

# Positive Behavioral Interventions & Supports

## PBIS Handbook



### The EAGLE Way

Show Respect



Make Good Decisions



Solve Problems

## American Lakes School

2018-2019

# Positive Behavior Interventions and Supports Handbook

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# Positive Behavior Interventions and Supports

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## What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools and facilities. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a site-wide system to a system for developing individualized plans for specific students. Site-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all youth, and improve school climate.

## Who is on the site-wide PBIS Team?

The PBIS team is representative of the entire facility staff across units, departments, general and special education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the facility, and should also improve involvement and buy-in throughout the facility. The current PBIS team consists of the following members:

Ann Veu- Administrator  
Jennifer Nunes- Team Leader  
Vanessa Mercado- Minute Keeper  
Stephen Smith- Data Analyst  
Adam Gillen- Active Team Member  
Kayla Ledet- Active Team Member  
Theresa Burlingame- Active Team Member  
Megan Louis- Active Team Member  
Seventh Grade- Active Team Member

## What are the responsibilities of the school-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide and facility-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the school-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, certificated and classified staff, bus drivers, cafeteria staff, and custodial staff. Even volunteers and substitute teachers will participate in PBIS programs.

# School-Wide Rules

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## The EAGLE Way

**Show Respect**

**Make Good Decisions**

**Solve Problems**

### Why do we have School-Wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Thank you class for **Showing Respect** by raising your hands to speak and listening to what everyone else had to say about the story.
- You were **Making A Good Decision** when you walked quietly in the hallway even if others were not.
- Cleaning up your spills in the cafeteria is an example of **Solving Problems** because someone could slip on the spill and get hurt.

### School Rules Posters

School Rules posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules posters should be big enough to read and highly visible throughout all settings in the school.



# AMERICAN LAKES SCHOOL

HOME OF THE EAGLES

## 3 PERSONAL STANDARDS

SHOW RESPECT

MAKE GOOD DECISIONS

SOLVE PROBLEMS

# CLASSROOM EXPECTATIONS



THE EAGLE WAY!



## SHOW RESPECT

- BE KIND
- KEEP HANDS AND FEET TO YOURSELF
- BE ON TIME



## MAKE GOOD DECISIONS

- STAY ON TASK
- BE PREPARED
- FOLLOW DIRECTIONS THE FIRST TIME



## SOLVE PROBLEMS

- TRY YOUR BEST
- WORK TOGETHER PRODUCTIVELY
- STAY FOCUSED



The **School-Wide Expectations Grid** uses the school-wide expectations to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the school-wide rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

## School-Wide Expectations Grid

<b>The Eagle Way</b>			
	<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>● Say good morning to your teacher when you arrive</li> </ul>	<ul style="list-style-type: none"> <li>● Use crosswalks when crossing the street</li> <li>● Be on school grounds no earlier than 7:30am</li> <li>● If you eat breakfast at school, go directly to the cafeteria</li> <li>● If you do not eat breakfast at school, go directly to your line on the playground</li> <li>● In inclement weather, students report to designated area</li> </ul>	<ul style="list-style-type: none"> <li>● Know where to go before school</li> <li>● Choose to be in a supervised area</li> </ul>
<b>Multipurpose Room</b>	<ul style="list-style-type: none"> <li>● Eyes on speakers</li> <li>● Applaud at appropriate times</li> <li>● Honor others' accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>● Use quiet voices</li> <li>● Sit on your bottom with legs crossed and hands in lap</li> </ul>	<ul style="list-style-type: none"> <li>● Chose to sit next to someone who will not distract you</li> <li>● Ignore people and things that might distract you</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>● Give people privacy</li> <li>● Knock on the stall door if you are not sure if someone is using it</li> <li>● Make a line and wait your turn</li> <li>● Use quiet, indoor voices</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Keep water and soap in the sink, trash in the trash can</li> <li>● Keep lights on and main door open</li> <li>● Go, flush, wash, dry, dispose</li> </ul>	<ul style="list-style-type: none"> <li>● Seek an adult if you see a problem in the bathroom</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>● Follow rules of the bus driver</li> <li>● Quietly get on and off the bus</li> <li>● Say "Thank you" when getting off the bus</li> </ul>	<ul style="list-style-type: none"> <li>● Remember to bring your belongings when you get off the bus</li> <li>● Bottoms to bottoms of seat, back to back of the seat</li> </ul>	<ul style="list-style-type: none"> <li>● Choose to sit next to someone who will not bother you</li> <li>● Discuss problems that happen on the bus with the bus driver</li> </ul>

