

PBIS: POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Richmond Hill Elementary School

Faculty and Staff

PBIS Handbook



2024-2025

Richmond Hill Elementary School
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Purpose

The purpose of this handbook is to guide and support Richmond Hill Elementary School’s faculty and staff members as we implement Positive Behavioral Interventions and Supports (PBIS) in our school. Our goal is to provide all our students with a safe and effective school environment where they can experience academic and behavioral success.

Our Mission

Our mission is to foster and promote behavioral supports, collaboration, and academic success in an effective and safe learning environment.

Our Vision

To teach our students to be positive, act respectful, work hard, and stay safe while fostering partnerships with all stakeholders.

2024-2024 PBIS Team Members

Mrs. Angelica Harris, EIP Teacher	PBIS Coach
Shanice Greene, Instructional Specialist	Team Leader/Facilitator
	Bus Coach
Teresa Wallace, 3 rd Grade Teacher	Data Entry & Analyst
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	Reporter/Communicator
	Behavior Specialist
Wilfork, 1 st Grade Teacher	Timekeeper
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Table of Contents

A. POSITIVE BEHAVIORAL SUPPORT

- What is PBIS?.....3
- PBIS 5 Critical Components.....3
- Five Big Ideas4

B. CLEAR EXPECTATIONS

- Good Rules Are Important..... 5
- What Makes Good Rules?5
- RHES Expectations of Students (Matrix)6

C. EXPLICITLY TAUGHT EXPECTATIONS

- PBIS: Teaching Behaviors..... 7
- How Do We Teach Social Behavior?7
- When Do We Teach Behavior?7
- Where Do We Teach Behavior?7
- Why Do We Teach Behavior?.....7

D. SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

- Reinforcement Menu.....8
- Student Recognition System – Teacher Reference 9
- Classroom Recognition 10

E. SYSTEM FOR DISCOURAGING UNDESIRED BEHAVIOR

- Intervention Menu11
- Flowchart..... 12
- PBIS Common Language13

F. DATA-BASED DECISION MAKING

- What is Spotlight? 14
- Office Referrals15
- Examples of Office Referrals Situations16

POSITIVE BEHAVIORAL SUPPORT

What is PBIS?

PBIS is an acronym for Positive Behavioral Interventions and Supports. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts
- Instructionally focused behaviors
- Empirically sound practices
- Data information analyzed and utilized on a frequent basis

PBIS Has 5 Critical Components:

- **Clear expectations:**
 - As defined by the matrix
- **Explicitly taught:**
 - Each area in the matrix is accompanied by a lesson plan.
 - A schedule for teaching and re-teaching behaviors is used
- **A system for encouraging appropriate behavior**
 - Recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors
- **A system for discouraging inappropriate behavior**
 - An Intervention Menu for how to respond to and correct inappropriate behaviors.
- **A data collection system answering two important questions. Are we...**
 - Doing what we said we would do?
 - Achieving the student outcomes in which we said we would achieve?

Five Big Ideas:

1) All children can learn and are always learning!

Children are learning all the time. If you work around children, you are a teacher. “There is nothing so esteem building as consistent success. Nothing so demoralizing as chronic failure.”

– **Dale R. Myers**

2) School is responsible for preparing students for life.

Schools should teach important life lessons.

3) School expectations must be explicit and taught to *all* students.

4) The only way to change student behavior is to change *adult* behavior.

We create the environments in which behaviors arise.

5) Things aren’t always as they appear!

Human perception is often flawed. It is important to use data.



CLEAR EXPECTATIONS

If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it.

- Dale R. Myers

As a student at Richmond Hill Elementary School, I will follow the “**BE A BULLDOG**” core values:

**BE POSITIVE
ACT RESPECTFULLY
WORK HARD
STAY SAFE**

Good Rules Are Important

1. They reveal the values of the school or district.
2. They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
3. They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
4. They can increase staff consistency.
5. They can reduce problem behavior.
6. They can increase school safety.

What Makes Good Rules?

1. Simple and easy to remember.
2. Positively stated: What we want.
3. Applicable to everyone – staff and students.
4. Monitored and enforced by all.
5. Consistently applied.

Matrix of School Rules and Expectations

The RHES PBIS matrix is a diagram displaying our school's core values: Be positive, act respectful, work hard, and stay safe and the expectations. The matrix is also used to establish our school's PBIS lesson plans which will be implemented school wide.

RHES Behavior Expectations Matrix				
RHES Bulldogs will...	Be Positive	Act Respectful	Work Hard	Stay Safe
Classrooms	Come ready to learn Congratulate yourself and others	Do as asked without complaining Be kind to peers	Complete assignments with effort Persevere through challenges	Keep hands and feet to self Ask permission to leave
Hallways	Be pleasant; give quiet, friendly waves	Be respectful to the work environment Pause the line to allow others to pass through	Walk to your destination, on the right side of the hallway	Hands and feet to yourself Report problems Remain in your proper location
Restrooms	Do the right thing when no one is watching	Wait your turn Respect the privacy of others	Resist peer pressure Maintain clean walls and stalls	Report incidents Wash your hands
Cafeteria	Use good manners	Chew with your mouth closed Use your inside voice	Clean your area: table and floor Dispose of trash in receptacle	Remain seated and walk at all times
Bus	Be calm; enjoy the ride	Be on time Use a quiet voice	Keep the bus clean Use appropriate language	Stay seated Wait your turn Use the rails to enter and exit the bus
Media Center	Enter and exit quietly Wait your turn in line	Stay with your class Speak softly	Return books on time	Stay in your seat Keep hands and feet off cords and wires Walk at all times
Playground	Be a good sport	Share equipment and space Take turns	Take good care of equipment	Line up quietly and enter school quietly

EXPLICITLY TAUGHT EXPECTATIONS

PBIS: Teaching Behaviors

There are two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide frequent and specific feedback.

When do we teach behavior?

1. At the beginning of school year.
2. Often enough to achieve and maintain fluency.
3. Before times when problem behaviors tend to increase.
4. On-going throughout the year. (Deliver refresher lessons.)
5. At teachable moments.

Where do we teach behavior?

- Everywhere in the school
- Embedded in other school activities
- Embedded in RHES News Network programming

Why do we teach behavior?

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

Reinforcement Menu

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise...

1. Increase their individual productivity.
2. Are more likely to stay with their organization.
3. Receive higher loyalty and satisfaction.
4. Have better safety records.

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Small	Medium	Large
<ul style="list-style-type: none"> • Say “Thank you.” • Give verbal praise • Give a pat on the shoulder or a high five • Smile • Use humor (not sarcasm) • Listen to them • Give a small note • Give small school supply item(s): stickers, pencils, hand stamp, erasers, etc. 	<ul style="list-style-type: none"> • Bulldog buck • Talk to them • Give them one on one time • Teacher’s helper duties: line leader, restroom monitor • Give school supply item(s): mechanical pencils, dividers, pencil pouch, handheld pencil sharpeners, etc. 	<ul style="list-style-type: none"> • Positive phone call home • Classroom coupons: no homework pass, 15-minute free time pass, seat choice pass, etc. • Treasure chest reward • Shout out on morning announcements

We never reward students to behave. However, we do reward positive behaviors:

- Bribery is an inducement to do something illegal, unethical, and immoral.
- Reinforcement is appropriate at school when it helps students become successful at school so they can be successful outside of school.

