

# Positive Behavior Interventions and Supports

Rucker Elementary School



Handbook  
2019-2020

## Positive Behavior Interventions and Supports

### What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in school. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all youth through intervention ranging from a site-wide system to a system for developing individualized plans for specific students. Site-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all youth, and improve school climate.

### Who is on the site-wide PBIS Team?

The PBIS team is representative of the entire facility staff. Having a representative team will improve communication and feedback about PBIS programs, and should improve involvement and implementation of the PBIS components.

### What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as rolling out PBIS, scheduling teaching sessions of expectations, developing protocols for teaching students about PBIS, etc.) and continually monitoring and updating PBS programs.
- Attending trainings to promote the continuing development and maintenance of PBIS programs.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Lead is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the site-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the site-wide programming, including General Education and Special Education staff, and staff across all departments.

### School-Wide Rules

**Be Safe**

**Be Courteous**

**Do Your Personal Best**

## Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on three simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff using a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch youth engaging in the appropriate behavior.

By selecting only a few rules, it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- Thank you class for **Being Courteous** by raising your hand to speak, and listening to what everyone else had to say about the activity.
- You were **Doing Your Personal Best** when you followed a school rule even when others were not.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Our school will be survey twice per year (Fall & Spring) to see if staff and youth know the school-wide rules. The goal is that 90% of staff and youth know the site-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the facility culture.

## School Rules Posters

School Rules Posters will be shared and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

## The Rucker Way Expectations Grid

Area/setting	Be Safe	Be Courteous	Do Your Personal Best
<b>Assembly</b>	<ul style="list-style-type: none"> <li>● Walk quietly and calmly</li> <li>● Sit in assigned area</li> <li>● Sit on bottom</li> <li>● Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>● Use good audience manners</li> <li>● Enter and exit quietly</li> <li>● Clap appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Follow directions</li> <li>● Be good listeners</li> <li>● Wait for signals</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>● Keep feet on floor</li> <li>● Keep floor clean and dry</li> <li>● Keep water and soap in sink</li> </ul>	<ul style="list-style-type: none"> <li>● Give people privacy</li> <li>● Use quiet voices</li> <li>● Wait your turn</li> <li>● Put paper towels in the garbage can.</li> </ul>	<ul style="list-style-type: none"> <li>● Flush toilet once after use</li> <li>● Return to classroom right away</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>● Enter quietly and calmly</li> <li>● Keep hands, feet, and objects to self.</li> <li>● Wait patiently in checkout line</li> </ul>	<ul style="list-style-type: none"> <li>● Use whisper voices</li> <li>● Use plastic markers properly</li> <li>● Put books in their place</li> </ul>	<ul style="list-style-type: none"> <li>● Return books on time</li> <li>● Treat books with care</li> <li>● Choose a just-right AR book</li> <li>● Follow directions</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>● Enter quietly and calmly</li> <li>● Keep hands, feet, and objects to self</li> <li>● Leave food or drinks outside</li> <li>● Leave all cords alone</li> </ul>	<ul style="list-style-type: none"> <li>● Hang up headphones</li> <li>● Log out of your program/ set to home screen</li> <li>● Use materials appropriately and return when finished</li> </ul>	<ul style="list-style-type: none"> <li>● Sit in assigned spot</li> <li>● Keep your headphones on</li> <li>● Follow directions</li> <li>● Ask for help if you need assistance</li> </ul>
<b>Recess - Blacktop</b>	<ul style="list-style-type: none"> <li>● Stay within the boundaries</li> <li>● Walk to/from blacktop</li> <li>● Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>● Share and use equipment properly and return to cart</li> <li>● Be fair</li> <li>● Use appropriate language</li> <li>● Follow game rules</li> </ul>	<ul style="list-style-type: none"> <li>● Use the bathroom</li> <li>● Freeze when whistle blows</li> <li>● Include everyone</li> <li>● Eat snacks only at tables.</li> </ul>
<b>Recess – Play Structure</b>	<ul style="list-style-type: none"> <li>● Walk in play structure area</li> <li>● Slide down feet first</li> <li>● One person on slide</li> </ul>	<ul style="list-style-type: none"> <li>● Share and take turns</li> <li>● Wait patiently for turn</li> </ul>	<ul style="list-style-type: none"> <li>● Exit the structure and line up at edge of playground when bell rings</li> </ul>
<b>Recess - Kinder</b>	<ul style="list-style-type: none"> <li>● Stop swing completely before getting off</li> </ul>		

<b>Recess – Field</b>	<ul style="list-style-type: none"> <li>● Keep hands, feet, and objects to self.</li> <li>● No climbing on fence or backstop</li> <li>● Stay inside the area marked with white lines</li> </ul>	<ul style="list-style-type: none"> <li>● Include everyone in the game</li> <li>● Put away equipment when bell rings</li> <li>● Use appropriate language</li> <li>● Follow game rules</li> </ul>	<ul style="list-style-type: none"> <li>● Play by games rules</li> <li>● Use the bathroom</li> <li>● Freeze when whistle blows</li> <li>● Walk quickly to line after bell rings</li> </ul>
<b>Walking on School Grounds</b>	<ul style="list-style-type: none"> <li>● Walk facing forward</li> <li>● Walk in line as a group</li> <li>● Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate voice level</li> <li>● Listen and watch for teacher signal</li> </ul>	<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Use a hall pass</li> </ul>
<b>Lunch Line to/from Cafeteria</b>	<ul style="list-style-type: none"> <li>● Walk quietly in a straight line facing forward</li> <li>● Keep hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Use quiet voices</li> <li>● Use kind words like “please” and “thank you”</li> <li>● Wait your turn - no cutting</li> </ul>	<ul style="list-style-type: none"> <li>● Hold food with both hands</li> <li>● Pick up what you drop</li> </ul>
<b>Eating area - outside or multipurpose room</b>	<ul style="list-style-type: none"> <li>● Sit with feet on floor, bottom on bench and facing table</li> </ul>	<ul style="list-style-type: none"> <li>● Sit at assigned table</li> <li>● Allow anyone to sit next to you</li> <li>● Use quiet voice</li> <li>● Leave your table and floor cleaner than when you found it</li> </ul>	<ul style="list-style-type: none"> <li>● Eat all your own food</li> <li>● Raise hand to be excused</li> <li>● Throw away your garbage</li> </ul>
<b>Drop off/pick up</b>	<ul style="list-style-type: none"> <li>● Always walk</li> <li>● Stay with adult on duty</li> <li>● Keep hands, feet, and backpack to self</li> <li>● Sit and stay behind safety zone.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch for your car</li> <li>● Be prepared to load quickly</li> </ul>	<ul style="list-style-type: none"> <li>● Follow adult directions</li> <li>● Be on time</li> <li>● Use sidewalks and crosswalks</li> </ul>

