

**QUARRY HILL
ELEMENTARY
SCHOOL**



**P.A.W.S.
STAFF HANDBOOK
2021-2022**



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Quarry Hill SWPBIS Mission Statement

The Quarry Hill community fosters and promotes a safe and positive environment that enhances student learning through teaching and recognizing positive behavior. We will accomplish this by:

Practicing respect

Accepting responsibility

Working together and

Showing kindness



Quarry Hill Matrix

Expected Behaviors	Classroom	Cafeteria	Hallway	Arrival and Dismissal	Bathroom	Playground	Assemblies	Bus
Voice Level	0-3	0-2	0	0-2	0-2	0-4	0-1	0-2
Practice Respect	Raise your hand Listen to others Use kind words Honor personal space	Use your manners Listen to the adults Follow directions	Hands at your side Honor personal space Be considerate of all displays (hands off bulletin boards)	Walk between the poles and curb Stay in the safety zone Be patient	Respect privacy and property Stay in your stall	Listen to the aides Control your hands and feet Follow the rules Safely use and take care of equipment	Eyes on speaker Personal space Applaud at appropriate times	Clean up after yourself Listen to the bus driver
Accept Responsibility (Always Be Responsible or Act Responsibly)	Be prepared Follow directions Care for materials Stay seated Clean up after yourself	Stay seated with feet under the bench Clean up your area Line up quietly	Walking feet Stay on silver line Hands at sides Behind one another No eating in the hallway	Listen to announcements Collect your belongings Walk quietly	Wash your hands Clean up after yourself Return to class promptly	Play fairly Take turns Stay in bounds Report injuries and problems right away Line up quickly on whistle blow Prepare for cold weather	Use bathroom ahead of time Participate when asked by presenter	Stay seated Keep aisles clear Walk on and walk off No eating on the bus

Expected Behaviors	Classroom	Cafeteria	Hallway	Arrival and Dismissal	Bathroom	Playground	Assemblies	Bus
Work Together	Share Cooperate	Include others Help each other	Straight line Right side of hall Eyes forward No arguing over line placement	Wait your turn Stay in line Walk at all times	Report problems to an adult Wait your turn	Show good sportsmanship Include others	Stay seated so people behind you can see Keep hands and feet to yourself	Keep your hands and feet to yourself Make room for others
Voice levels	0-3	0-2	0	0-2	0-2	0-4	0-1	0-2
Show Kindness	Try your best! Encourage peers	Thank the staff	Silent greetings	Hellos and goodbyes	Use polite, kind words and appropriate language	Have fun and encourage each other!	Listen and learn	Say hello, goodbye and thank you to your bus driver



QUARRY HILL JAGUAR 200 CLUB

Description

- The Jaguar 200 board will be located outside the cafeteria.
- 10 randomly chosen staff will be given one ticket each day.
- Chosen teachers are expected to give out the ticket during the course of that day. When giving the ticket to a student, the teacher should use effective feedback and circle on the ticket which expectation (s) were witnessed. (PAWS)
- Each teacher should have a safe place in the classroom where students in their class can put their tickets if they receive one during the day.
- Each morning there will be a signal / announcement calling the 10 students who received tickets the previous day down to the cafeteria.
- Students will pick a numbered popsicle stick then sign their name in the celebrity book next to the corresponding number.
- Students will then put their name on a paw print and place the paw print on the Jaguar 200 board on the corresponding number to the stick they picked.
- Once a row of ten is filled, the students in that row will win a prize.
- Out of those ten paw prints, one will be randomly picked and the teacher who awarded the ticket will win a prize.
- After a row is filled (2-3 weeks) the board is cleared and the process starts over.

Sample Motivator:

**-sit in special chair for the day
-choose an activity for gym
-help in another class
-extra chromebook time
-homework pass**

**-be first in the lunch line
-dismissal announcements
-eat lunch with the teacher
-eat lunch with the principal**

Dear Parents / Guardians,

Student behavior is an important part of the learning process. As a school, we want to be proactive in teaching our students positive behaviors. Quarry Hill Elementary School is participating in a School Wide Positive Behavioral Interventions and Supports program or SWPBIS. We are using this program to help our students have a safe, positive learning environment and provide consistency in all areas of our school.

