Ed Downs
Fine Arts Academy

Be Respectful

Be Responsible

Be Safe

Be Kind

PBIS Handbook

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Behavioral Expectations

Behavioral expectations: Be Respectful, Be Responsible, Be Safe, Be Kind
Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that individual setting or event.

Behavior indicators: what the behavioral expectations look like in an individual school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks.

Procedures Examples

Hand washing procedure:

1. Turn water on
2. One or two pumps of soap
3. Wash palms, fingers, backs of hands
4. Rinse
5. Turn water off
6. Get one or two paper towels to dry hands
7. Put paper towels in trash

Recess procedure for when the whistle blows:

1. We stop playing
2. We turn our voices off
3. We walk safely to the end of the line
4. We stand quietly in our own space

Cafeteria clean up procedure:

1. Wait quietly
2. Have your trash ready to throw away
3. Trash can will be walked around
4. Listen to teacher for direction

Ed Downs Fine Arts Academy Behavior Matrix

Location	Be Respectful	Be Responsible	Be Safe	Be Kind
Lunchroom	Quiet voices Use good manners Raise Hand	Clean up your space Listen to lunchroom staff Stay with your class	Keep hands and feet to self Walk and stay in line Stay in seat unless you have permission to get up Eat only your food	Invite someone to sit next to you Make a friend Stand up for others Say affirmations
Playground	Share equipment/ wait turns/ sportsmanship Listen to teachers	Dress for the weather Pick up and bring in equipment and belongings Line up carefully and safely	Hands and feet to self Use equipment safely Stay in view of adult	Share playground equipment Take turns Invite others to play Help others if needed
Hallway	Stay Quiet Listen to directions Hands off walls Straight, Silent, Successful	Go Straight to your destination Stay with your class or have permission to be in the hall	Hands and feet to self Walk on right side Eyes forward Stay behind the person in front of you	Say “hello” Hold a door open for others Smile Say affirmations
Bathroom	Quiet voices Flush toilet when done Give others privacy (hands and feet to self)	Keep bathroom clean Go back to class when done using restroom	Wash hands after using the restroom Report problems to adult	Wait your turn Be private Report missing items Report spills or messes
Bus	Listen to directions Be kind and helpful Stay in personal space	Stay in assigned seat Silent at tracks Know your bus stop and number	Seat to seat, back to back Quiet voices Hands and feet to self	Talk politely Make friends Share the seat Greet the bus driver Greet others
Classroom	Listen when others are speaking Follow classroom rules and procedures Be kind and helpful	Have materials with you Be prepared and ready to learn Keep toys at home Turn in assignments	Hands and feet to self Ask before leaving the classroom Use materials appropriately	Greet your teacher Say affirmations Help others Share materials Welcome new students
Assembly	Listen to presenter Participate appropriately Stay silent when presenters are speaking	Listen to teachers and presenters for directions.	Enter in a line Keep hands and feet to self Stay in seat unless you have permission to get up	Ask questions Greet presenter(s) Participate Clap Thank the presenter(s)

Lesson Plans

Schedule for Teaching Behavior Lesson Plans

August 12, 2024 – August 16, 2024 (First Week of School)

- Teach classroom behavioral expectations on day one; teach them as many times as possible
- Teach school wide Hallway, Bathroom, and Cafeteria behavioral expectations by end of first week
- Teach schoolwide Bus, Assembly, and Recess expectations by second week

Review/Reteach Schoolwide and Classroom Behavioral Expectations:

- December 2nd, 2024 (After Thanksgiving Break)
- January 7th, 2025 (After Winter Break)
- March 17th, 2025 (After Spring Break)

August 12, 2024 – October 9, 2024 (First quarter)

- Teach schoolwide and classroom behavioral expectations 2-3 times per week
- As needed based on data

October 14, 2024 – December 20, 2024 (Second quarter)

- Teach schoolwide and classroom behavioral expectations weekly
- As needed based on data

January 7, 2025 – March 7, 2025 (Third quarter)

- Teach schoolwide and classroom behavioral expectations as needed

March 17, 2025 – May 29, 2025 (Fourth quarter)

- Teach schoolwide and classroom behavioral expectations as needed

Focus Area: Hallway

Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

Objective: Students will show responsibility when moving through the hallways by getting where they need to be as quickly and carefully as possible.

