

Hawks Way

Fairborn High School Skyhawks

***PBIS Teacher Handbook
2023 - 2024***

**Respect * Responsibility
Integrity * Courage**

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What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that teach and promote positive behavior in all students. School-wide PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools.

Research shows that students achieve at a higher level when they know school expectations and feel safe. PBIS will help us improve both of these objectives. Our plan provides detailed expectations in the main areas of the school while putting an emphasis on respect, responsibility, integrity, and courage.

The success of our plan will improve with time and with the participation of our staff, students, and families. Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness at school.

The critical elements of the plan are as follows:

1. There are four overall behavioral expectations for students *and staff* to follow. During the first few weeks of the school year, the staff will explicitly teach the students how to display the expectations in each of the designated areas in the school. This teaching will be done during the Advisory period and repeated throughout the school year when reteaching is necessary. Posters will be hung throughout the school campus to provide the staff and students with a visual reminder of each area's expectations.
2. Why PBIS? In July of 2013, the state of Ohio adopted a policy (ORC 3301-35-15) to address the increase in suspensions, expulsions and to reduce the use of restraint and seclusion in Ohio's schools. The PBIS framework includes components that are research-based and have been proven to significantly reduce the occurrence of problem behaviors. The PBIS framework includes elements of a traditional discipline plan that includes school-wide expectations, specific *consequences* for breaking those expectations/rules, and a system of acknowledging students and staff's behavior when they are demonstrating the expected behaviors in the school environment. The fear of *punishment* has been shown to be a relatively ineffective means of reducing inappropriate behaviors. Thus what makes the PBIS plan "non-traditional" is its focus on reducing problem behavior through the use of positive supports by staff that includes explicitly teaching the expected behaviors and the use of an acknowledgement system across the school environment. When teachers observe students following the expectations, they will give students positive recognition/acknowledgements.
3. In accordance with PBIS universal guidelines, the PBIS expectations at Fairborn High School are designed to (1) provide a clear understanding of expected behavior through repetitive and consistent instruction, (2) are few in number, (3) are positively stated (4) use familiar language, and (5) include examples of the behaviors defined for purposes of instruction.
4. Staff will be capitalizing on opportunities to notice when students are following the expectations across the school environment. The emphasis will be on providing a higher ratio of positive comments to students than negative comments. When staff notice a student's behavioral misstep, they will use this opportunity to reteach/ redirect the student's behavior relating it to the school's behavioral expectations. Staff and student attention should be on desired behaviors:
 - a. The ratio of positive to negative interactions should be 5:1 for most students.

- b. Positive interactions include specific feedback related to the behavior, verbal words or comments, nonverbal gestures or movements. Some examples include: high fives, smiles, greetings, verbal praise, pats on the back, thumbs up, applause, etc.
- 5. Expectations must be taught and reinforced consistently throughout the school. We cannot expect students to know appropriate social and behavior skills without explicit instruction. It is important that we teach our students what type of behavior is expected while they are at school. **We cannot assume they know how to behave in a school setting.** Students may have different standards of behavior at home than we expect from them at school. Every teacher must accept the responsibility of explicitly teaching students how to behave properly in all of the school settings. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-90% of students will meet these expectations.
- 6. Likewise, when students do not meet expectations, the consequences that follow must also be consistent. The 10-20% of the students who do not respond to Tier 1 interventions will receive additional support through school-wide and individual interventions. Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows staff to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.
- 7. **Classroom Teacher Responsibilities:**
 - a. Teachers will teach, model, and practice each of the building-wide behavioral expectations.
 - b. Teachers will develop, use, and communicate with parents clear classroom expectations.
 - c. Teachers will 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 program-established rewards and positive parent contacts.
 - d. Teachers will develop and document interventions for addressing behaviors within their own classrooms, document interventions used with students, and make needed referrals to the guidance and discipline offices to address major behavioral concerns.
 - e. Classroom displays and information will help reinforce our school-wide expectations. The following are required classroom displays:
 - i. PBIS Classroom Expectations and Matrix
- 8. **Non-Teaching Staff Responsibilities**
 - a. Staff will model and reinforce building-wide behavioral expectations throughout the day as they interact with students in the natural context of the school environment.
 - b. Staff will talk and respond to students and provide feedback based on their demonstration of the building-wide expectations.
 - c. Staff will use PBIS established strategies for recognizing students who meet and/or exceed expectations.
 - d. Staff will document behavioral concerns and follow the steps outlined on the PBIS flowchart to document significant/major behavioral concerns.
- 9. A commonly used word on the PBIS matrix is “respect”. Students are to be respectful towards both adults and peers. Staff are also expected to be respectful to students. The term “respect” can be ambiguous.


Displaying respect toward adults is evidenced by:

- a. Follow directions of all adults
- b. Use polite language; yes, yes ma'am/sir, please, thank you
- c. Use polite greetings; good morning and good afternoon
- d. Treat all adults the way you want to be treated
- e. Display a positive attitude

Displaying respect towards students is evidenced by:

- f. Allow all students to learn while in the classroom
- g. Use polite language; yes, please, thank you
- h. Use polite greetings; good morning and good afternoon
- i. Treat all peers the way you want to be treated
- j. Display a positive attitude

Fairborn High School PBIS Behavior Expectations Matrix

	Respect	Responsibility	Integrity	Courage
Hallways	<ul style="list-style-type: none"> • Keep your volume at a conversation level • Use school appropriate language • Be mindful of your space 	<ul style="list-style-type: none"> • Move with purpose • Use your time wisely • Follow school's electronic policy 	<ul style="list-style-type: none"> • Do the right thing when others aren't watching 	<ul style="list-style-type: none"> • Report problems to staff • Help others
Classrooms	<ul style="list-style-type: none"> • Follow requests from staff • Act in a way that allows others to learn • Use school appropriate language 	<ul style="list-style-type: none"> • Be on time • Be prepared for learning • Own your actions and outcomes • Follow teacher's electronic policy 	<ul style="list-style-type: none"> • Submit honest work • Do what is right when no one else is watching • Posting on social media is done outside of school 	<ul style="list-style-type: none"> • Be willing to take on challenges • Persevere • Report problems to staff • Ask for assistance
Lunchroom (Commons)	<ul style="list-style-type: none"> • Follow directions of staff • Take pride in your surroundings • Keep volume at a conversation level • Use school appropriate language 	<ul style="list-style-type: none"> • Recognize others use of space • Remain in your seat  • Clean up after yourself 	<ul style="list-style-type: none"> • Use school appropriate language • Do what is right, even when no one else is watching 	<ul style="list-style-type: none"> • Report problems to staff • Include others • Welcoming people to your table
Media Center And Computer Lab	<ul style="list-style-type: none"> • Allow others to work • Use school property appropriately 	<ul style="list-style-type: none"> • Work with success in mind • Follow directions of staff • Follow teacher's electronic policy 	<ul style="list-style-type: none"> • Do what is right, even when no one else is watching • Use web resources to verify your work 	<ul style="list-style-type: none"> • Report problems to staff • Persevere through your frustration • Ask for assistance
Bathroom	<ul style="list-style-type: none"> • Wash Hands • Put garbage in cans 	<ul style="list-style-type: none"> • Use time wisely • Follow school policies 	<ul style="list-style-type: none"> • Give others privacy 	<ul style="list-style-type: none"> • Report problems to staff • Help others

