

POSITIVE BEHAVIOR SUPPORT

PBS RESOURCE NOTEBOOK



Real Solutions for Education

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Rules Matrix

Centennial Elementary School Rules and Behavioral Expectations

Example 2

Common Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet, and objects to self • Get adult help for accidents and spills • Use all equipment and materials appropriately 	<ul style="list-style-type: none"> • Use kind words and actions • Wait for your turn • Clean up after self • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Be honest
Cafeteria	<ul style="list-style-type: none"> • Keep all food to self • Sit with feet on floor, bottom on bench and facing table • Walk with tray, holding with both hands 	<ul style="list-style-type: none"> • Allow anyone to sit next to you • Use quiet voices 	<ul style="list-style-type: none"> • Raise hand and wait to be excused • Get all utensils, milk, etc. when 1st going through the line
Playground/ Recess	<ul style="list-style-type: none"> • Walk to and from the playground • Stay within boundaries • Be aware of activities / games around you • No play fighting • What is on the ground stays on the ground • Use equipment on your own/under own power 	<ul style="list-style-type: none"> • Play fairly • Include everyone • Cooperate with crossing guards 	<ul style="list-style-type: none"> • Use hall/bathroom pass for leaving the area • Return equipment
Passing Areas: Halls, Breezeways, Sidewalks	<ul style="list-style-type: none"> • Stay to the right, single file • Allow others to pass • Walk using rules of the road 	<ul style="list-style-type: none"> • Hold the door open for the person behind you • Use quiet and kind voices • Keep body to self • Skateboarding, etc. in breezeways after 4:45 	<ul style="list-style-type: none"> • Stay on sidewalks
Bathrooms	<ul style="list-style-type: none"> • Keep feet on floor • Keep water in the sink • Wash hands • Put towels in garbage can 	<ul style="list-style-type: none"> • Give people privacy • Use quiet voices 	<ul style="list-style-type: none"> • Flush toilet after use • Return to room promptly
Arrival and Dismissal Areas	<ul style="list-style-type: none"> • Use sidewalks and crosswalks • Wait calmly • Walk bicycles 	<ul style="list-style-type: none"> • Use kind words and actions • Follow adult directions 	<ul style="list-style-type: none"> • Arrive on time • Leave on time
Library	<ul style="list-style-type: none"> • Chair legs on floor • Calm bodies: hands, feet, and objects to self 	<ul style="list-style-type: none"> • Use quiet voices 	<ul style="list-style-type: none"> • Return materials on time
Special Events and Assemblies	<ul style="list-style-type: none"> • Carry chairs properly • Single file 	<ul style="list-style-type: none"> • Use audience manners • Sit on bottom • Enter and exit quietly • Respect personal space 	<ul style="list-style-type: none"> • Follow directions • Remind others to follow directions

Centennial Elementary Playground Rules and Behavioral Expectations

Example 3

Play Area	Be Safe	Be Respectful	Be Responsible
Swings	<ul style="list-style-type: none"> • sit on bottom only • no pushing others • do not jump out • do not play around the swings 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Slides	<ul style="list-style-type: none"> • slide on bottom only, feet first • go up the ladder only • no jumping off • off limits when wet • line forms on the ground 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • one person at a time on the slide and ladder • line up quickly and quietly when whistle blows
Merry-Go-Around	<ul style="list-style-type: none"> • 2 people per section • sit on edge only • bottoms only • no laying or hanging 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
New Construction	<ul style="list-style-type: none"> • no running 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Monkey Bars	<ul style="list-style-type: none"> • one hand on bars at all times • go in one direction • do not sit/stand on top 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Tennis Court	<ul style="list-style-type: none"> • no climbing on wire 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Field	<ul style="list-style-type: none"> • no tackling or wrestling • stay away from river • plastic bats only • no climbing on fence • soft balls only 	<ul style="list-style-type: none"> • share and take turns • include everyone • ask permission of other students before chasing them or playing tag 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Overall	<ul style="list-style-type: none"> • cross only with safety patrol or adult • throw no objects • hula hoops okay with enough distance 	<ul style="list-style-type: none"> • arguments and fighting may cancel games 	<ul style="list-style-type: none"> • mind the crossing guard

Westland Middle School Rules and Behavioral Expectations

Example 4

Area/ Expectation	Safety	Responsibility	Respect
Health Room For illness, injury, or medication	<ul style="list-style-type: none"> • Prescription and over-the-counter medications may only be used by the designated student. • Follow the health assistant's directions. • Avoid blood spills. • Report all accidents/injuries to an adult. 	<ul style="list-style-type: none"> • Report to your teacher before coming to the health room. • Prescription and over-the-counter medications must be immediately brought to the office for safekeeping. • Check in at the office before going into the health room. • Sign in on the health sheet. • If taking medications (over-the-counter or prescription), come to the health room on time. 	<ul style="list-style-type: none"> • Respect others in the health room. • Use quiet voices. • Rest quietly.
Library	<ul style="list-style-type: none"> • Walk at all times. • Keep all of the chair legs on the floor at all times. • Leave backpacks and lunch bags outside. • Handle materials with care. 	<ul style="list-style-type: none"> • Wait in line patiently and quietly. • Ask for assistance from the library staff, if needed. • Return books on time. • Keep food and drinks out of the library. 	<ul style="list-style-type: none"> • Work individually. • Use a quiet voice. • Clean up the area and push chairs under the tables. • Return books to their correct place.
Computer Lab	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Use chairs and tables appropriately. 	<ul style="list-style-type: none"> • Follow computer lab guidelines. • Lab should be used with staff permission only. • Print only what is needed for school work. • Food, gum, and drinks are prohibited. • Log out/shut down after use. 	<ul style="list-style-type: none"> • Use quiet voices. • Respect equipment.
Fire Drills	<ul style="list-style-type: none"> • Walk safely and quietly. • Keep hands and feet to yourself. • Stay on the correct route. 	<ul style="list-style-type: none"> • Find line and place as quickly as possible, and stay there. • Stand quietly. • Listen for and follow directions. 	<ul style="list-style-type: none"> • Walk around the bushes. • Stay on walkways when possible.
Assemblies and Special Events	<ul style="list-style-type: none"> • Maintain clear aisles. • Wait for dismissal instructions. • Leave in an orderly fashion. 	<ul style="list-style-type: none"> • Focus on presentation. • Sit with your class. • Listen for and follow directions. 	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Listen responsibly. • Show appreciation appropriately. • Sit quietly during presentation.
Bus Area	<ul style="list-style-type: none"> • Stay behind yellow line. • Keep hands and feet to yourself. 	<ul style="list-style-type: none"> • Wait in line patiently. • Dispose of litter in trashcans. 	<ul style="list-style-type: none"> • Use kind words and actions.
Scooters, Bicycles, Skateboards, Rollerblades	<ul style="list-style-type: none"> • Wear a helmet. 	<ul style="list-style-type: none"> • Obey school signs. • Ride on campus only if part of a staff approved activity. 	<ul style="list-style-type: none"> • Respect other people's property.

Westland Middle School Rules and Behavioral Expectations

Example 5

Area/ Expectation	Safety	Responsibility	Respect
General Social Expectations	<ul style="list-style-type: none"> • Report all dangerous situations to an adult immediately. 	<ul style="list-style-type: none"> • G-Rated language in school. • Carry your student ID card. • Come prepared for all classes. • Be on time. • Appropriate affection – handholding, friendship hug. 	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Speak to others with respect. • Use quiet voices.
Cafeteria	<ul style="list-style-type: none"> • Walk at all times. • Use unbreakable drink containers. • Report all spills. 	<ul style="list-style-type: none"> • Wait in line patiently. • Only eat your own food. • All food and drinks must stay in approved eating areas. • Dispense trash and recyclables in proper containers. • Have ID card with you. <i>(order ID card if necessary)</i> 	<ul style="list-style-type: none"> • Use good manners. • Clean up your area.
Hallways	<ul style="list-style-type: none"> • Walk at all times. • Stay to the right. • Keep hands and feet to yourself. • Arrive at class on time. 	<ul style="list-style-type: none"> • Food or open drinks in the hall are prohibited. • Use drinking fountains appropriately. • Use a hall pass during class time. • Use wastebaskets for trash. 	<ul style="list-style-type: none"> • Halls are G-Rated. • Use kind words and actions. • Respect property, yours and others. • Use quiet voices. • Whisper when classes are in session.
Restrooms	<ul style="list-style-type: none"> • Keep water inside the sink. • Wash hands. • Put paper towels in the garbage. 	<ul style="list-style-type: none"> • Flush toilets after use. • Inform adults of concerns or problems. • Conserve paper products. 	<ul style="list-style-type: none"> • Give people privacy. • Respect property.
Lockers	<ul style="list-style-type: none"> • Open and close quietly and carefully. • Keep lockers clean. 	<ul style="list-style-type: none"> • Keep lockers organized. • Keep clutter under control. • Keep combination confidential. 	<ul style="list-style-type: none"> • Open/close quietly. • Use only your locker • If assigned a locker partner, respect their privacy and property. • Use temporary and appropriate decorations only.
Gym	<ul style="list-style-type: none"> • Food, drinks, and gum in the gym areas are prohibited. • Bleachers are only used with permission. • Gym is used only with supervision. 	<ul style="list-style-type: none"> • Wait for directions. • Show good sportsmanship. • Play safe, play fair. • Use equipment appropriately and with care. • Return equipment to designated area. 	<ul style="list-style-type: none"> • Be a team player. • Include everyone. • Encourage others.
Support Room	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Use chairs and tables appropriately. 	<ul style="list-style-type: none"> • Bring referral. • Sit quietly. • Wait patiently. 	<ul style="list-style-type: none"> • Listen responsibly. • Use appropriate words and actions.
Office	<ul style="list-style-type: none"> • Check in at the office before entering the health room. 	<ul style="list-style-type: none"> • Report to your teacher before coming to the office. • Sign in/out at the office when arriving late or leaving early. • Ask before using the student phone. 	<ul style="list-style-type: none"> • Use appropriate words and actions. • Use quiet voices. • Wait your turn in line.

Inavale Student Responsibility Plan

We believe our students should be challenged to meet their full academic potential in a nurturing, community-based environment. The staff and parents at Inavale are dedicated to having a school environment with an absence of threat where students remain excited about learning and independently practice school-wide behavioral expectations. Students should feel comfortable and secure while at Inavale. Our responsibility plan is designed to:

- support students in learning to make responsible choices now and in the future
- ensure the physical and emotional safety of all children in our care
- provide rules and consequences that allow the staff to be consistent
- enhance the development of each child's self-concept while preserving individual dignity

As we work with your child to develop responsibility and self-control, your support is of immeasurable importance. We assume that when a student knows the rules and consequences, and still does not demonstrate responsible behavior, the student is asking someone else to take control. In such cases, logical and natural consequences will be used whenever possible. To ensure that we all are working together, we would appreciate your reviewing the following expectations and consequences with your children.

School Rules and Behavioral Expectations

Example 6

Common Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet, and objects to self • Get adult help for accidents and spills • Use all equipment and materials safely 	<ul style="list-style-type: none"> • Use kind words and actions • Wait for your turn • Clean up after self • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Be honest
Cafeteria	<ul style="list-style-type: none"> • Keep all food to self • Sit with feet on floor, bottom on bench, and facing table 	<ul style="list-style-type: none"> • Follow game rules • Include everyone 	<ul style="list-style-type: none"> • Use hall/bathroom pass for leaving the area • Put all equipment away at the end of each break • Kick ball
Playground/ Recess	<ul style="list-style-type: none"> • Stay within boundaries • Be aware of activities, games, and people around you • No play fighting • What is on the ground stays on the ground 	<ul style="list-style-type: none"> • Follow game rules • Include everyone 	<ul style="list-style-type: none"> • Use hall/bathroom pass for leaving the area • Put all equipment away at the end of each break • Kick ball in the field only
Passing Areas, Hallways, Breezeways, Sid areas	<ul style="list-style-type: none"> • Stay to the right • Allow others to pass 	<ul style="list-style-type: none"> • Hold the door open for the person behind you • Use quiet voices 	<ul style="list-style-type: none"> • Stay on sidewalks
Bathrooms	<ul style="list-style-type: none"> • Keep feet on the floor • Keep water in the sink • Wash hands • Put towels in garbage can 	<ul style="list-style-type: none"> • Knock on stall door • Give people privacy • Use quiet voices 	<ul style="list-style-type: none"> • Flush toilet after use • Return to room promptly • Use a bathroom pass
Arrival and Dismissal Areas	<ul style="list-style-type: none"> • Use sidewalks and crosswalks 	<ul style="list-style-type: none"> • (See common areas) 	<ul style="list-style-type: none"> • Arrive on time • Leave on time • Get teacher permission to use the classroom phone
Library/Gym	<ul style="list-style-type: none"> • (See Common Areas) 	<ul style="list-style-type: none"> • Use quiet voices 	<ul style="list-style-type: none"> • (See Common Areas)
Special Events and Assemblies	<ul style="list-style-type: none"> • Wait for arrival and dismissal signal 	<ul style="list-style-type: none"> • Use audience manners • Sit on bottom 	<ul style="list-style-type: none"> • (See Common Areas)

Garfield Elementary School Behavioral Expectations

Area	Safety	Responsibility	Respect
Hallways & Transitions	<ul style="list-style-type: none"> Walking only on right side 	<ul style="list-style-type: none"> Body under control 	<ul style="list-style-type: none"> Quiet voice Active listening
Library	<ul style="list-style-type: none"> Walking only 	<ul style="list-style-type: none"> Put things away 	<ul style="list-style-type: none"> Quiet voices Respect the studying/learning atmosphere
Fire/ Earthquake Drills	<ul style="list-style-type: none"> Follow adult directions Line up quickly 	<ul style="list-style-type: none"> Remain in line till you return to class 	<ul style="list-style-type: none"> Stay quiet and listen
Playground	<ul style="list-style-type: none"> Play safely 	<ul style="list-style-type: none"> Solve problems 	<ul style="list-style-type: none"> Include everyone Respect each other Fun for everyone
Whole School Events	●	<ul style="list-style-type: none"> Keep bodies calm 	<ul style="list-style-type: none"> Quiet voices, be patient Watch with attention Applause only when appropriate
Before/After School	<ul style="list-style-type: none"> Go directly home/daycare after school 	<ul style="list-style-type: none"> Breakfast program kids arrive at 7:45am Standard arrival for kids is 8:00 Do not arrive early Dismissal for all students is 2:45pm 	●
Bathrooms	<ul style="list-style-type: none"> Just do it 	<ul style="list-style-type: none"> Be appropriate Keep clean 	<ul style="list-style-type: none"> Ask permission
Breakfast/ Lunch	<ul style="list-style-type: none"> Eat your own – no sharing food 	<ul style="list-style-type: none"> Leave it clean Stay seated 	<ul style="list-style-type: none"> 6 inch voices
Substitute Teachers	●	<ul style="list-style-type: none"> Be honest 	<ul style="list-style-type: none"> Respect teacher's direction Be friendly