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

### **Protocol for teaching expectations to students**

During the first few days that students are at Rucker, we will focus on teaching them the site-wide rules, behavioral expectations, and routines across all setting. We do not assume that students know the expectations and routines. By teaching the expectations as soon as the students start, it can prevent problem behaviors right from the beginning, as it establishes clearly defined expectations and boundaries that are consistent across all staff.

## **What are Routines?**

Routines are the procedures and processes that students are expected to follow in order to maintain safety & security, and support positive social engagement with a variety of contexts. Examples of routines include expectations for line movement during transitions, lunch delivery process, morning room checks, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up youth to engage in misbehavior. Routines should be taught and reinforced on an ongoing basis, as well as each time a new youth enters the facility.

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

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or developing group goals with an incentive for the group meeting goals in that context.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan
- Blank Lesson Plan

# **Kick Off Week**

## **Description of Activities/ Schedule**

### **First Day of School**

On the first day of school, we will hold a school-wide assembly to kick-off our school wide PBIS systems with the students. The purpose is to bring together our community to set expectations, share our reward system and get everyone on the same page.

A series of Rucker Way lesson plans (see pages that follow) should be shared with your students during the first week of school.

- Arrival and Dismissal
- Recess (Hard Surface Areas)
- Computer Lab
- Eating Areas
- Recess (Field)
- Library
- Multi-Purpose Room (Cafeteria)
- Multi-Purpose Room (Assemblies)
- Office
- Restrooms
- Recess (Playground)
- Rainy Day Arrival
- Rainy Day Dismissal
- Walk and Talk Recess

# Lesson Plan Template

Teaching School-Wide Expectations Lesson Plan	
Step 1: <i>Identify the expected behavior.</i>	
Step 2: <i>Rationale for Teaching the Rule</i>	
Step 3: <i>Identify a Range of Examples</i>	
<i>Positive Teaching Examples</i>	<i>Negative Teaching Examples</i>
Step 4: <i>Practice/Role Playing Activities</i>	
Step 5: <i>Prompt/Remind Expected Behavior</i>	



## Rucker Way Lesson Plans

### Arrival and Dismissal

#### Being Safe, Courteous, and doing your Personal Best

What it looks like	What it doesn't look like
<p>Arrival</p> <ul style="list-style-type: none"> <li>▪ I will arrive to school on time</li> <li>▪ I will walk safely, use crosswalks and walk on the sidewalks</li> <li>▪ I will enter through the multipurpose room</li> <li>▪ I will get breakfast or go to my designated class area</li> <li>▪ I will walk and talk near my designated class area or stand in my line</li> <li>▪ I will listen for directions to line up</li> </ul> <p>Dismissal</p> <ul style="list-style-type: none"> <li>▪ I will walk with my class to my designated grade level area</li> <li>▪ I will sit patiently with my class while waiting to be picked up</li> <li>▪ I will raise my hand when I see the person who is picking me up</li> </ul>	<p>Arrival</p> <ul style="list-style-type: none"> <li>▪ I will not be late</li> <li>▪ I will not run in the street or parking lot</li> <li>▪ I will not enter through the office</li> <li>▪ I will not loiter around the restroom or hallways</li> <li>▪ I will not play or run around the playground</li> <li>▪ I will not talk or interrupt while directions are given</li> </ul> <p>Dismissal</p> <ul style="list-style-type: none"> <li>▪ I will not run</li> <li>▪ I will not scream, yell, chase others or swing anything around</li> <li>▪ I will not run to the person who is picking me up</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker students understand how to be safe, courteous, and do their personal best during arrival and dismissal times.” Review the expectations above.

**MODELING:**

- A. Demonstrate examples of the following expectations (students can demonstrate).  
Teacher takes class to the arrival and dismissal areas and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give P to students doing the modeling.
- B. Demonstrate examples of NOT following expectations (teacher, not students).  
Teacher models the “What it doesn’t look like.” Followed by discussion – remind students – “That’s not the Rucker Way... We walk with our class and stand or sit patiently in our designated class area.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous, and doing their personal best. What does it look like or sound like in the arrival and dismissal areas?” When you see someone break the rule – how can you kindly remind him or her they are not following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the arrival and dismissal areas?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation. Reinforce behaviors: Praise, paws, etc.

**Recess (Hard Scape Areas)**

<b>Being Safe, Courteous, and doing your Personal Best</b>	
<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>▪ I will walk and play safely</li> <li>▪ I will listen for the whistle and follow directions</li> <li>▪ I will use appropriate language, kind words</li> <li>▪ I will wait my turn</li> <li>▪ I will stay in the boundaries</li> <li>▪ I will use the tetherballs according to rules</li> <li>▪ I will follow all game rules</li> <li>▪ I will use the restroom &amp; drink water during recess</li> <li>▪ I will follow instructions when the bell rings and walk to the line</li> <li>▪ I will remember to bring in my jacket/sweater</li> <li>▪ I will eat my snack at the planter boxes</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run on the blacktop</li> <li>▪ I will not tackle others, play rough, or play tag</li> <li>▪ I will not play outside the boundaries</li> <li>▪ I will not touch the tetherball after the bell/whistle</li> <li>▪ I will not bounce, kick or spin a ball after the bell/whistle</li> <li>▪ I will not play with any equipment after the bell/whistle</li> <li>▪ I will not use bad language, unkind words</li> <li>▪ I will not forget my jacket/sweater</li> <li>▪ I will not cut in front of somebody else</li> <li>▪ I will not wait until the bell rings to use restroom &amp; get water</li> <li>▪ I will not eat while playing</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best on the black top.” Review the expectations above.

