



Green Elementary School

PBIS Handbook

Principal, Rachel Ramey

The PBIS Team explicitly illustrates the purpose of a team, defines the team's structure, and identifies the roles and responsibilities of the team.

Members of the PBIS Team must include at least one of each of the following: an administrator, a general education teacher, a special education teacher, a non-classroom staff (i.e. climate staff, counselor, etc.), a family/community member, and a student and when possible should reflect demographics of student population.

For a school-wide system to work effectively, it is important that each staff member reads and understands this handbook.

Questions can be directed to Mrs. Ramey, Elementary Principal.

Team Role	Name	E-mail address	School Role
Facilitator	Rachel Ramey	rramey@greenbobcats.org	Principal
Data Analyst	Hannah Timberlake	htimberlake@greenbobcats.org	Mod Teacher
Minute Taker	Kayla Rudd	krudd@greenbobcats.org	Non-classroom staff
Time Keeper	Jessica Lincecum	jlincecum@greenbobcats.org	Special Education
Student Engagement Liaison	Eli Mcilhenny	mcilhennye28@greenbobcats.org	Student/ 6th Grade
Family/Community Engagement Liaison	Jessica Collier	jcollier@greenbobcats.org	Parent
Team Member	Jessica Mcilhenny	jessica.mcilhenny@greenbobcats.org	Guidance Counselor
Team Member	Caitlyn Hanes	caitlyn.hanes@scoesc.org	School Psychologist

Team Mission Statement

The mission of the Green Elementary PBIS Team is to teach and recognize positive behavior through the implementation of a data-driven, school-wide program to maximize social, emotional, and academic Bobcat Star Behaviors in all students. We will accomplish our mission by providing a safe and supportive learning environment where students will practice school-wide expectations with teachers and staff serving as positive role models.

Table of Contents

Guiding Principles (What is PBIS?)	4
Process of Support	5
Important Things to Remember	6
Recognition	7
Implementation Plan	10
Essential Features	11
Staff Responsibilities	13
Behavior Definition	14
Discipline Referral Process and Flow Chart	16
Offenses (Tier 1/ Tier 2/ Tier 3 example)	17
Behavior Expectations Matrix (Respectful, Responsible, and Ready)	18
PBIS Lesson Plans	19

What is Positive Behavior Support?

- Positive Behavior Intervention and Support (PBIS) is a general term that refers to the application of positive interventions and system changes to achieve socially important behavior change.
- PBIS was developed initially as an alternative to aversive interventions used for students with significant disabilities who engaged in extreme forms of self-injury and aggression.
- The focus is on creating and sustaining school environments that improve lifestyle results (personal, health, social, academic, work, etc.) for all students by making problem behavior less effective, efficient, and relevant while making desired behavior more functional. In addition, the use of culturally appropriate interventions are emphasized.

What is the Purpose of PBIS?

- The purpose is to establish a comprehensive, data-driven system that gives schools the capability of identifying and treating building-wide behavior problems using empirically supported Technology (School-Wide Information Systems (SWIS)). (Sugai & Horner, 2001).

What is School-Wide Support?

- Procedures and processes intended for all students, staff, and settings
- Includes a building-wide team, which oversees...
 - Development • Implementation • Modification • Evaluation activities

What systems are problematic?

For PBIS to be successful, we need to look at our referrals by:

- Problem Behavior /Location /Time of Day
- Student Data should assist with: parent meetings, development of IEPs, student interventions, evaluation, data teams, and professional development.

To look at behavior data, we use SWIS.

- **SWIS:** School Wide Information System is a web-based information system for gathering, entering, summarizing, reporting, and using office discipline referral information.
- **Purpose:** To improve the ability of school personnel to develop safe and effective educational environments. It is only useful if behavior data sheets are completed efficiently and consistently. This is an expectation of every staff member.

Process of Support

The Behavior Expectations Matrix

We have created a behavior expectation Matrix that should govern all areas of the school. The language on the matrix is important. By using the language on the matrix, students will hear consistent vocabulary from all adults in the school setting. This consistency will allow students to be familiar and understand the expectations for their behavior in all settings of the school, no matter which adult is monitoring behavior. Creating an environment where all adults are using the same, common language will make expectations clear to students.

See Appendix for Matrix.

The Discipline Flowchart

The discipline flow chart has been created by the PBIS team to guide administration and staff toward consistent discipline procedures. See Appendix for Flowchart.

PBIS Expectations

Green Elementary School believes that success is possible for all students and that some traditional forms of discipline are not as effective in changing inappropriate behavior. One avenue that has been found to be successful in helping teachers help students is the use of the PBIS Model.

Teachers/Staff will teach/review rules and procedures to students during the first Wednesday of every month. Lesson plans will be provided as reference for staff to use each month of the review. Teachers and staff will continue to remind students of proper procedures.

Redirects

A redirect happens when a teacher personally asks a student if they can handle their unwarranted or off-task behavior i.e. "Could you please stop talking?" If a student gets a second redirect, they should be moved to a safe seat.

