

# Lisbon Community School

## PBIS STAFF HANDBOOK



## **THE GREAT-HOUND WAY**

AT LCS, WE ARE:

SAFE

RESPECTFUL

RESPONSIBLE

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## **To the Lisbon Community School Staff,**

This handbook is a summary of the PBIS Team's work. It is a document that is a work in progress and will be modified and updated as we continue to explore how School Wide Positive Behavior Interventions and Supports (SWPBIS) can be improved at our school.

During the 2017-2018 school year, the PBIS team worked hard at establishing a universal (Tier 1) system of supports to meet the academic and behavioral needs of all students. These supports include a matrix with behavior indicators for all common school settings, lesson plans and schedules for teaching the expectations to students, and a continuum of acknowledgement strategies to encourage and sustain behavior expectations.

Then in 2018-2019, we began the year with teaching explicit behaviors for common area settings, before focusing our efforts back on our acknowledgement systems and ODR data, looking for trends in behavior across grade levels and other demographics. We had a member of our team trained through the DOE as a coach, allowing us to provide staff with more support and resources as we implement PBIS in our school. We also began background work on bringing you resources for implementing PBIS concepts within your classroom management systems.

As we move forward in the process of developing and maintaining PBIS in our school, the team will continue working to develop and implement effective strategies for cultivating a climate of positivity. We will use data from ODRs and feedback from members of our community to assess and monitor this system.

School wide initiatives such as this require consistency in order to work effectively. It is therefore important that each staff member reads and understands this PBIS manual. Copies of this handbook will be distributed to staff and available in staff rooms and the main office, as well as electronically.

Thank you for your support and feedback in this process of creating our positive GREAT-hound community!

Sincerely,

PBIS Team

## PBIS Supports for Staff

### *The PBIS Team*

If you have any questions, concerns, comments, or need assistance with PBIS, please reach out to your representative:

<b>Name</b>	<b>Team Role</b>	<b>Staff Representation</b>	<b>Email</b>
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The PBIS Team meets twice monthly throughout the school year from 2:50-3:50. Below is a list of PBIS Team meeting dates:

September 11, 2019	November 6, 2019	January 22, 2020	March 25, 2020	May 27, 2020
September 25, 2019	November 20, 2019	February 5, 2020	April 8, 2020	June 3, 2020
October 9, 2019	December 11, 2019	February 26, 2020	April 29, 2020	
October 30, 2019	January 8, 2020	March 11, 2020	May 13, 2020	

#### **For more information:**

- A short video about SW-PBIS: [http://www.pbis.org/swpbs\\_videos/pbs\\_video-creating\\_the\\_culture.aspx](http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx)
- A more in-depth introduction into SW-PBIS: <http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS: <http://www.pbis.org/research/default.aspx>

## **Purpose Statement**

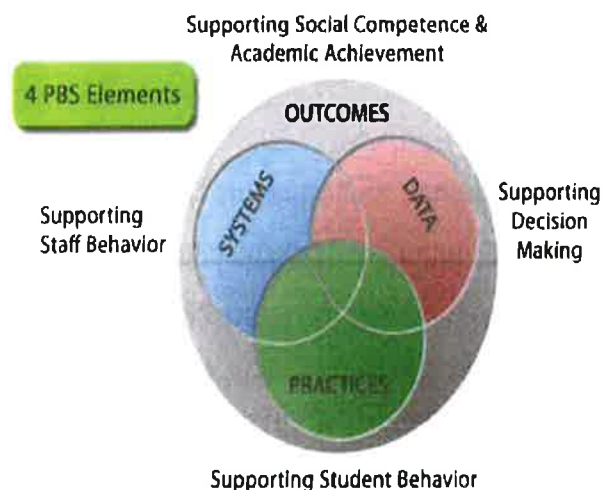
The purpose of the Lisbon Community School PBIS Team is to support the whole child emotionally, socially, and academically. We will work together as a community to develop the positive behaviors of being safe, respectful and responsible. We will work together to teach, model and reward positive student behaviors in order to produce lifelong learners who are productive members of society.

## What is PBIS?

"PBIS" is short for *Positive Behavioral Intervention and Supports*. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is used interchangeably with SWPBS, which is short for "School-wide Positive Behavior Supports." PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

## School-Wide PBIS

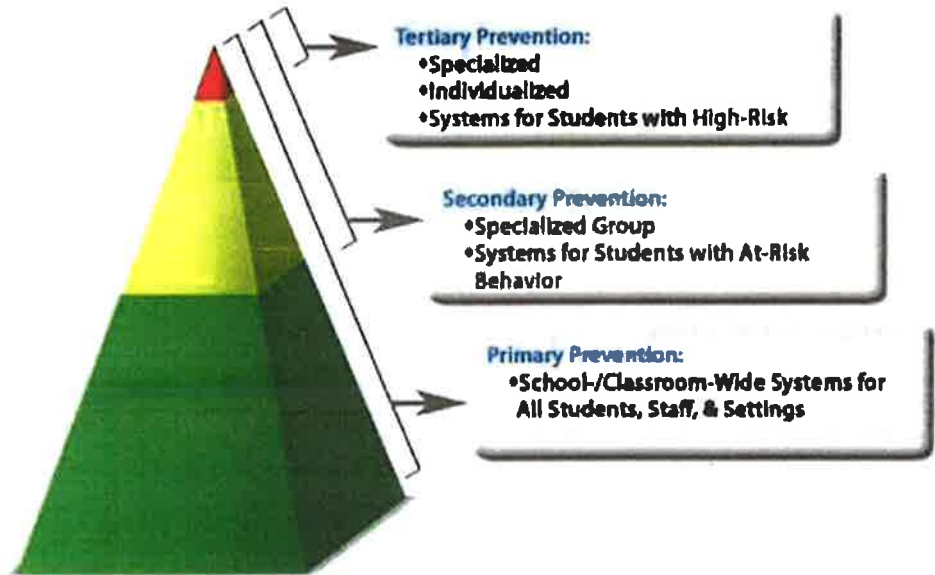
One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. An interactive approach that includes opportunities to correct and improve four key elements is used in schoolwide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram to the right illustrates how these key elements work together to build a sustainable system:



## Multi-tier Support

School-wide means that all educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success. An important aspect of SWPBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SWPBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SWPBIS leads to its effectiveness.

### Continuum of School-Wide Instructional & Positive Behavior Support



## Important Terms

**Expectations:** Be Respectful, Be Responsible, Be Safe

**GREAT-hound:** Red tickets to be given out to students frequently for positive behavior acknowledgement

**Indicators:** What the expectations look like in a particular setting, event, or classroom routine.

**Matrix:** A grid with settings, events, or classroom routines along the top, with the behavioral expectations in the left column. Each box of the matrix identifies the behavior indicators for each setting or event.