Expectations	Specifics
Be Respectful	Stay quiet Listen to directions Hands off walls Straight, Silent, Successful
Be Responsible	Go straight to your destination Stay with your class or have permission to be in the hall
Be Safe	Hands and feet to self Walk on right side Eyes forward Stay behind the person in front of you
Be Kind	Say “hello” Hold doors open for others Smile Say affirmations

Teaching Example

<u>Model: Teacher demonstrates positive behaviors</u>

Be Respectful:

Hands should be down by our sides and feet are walking
Model walking through the halls facing forward

Be Responsible:

Stay quiet
Attention on the teacher to hear directions
Walk on the right side of the hallway

Be Safe:

Get to where you need to be without stopping anywhere in between

Be Kind: Let others be line leaders. Let others hold the door. Greet others with a smile.

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently in the hallway.

Scenarios

1. You are taking a note to another teacher when you see your best friend in the hall. What should you do?
2. While going to the bathroom you see another student walking backwards and it looks really fun. What should you do?
3. While heading out to the bus you decide that you really want to go find your brother in a different hallway. What would a good choice be in this situation?
4. The color tiles look awesome in the hallway and you want to jump from color tile to color tile. What would a good choice be in this situation?
5. You are making a really great zigzag pattern in the hallway and a teacher stops you. What do you need to do differently?

Focus Area: Bus

Expectations: Be Respectful, Be Responsible, Be Safe , Be Kind

Objective: Students will demonstrate appropriate behavior on the bus, so drivers can safely transport students.

Expectations	Specifics
Be Respectful	Listen to directions Be kind and helpful Stay in personal space
Be Responsible	Stay in assigned seat Silent at tracks Know your bus stop and number
Be Safe	Seat to seat, back to back Quiet voices Hands and feet to self
Be Kind	Talk politely Make friends Share the seat Greet the bus driver Greet others

Teaching Example

<u>Model: Teacher demonstrates positive behaviors</u>

Be Respectful:

Hands and feet should remain in your seat and not be on anyone else

Stay in the seat the whole time and you're facing forward

The aisle stays clear at all times

Be Responsible:

Use quiet voices when talking to the person in your seat

Listen for directions from the driver

Use kind words when talking quietly

Be Safe:

Sit in your assigned seats

Be silent at the tracks so the driver can hear if a train is coming

Be Kind:

Take turns sitting by the window

Let others sit next to you

Say affirmations

Greet the bus driver

Make a friend

Scenarios

1. Your best friend is in the seat across the aisle from you. You really need to tell him about the playground today so you decide to hop over to his seat. What should you do?
2. The person sitting behind you is kicking the seat so you decide to turn around and hit them on the head. What should you have done differently?
3. School wore you out so you decided to lay down in the seat and put your legs out in the aisle to take a nap. The driver tells you this isn't appropriate behavior. How do you fix it?
4. The bus is stopped at the train tracks and you decide to make a loud -whistle sound. The busdriver writes you up. What went wrong?

Focus Area: Bathroom

Expectations: Be Respectful, Be Responsible, Be safe, Be Kind

Objective: The students will make good choices that are safe for themselves and others through mutual respect for others, things, and self while using the restroom.

Expectations	Specifics
Be Respectful	Quiet voices Flush toilet when done Give others privacy (hands and feet to self) Wait patiently
Be Responsible	Keep bathroom clean Go back to class when done using restroom
Be Safe	Wash hands after using the restroom Report problems to adult
Be Kind	Wait your turn Be private Report missing items Report spills or messes

Teaching Example

<u>Model: Teacher demonstrates positive behaviors</u>

Be Respectful:
Use quiet voices
Give other students privacy. No crawling under stalls.
Be Responsible:
Keep the bathroom clean
Use only the amount of toilet paper you need
Flush the toilet when finished
Use only one paper towel to dry hands and throw it away in the trash can

Use hand dryers responsibly

Be Safe:
Walk directly in and out of restroom
Wash hands after using the restroom. Teach proper hand washing skills. One pump of soap and one paper towel.

Be Kind:
Greet others with a smile
Report any messes to the front office
Help keep the restroom clean
If you see trash on the floor, pick it and throw it in the trash

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently in the bathroom.

Scenarios

1. You have to use the bathroom and all of the stalls are full. What do you do?
2. A few kids are holding the stall door shut and the person inside cannot get out. What should you do? Who should you tell?
3. When you are finished using the restroom you see a friend who asked you to wait for them. What should you do?
4. At the sink another student starts playing and splashing water. Other children are starting to join in and it looks fun. What should you do?
5. After using the restroom, what do you do?

