Teacher asks the person on duty to go inside and get a ball instead of stealing one from another group of students. After getting the ball, she asks two other students to play with her.*
 - o *While playing at recess, the teacher knocks a ball out of the arms of another student and ran away with it.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate playground behavior.
 - o *Students will practice modeling the desired behavior at recess using voice level 4 on the playground and using kind words and actions. Students will demonstrate they know how to use each piece of equipment properly and be a good sport when losing or winning a game.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. Teacher and other students will provide feedback to peer groups.
 - o *In a small group setting, students will develop their own positive scenario. Student groups will act out **appropriate behavior** for their scenario. Teacher and students provide feedback to peer groups.*

Step 5: Provide opportunities for practice

- Refresher lessons
- Publicly recognizing students who display appropriate playground behavior
- Reminders prior to going to recess
- All teachers recognize students regardless of grade level
- Points can be given to students that always demonstrate ROAR behavior on the playground.

Lesson Plan to Address Behavior at Dismissal

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

- **Respect:** Students will say “Please,” “Thank you,” and “Excuse me.”
- **Own your behavior:** Students will stay to the right, not pass anyone in the hallway, and keep their hands to themselves
- **Act Responsibly:** Students will use a voice level of 2 and proceed directly to their bus.
- **Ready to Learn:** Students will listen for their bus to be called. Students will be organized and remember all belongings.

Step 2: List a rationale for teaching the behavior (Why is it important?)

- It is important to be respectful during dismissal so other students are not bothered.
- It is important to **own your behavior** at dismissal. Keeping your hands to yourself, staying to the right and not passing anyone when in the hallway ensures others are safe and avoids accidents.
- It is important to **act responsibly** at dismissal. Using a voice level of 2 ensures everyone can hear if directions are being given by an adult. Going directly to your bus will prevent you from missing your bus.
- It is important to be **ready to learn** during dismissal so that all your belongings go home and you don’t miss your bus.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<u>Examples</u>	<u>Non-examples</u>
Use a voice level of 2	Yelling
Keep hands and feet to yourself	Touching other students
Stay on the right side of the hall	Running down the hall while passing others

Keep all belongings organized	Leaving homework or other belongings in the classroom
Go directly to your bus.	Stopping in the hallway to wait for a friend

Step 4: Practice/Role Play Activities (Students NEVER model non-behaviors!)

- **Model expected behavior (I do):** Teacher(s) model the following scenarios. The teacher discusses why the first scenario is an example of respectful behavior.
 - o *The teacher makes sure she has all their belongings and homework. She walks down the right hand side of the hall going directly to where the buses load.*
 - o *Instead of going straight to her bus, the teacher goes to another classroom to find her friend. Realizing they may miss their bus they run down the left side of the hall, bumping into another teacher.*
- **Lead students through behavior (We do):** Teacher(s) and students will model appropriate playground behavior.
 - o *Students will practice modeling the desired behavior at dismissal using voice level 2, sitting at the correct table, and only using approved school electronic devices.*
- **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out **appropriate, respectful behavior** for their scenario. The teacher and other students will provide feedback to peer groups.
 - o *Small groups of students will demonstrate appropriate dismissal behavior to share with peers.*

Step 5: Provide opportunities for practice

- Refresher lessons
- Points can be given to students displaying appropriate dismissal behavior

Positive Teacher Attention

How often should I give positive attention?

4:1

Four positives to one correction

Behavior Incentives

Green Dojo Points

- How staff should use Dojo points
 - Dojo points may be given to **any** student, in **any** location, following the R.O.A.R expectations.
 - Staff members should always have their iPad or other electronic device with them in order to reward students.
 - When giving a point to a student be sure to praise them and tell them why they are getting the point.
 - Teachers are responsible for telling each student their number of points when it's time to shop at the school store.
 - Teachers will choose a time based on the schedule set by the School Store committee to bring the store to their classroom, and will be responsible for deducting points used to purchase items.
 - Points will not be deducted for anything other than shopping.
 - Dojo points will be reset to zero after each marking period.
- How students should use Dojo points
 - Students will accumulate points and use them to “purchase” items from the school store.
 - Students can visit the store at their designated time to purchase items.