PBIS Recognition: Teacher Reference

STUDENT RECOGNITION

Good Behavior Celebrations (To be observed once a month)

This is an opportunity for students to participate in activities when they have 60 or more bulldog points to convert to their debit card. A class set of debit cards will be issued to each homeroom teacher. The homeroom teacher is responsible for issuing out cards to their students.

Behavior Celebration Dates:

- August 30, 2024
- September 27, 2024
- October 25, 2024
- November 22, 2024
- December 19, 2024 (Fall Field Trip)
- January 31, 2025
- February 28, 2025
- March 28, 2025
- May 2, 2025 (Spring Field Trip)

PBIS Store (Once a month)

This is an opportunity for students to use their bulldog points towards items or rewards for less than 60 points. Homeroom teachers are responsible for making sure students know how many ClassDojo points students have earned. Students will not be permitted to go to the PBIS Store without a teacher.

Student of the Month (Once a month)

Each homeroom teacher will select one student each month to be awarded Student of the Month. This student must follow and show the school's core values: Be positive, act respectful, work hard, and stay safe. Each student will receive a certificate and an incentive (i.e., cupcake, cookie, etc.). Students' pictures will be displayed on the morning show.

CLASSROOM RECOGNITION

Classes will receive a mini bulldog by Administration, Enrichment Teachers, Cafeteria Staff and Paraprofessionals for displaying the 4 core values as a class. Bulldogs will be hung above the Homeroom teacher's door. On the last Friday of each month, the bulldogs will be counted. On the first Friday of the following month, a class reward/treat will be awarded to the winners. PK-2 will compete against each other, 3-5 will compete against each other, and 6-8 will compete against each other.

CLASSROOM INCENTIVES

Since the PBIS Store and Celebrations will only be monthly, teachers are **strongly encouraged** to give incentives for their students on the off weeks to help promote good behavior. Some ideas for incentives that are at no cost are:

1. Free seat choice
2. Free computer time
3. Lunch with the Principal
4. Homework pass
5. Teacher's Helper
6. Read to a lower grade level
7. Lunch with the teacher

Classroom incentives can be linked to bulldog bucks, or teachers may create their own value system. Below is an example of a teacher's classroom incentive system linked to bulldog bucks.

Example of Classroom Incentive System:

Ms. Doe has the following display of classroom incentives on a wall in her classroom:

- *15-minute free computer time = \$5 bulldog points*
- *Flexible seating for a day = \$3 bulldog points*
- *No homework pass = \$4 bulldog points*
- *Line leader for the day = \$2 bulldog points*
- *Choose a snack = \$2 bulldog points*

**Bulldog bucks can be submitted on Fridays to redeem classroom incentives.*

Additional Note: Be sure students have a clear understanding of all spending opportunities for bulldog bucks (i.e. PBIS celebrations, PBIS Store, and if the teacher chooses, classroom incentives). Students should be encouraged to spend their bulldog bucks wisely as any purchase they make deducts from their overall total.

SYSTEM FOR DISCOURAGING UNDESIRE BEHAVIOR

Our goal is to use positive feedback and acknowledgement when students follow the rules; and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach or reteach correct behavior and increase students' repertoire of possible appropriate responses.

Intervention Menu

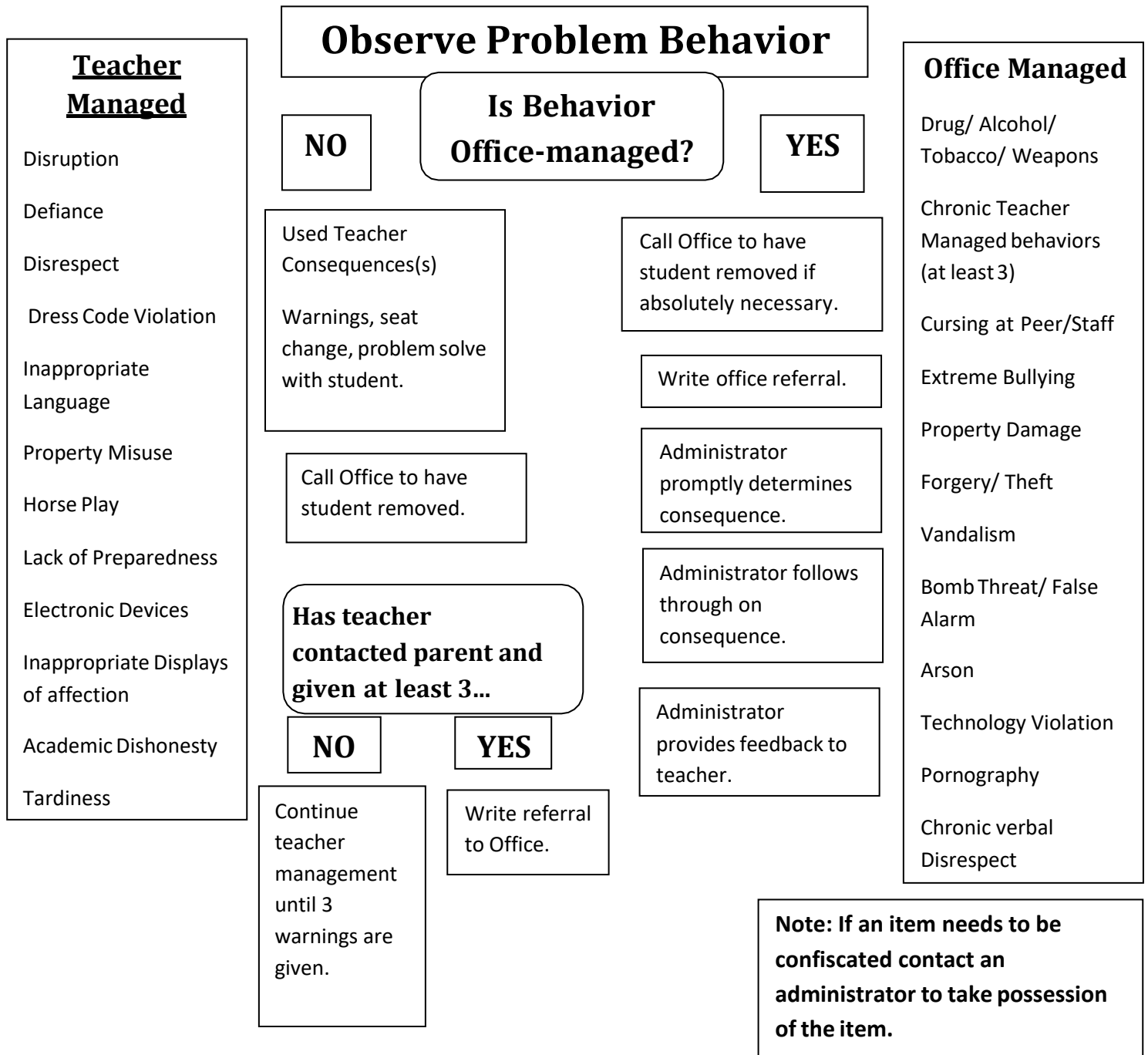
Refer to the Intervention Menu for suggestions on how to respond to different steps of misbehavior.