Important Things To Remember

Reactive Teacher (Hostile Teachers)	Proactive (Effective Teachers)
Yell Use Fear Blame Students Give-up On Students Inconsistent Expectations Blame Parents Use Sarcasm Fail To Plan Lack of Communication Penalize Whole Classes	Plan, Plan, Plan (Behaviorally and Academically) Consistent and Persistent Ask for help Don't use sarcasm Holds Accountable-Firm and Fair Sets High Expectations for All Blames Self When Students Don't Succeed Relationship Driven Creative Independently Address Unwarranted or Off-task Behavior

Procedures to Rehearse with Students

<ul style="list-style-type: none"> ❖ Entering The Classroom ❖ Coming To Attention ❖ Getting To Work Immediately ❖ When They Are Tardy ❖ Turning in Work ❖ Passing Papers In ❖ When Visitor Enter The Room ❖ Greeting Students At The Door 	<ul style="list-style-type: none"> ❖ End of Class Dismissal (Bell to Bell Teaching) ❖ Listening To and Responding to Questions ❖ Participating in Class Discussions ❖ Keeping Their Desk and The Room Orderly ❖ Resolving Conflict ❖ Using the Restroom ❖ Getting a Hall Pass ❖ Signing Out of Room For Hall Pass 	<ul style="list-style-type: none"> ❖ Sharpening Pencils ❖ Getting Permission to Leave Their Seats ❖ Indicating Understanding ❖ Waiting for Help ❖ When The Are Absent Getting Into Groups ❖ Working Cooperatively ❖ Lining Up ❖ Releasing To Next Class ❖ Responding to Fire Drills
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Recognition

Bobcat Paw Tickets

Staff members may give a Bobcat paw print ticket to students who represent our 4 look for behaviors: Be Ready to Learn , Be Responsible, Be Respectful, and Be Resilient..

Students turn in these tickets for a chance to win prizes. Both the student and teacher who handed out the Bobcat Paw ticket will get awards. These paw print tickets will be placed in a collection container in the front office for later monthly prize drawing. The teacher in one container and the student in another.

As students are in their Activity specials each week they can earn extra classroom incentive paws. Classrooms who represent our 4 look for behaviors: Be Ready to Learn , Be Responsible, and Be Respectful will earn the paw that corresponds with the look for behavior. (Be Ready to Learn: Green Paw Print , Be Responsible: Red Paw Print, and Be Respectful: Blue Paw Print **Be Resilient: Yellow Paw Print**) The homeroom teacher will display these earned paws on the outside classroom door till a collection of 10 is gathered. The class will then earn a special reward. (popcorn party, etc.)

Expectations for Bobcat Paw Tickets:

- Give to students who are exhibiting the expectations of **Four** R's.
- Be sure to give them to all levels of learners (the middle groups of students often get left out).
- This should be something you are doing daily in each class. Extrinsic motivation motivates everyone!

Examples of Reasons for a Bobcat Paw Ticket:

- Being on time daily.
- Being prepared for class daily.
- Positive hallway, cafeteria, locker room, and classroom behavior.
- Reading/Working with intent during Advisory.
- Completing work daily.
- Picking up trash.
- Participating in class appropriately.

- Scoring awesome on an assessment (project, quiz, or test).

Pride Certificates

This positive office referral program allows staff members to recognize students and co-workers who are practicing the tenets of the Bobcat Way and/or academic success. Pride should be turned into the principal for review and recognition.

Expectations for Pride's:

- Mrs. Ramey will house Pride's in her office.
 - Every teacher is expected to hand out at least 1 PRIDE per month. If you want an extra PRIDE, visit with Mrs. Ramey. We want PRIDE's to keep the PRIDE factor.
 - When you fill out a PRIDE, be specific in your notes. The more detailed the better. Connect the PRIDE back to a Three R's when possible.
- These Pride winners will be featured in a post on our district website page as well as Facebook.

Example of Reasons for a PRIDE:

- Evaluate Scores or Check Point Scores moving to a higher level..
- Consistently going above and beyond the Three R's.
- Consistently doing work at the highest level.
- Showing academic and behavioral growth.
- Helping a peer feel connected by making them feel valued.
- Helping an adult clean-up, or complete a task without being asked.

Attendance Incentives

Students with Perfect Attendance for the month (no tardies or check outs) will receive a Homework Pass to be used one time within the following month. Teachers will initial and collect the pass when redeemed.

Green Elementary

School-Wide Positive Behavior Support

Implementation Plan

This plan is designed to implement the school-wide positive behavior support system in the most efficient manner at Green Elementary School. Each topic is clearly defined and support materials are provided. Teaching responsibilities are assigned to the most appropriate school staff members.

Our specific goals are as follows:

- I. Teach classroom expectations and school universal expectations.
- II. Introduce and provide specific behavior examples for each expectation:

**Be Respectful, Be Responsible, Be Ready to Learn, and
Be Resilient**

III. Teach expectations through the "teach-model-practice" sequence (Tell students expectations, model expectations, and have students practice appropriate behaviors).

IV. Prompt students and use pre-corrects to use specific behaviors prior to "problem spots." Examples: 1. "Someone tell me how we show respect when we walk down the hall?" 2. "Remember to be safe by keeping hands, feet, and other objects to yourself."

