



## PBIS Plan COVID-19 Preparedness Guide

This is not to replace your building's voted upon PBIS Plan. This guide is to provide a list of considerations for principals and PBIS Teams as they plan for flexible learning environments during the 2020-2021 School Year.

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## Brick and Mortar Considerations

Consider the following recommendations from the CDC as your building teams craft procedures and strategies:

- ❑ Arrival/Dismissal
  - ❑ Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
  - ❑ For schools who have morning meetings: Consider having these meetings in smaller groups, over the PA, or with students in a different seating arrangement.
- ❑ Safe Entrance into the Building, Classrooms, School Offices
  - ❑ Designated in/out doors for building and all offices in building.
  - ❑ Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
  - ❑ Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
  - ❑ Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
  - ❑ Have hand sanitizer available in the main office.
  - ❑ Have parents and visitors call from cars before coming into the building to keep traffic flow down in the office. Number visitor parking spaces if possible.
- ❑ Classrooms/Specials Classes
  - ❑ Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).



- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- When possible, elementary students should keep the same desk and wipe it down mid day and at the end of the day. No sharing materials or community bucket of materials.
- Hallway Travel**
  - Teach students to walk in hallways safely. Discuss the importance of walking with hands to their sides to avoid touching walls or lockers, and to maintain 6 ft. apart, when possible.
  - Suspend the use of lockers.
  - Restrict hallway use through homeroom stays.
  - Stagger release of classes for class transitions.
- Use of Restrooms**
  - Stagger bathroom visits.
- Cafeteria**
  - Allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria.
  - Stagger lunch by class.
  - Consider separating lunch and recess area by class.
- Bus Travel**
- Increased Hygiene Awareness**
  - Frequent opportunities for hand washing or sanitizing.
  - Reinforce the importance of covering coughs and/or sneezes with tissue or elbow.
  - Encourage avoidance of touching one's face, eyes, nose, and mouth.
  - Avoid water fountain use (unless touch free re-fill option). Allow students to bring water bottles from home to carry with them throughout the day.
  - Masks Requirements**



**Sample Matrix with COVID-19 Precautions (red)**  
**Positive Behavior Interventions and Supports Matrix**  
**R.O.A.R**

	<b>Responsibility</b>	<b>Order</b>	<b>Achievement</b>	<b>Respect</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Be on time with appropriate materials</li> <li>Persevere!</li> <li>Be an active learner</li> <li>Always cover you mouth/nose when you sneeze or cough</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your space</li> <li>Maintain social distancing</li> <li>Sanitize your work area as instructed</li> <li>Maintain the layout of the classroom (direction and position of chair)</li> </ul>	<ul style="list-style-type: none"> <li>Give your best effort</li> <li>Protect yourself and others from infection</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands/feet/objects to yourself</li> <li>Communicate effectively</li> <li>Know that your practices should be to protect yourself from infection and from infecting others</li> <li>Model safe and appropriate behavior</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Keep hallways clean</li> <li>Follow all adult directives</li> <li>Avoid using the water fountain</li> <li>Do not unnecessarily touch people, walls, lockers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Walk with purpose</li> <li>Maintain flow of traffic</li> <li>Maintain a distance of at least six feet between you and another person</li> <li>Walk with hands at your sides</li> <li>Anticipate congestion and try to avoid it</li> </ul>	<ul style="list-style-type: none"> <li>Travel from one location to another, directly, arriving early</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and civil</li> <li>Keep hands to self</li> <li>Use inside voices</li> <li>Keep talking to a minimum</li> <li>Model safe and appropriate behavior</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Leave your area clean</li> <li>Report to scheduled lunch bell</li> <li>Properly sanitize your hands before and after eating</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently in line</li> <li>Remain in seat</li> <li>Avoid talking to all but those in your immediate area (6 ft.)</li> </ul>	<ul style="list-style-type: none"> <li>Eat something to nourish your mind and body</li> <li>Eat healthy foods to strengthen your immune system</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands and food to self</li> <li>Listen to speakers</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Keep restroom clean</li> <li>Flush!</li> <li>Wash hands for at least 20 seconds</li> <li>Throw trash away</li> </ul>	<ul style="list-style-type: none"> <li>Be prompt (handle your business and return to class!)</li> </ul>	<ul style="list-style-type: none"> <li>Leave restroom better than how you found it</li> </ul>	<ul style="list-style-type: none"> <li>Do not enter if doing so results in crowding</li> <li>Report issues to appropriate adults</li> </ul>
<b>Professional Event</b>	<ul style="list-style-type: none"> <li>Stay alert</li> <li>Be an active listener and participant</li> </ul>	<ul style="list-style-type: none"> <li>Enter/Exit quietly</li> <li>Sit where instructed</li> <li>Always maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Reflect on what you learned</li> </ul>	<ul style="list-style-type: none"> <li>Welcome our guests</li> <li>Show gratitude</li> <li>Model safe and appropriate behavior</li> </ul>