Daily Implementation

Consistency needs to be observed throughout all classrooms, common areas in the school, and subject areas. If you have questions about implementation, please contact your PBIS Representative.

1. FHS Rewards:

- a. Daily tangible rewards for students will be given in the form of collecting Hawks Way points through the new scanning system, PBIS Rewards.
- b. Teachers will reward students who follow matrix expectations by providing their personal QR code which will collect Hawks Way points to be redeemed at the Hawks Way cart or ordered through the app. It is suggested that teachers are generous with Hawks Way points in the beginning of the school year to reinforce positive behavior.
- c. The Hawks Way points system is designed to help students be accountable for their progress and be able to meet individual goals. Some students prefer more immediate rewards by “spending” their Hawks Way points on small items while some students will “save” their Hawks Way points for more meaningful items.
- d. Students can use their Hawks Way points to purchase items from the Hawks Way cart or other options as they become available. Students may make purchases Tuesdays and Thursdays during their lunch time. Other options may become available in the future.
- e. Hawks Way points will not carry over to the next school year. Students should try to use them up.
- f. Issuing Hawks Way points for non-matrix expectations, getting a question correct, wearing certain clothing, etc. is not permitted. Reward appropriately.

2. Incentives:

- a. Classroom - Teachers are encouraged to develop their own classroom incentives. These can be free, tangible, or a mixture. Incentives could be individual or collective. The extent to which a teacher chooses to provide incentives for student expectations is left to the individual teacher. These incentives could be daily, weekly, quarterly, or yearly.
Some suggestions:
 - Sitting in teacher’s chair
 - Free homework pass
 - Choosing where to sit in a classroom
 - Food
 - Pencils, stickers
 - Positive note home to student’s parents
 - Positive phone call
 - Postcard
 - Email
 - Twitter shout out
 - Cell phone time
 - Alternative assignment choice
 - Alternative classroom setting
 - Opportunity to charge their cell phone during clas

School Wide Student Rewards - 🐦 Raffle/Tangible		
Quarterly	Per Semester	Specific times
Picnic Lunches (R/T) <ul style="list-style-type: none"> • Outside lunches in specified location • May bring a friend Depends on weather and time of year 	Grab bag (T) <ul style="list-style-type: none"> • Filled with various items • Used during special times or times when school year is slow 	Dance Tickets (R) <ul style="list-style-type: none"> • Sadie Hawkins, Prom, or Homecoming • Announce before and students must save up
<ul style="list-style-type: none"> • Pass to front of lunch line (T) 	Parking spot (R) <ul style="list-style-type: none"> • Student has designated parking spot 	Sporting events or musical productions(R) <ul style="list-style-type: none"> • Free tickets to games • Possible gear • Fall Sports pass • Winter Sports pass
Free hat day (T)	Popcorn/Ice cream party (T)	Yearbook (R) <ul style="list-style-type: none"> • Students can win a free yearbook
Hawk Gear (R) <ul style="list-style-type: none"> • Whatever is available or donated 	Kings Island Gold Pass (R)	Grab bag (T) <ul style="list-style-type: none"> • Filled with various items • Used during special times or times when school year is slow
		VIP seating at a sporting event (R) <ul style="list-style-type: none"> • Seniors could make at beginning of year for anyone to win
** Raffle (R)	** Tangible (T)	

All of these items are given as suggestions and will change based on student and staff suggestions throughout the year.

3. **Teacher PBIS Responsibilities:** (not limited to)
 - a. Give Hawks Way points for students meeting expectations (everyday). *Remember the 5:1 ratio! 5 positives: 1 negative.*
 - b. Provide reteaching when needed.
 - c. **Contact parents before referring students to the office for a staff managed behavior.**
 - d. Contact parents as needed or for frequent missing work.
 - e. Maintain records of parent contact (phone calls, emails, face to face meeting, etc.).
 - f. Teach expectations using the lesson scripts included in this packet or through other provided materials.
 - g. Use interventions to prevent inappropriate behaviors.
 - h. Refer students for school-wide interventions for educational difficulties (AIT, Tier 2 Supports, etc.)
 - i. **Stand at the door prior to all classes and at the end of the day before duties to help monitor hallway behavior.**
 - j. Engage in a positive manner with students throughout the school day. Strive to have at least one positive interaction with every student in your classroom every day.
4. Student Behavior Management Process:
 - a. Infractions are defined under the "Staff Managed" or minor infraction and "Office Managed" or major infraction within the appropriate sections of the "Student Behavior Management Process" flowchart.
 - b. Specific infraction definitions and examples are listed on the page titled, "Definition and Examples of Infractions."
 - c. *For minor Infractions, our school has adopted a process of behavior remediation. First, the teacher will use any remediation they feel fits the situation and is in accordance with their classroom discipline plan. If the behavior continues to occur after **three** interventions have been issued and **documented**, the staff managed behavior (Minor) can become an office managed behavior (Major).*
 - d. To gather accurate data, staff should document all disciplinary infractions/actions using the electronic Public School Works (PSW) **documentation**.
 - Please note a Documentation is remediation which occurs prior to an Office Referral in Public School Works (PSW).
5. Minor Infractions:
 - a. It is the expectation that when a student demonstrates a behavior infraction, that the staff will immediately inform the student of the infraction and provide an intervention such as proximity, the Think Sheet, or a student/teacher conference. Students have the right to understand why the intervention was given. When addressing behavioral infractions, the staff should discuss how the student's behavior does not align with the schoolwide or classroom expectations. Teachers may use their own discretion as to what intervention fits the situation.
 - b. First inappropriate behavior infraction - If a minor infraction occurs, such as talking out of turn, teachers should redirect the student to the task at hand and reference how their behavior does not match the classroom or school wide expectations. Teachers should also feel free to have a student complete a "Think Sheet" that addresses the negative behavior and maps out positive alternatives.
 - c. Second Infraction - If the same or similar minor behavior infraction occurs for which an intervention has been put in place, the teacher will address the student and document the infraction on Public School Works (PSW) as a documentation. If the student is put outside of the

classroom to “cool down,” the period of time should be minimal. Students should not be left outside of the room unattended for more than one minute.