<b>Guest Teacher</b>	<ul style="list-style-type: none"> <li>● Treat the guest teacher like your regular teacher</li> <li>● Speak to the guest teacher as if the principal were listening</li> <li>● Follow the instructions of your guest teacher, even if they are different than your regular teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Be flexible and helpful</li> <li>● Follow your personal standards at all times</li> </ul>	<ul style="list-style-type: none"> <li>● If the sub does something different than usual, go with the flow</li> </ul>
<b>Hallways and Quiet Zone</b>	<ul style="list-style-type: none"> <li>● Voices off</li> <li>● Yield to others</li> <li>● Hold recess equipment quietly with both hands</li> </ul>	<ul style="list-style-type: none"> <li>● Keep an arm's length spacing with the person in front of you</li> <li>● Walk at all times and stay in a straight line</li> <li>● Keep clear of the red zone near doors</li> </ul>	<ul style="list-style-type: none"> <li>● Chose to be in line next to someone who will not bother you</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>● Return books on time</li> <li>● Use your quiet voice</li> <li>● Follow the instructions from the librarian</li> <li>● Treat books and materials with care</li> </ul>	<ul style="list-style-type: none"> <li>● Sit quietly</li> <li>● Put books back where they belong</li> </ul>	<ul style="list-style-type: none"> <li>● Keep track of your book</li> <li>● Pay fines</li> </ul>
<b>Office/Nurse</b>	<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Use quiet voices</li> <li>● Wait quietly until office staff can talk with you</li> <li>● Say "Please" and "Thank you" when asking for something</li> </ul>	<ul style="list-style-type: none"> <li>● Have an office or nurse pass before entering the office</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate why you are in the office</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Play games by the rules</li> <li>● Use kind words</li> <li>● Be a friend; invite kids to play with you</li> <li>● Be a good sport</li> <li>● Leave rocks, bark, sticks, and nature alone</li> <li>● Hold recess equipment quietly with both hands</li> </ul>	<ul style="list-style-type: none"> <li>● Freeze at all bells, walk at whistle</li> <li>● Use the bathroom and get a drink before the bell rings</li> <li>● Put recess equipment where it belongs</li> <li>● Snacks should be eaten on benches by the drinking fountains</li> <li>● Put trash in the garbage</li> <li>● Stay inside the yellow line unless you have a signed pass from an adult in charge on the playground</li> <li>● Stay on the school side of the second soccer</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the rules for games and equipment before you start playing</li> <li>● Talk with your friends about following the rules</li> <li>● Walk away from others who are bothering you</li> <li>● Seek an adult when needed</li> </ul>

		goal	
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Use quiet indoor voices during lunch, speaking only to the people across from and beside you</li> <li>● Say “please” and “thank you”</li> </ul>	<ul style="list-style-type: none"> <li>● Clean your area</li> <li>● Eat only the food from your lunch</li> <li>● Raise your hand to ask permission to get up</li> <li>● Keep hands to yourself while standing in line</li> </ul>	<ul style="list-style-type: none"> <li>● Chose to sit next to someone who you get along with</li> <li>● Ignore drama</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>● Say “goodbye” to your teacher when you leave</li> <li>● Use quiet voices during dismissal as other students are still learning</li> </ul>	<ul style="list-style-type: none"> <li>● Use crosswalks when crossing the street</li> <li>● Promptly leave the school grounds at dismissal</li> <li>● If your parent picks you up, stay in the parent pick up area, and watch for your parent</li> <li>● If you ride the bus, stay in the bus area</li> <li>● Primary students must wait for older siblings and parents at the parent pick up area</li> </ul>	<ul style="list-style-type: none"> <li>● Know where to go after school</li> <li>● Choose to be a supervised area</li> <li>● Wait patiently in the office for parent pick up when necessary</li> <li>● Tell parent that you will be waiting in the designated and supervised area</li> </ul>
<b>Dress Code</b>	<ul style="list-style-type: none"> <li>● Clothing should be clean, neat, and properly fitted</li> <li>● Clothing and jewelry should not be disruptive to the learning environment or to other students</li> <li>● Follow adult directions if you are asked to phone home for a change of clothing</li> <li>● To respect others’ health refrain from using or bringing perfume, aftershave, cologne, or perfumed lotions</li> </ul>	<ul style="list-style-type: none"> <li>● Choose clothing that does not bag, sag, or drag on the ground</li> <li>● Choose shoes that will be safe for the playground and for PE</li> </ul>	<ul style="list-style-type: none"> <li>● Seek an adult if you have questions about the dress code.</li> <li>● Ask questions before you wear an item to school that you are unsure about</li> </ul>
<b>Emergency</b>	<ul style="list-style-type: none"> <li>● Give space to the person with the emergency</li> <li>● Share information accurately</li> </ul>	<ul style="list-style-type: none"> <li>● If someone needs help, tell the nearest adult quickly</li> <li>● Follow adult directions at all times during the emergency</li> </ul>	<ul style="list-style-type: none"> <li>● Know what to do in an emergency and where to go</li> </ul>



# Teaching School-Wide Rules, Behavioral Expectations, & Routines

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## **Why teach the Rules, Expectations, and Routines during the first week of school?**

One of the major reasons to teach behavioral expectations and routines across settings is so all staff agree on what is expected. Doing so will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

## **What are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, the expectations for assemblies, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first weeks of school so that everyone in the school is following the same set of procedures.

## **Booster Sessions: Re-teaching the Rules, Expectations, and Routines**

Staff must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

## **Kick Off Week**

During the first week of school, staff will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

## **Beginning of the year assembly:**

During the first week of school, the PBIS team will briefly introduce PBIS during the beginning of the year assembly.

## **Kick-Off Assembly:**

During the first month of school, there will be a PBIS Kick-Off Assembly. The PBIS team will introduce PBIS for the year, our 3 personal standards, and the incentives available for the year. The goal of this assembly is to get the students excited for the coming year.