<b>Spirit Event</b>	<ul style="list-style-type: none"> <li>• Show Pride</li> </ul>	<ul style="list-style-type: none"> <li>• Sit where instructed</li> <li>• Show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun!</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage <i>ALL</i> participants</li> <li>• Model safe and appropriate behavior</li> </ul>
<b>Buses</b>	<ul style="list-style-type: none"> <li>• Follow all directions</li> <li>• Use appropriate language and quiet voices</li> <li>• Avoid touching bus surfaces unnecessarily</li> <li>• Avoid touching your eyes, nose, and mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Keep bus card secure and do not allow others to use</li> <li>• Keep personal belongings to self</li> <li>• Maintain social distance from others</li> <li>• Avoid talking to all but those in your immediate area (6 ft.)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a seat and remain seated until reaching your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and body to yourself</li> <li>• Model safe and appropriate behavior</li> </ul>

## Considerations for Remote Learning

Creating a PBIS Behavior Matrix for your classroom is essential to establishing the routines and procedures that help provide stability, predictability, and structure within the classroom. As we all adjust to distance learning, our ability to provide this, albeit in a limited capacity, is even more important to our students. Criteria for how to establish a matrix for remote instruction, with several examples included, can be accessed from <http://www.pbis.org>.

## Remote Learning Considerations

- Arrival and dismissal of online instruction
  - Virtual learning etiquette
- Student access to technology needs
- How to access help
- Work expectations of students
  - Participation
  - Work submission
  - Make-up work if unable to attend online class
- How to access help



### Sample PBIS Matrix of Expectations for Remote Learning

We are...	Entering Class	Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> <li>Choose a distraction free space</li> <li>Use equipment as intended</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Ask in chat if you need help or raise your hand</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use stop-walk-talk when you hear disrespect</li> <li>Encourage others to participate</li> <li>Use kind words and faces</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Use chat with classmates for first 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Answer questions in chat box</li> <li>Answer polls promptly</li> <li>Listen when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Answer question out loud when requested</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio on</li> <li>One speaker at a time, wait or use chat to respond when others are talking</li> <li>Respect others' cultures, opinions and viewpoints</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>Be on time and ready to learn</li> <li>Start classes with your device charged or plugged in</li> <li>Have materials ready</li> </ul>	<ul style="list-style-type: none"> <li>Ask question (voice or chat) when you have them</li> <li>Stay on approved websites during instruction</li> <li>Be present-avoid doing other activities during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions out loud when you have them</li> <li>Keep conversations on topic</li> <li>Try your best</li> <li>Be present-avoid doing other activities during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to stay on task</li> <li>Complete work together</li> <li>Keep conversations on topic</li> <li>Use "ask for help" button if you have questions</li> <li>Be present-avoid doing other activities during instruction</li> </ul>



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## Considerations for Hybrid Learning

In the instance of a hybrid learning environment where students are physically present for a portion of their learning as well as learning virtually school teams can draw from the above plans. Keep in mind both sets of expectations (brick and mortar and remote learning) need to be clearly defined and taught to students within the first two weeks of school.

## Considerations for Supporting PBIS at Home

The more consistent the routines and schedule can be, the easier it will be to support prosocial behavior and prevent challenging behavior at home.

The matrix below is one example of a PBIS Home Matrix, consider supporting families in creating their own home matrices.