- d. Third Infraction - If the same or similar minor infraction occurs for which an intervention has occurred, the teacher will address the student and document the infraction on Public School Works (PSW) as a documentation. **The teacher will contact the student’s parents within a timely fashion** and issue the student a consequence. 🐦
- e. Fourth and Subsequent Infractions - If the same or similar minor infraction occurs, the Staff Managed Infraction (Minor) becomes an Office Infraction (Major). See Major Infractions below. The teacher will record an office referral in Public Schools Works (PSW).
- f. If a minor infraction occurs in the hallway or any non-classroom areas, **the teacher who observes the infraction has the responsibility to hold a quick conference with the student and, if warranted, issue and record the behavior on Public School Works (PSW) as a documentation regardless of whether the student has that teacher or not.** Continuation of the observed behavior by that teacher should be dealt with by working the 4 step process noted above in section a-e.

6. Documentations and Office Referrals

- a. All staff managed and office managed infractions should be documented through Public School Works (PSW) under Student Behavior Management. Then, decide if it is a documentation report or a Referral (Office).

- **When do I write a Documentation Report vs. Referral (Office)?**

- Documentation Report: Minor Infraction a-d
- Referral (Office): Minor Infraction e, Major Infraction a

7. Major Infractions:

- a. **Teachers reserve the right to bypass warnings and immediately press the intercom button for an administrator if the infraction is listed under the “Office Managed” or major infraction list.** Safety of staff and students is of utmost importance at all times!
- b. In situations that pose a danger, teachers should request the presence of an administrator or the building School Resource Officer (SRO), fill out the Public School Works (PSW) referral in a timely manner.

8. Consequences:

- a. Detentions – Teacher, Office Assigned

Teacher assigned detentions are used at the teacher’s discretion and are suggested as a consequence for 2 or more minor infractions. Administrative detentions are an office- assigned consequence and are held after school for 60 minutes on Tuesday and Thursday. For all detentions, students should ensure they have academic work to do during detention. Students will have a behavior reflection sheet to complete for administrative detentions. Parents should be notified 24 hours prior to both teacher and administrative detentions to confirm the date and time.

- b. Lunch Detention - Teacher Assigned

Teacher assigned lunch detention is used in lieu of After School detention for minor infractions. These are scheduled by the teacher and administered by the teacher. Length of lunch detention is determined by the assigning teacher. A student must have a pass:

- A pass to go to the lunchroom to purchase their lunch
- Pass must be signed and time stamped by the lunchroom monitor
- Student must return directly to the assigned classroom with pass

c. In-School Detention (ISD) - Office Assigned

Students earning ISD will be in a self-contained classroom with a teacher/monitor for a time determined by an administrator. Students will be working on academic work, will submit their work for a grade, and will be able to participate in after school activities. Special Education students will have access to an Intervention Specialist during the academic day. Students will complete a reflection sheet on their behavior as well.

d. Out of School Suspension (OSS) – Administration Assigned

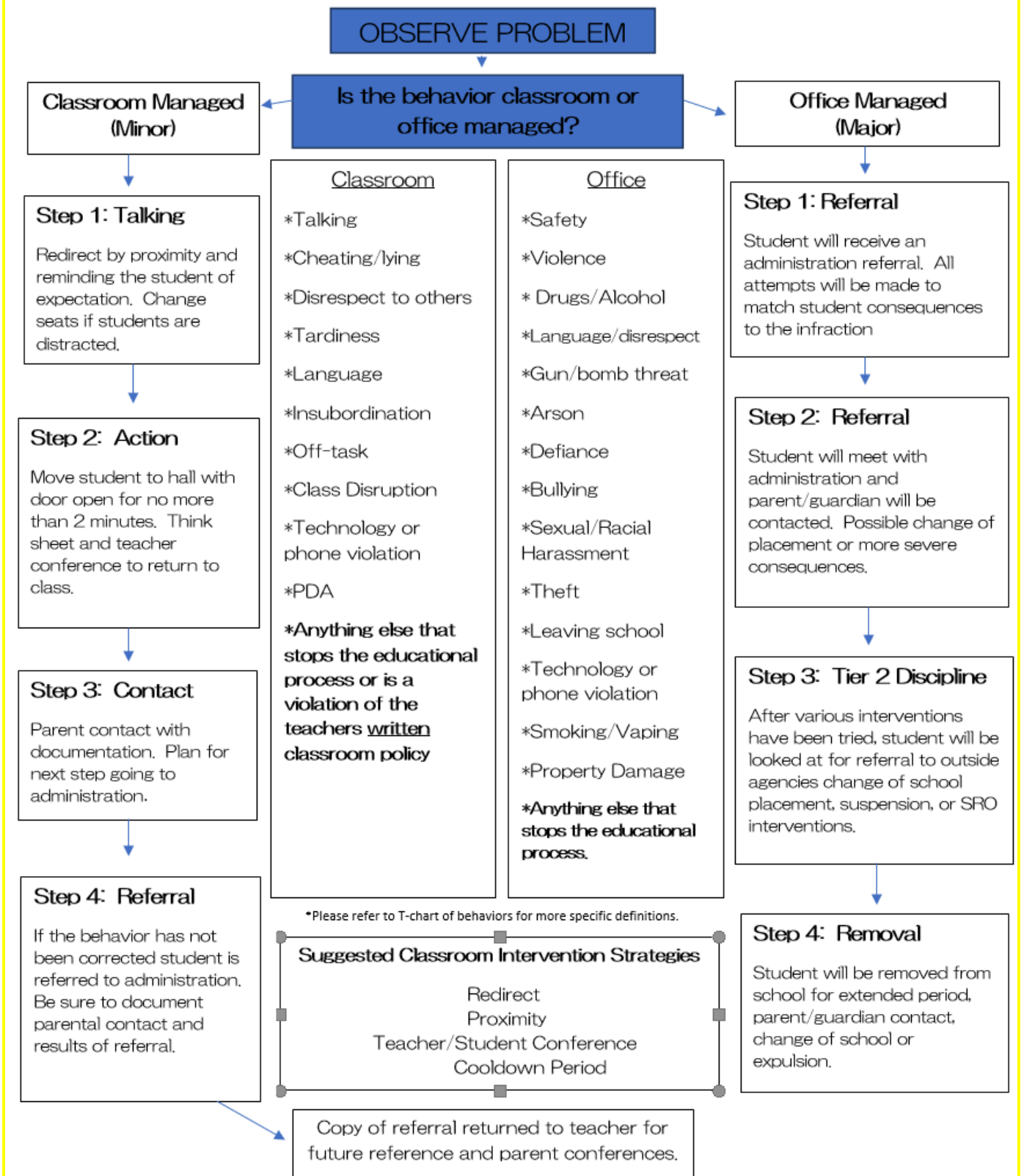
The Principal may suspend a student from school for disciplinary reasons for not more than 10 school days. The suspension will be in accordance with the disciplinary reasons outlined in the Student Conduct Code. Students are not permitted on school grounds while their suspension is in place unless permission is given by the principal and the student is accompanied by a parent/guardian.