Example 7








CLHS School Rules Matrix

Example 8

	Respectful	Responsible	Safe
Classroom Examples	<ul style="list-style-type: none"> • Treat others and property with respect • Follow directions and classroom agreements • Actively listener to designated speaker • Use appropriate voice and language • Limited PDA's 	<ul style="list-style-type: none"> • Be on time and prepared • Stay on task • Resolve attendance issues before class • Sign in/sign out • Clean up after yourself 	<ul style="list-style-type: none"> • Hands and feet to self • Ask permission to leave assigned areas • Follow directions and safety procedures • Keep walkways clear
Bus Zone Examples	<ul style="list-style-type: none"> • Treat others and property with respect • Use appropriate voice and language • No harassment • Limited PDA's 	<ul style="list-style-type: none"> • Clean up after yourself • Remind others to follow rules 	<ul style="list-style-type: none"> • Hands and feet to self • When buses are present, remain on sidewalk • Walk at all times
Cafeteria/Eating Areas Examples	<ul style="list-style-type: none"> • Treat others and property with respect • Use appropriate voice and language • Limited PDA's 	<ul style="list-style-type: none"> • Clean up after yourself • Remind others to follow rules 	<ul style="list-style-type: none"> • Hands and feet to self • Walk at all times • Keep walkways clear
Assembly and Events Examples	<ul style="list-style-type: none"> • Be attentive • Listen with an open mind • Remove hats when requested • Applaud appropriately • Limited PDA's 	<ul style="list-style-type: none"> • Sit quietly • Remind others to follow rules 	<ul style="list-style-type: none"> • Hands and feet to self • Enter and exit in an orderly fashion • Keep walkways clear
Hallway/Breezeway Examples	<ul style="list-style-type: none"> • Treat others and property with respect • Use appropriate voice and language • Limited PDA's 	<ul style="list-style-type: none"> • Clean up after yourself • Inform staff of spills and wait for help 	<ul style="list-style-type: none"> • Hands and feet to self • Keep walkways clear • Walk at all times




Toledo Middle School
 Expected School-Wide Behaviors 2002-2003

Example 9

Area Rule	Be Safe	Be Respectful	Be Responsible
 All Areas	<ul style="list-style-type: none"> Keep hands, feet & objects to self – no horseplay Move safely 	<ul style="list-style-type: none"> Use appropriate language & volume Respect personal space of others Use all equipment & materials appropriately Remove hats when in building Clean up after yourself – use trashcans 	<ul style="list-style-type: none"> Follow all adult instructions the first time Stay in supervised areas All food & drinks stay in cafeteria unless pass from staff No gum on campus
 Hallways/Quad	<ul style="list-style-type: none"> Walk at all times - hallways Stay to the right in hallways Stay on sidewalk, especially when wet outside Stay out of “gardens” 	<ul style="list-style-type: none"> Touch property with permission only Close lockers gently – don’t slam 	<ul style="list-style-type: none"> Have a pass during class time Use drinking fountains appropriately
 Bathrooms	<ul style="list-style-type: none"> Keep water in sink & toilet Wash hands Leave lights on 	<ul style="list-style-type: none"> Give people privacy Respect property 	<ul style="list-style-type: none"> Have a pass during class time Inform adults of vandalism, spills or other problems Flush toilet Leave promptly
 Main Office		<ul style="list-style-type: none"> Wait your turn patiently State your purpose politely Ask for permission to be behind the counter Ask for permission to use the phone 	<ul style="list-style-type: none"> Have a pass during class time Use window first Do not talk to students in time-out
 Cafeteria Lunch Line Snack Bar	<ul style="list-style-type: none"> Walk at all times Keep all food to self Sit with knees under table Keep belongings (books, backpacks, etc) in locker 	<ul style="list-style-type: none"> Wait your turn in line Single file line – no double parking Salad bar/condiment table – serve yourself carefully 	<ul style="list-style-type: none"> Purchase items only for yourself No lending or borrowing money
 Bus Area Student Drop-off/ Pick-up Area	<ul style="list-style-type: none"> Walk at all times Stay behind yellow line while waiting for bus Wait for signal before boarding Parents pick up in back – wait on sidewalk next to cafeteria wall 	<ul style="list-style-type: none"> Touch property with permission only Wait patiently in single file line – no double parking 	<ul style="list-style-type: none"> Wait in quad area If not riding bus, leave promptly
 Media Center Computer Lab	<ul style="list-style-type: none"> Must be supervised by an adult 	<ul style="list-style-type: none"> Sit at tables & computers Share equipment and space Work quietly Return materials to proper place on time 	<ul style="list-style-type: none"> Have a pass during class time Be prepared to work Leave chairs at tables (6 per table) Use internet appropriately Print with permission

Toledo Middle School
 Expected School-Wide Behaviors 2002-2003

Example 26

 <p>Gym</p>	<ul style="list-style-type: none"> • Keep hands and feet to self • Use equipment for intended use • Must be supervised by an adult • Keep belongings (books, backpacks, etc) in lockers • Use bleachers only when opened 	<ul style="list-style-type: none"> • Use good sportsmanship • Share equipment and space 	<ul style="list-style-type: none"> • Return equipment promptly • Wear appropriate footwear • Follow basketball rules • Keep balls away from lunch lines
 <p>Assemblies Special Events</p>	<ul style="list-style-type: none"> • Walk carefully on bleachers • Wait for adult dismissal 	<ul style="list-style-type: none"> • Listen responsibly • Applaud appropriately • Watch for and respond immediately to quiet signal 	<ul style="list-style-type: none"> • Sit properly with assigned group • Be a good participant
 <p>Classroom</p>	<ul style="list-style-type: none"> • Walk at all times • Water only • Be silent during safety drills and follow instructions • Leave backpacks in lockers 	<ul style="list-style-type: none"> • Enter class orderly and quietly • Raise your hand • Wait your turn patiently • Be kind • Wait quietly until excused by teacher 	<ul style="list-style-type: none"> • Be on time • Be prepared to learn • Have appropriate materials with you • Be on task • Do your own work • Get a pass before leaving class

CLASSROOM MATRIX

Classroom Rules

Example

Settings	Classroom Rules			
	Be respectful	Be responsible	Follow directions	Be safe
Group Area	<ul style="list-style-type: none"> • Raise hand quietly • Wait turn • Participate in group discussions 	<ul style="list-style-type: none"> • Bring materials • Work on-task • Put materials away • Do your best work 	<ul style="list-style-type: none"> • Listen the first time • Wait to be excused • Be cooperative 	<ul style="list-style-type: none"> • Sit in chair safely • Use pencil/scissors safely • Keep hands and feet to self
Individual Area	<ul style="list-style-type: none"> • Raise hand • Sit quietly • Be polite to others 	<ul style="list-style-type: none"> • Work on-task • Keep desk area clean • Do your best work 	<ul style="list-style-type: none"> • Follow schedule • Listen • Wait to be excused • Be cooperative 	<ul style="list-style-type: none"> • Sit in chair safely • Use pencil & scissors safely • Use “cool talk” skills
Free Time	<ul style="list-style-type: none"> • Play safely • Be polite • Sit with feet on floor 	<ul style="list-style-type: none"> • Put games away • Keep area neat • Finish game on time 	<ul style="list-style-type: none"> • Follow game rules • Wait to be excused • Clean up on time 	<ul style="list-style-type: none"> • Sit safely • Keep hands and feet to self • Use “cool talk”
Snack Table	<ul style="list-style-type: none"> • Wait turn • Eat politely • Say please and thank you 	<ul style="list-style-type: none"> • Clean up after self • Offer help if needed • Finish on time 	<ul style="list-style-type: none"> • Listen the first time • Be cooperative 	<ul style="list-style-type: none"> • Use utensils safely • Sit in chair safely • Keep hands and feet to self
Teacher Area	<ul style="list-style-type: none"> • Ask before entering • Ask to use phone • Respect teacher’s privacy 	<ul style="list-style-type: none"> • Do not touch items on desk 	<ul style="list-style-type: none"> • Listen the first time • Be cooperative 	<ul style="list-style-type: none"> • Keep hands and feet to self

Central Linn High School Classroom Rules Matrix

Example 10

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk		Keep in front of, ask to have or use items from teacher's desk.	Have own materials and use them
Materials	Carry and use items safely and appropriately	Use your own items; always have your planner	Be prepared at beginning of class with ALL items—journal, notebook, pencil, calculator, book, homework/assignment
Enter and Exit	Walking Go straight to seat Stay in seat until dismissed	Quietly Hands, voices, etc. to self	Have all materials ready Start when bell rings
Free Time	Stay seated in chairs Keep chair on floor	Talk quietly when permitted	Work on assignments for this or other classes
Asking for Help	Stay seated in chairs Keep chairs on floor	Raise hand and wait to be called on	Ask questions at appropriate times Ask questions about specific items you don't understand
Quiet Time	Stay seated in chairs Keep chairs on floor	Raise hand to be helped Talk quietly only if specifically allowed	Work on assigned tasks Have all materials out and ready to go.
Seat Work	Stay seated in chairs Keep chairs on floor	Raise hand to be helped Talk quietly only if specifically allowed	Work on assigned task Have all materials out and ready to go.
Drinks	Keep closed and to self	Have only allowed items—water bottles with screw-on lids. Ask to use fountain in hall	Keep allowed water bottles in the classroom half of the room, away from any computers.
Bathroom	Leave and return in an orderly and direct manner	Get permission first Raise hand to ask	Use restroom during appropriate times—between classes, lunch, break, etc.
Additional Rules:		Ask for make-up work at appropriate times	Take care of make-up work in a timely manner Student should ensure they have sought out all make-up work when absent. Student should arrange for help with teacher outside of class when necessary.

Central Linn High School Classroom Rules Matrix

Example 11

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk			
Materials		Bring book to class	All materials
Enter and Exit	Walk, don't run	Be on time	Sit down and be ready to work
Free Time		Don't talk	Work on homework or read a magazine
Asking for Help		Raise hand, don't shout out	Get help when you need it
Quiet Time		Stay in seat	Find something to work on
Seat Work		Work quietly, on task	Get work done
Drinks		Don't play with bottles	Get before or after class
Bathroom		Leave the room quietly	Try to go before class
Additional Rules:			
Shop Equipment	Use properly	Treat as if it were your own	Clean up after yourself

Central Linn High School Classroom Rules Matrix

Example 12

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk	Walk to and from	Asking to get something— Raise hand Go to and from desk without talking	Only get what they asked to get
Materials	Prepared with notebook, pen and pencil daily	Prepared with notebook, pen and pencil daily.	Prepared with notebook, pen and pencil daily.
Enter and Exit	Walk Do not swing bags	Quiet Take seat Put bags under seat	Take seat Start on warm-ups Remove hats Have supplies out
Free Time		Quiet On-task Ask permission to leave assigned areas	Quiet On-task Ask permission to leave assigned areas
Asking for Help		Raise hand and I will acknowledge Appropriate times	Do not interrupt teacher
Quiet Time		No talking On-task Ask permission to leave assigned areas	
Seat Work		Prepared—notebook, pen, pencil Quiet On-task Hands and feet to self	Prepared—notebook, pen, pencil Quiet On-task Hands and feet to self
Drinks		Only water allowed in class	
Bathroom	Walk to and from bathroom	Raise hand at appropriate time Not during my teaching time	Clean up after yourself Inform teacher of spill or toilet problems
Additional Rules:			

Central Linn High School Classroom Rules Matrix

Example 16

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk		Ask before you use	
Materials	Follow directions	Ask first	Come prepared
Enter and Exit	Walk	Quietly	Store stuff away from tripping hazards
Free Time	Use teacher appropriate activities	Volume level low—others still working	Do not distract others. Make good choices.
Asking for Help	If you are unsure, ask for help.	Appropriate time	Ask for it when you need it.
Quiet Time		Follow volume directions	Stay on task
Seat Work	4 legs on the floor		
Drinks	Non in class—only water	None in class—only water	None in class—only water
Bathroom		Only during work times	Clean up after yourself
Additional Rules:			
Lab	Follow all directions	Share equipment	Clean up after yourself and use proper lab techniques
Transitions		Stop and listen	Take mental/written notes of the instructions

Central Linn High School Classroom Rules Matrix

Example 17

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk	Ask before using materials on desk	Wait your turn to talk to the teacher	Respect the teacher's property on the desk
Materials	Do not throw pencils or pens	Bring all materials to class	Bring all materials to class
Enter and Exit	Walk No pushing	Low voices Find your seat	No horseplay
Free Time	Be in a designated area	Respect the rights of those around you	Engage in appropriate behavior
Asking for Help	Raise your hand	Do not shout out	Ask appropriate questions at an appropriate time
Quiet Time	Be in designated area	Work on what has been assigned	Do not disturb others around you
Seat Work	Be in your seat	Do not disturb others around you	Bring all materials to class
Drinks	Water only	Drink respectfully	Do not leave bottles in classroom
Bathroom	Walk to the bathroom	Ask to go at an appropriate time	Only go when you really need to
Additional Rules:			

Central Linn High School Classroom Rules Matrix

Example 19

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk		Ask to use materials	Return material after use
Materials	Pencil and paper—sign in/ out notebook	Clean up after yourself	Remind others to follow rules
Enter and Exit	Use appropriate voice and language	Treat others property with respect	Don't know over others' books Remove hats
Free Time	Treat others' property with respect	Talk quietly	Be aware of others working
Asking for Help		Raise hand	Use appropriate voice and language
Quiet Time	Sit quietly	Read a book or do homework	Bring extra materials with you to class
Seat Work	Be prepared	Do not look on others' papers—No copying	Ask to work in groups if you want to share
Drinks	Caps on water bottles		
Bathroom		Use passing time and breaks	Use class "breaks" if necessary
Additional Rules:	Hands and feet to self	Walk at all times	
Instructional Time		Actively listen while other speak	Follow directions Be attentive

Central Linn High School Classroom Rules Matrix

Example 20

Expectations For:	Safe	Respectful	Responsible
Teacher's Desk		Standard wait for attention. Don't interrupt	
Materials		If you need to borrow—do so quietly and return	Have all class materials
Enter and Exit	Quietly, orderly		Sit down and start work
Free Time	Move appropriately around the room	Don't disturb others	Raise hand
Asking for Help		Raise hand or wait by me until called on	Respect other learners or ideas
Quiet Time		Don't disturb others	Raise hand
Seat Work	Don't tip chairs	Work quietly	Stay on task
Drinks	Only water in classroom	Only water in the classroom	Only water in the classroom
Bathroom	Not during instructive time. Bring planner up, ready to go. Don't expect to go.	Not during instructive time. Bring planner up, ready to go. Don't expect to go.	Not during instructive time. Bring planner up, ready to go. Don't expect to go.
Additional Rules:			

