

Be a
TROJAN



**PBIS Staff Handbook
Kistler Elementary School
2023-2024**

What is PBIS?

School-wide Positive Behavior and Intervention Support (PBIS) is a proactive, team-based framework that aids in creating and sustaining safe and effective schools. PBIS is a research-based approach that supports all students. Development and implementation of proactive procedures and practices aid in the prevention of problem behavior and improve school climate. The key components of an effective school-wide PBIS system involve:

- 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 Kistler Elementary

“Be a TROJAN”

Be Respectful, Be Responsible, Be Safe

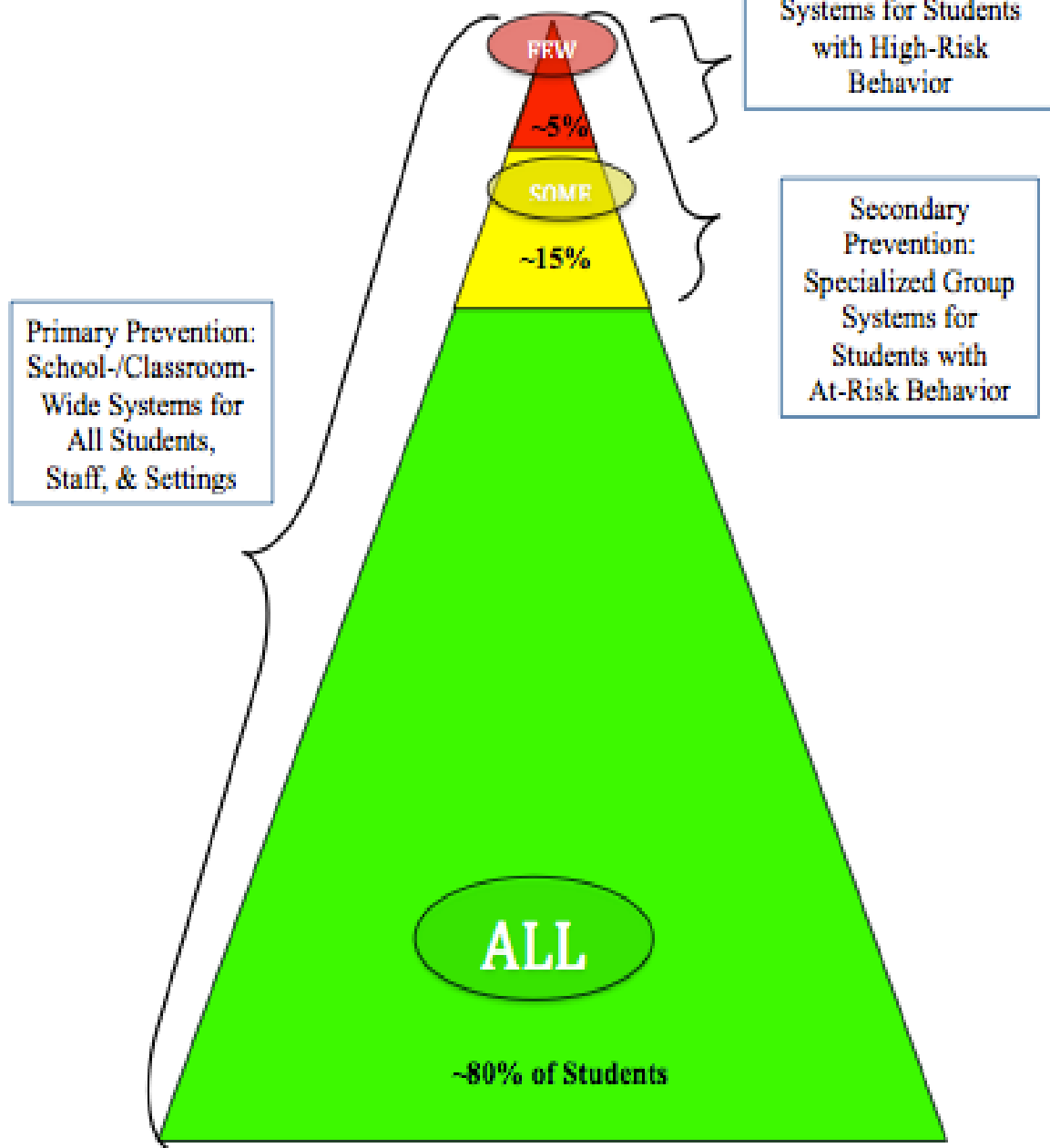
The School Wide Positive Behavior Interventions & Support system has been adopted by the Mount Union Area School District Elementary team and Kistler Elementary as a means to instill proper behavior within our students. Using the guided model approach to teach proper types of behavior, the faculty and staff of Kistler Elementary are constantly showing the students the types of behavior we hope to see from them. After faculty/staff discussions it was determined that our problem areas include: the bathrooms, playground, cafeteria, hallways, laptops, busses, and assemblies. From here we developed our core expectations for each area. These expectations focus on our slogan: “Be a TROJAN.” Throughout our school, at various locations, students are reminded what it means to “Be a TROJAN” for that particular area. These expectations are broken down into three general items: Respectful, Responsible, and Safe. Each student is encouraged to show better behavior by following these simple expectations in order to shape him or herself into becoming a better Trojan.