V. Provide specific and public positive feedback to students who display critical skills. Be sure to let students know what rule he/she followed and the specific behavior he/she displayed. Example: "Lawrence, you did a great job being responsible when you turned in your homework on time!"

VI. Celebrate student achievement through school-wide assemblies and classroom incentive programs.

Green Elementary School
Essential Features Tip Sheet
Teaching Social Skills With Integrity

PBIS Lessons will be provided during the 1st period- the 1st Wednesday of each month.

September 13	December 6	March 6
October 4	January 3	April 3
November 1	February 7	May 1

What Does it Mean to Teach Social Skills With Integrity?

A school-wide approach to teaching social skills with integrity is when all staff demonstrate, explain, and practice social skills within and across multiple school settings daily. This level of implementation would require all staff in the building to understand their role in teaching social skills. Additionally, lessons for each rule on the school's expectations matrix would be developed and distributed. Giving teachers a direct instruction lesson that addresses non-classroom settings sets the expectation that teaching social skills will be a year-long effort.

Why is it Important to Teach Social Skills?

Teaching social skills is one of the necessary, essential features of the School-wide Positive Behavior Support process. The emphasis on teaching all students important expectations is based on two assumptions: 1) All behavior (both appropriate and inappropriate) is learned, 2) thus appropriate behavior can be taught using the same basic principles with which academic content is taught (Colvin, Sugai & Patching, 1993). Many students who struggle the most with social skills have not had an opportunity to learn the social skills expected in school. The most efficient approach is to teach social skills directly.

What is Direct Instruction of Social Skills?

Direct instruction of social skills is when teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular social skill. Direct instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. Direct instruction is the most efficient method of teaching social skills. "To increase the likelihood of students using social skills appropriately across people, places and situations, teaching procedures should include multiple examples, practice within and across multiple settings, instruction on self-management skills, and involvement of a variety of people" (Lewis and Sugai, 1999, p. 6). Use the "Teach, Model, Practice" sequence for teaching these skills and expectations.

Steps to Direct Instruction of Social Skills

- Teach students lesson objectives
- Tie to prior knowledge
 - Model; show examples
 - Roleplay positive examples
- Students practice, practice, practice & are given performance feedback
- Make connections with other curricular areas
- When errors occur, re-teach again and again

Are There Ways to Indirectly Teach Social Skills?

- After specific social skills have been directly taught, it is helpful to give students pre-corrects before they are asked to perform the skill. Pre-corrects function as reminders and can be particularly helpful when teachers anticipate students will have difficulty with the skill. A pre-correct example: After students have been directly taught to listen to adult directions, teachers can say after giving an attention signal. "Before we begin, remember the steps to listening to adult directions are eyes on me, voice off and body to self."
- Often there are natural opportunities throughout the day to practice, practice, and practice social skills. Practice helps students maintain previously learned knowledge, focus on current lessons, and generalize of skills taught in class to other non-classroom settings

- Identify times and places when it is difficult to use social skills they have been taught

What Roles Do Non-Classroom Staff Have to Support Social Skills Instruction?

- All adults in the building should be fluent with the language of the school-wide expectations (Three R's) and use them when interacting with students.
- All adults in the building should model the behaviors we expect of the students. For example, if students are expected to use quiet, respectful voices in the hallway, all staff should use quiet, respectful voices in the hallways too.
- All adults can support students who are using the social skills they have been taught by giving students specific and positive feedback. A sincere comment such as, "Thanks for being responsible and moving onto class guys" helps support students' use of social skills they have been taught.
- Corrective interaction focuses on re-teaching the expected behavior as any learning error would be taught (Example: 1. What should you be doing? 2. Do you need help doing it? 3. Let me see you do the behavior!)

How Will We Know if Adults are Teaching?

- Adults model expected social skills (e.g., use quiet voices while classes are in session, keep hands and feet to yourself.)
- Teachers make student work visible—posters, stories, goals, data
- Class schedules include social skills lesson time
- Hear staff use expectations language regularly as they give students pre-corrects and performance feedback each day, all day, all year
- The school environment is calm, organized, and positive

PBIS Staff Responsibilities

- Teach behavior expectations and social skills with integrity.
- Encourage and provide incentives for positive behavior.
- Follow Behavior Flow Chart and complete SWIS Discipline notices for all major and minor referrals.
- Use student, classroom, and school-wide data to make classroom and team decisions.
- Model expected behavior for students and provide classroom incentives.=
- Work within grade-level and vertical teams to solve behavior issues.
- Keep administration informed of students with frequent or perpetual behavior issues.
- Interacting Frequently
 - Positive Contacts
 - Friendly, helpful, open demeanor
 - High rate of delivery
 - Look and listen for signs of a problem

