

**EAGLE VIEW
ELEMENTARY
SWPBIS**



SOAR TO SUCCESS

Eagle View Elementary School
Positive Behavioral Interventions and Supports
Staff Handbook 2024-2025

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PBIS Defined

Positive Behavioral Interventions and Supports (PBIS) is founded on the understanding that behavior is a learned skill influenced by immediate and social environmental factors—and, like any skill, it can be taught and changed. PBIS operates on the principle that students acquire appropriate behaviors in much the same way they learn academic skills: through clear instruction, consistent practice, constructive feedback, and positive reinforcement.

The key features of PBIS include:

1. Defining clear expectations and behaviors
2. Teaching and modeling expected behaviors
3. Recognizing and rewarding adherence to expectations
4. Monitoring and addressing errors in behavior proactively
5. Leveraging data-driven decision-making to monitor progress and evaluate outcomes

Why PBIS?

In the past, school-wide discipline primarily relied on reactive, punishment-based strategies to address specific student misbehaviors. These strategies often included reprimands, loss of privileges, office referrals, suspensions, and expulsions. However, research shows that punishment, especially when applied inconsistently or without complementary positive strategies, is largely ineffective.

PBIS takes a proactive approach by introducing, modeling, and reinforcing positive social behaviors, recognizing that these are essential components of a student's educational experience. Teaching clear behavioral expectations and acknowledging students for meeting them is a far more effective strategy than merely reacting to misbehavior.

The ultimate goal of PBIS is to foster a school climate where appropriate behavior is not only encouraged but becomes the norm.

What Does School-Wide PBIS Emphasize?

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) focuses on four interconnected elements:

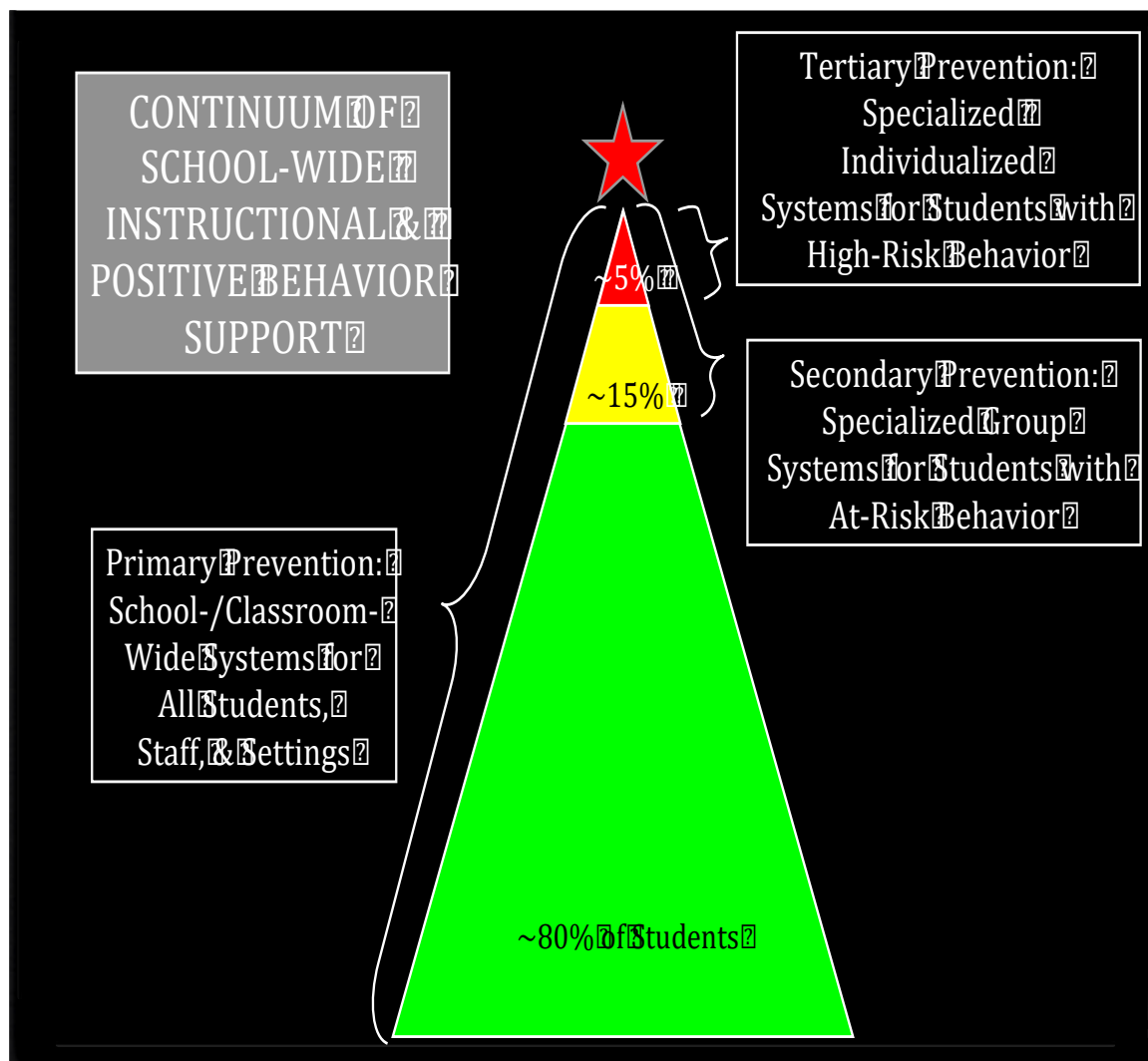
1. **Data for Decision-Making** – Using information to guide actions and choices.
2. **Measurable Outcomes** – Establishing and evaluating goals based on data.
3. **Evidence-Based Practices** – Implementing strategies proven to achieve desired outcomes.
4. **Supportive Systems** – Building structures that ensure the efficient and effective application of these practices.

