



Hawks remember to:

Always be RESPECTFUL

Work to be RESPONSIBLE

Keep being PREPARED

Strive to be SAFE

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# Table of Contents:

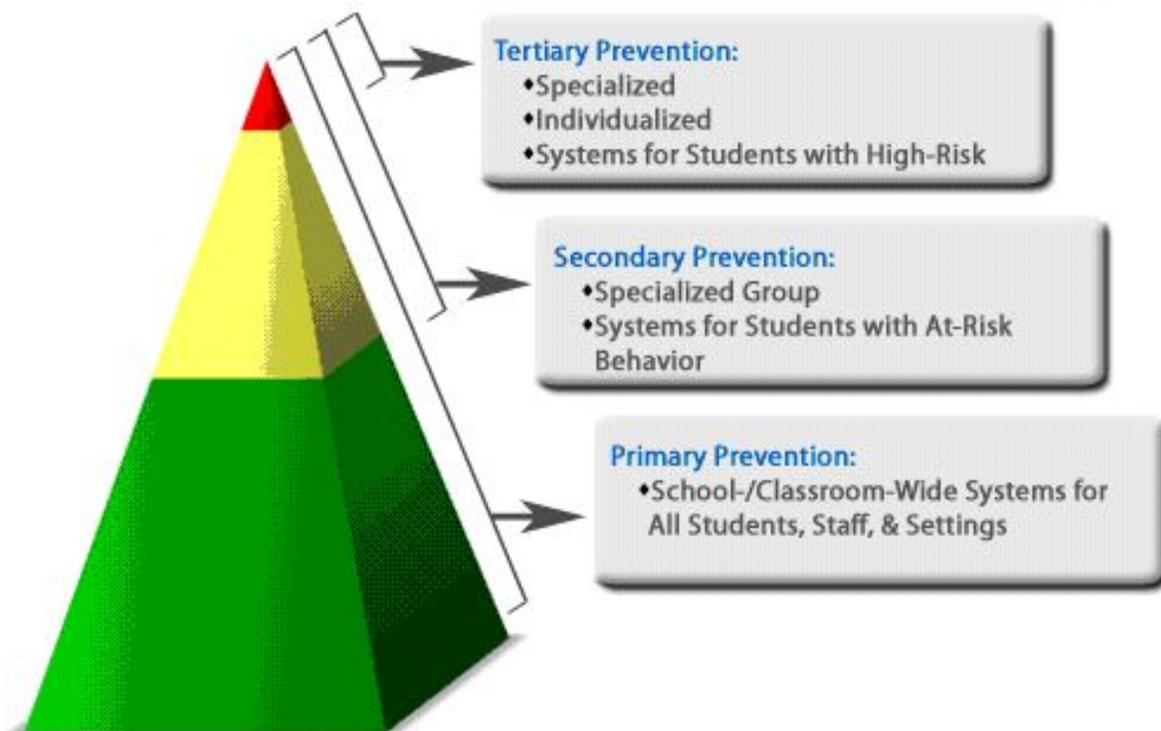
What is PBIS?.....	pg. 3
Team Information.....	pg. 6
School Wide Behavior Plan.....	pg. 7
Behavior Matrix.....	pg. 8
Lesson # 1.....	pg. 9
Lesson # 2....	pg. 12
Lesson # 3.....	pg. 14
Lesson# 4.....	pg. 16
Lesson # 5.....	pg. 18
Lesson # 6.....	pg. 21
Lesson # 7.....	pg. 24
Teaching School-wide Rules, Behavioral Expectations, & Routines.....	pg. 27
Stations Day.....	pg. 28
Acknowledgement System.....	pg. 29
Student Store Schedule.....	pg. 31
Positive Phone Call Home Request.....	pg. 32
Infraction Form.....	pg. 33
Office Referral Form.....	pg. 34

## What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.

### Continuum of School-Wide Instructional & Positive Behavior Support

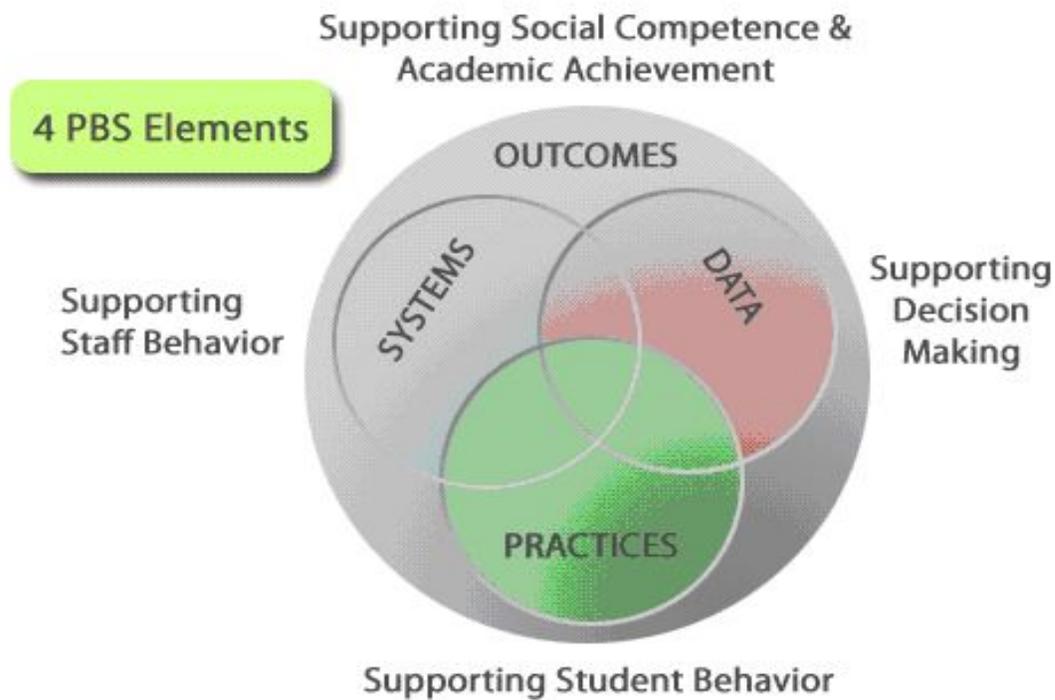


## Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

## What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

## Team Information:

Mission Statement: *To ensure high levels of learning for ALL students. We are committed to academic, behavioral, and social/emotional learning to benefit the whole child.*

