



**WestPark Elementary**

WESTPARK ELEMENTARY

# **Positive Behavior Intervention Supports and Discipline Handbook**



## Positive Behavior Interventions & Supports (PBIS) and Discipline Handbook

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# WestPark Elementary School



## A General Overview

WestPark Elementary School is a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents and board members have worked closely together to develop WestPark Elementary School which matches the principles of PBIS in a way that fits the goals, mission and culture of WestPark Elementary School.

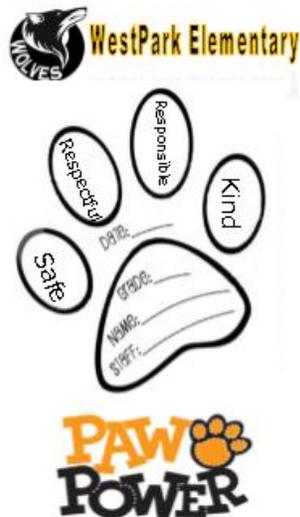
School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to [www.pbis.org](http://www.pbis.org)). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

WestPark Elementary School has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At WestPark we are *Safe, Respectful, Responsible and Kind*. These expectations are defined across school settings in the expectations matrix included in this handbook.
2. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to the rules of having Paw Power: Be Safe, Be Respectful, Be Responsible, and Be Kind. The rationale for the rules and behavioral expectations are presented for each setting, then staff demonstrate examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the ‘wrong way’ to do it – it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the “right way” until they demonstrate fluent performance. Lesson plans for each setting are included in this handbook.

3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. WestPark has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff during your busy days to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. “Rex keep hands and feet to yourself”, “Remember class, all eyes on the teacher.”, “Sophia that’s a beautiful drawing, but it’s time to start math.”) As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through the WestPark Elementary School program, “Paw Power cards” will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award “Paw Power cards” to students across all school settings, whether they teach the student or not. When handing out “Paw Power cards” we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules “Safe, Respectful, Responsible, and Kind”. School-wide drawings will occur at least once per week to recognize a “WestPark Wolf” for their positive behavior. Classroom and School-wide celebrations may also occur when students have turned in a certain number of “Paw Power cards” as a class or school.



4. **Responding to Problem Behavior.** Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:
- a) Make sure to keep everyone safe
  - b) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
  - c) To teach the student the appropriate behavior to use instead of the problem behavior

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. In developing WestPark Elementary School it is our responsibility to provide fair and consistent consequences for problem behavior. Our school focuses on first teaching our students the appropriate behavior and get them re-engaged in academic instruction as quickly and safely as possible. The WestPark Elementary School team has developed a progressive discipline model which will be utilized in the school that focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide rules of Be Safe, Be Respectful, Be Responsible, and Be Kind. Instructions on using ARC (attitude reflection center) or a Discipline Referral are included in this Handbook. For students who engage in recurring problem behavior, who are not responding to the school's progressive discipline system, additional individual behavioral supports will be provided.



## **Defining and Teaching Behavioral Expectations**

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The WestPark Elementary School Matrix is used to identify important behavioral expectations across school settings.

The WestPark Elementary School Matrix is used to guide lesson planning and teaching prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare WestPark Elementary School students to be successful socially by teaching behavioral expectations and school routines from the beginning of the school year, followed by periodic reviews throughout the year. We also understand that effective instruction of social behavior should:

- Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom
- Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do
- Physically demonstrate or model the expected behavior, not simply talk about it
- Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- Link expected behavior to the School-wide rules

The following lesson plans (pp.12-34) should incorporate each of these principles.



# Behavioral Expectations & Routines Matrix





LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
<b>ALL COMMON AREAS</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Walk in a straight line, facing forward</li> <li>● Stay to the right</li> <li>● Stop at teacher established stops</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Follow adult directions</li> <li>● Stop and listen when an adult or peers speak</li> <li>● Stop for classes or staff to cross</li> </ul>	<ul style="list-style-type: none"> <li>● Use a hall pass</li> <li>● Be in dress code</li> <li>● Pick up any trash you find along the way</li> </ul>	<ul style="list-style-type: none"> <li>● Show good manners</li> <li>● Respond appropriately when greeted by adults or peers</li> </ul>
<b>Routines:</b>	Walk in single file/double line on the right side of common areas. Stop at established stops in the hallway. Ensure that your voices are off and you are following your class. Smile at peers/adults as a silent greeting.			
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Walk in a straight line, facing forward</li> <li>● Keep both hands on tray</li> <li>● Place playground equipment in designated area</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Wait quietly to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>● Know your lunch number or bring money</li> <li>● Be ready to make your meal choice</li> <li>● Pick up all your trash when you leave</li> </ul>	<ul style="list-style-type: none"> <li>● Show good manners</li> <li>● Wait your turn</li> </ul>
<b>Routines:</b>	Walk into cafeteria quietly and remain in line, know your lunch number, have meal choice determined, say please and thank-you to adults and peers, sit in designated areas, use good table manners, clean up eating area, raise hand to throw trash away or if something is needed, and wait quietly to be dismissed.			
<b>PLAYGROUND/ RECESS</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Play approved games only</li> <li>● Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level and language</li> <li>● Respond appropriately to adult directions</li> <li>● Be mindful of classes in session</li> </ul>	<ul style="list-style-type: none"> <li>● Stop playing when bell rings or a whistle blows and line up immediately in designated area</li> <li>● Report suspicious activity to an adult</li> <li>● Keep the playground clean</li> </ul>	<ul style="list-style-type: none"> <li>● Use encouraging words</li> <li>● Include everyone</li> <li>● Share equipment</li> </ul>
<b>Routines:</b>	Students follow approved game rules and staff directions while keeping hands, feet and objects to self. Students will use appropriate language when talking out problems, share and use equipment properly, throw trash away, and respond appropriately to adult directions. Student will stay in designated areas; stop playing and lineup when bell rings or at the whistle. Students will use encouraging words and include everyone when playing.			

LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
<b>CLASSROOMS</b>	<ul style="list-style-type: none"> <li>○ Keep hands, feet and objects to self</li> <li>○ Walk quietly and calmly</li> <li>○ Keep all furniture (chairs, desks, etc) on the floor (all four legs on ground)</li> </ul>	<ul style="list-style-type: none"> <li>○ Use appropriate voice level</li> <li>○ Follow adult directions</li> <li>○ Stop and listen when others speak</li> </ul>	<ul style="list-style-type: none"> <li>○ Use materials and resources properly</li> <li>○ Keep classroom neat and organized</li> <li>○ Be prepared (assignments and materials)</li> </ul>	<ul style="list-style-type: none"> <li>○ Use encouraging words</li> <li>○ Include everyone</li> <li>○ Share materials</li> </ul>
<b>Routines:</b>	Teacher discretion			
<b>BATHROOMS</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Wash hands</li> <li>● Keep floor and walls dry</li> <li>● Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>● Honor others privacy and space</li> <li>● Use quiet voices</li> <li>● Wait for your turn</li> </ul>	<ul style="list-style-type: none"> <li>● Return to classroom promptly</li> <li>● Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Leave the bathroom the way you found it or in better condition</li> </ul>
<b>Routines:</b>	Students will keep hands, feet, and objects to themselves which includes no peeking under/over stalls, swinging on the stalls or invading the privacy of others with loud or intrusive talking. Students will use quiet and appropriate language when talking to others in the bathroom and use supplies (soap, paper towels, toilet paper, etc.) appropriately. Students will throw away trash in the garbage can and keep the bathroom free of writing on the walls and foreign objects in the toilet. Students will have a bathroom pass to let adults know they have permission to be there and use it only for that purpose. If students see any issues in the bathroom (toilet overflowing, sink or toilet stopped-up, writing on the walls, etc.) they will report it to their teacher or the office.			
<b>BUS: ON BUS</b>	<ul style="list-style-type: none"> <li>●Keep hands, feet and objects to self</li> <li>●Face forward</li> <li>●Stay in your assigned seats</li> </ul>	<ul style="list-style-type: none"> <li>●Use appropriate voice level</li> <li>●Wait for your turn to get off or on the bus</li> <li>●Listen and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>●Take all of your belongings with you</li> <li>●Pick up trash</li> <li>●Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>●Use encouraging words</li> <li>●Assist young or new students</li> </ul>
<b>Routines:</b>	Use quiet voices on the bus, sit down at all times, keep hands, feet and objects inside the bus, no food or drink (besides water), respond respectfully to the bus driver and use kind words when interacting with others.			



LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
<b>BUS: STOP</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Stay in designated area</li> <li>● Stand in line and wait your turn</li> <li>● Talk only to familiar parents and students</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Honor the area to and from the bus stop</li> </ul>	<ul style="list-style-type: none"> <li>● Take all of your belongings with you</li> <li>● Dispose of your trash in appropriate place</li> <li>● Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate language</li> <li>● Greet the bus driver when boarding and leaving the bus</li> </ul>
<b>Routines:</b>	Stay in designated area, keep hands, feet, and objects to self, interact with only familiar parents and students, stand in a line, honor property and its owner, take trash with you, report unsafe or inappropriate behaviors, greet the bus driver and use kind words when interacting with others.			
<b>BUS: ARRIVAL</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Stay in designated area</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Exit the bus from front to back</li> </ul>	<ul style="list-style-type: none"> <li>● Take all of your belongings with you</li> <li>● Dispose of your trash in appropriate place</li> <li>● Report any issues to an adult</li> <li>● Turn off and put away any electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate language</li> <li>● Assist young or new students</li> </ul>
<b>Routines:</b>	Turn off and put your electronics away, wait until dismissed to get off of bus, keep hands, feet and objects to self when exiting the bus, thank the bus driver, use kind words and quiet voices when interacting with others, take all your belongings with you and walk calmly to designated area.			
<b>DISMISSAL PROCEDURES</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Walk with adult to designated area and wait to be dismissed</li> <li>● Walk on sidewalks and use crosswalk</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Listen and follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>● Take all your belongings with you</li> <li>● Keep all belongings in your backpack</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate language</li> <li>● Help others if needed</li> </ul>
<b>Routines:</b>	Walk in the hallway with an adult to your designated area using hallway/common area procedures. Wait patiently in the designated area, keeping hands, feet, and objects to self. Keep all belongings with you and use appropriate language while waiting to be dismissed by an adult. Use the sidewalk; use the crosswalk when crossing the street and listen to the crossing guard.			



LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
<b>OFFICE</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Walk quietly and calmly to counter</li> <li>• Sit in chair and benches appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Wait quietly and patiently for adult</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly</li> <li>• Use pass</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Greet adults politely</li> </ul>
<b>Routines:</b>	Walk to office quietly with a pass, sit/stand in designated area and wait to be helped. When an adult acknowledges you, greet them politely and state your business. Say please and thank-you to adults and peers. Return promptly to classroom.			
<b>LIBRARY</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk quietly and calmly</li> <li>• Enter and exit quietly using the door on the right</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Follow adult directions</li> <li>• Put books back in correct place or give to librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials and resources properly</li> <li>• Wait quietly and patiently to check out books</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Share materials</li> </ul>
<b>Routines:</b>	<b>Librarian discretion</b>			
<b>ASSEMBLIES</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk quietly and calmly</li> <li>• Sit in designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Follow adult directions</li> <li>• Be aware of personal space</li> <li>• Wait for instructions to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>• Be active listeners</li> </ul>	<ul style="list-style-type: none"> <li>• Give full attention to presenter</li> <li>• <b>Use good audience manners</b></li> <li>• <b>Clap appropriately when designated</b></li> </ul>
<b>Routines:</b>	Walk calmly and quietly (in line) into the assembly area (Cafeteria/Library) keeping hands, feet and objects to self. One student from each class will open the door for the rest of the class then join their class at the end of the line. Be seated in the area that your teacher tells you to sit and teachers will remain with their students during the whole assembly. If seated in the bleachers, students will carefully walk up the <u>steps</u> to the furthest available seat and sit down. Students will stop talking and get quiet when they see the “All Quiet” signal. Students will sit appropriately (on bottom) using good audience manners, clapping when appropriate or designated, and give full attention to presenter by having their eyes on the presenter and mouths closed. If a student sees inappropriate behavior from another student, they will notify the nearest staff member. If there is a question and answer time, use a raised hand and ask/share appropriate “on topic” information. Follow all adult directions and wait quietly for dismissal instructions. Walk out of the assembly area following the same procedures as coming in.			



**WestPark Common Area (Hallways or Passing Areas)  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk in a straight line, facing forward</li> <li>• Stay to the right</li> <li>• Stop at teacher established stops</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Follow adult directions</li> <li>• Stop and listen when an adult or peers speak</li> <li>• Stop for classes or staff to cross</li> </ul>	<ul style="list-style-type: none"> <li>• Use a hall pass</li> <li>• Be in dress code</li> <li>• Pick up any trash you find along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Show good manners</li> <li>• Respond appropriately when greeted by adults or peers</li> </ul>

Routine: Walk in single file/double line on the right side of common areas. Stop at established stops in the hallway. Ensure that your voices are off and you are following your class. Smile at peers/adults as a silent greeting.

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

It's important to be safe, respectful, responsible, and kind in the common areas so:

- We do not disrupt other students working in the classrooms
- We know where all students are
- Keep everyone safe

**Step 4: Demonstrate Rules**

Group Line in Common Areas:

Demonstrate – single/double line, appropriate spacing (personal space), hands to side or behind back & mouths quiet.

Individual in Common Area

Quietly walk directly to your location and stay to the right.