These elements are grounded in six core principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports.
- Use data to drive decisions and address challenges.
- Design environments that minimize problem behaviors and encourage positive actions.
- Teach and promote pro-social skills and behaviors.
- Consistently implement evidence-based behavioral practices with fidelity and accountability.
- Conduct universal screening and continuously monitor student performance and progress.

Continuum of School-Wide PBIS (SWPBIS)

Schools organize their evidence-based behavioral practices and systems into a continuum of supports, ensuring students receive help based on their responsiveness to interventions. This approach follows a three-tiered prevention model. At the **universal or primary tier**, all students are provided with supports designed to encourage positive behavior. If some students do not respond adequately, they receive more targeted interventions at the **secondary tier**, often delivered in small groups. For students requiring the highest level of support, the **tertiary tier** provides a highly individualized plan to address their unique needs. This system ensures that every student has access to appropriate behavioral support to foster success.



PBIS Goals

At Eagle View Elementary School, our goal is to create a positive and safe learning environment while fostering strong, lasting relationships. By promoting consistency and building positive connections, we aim to improve student behavior and strengthen our school community.

Through the implementation of PBIS, we focus on teaching behaviors that prevent noncompliance, reducing behavior problems, and achieving measurable year-to-year improvement. Our mission is to establish a supportive school culture where expectations are clearly defined, understood, and met by everyone.

To achieve this, we emphasize the importance of teaching and reinforcing our school-wide expectations in both classroom and non-classroom settings. Reward systems, such as “Soar to Success,” help recognize and celebrate positive behaviors, motivating students to meet these standards.

By focusing on positive behaviors and maintaining consistency in addressing them, we provide students with structure, clarity, and encouragement. Together, we are committed to creating a thriving school community where all students can succeed.

Building-Wide Expectations

In line with PBIS universal guidelines, the behavioral expectations at Eagle View Elementary School are designed to:

1. Clearly define expected student behaviors.
2. Be few in number for simplicity and focus.
3. Be positively stated and structured to encourage desired actions.
4. Use familiar language that is easily understood by students.
5. Include specific examples of behaviors to guide instruction.

The chart on the following page was developed and adopted by the faculty in 2015. These expectations are prominently displayed on large, visible signs throughout the school to ensure accessibility and clarity.

The EAGLE VIEW Behavior Matrix:

Soar to Success	Be respectful	Work hard	Make good choices	Be the best you can be
BUS	Keep hands and feet to yourself.	Stay in your seat and face forward.	Use appropriate language.	Be kind to the driver and your peers.
Playground	Invite others to play with you.	Show integrity by having good sportsmanship when losing or winning.	Follow the rules of the game and be patient.	Putting away all playground materials.
Cafeteria	Use polite manners.	Keep your area clean and throw away all trash.	Talk to the people at your table.	Show gratitude to the cafeteria workers.
Bathroom	Be trustworthy by honoring privacy.	Keep stalls and floor clean.	Flush toilet and wash your hands.	Return to class promptly.
Common areas Hallways, foyer, stairs	Keep your hands at your side.	Walk in a straight line on the right side.	Use your inside voice.	Be a good example.
Classroom	Work cooperatively with adults and peers.	Be focused and stay committed to your school work.	Set SMART goals and work to achieve them.	Strive for "Eagle Excellence."

