

PBIS Handbook

Garfield Heights City

Schools

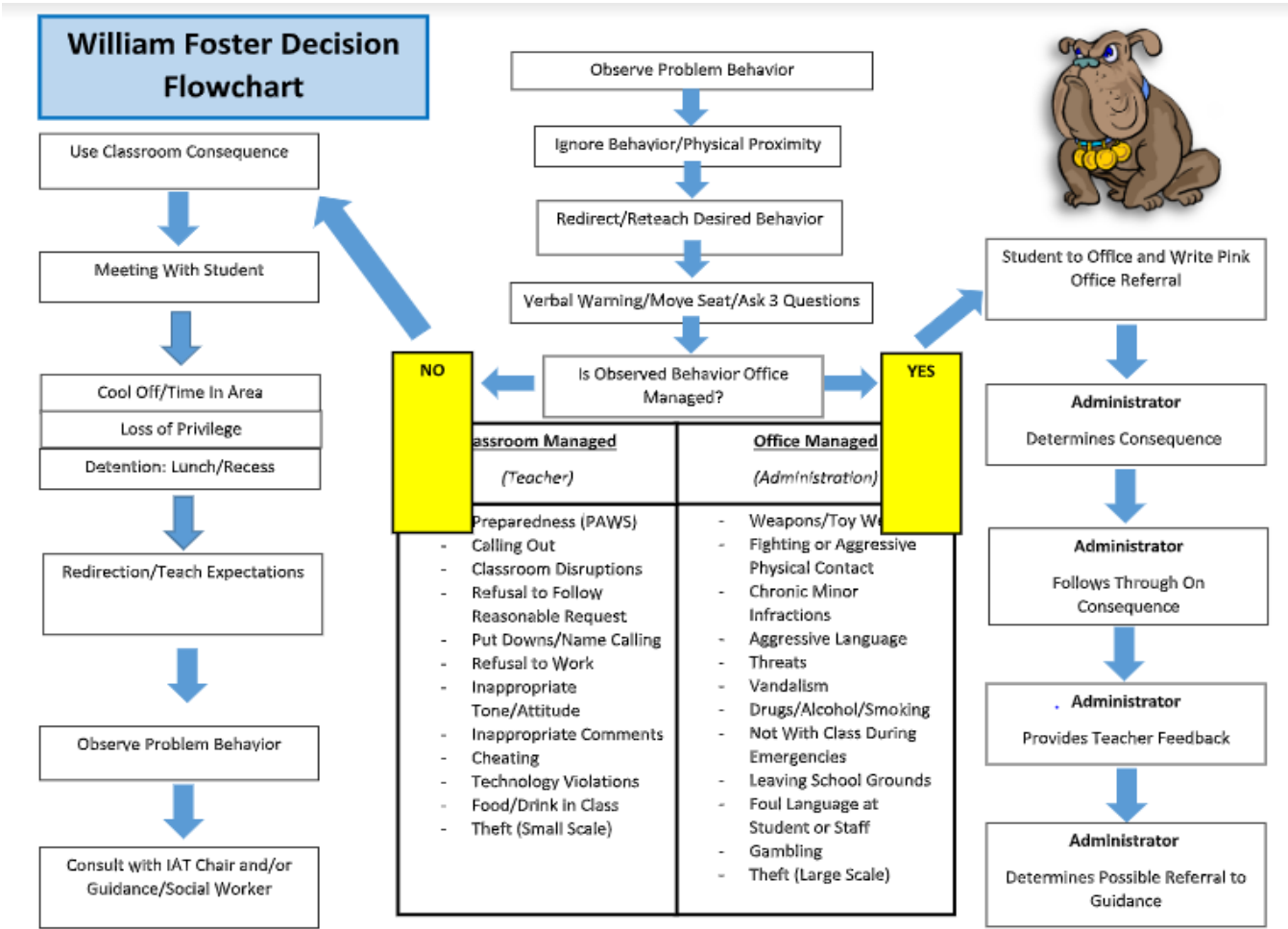


The Garfield Heights City Schools looks to provide a positive educational experience for all students and create a positive learning that helps to foster student confidence and district pride. The district will participate in Positive Behavior Intervention and Supports (PBIS). At the elementary level students are expected to be prompt and prepared, accept responsibility, work hard and show respect. The Middle School and Learning Center students are expected to be safe, be respectful and be responsible. The High School students are expected to show Bulldog Pride.

Throughout the school year each building will be working through a PBIS/TFI to improve the school climate. PBIS/TFI is a tool school use throughout the year to help with Tier One instruction. All schools will

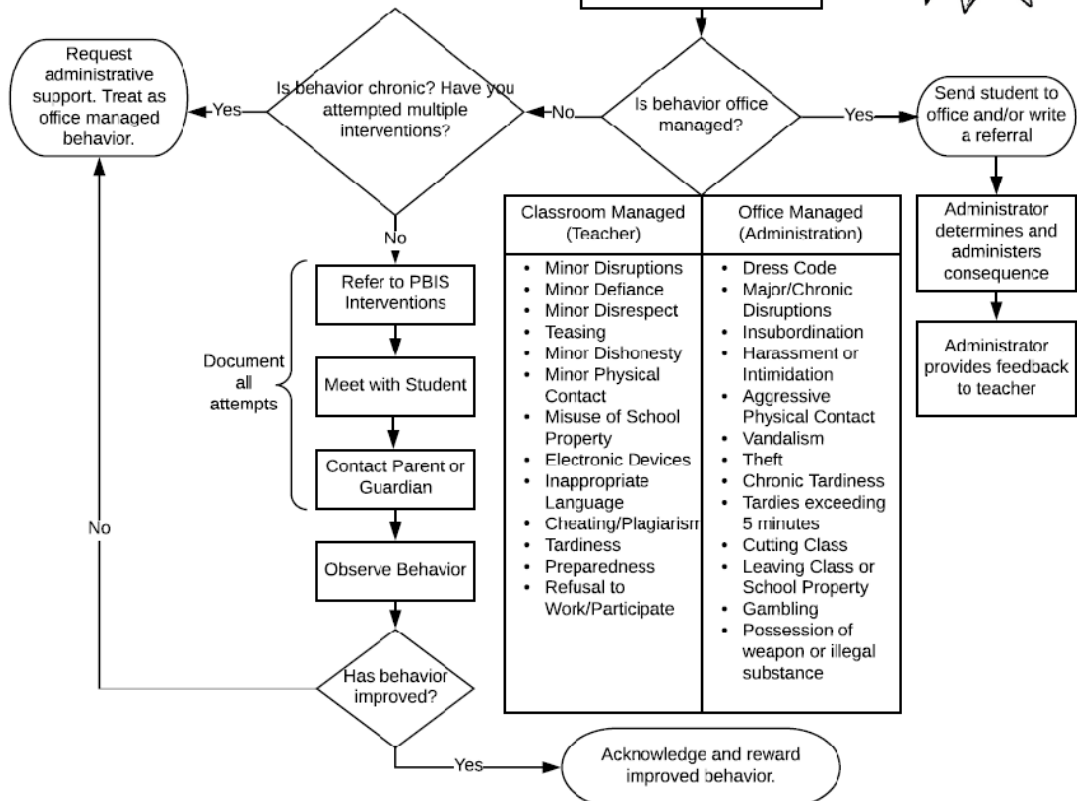
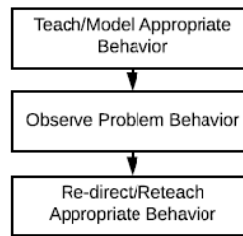
develop, plan and implement PBIS teams throughout the school year. Teams will meet monthly, look at school data and determine the needs for the school.