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A student walks, facing forward, in common area staying to the right.	A student runs down the common area.
Be Respectful	A student silently looks at the schoolwork on the walls as her class moves down the common areas. She keeps her hands at her sides.	A student talks loudly to her friend and touches the wall as she walks with her class.
Be Responsible	A student walks directly to where he is supposed to go in a timely manner.	A student walks the “long way” to and from his destination and stops to visit with the people in the office and in the halls.
Be Kind	A student will respond appropriately when greeted by adults or peers.	A student uses slang or inappropriate greeting to adults or peers.

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice walking as a group in the common areas & teacher/staff provide specific feedback (e.g. nice job keeping your hands to self that is very safe, great job looking forward and keeping mouths quiet; make sure we remember to give the person in front of us enough space).
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect.



**WestPark in the Cafeteria  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk in a straight line, facing forward</li> <li>• Keep both hands on tray</li> <li>• Place playground equipment in designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Wait quietly to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>• Know your lunch number or bring money</li> <li>• Be ready to make your meal choice</li> <li>• Pick up all your trash when you leave</li> </ul>	<ul style="list-style-type: none"> <li>• Show good manners</li> <li>• Wait your turn</li> </ul>

Routine: Walk into cafeteria quietly and remain in line, know your lunch number, have meal choice determined, say please and thank-you to adults and peers, sit in designated areas, use good table manners, clean up eating area, raise hand to throw trash away or if something is needed, and wait quietly to be dismissed.

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

It's important to be safe, respectful, responsible, and kind in the cafeteria so:

- Nobody gets hurt
- Everyone can enjoy their meal and personal time
- We keep the cafeteria clean, safe and enjoyable

**Step 4: Demonstrate Rules**

Students eating in Cafeteria:

Demonstrate – Procedures above

Individuals in Cafeteria:

Walk into cafeteria quietly and remain in line, have student ID ready, have meal choice determined, say please and thank-you to adults and peers, sit in designated areas, use good table manners, clean up eating area, raise hand if something is needed, and wait quietly to be dismissed.

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A student walks into cafeteria quietly and remains in line	A student jumps and bumps other students in line. A student drops their tray of food because they were not holding it properly.
Be Respectful	A student waits quietly on designated line and then waits quietly to be dismissed	A student talks loudly to her friend, cuts in front of others, and gets up without permission.
Be Responsible	A student walks in with student ID # ready to make meal choice and picks up trash when dismissed.	A student does not know ID #, does not know what is being served, and leaves trash at table before leaving.
Be Kind	A student patiently waits their turn, says please and thank-you to adults and peers, and uses good table manners.	A student walks in takes cuts in front of other students, snatches food from serving staff, takes food off other student's plates, talks with food in mouth.

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice walking as a group in the cafeteria & teacher/staff provide specific feedback (e.g. nice job keeping your hands to self, that is very safe, waiting your turn, using inside voice, make sure we remember to say please and thank-you)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect



**WestPark Playground/Recess  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Play approved games only</li> <li>• Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level and language</li> <li>• Respond appropriately to adult directions</li> <li>• Be mindful of classes in session</li> </ul>	<ul style="list-style-type: none"> <li>• Stop playing when bell rings or a whistle blows and line up immediately in designated area</li> <li>• Report suspicious activity to an adult</li> <li>• Keep the playground clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use encouraging words</li> <li>• Include everyone</li> <li>• Share equipment</li> </ul>

Routine: Students follow approved game rules and staff directions while keeping hands, feet and objects to self. Students will use appropriate language when talking out problems, share and use equipment properly, throw trash away, and respond appropriately to adult directions. Student will stay in designated areas; stop playing and lineup when bell rings or at the whistle. Students will use encouraging words and include everyone when playing.

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

It's important to be safe, respectful, responsible, and kind on the playground so:

- Nobody gets hurt
- Everyone has the opportunity to participate in activities
- We problem solve together
- We keep the playground clean, safe and enjoyable

**Step 4: Demonstrate Rules**

Students playing on the Playground:

Demonstrate – Procedures above

Individuals on the Playground:

Students follow approved game rules, staff directions while keeping hands, feet and objects to self. Students will use appropriate language when talking out problems, share and use equipment properly, throw your trash away, and respond appropriately to adult directions. Students will stay in designated areas; stop playing and lineup when bell rings or at the whistle. Students will use encouraging words and include everyone when playing. **Teacher/Staff attending the recess will be responsible for reporting serious infractions of the rules.**

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student slides down slide on their bottom, facing forward one person at a time. Students put equipment (balls, jump ropes, etc.) away.	A student climbs up the slide or goes down at the same time as another student and then sits at the bottom of the slide so others cannot use the slide. Students throwing sand or rocks.
Be Respectful	A student immediately stops bouncing a ball, holds the ball with both hands, and lines up when they hear the whistle or bell.	A student continues to bounce a ball one more time or continues to play when they hear the whistle or bell. A student throws the playground equipment to a general area when the bell rings and leaves it there.



Be Responsible	A student apologizes to another student for accidentally hitting him with the ball.	A student uses inappropriate language when another student has accidentally hit him with the ball. A student doesn't apologize for accidentally hitting someone with a ball and walks on like nothing happened.
Be Kind	A student encourages another student to join their game.	A student asks to join a game and is told no.

**Step 5: Provide Opportunities for Student Practice**

- Have class practice playing a game safely while including others on the playground. Teacher or staff provide specific feedback (e.g. nice job going down the slide facing forward and on your bottom that is very safe, waiting your turn, putting playground equipment away ; make sure we remember to say please and thank-you)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect

**TEACHERS PLEASE NOTE:**

- **TAG ON GROUND AREA ONLY (NOT ON PLAYGROUND EQUIPMENT)**
- **SNACKS MUST BE EATEN IN THE CAFETERIA**
- **BOUNDARIES**



## WestPark Bathroom Behavior Lesson Plan



### **Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

### **Step 2: Teach Expectations for Specific Setting**

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Wash hands</li> <li>• Keep floor and walls dry</li> <li>• Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Honor others privacy and space</li> <li>• Use quiet voices</li> <li>• Wait for your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Return to classroom promptly</li> <li>• Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the bathroom the way you found it or in better condition</li> </ul>

Routine: Students will keep hands, feet, and objects to themselves which includes no peeking under/over stalls, swinging on the stalls or invading the privacy of others with loud or intrusive talking. Students will use quiet and appropriate language when talking to others in the bathroom and use supplies (soap, paper towels, toilet paper, etc.) appropriately. Students will throw away trash in the garbage can and keep the bathroom free of writing on the walls and foreign objects in the toilet. Students will have a bathroom pass to let adults know they have permission to be there and use it only for that purpose. If students see any issues in the bathroom (toilet overflowing, sink or toilet stopped-up, writing on the walls, etc.) they will report it to their teacher or the office.