Who is on the School-Wide PBIS Team?

The PBIS team is a representative of teachers and staff throughout our building. It consists of grade level teachers (primary and intermediate), Special Education staff, and building leaders. Even though not all staff is on the team, PBIS needs EVERYONE in the building to participate and buy-in to the program to have effective implementation throughout the building. The current PBIS team consists of the following members:

- Jim Scheider – Coach
- Melissa Schimpf
- Mariah Hutchinson
- Sandy Snair
- Cassie McConaughy
- Janelle Ward
- Chad Mickle
- Christian McClure

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**



| <p>Expectations </p> <p>Settings </p> | Respectful | Responsible | Safe |
|---|--|---|--|
| Restroom | <ul style="list-style-type: none"> • 0-1 voice level • keep restroom clean • give others privacy | <ul style="list-style-type: none"> • go, flush, wash, leave • 1 pump of soap • 2 hands washed • 2 pushes on paper towel dispenser | <ul style="list-style-type: none"> • use the restroom only when needed • report problems promptly • use sinks, toilets, paper towel dispensers, dryers, and doors correctly • wait your turn |
| Cafeteria | <ul style="list-style-type: none"> • 0-2 voice level • use manners • wait your turn • personal space | <ul style="list-style-type: none"> • clean up after yourself • put silverware in container • raise your hand and wait for an adult | <ul style="list-style-type: none"> • bottom on the seat • 3 to a bench • walking feet • report spills to an adult |
| Hallway | <ul style="list-style-type: none"> • 0 voice level • quiet feet • be courteous to other's learning • follow all adult directions | <ul style="list-style-type: none"> • walk with a purpose • accept place in line • maintain personal space | <ul style="list-style-type: none"> • walk on 2nd block from wall on the right-hand side of the hallway • hands by side • face forward |
| Playground | <ul style="list-style-type: none"> • 0-4 voice level • take care of equipment • include others | <ul style="list-style-type: none"> • dress for the weather • line up at first whistle (0 voice level) | <ul style="list-style-type: none"> • mulch stays on the ground • be aware of surroundings • use equipment properly • stay in assigned area |
| Assembly | <ul style="list-style-type: none"> • 0-1 voice level • use manners | <ul style="list-style-type: none"> • pick up after yourself | <ul style="list-style-type: none"> • stay with assigned adult • seat-seat, back-back |
| Bus | <ul style="list-style-type: none"> • 0-2 voice level • obey bus driver | <ul style="list-style-type: none"> • keep hands, feet, and belongings to yourself | <ul style="list-style-type: none"> • get seated quickly • seat-seat, back-back • enter and exit in an orderly fashion |

