

**Logan Elm Local Schools
2024-2025
Logan Elm Elementary School
Tier 1 PBIS Staff Handbook**



Logan Elm "Be A Brave" Behavioral Expectations

Be Prepared

Respect Everyone

Act Responsibly

Value Property

Encourage Others

Contents

What is school-wide PBIS - Page 3

Definition

Multi-Tier Support

Specific Practice and Supports

The 2023-2024 PBIS Team - Page 6

PBIS Building Representatives

2023-2024 PBIS Building Meeting Dates

Behavioral Expectations - Page 8

Definition

Logan Elm Elementary School Behavior Matrix

PBIS Home Matrix

Procedure for Teaching Behavioral Expectations

Lesson Plans

System for Acknowledging Behavior - Page 22

System for Reinforcing Positive

Quarterly PBIS Assemblies/Assembly Schedule

Menu of Rewards

System for Correcting Behavior - Page 25

Correction Guidelines

PBIS - Correcting Behavior Flow Chart

Documenting in Infinite Campus

Logan Elm Elementary Code of Conduct

Reflection Interview

Systemic Supervision and Monitoring - Page 33

Systemic Supervision and Monitoring Process

Brave Data

Appendix - Page 36

BRAVE Card

Brave Bookmark

PBIS Brochure

What is School-Wide PBIS?

School-wide positive behavior intervention and support (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:

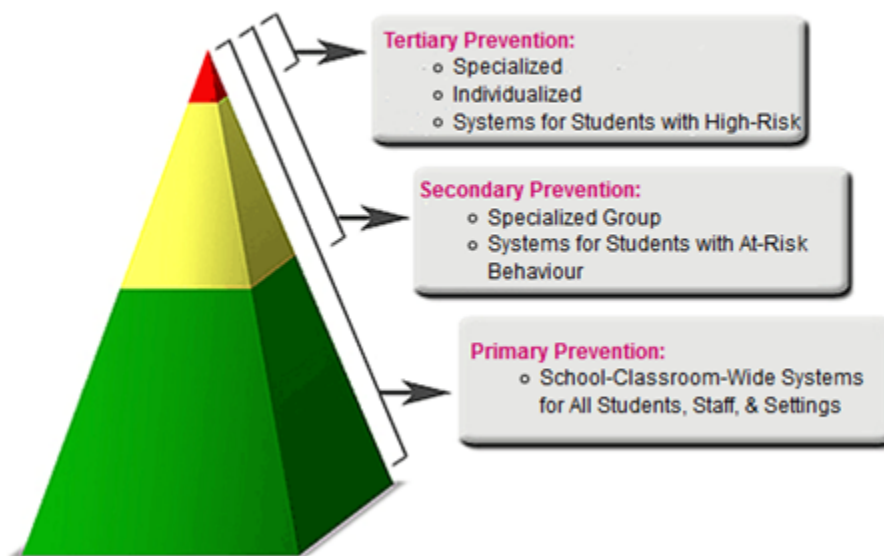
- ❖ Customized practices to support student behavior, such as defining and teaching appropriate behavior
- ❖ Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- ❖ Data-based decision making, which is the cornerstone of the behavior problem-solving process
- ❖ And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-Tiered Support

School-wide means that 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.

Continuum of School-Wide Instructional & Positive Behaviour Support



Specific Practices and Supports

Clearly Defined Behavioral Expectations

- ❖ Behavior matrix
- ❖ Behavior indicators
- ❖ Procedures

System of Acknowledging Appropriate Behavior

- ❖ Strategies for acknowledging appropriate behavior
- ❖ BRAVE Cards
- ❖ Bringing Up Grades
- ❖ Attendance Recognition

System of Correcting Inappropriate Behavior

- ❖ Strategies for correcting inappropriate behavior
- ❖ Flowchart

Supports for Educators

- ❖ PBIS Building Team
- ❖ PBIS District Team
- ❖ PBIS Coordinator

For more information:

- ❖ A short video introducing PBIS:
https://drive.google.com/file/d/1h9437B_BIWHwxQXpUiLRpojuOON4n3tS/view
- ❖ Video - PBIS: It takes a whole building:
<https://ohiodoecc.brightspace.com/course/76/positive-behavioral-interventions-and-supports-it-take-the-whole-building>
- ❖ A short video introducing PBIS to your students:
<https://www.youtube.com/watch?v=GoOL2e4DIk>

Logan Elm PBIS Representatives

District PBIS Coordinator

Jennifer Murphy

Logan Elm High School Team

Bret King

Summer Alspach

Katie Picentini

Student Representatives

Logan Elm Middle School Team

Bret King

Nikole Decker

Tracy Barnes

Student Representatives

Logan Elm Elementary School Team

Joanna Strawser

Jennifer Stidham

Jayne Holbrook

Marsha Sturgell

Nicole Bennington

Lyndi Ross

Milea Sarap

PBIS Meeting Dates - Tier 1

Logan Elm Elementary School Hallway

- Meetings will be held at 7:45 in the Elementary Conference Room

- ❖ 8/25/24
- ❖ 9/20/24
- ❖ 10/18/24
- ❖ 11/15/24
- ❖ 12/20/24
- ❖ 1/17/25
- ❖ 2/21/25
- ❖ 3/21/25
- ❖ 4/18/25
- ❖ 5/16/25

Behavioral Expectations

Behavioral Expectations: Logan Elm Elementary Schools have five behavioral expectations: **Be Prepared, Respect Everyone, Act Responsibly, Value Property, Encourage Others.**

Behavior Matrix: A matrix with settings/locations along the top and behavioral expectations in the left column. Each box contains what the behavior indicators, (what the behavior expectation) looks like in each particular location or setting.