### CCCS PBIS Team

Michelle Farrer – Principal

Jessica Kennific – Office Staff/Parent

Molly Parks – Middle School Math

Melissa Washburn – Middle School History/Parent

**\*\*Our school has applied for Public Recognition from PBIS\*\***

### PBIS Team Meeting Dates: 2020-2021

Weekly/Monthly meetings TBD

### Training Dates: 2020-2021

Professional Development via online trainings

\*All trainings are held at the B.C.O.E. in Oroville.

### CCCS Training/PD

All staff are trained at the beginning of the year. PBIS content is shared via weekly bulletins and at staff meetings. Yard duties have bi-monthly training and opportunities to sharpen our system. PBIS is a system that aligns with culture and climate. It is the goal of CCCS to highlight positive behavior from the staff to the students to the families.

## School-wide Behavior Plan:

- *Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.*
- *Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to misbehavior.*

### School-wide level:

Teachers will follow these steps in dealing with Level 1 and Level 2 behaviors:

1. Verbal warning/ Redirection (with wait time)
2. Re-teach expectation/ Apply intervention (with wait time)
3. Office discipline referral
4. Administrative action

## CCCS Word of the month:

August: Prepared

September: Respectful

October: Empathy

November: Integrity

December: Generous

January: Kindness

February: Courageous

March: Resilience

April: Responsible

May: Perseverance

## CCCS Awareness Months:

August: Attendance Awareness

September: PBIS Awareness

October: Red Ribbon/ Bullying Prevention

November: College and Career Awareness

December: Safe Toys and Gifts

January: Kindness Awareness

February: African American History

March: Women's History

April: Community Service

May: National Physical Fitness and Sports Awareness

# CCCS Behavior Matrix:

Hawks remember to:	Always be respectful	Work to be responsible	Keep being prepared	Strive to be safe
<p style="text-align: center;"><b>Classroom</b></p> 	<ul style="list-style-type: none"> <li>Listen to speaker</li> <li>Raise your hand before speaking</li> <li>Take hats and hoodies off inside</li> <li>Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Complete all classwork</li> <li>Turn in all homework</li> <li>Keep hands, feet, body, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Have all materials and be ready to learn</li> <li>Follow the direction the first time</li> <li>Be an active listener</li> <li>Participate to learn</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Keep everything in its place</li> <li>Push in your chair</li> </ul>
<p style="text-align: center;"><b>Hallways/ Walkways</b></p> 	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Give personal space</li> </ul>	<ul style="list-style-type: none"> <li>Stay in designated areas</li> <li>Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>Walk in a straight line</li> <li>Control your body</li> </ul>
<p style="text-align: center;"><b>Office</b></p> 	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Sit quietly</li> <li>Wait to be helped</li> </ul>	<ul style="list-style-type: none"> <li>Get a pass</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Go alone unless you are injured</li> <li>Know why you are there</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Wait your turn</li> </ul>
<p style="text-align: center;"><b>Morning Meeting/ Assemblies</b></p> 	<ul style="list-style-type: none"> <li>Listen to the speaker</li> <li>Participate</li> <li>Take hats and hoodies off inside</li> </ul>	<ul style="list-style-type: none"> <li>Be in control of your own body</li> <li>Ignore distractions</li> </ul>	<ul style="list-style-type: none"> <li>Be in control of your voice</li> <li>Track the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Follow the line</li> <li>Sit in your designated area</li> </ul>
<p style="text-align: center;"><b>Playground</b></p> 	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Share playground equipment</li> <li>Play appropriately</li> <li>Wait your turn</li> <li>Listen to the yard supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Take care of all equipment</li> <li>Return equipment to proper place</li> </ul>	<ul style="list-style-type: none"> <li>Freeze when the whistle blows</li> <li>Line up in designated area</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Stay in approved areas</li> <li>Keep hands, feet, body, and objects to yourself</li> <li>Report injuries to an adult</li> </ul>
<p style="text-align: center;"><b>Restroom</b></p> 	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep hands, feet, body, and objects to yourself</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use toilet correctly</li> <li>Leave restroom clean when finished</li> <li>Throw trash in the garbage can</li> </ul>	<ul style="list-style-type: none"> <li>Leave when finished</li> <li>Go during recess</li> </ul>	<ul style="list-style-type: none"> <li>One person per stall</li> <li>Wash and dry your hands</li> <li>Keep water in the sink</li> </ul>
<p style="text-align: center;"><b>Lunch Area</b></p> 	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Say "please" and "thank you"</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Walk in quietly</li> <li>Stay seated while eating</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Know where to go</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Listen to staff</li> <li>Keep hands, feet, body, and objects to yourself</li> <li>Throw trash in the garbage can</li> </ul>