**MODELING:**

- A. Demonstrate examples of the following expectations (students can demonstrate).  
Teacher takes class to black top area with equipment, jackets and snacks to model each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.
- B. Demonstrate examples of NOT following expectations (teacher, not students).  
Teacher models the “What it doesn’t look like.” Followed by discussion – remind students – “That’s not the Rucker Way... We walk on the blacktop.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous, and doing their personal best. What does it look like or sound like on the black top?” When you see someone break the rule – how can you kindly remind him or her they aren’t following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best on the black top?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Computer Lab

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"><li>▪ I will walk into the lab quietly</li><li>▪ I will sit at my assigned seat</li><li>▪ I will place my snack and/or water under my chair</li><li>▪ I will sit and wait for directions to be given</li><li>▪ I will put the headphones on carefully</li><li>▪ I will log onto the correct program and do my best</li><li>▪ I will leave the desktop icons where I found them</li><li>▪ I will raise a quiet hand to ask for help if I cannot hear</li><li>▪ I will leave the keyboard and monitor in their place</li><li>▪ I will log off when instructed to do so</li><li>▪ I will replace the headphones where I found them</li><li>▪ I will push in my chair and clean up any scratch paper and pencil</li><li>▪ I will line up quietly to exit the computer lab</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run in the lab or be disruptive</li><li>▪ I will not sit in someone else's seat</li><li>▪ I will not place my snack and/or water near the computer</li><li>▪ I will not go ahead of my teacher's instructions</li><li>▪ I will not log onto any program except the assigned program</li><li>▪ I will not add or move any icons</li><li>▪ I will not move the keyboard or monitor from their correct place</li><li>▪ I will not do anything to damage my headphones</li><li>▪ I will not leave my chair out or leave my scratch paper behind</li><li>▪ I will not run or push to line up</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the computer lab." Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the library and models each of the above expectations. Teacher selects students to model expectations listed above "What it looks like." Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the Rucker Way... We walk quietly into the computer lab, do our best on the designated program, and restore everything back to the way we found it."

**DISCUSSION:** "Tell me what Rucker Students understand about being safe, courteous, and doing their personal best. What does it look like or sound like in the computer lab?" When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. "Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the computer lab?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Eating Area

<b>Being Safe, Courteous, and doing your Personal Best</b>	
<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>▪ I will walk to the courtyard</li> <li>▪ I will pick up anything I drop on my way</li> <li>▪ I will sit on the bench at my designated table facing forward</li> <li>▪ I will eat <u>only</u> my own food</li> <li>▪ I will use my spork and straw... appropriately</li> <li>▪ I will talk quietly</li> <li>▪ I will raise my hand if I need something (i.e. restroom)</li> <li>▪ I will wait for my table to be dismissed</li> <li>▪ I will throw all my garbage away when dismissed</li> <li>▪ I will line up and follow my class to the playground</li> <li>▪ I will walk to the playground</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run to the courtyard</li> <li>▪ I will not ignore, throw or kick anything on my way</li> <li>▪ I will not sit facing away from the table or stand on bench or table</li> <li>▪ I will not share or take others' food</li> <li>▪ I will not throw sporks, straws, food or garbage</li> <li>▪ I will not yell</li> <li>▪ I will not get up from the table without permission</li> <li>▪ I will not leave the table until instructed</li> <li>▪ I will not leave garbage on or under the table</li> <li>▪ I will not get out of line or leave the courtyard without yard duty</li> <li>▪ I will not run to the playground</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the eating area.” Review the expectations above.

### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the courtyard and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We eat using our table manners.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous, and doing their personal best. What does it look like or sound like in the eating area” When you see someone break the rule – how can you kindly remind them they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the eating area?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation. Reinforce behaviors: Praise, paws, etc.

## Recess (Field)

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"><li>▪ I will run and play safely</li><li>▪ I will listen for the whistle and follow directions</li><li>▪ I will use appropriate language, kind words</li><li>▪ I will be aware of others' activities/games</li><li>▪ I will keep soccer games away from fences and classrooms</li><li>▪ I will follow instructions when the bell rings and walk to the line</li><li>▪ I will remember to bring in my jacket/sweater</li></ul>	<ul style="list-style-type: none"><li>▪ I will not play rough</li><li>▪ I will not tackle others</li><li>▪ I will not play tag</li><li>▪ I will not use bad language, unkind words</li><li>▪ I will not play soccer near the fences and classrooms</li><li>▪ I will not run to my line after the bell rings</li><li>▪ I will not forget my jacket/sweater</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best on the field." Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to grass area with a soccer ball, jackets and models each of the above expectations. Teacher selects students to model expectations listed above "What it looks like." Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the Rucker Way... We run and play safely."

**DISCUSSION:** "Tell me what Rucker Students understand about being safe, courteous, and doing your personal best. What does it look like or sound like on the grass area?" When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. "Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best on the grass?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Library

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"><li>▪ I will walk into the library quietly</li><li>▪ I will carefully place my books on the counter with the bar code up</li><li>▪ I will sit and wait for directions to be given</li><li>▪ I will sit quietly and listen to the read aloud</li><li>▪ I will appropriately use a shelf marker when choosing a "Just Right" book</li><li>▪ I will wait patiently in line to check out my book</li><li>▪ I will use a whisper voice</li><li>▪ I will stay seated while I am reading my book</li><li>▪ I will push in my chair when it is time to leave</li><li>▪ I will carry my book(s) responsibly</li><li>▪ I will report damaged books to the librarian or teacher</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run into the library</li><li>▪ I will not throw or slam my book on the counter</li><li>▪ I will not wander around the library</li><li>▪ I will not talk during the read aloud</li><li>▪ I will not put books back where they don't belong</li> <li>▪ I will not be pushing or shoving in line</li><li>▪ I will not talk loudly</li><li>▪ I will not get up from my chair or the floor until directed to</li><li>▪ I will not leave my chair out</li><li>▪ I will not swing my book around or carry it while it is opened</li><li>▪ I will not damage the books</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the library." Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the library and models each of the above expectations. Teacher selects students to model expectations listed above "What it looks like." Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the Rucker Way... We walk quietly in the library, treat books respectfully and use a whisper voice."