The following pages provide tools staff will use to guide the teaching of behavioral expectations according to the school-wide rules, including:

- Behavior Lesson Plans (Lessons that all teachers explicitly teach to their students)
- Blank Lesson Plan (Can be used for a classroom-specific, or grade-level specific behavior)

**Schedule of Behavior Lesson Plans:**

Beginning the first Monday of the school year, all teachers will do a daily behavior lesson with their class. The order of the lessons are as follows:

<b>Date</b>	<b>Behavior Lesson</b>
Wednesday 8/8/18	Classroom Expectations/Procedures Teach Personal Standard: Show Respect
Thursday 8/9/18	Classroom Expectations/Procedures Teach Personal Standard: Make Good Decisions
Friday 8/10/18	Classroom Expectations/Procedures Teach Personal Standard: Solve Problems
Monday 8/13/18	Arrival
Tuesday 8/14/18	Playground
Wednesday 8/15/18	Cafeteria
Thursday 8/16/18	Bathrooms
Friday 8/17/18	Hallways
Monday 8/20/18	Front Office/Nurse
Tuesday 8/21/18	Dismissal
Wednesday 8/22/18	Dress Code
Thursday 8/23/18	Emergency
Friday 8/24/18	Assemblies
Monday 8/27/18	Guest Teacher
Tuesday 8/28/18	Library
Wednesday 8/29/18	Bus/Field Trip
Thursday 8/30/18	Review any behavior lessons needed
Friday 8/31/18	Review any behavior lessons needed

# Lesson Plans - Arrival

**SETTING: Arrival**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Say good morning to your teacher when you arrive</li> <li>● Line up in designated location</li> <li>● Come into classroom quietly</li> </ul>	<ul style="list-style-type: none"> <li>● Get to school before the bell rings</li> <li>● If you eat breakfast at school, go directly to the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>● Know where to go before school</li> <li>● Choose to be in a supervised area</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety: Following expectations during arrival keeps all staff and students safe.

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b>	<ul style="list-style-type: none"> <li>● “Good morning, Ms. Veu.”</li> <li>● Set alarm before going to bed</li> <li>● Eat and finish breakfast by first bell</li> </ul>	<ul style="list-style-type: none"> <li>● Socializing with friends instead of eating breakfast</li> <li>● Being late to school.</li> <li>● Ignoring when someone greets you in the morning</li> </ul>

**Step 5: Provide Opportunities to Practice**

<p><b>MODEL:</b>     <b>Teacher demonstrates full range of behaviors below (“I do”)</b>  Positive and negative</p> <p><b>PRACTICE:</b>   <b>Teacher and students practice positive behaviors (“We do”)</b>  Teacher demonstrates full range, students practice <b>positive behaviors only</b></p> <p><b>TEST:</b>        <b>Students demonstrate positive behaviors (“You do”)</b>  Students practice <b>positive behaviors only</b></p> <p style="text-align: center;"><i>*Try to teach 4 positive examples to 1 negative example*</i></p>
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# Lesson Plans - Playground

**SETTING: Playground**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Play games by the rules</li> <li>● Use kind words</li> <li>● Be a friend; invite kids to play with you</li> <li>● Be a good sport</li> <li>● Leave rocks, bark, sticks, and nature alone</li> <li>● Hold recess equipment quietly with both hands</li> </ul>	<ul style="list-style-type: none"> <li>● Freeze at all bells, walk at whistle</li> <li>● Use the bathroom and get a drink before the bell rings</li> <li>● Put recess equipment where it belongs</li> <li>● Snacks should be eaten on benches by the drinking fountains</li> <li>● Put trash in the garbage</li> <li>● Stay inside the yellow line unless you have a signed pass from an adult in charge on the playground</li> <li>● Stay on the school side of the second soccer goal</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the rules for games and equipment before you start playing</li> <li>● Talk with your friends about following the rules</li> <li>● Walk away from others who are bothering you</li> <li>● Seek an adult when needed</li> </ul>

**Step 3: Tell Why Rules Are Important**

- To keep you and your peers safe

**Step 4: Demonstrate Rules**

<b>RULE</b>	<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Taking turns with the play equipment</li> <li>● Listen to the yard duty</li> <li>● Walking on the blacktop outside of play areas</li> <li>● Going down the slide correctly</li> <li>● Using equipment correctly</li> <li>● Communicate with peers respectfully</li> <li>● Find an adult (Yard Duty) who can help with any problems</li> </ul>	<ul style="list-style-type: none"> <li>● Keeping equipment for yourself</li> <li>● Ignoring playground rules</li> <li>● Yelling at and being disrespectful to peers and yard duty</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**      **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**         **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Cafeteria

**SETTING: Cafeteria**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Use quiet indoor voices during lunch, speaking only to the people across from and beside you</li> <li>● Say “please” and “thank you”</li> <li>● Raise your hand to ask permission to get up</li> <li>● Chew with your mouth closed and talk with an empty mouth</li> </ul>	<ul style="list-style-type: none"> <li>● Clean your area</li> <li>● Eat only the food from your lunch</li> <li>● Walk to and from the cafeteria</li> <li>● Cafeteria food stays in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>● Choose to sit next to someone who you get along with</li> <li>● Offer to sit near someone who is sitting alone</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety
  - Student Allergies- avoid causing allergic reactions for students
  - Avoid hazards of slipping
- Manners
  - This is a place of public business/use and knowing how to conduct oneself in a respectful manner is a life skill that will be used time and again.
  - Following the cafeteria rules is good practice for when you eat at someone else’s house or at a restaurant
  - Personal responsibility of cleaning up after yourself, so someone else doesn’t have to clean up after you.