Instructional Time	Remain Silent	Listen without instruction. Raise hand.	Wait before asking questions.
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SCHOOL BUS MATRIX

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN ALL BUS AREAS	<ul style="list-style-type: none"> • Keep hands and feet to self (avoid rough housing) • Alert the driver of safety concerns • Always use crosswalks 	<ul style="list-style-type: none"> • Stay in designated areas • Be on time • Keep area clean • Take care of all belongings • Know safety and bus rules • Walk facing forward at all times • Return found objects to bus driver 	<ul style="list-style-type: none"> • Respect differences in dress and appearance • Listen and follow the directions of the bus driver, substitute drivers, school staff and coaches • Use good manners and polite language • Respect all property (yours and others, including homeowners)
WAITING FOR THE BUS	<ul style="list-style-type: none"> • Be visible • Stay back from the bus until it stops and driver signals to board • Stay in designated areas only 	<ul style="list-style-type: none"> • Be on time (5 minutes before pick up time) • Ask permission to get items out of your backpacks • Keep all belongings with you • Form and stand in lines to load bus 	<ul style="list-style-type: none"> • Be polite, courteous, and kind with your words and actions • Use quiet voices
ON THE BUS	<ul style="list-style-type: none"> • Use handrails and walk up and down each step • Remain seated: back-to-back, seat-to-seat, feet pointed towards the floor • Keep hands, feet, and objects to self • Keep aisles clear • Be quiet at RR crossings • Get driver’s permission to drink water • Get driver’s permission to open/close windows 	<ul style="list-style-type: none"> • <i>Take seat quickly.</i> • Ask permission to change seats. • Maintain control of personal items • Watch for your stop • Open windows no further than black line • Ask permission to get items out of your backpacks • Either use garbage cans or take it home 	<ul style="list-style-type: none"> • Share seat with others • Use good manners with people in vehicles and pedestrians • Visit only with person sitting next to you • Use appropriate language and topics • Use quiet voices
LEAVING THE BUS	<ul style="list-style-type: none"> • Stay seated until bus completely stops • Leave single file, seat by seat • Leave space between you and person in front of you • Use handrails & walk up and down each step • Riders and non-riders stay 10 feet away from bus, from all sides, and while crossing • Watch driver before crossing (If you can’t see the driver – he/she can’t see you.) • Cross together in front of the bus when signaled by the driver • Keep control of your belongings-backpacks • Emergency exits only used in emergencies 	<ul style="list-style-type: none"> • Take personal belongings with you • Have a note from parent to exit at a different stop • Remind others to follow the rules • Remind substitute driver of your stop before getting there 	<ul style="list-style-type: none"> • Watch for your Stop • Leave promptly when bus is at a complete stop • Respect other peoples’ property • Allow others to exit before changing seats

Lebanon Community Schools Transportation Bus Matrix

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN ALL BUS AREAS	<ul style="list-style-type: none"> • Keep hands and feet to self (avoid rough housing) • Use quiet voices • Alert the driver of safety concerns • Walk facing forward at all times 	<ul style="list-style-type: none"> • Be on time • Keep area clean • Take care of all property (yours and others) • Know safety and bus rules • Walk facing forward at all times 	<ul style="list-style-type: none"> • Listen and follow the directions of the bus driver • Use good manners (be courteous to driver/ others) • Respect all property (yours and others)
WAITING FOR THE BUS	<ul style="list-style-type: none"> • Stay out of the road (in the “safe area”) • Be visible • Stay back from the bus until it stops and driver signals to board 	<ul style="list-style-type: none"> • Be on time (5 minutes before pick-up time) • Keep pets and inappropriate items at home (toys, animals, containers, glass) 	<ul style="list-style-type: none"> • Be polite, courteous, and kind with your words and actions • Quiet voices (use inside voices)
ON THE BUS	<ul style="list-style-type: none"> • Use handrails and walk up and down each step • Remain seated back-to-back—seat-to-seat • Keep hands and feet to self and in the bus • Keep aisles clear • Quiet at RR crossings and on route • Food and/or drink not allowed • Water only with driver’s permission 	<ul style="list-style-type: none"> • Take seat quickly • Maintain control of personal items • Watch for your stop • Windows open to black line only • Food and /or drink are not allowed • Quiet voices 	<ul style="list-style-type: none"> • Share seat with others • Use good manners with vehicles and/or pedestrians • Visit only with person sitting next to you • Use appropriate language, voice level, and topics • Food and/or drink are not allowed
LEAVING THE BUS	<ul style="list-style-type: none"> • Stay seated until bus completely stops • Use handrails and all steps • Riders and non-riders stay 10 feet away a.) from bus b.) from all sides c.) while crossing • Cross together in front of the bus when signaled by the driver • Watch driver before crossing (If you can’t see the driver—he/she can’t see you.) • Emergency exits only used in emergencies 	<ul style="list-style-type: none"> • Wait for driver to signal crossing in front of the bus • Keep control of your belongings—backpacks 	<ul style="list-style-type: none"> • Be prepared for your exit and leave promptly • Open and close windows with permission

**CENTRAL LINN SCHOOL DISTRICT
POSITIVE BEHAVIOR SUPPORTS
TRANSPORTATION EXPECTATIONS**

DRAFT #1 5-17-04

<u>AREA</u>	<u>BE SAFE</u>	<u>BE RESPONSIBLE</u>	<u>BE RESPECTFUL</u>
IN ALL BUS AREAS	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Alert driver of safety concerns • Always use crosswalks • Walk facing forward • Use quiet voices 	<ul style="list-style-type: none"> • Stay in designated areas • Clean up after yourself • Know safety and bus expectations • Return found objects to the driver • Follow adult direction promptly 	<ul style="list-style-type: none"> • Listen and follow adult directions the first time • Use responsible manners, kind words and actions • Respect all property
WAITING FOR THE BUS	<ul style="list-style-type: none"> • Be visible • Stay in designated "safe" areas and wait for driver's signal to board 	<ul style="list-style-type: none"> • Be on time (five minutes before pick-up time) • Form and stand in lines to load bus • Keep pets and inappropriate items at home (toys, glass containers) 	<ul style="list-style-type: none"> • Use quiet voices • Wait patiently
ON THE BUS	<ul style="list-style-type: none"> • Sit correctly • Keep hands, feet and objects to self • Keep aisles clear • Be quiet at RR crossings • Keep hands and objects inside the bus • Follow loading procedures 	<ul style="list-style-type: none"> • Ask permission to open windows half-way • Take seat quickly • Ask permission to change seats • Keep all belongings with you • Watch for your stop • Use quiet voices • Clean up after yourself • Use kind words and actions • Control personal items 	<ul style="list-style-type: none"> • Share seat with others • Use kind words and actions • Use quiet voices • Follow bus expectations
LEAVING THE BUS	<ul style="list-style-type: none"> • Follow dismissal procedures • Emergency exits only used in emergencies 	<ul style="list-style-type: none"> • Take personal items with you • Have note from the office for bussing changes • Assist substitute drivers • Close window when leaving 	<ul style="list-style-type: none"> • Watch for your stop • Dismiss promptly when bus comes to stop

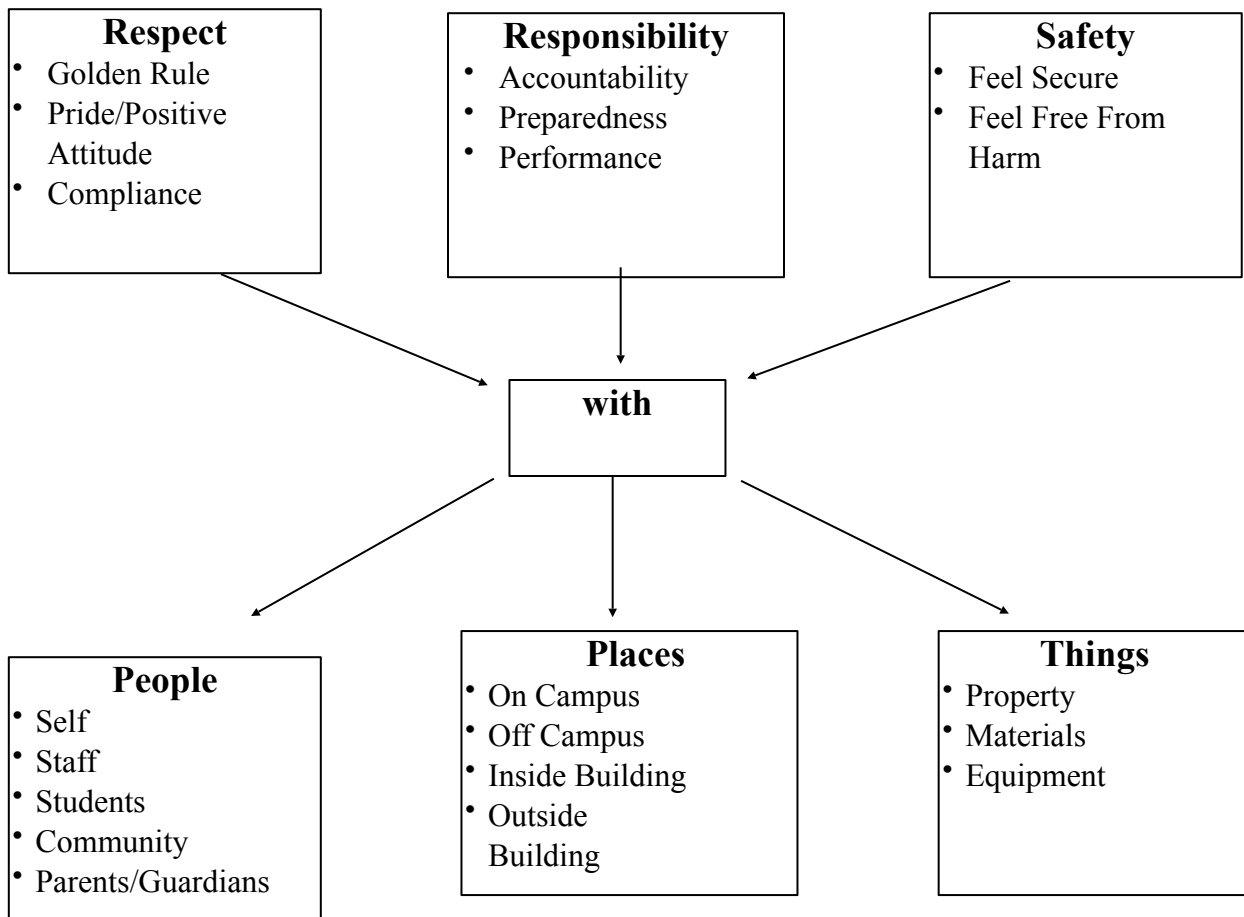
**Still need to come to consensus on food or drink on the bus.