BEHAVIOR DEFINITIONS

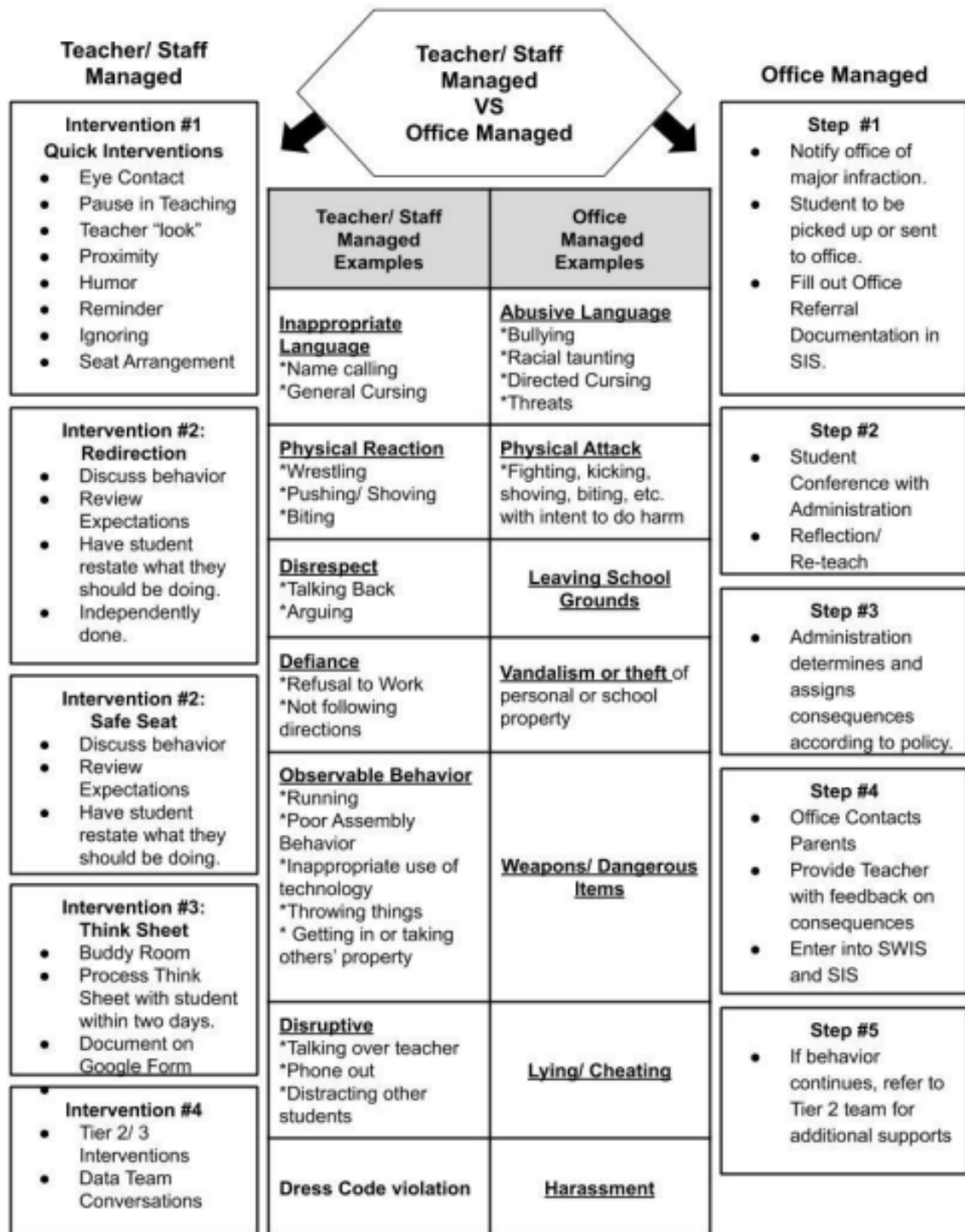
Behavior	Definition
Disruption	<i>Students engage in low intensity, but inappropriate disruption: throwing objects, excessive talking, making other noises, out of seat, etc...</i>
Defiance	<i>Refusal to follow school-wide expectations, staff directives or requests, or voicing disrespect to those in authority in a verbal or non-verbal manner.</i>
Disrespect	<i>Includes, but not limited to, words, tone of voice, facial expressions, or gestures. (Arguing, talking back or socially rude interaction with peers or adults.)</i>
Dress Code	<i>(follow guidelines in student handbook)</i>
Inappropriate Language	<i>Communication with a person that includes swearing or use of other inappropriate words or gestures</i>
Inappropriate Physical Contact/horseplay	<i>Student engages in non-serious, but inappropriate physical contact or excessive displays of affection</i>
Insubordination/ Noncompliance	<i>A student's willful or intentional failure to obey a reasonable request of a staff member</i>
Lying/Cheating	<i>Intentionally providing false or inaccurate information/ Viewing and/or using the answers or work of another student with the intent to use it as their own</i>
Tardy	<i>Students arrive at class after the bell and/or arrive at class unprepared.</i>
Technology violation	<i>Violating district's internet and/or school computer usage policy (see AUP)</i>
Use of electronics	<i>Use of iPod/cell phone/gaming systems during the school day without permission from a staff member.</i>
Abusive Language	<i>Containing insulting, violent or coarse language</i>
Fighting/Assault	<i>Students engage in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</i>

Harassment/bullying	<i>To create an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct. Any form of harassment—on the basis of race, color, sex, national origin, ethnicity, disability, religion, sexual orientation, or perceived sexual orientation, or any other characteristic protected by federal law</i>
Theft/Forgery	<i>the act of stealing; the wrongful taking and carrying away of the personal goods or property of another/falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected</i>
Truancy/Skipping Class	<i>Failure to attend school/class without permission</i>
Use /Possession of illegal substances	<i>See student handbook</i>
Use/Possession Weapons	<i>See student handbook</i>
Vandalism/ Property Damage	<i>Willful damage or the attempt to cause damage to property belonging to the school, staff, or students.</i>

The following have been identified as frequent offenses that have been addressed.