Kistler Elementary Acknowledgement System

On-Going Student Acknowledgement

- Kistler Elementary has adopted the Trojan Ticket as an on-going acknowledgement for students demonstrating proper behavior in a variety of school settings.
- When any staff member observes a student demonstrating appropriate behavior, the staff member should verbally praise the student and use the words *Respectful, Responsible, or Safe* in their praise.
- At the time of the observed behavior, a Trojan Ticket should be filled out and given to the student.
- Any staff member, anywhere in or around the building, can recognize students. Teachers are asked to hand out ***at least 10 tickets*** per week.
- Students should NOT ask to be given a ticket.
- Classroom teachers can use the ticket system to coordinate with their classroom behavior management system. See a team member for ideas of how this could be completed.

Weekly Student Acknowledgement

- There will be 4 prize boxes outside the office every week.
- The prizes for each box will change on a regular basis, some every week. The boxes will be marked with the prize so that students are aware of the prizes that they are trying to win.
- In order to have a chance at winning a prize, students must earn Trojan Tickets that they will then place in a box for a chance to win that particular prize.
- Classroom teachers can designate a time of day that their students can deposit their tickets into the boxes. This could be at the beginning of the day, end of the day, on the way to lunch, or during a restroom break.
- Every Thursday, students' tickets will be pulled from the prize boxes. Several tickets will be pulled from each box so that there is more than just one winner for that particular prize. Students will report to the office at the end of the day to receive their prize.

Monthly Classroom Acknowledgement

- Teachers will need to keep track of how many Trojan tickets the students in your homeroom class receive each month.
- The classroom teacher will set a goal for total number of tickets needed for each month to receive a monthly reward.
- At the end of that month, if the goal has been reached your classroom should earn a reward of your choosing. (you may include your students in deciding on what that prize may be) Ideas include: extra recess, a movie day, board game afternoon, show and tell, etc.
- At the end of each month, there will also be a Student of the Month Parade.

Quarterly Student Acknowledgement

- ALL students will be rewarded with a large, all day celebration at the end of each 9 weeks.
- The only exception to everyone participating is if a student has been assigned ISS or OSS for that particular day.
- This reward will be based on reaching a set goal as a school for the number of Trojan tickets given out for that nine weeks.
- Each quarterly celebration will be different. Details will be shared prior to each celebration. Please be ready to participate.

Teacher Acknowledgement

- Teachers will receive Kistler Cares coupons from their peers for any good deed that they are caught performing. There will be a monthly drawing for these.

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Trojan Ticket

I was...

- ☐ Respectful
- ☐ Responsible
- ☐ Safe



Student: _____

Given By: _____

Observe Problem Behavior

- Ignore Behavior
- Physical Proximity

Warning/Conference with Student:

Ask 3 Questions:

1. What expectation are you not following?
2. Do you understand the expectation or should we work on it together?
3. Can you follow the expectation from now on?

Positive reinforcement
when appropriate behavior

Classroom (Minor):
Write a referral for
behavior

NO

Is behavior
office

YES

Office (Major)

Write referral to office
and contact parent

**Teacher takes
action privately with
student(s)

- Re-Teach
behavior
- Assign
consequence

File a minor behavioral
referral

Classroom Behavior

- Defiance/Insubordination /Non-Compliance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate Language
- Physical Contact/Aggression
- Property Misuse/Minor Stealing
- Technology Violation
- Wandering
- Other (cheating, lying, tattling, gum chewing, etc.)

Office Behavior

- Abusive Language/Inappropriate Language/Profanity
- Arson
- Bomb threat/False alarm
- Bullying
- Defiance/Insubordination /Non-Compliance
- Disruption
- Disrespect
- Dress Code Violation
- Fighting
- Forgery/theft/plagiarism
- Gang affiliation
- Harassment
- Inappropriate display of affection
- Inappropriate location/out of bounds area
- Lying/cheating
- Physical aggression
- Property damage/vandalism
- Out of area
- Technology violation
- Use/possession of alcohol, combustibles, drugs, tobacco & weapons
- Other