EXAMPLES: When to give out SOAR TO SUCCESS Tickets

Soar to Success!	Bus	Playground	Cafeteria	Bathroom	Common Areas (Hallways, Foyer, Stairs)	Classroom
Be Respectful	Putting trash in the trash can	Befriending someone new	Good table manners	Staying in stall	Keep hands at your side	Working well with others (adults & students)
Work Hard	Reading a book or completing homework	Respecting games or equipment	Clean up after yourself	Keep stalls and floor clean	Staying in your spot in line	Always giving your best effort on each assignment
Make Good Choices	Following bus rules Always use kind words	Following game rules Always use kind words	Talking to shoulder partner	Go, Flush, Wash, Leave	Traveling quietly	Being prepared, raising your hand, following class rules
Be the Best You Can Be	Helping your seat partner	Proper reporting	Using an appropriate voice	Proper reporting	Being a good role model	Setting a goal and achieving it

PBIS at Eagle View Elementary School

The PBIS team at Eagle View Elementary School is made up of representatives from various areas of the school. This team is dedicated to supporting teachers and ensuring that student behavioral expectations are effectively taught and reinforced, with the goal of minimizing behavioral incidents. Teachers with any PBIS-related questions or who need assistance should reach out to a PBIS team member.

The current members of the PBIS team are:

- **Marc Cacciotti** – School Administrator and Leader
- **Braden Fochtman** – Coordinator
- **Whitney Johnson** – Coordinator
- **Hannah Holliday** – Coaching
- **Allison Heiple** – Coaching & Expertise in Student Academic and Behavior Patterns
- **Julie Thompson** – Applied Behavior Expertise
- **Michelle Zarefoss** – Knowledge of School Operations Across Grade Levels
- **Jacqueline McKenzie** – Knowledge of Student Academic and Behavior Patterns
- **Brea Baker** – Knowledge of School Operations Across Grade Levels

All staff members are encouraged to attend PBIS meetings. You do not need to be an official team member to participate.

Classroom Teacher Responsibilities

1. Teach, model, and practice the building-wide behavioral expectations.
2. Display and use the SOAR TO SUCCESS signs outlining behavior expectations for each building area.
3. Use the PBIS team and the Problem Behavior Response Protocol when working with students who fail to meet building-wide and/or classroom expectations.
4. Use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations using informal and formal recognition programs such as SOAR TO SUCCESS tickets, Positive Referrals, and Student of the Month nominations.
5. Know and use PBIS language outlined in the glossary.
6. Support PBIS in various capacities such as participation with in celebrations, promotion of programs, and implementation of discipline strategies.

Staff Personnel Responsibilities

1. Staff personnel are defined as ALL adults with supervisory authority. This includes teachers, administrators, counselors, custodians, cafeteria workers, teacher/staff assistants, office personnel, bus drivers, and substitute teachers.
2. All staff personnel are involved as supervisors at various points within the school day and/or school year.
3. Staff personnel will circulate among students and observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
4. Staff personnel will model and talk with students and provide feedback based on building-wide expectations.
5. Staff personnel will use the PBIS team and the Problem Behavior Response Protocol when working with students who fail to meet building-wide expectations.
6. Staff personnel will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations such as SOAR tickets and Positive Referrals.

Recognizing Individuals Who Achieve Behavioral Expectations

The Positive Behavioral Interventions and Supports team in conjunction with faculty members at Eagle View Elementary School has devised six key recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the SOAR Expectations on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level.

SOAR TO SUCCESS Tickets

SOAR TO SUCCESS Tickets are a part of an incentive program designed to recognize positive behaviors on a daily basis in those individuals found upholding the SOAR TO SUCCESS expectations as well as those going above and beyond what is expected of them. Teachers, staff and administrators are responsible for distributing SOAR TO SUCCESS Tickets to students who meet and/or exceed the building-wide expectations. The SOAR TO SUCCESS Tickets are used for a weekly drawing where students can win various prizes. The names of the winning students are announced during the morning announcements on the last day of the week. The SOAR TO SUCCESS Tickets are only valid if signed by the issuing staff member and the student and placed in the appropriate box located in each classroom. SOAR TO SUCCESS Tickets are available in the mail room or from Mr. Fochtman.

Golden Tickets

The Golden Ticket is similar to the SOAR TO SUCCESS Ticket, but is given only by Mr. Cacciotti and Mr. Fochtman. The Golden Ticket is given less frequently and is reserved for those students that have displayed exemplary behavior and dedication. Recipients of this award will earn admittance into a pizza luncheon at the end of the month. Eagle View Team Players will also be admitted to the lunch.

Reward and Celebration Events

REWARDS:

SOAR TO SUCCESS Tickets will be collected each six day rotation and drawing will be held to reward students who have exhibited positive behavior. Winners will be announced during morning announcements on Day 1 and rewards will be given for that day.

Golden Rewards:

These rewards will be given to Eagle View Team Players. Team players as well as those who received Golden Tickets will be invited to a pizza luncheon at the end of the month.

CELEBRATIONS:

Celebrations are planned events that will happen once a month for students who have demonstrated positive behavior. Teachers and staff will be provided with a list of students eligible for each event. The school day will be modified to accommodate this event.

SOAR to Success Quarterly Rewards	
1 st 9 Weeks	Dodgeball
2 nd 9 Weeks	Movie Trip
3 rd 9 Weeks	
4 th 9 Weeks	

Problem Behavior Response Protocol

The following are best practices for managing students with problem behaviors. Teachers should consistently follow these processes in both classroom and non-classroom settings.