LESSON PLANS

McMINNVILLE HIGH SCHOOL

School of Excellence

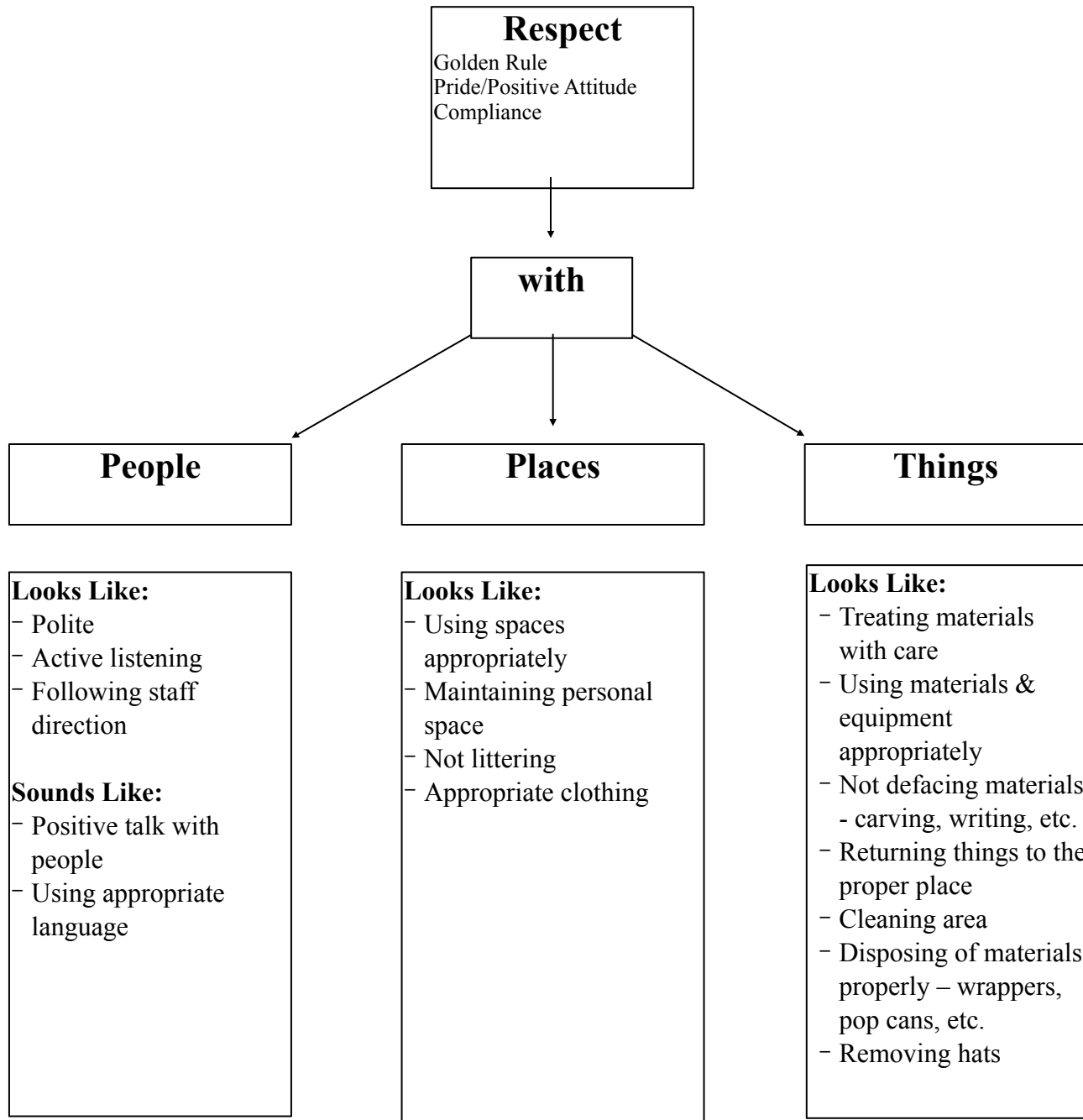
School-Wide Behavior Expectations



McMINNVILLE HIGH SCHOOL

School of Excellence

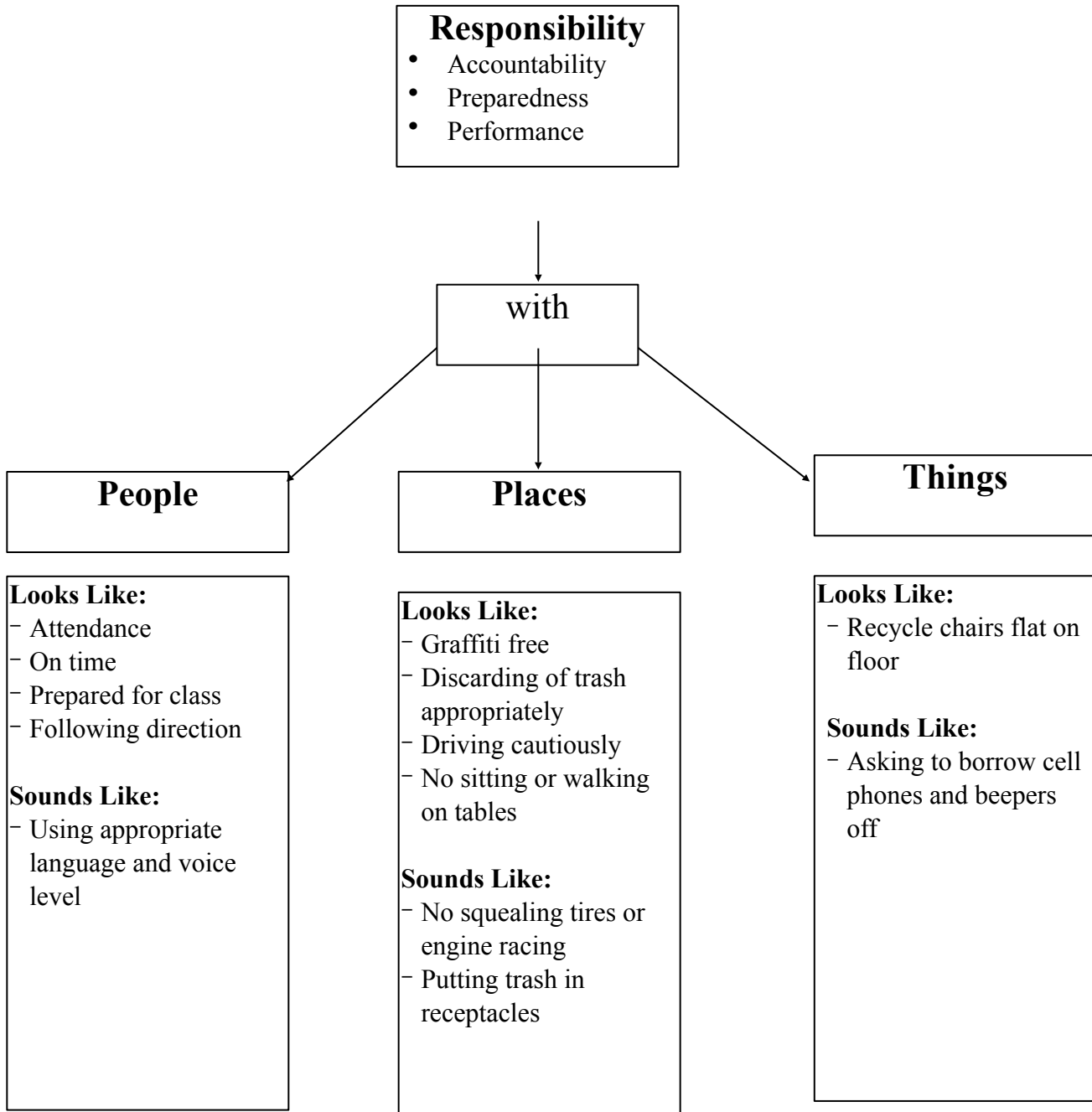
School-Wide Behavior Expectations



McMINNVILLE HIGH SCHOOL

School of Excellence

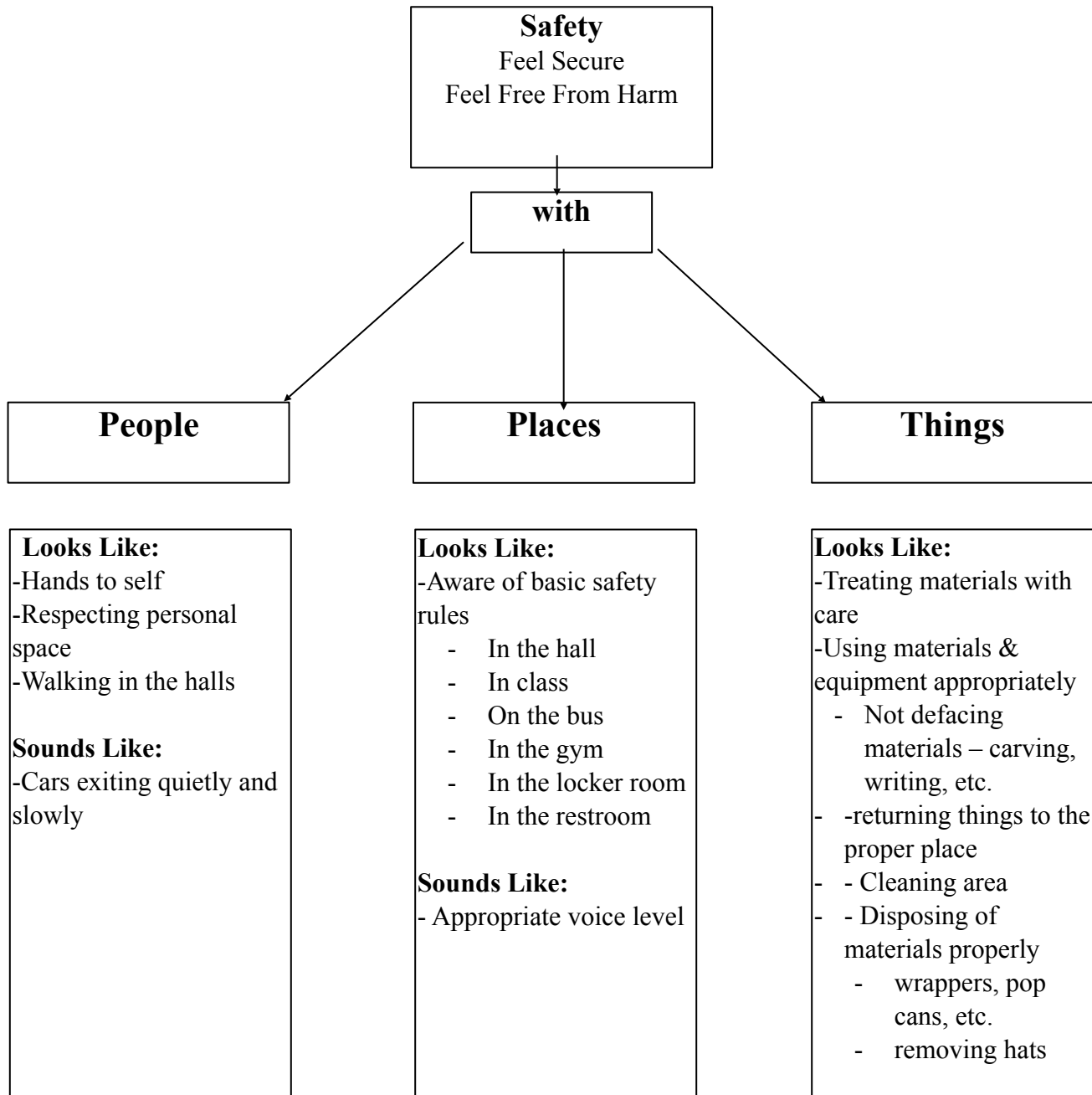
School-Wide Behavior Expectations



McMINNVILLE HIGH SCHOOL

School of Excellence

School-Wide Behavior Expectations



EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Entering and Exiting Campus

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> Electronic devices in backpack or locker while on campus 	<ul style="list-style-type: none"> Leave campus directly after school 	<ul style="list-style-type: none"> Walk your wheels Remain on campus after arrival Wear helmets Use crosswalks

REASON THE EXPECTATIONS ARE IMPORTANT:

Orderly arrival and departure from school seem to encourage positive behaviors and attitudes.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Herb's mom drops him off in the parking lot at 7:55 a.m. He then walks safely across the parking lot using crosswalks and gets to the door as it opens at 8:00, safe, warm, and dry.</p>	<p>Non-Example: Instead of riding the bus to school, a parent drops his/her child off at 7:30. A rainstorm happens and by 8:00, the student is soaking wet. Some less than appropriate comments about the doors being locked are heard. The day starts wet, cold and offended by comments.</p> <p>Students hang out with friends by the front door. Teacher asks student to leave. Heading for bike, he realizes he forgot helmet. Goes and gets helmet. When he gets to bike, tires are flat. He assumes someone did it deliberately and goes into the building angry.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Set up possible scenarios and discuss with students.
2. Discuss alternatives to arriving early.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Bus Area

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Respect other's space 	<ul style="list-style-type: none"> • Wait in line patiently 	<ul style="list-style-type: none"> • Follow bus safety expectations

REASON THE EXPECTATIONS ARE IMPORTANT:

Student safety.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Jim arrives early at the bus line and has an opportunity to visit with a friend about the day in general, and possibly what they will do later at home. They also are some of the first students to load the bus, giving them an opportunity to avoid undesirable seating on the bus.</p>	<p>Non-Example: John and Sam are pushing and shoving as the bus is pulling into the loading area. Driver stops until the activity is halted. Pulls forward as John decides one last shove can't hurt. Mirror on the bus clips Sam. It really hurts and the incident holds up the bus so other students are delayed getting home.</p> <p>Student leaves bag to save places in line to go visit by the front doors. A "friend" takes the bag and puts it in the garbage. Upon return, an argument begins about the bag and place in line.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Bus evaluation drills earlier in the year.
2. Discussion with students regarding rewards for positive behavior.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Hallways, Breezeways and Courtyards

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Respect property, yours and others 	<ul style="list-style-type: none"> • Be on time • Food and drink outside only • Use drinking fountains appropriately • Don't disrupt during classes 	<ul style="list-style-type: none"> • Walk at all times • Use walkways

REASON THE EXPECTATIONS ARE IMPORTANT:

Calm, safe behavior in the hallway, breezeway and courtyard carries over into the classroom and sets the tone for learning.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Students walk down the right side of the hall, are keeping hands and feet to themselves, and are quietly talking to friends. They also let other students pass. If passing during class, students have a hall pass.</p> <p>Someone with arms loaded, approaches a closed door. Another student opens the door for him/her.</p>	<p>Non-Example: Several students are running down the hall, grabbing backpacks, opening lockers, yelling, walking in a group 3 or 4 abreast (hall sweep), tripping and chasing others.</p> <p>Student runs past another, slaps their binder out of their hands, or takes someone's backpack and hides it.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Model appropriate behavior in the actual setting (hallways and sidewalks).
2. Practice a school-wide hallway drill during pass time.
3. Teach how students ask teacher for a hall pass (i.e., bathroom, locker, health room, counselor).

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Office/SRC/Healthroom

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Be courteous and quiet • State your purpose politely • Follow directions of all staff 	<ul style="list-style-type: none"> • Return to class promptly • Show your hall pass • Sign in on SRC clipboard 	<ul style="list-style-type: none"> • Stay where directed without disruption • Keep medications in health room

REASON THE EXPECTATIONS ARE IMPORTANT:

So areas can operate in an efficient business atmosphere.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Student was having trouble with a friend. He came to the SRC with a pass from the previous class, and fills out a request to speak with the counselor. He then returns to class until he is called down. The problem is solved quickly and quietly.</p> <p>Example here—What to do going into the health room.</p>	<p>Non-Example: Student sent to SRC with referral from classroom. Enters upset and talking loudly about the situation being “unfair.” This disrupts the office and VP now deals with the student about referral and disruptive behavior in the SRC. In addition the SRC person was drawn away from giving medical help to another person.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Beginning year visits and introductions to the office.
2. Discussions with students about visiting offices in other settings (i.e., doctor, dentist offices). What behavior do you exhibit? How should these expectations of behavior be similar to school offices?