Administrator takes
action and assigns
consequences

Administrator follows
through on
consequences and

Administrator provides
feedback to staff

If repeated majors:
Team meets to develop
intervention plan
(Tier 2 or 3)

File a major behavioral
referral

Crisis (School Handbook)

- Drugs and alcohol
- Bomb threat or false alarm
- Arson, weapons or explosives
- Actively engaging in harm to self or others
- Leaving school grounds

Immediately
inform office
and escort
student to
office

| | |
|--|--|
| Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 6 Referring Staff: _____ | <div style="text-align: right;">Location</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Stairwell <input type="checkbox"/> Other _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Dismissal <input type="checkbox"/> Auditorium </div> </div> |
|--|--|

| Minor Problem Behavior | Action Taken From Teacher or Staff | Possible Motivation |
|---|--|--|
| <input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Property Misuse/Minor Stealing <input type="checkbox"/> Unassigned area <input type="checkbox"/> Technology violation <input type="checkbox"/> Other _____ _____ | <input type="checkbox"/> Individualized Instruction-re-teaching <input type="checkbox"/> Temporary removal from class <input type="checkbox"/> School service <input type="checkbox"/> Loss of Privilege(s) <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Other: _____ | Get: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity |
| Administration Use | | |
| Major Problem Behavior | Action Taken | Possible Motivation |
| <input type="checkbox"/> Profanity directed at others <input type="checkbox"/> Defiance/Insubordination/Non-Compliance <input type="checkbox"/> Physical aggression <input type="checkbox"/> Major Stealing <input type="checkbox"/> Weapons <input type="checkbox"/> Bullying <input type="checkbox"/> Safety Rules Violation <input type="checkbox"/> Threats <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other: _____ | <input type="checkbox"/> In-School Suspension (____days) <input type="checkbox"/> Out-of-School Suspension (____days) <input type="checkbox"/> After-School Detention <input type="checkbox"/> Recess Detention <input type="checkbox"/> Parent Conference <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____ | Get: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity |

| | |
|-------------------------------------|---|
| Others involved in incident: | <input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Other _____ |
|-------------------------------------|---|

Minor Behavior Definitions

| Minor Problem Behavior | Definition |
|---|--|
| Defiance/Insubordination/Non-Compliance | Student engages in brief or low-intensity failure to follow directions or talks back |
| Disrespect | Student delivers low-intensity, socially rude or dismissive messages to adults and students. |
| Disruption | Student engages in low-intensity, but inappropriate disruption. |
| Dress Code Violation | Student engages in low-intensity, but inappropriate disruption. |
| Inappropriate Language | Student engages in low-intensity instance of inappropriate language. |
| Physical Contact/Physical Aggression | Student engages in non-serious, but inappropriate physical contact. |
| Property Misuse/Minor Stealing | Student engages in low-intensity misuse of property or stealing property that does not belong to them. |
| Technology Violation | Student engages in off-task use of technology. |
| Unassigned Area | Student is in school but not where they are supposed to be. |
| Other | Student engages in any other minor problem behaviors that do not fall within the above categories (ex. Stealing, cheating, lying, tattling, gum chewing, etc.) |

Major Problem Behaviors

| Major Problem Behaviors | Definitions |
|---|--|
| Profanity directed at others | Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. |
| Arson | Student plans and/or participates in malicious burning of property. |
| Bomb Threat/ False Alarm | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. Student falsely triggers fire alarm. |
| Bullying | The repeated delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling, during school hours |
| Defiance/Insubordination/Non-Compliance | Student engages in refusal to follow directions or talks back which results in disruption of instructional time. |
| Disruption | Student engages in behavior causing an interruption in a class or activity. Disruption includes but is not limited to, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Disrespect | Student delivers socially rude or dismissive messages to adults or students. |
| Dress Code Violation | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
| Fighting | Student is involved in mutual participation in an incident involving physical violence. |
| Forgery/Theft/Plagiarism | Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own. |
| Gang Affiliation | Student uses gesture, dress, and/or speech to display affiliation with a gang. |
| Harassment | The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. |