Classroom vs. Office Managed Behaviors



Garfield Heights High School

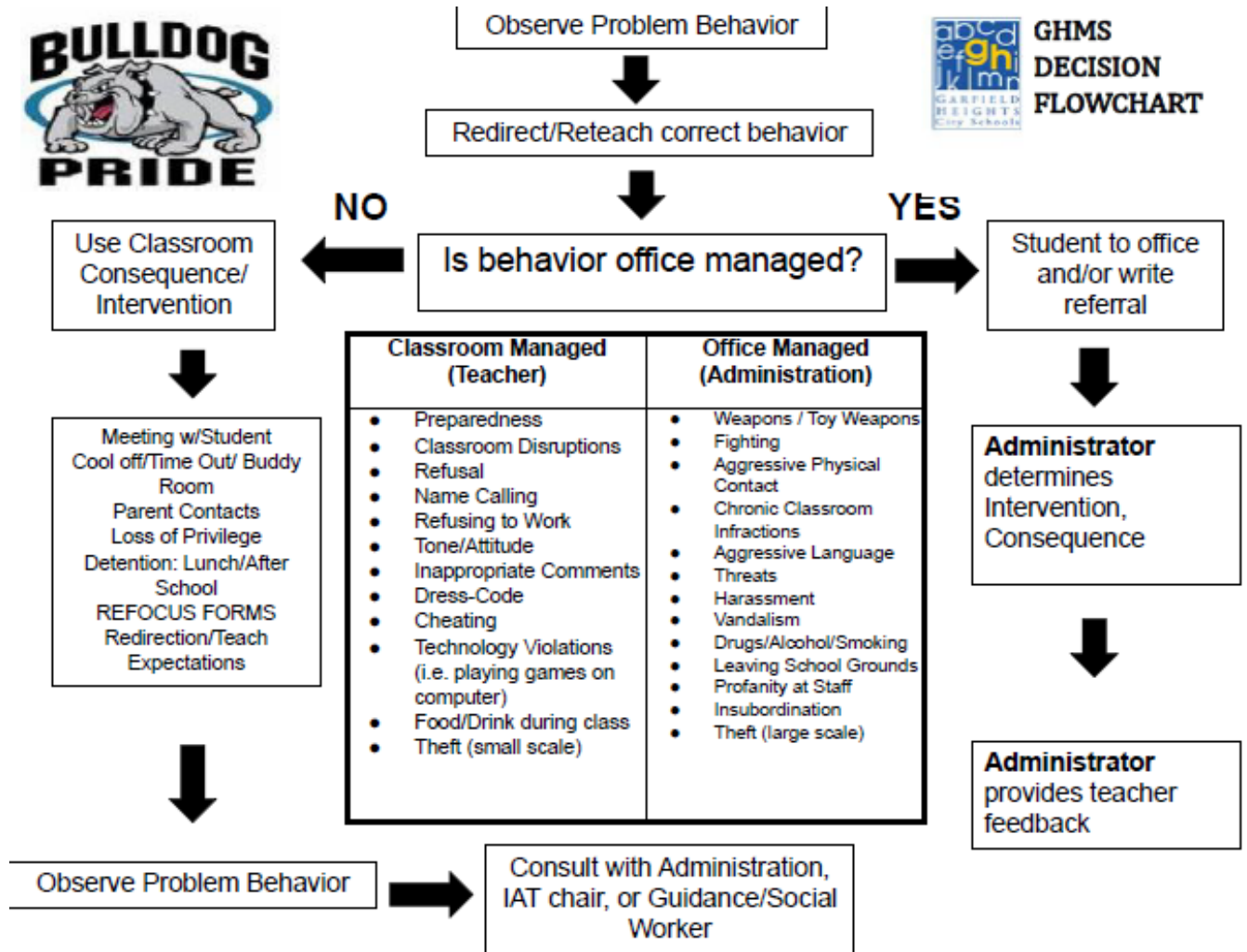
- ▶ P Prompt and Prepared
- ▶ A Accept Responsibility
- ▶ W Work Hard
- ▶ S Show Respect



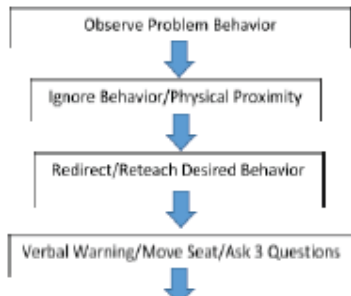
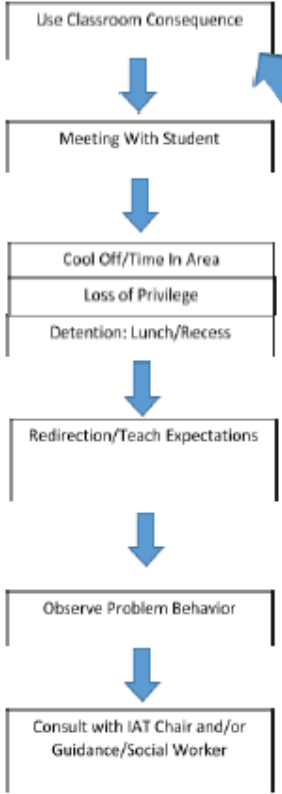
Classroom Managed (Teacher)	Office Managed (Administration)
<ul style="list-style-type: none"> • Minor Disruptions • Minor Defiance • Minor Disrespect • Teasing • Minor Dishonesty • Minor Physical Contact • Misuse of School Property • Electronic Devices • Inappropriate Language • Cheating/Plagiarism • Tardiness • Preparedness • Refusal to Work/Participate 	<ul style="list-style-type: none"> • Dress Code • Major/Chronic Disruptions • Insubordination • Harassment or Intimidation • Aggressive Physical Contact • Vandalism • Theft • Chronic Tardiness • Tardies exceeding 5 minutes • Cutting Class • Leaving Class or School Property • Gambling • Possession of weapon or illegal substance