What does SWPBIS look like at Quarry Hill?

We will be using four consistent school expectations:

- P- Practice Respect
- A- Accept Responsibility
- W- Work Together
- S- Show Kindness

You will see these expectations posted throughout the building. Teachers will be using lessons plans to explicitly teach these four rules to our students for all areas of the school. To reinforce these rules, your child / children will be receiving individual tickets as well as other rewards . These positive behavior tickets will be "cashed in" for rewards throughout the school year.

How can you partner in this effort?

We want you to be a partner in helping us make Quarry Hill a positive place for our children to learn and grow. We are including the behavioral expectation matrix attached to this letter. To ensure that you as parents and your child / children as students are aware of the school expectations; we ask that you review the matrix in entirety with your child / children. Once reviewed, please sign and return the bottom portion of the letter to your child's teacher.

Additional ways to be involved: using the expectations in your home, making sure your child / children are dressed appropriately, reminding your child / children of the expectations each day before they leave, as well as asking them if they followed the rules that day and if they received a reward ticket.

Thank you,

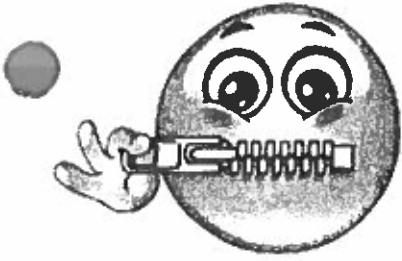
Quarry Hill Elementary School Staff

My child and I reviewed the expectation matrix together.

(Parent Signature)

(Student Signature)

(Date)



Quarry Hill PAWS Voice Levels



0	Silence is Golden <i>No talking</i>
1	Spy Talk <i>Partner talk</i>
2	Table Talk <i>Normal voice</i>
3	Strong Speaker <i>Classroom talk</i>
4	Outside Voice <i>Playground voice</i>



Observe Problem Behaviors

Minor Classroom Managed

Find a place to talk with student and problem solve

Implement classroom behavior management system

Notify case manager if applicable

Is behavior recurring?

NO
No further action required

YES
-Complete Tracking Paws Form and send to office.
-Contact Parent

Minor Classroom Managed

- Defiance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate language
- Physical Contact/Physical Aggression
- Property misuse
- Tardy
- Technology violation

Major Office Managed

- Abusive/inappropriate language, profanity
- Arson
- Bomb threat/false alarm
- Bullying
- Defiance/Non-Compliance
- Continuous Disrespect
- Dress code violation
- Fighting
- Forgery/Theft/Piagiarism
- Gang affiliation
- Harassment
- Inappropriate PDA
- Inappropriate location
- Lying/Cheating
- Physical aggression
- Property damage
- Skip class
- Technology violation
- Use/Possession of alcohol, drug, combustibles, tobacco, or weapons.

Major Office Managed

Is this student in danger to self or others?

NO

-Teacher complete Tracking Paws Form.

-Send student to the office and call for assistance as needed.

YES

-Do not leave students alone.

-Call office or Guidance Counselor.

-Instruct class to buddy room

Office Response

- Investigate and facilitate student conferences. Problem Solve
- Consult with homeroom teacher or reporting adult.
- Implement consequences.
- File necessary documents and provide teachers and case managers with copies.
- If needed, follow up with the student.

Office Response

Principal or designee reports back to teacher or case manager if applicable.