e. Expulsions - Administration Assigned

Expulsions should only be used in the most extreme cases where the safety of students is at risk or when all other forms of discipline have not worked.

Positive Behavior Intervention & Support Staff Input Form

Fairborn High School PBIS Behavior Flow Chart



Definitions and Examples of Infractions

The infraction definitions that are listed here are meant to serve as a guideline in maintaining positive classroom behavior. Where possible these infractions have been linked to the reportable EMIS code which is the two digit code that the High School, district, and State of Ohio use for reporting and tracking discipline infractions.

Alcoholic Beverages (10), and Drugs (11)

A student shall not knowingly possess (includes, but not limited to purses, wallets, lockers, desks, cars, etc.), consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind.

Minor Infraction	Major Infraction
	Possession, sale, distribution, or use of alcohol, drug paraphernalia, or any drug or other than prescription medication that has been administered within the clinic.

Cheating/Plagiarism (18.2)

Cheating is claiming the work of other individuals, groups or agencies as one's own. Cheating includes duplicating anything turned in and claiming it as one's own work, exchanging assignments with another student even if work is not copied, giving or receiving answers for tests or quizzes, taking credit for group work when the student has not contributed. Plagiarism is a form of cheating which includes taking another person's assignment and submitting it as one's own, submitting material written by another person without giving the source, submitting work purchased from the internet, and supporting plagiarism by providing work to others.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Cheating or plagiarizing on any academic work (comment left in Progress Book, results in "0") 	<ul style="list-style-type: none"> Not telling the truth when it involves someone's personal safety or property damage 🐦 Student delivers a message that is untrue or deliberately violates rules or harms others Stealing test Plagiarism

Classroom Disruption (18, 18.4)

Behavior causing an interruption that disrupts or interferes with the educational process or disrupts the orderly conduct of a school function. Disruption includes sustained loud talk, yelling, or screaming, making noise with materials, horseplay, roughhousing, or play-fighting, and/or sustained out-of-seat behavior.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Student engages in small but inappropriate disruption Walking around classroom Blurting out Random / inappropriate comments Throwing objects (indirect) 	<ul style="list-style-type: none"> Behaviors that immediately affect the safety of others, threats of violence, or stopping in the educational process. Refusal to cease minor infractions

Disrespect towards adults (18.3a)

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn.

Disrespect towards students (18.3b)

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn.

Talking at inappropriate times

Talking at inappropriate times may look different from teacher to teacher and from setting to setting. Each teacher needs to clearly explain when it is appropriate to talk and when it is not. Some examples of talking at inappropriate times may include: talking during a test, talking while another student or the teacher is talking, blurting out, talking during a fire drill, etc. Each teacher will address this in their class discipline section of their course syllabus that will be given to each student.

Dress Code Violation (18.10)

A student will not dress or appear in a fashion that interferes with the student's health or welfare or that of others, or causes disruption or directly interferes with the educational process.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Student is in violation of the dress code, but complies with the administrator's request to change/cover up inappropriate clothing. 	<ul style="list-style-type: none"> Student refuses to remedy dress code violation

Failure to Take Punishment (18.5)

A student shall not fail to fulfill the punishment prescribed by a school official. If a note is provided or the student is absent from a day of school in which an afterschool consequence is assigned the consequence will be rescheduled. Unexcused non-attendance at administrative consequences will result in the next level of consequence being administered.

Fighting, Assault, (1) and/or Threat (19.1)

A student will not physically attack or threaten to attack any person using physical, verbal, written, or electronic action that creates fear of harm.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Pushing in line / pushing back toward someone who initiated contact Bumping into another intentionally / invading personal space intentionally Play fighting" / wrestling/ rough housing in common areas (see horseplay) Throwing small objects with no intended purpose Student engages in non-serious, but inappropriate physical contact Consensual contact deemed inappropriate by staff 	<ul style="list-style-type: none"> Hitting (closed fist, slapping, kicking, biting) Assault that leaves a mark or injury Threatening gesture with a dangerous object (bat, large stick) Students engaging in "minor" fighting/physical aggression and continue to do so after being redirected / asked to stop

Harassment (19), Profanity, and Obscenity (18.8)

A student will not, by written, verbal, sexual, gesture, or other means, annoy or humiliate others or disrupt the education process by using harassment, profanity, obscenity, sexual or verbal abuse. Unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a

sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational environment.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> • Profanity that is not directed at others but “slips out” • Unintended hurtful words • Teasing, negative comments about appearance or dress <ul style="list-style-type: none"> • Name calling, insults, put-downs, disrespectful comments; all of which cease when asked to stop once or twice. 	<ul style="list-style-type: none"> • Profane language <ul style="list-style-type: none"> - Directed toward others - In abusive manner • Sexual words, innuendo • Unwelcome sexual advances or requests for sexual favors • Sustained actions or comments used to have power over another person. • Any hurtful, negative behavior that is done deliberately and is repeated even after the victim has asked the bully to stop. <ul style="list-style-type: none"> • Includes verbal, physical, indirect/emotional, spreading rumors, exclusion, and cyber bullying. – Student delivers disrespectful messages (verbal, gesture, technology) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes

Insubordination (18.11)

Student knows and has practiced daily procedure and deliberately does not follow or chooses to ignore daily procedures. Failure or refusal to act in accordance with adults’ commands, requests, or rules. Blatant or passive. Direct forms of non-compliance include refusal statements such as, “No,” “Make me,” or “You can’t make me do anything!” with accompanying body language or posturing that communicates the student is not going to comply.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> • Student engages in brief or acute failure to respond to adult requests • Refusing to comply with adult requests 	<ul style="list-style-type: none"> • Unresponsive to teacher directions after a cool-down, and the student refuses to process • Arguing inappropriately with an adult / walks away / leaves without permission / socially rude interactions

Misuse of Technology (18.12)

Misusing electronic devices (personally, teacher or school owned) –ex. Computer, Smartboard, Smart Response System (clickers), digital cameras, flip cameras, projectors, overheads, keyboards, mice, etc. Using cell phones (calling/texting/talking video or pictures) at school during school hours or having it out in sight of others or the teacher. Using technology in a way unrelated to lessons as a way to distract from the educational process. Document any infractions via Google Form and work the three step process. If

the use of technology is extremely disrespectful, profane, or disruptive, then this becomes an office-managed behavior (Major infraction).