**DISCUSSION:** "Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the library?" When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. "Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the library?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation. Reinforce behaviors: Praise, paws, etc.

## Multipurpose Room (Cafeteria)

### Being Safe, Courteous, and doing your Personal Best

What it looks like	What it doesn't look like
<ul style="list-style-type: none"> <li>▪ I will walk in quietly and sit down on my bottom</li> <li>▪ I will put playground equipment in appropriate places</li> <li>▪ I will use a quiet voice</li> <li>▪ I will face forward with my hands in my lap</li> <li>▪ I will sit quietly and wait for my class to be called</li> <li>▪ I will listen to the meal choices to select quickly</li> <li>▪ I will remember to get all my meal items and utensils</li> <li>▪ I will learn my number and enter it quickly</li> <li>▪ I will carry all my items carefully with two hands to the table</li> <li>▪ I will walk to the table</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run in the multipurpose room</li> <li>▪ I will not play with playground equipment</li> <li>▪ I will not yell, shout or scream</li> <li>▪ I will not turn and play with my neighbor</li> <li>▪ I will not be rude waiting for my classes turn</li> <li>▪ I will not take my time selecting my meal</li> <li>▪ I will not forget my meal items</li> <li>▪ I will not rely on someone else for my number</li> <li>▪ I will not drop my meal or items, if I do – I will pick them up</li> <li>▪ I will not run to the table</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the multipurpose room.” Review the expectations above.

#### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the multipurpose room and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We walk into the multipurpose room, sit quietly, select our food and walk carefully with our meal to the tables.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous and doing their personal best... What does it look like or sound like in the multipurpose room?” When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the multipurpose room?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.  
Reinforce behaviors: Praise, paws, etc.

## Multipurpose Room (Assemblies)

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"><li>▪ I will walk in quietly in a straight line and sit down on my bottom</li><li>▪ I will put playground equipment in appropriate places as needed</li><li>▪ I will use a quiet voice</li><li>▪ I will face forward with my hands in my lap</li><li>▪ I will sit quietly and patiently with my class</li><li>▪ I will listen for directions</li><li>▪ I will be an active listener</li><li>▪ I will applaud appropriately</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run in the multipurpose room</li><li>▪ I will not play with playground equipment</li><li>▪ I will not yell, shout or scream</li><li>▪ I will not turn and play with my neighbor</li><li>▪ I will not be rude while waiting with my class</li><li>▪ I will not talk or interrupt while directions are given</li><li>▪ I will not be distracted or distract others</li><li>▪ I will not whistle, scream or yell</li></ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the multipurpose room during an assembly.” Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the multipurpose room and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We walk into the multipurpose room, sit quietly, and wait for directions.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the multipurpose room?” When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the multipurpose room?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation. Reinforce behaviors: Praise, paws, etc.



## Office

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"><li>▪ I will have a pass or note from an adult</li><li>▪ I will walk to the front counter quietly</li><li>▪ I will respectfully wait my turn to be helped</li><li>▪ I will hand the pass to an office staff person</li><li>▪ I will use an inside voice</li><li>▪ I will stay seated in the student designated area</li><li>▪ I will sit quietly and do my work</li><li>▪ I will speak when I am spoken to by the office staff</li><li>▪ I will leave and close the door quietly when I am excused</li></ul>	<ul style="list-style-type: none"><li>▪ I will not come to the office without a note or pass</li><li>▪ I will not run or shout coming into the office</li><li>▪ I will not enter the office area without permission</li><li>▪ I will not throw the pass on the counter</li><li>▪ I will not be loud and disruptive</li><li>▪ I will not wander around</li><li>▪ I will not be distracted or distract others</li><li>▪ I will not interrupt the office staff</li><li>▪ I will not slam the door</li></ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the office.” Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the office and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We will walk quietly up the office counter and hand our office pass or note to the office staff.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the office?” When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the office?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Restroom

### Being Safe, Courteous, and doing your Personal Best

What it looks like	What it doesn't look like
<ul style="list-style-type: none"> <li>• I will use the restroom during recess, before the bell rings</li> <li>• I will walk in quietly and take care of business</li> <li>• I will use the toilet and flush the toilet</li> <li>• I will wash hands with soap, dry hands with a paper towel and throw the paper towel in the garbage</li> <li>• I will lock my stall and unlock it when I leave</li> <li>• I will use the stall/urinal one at a time</li> <li>• I will respect others' privacy</li> <li>• I will leave promptly</li> <li>• I will leave the restroom clean and notify an adult if there is a need</li> </ul>	<ul style="list-style-type: none"> <li>• I will not use the restroom after the bell rings</li> <li>• I will not run into the restroom</li> <li>• I will not flush anything but toilet paper (i.e. apples)</li> <li>• I will not play in the sink, splash water, make paper wads, and not throw paper towels on the ground or in the toilet</li> <li>• I will not look under/over stalls</li> <li>• I will not share a stall/urinal with others</li> <li>• I will not bother others</li> <li>• I will not play in the restroom</li> <li>• I will not write on the walls/damage the restroom or graffiti</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best in the restroom.” Review the expectations above.

#### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the restroom and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We do our business, wash hands and leave promptly.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the restroom?” When you see someone break the rule – how can you kindly remind him or her they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the restroom?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Recess (Playground)

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
<ul style="list-style-type: none"> <li>▪ I will walk and play safely</li> <li>▪ I will listen for the whistle and follow directions</li> <li>▪ I will use appropriate language, kind words</li> <li>▪ I will wait my turn</li> <li>▪ I will go in the correct direction on the structures</li> <li>▪ I will use the swings safely on my bottom and count to 25</li> <li>▪ I will go down the slide on my bottom, one at a time</li> <li>▪ I will follow instructions when the bell rings and walk to the line</li> <li>▪ I will remember to bring in my jacket/sweater</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not go up on the slide</li> <li>▪ I will not tackle others, play rough, or play tag</li> <li>▪ I will not go the wrong way on the structures</li> <li>▪ I will not run in the tanbark</li> <li>▪ I will not use bad language, unkind words</li> <li>▪ I will not forget my jacket/sweater</li> <li>▪ I will not cut in front of somebody else</li> <li>▪ I will not push other students</li> <li>▪ I will not swing on my belly or stand on swing</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best on the tanbark.” Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to tanbark with jackets and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn’t look like.” Followed by discussion – remind students – “That’s not the Rucker Way... We walk on the tanbark.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous and doing their personal best... What does it look like or sound like on the playground?” When you see someone break the rule – how can you kindly remind him or her they aren’t following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best on the playground?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation. Reinforce behaviors: Praise, paws, etc.

## Rainy Day Arrival

Being Safe, Courteous, and doing your Personal Best	
What it looks like	What it doesn't look like
Arrival <ul style="list-style-type: none"> <li>▪ I will arrive to school on time</li> <li>▪ I will walk safely, use crosswalks and walk on the sidewalks</li> <li>▪ I will enter through the multipurpose room</li> <li>▪ I will get breakfast or go to my designated class area in the hallway</li> <li>▪ I will sit in my designated class area</li> <li>▪ I will sit quietly with my legs crossed with my backpack next to me or in my lap</li> <li>▪ I will listen to the adults and Safety Patrol</li> </ul>	Arrival <ul style="list-style-type: none"> <li>▪ I will not be late</li> <li>▪ I will not run in the street or parking lot</li> <li>▪ I will not enter through the office</li> <li>▪ I will not loiter around the restroom or hallways</li> <li>▪ I will not shout or scream in the hallway</li> <li>▪ I will not sit with my feet out in the hallway</li> <li>▪ I will not touch others</li> <li>▪ I will not talk or interrupt while directions are given</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best during arrival on a rainy day.” Review the expectations above.

### MODELING:

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the arrival and dismissal areas and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We walk to our class designated area to walk and talk or sit.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the rainy day arrival areas?” When you see someone break the rule – how can you kindly remind them they aren't following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the rainy day arrival areas?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Rainy Day Dismissal

### Being Safe, Courteous, and doing your Personal Best

What it looks like	What it doesn't look like
<p>Dismissal</p> <ul style="list-style-type: none"> <li>▪ I will walk in line with my class to my designated grade level area</li> <li>▪ I will sit quietly by the office, in the multi-purpose room, or under the eaves</li> <li>▪ I will sit or stand patiently in line with my class while waiting to be picked up</li> <li>▪ I will raise my hand when I see the person who is picking me up</li> <li>▪ I will come quickly when my name is called</li> <li>▪ I will stay with my class in my designated area until I am picked up</li> <li>▪ I will stay behind the grade level sign in a straight line</li> <li>▪ I will walk to the parking lot with my pick up person</li> </ul>	<p>Dismissal</p> <ul style="list-style-type: none"> <li>▪ I will not run</li> <li>▪ I will not scream, yell, chase others or swing anything around</li> <li>▪ I will not run to the person who is picking me up</li> <li>▪ I will not go pick up my sibling(s)</li> <li>▪ I will not sit side by side</li> <li>▪ I will not visit with a friend in another class</li> <li>▪ I will not run across the street or parking lot</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best during Rainy Day dismissal times.” Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the arrival and dismissal areas and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn’t look like.” Followed by discussion – remind students – “That’s not the Rucker Way... We walk with our class, and patiently in our designated class area.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, respectful, responsible & smart. What does it look like or sound like during rainy day dismissal?” When you see someone break the rule – how can you kindly remind him or her they aren’t following the Rucker Way rule?

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best in the rainy day dismissal areas?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

## Walk and Talk Recess

### Being Safe, Courteous, and doing your Personal Best

What it looks like	What it doesn't look like
<ul style="list-style-type: none"> <li>▪ I will walk</li> <li>▪ I will listen for the whistle and follow directions</li> <li>▪ I will use appropriate language, kind words</li> <li>▪ I will stay in the boundaries</li> <li>▪ I will use the restroom &amp; drink water during recess</li> <li>▪ I will follow instructions when the bell rings and walk to the line</li> <li>▪ I will remember to bring in my jacket/sweater</li> <li>▪ I will eat my snack at the planter boxes</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run on the blacktop</li> <li>▪ I will not tackle others, play rough, or play tag</li> <li>▪ I will not play outside the boundaries</li> <li>▪ I will not play with any equipment</li> <li>▪ I will not use bad language, unkind words</li> <li>▪ I will not forget my jacket/sweater</li> <li>▪ I will not cut in front of somebody else</li> <li>▪ I will not wait until the bell rings to use restroom &amp; get water</li> <li>▪ I will not eat while playing</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how Rucker Students understand how to be safe, courteous, and do their personal best during Walk and Talk Recess.” Review the expectations above.

**MODELING:**

A. Demonstrate examples of the follow expectations (students can demonstrate).

Teacher takes class to blacktop jackets and model each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give paws to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the Rucker Way... We walk on the blacktop.”

**DISCUSSION:** “Tell me what Rucker Students understand about being safe, courteous, and doing your personal best.. What does it look like or sound like when you are walking and talking?” When you see someone break the rule – how can you kindly remind them they aren't following the Rucker Way rule.

**PRACTICE:** Practice with students & reinforce immediately with paws. Debrief any questions. “Are there any questions you have about how Rucker Students understand how to be safe, courteous, and do their personal best during walk and talk recess?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, paws, etc.

# Acknowledgment System

## Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff, it is very easy to be caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Rucker, we use Cougar Paws to acknowledge students for appropriate behavior. Through this program, we hand out Cougar Paws to students for meeting expectations.

When recognizing students with a Cougar Paw, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. On a daily basis, a student can earn Cougar Paws when they are seen being *Safe, Courteous* or *Doing Their Personal Best*. For example:

**Sebastian, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very courteous and it really helped me out. Here is a Cougar Paw.**

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

## Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, yard supervisors, and even substitute teachers.