TRACKING PAWS

All forms sent to the office. This form is for data tracking purposes. Office staff will input data

Name: _____ Grade: _____ Homeroom Teacher: _____
 Date: _____ Time: _____ Referring Staff: _____
 Location of Incident: _____

Minor Problem Behavior <i>(Repetitive behavior) (Staff Handles)</i> <i>(3rd time becomes a major)</i>	Major Problem Behavior <i>(Send directly to Principal)</i>	Other Information
<ul style="list-style-type: none"> <input type="radio"/> Defiance (brief/ low intensity) <input type="radio"/> Disrespect (brief/ low intensity) <input type="radio"/> Non-compliance (brief/ low intensity) <input type="radio"/> Disruptions (brief) <input type="radio"/> Inappropriate Language <input type="radio"/> Physical Contact (inappropriate) <input type="radio"/> Property Misuse <input type="radio"/> Technology Violation <input type="radio"/> Other _____ Describe Other: _____ _____ _____	<ul style="list-style-type: none"> <input type="radio"/> Repetitive Minor Behavior (X3) <input type="radio"/> Defiance/ Disrespect/ Non-compliance (sustained/ high intensity) <input type="radio"/> Abusive/ Inappropriate Language <input type="radio"/> Harassment <input type="radio"/> Fighting/ Physical Aggression (injury sustained) <input type="radio"/> Property damage <input type="radio"/> Theft <input type="radio"/> Inappropriate Display of Affection <input type="radio"/> Disruptions (sustained) <input type="radio"/> Other _____ 	Others Involved <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Peers <input type="radio"/> Teacher/ Staff <input type="radio"/> Substitute Teacher <input type="radio"/> Unknown <input type="radio"/> Other: _____ Consulted with: <ul style="list-style-type: none"> <input type="radio"/> IEP Case Manager <input type="radio"/> Guidance Counselor

Action Taken	
Staff Response (Minor)	Administrator Response (Major)
<ul style="list-style-type: none"> <input type="radio"/> Conference with Student <input type="radio"/> Verbal Warning <input type="radio"/> Time Out (5 minutes or less) <input type="radio"/> Change of Seating <input type="radio"/> Loss of Privileges <input type="radio"/> Parent Contact (phone/email/remind) <i>(Please Circle)</i> <input type="radio"/> Individualized Instruction <input type="radio"/> PAWS Lesson <input type="radio"/> Restorative Conference/ Reflection Sheet 	<ul style="list-style-type: none"> <input type="radio"/> In-School Suspension <input type="radio"/> Out of School Suspension <input type="radio"/> Action Pending <input type="radio"/> Lunch Detention <input type="radio"/> Restorative Conference/ Reflection Sheet <input type="radio"/> Other: _____ Principal debriefed reporting staff member: Staff Member: _____ Date: _____

If parent contacted (date): _____ Staff member making parent contact: _____
 Parent signature: (major only) _____ Date: _____

TRACKING PAWS

GENERAL GUIDELINES FOR STAFF

1. The TRACKING PAWS data form is not meant to be punitive.
2. The form is meant to help track where our most severe and/or repetitive negative behavior issues occur within our school.
3. There are 2 sections to be used. (MINOR and a MAJOR)
4. The minor section is for minor low intensity unexpected behaviors.
5. The major section is for more serious and intense unexpected behaviors.
6. When completing the ***MINOR*** section of the form;
 - a. The person observing the behavior should complete the top portion of the form.
 - b. Check off the minor unexpected behavior under the minor category box in the middle section of the form.
 - c. Complete the other information section if needed.
 - d. Complete the bottom staff response portion of the form.
 - e. Send form to the office.
7. When completing the ***MAJOR*** section of the form;
 - a. Call the office and send the student directly to the office
 - b. The person observing the behavior should fill out the top portion of the form.
 - c. Complete the major problem portion of the form.
 - d. Complete the other information section if needed.
 - e. Send form to the office.
8. Majors handled by the principal/Minors handled by the staff member observing the behavior
9. A SWPBIS team member will evaluate the data on a regular basis and report back to staff