**EXPECTATIONS & PROCEDURES**  
**LESSON PLAN # 1 (Classroom)**

**Step 1: Review School Wide Rules**

<b>Hawks remember to:</b>	<b>Always be respectful</b>	<b>Work to be responsible</b>	<b>Keep being prepared</b>	<b>Strive to be safe</b>
<b>Classroom</b> 	<ul style="list-style-type: none"> <li>● Listen to speaker</li> <li>● Raise your hand before speaking</li> <li>● Take hats and hoodies off inside</li> <li>● Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>● Be on time</li> <li>● Complete all classwork</li> <li>● Turn in all homework</li> <li>● Keep hands, feet, body, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Have all materials and be ready to learn</li> <li>● Follow the directions the first time</li> <li>● Be an active listener</li> <li>● Participate to learn</li> </ul>	<ul style="list-style-type: none"> <li>● Walk quietly</li> <li>● Keep everything in its place</li> <li>● Push in your chair</li> </ul>

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

<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>	<b>SAFE</b>
<ol style="list-style-type: none"> <li>1. Track the speaker with your eyes and body.</li> <li>2. Raise your hand before just blurting out an answer or a question.</li> <li>3. Take hats or hoodies off when you enter the classroom.</li> <li>4. Use an inside talking voice.</li> </ol>	<ol style="list-style-type: none"> <li>5. Line up when asked to enter the classroom.</li> <li>6. Finish all classwork when it is assigned. If not, complete it as homework.</li> <li>7. Turn in all homework when it is due.</li> <li>8. Be responsible for your body at all times.</li> </ol>	<ol style="list-style-type: none"> <li>9. Walk to desired location in class.</li> <li>10. Keep your desk, work area, and backpack clean and organized.</li> <li>11. Push your chair in when you leave your work area.</li> </ol>

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

1. Tracking the speaker helps you understand what they are saying as well as gives them the respect they deserve by letting them know you are listening and paying attention to them.
2. Raising your hand and waiting to be called on before you speak lets the speaker finish what they are saying before you start speaking. It eliminates interrupting in class.
3. Taking your hat or hoodie off in class helps you pay better attention in class by being less of a distraction to yourself and other students. It is also respectful.
4. Using an inside voice is helpful so the class doesn't get too loud making it hard for others to concentrate and get classwork completed.
5. Lining up before class ensures you are ready to enter the class when the teacher invites you to come in and start learning.
6. Finishing all classwork during work time ensures you were participating and working hard in class. If you do not finish, finishing it for homework and turning it in helps you understand the concept better and keep your grades up.
7. Turning in all homework ensures you are practicing the new concept or skill and prepares you for future deadlines.
8. Keeping your hands, feet, body, and objects to yourself keeps others safe from injury or harm.
9. Walking in class helps us not trip on anything or fall down.
10. Keeping your desk and work area clean and organized helps you work more efficiently during work time. It also helps you know where your school supplies are located.
11. Pushing in your chair when you leave your work area helps others not trip when they are navigating around the classroom.

#### **Step 4: Demonstrate Rules**

<b>EXAMPLES</b>	<b>NON-EXAMPLES</b>
<ol style="list-style-type: none"><li>1. Watching the speaker with your eyes and body.</li><li>2. Raising your hand before you speak.</li><li>3. Taking your hat or hoodie off when you enter the classroom.</li><li>4. Speaking quietly while inside the classroom.</li><li>5. Lining up and waiting to come to class when it's time.</li><li>6. Finishing all assigned classwork in class.</li><li>7. Turning in homework when it is due.</li><li>8. Not hitting, kicking, or hurting others.</li><li>9. Walking from your desk to the pencil sharpener, etc.</li><li>10. Putting your work and school supplies where they should be for easy access later.</li><li>11. Pushing in your chair when you leave your work area.</li></ol>	<ol style="list-style-type: none"><li>1. Not looking at the speaker.</li><li>2. Blurting out without raising your hand.</li><li>3. Wearing your hat or hoodie in class.</li><li>4. Yelling in the classroom.</li><li>5. Continuing to play even though it is time to line up for class.</li><li>6. Not completing classwork during designated work time.</li><li>7. Not turning in homework when it is due.</li><li>8. Hitting, kicking, or hurting others.</li><li>9. Running from your desk to the pencil sharpener, etc.</li><li>10. Putting your work and school supplies anywhere just to get them out of the way.</li><li>11. Leaving your chair out when you leave your work area.</li></ol>

#### **Step 5: Provide opportunities for students to practice examples**

**(students should NOT practice non-examples)**

**EXPECTATIONS & PROCEDURES**  
**LESSON PLAN # 2 (Hallways/Walkways)**

**Step 1: Review School Wide Rules**

Hawks remember to:	Always be respectful	Work to be responsible	Keep being prepared	Strive to be safe
<b>Hallways/ Walkways</b> 	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Give personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in designated areas</li> <li>• Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in a straight line</li> <li>• Control your body</li> </ul>

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

RESPECTFUL	RESPONSIBLE	SAFE
<ol style="list-style-type: none"> <li>1. Use an inside talking voice.</li> <li>2. Be aware and responsible for how close you are to someone at all times.</li> </ol>	<ol style="list-style-type: none"> <li>3. Only be in areas where students are allowed.</li> <li>4. Walk quietly in line.</li> </ol>	<ol style="list-style-type: none"> <li>5. Walk in a straight line directly behind and/or in front of someone.</li> <li>6. Keep control of your hands, feet, and body at all times.</li> </ol>

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

1. Using an inside voice is helpful so the hallway/walkway doesn't get too loud making it hard for others to concentrate and listen to adults.
2. Being aware of how close you are to someone helps ensure you don't invade someone's personal space.
3. Staying where you are allowed to be ensures you are being supervised by an adult.
4. Walking in line quietly ensures you are listening and aware of what's going on around you.
5. Walking in a straight line helps keep students from distracting each other and let's other classes pass if necessary.
6. Keeping your hands, feet, body, and objects to yourself keeps others safe from injury or harm.

### Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"><li>1. Talking quietly in the hallway/walkway.</li><li>2. Keeping an appropriate distance from others.</li><li>3. Staying where you are supposed to be.</li><li>4. Walking quietly in line.</li><li>5. Walking directly in front or behind another classmate.</li><li>6. Not putting your hands, feet, body, or objects on another student.</li></ol>	<ol style="list-style-type: none"><li>1. Yelling or talking loudly in the hallway/walkway.</li><li>2. Getting too close to other students' personal space.</li><li>3. Going to areas you aren't supposed to.</li><li>4. Walking loudly in line.</li><li>5. Walking next to a friend and talking.</li><li>6. Putting your hands, feet, body, or object on another student.</li></ol>

### Step 5: Provide Opportunities to Practice

(students should NOT practice non-examples)

**EXPECTATIONS & PROCEDURES**  
**LESSON PLAN # 3 (Office)**

**Step 1: Review School Wide Rules**

Hawks remember to:	Always be respectful	Work to be responsible	Keep being prepared	Strive to be safe
<b>Office</b> 	<ul style="list-style-type: none"> <li>● Use good manners</li> <li>● Sit quietly</li> <li>● Wait to be helped</li> </ul>	<ul style="list-style-type: none"> <li>● Get a pass</li> <li>● Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Go alone unless you are injured</li> <li>● Know why you are there</li> </ul>	<ul style="list-style-type: none"> <li>● Walk quietly</li> <li>● Wait your turn</li> </ul>

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

RESPECTFUL	RESPONSIBLE	SAFE
<ol style="list-style-type: none"> <li>1. Enter the office quietly.</li> <li>2. Sit and wait quietly to be helped, if necessary.</li> </ol>	<ol style="list-style-type: none"> <li>3. Get an office pass from the teacher.</li> <li>4. Do what you are instructed to do.</li> <li>5. If injured, have someone help you to the office, otherwise go alone.</li> <li>6. Have a reason to be in the office.</li> </ol>	<ol style="list-style-type: none"> <li>7. Wait quietly until an adult can help you.</li> </ol>

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

1. Entering the office quietly helps so that you do not interrupt business.
2. Sitting and waiting to be helped by an office staff is important so that they can finish what they're working on without being interrupted.
3. Getting an office pass from the teacher helps adults know where you are at all times.
4. Doing what you are asked to do helps the adults in the office conduct business.
5. If you are injured, having someone assist you to the office will help ensure you don't get more injured. Otherwise, coming to the office alone is helpful because it is less distracting to office staff.

6. Having a reason to be in the office is helpful because it doesn't distract the office staff from other business.
7. Waiting quietly until someone can help you ensure you don't interrupt other office business.

**Step 4: Demonstrate Rules**

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"> <li>1. Entering the office without talking.</li> <li>2. Sitting and waiting quietly until an office staff can help you.</li> <li>3. Getting an office pass from an adult before going to the office.</li> <li>4. Listening and following directions in the office.</li> <li>5. Having someone assist you to the office if you are injured, otherwise going alone.</li> <li>6. Going to the office because you do not feel well.</li> <li>7. Sitting and waiting quietly until an office staff can help you.</li> </ol>	<ol style="list-style-type: none"> <li>1. Entering the office loudly.</li> <li>2. Interrupting an office staff to get help.</li> <li>3. Going to the office without an office pass from an adult.</li> <li>4. Not listening or following directions in the office.</li> <li>5. Having someone come with you to the office because they're your friend and want to come.</li> <li>6. Making up an excuse to be able to go to the office.</li> <li>7. Interrupting an office staff to get help.</li> </ol>

**Step 5: Provide Opportunities to Practice**

**(students should NOT practice non-examples)**

**EXPECTATIONS & PROCEDURES**  
**LESSON PLAN # 4 (Morning Meeting/Assemblies)**

**Step 1: Review School Wide Rules**

Hawks remember to:	Always be respectful	Work to be responsible	Keep being prepared	Strive to be safe
<b>Morning Meeting/Assemblies</b> 	<ul style="list-style-type: none"> <li>● Listen to the speaker</li> <li>● Participate</li> <li>● Take hats and hoodies off inside</li> </ul>	<ul style="list-style-type: none"> <li>● Be in control of your own body</li> <li>● Ignore distractions</li> </ul>	<ul style="list-style-type: none"> <li>● Be in control of your voice</li> <li>● Track the speaker</li> </ul>	<ul style="list-style-type: none"> <li>● Walk quietly</li> <li>● Follow the line</li> <li>● Sit in your designated area</li> </ul>

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

RESPECTFUL	RESPONSIBLE	SAFE
<ol style="list-style-type: none"> <li>1. Track the speaker with your eyes and body.</li> <li>2. Be actively involved.</li> <li>3. Remove hats and hoodies when inside.</li> </ol>	<ol style="list-style-type: none"> <li>4. Control your hands, feet, and body.</li> <li>5. Ignore possible distractions.</li> <li>6. Control the level of your voice, use an inside voice.</li> </ol>	<ol style="list-style-type: none"> <li>7. Enter the chapel walking quietly in line with your class.</li> <li>8. Sit in your classes designated area.</li> </ol>

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

1. Tracking the speaker helps you understand what they are saying as well as gives them the respect they deserve by letting them know you are listening and paying attention to them.
2. Being actively involved during morning meetings and assemblies is helpful because we cover important information for the day.
3. Taking your hat or hoodie off in class helps you pay better attention in class by being less of a distraction to yourself and other students. It is also respectful.