Golden Tickets

- How to use the Golden Tickets
 - All staff will receive tickets in their mailboxes to hand out to students.
 - Students should exhibit “**above and beyond**” behavior to receive a golden ticket. It should not be given to students who expect to get a golden ticket in exchange for their behavior.
 - Do not give out a golden ticket just to get rid of it. Students must earn them.
 - Try to hand out your ticket during the 6-day cycle in which you are given the ticket.

- How to complete the Golden Ticket:
 - Write the student name on the ticket.
 - Circle the ROAR behavior exhibited by the student.
 - Write the reason the student received the ticket, and sign your name.

- What students do when they receive a Golden Ticket
 - Students receiving the golden tickets will be called to the cafeteria at the beginning of the next day.
 - Students will choose a number from the Principal’s 200 jar.

- Students will scan a QR code and complete the Google Form to record they received a ticket and what number they pulled.
- Their name will be placed in the appropriate slot on the Principal's 200 board.
- When a row or column is filled, those students win a group mystery reward

The Golden Ticket

East Juniata Elementary School

This Golden Ticket is presented to: _____

My Golden Behavior today was...

Respect

Own Your Behavior

Act Responsibly

Ready to Learn

My ROAR behavior comment(s):

**Congratulations! You have been recognized for your ROAR and showing EJES pride!
THANK YOU for setting such a positive example. We appreciate your efforts and keep
up the “ROARING” good work!**

Sincerely,

Classroom Problem Behaviors

1. Refer to the Problem Behavior flow chart to determine if behavior is office or classroom managed.
2. Follow strategies listed
3. Assign consequences
4. File an incident in Sapphire making note behavior was handled in the classroom *
5. Create an individual student file of behavior issues.

Office Discipline Referral Behaviors

1. Refer to the Problem Behavior flow chart to determine if behavior is office or classroom managed.
2. File a referral in Sapphire, making note behavior needs addressed by an administrator.
3. Remember: **No paper referral form**

**Teacher referrals using Sapphire. 1.) My Gradebook 2.) Discipline 3.) New Incident or Referral. (Referrals come to the office) Incidents automatically go to the portal for parents to see. This is a general description of what happened. The notes section is where you can include the names of other students involved. Initial incidents are documenting behaviors you have handled within your classroom including parent contact.*

Minor Negative Behaviors (Red Dojos)

(Red dojos will not take away points, it is a way to monitor cumulative negative behavior.)

- **1st red dojo given as a warning and staff will enter an incident in sapphire.**
 - staff giving red dojo will write a note in Class Dojo about misbehavior
(note can be seen by parent and staff)
 - student should be aware they have been given a red dojo
- **2nd red dojo requires a think sheet and staff will enter an incident in sapphire.**
 - staff giving red dojo will write a note in Class Dojo about misbehavior
(note can be seen by parent and staff)
 - student will be given a think sheet by the staff member who assigned the red dojo to complete
 - student will complete the think sheet, scan the appropriate QR code and complete the Google Form
 - staff will hold brief conference with the student talking about correct ROAR expectations
 - staff who gave the think sheet will also send a message to the parents to notify them a think sheet will be coming home
- **3rd red dojo is 15 minutes of structured recess and staff will enter an incident in sapphire.**
 - staff giving red dojo will write a note in Class Dojo about misbehavior
(note can be seen by parent and staff)
 - staff will complete Google form to make person on recess duty aware of 15 minutes of structured recess time
 - staff giving dojo needs to do a quick reteach of ROAR expectation (to individual or whole class)
- **4th red dojo is 30 minutes of structured recess AND staff will enter a referral in sapphire**
 - staff giving red dojo will write a note in Class Dojo about misbehavior
(note can be seen by parent and staff)