Observe Problem Behavior

Use your professional judgement. (Can the behavior be overlooked? Would redirections or teacher proximity help? Would a private conversation or short time-out help?) If not, decide if it is a minor or major problem behavior

If it is a minor problem behavior, it is classroom managed.

1. Speak with the student(s) in confidence. Identify the problem behavior and the consequences.
2. Address the problem behavior and the consequences.

If it is a major problem behavior, it is office managed.

Notify and/or send student to the office

What PBIS Should Look Like at Eagle View Elementary

Positive Behavioral Interventions and Supports (PBIS) is designed to:

- Foster a positive school climate.
- Teach and reinforce appropriate behaviors.
- Modify the environment and adult behavior.
- Prevent most problem behaviors.
- View misbehaviors as teaching opportunities.

Key Components of Positive Behavior

1. **Clear Expectations**
2. **Encouragement of Appropriate Behaviors**
3. **Building Relationships**
4. **Correcting Inappropriate Behavior with a Calm, Clear Voice**

Clear Expectations

- **Create a universal language** that is easy to understand.
- **Increase consistency** across all settings.
- **Help adults problem-solve** with students.
- **Focus on what to do** rather than what not to do.

What does this look like?

- Posting procedures visibly and teaching expectations regularly.
- Reviewing expectations frequently.
- Using expectations as a guide when redirecting students.

Encouraging Appropriate Behaviors

- Focus on reinforcing **desired behaviors**.
- Increase the repetition of **positive actions**.
- Foster a **positive climate** in the school.
- Reduce time spent on discipline by reinforcing good behavior.

What does this look like?

- Praising desired behaviors.
- Communicating with others about what students are doing well.
- Using **tangible reinforcements** (e.g., rewards, recognition).

Building Relationships

- **Reduces conflict** by promoting positive connections.
- Helps students feel **connected** to the adults around them.
- **Strengthens positive ties** between students and the school community.

What does this look like?

- Making **eye contact**, using students' names, and greeting them warmly.
- Providing ways for students to interact with you (e.g., wave, high-five, thumbs up).
- Finding **common interests** (e.g., sports, movies).

Correcting Inappropriate Behaviors

- Provides **guidance** on how to get back on track.
- Views inappropriate behaviors as **learning opportunities**.
- Gives adults the chance to **remind students of expectations** and guide behavior change.

What does this look like?

- Frequently **reminding students of expectations**.
- **Encouraging** students who demonstrate desired behaviors.
- Making **clear, calm, and specific requests** for behavior change, and giving students time to comply.

Correcting Students in a Positive Manner

- "Please remember, the expectation is..."
- "We will continue when everyone..."
- "I can help you when..."
- "How could this situation have been handled differently?"
- "What can be done next time?"
- "I would appreciate it if..."

Ways to Praise Students

1. "Thanks for your effort!"
2. "Great job listening and following directions."
3. "I like how you solved that problem!"

4. “Thank you for being ready and on time.”
5. “I’m so glad you...”
6. “Thanks for entering/exiting quietly.”
7. “I’m going to tell the principal how well you did today!”
8. “You were awesome today! You’re my favorite class!”

Tips for Avoiding Conflict

- Assign seats to manage classroom dynamics.
- Use a **timer or stopwatch** to keep students on track.
- Keep lessons **interesting** and **fast-paced**.
- Use **transitions** to allow movement and keep students engaged.
- **Pick your battles** and avoid escalating minor issues.
- Be aware of **outside factors** (e.g., home life, past experiences).
- **Avoid humiliating or arguing** with students.
- Provide students with an “**out**” or way to save face.
- **Focus on the positive** and create a **team atmosphere**.

APPENDIX

Sample Lesson Plans for teaching Eagle Expectations

SWPB – Common Areas

Be Respectful

Work Hard

Make Good Choices

Be the Best You Can Be

Lesson Purpose:

1. Teach students that respectful behavior in common areas benefits everyone!
2. To maintain an emotionally and physically safe environment.
3. Teaching students what respectful behavior is and that respectful behavior has positive results that are carried far beyond the school environment.

Begin by giving every student a high five as they enter the room. Ask students what it means when someone give you the high five.

Explain that in school, our high five is going to act as a behavior reminder.

Give me Five!

Eyes are forward (pay attention)

Ears are listening

Voices are quiet

Hands and feet to yourself

Respect person space and property

These five basic rules cover nearly every behavior. Teach students to recognize the raised open hand or the verbal command, “Give me five.”

Ask students what they think “Give me Five” looks like in the hallway.

There should be purposeful and diligent progress toward the classroom

Polite/quiet responses to adults in the hallway

Walk on the right side of the hall/stairway

Hold the door for the person behind you!