| | |
|--|--|
| Inappropriate Display of Affection | Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. |
| Inappropriate Location/ Out of Bounds Area | Student is in an area that is outside of school boundaries (as defined by school). |
| Lying/Cheating | Student delivers message that is untrue and/or deliberately violates rules. |
| Physical Aggression | Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, etc.). |
| Property Damage/Vandalism | Student participates in an activity that results in destruction or disfigurement of property. |
| Out of Area | Student leaves or misses class without permission, or doesn't return to class in a timely manner. |
| Technology Violation | Student engages in inappropriate (as defined by school) use of electronic devices. |
| Use/Possession of Alcohol | Student is in possession of or is using alcohol. |
| Use/Possession of Combustibles | Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc). |
| Use/Possession of Drugs | Student is in possession of or is using illegal drugs/substances or imitations. |
| Use/Possession of Tobacco | Student is in possession of or is using tobacco. |
| Use/Possession of Weapons | Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm. |
| Other | Student engages in any other major problem behaviors that do not fall within the above categories. |

Lesson Plan to Address Behavior in the Restroom

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

Respectful: Students will use a 0 or 1 voice level. They will keep the restroom clean and give others privacy.

Responsible: The students will flush, get one pump of soap, wash two hands, and do three pushes on the paper towel dispenser.

Safe: Students will wash their hands and keep the water in the sink. Students should wait their turn and only use the restroom when needed.

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

It is important to be respectful in the restroom. Putting used paper towels in the trashcan is the right thing to do and it keeps our school looking neat and clean.

It is important to be responsible in the restroom. Students who use the toilet appropriately along with 1 pump of soap and no more than 3 pushes on the paper towel dispenser are not being wasteful with the supplies.

It is important to be safe in the restroom. Students who wash their hands will keep the germs down. Keeping the water in the sink will keep students from slipping on the floor.

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?)

Examples

*Whisper Voices
Used paper towels in the trashcan
Water stays in sink
Giving students privacy*

Non-examples

*Screaming
Used paper towels on the floor
Water splashed all over the floor
Looking under the stalls at your neighbor
Running, Climbing, Hanging
Filling sink with bubbles*

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Teacher will use the soap pumping several times and then while washing hands, splash water all over the floor. Then pull 3 towels from the dispenser and throw them on the floor.

Teacher will use 1 pump of the soap and rinse hands carefully keeping all water in the

sink. Then do three pushes on the paper towel dispenser. Used paper towels will be placed in the trashcan.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Students will model desired behavior and discuss why this scenario is acceptable. Several students will wash hands with the teacher using 1 pump of soap and carefully rinse hands keeping all water in the sink. Then after three pushes on the paper towel dispenser, the students will place the used paper towel in the trashcan.

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.

Step 5: Provide opportunities for practice

- Publicly recognizing students who display respectful behavior
- Weekly Scenarios
- Teacher regularly models respectful behavior.

Lesson Plan to Address Behavior in the Cafeteria

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

Respectful: Students will use 0-2 voice level, use manners, wait your turn, and personal space.

Responsible: Student will clean up after yourself, put silverware in container, raise your hand, and wait for an adult.

Safe: Students will bottom on the seat, 3 to a bench, walking feet, and report spills to an adult.

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

It is important to be respectful in the cafeteria so the noise doesn't disrupt other students and cafeteria workers. Using proper manners and being kind is appropriate behavior when eating in the cafeteria. Touching your own food is important so that students don't interfere in other's personal space.

It is important to be responsible in the cafeteria so students learn how to clean up after themselves and keep the cafeteria clean. Students should put silverware in the silverware container.

It is important to be safe in the cafeteria so that students do not get hurt or hurt other students.