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Restroom

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Give people privacy • Use restroom supplies • Only to meet your needs 	<ul style="list-style-type: none"> • Flush toilets • Inform an adult of vandalism • Put towels in garbage • Enter and exit in timely manner 	<ul style="list-style-type: none"> • Keep water in sink • Wash hands

REASON THE EXPECTATIONS ARE IMPORTANT:

A clean, sanitary facility that everyone would want to use.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Students report any vandalism or problems to adults.</p> <p>Students use enough soap and paper towels to do the job. They throw the paper in the garbage can before they leave.</p>	<p>Non-Example: A student is wetting his hair because it is hot outside and then begins shaking his wet hair onto the mirrors. Students are throwing wet toilet paper wads and are being wasteful with paper towels.</p> <p>Kids hanging around in the restroom, talking and loitering.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Brainstorm issues and concerns about the restroom.
2. Reinforce appropriate behavior. (No site training advised.)
3. Write suggestions for improvement and turn them in.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Cafeteria/Lunch

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Good manners at all times 	<ul style="list-style-type: none"> • Wait in line patiently • Eat your food only • Clean up your area • Share food appropriately 	<ul style="list-style-type: none"> • Stay off the stage

REASON THE EXPECTATIONS ARE IMPORTANT:

To make lunch a socially enjoyable time for all students. Keeps cafeteria looking nice for all students. Keeps floor clean and safe for PE classes. Prevents spread of disease.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Stands patient in line, hands to self, quietly conversing.</p> <p>You and your friend are finished eating and getting ready to go. Somebody starts to leave without picking up his or her milk carton. You remind them to get it as you check to make sure your garbage is cleared.</p> <p>Recognize the effort of the cafeteria staff by thanking them or saying hello.</p> <p>Use utensils properly at the salad bar.</p> <p>You sit with a friend to eat and agree together to trade a banana for cookies.</p>	<p>Non-Example: Push each other, take cuts and yell at other students while standing in a semi-group line.</p> <p>You and your friends walk off and leave spilled juice and used napkins on the table.</p> <p>Kids walk through the lunch line and get food put on their plates without saying thank you or even acknowledging the presence of the cooks.</p> <p>Do not put spoons back in proper containers; flood slopped from one container to another.</p> <p>Someone comes up behind you and grabs a cookie off your plate without your permission. They start eating it and walk away.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Review recyclables on try and procedure for recycling.
2. Model expectations during a classroom snack time.
3. Have custodian in classroom as guest speaker.
4. Model and practice dismissal procedure during lunches.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Media Center/Library

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Use quiet voices • Be patient and polite 	<ul style="list-style-type: none"> • Enter quietly • Food and drink outside only • Use internet appropriately • Ask before you print 	<ul style="list-style-type: none"> • Sit in chairs appropriately • Move about safely

REASON THE EXPECTATIONS ARE IMPORTANT:

The materials and area are for everyone to use. If things are not used properly, then some people are denied the opportunity. You and your parents will be charged for damages.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Students are waiting quietly and patiently to check out books and things.</p> <p>Walk quietly</p> <p>Return books on time.</p> <p>Students getting ready to leave stop and push chairs back in so the next class can move around.</p>	<p>Non-Example: Students are slamming books on tables.</p> <p>Talking with neighbors.</p> <p>Sitting on tables.</p> <p>Drawing in a book, tearing a page out of a book.</p> <p>Students lean back in a chair and it slips or breaks.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. A group of students are sitting at a table in the library and two start talking to each other. Their talking is disturbing you. What do you do?
2. You see another student draw or write in a book. What do you do?
3. You have been going to the library to check out a book and each time it is not there because someone else has not returned it yet and it is late. How does that make you feel?
4. Show students the cost of fines for damaged books and discuss.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Gym

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Use good sportsmanship • Use equipment properly 	<ul style="list-style-type: none"> • Play by the rules • Return equipment properly 	<ul style="list-style-type: none"> • Move safely to designated areas • Use equipment properly

REASON THE EXPECTATIONS ARE IMPORTANT:

People and property can be damaged. We want to encourage playing hard, playing safe; with everyone having an opportunity to be successful.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Kids stay in their own area.</p> <p>Maintain your half-court; share space.</p> <p>Equipment: Students put it back safely and appropriately in the designated area (placing basketballs in ball cart vs. shooting into cart). Students use equipment only as instructed by the teacher.</p> <p>Student A is irritating student B. Student B says “knock it off!” Student A keeps bugging student B. Student B says, “Stop, or I’ll tell an adult.” Student A keeps it up. Student B reports it to an adult and it is handled efficiently.</p>	<p>Non-Example: Lobbing the ball.</p> <p>A student is kicking a ball into the ceiling, damaging equipment and hurting others.</p> <p>Student A is irritating student B. Student B says nothing and student A continues. Student B leaves class feeling mad, sad, picked on, and powerless.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

1. Walk through area and demonstrate proper use and return of equipment.
2. Discuss what class would look like if people played by the rules, if a foul was called, etc. Which game would you enjoy more?
3. When someone asks you to stop a behavior they’re uncomfortable with, you need to stop. If someone doesn’t stop when you ask them to, what do you do? How can you handle something without feeling like a tattler? How do you speak up for yourself? Teach words or statements students need to use to do these things.

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Assemblies/Special Events

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> Courteous and respectful behavior at all times. 	<ul style="list-style-type: none"> Focus on presentation Move only when directed Sit with your class quietly in designated area 	<ul style="list-style-type: none"> Move safely to designated area Wait for dismissal instructions

REASON THE EXPECTATIONS ARE IMPORTANT:

.We need to gather as a large group for information, entertainment, and celebration. Each speaker deserves the respect of your attention and polite acknowledgement.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Presenter shares songs that he has written about his heritage. He asks students to clap along with him at certain spots. All students follow his request.</p> <p>Students come in a line quietly to the assembly, patiently wait to find seating area and sit and talk quietly until the assembly starts. At the end, students applaud the presentation then listen to hear the dismissal plan. When dismissed, students move safely and patiently to the next area.</p>	<p>Non-Example: Students are talking o their neighbors while speaker is presenting.</p> <p>Students sprawl on the mats.</p> <p>Students lean on others, pick at them, etc.</p> <p>Students “hoot: and stomp feet.</p>
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STUDENT ACTIVITIES AND FOLLOW-UP

- Practice moving into and out of area.
- Students role-play as presenters to supportive and unsupportive audience.
- Students act as organizers and take other students to assembly area.

*Make a map of assembly areas and who is responsible for supervision in each area.

BE SAFE IN COMMON INSTRUCTIONAL AREAS

Use examples listed on the School Rules and Behavioral Expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - It is time to go to the library, computer lab, gym, or music. What is the safe way to pass from class to class? (Walk, facing forward; hands, feet, objects to self.)
 - If there is someone not being safe while moving from class to class what do you do? (Get adult help when needed.)
 - Students are in the library, computer lab, gym, or music. What is the safe way to use the equipment or materials? (Use all equipment and materials appropriately.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN ALL COMMON INSTRUCTIONAL AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - When students are in the library and want to talk to their partner about their project, what is the respectful thing to do? (Ask permission to use appropriate voice.)
 - If you are in the music room singing a fun song and everyone gets overly excited and the lights go out, what is the respectful thing to do? (Be silent when lights are out.)
 - If the class is in the gym and everyone is yelling at each other while playing a game, what is the respectful thing to do? (Use kind words and actions.)
 - Another example

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN ALL COMMON INSTRUCTIONAL AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - When a student leaves the classroom to go to the library, computer lab, gym, or music, what is the responsible thing to do? (Follow school rules; use hall pass.)
 - If there is not a hall pass to use while going to the library, computer lab, gym, or music room, what is the responsible thing to do? (Be self-directed; ask teacher to write a note.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE IN COMMON AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - You and some friends are headed to the library. You turn to talk to someone behind you as you are walking. You didn’t see John and bumped into him. What is the safe thing to do? (Walk facing forward.)
 - Julie was eating her lunch. Marcus kept kicking her under the table. What is the safe thing to do? (Keep hands, feet and objects to self.)
 - Steve was on the Big Toy. Chuck fell down and was bleeding. What is the safe thing to do? (Get adult help.)
 - Tianna and Felicia were jumping rope. Tianna started swinging the rope over her head. What is the safe thing to do? (Use equipment properly.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN COMMON AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
You notice that someone in your class has your pencil, and you want it back. What is the respectful thing to do? (Use kind words and actions.)
 - A friend of yours bumps into you as you get your lunch tray and your trap drops to the floor. What is the respectful thing to do? (Use kind words and actions; use appropriate voice.)
 - You have come in from recess and you and your friends are quite thirsty. The teacher says everyone may get a drink. What is the respectful thing to do? (Wait your turn.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN COMMON AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You find a dollar bill on the floor. What is the responsible thing to do? (Be honest.)
 - You need to use the bathroom during recess. What is the responsible thing to do? (Get a hall/bathroom pass-get permission.)
 - You notice a new student eating candy and gum at recess. What is the responsible thing to do? (Remind them to follow school rules.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story) positive examples of being safe and negative examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - A friend is not going to eat their hamburger. You would like to have it. What is the safe thing to do? (Keep all food to self.)
 - Jess was sitting on his knees at the lunch table. His feet were sticking out. Toby walked by and bumped into his feet. What is the safe thing to do? (Sit with feet on floor, bottom on bench, facing forward.)
 - You have already been through the lunch line and are waiting to give your lunch number. What is the safe thing to do? (Hold tray with both hands.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and negative examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You are really in a hurry to get out to recess. You want to get through the line as soon as possible. After you are seated you realize that you need silverware and milk. What was the responsible thing to do? (Get utensils, milk and condiments when 1st going through the line.)
 - You don’t want to finish all of your lunch right now. You decide to take your pizza back to the classroom for later. What is the responsible thing to do? (All food stays in the cafeteria.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and negative examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - You really want to sit by a friend at lunchtime. There are other classes sitting down. Two or three others come to sit at your table. What is the respectful thing to do? (Allow anyone to sit by you.)
 - When these kids sit down you decide that you will move to another table so you can sit by your friends. What is the respectful thing to do? (Choose one seat and stay there.)
 - While eating lunch the lights are suddenly turned off. What is the respectful thing to do? (Be silent when lights are out.)
 - You are finished eating your lunch and are ready to go outside. What is the respectful thing to do? (Clean up after yourself.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE ON THE PLAYGROUND

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - John was the first person out on the playground. He thought it was great to have the entire playground to himself. What was the safe thing to do? (Wait for duty person before entering the playground.)
 - Julie was so excited to get on the Big Toy. She wasn’t paying attention to where she was going. She ran right into another student. Both kids were injured. What was the safe thing to do? (Be aware of activities/games around you.)
 - Mike sees broken glass (needle, drug paraphernalia, etc.) on the playground. What is the safe thing to do? (What is on the ground stays on the ground—get adult help when needed.)
 - Cindy and Tiffany wanted to scare Jamie. They hid behind a parked car. What is the safe thing to do? (Never play in the parking area—always stay within the boundaries.)
 - Other examples.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL ON THE PLAYGROUND

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - Several students were playing two square. They would not allow any other students to join in the game. What was the respectful thing to do? (Include everyone.)
 - The fifth graders were playing a game of soccer at lunchtime. Some fourth graders were already on the field. What is the responsible thing to do? (Include everyone.)
 - Some students were playing basketball. The ball was never passed to Allen, because the boys thought they were better players than Allen. What is the respectful thing to do? (Play fairly.)
 - Cindy and Gail were playing a game of tetherball. Gail called Cindy out for roping. Cindy did not think she was out. The students in line thought Cindy was out, also. What is the respectful thing to do? (Play fairly.)

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE ON THE PLAYGROUND

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - Charles needed to use the restroom at recess. What was the responsible thing to do? (Get hall/bathroom pass before entering the building.)
 - Karla and Deloris were having a problem on the playground. They couldn’t agree on who was to go first. What is the responsible thing to do? (Solve conflicts using Kelso’s Choices.)
 - You are playing on the Big Toy when you hear the bell ring. What is the responsible thing to do? (Line up when bell rings.)
 - The bell has rung. Your class quickly lines up. You are ready to go to class. What is the responsible thing to do? (Wait for your teacher before entering the building.)

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE IN PASSING AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - Jerod was going to catch the bus home. He had to walk through the hall to get there. What is the safe way to pass through the hall? (Stay to the right.)
 - Your class is on its way to the gym at the same time that another class is on their way to music. What is the safe thing to do? (Stay to the right.)
 - Jim is waiting quietly in the hall. A class is on their way to music. What is the safe thing to do? (Allow others to pass.)
 - Your class is getting ready for lunch. You all go to wash your hands, and then begin lining up outside the bathrooms with your teacher. Another class is on their way to the library. What is the safe thing to do? (Allow others to pass-stay to the right.)

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN PASSING AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - You are the last one from your class to go out the door for recess. Another class is right behind you on their way outside. What is the respectful thing to do? (Hold the door open if someone is behind you.)
 - You have just finished eating your lunch and are putting your lunch box by your classroom. There are classes in session. What is the respectful thing to do? (Use an appropriate voice.)
 - You are holding the door for your class. When the class behind you gets to the door what is the respectful thing to do? (Turn door over to the next class.)You are going out of the building for a fire drill. You come up to the door behind another class. What is the respectful thing to do? (Take over the door for your class.)

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN PASSING AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You are in a hurry to get on the bus. There are several kids ahead of you. What is the responsible thing to do? (Stay on the sidewalk.)
 - You need to take your coat off before entering your classroom. What is the responsible thing to do? (Take proper care of personal belongings-hang your coat on the rack.)
 - Your class is joining another class for a video. You will need to take your chair with you. What is the responsible thing to do? (Take proper care of school property-remind students how to carry chair safely.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE IN BATHROOMS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - You and others use the bathroom to wash up for lunch; you have soap on your hands and are washing. Other class members are not washing hands with soap. What is the safe thing to do? (Use soap and water—cleanliness.)
 - Some kids are throwing towels on the floor after wiping hands. What is the safe thing to do? (Put towels in trashcan.)
 - Some kids are splashing water out of the sink onto the floor. What is the safe thing to do? (Keep water in sink-wipe spills up.)
 - Some kids are jumping up and balancing on the sink on their hands. What is the safe thing to do? (Keep feet on the floor.)

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN THE BATHROOMS

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - A student is in the stall, and the door is closed. What is the respectful thing to do? (Knock on the door and ask if the stall is being used.)
 - You go into the restroom. The stall door is closed. You aren’t sure if the stall is occupied. What is the respectful thing to do? (Knock on the door and ask if stall is being used.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN THE BATHROOMS

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - A person enters the bathroom, uses the toilet and is in a hurry to get to lunch. He/she does not flush the toilet. What is the responsible thing to do? (Flush after use.)
 - A student has the hall pass, goes to the restroom and then stays in the bathroom to talk to another class of students. What is the responsible thing to do? (Return to class promptly.)
 - A student needs to use the bathroom and he/she hurries out of class to the restroom. The intercom comes on, and the office needs that student. What is the responsible thing to do? (Use hall pass.)
 - Another example

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE AT ARRIVAL AND DISMISSAL

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - As you walk to school there are other kids on the sidewalk. What is the safe thing to do? (Use sidewalks and crosswalks.)
 - You ride your bike to school and you get there late. What is the safe thing to do? (Walk and lock bikes.)
 - You can't find your helmet in the morning. What is the safe thing to do? (Wear helmets.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL AT ARRIVAL AND DISMISSAL

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - You arrive at school without an adult. The crossing guard asks you to wait until he/she can cross you. What is the respectful thing to do? (Follow directions of safety patrol.)
 - As you get to school the front doors are locked. What is the respectful thing to do? (Use kind words and actions.)
 - After school there are some kids at the bike rack before you. You need to get to your bike. What is the respectful thing to do? (Wait your turn.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE AT ARRIVAL AND DISMISSAL

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.

- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.

- C. Role plays: Some examples to use:

- After school you stand around talking to some of your friends before going home. What is the responsible thing to do? (Leave on time.)
- When you get to school in the morning you go to the playground instead of eating breakfast. What is the responsible thing to do? (Be self-directed—arrive in class on time.)
- Another example.
- Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.

- Ask students to **indicate or show** how they could be responsible.
- **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.

- B. Use real situations as examples during class discussions.

- Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
- When you see student(s) being responsible, provide **specific praise** to the student(s).
- When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE AT SPECIAL EVENTS AND ASSEMBLIES

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - The assembly is over. You have been sitting for a long time. What is the safe thing to do? (Wait for dismissal signal.)
 - Your class is on the way to the gym for an assembly. The halls are crowded. What is the safe thing to do? (Walk facing forward, stay to the right.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL AT SPECIAL EVENTS AND ASSEMBLIES

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - A guest is in your classroom to give a presentation. What is the respectful thing to do? (Use audience manners.)
 - During an assembly the lights are dimmed. People around you start giggling. What is the respectful thing to do? (Be silent when the lights are out.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE AT SPECIAL EVENTS AND ASSEMBLIES

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - Your friend wants to talk during an assembly. What is the responsible thing to do? (Remind others to follow school rules.)
 - Another example.
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE SAFE IN RESTRICTED AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Safe.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being safe.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being safe.