Tracking PAWS Form Definitions

Minor Problem Behavior	Definition
Defiance (No!) (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back. (ex. non-compliance, work refusal)
Disrespect (Nasty) (M-Disrespc)	Student delivers low-intensity, socially rude or dismissive messages to adults or students. (ex. eye roll, ignoring the teacher)
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption . (ex. calling out, side conversations, out of seat)
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. (ex. spaghetti straps, short shorts, inappropriate graphic tees) *handled by teacher, nurse or school counselor
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language . (ex. repeated language such as crap, shut up, stupid, potty words, sucks)
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious or non-aggressive , but inappropriate physical contact . (ex. poking, pushing, shoving)
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property . (ex. drawing on desk or books, touching bulletin boards)
Tardy (M-Tardy)	Student arrives at class after 9:00 a.m. because of lingering or does not return to class in a timely manner (ex. visits to bathroom, nurse, etc.)
Technology Violation (M-Tech)	Student engages in non-serious , but inappropriate use of cell phone, hand-held gaming system, smartwatch, and/or Chromebook. (ex. devices are not turned off or not stored in backpacks during the school day)

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. (ex. directed at others, perceived intent to hurt, curse words)
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. (Behavior needs to be intentional and repetitive with a clear imbalance of power; social/physical/intellectual)
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student consistently engages in refusal to follow directions or talks back.
Disrespect (Disrespc)	Student consistently and intentionally delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in sustained behavior causing an interruption in a class or activity. Disruption includes loud talk, yelling, or screaming; noise with

	materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. (ex. tube top, bathing suit)
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence .
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAGg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, inappropriate touching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Technology Violation (Tech)	Student engages in deliberate inappropriate use of cell phone, hand-held gaming system, smartwatch, and/or Chromebook. (ex. websites not approved by Pennsbury, use of devices during the school day)
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

TRACKING PAWS REFLECTION SHEET



Student Name: _____

Grade: _____

Homeroom Teacher: _____

Date: _____

Dear: _____

This is what happened:

Did I break a rule? If so, which one?

If I could turn the clock back, what choices could I have made that would have been better? What should I do differently next time?

Signature: _____

Date: _____

(Student)

CLASSROOM LESSON PLAN

AREA: CLASSROOM

GOAL: For students to be able to engage in the classroom in a respectful, responsible, and kind way to maximize student learning.

BRAINSTORMING ACTIVITY: What should PAWS look like and sound like in our classroom?

*Depending on the grade level, teachers either do the brainstorming activity with drawings, as a discussion, or as a journal question

DISCUSSION ABOUT BEHAVIORS: Share student responses.

*Use Google Slides Presentation to identify the Behavior Expectations in the chart below.

*Read Decibella (Decibella You Tube Video) or any book about voice levels. If you turn the volume off, you can read it aloud while it's projected on your screen. If you think the book is too young for your students, you can just discuss the voice level poster.

BEHAVIOR EXPECTATIONS: Voice Level 0-4 - Show and explain voice levels poster.

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> ● Raise your hand ● Listen to others ● Use kind words ● Honor personal space ● Voice Level: 0-3 	<ul style="list-style-type: none"> ● Be prepared ● Follow directions ● Care for materials ● Stay seated ● Clean up after yourself 	<ul style="list-style-type: none"> ● Share ● Cooperate 	<ul style="list-style-type: none"> ● Try your best! ● Encourage others

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> ● Follow all directions and procedures the first time ● Actively participate in lesson ● Be respectful of all member of the classroom including peers (eyes on the speaker, listening ears,...) ● Give your best effort ● Stay on task ● Come prepared and ready to learn ● Take responsibility for your actions 	<ul style="list-style-type: none"> ● Ignoring directions ● Putting head down during lessons ● Unprepared for class ● Not engaged in the learning process ● Giving minimal effort ● Talking to others at inappropriate times

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors. https://drive.google.com/open?id=1tvYWt_RiQf8DDgFvADG-kEp4E7IVkQzy

STUDENT PRACTICE: Allow time to practice appropriate classroom behavior.