- staff will complete Google form to make person on recess duty aware of 30 minutes of structured recess time
- staff will enter a referral in Sapphire
- staff giving dojo needs to do a quick reteach of ROAR expectation (to individual or whole class)
- **5th red dojo staff will enter a referral in sapphire AND consequence is at the administrator's discretion**
 - staff giving red dojo will write a note in Class Dojo about misbehavior (*note can be seen by parent and staff*)
 - staff will enter a referral in Sapphire
 - administrator will determine course of action (such as reteaching and/or additional consequence)

PROCESS BEGINS AGAIN after 5th red dojo

***RED DOJOS WILL RESET EACH MARKING PERIOD/ by teacher**

Accumulation of red dojos:

- **4 or more red dojos**
 - student will lose their privilege to shop at the school store
- **8th red dojo**
 - student will NOT participate in the PBIS Celebration for that marking period

(Homeroom teacher will need to check the accumulation of their homeroom's red dojos 1 day prior to Celebrations. Student names should be emailed to Administration. Two non-homeroom teachers will be asked to spend time with these students during the Celebration. The time will be spent reteaching ROAR in locations around the school.)

***A student with 3 referrals** at any time during a school year, will require more services. (ex. SAP referral; conference with administration/ teacher/ parent; counselor or psychologist referral; tier 2 services)

What minor behaviors constitute a red dojo?

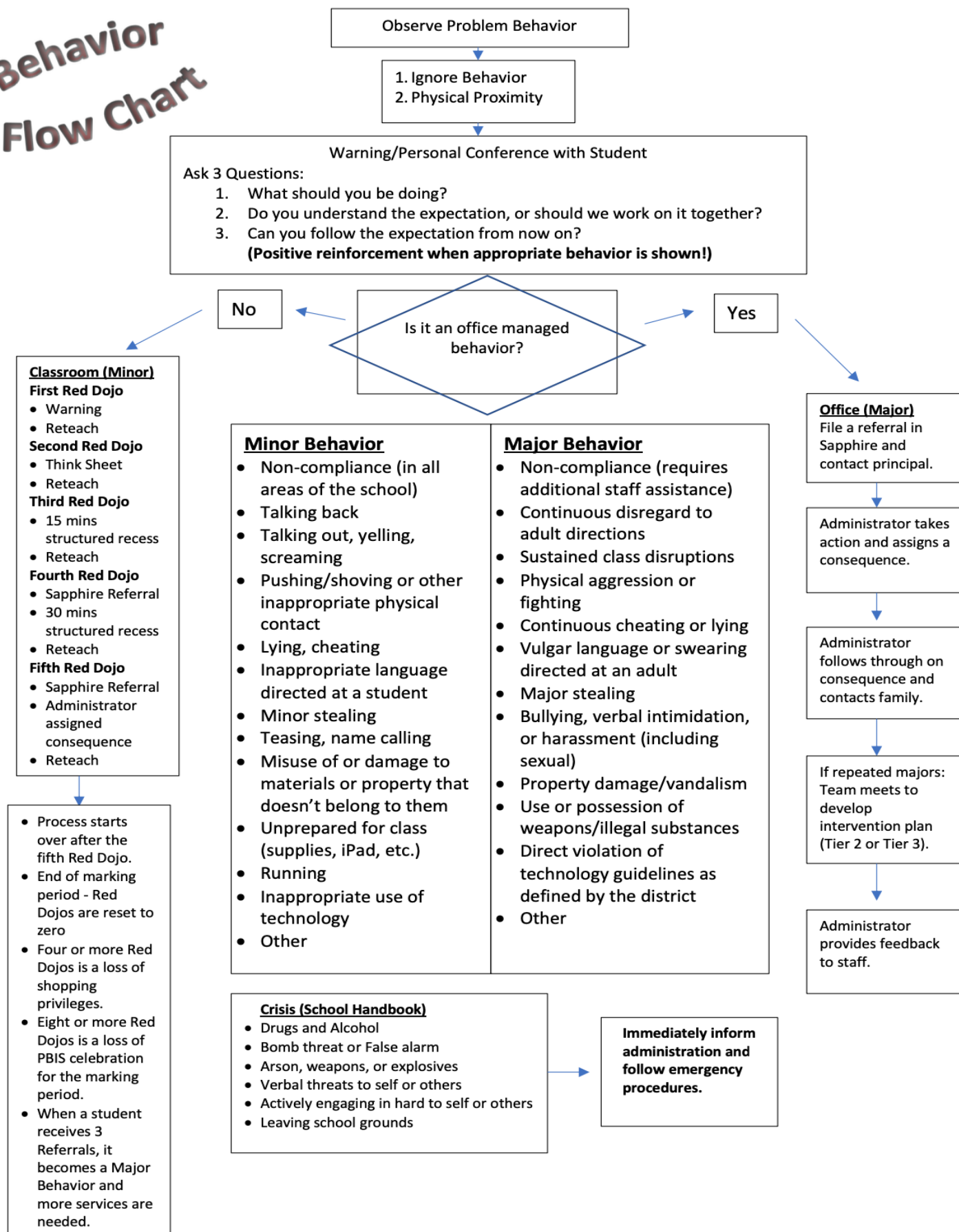
- noncompliance (in all areas of the school)
- disrespect
- disruptive behavior/ talking out
- disrespect to school property
- Inappropriate language directed at a student
- inappropriate physical contact
- damaging materials
- inappropriate use of technology
- lying and cheating
- minor stealing
- minor harassment/ teasing
- wandering
- being unprepared for class (supplies, ipad)
- other