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?)

| Examples | Non-examples |
|---|---|
| Use inside voices 0-2 voices Sit down Wait to be dismissed and line up Touch only their own food Keep hands and feet to yourself (personal space) Say "please" and "thank you" to other students, teachers, and cafeteria staff Use manners Be kind to everybody If you leave any food or wrappers on the table/floor, clean them up. Get only one napkin, fork/spoon, | Unkind words Teasing Pushing/shoving Yelling Running Getting into a person's physical space Leaving food items on the table or floor Getting out of line Using more condiments than needed Getting more utensils than needed Sitting down before having all needed materials(food items tray straw napkin...) Keeping belongings on them |

| | |
|---|---|
| and straw when in line Walk to the line when dismissed No running Stay in your place in line Use only amount needed of condiments When dismissed to dump tray, walk and follow the correct flow Put silverware in container When dismissed take all belongings Raise hand if they need something Sit with bottom on seat and feet on floor(if they reach) Bottom on the seat 3 to a bench Walking feet Report spills to an adult Clean up after yourself Raise your hand and wait for an adult | Touching other people's food Not following the flow Tattling Not sitting on bottom |
|---|---|

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Sally ran into the cafeteria, yelling "I'M HUNGRY! I HATE CHICKEN MUGGETS!" She threw her coat on the floor and went straight up to the line and grabbed a handful of napkins and straws. She budged in the front and ran up to get one, while yelling at her friends. When she got back to her table, she was turning around and grabbing fruit snacks from the boy behind him. Sally had to go to the bathroom, so she just walked to the bathroom to go. After she got back, she got up and dumped her tray, but went the wrong way and was bumping into students and teachers. She went straight out to recess and didn't wait for the teacher.

Sally walked into the cafeteria and placed her belongings into her cubby. She walked in a straight line to her table. She sat and talked with her neighbors until the teacher dismissed her to the line. She walked to the line and grabbed one straw, one napkin, and one fork. She thanked the cafeteria workers and walked to get a little bit of ketchup. When she got back to the table, she sat on her bottom wither feet on the floor and ate her lunch. She had to use the restroom, so she raised her hand and asked the teacher.

When she got back, she realized a wrapper was on the floor, so she picked it up and put it on her tray. The teachers dismissed the students to dump. She walked in the correct direction to dump her tray. She sat down and waited for the teacher to dismiss, so then she walked to recess.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

While several students were sitting at their table, Bobby leaned over and grabbed Kim's pizza and said, "You don't need that pizza, you fat cow." Kim started screaming at Bobby and went to tell the teacher, whining, "He took my pizza and called me a fat cow!"

While several students were sitting at their table, Bobby leaned over and grabbed Kim's pizza and said, "You don't need that pizza, you fat cow." Kim told Bobby to stop making fun of her and to give her the pizza back. Bobby listened and apologized for his comment. The teacher witnessed this and gave them each an acknowledgement ticket.

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.

Step 5: Provide opportunities for practice

- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior
- Booster lessons

Lesson Plan to Address Behavior in the Hallway

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

Respectful: Students will use a 0 or 1 voice level while walking in the hallway and follows all adult directions.

Responsible: Students will keep hands and feet to themselves and maintain personal space.

Safe: Students will keep eyes forward, walk at all times, and stay on the right-hand side of the hallway and stairwell, crossing at destination.

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

It is important to be respectful when in the hallway so anyone can be heard if needed, so other classes are not interrupted, and so that directions can be heard.

It is important to be responsible when in the hallway so we are always walking with a purpose and keeping hands and feet to themselves to maintain everyone's personal space.

It is important to be safe when in the hallway so that students are facing forward to be ready for anything that may come in front of them, and walking at all times so they are not injured and transitions are successful. Also, it is important to be safe when walking in the hallway to stay on the right-hand side of the hallway and stairwell, crossing over at your destination.