	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
<b>H</b> HELP OUT	Make Your bed  Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself  Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
<b>O</b> OWN YOUR BEHAVIOR	Get up on time  Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow  Ask to change stations	Complete your homework on time  Do your best!	Use kind words and "I statements"  Recognize mistakes and apologize	Get to bed on time!
<b>M</b> MANNERS COUNT	Try a morning SMILE!  Thank your parents for helping.	"Thanks for the ride"  "Have a nice day"	Ask politely for help	Respect others things  Offer to share	Ask for help respectfully  "Thanks for the help"	Please and thank you  Use your napkin	End the day with nice words and thoughts
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

## School-wide Student Acknowledgement

Yes! You can absolutely use PBIS Rewards to **acknowledge your students**, even when they're in a virtual classroom environment! Try these fun ideas:

- Acknowledge students with points and comments when students:
  - Complete assignments by the deadline
  - Complete assignments before deadline
  - Participate in photo or cooking challenges
  - Complete an [online visit to a museum or zoo](#)
  - Participate in a Spirit Day activity (check out our [Spirit Week on Twitter](#)), i.e.:





- Elementary: Monday – wear pajamas, Tuesday – crazy hair, Wednesday – crazy socks, Thursday – dress like your teacher, Friday – hat day
- Secondary: Monday – wear pajamas, Tuesday – wear school colors, Wednesday – crazy socks, Thursday – college gear, Friday – hat day
- Create a Reward Event:
  - Using video conferencing tools (Google Hangout, Zoom, Microsoft Teams EDU, etc.) that gives students points after attending the event
  - Attend an [online drawing class](#)
  - Attend an [online book reading](#)
- Create a Raffle for a digital gift card

## Discipline During Challenging Times

Teachers and schools will certainly face discipline challenges in all three models of learning (brick and mortar, remote learning, hybrid) in this COVID-19 environment. Student misbehavior will continue to fall into Categories I, II, or III, and responses to misbehavior will continue to follow the school PBIS Plans which are rooted in the CPS Student Support Guide. Teachers should continue to use Log Entries for teacher-managed Category I offenses and Discipline Log Entries for chronic Category I and Category II and III offenses. Bullying allegations and completed resolutions should also continue to be reported using the online bullying notification system.

Some of the common responses to Category I infractions such as after-school/ lunch detentions and ALC assignments will not be able to be used in a remote setting. With some creative thinking, however, most of the Category I responses can be effectively used. Some examples of remote-learning infractions and Student Support Guide responses are provided below.



## Sample Remote Learning Alternative Consequences

<p><b><u>Expectation Infraction Examples Category I</u></b></p> <ul style="list-style-type: none"> <li>• Student makes inappropriate remarks verbally or in chat during the lesson</li> <li>• Student engages in refusal to follow directions or talks back</li> <li>• Student engages in behavior that is purposefully disruptive during remote learning environments (i.e. sustained loud noises, talk, yelling, screaming, horseplay...)</li> <li>• Student engages in problem behavior not listed</li> </ul>	<p><b><u>Possible Choices to Address Student Infractions</u></b></p> <ul style="list-style-type: none"> <li>• Positive acknowledgement of expected behavior</li> <li>• Redirect/Refocus</li> <li>• Provide a reflective activity</li> <li>• Reteach behavioral Expectations</li> <li>• Student conference</li> <li>• Parent contact</li> <li>• Create behavior contract that includes expected behaviors and future consequences</li> <li>• <a href="#">Virtual Mindpeace Room</a></li> </ul> <p>*See Student Support Guide for further suggestions</p>
<p><b><u>Category II and III Infractions</u></b></p> <ul style="list-style-type: none"> <li>• Student repeatedly makes verbal remarks or in chat involving intimidation, teasing, taunting, threats, or name calling. (Bullying)</li> <li>• The delivery of disrespectful messages in any format: gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. (Harassment)</li> <li>• Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. (Technology offense)</li> <li>• Student leaves or misses class (not due to technical problems)</li> </ul>	<p><b><u>Possible Choices to Address Student Infractions</u></b></p> <ul style="list-style-type: none"> <li>• Redirect/Refocus</li> <li>• Provide a reflective activity</li> <li>• Reteach behavioral expectations</li> <li>• Student conference</li> <li>• Parent contact</li> <li>• Behavior contract that includes expected behaviors and future consequences</li> <li>• Create method for student to apologize or making amends to those offended or harmed</li> <li>• Refer to intervention team and/or school social worker, school psychologist or school counselor</li> <li>• Arrange linkage with counseling agency</li> </ul> <p>*See Student Support Guide for further suggestions</p>



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