**Office Discipline Referral (ODR):** A form to be filled out when an incident occurs that requires staff or administration involvement, beyond typical norms for behavior.

**Procedures:** The specific way for students to complete tasks, in a sequential order.

**SWIS:** A web-based ODR data collection system that allows schools to record the occurrence of a number of behavioral violations and examine that data through various lenses.

# LCS Pledge

Today is a new day and we'll try our best,  
In reading, math, and all the rest.

We'll be kind to ourselves and others too.

We'll expect the best in all we do.

At LCS the Great-hound way, is to be safe,  
respectful and responsible every day.



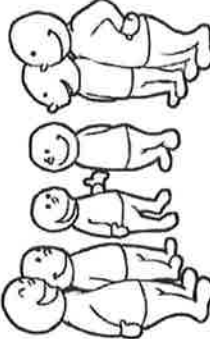

**We are Lisbon!**

# Lisbon Community School Common School Settings Matrix

	Hallway	Cafeteria	Bus	playground	Bathrooms
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>* Walking feet</li> <li>* Keep hands and feet to self</li> <li>* Eyes and bodies forward</li> </ul>	<ul style="list-style-type: none"> <li>* Walking feet</li> <li>* Keep hands and feet to self</li> <li>* Sit on your bottom</li> <li>* Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>* Walking feet</li> <li>* Keep hands and feet to self</li> <li>* Remain seated while bus is moving</li> </ul>	<ul style="list-style-type: none"> <li>* Be in control of your body</li> <li>* Play safely</li> <li>* Stay within the boundaries</li> </ul>	<ul style="list-style-type: none"> <li>* Use toilet the right way</li> <li>* Close and lock the door</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>* Greeting: smile and/or wave</li> <li>* Noise Level 0-1</li> <li>* Right is polite</li> </ul>	<ul style="list-style-type: none"> <li>* Noise level 0-1</li> <li>* Leave table clean</li> <li>* Chew with your mouth closed</li> </ul>	<ul style="list-style-type: none"> <li>* Noise level 0-1</li> <li>* Keep talk kind, necessary, and true</li> </ul>	<ul style="list-style-type: none"> <li>* Be aware of others</li> <li>* Play nice</li> <li>* Include others</li> <li>* Problem solve</li> </ul>	<ul style="list-style-type: none"> <li>* Knock before entering</li> <li>* Flush the toilet</li> <li>* Noise level 0-1</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>* Walk one behind the other</li> <li>* Arrive on time</li> <li>* Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>* Eat your food</li> <li>* Listen to directions</li> <li>* Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to directions</li> <li>* Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>* Line up quickly on signal</li> <li>* Leave nature in nature</li> <li>* Leave no trace</li> <li>* Follow playground procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Go quickly</li> <li>* Put trash in trash</li> <li>* Aim well</li> <li>* Leave no trace</li> </ul>



# VOICE LEVELS

Silent 0	Quiet 1	Regular 2	Loud 3
			
When can I use it? <ul style="list-style-type: none"> <li>• Hallway</li> <li>• Listening</li> <li>• Emergency Drills</li> <li>• Bus</li> <li>• Cafeteria</li> </ul>	When can I use it? <ul style="list-style-type: none"> <li>• Hallway</li> <li>• Working</li> <li>• Partner Talk</li> <li>• Bus</li> <li>• Cafeteria</li> <li>• Gym</li> </ul>	When can I use it? <ul style="list-style-type: none"> <li>• Inside Recess</li> <li>• Speaking to Group</li> <li>• Class Participation</li> </ul>	When can I use it? <ul style="list-style-type: none"> <li>• Outside Recess</li> <li>• Celebrating</li> </ul>

## **Schedule for Teaching Common Setting Behavior**

### *August – September*

School Wide Expectations will be taught to every student in all school settings

### *September – December*

School Wide and Classroom Expectations will be taught and practiced

### *November – June*

Reteach School Wide and Classroom Expectations as needed

### *After All Vacations*

Reteach School Wide and Classroom Expectations

**\*Remember to include all staff when formally teaching the students in the settings\***

(e.g. Ed Techs, Specials teachers, Duty Staff, Administration, Transportation, Custodial Staff, Food Service Staff)

## **Lesson Plans**

The following pages include all of the lesson plans for behavior expectations across all School Wide settings. All lesson plans follow the same general format:

- Introduce
- Teach
- Model
- Apply
- Reinforce

Also included is a blank lesson plan template that you can use for your classroom expectations, if you so choose.

## PBIS Common Setting Procedures

<b>Cafeteria: Line Procedures</b>
One behind another in lunch order
0-1 voice level and listen for your name
Choose and carry milk
Make your choice with a level 2 voice
Pick quick fruits and vegetables you will eat
Grab silverware, straw, napkin and sauce

<b>Cafeteria: Table Procedures</b>
Quickly find and stay in your seat
Raise hand for assistance
Voice level 0-1, Talk in a Box
Try "No thank you" bites
Eat what YOU brought or got
Clear when you're done (see Cafeteria: Clearing Procedures)

<b>Cafeteria: Clearing Procedures</b>
Leave no trace, prepare tray for compost and recycling
Raise hand with 0 voice and wait for a go ahead
Walk to clearing station
Sort silverware, pour out leftover milk and sort recycling
Carry tray in two hands to stack on the counter neatly, stow lunch box
Walk back to seat to continue with level 0-1 voice

<b>Hallway Procedures</b>
Voice level 0-1
Right is polite
Stay one behind another
Keep personal space
Pause at Wait Signs

<b>Bus Procedures</b>
Walking feet to find your seat
Voice level 0- 1
Back flat and pack on lap
Keep talk kind, necessary and true
Leave no trace
Let bus stop before standing to exit

