



# NEW PROVIDENCE MIDDLE SCHOOL

SEPTEMBER 7<sup>TH</sup> – 10<sup>TH</sup>

SCHEDULE AND  
INSTRUCTIONAL PROGRAM

*That's How We Roll*



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## **New Providence Middle School Positive Behavior Support in School Project**

Since the beginning of 2009-2010 school year, a group of our staff members have begun the process of implementing Positive Behaviors Support in Schools (PBSIS) project, a partnership between the New Jersey Department of Education and the Elizabeth M. Boggs Center of Robert Wood Johnson Medical School. The purpose of the project is to help our school create a positive learning environment that will lead to decreased discipline problems and increased opportunities for student learning. We have spent the past year planning our school wide initiative that will be implemented in September 2010. We look forward to and hope for outstanding results!

Our school theme, "Respect, Responsibility, and Readiness" ..... "That's how we roll" identifies our schools expectations and values. Further, we have defined the meaning of good behavior in ways that exemplify those expectations for all areas of our school, especially those areas in which there is more student independence (e.g. cafeteria, classroom, hallways, bathrooms, and arrival/dismissal areas).

This school year, at the beginning of September, we will teach our students our behavioral expectations and, throughout the year, we will recognize those students who live up to the goals and expectations of the program. As we proceed, it is our hope that parents will ask their children, "what kind of a student does NPMS expect you to be?" and "what happens when a staff member observes you following the expectations of NPMS?"

By establishing and teaching behavioral expectations and recognizing appropriate social behavior, we will provide a common language for everyone in our building. Not only students and teachers but also secretaries, custodial staff, paraprofessionals, and parents will share this common language as well. We believe that by helping students practice good behavior, we will build a productive school community where all children can learn and grow.

We welcome your input and involvement. Please call, write, or email us at school if you have questions or seek further information. Thank you for your continuous support.

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# Respect, Responsibility, Readiness Committee

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The NPMS Respect, Responsibility, Readiness Committee developed the following plan to improve school climate and enhance social skills and academic progress. The goal of the committee was to develop a program based on research-based strategies that would instill appropriate behaviors in students through teaching, modeling and reinforcing expected behaviors. It is the hope of all the committee members that this booklet will provide you with ideas and information about the plan....that it will enhance your own style of supporting school-wide discipline at NPMS.

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## Positive Behavior Support In Schools

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School Wide Positive Behavior Support is not just another initiative. It is a lifelong change in how schools plan for and deal with discipline and problem behaviors. Over a thousand schools across the country have been successfully using School Wide Positive Behavior Support to reduce occurrences of discipline and problem behavior. Schools in states such as New York, New Jersey, Illinois, Pennsylvania, Oregon, Alabama, and many others have seen dramatic improvements in overall discipline and behavior problems as a result of using this approach

### How can School Wide Positive Behavior Support impact our School?

- Improvements in overall building climate
- Reduction in office discipline referrals and suspensions for students school-wide
- Reduction in the number of students who receive repeated office discipline referrals
- Reduction in the number of students referred for special education services,
- Increase in the number of students with disabilities and challenging behaviors who are successful in general education settings.

### What is School Wide Positive Behavior Support?

- A systems approach to creating school environments that foster pro-social student behavior
- A process for using relevant and practical data to assess building priorities with regard to behavior and discipline problems.
- A practical and positive approach to identifying and reducing behavior problems
- A flexible and adaptable process that uses a multi-level approach to intervention development.

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# *"Respect, Responsibility, Readiness"*

## **Behavioral Guidelines**

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### **Arrival/Dismissal**

- Enter school at your scheduled time
- Keep travel lane and doorways clear
- Keep hands, feet, and objects to self
- Respect property
- Go straight home after dismissal

### **Bathrooms**

- You must have a pass
- Use facilities quickly and wash your hands
- Keep walls, sinks, and floors clean
- Return to class quickly and quietly

### **Cafeteria**

- Enter and leave calmly and quietly
- Wait your turn in line
- Use good manners
- Clean up your area
- Remain seated until dismissal

### **Classroom**

- Arrive to class on-time
- Be prepared and be ready to learn
- Submit your best work
- Be an active learner

### **Hallways**

- Walk to the right
- Keep hands, feet, objects, to self
- Use a polite and quiet voice
- Go directly to your destination

### **Library/Information Center**

- Come Prepared to work
- Be respectful to fellow students and teachers
- Use library resources and technology responsibly
- Be an active learner

# Recognition Plan

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**Title:**        ***“Respect, Responsibility, Readiness...This is how we roll”***

**Recognition Ticket**        **Bulldog Bucks**

**Contact Person**         **Gina M. Hansen, Principal**

**Dissemination**        Bulldog Bucks are distributed to students in any school wide location or classroom when a student is “caught” demonstrating a school wide rule or expectation. Staff should distribute a minimum of 25 bulldog bucks per week. All staff members will distribute bulldog bucks across all grade levels and school activities.