Behavior Indicators: What the behavior expectation looks like in each particular location or setting.

Procedures: Specific ways for students to complete tasks. An example of this is how to act responsibly in the cafeteria:

1. Follow cafeteria expectations
2. Only talk to your neighbors
3. Listen to adults

Expectation	Logan Elm Elementary School PBIS Matrix						
	Bus	Classroom	Cafeteria	Restroom	Movement	Playground	Assembly
B Be Prepared	*Have all appropriate belongings	*Have all materials needed for class	*Know your lunch number or have your lunch box	*Use given opportunities for restroom use	*Know all procedures and expectations without reminders *Keep silent during all practice drills and transitions	*Dress appropriately (gloves, hats, etc.)	*Report to designated area *Watch adults for signals
R Respect Everyone	*Follow driver directions *Speak nicely *Respect everyone	*Listen to adults the first time	*Use manners *Respect everyone *Respect personal space	*Allow privacy of others and yourself	*Follow all adult directions the FIRST time *Walk quietly so others can continue to learn	*Treat others as you want to be treated *Find a friend *Make a friend	*Listen and watch with your whole body *Applaud appropriately
A Act Responsibly	*Wait patiently in bus area *Listen to all adults *Speak quietly	*Follow all classroom goals and listen to the adults	*Follow cafeteria expectations *Only talk to your neighbors *Listen to adults	*Flush the toilet *Wash your hands *Get in and out in a timely manner	*Stay to the right *Walk directly to the appropriate destination *Stay silent during drills	*Use equipment as intended *Respect playground boundaries	*Remain seated and quiet *Be alert for signals from adults
V Value Property	*Report any vandalism to your driver	*Keep track of your belongings *Respect the property of others and self	*Clean up after self *Report vandalism or messes to an adult	*Report vandalism to an adult *Report messes *Use facilities properly	*Keep all areas free of trash and litter	*Use equipment as intended *Report trash *Report vandalism	*Respect all property
E Encourage Others	Encourage everyone to be the best BRAVE they can BE!						

PBIS Home Matrix

Using a behavioral expectations matrix at home can help make routine activities run smoothly and can also provide new support for your child at home. The common format of the matrix creates the opportunity for smooth transitions from home to school. The focus of recognizing positive behavior and teaching expectations at home allows for praise at home when the child is displaying expected home behaviors. Please assist your child with using the same language in the home as they are using in the school setting. Please call your child's school with any additional questions.

Be A BRAVE Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y

Logan Elm Local Schools

Procedure for Teaching Behavioral Expectations

Schedule for Teaching Behavior (Lesson Plans)

August 22, 2024 - October 25, 2024 (1st nine-week period)

- ❖ Teach initial school-wide Bus, Cafeteria, Restroom, Movement (transitions), Playground and Assembly behavioral expectations by Friday, August 30th and review as many times as needed based on your student's needs
- ❖ Teach classroom behavioral expectations, as many times as possible

October 28, 2024 - January 17, 2025 (2nd nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

January 21, 2025 - March 21, 2025 (3rd nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

March 24, 2025 - Remainder of the school year (4th nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

Review/Reteach School-wide and Classroom Behavioral Expectations:

- ❖ October 21, 2024 (After Pumpkin Show Break)
- ❖ December 3, 2024 (After Thanksgiving Break)
- ❖ January 6, 2025 (After Winter Break)
- ❖ April 22, 2025 (After Spring Break)

Lesson Plans

The following pages include sample lesson plans for PBIS including: What it means to be a BRAVE, Being Prepared, Respecting Everyone, Acting Responsibly, Valuing Property, and Encouraging Others in classroom areas, non-classroom areas and events.

What Does It Mean To Be A Brave Lesson Plan - Logan Elm Local Schools (2 pages)

Skill and Critical Behavior Indicator: What does it mean to be a BRAVE and how to earn BRAVE cards/rewards

“Today we are going to talk about what it means to be a BRAVE and ways to earn BRAVE cards/rewards for positive behaviors. Let’s start with reviewing what it means to be a BRAVE by looking at our posters in our classroom. You will notice that these posters are throughout our school building. Now let’s identify ways that we can show that we are being a BRAVE while at school, during our bus rides/car rides and maybe even at home. Can someone tell us a way that we can show that we are being a BRAVE?”

Shape student responses into observable behaviors (e.g. if they say “encourage others”, ask for examples that equate to observable skills such as: including everyone, giving compliments to our peers…)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Have all appropriate belongings	Constantly forgetting your belongings
Respect Everyone	Treat everyone the way you want to be treated	Thinking only of yourself
Act Responsibly	Follow all directions	Ignoring the rules and directions at school, on the bus and at home
Value Property	Treat all property the way you want others to treat your property	Damaging property in any way
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging others to make poor choices

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I am ready to learn?
- Am I respectful if I follow the rules and directions?
- Am I responsible if I do not admit when I am wrong?
- Am I encouraging others if I cheer them on?