Step One	Step Two	Step Three
<ul style="list-style-type: none"> • Restate direction • Redirect to task • Reteach • Differential Reinforcement (ignoring negative behavior while paying attention to what you want) • Nonverbal cue to task • Notice • Proximity • Thank you to nearbystudent who is doing desired behavior • "The Look" • Clearly state choices/options 	<ul style="list-style-type: none"> • Time-out from positive reinforcement • Conference with student • Reteach with overcorrection • Problem-solving worksheet • Restate direction and mild consequences • Change seating • Call home • Conference with parent/guardian 	<ul style="list-style-type: none"> • Office referral

Richmond Hill Elementary School

Decision Flow Chart

2024-2025



PBIS Common Language

Using common language is an effective way to ensure that all students understand our PBIS expectations.

When redirecting student's behavior use our four PBIS expectations: **Be positive, act respectful, work hard, and stay safe.**

Classroom

Example: You see a student with their head down while you are teaching.

Redirection: "I expect you to be **positive** by being an active participant in my class. Please keep your head off the desk, thank you."

Hallway

Example: You see several students who are standing in a large crowd in the middle of the hallway.

Redirection: "Let's **act respectful** and keep it moving toward your destination. Thanks, folks!"

Cafeteria

Example: A student has left their tray on the table after eating and fails to place it in the trash receptacle. You observe them lining-up with their class.

Redirection: Remember, we must **work hard** and help keep the cafeteria clean. Please go put the tray you left behind on the table in the trash receptacle.

Restroom

Example: A student leaves the restroom without a hall pass.

Redirection: Please remember to **stay safe** by always having a signed hall pass to go to the restroom. Thank you.

DATA-BASED DECISION MAKING

What is Spotlight?

The three primary elements of data collection are:

- An efficient system for *gathering information*
- A computer application for data entry and *report generation*
- A practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school date. Data reports should indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievement.

Every month we review the BIG 5 report:

- Average Referrals per day per month
- Referrals by Problem Behavior Report
- Referrals by Location Report
- Referrals by Time Report
- Referrals by Student Report



Using Spotlight

Spotlight is used to create Incident Reports via Infinite Campus.

The types of reports that can be submitted:

- Minor Behaviors
- Positive Behaviors

Create New Minor

IndividualMultiple

Search for Student Name...

Date

5/31/2024

Time

5:19 PM

Behavior

Search for Behavior...

Location

Classroom

Actions Taken

Comments

Note: This will be created under 'All Sections'

Create

Create New Positive

IndividualMultiple

Search for Student Name...

Date

5/31/2024

Time

5:19 PM

Behavior

Search for Behavior...

Location

Classroom

Comments

Note: This will be created under 'All Sections'

Create

Office Referral Process

STUDENT MISBEHAVIOR

1. *Is it Teacher managed, or Office managed?*

- a. Use flow chart to decide

TEACHER MANAGED

2. *Will I talk with the student only, or will I take concrete action?*

- a. Talk only = no paperwork
- b. Concrete action = Minor Incident Report (MIR)

3. *What are possible concrete actions I can take?*

- a. Reflective assignment
- b. Time-Out from classroom; Send student to “Buddy Room”
 - i. *You must send work*
 - ii. *You must have an agreement and arrangement with the receiving Teacher.*
- c. Contact home
- d. Assign detention
- e. Assign more detention
- f. In person conference with parent(s), student, administrator, and counselor

4. THE DIALOG AND THE PAPERWORK

- a. Teachers manage what they can, recognizing that behavior management will require dialog with the student.
- b. MIR is completed clearly and accurately. (*Must include parent contact*)
- c. If student is unable to control themselves, notify the front office and an administrator will be sent to the room to retrieve the student.
- d. In order for the PBIS Team to effectively analyze discipline data, it is important to be as accurate as possible when recording time and location of incident.

EXAMPLES of Office Referrals SITUATIONS

- Student uses inappropriate language.
- Teacher decides that it is a teacher-managed behavior and that he/she will take concrete action.
- The concrete action chosen is to call the parent(s).

The student/teacher interaction or dialog is:

- Johnny your language is inappropriate. I will not tolerate cursing in the classroom.
- You need to use other words when you are angry, or you may be asked to work in another room.
- The consequence for this behavior will be a phone call home. If it happens again, I will have to move forward with a more severe consequence.

Student has used inappropriate language on several occasions.

- The teacher may simply say “**watch your language.**”
- The teacher writes an MIR and calls home and informs parent(s) of things they have tried to help eliminate the problem behavior. (Record contact on MIR and Infinite Campus)
- The teacher writes an MIR and keeps the student for detention.
- The teacher writes an office referral.

The administrator receives the referral and sees that the teacher has taken three concrete actions. The parents are aware of the problem and the student has served two detentions. The next step would be at the administrator’s discretion.

Once the administrator has taken action, it is recorded on the referral. Copies of the referral are forwarded to:

- Infinite Campus
- SWIS Application Database
- Originating teacher

If the administrator has seen the student too often, parent contact will be required, and the student’s discipline record may be reviewed. Additional MIRs and referrals from other teachers will be on the record. This report will give everyone in the conference a clear picture of the behaviors the child is presenting in all settings of the school. For example, if the student referred is having problems with inappropriate language in other classrooms, it will be found at this time.

CODES

REASONS TO BUZZ FOR AN ADMINISTRATOR

1: Major Disruption

Any child that refuses direction(s) of the teacher to the extent that teaching and learning in the classroom cannot occur (banging, throwing of desks, etc.).

1a. Uncontrollable screaming, yelling, cursing

2: Safety of Students and Staff

Major physical contact between students where fear of the child's/teacher's safety is a concern (fist fighting, biting, pulling of hair, repeated punching or kicking, running out of classroom or school).

2a. Verbal threats

3: Inappropriate Touching/Behavior

Student who exposes or touches themselves or others inappropriately including private areas of the body. (Any child that invades student/teacher privacy in a sexual manner)

3a. Lewd gestures or comments

4: Weapons

Suspicion of a student concealing a weapon or a weapon found on a child whether toy or operational. If a teacher perceives the object to be used as a weapon or if the object is a destructive device. (BB gun, razor blade, firecracker, lighter, etc.)

5: Drugs

Students will not possess, use, distribute alcohol or drugs or any substance they perceive to be alcohol or drugs.

6: Intruder/Lockdown

Any person that is unwanted or unannounced in a classroom, hallway, or exterior property that is not recognized as a staff member, teacher, or parent.