- **Staff members should sign the reward before giving it to the student.**

**Student Requirement**        Student will be responsible for signing their bulldog bucks and placing them in the Dog House in the cafeteria.

## **Awards**

### **Weekly Awards**

- During lunch, students will place BULLDOG BUCKS in Dog House in the cafeteria.
- Each Friday during lunch, two tickets from each grade level will be drawn. Winners are announced and will receive their prize.

### **Monthly Awards**

- Each month, one student from each grade will be drawn for a big prize.

### **Milestone Awards**

- The entire school receives a recognition for accumulating a benchmark number BULLDOG BUCKS.

### **Student Weekly Award Ideas**

- Fast pass for lunch – *Go to the front of the line*
- Free cafeteria lunch
- Change your lunchtime for a day
- Snack pass
- No change for a day for PE pass
- Playing cards

- Study Hall lounge for iPods
- Homework pass or extra credit points
- Have lunch with your favorite teacher
- Lunch outside with friends
- Leave lunch 2 minutes early for class
- One excused late pass to class or school
- Go to locker 5 minutes early at the end of the day.
- Lunch from an outside venue (e.g., McDonalds, Coppola's, Subway)
- Make sundaes with three friends
- Choose the school spirit day
- Choose your own study hall/homeroom day
- Gift certificate to school store
- Wild Card: Choose your own

### **Staff Rewards**

- Parking space in circle
- Gift Cards (Dunkin Donuts, Friendly's, Subway, Coppola's, Gas Card)
- Teacher's luncheon/breakfast (once a month)
- Free 9<sup>th</sup> period
- Shout-out over the P.A. System
- Free from homeroom & lunch duty
- Homemade dinner from the Principal
- Homemade desserts
- Fast Pass photo copies (use of photo copying machine in main office)(pick a day)
- Send a student to assist the principal
- Switch your lunch for the day
- Leave at the bell day
- Other (Let us know if you have any other ideas)

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# Recognition Ticket

*Bulldog Bucks*  
Respect • Responsibility • Readiness

To: \_\_\_\_\_

Staff: \_\_\_\_\_

*That's how we roll . . . . .*



Dear Frontline Middle School

## Suggestions and ideas for handing out tickets!

Helping a staff member	Walking quietly though the hallways	Raising hand to be called upon by the staff member	Listening to a speaker quietly
Dealing with upsetting or frustrating situations appropriately	Working quietly on a difficult task	Holding the door for others	Using computers, laptops, textbooks and other materials appropriately
Working on a task appropriately	Helping another student	Cleaning up the classroom	Using time wisely
Getting started on an assignment quickly	Being on time	Working appropriately in a group	Helping another student understand work after absence
Walking appropriately in the hallway	Getting assignment information independently after an absence	Keeping hands and feet to themselves in the hallways	Speaking politely to another student or staff member
Entering or exiting the auditorium appropriately	Congratulating a student who received a good grade or won a contest	Throwing out the garbage in the cafeteria	Being prepared for class
Following directions given by all staff	Having homework written in your agenda	Using respectful language	Respecting the rights of others
Submitting class work, projects, and homework assignments on time	Entering and leaving the classroom quietly	Staying to the Right when walking through the hallways	Sharing an opinion respectfully

Any outstanding behavior	Being a good role model	Helping new students	Volunteers their own time to help others
Having agenda in hallway	Inviting students to sit with you at lunch	Assisting a substitute teacher	Being helpful to others
Throwing out or recycling garbage in the cafeteria	Turning in an assignment on time	Using respectful language when they are upset	Entering offices appropriately
Walking appropriately in the hallway	Using time wisely	Indicating a difference of opinion in a respectful way	Entering/leaving a classroom quietly
Entering or exiting the auditorium appropriately	Transitioning smoothly	Throwing out the garbage in the cafeteria	Being prepared for class
Following directions given by all staff	Cleaning up their workspace	Using respectful language	Respecting the rights of others
Following a teacher direction	Have all materials for class	Using an inside voice in the hallway	Keeping his/her hands to themselves when walking in hallway