Assignment:

Please show this short video to introduce PBIS to your students:

<https://www.youtube.com/watch?v=Go0L2e4Dlk>

Please show the students the posters in your room that highlight what it means to be a BRAVE. Show a BRAVE Card then discuss the procedure for earning the card, the reward attached to the card, the sticker chart outside of your room and then ENCOURAGE them to be the BEST BRAVE they can be.

Classroom Recognition and staff providing BRAVE Cards to student's not in their classroom:

- ❖ Adults in the building acknowledge appropriate student behavior with a Brave Card in addition to specific verbal praise regarding the desired behavior.
- ❖ The student will then take the Brave Card and place it in the specified box in their hallway.
- ❖ The staff member in the non-classroom setting will complete a BRAVE Card for each student that they caught being a BRAVE. The BRAVE Card will then be given to the student who will be reminded to place their BRAVE Card in the classroom box.
- ❖ Each day during lunch, a designated staff member will acknowledge the students that have received a BRAVE Card in front of their peers.
- ❖ The student will then come up and get their BRAVE Card to take home along with a small token.

Bus Recognition:

- ❖ The bus drivers will complete a BRAVE Card for each student that the driver has caught being a BRAVE. The BRAVE Cards will then be given to the building administrator or to the transportation supervisor or an administrator.

Attendance Recognition:

- ❖ During each assembly, students that have demonstrated Perfect Attendance or 95% Attendance will be recognized and will receive an Attendance Certificate and backpack tag.
- ❖ Each classroom will have an attendance board. Each day that all students are present a letter will get colored in. When all of the letters have been colored the class will receive a class reward.
- ❖ Completed boards will be brought to the office to receive a new board.

Brave of the Month:

- ❖ Two students from each classroom will be nominated for Brave of the Month.
- ❖ These students will receive a certificate, a treat, a BRAG tag and will get their pictures taken for the Logan Elm website.

BUG (Bringing Up Grades) Awards:

- ❖ Beginning in the second nine-week period, staff may recognize any student that demonstrates improvements in any academic area, including SEL from the previous nine-week period
- ❖ These students will be recognized during assemblies and will receive a backpack tag

Book Machine:

- ❖ We will have a drawing at the end of the month for a student from each classroom to receive a book.
- ❖ Each grade level will determine what goal the students must achieve in order to get a book as an incentive. Example - Complete 25 of the 30 activities on your Homework Board.

Scratch Boards:

- ❖ Each time that a student gets a Brave Card during the 3rd nine-week period, they will receive a ticket. Students will collect their tickets to turn in for various prizes. Example 10 tickets receive a pencil.
- ❖ Tickets will be turned into the secretaries to receive the prizes.

Send Home:

Please send home a copy of the PBIS School-Wide Matrix, a copy of the home matrix (along with the home matrix explanation) and a PBIS brochure with each student.

Review the key behaviors periodically throughout the year of ways to be a BRAVE and ways to earn a BRAVE Card.

Be a BRAVE on the Bus Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE on the bus

“Today we are going to talk about ways to be a BRAVE on the bus. What are some ways that we can be a BRAVE while getting on the bus to come to school, during our bus ride and while getting off of the bus to go home?”

Shape student responses into observable behaviors (e.g. if they say “to be ready”, ask for examples of being ready that equate to observable skills such as: having shoes on, having bookbags on...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Bus that show that we are NOT being a BRAVE:
Be Prepared	Have all appropriate belongings	Making the driver wait on you are your house
Respect Everyone	Follow driver directions, speak nicely, respect everyone	Ignoring the driver when they ask you to follow the bus rules
Act Responsibly	Wait patiently in bus area, listen to all adults, speak quietly	Yelling across the bus to a friend
Value Property	Report any vandalism to your driver	Drawing on the bus seat
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging your friends to stand up on the bus

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I have my bookbag ready and on my back?
- Am I respectful if I follow the bus driver's directions?
- Am I responsible if I am yelling on the bus?
- Am I encouraging others if I help them make good choices on the bus ride?

Assignment:

Demonstrations: We are going to go to the bus line where I am going to show you some ways of being a good BRAVE while waiting on the bus or adult pick-up line. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Classroom Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the classroom

“Today we are going to talk about ways to be a BRAVE in the classroom. What are some ways that we can be a BRAVE in our classroom?”

Shape student responses into observable behaviors (e.g. if they say “to be good”, ask for examples of what being good means that equates to observable skills such as: following the teachers directions, raising our hands...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Have all materials needed for class	Constantly asking to borrow a pencil
Respect Everyone	Listen to adults the first time	Ignoring the adult when they ask you to follow the classroom rules
Act Responsibly	Follow all classroom goals and listen to the adults	Yelling out answers in class
Value Property	Keep track of your belongings and respect the property of others and self	Leaving your chromebook on the floor where it can be stepped on
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging your friends to talk when the adult in the room is talking

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I have my chromebook charged and ready for learning?
- Am I respectful if I speak quietly with the teacher's permission?
- Am I responsible if I leave class without permission?
- Am I encouraging others if I tell them they did a good job with reading out loud?

Assignment:

Demonstrations: We are going to focus on our classroom where I am going to show you some ways of being a good BRAVE while being in the cafeteria. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Cafeteria Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the cafeteria

“Today we are going to talk about ways to be a BRAVE in the cafeteria. What are some ways that we can be a BRAVE while we are in the cafeteria?”