Richmond County School System PBIS Disciplinary Referral Report

Student's Name:		Grade:	Subject:	School:	Major <input type="checkbox"/> Minor <input type="checkbox"/>
Referred By:		Date of Incident:	Time of Incident:	Date student reported to office:	
Location Of Incident:					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway	<input type="checkbox"/> Playground	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gym	<input type="checkbox"/> Commons
<input type="checkbox"/> Media Center	<input type="checkbox"/> Office	<input type="checkbox"/> Assembly/Field Trip	<input type="checkbox"/> Bus	<input type="checkbox"/> Bus Loading Zone	<input type="checkbox"/> Restroom
<input type="checkbox"/> Parking Lot	<input type="checkbox"/> Off-Campus	<input type="checkbox"/> Other			
Reason For Report					
<input type="checkbox"/> Alcohol <input type="checkbox"/> Arson <input type="checkbox"/> Bomb Threats <input type="checkbox"/> Cell Phone/Electronic <input type="checkbox"/> Chronic Discipline Problem <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Disregard of Direction/Command <input type="checkbox"/> Disruption/Interferences with School <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Drugs/Narcotics <input type="checkbox"/> Fighting <input type="checkbox"/> Gang Activity <input type="checkbox"/> Immoral Act/Sexual Harassment <input type="checkbox"/> Motor Vehicle Violation <input type="checkbox"/> Non-Compliance with Rules <input type="checkbox"/> Physical Assault <input type="checkbox"/> Profanity/Obcenity <input type="checkbox"/> Theft/Robbery <input type="checkbox"/> Threat/Intimidation <input type="checkbox"/> Tobacco <input type="checkbox"/> Trespassing <input type="checkbox"/> Vandalism <input type="checkbox"/> Verbal Assault <input type="checkbox"/> Weapon <input type="checkbox"/> Attendance Violation: <input type="checkbox"/> Cut School <input type="checkbox"/> Cut Class <input type="checkbox"/> Tardy to School <input type="checkbox"/> Tardy to Class <input type="checkbox"/> Did not Report to Detention <input type="checkbox"/> Technology Violation: <input type="checkbox"/> Other:					
Details of Incident:					
Prior Action Taken by Teacher			Parents Contact Information:		
<input type="checkbox"/> Behavior Contract <input type="checkbox"/> Parent Conference Held on ____/____/____ <input type="checkbox"/> Counseled Student (Warning) <input type="checkbox"/> Parent conference Requested <input type="checkbox"/> Initiated RTI <input type="checkbox"/> Contacted Parents <input type="checkbox"/> Referred to Administrator			<input type="checkbox"/> Referred to Counselor <input type="checkbox"/> Team/Teacher Detention <input type="checkbox"/> Written Notice to Parents <input type="checkbox"/> Other:		
Date Parent Last Contacted:			Type of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Electronic <input type="checkbox"/> Personal		
Student's Response:					
Disposition by Administrator:					
<input type="checkbox"/> Copy of Referral Sent Home <input type="checkbox"/> Counseled student/Warning <input type="checkbox"/> Parent conference Held on ____/____/____ <input type="checkbox"/> Parent Conference Requested <input type="checkbox"/> Parent Notifies by Letter <input type="checkbox"/> Time Out <input type="checkbox"/> Suspended Pending Parent Conference			RCSS Student Code of Conduct Rule Number: _____ <input type="checkbox"/> Parent Notified by Phone Date: _____ Time: _____ <input type="checkbox"/> In-School Suspension, Number of Days: _____ <input type="checkbox"/> Out-of-school Suspension Number of Days: _____ Return Date: _____ <input type="checkbox"/> Suspended Pending Tribunal Date Suspended: _____		
Administrator's Comments:					
Signature: _____ Date: _____ Position: _____					
Date Referral sent Home: _____ This report is to notify you that your child experienced a discipline infraction at school and to inform you of the actions taken. Your signature indicates receipt of this form. If further information is needed, please contact the school.					
You are requested to encourage your child to comply with the <u>Uniform Code of Student Conduct and Discipline</u> for the Richmond County School System.					
Parent's Signature: _____ Date: _____					
Please sign and return the form on the next school day. Please write comments on the back of this page.					

White Copy – Parents

Yellow Copy – Office

Pink Copy – Teacher

Copy 4, Supersubincident #6 (New 3-16)

Richmond Hill Elementary School

PBIS Lesson Plans



BE POSITIVE • ACT RESPECTFUL • WORK HARD • STAY SAFE

Area:

Classroom

BE A BULLPUP MODEL STUDENT

BE POSITIVE	ACT RESPECTFUL	WORK HARD	STAY SAFE
1. Come ready to learn. 2. Congratulate yourself and others.	1. Do as asked without complaining. 2. Be kind to others.	1. Complete assignments with effort. 2. Persevere through challenges.	1. Keep hands and feet to self. 2. Ask permission to leave.

TEACH

1. **Overview of the Lesson:** Say, “Today we are going to learn and practice how we are positive, act respectful, work hard, and are safe in the classroom.”
2. **Guided Discovery:** Ask, “Can someone repeat what we are going to learn and practice today?”
3. **Define what it means to be a Bulldog Model Student in the classroom:** See above matrix for expectations.
 - Show the Teaching Poster/Matrix of Expectations with pictures and walk through the expectations.
 - Discuss the details of the expectations with students.

MODEL

1. **Demonstrate** examples of not following expectations.
 - **Positive-** Show example of not coming to school ready to learn and not congratulating others or oneself. Talk with students about how else a person might not be showing positivity in the classroom.
 - **Respectful-** Show example of complaining when asked to do something and not being kind to others. Talk with students about how else a person might not be following the respectful expectation in the classroom.
 - **Work Hard-** Show example of not completing assignments with effort and not persevering through challenges. Talk with students about how else a person might not be showing the act of working hard in the classroom.
 - **Safe-** Show example of not keeping hands, feet, and objects to oneself and not asking permission to leave the classroom. Talk with students about how else a person might not be following the stay safe expectation in the classroom.
2. **Choose a couple of students to demonstrate examples of following the expectations.**
 - **Positive-** Show example of coming to school ready to learn and congratulating others or oneself. Have students practice coming to school ready to learn and congratulating themselves and others.
 - **Respectful-** Show an example of not complaining when asked to do something and being kind to others. Have students practice not complaining when asked to do something being kind to others.
 - **Work Hard-** Show example of completing assignments with effort and persevering through challenges. Have students practice completing assignments with effort and persevering through challenges.
 - **Stay Safe-** Show an example of a student keeping hands, feet, and objects to themselves. Have students practice personal space behaviors and the importance of the teacher always knowing a students’ whereabouts.
3. **Discussion- Tell me what positivity, being respectful, working hard, and staying safe look, feel, and/or sound like in the classroom.” After the discussion, ask students if they have any further questions about the expectations.**

PRACTICE

1. Have all students practice station rotations, line up routine, whole group and putting away materials.

AREA:

HALLWAY

BE A BULLPUP MODEL STUDENT

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Be pleasant	1. Be respectful to the work environment. 2. Pause the line to allow others to pass through	1. Walk to your destination on the right side of the hallway	1. Hands and feet to self 2. Report problems 3. Remain in your proper location

TEACH

1. Overview of the lesson: “Today we are going to talk about how “we are positive, respectful, work hard, and safe in the hallway.”
2. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
3. Definition of **BE A BULLPUP CHARACTER** for the hallway: See above matrix for expectations.
 - Show the Teaching Poster/Matrix of Expectations with pictures and walk through the expectations.
 - Discuss the detail of the expectations with students.