## DAY 1 Special Schedule Overview September 7, 2010

<b>Schedule for Instructional Event</b>	
7:50AM	<b>All teachers report to auditorium</b>
7:55 – 8:35	-All students sit in the auditorium by homeroom with homeroom teacher and color teams; look for signs. -Welcome from Mrs. Hansen ; teacher introduction; review 3-Rs, Welcome Video, School Procedures, Reporting Bullying, Finding Support, ie. Counselors, Nurse, etc.
8:40 – 9:00	7 <sup>th</sup> graders move to homeroom classrooms where they will receive their schedule and locker combination. (See 7 <sup>th</sup> and 8 <sup>th</sup> grade homeroom directions on page 11) 8 <sup>th</sup> graders remain in auditorium where homeroom teacher will pass out their schedule, locker combination, and divide their homeroom into groups after Mrs. Hansen speaks to the 8 <sup>th</sup> graders. They will be given time later to go to check their lockers. (approx. 8:50am). They will be told to report to homeroom to meet their partner team @ 8:59am)
9:00 – 9:55	8 <sup>th</sup> graders join their 7 <sup>th</sup> grade partner team in their assigned homeroom classroom. (refer to homeroom directions page 12) Each room will have an 8th grade and 7th grade team. BRIEFLY: explain that you will be on a school team made up of two 7th grade and two 8th grade homerooms. The 7th and 8th students that are here will be partnered up for the school year and will meet intermittently. Students meet with their buddies to discuss concerns and issues. Review schedule (Have 8th graders help 7th graders) Explain the Rewards System Ice-Breakers
10:00-11:30	Rewards System and three lessons. Each partner team will cover 3 instructional lessons. (See attached rotation schedule. Follow attached Homeroom/Instructional Lesson Plans pages 18-32)
11:30-12:30	Pasta Lunch with Partner Homeroom on Middle School Knoll weather permitting. Recess in the field.
12:30-12:38	Travel time; locker time; find classes, etc.
12:38 - 12:48	Period 1
12:52 - 1:02	Period 2
1:06 - 1:16	Period 3
1:20 - 1:30	Period 4
1:34 - 1:44	Period 5 – Pass Out Folders
1:48 - 1:58	Period 6
2:02 - 2:12	Period 7
2:16 - 2:26	Period 8
2:30 - 2:40	Period 9

**Day 1 -Tuesday, September 7, 2010**  
**7<sup>th</sup> and 8<sup>th</sup> grade Homeroom Directions**

**7:50AM - 8:35AM: Auditorium (ALL TEACHERS AND SUPPORT STAFF)**

1. Meet your homeroom in the auditorium. Make sure you stand by your colored sign and greet students.
2. General Meeting conducted by Mrs. Hansen.

**8:40AM - 9:00AM: 7<sup>th</sup> grade Homeroom Classroom – 8<sup>th</sup> grade stays in auditorium**

1. Inform students that the 8<sup>th</sup> graders will be joining the 7<sup>th</sup> grade homeroom at 9:00 (your partner homeroom). Divide homeroom into small groups.
2. Pass out schedules to students. Each student's locker combination and number is located at the bottom of their schedule.
3. Review the directions of opening a locker with students, which is provided in a separate handout.
4. 7<sup>th</sup> grade homeroom teachers: Take students to their lockers and make sure all students can open them. If there are any issues, have students fill out a blue "Locker Assistance Form" and hand it to the homeroom teacher. Homeroom teachers should send a student to the MS Office and place it in the labeled box in the main office. Someone will get back to the student as soon as the problem is fixed. (8<sup>th</sup> graders will complete their program in the auditorium then be dismissed to lockers approximately 8:50am).
5. Once lockers are complete, have all 7<sup>th</sup> grade students fold the bottom of their schedules underneath to cover their locker combinations because the 8<sup>th</sup> graders will be helping them read their schedules.
6. Make sure all students are back in homeroom by 8:50am.
7. Students should be sitting in their small groups anticipating the arrival of the 8<sup>th</sup> graders.