Shape student responses into observable behaviors (e.g. if they say “use manners”, ask for examples of using manners that equate to observable skills such as: having quiet voices, cleaning up your space...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Know your lunch number or have your lunch box	Forgetting my milk when I go thru the lunch line
Respect Everyone	Use manners, respect everyone and respect personal space	Yelling across the cafeteria to a friend
Act Responsibly	Follow cafeteria expectations, only talk to your neighbors and listen to adults	Leaving my trash on the floor
Value Property	Clean up after yourself and report messes to an adult	Not telling an adult that you spilled your drink
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging your friends to wrestle in the lunch line

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I forget my lunch box in the classroom?
- Am I respectful if I talk quietly in the cafeteria?
- Am I responsible if I clean up my mess?
- Am I encouraging others if I help them clean up a spilled drink?

Assignment:

Demonstrations: We are going to go to the cafeteria where I am going to show you some ways of being a good BRAVE while being in the cafeteria. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Restroom Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the restroom

“Today we are going to talk about ways to be a BRAVE in the restroom. What are some ways that we can be a BRAVE while being in the restroom?”

Shape student responses into observable behaviors (e.g. if they say “don’t goof around”, ask for examples of examples that equate to observable skills such as: use the restroom, wash your hands, then leave in a timely manner...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Use given opportunities for restroom use	Needing frequent restroom breaks during class
Respect Everyone	Allow privacy of others and yourself	Not washing your hands
Act Responsibly	Flush the toilet, wash your hands and get out in a timely manner	Taking a long time in the restroom to play around with a friend
Value Property	Report any vandalism to an adult, report messes and use facilities properly	Throwing paper towels on the floor
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging your friends to stay in the restroom to play around

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I use the restroom during class breaks?
- Am I respectful if I hold the bathroom door open for my peers?
- Am I responsible if I do not flush the toilet?
- Am I encouraging others if I help them make good choices in the restroom?

Assignment:

Demonstrations: We are going to go to the restroom where I am going to show you some ways of being a good BRAVE while being in that location. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE during Transitions Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE during transitions in between classes

“Today we are going to talk about ways to be a BRAVE while we move to other locations throughout our school. What are some ways that we can be a BRAVE while being in the hallways?”

Shape student responses into observable behaviors (e.g. if they say to “be respectful”, ask for examples that equate to observable skills such as: inside voices, walking...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Know procedures and expectations without reminders, keep silent during practice drills/ transitions	Not paying attention when the adult is giving instructions
Respect Everyone	Follow adult directions the 1st time and walk quietly so others can learn	Touching everyone in line
Act Responsibly	Stay to the right, walk directly to the appropriate destination and stay silent during drills	Going to the restroom when you are supposed to go to the office
Value Property	Keep all areas free of trash and litter	Tearing pictures off the wall in the hall
Encourage Others	Encourage everyone to be the best BRAVE they can be	Encouraging your friends to laugh in the hallways

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I understand the directions provided by an adult during transitions?
- Am I respectful if I start singing on the way to art class?
- Am I responsible if I walk in a straight line?
- Am I encouraging others if I help them make good choices during a fire drill?

Assignment:

Demonstrations: We are going to go to another location where I am going to show you some ways of being a good BRAVE while moving to that location. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE on the Playground Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE on the playground

“Today we are going to talk about ways to be a BRAVE on the playground. What are some ways that we can be a BRAVE while playing on the playground?”

Shape student responses into observable behaviors (e.g. if they say “to be safe”, ask for examples of being safe that equate to observable skills such as: taking turns, having safe hands and feet...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Dress appropriately (gloves, hats, etc.)	Forgetting your hat at home on a cold day
Respect Everyone	Treat others as you want to be treated, find a friend, make a friend	Jumping in front of your peer at the line to the slide
Act Responsibly	Use equipment as intended and respect playground boundaries	Throwing rocks
Value Property	Use equipment as intended, report trash and report any vandalism	Throwing trash under the slide
Encourage Others	Encourage everyone to be the best BRAVE they can be	Leaving out one of your classmates during recess

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I forget my jacket on the playground when we come inside from recess?
- Am I respectful if I follow the adult's directions on the playground when it is blacktop only?
- Am I responsible if I find an adult when my friend gets hurt at recess?
- Am I encouraging others if I ask the new student to play?

Assignment:

Demonstrations: We are going to go to the playground where I am going to show you some ways of being a good BRAVE while being at recess. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE during an Assembly Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE during an assembly

“Today we are going to talk about ways to be a BRAVE during an assembly. What are some ways that we can be a BRAVE while being at an assembly?”

Shape student responses into observable behaviors (e.g. if they say to “be respectful”, ask for examples that equate to observable skills such as: listening with our whole body, sitting still...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Be Prepared	Report to designated area and watch for adult signals	Getting lost from your class when walking to an assembly
Respect Everyone	Listen and watch with your whole body and applaud appropriately	Kicking the student in front of you while you are swinging you feet
Act Responsibly	Remain seated and quiet and be alert for adult signals	Clapping loudly when the adult is speaking
Value Property	Respect all property	Tearing up your peer’s certificate that they earned for being a BRAVE
Encourage Others	Encourage everyone to be the best BRAVE they can be	Being mean to a friend because you are jealous that they got an award that you wanted

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I know where I am supposed to go during an assembly?
- Am I encouraging others if I do not clap for them when they get an award?
- Am I respectful if I sit quietly and listen to the presenter?
- Am I responsible if I watch my teacher give a signal to leave and I follow the signal?