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

It's important to be safe, respectful, responsible, and kind in the bathrooms so:

- Keep everyone safe
- Everyone's privacy is regarded with courtesy
- We keep the bathrooms clean and safe for all
- We respect the learning environment

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

Students waiting as a class to use the bathroom:

Follow adult's directions. Wait patiently and quietly in line until your turn, allowing for personal space. Follow the steps above in Procedures.

Individuals in the bathroom:

Follow the steps above in Procedures.

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student quietly uses the facility, flushes, washes his hands, and uses no more than two clicks of paper towels. A student throws away his paper towel in the garbage can.	A student runs and uses the facility and does not flush. A student washes his hands and splashes water all over the floor.
Be Respectful	A student waits in line patiently and quietly for his turn to use the facility	A student starts singing loudly and looks under the stalls to see who is there.
Be Responsible	A student with a pass uses the facility and reports to his teacher that a toilet is overflowing in one of the stalls.	A student goes into one of the stalls, puts a roll of toilet paper in the toilet and flushes.
Be Kind	A student sees paper towels on the floor and picks them up and throws them away. He washes his hands and throws away his paper towel.	A student takes a marker and writes mean things on the wall about another student.

### **Step 5: Provide Opportunities for Student Practice**

- Have the students watch the bathroom video. Let students identify the correct and incorrect behavior and give specific feedback on which rule it applies too. Have the students watch the bathroom video.
- Teacher can use the following activities to practice appropriate behavior:
  - Have students practice going into the bathroom and leaving the bathroom quietly (lower grades).
  - Go into the bathroom and follow the steps of properly using the bathroom.
- Teacher can go over the following scenarios and let students determine whether or not they are good examples or poor examples of appropriate bathroom behavior.

Some questions to ask: *Was this a good or poor example? What would you have done? Is there anything you would have changed? Are there good parts to this story? Are there bad parts to the story?*

\*Two boys walk into the bathroom and see that the paper towel dispenser lid is open and that there are towels that have fallen onto the floor. One boy mentions to the other that it looks wasteful. Both boys put towels on top of the dispenser and close the lid. Is this a good or poor example?  
(Discussion)



\*A girl runs into the bathroom because she's in a hurry to get to music class. She shouts to her friend to wait for her because she will be done in a minute. She quickly splashes her hands with water and runs out to her friend who's waiting for her to go to music. (Discussion)

\*An 8<sup>th</sup> grade boy uses the bathroom, and on his way out, he realizes that he has not flushed or washed his hands. He turns around and goes back to the bathroom. Good or poor example? (Discussion)

\*The wastepaper basket is full of paper towels. You decide to place the paper towel next to the basket on the floor, because it won't fit into the basket and then leave the bathroom and go back to class. (Discussion)

\*Your friend just left the bathroom after washing her hands, but you didn't hear her flush. You leave the bathroom and let your friend know that she forgot to flush when you return to class. (Discussion)

Other discussion questions:

-Why is it important to have good hygiene?

-How does having a clean environment make you feel about this school and your pride in it?

-What types of examples of disrespect have you seen in our bathrooms?

(Older students) --Why do you think kids do these types of things?

-What might be some of the consequences to inappropriate bathroom behavior?



**WestPark “On the Bus”  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Face forward</li> <li>• Stay in your assigned seats</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Wait for your turn to get off or on the bus</li> <li>• Listen and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Take all of your belongings with you</li> <li>• Pick up trash</li> <li>• Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Use encouraging words</li> <li>• Assist young or new students</li> </ul>

Routine: Use quiet voices on the bus, sit down at all times, keep hands, feet and objects inside the bus, no food or drink (besides water), respond respectfully to the bus driver and use kind words when interacting with others.

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

It’s important to be safe, respectful, responsible, and kind on the bus so:

- Nobody gets hurt
- Everyone feels comfortable riding the bus
- The bus is a safe, clean place
- The bus driver can respond easily in case of an emergency

**Step 4: Demonstrate Rules**

Student “on bus” procedures:

Demonstrate – Procedures above

Individuals “on the bus”

Walk on the bus, sit down where the bus driver asks you to, use quiet voices on the bus, sit down at all times, keep hands and objects inside the bus, no food or drink (besides water), respond respectfully to the bus driver, and use kind words when interacting with others.

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A student sits down quietly and calmly and remains in seat with hands on lap and facing forward the entire bus ride.	A student pushes his way onto the bus, turns around during the bus ride and opens the windows to put his head or hands outside. A student puts his legs in the aisle, tripping another student trying to get on the bus.
Be Respectful	A student waits his/her turn to get on and off the bus and says thank you.	A student enters the bus before the driver gives permission.
Be Responsible	A student picks up any trash left on the floor and tells the bus driver she sees graffiti on her seat.	A student throws his food bag on the floor and uses a marker to write his name on the seat.
Be Kind	A student politely asks a peer if a seat is taken and says thank you.	A student sits by the aisle and puts his belongings up on the seat so nobody can sit by him.

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice “on bus” procedures & teacher/staff provide specific feedback (e.g. nice job using quiet voices, thank you for picking up trash off the bus, make sure we remember to thank the bus driver and report any vandalism or unsafe behaviors)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect



**WestPark Bus Stop  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Stay in designated area</li> <li>• Stand in line and wait your turn</li> <li>• Talk only to familiar parents and students</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Honor the area to and from the bus stop</li> </ul>	<ul style="list-style-type: none"> <li>• Take all of your belongings with you</li> <li>• Dispose of your trash in appropriate place</li> <li>• Report any issues to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Greet the bus driver when boarding and leaving the bus</li> </ul>

**Routine:** Stay in designated area, keep hands, feet, and objects to self, interact with only familiar parents and students, stand in a line, honor property and its owner, take trash with you, report unsafe or inappropriate behaviors, greet the bus driver and use kind words when interacting with others.

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

It's important to be safe, respectful, responsible, and kind at the bus stop so:

- Nobody gets hurt
- Everyone feels comfortable and safe at the bus stop
- Property owners' yards are respected
- Our school is represented as a respectful environment while off campus

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

Student bus stop procedures:

Demonstrate – Procedures above

#### Individuals at the bus stop

stay in designated area, keep hands, feet, and objects to self, don't interact with strangers, stand in a line, respect property and its owner, take trash with you, report unsafe or inappropriate behaviors, put away electronics before entering bus, greet the bus driver, use kind words when interacting with others

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A student calmly waits in line at the bus stop with his hands at his sides.	A student runs around the bus stop and goes up to a stranger to start a conversation.
Be Respectful	A student picks up a piece of trash left in a property owners' yard and makes sure he is not standing in that person's yard.	A student tramples on a property owner's grass and leaves his candy wrapper on their lawn.
Be Responsible	A student reports witnessing a peer being bullied at bus stop.	A student notices the same car driving by several times on many different occasions but doesn't report it.
Be Kind	A student waits patiently for the bus to arrive and greets the bus driver before entering the bus.	A student rushes to the bus before it is stopped and shouts to the driver, "Finally! We've been waiting out here forever!"