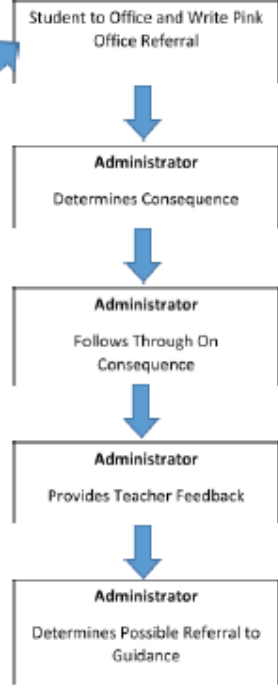
**GHMS
DECISION
FLOWCHART**



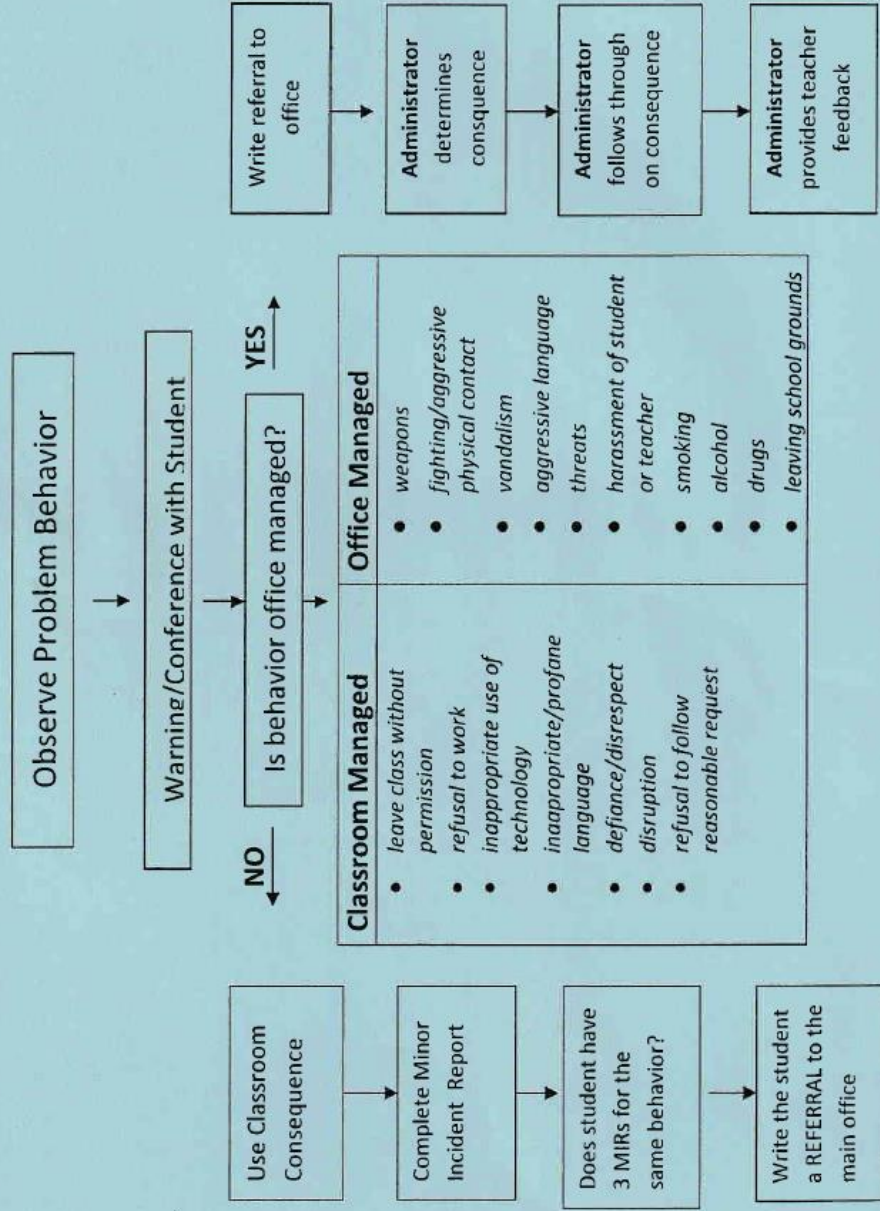
Elmwood Decision Flowchart



NO	Is Observed Behavior Office Managed?		YES
	Classroom Managed <i>(Teacher)</i>	Office Managed <i>(Administration)</i>	
	<ul style="list-style-type: none"> - Preparedness (PAWS) - Calling Out - Classroom Disruptions - Refusal to Follow Reasonable Request - Put Downs/Name Calling - Refusal to Work - Inappropriate Tone/Attitude - Inappropriate Comments - Cheating - Technology Violations - Food/Drink in Class - Theft (Small Scale) 	<ul style="list-style-type: none"> - Weapons/Tools - Weapons - Fighting or Aggressive Physical Contact - Chronic Minor Infractions - Aggressive Language - Threats - Vandalism - Drugs/Alcohol/Smoking - Not With Class During Emergencies - Leaving School Grounds - Foul Language at Student or Staff - Gambling - Theft (Large Scale) 	



Maple Leaf Decision Flowchart



High School PBIS

Bulldog

PRIDE - PBIS

- . **P**repared
- . **R**espectful
- . **I**nvolved
- . **D**etermined
- E**xcellent

BULLDOG PRIDE

PREPARED

Arrive on time with the appropriate materials and mindset to work.

RESPECTFUL

Be kind to people, property, and yourself.

INVOLVED

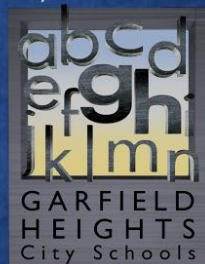
Be an active participant in your education and your community.

DETERMINED

Set goals and mindfully apply yourself to achieving them.

EXCELLENT

Be the best version of yourself.



- Pride cards should be given out like Bulldog Barks.
- STUDENTS will need to place Pride Cards in the appropriate boxes in the main office.
- Drawings will be done 1 per grade level once a week



Put Bulldog PRIDE signs somewhere visible in your classroom and reference it when teaching expectations.

- Put Prepared, Respectful, Involved, Determined and Excellent into your syllabus or start of year presentations. An example was sent out earlier this week!
- Explain to your students how they can earn PRIDE Cards.
- Give out PRIDE Cards!
- Our focus for the first quarter is going to be PREPARED! Give out PRIDE Cards to students who are PREPARED to help reinforce

Lesson Plans

PAWS

PBIS

Lesson Plan Template

1. Skill Teaching-Teacher

Indicate which skill expectation from the matrix will be reviewed.

2. Demonstration and Role Playing-Teacher and Student

I am going to show you some ways to be a PAWS student. I want you to watch and see if you can tell me if I am being a William Foster PAWS student.

- Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does or does not look like. Ask students to identify the positive examples and non-examples. When students identify the non-examples, ask what should have been done differently.

-

3. Review and check for understanding-Teacher

After all students have seen the demonstration and role plays review with “What are some ways to show....”

How we get in line for morning line up?

How do we behave in the cafeteria?

What do we do after we finish breakfast?

PBIS

Lesson Plan: Arrival and Breakfast

1. Skill Teaching-Teacher

Today we are going to talk about arriving to school and breakfast directions. Let's review a few examples, and then review the PAWS indicators.

2. Demonstration and Role Playing-Teacher and Student

I am going to show you some ways to be a PAWS student during arrival and at breakfast. I want you to watch and see if you can tell me if I am being a William Foster PAWS student.

ARRIVAL

- **Example:** Silent in Motion at a level zero voice during arrival and breakfast (Show respect).
- **Example:** Going directly to class line or cafeteria (Prompt and prepared).
- **Non Example:** Yelling, running or horsing around while outside.
- **Non Example:** Walking around the building, playing in the hallway instead of going to class line or breakfast.