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?)

| Examples | Non-examples |
|---|--|
| <p>Not talking or whispering (voice level 0 or 1)</p> <p>Walking w/ quiet feet</p> <p>Walking with a steady pace to the next place</p> <p>Hands at your side</p> <p>Facing forward</p> <p>Hand on rail when using the stairs</p> <p>Talking one step at a time when going down the stairs</p> <p>Staying to the right-hand side when transitioning from place</p> | <p>Talking above a 1 voice level</p> <p>Walking slow</p> <p>Hands not at your side</p> <p>Looking around and behind one another</p> <p>Not using the rail</p> <p>Jumping down the stairs</p> <p>Going from left to right or being on the left-hand side when transitioning from place to place</p> |

| | |
|---|--|
| to place | |
| Step 4: Practice/Role Play Activities | |
| <p>Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)</p> <p>Teacher will walk down the hallway modeling examples of desired behaviors and discuss why these behaviors are desired. Then teacher will walk down the hallway modeling non-examples and discuss why these behaviors are not desired. Teacher will then walk down the hallway modeling desired behaviors and discuss why these behaviors are desired.</p> | |
| <p>Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.</p> <p>Students will model desired behaviors and discuss why this scenario is desired.</p> | |
| <p>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.</p> | |
| Step 5: Provide opportunities for practice | |
| <ul style="list-style-type: none"> Publically recognizing students who display respectful behavior Teacher regularly models respectful behavior | |

Lesson Plan to Address Behavior – Playground

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

Respectful: Students will follow the 4 out the door rule for voice levels and include others.

Responsible: Students will dress appropriately for weather, line up at first whistle, and have a voice level of 0.

Safe: Students will use equipment properly, while keeping hands and feet to yourself, and stay in assigned areas.

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

It is important to be respectful on the playground so everyone is being included, and also so that you are not disrupting classes on the way to recess.

It is important to be responsible on the playground so that you can be comfortable playing outdoors and so that lines are quiet and ready to reenter the building.

It is important to be safe on the playground so that students will always be in the teacher's sight and using equipment properly will reduce the number of injuries on the playground.

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?)

| Examples | Non-examples |
|---|---|
| Using equipment properly Waiting to take your turn Using positive communication Line up quickly and quietly Keep hands and feet to yourselves | Using equipment inappropriately Pushing/pulling others Yelling Continuing to play after whistle Voice level higher than 0 while in line |

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Teacher will model examples of desired behaviors on the playground and discuss why these behaviors are desired. Then teachers will model non-examples on the playground

and discuss why these behaviors are NOT desired.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Students will model desired behaviors and discuss why this scenario is desired.

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.

Step 5: Provide opportunities for practice

- Publically recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Behavior in the Assembly

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

Respectful- Students will give their full attention to the presenter(s). 0-1 voice level.

Responsible- Pick up after yourself

Safe- stay with assigned adult; seat-seat; back-back

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

It is important to be respectful to the presenter(s) when in the auditorium. Using voices and not sitting still when seated will prevent others from being able to hear, see, and enjoy the presentation.

It is important to be responsible in the auditorium in order to keep our bodies and voices under control.

It is important to be ready in the auditorium so that the presenter(s) know we are prepared to listen to their presentation. If we are not ready, the presentation may not begin on time and we may not be able to enjoy it in its entirety.

It is important to be safe in the auditorium so that others can enter and leave quickly. Being safe will also prevent student accidents.

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?)

| Examples | Non-examples |
|--|---|
| Seated 0-1 Voice level Seat-Seat; Back-Back Stay Seated Keep hands to yourself Listen to presenter Remain seated | Standing Yelling Turning around Switch seats Touching another person taking their items |

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

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Kevin was not excited about today's assembly. He was very upset that he would have to sit through either minutes of musical presentations. Because of this, he decided to turn

around and talk to his friend, Sam, about their upcoming baseball practice. Kevin was not excited about today's assembly. He was very upset that he would have to sit through eighty minutes of musical presentations. However, he realized that although he did not enjoy the topic, he would be respectful to those performing onstage. Kevin's teacher acknowledged his respectful behavior with a "Trojan Trait".

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Emily, Jenn, and Courtney chose to sit next to each other for the band assembly in the auditorium. They did not like the two students who were performing a routine on stage. They decided to lean back in their seats and "boo" the performers using a (1) voice and giggle afterwards. The performers onstage noticed the girls' behavior.

Emily, Jenn, and Courtney chose to sit next to each other for the band assembly in the auditorium. They did not like the two students who were performing a routine onstage; but they chose to applaud for the students at the end of the performance. The students onstage felt good about their performance.