**Day 1 -Tuesday, September 7, 2010**  
**7<sup>th</sup> and 8<sup>th</sup> Grade Homeroom Directions**

**9:00AM - 9:55AM: Homeroom Classroom**

1. At this time, 8<sup>th</sup> grade students will be joining their 7<sup>th</sup> grade partner team in homeroom. Put 7<sup>th</sup> and 8<sup>th</sup> grade students into small groups and have 8<sup>th</sup> graders help the 7<sup>th</sup> graders read their schedules. Make sure 7<sup>th</sup> grade locker combinations are covered. **Remind students to keep combinations private.**
2. Pass out a school map and a bell schedule sheet to all students.  
Once this is complete:
3. **BRIEFLY:** Explain that you will be on a School Team made up of two 7th Grade homerooms and two 8th Grade homerooms. The 7th and 8th graders that are here will be Partner Homerooms for the school year and will meet intermittently. In addition, you will meet with a Grade Team. More info about your teams will be discussed tomorrow. Use the ice breaker activity below for the remainder of the time:

Ice Breaker – (suggestion) **Two Facts and a Fib**

**Directions:** Students come up with two things about themselves that are true and then one thing that is false. In a large group the student shares and the group tries to determine which one is the lie. Teacher should model first.

4. Students discuss concerns and issues.

**Day 1 -Tuesday, September 7, 2010**  
**7<sup>th</sup> and 8<sup>th</sup> Grade Homeroom Directions**

**10:00AM – 11:30 AM: Homeroom/Instructional Lessons**

1. Rewards System and three lessons. Each partner team will cover 3 instructional lessons.
2. Follow rotation schedule below. Use Homeroom/Instructional Lessons as a guide pgs.18-32. Each lesson should be approximately 30 minutes. Each partner group should complete three areas before lunch. This includes the video, visiting the site if appropriate, ie, cafeteria, modeling, and discussion.
3. At 11:30 there will be an announcement for partner teams to move outside for the pasta lunch. Please stay in homeroom classroom until this announcement is made.
4. As a group move to an area out on the grass, place blankets down and have students sit until they are called to the buffet. Students should be directed to sit with homeroom groups until dessert is completed.

**Instructional Lesson Rotation**  
**DAY 1 - TUESDAY, SEPT 7, 2010**

	BLUE	ORANGE	RED	GREEN	PURPLE/GREY	YELLOW
<b>10:00-10:30 am</b>	Cafeteria	Hallway	Library	Bathroom	Classroom	Arrival/Dismissal
<b>10:30-11:00 am</b>	Library	Cafeteria	Hallway	Arrival/Dismissal	Bathroom	Classroom
<b>11:00-11:30 am</b>	Hallway	Library	Cafeteria	Classroom	Arrival/Dismissal	Bathroom

**11:30AM – 12:30 PM: Lunch with homeroom and partner team**

Pasta Lunch with Partner Homeroom on Middle School Knoll weather permitting.  
 Recess in the field.

**12:30– 12:38PM Travel Time, Locker Time, Find Period 1 Class, etc**

**12:38- 2:40PM Class Rotation (See Schedule on next page)**

**Day 1 -Tuesday, September 7, 2010**

**AFTER LUNCH CLASS ROTATION SCHEDULE**

12:30-12:38	Travel time; locker time; find classes, etc.
12:38 - 12:48	Period 1
12:52 - 1:02	Period 2
1:06 - 1:16	Period 3
1:20 - 1:30	Period 4
1:34 - 1:44	Period 5 – Pass Out Folders Partner Homerooms
1:48 - 1:58	Period 6
2:02 - 2:12	Period 7
2:16 - 2:26	Period 8
2:30 - 2:40	Period 9