## How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students do. A supply of Cougar Paws can be found in the staff room. This is a school-wide effort to positively reinforce student behavior.

Teachers are responsible for making sure each student has a Cougar Paw Reward Form (located in the handbook) that students can keep with their Cougar Paws.

# Cougar Paw Reward Tickets





## Cougar Paws Reward Form

<p><b><u>10 paws</u></b></p> <ul style="list-style-type: none"><li>• Front of class line for a day</li><li>• Positive note home</li><li>• Teacher created reward</li></ul>	<p><b><u>40 paws</u></b></p> <ul style="list-style-type: none"><li>• VIP Lunch</li><li>• Sit at the Cougar Paw table for one day</li><li>• Teacher created reward</li></ul>
<p><b><u>15 paws</u></b></p> <ul style="list-style-type: none"><li>• “Shout out” in the Morning Announcements</li><li>• Classroom note deliver for a day</li><li>• Teacher created reward</li></ul>	<p><b><u>50 paws</u></b></p> <ul style="list-style-type: none"><li>• Cafeteria line leader for a day</li><li>• “Wall of Fame” in the multipurpose room</li><li>• Teacher created reward</li></ul>
<p><b><u>30 paws</u></b></p> <ul style="list-style-type: none"><li>• Homework pass</li><li>• Student helper for part of a day(3rd, 4th, or 5th graders only)</li><li>• Teacher created reward</li></ul>	<p>Date Redeemed: _____</p> <p>Teacher Signature: _____</p>

Dear Parents or Guardians,

Your child has worked hard demonstrating character skills and dedication to their work in order to earn multiple cougar paws. Their hard work has been rewarded with the prize on the front of this paper. We know that they will also be rewarded with success. Please also celebrate their hard work by acknowledging their on task behavior. Thank you for your support in motivating your child.

Rucker Staff

Estimados Padres,

Su hijo ha trabajado mucho demostrando habilidades de carácter y dedicación a su palabra a fin de ganar múltiple patas de pumas. Su trabajo duro ha sido premiado con el premio en frente de este documento. Sabemos que también serán recompensados con éxito. Por favor, también celebran su duro trabajo por medio de reconocer su tarea de comportamiento. Gracias por su apoyo en motivar a su hijo.

Personal de Rucker

## Caring Cougars

Caring Cougars will be given to students who demonstrate a character that goes beyond expectations. They are just not given for meeting expectations and following the rules. The reason the student is receiving the Caring Cougar should be written on the certificate and will be shared at our monthly assembly.

## Assemblies

Each month a PBIS themed assembly will be held for the entire school to celebrate and reinforce expected behaviors. Golden Awards for classrooms will also be presented at these monthly assemblies. Suggestions and scripts for the assemblies can be found in our handbook

## Assembly Scripts

### Welcome Back Assembly

(Attention Getter)

Mr. Birss: Welcome back everyone! We are going to have a wonderful year here at Rucker. I want to start off by saying that this is the kindergartners VERY first assembly so I want to see all the first, second, third, fourth, and fifth graders do their personal best and set a great example for the kindergarteners. Thank you.

Before we go any further, our new principal Mrs Southland has a message she would like to share with you. Can we all give Mrs. Southland a round of applause?

(Mrs. Southland speaks)

Mr. Birss: Thank you so much Mrs. Southland. We are all very excited that you are our new principal.

This year is going to be amazing! In order for that to happen, we need Rucker to be a safe place where everybody feels welcome. For this to happen, we all need to follow the three Rucker expectations. These expectations are to be safe, be courteous, and to do your personal best.

We are about to watch a video now that will teach you how to follow these expectations around the school. I want to give you a heads up that the teachers you are about to see in this video are not always being safe, courteous, and doing their personal best. Remember things in the video can be funny and exciting but do your best to keep your voice quiet and be respectful to those around you.

(Show video)

That video was great. Remember to be like the students and follow the school expectations. Can everyone say I will be safe, I will be courteous, I will do my personal best.

# Personal Best Assembly

**Mr. Birss:** Welcome to the Cougar Paw Personal Best assembly! As you know there are three ways you can get a Cougar Paw. You can be safe, you can be courteous, and you can do your personal best. These are also our school expectations. That is why we say them every single morning during the morning announcements. Can everyone say I will be safe... I will be courteous... I will do my personal best.

Today we will be focusing on doing our personal best. Some students will even get some awards from their teachers!

We are going to get started with our game show now. The rules are simple. First team to five points wins! A team gets a point if they are doing their personal best. Lets meet our teams!

Team number one come on out! Their team name is the Terrific Teacher Students... lets give them a round of applause!

Now let's meet their opponent. They will be facing a team of fifth grader students. Their team name is the Super Students. Let's give them a round of applause to.

Team number one, you are up first.

Skit 1

Teacher 1: These math on the spot problems in gomath are pretty tough.

Teacher 2: I'm never going to figure this out. I'll never get the answer right! I shouldn't even show my thinking.

Teacher 3: Ya! This problem is wayyyy to long. There is no point in even reading it.

Teacher 1: Let's do something else instead

Teacher 2,3: YA! (all teachers start talking about recess)

Mr. Birss: Do we think they are doing their personal best? (Nooooo) They stopped trying when they were working on a tough problem. That's definitely not doing your personal best. You need to persevere and keep trying. Team Number 2, you are up...

Skit 2

Student 1: Uh oh, math on the spot, these are usually pretty tough.

Student 2: Why don't we try reading it a couple of times to see if anything makes sense.

Student 1: That's a great idea.

All Students. "Alex has 45 toy cars. Some of the cars are red and 18 are green. How many of the cars are red?"

Student 3: Wow, that's pretty tough. Let's not give up though. When we try things that are difficult our brains actually grow!

Student 1: Really? I didn't know that.

Student 2: Even if I don't know the answer I am still going to try and show my thinking."

Student 3. Me to. Let's persevere and not give up! Let's do our personal best.

Student 1,2,3 : YA!