For the classroom, you will use your established classroom management plan. The purpose of this lesson plan is to weave the PAWS language into your existing behavior plan. Here are expected and unexpected behavior optional activities - [Expected/Unexpected Behavior Activities](#)

CAFETERIA LESSON PLAN

AREA: Cafeteria

GOAL: The students will be able to demonstrate respectful, responsible, and safe behavior in the cafeteria.

BRAINSTORMING ACTIVITY: What does using the cafeteria the correct way look like?

- Choices: drawing, journal, morning message, looks like / sounds like.

DISCUSSION ABOUT BEHAVIORS:

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below. Use Google Slides Presentation to identify the Behavior Expectations in the chart below. These are the items directly from the matrix. While having a class discussion, reinforce the 4 main attributes: Practice Respect, Accept Responsibility, Work Together and Stay Positive. Students can also fill in the bullets on a blank grid as they are discussed when grade level appropriate.ow using the shared videos.

BEHAVIOR EXPECTATIONS

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> • Use your manners • Listen adults • Follow directions 	<ul style="list-style-type: none"> • Stay seated with feet under the bench • Clean up your area • Line up quietly 	<ul style="list-style-type: none"> • Include others. • Help each other 	<ul style="list-style-type: none"> • Thank the cafeteria workers.

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> • Use inside voices • Follow directions the first time • Show good manners • We bring what we need for lunch and recess (coat, lunchbox, money) • Make healthy choices • Move through lunch line carefully, and quickly • Clean up trash and spills. • Keep your area clean. • Raise your hand for help 	<ul style="list-style-type: none"> • Speaking loudly or yelling. • Talking over others. • Crowding other students. • Leaving what you need in the classroom. • Eating snack first, sharing food, playing with food. • Leaving trash or spills on table or floor. • Calling out or leaving your seat.

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors associated with cafeteria.

https://drive.google.com/open?id=15tkx-Jz5jgrz0hzFZy8VBY_r4_n3Kq6Z

STUDENT PRACTICE:

Students will demonstrate the process of expected behaviors in the cafeteria. Teacher will lead discussion and reinforce expected behaviors.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

Establish morning lunch procedure

HALLWAY LESSON PLAN

AREA: Hallway

GOAL: Students will be able to travel in the hallway in a respectful, responsible, cooperative, and kind manner.

BRAINSTORMING ACTIVITY: What should PAWS look like and sound like when traveling in the hallway?

*Depending on the grade level ~ teachers can choose to include in morning message, draw/write in journal, or role play

DISCUSSION ABOUT BEHAVIORS: Share student responses.

Watch video (K-5): https://www.youtube.com/watch?v=1x_MZLlyIRU

Watch Read Aloud(K-2): **(Edward and the Pirates)**

<https://www.youtube.com/watch?v=wGvYLe0jdzs>

Lesson Extension: **(Edward and the Pirates)**

<https://drive.google.com/open?id=1-wVtkcvxv8DvjEVpAsDiLjM5XPJpJmr9>

BEHAVIOR EXPECTATIONS: Voice Level 0

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> Hands at your side Honor personal space Be considerate of all displays (hands off bulletin boards) 	<ul style="list-style-type: none"> Walking feet Stay on silver line Hands at your side Behind one another No eating in the hallway Go directly to your destination 	<ul style="list-style-type: none"> Straight line Right side of hall Eyes forward No arguing over line placement 	<ul style="list-style-type: none"> Silent greetings Friendly smile

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> Voice Level 0 Eyes looking forward Always travel to destination on right side of hallway Keep space from the wall Walk one behind the other Hands, feet, and body to yourself Maintain personal space Keep up in line (No Gaps) Stop at designated stopping points 	<ul style="list-style-type: none"> Voice level >0 Jumping and touching displays, flags etc. Running, skipping, jumping, sliding, dancing, rolling, wandering, etc. Throwing trash Touching the wall Close walker Slow walker

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors associated with hallway.