Tier 1 Behaviors	Tier 2 Behaviors	Tier 3 Behaviors
<p>Teacher Managed:</p> <p>Inappropriate language, calling out, teasing, refusal to work, non-compliance, minor dishonesty, minor aggression, disrespectful tone, attitude, or body language, cheating</p>	<p>Office Managed:</p> <p>Physical contact, property destruction, credible threats, bullying/harassment of students/staff, major dishonesty, major/chronic refusal to follow school rules, theft</p>	<p>Crisis Situations:</p> <p>immediate danger to student, staff member, or self; fighting; drugs; alcohol; tobacco; weapons</p>
<p>Complete SWIS Documentation online</p>	<p>□ Complete Referral Form.</p> <p>□ Contact Parents.</p>	<p>Call the Front Office Immediately.</p>

Appendix A: Flow Chart





Green Elementary PBIS Matrix



Location	Be RESPONSIBLE	Be RESPECTFUL	Be READY to Learn	Be RESILIENT
Cafeteria	<ul style="list-style-type: none"> ★ Clean your area ★ Stay in your assigned seat 	<ul style="list-style-type: none"> ★ Use good manners ★ Respond to the quiet sign ★ Use inside voice ★ Talk to the person beside you 	<ul style="list-style-type: none"> ★ Get in line ★ Keep hands to yourself ★ Use time wisely ★ Get utensils and sit down 	<ul style="list-style-type: none"> ★ Practice Self-control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Be Patient & use manners ★ Be a leader
Restroom	<ul style="list-style-type: none"> ★ Flush toilet ★ Throw away trash ★ Wash hands ★ Throw paper towels in trash can 	<ul style="list-style-type: none"> ★ Wait your turn ★ Voices off ★ Respect privacy of others 	<ul style="list-style-type: none"> ★ Use the restroom and return to class in a timely manner 	<ul style="list-style-type: none"> ★ Practice Self-Control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Be Patient & use manners ★ Be a leader
Hallway	<ul style="list-style-type: none"> ★ Go to destination and back ★ Keep to the Right of the hallway ★ Walking feet ★ Hands to self 	<ul style="list-style-type: none"> ★ Walk ★ Voices off ★ Enter/leave classrooms quietly 	<ul style="list-style-type: none"> ★ Face forward ★ Hands to self ★ Walking feet ★ Carry materials appropriately 	<ul style="list-style-type: none"> ★ Practice Self-Control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Be Patient & use manners ★ Be a leader
Playground	<ul style="list-style-type: none"> ★ Line up ★ Immediately report problems to an adult ★ Hands to self 	<ul style="list-style-type: none"> ★ Everyone can play ★ Use kind words and actions ★ Follow rules 	<ul style="list-style-type: none"> ★ Line up when whistle blows ★ Hands to self 	<ul style="list-style-type: none"> ★ Practice Self-Control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Be Patient & use manners ★ Be a leader
Classroom	<ul style="list-style-type: none"> ★ Try your best ★ Complete Work ★ Participate ★ Follow Directions 	<ul style="list-style-type: none"> ★ Be kind ★ Talk with permission ★ Keep area clean ★ Listen and follow directions ★ Respect others opinions 	<ul style="list-style-type: none"> ★ In your seat ★ Be on task 	<ul style="list-style-type: none"> ★ Practice Self-Control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Be a Problem Solver ★ Learn from mistakes ★ Challenge yourself to grow and learn ★ Be Patient & use manners ★ Be a leader
Bus	<ul style="list-style-type: none"> ★ Stay in assigned seat ★ Hands to yourself 	<ul style="list-style-type: none"> ★ Use inside Voices 	<ul style="list-style-type: none"> ★ Hands to yourself ★ Take all belongings with you 	<ul style="list-style-type: none"> ★ Practice Self-Control ★ Resist Peer Pressure ★ Avoid Conflicts ★ Leave issues behind and have a fresh start each day



Green Elementary's Expectation Lesson Plan



I will be Responsible

I will be Respectful

I will be Ready to Learn

Area: Classroom

Review Expectations:

Ready	Respectful	Responsible
In your seat Be on task Be prepared to learn	Talk with permission Keep area clean Avoid Disturbing others' learning Listen when others speak	Timely Complete Work Participate Follow Directions Take care of self and materials Do your best

Objective:

Students will be able to explain why the rules are important and give examples of what the rules look like and sound like in the classroom.