<b>Bathroom Procedures</b>
Aim
Flush
Wash
Trash

Playground Procedures: PK-2	Playground Procedures: 3- 5
<b>Slides:</b> Go down feet first, on bottom, wait your turn, one at a time, move aside when at bottom	<b>Slide:</b> go on your bottom, feet first, one at a time
<b>Swings:</b> Stomach or bottom on seat, hold chains when sitting, swing straight, push from behind and with permission, slow down to stop swinging,	<b>Spin around:</b> use two hands, be aware of others, 4 kids maximum at one time, wait your turn
<b>Monkey Bars:</b> Go one direction, take turns, hands on rungs only, let your feet dangle	<b>Jiggle'n'jump:</b> 4 kids maximum, hands to self, bounce with feet on the black, hold the safety rails
<b>Rock wall:</b> one at a time, climb up/down, be aware of others, hands to self	<b>Rock wall:</b> one at a time, climb up/down, be aware of others, hands to self
<b>Spinners:</b> Lay on stomach or sit on bottom, spin safely, take turns	<b>Swings:</b> sit on your bottom or lay on stomach, swing back and forth, share and take turns, slow down to stop without jumping
<b>Steps and Ladders:</b> Use hands to help climb, feet on steps or rungs, wait your turn, go up and down to get on or off equipment	<b>Monkey bars:</b> swing across, let your feet dangle, hands only on bars, keep two bars between others
<b>Bridges:</b> Walk safely across bridges, use handles if needed.	<b>Gymnastic bar:</b> hands only on bars, one student at a time, lift only yourself, two big steps while waiting your turn
<b>Bouncy beam:</b> Go one direction, feet on beam, hands on handles if needed. Take turns - 2 kids at a time.	<b>Flag football:</b> two hand touch, keep talk kind, necessary and true, keep teams even, stick with your team
<b>Tic Tac Toe:</b> Use hands only. Spin boxes to play.	<b>Jump rope:</b> take turns spinning, wait patiently in line, take your turn then join the end of the line
<b>Ship:</b> Bottom on seats, feet on ground. Use door to get in and out.	<b>Kickball:</b> pitch the ball on the ground without bouncing, if you're waiting to kick wait four steps from the kicker, take turns pitching and on the bases, everyone gets a turn, keep the kicking order the same, everyone gets a chance, keep score fairly, 3 outs to switch OR 4 runs to switch
<b>Rope Climber:</b> Feet on board, hands on rope or board, one at a time, go up or down	<b>Tag:</b> one hand touch shoulders to waist/back/side, open hand, when you're out you're out, walk yourself to jail, play on grass/pavement/wood chips, play around (not on) equipment
<b>Exploration Station:</b> Hands only, stand at or sit under, bang like drums, put items into basins, empty when done.	<b>Boundaries:</b> stay in front of forest, play on grassy areas, stay out of shrubs/tall grass, stay inside the trees along the parking lot, stay inside the farthest tree, stay in sight of teachers
<b>Tag:</b> one hand touch shoulders to waist/back/side, open hand, when you're out you're out, walk yourself to jail, play on grass/pavement/wood chips, play around (not on) equipment	<b>Sledding:</b> on your bottom, feet first, wait for teacher okay, wait to go until the bottom is clear, big hill only (closest to the gym), if you slide with a friend slide side by side (linked arms)
<b>Woodchips:</b> Stay on ground to protect from falls	
<b>Boundaries:</b> Stay inside fence, curb near woods. Stay in sight of teachers.	

## Bathroom Lesson Plan

*Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Use toilet the right way Close and lock the door</i>	<i>Knock before entering Flush the toilet Noise level 0-1</i>	<i>Go quickly Put trash in trash Aim well Leave no trace</i>

### 1. Introduce: Why is it important?

*Today, we're going to learn about how to act in the bathrooms. Why do we need to know this?*

- 1. To teach students expected behavior to use the bathrooms.*
- 2. To create and maintain safe, clean bathrooms.*

### 2. Teach: What does it look like?

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible in the bathrooms. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't play in the bathroom, what should we be doing?")*

### 3. Model: Show what it looks like

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

<b>Positive Examples (student-modeled)</b>			<b>Negative Examples (teacher-modeled)</b>		
<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Close and lock door	Knock quietly	Clean up messes	Playing in bathroom	Slamming door	Toilet paper on floor
Clean up messes	Answer knocks	Go quickly	Splashing water everywhere	Pound on door	Sink running
One person in bathroom	Noise level 0-1	Aim well	Leaving messes	Peeking	Playing in water

#### 4. Apply: How do we use the bathroom?

*How do we use the bathroom? This is the procedure for how students should use the bathroom. Now that we have taught the expectations, it is time to practice. Staff should give students this time to practice using the bathroom.*

**Aim**

**Flush**

**Wash**

**Trash**

*As students are practicing with the bathrooms, watch for students to model scenarios. Have students return to whole group and select students to roleplay the scenarios below:*

1. You need to go to the bathroom. How do you make sure there's no one in there? What's the Greyhound Way?
2. Someone comes out of the bathroom and left a mess. What do you do? What's the Greyhound Way?
3. The toilet won't flush. What do you do? What's the Greyhound Way?
4. The person in the bathroom has been in there awhile and you can hear them playing around. What should you do? What's the Greyhound Way?

**Model Expected Behavior->Lead Students through Behavior->Test Students**

#### 5. Follow-Up/Reinforcement Activities

· Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for using the bathrooms responsibly.
2. Pre-teach bathroom procedures before allowing students to use the bathroom. Example, "Before you use the bathroom, I want to remind you that we aim, flush, wash, and throw our trash away to keep our bathrooms safe and clean."
3. When your students are listening, signal other staff members to let them know what a great job your class is doing at maintaining a clean and safe bathroom environment.

## Bus Lesson Plan

### *Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Walking feet Keep hands and feet to self Remain seated while bus is moving</i>	<i>Noise level 0-1 Keep talk kind, necessary, and true</i>	<i>Listen to directions Leave no trace</i>

### **1. Introduce: Why is it important?**

*Today, we're going to learn about how to act on the bus. Why do we need to know this?*

- 1. To teach students expected behavior while riding the bus.*
- 2. To get students to and from school safely.*

### **2. Teach: What does it look like?**

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible on the bus. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't scream on the bus, what should we be doing?")*

### **3. Model: Show what it looks like**

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

<b>Positive Examples (student-modeled)</b>			<b>Negative Examples (teacher-modeled)</b>		
<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Back and bottom against seat	Voice level 0-1	Take belongings with you	Sitting on legs or with legs in aisle	Voice level 2-3	Leaving things behind
Backpack on lap	Follow teacher directions	Only get off at your stop	Backpack in aisle	Shouting during teacher directions	Stay awake and visible on bus
Bodies facing forward	Hands and feet to yourself	Raise your hand for help	Turning around in seat and standing up	Touching other students and items	Getting out of seat

#### 4. Apply: How do we ride the bus?

*How do we ride the bus? This is the procedure for **how** students should ride the bus. Now that we have taught the expectations, it is time to practice. Staff should line students up to practice in that moment.*

**Walking feet to find your seat**  
**Voice level 0-1**  
**Back flat and pack on lap**  
**Keep talk kind, necessary and true**  
**Leave no trace**  
**Let bus stop before standing to exit**

*As students are practicing on the bus, watch for students to model scenarios. Have students find a seat on the bus and select students to roleplay the scenarios below:*

1. A student is eating on the bus, at their stop they forget their trash and stand up to leave. What should you do? What's the Greyhound Way? (*Remind the student to pick up after themselves, pick up the trash and throw it away when you get off the bus*)
2. You hear two students behind you using inappropriate language on the bus. What should you do? What's the Greyhound Way? (*raise your hand and tell an adult*)
3. You see a student hit another child on the bus. The child is crying but not raising their hand. What should you do? What's the Greyhound Way? (*raise your hand and tell an adult*)
4. You see a student crawling under the seats while the bus is moving. What should you do? What's the Greyhound Way? (*raise your hand and tell an adult*)

**Model Expected Behavior->Lead Students through Behavior->Test Students**

#### 5. Follow-Up/Reinforcement Activities

· Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for riding the bus responsibly.
2. Pre-teach bus procedures before taking your class into the bus. Example, "Before we get on the bus, I want to remind you to keep your back flat against the seat, backpack on your lap and your feet out of the aisle."
3. When students are listening, let them know what a great job they are doing while riding the bus.