BREAKFAST

- **Example:** Walking in line quietly at a level zero voice, getting in line immediately (Show Respect).
- **Example:** After retrieving your breakfast, go directly to class without waiting around for others.
- **Example:** Follow directions the first time they are given from an adult (Show Respect).
- **Non Example:** Playing in line, cutting other students.
- **Non Example:** Talking instead of eating, leaving area messy, leaving trash behind in the classroom.
- **Non Example:** Ignoring adult directive such as 'clean up area', 'breakfast is over' or 'keep hands to yourself'.

3. Review and check for understanding-Teacher

PBIS

Lesson Plan: Hallway *Prompt and Prepared*

1. Skill Teaching- Teacher

Today we are going to talk about in the hallway! We will talk about ways we can show we are *Prompt and Prepared*.

Some ways we can be prompt and prepared in the hallway are:

- **Silent in motion at a level zero voice.**
- **Walk to your stop.**
 - **Go directly to your destination.**
- Why do you think it is important to learn about being *Prompt and Prepared* in the hallway? *Discuss reasons.*

2. Demonstration and Role Playing-Teacher and Student

I'm going to show you some ways to be Prompt and Prepared in the hallway. I am also going to show you some ways NOT to be Prompt and Prepared in the hallway. I want you to watch and see if you can tell if I am Prompt and Prepared.

- **Example:** What does it mean to be at a level zero voice? *As you walk down the hallway you are not talking.*
- **Example:** What does it mean to walk to your stop or to go to your destination? *You do not stop at the restroom if you are taking the lunch count or attendance to the office for your teacher...messenger.*
- **Non Example:** Someone is in line talking to the person behind them. *Are they being Prompt and Prepared? How could they have been Prompt and Prepared?*
- **Non Example:** Someone's teacher asked them to deliver something to another teacher next door and the student walked in the other direction down the steps, passed the cafeteria and then up the other steps, and finally to the class that he/she was to deliver the paper to. *Are they being Prompt and Prepared? How could they have been Prompt and Prepared?*

3. Review and check for understanding-Teacher

PBIS
Lesson Plan: Hallway
Accept Responsibility

1. Skill Teaching-Teacher

Today we are going to talk about in the hallway! We will talk about ways to show we can Accept Responsibility. Some ways we can Accept Responsibility while we are in the hallway are:

- **Accept responsibility without arguing**
- **Follow directions the first time they are given**
- **Keep hallway clean**
- **Space/My Space/Your Space**
- Why do you think it is important to learn about Accept Responsibility in the hallway?

Discuss reasons.

2. Demonstration and Role Play-Teacher and Students

I'm going to show you some ways to Accept Responsibly in the hallway. I am also going to show you some ways NOT to Accept Responsibility in the hallway. I want you to watch and see if you can tell if I am Accepting Responsibility.

- **Example:** What does it mean to accept consequences without arguing? *When an adult redirects you, you do NOT talk back to the adult; you say nothing with a robot face and do what you are told.*
- **Example:** What does it mean to follow the directions the first time? *You do exactly what the adult tells you.*
- **Example:** What does it mean to keep the hallway clean? *If you drop something, pick it up or if you see something on the floor pick it up.*
- **Example:** What does it mean to be in your space? *You are on your paw no closer with your hands at your sides.*
- **Non Example:** Someone is in line talking to the person behind them and an adult tells them that is 1 for talking? The student tells the adult it was not me! *Are they accepting responsibility? How can they accept responsibility?*
- **Non Example:** Someone was asked to stand next to their paw and the student did not. *Are they accepting responsibility? How can they accept responsibility?*
- **Non Example:** Someone walked by a small piece of paper on the floor. *Are they accepting responsibility? How can they accept responsibility?*
- **Non Example:** Someone was holding on to the person in front of them as they walked down the hall. *Are they accepting responsibility? How can they accept responsibility?*

3. Review and check for understanding-Teacher

PBIS
Lesson Plan: Hallway
Work Hard

1. Skill Teaching-Teacher

Today we are going to talk about in the hallway! We will talk about ways we can show Work Hard. Some ways we can work hard while we are in the hallway are:

- **Walk in a single file on the right side of the hallway.**
- **Follow all drill procedures in the halls.**
- **STAIRWELLS-Stay on the right**
- Why do you think it is important to learn about Working Hard in the hallway? *Discuss reasons*

2. Demonstration and Role Play-Teacher and Students

I'm going to show you some ways to Work Hard in the hallway. I am also going to show you some ways NOT to Work Hard in the hallway. I want you to watch and see if you can tell if I am not Working Hard.

- **Example:** What does it mean to walk in a single file line on the right side of the hallway? *You following the person in front of you and your class line.*
- **Example:** What does it mean to follow all drill procedures in the halls? *We walk quickly and quietly down the hall and out to our place of safety for fire drills and tornado drills.*
- **Example:** What does it mean to go up and down on the right of the stairs? *This allows you to hold onto the rails on your right and not collide with others that are coming in the other direction.*
- **Non Example:** Someone was walking away from their class line twirling. *Are they working hard? How can they show working hard?*
- **Non Example:** Someone was running down the hall or running on the playground to catch up with his/her classroom. *Are they working hard? How can they show working hard?*
- **Non Example:** Someone was walking on the left side of the stairwell. *Are they working hard? How can they show working hard?*

3. Review and check for understanding-Teacher

PBIS
Lesson Plan: Hallway
Show Respect

1. Skill Teaching-Teacher

Today we are going to talk about in the hallway! We will talk about ways we can Show Respect. Some ways we can show respect while we are in the hallway are:

- **Raise hand to speak.**
- **Listen politely and speak/act respectfully.**
- **Keep hands and feet to yourself.**
- **Use classroom supplies appropriately.**
- **Use appropriate voice levels-level zero**
- Why do you think it is important to learn about Showing Respect in the hallway?

Discuss reasons.

2. Demonstration and Role Play-Teacher and Students

I'm going to show you how you can Show Respect in the hallway. I am also going to show you some ways NOT to Show Respect in the hallway. I want you to watch and see if you can tell if I am Showing Respect.