Focus Area: Lunchroom:

Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

Objective: In the Lunchroom, students will make choices that are safe for themselves and others. Students will be responsible and show respect by working together in a positive way and doing what is right.

Expectations	Specifics
Be Respectful	Quiet voices Use good manners Raise hand
Be Responsible	Clean up your space Listen to lunchroom staff
Be Safe	Keep hands and feet to self Walk and stay in line Stay in seat unless you have permission to get up Eat only your food
Be Kind	Invite someone to sit next to you Make a friend Stand up for others Say affirmations

Teaching Example

<u>Teacher demonstrates positive behaviors</u>

Be Respectful:

Use quiet voices

Be polite chew with your mouth closed, no playing with food

Use manners when talking with others (Please may I have, Thank you, Yes please, No thank you, etc.)

Be Responsible:

Clean up your space show where to throw trash and recycling

Make sure you listen to the adults in the lunchroom

Be Safe:

Wash hands before eating lunch. Briefly review proper techniques
Review line behavior: in the lunch line stay in line, wait your turn, face forward and keep hands and feet to self
When going through the line, wait your turn; choose only what you will eat
Walk to you table; hold tray with both hands
Eat your food only. There are many students who are allergic to certain foods. Sharing food could make someone very sick.

Be Kind:
Make friends
Let others sit next to you or with your group
Invite new students to sit with you
Greet lunch staff
Stand up for others
Say affirmations

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently in the lunchroom.

Scenarios

1. Someone stepped out of line and tries to cut back in. What do you do? What should he/she have done?
2. Someone spills your milk all over the table. What should you do?
3. Your friend is sitting at another table and you want to say hello. How should you do this?
4. Your mom packed you a bag of “Doritos" in your lunch. Jimmy insists that you give him some or else he won't be your friend. What should you do?

Focus Area: Playground
Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

Objective: On the playground, you will show concern for self and others by using playground safely. Students will be responsible for their actions and be respectful of staff and other students

Expectations	Specifics
Be Respectful	Share equipment/ wait turns/ sportsmanship Listen to teachers
Be Responsible	Dress for the weather Pick up and bring in equipment and belongings Line up carefully and safely
Be Safe	Hands and feet to self Use equipment safely Stay in view of adult
Be Kind	Share playground equipment Take turns Invite others to play Help others if needed

Teaching Example

<u>Teacher demonstrates positive behaviors</u>

Be Respectful:

Play fairly: share, take turns

Listen to teachers

Be Responsible:

Dress for the weather: hat, coats, no flip flops etc.

Be a problem solver: included everyone, ask others to join in games, use kind words

Line up quickly

Be Safe:
Use equipment safely. Sit on swing, go down the slides one at a time, no jumping from platforms
Play safely: mulch stays on the ground
Pay attention to where you are running
Stay on playground or in designated area

Be Kind:
Take turns using the outdoor playground equipment
Make friends
Let others go first
Stand up for others
Help others when needed

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently on the playground.

Scenarios

1. You have been waiting for 10 minutes to swing. It is finally your turn and the teacher blows the whistle to lineup. What should you do?
2. You see a group of kids teasing a student at recess. What should you do? What should you do if they are hurting the other student?
3. Jillian wants to jump rope, but the rest of the group doesn't want her to play because she can't skip well. What would be the kind thing to do?
4. You are walking out to the playground. The first 5 kids begin to run. What should you do?
5. Your team loses the game. You aren't happy, what do you do?
6. Your team wins the game and you are so happy? How do you celebrate appropriately?

Focus Area: Assembly

Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

Objective: At an assembly, you will be respectful to the presenter and listen actively. Students will be responsible for their actions and be respectful of staff and other students.

Expectations	Specifics
Be Respectful	Listen to presenter Stay silent when presenters are speaking Participate appropriately
Be Responsible	Listen to teachers and presenters for directions
Be Safe	Enter in a line Keep hands and feet to self Stay seated unless you have permission to get up
Be Kind	Ask questions Greet presenter(s) Participate Clap Thank the presenter(s)

Teaching Example

<u>Teacher demonstrates positive behaviors</u>

Be Respectful:
Listen to the presenter and do not talk while they are talking
If you are asked to participate, do so respectfully
Be Responsible:
Stay quiet at the beginning and end of assemblies to hear directions
Listen to teachers and presenters for directions.
Be Safe:
Walk with your class in a line
Follow your teacher's directions or other teacher in assembly

Stay seated so people behind can see

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently at the assembly.