Play the You Tube Video Hallway Maybe

Ask students to think (maybe even think, pair, share) what the results of this behavior will be if we all follow this set of rules. Discuss expected outcomes.

Ask students if we can transfer this behavior to other common areas like the foyer, an assembly, the main office or the stairwell.

Always verbally praise the positive behavior that you see.

Somerset Area School District

SWPB – Classroom Rules

Be Respectful

Work Hard

Make Good Choices

Be the Best You Can Be

Lesson Purpose:

1. Teach students that working cooperatively with others, taking school work seriously, being prepared and striving for excellence creates a successful classroom.
2. To maintain an emotionally and physically safe environment.
3. Teaching students that striving for excellence has positive results that are carried beyond the classroom.

Teaching examples:

1. You walk in, carrying your materials, sit down at your desk and are ready for class. You see that a friend has forgotten their pencil and offer them one of your own. Everyone benefits!
2. You're assigned a project with your group, you don't feel like doing the assignment and want to just copy your partners. You start to look at their paper and then remember to be respectful you have to work cooperatively with others and strive for excellence. Instead of copying you start participating in the group and working together.
3. The teacher handed out an assignment and asks you to begin working. You want to get to recess so you rush through it. Your friend reminds you that you need to take your school work seriously, so you go back and check it over. You notice a few mistakes you made and fix them before handing it in.
4. During a class discussion you have a great idea; you want to shout it out before someone else gets it right. The teacher notices that you raises your hand and praises you for it allowing you to answer the question.

Student Activities:

1. As a class, list how students can be good classmates and model good behaviors.
2. Ask students why it is important to give our best on our schoolwork and take it seriously. Discuss striving for excellence.
3. Discuss situations that include helping others, modeling good behaviors, coming to teacher for help, and working to do your best.
4. Review class rules video
 - a. <https://www.youtube.com/v/nlrlxAGyWY?start=14&end=150>

Follow Up/Reinforcement

1. Compliment students for good behaviors and work.
2. Ask students to compliment and report others displaying good choices.
3. Increase the amount of tickets handed out.
4. Pre-correct expected behaviors (reminders).
5. Reinforce positive behavior!

Somerset Area School District SWPB – Bus Safety

Be Respectful

Work Hard

Make Good Choices

Be the Best You Can Be

Lesson Purpose:

1. Teach students that keeping their hands and feet to themselves, staying in seat and facing forward, using appropriate language and showing respect for others and kindness benefits everyone!
2. To maintain an emotionally and physically safe environment.
3. Teaching students that create a safe environment is the bus is important to everyone.

Teaching examples: (There is a flip chart that teachers can follow on the P Drive: Bus Expectations)

1. You follow the procedure for safely getting on the bus and sit down in your seat. You make sure your back is against the seat, your bottom is on the bottom and that you are facing forward. Check to make sure your backpack and materials are safely on your lap. Everyone benefits!
2. You notice your friend sitting a few seats behind you and remember a funny story from the day. You turn around to begin yelling to her but remember in order to work hard you have to stay in your seat and face forward so you turn back around and decide to tell her later.
3. A boy behind you is using inappropriate language and teasing another student. When you exit the bus, be sure to stop and let the bus driver know what has happened. Be the Best You Can Be!
4. It's almost your stop on the bus, you look around to make sure that you have all of your belongings. You remember to be respectful and check the floor for garbage. You notice a wrapper and pick it up to throw away when you exit.

Student Activities:

1. As a class list activity, list positive behaviors that students should be showing on the bus. Stay away from negatives and remain positive on how they should be acting.

2. Ask students why it is important to be safe on the bus. Have students share examples of when they felt unsafe on the bus and how it made them feel.
3. Discuss situations that include how to get on the bus, proper way of sitting on the bus, situations to avoid, how to be a good role model.
4. Review the following bus safety video:
 - b. <https://www.youtube.com/watch?v=ZxBcKKG1VQc>
 - c. (start video at 2:03 and end at 5:04)

Follow Up/Reinforcement

1. Randomly ask students if they saw a good role model on the bus. Remind them to compliment others on good choices.
2. Provide verbal praise to those demonstrating good choices.
3. Review expectations before going out to the buses.
4. Reinforce positive behavior!

Eagle View Positive Behavior Lesson Plan Bathroom

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Honor privacy	Keep stalls and floor clean	Flush toilet & wash your hands	Return to class promptly

NAME OF SKILL/SETTING:

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

Promote safety, respect other student’s privacy and personal space, maintain clean environment

TEACHING EXAMPLES

1. Presentation: By classroom, students will file into bathroom. Teacher will then announce expectations to the group. Discuss correct ways to act safe and respectful in the bathroom. Discuss unsafe behaviors.