4. Keeping your hands, feet, and body to yourself keeps others safe from injury or harm.
5. Ignoring possible distractions is helpful so that when we receive any important information, you know what it is.
6. Controlling the level of your voice is helpful so that it doesn't get too loud in the chapel.
7. Entering the chapel quietly and in line with your class helps ensure no one runs into each other and that students are with their class and their teacher.
8. Sitting in your class's designated area helps ensure there is enough space for all students as well as helps the teachers know who is present.

**Step 4: Demonstrate Rules**

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"> <li>1. Watching the speaker with your eyes and body.</li> <li>2. Paying attention to what the speaker is saying.</li> <li>3. Taking your hat or hoodie off when you enter the chapel.</li> <li>4. Not hitting, kicking, or hurting others.</li> <li>5. Ignoring your friend who is trying to talk to you.</li> <li>6. Using an inside voice in the chapel.</li> <li>7. Entering the chapel in line with your class quietly.</li> <li>8. Sitting where your class is designated to sit in the chapel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not looking at the speaker.</li> <li>2. Not paying attention to what the speaker is saying.</li> <li>3. Leaving your hat or hoodie on when you enter the chapel.</li> <li>4. Hitting, kicking, or hurting others.</li> <li>5. Talking to your friend while Dr. Farrer is talking.</li> <li>6. Yelling in the chapel.</li> <li>7. Entering the chapel without your class, being loud and distracting.</li> <li>8. Sitting wherever you want in the chapel.</li> </ol>

**Step 5: Provide Opportunities to Practice**

**(Students should NOT practice non-examples)**

**EXPECTATIONS & PROCEDURES  
LESSON PLAN # 5 (playground)**

**Step 1: Review School Wide Rules**

<b>Hawks remember to:</b>	<b>Always be respectful</b>	<b>Work to be responsible</b>	<b>Keep being prepared</b>	<b>Strive to be safe</b>
<b>Playground</b>  	<ul style="list-style-type: none"> <li>● Follow directions</li> <li>● Share playground equipment</li> <li>● Play appropriately</li> <li>● Wait your turn</li> <li>● Listen to the yard supervisors</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate language</li> <li>● Take care of all equipment</li> <li>● Return equipment to proper place</li> </ul>	<ul style="list-style-type: none"> <li>● Freeze when the whistle blows</li> <li>● Line up in designated area</li> </ul>	<ul style="list-style-type: none"> <li>● Use equipment properly</li> <li>● Stay in approved areas</li> <li>● Keep hands, feet, body, and objects to yourself</li> <li>● Report injuries to an adult</li> </ul>

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

<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>	<b>SAFE</b>
<ol style="list-style-type: none"> <li>1. Follow the directions of the game you are playing.</li> <li>2. Share equipment with others if they want to use it as well.</li> <li>3. Play safely and appropriately for the game you are playing.</li> <li>4. Wait until it is your turn.</li> <li>5. Listen to yard supervisors at all times.</li> </ol>	<ol style="list-style-type: none"> <li>6. Use kind words.</li> <li>7. Be gentle with playground equipment.</li> <li>8. Put all equipment back where it belongs when you are finished playing with it.</li> <li>9. Stop playing when you hear a whistle blow.</li> <li>10. Line up with your class when it's time.</li> </ol>	<ol style="list-style-type: none"> <li>11. Use all playground equipment properly.</li> <li>12. Stay on the playground.</li> <li>13. Keep your body and objects to yourself.</li> <li>14. Tell an adult if you see someone get hurt.</li> </ol>

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

1. Following the directions of the game you are playing ensures that you are playing correctly and appropriately.
2. Sharing playground equipment makes sure that everyone gets a chance to play.
3. Playing safely and appropriately by following the rules of the game you are playing helps ensure no one gets hurt while playing.
4. Waiting until it is your turn is polite and respectful toward others who are playing.
5. Listening to the yard supervisors is respectful and helps keep everyone safe.
6. Using kind words toward others is polite.
7. Being gentle with playground equipment helps keep it in good condition so that it lasts longer.
8. Putting the playground equipment where it belongs when you are finished playing with it ensures that it is where it is supposed to be when others go to get it later.
9. Stopping playing when you hear a whistle blow ensures that if an adult needs your attention, you have stopped playing and are ready to listen.
10. Lining up with your class when it is time ensures that you are ready and waiting with your classmates when it is time for class to start.
11. Using all the playground equipment properly ensures that it doesn't get broken or destroyed.
12. Staying on the playground ensures that all adult supervisors know where you are and can see you for safety reasons.
13. Keeping your body and objects to yourself ensures that you or others do not get hurt while on the playground.
14. Telling an adult if you see someone is hurt ensures that the student is able to get the help they need.

#### Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"><li>1. Knowing the directions for whatever game you are playing.</li><li>2. Sharing the playground equipment with others who want to play.</li><li>3. Following the directions for whatever game you are playing.</li><li>4. Waiting until it is your turn to play.</li><li>5. Listening to what the yard supervisors when they talk to you.</li><li>6. Using kind words toward others.</li><li>7. Playing with the playground equipment appropriately so it lasts.</li><li>8. Putting the playground equipment in the ball cart when you are finished playing with it.</li><li>9. Stopping whatever game you are playing when you hear a whistle blow.</li><li>10. Lining up in your class's designated area when it is time.</li><li>11. Using the playground equipment for its intended use. i.e. Using a basketball to play basketball.</li><li>12. Staying within the designated playground boundaries.</li><li>13. Keeping your hands and feet and playground equipment to yourself.</li><li>14. Telling an adult supervisor if you see someone is hurt or needs help.</li></ol>	<ol style="list-style-type: none"><li>1. Not knowing the directions for whatever game you are playing.</li><li>2. Hogging the playground equipment so no one else can use it.</li><li>3. Not following the directions for whatever game you are playing.</li><li>4. Cutting in front of others so you can be next to play.</li><li>5. Ignoring the yard supervisors when they talk to you.</li><li>6. Using hurtful words toward others.</li><li>7. Being rough with the playground equipment or breaking it.</li><li>8. Leaving the playground equipment where you were playing with it when you are finished.</li><li>9. Ignoring the whistle and continuing to play.</li><li>10. Not lining up in your class's designated area when it is time.</li><li>11. Not using the playground equipment for its intended use. i.e. Using a dodgeball to play basketball.</li><li>12. Staying within the designated playground boundaries.</li><li>13. Not keeping your hands and feet and playground equipment to yourself. i.e. Throwing a basketball at another student.</li><li>15. Not telling an adult supervisor if you see someone is hurt or needs help.</li></ol>

#### Step 5: Provide Opportunities to Practice

**(Students should NOT practice non-examples)**

**EXPECTATIONS & PROCEDURES  
LESSON PLAN# 6 (Restroom)**

**Step 1: Review School Wide Rules**

<b>Hawks remember to:</b>	<b>Always be respectful</b>	<b>Work to be responsible</b>	<b>Keep being prepared</b>	<b>Strive to be safe</b>
<b>Restroom</b> 	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Keep hands, feet, body, and objects to yourself</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Use toilet correctly</li> <li>• Leave restroom clean when finished</li> <li>• Throw trash in the garbage can</li> </ul>	<ul style="list-style-type: none"> <li>• Leave when finished</li> <li>• Go during recess</li> </ul>	<ul style="list-style-type: none"> <li>• One person per stall</li> <li>• Wash and dry your hands</li> <li>• Keep water in the sink</li> </ul>

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

<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>	<b>SAFE</b>
<ol style="list-style-type: none"> <li>1. If there are no open stalls, wait for the next available one.</li> <li>2. Keep your body and objects to yourself.</li> <li>3. If you make a mess, clean up after yourself.</li> </ol>	<ol style="list-style-type: none"> <li>4. Use the toilet to relieve yourself and then flush it when you are done.</li> <li>5. Make sure you throw trash in the trash receptacle.</li> <li>6. Use the restroom during recess, if possible.</li> </ol>	<ol style="list-style-type: none"> <li>7. Leave the restroom when you are finished.</li> <li>8. Only one person in each stall at a time.</li> <li>9. Wash and dry your hands after you are finished using the restroom.</li> <li>10. Keep water in the sink when you are washing your hands.</li> </ol>

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

1. It is important to wait for an open stall to give the person ahead of you privacy while they use the restroom.

2. It is important to keep your body and objects to yourself so you and others stay clean and safe in the restroom.
3. It is important to clean up after yourself if you make a mess so that the restroom stays clean and safe for everyone who uses it during the day.
4. It is important to use the toilet for going to the restroom only so that the toilet doesn't get clogged with foreign objects. It is important to flush the toilet after using it so that the next person who uses the restroom has a clean toilet.
5. It is important to throw trash in the garbage receptacle to keep the restroom clean.
6. It is important to use the restroom during recess, if possible so that you are in class for instruction as much as possible.
7. It is important that you leave the restroom when you are finished so that adults know where you are and can get back to where you are supposed to be.
8. It is important to have only one person per stall to give everyone privacy while they use the restroom.
9. It is important to wash and dry your hands after using the restroom so that we keep our hands clean and do not spread germs.
10. It is important to keep water in the sink when you wash your hands so that the floor does not get wet where someone could slip and hurt themselves.

#### Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"> <li>1. If all the stalls are full, wait until the next one is available.</li> <li>2. Keeping your body and objects to yourself while in the restroom.</li> <li>3. Throwing your trash in the garbage and/or leaving water on the counter.</li> <li>4. Using the toilet only to relieve yourself.</li> <li>5. Throwing trash in the garbage can.</li> <li>6. Using the restroom during recess.</li> <li>7. Leaving the restroom when you are finished.</li> <li>8. Using the stall by yourself. Only one person per stall.</li> <li>9. Washing your hands with soap and water and drying them</li> </ol>	<ol style="list-style-type: none"> <li>1. If all the stalls are full, pounding on the stall door to get the person ahead of you to hurry up.</li> <li>2. Hitting, pushing, or throwing things in the restroom.</li> <li>3. Leaving your trash on the floor and/or leaving water on the counter after washing your hands.</li> <li>4. Putting things in the toilet that don't belong.</li> <li>5. Throwing trash on the ground.</li> <li>6. Using the restroom during class.</li> <li>7. Staying in the restroom even though you are finished.</li> <li>8. Going into a stall with another student.</li> </ol>

<p>completely after using the restroom.</p> <p>10. Making sure to keep water in the sink when washing your hands. Cleaning it up if it spills.</p>	<p>9. Not washing your hands after using the restroom.</p> <p>10. Splashing water on the counter while washing your hands and not cleaning it up.</p>
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**Step 5: Provide Opportunities to Practice**

**(Students should NOT practice non-examples)**

**EXPECTATIONS & PROCEDURES**  
**LESSON PLAN # 7 (lunch Area)**

**Step 1: Review School Wide Rules**

Hawks remember to:	Always be respectful	Work to be responsible	Keep being prepared	Strive to be safe
<b>Lunch Area</b> 	<ul style="list-style-type: none"> <li>● Use good manners</li> <li>● Say “please” and “thank you”</li> <li>● Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>● Walk in quietly</li> <li>● Stay seated while eating</li> <li>● Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>● Wait your turn</li> <li>● Know where to go</li> <li>● Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to staff</li> <li>● Keep hands, feet, body, and objects to yourself</li> <li>● Throw trash in the garbage can</li> </ul>