Scenarios

1. If your friend starts to talk to you during the assembly what should you do?
2. What does assembly etiquette look like?
3. What does assembly etiquette sound like?
4. You see your friend in another class a few rows ahead of you and you really want to tell them about something that happened at recess. What should you do?

Focus Area: Classroom

Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

Objective: In the classroom, you will make choices for self by following classroom rules and expectations. Students will be responsible for their actions and be respectful of staff and other students.

Expectations	Specifics
Be Respectful	Listening when others are speaking Follow classroom rules and procedures Be kind and helpful
Be Responsible	Have materials with you Be prepared and ready to learn Keep toys at home Turn in assignments
Be Safe	Hands and feet to self Ask before leaving the classroom Use materials appropriately
Be Kind	Greet your teacher Say affirmations Help others Share materials Welcome new students

Teaching Example

<u>Teacher demonstrates positive behaviors</u>

Be Respectful:

Listen to other students and teacher in the classroom

Be sure to follow the rules that are specific to your classroom teacher

Be kind to other students and your teacher and helpful to everyone

Be Responsible:

Bring the materials that you need for class with you everyday

Do not bring toys that will distract from learning

Always turn in work
Stay on task and complete classwork
Follow teacher's directions when you are finished with work

Be Safe:
Make safe choices for yourself and everyone around you
Keep your body to yourself and have self-control
Make sure to use all classroom and school materials with respect
Ask to leave the classroom so that your teacher knows where you are at all times

Lead: Teacher and students practice positive behaviors together. Have students model.
Test: Students demonstrate behavior independently in the classroom.

Scenarios

1. What should you do if you forget something that you need for class?
2. What do you do if you need to use the restroom during class?
3. What should you do when you have completed all of your classwork?
4. If you get upset with a friend because they took your mechanical pencil, what should you do?

Behavioral Chart/Class Dojo

Clipping Up/Adding Class Dojo Points

Positive attitude
Being exceptionally & genuinely kind to others Being a good citizen
Helping take care of the classroom
Meeting work expectations on time
Turning in homework
Doing best quality work
Being prepared for learning
Being a safe role model
Helping a peer
Being a responsible role model

Clipping Down/Taking Away Class Dojo Points

(These clip downs are after a verbal warning first, these are for 2nd offenses)
Being hurtful to a peer
Interrupting learning/instruction Distracting others
Distracting self
Disrespectful responses to others
Not being efficient during work time
Not cleaning up after self
Out of area
Poor attitude
Not being on control of self
Not keeping hands & feet to self
Talking out/ shouting out during instruction

School-wide Class Dojo Guidelines

Class Dojo points can be given by any school employee for behavior in the common areas: Hallways, bathrooms, playground, cafeteria

Points Can Be Given For

Quiet hallway behavior

Straight line in the hallway

Quiet, straight lines at the end of recess

Quiet bathroom behavior when not disruptive to class.

Earned in special areas given by their special teacher.