Major Negative Behaviors (ODR)

→ These behaviors go straight to a **referral** on sapphire and phone call or email to administration?

- vulgar language/ continuous swearing/profanity towards an adult
- property damage/ vandalism
- defiance
- insubordination
- noncompliance (requires additional staff assistance)
- continued disrespect
- use or possession of weapons/ illegal substances
- inappropriate location/ out of bounds/ fleeing school grounds
- harassment (including sexual)
- bullying
- physical aggression/ fighting
- major stealing
- verbal intimidation
- other

Behavior Flow Chart



Problem Behavior Definitions

Behavior	Minor Offenses (Classroom Managed)	Major Offenses (Office Managed)
Attendance/Tardy/ Skipping school		<ul style="list-style-type: none"> • Repeated absence or tardiness
Non-compliance/Disrespect/ Insubordination	<ul style="list-style-type: none"> • Not following expectations/directions • Talking back to an adult • Refusal to follow directions • Tone/attitude • Name calling, put downs 	<ul style="list-style-type: none"> • Continuous or blatant open disrespect and disregard to adult directions • Active refusal to do what is asked • Running away
Disruption	<ul style="list-style-type: none"> • Talking out • Out of seat, disrupting others • Yelling or screaming 	<ul style="list-style-type: none"> • Behavior that disrupts the entire class over an extended period of time • Sustained out-of-seat behavior
Inappropriate physical contact/ Aggression/Fighting	<ul style="list-style-type: none"> • Non-serious, but inappropriate contact • Not keeping hands to self • Minor pushing/shoving in line, horseplay • Aggravating tapping/nudging 	<ul style="list-style-type: none"> • Serious physical contact where injury may occur • Hitting, punching, kicking, hitting with an object, scratching, etc • Actions involving physical contact with intent to harm
Lying/cheating/ Forgery/Plagiarism	<ul style="list-style-type: none"> • Student is untruthful • Academic misconduct • Cheating 	<ul style="list-style-type: none"> • Chronically uses someone else's work as his/her own • Chronically untruthful • Repeated cheating or academic misconduct
Profanity	<ul style="list-style-type: none"> • Low-intensity, inappropriate language directed at a student 	<ul style="list-style-type: none"> • Verbal messages that include swearing, indecent language and/or gestures directed at adults
Stealing/Theft	<ul style="list-style-type: none"> • Low intensity stealing 	<ul style="list-style-type: none"> • Deliberately taking, being in possession of, or having passed on something that belongs to someone else or the school
Verbal intimidation/ Harassment/Bullying	<ul style="list-style-type: none"> • Teasing • Name calling • Low-intensity, but inappropriate, verbal aggression 	<ul style="list-style-type: none"> • Verbal abuse • Deliberately delivering disrespectful messages in any format related to gender, sex, ethnicity, race, religion, disability, physical features, or other protected class