# Cafeteria Lesson Plan

## *Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Walking feet Keep hands and feet to self Sit on your bottom Stay seated</i>	<i>Noise level 0-1 Leave table clean Chew with your mouth closed</i>	<i>Eat your food Listen to directions Leave no trace</i>

### **1. Introduce: Why is it important?**

*Today, we're going to learn about how to act in the cafeteria. Why do we need to know this?*

- 1. To teach students expected behavior to eat in the cafeteria.*
- 2. To create and maintain a calm, enjoyable eating environment.*

### **2. Teach: What does it look like?**

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible in the cafeteria. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't eat other people's food, what should we be doing?")*

### **3. Model: Show what it looks like**

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

<b>Positive Examples (student-modeled)</b>			<b>Negative Examples (teacher-modeled)</b>		
<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Walking feet	Talk in a box	Eat your food	Running	Chewing with mouth open	Cutting in line
Hands and feet to self	Noise level 0-1	Stay in line	Jumping stairs	Taking others' food	Yelling at others
Sit on bottom	Sit in your assigned area	Leave no trace	Hanging on railings	Hands on each other	Leave messes
Eat your own food	Chew with mouth closed	Raise hand for assistance	Leaning on tables	Saving seats	Getting out of seat

#### 4. Apply: How do we use the Cafeteria?

*How do we use the Cafeteria? This is the procedure for **how** students should use the Cafeteria. Now that we have taught the expectations, it is time to practice. Staff should line students up to practice in that moment.*

Line Procedure	Table Procedure	Clearing Procedure
One behind another in lunch order	Quickly find and stay in your seat in your assigned area (upper left, upper right, lower left, lower right)	Leave no trace, prepare tray for compost and recycling
0-1 voice level and listen for your name	Raise hand for assistance	Raise hand with 0 voice and wait for acknowledgement
Choose and carry milk	Voice level 0-1. Talk in a box	Walk to clearing station
Make your choice with a level 2 voice	Try "no thank you" bites	Sort silverware, pour out leftover milk and sort recycling
Pick quick fruits and vegetables you will eat	Eat what YOU brought or got	Carry tray in two hands to stack on the counter neatly, stow lunch box
Grab silverware, straw, napkin and sauce	Clear when you have permission	Walk back to seat to continue with level 0-1 voice

*As students are practicing in the cafeteria, watch for students to model scenarios. Have students return to whole group and select students to roleplay the scenarios below. Have students model positive examples, **teachers may model negative examples prior to moving to the scenarios.***

1. You are done eating your lunch, but the teacher is busy helping someone else. How do you get their attention safely, respectfully, and responsibly? What's the Greyhound Way? (*raise hand, wait patiently*)
2. Your friend at another table is shouting your name. What do you do? What's the Greyhound Way? (*signal to them, talk in a box, get a teacher's attention, etc.*)
3. The person beside you says they're saving a seat for their friend. What do you do if someone else tries to sit there? What's the Greyhound Way?
4. Kids are playing around in the lunch line in front of you and aren't paying attention. What's the Greyhound Way?
5. It's time to clean up. How do you leave your space? What's the Greyhound Way?

**Model** Expected Behavior->**Lead** Students through Behavior->**Test** Students

#### 5. Follow-Up/Reinforcement Activities

Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for using the cafeteria responsibly.
2. Pre-teach cafeteria procedures before taking your class into the cafeteria. Example, "Remember when we go to lunch, we need to walk, stay in line, and follow cafeteria procedures."
3. When your students are listening, signal other staff members to let them know what a great job your class is doing when using the cafeteria.

# Hallway Lesson Plan

## *Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Walking feet Keep hands and feet to self Eyes and bodies forward</i>	<i>Smile and wave "hello" Noise level 0-1 Right is polite</i>	<i>Walk one behind the other Arrive on time Leave no trace</i>

### **1. Introduce: Why is it important?**

*Today, we're going to learn about how to act in the hallways. Why do we need to know this?*

- 1. To teach students expected behavior to walk through the halls.*
- 2. To get from one place to another quickly and quietly.*

### **2. Teach: What does it look like?**

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible in the hallway. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't run in the hall, what should we be doing?")*

### **3. Model: Show what it looks like**

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

<b>Positive Examples (student-modeled)</b>			<b>Negative Examples (teacher-modeled)</b>		
<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Walking feet	Smile and wave "hello" to others	Pause at wait signs	Running	Hands & feet on walls & benches	Passing each other in line
Hands to self	Noise level 0-1	Stay in line	Jumping stairs	Turn and talk	Yelling at others
Eyes looking forward	Stay to the right side	Go to your destination	Mountain climbing/sliding on stair trim	Hands on each other	Visiting other locations

#### **4. Apply: How do we walk in the hallway?**

*How do we walk in the hallway? This is the procedure for **how** students should walk in the hallway. Now that we have taught the expectations, it is time to practice. Staff should line students up to practice in that moment.*

**Voice level 0-1**

**Right is polite**

**Stay one behind another**

**Keep personal space**

**Pause at Wait Signs**

*As students are practicing in the hallways, watch for students to model scenarios. Have students return to whole group and select students to roleplay the scenarios below:*

1. Your class is scheduled to go to gym which is on the other side of the school. How do you get there safely, respectfully, and responsibly?
2. Four 3rd grade students finished speech and went back to their classroom to find that their class left to go to art. Their teacher was not in the classroom. How do they get there safely, respectfully, and responsibly?
3. Students were in bus lines at the end of the day. How do you get to your bus safely, respectfully, and responsibly?

**Model Expected Behavior->Lead Students through Behavior->Test Students**

#### **5. Follow-Up/Reinforcement Activities**

Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for walking through the halls responsibly.
2. Pre-teach hallway procedures before taking your class into the hallway. Example, "Before we leave the library, I want to remind you to stay right is polite, keep noise level 0-1 and have walking feet."
3. When your students are listening, signal other staff members to let them know what a great job your class is doing when walking in the hallway.