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Enter in a quiet manner while walking in a line</li> <li>● Respectfully greet the lunch attendant typing in your number</li> <li>● Carefully take the tray and get your food</li> <li>● Use please and thank you</li> <li>● Clear all trash and dispose of all items appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Run in the cafeteria</li> <li>● Yell in the cafeteria</li> <li>● Ignore lunch attendants when typing in your number</li> <li>● Greet lunch attendants with slang</li> <li>● Push and shove while grabbing your food</li> <li>● Go in front of someone in line</li> <li>● Complain about your food</li> </ul>

		<ul style="list-style-type: none"><li>• Leave your trash on the table</li></ul>
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**Step 5: Provide Opportunities to Practice**

<b>MODEL:</b>	<b>Teacher demonstrates full range of behaviors below (“I do”)</b> Positive and negative
<b>PRACTICE:</b>	<b>Teacher and students practice positive behaviors (“We do”)</b> Teacher demonstrates full range, students practice <b>positive behaviors only</b>
<b>TEST:</b>	<b>Students demonstrate positive behaviors (“You do”)</b> Students practice <b>positive behaviors only</b>

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Bathroom

**SETTING: Bathroom**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<ul style="list-style-type: none"> <li>● Give people privacy</li> <li>● Knock on the stall door if you are not sure if someone is using it</li> <li>● Make a line and wait your turn</li> <li>● Use your quiet, indoor voices</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Keep water and soap in the sink, trash in the trash can</li> <li>● Keep lights on and main door open</li> <li>● Go, flush, wash, dry, dispose</li> </ul>	<ul style="list-style-type: none"> <li>● Find an adult if you see a problem in the bathroom</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Restroom behavior is an important life skill that students need in order to responsibly use public facilities and manage one's self in a sanitary manner.

**Step 4: Demonstrate Rules**

<b>RULE</b>	<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Walk directly in and out</li> <li>● Throw away trash in trash can</li> <li>● Wash hands with soap and water</li> <li>● Use only the amount of toilet paper needed</li> <li>● Flush once and check that toilet is clear</li> <li>● Report any vandalism to an adult immediately.</li> </ul>	<ul style="list-style-type: none"> <li>● Run, jump, slide on ground, hang out in the bathroom, chase others</li> <li>● Waste toilet paper</li> <li>● Put objects in toilet</li> <li>● Use no toilet paper</li> <li>● Forget to flush</li> <li>● Overflow toilet</li> <li>● Play in stall</li> <li>● Wash hands with water only</li> <li>● Throw wet paper towels on ceiling or on the floor, throw towels at others, vandalise walls, mirrors, stalls.</li> </ul>



## **Step 5: Provide Opportunities to Practice**

**MODEL:**     **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**       **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Hallways

**SETTING: Hallways**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Voices off</li> <li>● Yield to others</li> <li>● Hold recess equipment quietly with both hands</li> </ul>	<ul style="list-style-type: none"> <li>● Keep an arm’s length spacing with the person in front of you</li> <li>● Walk at all times and stay in a straight line</li> <li>● Keep clear of the red zone near doors</li> </ul>	<ul style="list-style-type: none"> <li>● Chose to be in line next to someone who will not bother you.</li> </ul>

**Step 3: Tell Why Rules Are Important**

- In order to build social skills, students need to know how to move safely in crowded areas.

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b>	<ul style="list-style-type: none"> <li>● Keep voices quiet or off in the hallway</li> <li>● Walk</li> <li>● Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>● Yelling in the hallway</li> <li>● Run</li> <li>● Touching people around you</li> </ul>

**Step 5: Provide Opportunities to Practice**

<b>MODEL:</b>	<b>Teacher demonstrates full range of behaviors below (“I do”)</b> Positive and negative
<b>PRACTICE:</b>	<b>Teacher and students practice positive behaviors (“We do”)</b> Teacher demonstrates full range, students practice <b>positive behaviors only</b>
<b>TEST:</b>	<b>Students demonstrate positive behaviors (“You do”)</b> Students practice <b>positive behaviors only</b>
<i>*Try to teach 4 positive examples to 1 negative example*</i>	

## Lesson Plans - Front Office/Nurse

**SETTING: Front Office/Nurse**

### Step 1: Review School Wide Rules

**Show Respect**

**Make Good Decisions**

**Solve Problems**

### Step 2: Teach Expectations for Specific Settings:

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Say “please” and “thank you” when asking for something</li> <li>● Ask permission to get up</li> <li>● Wait quietly until office staff can talk with you</li> </ul>	<ul style="list-style-type: none"> <li>● Have an office or nurse pass before entering the office</li> <li>● Go directly back to class if/when sent back to class</li> </ul>	<ul style="list-style-type: none"> <li>● Tell office/health staff why you are there and what you need.</li> </ul>

### Step 3: Tell Why Rules Are Important

- Safety
  - A pass is required so that your teacher knows where you are.
  - Staying seated and quiet in the office allows for others to safely pass through.
- Productivity
  - The school office is a place of business. We need to follow the rules to allow the office staff to conduct their business.