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Student engages in non-serious but inappropriate use of cell phone, music / video player / camera/ computer or any other electronic device Willing to give the device to the teacher. 	<ul style="list-style-type: none"> Student engages in inappropriate use of technology that poses a danger, is extremely disrespectful, or disruptive. Will not surrender the device to teacher. 🐦

Off Task

Minor Infraction - Student blatantly or passively does not follow teacher instruction for task-oriented activity.

PDA (Public Displays of Affection) (18.9)

Students showing affection to other students whether it be intended or not. Kissing, cuddling, excessive or long hugs, etc.

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Consensual verbal and/or physical gestures/contact that are not sexual in nature and are ended upon staff request <ul style="list-style-type: none"> Kissing 	

Property Damage/Vandalism (4)

Student deliberately impairs the usefulness of the school's property or the property of others. Examples include stealing from teachers or students, writing on desks, stealing an agenda and writing all over it, putting wrappers or other inappropriate materials in toilets, drinking fountains, sinks, urinals, etc. If vandalism in restrooms causes flooding, there is pen/marker writing on the walls/bathroom stalls, property is defaced or tagged, then this becomes an office-managed behavior (Major infraction).

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> Writing on a table Putting gum under seat / table 	<ul style="list-style-type: none"> Property damage / vandalism Student participates in an activity that results in destruction or disfigurement of school / personal property

Skipping or Truant from Class(18.21)

If a Student misses more than **ten minutes (or entire class)** of a period without proper documentation and/or unknown whereabouts. Teacher will complete a cut slip and send the form to the discipline office. The discipline office will ensure the student was not engaged by staff (discipline office, counselor, nurse, speech therapist etc.) before writing the electronic referral.

Smoking/Vaping (9)

Major infraction -Students will not be permitted to possess, smoke, sell, distribute, or use a tobacco product, carry any smoking paraphernalia, or possess or use any form of electronic cigarette or smoking device (vaping or JUUL). Students will receive consequences in line with the Student and Parent Handbook.

Tardy to Classroom (18.20)

Student arrives late to class without proper documentation. This does not include students who are late in the morning and have signed in. Student goes to the bathroom without permission in between classes and is late for the next class. Student does not directly go to the next class, sauntering through the hallway talking with other late students. Student takes too long at locker and is late for the next class.

Minor Infraction	Major Infraction
<ul style="list-style-type: none">• Student arrives to class after the bell• 3 tardies to a single class within a single quarter results in a teacher-assigned detention	<ul style="list-style-type: none">• An unexcused tardy of more than 10 minutes is considered skipping class• Excessive unexcused tardies

Theft (5)

A student will not take or attempt to take into possession the public property or equipment of the School District or the personal property of another.

Minor Infraction	Major Infraction
<ul style="list-style-type: none">• Taking another's property (minor value)• Refusing to return a "borrowed" item	<ul style="list-style-type: none">• Taking another's property (significant sentimental/monetary value)• Student is in possession of, having passed on, or being responsible for removing someone else's property

Fairborn High School PBIS Student Think Sheet

Name _____ Date _____

What expectation(s) and core values did you break?

- ☐ Respect
- ☐ Responsibility
- ☐ Integrity
- ☐ Courage

- ☐ Cheating/Lying
- ☐ Classroom Disruption
- ☐ Disrespect Toward Students
- ☐ Disrespect Toward Adults
- ☐ Fighting, Assault, and/or Threat
- ☐ Harassment, Profanity, and Obscenity
- ☐ Insubordination
- ☐ Misuse of Technology
- ☐ Off Task
- ☐ PDA
- ☐ Property Damage
- ☐ Skipping
- ☐ Talking at Inappropriate Times
- ☐ Tardy
- ☐ Theft

☐ Other

What did you want?

- ☐ Attention from others
- ☐ To challenge adults
- ☐ To be sent to 124 or home
- ☐ To cause problems because I feel unhappy, depressed, or angry
- ☐ To cause others problems because I think they do not like me
- ☐ To be in control of the situation
- ☐ To avoid doing my work
- ☐ Revenge
- ☐ To get sent out because I have an issue with the teacher

Did you get what you wanted?

- ☐ YES
- ☐ NO

What are the natural consequences for your action(s) or behavior(s)?

What will you do differently next time?

Who could you have spoken with in the building (a trusted staff member, administrator, or SRO) to help deescalate the issue?

Student Signature

Teacher Signature

Appendix A Teaching Scripts

**Respect
Responsibility
Integrity
Courage**

FHS PBIS Teaching Script

Area: Commons

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations.

Integrity
<ul style="list-style-type: none">• Use school appropriate language• Do what is right, even when no one else is watching• Be honest

- **Use school appropriate language**
 - o Formal settings require proper language
 - o Start preparing for the workforce
- **Do what is right even when no one else is watching**
 - o Practice good behavior
- **Be honest**
 - o Tell the truth

Teacher Responsibilities/Expectations
<ul style="list-style-type: none">• Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation• Acknowledge students for following rules• Be knowledgeable about the programs/products to facilitate problem solving• Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Classrooms

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Courage

- Be willing to take on challenges
- Persevere
- Report problems to staff
- Ask for assistance

- **Be willing to take on challenges**
 - o With great challenges come great rewards
 - o Do not be afraid to push yourself to get better
- **Persevere**
 - o Do not give up when work gets hard
 - o Make solid academic plans and stick with them
- **Report problems to staff**
 - o Do not take affairs into your own hands - let administration and staff deal with things
 - o Let administration and staff make FHS better for everyone
- **Ask for assistance**
 - o If you need academic or personal help be sure to ask a teacher, counselor, nurse, administrator, or anyone else who is in a position to help
 - o We want you to succeed, let us help you if you need it

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Hallway

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in the hallways.