<https://drive.google.com/open?id=1ikCGLpUso8J4wmj0jn8MaFFNdnipieFw>

STUDENT PRACTICE: Students will walk with their teacher during an assigned time to simulate proper hallway procedures.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

- Weekly scenarios
- Publicly recognizing students who display respectful behavior

ARRIVAL & DISMISSAL LESSON PLAN

GOAL: For students to be safe, responsible and Polite during arrival and dismissal
AREA: Bus Dock & Car Line

BRAINSTORMING ACTIVITY: What does arriving to and leaving school look like? Choices: drawing, journal, morning message, looks like / sounds like.

DISCUSSION ABOUT BEHAVIORS: Informal class discussion about how students arrive and leave school each day.

BEHAVIOR EXPECTATIONS: Voice Level 0 to 2

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> ● Stay between poles and curb ● Stay in safety zones ● Be patient 	<ul style="list-style-type: none"> ● Listen to announcements ● Collect your belongings ● Walk quietly 	<ul style="list-style-type: none"> ● Wait your turn ● Stay in line 	<ul style="list-style-type: none"> ● Say hello ● Say goodbye ● Say thank you

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
Walk to and from the bus Say good morning or good afternoon to the bus driver Say thank you to the bus driver Stay in your seat Stay between the orange safety poles and the curb Be patient Stay in safety zone Listen to announcements Gather your belongings quickly Walk quietly to you bus or out the door Wait your turn Stay in line Walkers walk directly to school	Running Pushing Foul language Kneeling on the bus Standing on the bus Putting your head out the bus window Being disruptive Touching others Leaving belongings behind Being loud Wasting time getting to your bus or out the door

STUDENT PRACTICE: Practice dismissal procedures for walkers, car riders, kids care & bus riders. Practicing as a grade level would allow students to practice walking to different exits.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

- Greeting and checking in with your students
- Send dismissal changes to the office
- Establish packing up procedures
- Be visible in the hallway
- Establish routines during announcements
- Reinforce dismissal rules

BATHROOM LESSON PLAN

AREA: Bathroom

GOAL: Students will be able to utilize the bathroom using PAWS behavior.

BRAINSTORMING ACTIVITY: What does using the bathroom look like?

- Choices: drawing, journal, morning message, looks like / sounds like.

DISCUSSION ABOUT BEHAVIORS: Use Google Slides Presentation to identify the Behavior Expectations in the chart below. These are the items directly from the matrix. While having a class discussion, reinforce the 4 main attributes.

BEHAVIOR EXPECTATIONS: **Voice Level 0 to 2**

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
Respect privacy Respect property Stay in your stall	Wash your hands Clean up after yourself Return to class promptly	Report problems to an adult Wait your turn	Use polite, kind word and Appropriate language

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below using the shared videos.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
Voice level 0-2 Use the toilets and flush after Stay in your own stall Wash your hands with soap and water after each use Throw away paper towels in trash can Return to class immediately Use the restroom for an appropriate amount of time Respect privacy Use sign in/out procedures Wait patiently for your turn	Voice level about 2 Not flushing the toilet Leaving without washing your hands Crawling underneath doors Looking underneath stall doors Linger with friends Wandering in the hallways after using the restroom Standing on the toilets Splashing water over the floor Leaving trash on the floors

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors associated with using the bathroom.

<https://drive.google.com/open?id=1CnquzW1y5npBUeJTXxjWABZw1bXKUMvJ>

STUDENT PRACTICE: Students will go with the teacher during an assigned time to a hallway bathroom to demonstrate proper bathroom procedures. Grades K-1 will also provide students with time to demonstrate PAWS behavior in the classroom bathrooms.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

- One boy and one girl may visit the bathroom at a time per classroom.
Must use a sign out sheet or have a pass when leaving for the bathroom.

Resources for Younger Students: Jack Hartman Bathroom Song:

<https://www.youtube.com/watch?v=C7XhDHFzehQ&feature=youtu.be>

PLAYGROUND LESSON PLAN

AREA: Playground

GOAL: Students will be able to arrive, play, and return from the playground in a respectful, responsible and safe manner.