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

RESPECTFUL	RESPONSIBLE	SAFE
<ol style="list-style-type: none"> <li>1. Use good manners when getting or eating lunch.</li> <li>2. Say “please” and “thank you” when requesting something.</li> <li>3. Use a quiet voice so it doesn't get too loud.</li> </ol>	<ol style="list-style-type: none"> <li>4. Walk to the lunch line and lunch table quietly.</li> <li>5. Wait your turn and know where to go.</li> <li>6. Stay in your seat while you are eating.</li> <li>7. Clean up after yourself when you are finished.</li> </ol>	<ol style="list-style-type: none"> <li>8. Follow the directions of the yard supervisors.</li> <li>9. Keep your body and objects to yourself.</li> <li>10. Throw away any garbage you see in the proper receptacle.</li> </ol>

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

1. Using good manners ensures that you are being respectful to others around you as well as yourself.
2. Saying “please” and “thank you” when requesting an item shows respect and appreciation toward others.
3. Using a quiet voice ensures that it doesn’t get too loud for other students to hear yard supervisors.

4. Walking to the lunch/snack line and the lunch/snack table quietly ensures that all students will be able to hear food options as well as any directions from adults in charge.
5. Waiting your turn in the lunch/snack line helps the line go smoother and quicker.
6. Staying in your seat during lunch or snack helps yard supervisors keep track of which students are eating and which students are playing on the playground.
7. Cleaning up after yourself helps keep our campus clean and critter free.
8. Listening to the yard supervisors is respectful and helps keep everyone safe.
9. Keeping your body and objects to yourself ensures that you or others do not get hurt while on the playground.
10. Throwing away garbage you see on the ground helps keep our campus clean and critter free.

#### Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
<ol style="list-style-type: none"> <li>1. Using good table manners.</li> <li>2. Saying “please” and “thank you” when you receive your meal.</li> <li>3. Using a quiet voice to talk to your friend.</li> <li>4. Walking quietly to the lunch/snack line and lunch/snack table with my class.</li> <li>5. Waiting until you get to the front of the line to get your lunch/snack.</li> <li>6. Staying seated during lunch/snack time.</li> <li>7. Picking up your garbage after you are finished eating and throwing it in the garbage.</li> <li>8. Stopping playing and turning and listening to yard supervisors when needed.</li> <li>9. Keeping your hands and feet and playground equipment to yourself.</li> <li>10. Throwing away garbage you see around campus or on the playground, even if it isn't yours.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chewing with your mouth open.</li> <li>2. Taking your meal without saying “please” and “thank you”.</li> <li>3. Yelling to get your friends attention.</li> <li>4. Running to be the first student to line up for lunch/snack.</li> <li>5. Cutting in front of your classmates so that you can be first in line.</li> <li>6. Moving to different tables or paying during lunch/snack time.</li> <li>7. Leaving your garbage at the table once you are finished eating and not throwing it away.</li> <li>8. Continuing to play even though Yard Supervisors need your attention.</li> <li>9. Not keeping your hands and feet and playground equipment to yourself. i.e. Throwing a basketball at another student.</li> </ol>

	10. Seeing garbage on the ground but not picking it up.
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**Step 5: Provide Opportunities to Practice**  
**(Students should NOT practice non-examples)**

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

## Starting the Year off Right

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

## Why Teach The Rules, Expectations, and Routines During The First Week of School?

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

## What are Routines?

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

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

We must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area. Re-teaching of behavioral expectations and routines will occur as necessary throughout the year. The PBIS team will plan re-teaching. Strategic re-teaching of sessions/settings will occur during the first week of school following: Winter Break, Spring Break.

## Stations Day: August 28th 2020

Each class will visit each station and learn the expected behaviors for each location while on campus.

- 8:30-9:00 a.m.: Lesson 4: Morning Meeting

All students will learn Lesson 4 with Dr. Farrer during the morning meeting.

- 9:00-9:30 a.m.: Lesson 1: Classroom

All teachers will teach Lesson 1 to students in their classroom prior to starting rotations.

### Rotations Schedule:

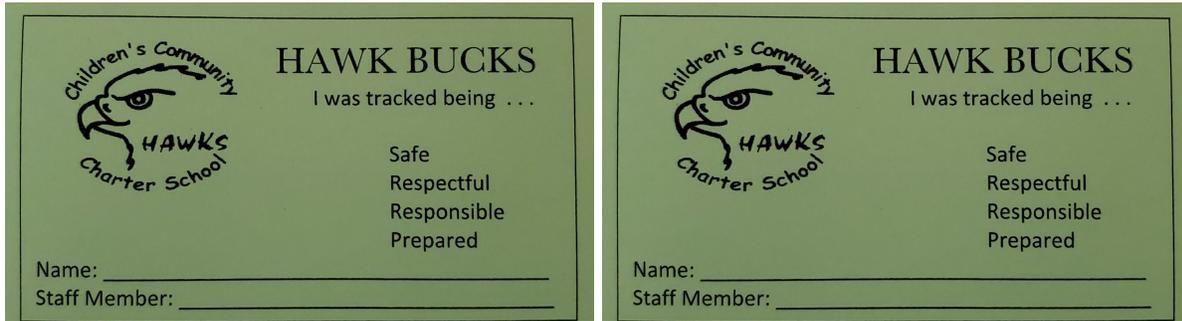
Scheduled Time:	9:30 - 9:40	9:45 - 10:00	10:00 - 10:30	10:30 - 10:40	10:45 - 10:55	11:00 - 11:15
Lesson 2: Hallways/ Walkways *TBD	Kinder	Middle School	Break	4th/5th	3rd	1st/2nd
Lesson 3: Restroom *TBD	1st/2nd	Kinder	Break	Middle School	4th/5th	3rd
Lesson 5: Playground *Yard Duty.	3rd	1st/2nd	Break	Kinder	Middle School	4th/5th
Lesson 6: Office *Office Staff	4th/5th	3rd	Break	1st/2nd	Kinder	Middle School
Lesson 7: Lunch Area *Food Personnel	Middle School	4th/5th	Break	3rd	1st/2nd	Kinder