Example Videos: STUDENT ACTIVITIES/ROLE PLAYS

Mark Twain Bathroom Expectations: <https://youtu.be/h7XHc9tdLpE?list=PLBC0A560B7F021A9D>

WVES PBIS Bathroom Expectations: <https://youtu.be/6CrYWzlx1kg?list=PLBC0A560B7F021A9D>

West Salem Elementary Bathroom Expectations: <https://youtu.be/OI0PKCQ4f-s>

Spy Movie : <https://youtu.be/RsxwjMWz1cc>

Kingsley Bathroom Expectations: <https://youtu.be/emB8prZe1VI>

Lesson: <https://youtu.be/uwYm1vtYM40>

FOLLOW UP/ REINFORCEMENT ACTIVITIES

1. Daily, for the next three weeks of school, teachers provide pre-corrections (reminders about what bathroom behaviors are acceptable).
2. Pair students to the bathroom (a good way for students to tell on other students)
3. When necessary, have adult supervision or provide structured bathroom break time.
4. Students are rewarded with class-wide sunny spot if there are no complaints about bathroom behavior each of the first three weeks

- Keep the bathroom clean and dry.
- Keep your personal space while waiting to use the bathroom or sink.
- Talk quietly.
- Always flush.
- Wash your hands with soap and warm water.
- Put paper towels in the trash can after washing your hands.
- Be honest.
- Walk to and from the bathroom.
- Enter and exit stalls through the doors.
- Keep the floor clean and dry.
- Keep your feet on the floor.
- Go, use, and return from the bathroom in a timely manner.
- Do not take anything with you into the bathroom (Pencils, Books, etc.)

Student Activities

1. (**Be Respectful**) Ask students to give examples of how they can show respect in the bathroom. For example, keeping personal space while waiting to use the bathroom, talking quietly.

Activity: Respect

Students will model appropriate personal space while standing in a line.

2. (**Make Good Choices**) Explain to students to importance of being responsible while using the bathroom. Review how to use the bathroom responsibly such as walking through the door to the stall, flushing the toilet and washing hands. The teacher can teach the students how to wash hands by singing happy birthday in his/her head. The teacher can also model how to keep the bathroom clean.

Activity: Responsibility

The teacher can have a classroom discussion to explain responsible bathroom use. Teacher can provide a scenario to students such as: What would you do if you saw someone writing on the walls? What would you do if you notice writing on the walls? A paper towel is laying on the floor but no one from your class left it there, what should you do?

3. (**Work Hard**) Teacher will explain the importance of cleanliness in the bathroom (keeping floors and counters clean and dry). Teacher will show students how to dry off hands and clean up counters/floors in the bathroom.

4. (**Be the Best you Can Be!**) Students will use the bathroom in a timely manner.

Activity: On the Clock

The teacher and students can create a reasonable amount of time to spend in the bathroom. The time created by the teacher and students will be the goal time that every student will have to make. Students will have to look at the clock or start a stop watch to see if they can reach the class goal or time allotted to use the bathroom.

After the Lesson

1. Review with students how to show respect, responsibility, and safety in the bathroom.
2. Bathroom monitors may be used to keep an eye on the class. Monitors will be selected based on his/her ability to follow the behavior expectations.
3. Have a classroom discussion to discuss how to solve problems in the bathroom.

SWPB – Playground Safety

Be Respectful

Work Hard

Make Good Choices

Be the Best You Can Be

Lesson Purpose:

4. Teach students that including others in play, taking turns, and sharing displays respect for others and kindness benefits everyone!
5. To maintain an emotionally and physically safe environment.
6. Teaching students that playing respectfully has positive results that are carried beyond the playground.

Teaching examples:

1. You see one of your classmates wondering around the playground during most of recess time. You know that she is typically shy and usually will not ask to join in the fun. You decide to be a good friend by asking her to play. You say, “We are having fun and there is room for one more. Why don’t you join us?” You feel good about yourself for having

taken that very brave step. She feels good because she has been invited to play. Everyone benefits!

2. Two even teams are playing basketball at recess when another student asks to play. Somebody yells, "No! The teams are full." You stop, and remember that it is kind and respectful to include others and take turns. Your response should be, "He/she can rotate with me. I need a break anyway!"
3. A boy is swinging on the swings and you see him jump off. He is on the ground crying and holding his leg. This could be a serious injury. Tell an adult immediately.
4. You are waiting in line for the sliding board when someone lets their friend cut to the front of the line. Everyone is mad. You say, "Everyone here knows the rules and we all get to ride the slide if we play correctly; let's all do the right thing."
5. You notice a group of children surrounding another student. You suspect that there is some bullying taking place. You go over and casually call the student's name, "Hey Joey! We need you over here."