### Step 4: Demonstrate Rules

RULE	EXAMPLES	NON-EXAMPLES
<b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Your Own Problems</b>	<ul style="list-style-type: none"> <li>● “May I please have an ice pack?” “Thank you.”</li> <li>● Walk into office and quietly hand pass to secretary</li> <li>● Wait in line for a turn</li> <li>● Sit quietly the first time asked</li> <li>● Come to the office with a pass or staff member</li> <li>● Ask staff for a pass before coming to the office</li> </ul>	<ul style="list-style-type: none"> <li>● “Give me an ice pack!”</li> <li>● Run into office yelling.</li> <li>● Seeing that there is a room full of people needing help and choosing to walk behind the counter to get help</li> <li>● Standing up, wandering around the office, engaging other students</li> <li>● Coming to the office without permission</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**      **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**        **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Dismissal

**SETTING: Dismissal**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Say goodbye to your teacher when you are dismissed</li> <li>● Line up in designated location</li> <li>● Leave campus after school</li> </ul>	<ul style="list-style-type: none"> <li>● Get to your designated area</li> <li>● If you walk home, use the side gate and crosswalks</li> <li>● If being picked up, go to parent pick up and wait for your call</li> <li>● Check in with after school program</li> </ul>	<ul style="list-style-type: none"> <li>● Know where to go after school</li> <li>● Choose to be in a supervised area</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety: Following expectations during dismissal keeps all staff and students safe.

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● “Goodbye, Mr. Smith.”</li> <li>● Get to the designated place for after school (Walk home / Parent Pick Up / After School Program)</li> </ul>	<ul style="list-style-type: none"> <li>● Socializing with friends instead of going to designated area</li> <li>● Ignoring staff during dismissal at parent pickup</li> <li>● Going into the office before being told to do so</li> <li>● Going to unsupervised areas</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**     **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**       **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Dress Code

**SETTING: Dress Code**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Students are not permitted to wear hats or other head coverings indoors</li> <li>● Sunglasses are not to be worn indoors</li> </ul>	<ul style="list-style-type: none"> <li>● Pants must be worn at the waist, not sagging</li> <li>● Shorts should be no shorter than mid-thigh</li> <li>● Halter tops, spaghetti straps, tube tops and half-shirts are not permitted</li> <li>● Students will not wear shirts exposing midriff, or cleavage</li> <li>● Transparent or mesh shirts are required to have an undershirt underneath. (i.e. sport jerseys)</li> </ul>	<ul style="list-style-type: none"> <li>● Check with staff if you need alternate clothing choices or unsure of clothing choice</li> <li>● Ask for a phone call to parent if you need parent to bring a change of clothes</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Students will be dressed in clothing that is appropriate in the workplace and safe for all school time activities, such as recess or PE

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Own Problems</b></p>	<ul style="list-style-type: none"> <li>● Dress appropriately</li> <li>● If a teacher talks to you about making better clothing choices, follow teacher direction without argument</li> <li>● Take your hood, caps, and sunglasses off when you enter the classroom or other school building</li> <li>● Wear pants at the waist, use a belt if needed, shirts should cover bellies and not be low cut</li> <li>● Ask teacher for a pass to call home if you need a change of clothing</li> </ul>	<ul style="list-style-type: none"> <li>● Keep hood, caps, and sunglasses on when entering classroom or other school building</li> <li>● Expose midriff with short shirts, wear sagging pants</li> <li>● Yell or argue with teacher when approached about a dress code violation</li> </ul>

**Step 5: Provide Opportunities to Practice**

**MODEL:**      **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**        **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**



# Lesson Plans - Emergency

**SETTING: Emergency**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Remain quiet</li> <li>● Raise your hand to speak/get your teacher's attention if necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Follow emergency routes</li> <li>● Stay with your class</li> <li>● Walk quietly to the designated area</li> <li>● Stand in line and wait for instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Choose to stand next to someone who will not bother or distract you</li> <li>● Ask an adult for help when needed.</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety
  - Following emergency procedures is important so that everyone stays safe and can hear all instructions.

**Step 4: Demonstrate Rules**

<b>RULE</b>	<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Walk quietly to the designated area</li> <li>● Follow adult directions</li> <li>● Follow emergency routes</li> <li>● Stay with your class</li> <li>● Choose to stand next to someone who will not bother or distract you</li> </ul>	<ul style="list-style-type: none"> <li>● Running out to the designated areas</li> <li>● Talking or yelling in line</li> <li>● Ignoring adult directions</li> <li>● Refusing to leave classroom</li> <li>● Walking away from the class</li> <li>● Standing next to/talking to friends</li> <li>● Arguing with peers in line</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**     **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**       **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Assemblies

**SETTING: Assemblies**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<ul style="list-style-type: none"> <li>● Sit on your bottom with legs crossed and quiet hands in lap</li> <li>● Eyes on speakers</li> <li>● Use quiet voices</li> <li>● Applaud at appropriate times</li> <li>● Honor others' accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>● Ignore people and things that might distract you</li> </ul>	<ul style="list-style-type: none"> <li>● Chose to sit next to someone who you get along with</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety: Following expectations at assemblies keeps all staff and students safe
- Learning to respect speakers is a useful life skill
- Honoring accomplishments in others is a prosocial skill needed in life