## PK-2 Playground Lesson Plan

*Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Be in control of your body Play safely Stay within the boundaries</i>	<i>Be aware of others Play nice Include others Problem solve</i>	<i>Line up quickly on signal Leave nature in nature Leave no trace Follow playground procedures</i>

### 1. Introduce: Why is it important?

*Today, we're going to learn about how to act on the playground. Why do we need to know this?*

- 1. To teach students expected behavior to use playground equipment.*
- 2. To create and maintain a safe and fun play area.*

### 2. Teach: What does it look like?

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible on the playground. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't slide down on our bellies, what should we be doing?")*

### 3. Model: Show what it looks like

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

Positive Examples (student-modeled)			Negative Examples (teacher-modeled)		
Safe	Respectful	Responsible	Safe	Respectful	Responsible
Be in control of your body	Include others in play	Be a problem solver	Running into or pushing others	Not caring about other students feelings or space	Arguing with other students or teachers
Stay within boundaries	Use kind words	Line up on signal	Running into the parking lot or woods	Name Calling	Hiding on the playground
Using equipment properly	Ask before using others property	Bring back what you brought out	Going down the slide head first/walking up the slide	Taking other students items without permission	Leaving items on the playground

#### 4. Apply: How do we use the playground?

*How do we use the playground? This is the procedure for **how** students should use the playground equipment. Now that we have taught the expectations, it is time to practice. Staff should set students up to practice in that moment.*

<b>Slides:</b> Go down feet first, on bottom, wait your turn, one at a time, move aside when at bottom	<b>Bridges:</b> Walk safely across bridges, use handles if needed.	<b>Rock Wall:</b> Hands and feet on pegs, climb up or down.
<b>Swings:</b> Stomach or bottom on seat, hold chains when sitting, swing straight, push from behind and with permission, slow down to stop swinging.	<b>Bouncy beam:</b> Go one direction, feet on beam, hands on handles if needed. Take turns.	<b>Exploration Station:</b> Hands only, stand at or sit under, bang like drums, put items into basins, empty when done.
<b>Monkey Bars:</b> Go one direction, take turns, hands on rungs only, let your feet dangle.	<b>Tic Tac Toe:</b> Use hands only. Spin boxes to play.	<b>Tag:</b> one hand touch shoulders to waist/back/side, open hand, when you're out you're out, walk yourself to jail, play on grass/pavement/wood chips, play around (not on) equipment.
<b>Spinners:</b> Stomach or bottom on spinner, spin safely, take turns.	<b>Ship:</b> Bottom on seats, feet on ground. Use opening to get in and out.	<b>Wood chips:</b> Stay on ground to protect from falls.
<b>Steps and Ladders:</b> Use hands to help climb, feet on steps or rungs, wait your turn, go up and down to get on or off equipment.	<b>Chain Climber:</b> Feet on board, hands on rope or board, one at a time, go up or down.	<b>Boundaries:</b> Stay inside fence, curb near woods. Stay in sight of teachers.
<b>Echo Phone:</b> Stand in front of the speaker, speak into the phone, take turns	<b>Balance Beam:</b> Go one direction, feet on beam, Take turns.	

*As students are practicing on the playground, watch for students to model scenarios. Have students return to whole group and select students to roleplay the scenarios below:*

1. You are waiting to walk across the bouncy beam, but the student in front of you is not moving across. What should you do? What is the Greyhound Way? (*politely ask the student to walk across*)
2. You see a student walk out of the playground area. What should you do? What is the Greyhound Way? (*tell an adult*)
3. You and your friends are filling the exploration station when you hear the line up signal. What should you do? What is the Greyhound Way? (*empty the drums, then run to line*)
4. You see a student using recess equipment incorrectly. What should you do? What is the Greyhound Way? (*remind them of the procedure, report unsafe behavior to an adult*)

**Model** Expected Behavior->**Lead** Students through Behavior->**Test** Students

#### 5. Follow-Up/Reinforcement Activities

Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for using the playground equipment responsibly.
2. Pre-teach playground procedures before taking your class onto the playground. Example, "Remember, when you're playing on the slide today, feet first, bottom on the slide, one person at a time and move out of the way so everyone can have a turn and be safe!"
3. When your students are listening, signal other staff members to let them know what a great job your class is doing when using the playground equipment.

## 3-5 Playground Lesson Plan

*Teach – Model – Apply - Practice – Acknowledge*

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Be in control of your body Play safely Stay within the boundaries</i>	<i>Be aware of others Play nice Include others Problem solve</i>	<i>Line up quickly on signal Leave nature in nature Leave no trace Follow playground procedures</i>

### 1. Introduce: Why is it important?

*Today, we're going to learn about how to act on the playgrounds. Why do we need to know this?*

- 1. To teach students expected behavior to use playground equipment.*
- 2. To create and maintain a safe and fun play area.*

### 2. Teach: What does it look like?

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible on the playground. If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't slide down on our bellies, what should we be doing?")*

### 3. Model: Show what it looks like

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- List things that were respectful, responsible, safe, etc.*
- What should have been done differently?*
- Was it done correctly that time?*

*Here are some examples that you may choose to model:*

Positive Examples (student-modeled)			Negative Examples (teacher-modeled)		
Safe	Respectful	Responsible	Safe	Respectful	Responsible
Be in control of your body	Include others in play	Be a problem solver	Running into or pushing others	Not caring about other students feelings or space	Arguing with other students or teachers
Stay within boundaries	Use kind words	Line up on signal	Running into the parking lot or woods	Name Calling	Hiding on the playground
Using equipment properly	Ask before using others property	Bring back what you brought out	Going down the slide head first/walking up the slide	Taking other students items without permission	Leaving items on the playground

## 4. Apply: How do we use the playground?

*How do we use the playground? This is the procedure for how students should use the playground equipment. Now that we have taught the expectations, it is time to practice. Staff should set students up to practice in that moment.*