- **Example:** What does it mean to raise your hand to speak? *If you are in the hall and need to speak to your teacher, raise your hand.*
- **Example:** What does it mean to listen politely and speak/act respectfully? *If an adult is talking to you, look at that person who is speaking to you and you are not talking-level zero.*
- **Example:** What does it mean to keep your hands and feet to yourself? *If means your hands are at your sides and feet are for walking only.*
- **Example:** What does it mean to use classroom supplies appropriately? *If you are carrying a pencil/scissors, carry them down and on your side.*
- **Example:** What does it mean to use appropriate voice levels? *When you are asking or answering to an adult, you use your level two table talk voice. When you are walking in the hallway you are using your level zero voice level.*
- **Non Example:** Two students were talking to each other as the class was walking down the hallway. *Is this showing respect? How can they show respect?*
- **Non Example:** Someone rolled their eyes when the adult talked to them. *Is this showing respect? How can they show respect?*
- **Non Example:** Someone kicked a person as they walked by. *Is this showing respect? How can they show respect?*
- **Non Example:** Someone was carrying their scissors upward as they walked down the hall. *Is this showing respect? How can they show respect?*

3. Review and check for understanding-Teacher

GHMS HALLWAYS/STAIRS/LOCKERS EXPECTATIONS

<p>BE SAFE</p>	<ul style="list-style-type: none">• Walk on the right side• Use hall pass• Use only your assigned locker
<p>BE RESPECTFUL</p>	<ul style="list-style-type: none">• Use school appropriate language• Voice Level 2 or 3• Be mindful of your neighbors
<p>BE RESPONSIBLE</p>	<ul style="list-style-type: none">• Move to class on time• Use shortest route to next location• Keep hats, coats, and book bags in locker

PBIS
Lesson Plan: Restroom

1. Skill Teaching-Teacher

Today we are going to talk about ways to be respectful and responsible in the restroom. What are some ways you think that we should be respectful and responsible in the restroom?

Respectful:

- **Respect others' personal space and property.**
- **Respect others' privacy.**
- **Use level zero voice.**

Responsible:

- **Walk to and in the restroom.**
- **Be sanitary, flush, and wash your hands.**
- **1-2-3 Procedure**
 - **1 turn on water**
 - **2 squirt of soap**
 - **3 pulls of paper towel handle**
- **Dry Hands**
- **Throw paper towel in the trash**
- **Go back to your room quickly, no running.**
- **Report to an adult if something is wrong.**

2. Demonstration and Role Play-Teacher and Students

I'm going to show you some ways to be responsible and respectful in the restroom. I'm also going to show you some ways to NOT be respectful and responsible. I want you to watch and see if you can tell if I am being responsible and respectful.

- **Examples:** Everything listed above.
- **Non Examples:** Wasting paper towels, not flushing the toilet, throwing paper towels on the floor, opening and closing doors inappropriately, splashing water, using too much soap or paper towels, running in the restroom.
 - Pick 2 or 3 students to role play appropriate examples of following expectation. Do not use students to role play non-examples. Ask students to identify how they were being responsible in the restroom.

3. Review and check for understanding.

GHMS RESTROOM EXPECTATIONS

<p>BE SAFE</p>	<ul style="list-style-type: none">• Keep water in sink• Wash hands• Use restroom closest to classroom
<p>BE RESPECTFUL</p>	<ul style="list-style-type: none">• Give people privacy• Keep track of hall pass• Wait patiently
<p>BE RESPONSIBLE</p>	<ul style="list-style-type: none">• Flush toilets• Inform adults of vandalism and equipment malfunctions• Throw all trash in cans

PBIS

Lesson Plan: Cafeteria

Prompt and Prepared

1. Skill Teaching- Teacher

Today we are going to talk about in the cafeteria. We will talk about ways we can show we are **prompt and prepared**. One way to show you are prompt and prepared for the cafeteria starts in the morning, when you are unloading your book bag.

Can you tell me what that might be? (Lunchbox goes into the basket when you unload your book bag in the morning)

Some other ways we can show we are **prompt and prepared** are

- **Walk at a level zero with your class to the lunchroom**
- **Get everything you need as you go through the line**
- **Line up promptly when it is time to leave the cafeteria for recess or to return to your classroom**

Why do you think it is important to learn about being **prompt and prepared** in the cafeteria?

Discuss reasons

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to be **prompt and prepared** in the cafeteria. I am also going to show you some ways **NOT** to be **prompt and prepared**. I want you to watch and see if you can tell if I am not being **prompt and prepared**.

- **Example:** What does it mean that your lunchbox goes into the basket when you unload your book bag in the morning? *It means when you come into the classroom and unload your book bag. (Your homework/take-home folder, take your lunch box and put it in the lunch basket)*
- **Example:** What does it mean to walk silently with your class to the lunchroom? *It means you walk at a level zero down the hallway, you do not talk to other students in your line or from other classes in the hallway.*
- **Example:** What does it mean to get everything you need as you go through the line? *It means that you sanitize your hands, get your milk, lunch tray, and then go directly to your seat and sit.*
- **Example:** What does it mean to line up promptly when it is time to leave? *It means that when the adult in charge directs your class to line up for recess or to line up to return to your classroom, you line up without talking the first time the direction is given and stand silently until your classroom leaves.*
- **Non Example:** Someone leaves their lunchbox in their book bag. They get into the lunchroom and realize they have to go back to their room because their lunchbox is in

their book bag. *Is this being prompt and prepared? How can they be prompt and prepared?*

- **Non Example:** Someone walks down the hall TALKING constantly to the person in front of them and behind them. *Is this being prompt and prepared? How can they be prompt and prepared?*
- **Non Example:** Someone takes their milk and food but does not take their napkin and spork. They go to their seat and then get up and go back up and take their spork. *Is this being prompt and prepared? How can they be prompt and prepared?*
- **Non Example:** Two students do not line up when given the directions they sit and laugh and continue to talk. *Is this being prompt and prepared? How can they be prompt and prepared?*

3. Review and check for understanding-Teacher

GHMS CAFETERIA EXPECTATIONS

<p>BE SAFE</p>	<ul style="list-style-type: none">• Handle only your own food• Raise hand to get up• One per seat
<p>BE RESPECTFUL</p>	<ul style="list-style-type: none">• Use good manners• Voice Level 2 or 3• Voice Level 1 when requested
<p>BE RESPONSIBLE</p>	<ul style="list-style-type: none">• Keep food and drinks in cafe• Clean up your area• Do not cut in line

PBIS

Lesson Plan: Cafeteria *Accept Responsibility*

1. Skill Teaching- Teacher

Today we are going to talk about in the cafeteria. We will talk about ways we can show we **accept responsibility**. Some ways we can **accept responsibility** while we are in the cafeteria are:

- **Follow cafeteria procedures**
- **Focus on eating**
- **Accept consequences without arguing**
- **Eat your own food and no sharing of food**
- **WALK at all times**

Why do you think it is important to learn about **accepting responsibility** in the cafeteria?

Discuss reasons.

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to **accept responsibility** in the cafeteria. I am also going to show you some ways NOT to **accept responsibility**. I want you to watch and see if you can tell if I am **Accepting Responsibility**.