**Step 4: Demonstrate Rules**

<b>RULE</b>	<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Sit on your bottom with legs crossed and quiet hands in lap</li> <li>● Eyes on speakers</li> <li>● Use quiet voices</li> <li>● Applaud at appropriate times</li> <li>● Honor others' accomplishments</li> <li>● Focus on the speaker and ignore things that distract you</li> <li>● Chose to sit next to someone who you get along with</li> </ul>	<ul style="list-style-type: none"> <li>● Talk to people sitting around you</li> <li>● Use a loud voice</li> <li>● Turn your body away from the speaker</li> <li>● Holler and cheer inappropriately</li> </ul>

- **Step 5: Provide Opportunities to Practice**

**MODEL:**      **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**    **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**        **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Guest Teacher

**SETTING: Guest Teacher**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

<b>Show Respect</b>	<b>Make Good Decisions</b>	<b>Solve Problems</b>
<ul style="list-style-type: none"> <li>● Treat the guest teacher like your regular teacher</li> <li>● Speak to the guest teacher as if the principal were listening</li> <li>● Follow the instructions of your guest teacher, even if they are different than your regular teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Be flexible and helpful</li> <li>● Follow your personal standards at all times</li> </ul>	<ul style="list-style-type: none"> <li>● If the sub does something different than usual, go with the flow</li> </ul>

**Step 3: Tell Why Rules Are Important**

- You are welcoming a guest into your home. Treat them with that level of respect.
- Learning to get along with a new person is a good life skill
- You must continue to learn even when your classroom teacher is not there.

**Step 4: Demonstrate Rules**

<b>RULE</b>	<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Raise your hand to ask permission</li> <li>● Say please and thank you</li> <li>● Introduce yourself and learn your guest teacher's name</li> <li>● Treat your classmates with kindness</li> <li>● Follow school and classroom rules</li> <li>● Be flexible and go with the flow</li> </ul>	<ul style="list-style-type: none"> <li>● Yell out in class</li> <li>● Tell the sub he/she isn't doing things the way your teacher does</li> <li>● Ignore the sub when he/she is talking to you</li> <li>● Attempt to get away with behaviors that your teacher wouldn't allow</li> <li>● Walk out of class</li> <li>● Being uncooperative</li> <li>● Act as though you don't know the regular routine and expectations</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**      **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**        **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# Lesson Plans - Library

**SETTING: Library**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Return books on time</li> <li>● Use your quiet voice</li> <li>● Follow the instructions from the Librarian</li> <li>● Treat books and materials with care</li> </ul>	<ul style="list-style-type: none"> <li>● Sit quietly</li> <li>● Put books back where they belong</li> <li>● Use walking feet while looking for a book</li> </ul>	<ul style="list-style-type: none"> <li>● Keep track of your book</li> <li>● Pay fines</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Consideration of others so that materials are in good condition and available for others to use.
- Personal responsibility of caring for and keeping track of your own materials.
- Learning how to act appropriately in public place.

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Returning book to box</li> <li>● Whispering while looking for a book</li> <li>● Keeping book clean</li> <li>● Waiting quietly in check out line</li> <li>● Gently placing book on counter</li> <li>● Sitting quietly on carpet</li> <li>● Take a book out, use a placeholder, return the book back in the same spot (rightside up, spine out)</li> <li>● Walk around the library</li> <li>● Returning book to library</li> <li>● Pay fine for missing/damaged book</li> </ul>	<ul style="list-style-type: none"> <li>● Telling librarian, “I forgot my book again.”</li> <li>● Yelling while looking for a book</li> <li>● Spilling food/drink on book</li> <li>● Cutting in check out line</li> <li>● Slamming book down on table/counter</li> <li>● Wandering around during read aloud</li> <li>● Take a book out, walk around with it, set it on a table and walk away</li> <li>● Taking a book out, returning it upside down with spine in</li> <li>● Running in the library</li> <li>● Telling Librarian “I don’t know where my book is.”</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**     **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**       **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**



# Lesson Plans - Bus/Field Trip

**SETTING: Bus/Field trip**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems
<ul style="list-style-type: none"> <li>● Follow rules of the bus driver</li> <li>● Quietly get on and off the bus</li> <li>● Say “Thank you” when getting off the bus</li> <li>● Listen to field trip tour guide</li> <li>● Appropriate voice volume for setting</li> </ul>	<ul style="list-style-type: none"> <li>● Remember to bring your belongings when you get off the bus</li> <li>● Bottoms to bottoms of seat, back to back of the seat</li> <li>● Stay with your assigned group</li> </ul>	<ul style="list-style-type: none"> <li>● Choose to sit next to someone who will not bother you</li> <li>● Discuss problems that happen on the bus with the bus driver</li> </ul>

**Step 3: Tell Why Rules Are Important**

- Safety
- Manners

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b> <b>Make Good Decisions</b> <b>Solve Problems</b></p>	<ul style="list-style-type: none"> <li>● Say “thank you” or “goodbye” to the driver when getting off of the bus</li> <li>● Waiting for your turn to board the bus</li> <li>● When you have a problem with a peer, talk to the bus driver</li> <li>● Keep hands and feet to yourself</li> <li>● Saying “please” and “thank you” to field trip tour guide</li> </ul>	<ul style="list-style-type: none"> <li>● Shouting at or ignoring bus driver when getting off of the bus</li> <li>● Push past others or cut in line</li> <li>● Hit, kick, or yell at another student on the bus</li> <li>● Smashing lunches/juice boxes</li> <li>● Stealing items</li> <li>● Leaving group</li> <li>● Ignoring instructions from field trip tour guide, teachers, parents</li> </ul>