Discuss and Model Positive Examples:

- ☐ Timely complete school work assigned by the teacher
- ☐ Participate in classroom discussions or activities
- ☐ Follow directions of the teacher the first time
- ☐ Listen when others are speaking
- ☐ Keep area clean around your desk
- ☐ Talk with permission and avoid disturbing others' learning
- ☐ Be in your seat unless permission is given to move around classroom
- ☐ Be on task
- ☐ Be prepared to learn and do your best

Discuss and Model Negative Examples:

- ☐ Not listening to teacher's directions
- ☐ Refusing to do work or complete schoolwork
- ☐ Area around desk is messy
- ☐ Moving around the classroom without permission
- ☐ Disturbing others' learning/ distracting
- ☐ Doing something the teacher has not assigned or given permission to do
- ☐ Not using time wisely and work not getting complete when due
- ☐ Practice the Positive Behaviors / Check for Understanding

Teaching Script of Schoolwide Expectations for

Classroom

Review Schoolwide Guidelines

The teacher will ask the students to identify the 3 Bobcat Star Behaviors (We are Responsible; We are Respectful; We are Ready to Learn) He/she will then explain that they are going to talk about how we can follow these guidelines while in the classroom.

Demonstration & Role Play

Demonstration:

1. Students should be in their classrooms for this discussion. *"I'm going to show you how to be respectful, responsible, and ready. Then I am going to show you some ways to be irresponsible, disrespectful, and not ready. I want you to watch and see if you can tell if I am following the 3 Bobcat Star Behaviors."*
2. Following each demonstration, ask the students if you were being respectful, responsible, and ready. Have them write down examples on a scrap sheet of paper- or "turn and talk" with a partner then share some answers as you go through the examples below. When students identify non-examples, ask what you might do instead.

Non-Examples

1. Not listening to teacher's directions
2. Refusing to do work or complete schoolwork
3. Area around desk is messy
4. Moving around the classroom without permission
5. Disturbing others' learning/ distracting
6. Doing something the teacher has not assigned or given permission to do
7. Not using time wisely and work not getting complete when due

Role Plays

1. Pick various students to role play *appropriate* examples of following the 3 Bobcat Star Behaviors.

Examples

1. Timely complete school work assigned by the teacher
2. Participate in classroom discussions or activities
3. Follow directions of the teacher the first time
4. Listen when others are speaking
5. Keep area clean around your desk
6. Talk with permission and avoid disturbing others' learning
7. Be in your seat unless permission is given to move around classroom
8. Be on task
9. Be prepared to learn and do your best

Following each role play, ask:

10. Were they being respectful? How do you know, or why do you think so?
11. Were they being responsible? How do you know, or why do you think so?
12. Were they ready? How do you know, or why do you think so?

Review and Check for Understanding Once all students have seen the demonstration and role plays, return to your classroom for review. Ask students to identify key actions for each of the 3 Bobcat Star Behaviors.



Green Elementary's Expectation Lesson Plan



I will be Responsible

I will be Respectful

I will be Ready to Learn

Area: Playground

Review Expectations:

Ready	Respectful	Responsible
Line up when whistle blows Hands to self	Everyone can play Use Kind words and actions Take turns sharing equipment	Immediately report problems to an adult Hands to self

Objective:

Students will be able to follow expected procedures on the playground without incident.

Discuss and Model Positive Examples:

- ☐ Follow all adult directions the first time.
- ☐ Use kind words and actions
- ☐ Take turn sharing equipment
- ☐ Play in designated areas
- ☐ Leave playground clean
- ☐ Take care of the equipment
- ☐ Everyone can play and include others in games and activities
- ☐ Immediately report problems to teacher on duty

Discuss and Model Negative Examples:

- ☐ Not listening to adult/ staff on duty
- ☐ Hitting or shoving other students
- ☐ Playing in areas not allowed
- ☐ Throwing trash down from popsicles or Kona Ice Day, etc.
- ☐ Damaging school property and equipment
- ☐ Not letting other students play in organized games
- ☐ Waiting to go inside school building to report a problem
- ☐ Not listening to the whistle to end recess and not lining up

Practice the Positive Behaviors / Check for Understanding

Teaching Script of Schoolwide Expectations for Playground/ Recess

Review Schoolwide Guidelines

The teacher will ask the students to identify the 3 Bobcat Star Behaviors (We are Responsible; We are Respectful; We are Ready to Learn) He/she will then explain that they are going to talk about how we can follow these guidelines while out at recess or on the playground.

Demonstration & Role Play

Demonstration:

1. Take students outside to the playground for this discussion. *"I'm going to show you how to be respectful, responsible, and ready. Then I am going to show you some ways to be irresponsible, disrespectful, and not ready. I want you to watch and see if you can tell if I am following the 3 Bobcat Star Behaviors."*
2. Following each demonstration, ask the students if you were being respectful, responsible, and ready. When students identify non-examples, ask what you might do instead.