BRAINSTORMING ACTIVITY: What does arriving to, playing on, and returning from the playground look like?

- Choices: drawing, journal, morning message, looks like/sounds like

DISCUSSION ABOUT BEHAVIORS: Use Google Slides Presentation to identify the Behavior Expectations in the chart below and watch a portion of the video clip pertinent to this area (12:58 to 16:28). These are the items directly from the matrix. While having the discussion, reinforce the 3 main attributes: Be Respectful, Be Responsible, Be Kind. Students can also fill in the bullets on a blank grid as they are discussed when grade appropriate.

BEHAVIOR EXPECTATIONS

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> • Voice level 0-5 • Fair play • Respond appropriately to adults • Use polite/kind words and actions • Use appropriate language • Say please and thank you 	<ul style="list-style-type: none"> • Dress appropriately for the weather • Respond promptly to adult directions • Return equipment to its proper place • Use equipment appropriately 	<ul style="list-style-type: none"> • Report problems and unsafe behavior • Line up quietly when whistle blows • Use equipment appropriately and return it to its place • Keep nature on the ground {rocks, wood, etc.} 	<ul style="list-style-type: none"> • Help others • Include others • Take turns

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below using the shared videos.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> • Arrival/Dismissal Voice level 0 • Playground Voice level 4 • Use playground equipment correctly • Respond respectfully to adults in the playground area • Fair play/Good sportsmanship • Line up immediately when signaled • Wear jacket in cold weather 	<ul style="list-style-type: none"> • Voice level >0, in line • Using playground equipment inappropriately • Throwing mulch / stones • Jumping in puddles • Hitting, kicking, pushing, etc. • Arguing, Screaming, teasing, etc. • Leaving coats outside • Jumping in line (not taking turns)

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors associated with playground behavior.

https://drive.google.com/a/pennsburyisd.org/file/d/1PrH6FdXQU1YThf-y--gFbZIPD_sHvltb/view?usp=sharing

Click the link and then click download in blue to play the video

STUDENT PRACTICE: Students will walk with the teacher during an assigned time to simulate proper playground procedures.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

- Adults should spread out to effectively monitor large groups and equipment usage
- Review appropriate recess activities and games

ASSEMBLIES LESSON PLAN

AREA: Assemblies

GOAL: The students will be able to demonstrate respectful, responsible, and safe behavior during assemblies.

BRAINSTORMING ACTIVITY: Informal discussion about past assemblies and their purpose (all-school meetings, assemblies, musical or theatrical performances)

- Turn and talk with a partner, brainstorm as a group, record responses on the board

DISCUSSION ABOUT BEHAVIORS:

Discuss expected behaviors during an assembly and why it is important to have those expected behaviors.

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below. Use Google Slides Presentation to identify the Behavior Expectations in the chart below. These are the items directly from the matrix. While having a class discussion, reinforce the 4 main attributes: Practice Respect, Accept Responsibility, Work Together and Stay Positive. Students can also fill in the bullets on a blank grid as they are discussed, when grade level appropriate.

BEHAVIOR EXPECTATIONS

PRACTICE RESPECT	ACCEPT RESPONSIBILITY	WORK TOGETHER	SHOW KINDNESS
<ul style="list-style-type: none"> • Eyes on the speaker • Personal space • Applaud at appropriate times 	<ul style="list-style-type: none"> • Use bathroom ahead of time • Participate when asked by presenter 	<ul style="list-style-type: none"> • Stay seated so people behind you can see • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Listen and learn

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> • CLAP acronym: • Come and go quietly • Look and listen to the speaker or performers • Applaud appropriately (clapping only, no hooting or hollering) • Place bottom on the floor so others can see • Others: • Sit with your class and stay in your spot • Keep your hands, feet and objects to yourself • Face the front and hands on your lap • Use the restroom for emergency only • Raise your hand to participate or ask a question 	<ul style="list-style-type: none"> • Talking in the hallway to and from the assembly • Being inattentive to speaker or performer: talking to others • Clapping inappropriately or at inappropriate times • Sitting on your knees, • Not maintaining personal space: moving around, stretching legs, turning around, touching others • Leaving to use the bathroom or get a drink • Using the restroom if not needed and you can wait • Leaving without permission • Calling out or shouting