Assignment:

Demonstrations: We are going to go to the area where we have assemblies at our school and I am going to show you some ways of being a good BRAVE while being in an assembly. I want you to watch and tell if I am being a good BRAVE. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

System for Reinforcing Positive Behavior

Classroom Recognition and staff providing BRAVE Cards to students not in their classroom:

- ❖ Adults in the building acknowledge appropriate student behavior with a Brave Card in addition to specific verbal praise regarding the desired behavior.
- ❖ The student will then take the Brave Card and place it in the specified box in their classroom.
- ❖ The staff member in the non-classroom setting will complete a BRAVE Card for each student that they caught being a BRAVE. The BRAVE Card will then be given to the student who will be reminded to place their BRAVE Card in the classroom box.
- ❖ Each day during lunch, a designated staff member will acknowledge the students that have received a BRAVE Card in front of their peers.
- ❖ The student will then come up and get their BRAVE Card to take home along with a small token.

Bus Recognition:

- ❖ The bus drivers will complete a BRAVE Card for each student that the driver has caught being a BRAVE. The BRAVE Cards will then be given to the building administrator or to the transportation supervisor or an administrator.

Attendance Recognition:

- ❖ During each assembly, students that have demonstrated Perfect Attendance or 95% Attendance will be recognized and will receive an Attendance Certificate and backpack tag.
- ❖ Each classroom will have an attendance board. Each day that all students are present a letter will get colored in. When all of the letters have been colored the class will receive a reward.
- ❖ Completed boards will be brought to the office to receive a new board.

Brave of the Month:

- ❖ Two students from each classroom will be nominated for Brave of the Month.
- ❖ These students will receive a certificate, a treat, a BRAG tag and will get their pictures taken for the Logan Elm website.

BUG (Bringing Up Grades) Awards:

- ❖ Beginning in the second nine-week period, staff may recognize any student that demonstrates improvements in any academic area, including SEL from the previous nine-week period
- ❖ These students will be recognized during assemblies and will receive a backpack tag

Book Machine:

- ❖ We will have a drawing at the end of the month for a student from each classroom to receive a book.
- ❖ Each grade level will determine what goal the students must achieve in order to get a book as an incentive. Example - Complete 25 of the 30 activities on your Homework Board.

Scratch Boards:

- ❖ Each time that a student gets a Brave Card during the 3rd nine-week period, they will receive a ticket. Students will collect their tickets to receive various prizes. Example - 10 tickets will get a pencil.
- ❖ Tickets will be turned into the secretaries to receive their prizes..

Quarterly PBIS Recognition

The quarterly PBIS recognition is a great way to:

- ❖ Celebrate individual and group achievements
- ❖ Allow students to perform mini-skits about the appropriate expectations
- ❖ Acknowledge improvements in student behavior
- ❖ Invite parents to join the celebration!

Menu of Rewards

Pencil
Stickers
Backpack tags
Candy
Pencil toppers
BRAVE Card
Bracelets
Hoodies
T-Shirts
LE Cups
Certificates

The continuum of strategies to acknowledge behavior:

Free & Frequent

Verbal Praise
Smile
High Five
Thumbs Up
Home Notes

Intermittent

Token Economy
Phone Calls
Special Privileges
Computer Time
Lunch with Staff

Strong/Long Term

Field Trip
Special Project
Recognition
Assembly Recognition
Honor Roll

Additional rewards:

<https://www.pbisrewards.com/pbis-incentives/>

<https://docs.google.com/document/d/1n30zZwO6sTg6J1tP81OG5uirusCcDjKNIjvZt2bcqWc/edit>

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing correction is:

- ❖ Calm
- ❖ Consistent
- ❖ Brief
- ❖ Immediate
- ❖ Respectful

The continuum of strategies to respond to inappropriate behavior:

Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish the task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Additional interventions:

<https://www.pbisworld.com/>

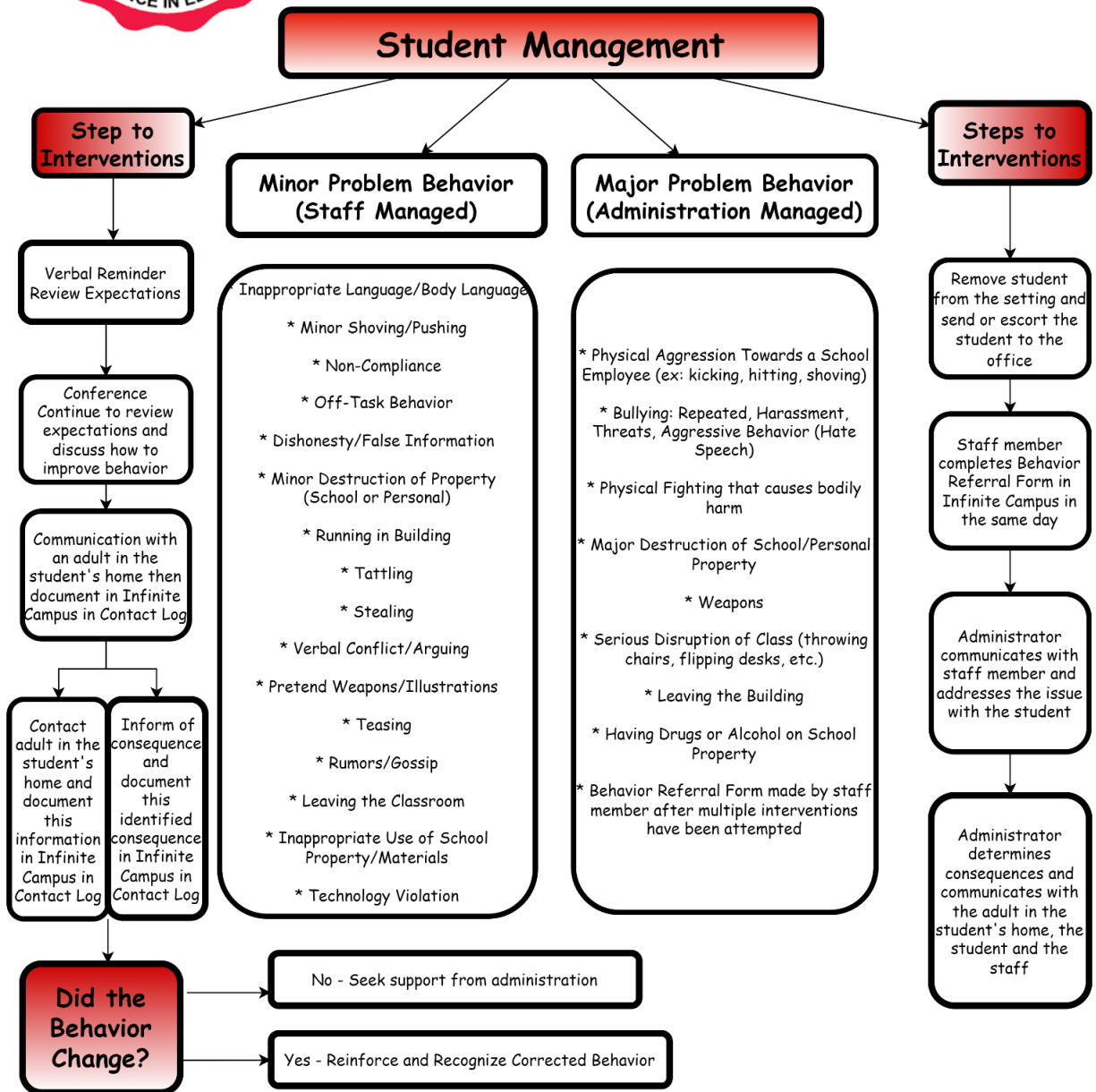
<https://www.interventioncentral.org/>

Logan Elm Local Elementary Schools

Goal: Students in Class Learning



BE A BRAVE



Documenting in Infinite Campus

Documenting a Behavior for Record Purposes or Documenting Contact with Guardian:

1. Go to Main Menu
2. Select Student Information
3. Go to PLP and Select PLP Contact Log
4. Select the student that you want to document
5. Select New
6. Complete: Date, Time, Contact Type, Contact (the person you spoke with) and Details of the information you want to document
7. Select Save

Behavior Referral to Administration:

1. Go to the Main Menu
2. Select Behavior Office
3. Select Behavior Referral
4. Select New
5. Enter Incident Information:
 - a. Alignment (should be "Discipline")
 - b. Date of the Actual Incident
 - c. Time of Incident
 - d. Title (Type the student's first and last name followed by a simple description word: fighting, profanity, vaping, disruption, etc.).
 - e. Context - drop down box only (choose the most appropriate option)
 - f. Location - choose the most appropriate option
 - g. Building IRN - DO NOT WORRY ABOUT COMPLETING THIS BOX
 - h. Details, give as many details as possible at that time.
6. Notify - select the person that you want this referral to go to (Administrator of your building - if you have more than one administrator you may select **one** of them or **both** of them depending on the need)
7. Add Event/Participant
 - a. Event Type - choose the most appropriate option
 - b. Event Name (type student last name, first name)
 - c. Multiple participants may be added (another offender, witness, staff, etc.)
8. Select Save Draft
9. Submit - You should receive an email immediately when you submit a referral

LOGAN ELM ELEMENTARY

DISCIPLINE – CODE OF CONDUCT

All discipline and sequence of actions is at the discretion of Administration

Discipline is necessary throughout every phase of our lives. Discipline must be understood by staff, students, parents and community volunteers in order for the best possible climate to exist for learning and growing to take place.

It is our philosophy that the discipline code must be administered when any individual's actions interfere with the right of the teachers to teach and students to learn.

A student's rights in disciplinary matters is protected by due process procedures and the appeals process to the principal or superintendent.