MODEL

1. **Demonstrate examples of not following expectations.**
 - **Positive**- Show an example of not being pleasant. Talk with students about how else a person might not be following the positive expectation in the hallway.
 - **Respectful** – Show example of not pausing the line for someone to pass (i.e., someone waiting to pass but no opening in line). Talk with students about how else a person might not be following the Respectful expectation in the hallway.
 - **Work Hard** – Show example of not walking on the right, but on the left (which is the wrong side of the hall). Talk with students about how else a person might not be following the Safe expectation in the hallway.
 - **Safe** - Show an example of not facing front, hands and feet to yourself. Talk with students about how else a person might not be following the safe expectation in the hallway (such as not reporting a problem)
 -
2. **Choose a couple of students to “show” examples of following the expectations.**
 - **Positive**- Show an example for being pleasant. Have students line up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.
 - **Respectful** – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
 - **Work Hard** – Show an example of walking to your destination and reporting a problem, having a hall pass are examples of working hard.
 - **Safe** – Show an example of keeping hands and feet to self in the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.
3. **Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”**

PRACTICE

- Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being respectful, responsible, working hard, and safe behavior in the hallway?”

AREA:

RESTROOM (Boys at the Boys Restroom & Girls at the Girls Restroom)

BE A BULLPUP MODEL STUDENT

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Practice self-control.	1. Respect the privacy of others.	1. Resist peer pressure. 2. Maintain clean walls and stalls.	1. Report incidents. 2. Wash your hands.

TEACH

1. Overview of the lesson: “Today we are going to talk about how we are positive, respectful, work hard, and remain safe in the restroom.”
2. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
3. Definition of **BE A BULLPUP MODEL** for the restroom: See above matrix for expectations.
 - Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - Discuss the details of the expectations with students.

MODEL

1. **Demonstrate examples of not following expectations.**
 - **Positive-** Show an example of not doing the right thing because no one is watching. Talk with students about how else a person might not be following the positive expectation in the restroom.
 - **Respectful** – Show example of not cleaning up the space (throw paper towel on the floor, smear soap on the mirror), and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the Respectful expectation in the restroom.
 - **Work Hard-** Show example of following peer pressure. Talk with students about how else a person might not be following the Work Hard expectation in the restroom.
 - **Safe** - Show example of not washing hands (i.e., act as if going from toilet right to leaving restroom). Talk with students about how else a person might not be following the Safe expectation in the restroom.
2. **Choose a couple of students to “show” examples of following the expectations.**
 - **Positive-** Show an example of doing the right thing while no one is watching. Talk with students about how else a person might follow the positive expectation in the restroom.
 - **Respectful** – Show an example for cleaning up their space (i.e., throw paper towel away after washing hands) and privacy (i.e., knock on the stall door before entering).
 - **Work Hard** – Show an example of maintain clean walls and stalls, coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step.
 - **Safe** – Show an example of washing hands. Have the students show all previous restroom expectations and include them washing their hands also to show all expectations.
3. **Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the restroom.”**

PRACTICE

- Have all students line up outside the restroom, and two at a time come into the restroom to show the following of the restroom expectations with an adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being respectful, responsible, working hard,, and safe behavior in the restroom?”

AREA:

MEDIA CENTER

BE A BULLPUP CHARACTER STUDENT

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Enter and exit quietly 2. Wait your turn in line	1. Stay with your class 2. Speak softly	1. Return books on time	1. Stay in your seat 2. Keep hands and feet off cords and wires. 3. Walk at all times.

TEACH

- Overview of the lesson: “Today we are going to talk about how ‘we are positive, respectful, work hard, and safe in the media center.’”
- Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- Definition of **BE A BULLPUP CHARACTER** for the media center: See above matrix for expectations.
 - Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - Discuss the detail of the expectations with students.

MODEL

- Demonstrate examples of not following expectations.**
 - Positive**– Show example of not entering quietly (i.e. loud talking when entering the media center), and waiting your turn in line (i.e., roaming around the library instead of being in line for checkout). Talk with students about how else a person might not be following the Positive expectation in the media center.
 - Respectful**- Show example of not speaking quietly (i.e., hum in the media center), staying with class (i.e., walking off alone and away from class). Talk with students about how else a person might not be following the Respectful expectation in the media center.
 - Work Hard**- Show example of not returning books on time (i.e., placing books on table in media center),.
 - Safe** - Show example of not walking (i.e., run through the media center), and not keeping hands and feet to self (i.e., taking the stick and banging in on the table, kicking someone in the media center). Talk with students about how else a person might not be following the Safe expectation in the media center.
- Choose a couple of students to “show” examples of following the expectations.**
 - Positive**- Show an example of speaking quietly (i.e., talking quietly to the person standing/sitting next to you).
 - Respectful** – Show an example of speaking quietly (i.e., talking quietly to the person standing/sitting next to you).
 - Work Hard**– Show an example of returning books on time (i.e., taking library book back on due date and placing in book return drop box).
 - Safe** – Show an example of walking in the media center and keeping hands and feet to self (i.e., walking with hands to your side when looking for a book).
- Discussion.** “Tell me what “Positive, Respectful, Hard Work, and Safe look, feel, or sound like in the media center.”

PRACTICE

- All students are to roam the media center and check out a book using the expectations, with an adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being respectful, responsible, working hard, and safe behavior in the media center?” (Practice could be done during the first “check out” time in the media center)

AREA:**CAFETERIA****BE A BULLPUP CHARACTER STUDENT**

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Use good manners	1. Chew with your mouth closed 2. Use your inside voice	1. Clean your area: table and floor	1. Remain seated and walk at all times

TEACH

1. Overview of the lesson: “Today we are going to talk about how ‘we are positive, respectful, work hard, and safe in the cafeteria.”
2. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
3. Definition of **BE A BULLPUP CHARACTER** for the cafeteria: See above matrix for expectations.
 - Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - Discuss the detail of the expectations with students.