## **Step 5: Provide Opportunities to Practice**

**MODEL:**     **Teacher demonstrates full range of behaviors below (“I do”)**  
Positive and negative

**PRACTICE:**   **Teacher and students practice positive behaviors (“We do”)**  
Teacher demonstrates full range, students practice **positive behaviors only**

**TEST:**       **Students demonstrate positive behaviors (“You do”)**  
Students practice **positive behaviors only**

*\*Try to teach 4 positive examples to 1 negative example\**

# LESSON PLAN Template

**SETTING:**

**Step 1: Review School Wide Rules**

**Show Respect**

**Make Good Decisions**

**Solve Problems**

**Step 2: Teach Expectations for Specific Settings:**

Show Respect	Make Good Decisions	Solve Problems

**Step 3: Tell Why Rules Are Important**

- 

**Step 4: Demonstrate Rules**

RULE	EXAMPLES	NON-EXAMPLES
<p><b>Show Respect</b>  <b>Make Good Decisions</b>  <b>Solve Problems</b></p>		

**Step 5: Provide Opportunities to Practice**

<b>MODEL:</b>	Teacher demonstrates full range of behaviors below (“I do”) Positive and negative
<b>PRACTICE:</b>	Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice <b>positive behaviors only</b>
<b>TEST:</b>	Students demonstrate positive behaviors (“You do”) Students practice <b>positive behaviors only</b>
<i>*Try to teach 4 positive examples to 1 negative example*</i>	

# Acknowledgement System

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## **Why do we want to recognize expected behavior?**

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At American Lakes School we use The Eagle Way to acknowledge students for appropriate behavior. Through this program we hand out Eagle Bills to students for following the personal standards.

When recognizing students with an Eagle Bill, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

**Cita, I wanted to thank you for helping pick up the books someone knocked on the floor. You were being very RESPECTFUL and it really helped me out. Here is an Eagle Bill.**

Ideally, students should be given a bill immediately following the behavior and be told exactly why they received the bill. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

## **Who should be handing out acknowledgment bills?**

All staff in the school should be provided with the Eagle Bills, including general and special education teachers, classified staff, supervisors, and even substitute teachers.


## **How many bills should be given out?**

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students. The goal is for every staff member to pass out 30 per week.

## **How often should assemblies/ announcements be held to recognize students for positive behavior?**

Assemblies will be on the second and fourth Friday of each month. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.

## Sample Ticket

<b>American Lakes School</b> <b>Eagle Bills</b>	
	
<input type="checkbox"/>	<b>Show Respect</b>
<input type="checkbox"/>	<b>Make Good Decisions</b>
<input type="checkbox"/>	<b>Solve Problems</b>
To: _____	From: _____
<b>2018-2019</b>	

### Recognition System

- Students are able to exchange their Eagle Bills in the following ways:
  - Eagle Club- 20 Eagle Bills
    - Fun activities led by staff members
  - Lunch with the principal- 50 Eagle Bills
  - Weekly School Wide Raffle
    - Students can put in as many bills as they want for a chance to win a bigger prize
  - Fill the Eagle's Nest
    - Remaining Eagle Bills from the raffle go into the nest to fill it for a school wide reward
  - Optional: Classroom rewards at teachers discretion (5 Eagle Bills)
    - Examples: line leader, sit in the teacher's chair, homework pass, etc.
- Students will earn awards for academics, academic growth, and character every trimester.
- 2 Eagle Awards per class will be awarded every month to students exemplifying the 3 personal standards
- Eagle Hour- Every Friday afternoon, each grade level/PLC will put on an Eagle Hour.
  - It is up to teachers discretion which students will be allowed to participate
  - One teacher will lead study hour while other teachers lead enrichment and interesting activities for the other students.

# Consequence System

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Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window, they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, explicitly teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral Form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

## **Infinite Campus**

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about school-wide programming and individual students in need of additional support.