Below is the Discipline Code of Conduct. Violations and possible actions are listed; however, this list is not intended to be all-inclusive. Students may be disciplined or suspended for violations as follows:

<i>VIOLATION</i>	<i>ACTION TAKEN</i>
<i>Any behavior that disrupts the educational process</i>	<i>Removal from class, noon detention, Alternative discipline/emergency removal</i>
<i>Refusal to follow disciplinary request</i>	<i>Referral to office, detention, Alternative discipline/emergency removal</i>
<i>Improper language, obscene gestures, unacceptable Behavior</i>	<i>Detention, Alternative discipline/emergency removal</i>
<i>Bus Misbehavior</i>	<i>Warning, detention, transportation suspension, emergency removal</i>
<i>Smoking Vaping, Possession of Tobacco Products</i>	<i>District policy applied.</i>
<i>Unexcused tardiness to school</i>	<i>1st offense - warning</i>
<i>Excessive early dismissals</i>	<i>2nd offense – detention and/or referral to court Each successive – referral to court authorities</i>
<i>Disrespect, insalence, insubordination</i>	<i>Referral to office, detention, Alternative discipline/emergency removal</i>
<i>Firearms, knives, other dangerous weapons or "look-alike" weapons</i>	<i>Alternative discipline/suspension, expulsion, referral to authorities</i>

LOGAN ELM ELEMENTARY

DISCIPLINE – CODE OF CONDUCT

All discipline and sequence of actions is at the discretion of Administration

Discipline is necessary throughout every phase of our lives. Discipline must be understood by staff, students, parents and community volunteers in order for the best possible climate to exist for learning and growing to take place.

It is our philosophy that the discipline code must be administered when any individual's actions interfere with the right of the teachers to teach and students to learn.

A student's rights in disciplinary matters is protected by due process procedures and the appeals process to the principal or superintendent.

Below is the Discipline Code of Conduct. Violations and possible actions are listed; however, this list is not intended to be all-inclusive. Students may be disciplined or suspended for violations as follows:

<i>VIOLATION</i>	<i>ACTION TAKEN</i>
<i>Any behavior that disrupts the educational process</i>	<i>Removal from class, noon detention, Alternative discipline/emergency removal</i>
<i>Refusal to follow disciplinary request</i>	<i>Referral to office, detention, Alternative discipline/emergency removal</i>
<i>Improper language, obscene gestures, unacceptable Behavior</i>	<i>Detention, Alternative discipline/emergency removal</i>
<i>Bus Misbehavior</i>	<i>Warning, detention, transportation suspension, emergency removal</i>
<i>Smoking Vaping, Possession of Tobacco Products</i>	<i>District policy applied.</i>
<i>Unexcused tardiness to school</i>	<i>1st offense - warning</i>
<i>Excessive early dismissals</i>	<i>2nd offense -- detention and/or referral to court Each successive -- referral to court authorities</i>
<i>Disrespect, Insolence, Insubordination</i>	<i>Referral to office, detention, Alternative discipline/emergency removal</i>
<i>Firearms, knives, other dangerous weapons or "look-alike" weapons</i>	<i>Alternative discipline/suspension, expulsion, referral to authorities</i>
<i>Assault</i>	<i>Alternative discipline/ suspension, expulsion</i>

Fighting	1st offense – 3-4 days, noon detention 2nd offense – 5 days' noon detention or Alternative discipline/emergency removal Each successive- Alternative discipline/emergency removal
Threatening, harassing, intimidating students	Detention, Alternative discipline/emergency removal, expulsion
Possession or use of fireworks, smoke bombs	Alternative discipline/suspension
Unauthorized use of fire	Alternative discipline/emergency removal, expulsion, referral to authorities/restitution
Inappropriate displays of affection	Referral to office, detention
Unauthorized sales or distribution of any products without consent of administration	1st Offense – Warning, confiscation Each successive – Alternative discipline/emergency removal
Vandalism	Work assigned – Detention, restitution, Alternative discipline/emergency removal
Stealing school or private property	Detention, Alternative discipline/emergency removal restitution, referral to appropriate agency
Leaving school without permission	1st Offense- Detention Each successive – Alternative discipline/emergency removal
Truancy, Excessive absenteeism, Tardies, Early Dismissals	Follow HB410 Guidelines
Forgery of school correspondence	Detention, Alternative discipline/emergency removal
Cheating	Failure of lesson involved, reduced grade, detention
Assaulting or threatening a staff member	Alternative discipline/suspension
Verbal or physical harassment of teachers or staff members on/off school grounds at any time	Detention/Suspension/Expulsion
Use, evidence of use, sale, or possession of alcohol, marijuana, illicit drugs, stimulants, mood altering substances or counterfeit drugs at school	Enforcement of school drug policy, Alternative discipline/suspension, expulsion, referral to police or other agency for referral

<i>Severe clause, continued disciplinary problems, violation of the Code of Conduct where other measures have failed</i>	<i>Alternative discipline/suspension, expulsion, charges filed</i>
<i>Failure to use computers in a responsible, ethical or legal manner</i>	<i>Denied use of computer services, detention, Alternative discipline/suspension/expulsion</i>
<i>Sexual harassment</i>	<i>Warning, detention, Alternative discipline/suspension</i>
<i>Possession of toys, electronic devices</i>	<i>Confiscation of property, detention/Parent meeting to return item</i>
<i>Possession of candy, gum, other foods outside of the cafeteria, beverages other than water</i>	<i>Warning, detention, confiscation of items</i>
<i>Unauthorized cell phone use</i>	<i>Confiscate, detention, alternative discipline, emergency removal. Parent meeting to return cell phone</i>
<i>Fighting, swearing, stealing, vandalism, possession of tobacco or controlled substances, or possession of weapons are examples of severe unacceptable behavior and will be immediately referred to the principal for disciplinary action.</i>	
<i>Emergency Removal is limited to "rest of day" for K-3 students. Students will be permitted to return to school the next day school is in session. A hearing must be held within (one) 1 school day.</i>	