Non-Examples

1. Not listening to adult/ staff on duty
2. Hitting or shoving other students
3. Playing in areas not allowed
4. Throwing trash down from popsicles or Kona Ice Day, etc.
5. Damaging school property and equipment
6. Not letting other students play in organized games
7. Waiting to go inside school building to report a problem
8. Not listening to the whistle to end recess and not lining up

Role Plays

1. Pick various students to role play *appropriate* examples of following the 3 Bobcat Star Behaviors.

Examples

1. Follow all adult directions the first time.
2. Use kind words and actions
3. Take turn sharing equipment
4. Play in designated areas
5. Leave playground clean
6. Take care of the equipment
7. Everyone can play and include others in games and activities
8. Immediately report problems to teacher on duty

Following each role play, ask:

9. Were they being respectful? How do you know, or why do you think so?
10. Were they being responsible? How do you know, or why do you think so?
11. Were they ready? How do you know, or why do you think so?

Review and Check for Understanding Once all students have seen the demonstration and role plays, return to your classroom for review. Ask students to identify key actions for each of the 3 Bobcat Star Behaviors.



Green Elementary's Expectation Lesson Plan



I will be Responsible

I will be Respectful

I will be Ready to Learn

Area: Cafeteria

Review Expectations:

Ready	Respectful	Responsible
Get in Line Keep hands to yourself	Respond to the quiet sign Use inside voice Talk to the person at your own table	No Trash left behind when you leave- Throw trash away

Objective:

Students will be able to follow expected procedures when entering and leaving the cafeteria as well as proper dining procedures.

Discuss and Model Positive Examples:

- ☐ Follow all adult directions the first time.
- ☐ Stay seated at all times.
- ☐ Walking feet
- ☐ Use an indoor voice and talk only to students at your own table
- ☐ Sit in chairs correctly.
- ☐ Eat only your own food.
- ☐ Clean up your table/floor area.
- ☐ Use kind words and good manners when talking to cafeteria staff.
- ☐ Dump tray when told by an adult then go straight back to your seat.

Discuss and Model Negative Examples:

- ☐ Not listening to quiet sign
- ☐ Yelling across the room to another student
- ☐ Running in the cafeteria
- ☐ Area is messy and not clean
- ☐ Eating other students food
- ☐ Out of seat

Practice the Positive Behaviors / Check for Understanding

Teaching Script of Schoolwide Expectations for Cafeteria

Review Schoolwide Guidelines

The teacher will ask the students to identify the 3 Bobcat Star Behaviors (We are Responsible; We are Respectful; We are Ready to Learn) He/she will then explain that they are going to talk about how we can follow these guidelines while in the cafeteria

Demonstration & Role Play

Demonstration:

1. Take students to the cafeteria for this discussion. *"I'm going to show you how to be respectful, responsible, and ready. Then I am going to show you some ways to be irresponsible, disrespectful, and not ready. I want you to watch and see if you can tell if I am following the 3 Bobcat Star Behaviors."*
2. Following each demonstration, ask the students if you were being respectful, responsible, and ready. When students identify non-examples, ask what you might do instead.

Non-Examples

1. Not listening to quiet sign
2. Yelling across the room to another student
3. Running in the cafeteria
4. Area is messy and not clean
5. Eating other students food
6. Out of seat

Role Plays

1. Pick various students to role play *appropriate* examples of following the 3 Bobcat Star Behaviors.

Examples

1. Follow all adult directions the first time.
2. Stay seated at all times.
3. Walking feet to the lunch line
4. Sit in chairs correctly
5. Use an indoor voice and talk only to students at your own table.
6. Eat only your own food.
7. Clean up your table/floor area.
8. Use kind words and good manners when talking to cafeteria staff.
9. Dump tray when told by an adult then go straight back to your seat.

Following each role play, ask:

10. Were they being respectful? How do you know, or why do you think so?
11. Were they being responsible? How do you know, or why do you think so?
12. Were they ready? How do you know, or why do you think so?

Review and Check for Understanding Once all students have seen the demonstration and role plays, return to your classroom for review. Ask students to identify key actions for each of the 3 Bobcat Star Behaviors.



Green Elementary's Expectation Lesson Plan



I will be Responsible

I will be Respectful

I will be Ready to Learn

Area: Hallway

Review Expectations:

Ready	Respectful	Responsible
Hands to yourself Walking feet	Voices Off	Go to destination and back Keep to the right Walking feet Hands to self

Objective:

Students will be able to have discussion and then practice procedures for the hallway.

They will be able to leave the classroom and return in a timely manner without disturbing learning going on in other classrooms.

Discuss and Model Positive Examples:

- ☐ Walking feet in the hallway
- ☐ Walk on the right side
- ☐ Stop only at the destination you are suppose to be going to
- ☐ Voices off
- ☐ Keep hands to yourself
- ☐ Avoid disrupting others learning

Discuss and Model Negative Examples:

- ☐ Running in the hallway
- ☐ Looking in other rooms and disturbing classes
- ☐ Talking with loud voices
- ☐ Touching items on the walls
- ☐ Wandering around
- ☐ Moving from side to side when walking down the hallway (not staying to the right)

Practice the Positive Behaviors

Check for Understanding

Teaching Script of Schoolwide Expectations for Hallway

Review Schoolwide Guidelines

The teacher will ask the students to identify the 3 Bobcat Star Behaviors (We are Responsible; We are Respectful; We are Ready to Learn) He/she will then explain that they are going to talk about how we can follow these guidelines while in the hallway.