Student Activities:

2. As a class list activities that students can choose to do at recess. Have students make a plan by listing three activities that they would choose to do. If one activity is not available, there are two alternatives already in place.
3. Ask students why it is important to include others. Have students share examples of when they were excluded and how it made them feel.
4. Discuss situations that include taking turns and/or being included with others. List phrases that students can use when wanting to join in with others as well as phrases to use when inviting others to play. Ex: Is there room for one more? Or Hey, come and join us, we're looking for another player.
5. Review 10 Ways to be a Good Sport
 - a. Be polite to your teammates AND your opponents; only use nice words
 - b. Play your best; if you're good people will notice. If you're not, learn to laugh at your mistakes.
 - c. Congratulate teammates AND opponents; everyone was doing their best.
 - d. Learn and follow the rules of the game; everyone appreciates those who play by the rules.
 - e. Play by the rules! If you don't know, ask.
 - f. Respect referees.
 - g. Encourage others, even those who are not on your team.
 - h. Be willing to give someone else a turn.
 - i. Play fair!
 - j. Always cheer for your teammates.

Follow Up/Reinforcement

1. Randomly ask students if they saw a "Good Sport" at recess. Remind them to compliment others on good sportsmanship.
2. Provide verbal praise to those demonstrating good sportsmanship.
3. Review expectations before going out play.
4. Reinforce positive behavior!

*We would like to create posters for rooms and beside playground entrances that remind students of the 10 Ways to be a Good Sport

Eagle View Positive Behavior Lesson Plan Cafeteria

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Use Good Manners	Keep Your Area Clean	Talk to Your Shoulder Partner	Welcome Everyone

NAME OF SKILL/SETTING: Cafeteria

PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

1. “Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment.”
2. “There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria.”
3. The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria.

TEACHING EXAMPLES

1. Teacher first describes steps for each part of the procedure
 - “At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given.”
 - Teacher models examples and non-examples of following entering, eating and exiting procedures asking students to give performance feedback with thumbs up for appropriate and thumbs down for inappropriate.

STUDENT ACTIVITIES/ROLE PLAYS

1. First have the students role-play while in the classroom immediately after the Show portion of the lesson.
2. Teacher sets a time to practice cafeteria procedure in the cafeteria before lunchtime begins on the first day. If students are the youngest in the building (e.g., kindergarten or first grade) have older students available to first model and then assist in practice.
3. Pre-correct/ Remind Anticipate and give students a reminder to perform behavior
 - Before leaving the classroom teacher prompts students by saying, “Who can remind us of how we should enter the cafeteria and get our lunch?”
 - While students are waiting in the lunch line the teacher may say, “Remember to say please and thank you and to greet our cafeteria workers with a smile” or “Remember to get everything you need and walk to our designated table.”

- When students are seated, “Remember to use your inside voice, use polite table manners, and clean up after yourself. Wait for permission to throw away trash and line up to leave the cafeteria.”
4. Supervise Move, scan and interact with students.
 - If students are the youngest in the building (e.g., kindergarten or first grade) have older students assist in cafeteria during the first week of school.
 - The teacher will assist all his/her students through the line and to the designated seating area before exiting the cafeteria. Teachers will provide prompts, specific positive feedback and corrections as needed to any and all students during this time.
 5. Feedback Observe student performance & give positive, specific feedback to students
 - “Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you that is being respectful of others.”
 - “Thank you for raising your hand and letting me know there was a spill under the table, that shows respect for our school building.

FOLLOW UP/ REINFORCEMENT ACTIVITIES

1. Teachers can ask for feedback from cafeteria supervisors or janitors regarding student behaviors and cleanliness of cafeteria when their class exits. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming cafeteria environment.
2. Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year.

List behavior and steps to complete

At All times:

- Respond to quiet signal
- Listen to speaker and follow directions given While Entering, Getting Food & Being Seated:
- Walk in designated areas
- Smile, greet servers
- Say please and thank you
- Get utensils, napkins and all items needed before moving to your designated seating area

While Eating:

- Make friendly table talk
- Use an indoor voice
- Eat politely and quietly
- Report spills to an adult
- Raise your hand if you need assistance

While Cleaning Up & Exiting:

- Clean up after yourself
- Ask permission before getting up
- Stay seated until dismissed
- Walk

Lunchroom Expectations: <https://youtu.be/AxHbpROpWgQ?list=PLBC0A560B7F021A9D>

Lunchroom Expectations (teachers): <https://youtu.be/7he5cOZRMTc>

Schedule of SOAR To Success Roll out:

Area	When/date	Time	Location
Student Assembly	Monday January 4 th	TBA	Gym
Common Area	Week of January 4th	Classroom Teacher determined (30 mins)	Individual classroom
Classroom	Week of January 4th	Classroom Teacher determined (30 mins)	Individual classroom
Bus	Week of January 11th	Sign up	Intro in classroom/ Parking Lot
Bathroom	Week of January 11th	Classroom Teacher determined	Intro in classroom/ Bathroom
Playground	Week of January 18th	Classroom teacher determined (Recess Time)	Intro in classroom/Playground
Cafeteria	Week of January 18th	Classroom teacher determined (Lunch Time)	Intro in classroom/ Cafeteria