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice bus stop procedures & teacher/staff provide specific feedback (e.g. “nice job of staying off of the lawn, thank you for picking up trash off the floor, make sure report any vandalism or unsafe behaviors)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect

**WestPark Bus Arrival  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Stay in designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Exit the bus from front to back</li> </ul>	<ul style="list-style-type: none"> <li>• Take all of your belongings with you</li> <li>• Dispose of your trash in appropriate place</li> <li>• Report any issues to an adult</li> <li>• Turn off and put away any electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Assist young or new students</li> </ul>

- a) **Routine:** Turn off and put your electronics away, wait until dismissed to get off of bus, keep hands, feet and objects to self when exiting the bus, thank the bus driver, use kind words and quiet voices when interacting with others, take all your belongings with you and walk calmly to designated area.

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

It's important to be safe, respectful, responsible, and kind during bus arrival so:

- Nobody gets hurt

- Everyone gets to their designated area
- Nobody loses important items
- Everyone can exit bus easily
- Everyone gets to school safely

**Step 4: Demonstrate Rules**

Student bus arrival procedures:

Demonstrate – Procedures above

Individuals during bus arrival

Wait until dismissed to get off of bus, keep hands, feet and objects to self as exiting the bus, thank the bus driver, use kind words and quiet voices when interacting with others, take all your belongings with you, walk calmly to designated area

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A student exits the bus calmly and quietly and uses sidewalks to walk immediately to designated area.	A student pushes through others to get off the bus and meets up with friends outside of designated playground area.
Be Respectful	A student calmly waits for his turn to get off the bus. The student thanked the bus driver before exiting.	A student pushes through to the front of the line and leaps off of the bus. A student tells the bus driver “No!” when he asks them to sit in their assigned seat.
Be Responsible	A student double-checks he took his belongings with him and picks up a piece of trash off the floor. The student then goes immediately to playground or cafeteria if eating breakfast.	A student jumps up as bus arrives, leaving belongings and/or trash behind. The student talks to friends outside designated area or goes to play on the playground instead of going to cafeteria right away.
Be Kind	A student says “excuse me” to peers and thanks the bus driver.	A student yells “move!” to another student and talks back the bus driver.

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice “pretending” to leave the bus & teacher/staff provide specific feedback (e.g. “nice job waiting your turn, using calm and quiet voice, ; make sure we remember to use the sidewalks and go straight to designated area)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect
- Possibility of practicing with the buses may be included during the bus drills



**WestPark Dismissal  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk with adult to designated area and wait to be dismissed</li> <li>• Walk on sidewalks and use crosswalk</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Listen and follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Take all your belongings with you</li> <li>• Keep all belongings in your backpack</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Help others if needed</li> </ul>

Routine: Walk in the hallway with an adult to your designated area using hallway/common area procedures. Wait patiently in the designated area, keeping hands, feet, and objects to self. Keep all belongings with you and use appropriate language while waiting to be dismissed by an adult. Use the sidewalk; use the crosswalk when crossing the street and listen to the crossing guard.

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

It's important to be safe, respectful, responsible, and kind during dismissal so:

- Nobody gets hurt
- Everyone gets to their designated area
- Nobody loses important items
- Everyone can exit safely

**Step 4: Demonstrate Rules**

Students dismissal procedures:

Demonstrate – Procedures above

Individuals during Dismissal: Walk in the hallway, using hallway procedures, with an adult to your designated area. Wait patiently in the designated area, keeping hands, feet, and objects to self. Keep all belongings with you and use appropriate language while waiting to be dismissed by an adult. If you are crossing the street, use the crosswalk and sidewalks and listen to the crossing guard.

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student walks quietly down the hallway with an adult to the designated area.	A student runs to the designated area.
Be Respectful	A student talks quietly, using appropriate language, at designated area.	A student talks loudly to her friend and walks around, rather than staying in designated area.
Be Responsible	A student keeps all belongings in their backpack.	A student begins unloading items from a backpack and is not ready when dismissed.
Be Kind	A student patiently waits to be dismissed and says please and thank-you to adults and peers.	A student begins yelling and running around disrupting others who are patiently waiting to be dismissed.

### **Step 5: Provide Opportunities for Student Practice**

- Have class practice walking as a group to dismissal area & teacher/staff provide specific feedback (e.g. nice job keeping your hands to self that is very safe, waiting your turn, using inside voice, make sure we remember to use the sidewalks and crosswalk, and listen to the crossing guard)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect



**WestPark in the Office  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Walk quietly and calmly to counter</li> <li>• Sit in chair and benches appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Wait quietly and patiently for adult</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly</li> <li>• Use pass</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Greet adults politely</li> </ul>

Routine: Walk to office quietly with a pass, sit/stand in designated area and wait to be helped. When an adult acknowledges you, greet them politely and state your business. Say please and thank-you to adults and peers. Return promptly to classroom.

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

It's important to be safe, respectful, responsible, and kind in the office so:

- Nobody gets hurt
- All staff, students and parents are treated as a priority
- Everyone is respectful and patient with one another

**Step 4: Demonstrate Rules**

Students waiting at Office:

Demonstrate – Procedures above

Individuals in Office:

Walk to office quietly with pass and wait patiently to be helped, use your manners (say excuse me) when office staff is not busy, sit in designated area, and say please and thank-you to adults and peers.

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student waits quietly until Office Staff is off the phone before saying “excuse me” for her attention.	A student stands up on the bench and throws his referral at the desk.
Be Respectful	A student waits quietly for an adult to ask them what they need.	A student taps the counter or dings Jane’s bell to get her attention. When not addressed immediately, the student goes directly to the nurse’s office without permission.
Be Responsible	A student walks directly to and from the office with the appropriate pass.	A student does not have an appropriate pass and reports to the office without permission
Be Kind	A student patiently waits their turn, says please and thank-you to adults and peers, and greets the adult with a “good morning.”	A student walks up to the front desk and moves in front of other students waiting to be helped. Demands to be helped immediately.

**Step 5: Provide Opportunities for Student Practice**

- Have class practice interacting with office staff. Teacher/staff provide specific feedback (e.g. nice job waiting your turn that is very respectful, sitting quietly is very safe, using a polite voice is very kind)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect



## WestPark in the Library Lesson Plan



### **Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

### **Step 2: Teach Expectations for Specific Setting**

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk quietly and calmly</li> <li>• Enter and exit quietly using the door on the right</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Follow adult directions</li> <li>• Put books back in correct place or give to librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials and resources properly</li> <li>• Wait quietly and patiently to check out books</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Share materials</li> </ul>

Routine: Enter the library quietly (use the appropriate pass if sent independently), sit in your assigned seat, listen for staff instruction or choose a book, use proper check-in and check-out procedures for library books and materials, exit library by quietly pushing in your chair and using the correct door.