MODEL**1. Demonstrate examples of not following expectations.**

- **Positive**— Show example of not using manners (snatching items, saying ‘yeah’, ‘okay’, ‘whatever’ to cafeteria staff going through line), waiting for food quietly (i.e., budging others, grabbing the tray before server is ready), eating your own food (i.e., grabbing someone else’s food, taking a trade of food), raising your hand for help (i.e., get up and go to get items forgot), Talk with students about how else a person might not be following the Positive expectation in the cafeteria.
- **Respectful**- Show example of not following directions (i.e., sitting at the wrong table, not lining up on the line to dump trays, cutting cones), sitting at a table (i.e., standing to eat, getting up and going to a different spot at a table), and leaving appropriately (i.e., walking out the entrance doors, lingering around the cafeteria at the tray area waiting for another student). Talk with students about how else a person might not be following the Respectful expectation in the cafeteria.
- **Work Hard**- Show example of not talking quietly (yelling down the table to someone).
- **Safe** - Show example of not walking (i.e., run through the lunchroom), cleaning up (i.e. dropping napkin on the floor and leaving it), and emptying and stacking trays (i.e., not dumping a tray and throwing onto the tray stacking shelf. Talk with students about how else a person might not be following the Safe expectation in the cafeteria.

2. Choose a couple of students to “show” examples of following the expectations.

- **Positive**— Show an example for using manners (being polite, saying ‘please’, ‘no thank you’, ‘thank you’, ‘yes ma’am’, and ‘no ma’am’), waiting for food quietly (i.e., lining up on the line in single file line, wait at the counter for tray), eat your own food (i.e., sit and eat from own tray), and raise your hand for help (i.e., sit at the table and raise hand until given permission to talk).
- **Respectful**— Show an example of following directions follow directions (i.e., wait at the table for permission to leave and as you come to the table sit to the far end next to another student) and leaving (walk out of the cafeteria and down the hallway).
- **Work Hard**- Show example of talking quietly (sit at table and use conversation voice talking with another).
- **Safe** – Show an example of walking (i.e., walk into the cafeteria to the serving line area), cleaning up (picking up a napkin on the floor), and emptying and stacking trays (walk to the line and wait turn to dump tray in barrel, and place tray on the stacking shelf-trays fit together).

3. Discussion. “Tell me what “Positive, Respectful, Work Hard, and Safe look, feel, or sound like in the cafeteria.”**PRACTICE**

- Students enter the cafeteria and follow the expectations all of the way through, with an adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being positive, respectful, working hard, and safe behavior in the cafeteria?”

AREA:

BUS

BE A BULPUP CHARACTER STUDENT

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Be calm; enjoy the ride	1. Be on time 2. Use a quiet voice	1. Keep the bus clean, 2. Use appropriate language	1. Stay seated 2. Wait your turn 3. Use the rails to enter and exit the bus

TEACH

1. Overview of the lesson: “Today we are going to talk about how ‘we are Positive, respectful, work Hard, and safe on the bus.’”
2. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
3. Definition of **BE A BULPUP CHARACTER** for on the bus: See above matrix for expectations.
 - Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 - Discuss the detail of the expectations with students.

MODEL

1. Demonstrate examples of not following expectations.

- **Positive-** Show example of not being calm (i.e., yelling to someone in the back of the bus). Talk with students about how else a person might not be following the Positive expectations on the bus.
- **Respectful** – Show example of not being quiet on the bus (i.e., yelling from the front of the bus to the back of the bus). Talk with students about how else a person might not be following the Respectful expectation on the bus.
- **Work Hard** – Show example of not eating or cleaning up after yourself (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the work hard expectation on the bus.
- **Safe** - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation on the bus.

2. Choose a couple of students to “show” examples of following the expectations.

- **Positive-** Show an example of being calm on the bus (i.e., sitting in seat quietly).
- **Respectful** – Show an example for (i.e., sit in the front seat when asked to by the bus driver).
- **Work Hard** – Show an example of using appropriate language (i.e., talk with someone sitting in the same seat, no profanity), and not eating (i.e., putting a snack from school in your book bag).
- **Safe** – Show an example of remaining seated (i.e., sitting in the seat for an extended period of time looking out the window) and keeping hands, feet, and other objects to self (i.e., placing a crumpled-up paper in your book bag, placing feet on the floor and sitting up straight).

3. Discussion. “Tell me what “Positive, Respectful, Work Hard, and Safe look, feel, or sound like on the bus.”

PRACTICE

- Students get on the bus and follow the expectations all of the way through, with an adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being respectful, responsible, working hard, and safe behavior on the bus?”

BE A BULLPUP MODEL STUDENT

AREA: PLAYGROUND

WE ARE POSITIVE	WE ARE RESPECTFUL	WE WORK HARD	WE ARE SAFE
1. Be a good sport	1. Share equipment and space 2. Take turns	1. Take good care of equipment	1. Line up quietly and enter school quietly

TEACH

1. Overview of the lesson: “Today we are going to talk about how ‘we are positive, act respectfully, work hard and stay safe on the playground.’”
2. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
3. Definition of **BE A BULLPUP MODEL STUDENT** for the playground: See above matrix for expectations.
 - Show the Teaching Poster/Matrix of Expectations with pictures and walk through the expectations.
 - Discuss the detail of the expectations with students.

MODEL

1. Demonstrate examples of not following expectations.

- **Positive** – Show example of not being a good sport. Talk with students about how else a person might not be following the Positive expectation on the playground.
- **Respectful** - Show example of not sharing equipment and space (i.e., not allowing our peers to play, not allowing my peers to have a turn on the jungle gym). Talk with students about how else a person might not be following the Respectful expectation on the playground.
- **Work Hard** – Show example of not taking care of playground equipment. Talk with students about how else a person might not be following the Work Hard expectation on the playground.
- **Stay Safe** - Show example of not lining up quietly and entering the school quietly. Talk with students about how else a person might not be following the Safe expectation on the playground.

2. Choose a couple of students to “show” examples of following the expectations.

- **Positive** – Show an example being a good sport. Have students practice taking turns with one another.
- **Respectful** – Show an example of a student sharing equipment and space. Have the students practice what it looks like to share equipment (i.e., waiting your turn to slide, welcoming your peers to play, play cooperatively, etc....)
- **Work Hard** – Show an example for taking care of playground equipment. Have students give examples of what it looks like to take care of the playground equipment.
- **Safe** – Show an example of a student lining up and entering the school quietly. Have the students give examples of what it looks like to correctly line up quietly and enter the school quietly.

3. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the playground.”

PRACTICE

- Students go the playground and follow the expectations all the way through, with an adult monitoring.
- Debrief with students any questions. “Are there any questions you have about being positive, acting respectfully, working hard, and staying safe behavior on the playground?”