- **Example:** What does it mean to stay seated until dismissed? *Once you get your food you sit in your seat. If you forgot your milk or napkin you need to raise your hand and an adult will come to you. DO NOT GET UP. If you need to use the restroom, RAISE YOUR HAND and ask permission.*
- **Example:** What does it mean to accept consequences without arguing? *If an adult gives you a consequence, you take control of your behavior and accept that consequence without saying a word, comment, or gesture.*
- **Example:** What does it mean to eat your own lunch and not share your food? *It means that you eat what is on your tray or what is packed in your lunchbox.*
- **Example:** What does it mean to walk at all times? *It means we never run, we walk.*
- **Non Example:** Someone gets their lunch tray, sits down, but gets up and goes back into the lunch line to get a napkin. *Is this showing responsibility? How can they show responsibility?*
- **Non Example:** Someone talks and does not eat their food. They talk. *Is this showing responsibility? How can they show responsibility?*
- **Non Example:** Someone argues with the adult after they were spoken to for talking during silent time. *Is this accepting responsibility? How can they accept responsibility?*
- **Non Example:** Someone takes food off someone else's tray and eats it or trades their fruit-snack for a cookie. *Is this showing responsibility? How can they show responsibility?*
- **Non Example:** Someone runs into the lunchroom. *Is this showing responsibility? How can they show responsibility?*

3. Review and check for understanding.

- **PBIS**

Lesson Plan: CAFETERIA **Work Hard**

1. Skill Teaching-Teacher

Today we are going to talk about in the cafeteria! We will talk about ways we can show how we **Work Hard**. Some ways we can Work hard while we are in the cafeteria are:

- **Stay seated**
- **Raise your hand if you need something**
- **Clean up after yourself**
- **Carefully dispose of trash when table is called**

Ask *“What do you think are reasons for learning to Work Hard in the cafeteria?”*

2. Demonstration and Role Play

I'm going to show you some ways to Work Hard in the cafeteria. I am also going to show you some ways NOT to work hard. I want you to watch and see if you can tell if I am Working Hard.

Example 1: What does it mean to stay seated until dismissed? *It means that you do not get out of your seat.*

Example 2: What does it mean to raise your hand if you need something? *It means that you raise your hand if you forgot your napkin or milk?*

Example 3: What does it mean to carefully dispose of trash when your table is called? *It means you hold your tray with two hands and place it in the can. You hold your milk carton upright on your way to the can. It also means to put all of your trash into your paper lunch bag and then throw that away.*

Example 4: What does it mean to clean up after yourself? *Cleaning up means throwing away all your trash from the tables, floor, and seat.*

Non Example 1: Someone gets out of their seat to get a straw. *Is this working hard? How can they show working hard?*

Non Example 2: Someone sits down and then gets up to go talk to a friend. *Is this working hard? How can they show working hard?*

Non Example 3: Someone leaves a wrapper on the floor and blames it on someone else. *Is this working hard? How can they show working hard?*

Non Example 4: Someone runs over and throws their tray into the can. *Is this working hard? How can they show working hard?*

3. Review and check for understanding.

**PBIS
Lesson**

**Plan: CAFETERIA
*Show Respect***

1. Skill Teaching-Teacher

Today we are going to talk about in the cafeteria! We will talk about ways we can show how we **Show Respect**. Some ways we can Show Respect while we are in the cafeteria are:

- **Use good table manners**
- **Use a level 2 voice**
- **Respond to the signal for silence (music/clap back)**
- **Keep hands, feet, and objects to yourself**
- **No cutting in line**

Why do you think it is important to learn about **Showing Respect** in the cafeteria? *Discuss reasons.*

2. Demonstration and Role Play

I'm going to show you some ways to Show Respect in the cafeteria. I am also going to show you some ways NOT to Show Respect. I want you to watch and see if you can tell if I am Showing Respect.

Example 1: What does it mean to use good table manners? *You eat with your mouth closed, you are eating with your tray/sandwich/lunch directly in front you.*

Example 2: What does it mean to use a level 2 voice? *Talking to the people in your talk zone in a quiet voice.*

Example 3: What does it mean to respond to the signal for silence? *When you hear the music you stop talking. When an adult claps, you stop talking, clap back, and look at the adult that gave you the signal.*

Example 4: What does it mean to KEEP YOUR HANDS, FEET, AND OBJECTS TO YOURSELF? *It means that you are not pushing in line or touching people in front or behind you. It also means not putting your feet out to trip students, play fight, or throw food or wrappers.*

Example 5: What does no cutting in line mean? *It means that you stay in the order in which you walk into the cafeteria.*

Non Example 1: Someone is talking and they have food in their mouth. Their tray is next to them and not in front of them. *Is this showing respect? How could they show respect?*

Non Example 2: Someone is talking after the music is on or continues to talk after the clap back. *Is this showing respect? How could they show respect?*

Non Example 3: Someone is yelling to another student at another table or talking loudly next to the person next to them. *Is this showing respect? How could they show respect?*

Non Example 4: Someone is pushing the person in front of them/hang onto the shoulders of the person in front of them. *Is this showing respect? How could they show respect?*

Non Example 5: Someone runs in front of the person in front of them and pushes people out of their way to be first. *Is this showing respect? How could they show respect?*

3. Review and check for understanding.

PBIS
Lesson Plan: Inside Recess

1. Skill Teaching-Teacher

Today we are going to talk about being responsible during **inside recess!** These are some ways we can show responsibility during inside recess.

Your responsibilities:

- **Go to your area quickly and quietly.**
- **Use inside level 2 voice.**
- **Follow directions the first time they are given.**
- **Keep area clean.**
- **Stay in assigned area.**
- **Help group clean up and make sure all materials are put back in the right spot.**
- **Accept consequences without arguing or fighting.**
- **If a problem arises, resolve it with kind words not hands.**

Discuss the reasons for learning to be respectful in the classroom. *“What do you as a student gain from being respectful in the classroom?”*

2. Demonstration and Role Play

I'm going to show you some ways to be responsible in the classroom during inside recess. I am also going to show you some ways NOT to be responsible. I want you to watch and see if you can tell if I am being responsible.

Example 1: (Use level 2 inside voices) Model students using inside voices at a center.

Example 2: (Help group clean up and make sure all materials are put back in the right spot.) Model students cleaning an area and putting materials back in the right spot.

Example 3: (If a problem arises, resolve it with kind words and hands.) Model students talking resolving a problem quietly, using kind words to resolve problem.

Non Example 1: Using a playground voice in the classroom? *Is this being responsible? How could they be responsible?*

Non Example 2: Let students put something away without putting it back in correct place. *Discuss how we may not be able to find pieces the next time they can play with it.*

Non Example 3: Role play with students what it might look like if students did not resolve a problem with kind words or actions.

3. Review and check for understanding. after all students have seen the demonstration and role plays, review with “What are some ways to show respect in the classroom?”

PBIS
Lesson Plan: Outdoor Recess
Prompt and Prepared

1. Skill Teaching- Teacher

Today we are going to talk about outdoor recess. We will talk about ways we can show we are **prompt and prepared**. Some ways we can show **prompt and prepared** for outside recess include:

- **Dress for the weather**
- **Follow the correct Bulldog procedure for line up: (first whistle-freeze, second whistle-walk in line, third whistle-line up in number order)**

Discuss reasons for dressing appropriately for the weather. (warm and cold weather)

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to be **prompt and prepared** for outdoor recess. I am also going to show you some ways **NOT** to be **prompt and prepared**. I want you to watch and see if you can tell if I am not being **prompt and prepared**.