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.

Step 5: Provide opportunities for practice

- Reminders prior to the beginning of everyday assembly
- Individually recognize students who display respectful behavior
- Music teachers regularly model respectful auditorium behavior.

Lesson Plan to Address Bus Behavior

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

Respectful- Students will maintain an appropriate level of speech, #2 voice. The bus will be kept free of wrappers and papers.

Responsible- Students will keep, hands, feet and belongings to themselves.

Safe- Students will demonstrate safety by remaining seated at all times, and face forward.

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

It is important for students to arrive home safely from school. By implementing these simple strategies/expectations students will limit the distractions to the bus drive. A clean environment should be left after students depart the bus. This shows respect and responsibility.

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?)

| Examples | Non-examples |
|---|---|
| Seated 0-2 Voice level Use trash can Seat-Seat; Back-Back Stay seated until your stop Keep hands to yourself Get seated quickly | Standing Yelling Leaving items on the floor Turning around Switch seats at a bus stop Touching another person taking their items Walking past your seat |

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

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

A bus will be brought in and students will be escorted to the bus. Once at the bus, the presenter will go through examples and non-example of proper bus behavior. Presenter will present the information, repeating the phrase respectful, responsible, and safe. Presenters will notice and acknowledge positive behaviors as students are presenting them on the bus.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

A brief trip in the school bus will take place. Students will participate in a simulation on the way out and the presenter/teacher and a few students will get off the bus and properly get on the bus to reinforce proper entering/exit behaviors. Students will be prompted to notice how the entrance and exit take place.

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.

While on the way back to the school, students will be informed that we are practicing our bus dismissal. Students on the left hand side of the bus, as facing the front of the bus, will be allowed to dismiss first. Students on the right hand side will practice waiting and will depart.

Step 5: Provide opportunities for practice

In order to practice proper bus behavior, booster lessons will be offered, as needed, once data shows that students are in need of a refresher. Teachers can model these strategies while on field trips with students.

Lesson Plan to Address Behavior While Using Electronic Device

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

Respectful: Students will show respect by being patient when waiting to get devices, taking turns when getting devices, shutting devices down completely, and not vandalizing devices.

Responsible: Students will show responsibility by taking their assigned device, reporting any device damage, logging into their own account, returning device to the correct spot of the correct cart, plugging charger into device, neatly wrapping the headphone cord, and placing it in the correct box.

Safe: Students will be safe by walking slowly, carrying one device at a time, carrying device with two hands, staying on assigned websites, and closing technology cart door.

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

It is important to be respectful while using the devices so that all students have a chance to continue to use them.

It is important to be responsible while using the devices so they do not get damaged.

It is important to be safe while using the devices so that students do not get injured.

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?)

| Examples | Non-examples |
|--|--|
| <p>Student gets a device, shuts the cart door and walks to the classroom, while holding the device with 2 hands.</p> <p>Student logs onto the device and quickly goes to the correct site designated by their teacher.</p> | <p>Student gets device, runs down the hall, does not get their assigned number, and pushes others on the way.</p> <p>Student uses peer's account and password, is off task (playing games or looking up other things), and turns off device by pushing the button.</p> |

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

Model expected behavior (I do): Teacher(s) model or read following scenario. The teacher discusses why the scenario is an example of respectful behavior.

Debbie walks quietly to the cart, finds her assigned number, carefully takes the device (with 2 hands) and walks back to the classroom. She logs on and immediately begins to work on assigned task.

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss why the second scenario is an example of respectful behavior.

Johnny runs to the cart, grabs a random device, pushes others while holding it with one hand, grabs a pair of headphones by the cord, swings it around, and finally makes it back to his classroom. Then, he logs on and immediately starts watching YouTube videos and distracts others around him.

Charlie walks quietly to the cart, finds his assigned number, carefully takes the device (with 2 hands) and walks back to the classroom. He logs on and immediately begins to work on assigned task.

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.

Have a student act out the correct way to retrieve, handle, and return devices to the cart.

Step 5: Provide opportunities for practice