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

It's important to be safe, respectful, responsible, and kind in the library so:

- Nobody gets hurt
- Everyone can easily use the library
- The library is maintained and organized

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

Students in the Library:

Demonstrate – Procedures above

Individuals in Library:

Enter the library quietly (use pass if sent independently), sit in your assigned seat, listen for staff instruction or choose a book, use proper check-in and check-out procedures for library books and materials, exit library quietly by pushing in your chair and using the correct door.

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student uses the correct door to enter and leave the library.	A student goes out the enter door and hits another student while leaving.
Be Respectful	A student waits until his turn to check out book. Uses place-holder to hold place of book.	A student slams his book down and demands to be helped immediately. A student takes books out and then puts them back in the wrong place.
Be Responsible	A student walks directly to and from the library with an appropriate pass.	A student does not have a pass when they go to the library having to make several trips.
Be Kind	A student patiently waits their turn and treats books appropriately.	A student destroys a book and blames another student. A student writes or draws in a book.

### **Step 5: Provide Opportunities for Student Practice**

- Take students to the library and show them how to correctly go through library procedures.
- Have students practice library procedures.
- Have each student use a graphic organizer/sequence chart to retell library procedures.



**WestPark in Assemblies  
Lesson Plan**



**Step 1: Review School Wide Rules**

Be Safe, Be Respectful, Be Responsible, Be Kind

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

Safe	Respectful	Responsible	Kind
<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Walk quietly and calmly</li> <li>• Sit in designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Follow adult directions</li> <li>• Be aware of personal space</li> <li>• Wait for instructions to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>• Be active listeners</li> </ul>	<ul style="list-style-type: none"> <li>• Give full attention to presenter</li> <li>• Use good audience manners</li> <li>• Clap appropriately when designated</li> </ul>

**Routine:** Walk calmly and quietly (in line) into the assembly area (Cafeteria/Library) keeping hands, feet and objects to self. One student from each class will open the door for the rest of the class then join their class at the end of the line. Be seated in the area that your teacher tells you to sit and teachers will remain with their students during the whole assembly. If seated in the bleachers, students will carefully walk up the steps to the furthest available seat and sit down. Students will stop talking and get quiet when they see the “All Quiet” signal. Students will sit appropriately (on bottom) using good audience manners, clapping when appropriate or designated, and give full attention to presenter by having their eyes on the presenter and mouths closed. If a student sees inappropriate behavior from another student, they will notify the nearest staff member. If there is a question and answer time, use a raised hand and ask/share appropriate “on topic” information. Follow all adult directions and wait quietly for dismissal instructions. Walk out of the assembly area following the same procedures as coming in.

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

It’s important to be safe, respectful, responsible, and kind in assemblies to:

- Make assemblies a productive, safe experience
- Project a positive image of our school
- Demonstrate positive results of attentive listening skills

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

##### Students in an Assembly

Demonstrate – Procedures above

<b><u>Rule</u></b>	<b><u>Example</u></b>	<b><u>Non-Example</u></b>
Be Safe	A designated student from the class is holding the door as the rest of the students walk quietly into the assembly area.	Several students are pushing their way through the door as the class enters the assembly area.
Be Respectful	Students clap after all of the awards were given for that respective class.	A student whistles and shouts for another student getting an award.
Be Responsible	Students are quiet and have eyes on the presenter, watching and listening to the presentation.	A student is looking around and waving to others in the audience as the presenter speaks.
Be Kind	After the presentation, a student raises their hand, waits to be called on by the presenter, and asks an on topic question.	After the presentation, several students stand up and start talking to each other.

#### **Step 5: Provide Opportunities for Student Practice**

- Have class practice walking as a group into the Cafeteria or Library & teacher/staff provide specific feedback (e.g. nice job keeping your hands to self that is very safe, waiting your turn, using quiet voices, this is how we sit for an assembly, etc.)
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is correct or incorrect
- Discuss disruptive behaviors and have students explain why it is disruptive
- Do some assembly role playing in your classroom. Have a student role play being a speaker and have the class enter, sit, and show active listening and then do dismissal.



**WestPark Elementary School**  
**Yearly Teaching Schedule**



Initial teaching of behavioral expectations and routines will occur during the first three days of school.

Re-teaching of behavioral expectations and routines will occur as necessary throughout the year. This will be planned by the WestPark Elementary School PBIS team.

Strategic re-teaching and booster sessions will occur during the first week back after the following:

- Fall Break
- Winter Break
- Spring Break

## Wolf Pride Pledge

I Pledge:  
To be Safe  
To be Respectful  
To be Responsible  
To be Kind  
In all areas on Campus  
Wolf pride is hard to hide  
Paw Power!



## Acknowledgement System

On a daily basis, a student can earn “Paw Power card” when they are caught being Safe, Respectful, Responsible and/or Kind by a staff member (see matrix for examples). There will be many instances when a student will receive verbal praise, a smile, wink or nod instead of a Paw Power card. The staff member may choose to give a Paw Power card in order to have greater impact. Paw Power cards are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at WestPark Elementary. All students should receive Paw Power cards when they engage in positive behavior... we do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.



All staff members, volunteers and substitute teachers should have the opportunity to hand out Paw Power cards whether they teach that particular student or not and tickets can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Paw Power cards are designed to be user friendly. They are small enough to hopefully fit into a pocket and will only take a quick moment to fill out. It can be important to teach and remind students that they will not receive a Paw Power card if they ask for it.

How does the process work?

- A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
- The staff member hands a completed Paw Power card to the student while complimenting the student. Tickets should always be accompanied with a verbal explanation to the student identifying the **specific behavior** they are being recognized for and linking the behavior to a **school rule**. For example, “Wow, thank you for stopping to **help pick up Jenni’s books**, that was very **Kind** of you, you’ve earned a Paw Power.”
- The student brings the award to his or her PAW box in their classroom.
- Each classroom collects Paw Power cards for the week. On Thursday afternoon, teachers will bring his or her classroom PAW envelope to the front office. On Friday morning, after name that tune, the music teacher draws one name from each grade level’s PAW box. The students’ names are read and the students come forward for a reward. On Friday, a teacher or staff member will be recognized during the drawing. The teacher will be rewarded with a designated parking spot for the next week.
- Monthly each classroom will recognize all students who have met the goal.
- After the drawing on Friday all of the tickets will be placed in the super Paw Power container in the front office. Five Paw Power cards will be drawn on the day we have quarterly awards assemblies. The teacher and student names will be announced after announcements by administration. The teachers and students will come up to the front office for their prize.



## **Correction System – Responding to Problem Behavior**

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at WestPark, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects, pre-planned consequences may be required.

### **Level 1:**

Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

### **Level 2:**

For student behavior that persists beyond a warning or repeated redirection, disrupts instruction or recurring student behavior a teacher redirection may be paired with the online discipline referral. When delivering a discipline referral, staff members should clearly identify the behavior of concern, link it to violation of a school-wide rule and use the opportunity to have the student practice the appropriate response whenever possible. Staff may pair with a classroom consequence, however, make sure to try to reduce the loss of instructional time.