- **Example:** Someone goes outside wearing a jacket when the temperature is about 50 degrees. If the temperature is lower, a hat and scarf and gloves are worn, too.
- **Example:** What does it mean-first whistle: freeze? *It means that you stop what you are doing when you hear the first whistle.*
- **Example:** What does it mean-second whistle: walk to the line? *It means that after the second whistle you stop playing and stop talking and walk to the line.*
- **Example:** What does it mean-third whistle: line up in number order? *It means that you line up on your special number where your classroom lines up.*
- **Non Example:** Someone goes outside without a jacket when the temperature is 50 degrees. *Is this prompt and prepared? What can they do to be prompt and prepared?*
- **Non Example:** Someone continues to talk and play after the first whistle. *How is this behavior not demonstrating being prompt? What can be done to make this behavior follow the prompt and prepared behavior?*
- **Non Example:** Someone continues throwing a ball to his friend after the second whistle and then runs to the line. *How is this behavior not demonstrating being prompt? What can be done to make this behavior follow the prompt and prepared behavior?*
- **Non Example:** Someone lines up on number 7 in his classroom line when his special number is 10. Classmates begin to argue and push him out of the line. *What can be done to make this behavior prompt and prepared?*

3. Review and check for understanding-Teacher

PBIS
Lesson Plan: Outdoor Recess
Accept Responsibility

1. Skill Teaching- Teacher

Today we are going to talk about outdoor recess. We will talk about ways we can show we are **accepting responsibility**. Some ways we can show **accepting responsibility** for outdoor recess include:

- **Follow directions the first time**
- **Keep area clean**
- **Accept consequences without arguing**
- **Equipment goes back into the basket**

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to be **responsible** for outdoor recess. I am also going to show you some ways **NOT** to be **responsible**. I want you to watch and see if you can tell if I am not being **responsible**.

- **Example:** Someone is playing catch on the blacktop with friends when it was announced that all students should stay off the field and play only on the blacktop.
- **Example:** Someone was given a treat. He places the piece of candy in his pocket to have after school.
- **Example:** Two students were chasing each other on the playground. They were told that chasing is not allowed. They were told to stand by the wall until recess is over. Both students walked to the wall and stood until recess was over.
- **Example:** Someone places the jump rope in the basket and walks to the line after the second whistle.
- **Non Example:** Someone takes a ball and yells to a friend and runs onto the field to play catch after hearing the announcement "blacktop only." *Is this being responsible at recess? What can be done to make this responsible?*
- **Non Example:** Someone was given a piece of candy. He unwraps the piece of candy and eats it during recess. *Is this being responsible at recess? What can be done to make this responsible?*
- **Non Example:** Two students were chasing each other on the playground. They were told that chasing is not allowed. They were told to stand by the wall until recess is over.

Both students began to argue with the adult saying that they were not chasing. *Is this accepting responsibility at recess? What should they have done?*

- **Non Example:** Someone throws the jump rope down on the ground and lines up after the second whistle. *Is this being responsible at recess? What can be done to make this responsible?*

3. Review and check for understanding-Teacher

PBIS
Lesson Plan: Outdoor Recess
Work Hard

1. Skill Teaching- Teacher

Today we are going to talk about outdoor recess. We will talk about ways we can **work hard**. Some ways we can **work hard** for outside recess include:

- **Follow outdoor recess procedures at specific locations showing good sportsmanship.**

Discuss reasons for following outdoor recess procedures.

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to **work hard** for outdoor recess. I am also going to show you some ways **NOT** to **work hard**. I want you to watch and see if you can tell if I am not **working hard**.

- **Example:** Someone is going down the slide. They wait at the top until their friend is off the slide. Then they take their turn on the slide going on their bottoms, feet first.
- **Example:** A group of students are playing basketball. One of your friends shoots and makes a basket, winning the game. You are on the losing team, but give your friend on the other team a high five and say, "Good job!"
- **Example:** You and two other friends are playing jump rope. One of your friends trips over the jump rope and falls. You and your friend go over and help her up and ask her if she is ok.
- **Non Example:** Someone goes down the slide on their stomach while another student hasn't gotten off the slide yet. *How is this behavior showing the student is not following recess procedures? What should they have done?*
- **Non Example:** A group of students are playing basketball. One of your friends shoots and makes a basket, winning the game. You are on the losing team, so you decide to take the basketball and throw it across the parking lot and walk away. *How is this not showing sportsmanship and working hard? What should they do to show sportsmanship?*
- **Non Example:** You and two other friends are playing jump rope. One of your friends takes a turn and when she finishes, she leaves and doesn't give you and your friend a turn to jump. *How is this not showing sportsmanship and working hard? What should they do to show sportsmanship?*

3. Review and check for understanding-Teacher

PBIS

Lesson Plan: Outdoor Recess

Show Respect

1. Skill Teaching- Teacher

Today we are going to talk about outdoor recess. We will talk about ways we can **show respect**. Some ways we can **show respect** at outdoor recess include:

- **Listen politely and speak/act respectfully**
- **Keep your hands, feet, and objects to yourself**
- **Use school property appropriately**
- **Use appropriate voice level**

Discuss reasons for following outdoor recess procedures.

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to **show respect** for outdoor recess. I am also going to show you some ways **NOT** to **show respect**. I want you to watch and see if you can tell if I am not **showing respect**.

- **Example:** Someone is standing in line during recess on their number, looking forward and keeping hands and feet to self. Their mouths are closed and their eyes are on the recess teacher.
- **Example:** A group of students are playing basketball. One of your friends falls down, so you give them a hand and help them up.
- **Example:** It is time to clean up. Someone puts the playground equipment in the appropriate place.
- **Example:** A group of students are over by the classroom windows, talking quietly with their friends. They decide to play a game of catch.
- **Non Example:** Someone is standing in line arguing with the person in front of him that he is on the wrong number. He begins to push and yell at the person in front of him. *How is this not listening politely and acting respectfully?*
- **Non Example:** A group of students are playing basketball. You want the basketball, so you go over and push your friend over and take the ball away. *How is this not keeping hands and feet to yourself? What could you do instead?*
- **Non Example:** Someone brings a marker out to recess. They write their name on the slide. *How is this not using school property appropriately?*

- **Non Example:** A group of students are playing kickball by the classroom windows. The group that this kicking is standing by the windows shouting and yelling at their teammates. *Is this an appropriate voice level towards each other?*

3. Review and check for understanding-Teacher

PBIS Lesson Plan: Dismissal

1. Skill Teaching- Teacher

Today we are going to talk about dismissal. Let's review a few examples, and then review the indicators.

Skill: At the end of the day, we will get packed up and be dismissed to the bus lines, the car and walker lines, or the daycare van lines. Once we leave the classroom, we will not be able to go back inside for forgotten items.

Discuss reasons for following dismissal procedures.

2. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to be **prompt and prepared** for dismissal. I want you to watch and see if you can tell if I am being **prompt and prepared**.

Indicators:

- I will stay in my seat until dismissed by the teacher.
- I will have all my supplies with me when I leave the classroom.

Examples and Non-examples:

- **Example:**
- **Example:**
- **Non Example:**
- **Non Example:**

3. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to be **accept responsibility** for dismissal. I want you to watch and see if you can tell if I am being **accept responsibility**.

Indicators:

- I will follow directions the first time they are given.
- I will accept consequences without arguing.
- I will go to my bus line or walker line immediately.