Respect

- Use appropriate voice level.
- Use school appropriate language
- Be mindful of your space

- **Use appropriate voice level**

- o Teachers only demonstrate 1-2 negative examples
- o Discuss with the students the importance of safety in the hallways
- o Discuss the importance of being aware of what is taking place in spaces around you
 - Classes are being held during class changes, testing, research in media center, etc.
- o Discuss with the students the importance of always speaking in the hallway with the correct tone and volume of voice
- o Discuss the consequences to the other classrooms if they are yelling or just being generally loud when walking down the hall

- **Use school appropriate language**

- o Ask students how they would talk about "topic X" in an appropriate manner in the hallways
- o Teachers only demonstrate 1-2 negative examples
- o Discuss why we should only use "school appropriate" words when speaking to others
- o Discuss how the use of non-appropriate words can hurt others feelings and also cause the students to get into trouble with the teachers and/or administrators
 - This includes cursing, hate speech, bullying, derogatory comments, etc.

- **Be mindful of your space**

- o Have students demonstrate what it means to move with purpose in the hallways
- o Teachers only demonstrate 1-2 negative examples
- o Walk down the right side of the hallway quietly on the way to your next class
- o Move directly to your next location, not stopping to block the flow of traffic
- o Discuss with the students the importance of being to class on time and being in the right location for the correct reason
- o When questioned about where they need to be (if they are out of the correct area), they should react in a truthful manner to the staff that engaged them

Teacher Responsibilities /Expectations

- Correct students who are demonstrating inappropriate behavior
- Acknowledge students for following rules
- Provide prompts for students before releasing them into the halls
- Be present in the hallways

FHS PBIS Teaching Script


Area: Classrooms

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in the hallways.

Respect

- Follow requests from staff
- Act in a way that allows others to learn
- Use school appropriate language

- **Follow requests from staff**
 - o Ask the students what following the request means.
 - o Demonstrate how to follow instruction the first time in lieu of multiple times.
 - o Discuss the importance of why they should follow the request.
 - o Discuss consequences.
 - o Discuss implications beyond the classroom/high school years (focus on real-life experiences).
 - o Elaborate on safety.
- **Act in a way that allows others to learn**
 - o Elaborate on safety
 - o Demonstrate how disruptions impede learning.
 - o Examples of positive and negative behaviors.
 - o Discussion to be empathetic to others' needs.
 - o Demonstrate conversational social cues: inappropriate timing to ask for assistance.
- **Use school appropriate language**
 - o (Add language from hallways)
 - o Discuss being mindful of your location.
 - o Discuss real-life scenarios and implications/habit building for work and school.
 - o Discuss how their language affects the way others perceive them. (Give examples)
 - o Show modern perception about word choice usage with peer to peer interactions and peer to adult interactions.
 - I.e. Bro vs. Bruh 

Teacher Responsibilities /Expectations

- Model appropriate behavior in our classrooms.
- Correct students who are demonstrating inappropriate behavior.
- Acknowledge students for following rules.
- Make every effort to develop a positive relationship with all of your students
- Demonstrate and model respect to students throughout the school day

FHS PBIS Teaching Script

Area: Use of Technology

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in the hallways.

Respect

- Allow others to work
- Use School Property Appropriately

• Allow others to work

- o Ask students what does it mean to allows others to work in the media center/computer lab
- o Teacher only demonstrate 1-2 negative examples
 - Tapping on the desk/Chromebook
 - Unplugging chargers
 - Talking and disrupting while students are trying to work
- o Discuss with students the importance of safety in the media center/computer lab
 - Not spinning in chairs
 - Not leaning back in chairs
 - Not playing with the cables
- o Discuss the importance of being aware of what is taking place in the spaces around you.
 - Other classes could be in the media center/computer lab
 - Other students could be testing
 - Students could be working on research or other projects.
 - So students can get their work done
 - Students could be reading/note taking

• Use school property appropriately

- o Ask students what does it mean to use school electronics appropriately
- o Teachers only demonstrate 1-2 negative examples
 - Tapping on the desk/Chromebook
 - Unplugging chargers
 - Switching/removing keys on keyboard
 - Raising and lowering in the chair repeatedly.
 - Carry chromebooks by the screen
 - Taking chromebooks out of cases
- o Discuss with students the importance of using school property appropriately.

Teacher Responsibilities /Expectations

- Assist students while they are working and using technology

FHS PBIS Teaching Script

Area: Use of Technology

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations.

Responsibility

- Work with success in mind
- Follow directions of staff
- Follow teacher's electronic policy

- **Work with success in mind**

- o Ask students how to set a goal while working.
- o What is your assignment, when is it due, how much time should it take
 - Determine if you should break the assignment into smaller sections to accomplish
- o Then, discuss how students can properly use their time to accomplish personal goals.
- o Teachers only demonstrate 1-2 negative examples
- o Discuss with the students the importance of staying on task while on computers

- **Follow directions of staff**

- o Discuss importance of listening to instructions regarding proper use of equipment
 - Using only approved and appropriate websites
- o Teachers only demonstrate 1-2 negative examples
- o Remind students to ask for help as needed.

- **Follow teacher's (Media Center) electronic policy**

- o Ask students what the posted electronic policy is.
 - Posting on social media or texting is done outside of school or during lunch.
 - Using only approved and appropriate websites.
- o Teachers only demonstrate 1-2 negative examples
- o Discuss with the students the importance of responsible use of computers
 - Remind students that FCS network is public record
 - Remind students they signed the electronics policy at the beginning of the year

Teacher Responsibilities /Expectations

- Model appropriate behavior in our classrooms.
- Correct students who are demonstrating inappropriate behavior.
- Acknowledge students for following rules.
- Make every effort to develop a positive relationship with all of your students
- Demonstrate and model respect to students throughout the school day

FHS PBIS Teaching Script

Area: Hallway

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations.

Integrity

- Do the right thing when others aren't watching

- **Do the right thing when others are not watching**
 - o Discuss with your students what should and should not be happening in the hallways
 - o Discuss appropriate and inappropriate technology use in the hallways
 - o Discuss being courteous to others, being mindful of others, and not grouping around lockers and allowing others to pass.

Teacher Responsibilities /Expectations

- Model appropriate behavior in our classrooms.
- Correct students who are demonstrating inappropriate behavior.
- Acknowledge students for following rules.
- Make every effort to develop a positive relationship with all of your students
- Demonstrate and model respect to students throughout the school day

FHS PBIS Teaching Script

Area: Use of Technology

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in the hallways.