**DAY 2 Special Schedule Overview**  
**September 8, 2010**

<b>Schedule for Instructional Event</b>	
7:50	Teachers report to homeroom doorways...Greet Students as they enter the classroom
7:55 - 8:00	Homeroom - Welcome Partner Classes Grade 7 & 8 Together Ice breakers - Debrief about our objectives for final 3 Instructional Sections.
8:00 - 9:30	Rewards System and three lessons. Each partner team will cover 3 instructional lessons. (See rotation schedule pg. 16. Follow attached Homeroom/Instructional Lesson Plans pages 18-32)
9:30 - 9:45	Introduce 8 <sup>th</sup> grade reps and Peer Leaders from your team. Discuss the purpose of your Partner Team, Homeroom Team, Grade Team, and School Team; This is where you go for help; students and teachers! School "color" team discussions: color; wear colors on certain days; when doing activities together for Friday. Sign up for Friday's team activities. (Finish during homeroom if you need.) General Q/A session concerning teams
9:49 - 10:15	<b>Period 1</b>
10:18 - 10:44	<b>Period 2</b>
10:47 - 11:07	Period 5A LUNCH 7th and HOMEROOM 8th
11:10 - 11:30	Period 5B LUNCH 8th and HOMEROOM 7th
11:34 - 12:02	<b>Period 3</b>
12:06 - 12:34	<b>Period 4</b>
12:38 - 1:06	<b>Period 6</b>
1:10 - 1:38	<b>Period 7</b>
1:42 - 2:10	<b>Period 8</b>
2:14 - 2:42	<b>Period 9</b>

**Day 2 -Wednesday, September 8, 2010**  
**7<sup>th</sup> and 8<sup>th</sup> Grade Homeroom Directions**

**7:55AM – 9:45 AM: Homeroom/Instructional Lessons**

1. Welcome Partner Classes Grade 7 & 8 Together.  
Ice breakers-Debrief about our objectives for final 3 Instructional Sections.  
Each partner team will cover 3 instructional lessons see rotation schedule below.
2. Follow rotation schedule below. Use Homeroom/Instructional Lessons as a guide pgs.18-32. Each lesson should be approximately 30 minutes. Each partner group should complete three areas before we begin class rotations. This includes the video, visiting the site if appropriate, i.e., cafeteria, modeling, and discussion.

**Instructional Lesson Rotation**  
**DAY 2 - WEDNESDAY, SEPT 8, 2010**

	BLUE	ORANGE	RED	GREEN	PURPLE/GREY	YELLOW
<b>8:00-8:30 am</b>	Bathroom	Classroom	Arrival/Dismissal	Cafeteria	Hallway	Library
<b>8:30-9:00 am</b>	Arrival/Dismissal	Bathroom	Classroom	Library	Cafeteria	Hallway
<b>9:00-9:30 am</b>	Classroom	Arrival/Dismissal	Bathroom	Hallway	Library	Cafeteria

3. At 9:45 **there will be an announcement** for students to proceed to 1<sup>st</sup> period.

**9:49 – 10: 44am (Periods 1 and 2)**

**10:47 – 11: 07am (Periods 5A-5B)**

**(7<sup>th</sup> grade has LUNCH in cafeteria) while (8<sup>th</sup> grade has Homeroom)**

**Homeroom Activity:** (To be completed over Tuesday and Friday or take more time)

Have students sign up for Team Tournament Activities.

Review with students what homeroom should look like.

1. Students should be on time to homeroom.
2. Student should be provided with downtime.
3. Students should have the **choice** to study/complete work, hang out and talk.
4. The environment should foster organized freedom (activities can be provided by the homeroom teacher: i.e. puzzles, cards, games, etc. *Feel free to make use of outdoors and gym when available.*)

5. Homeroom teacher will conference with each student in their homeroom at least once per month.
6. Character Education and Team meetings must occur on **Thursdays**.

**11:34am – 2: 42pm (Periods 3 through 9)**

11:34 – 12:02	<b>Period 3</b>
12:06 – 12:34	<b>Period 4</b>
12:38 – 1:06	<b>Period 6</b>
1:10 – 1:38	<b>Period 7</b>
1:42 – 2:10	<b>Period 8</b>
2:14 – 2:42	<b>Period 9</b>

# Homeroom/Instructional Lesson Plans

## Arrival/Dismissal Expectations

- Enter school at your scheduled time
- Keep travel lane and doorways clear
- Keep hands, feet, and objects to self
- Respect property
- Go straight home after dismissal

Learning Objective: Students will review location expectations, discuss their importance, and practice them.