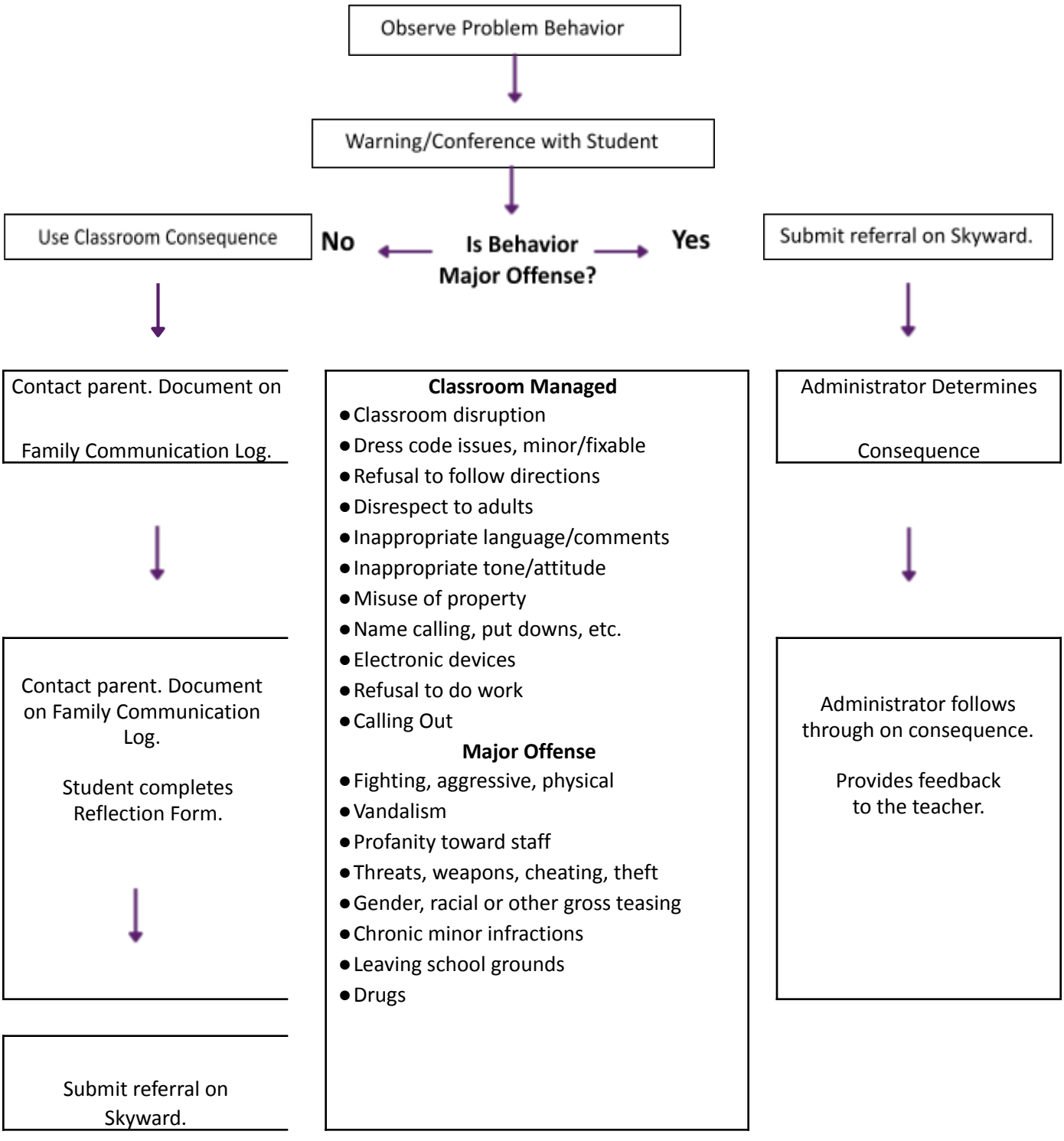
Earned on the school bus for exceptional bus manners.

Caught helping another student

Caught keeping school clean

Being kind

Ed Downs Fine Arts Academy
Behavior Management Plan



BEHAVIOR MANAGEMENT GUIDANCE

- Document the minor incident when student does not respond to pre-correction, redirection or a verbal warning.
- Parent/guardian must be part of behavior intervention
- Take concrete action to correct behavior (e.g.- Student completes Reflection Form, seat change, clip down on behavior chart, etc.)

Matrix for Effectively Responding to Classroom Misbehavior

	Classroom Misbehaviors	Minor Misbehaviors	Major Misbehaviors
	• Talking Out • Off Task • No Materials • No Homework • Delay in Following Directions • Dress Code Violation • Non- Compliance	• Disrespect • Defiance • Disruption • Physical contact or aggression • Inappropriate language • Repeat Mild Offenses (Minimum of 3 offenses)	• Strong and Repetitive Defiance (Minimum of 3 offenses) • Disrespect (Minimum of 3 offenses) • Strong and Repetitive Inappropriate Language/Gestures (Minimum of 3 offenses) • Severe Repetitive Disruptions • Physical Aggression • Property Damage/Vandalism • Possessing (or pretending to possess) illegal substances, weapons, potential weapons, or lookalike weapons • Theft • Threat/False Alarm • Bullying/Harassment
	• Proximity • Change Seating/Location • Verbal Reprimand • Signal/Gesture/Look • Record Misbehavior • Teaching and practice of Expected Behavior • Discussion with Student • Planned Feedback • Reference Behavior • Monitor/Feedback Sheet • Social Skill Correction Procedure • Precorrection • Humor • Planned Ignoring • Parental Contact	Previous responses plus: • Positive Practice • Conference with Teacher (Paired with behavior improvement form) • Time Out • Time Owed • Loss of Privilege, Points, etc. (Response cost) • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Emotional Response (only 2x per year)	Previous responses plus: • Reference Level System • Individual Behavior Intervention Plan • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Parent Involvement • De-escalation • Interagency support • Detention