\*Possible school wide BBQ to follow\*

# Acknowledgement System:

## Daily in the classroom:

Teachers will monitor classroom behavior based on the four pillars of PBIS. When students exhibit preferred behaviors without prompting, teachers can reward them with HAWK bucks to use at our monthly student store.



Teachers will identify a “Hawk of the Month” for each class based on students who exemplify the four pillars of PBIS.

\*Teachers can fill out a “Positive Phone Call Home Request” sheet when they see exceptional behavior and the principal or teacher will call home and inform the parents of their child outstanding behavior.

## Daily on the playground:

Yard supervisors will monitor playground behavior based on the four pillars of PBIS. When students exhibit preferred behavior without prompting, yard supervisors can reward them with HAWK bucks.



## Monthly:

Each month there will be a student awarded the HAWK of the month.

There will be a monthly student store where students can spend their HAWK bucks on prizes, preferred activities, and much more.



# Hawks Student Store Schedule

## 2020-2021

**Location: Front Office**

**If the time scheduled does not work well, please swap with a colleague.**

**Classes will shop on one Friday of each Month every 4 weeks!**

**Please bring all students to the Hawks Store during the allotted time slot.**

**\*\*\* RULES:**

- **Students need to have cash stapled in groups of 5 or it will not be accepted.**
- Students may purchase up to **2 items**.
- Remind students to be mindful of other students waiting to purchase items.
- Be prompt and please be respectful of your colleagues' and students' time.

Class	Time
TK/K	11:30 (end of the day)
1st	12:00 (end of the day)
2nd	8:45 (after morning announcement)
3rd	10:20 (after recess)
4th	10:50 (after recess)
5th	10:00
Middle School	11:10

Date
September 18th
October 16th
November 13th
December 18th
January 29th
February 26th
March 26th
April 30th
May 28th

Resources:

# Positive Phone Call Home Request Form

Date:

Name and Grade of Student:

Referring Staff Member:

Please share why this student is getting a positive phone call home from the principal/teacher:

# Infraction Form:

## Infraction Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

**Please Circle:**

**Issue of Concern**

Minor Problems Behaviors

inappropriate Lang

disruption

property misuse

non-compliance

technology violation

**Location**

classroom

cafeteria

bathroom

special event

playground

passing area

arrival/dismissal

restricted area

**Possible Motivation**

Attention from adult(s)

Attention from peer(s)

Don't Know

Avoid work

Obtain item(s)

Other \_\_\_\_\_

Avoid peers(s)

Avoid adults(s)

**Comments:** \_\_\_\_\_

**Consequence**

Lose recess

buddy room

Other: \_\_\_\_\_

**Parent Contact made: YES/NO**

**Date:** \_\_\_\_\_ **Type:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

## Infraction Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

**Please Circle:**

**Issue of Concern**

Minor Problems Behaviors

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**Location**

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**Possible Motivation**

Attention from adult(s)

Attention from peer(s)

Don't Know

Avoid work

Obtain item(s)

Other \_\_\_\_\_

Avoid peers(s)

Avoid adults( s)

**Comments:** \_\_\_\_\_

**Consequence**

Lose recess

buddy room

Other: \_\_\_\_\_

**Parent Contact made: YES/NO**

**Date:** \_\_\_\_\_ **Type:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

# Office Referral Form:

Student Name: _____	Date of Incident: _____	Referring Staff: _____
Teacher: _____	<b>Time of Day:</b> _____	<b>Location:</b> _____

**Action by Teacher/Staff**

- Conference with Student
- Behavior Contract
- Teacher assigned detention
- Teacher assigned buddy room
- Telephone call to Parent
- Parent/Teacher Conference

**Ed Code Violation**

- Fighting or Threatening Others **48900(a)**
- Other: \_\_\_\_\_
- Chronic class tardiness **48260**
- Chronic class tardiness **48260**
- Possession of dangerous articles **48900(b)**
- Possession or use or sale of a controlled substance **48900(c)**
- Committed or attempted to commit robbery/or **48900(e)**
- Damaging or stealing school/private property **48900(f)**
- Habitual use of profanity **48900(i)**

**Administrative Action** \_\_\_\_\_

- Conference with Student
- Conference with Parent
- Phone Call to Parents
- Student assigned after school detention
- Referral to the Student Support Team
- Student assigned Blended Learning/In School Suspension (ISS) Date(s): \_\_\_\_\_
- Student Suspended at Home: \_\_\_\_\_ day(s)  
Date(s): \_\_\_\_\_

- Cont. class disruption **48900(k)**
- Not reporting to detention
- Chronic class tardiness **48260**
- Sexual Harassment **48900.2**

**Possible Motivation**

- Obtain peer attention
- Avoid tasks/activities
- Obtain adult attention
- Avoid adult
- Avoid peer(s)
- Other: \_\_\_\_\_

**Staff Comments (Details of incident – not to name other students for confidentiality purposes):**

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**Administrator's Comments:**

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**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please sign and return this form to the school.**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Rev. 8.8.19 mf