August 2024

Monday	Tuesday	Wednesday	Thursday	Friday
What are our Rituals and Routines?				
5 BIS Lesson Positive Plans- Classroom SEL Lesson: Coping Skills	6 PBIS Positive LessonPlans- Restroom/Hallway SEL Lesson: Dealing with Stress	7 PBIS Positive LessonPlans- Lunchroom SEL Lesson: Conflict Resolution	8 PBIS Positive LessonPlans- Media Center (Connections) SEL Lesson: Resilience	9 PBIS Positive Lesson Plans- Bus SEL Lesson: Conflict Resolution- The importance of Conflict Resolution
What does being Positive look like at RHES? / SEL: Conflict Resolution				
12 PBIS Respectful Lesson Plans-Classroom SEL: Conflict Resolution by ways to communicate	13 PBIS Respectful Lesson Plans-Restroom/Hallway	14 PBIS Respectful Lesson Plans-Lunchroom	15 PBIS Respectful Lesson Plans-Media Center (Connections)	16 PBIS Respectful Lesson Plans-Bus
What does being Respectful look like at RHES?/ SEL: Conflict Resolution				
19 PBIS Hard Lesson Plans- Classroom SEL: Conflict Resolution on Social Media	20 PBIS Hard Lesson Plans Restroom/Hallway	21 PBIS Hard Lesson Plans- Lunchroom	22 PBIS Hard Lesson Plans-Media Center (Connections)	23 PBIS Hard Lesson Plans- Bus
What does working Hard look like at RHES?/ SEL: Diversity and Inclusion				
26 PBIS Safe Lesson Plans- Classroom/Lunchroom SEL: Conflict Resolution Big vs. Small Problems	27 PBIS Safe Lesson Plans- Restroom/Hallway	28 PBIS Safe Lesson Plans- Media Center/Playground/Bus	29	30
What does being Safe look like at RHES?/ SEL:				

September 2024				
Monday	Tuesday	Wednesday	Thursday	Friday
<div>2</div> <div>Labor Day</div>	<div>3</div> <div>PowerUp Asynchronous Learning</div>	<div>4</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>5</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>6</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>
Reteach PBIS Expectations as needed/ SEL: Communication				
<div>9</div> <div>Reteach PBIS Lesson Plans based on student needs.</div> <div>SEL: Communication: Accountability in Communicating</div>	<div>10</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>11</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>12</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>13</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>
Reteach PBIS Expectations as needed / SEL: Communication				
<div>16</div> <div>Reteach PBIS Lesson Plans based on student needs.</div> <div>SEL: Communication: Expressing Yourself vs. Disrespect</div>	<div>17</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>18</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>19</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>20</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>
Reteach PBIS Expectations as needed / SEL: Communication				
<div>23</div> <div>Reteach PBIS Lesson Plans based on student needs.</div> <div>SEL: Communication: Self-Awareness</div>	<div>24</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>25</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>26</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>	<div>27</div> <div>Reteach PBIS Lesson Plans based on student needs.</div>
Reteach PBIS Expectations as needed / SEL: Empathy & Critical Thinking				

30 Reteach PBIS Lesson Plans based on student needs. SEL: Communication: Open-Ended vs. Closed- Ended	1 Reteach PBIS Lesson Plans based on student needs	2 Reteach PBIS Lesson Plans based on student needs	3 Reteach PBIS Lesson Plans based on student needs	4 Reteach PBIS Lesson Plans based on student needs
Reteach PBIS Expectations as needed/ SEL: Bullying				
October 2024				
Monday	Tuesday	Wednesday	Thursday	Friday
7 Reteach PBIS Lesson Plans based on student needs. SEL: Bullying: Types of Bullying	8 Reteach PBIS Lesson Plans based on student needs.	9 Reteach PBIS Lesson Plans based on student needs.	10 Teacher Planning	11 PowerUp Asynchronous Learning FALL BREAK
Reteach PBIS Expectations as needed/ SEL: Bullying				
14 FALL BREAK	15 FALL BREAK	16 Reteach PBIS Lesson Plans based on student needs. SEL: Reteach Types of Bullying	17 Reteach PBIS Lesson Plans based on student needs.	18 Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Bullying				
21 Reteach PBIS Lesson Plans based on student needs. SEL: Consequences of Bullying	22 Reteach PBIS Lesson Plans based on student needs.	23 Reteach PBIS Lesson Plans based on student needs.	24 Reteach PBIS Lesson Plans based on student needs.	25 Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Bullying				
28 Reteach PBIS Lesson Plans based on student needs. SEL: Bullying Prevention	29 Reteach PBIS Lesson Plans based on student needs.	30 Reteach PBIS Lesson Plans based on student needs.	31 Reteach PBIS Lesson Plans based on student needs.	1 Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Bullying				

November 2024				
Monday	Tuesday	Wednesday	Thursday	Friday
<div>4</div> Reteach PBIS Lesson Plans based on student needs SEL: Positive Mindset	<div>5</div> Reteach PBIS Lesson Plans based on student needs	<div>6</div> Reteach PBIS Lesson Plans based on student needs	<div>7</div> Reteach PBIS Lesson Plans based on student needs	<div>8</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Mindset				
<div>11</div> Veterans' Day	<div>12</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Mindset	<div>13</div> Reteach PBIS Lesson Plans based on student needs.	<div>14</div> Reteach PBIS Lesson Plans based on student needs.	<div>15</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Mindset				
<div>18</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Mindset in the classroom	<div>19</div> Reteach PBIS Lesson Plans based on student needs.	<div>20</div> Reteach PBIS Lesson Plans based on student needs.	<div>21</div> Reteach PBIS Lesson Plans based on student needs.	<div>22</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Mindset				
<div>25</div> <div>THANKSGIVING</div>	<div>26</div>	<div>27</div>	<div>28</div> <div>BREAK</div>	<div>29</div>
Reteach PBIS Expectations as needed/ SEL: Empathy & Critical Thinking				

December 2024				
Monday	Tuesday	Wednesday	Thursday	Friday
<div>2</div> Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines SEL: Positive Mindset with peer Relationships	<div>3</div> Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines	<div>4</div> Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines	<div>5</div> Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines	<div>6</div> Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines
What are our Rituals and Routines? / SEL: Gratitude				
<div>9</div> PBIS Respectful Lesson Plans- Classroom SEL: Gratitude	<div>10</div> PBIS Positive Lesson Plans- Restroom/Hallway	<div>11</div> PBIS Positive Lesson Plans- Lunchroom	<div>12</div> PBIS Positive Lesson Plans- Media Center (Specials)	<div>13</div> PBIS Positive Lesson Plans- Bus
What does being <u>Positive</u> look like at RHES? / SEL: Problem Solving				
<div>16</div> PBIS Responsible Lesson Plans-Classroom SEL: Empathy: Caring for Others	<div>17</div> PBIS Respectful Lesson Plans-Restroom/Hallway	<div>18</div> PBIS Responsible Lesson Plans-Lunchroom	<div>19</div> PBIS Responsible Lesson Plans-Media Center (Specials)	<div>20</div> PBIS Responsible Lesson Plans-Bus
What does being <u>Respectful</u> look like at RHES? / SEL: Problem Solving				
<div>23</div> CH	<div>24</div> RIST	<div>25</div> MAS	<div>27</div> BREAK	<div>38</div>
What does working <u>Hard</u> look like at RHES? / SEL: Problem Solving				