Being safe means to be free from harm of any kind.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being safe and examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be safe.
- C. Role plays: Some examples to use:
 - You get to the health room. You see blood on the floor. What is the safe thing to do? (Get adult help when needed.)
 - Your teacher has sent you to the office. When you get to the window you don’t see anyone available. What is the safe thing to do? (Check in before entering.)
 - As you walk by the teacher’s workroom you see another student in there without an adult. What is the safe thing to do? (Check in before entering.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be safe.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be safe – (**pre-correction**).
 - When you see student(s) being safe, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPECTFUL IN RESTRICTED AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Respectful.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being respectful.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being respectful.

Being respectful means to be polite and cooperate with others.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being respectful and examples of not being respectful, using another adult or a student. Have students label the situation as respectful and not respectful.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be respectful.
- C. Role plays: Some examples to use:
 - Your teacher asks you to go to the office to have copies made. You get there and someone is ahead of you. What is the respectful thing to do? (Wait your turn.)
 - You are at the office window because you fell outside and hurt your arm. You need to go to the health room. What is the respectful thing to do? (Ask permission to enter.)
 - You are having trouble with some kids at recess and would like to see the counselor. Her office door is closed and you can see her sitting at her desk. What is the respectful thing to do? (Get permission to enter.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be respectful.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be respectful – (**pre-correction**).
 - When you see student(s) being respectful, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

BE RESPONSIBLE IN RESTRICTED AREAS

Use examples listed on the school rules and Behavioral expectations page for “Being Responsible.”

Step 1: Introduce Rule

- A. Outline focus of the lesson. “Today we are going to learn about being responsible.”
- B. Check for student understanding. “What are we going to learn about?”
- C. Define being responsible.

Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You are at recess and you get into an argument with your friends. You want to talk to the counselor. What is the responsible thing to do? (Use hall pass.)
 - While at recess you fall and scratch your knee. You need to go to the health room. What is the responsible thing to do? (Use hall pass.)
 - At the beginning of class, you remember you don’t have enough money in your lunch account for lunch. You need to go to the office and call home. What is the responsible thing to do? (Get teacher and office permission to use the phone.)
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - Just before students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

School Rule Lesson Plan

Focus Area: Be Respectful

Topic/Rule: Use appropriate language in conversation

What do we expect the student to do?
<ol style="list-style-type: none">1. Speak appropriately in all school settings2. Give up use of profanity3. Express anger or frustration with appropriate words
How will we teach the expected behavior?
Tell why following the rule is important: Profanity is offensive to other people and spreads negative attitudes. Using appropriate language is an important social skill for behaving in future employment and community settings.
List examples and non-examples of the expected behaviors (two to three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior. a. <i>A positive example:</i> When John's locker was stuck he said, "I'm going to be late!" and walked to class. Mary saw an excellent car in the parking lot at the local store. She said, "I saw this really cool car today!" b. <i>A Non-example:</i> John's locker won't open and class is about to start. He says "*****" and slams the locker with his fist. Other people in the area feel uncomfortable and afraid. Mary wanted to tell about a car she saw at the local store. She said, "I saw this ***** cool car at the Safeway parking lot." Her friends were embarrassed.
Provide opportunities to practice and build fluency:
<ol style="list-style-type: none">1. Brainstorm a list of alternative words or terms.2. Engage students in a frustrating activity and prompt them to use appropriate language.3. Discuss/identify positive things about our school or other students.4. Generate a list of words that are not acceptable/acceptable.

How will we prevent problem behaviors from occurring?

Actively supervise students in trouble spots: Team/teacher hall supervision during passing times.

- Administrator and counselor will provide supervision during passing time.
- Students from the high school will serve as hall monitors

Provide reminders of expected behaviors before they occur: Before passing times, teachers will remind students of the rule.

- Teachers will review rules periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for using appropriate language.

- Teachers can deliver “Tiger Tickets” for students who self-correct or use appropriate language and state the reason for delivery.
- Give a “Good News Referral” to students with chronic misbehavior that has improved.
- Teachers give class-wide praise for use of appropriate language.
- Provide school-wide or hallway awards for appropriate behavior during passing time.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule. Ask the student to tell why the rule is important.

- Ask the student for a “do over” where they replay the situation using appropriate language.
- For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

- During the first week, schedule daily reminder sessions for the whole class.
- In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.
- Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).
- Provide “booster” sessions at troublesome times (e.g., before holidays).
- Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

How will we measure our success?

Collect regular data on student behavior.

- Monitor type and frequency of discipline referrals for students. Chart location, frequency per student, and type of misbehavior.
- Once per week, collect data on obscenity and aggressive behavior in the hallway at passing time. Use an interval system (1 min) and rotate from one group to another. Record if obscenity or aggressive behavior was observed and summarize as a percent of intervals.

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Be respectful

What do we expect the student to do?

1. Speak respectfully to adults and peers
2. Use respectful words to resolve conflicts
3. Keep hands and feet to self in common areas

How will we teach the expected behavior?

Tell why following the rule is important: It is important to be respectful to your peers and adults in the school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community.

List examples and non-examples of the expected behaviors: Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior. These are examples you might use:

- a. *A positive example:* Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him a positive referral and Mary thanked him for resolving the problem with respect.
- b. *A non-example:* Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a "jerk." Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out, and (e) evaluate the solution.

Provide opportunities to practice:

1. Set aside a few minutes at the beginning of each period to practice the rule.
2. As the teacher models, have individual students demonstrate examples and non examples of following the rule (role play)
3. Tell students about the consequences for following and not following the rules.

How will we prevent problem behaviors from occurring?

Actively supervise students in trouble spots:

Teachers and administrators should scan the hallways at passing time and praise those students who are moving calmly. Students who yell, push, shove, or harass others should be given correction and a warning if necessary (e.g., You are expected to be respectful in our school. Using those words will result in a referral. What is another way to behave right now?). Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out, and (e) evaluate the solution.

Provide reminders of expected behaviors before they occur:

At the end of each period before a transition to another class, teachers should pre correct students by stating each component of the rule (e.g., speak respectfully to adults and peers, use respectful words to resolve conflicts, and keep hands and feet to self in common areas) and ask one or two students to recite the rule. Teachers or staff members in the hall will call out reminders to students as they pass.

How will we give feedback to students?

Positive feedback for expected behavior:

When students behave respectfully provide praise, deliver positive referrals and restate the rule. Give positive office referrals to students who are successful but have had trouble in the past. Report successes on a school and community-wide basis.

Corrective feedback for problem behavior:

If a student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule.

For students with chronic problems, develop an individualized plan.

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly:

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide "booster" sessions at troublesome times (e.g., before holidays).

Provide reminders to students regarding their performance:

After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

How will we know if it is working?

How will we determine if expected behaviors are improving?

Once per week, count the number of students who are late or without materials.

Review the data at weekly inner school meetings.

How will we determine if problem behaviors are improving?

See above.

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Work together and help each other.

What do we expect the student to do?

1. Learn cooperatively (listen actively)
2. Share your abilities with others
3. Find ways to help each other
4. Make a positive difference for others and the school

How will we teach the expected behavior?

Tell why following the rule is important: Everyone needs to work together to build a community of learners. We all have talents that we can share with others.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior.

- a. *A positive example:* Jim has observed Carol have a hard time in class and offers to work with her during a hard lesson.
- b. *A Non-example:* John rarely participates in class and waits for other students to give the answer.

Paul tends to dominate discussions in class.

Carol needs help and is afraid to ask.

Provide opportunities to practice:

1. Present role plays of different settings that teachers or students brainstorm
2. Have students write down 10 ways they can help others or have made a positive difference in the school.
3. Use cooperative learning groups in block or other classes.

How will we prevent problem behaviors from occurring?

Actively supervise students in trouble spots:

Teachers and administrators should catch students helping others and set up opportunities for students to cooperate.

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for students who help others.

Teachers or students can deliver “Tiger Tickets” for students who help others or ask for help.

Give “Good News Referral” to students with chronic misbehavior that has improved.

Teachers give class-wide praise for using lockers appropriately.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, a parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

Community Builders Planning 1997-1998
 Inner School Team

<i>Task</i>	<i>Plan</i>
In what sequence will the lessons be taught?	
When will the lessons be taught?	
Who will teach the lessons?	
How will progress be evaluated?	<input type="checkbox"/> Discipline referrals <input type="checkbox"/> Tiger tickets <input type="checkbox"/> Lesson grades <input type="checkbox"/> Teacher use reports <input type="checkbox"/> Other
How often and when will progress be checked?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bimonthly <input type="checkbox"/> Monthly
What are your needs for support?	<input type="checkbox"/> Coaching on lesson presentation <input type="checkbox"/> Observation in Class <input type="checkbox"/> Managing classroom behavior <input type="checkbox"/> Preparing the lesson and lesson materials <input type="checkbox"/> Other (specify)

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Locker use

What do we expect the student to do?

1. Keep the combination to yourself
2. Keep your locker clean and organized
3. Stay with your assigned locker

How will we teach the expected behavior?

Tell why following the rule is important: Students need a safe and secure place to store items while at school. If you give your locker combination to another person, many people can find out how to get into it. Keeping your locker organized and safe will help you and your partner get to class on time and be prepared.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior.

- a. *A positive example:* Julie and Kim are sharing a locker. They have decided to keep their locker space organized and things are easy to find and organized.
- b. *A non-example:* Randy is sharing his locker with four students. Now he can't find his Math book and is unable to study for his Math test.

Provide opportunities to practice:

1. Present role plays of different settings that teachers or students brainstorm
2. Have students brainstorm different ways to organize their lockers and what to do when they are unhappy about a locker situation.
3. Do locker checks regularly.

How will we prevent problem behaviors from occurring?

Actively supervise students in trouble spots:

Teachers and administrators should scan the hallways at passing time and praise those students who are using lockers appropriately.

Teachers and building administrators will do “locker checks” regularly.

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for students who use lockers appropriately.

Teachers or students can deliver “Tiger Tickets” for students who use lockers appropriately.

Give “Good News Referral” to students with poor locker maintenance that has improved.

Teachers give class-wide praise for using lockers appropriately.

Corrective feedback for problem behavior: When the student does not follow the rules regarding locker use, remind him or her of the expected behavior and ask for a statement of the rules. Ask the student to tell why the rule is important.

Develop a plan for the student to correct the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Give appropriate responses to put-downs

What do we expect the student to do?

1. Use problem solving to change the situation (What is the problem? What are some solutions? Is it safe? How would people feel? Is it fair? Will it work?)
 - use humor to deflect
 - ignore it and walk away
 - tell them to stop
 - leave and get help
2. Stay positive and calm
3. When someone gives a put down, ask them to stop and “do it over”
4. Help others to respond to put-downs.

How will we teach the expected behavior?

Tell why following the rule is important: Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Harassing or using put-downs can result in suspensions or expulsion.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it’s a good or bad example of expected behavior.

- a. *A positive example:* Jenny is a little overweight and some students teased her by saying, “I bet you can’t get through that door!” She looked at them and said, “I feel bad when you say those kinds of things, please stop.” She then walked away.
- b. *A non-example:* Jenny is a little overweight and some students teased her by saying, “I bet you can’t get through that door!” She felt really bad and wanted to leave school.

Provide opportunities to practice:

1. Present roles plays of different settings that teachers or students brainstorm
2. Have students brainstorm different ways to solve put-down situations.
3. Have a class discussion regarding praising people. Relate stories about what is happening in the halls.
4. Discuss/identify positive things about our school or other students.
5. End the day or a period where students are asked to state three to five positive things.

How will we prevent problem behaviors from occurring?

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for students who use problem solving.

Teachers or students can deliver “Pride Tickets” for students who use problem solving.

Students who are observed “standing up” for another student should get a pride ticket or positive referral.

Give “Good News Referral” to students with chronic misbehavior that has improved.

Teachers give class-wide praise for displaying respect for a period of time.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

How will we know if it is working?

How will we determine if expected behaviors are improving?

Once per week, count the number of students who are late or without materials.

Review the data at weekly inner school meetings or at monthly all staff meetings.

How will we determine if problem behaviors are improving?

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Put ups

What do we expect the student to do?

1. Give and receive positive comments
2. Give compliments to teachers and students
3. When someone gives a put down, ask them to stop and do it over

How will we teach the expected behavior?

Tell why following the rule is important: Providing positive comments to teachers, students and other adults in the school provides a safe, secure and more comfortable learning environment. We all feel better when praise is a part of our day.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior.

- a. *A positive example:* Matt gives a wrong answer in class and Judy says, "Thanks for trying but I think the answer is" Matt feels a little embarrassed but keeps trying in class.
- b. *A Non example:* Matt gives a wrong answer in class and Judy says, "That was stupid." Matt feels bad and does not speak up in class anymore.

Paul is not often successful in class but this week he studied hard for his English test and does a little better. His teacher does not give him any praise for trying harder.

Provide opportunities to practice:

1. Present roles plays of different settings that teachers or students= brainstorm
2. Play the complement game
3. Discuss praising people. Relate stories about what is happening in the halls.
4. Discuss/identify positive things about our school or other students.
5. End the day or a period where students are asked to state three to five positive things.

How will we prevent problem behaviors from occurring?

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for students who complement.

Teachers or students can deliver “Tiger Tickets” for students who use appropriate behavior.

Give “Good News Referral” to students with chronic misbehavior that has improved.

Teachers give class-wide praise for praising others.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for an example of the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, a parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Respect others space and belongings

What do we expect the student to do?

1. Keep physical contact friendly and appropriate.
2. Use others possessions only with permission.

How will we teach the expected behavior?

Tell why following the rule is important: There are many students and adults in the school and this crowding can promote negative interactions during passing and at other times like lunch. It is important to be aware of this and keep physical contact friendly and appropriate.

Each of us brings items to school that we need and are important to us. You should not use others' possessions without permission.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior.

a. *A positive example:* Carol is late for class and is walking fast. She bumps into several students, some drop their books. She stops and apologizes to the students and helps them pick up their stuff.

b. *A non-example:* Carol is late for class and is walking fast. She bumps into several students, some drop their books.

Steve sees a notebook on the floor in the classroom. He tosses it into the garbage rather than trying to find out whom it belongs to.