Integrity

- Do what is right, even when no one else is watching
- Use web resources to verify/ authenticate your work

- **Do what is right, even when no one else is watching**
 - o Ask students what it means to do what is right, even when no one is watching
 - So you don't have broken equipment
 - To prevent injury in the media center/computer lab.
 - o Teacher only demonstrate 1-2 negative examples
 - Unplugging chargers when nobody's watching.
 - o Discuss the consequences of not doing what is right when nobody's watching.
 - Losing Chromebook privilege.
 - Losing free time privilege.
 - Paying for broken equipment.
- **Use web resources to verify/authenticate your work**
 - o Ask students what it means to use web resources to verify/authenticate your work.
 - o Teachers only demonstrate 1-2 negative examples
 - Plagiarism
 - Information might not be accurate
 - o Discuss with students the importance of using web resources to verify/authenticate your work.
 - Higher grade
 - Research integrity
 - Pride in accurate work
 - o Discuss the consequences of not using web resources to verify/authenticate your work.
 - Receiving a low grade on project
 - Plagiarism code of conduct

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior
- Acknowledge students for following rules
- Monitor students behavior in the media center/computer lab

FHS PBIS Teaching Script

Area: Use of Technology

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Courage

- Report problems to staff
- Persevere through your frustration
- Ask for assistance

• **Report problems to staff**

- o Ask students what type of problems should be reported to staff
 - Broken equipment, food spillage, materials out-of-order (e.g. unplugged, catawampus 🐦)
- o Teachers demonstrate methods of reporting problems
 - Stress the importance of being honest, even if the student is responsible for the issue.
- o Discuss with the students the importance of keeping their Chromebook in working condition.
- o Discuss the importance of being aware of what is taking place in spaces around you
- o Discuss the importance of reporting problems immediately so that the student is not held accountable for the actions of another.

• **Persevere through your frustration**

- o Technology may not always work, or work the way you want it to, it will work out
- o Work can seem like a lot at first, break it into small pieces and push through

• **Ask for assistance**

- o Ask students to demonstrate appropriate methods of asking for assistance
- o Teacher only demonstrate 1-2 negative examples
 - Interrupting conversations, yelling across the room, demanding
- o Discuss appropriate tone in questions and asking for assistance
 - Stress that tone greatly affects an individual's willingness to help
- o When asking for help, students should not expect immediate rectification or that the staff member will not necessarily fix it for them
 - Listening and patience will be key
 - Interruptions and impatience will not fix the problem

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Commons

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Courage

- Report problems to staff
- Include others
- Welcoming people to your table

- **Report problems to staff**
 - o Ask students what type of problems should be reported to staff
 - Broken equipment, food spillage, materials out-of-order
 - o Teachers demonstrate methods of reporting problems
 - Stress the importance of being honest, even if the student is responsible for the issue.
 - o Discuss with the students the importance of keeping the commons in a clean condition
 - o Discuss the importance of being aware of what is taking place in spaces around you
 - o Discuss the importance of reporting problems immediately so that the student is not held accountable for the actions of another
 - o Report possible fights, arguments, disturbances to help diffuse the issue and keep students from disciplinary action
- **Persevere through your frustration**
 - o It will be loud, people will bump into you, food may not be the best
 - o Clean up your mess and help others - even if it is not yours
- **Ask for assistance**
 - o Ask students to demonstrate appropriate methods of asking for assistance
 - o Student only demonstrate 1-2 negative examples
 - Interrupting conversations, yelling across the room, demanding
 - o Discuss appropriate tone in questions and asking for assistance
 - Stress that tone greatly affects an individual's willingness to help
 - o When asking for help, students should not expect immediate rectification or that the staff member will not necessarily fix it for them
 - Listening and patience will be key
 - Interruptions and impatience will not fix the problem

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Hallways

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Courage

- Report problems to staff
- Help others

- **Report problems to staff**

- o Ask students what type of problems should be reported to staff
 - Broken equipment, food spillage, language, disturbances, fights, etc
 - Teachers demonstrate methods of reporting problems
 - Stress the importance of being honest, even if the student is responsible for the issue.
- o Discuss with the students the importance of keeping the hallways in clean, working condition
- o Discuss the importance of being aware of what is taking place in spaces around you
- o Discuss the importance of reporting problems immediately so that the student is not held accountable for the actions of another

- **Help others**

- o Help students find their class
- o Help students picked up dropped things
- o Help others by not blocking the hall
- o Listening with only one earbud in

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Hallways

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Responsibility

- Move with purpose
- Use your time wisely
- Follow school's electronic policy
- Follow posted voice levels

- **Move with a purpose**
 - o Discuss the tardy policy
 - o Don't make others late to class
 - o Talk before school, after school, and lunch
- **Use your time wisely**
 - o Four minutes is enough time to get anywhere, if you don't stop for things along the way
 - o Organize your locker or take what you need for that half of the day
- **Follow school's electronic device policy**
 - o Briefly review the policy with students asking questions
 - o Review the earbud policy
 - o Never should people be able to hear your device
- **Follow posted voice level**
 - o Classes may be going on - be considerate
 - o Be considerate of your neighbors

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Classroom

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations in your classroom

Responsibility - Electronic Devices

- Be prepared for learning
- Own your actions and outcomes
- Follow teacher's electronic policy

- **Be prepared for learning**

- o Having your electronic device in a place where it will not distract you. Messages can wait until after class.

- **Own your actions and outcomes**

- o Every action has a consequence - if you **do** the action be sure to **own** the outcome
 - Have your device in a place or use it in a manner that will not have it taken by your teacher (follow the posted electronic device level)
- o If you are not prepared to deal with the outcome, do not do the inappropriate action
 - If you want to use your phone for the rest of the day - put your phone away. If your phone is taken away, be aware that **your actions** caused the consequences.

- **Follow teacher's electronic policy**

- o Each teacher has a poster in the classroom - check it and follow it
- o Follow the teacher's individual expectations - put your phone where it needs to be
- o Be sure you are familiar with each teacher's classroom rules - ignorance does not equal innocence. If you are unsure what is allowed, ask the teacher when you enter the room.

Remember: There is **no** excuse that is going to get your phone back once it has been taken. If you are in a special situation that requires you to have your phone after school, then **you** need to be sure to follow the rules.