Behavior	Minor Offenses (Classroom Managed)	Major Offenses (Office Managed)
Property Misuse/Damage/ Vandalism	<ul style="list-style-type: none"> • Misuse of classroom materials/ • equipment/property 	<ul style="list-style-type: none"> • Purposely damaging/destroying property • Intentional unauthorized/ • inappropriate use of internet, cell phone, email, district technology
Substances		<ul style="list-style-type: none"> • Possession of drugs, tobacco, or alcohol • Student/School Handbook
Weapons		<ul style="list-style-type: none"> • Possession of knives, guns (real or look alike), or other objects capable of causing bodily harm • Student/School Handbook
Bus violation		<ul style="list-style-type: none"> • Misconduct/violation of rules on the school bus
Damaging materials	<ul style="list-style-type: none"> • Low-intensity misuse of property that does not belong to them 	<ul style="list-style-type: none"> • Misuse of school property that results in permanent damage
No supplies	<ul style="list-style-type: none"> • Arriving at class without the appropriate materials 	
Running	<ul style="list-style-type: none"> • Not walking 	
Dress code violation	<ul style="list-style-type: none"> • Wearing of clothing that is near, but not within, the dress code guidelines defined by the school district 	<ul style="list-style-type: none"> • Wearing of clothing that is a major violation of the dress code guidelines defined by the school district
Tattling	<ul style="list-style-type: none"> • Non-serious incident involving another student in order to get that student in trouble 	
Climbing on walls/stalls in bathroom	<ul style="list-style-type: none"> • Hanging or climbing on the stalls or walls in the bathroom that <u>does not</u> result in damage 	<ul style="list-style-type: none"> • Hanging or climbing on the stalls or walls in the bathroom that <u>does</u> result in damage
Technology violation	<ul style="list-style-type: none"> • Non-serious by inappropriate use of cell phone, camera, music/video player, iPad, and/or computer 	<ul style="list-style-type: none"> • Serious and inappropriate use of cell phone, camera, music/video player, iPad, and/or computer • Direct violation of technology guidelines defined by the school district

THINK SHEET



Student Name: _____ Date: _____

Today I had difficulty with my behavior.
I need your help in talking about my feelings.

WHAT HAPPENED

I FELT



Mad



Sad



Silly



Embarrassed



Bored

NEXT TIME I WILL



Parents:

This form will help your child talk about their behavior today at school. Please discuss this at home, sign, and return to school the following day.

Thank you for your continued support!

Student Signature

Parent Signature

Teacher Signature

Stop and Think

Student Behavior Reflection Form

Name: _____ Date: _____

Location: playground, lunchroom, restroom, hallway, classroom, arrival

Circle the PBIS expectation that was not followed:

Respect Own your behavior Act Responsibly Ready to Learn

What did I do that doesn't follow school rules?

What could I have done differently?

Student Signature: _____

Staff Signature: _____

Parent Signature _____

Tier 1 Meeting Role Descriptions

Facilitator:

The facilitator manages the meeting process. This person works with the team before the meeting to create the agenda. During the meeting, they guide the group through the discussion, ensure everyone participates, and keep the discussion productive.

Minute Taker:

The note taker records key decisions, insights, action items, and other results.

Time Keeper:

The timekeeper ensures all time limits are respected, including time for discussing specific topics and for ending on schedule.

Email Summarizer:

The email summarizer makes sure all pertinent information from the meeting is emailed to the staff.

Data Analyst:

The data analyst collects, summarizes, and interprets behavioral data in order to pinpoint hotspots and guide decision making.