### I. Introduction of Goal

Specific Common Area: *Arrival/Dismissal Expectations*

Tell students: "This is our goal for our *arrival/dismissal* at NPMS."  
(Show them the goal in written form using the power point found on the School Climate webpage)

*Goal of arrival/dismissal: The arrival/dismissal of NPMS will be a safe, orderly and clean environment where all students demonstrate responsibility, appropriate behavior and interact with others respectfully and courteously.*

### II. Tell Phase

Critical Student Behavior Expectations (from power point slide)

1. *Enter school at your scheduled time*
2. *Keep travel lane and doorways clear*
3. *Keep your hands, feet, and objects to yourself*
4. *Respect property*
5. *Go straight home after dismissal*

#### Show Phase

- A. Video – Watch a short video on behaviors in the designated location.
- B. Students are to brainstorm behavior that they saw in the video. They should then classify them into positive and negative behavior.

### III. Do Phase

- A. Take students to the sidewalk outside the main entrance of the school by the circle, the second group to arrive should move down by the custodial or gymnasium entrance. Have the students model dismissal behaviors. Move to any hallway location and model arrival behaviors.
- B. Have students role-play negative and then positive arrival/dismissal behaviors. Discuss how the positive behaviors change the atmosphere of the location.
- C. Have students identify and discuss potential problems that may arise during arrival/dismissal and brainstorm appropriate ways to respond. Emphasize to the students that they should ask themselves, "Is what I am doing right now helping the group?"

Reward with the Bulldog Bucks to reinforce behaviors.

### IV. Feedback

- A. Give students honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
- B. Allow students to give themselves and each other honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
- C. Reinforce goal statement: *Safe, Orderly, and Positive environment*

### V. Conclusion

Summarize key points of the lesson with students.

### VI. Sustaining Implementation

- A. Every day, overtly and actively supervise common area by consistently reinforcing students for meeting the location expectations using Bulldog Bucks.
- B. Model appropriate behavior during arrival and dismissal.
- C. Periodically review expectations, especially after long breaks, holidays, and when data and observation suggest that re-teaching and practice is warranted.

# Homeroom/Instructional Lesson Plans

## Cafeteria Expectations

- Enter and leave calmly and quietly
- Wait your turn in line
- Use good manners
- Clean up your area
- Remain seated until dismissal

Learning Objective: Students will review cafeteria expectations, discuss their importance, and practice them.

### **I. Introduction**

#### 1. Specific Common Area: *Cafeteria Expectations*

Tell students: "This is our goal for our cafeteria at NPMS." (Show them the goal in written form using the power point found on the School Climate webpage)

*Goal of Cafeteria: The cafeteria of NPMS will be a safe, orderly and clean environment where all students demonstrate responsibility, appropriate behavior and interact with others respectfully and courteously.*

### **II. Tell Phase**

Critical Student Behavior Expectations (from power point slide)

1. *Enter and leave calmly and quietly*
2. *Wait your turn in line*
3. *Clean up your area*
4. *Remain seated until dismissal*

### III. Show Phase

1. Video – Prepare to watch a short video on behaviors in the cafeteria.
2. Students are to brainstorm behaviors that they saw in the video. They should then classify them into positive and negative behavior.

*Some responses may include:*

1. *Speak in conversational tones – (no loud voices, one speaker at a time)*
2. *Keep floor clean*
3. *Use please and thank you to all adults and other students*
4. *Interact positively with one another*
5. *Stand in line quietly*
6. *Show respect to all staff members and adults*
7. *Use appropriate table manners – (eating with mouth closed, using utensils and napkins, taking turns in conversation)*
8. *Work hard to keep cafeteria safe – (i.e. use appropriate voice tone, report spills, exit safely during drill)*
9. *Exit cafeteria quietly*

### IV. Do Phase

1. Take students into the cafeteria and have them model the behaviors. One group can use the hot line area while the second group can use the back or cold line area.
2. Have students role-play negative and then positive cafeteria behaviors. Discuss how the positive behaviors change the atmosphere of the location.
3. Have students identify and discuss potential problems that may arise in the cafeteria and brainstorm appropriate ways to respond. Emphasize to the students that they should ask themselves, “Is what I am doing right now helping the group?”

Reward with the Bulldog Bucks to reinforce behaviors.

**V. Feedback**

1. Give students honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
2. Allow students to give themselves and each other honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
3. Reinforce goal statement: *Safe, Orderly, and Positive environment.*

**VI. Conclusion**

Summarize key points of the lesson with students.