Behaviors that are given a discipline referral frequently warrant communication with parents and could require administration support.



### **Level 3:**

Serious student offenses for which the school principal will be involved call for an Office Discipline Referral. Such offenses will merit parent communication and will likely result in some disciplinary action. Based on teacher judgment a student may also receive an office discipline referral for receiving three level 2 infractions within a two month period. Disciplinary responses for Level 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

A progressive series of consequences may include Attitude Reflection Center (ARC), during which students are kept in from a recess one day in order to attend ARC as an opportunity to re-teach expected behavior related to their infraction. As much as possible natural consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damaged.



## A Menu of Ideas for Responding to Misbehavior

<u>Staff Managed Behaviors</u>	
<u>Definition: Failure to follow school or classroom rules and expectations</u>	
<b>Behaviors</b>	<b>Responses/ Consequences</b>
<p><u>Level 1 – Minor examples</u></p> <ul style="list-style-type: none"> <li>• Talk outs</li> <li>• Off task</li> <li>• Failing to follow rules/directives</li> <li>• Interrupting instruction</li> <li>• Inappropriate voice level</li> <li>• Disruptive</li> <li>• Inappropriate language/comments</li> <li>• Put downs/ low level teasing</li> <li>• Hands/feet/objects on others</li> <li>• Note passing</li> <li>• Out of assigned area</li> <li>• Unsafe play/ inappropriate use of equipment</li> <li>• Late coming in from playground</li> <li>• Spitting</li> <li>• Running in halls</li> <li>• Not walking wheels on school grounds</li> <li>• Littering</li> </ul> <p><u>Level 2 examples</u></p> <ul style="list-style-type: none"> <li>• Repeated Minor behavior</li> <li>• Unexcused tardy/ absence</li> <li>• Cheating</li> <li>• Defiance</li> <li>• Inappropriate displays of affection</li> <li>• Electronic equipment at school</li> </ul>	<p><u>1st minor offense</u></p> <ul style="list-style-type: none"> <li>• Ask student which school rule was broken</li> <li>• Teach appropriate behavior</li> <li>• Remind, redirect, reinforce</li> <li>• Additional practice of the correct behavior</li> <li>• Closer monitoring/ proximity</li> <li>• Ignore/ acknowledge appropriate behavior</li> <li>• Use humor</li> <li>• Complete paperwork for minor behavior if necessary</li> <li>• Contact parent (as necessary)</li> </ul> <p><u>Repeated minor offense or Level 2 behavior</u></p> <ul style="list-style-type: none"> <li>• Re-teach appropriate behavior w/ student practice</li> <li>• Complete necessary paperwork</li> <li>• Mild Consequences (natural, logical consequences are optimal):               <ul style="list-style-type: none"> <li>– loss of a privilege (i.e. recess, computer time, etc.)</li> <li>– time out</li> <li>– write letter or a plan for change</li> <li>– clean up duty</li> <li>– contact parent</li> <li>– send to another classroom</li> <li>– stay after school to complete work missed</li> <li>– restitution</li> <li>– detention</li> <li>– referral to Rule School</li> <li>– Consult with student</li> <li>– Conference w/ student &amp; parent</li> </ul> </li> <li>• Consult w/ colleagues, behavior specialist in school</li> <li>• Develop a plan of support</li> </ul>