Demonstration & Role Play

Demonstration:

1. Take students to the hallway for this discussion.
"I'm going to show you how to be respectful, responsible, and ready. Then I am going to show you some ways to be irresponsible, disrespectful, and uncaring. I want you to watch and see if you can tell if I am following the 3 Bobcat Star Behaviors."
2. Following each demonstration, ask the students if you were being respectful, responsible, and ready. When students identify non-examples, ask what you might do instead.
3. Take a practice walk in the hallway, highlighting examples of appropriate behavior.

Non-Examples

1. **Running in the hallway**
2. **Looking in other rooms and disturbing classes**
3. **Talking with loud voices**
4. **Touching items on the walls**
5. **Wandering around**
6. **Moving from side to side when walking down the hallway (not staying to the right)**

Role Plays

1. Pick various students to role play **appropriate** examples of following the 3 Bobcat Star Behaviors.

Examples

1. **Walking feet in the hallway**
2. **Leaving classroom and going to where I need to go quietly**
3. **Walking on the right side of the hallway**
4. **Not looking in other classrooms**

Following each role play, ask:

5. Were they being respectful? How do you know, or why do you think so?
6. Were they being responsible? How do you know, or why do you think so?
7. Were they ready? How do you know, or why do you think so?

Review and Check for Understanding

Once all students have seen the demonstration and role plays, return to your classroom for review.

- Ask students to identify key actions for each of the 3 Bobcat Star Behaviors.
- Review the guidelines using posters and allow for any unanswered questions.

Homework

- Remind students that you and others will be watching them to see how well they are doing at following the 3 Bobcat Star Behaviors.
- Explain to students that everyone is learning the same expectations. Teachers will be asking students questions regarding the skills they are learning.



Green Elementary's Expectation Lesson Plan



I will be Responsible

I will be Respectful

I will be Ready to Learn

Area: Restroom

Review Expectations:

Ready	Respectful	Responsible
Use the restroom and return to class in a timely manner	Voices Off Wait your turn patiently Give privacy to others	Throw away trash Use facilities in a timely manner Inform teacher of any facility problems

Objective:

Students will be able to use the restroom correctly and quickly in a timely manner.

Discuss and Model Positive Examples:

- ☐ Be Quiet (Voices Off)
- ☐ Use supplies and facilities correctly
- ☐ Wait your turn patiently
- ☐ Give others privacy
- ☐ Clean up after yourself and throw away trash
- ☐ Inform teacher of facility problems

Discuss and Model Negative Examples:

- ☐ Yelling in the restroom
- ☐ Playing in the water and with the soap dispenser
- ☐ Throwing trash on the floor
- ☐ Cutting line
- ☐ Taking a long time/ playing in the bathroom
- ☐ Going to the bathroom often and abusing it

Practice the Positive Behaviors

Check for Understanding

Teaching Script of Schoolwide Expectations for Restroom

Review Schoolwide Guidelines

The teacher will ask the students to identify the 3 Bobcat Star Behaviors (We are Responsible; We are Respectful; We are Ready to Learn) He/she will then explain that they are going to talk about how we can follow these guidelines while in the restroom.

Demonstration & Role Play

Demonstration:

1. Take students to the restroom for this discussion. If the area is small, divide students into small groups and have other teachers monitor remaining students.
"I'm going to show you how to be respectful, responsible, and ready. Then I am going to show you some ways to be irresponsible, disrespectful, and not ready. I want you to watch and see if you can tell if I am following the 3 Bobcat Star Behaviors."
2. Following each demonstration, ask the students if you were being respectful, responsible, and ready. When students identify non-examples, ask what you might do instead.

Non-Examples

1. **Standing on handicap rails or toilets**
2. **Leaving without washing hands**
3. **Splashing water**
4. **Writing with soap on the walls**
5. **Missing trash can with paper**
6. **Peeking under the stall doors or through door crack**
7. **Screaming, whistling, gossiping**
8. **Locking of doors & crawling back out (leaving it locked, yet empty)**

Role Plays

1. Pick various students to role play ***appropriate*** examples of following the 3 Bobcat Star Behaviors.

Examples

1. **Washing hands correctly with soap**
2. **Putting paper in the trash can**
3. **Walking into the restroom quietly**
4. **Using the toilet correctly**
5. **Leaving quietly**

Following each role play, ask:

6. Were they being respectful? How do you know, or why do you think so?
7. Were they being responsible? How do you know, or why do you think so?
8. Were they being caring? How do you know, or why do you think so?
9. Were they being problem solvers? How do you know, or why do you think so?

Review and Check for Understanding Once all students have seen the demonstration and role plays, return to your classroom for review. Ask students to identify key actions for each of the 3 Bobcat Star Behaviors.



Green Elementary School



Behavioral Management Plan/PBIS Handbook

Parental Acknowledgement:

After carefully reviewing the Green Elementary School Behavior expectations and management plan, please sign and return this form to your child's Homeroom teacher. I have received a copy of the Green Elementary's Expectations Matrix as well as a copy of the Green Elementary School Behavioral Management Plan. I understand that I must review the new behavioral management plan with my child and return it signed to my child's Homeroom teacher by Friday, September 2, 2022.

Student Name

Homeroom Teacher

Parent Signature

Date