January 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
Christmas Break	Christmas Break	Christmas Break ¹	Christmas Break ²	Student Holiday ³
What are our Rituals and Routines?/ SEL: Positive Mindset				
⁶ PBIS Respectful Lesson Plans- Classroom SEL: Positive Mindset: Refocusing	⁷ PBIS Respectful Lesson Plans- Restroom/Hallway	⁸ PBIS Respectful Lesson Plans- Lunchroom	⁹ PBIS Respectful Lesson Plans- Media Center (Specials)	¹⁰ PBIS Respectful Lesson Plans- Bus
What does being Respectful look like at RHES? / SEL: Positive Mindset				
¹³ PBIS Responsible Lesson Plans-Restroom/Hallway SEL: Positive Mindset: Engage in positive behavior	¹⁴ PBIS Responsible Lesson Plans-Restroom/Hallway SEL: Positive Mindset: Engage in positive behavior	¹⁵ PBIS Responsible Lesson Plans-Lunchroom	¹⁶ PBIS Responsible Lesson Plans-Media Center (Specials)	¹⁷ PBIS Responsible Lesson Plans-Bus
What does being Responsible look like at RHES?/ SEL: Positive Mindset				
²⁰ MLK HOLIDAY	²¹ PBIS Safe Lesson Plans Restroom/Hallway SEL Lesson (5.3)	²² PBIS Safe Lesson Plans- Lunchroom	²³ PBIS Safe Lesson Plans- Media Center (Specials)	²⁴ PBIS Safe Lesson Plans- Bus
What does being Safe look like at RHES?/ SEL:				
²⁷ Reteach PBIS Lesson Plans based on student needs. SEL Lesson (5.4)	²⁸ Reteach PBIS Lesson Plans based on student needs.	²⁹ Reteach PBIS Lesson Plans based on student needs.	³⁰ Reteach PBIS Lesson Plans based on student needs.	³¹ Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Self-Love/ Diversity Inclusion				

February 2025

Monday	Tuesday	Wednesday	Thursday	Friday
<div>3</div> Reteach PBIS Lesson Plans based on student needs.	<div>4</div> Reteach PBIS Lesson Plans based on student needs.	<div>5</div> Reteach PBIS Lesson Plansbased on student needs.	<div>6</div> Reteach PBIS Lesson Plansbased on student needs.	<div>7</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Self-Love				
<div>10</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Self-Esteem	<div>11</div> Reteach PBIS Lesson Plansbased on student needs.	<div>12</div> Reteach PBIS Lesson Plansbased on student needs.	<div>13</div> Reteach PBIS Lesson Plansbased on student needs.	<div>14</div> STUDENT HOLIDAY
Reteach PBIS Expectations as needed / SEL: Diversity and Inclusion				
<div>17</div> STUDENT/TEACHER HOLIDAY	<div>18</div> PowerUp Asynchronous Learning Day	<div>19</div> Reteach PBIS Lesson Plansbased on student needs. SEL: Diversity and Inclusion: Equality vs. Equity in the classroom	<div>20</div> Reteach PBIS Lesson Plansbased on student needs.	<div>21</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed / SEL: Diversity and Inclusion				
<div>24</div> Reteach PBIS Lesson Plans based on student needs. SEL: Diversity and Inclusion Empathy	<div>25</div> Reteach PBIS Lesson Plans based on student needs.	<div>26</div> Reteach PBIS Lesson Plansbased on student needs.	<div>27</div> Reteach PBIS Lesson Plansbased on student needs.	<div>28</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed / SEL: Diversity &Inclusion Empathy				

March 2025

Monday	Tuesday	Wednesday	Thursday	Friday
<div>3</div> Reteach PBIS Lesson Plans based on student needs. SEL: Self-Love: Positive Affirmations	<div>4</div> Reteach PBIS Lesson Plansbased on student needs.	<div>5</div> Reteach PBIS Lesson Plansbased on student needs.	<div>6</div> Reteach PBIS Lesson Plansbased on student needs.	<div>7</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Affirmations				
<div>10</div> PowerUp Asynchronous Learning	<div>11</div> Reteach PBIS Lesson Plansbased on student needs. SEL: Positive Peer Relationship	<div>12</div> Reteach PBIS Lesson Plansbased on student needs.	<div>13</div> Reteach PBIS Lesson Plansbased on student needs.	<div>14</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Peer Relationship				
<div>17</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Peer Relationship in the classroom	<div>18</div> Reteach PBIS Lesson Plans based on student needs.	<div>19</div> Reteach PBIS Lesson Plansbased on student needs.	<div>20</div> Reteach PBIS Lesson Plansbased on student needs.	<div>21</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Peer Relationship				
<div>24</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Peer Relationship on Social Media	<div>25</div> Reteach PBIS Lesson Plans based on student needs.	<div>26</div> Reteach PBIS Lesson Plans based on student needs.	<div>27</div> Reteach PBIS Lesson Plans based on student needs.	<div>28</div> Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Positive Peer Relationship				
<div>31</div> Reteach PBIS Lesson Plans based on student needs. SEL: Positive Peer Relationship: Positive vs. Negative Peer Pressure				
Reteach PBIS Expectations as needed/ SEL: Empathy & Critical Thinking				

April 2025

April 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4 Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Empathy & Critical Thinking				
7	8	9	10	11
SPRING BREAK				
14	15	16	17	18
SPRING BREAK	Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines SEL Lesson (2.5)	Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines	Morning schedule, classroom transitions, hallway transitions, bathroom etiquette, lunchroom behavior, dismissal routines	STUDENT TEACHER HOLIDAY
What are our Rituals and Routines? / SEL: Empathy & Critical Thinking				
21	22	23	24	25
Reteach PBIS Lesson Plans based on student needs. SEL Lesson (2.6)	Reteach PBIS Lesson Plans based on student needs.	Reteach PBIS Lesson Plans based on student needs.	Reteach PBIS Lesson Plans based on student needs.	Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Empathy & Critical Thinking				
28	29	30		
Reteach PBIS Lesson Plans based on student needs. SEL Lesson (2.7)	Reteach PBIS Lesson Plans based on student needs.	Reteach PBIS Lesson Plans based on student needs.		
Reteach PBIS Expectations as needed/ SEL: Empathy & Critical Thinking				

May 2025

May 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
			¹ Reteach PBIS Lesson Plans based on student needs.	² Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Communication				
⁵ Reteach PBIS Lesson Plans based on student needs. SEL Lesson (3.2)	⁶ Reteach PBIS Lesson Plans based on student needs.	⁷ Reteach PBIS Lesson Plans based on student needs.	⁸ Reteach PBIS Lesson Plans based on student needs.	⁹ Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Communication				
¹² Reteach PBIS Lesson Plans based on student needs. SEL Lesson (3.3)	¹³ Reteach PBIS Lesson Plans based on student needs.	¹⁴ Reteach PBIS Lesson Plans based on student needs.	¹⁵ Reteach PBIS Lesson Plans based on student needs.	¹⁶ Reteach PBIS Lesson Plans based on student needs.
Reteach PBIS Expectations as needed/ SEL: Communication				
¹⁹ Reteach PBIS Lesson Plans based on student needs.	²⁰ Reteach PBIS Lesson Plans based on student needs.	²¹ Reteach PBIS Lesson Plans based on student needs.	²² Reteach PBIS Lesson Plans based on student needs.	²³ Early Release
LAST WEEK OF SCHOOL! Have a great Summer!				