Classroom Misbehavior Definitions

Classroom Misbehavior Definitions	
Talking Out	Any verbalization by the student that was not initiated by the teacher/staff member and/or distracts others from the assigned tasks in the classroom.
Off-task	The student may display the following: Annoying and distracting to others; Pestering; Ask a lot of obvious (attention seeking) questions; Make frequent and unnecessary comments and questions Get out of seat frequently; Hands on others and in others' space and belongings; Doing everything but what they should be; Failing to transition appropriately; Out of line, playing around, horse play; Talk to others frequently; Throw objects; Yell out; Make noises; Roll on the floor, crawl under tables; Bother other students.
No-Materials	The student did not bring writing utensil (pencil, pen, crayons, etc.), paper, book, handouts, or other needed resources to class.
No-Homework	The student did not complete or submit the homework assignment at the appropriate due date.
Delay in Following Directions	After clear and explicit directions are given by teacher/staff member, the student ignores or delays following directions, at least by 15-20 seconds.
Dress-Code Violation	Student wears clothing that is near, but not within the dress code guidelines defined by the school/district.
Non-Compliance	Student engages in refusal to follow directions or talks back.
Minor Misbehavior Definitions	
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disruption	Student engages in low-intensity, but inappropriate behavior causing an interruption in a class activity. Examples may include: sustained and/or loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Physical Contact/Aggression	Student engages in low-intensity actions involving physical contact where injury may occur (i.e., hitting, punching hitting with an object, kicking, hair pulling, scratching, biting, etc.) .
Inappropriate Language	Student engages in low-intensity verbal message.
Repeat Mild Offenses (Minimum of 3 Offense)	Student engages in three of the same misbehaviors within a given grading period.
Major Misbehavior Definitions	
Strong and Repetitive Defiance (Minimum of 3 offenses)	Student engages in high-intensity refusal to follow directions or talking back.

Disrespect (Minimum of 3 offenses)	Student engages in high-intensity, socially rude or dismissive messages to adults or students.
Strong and Repetitive Inappropriate Language/Gestures (Minimum of 3 offenses)	Student delivers high-intensity verbal messages that include swearing, name calling, and or use of words in an inappropriate way and or non-verbal gestures that display the same (i.e. sticking out tongue, sticking up middle finger, etc.).
Severe Repetitive Disruptions	Student engages in high-intensity behavior causing an interruption in a class or activity. Disruption includes: sustained and/or loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Physical Aggression	Student engages in high-intensity actions that involving serious physical contact where injury may occur (i.e., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Use/Possessing (or pretending to possess) illegal substances, weapons, potential weapons, or lookalike weapons	Student is in possession of or is using illegal drugs/substances or imitations, tobacco, alcohol, knives, guns (real or look-alike), or other objects, readily capable of causing bodily harm.
Theft	Student is involved in being in possession of, having passed on, or being responsible for removing someone else's property.
Threat/False Alarm	Student delivers a message with possible intent to harm others, on or near the school premises.
Bullying/Harassment	Student delivers disrespectful messages (verbal, written, gestural, or electronic) to another person that include threats, slander or intimidation; obscene gestures, pictures, or notes. Disrespectful messages that include negative comments based on race, sexual orientation, weight, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.

Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning, and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students needing extra support
- Randomized
- Target problem areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations in the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, positive demeanor
- Proactive
- Noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistency

Student Reflection Form

Name _____

Today I didn't make the best choices, but I know I will learn from this and try my best tomorrow.

Circle the things you had trouble with:

Listening Following Directions Being Responsible Being Safe

Being Respectful Hands to Myself Other:

My parent needs to be contacted because:

_____

_____

_____

_____

Next time, I will:

_____

_____

_____

_____

Please discuss this note with your child at home. Then sign and return to school the next day. Thank you for your support.

Student Signature _____

Teacher Signature _____

Parent Signature _____