Provide opportunities to practice:

1. Present roles plays of different settings that teachers or students brainstorm
2. Discuss personal belongings or space and what is appropriate. Relate stories about what is happening in the halls.
3. Discuss/identify positive things about our school or other students.
4. Generate a list of situations that are not acceptable.

How will we prevent problem behaviors from occurring?

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for respecting space and property.

Teachers or students can deliver “Pride Tickets” for students who use appropriate behavior.

Give “Good News Referral” to students with chronic misbehavior that has improved.

Teachers give class-wide praise for displaying respect for a period.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, a parent conference, and restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

School Rule Lesson Plan

Focus Area: School-wide behavior expectations

Topic/Rule: Understanding the roles and responsibilities of students and teachers

What do we expect the student to do?

1. Follow directions of school adults
2. Use appropriate problem solving strategies when you have a disagreement. When you have a disagreement, bring it up at an appropriate time.
3. Know appropriate role expectations for teachers and students

How will we teach the expected behavior?

Tell why following the rule is important: Working positively with teachers and other adults in the school provides a safe, secure and more comfortable learning environment. It is the responsibility of teachers in the school to provide quality teaching and responsibility of the students to cooperate and participate in the learning process.

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why is a good or bad example of expected behavior.

- a. *A positive example:* The teacher asks the class to prepare for class and Jan gets out her pencil and paper. Later, Jan went up to the teacher and explained that she had already completed the task and needed something else to do.
- b. *A non-example:* The teacher asks the class to prepare for class and Jan says, "No, that's stupid!" The teacher repeats the request and gives a warning. Jan refuses again. The teacher gets upset and gives the student an office referral.

Provide opportunities to practice:

1. Present role-plays of different situations that teachers or students brainstorm.
2. Discuss school rules and why they are important.
3. Discuss/identify positive things about our school or other students.
4. Generate a list of situations that are not acceptable/acceptable.

How will we prevent problem behaviors from occurring?

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for cooperating with school adults.

Teachers can deliver “Tiger Tickets” for students who use appropriate behavior.

Give “Good News Referrals” to students with chronic misbehavior who have improved.

Teachers give class-wide praise for cooperation.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for an example of using the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings).

Provide “booster” sessions at troublesome times (e.g., before holidays).

Utilize “teachable moments.”

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

School Rule Lesson Plan

Focus Area: Solve Problems Peacefully

Topic/Rule: Dealing with rumors

What do we expect the student to do?

1. Don't start rumors (Help stop rumors)
2. Don't spread rumors (Keep rumors to yourself)
3. Use problem solving

How will we teach the expected behavior?

Tell why following the rule is important:

List examples and non-examples of the expected behaviors (at least three each): Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it's a good or bad example of expected behavior.

- a. *A positive example:*
- b. *A non-example:*

Provide opportunities to practice:

1. Present roles plays of different settings that teachers or students brainstorm
- 2.
- 3.

How will we prevent problem behaviors from occurring?

Actively supervise students in trouble spots:

Provide reminders of expected behaviors before they occur: Teachers will review rules and rationale periodically throughout the year.

How will we give feedback to students?

Positive feedback for expected behavior: Teachers and students deliver praise for students who problem solve.

Teachers or students can deliver “Pride Tickets” for students who problem solve.

Give “Good News Referral” to students with chronic misbehavior that has improved.

Teachers give class-wide praise for using lockers appropriately.

Corrective feedback for problem behavior: When the student does not follow the rule, remind him or her of the expected behavior and ask for a statement of the rule. Ask the student to tell why the rule is important.

Ask the student for a “do over” where they replay the situation.

For students with chronic problems, develop an individualized plan (ASD, vocabulary lesson, parent conference, restricted privileges).

How will we review behavioral expectations with students?

Review behavioral rules and expectations regularly: To be determined by individual teams (based on data re: referrals)

During the first week, schedule daily reminder sessions for the whole class.

In the following weeks, provide reminders at least every 2-3 days or more frequently if student behavior worsens.

Fade the schedule of teaching, monitoring, and reminding based on referral data and teacher impressions (collected at inner school meetings)

Provide Abooster@ sessions at troublesome times (e.g., before holidays)

Utilize Ateachable moments@

Provide reminders to students on their performance: After the first week, provide reminders and praise to students following the rule and corrective feedback to those who are not meeting expectations.

How will we know if it is working?

How will we determine if expected behaviors are improving?

Review referral data at weekly inner school meetings or at monthly all staff meetings.

How will we determine if problem behaviors are improving?

Sustainability Plans

DRAFT LCSD 3 YEAR PBS SUSTAINABILITY PROPOSAL FOR PARTICIPATING SCHOOLS DRAFT
Providing Supports to PBS Schools

04/05	05/06	06/07	07/08
<p>GOALS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule & provide on-going PBS professional development opportunities <input type="checkbox"/> PBS training made available to all schools <input type="checkbox"/> Data Collection System reviewed in all schools (SWIS, SET, EBS Survey, etc) <input type="checkbox"/> Coaching Plan Developed <input type="checkbox"/> 3 year sustainability plan developed <input type="checkbox"/> District PBS Communication Plan 	<p>GOALS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a working District PBS Team <input type="checkbox"/> Evaluate PBS status in schools <input type="checkbox"/> Schedule & provide on-going PBS professional development opportunities based on admin surveys <input type="checkbox"/> Data Collection System reviewed in all PBS schools <input type="checkbox"/> Active Coaching Plan Identified & Implemented <input type="checkbox"/> 3 year sustainability plan updated & approved by _____ (Cathy) <input type="checkbox"/> Develop & Implement District PBS Communication Plan <input type="checkbox"/> Academics Integration?? (Cathy) 	<p>GOALS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review District PBS Team membership and goals. <input type="checkbox"/> Evaluate PBS status in schools <input type="checkbox"/> Schedule & provide on-going PBS professional development opportunities based on admin surveys <input type="checkbox"/> Data Collection System reviewed in all PBS schools <input type="checkbox"/> Review and amend district PBS coaching plan <input type="checkbox"/> 3 year sustainability plan updated & approved by _____ (Cathy) <input type="checkbox"/> Update district communication plan 	<p>GOALS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review District PBS Team membership and goals. <input type="checkbox"/> Evaluate PBS status in schools <input type="checkbox"/> Schedule & provide on-going PBS professional development opportunities <input type="checkbox"/> Update 3 year sustainability plan

ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES
<ul style="list-style-type: none"> <input type="checkbox"/> SWIS training All Schools <input type="checkbox"/> PBS In-Service offered to all schools <ul style="list-style-type: none"> <input type="checkbox"/> PBS Booster <input type="checkbox"/> Universal Interventions <input type="checkbox"/> Top of Triangle <input type="checkbox"/> Classroom Management <input type="checkbox"/> Bldg level training in selected schools <input type="checkbox"/> PBS Statewide Conference March 14, 15 2005 <input type="checkbox"/> BEST in North Area <input type="checkbox"/> Scheduled PBS Staff Development Options <input type="checkbox"/> SET,EBS Surveys, Self-Assessments for Elem/Middle <input type="checkbox"/> Review & modify 3 year plan <input type="checkbox"/> Area or building level PBS Coaches Training and support structure <input type="checkbox"/> Develop WEB page/PBS Link 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey & report to administrators on PBS status <input type="checkbox"/> Seek Administrator support to expand membership in District PBS Team <input type="checkbox"/> Create district PBS Calendar (includes District PBS Team, training dates, data collection dates, etc) <input type="checkbox"/> PBS in-service offered to all schools <input type="checkbox"/> Bldg level training in selected schools <input type="checkbox"/> PBS Statewide Conference March 2006 <ul style="list-style-type: none"> <input type="checkbox"/> March 13 – New Teams <input type="checkbox"/> March 14 – Workshops <input type="checkbox"/> March 15 – On-going Teams <input type="checkbox"/> Time provided for PBS teams & district coaches to have AS400 Behavior Tracking Protocol training <input type="checkbox"/> Create district coaching plan to include recruiting (training?) <input type="checkbox"/> Develop WEB page/PBS Link <input type="checkbox"/> Provide district SET training <input type="checkbox"/> Review & modify 3 year sustainability plan <input type="checkbox"/> Academics (Cathy) 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey & report to administrators on PBS status <input type="checkbox"/> Review & modify (if necessary) membership in District PBS Team <input type="checkbox"/> Update district PBS Calendar <input type="checkbox"/> Coaching Training Provided <input type="checkbox"/> PBS in-service offered to all schools <input type="checkbox"/> All PBS Elem/Middle Schools implement universal interventions (Cathy) <input type="checkbox"/> All PBS HS trained in PBS and explore & develop support structures (Cathy) <input type="checkbox"/> PBS Statewide Conference <input type="checkbox"/> SET,EBS Surveys, Self-Assessments for all PBS schools <input type="checkbox"/> Review & modify 3 year sustainability plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Coaching Training Provided <input type="checkbox"/> Scheduled PBS Staff Development Options <input type="checkbox"/> PBS Statewide Conference <input type="checkbox"/> SET,EBS Surveys, Self-Assessments for all PBS schools <input type="checkbox"/> Review & modify 3 year sustainability plan

Holly School 3-YEAR PBS SUSTAINABILITY Plan

School Year 2005-06	School Year 2006-07	School Year 2007-8
<p>GOALS:</p> <ul style="list-style-type: none"> • Completion of 3-5 Year Sustainability proposal • Improve PBS Communication • Review PBS membership • Review Building level PBS coaching role • Promote building level PBS sustainability activities • Participate in state PBS Conference 	<p>GOALS:</p> <ul style="list-style-type: none"> • PBS extended to all school programs • Training for coaches • Match effort of PBS plans to data • _____ • _____ • _____ 	<p>GOALS:</p> <ul style="list-style-type: none"> • All school programs implementing PBS ie bus, after school, alternative • Streamlining plans for matching effort to data collection • _____ • _____ • _____

<p>Activities:</p> <ul style="list-style-type: none"> • <i>Develop PBS calendar</i> • Submit sustainability proposal for administrative approval • Collect building PBS data, goals and communicate & celebrate activities • Schedule SH District Board report • Schedule PBS Booster activities • Complete PBS Self Assessment • Schedule 06-07 PBS activities 	<p>Activities:</p> <ul style="list-style-type: none"> • Review 3 PBS Sustainability Plan • PBS Booster training • PBS Coaching training made available • PBS calendar developed • Schedule 07-08 PBS training • _____ • _____ • _____ • _____ 	<p>Activities:</p> <ul style="list-style-type: none"> • Review 3 PBS Sustainability Plan • PBS Booster training • PBS calendar developed • Schedule 08-09 PBS activities • _____ • _____ • _____ • _____
<p>Sustainability Components</p> <ul style="list-style-type: none"> □ Communication System (web presence, parent & staff communication, training calendar, resource access) □ PBS team rotation □ New staff orientation ○ Celebrations ○ PBS Boosters activity 		

ROSEBURG PUBLIC SCHOOLS' THREE YEAR PBS SUSTAINABILITY PLAN

05/06	06/07	07/08
<p>GOALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a three-five year sustainability plan <input type="checkbox"/> Schedule and provide on-going PBS professional staff development <input type="checkbox"/> Data collection system (SWIS, SET, PBS surveys) reviewed in all schools <input type="checkbox"/> Promote building level PBS implementation and sustainability <input type="checkbox"/> Improve PBS Communication 	<p>GOALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review three-five year PBS sustainability plan <input type="checkbox"/> Evaluate PBS status in schools and district <input type="checkbox"/> Schedule and provide on-going PBS professional staff development <input type="checkbox"/> Data collection system (SWIS, SET, PBS surveys) reviewed in all schools <input type="checkbox"/> Review PBS Communication plan 	<p>GOALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate sustainability plan or update---develop a new plan <input type="checkbox"/> Evaluate PBS status in schools and district <input type="checkbox"/> Schedule and provide on-going PBS professional staff development <input type="checkbox"/> Data collections systems (SWIS,SET, PBS surveys) reviewed in all schools <input type="checkbox"/> Review PBS communication plan
<p>ACTIVITIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop PBS calendar <input type="checkbox"/> Conduct SWIS & SET training <input type="checkbox"/> Complete district PBS self assessment <input type="checkbox"/> Report to school board <input type="checkbox"/> Develop a PBS mission statement <input type="checkbox"/> Develop 2006-07 training agenda <input type="checkbox"/> Support/attend annual PBS conference and coaching conference <input type="checkbox"/> Develop reliable district data & tracking system (SWIS) <input type="checkbox"/> Evaluate our plan 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop PBS calendar <input type="checkbox"/> Develop district PBS group agreements (notebook/manual) <input type="checkbox"/> PBS Booster training <input type="checkbox"/> Develop & disseminate materials & activities to board, parents & partners <input type="checkbox"/> Develop resources for FTE coordinator & coaches <input type="checkbox"/> Develop 2007-08 training agenda <input type="checkbox"/> Complete district PBS self assessment <input type="checkbox"/> Evaluate our plan 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop PBS calendar <input type="checkbox"/> PBS Booster training <input type="checkbox"/> Have bldg. & district coaching available in all schools <input type="checkbox"/> Disseminate district PBS resource manual <input type="checkbox"/> Develop 2008-09 training agenda <input type="checkbox"/> Complete district PBS self assessment <input type="checkbox"/> Evaluate our plan
<p>THREE YEAR SUSTAINABILITY COMPONENTS:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>District Communication System (web presence, parent & staff communication, training calendar, resource access)</p> <p>PBS team rotation</p> <p>New staff orientation</p> </div> <div style="width: 65%;"> <p>PBS boosters</p> <p>PBS in alternative settings</p> <p>District self-assessment</p> <p>District Coaching plan</p> </div> </div>		

PBS Advisory Team Members: Patti Lovemark, Marlene Petersen, Michael Mahoney, Jeff Plummer, Diana Knee, Tim Wilson, Doug Freeman, Larry Rich

DRAFT 3 YEAR PBS SUSTAINABILITY PROPOSAL FOR PARTICIPATING SCHOOLS DRAFT

Providing Supports to PBS Schools

04/05	05/06	06/07	07/08
GOALS: <input type="checkbox"/>	GOALS: <input type="checkbox"/>	GOALS: <input type="checkbox"/>	GOALS: <input type="checkbox"/>
ACTIVITIES <input type="checkbox"/>	ACTIVITIES <input type="checkbox"/>	ACTIVITIES <input type="checkbox"/>	ACTIVITIES <input type="checkbox"/>

Reinforcement Systems

Pioneer Elementary Positive Reinforcement System

Individual

Pioneer Pride

Weekly student recognition systems—students are called to the office, picture taken, prize received.

Pioneer Pride Good Slips

Given out by any adult to students for following behavioral expectations

Pioneer Pride Bank

Students are able to purchase a variety of items of their choice by turning in Pioneer Pride good slips.