<b>Slides:</b> Go down feet first, on bottom, wait your turn, one at a time, move aside when at bottom.	<b>Gymnastic Rings:</b> hands only in rings, one student at a time, lift only yourself, two big steps away from the rings while waiting your turn.	<b>Jump rope:</b> take turns spinning, wait patiently in line, take your turn then join the end of the line.
<b>Swings:</b> Stomach or bottom on seat, hold chains when sitting, swing straight, push from behind and with permission, slow down to stop swinging.	<b>Spin around:</b> use two hands, be aware of others, 4 kids maximum at one time, wait your turn.	<b>Flag football:</b> two hand touch, keep talk kind, necessary and true, keep teams even, stick with your team.
<b>Monkey Bars:</b> Go one direction, take turns, hands on rungs only, let your feet dangle.	<b>Rock wall:</b> one at a time, climb up/down, be aware of others, hands to self.	<b>Steps and Ladders:</b> Use hands to help climb, feet on steps or rungs, wait your turn, go up and down to get on or off equipment.
<b>Jiggle'n'jump:</b> 4 kids maximum, hands to self, bounce with feet on the black, hold the safety rails.	<b>Gymnastic bar:</b> hands only on bars, one student at a time, lift only yourself, two big steps away from the bar while waiting your turn.	<b>Sledding:</b> on your bottom, feet first, wait for teacher okay, wait to go until the bottom is clear, big hill only (closest to the gym), if you slide with a friend slide side by side (linked arms).
<b>Connect Four Board:</b> Stand in front of the board, take turns until someone wins, turn pieces carefully.	<b>Basketball Hoops:</b> Be aware of others and the basketball, include others, hands to yourself	<b>Funnel Ball:</b> Be aware of others and the ball(s), include others, hands to yourself, determine rules together before playing
<b>Mountain Stairs:</b> Move in one direction, hands to self, use to get on or off of the playground structure.	<b>Picnic Table:</b> Sit on your bottom on the seat benches, hands and feet to self. Have respectful conversations	<b>Caterpillar Bridge:</b> Move in one direction, use handrails, walking feet, and stay on top of the bridge.
<b>Tag:</b> one hand touch shoulders to waist/back/side, open hand, when you're out you're out, walk yourself to jail, play on grass/pavement/wood chips, play around (not on) equipment.	<b>Boundaries:</b> stay in front of forest, play on grassy areas, stay out of shrubs/tall grass, stay inside the trees along the parking lot, stay inside the farthest tree, stay in sight of teachers.	<b>Kickball:</b> pitch the ball on the ground without bouncing, if you're waiting to kick wait four steps from the kicker, take turns pitching and on the bases, everyone gets a turn, keep the kicking order the same, everyone gets a chance, keep score fairly, 3 outs to switch OR 4 runs to switch.

*As students are practicing on the playground, watch for students to model scenarios. Have students return to whole group and select students to roleplay the scenarios below:*

1. You see a student climbing up the outside of playground structure while you're waiting for the slide. What should you do? What is the Greyhound Way? (*remind them of the procedure, tell a teacher*)
2. A student is refusing to give back the toy you brought out to recess. When you try to get it back they keep running away. What should you do? What is the Greyhound Way? (*do not chase them, wait and tell them you'd like it back, tell a teacher*)
3. You're about to start a game of tag. A friend has never played before, what do they need to know? What is the Greyhound Way? (*explain the rules of tag and following them, pushing vs. tagging*)
4. You see a student pretending to have a gun/reenacting a movie or video game. What should you do? What is the Greyhound Way? (*tell a teacher*)

**Model Expected Behavior->Lead Students through Behavior->Test Students**



## **5. Follow-Up/Reinforcement Activities**

· Follow-up activities for this lesson:

1. Give verbal praise and a GREAT-hound ticket to students who are caught following the procedures for using the playground equipment responsibly.
2. Pre-teach playground procedures before taking your class onto the playground. Example, "Remember, when you're playing on the slide today, feet first, bottom on the slide, one person at a time and move out of the way so everyone can have a turn and be safe!"
3. When your students are listening, signal other staff members to let them know what a great job your class is doing when using the playground equipment.

## Lesson Plan Template

*Teach – Model – Apply - Practice – Acknowledge*

**Be Safe**

**Be Respectful**

**Be Responsible**

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### 1. Introduce: Why is it important?

*Today, we're going to learn about how to act \_\_\_\_\_ . Why do we need to know this?*

1. *To teach students expected behavior while \_\_\_\_\_ .*
2. *To \_\_\_\_\_*

### 2. Teach: What does it look like?

*Using chart paper, lead students in defining what it looks like and sounds like to be safe, respectful and responsible \_\_\_\_\_ . If students do not come up with the behavior indicators above, elicit them by asking leading questions. If they come up with a negative behavior indicator, flip it to a positive ("You're right, we shouldn't \_\_\_\_\_ , what should we be doing?".)*

### 3. Model: Show what it looks like

*Have students model positive examples, teachers may model negative examples prior to moving to the scenarios.*

*When modeling examples and non-examples, give students observation tasks:*

- *List things that were respectful, responsible, safe, etc.*
- *What should have been done differently?*
- *Was it done correctly that time?*

*Here are some examples that you may choose to model:*

Positive Examples (student-modeled)			Negative Examples (teacher-modeled)		
Safe	Respectful	Responsible	Safe	Respectful	Responsible

#### 4. Apply: How do we ride the bus?

How do we \_\_\_\_\_? This is the procedure for **how** students should \_\_\_\_\_. Now that we have taught the expectations, it is time to practice. Staff should line students up to practice in that moment.  
(list procedure steps here)

As students are practicing \_\_\_\_\_, watch for students to model scenarios. Select students to roleplay the scenarios below:

##### 1. Input 2-5 scenarios here

Model Expected Behavior->Lead Students through Behavior->Test Students

#### 5. Follow-Up/Reinforcement Activities

Follow-up activities for this lesson:

1. Give verbal praise and a (white) GREAT-hound ticket (or your own classroom acknowledgement) to students who are caught following the procedures for \_\_\_\_\_.
2. Pre-teach \_\_\_\_\_ procedures before \_\_\_\_\_. Example, "Before we \_\_\_\_\_, I want to remind you to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_."
3. When students are listening, let them know what a great job they are doing while \_\_\_\_\_.

## Continuum of School Wide Procedures for Encouraging Positive Behavior

	<b>Resource</b>	<b>Description &amp; Criteria</b>	<b>Presentation</b>
<b>Free and Frequent</b>	Verbal Acknowledgement	Staff give high rates of verbal acknowledgement to student for following expectations.	Any staff to any student following expectations and procedures. Any location.
	GREAT-hound Tickets	Staff use “you-statements” to acknowledge positive student behavior at high rates of frequency.	Any staff to any student following expectations and procedures. School Wide Settings.
	Classroom GREAT-hound Tickets	In circumstances where an entire class would earn GREAT-hound tickets, fill out a Classroom GREAT-hound to be posted outside the classroom.	Fill out a Classroom GREAT-hound Ticket and present it to the class when available.
<b>Short Term</b>	Grade Level Celebrations	Student tickets collect in grade level jars in the main lobby. Once a grade level jar is full, it gets added to the school jar, and the process begins again.	After the students in a grade level fill their jar, teams are responsible for planning a celebration for their students. Grade jars will be added to school jar.
<b>Long and Strong</b>	School-Wide Celebrations	Red tickets are collected in grade-level jars, then passed into a larger school jar. When the school jar is full, a school-wide celebration is planned.	Celebrations will be planned and announced when school jar is filled.
	Classroom GREAT-hound Celebrations	Classroom GREAT-hounds will be tallied on occasion and grade level with the most will earn a reward.	GREAT-hounds will be displayed outside classrooms, and announcements will be made when tallied.