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play a video to demonstrate both the expected and unexpected behaviors associated with assembly.

https://drive.google.com/open?id=1BDUIPxs5n4_nZBoA04Ru5uhgrIARS4-G Unexpected Behaviors

<https://drive.google.com/open?id=1FqvSvzu4No8fHTIfSM8pNrn-43BUmHg4> Expected Behaviors

STUDENT PRACTICE:

Students will demonstrate the process of expected behaviors in the assembly. Teacher will lead discussion and reinforce expected behaviors. Students may visit the cafeteria or gym to practice expected behaviors.

BEST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

Remind students of expected behaviors prior to leaving the classroom.

Wait for the announcement before proceeding to the assembly.

Walk to and from the assembly in an orderly, quiet line.

Arrive to the assembly on time.

Assemble students in assigned location inside the gym or cafeteria.

Teachers strategically place students to optimize expected behaviors.

BUS LESSON PLAN

AREA: Bus

GOAL: The students will be able to ride on the bus to and from school in a respectful, responsible and safe manner.

BRAINSTORMING ACTIVITY: What does a responsible, respectful and safe bus ride look like? Choices: draw, journal, morning meeting, looks like/sounds like T-chart.

DISCUSSION ABOUT BEHAVIORS: <https://www.youtube.com/watch?v=ErVrtgCR2Qw> Use Google Slides presentation to identify the Behavior Expectations in the chart below and watch a portion of the video clip pertinent to this area (0:15 to 5:05). These are the items directly from the matrix. While having the discussion, reinforce 3 main attributes: Practice Respect, Accept Responsibility, Work Together and Stay Positive. Students can also fill in the bullets on a blank grid as they are discussed when grade appropriate.

BEHAVIOR EXPECTATIONS:

Practice Respect	Act Responsible	Work Together	SHOW KINDNESS
<ul style="list-style-type: none"> • Voice level 0-2 • Keep things in your backpack • Follow adult directions the first time • Offer a seat to those who need one • Use polite words and appropriate language 	<ul style="list-style-type: none"> • Go directly to your seat • Keep the bus clean • Hands and feet inside the bus 	<ul style="list-style-type: none"> • Stay seated • Face forward in your seat • Keep bus aisle clear • Hands and feet to yourself • Walking to and from your seat • Keep bus aisle clear 	<ul style="list-style-type: none"> • Say "hello", "good-bye" and "thank you" to your bus driver

After discussion of the behavior expectations, clarify what these expectations entail by identifying both the expected and unexpected behaviors listed below.

EXPECTED BEHAVIORS	UNEXPECTED BEHAVIORS
<ul style="list-style-type: none"> • Voice level 0-2 • Hands and feet to self • Follow driver directions the first time • Speak only to your neighbors • Go directly to a seat • Keep things in your book bag • Stay seated • Use polite and kind words 	<ul style="list-style-type: none"> • Voice level higher than a 2 • Touching other students • Standing up or moving seats • Taking things out of your school bag • Using mean words or cursing at other students or driver • Ignoring directions from the driver • Swinging your backpack around

EXPECTED AND UNEXPECTED BEHAVIORS VIDEO: Teachers will play the appropriate video to demonstrate both the expected and unexpected behaviors associated with the bus.

<https://drive.google.com/open?id=1mFkldWmq3l4g29nkmYwllF8b0tJt-fXp>

STUDENT PRACTICE: Students will practice expected behaviors during an assigned time to simulate proper bus riding procedures.

ST PRACTICES FOR STUDENTS AND TEACHERS TO FOLLOW:

- Weekly scenarios
- Publicly recognizing students who display expected and respectful behavior
- Teachers regularly models expected and respectful bus behavior.