Mr. Birss: Did they do their personal best? (Yessss!) They didn't give up when something was difficult. First point goes to the Super students. Terrific Teachers, you are up again. Let's see how you do.

Skit 3

(teachers are all reading books for read to self)

Teacher 1: We have been reading sooooo long. I am tired of it. There is NO WAY I can read another page!

Teacher 2: I'm out of stamina..There's no way I can even read another word. I can't do it anymore!

Teacher 3: Me either. Hey look, the teacher is working with that reading group. He can't see us. Let's put our books down and be silly.

Teacher ½: Good idea!

(all teachers put books down and start whispering/laughing with each other)

Mr. Birss: Were they doing their personal best and working on their stamina? (Nooooo) I don't think they can get a point for that. I wonder how the Super Students will do.

Skit 4

(students are reading for read to self)

Student 1: I am so tired of reading. I don't think I can read another page!

Student 2: Why don't you put your book down take a breath,stretch, and then keep going.

Student 3: That's a great idea. I'll try that to!

Students 2 and 3 (take a breath and stretch)

Student 2: Wow that really helped!

Student 3: I can keep my stamina going now.

(all three students read quietly)

Mr. Birss: When working on your stamina, pausing taking a breath and stretching is a great way to give your body and mind a quick break so you can keep going and continue to do your personal best. Point goes to the Super Students!

Alright! Time for the BONUS round. The winner of this round gets THREE points. If the Terrific Teacher Students can win this round they will win the whole game! Terrific Teacher Students, you are up!

Skit 5

Teacher 1: We have been taking tests all week! When will they stop?

Teacher 2: These tests are never going to end! This is our third straight day taking one

Teacher 3: Ya! They've been really difficult to. You guys want to hear something funny?

Teachers ½. : YES

Teacher 3: I've been so tired that I haven't been reading the entire questions. I just pretend like I am reading them!

Teacher 1: Me to. I like to click random answers!

Teacher 3: I like to finish first! Let's see on our test who can finish first!

Mr. Birss: Racing through a test and not trying to read the questions and answers is not doing your personal best. Even though the tests are difficult and you are tired there are still strategies you can do. Lets see if the Super Students can do them.

Skit 6

Student 1: We are about to take our fourth tests in five days! can't believe it.

Student 2: I think we have another one on Monday to.

Student 3: Since we have to take the test, we might as well do our personal best.

Student 1: How can we do that?

Student 2: Maybe we can read the questions and answers carefully.

Student 3: We can all take a breath and stretch when we need a brain break.

Student 1: Also we can get a good night of sleep and eat a big breakfast.

Students 2: We can also try and have a positive attitude.

Student 1,2,3: We can do it!

Mr. Birss - Were the Super Students doing their personal best (YESSSS) They were telling us about some great test taking strategies. 3 more points to the Super Students. Let's give them a round of applause. I think the Terrific Teacher Students learned some new ways how they can do their personal best.

## Being Safe Assembly

Skit 1

T1- I really love using chromebooks in my classroom

T2- I love going to the computer lab.

T3- You guys want to hear something funny?

T1 and T2 - Ya!!!

T3 When the teacher isn't looking I like to type funny things into Google.

T2: I love going to Youtube!

T1: I love going to game website that I know we are not supposed to be at

T2:Let's do it some more later.

T1 and T3 - Yaaaaa

Skit 2

Student 1- I love using chromebooks and going to the computer lab

Student 2 - Me to! There is this super funny video on Google that I want to show you both.

Student 3- I don't know if that is a safe choice. There is a lot of inappropriate stuff on Youtube and Google.

Student 2- That's not true! My class used Google for a research project last month and it was all appropriate

Student 1: That's true but you were researching topics given from your teacher.

Student 3 - Sounds like you were being safe and smart when using Google since you were researching a topic from the teacher.

Student 2 - You both are right. Googling things on my own, using Youtube, and going to game sites is not a safe choice.

Student 1- Let's all use the websites our teacher gives us and stay on them.

Student 3- Istation, Mobymax, AR tests, Google Classroom, coding, and Lexia are pretty awesome anyway.

Student 2: They are pretty awesome! Let's stay on those websites.

Students 1 and 3- Ya!!!!!!!!!!!!!!

### Skit 3

(Teachers playing soccer)

T4 - My team is the best! We are going to win!

T5- - Nooooo. My team is better . We have five goals!

T6- That's not true! You only have 2 goals!

T5- What? No way. We have wayyy more than you.

T4 (runs up and pushes other player when trying to get the ball)

T5- That's a penalty!

T4- No it's not! I was just going for the ball.

T6- Not fair! I quit! (Picks up ball and walks away)

T4 T5 - HEYYY . Fine ! We win anyway!

(Teachers walk off)

### Skit 4

(Students playing soccer)

Student 1 - My team is the best! We are going to win

Student2 - Hey, let's be good sports. No one likes someone that brags a lot.

Student 1- You are right, I am sorry for bragging.

Student 3. - What's the score anyway?

Student 4 - It doesn't really matter because we are just playing for fun.

Student 5 (runs up , plays rough, and accidentally bumps student 3)

Student 3- Ouch ! That really hurt!

Student 5- I'm so sorry! Are you ok? I'll be more careful.

Student 3 - I'm ok. Thanks for asking. Let's all be more safe when playing.

Student 2 - That's a great idea. We are just playing for fun anyway.

Student 3- There are no referees and coaches so we need to coach and referee ourselves.

Student 1 - Can we agree to play safe and not play aggressively?

Student 2,3,4,5 - Sure!

Student 5- Let's all be good sports and be positive.

(Students keep playing)

T6- Not fair! I quit! (Picks up ball and walks away)

T4 T5 - HEYYY . Fine we win anyway!

(Walk off)

## Being Courteous Assembly

Welcome to the Cougar Paw Being Courteous assembly! As you know there are three ways you can get a Cougar Paw. You can be safe, you can be courteous, and you can do your personal best. These are also our school expectations. That is why we say them every single morning during the morning announcements. Can everyone say I will be safe... I will be courteous... I will do my personal best.

Skit 2

Student 1: What should we do at recess?

Student 2: Let's play freeze tag on the field.