Bingo

For students who receive no **ORs**. This given each quarter.

Award Assemblies

These are held every quarter and recognize honor roll, perfect attendance, and any other special award that a Benchmark Team would like to give.

Group Awards

Tokens: (BM I & II)

Given to groups for jobs well done (lining up straight, quiet in hallway, etc.) A jar is in each classroom. When the jar gets filled, the class gets a popcorn party, extra recess, or other special privilege determined by the class and teacher.

BM III

Each student is in an advisory—group awards go to their advisory jar.

Community Days

Once a month the whole school is divided into community groupings grades 1-8 for special events, activities, and learning. (Timeframe could be from 1 to 3 hours.)

Pioneer Reward System

As discussed at EBS team meeting
October 16, 2002

PROBLEMS:

1. Students (especially Benchmark I) are missing class time when “cashing in” slips
2. Some staff members give out way too many slips and some none at all.

SOLUTIONS:

- Perhaps BM I students could redeem their slips at recess with help from Leadership or other older students
- Perhaps times for redeeming slips could be staggered
- Re-educate assistants and other staff members as to the use of the pride slip:
 - Give out slips only when a student has gone above and beyond expectations.
 - Avoid giving out slips when a student says, “I’ll go it for a good slip.”
 - Avoid bribery by telling a student you will give them a pride slip if they do such and such.

ACTION PLAN

Dick will approach Roseanne regarding solutions to problem 1.
Dick will re-educate assistants to the uses of pride slips.

DON’T KNOW WHAT TO DO WHEN STUDENT GROUPS COLLECT TOKENS? PERHAPS THIS MENU OF IDEAS WILL HELP. READ ON.....

Free recess
Movie (non-educational)
Popcorn party
“Read in” principal (or other adult) reads to class
Music party
Pizza party
Ice cream party
McDowell Creek Falls hike (for a BIG celebration of about 500 tokens)
Special games
Extra 10 minutes after eating lunch
Your class ONLY can have the courtyard for a picnic
Catered lunch (by Pioneer staff members)
Skip Advisory and go straight to lunch at noon.
“Jesse” day
A trip o the Lebanon Skate Center
A trip to the Linn Lanes

Any other ideas? Hopefully this helps. Each group can decide how many tokens must be earned before a celebration. **BOTTOM LINE: The rewards need only involve time away from the usual and an opportunity to socialize.**

Pioneer Pride

Date _____

I would like to nominate _____

for Pioneer Pride because _____

Pioneer Staff Member _____

Pioneer Pride

Date _____

I would like to nominate _____

for Pioneer Pride because _____

Pioneer Staff Member _____

Holley Elementary

Positive Reinforcement Systems

Verbal Recognition

For: Any student demonstrating expected behaviors

From: Any staff or student observing the behavior

Communication/Reward: Say or signal appreciation of good behavior.

Peanut Awards

For: Any student demonstrating expected behaviors.

From: Any staff member observing the behavior.

Communication: "I saw you being..." note

Reward:

1. Peanuts from dispenser in office
2. Note goes into drawing for 2 prizes per class at monthly award assembly
3. Notes go home with students after assembly

Positive Action Awards

For: Any student demonstrating positive behaviors for/towards others.

From: Any staff member observing the behavior.

Communication: "Positive Action" note

Reward: Notes go in classroom container for prize drawings at end of week.

Student of the Month

For: One student from each class who has shown outstanding behavior, academics or growth are that month.

From: One from each regular classroom teacher.

Communication: Announced at monthly awards assembly

Reward:

1. Special Certificate
2. Name on reader board
3. Holley Hawk Pin

Classroom Awards

For: Academic achievement and /or growth, citizenship skills or growth

From: All teachers

Communication: Announced at monthly awards assembly

Reward: Certificates, coupons, etc., presented at assembly

Cafeteria Awards

For: Classroom with outstanding or improved cafeteria behavior

From: Food service staff

Communication: Announced at monthly awards assembly

Reward: Golden Lunch Pail filled with enough treats for whole class

Bus Bucks

For: Outstanding or improved bus behavior

From: Bus Driver

Communication: Bus Buck

Reward: Peanuts from dispenser in office

Post Cards

For: Positive communication home

From: Any staff member

Communication: Note on postcard mailed home

Reinforcers in HS

- **School Bucks that can be used for targeted areas of focus, limited number per staff, and some school have targeted kids. Photo display idea.**
- **They can be used to skip an assignment, early lunch or other related ideas. They can also be used for:**
- **Computer time, school dance tickets,**
- **Playing music over the PA at lunch time**
- **Discounts at the cafeteria and school store. Local businesses give coupons**
- **Jeff Sprague says the literature indicates grades, extra points are huge reinforcers.**
- **Positive Referrals**
- **Check and Connect.**
- **Program called “Breaking down the Walls” that is on diversity and accepting others.**
- **LHS Warrior of the month starting in January**

Student Staff socials

Things to Think About When Developing Acknowledgment Systems

1. Acknowledgements should outnumber corrections five to one
2. Acknowledgement should be specific, not random. Connect the acknowledgement to a behavior at the time of the behavior with a description of the behavior.
3. Acknowledgements can reinforce a student practicing appropriate behavior but cannot alone correct inappropriate behavior. Having the desired behavior described, modeled, and practiced with feedback given are required to establish a positive behavior.
4. Take care using contingency rewards. Offering a reward when a goal is reached is better than offering the reward only if they reach the goal within a time limit – nothing if they don't. Rewards denied can be seen as punishers.
5. Not all rewards have to be costly or tangible – a pat on the back, a smile, a friendly word is often the perfect acknowledgement. Most students understand that the value of the reward is more symbolic than real and appreciate the recognition.
6. Tangible rewards do not have to escalate in value for most students – in fact it is often possible to fade them. For some students (usually those who need individual system supports) though, tangible rewards are a necessary component of a behavior plan that is to be successful. (Illustrated in Rob Bressi's Positive Reinforcement Triangle).
7. Appropriate behavior tickets can be part of a good school-wide acknowledgement system but they are not required and should not be the only way students are recognized.
8. Cooperative acknowledgement can be as effective as competitive – often more so. The whole group, class or school working for a common reward gets everyone pulling together. Note: although it may seem that students who do not help meet the goal should be excluded from the reward, leaving students out reduces class cooperation. Other corrections (rule school, loss of privileges, etc.) should be considered as alternatives to exclusion.
9. As with individual rewards, group rewards don't have to be tangible. A simple example of a non-tangible group reward: walking down the hall appropriately earns the right to go to the library or computer lab.
10. Natural reinforcement can help wean students from extrinsic rewards – instead of offering praise, help students see the positive effects of their behaviors on themselves and others. (Note: natural reinforcement only works when the behavior yields a pleasant outcome for the student.)
11. For some students, (especially in middle school) public acknowledgement can feel like a punisher. Non-public recognition of general good behavior or improvement that can be helpful includes: a note to the student or parent, a call home, mention in a report card, a private conversation telling the student that you've noticed and appreciate her/his efforts.

12. Consider that some appropriate behaviors might contain their own intrinsic rewards in which case acknowledgement is unnecessary or even undesirable.
13. Reward success and progress toward success. As students are learning a skill (academic or social) that is hard or not preferred, trying should be rewarded until the effort becomes rewarding in itself and then faded.
14. The goal: develop an acknowledgement system that makes support for positive behaviors convenient enough to become habitual and frequent. Keep it simple, inexpensive and genuine.

with



Respect
Responsibility
Safety

Recognizing Madison Students Positive Behaviors

*All staff will acknowledge students who follow the rules and expectations by giving specific and positive feedback. LION LOOT may or may not be given out in these acknowledgements. It is the **verbal** acknowledgement that is important. Examples:

- A. Respect in the hallways say: “The voice level today is low so we can all hear each other, thanks.”
- B. Responsibility in the cafeteria: “It’s great to see students waiting their turn in line. People seem to enjoy talking while they wait. What do you think?”
- C. Safety in the gym: “Thanks for walking and not running to the gym.”

*Staff will present a **positive referral** to students for sustained or on-going positive behavior. Examples may be the student who is regularly on time and prepared for class, continually turns in assignments on time, is helpful to other students, etc.

*The administration will hand out ice cream coupons for students with no office referrals at mid-year and the end of the year.

*Classroom teachers will establish strategies for recognizing students who follow the rules and expectations as well as whole class successes and achievements. **Examples:** class party, 30-second early dismissal, computer time, special events, lunch with teacher, whole class award, library use, verbal recognition, thumbs up, run errands, choice options, phone call home, making announcements, notes home, names in jar, smile, bonus points, certificate, pop.

REFERRAL FORMS

SWIS II® OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ Referring Staff _____ Date _____
 Time _____

LOCATION

Classroom	Cafeteria	Bus Loading Zone	Other
Playground	Bathroom/Restroom	Parking Lot	
Commons/Common Area	Gym	On Bus	
Hallway/Breezeway	Library	Special Event/Assembly/Field Trip	

PROBLEM BEHAVIORS (check the most intrusive)

Minor/Warning	Tardy	Tobacco	Bomb Threat
Abusive/Inappropriate Language	Skip Class/Truancy	Alcohol/Drugs	Arson
Fighting/Physical Aggression	Forgery/Theft	Combustibles	Weapons
Harassment/Tease/Taunt	Dress Code Violation	Lying/Cheating	Property Damage
Defiance/Disrespect/Insubordination/Non-compliant		Vandalism	Disruption

Other _____

POSSIBLE MOTIVATION

Obtain Peer Attention	Avoid Tasks/Activities	Don't Know
Obtain Adult Attention	Avoid Peer(s)	Other _____
Obtain Items/Activities	Avoid Adult(s)	

ADMINISTRATIVE DECISION

Time in Office	Detention	Saturday School	In-School Suspension
Loss of Privilege	Parent Contact	Individualized Instruction	Out-of-School Suspension

Conference with Student Other _____

COMMENTS:

FOLLOW-UP COMMENTS:

Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other Student(s) Involved: _____

ISSUES OF CONCERN	SETTING	POSSIBLE MOTIVATION
Zero Tolerance Behaviors danger to self danger to others racial remarks overt defiance	playground cafeteria passing area bathroom arrival/dismissal classroom	attention from peer(s) attention from adult(s) avoid peer(s) avoid adult(s) avoid work obtain item(s)
Minor Problem Behaviors Be Safe Be Responsible Be Respectful	restricted area special event common instructional area	other don't know

What happened?

Consequences

- | | |
|---------------------|----------------------------|
| lose recess | lose other privilege _____ |
| conference | in-school suspension |
| parent contact | out-of-school suspension |
| follow-up agreement | |

Follow-up Agreement

Name: _____ Date: _____

1. **What rule(s) did you break?** (Circle)

Be Safe Be Respectful Be Responsible

2. **What did you want?**

- | | |
|--|--|
| I wanted attention from others | I wanted to be in control of the situation |
| I wanted to challenge adult(s) | I wanted to avoid doing my work |
| I wanted to be sent home | I wanted revenge |
| I wanted to cause problems because I feel miserable inside | |
| I wanted to cause others problems because they don't like me | |
| I wanted _____ | |

3. **Did you get what you wanted?** Yes No

4. **What will you do differently next time?**

I will be _____ by _____.

5. **Student Signature:** _____

6. **Adult Signature:** _____

CHELDELIN MIDDLE SCHOOL

NOON DETENTION ASSIGNMENT

NAME: _____

DATE: _____ GRADE: 6 7 8 PERIOD: _____

Action	Issue	Location
Inappropriate noise level	Respect	Classroom
Teasing others		Hallway
Inappropriate language	Responsibility	Cafeteria
No hall pass		Court Yard
Running, chasing, pushing	Safety	Gym
Shoving, scuffling, etc.		Bathroom
Vandalism		Library
Eating in restricted areas		Computer Lab
Public display of affection		Bus Area
Unprepared		On the Bus
Tardiness (#_____)		Parking Lot
Lunch charges		
Library overdue items		

Other: _____

Report to room 31 no later than 12:45 – 1st lunch
1:20 – 2nd lunch

Date to serve detention:

Assigned by: _____
(STAFF SIGNATURE)

CHELDELIN MIDDLE SCHOOL

NOON DETENTION ASSIGNMENT

NAME: _____

DATE: _____ GRADE: 6 7 8 PERIOD: _____

Action	Issue	Location
Inappropriate noise level	Respect	Classroom
Teasing others		Hallway
Inappropriate language	Responsibility	Cafeteria
No hall pass		Court Yard
Running, chasing, pushing	Safety	Gym
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CHELDELIN MIDDLE SCHOOL

NOON DETENTION ASSIGNMENT

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Eating in restricted areas		Computer Lab
Public display of affection		Bus Area
Unprepared		On the Bus
Tardiness (# _____)		Parking Lot
Lunch charges		
Library overdue items		

Other: _____

Report to room 31 no later than 12:45 – 1st lunch
1:20 – 2nd lunch

Date to serve detention:

Assigned by: _____
(STAFF SIGNATURE)



Clover Reward

Student _____ Date _____

Teacher _____

Issued by _____

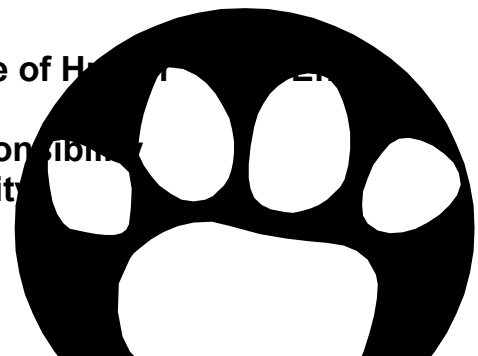
You Demonstrated: **Safety**
Respect
Responsibility

PRO POWER PAW

Sense of Humour

Responsibility

Integrity



Patience

Caring

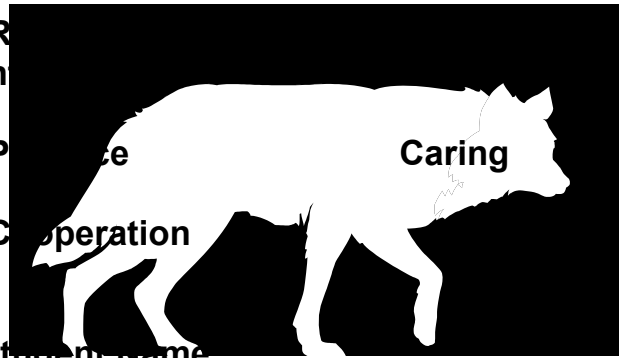
Cooperation

Student Name:

Life Skills Coach:

Date: _____

R
In
P
Co
Student Name.



Life Skills Coach:

Date: _____

LIFE SKILLS POWER PAW

Sense of Humor

Effort