**VII. Sustaining Implementation**

1. Every day, overtly and actively supervise common area by consistently reinforcing students for meeting the cafeteria expectations using Bulldog Bucks.
2. Model appropriate behavior in the cafeteria.
3. Periodically review expectations, especially after long breaks, holidays, and when data and observation suggest that re-teaching and practice is warranted.

# Homeroom/Instructional Lesson Plans

## Classroom Expectations

- Arrive to class on-time
- Be prepared and be ready to learn
- Submit your best work
- Be an active learner

Learning Objective: Students will review location expectations, discuss their importance, and practice them.

### I. Introduction of Goal

Specific Common Area: *Classroom Expectations*

Tell students: "This is our goal for our *classroom* at NPMS." (Show them the goal in written form in the power point found on the School Climate webpage)

*Goal of Classroom: The classroom of NPMS will be a safe, orderly and clean environment where all students demonstrate **responsibility** and will enter a room **ready to learn** and interact with others **respectfully** and courteously.*

### II. Tell Phase

Critical Student Behavior Expectations (from power point slide)

1. *Arrive to class on time*
2. *Be prepared (notebook, pen, and homework, ready to learn)*
3. *Submit your best work*
4. *BE an active learner*

### III. Show Phase

- A. Video – Watch a short video on behaviors in the designated location.
- B. Students are to brainstorm behavior that they saw in the video. They should then classify them into positive and negative behavior.

*Some sample responses may include:*

- 1. Speak in conversational tones – (no loud voices, one speaker at a time)*
- 2. Interact positively with one another*
- 3. Show respect to all staff members and adults*

#### **IV. Do Phase**

1. In your classroom have students model appropriate classroom behaviors.
2. Have students role-play negative and then positive classroom behaviors. Discuss how the positive behaviors change the atmosphere of the location.
3. Have students identify and discuss potential problems that may arise in the classroom and brainstorm appropriate ways to respond. Emphasize to the students that they should ask themselves, “Is what I am doing right now helping the group?”

Reward with the Bulldog Bucks to reinforce behaviors.

#### **V. Feedback**

1. Give students honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
2. Allow students to give themselves and each other honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
3. Reinforce goal statement: *Safe, Orderly, and Positive environment*

#### **VI. Conclusion**

Summarize key points of the lesson with students.

#### **VII. Sustaining Implementation**

1. Every day, overtly and actively supervise common area by consistently reinforcing students for meeting the location expectations using Bulldog Bucks.
2. Model appropriate behavior in the classroom.
3. Periodically review expectations, especially after long breaks, holidays, and when data and observation suggest that re-teaching and practice is warranted.

# Homeroom/Instructional Lesson Plans

## Hallway Expectations

- Walk to the right
- Keep hands, feet, objects, to self
- Use a polite and quiet voice
- Go directly to your destination

Learning Objective: Students will review location expectations, discuss their importance, and practice them.

### I. Introduction of Goal

Specific Common Area: *Hallway Expectations*

Tell students: "This is our goal for our *hallway* at NPMS." (Show them the goal in written form using the power point found on the School Climate webpage)

*Goal of Hallway: The hallway of NPMS will be a safe, orderly and clean environment where all students demonstrate **responsibility**, appropriate behavior and interact with others **respectfully** and courteously.*

### II. Tell Phase

Critical Student Behavior Expectations (from power point slide)

1. *Walk to the right*
2. *Keep hands, feet, objects to self*
3. *Use a polite and quiet voice*
4. *Go directly to your destination (class, lunch, home)*

### III. Show Phase

1. Video – Watch a short video on behaviors in the designated location.
2. Students are to brainstorm behavior that they saw in the video. They should then classify them into positive and negative behavior.

*Some sample responses may include:*

1. *Speak in conversational tones – (no loud voices, one speaker at a time)*
2. *Use please and thank you to all adults and other students*
3. *Interact positively with one another*

### IV. Do Phase

1. Talk to your color team members and decide who will be group A or B. Direct your students to walk from your classroom to the designated starting point. Group A- Begin at the MS gymnasium and follow the middle school hallways toward the science wing, then to the library. Group B – Begin at the science wing, then library and then the MS gymnasium. Have student's model hallway behaviors as the group is traveling.
2. Have students role-play negative and then positive hallway behaviors. Discuss how the positive behaviors change the atmosphere of the location.
3. Have students identify and discuss potential problems that may arise in the hallway and brainstorm appropriate ways to respond. Emphasize to the students that they should ask themselves, "Is what I am doing right now helping the group?"