Teacher Responsibilities/Expectations

- Correct students who are demonstrating inappropriate behavior by restating the expectations and discussing the importance of the expectation
- Acknowledge students for following rules
- Be knowledgeable about the programs/products to facilitate problem solving
- Monitor student progress in order to assist proactively

FHS PBIS Teaching Script

Area: Classrooms

Time Allotment: 10 minutes

Materials Needed: None except if you want to do demonstrations.


Respect - Insubordination

- Follow requests from staff
- Act in a way that allows others to learn
- Use school appropriate language

- **Follow requests from staff**

- o Ask the students what following the request means. - Refusing to follow directions is insubordination (defiance of authority; refusal to obey orders.)
- o Demonstrate how to follow instructions the first time in lieu of multiple times.
- o Discuss the importance of why they should follow the request.
- o Discuss consequences.
- o Discuss the fact that students may not agree with teachers - if students have an issue they should:
 - Comply with the request to show respect for the teacher's position as head of the classroom.
 - Arrange to meet with the teacher **after class** to discuss the situation.
 - A principal or counselor can mediate an issue in a constructive manner if needed

- **Act in a way that allows others to learn**

- o Demonstrate how disruptions impede learning. - Have respect for the learning of others in the classroom. Your actions may affect others - respect your classmates.
- o Examples of positive and negative behaviors. 
- o Discussion to be empathetic to others' needs.
- o Demonstrate conversational social cues: inappropriate timing to ask for assistance.

- **Use school appropriate language**

- o Discuss real-life scenarios and implications/habit building for work and school.
- o Discuss how their language affects the way others perceive them. Loud outbursts or not allowing others to respond can be perceived as disrespect.

Teacher Responsibilities /Expectations

- Model appropriate behavior in our classrooms.
- Correct students who are demonstrating inappropriate behavior.
- Acknowledge students for following rules.
- Make every effort to develop a positive relationship with all of your students
- Demonstrate and model respect to students throughout the school day

Appendix B
Building/Classroom Signs
Behavior Flow Chart
Matrix Signs

HAWKS WAY

Respect Act in a way that allows others to learn Follow staff directions Use appropriate language	Responsibility Be Prepared to Learn Follow classroom rules Be on time
Integrity Turn in honest work Teach don't give answers	Courage Persevere Challenge yourself Ask for assistance



CLASSROOM

HAWKS WAY

Respect Appropriate volume Appropriate Language Follow Staff Directions	Responsibility Remain in your seat Clean up after yourself
Integrity Be Honest in all you do	Courage Include others Report problems to staff



COMMONS

HAWKS WAY

<p>Respect</p> <p>Appropriate volume</p> <p>Appropriate Language</p> <p>Be mindful of others</p>	<p>Responsibility</p> <p>Use your time wisely</p> <p>Move with purpose</p> <p>Follow electronics policy</p>
<p>Integrity</p> <p>Be Honest in all you do</p>	<p>Courage</p> <p>Help others</p> <p>Report problems to staff</p>



HALLWAY

HAWKS WAY

<p>Respect</p> <p>Wash your hands</p> <p>Put garbage in cans</p>	<p>Responsibility</p> <p>Use time wisely</p> <p>Follow school policies</p>
<p>Integrity</p> <p>Give others privacy</p>	<p>Courage</p> <p>Report problems to staff</p> <p>Help others</p>



BATHROOM

HAWKS WAY

<p>Respect</p> <p>Allow others to work</p> <p>Use school property appropriately</p>	<p>Responsibility</p> <p>Follow teacher's policy</p> <p>Work with success in mind</p>
<p>Integrity</p> <p>Be honest in all you do</p>	<p>Courage</p> <p>Challenge yourself</p> <p>Ask for assistance</p>



MEDIA CENTER

HAWKS WAY

<p>Respect</p> <p>Allow others to work</p> <p>Use school property appropriately</p>	<p>Responsibility</p> <p>Follow teacher's policy</p> <p>Work with success in mind</p>
<p>Integrity</p> <p>Be honest in all you do</p>	<p>Courage</p> <p>Challenge yourself</p> <p>Ask for assistance</p>



COMPUTER LAB

HAWKS WAY

Respect Use encouraging words Be patient	Responsibility Meet Deadlines Be Present
Integrity Open and Honest feedback with students to ensure growth mindset. Keep student information confidential.	Courage Collaborate with peers Offer/ask for help



FAIRBORN STAFF

Fairborn High School PBIS Behavior Expectations Matrix

	Respect	Responsibility	Integrity	Courage
Hallways	<ul style="list-style-type: none"> • Keep your volume at a conversation level • Use school appropriate language • Be mindful of your space 	<ul style="list-style-type: none"> • Move with purpose • Use your time wisely • Follow school's electronic policy 	<ul style="list-style-type: none"> • Do the right thing when others aren't watching 	<ul style="list-style-type: none"> • Report problems to staff • Help others
Classrooms	<ul style="list-style-type: none"> • Follow requests from staff • Act in a way that allows others to learn • Use school appropriate language 	<ul style="list-style-type: none"> • Be on time • Be prepared for learning • Own your actions and outcomes • Follow teacher's electronic policy 	<ul style="list-style-type: none"> • Submit honest work • Do what is right when no one else is watching • Posting on social media is done outside of school 	<ul style="list-style-type: none"> • Be willing to take on challenges • Persevere • Report problems to staff • Ask for assistance
Lunchroom (Commons)	<ul style="list-style-type: none"> • Follow directions of staff • Take pride in your surroundings • Keep volume at a conversation level • Use school appropriate language 	<ul style="list-style-type: none"> • Recognize others use of space • Remain in your seat • Clean up after yourself 	<ul style="list-style-type: none"> • Use school appropriate language • Do what is right, even when no one else is watching 	<ul style="list-style-type: none"> • Report problems to staff • Include others • Welcoming people to your table
Media Center And Computer Lab	<ul style="list-style-type: none"> • Allow others to work • Use school property appropriately 	<ul style="list-style-type: none"> • Work with success in mind • Follow directions of staff • Follow teacher's electronic policy 	<ul style="list-style-type: none"> • Do what is right, even when no one else is watching • Use web resources to verify your work 	<ul style="list-style-type: none"> • Report problems to staff • Persevere through your frustration • Ask for assistance
Bathroom	<ul style="list-style-type: none"> • Wash Hands • Put garbage in cans 	<ul style="list-style-type: none"> • Use time wisely • Follow school policies 	<ul style="list-style-type: none"> • Give others privacy 	<ul style="list-style-type: none"> • Report problems to staff • Help others