Students 1 and 4 - YA!

Student 3 (standing on the side looking lonely)

Student 4: Do you want to play freeze tag with us? It would be awesome if you joined our game.

Student 3: Thanks but I don't know the rules.

Student 1: We can explain them to you.

Student 2: It's pretty easy. Come with us and we can teach you..

Student 3. Thanks for including me!

Student 2: No problem! I know what it is like to be left out. It's not a good feeling.

Student 4: Me to. I think we have all been left out of something at least once in our lives.

Student 1: I think we can all agree that it feels amazing to include others.

Student 2/3/4 Ya!

(students walk off together)

Skit 4 - (Student 5 and 6 with ball/ Student 7 and 8 with snack)

Student 5: Recess is the best!

Student 6: I agree. It is the BEST time of day.

Student 7: I think there is only one thing better than recess!

Student 8: What's that?

Student 7: Extra recess!

(students laugh then the bell rings) (Students 7 and 8 slowly walk to class)

Student 5: Time to go back to class!(puts ball down)



Student 6: You should go put that on the ball rack. There is another group of students coming out soon.

Student 7: Also, if the balls are left out they are more likely to get lost.

Student 5: You are both right. I will put it back.

Student 8: I am all done with this (throws trash on ground)

Student 6: That's not being courteous to our school or Mrs Maria.

Student 5: Ya! Mrs Maria works sooo hard keeping our school clean. We need to do our part and throw away our trash.

Student 7: Throwing away our trash also makes the school look nicer..

Student 8: Alright. You have convinced me. I will always throw my trash away in the trash can.

(students walk off)

#### **Skit 1 - teachers**

1: What do you want to do at recess today?

2: Let's play freeze tag on the field.

1: I love tag. That's a great idea.

3: Can I play? I also love tag.

2 - I don't think so. You should go play somewhere else. We already have enough people.

1r - You don't even know the rules! You should definitely play somewhere else.

3 (Looks sad and walks off)

#### **Skit 2- students**

#### **Skit 3 - teachers**

(1 and 2 each have a ball and 3 is eating a snack with a wrapper.)

1: Recess is the best!

2: This is my favorite time of day.

3: Recess is AMAZING!

(bell rings)

2: Awwwww. Recess is over!

1: Time to go back to class.

(1 and 2 drop equipment and walk back to class. 3 drops her wrapper and walks back)

#### **Skit 4 - students**

# Bullying Prevention Assembly (October)

Welcome to our bullying prevention assembly. The goal of this assembly is to teach you what bullying looks like and what you can do to prevent it.

Please raise your hand if you have noticed a lot of people wearing orange today? Today is Unity Day and many people are wearing the color orange to show that we are against bullying and are united for kindness, acceptance, and inclusion.

This means that we accept people for who they are. We don't make fun of people or are mean to them just because they are different than us.

Everyone say kindness... everyone say acceptance..... Everyone say inclusion....

As I said earlier today we are learning about what bullying looks like and what you can do to stop it. Most of you watched a video in your classes today that taught you about the types of bullying and the difference between conflicts and bullying

We learned that minor conflicts might make you upset and sad but do not make you feel unsafe. We learned that bullying is when someone is trying to hurt or harm you someone and the person being bullied cannot make it stop.

Let's say you are playing a soccer game outside and during the game somebody pushes you. Do you think that is a conflict or bullying?

That person is not being courteous but it is not bullying

One more example, let's say you are in line one day and a student calls you a name. Is this bullying or a conflict?

Now we are going to learn what you can do if you see someone being mean to somebody else. This video does a great job of explaining what you can do to stop bullying and even some conflicts.

<http://safeyoutube.net/w/U9Me>

<http://safeyoutube.net/w/dEMe>

Now all of you have a better understanding of what bullying is and how you can be an awesome upstander. (be a buddy, interrupt, speak out, or tell someone).

I know all of you have worked very hard to make anti bullying posters skits and chants so let's get started with your amazing presentations!

## End of the Year Assembly

Skit 1

Teacher 1: Yes it's summer! No more school work!

Teacher 2: No more reading and math until September!

Teacher 3: I just want to play video games ALL summer

Teacher 1: All I want to do is watch TV

Teacher 2: I am not doing ANY school work!

Skit 2

Student 1: I can't believe it is almost summer vacation

Student 2: I so excited to have more free time to play video games and watch TV

Student 3: Me too. I am still going to read though so I am ready for next year.

Student 1: I heard that if you don't read or do math you will lose lots of the progress you made this year.

Student 3: My teacher said the same thing!

Student 4: I am going to read this summer AND play video games

Student 2: It is all about finding a good balance of both.

Student 3: Don't forget that it's super important to play outside to.

(students 5 , 6 ,7 and 8 enter stage)

Skit 1- Video Games

Student 5 - I will play video games for 30 minutes, take a break to read, and then play again for a little longer

Skit 2 - Reading

Student 6 - I'll read at least 20 minutes a day so I keep making reading growth

Skit 3- Computer

Student 7 - I still have access to my Raz Kids and Moby Max accounts. I'll keep using those this summer

Skit 4- Outside

Student 8- I am going to play outside to get exercise

## **Consequence System**

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are

experiencing pervasive problem behavior in their classroom, they should to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

### **School-Wide Information System**

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

## **Intervention Teaming For Students**

### **What is the Tier II-III Intervention Team?**

There is a Tier II Intervention Team at our school that can assist when classroom supports and interventions are not being successful. The Tier II-III Intervention Team is comprised of an administrator, special education staff, counselor, behavior specialist and teachers. The team uses data to identify students, provide appropriate interventions and monitor the interventions for students needing more support than Tier I interventions provide.

### **Who should be referred to the Tier II-III Intervention Team?**

Students that are not progressing with Tier I supports and need additional interventions. Students can be referred through a request for assistance by school staff and families. Students will also be referred from data (attendance, office discipline referrals, etc.)

### **How do I make a Referral to the Tier II-III Intervention Team?**

Staff will complete an SST request form and a meeting will be scheduled to discuss supports that could be tried to help assist both the teacher and the student.