Name: Template

Date: _____

-

Golden Eagle CICO

Time/ Title	<u>Work Hard</u>	<u>Be Respectful</u>	<u>Make Good Choices</u>	Total
Specials	0 - 1 - 2	0 - 1 - 2	0 - 1 - 2	
Core 1	0 - 1 - 2	0 - 1 - 2	0 - 1 - 2	
Lunch/Recess	0 - 1 - 2	0 - 1 - 2	0 - 1 - 2	
Core 2	0 - 1 - 2	0 - 1 - 2	0 - 1 - 2	

Daily Goal: _____

Total Points: _____



Teacher
Comments: _____

*Check in with the office after Core 1 and at the end of the day

Signature: _____

Protocol:

How does a student qualify for CICO?

- 3 office referrals
- Teacher request
- SSRS Data
- SAP Team referral

How is student/parent notified?

- Principal or guidance counselor will meet with the student to discuss the CICO format.
- Principal or guidance counselor will agree on a weekly goal and reward with the student.
- Principal or guidance counselor will contact parent – possibly set up a conference.
- Principal, guidance counselor, or designee will collect CICO card and briefly meet with the student each Friday afternoon.

How long is a student in CICO before he or she is exited?

- Monitored for 6 weeks and reevaluate. If student meets their goal they can exit.

SOAR TO SUCCESS- COMMON AREAS

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Keep your hands at your side	Walk in a straight line on the right side of the hallway	Use your inside voice	Be a good example

How you can help:

- Ask your child what “Give Me Five” means: Eyes forward, Ears listening, Voices quiet, Hands and feet to yourself, Respect person space and property.
- Remind them to use manners such as:
 - Polite and quiet responses to adults in the hallway
 - Walk on the right side of the hallway/stairs
 - Hold the door for the person behind them
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- COMMON AREAS

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Keep your hands at your side	Walk in a straight line on the right side of the hallway	Use your inside voice	Be a good example

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 - Hold the door for the person behind them
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Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- PLAYGROUND

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Invite others to play	Have fun	Follow the rules of the game	Ask an adult for help

How you can help:

- Ask your child what ways they can be a good sport: be polite, use nice words, play your best, laugh at your mistakes, congratulate others, follow the rules, encourage others, share turns, play fair.
- Talk about playground safety
- Discuss what they like to do on the playground: Who do they play with? What's their favorite game/equipment? What good choices did they make?
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- PLAYGROUND

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Invite others to play	Have fun	Follow the rules of the game	Ask an adult for help

How you can help:

- Ask your child what ways they can be a good sport: be polite, use nice words, play your best, laugh at your mistakes, congratulate others, follow the rules, encourage others, share turns, play fair.
- Talk about playground safety
- Discuss what they like to do on the playground: Who do they play with? What's their favorite game/equipment? What good choices did they make?
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- CAFETERIA

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Use good manners	Keep your area clean	Talk to your shoulder partner	Welcome everyone

How you can help:

- Remind your child of these looked for behaviors
 - At all times:
 - Respond to quiet signal, listen to speaker, walk in designated areas, smile and greet servers, say please and thank you, get all materials before moving to your seat.
 - While eating:
 - Make friendly table talk, use an indoor voice, eat politely and quietly, report spills, raise your hand if you need help.
 - While cleaning up and exiting
 - Clean up after yourself, ask permission to get up, stay seated until dismissed, walk from the cafeteria.
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- RESTROOM

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Honor privacy	Keep stalls and floor clean	Flush toilet and wash your hands	Return to class promptly

How you can help:

- Common reminders for restroom use: keep the bathroom clean and dry, keep personal space while waiting, always flush, wash your hands with soap and warm water, put paper towels in trash can, return in a timely manner, be respectful to restroom property
- Go, Flush, Wash, Leave!
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- CLASSROOM

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Work cooperatively with adults and peers	Take school work seriously	Be prepared	Strive for your excellence

How you can help:

- Discuss ways to be a good classmate and model good behaviors
- Discuss why it is important to give our best on our schoolwork
- Check in on homework assignments
- Communicate with your child's teacher using their planner
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

SOAR TO SUCCESS- BUS

PARENT GUIDE

What this looks like at Eagle View:

Be Respectful	Work Hard	Make Good Choices	Be the Best You Can Be
Keep your hands and feet to yourself	Stay in your seat and face forward	Use appropriate language	Be kind to the driver and other passengers

How you can help:

- Discuss safe bus behaviors: Staying in seat, facing forward, keeping hands and feet to themselves, using appropriate language, showing respect, keeping the bus clean
- Ask your child: How was the bus ride home? Did you make any good choices? Did you handle a situation well?
 - Praise them for any positive behaviors.
- Compliment your child when they bring home a ticket received at school.

Thank you for your efforts in helping your child succeed here at school!