**You have a GREAT-hound Class!**



YOUR CLASS WAS CAUGHT BEING:

SAFE  
RESPONSIBLE  
RESPECTFUL

Given by: \_\_\_\_\_

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

**You have a GREAT-hound Class!**



YOUR CLASS WAS CAUGHT BEING:

SAFE  
RESPONSIBLE  
RESPECTFUL

Given by: \_\_\_\_\_

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

**You have a GREAT-hound Class!**



YOUR CLASS WAS CAUGHT BEING:

SAFE  
RESPONSIBLE  
RESPECTFUL

Given by: \_\_\_\_\_

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

**You have a GREAT-hound Class!**



YOUR CLASS WAS CAUGHT BEING:

SAFE  
RESPONSIBLE  
RESPECTFUL

Given by: \_\_\_\_\_

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

# Classroom Environment and Teacher Strategies

## Universal Classroom System in place

- Teach expectations
- Teach and post procedures
- Acknowledge desirable behavior
- Respond to minor problems (prompt, redirect, reteach, give choice, conference)
- Actively supervise
- Actively engage students in instruction
- Build and maintain relationships with students and families

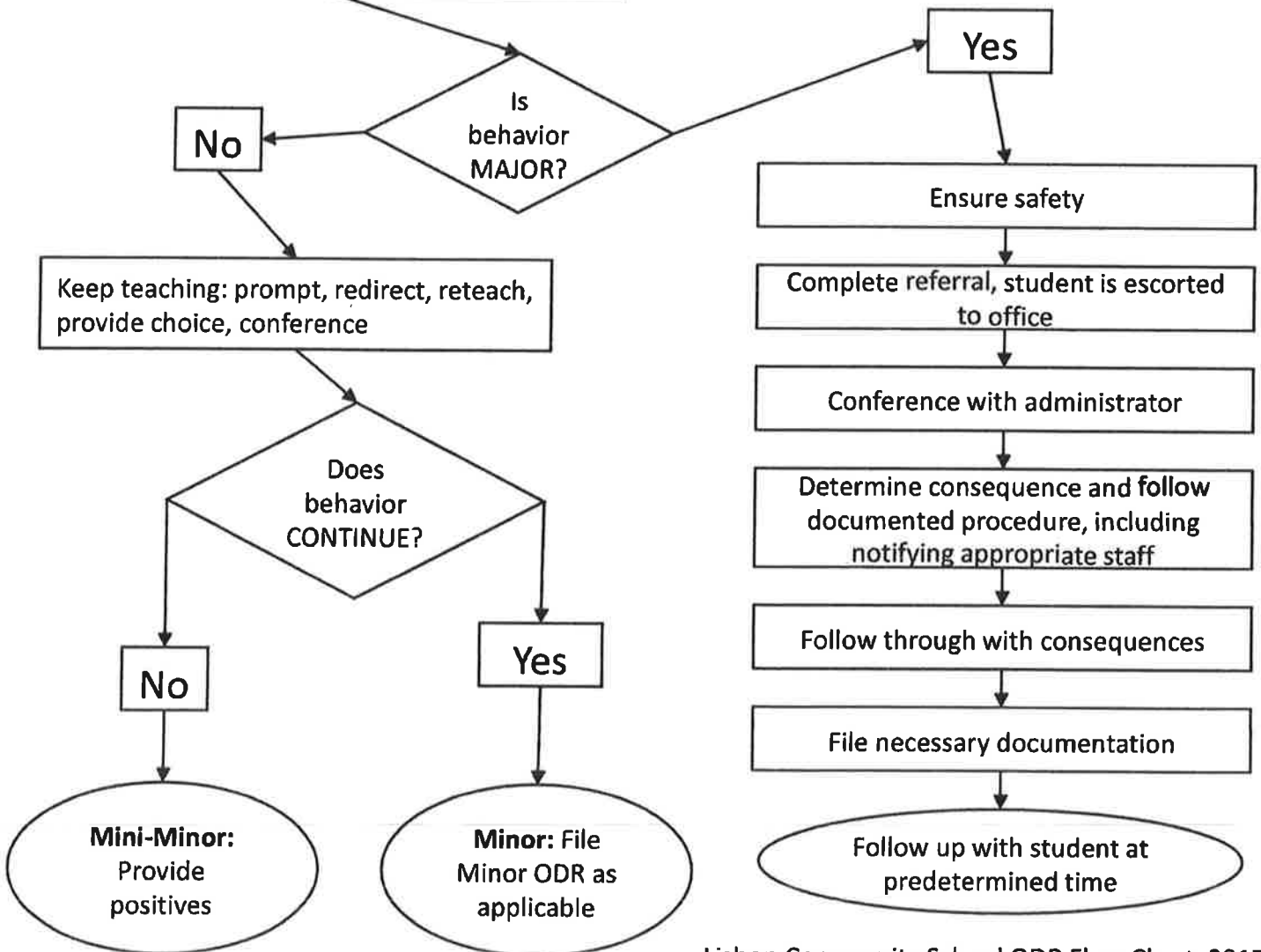
### Teacher Managed

- Inappropriate language
- Physical contact/aggression
- Defiance/non-compliance
- Disrespect
- Disruption
- Property misuse
- Dress code
- Technology violation

### Office Managed

- Abusive/inappropriate language/profanity
- Fighting
- Physical aggression
- Defiance/non-compliance
- Disrespect
- Disruption
- Dress Code
- Property damage/vandalism
- Harrassment or bullying
- Lying/cheating
- Theft/forgery/plagiarism
- Technology violation
- Inappropriate Location

## Observe Problem Behavior



Lisbon Community School ODR Flow Chart 2017

# Lisbon Community School

## Procedures for Responding to Behaviors

### Mini Minor (no ODR)

Definition	Examples	Procedure
<p>Minor behaviors that:</p> <ul style="list-style-type: none"> <li>➤ do not require administrator involvement</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>➤ do not significantly interfere with teaching and learning</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>➤ do not appear chronic</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>➤ can be addressed in the course of instruction, transition, etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Not following directions/procedures in specific setting</li> <li>✓ Crying or yelling</li> <li>✓ Talking in class during instruction or an individual assignment</li> <li>✓ Not paying attention in class</li> <li>✓ Using inappropriate language (an isolated incident)</li> <li>✓ Making inappropriate noises</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inform student of expectation violated (Safe, Responsible, Respectful) and specific behavior indicator</li> <li>➤ Describe expected behavior</li> <li>➤ Prompt for desired behavior</li> <li>➤ Debrief and re-teach school-wide behavioral expectation.</li> </ul> <p><b>Sample Response:</b>  <i>"Yelling is not being responsible. We raise our hands to have a turn to talk. Show me what you need to do if you want a turn to talk."</i></p>