Logan Elm Local Schools Reflective Interview

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Interviewing Staff: _____

1. What did you do? (Start with "I" and be as specific as you can.)

2. How did your actions affect other students and/or adults?

3. What did you want and why?

4. Did you get what you wanted; why or why not?

5. How could you have done this differently?

6. What is your next step and how will you handle it appropriately?

Systemic Supervision and Monitoring

- ❖ **Be Active**
 - Moving
 - Scanning
- ❖ **Be Positive**
 - Connect
 - Reinforce Positive Behavior
 - 4:1; At least four positive interactions for every one corrective/negative interaction
- ❖ **Respond to Problems**
 - Recognize (rules, procedures and trouble spots)
 - Correct
- ❖ **Communicate with everyone!**
 - Clear Expectations

Scan, Move, Interact

- ❖ **Tips for Scanning**
 - Be seen
 - Observe all students on a regular basis
 - Look and listen for signs of a problem
- ❖ **Tips for Movement**
 - Constant movement making your presence known and obvious
 - Recognize your proximity to students with more frequent proximity to students requiring extra support
 - Target problem areas
- ❖ **Tips for Interacting**
 - Positive contacts with positive reinforcement
 - Use a friendly, helpful and open demeanor
 - Be proactive
 - Immediate, delivered at high rates and used consistently

2023-2024 LEES PBIS Yearly Data Totals

Attendance/Behavior/Brave Bucks Data:

Month	Overall Student Attendance Rate	Behavior Referrals by Number of Students	Brave Bucks Distributed
Sept. 23'	94.96	12	3100
Oct. 23'	94.05	7	1150
Nov. 23'	92.93	5	1025
Dec. 23'	92.95	4	400
Jan. 24'	93.10	4	875
Feb. 24'	93.00	7	650
Mar. 24'	93.04	5	800
Average Totals for the Year	93.43%	6	1143

Logan Elm Elementary Brave Card

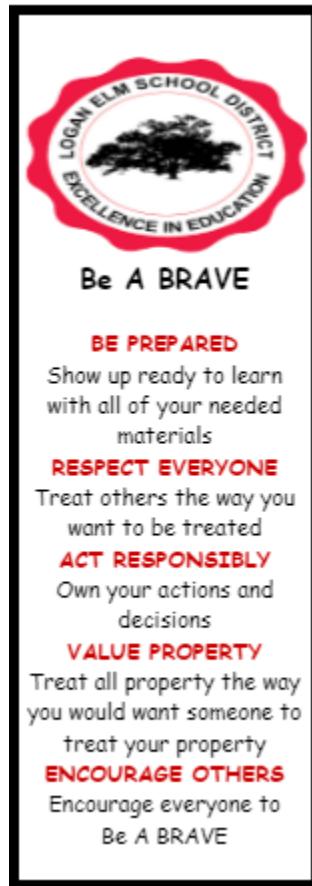
#BeaBrave

_____ caught _____ being a BRAVE
at Logan Elm! Homeroom _____ Date _____

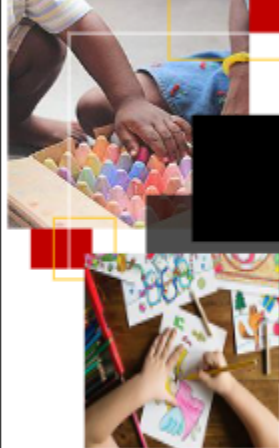
- B-Be Prepared
- R-Respect Everyone
- A-Act Responsibly
- V-Value Property
- E-Encourage Others



Logan Elm Elementary School's Brave Bookmark



Logan Elm Elementary's PBIS Brochure

What can you do to help your student demonstrate BRAVE behavior? ❖ Review BRAVE expectations with your student. Everyday ask your student about her/his day at school. ❖ Make sure your student is ready every day. Ensure a good night's sleep. ❖ Provide a quiet space for your student to practice school skills. ❖ Keep in touch with your student's teacher(s). ❖ Encourage your student to use appropriate language and tone. ❖ Practice positive phrases with your student such as, "Thank you", "Please", "Excuse me", and "I'm sorry". ❖ Be a visible part of your student's school day. Attend PTO Meetings, Parent Teacher Conferences, and other school activities as your schedule allows.	Logan Elm Local School's Guide to PBIS Positive Behavior Intervention and Supports 	 Logan Elm Elementary School 9511 Tarlton Road Circleville, Ohio 43113 740-474-3877
---	---	---

 Logan Elm Brave Behavior Expectations Are: Be Prepared Respect Everyone Act Responsibly Value Property Encourage Others	What is PBIS? Positive Behavior Intervention and Supports (PBIS) is a research based framework for teaching and supporting positive behaviors for ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The benefits of implementing PBIS include: ❖ Fewer behavior issues ❖ More instructional time ❖ Better attendance for student success 	 BRAVE Cards BRAVE Cards are a recognition system used to acknowledge students who demonstrate BRAVE expectations, as well as those that go above and beyond, during each school day. Students who are caught following BRAVE expectations receive a BRAVE Card, a reward and verbal praise to acknowledge the desired behavior. #BeaBrave _____ caught _____ being a BRAVE at Logan Elm! Homeroom _____ Date: _____ • B-Be Prepared • R-Respect Everyone • A-Act Responsibly • V-Value Property • E-Encourage Others
---	--	--