Reward with the Bulldog Bucks to reinforce behaviors.

## **V. Feedback**

1. Give students honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
2. Allow students to give themselves and each other honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
3. Reinforce goal statement: *Safe, Orderly, and Positive environment*

## **VI. Conclusion**

Summarize key points of the lesson with students.

## **VII. Sustaining Implementation**

1. Every day, overtly and actively supervise common area by consistently reinforcing students for meeting the location expectations using Bulldog Bucks.
2. Model appropriate behavior in the hallway.
3. Periodically review expectations, especially after long breaks, holidays, and when data and observation suggest that re-teaching and practice is warranted.

# **Library/Information Center Expectations**

- Come prepared to work.
- Be respectful to fellow students and teachers.
- Use library resources and technology responsibly.
- Be an active learner.

Learning Objective: Students will review location expectations, discuss their importance, and practice them.

## **I. Introduction of Goal**

Specific Common Area: *Library/Information Center Expectations*

Tell students: "This is our goal for our *Library/Information Center* at NPMS." (Show them the goal in written form using the power point found on the School Climate webpage)

*Goal of Library/Information Center : The Library/Information Center of NPMS will be a safe, orderly and clean environment where all students demonstrate **responsibility**, appropriate behavior and interact with others **respectfully** and courteously.*

## **II. Tell Phase**

Critical Student Behavior Expectations (from power point slide)

1. *Come prepared to work*
2. *Be respectful to fellow students and teachers*
3. *Use library resources and technology responsibly*
4. *Be an active learner*

## **III. Show Phase**

1. Video – Watch a short video on behaviors in the designated location.
2. Students are to brainstorm behavior that they saw in the video. They should then classify them into positive and negative behavior.

Some sample responses may include:

1. *Come to the library with a pen and paper*
2. *Speak in conversational tones – (no loud voices, one speaker at a time)*
3. *Use please and thank you to all adults and other students*
4. *Interact positively with one another*
5. *Use computers for work or research*
6. *Log off computer and push in chair before leaving*

#### **IV. Do Phase**

1. Take students into the library and have them model the behaviors. One group can use the main area while the second group can use the staff development area.
2. Have students role-play negative and then positive library behaviors. Discuss how the positive behaviors change the atmosphere of the location.
3. Have students identify and discuss potential problems that may arise in the library and brainstorm appropriate ways to respond. Emphasize to the students that they should ask themselves, "Is what I am doing right now helping the group?"

Reward with the Bulldog Bucks to reinforce behaviors.

#### **V. Feedback**

1. Give students honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
2. Allow students to give themselves and each other honest, accurate, and specific positive and/or corrective feedback regarding adherence to behavioral expectations in the location.
3. Reinforce goal statement: *Safe, Orderly, and Positive environment*

#### **VI. Conclusion**

Summarize key points of the lesson with students.

## **VII. Sustaining Implementation**

1. Every day, overtly and actively supervise common area by consistently reinforcing students for meeting the location expectations using Bulldog Bucks.
2. Model appropriate behavior in the hallway.
3. Periodically review expectations, especially after long breaks, holidays, and when data and observation suggest that re-teaching and practice is warranted.

# Homeroom Instructional Lesson Plans

## DAY 3

### Special Schedule

**September 10, 2010**

<b>7:55 – 8:24</b>	<b>Period 1</b>
<b>8:27 – 8:54</b>	<b>Period 2</b>
<b>8:57 – 9:24</b>	<b>Period 3</b>
<b>9:27 – 9:54</b>	<b>Period 4</b>
<b>9:57 – 10:24</b>	<b>Period 9</b>
<b>10:27 – 10:49</b>	Period 5A LUNCH 7th and HOMEROOM 8th
<b>10:52 – 11:13</b>	Period 5B LUNCH 8th and HOMEROOM 7th
<b>11:16 – 11:48</b>	<b>Period 6</b>
<b>11:52 – 12:24</b>	<b>Period 7</b>
<b>12:28 – 1:00</b>	<b>Period 8</b>
<b>1:00 – 1:10</b>	<b>Report to Homeroom Move to Gym when called</b>
<b>1:15-2:35</b>	<b>Celebration Event, Raffles, and Team Tournaments</b>
<b>2:35-2:40</b>	<b>Dismissal by Team Colors</b>