Examples and Non-examples:

- **Example:** I know I made a mistake when I pushed the kid in front of me in bus line so I accept the teacher's consequence and apologize.
- **Example:** I leave the room when the teacher dismissed me and walk right to the car rider line to wait.
- **Non Example:** I talk while the teacher gives directions and then yell out that I do not know what to do.
- **Non Example:** I am dismissed and walk all through the hallways before going to my bus line.

4. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to **work hard** for dismissal. I want you to watch and see if you can tell if I am **working hard**.

Indicators:

- I will listen to teachers at my dismissal spot.
- I will stay in my line.
- I will walk to my line.
- I will walk to where I need to be (car, bus, or daycare van).

Examples and Non-examples:

- **Example:** I walk in line out to the bus and do not yell to others.
- **Example:** I wait in my spot in line and do not touch other students.
- **Non Example:** The teacher that walks out my bus line is not my teacher so I do NOT have to listen to him/her and I can do what I want.
- **Non Example:** I run to my mom's or dad's car as soon as I see their car coming up through the parking lot.

5. Demonstration and Role Play- Teacher and Students

I'm going to show you some ways to **show respect** for dismissal. I want you to watch and see if you can tell if I am **showing respect**.

Indicators:

- I will listen politely and speak and act respectfully.
- I will keep my hands and feet to myself.
- I will use quiet whisper voices.

Examples and Non-examples:

- **Example:** I walk to the bus or I walk home without touching other students.

- **Example:** I whisper to the kid behind me to tell him he dropped his jacket but did not notice.
 - **Non Example:** I do not like the person on my bus so I call her stupid and push her when no one is looking.
 - **Non Example:** I yell at the person in front of my line because it is noisy in the hallway and I want them to hear me.
- ❖ Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does or does not look like. Ask students to identify the positive examples and non-examples. When students identify the non-examples, ask what should have been done differently.

6. Review and check for understanding-Teacher

After all students have seen the demonstration and role plays review with

“What are some ways to show you are prompt and prepared at dismissal?”

“What are some ways to accept responsibility at dismissal?”

“What are some ways to work hard at dismissal?”

“What are some ways to show respect during dismissal?”

GHMS ARRIVAL/DISMISSAL EXPECTATIONS

<p>BE SAFE</p>	<ul style="list-style-type: none">• Walk on school grounds• Stay on sidewalks & use crosswalks• Use designated doors
<p>BE RESPECTFUL</p>	<ul style="list-style-type: none">• Use kind words and actions• Keep your neighborhood clean• Be polite in school and community
<p>BE RESPONSIBLE</p>	<ul style="list-style-type: none">• Arrive in time to get to class• Bring home study materials• Promptly leave school grounds

GHMS TECHNOLOGY EXPECTATIONS

BE SAFE	<ul style="list-style-type: none">• Only use approved websites• Keep passwords private• Log off when not in use
BE RESPECTFUL	<ul style="list-style-type: none">• Handle all equipment with care• Return equipment in proper order• Use social media appropriately
BE RESPONSIBLE	<ul style="list-style-type: none">• Use technology for school purposes only• Report problems/damage to staff asap• Respect privacy of others

Garfield Heights Middle School Expectations

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Classroom	<ul style="list-style-type: none"> • Follow all classroom expectations • Stay on task • Stay in seat 	<ul style="list-style-type: none"> • Raise your hand • Communicate politely • Collaborate appropriately 	<ul style="list-style-type: none"> • Be on time • Be prepared • Participate
Hallways/Stairs/Lockers	<ul style="list-style-type: none"> • Walk on the right side • Use hall pass • Use only your assigned locker 	<ul style="list-style-type: none"> • Use school appropriate language • Use voice Level 2 or 3 • Be mindful of your neighbors 	<ul style="list-style-type: none"> • Move to class on time • Use most direct route to next location • Keep hats, coats, and book bags in locker
Restrooms	<ul style="list-style-type: none"> • Keep water in sink • Wash hands • Use restroom closest to classroom 	<ul style="list-style-type: none"> • Give people privacy • Keep track of hall pass • Wait patiently 	<ul style="list-style-type: none"> • Flush toilets • Inform adults of vandalism and equipment malfunctions • Throw all trash in cans
Cafeteria	<ul style="list-style-type: none"> • Handle only your own food • Raise hand to get up • One per seat 	<ul style="list-style-type: none"> • Use good manners • Voice Level 2 or 3 • Voice Level 1 when requested 	<ul style="list-style-type: none"> • Keep food and drinks in cafe • Clean up your area • Do not cut in line
Technology	<ul style="list-style-type: none"> • Only use approved websites • Keep passwords private • Log off when not in use 	<ul style="list-style-type: none"> • Handle all equipment with care • Return equipment in proper order • Use social media appropriately 	<ul style="list-style-type: none"> • Use technology for school purposes only • Report problems/damage to staff asap • Respect privacy of others
Arrival/Dismissal	<ul style="list-style-type: none"> • Walk on school grounds • Stay on sidewalks & use crosswalks • Use designated doors 	<ul style="list-style-type: none"> • Use kind words and actions • Keep your neighborhood clean • Be polite in school and community 	<ul style="list-style-type: none"> • Arrive in time to get to class • Bring home study materials • Promptly leave school grounds

Be Safe, Be Respectful, Be Responsible...

PBIS Rewards

Student Recognition

All staff members will distribute blue tickets/bulldog bucks/paws tickets to students exhibiting positive behavior, for showing improvement, or for other reasons deemed noteworthy. This is a school wide behavior plan, please be consistent with distributing tickets to students. Tickets may be used to enter daily raffle drawings, end of semester drawings, and to purchase incentive items.

Positive Referrals

Students shall be recognized for positive behavior such as social or academic improvements, being helpful, or for any other positive behavior. Positive Referrals are located in the main office.

PAWS Tickets/Bulldog Bucks

Students will have the opportunity to receive PAW Tickets/Bulldogs Bucks throughout the school year. Students may collect these tickets and turn them in throughout the year for various reasons, this may include rewards, store or school wide prizes.

Monthly Incentives

Schools may hold positive monthly incentives for students throughout the school year. Students will have to earn tickets in order to attend these activities. Each building will determine how to roll this out.

PBIS Voice Levels!!

3	Conversation Voice
2	Low Voice
1	Whisper
0	Silence

Maple Leaf

PBIS Voice Levels

4	Emergency Only
3	Outside Voice
2	Inside Voice

1

Whisper

0

**Complete
Silence**

PBIS/Index

Good Behavior Game- During the 2019-2020 school year teachers in all three elementary buildings will be trained and provided classroom materials. Good Behavior Game will be used in hand with the PBIS, to help support students academic and social emotional needs.

SABERS- Will be given to students in the fall and spring, this will be used to determine Social behavior, Academic Behavior and Emotional Behavior.

Tier 2- Students will be identified uses the following criteria, SABERS, office referrals and teacher recommendation. Tier 2 interventions include Zones of Regulation, Check in Check out, student plan developed by staff.

After six weeks student success of 80% students can exit out of CICO.

Tier 3 Supports- Will be based on IAT process/ number of referrals for students. Building Administrators will work with families and teachers to develop a comprehensive plan. This plan will be reviewed per the needs of the students.