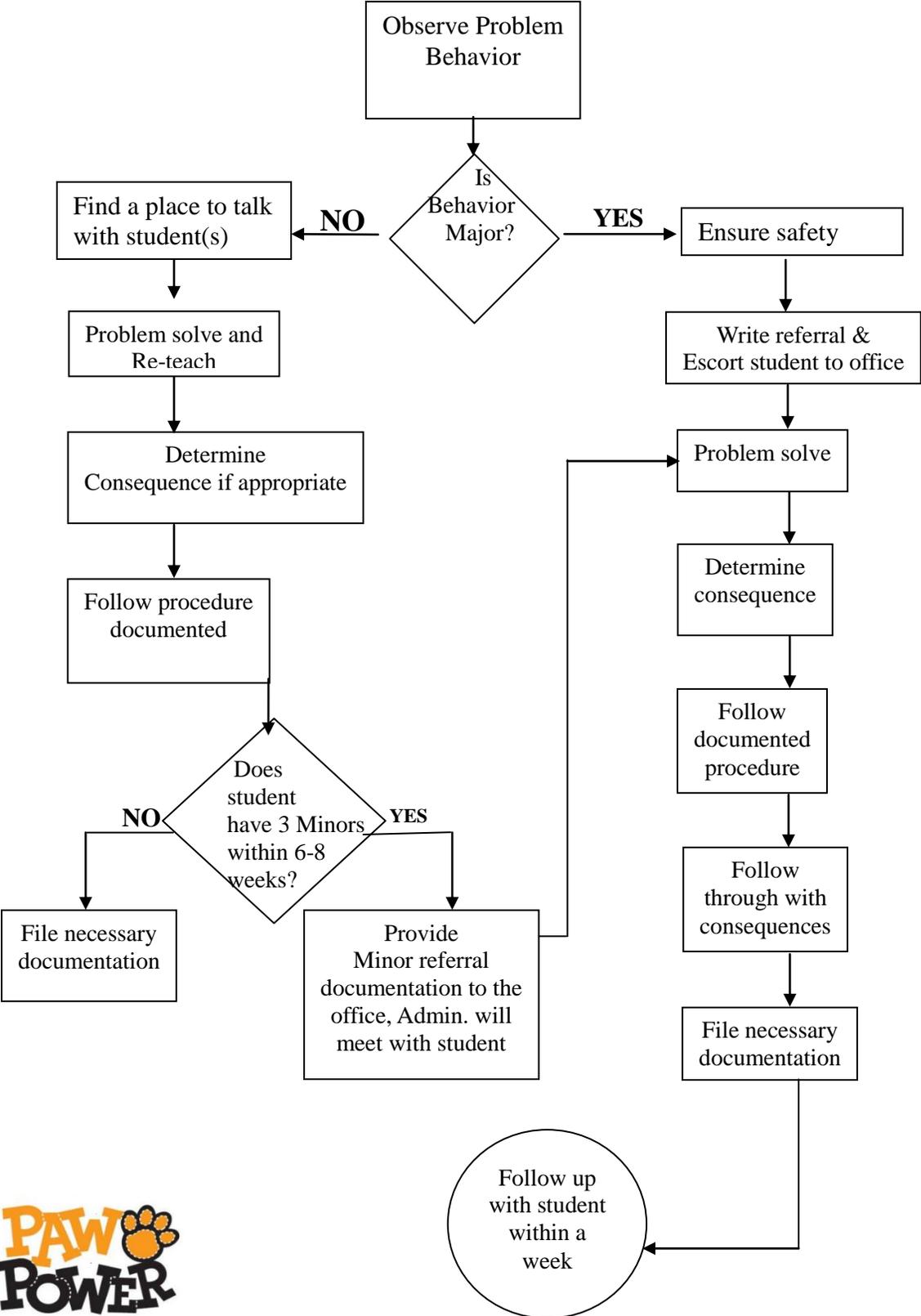
## Office Managed Behaviors

**Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible**

<b>Behaviors</b>	<b>Responses/ Consequences</b>
<ul style="list-style-type: none"><li>• Danger to others with intent to hurt</li><li>• Weapons</li><li>• Fighting/ assault/ physical aggression</li><li>• Serious disruption</li><li>• Overt defiance</li><li>• Harrassment/Bullying</li><li>• Threats/Intimidation</li><li>• Inappropriate touching</li><li>• Unsafe activities</li><li>• Theft</li><li>• Use/possession of alcohol or drugs</li><li>• Vandalism</li><li>• Chronic minor behavior</li></ul>	<ul style="list-style-type: none"><li>• Send student to office</li><li>• Complete office referral form</li><li>• Parent contact</li><li>• Notify law enforcement (as necessary)</li><li>• Consequences<ul style="list-style-type: none"><li>– Detention</li><li>– Suspension</li><li>– Restitution</li><li>– Loss of privileges</li><li>– Parental escort at school</li></ul></li><li>• Formal behavior plan</li></ul>



# General Procedure for Dealing with Problem Behaviors



## Procedure for Managing “Minor” Referrals

(Resource Supporting Documents – “Menu of Ideas for Responding to Misbehavior” and flow-chart “Procedure for Dealing with Problem Behaviors”)

- Teacher keeps documentation for each student
- Fill-out “minor” form for each incident – (K-4 “uh-Oh”) or (5-8 “Minor Slip”)
- Conference with student
- Contact parent
- 3<sup>rd</sup> Minor in 6-8 week period – Provide copies of 3 Minors and Cover sheet to building administrator. Student will be called to the office for follow-through. Third Minor will be entered into SWIS as a level “C” offense.



## Uh-oh (Minor) K-4

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
| Minor Problem Behaviors                      | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> inappropriate lang. | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
| <input type="checkbox"/> disruption          | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |
| <input type="checkbox"/> non-compliance      |  |  |

### Possible Motivation

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work     | <input type="checkbox"/> Avoid peer(s)  |
| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Uh-oh (Minor) K-4

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
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| <input type="checkbox"/> disruption          | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |
| <input type="checkbox"/> non-compliance      |  |  |

### Possible Motivation

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work     | <input type="checkbox"/> Avoid peer(s)  |
| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Uh-oh (Minor) K-4

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
| Minor Problem Behaviors                      | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> inappropriate lang. | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
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| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Minor Referral Grades K-4

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

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

### What rule(s) have you broken?

- Be Safe    Be Respectful    Be Responsible    Be Kind

### What will you do differently next time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Action Taken:

- Lose Recess    Lunch Detention    After School Detention  
 Community Service    Follow-up Agreement  
 Loss of Privilege \_\_\_\_\_

Admin Notes: \_\_\_\_\_

Parent Contacted: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student: \_\_\_\_\_

Administrator: \_\_\_\_\_

## Minor Slip Grades 5-8

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
| Minor Problem Behaviors                      | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> inappropriate lang. | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
| <input type="checkbox"/> disruption          | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |
| <input type="checkbox"/> non-compliance      |  |  |

### Possible Motivation

- |  |   |   |
|--|---|---|
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| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Minor Slip Grades 5-8

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
| Minor Problem Behaviors                      | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> inappropriate lang. | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
| <input type="checkbox"/> disruption          | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |
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| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Minor Slip Grades 5-8

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

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

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

### Location

- |  |  |  |
|--|--|--|
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| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_

### Action Taken:

- lose recess    parent contact    conference    Problem Solving  
 follow up agreement    loss of privilege \_\_\_\_\_

## Minor Referral Grades 5-8

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

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

### What rule(s) have you broken?

- Be Safe    Be Respectful    Be Responsible    Be Kind

### What will you do differently next time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Action Taken:

- Lose Recess    Lunch Detention    After School Detention  
 Community Service    Follow-up Agreement  
 Loss of Privilege \_\_\_\_\_

Admin Notes: \_\_\_\_\_

Parent Contacted: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student: \_\_\_\_\_

Administrator: \_\_\_\_\_

## **Individual Student Behavioral Supports**

WestPark EBISS team will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support.

WestPark EBISS team will provide a continuum of individual positive behavioral interventions and supports which will be available to all students, but will be put in place to support students with recurring challenging behavior. This continuum of support will be provided for at-risk students which may include research based interventions including Check-In/Check-out, or more individualized Positive Behavior Support Plans (BSP) based on Functional Behavioral Assessment (FBA) as appropriate. When students are identified as at-risk for problem behavior, a continuum of individual behavioral support will be provided to support students in hope of reducing their likelihood of receiving additional disciplinary contacts, suspensions and lost instructional time. Daily data will be collected for all interventions implemented with students at-risk for behavioral concerns to monitor student progress and evaluate the effectiveness of interventions.





## Teaching Schedule

Wednesday	K	1	2	3	4	5	6	7	8	Sheridan	Dixon
8:45	show students how to fill out Paw Power tickets and assembly expectations										
9:00-9:05	enter through K hallway			enter through main hallway				enter through outside doors		through main hallway	
9:10-9:40	<b>Paw Power Assembly!</b>										
	Show restroom video, cafeteria video, and classroom procedures through out the day.										
CA=common areas	K	1	2	3	4	5	6	7	8	Sheridan	Dixon
<b>Thursday</b>	playground by classroom teacher										
8:30-8:50											
8:55-9:15								playground	playground		playground
9:20-9:40						playground					
9:45-10:05		playground									
10:10-10:20			playground								
10:25-10:45				playground						playground	
10:50-11:10					playground						
11:15-11:35											
11:40-12:00	dismiss/CA										
12:05-12:25							playground				
12:30-12:50		dismiss/CA									
12:50-1:10				dismiss/CA						dismiss/CA	dismiss/CA
1:15-1:35						dismiss/CA					
1:40-2:00			dismiss/CA								
2:05-2:25							dismiss/CA				
2:30-2:40					dismiss/CA						
2:45-3:05								dismiss/CA	dismiss/CA		
	K	1	2	3	4	5	6	7	8	Sheridan	Dixon
<b>Friday</b>	show bus video, at teachers discession										
8:30-8:50											
8:55-9:15	during class tour of the school, stop by the office for procedures										
9:20-9:40											
9:45-10:05											
10:10-10:20											
10:25-10:45											
10:50-11:10											
11:15-11:35											
11:40-12:00											
12:05-12:25											
12:30-12:50											
12:50-1:10											
1:15-1:35											
1:40-2:00											
2:05-2:25											
2:30-2:40											
2:45-3:05											