### Minor (probable ODR)

Definition	Examples	Procedure
<p>Minor behaviors that:</p> <ul style="list-style-type: none"> <li>➤ do not require administrator involvement</li> </ul> <p><b>BUT MAY OR DOES</b></p> <ul style="list-style-type: none"> <li>➤ interfere with teaching and learning</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>➤ are chronic and persistent and do not respond to "mini minor" attempts for correction.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arguing with teacher/talking back</li> <li>✓ Throwing materials on the floor</li> <li>✓ Refusing to do class work</li> <li>✓ Any "mini minor" behaviors which are continuous or persistent and which are resistant to general behavior management strategies to reduce</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inform student of expectation violated (Safe, Responsible, Respectful) and specific behavior indicator</li> <li>➤ Describe expected behavior</li> <li>➤ Prompt for desired behavior, re-teach school-wide behavioral expectation</li> <li>➤ Provide choice, conference with student</li> <li>➤ Document/Communicate</li> <li>➤ Submit ODR (Office Discipline Referral)</li> <li>➤ Utilize recommended strategies</li> </ul> <p><b>Sample Response</b>  <i>"Arguing is not respectful. Please use a level 1 voice to talk with me. I will be right back and you can try again." (Walk away from student, give a minute and return reminding of the expectation to be respectful.)</i></p>

## Lisbon Community School Procedures for Responding to Behaviors

### Major (ODR)

Definition	Examples	Procedure
<p>Major behaviors that:</p> <ul style="list-style-type: none"> <li>➤ are an emergency-type behavior (fighting, threatening, throwing furniture, etc.)</li> </ul> <p><b><u>AND</u></b></p> <ul style="list-style-type: none"> <li>➤ require administrator involvement</li> </ul> <p><b><u>AND</u></b></p> <ul style="list-style-type: none"> <li>➤ interferes significantly with teaching and learning</li> </ul> <p><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>➤ are chronic and persistent and do not respond previous attempts for correction.</li> </ul>	<ul style="list-style-type: none"> <li>✓ purposefully hitting a teacher or student</li> <li>✓ intentionally throwing classroom objects at others</li> <li>✓ spitting or biting</li> <li>✓ leaving assigned area or school grounds</li> <li>✓ making racial, ethnic, religious, or sexual slurs</li> <li>✓ possessing weapon or look-alike weapon</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inform student of expectation violated (Safe, Responsible, Respectful) and specific behavior indicator</li> <li>➤ Describe expected behavior</li> <li>➤ Document/Communicate</li> <li>➤ Submit ODR (Office Discipline Referral)</li> <li>➤ Student is escorted to office with ODR and any other relevant documentation</li> <li>➤ Maintain safety for all students</li> </ul> <p><b><u>Sample Responses:</u></b></p> <p><i>"Spitting is not respectful. When you spit, you spread germs. When you are angry with someone, you need to use your words."</i></p> <p style="text-align: center;">Or</p> <p><i>"Fighting is not safe, we do not use our hands for hurting. Use your words when you are angry."</i></p> <p style="text-align: center;">Or</p> <p><i>"This knife (or name of weapon) is a weapon. Weapons do not belong in schools. They are not safe."</i></p>



- Processed by Administrator  
 Logged into SWIS  
 Classroom Teacher Notified  
 Returned to SWIS Admin

## Lisbon Community School Office Discipline Behavior Report Form

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Referring Staff Member: \_\_\_\_\_

**Location:**

- Playground  
 Classroom  
 Cafeteria  
 Bathroom  
 Bus  
 Arrival/Dismissal Area  
 Library  
 Hallway  
 Computer Lab  
 Discovery Room  
 Art Room  
 Music Room  
 Gym  
 Other

**Reason for referral (problem behavior): circle the primary and "check" up to 2 secondary behaviors.**

**Reason for Referral- MINOR**

- Inappropriate Language
- Physical Contact
- Defiance/Non-Compliance
- Disrespect
- Disruption
- Property Misuse
- Technology Violation
- Dress Code
- Other \_\_\_\_\_

**Reason for Referral- MAJOR**

- Abusive Language/Inappropriate Language/Profanity
- Physical Aggression
- Defiance/Non-Compliance
- Fighting
- Forgery/Theft/Plagiarism
- Disruption
- Property Damage/Vandalism
- Disrespect
- Technology Violation
- Dress Code
- Skipping Class
- Bullying
- Lying/Cheating
- Harassment
- Inappropriate Location/Out of Bounds
- Other \_\_\_\_\_

**Possible Motivation**

- Obtain peer attention
- Avoid task(s)/activities
- Obtain adult attention
- Obtain item/activities
- Avoid peer(s)
- Avoid adult(s)

**Others involved:**

- Peer \_\_\_\_\_
- Staff \_\_\_\_\_
- Substitute \_\_\_\_\_
- Other \_\_\_\_\_

**Restraint/Seclusion:**

- Restraint
- Seclusion
- R & S

**MINOR-staff managed:**

- conference with student
- restitution environment /relationship
- loss of privilege
- alternate placement (buddy teacher)
- individualized instruction (reteach expectation)
- time out/detention (Break Room, loss of activity/materials)
- parent/guardian notified by classroom teacher
- other \_\_\_\_\_

**MAJOR-administrator action taken:**

- conference with student
- reflection sheet
- loss of privilege
- restitution environment/relationship
- time in office
- sent home
- bus modification
- in/out of school suspension
- other \_\_\_\_\_
- ACTION PENDING**
  - parent/guardian notified via \_\_\_\_\_ by administrator
  - prohibitive incident code \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lisbon Community School  
Discipline Referral Form (ODR)- Definitions of Infractions**

Minor	Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Major	Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Minor	Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Major	Fighting	Student is involved in mutual participation in an incident involving physical violence.
Major	Physical aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Minor	Defiance/Insubordination Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back.
Major	Defiance/Insubordination Non-Compliance	Student engages in refusal to follow directions or talks back.
Minor	Disruption	Student engages in low-intensity, but inappropriate disruption.
Major	Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Minor	Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Major	Disrespect	Student delivers socially rude or dismissive messages to adults or students.
Minor	Property Misuse	Student engages in low-intensity misuse of property.
Major	Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Major	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Major	Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Minor	Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Major	Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Minor	Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Major	Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Major	Skipping Class	Student leaves or misses class without permission.
Major	Forgery/ Theft/ Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Major	Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Major	Inappropriate Location/Out of Bounds	Student is in an area that is outside of school boundaries (as defined by school).
Major	Use/Possession of Weapons	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.