# Referral Form

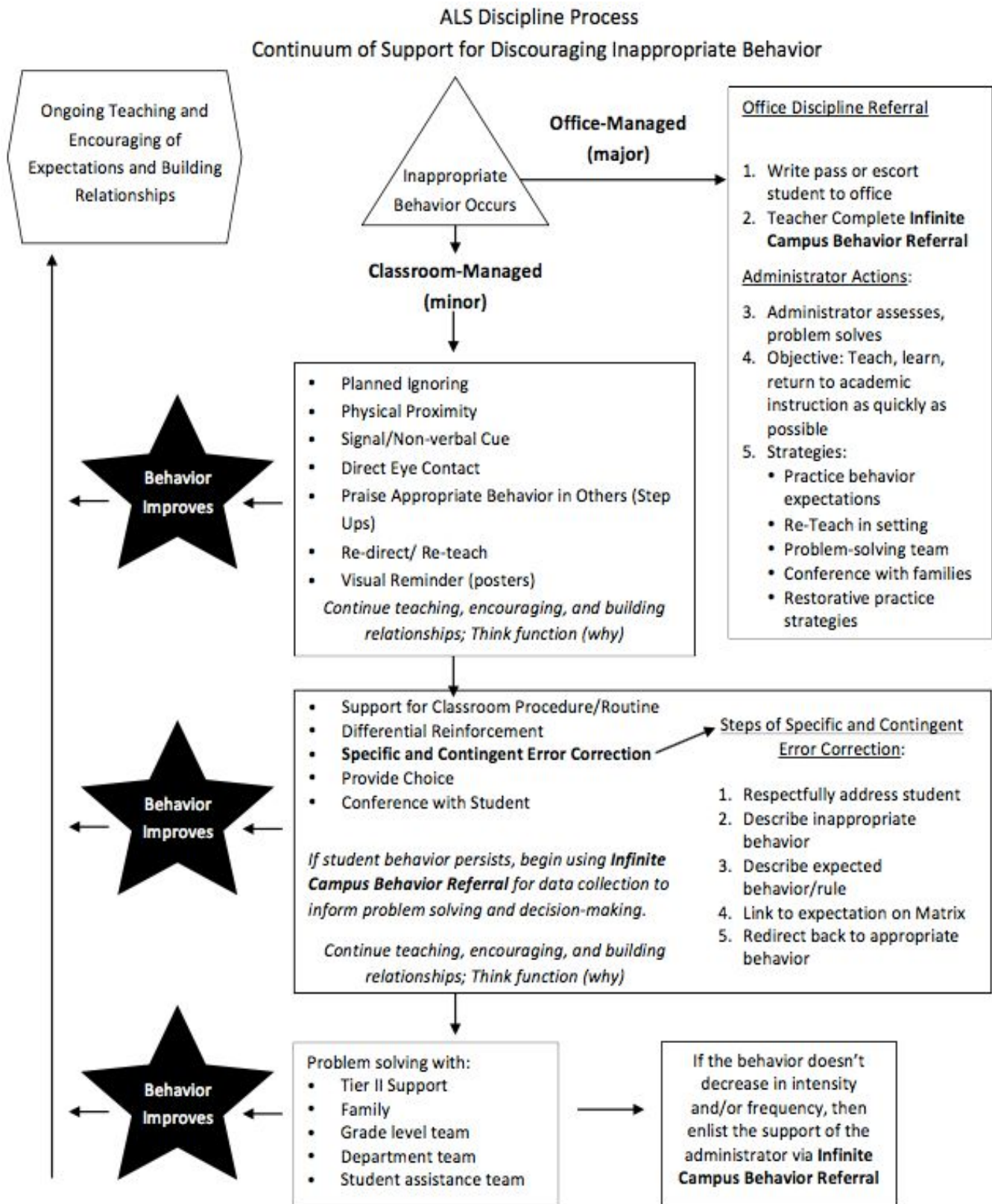
## ALS Referral Form

*Show Respect - Make Good Decisions - Solve Problems*

Student Name: _____ Teacher Name: _____ Date: _____ Time: _____ Grade: TK   K   1   2   3   4   5   6   7   8 Referring Staff: _____	<b>Location</b> <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> MPR <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Off-Campus <input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Quad <input type="checkbox"/> Playground <input type="checkbox"/> Computer Lab <input type="checkbox"/> Special Event <input type="checkbox"/> Other _____
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Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive/ Inapp. Language <input type="checkbox"/> Bullying <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Fighting <input type="checkbox"/> Forgery/Theft/Plagiarism <input type="checkbox"/> Gang Display/Affiliation <input type="checkbox"/> Harassment <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Use/Possession of: <input type="checkbox"/> Other _____ <input type="checkbox"/> Alcohol <input type="checkbox"/> Combustibles <input type="checkbox"/> Drugs <input type="checkbox"/> Tobacco <input type="checkbox"/> Weapons	<b>Obtain:</b> <input type="checkbox"/> Adult Attention <input type="checkbox"/> Items/Activities <input type="checkbox"/> Peer Attention <b>Avoid:</b> <input type="checkbox"/> Adult <input type="checkbox"/> Task/Activity <input type="checkbox"/> Peer
<b>Action Taken USE IC LIST TO DECIDE</b>		
<input type="checkbox"/> Conference with Student <input type="checkbox"/> Time Out/Break <input type="checkbox"/> Loss of Privilege: _____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Restitution	<input type="checkbox"/> Community Service <input type="checkbox"/> In-School Suspension (____ hours/days) <input type="checkbox"/> Out-of-School Suspension (____ hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____	
<b>Others Involved</b>	<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 _____	
<b>Other Comments:</b> _____ _____ _____		

# Discipline Process





## Tier II-III Intervention Team & Process

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**\*\*The remainder of the document is under construction\*\***  
**This is Year 2 and Year 3 training.**

### Intervention Teaming For Students

What is the Tier II-III Intervention Team?

Who should be referred to the Tier II-III Intervention Team?

How do I make a Referral to the Tier II-III Intervention Team?

INSERT REQUEST FOR ASSISTANCE FORM

### **Other things you might include in the Handbook:**

Description of Tier II Interventions you may have at your school:

Description of Tier III Interventions you may have at your school:



