SEms raMS

SOUTH EASTERN MIDDLE SCHOOL
PBIS

(Positive Behavioral Interventions and Support)

Informational Toolkit

Responsible

Accountable

Motivated

Safe

Personal

Responsibility

In

Daily

Excellence

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Dear SEMS Staff,

This handbook is a summary our PBIS processes and protocols. It is our hope that this handbook becomes an ongoing working document that will grow and develop as we add artifacts both this year and in years to come.

During the 2016-2017 school year the PBIS team worked hard to develop a foundation for PBIS. Behavioral matrices were created and the staff provided RAMS PRIDE tickets for our token economy. In reflection, we realize the PBIS process is one of growth and development. It is our desire to continuously improve the PBIS the expectations for our unique needs. Our plan is to improve behavior with positive supports for students and staff. Your constructive feedback is valued and appreciated.

We challenge each member to implement each phase of the PBIS plan with fidelity. You never know what will happen until you try.

Sincerely,

The PBIS Leadership Team

South Eastern Middle School
June 21, 2017

South Eastern Middle School

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South Eastern Middle School

PBIS Team Meeting Schedule

What is School-Wide PBIS?

Numerous products are available for school personnel, parents, and care providers all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of an individual school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavioral support for all students within a school is implemented in areas including the classroom and non-classroom settings. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classrooms), and tertiary (individual) systems of support that improve the lifestyle results (personal, health, social, family, work, recreation) for all children by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

PBIS at South Eastern Middle School

A term you will be hearing more this year at SEMS is Positive Behavioral Interventions and Support, or PBIS. PBIS is an approach in behavior management on a school-wide level, in a specific setting such as the classroom, hallways, cafeteria, restrooms, assemblies, media center, makerspace, gym, etc. or with and individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problems behaviors. One of the keys is to focus on prevention. 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, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline data. This team-based approach to data analysis allows teacher teams and the PBIS and MTSS teams here at SEMS to identify problems areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

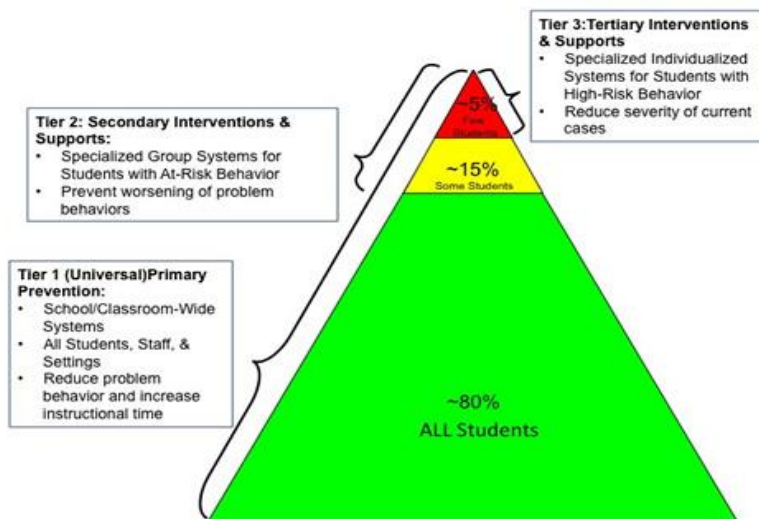The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching as set of behavioral expectations (matrix)
- Consistently acknowledging and rewarding appropriated behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this staff manual is to briefly illustrate how these components will be utilized with the South Eastern Middle School PBIS system.

The ultimate goal is to increase academic performance, decrease problem behaviors, increase safety, and establish positive school climates through research-based strategies and systems.

Continuum of School-Wide Instructional & Positive Behavior Support

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support and not children.

| Tier	Prevention Description
I. **Primary** (Universal)	Preventing the development of new cases (**incidence**) of problem behaviors by implementing high quality learning environments for **ALL** students and staff and across **ALL** settings (i.e., school-wide, classroom, and non-classroom)
II. **Secondary** (Targeted)	Reducing the number of existing cases (**prevalence**) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. **Tertiary** (Intensive)	Reducing the intensity and/or complexity of existing cases (**prevalence**) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of TV personality, "How is that working out for you?"

Historically, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment based strategies including: reprimands, loss of privileges, office referrals, detentions, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective. Introducing modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:
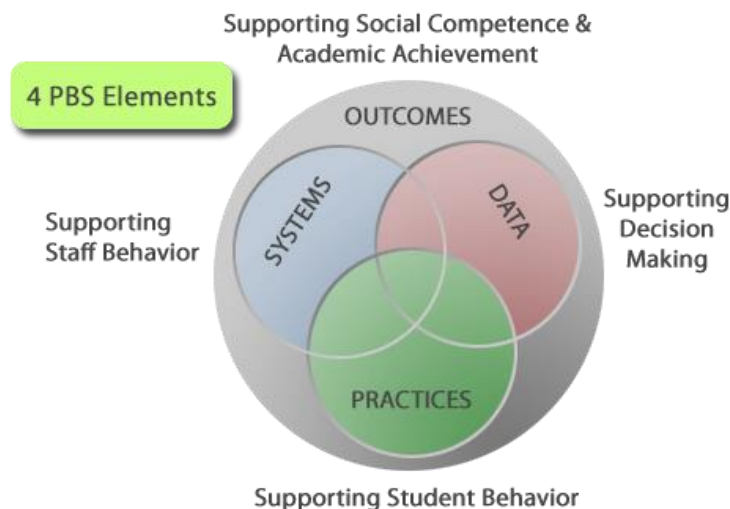
- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

For more information:

- A video about creating the culture of school-wide PBIS
    - https://www.youtube.com/watch?v=Vc-Tjqm20cU
- Information about the evidence-base of school-wide PBIS
    - http://www.pbis.org/research/default.aspx

Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations aggressively over the first weeks of school. Lessons will need to be repeated a few times initially and ***strongly reinforced*** at the onset.

And then I'm done; right?

- Not quite. Plan to teach "booster" lesson every day of school year (3-5 minutes). If a lot of problems arise in certain situation, reteach the expectations. Having a new student entering the class is also perfect time for a "refresher" course.

What do you mean by "teach" the expectation? I always go over the class rules.

- This a little different. By teach we mean show, as in model, demonstrate, or role-play. Have students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach the lessons.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We all know how important practice is for mastery of academics.

How much time am I supposed to commit to this?

- Keep lessons brief: 5-15 minutes in the beginning. After the first few weeks the over the view should only take 2-5 minutes.

How do I fit this in with everything else I have to do in my classroom?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. ***Consider this an investment during the start-up phase that will pay off with more orderly behavior throughout the school year.***

The positive behavior expectations defined in the matrix may be included in classroom procedures, however they are grounded in the core beliefs of RAMS PRIDE: **Respect, Accountability, Motivated, Safe and** *Personal Responsibility in Daily Excellence.*

South Eastern Middle School

	Classroom	Hallway	Cafeteria	Locker Rooms and Bathrooms	Buses	School Events and Assemblies
Respectful	• Follow teachers' expectations • Respect other people's property • Be supportive • Be polite; use manners • Be active listeners	• Respect other people's property • Be supportive • Be polite; use manners • Use appropriate stairwells; take the most direct route	• Respect other people's property • Be supportive • Be polite; use manners • Keep the area clean • Raise your hand to leave your seat	• Respect other people's property/privacy • Be polite; use manners • Keep the area clean	• Follow bus drivers' expectations • Respect other people's property • Be supportive • Be polite; use manners • Keep the area clean	• Respect other people's property • Be supportive • Be polite; use manners • Keep the area clean
Accountable	• Interactions should be appropriate • Be on task • Take ownership of behaviors/academics • Do the right thing even when nobody's watching • Hold each other accountable	• Interactions should be appropriate • Do the right thing even when nobody's watching • Have a signed agenda • Hold each other accountable	• Follow cafeteria procedures • Interactions should be appropriate • Do the right thing even when no one's watching • Hold each other accountable	• Follow PE procedures • Interactions should be appropriate • Do the right thing even when no one's watching • Be mindful of time • Hold each other accountable	• Interactions should be appropriate • Do the right thing even when nobody's watching • Hold each other accountable	• Interactions should be appropriate • Do the right thing even when nobody's watching • Hold each other accountable
Motivated	• Be ready to learn • Be willing to accept new ideas/change • Strive for excellence • Learn from failures	• Assist your peers • Learn from failures • Walk with purpose to destinations	• Assist your peers • Learn from failures • Make healthy choices • Strive to earn rewards	• Learn from failures • Be mindful of time • Hold each other accountable	• Strive for excellence • Learn from failures • Hold each other accountable • Be mindful of time	• Strive for excellence • Learn from failures • Encourage others
Safe	• Choose your words wisely • Be mindful of your and others' physical space • Use technology safely and appropriately • Report unsafe incidences • Follow safety procedures	• Walk down the correct side of the hallway • Use your *own* locker at appropriate times • Follow safety procedures • Report unsafe incidences	• No sharing food • Make healthy choices • Follow safety procedures • Report unsafe incidences	• Lock up your items • Report unsafe behaviors • Maintain good hygiene • Follow safety procedures • Report unsafe incidences	• Follow bus procedures • Follow safety procedures • Report unsafe incidences	• Follow all electronic device policies • Follow safety procedures • Report unsafe incidences

RAMS PRIDE EXPECTATIONS

Positive Teacher Recognition

How often should I give positive attention?

- **4:1** (At minimum you should give 4 positives to 1 correction.

  The PBIS research states that students will responded best with the given ratio of 4 positive interactions to 1 negative interaction. Work on building those positive relationships with students early, before you have behavioral issues to deal with in your classes. Get rid of the "Don't smile until Christmas!" mentality. After developing a positive rapport with your class and individuals dealing with negative behaviors will be easier and you will see better results and responses from students.

Appropriate Recognition

Best Practices for Recognition

- Authentic: Genuine, efficient, and effective- Positively stated in a sincere tone or voice
- Specific: Be explicit when describing the student's positive behavior. Do NOT use sarcasm or words like "but"
- Immediate: Timely feedback is important; right after the positive behavior occurred.
- Individualized: Respect student's preferences for public vs. private recognition. Be culturally and developmentally sensitive.
- Varied: Celebrate different contexts: Effort, progress, achievement, and choices/ vary words used to avoid monotony/ include individual, group, and whole class acknowledgement.
    - Station Rotation: students can receive recognition for their behaviors in the direct, collaborative, and independent stations.
    - Technology**:** Students need verbal recognition frequently however receiving recognition via technology is also appropriate.
        - Parent Involvement: Students that are consistently doing what they should need to be recognized and their parents/guardians must also be informed. This helps to soften the blow when and if communication about negative behaviors must be made.

100 Ways to Praise a Child

That's incredible! How extraordinary! Far out! Outstanding Performance!
I can't get over it! Great! Amazing effort! Unbelievable work!
Wonderful! Marvelous! Phenomenal! You've got it! Superb! Cool!
Excellent! You're special! Your work is out of sight! Your project is first-rate!
You've outdone yourself! Way to go! Thumbs up! You're a good friend!
You came through! Terrific! You tried hard! Your help counts! You made it happen!
It couldn't be better! Fantastic work! You're a real trooper! Fabulous!
Bravo! Exceptional! You're unique! Awesome! Breathtaking!
The time you put in really shows! You're a great example for others!
Keep up the good work! I knew you had it in you! Dynamite!
It's everything I hoped for! You should be proud of yourself! What an imagination!
You made the difference! Well done! You're sensational! Very good!
A+ work! Super job! Good for you! Take a bow! You figured it out! Great answer!
You're doing a lot better! Thanks for being honest! How artistic!
Hooray for you! You're a joy! How thoughtful of you! You're amazing!
You're getting there! What a great idea! You deserve a hug! Thanks for trying!
You're getting better! You're a big help! You're tops!
You've made progress! You're neat! You've got what it takes! You're #1!
You're a shining star! You can be trusted! Wow! Remarkable! Beautiful!
I am proud of you! Very impressive! You're sharp! You're a winner!
Hot dog! Spectacular work! You're so kind! You've really grown-up!
What a great listener! Thanks for helping Great discovery! You've earned my respect! Thanks for caring! You're a-okay! You're a great kid! How original!
You're a champ! You're a pleasure to know! Very brave! What a genius!
You're very talented! You're the greatest! You're super!

POSITIVE teacher attention should be GIVEN at a rate of 4:1 (4 positives to 1 correction)

Top 17 Classroom Management Strategies that Should Be Emphasized in EVERY Classroom

Strategy	Description
Increase ratio of positive to negative teacher to student interactions	• At least 4 to 1 • Positive interaction every 5 minutes • Follow correction for rule violation with positive re-enforcer for rule following
Actively Supervise at all times	• Move continuously • Scan continuously & overtly • Interact frequently & positively • Positively reinforce rule following behaviors
Positively interact with most students during lesson	• Physical, verbal, visual contact • Group v. individual • Instructional & social
Manage minor (low intensity/frequency) problem behaviors positively & quickly	• Signal occurrence • State correct response • Ask student to restate/show • Disengage quickly & early
Follow school procedures for chronic problem behaviors	• Be consistent & business-like • Pre-Correct for next occurrence
Conduct smooth & efficient transitions between activities	• Taught routine • Engage students immediately
Be prepared for activity	• Prepare filler activities • Know desired outcome • Have materials • Practice presentation fluency
Begin with clear explanations of outcomes/objective	• Advance organizer • Point of reference
Allocate most time to instruction	• Fill day with instructional activities • Maximize teacher led engagement
Engage students in active responding	• Write • Verbalize • Participate

Give each student multiple ways to actively respond	• Individual v. choral responses • Written v. gestures • Peer-based
Regularly check for student understanding	• Questions • Affirmative gestures • Written action
End Activity with specific feedback	• Academic v. social • Individual v. group
Provide specific information about what happens next	• Homework • New activity • Next meeting
Know how many students met the objective/outcomes	• Oral • Written • Sample
Provide extra time/assistance for unsuccessful students	• More practice • More instruction
Plan for next time activity conducted	• Firm up outcome • New outcome • Test

<u>How to Set a Positive Tone and Increase Direction Following:</u>

1. Establish positive relationships with students early in the year (4 positives: 1 corrective).
2. Use clear directives- not questions. (Please, go back to your seat v. Will you return to your seat?)
3. Use proximity (move close) - respect privacy.
4. Get down on the student's level; it's less threatening
5. Establish eye contact.
6. Give student time to respond. Each student is different and needs different amounts of think time.
7. Use positive directives more than negative. (Be safe and walk in the hallway v. Don't run in the hallway!)
8. Follow through with student expectations after the first request.
9. Be consistent.
10. Use a positive tone. Avoid yelling, arguing, and sarcasm.
11. Acknowledge compliance.

Guidelines for Implementing PBIS Tickets

1. During the 2017-18 school year **each teacher will be required to give a minimum of 5, but no more than 20 RAMS tickets per week.**
   - Tickets should be given *expected behaviors*.
     - A student does not have to cure a disease or save the planet in order to receive a ticket.
     - Meeting the expectations of RAMS PRIDE
   - Tickets can be given for going above and beyond the expectation.
   - Tickets will be provided to you via your staff mailbox in the office.
2. When a ticket is given the teacher must showcase the behavior and make a big deal about the expected behavior.
     - Example- Teacher observes a student using his Chromebook appropriately. The teacher states loud enough for class to hear, "Excuse me class. Todd has been using his Chromebook appropriately. This a behavior we expect of all students. It is part of our RAMS Pride Matrix in the area of being safe. Thank you Todd."
3. Staff will write the student's name and their name in INK on the RAMS Ticket
4. Be sure to circle either the R, A, M, or S to denote why the student received the ticket.
   - This helps with data collection.
5. All tickets will be the same color. We will not be using the different tickets for different rewards.
6. Students will bring tickets to the main office. Tickets will be stored there and used for random drawings throughout the year.
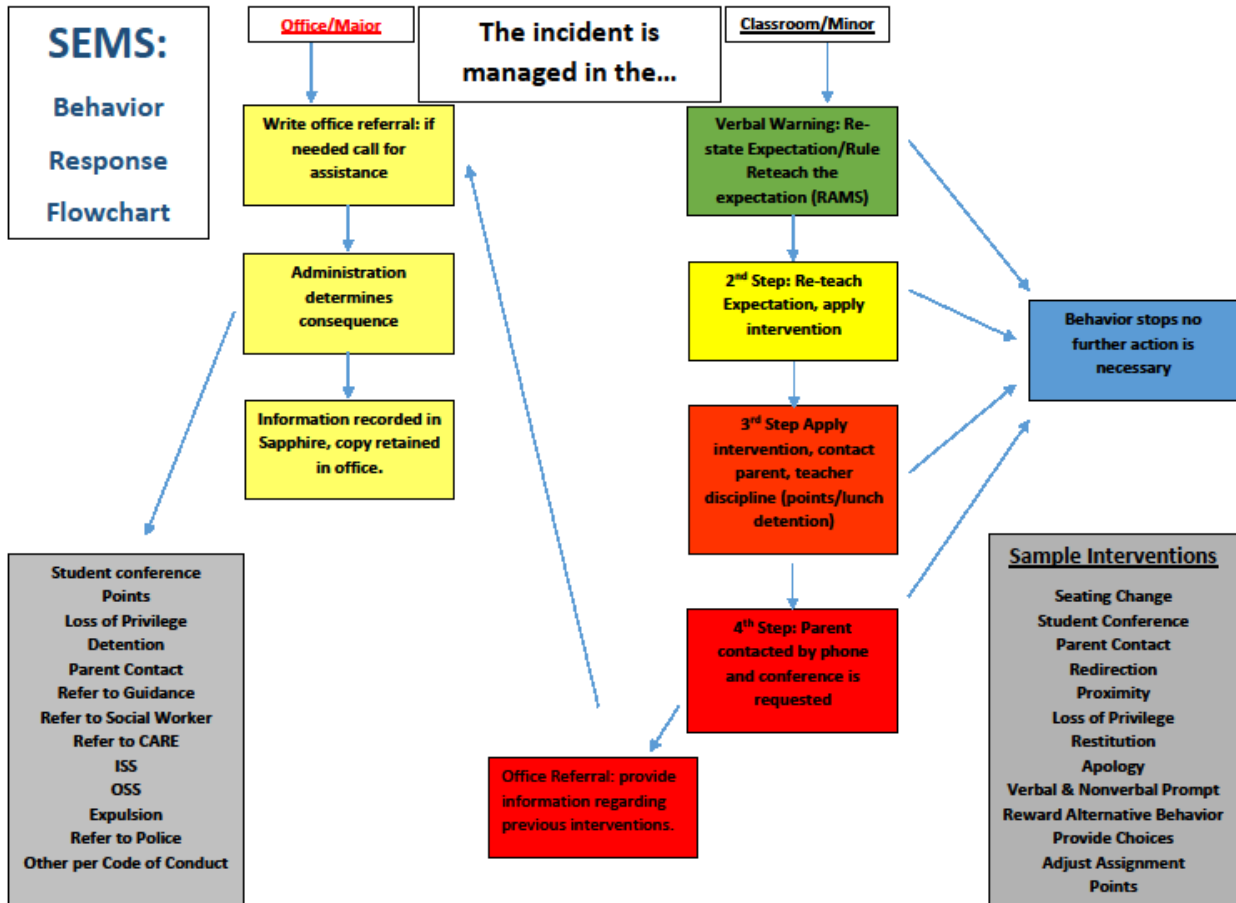
Whole School PBIS Recognition Activities

The purpose of the PBIS Recognition activities will be showcase the positive behaviors of our students and staff. By recognizing students and staff who have met positive behavioral expectations, we hope to grow a positive culture and decrease negative behaviors. Throughout the year both students and staff will develop and implement various activities to recognize positive behaviors. This year's student PBIS club will be meeting afterschool to plan events and provide feedback.

During the year we will continue to draw names for students to win various prizes. We will continue to select five random students on Fridays. The committee would also like to incorporate several random prizes throughout the year. These prizes will require student to come to the office to receive their prize, or staff members will come to the classroom to award the prize. Prizes can include but are not limited to: Sit where you want lunch passes, gift cards, Bistro gift checks, etc.

At the end of each marking period a PBIS assembly will be held. These assemblies will be used to create positive culture and recognize the accomplishments of students and staff. The student and staff PBIS committees will organize these events. Prizes, games, recognition and high energy can be expected. Depending on the type of activities these assemblies will be held in various locations in and around the school.

SEMS Behavior Response Flowchart

Classroom Managed	Office Managed
• Cheating/plagiarism • Disruption • Dress Code violation • Failure to comply with simple requests • Food/Drink outside designated areas • Gum • Hallway violation • Horseplay • Inappropriate Comments • Littering • Low level of disrespect • Profanity/Inappropriate language • Public Displays of Affection • Put downs • Refusing to Work • Throwing objects of any kind • Unprepared	• 10 points • Repeated violations of minor infractions **AFTER** parent contact has been made. • Assault • Bullying • Direct defiant behavior/High level of disrespect • Fighting • Harassment: Physical or sexual • Possession of weapons or prohibited objects • Profanity directed at another person • Racial/Gender/Sexual Slurs • Substance Violations • Theft • Threats to any person • Vandalism • Level III or IV violations in the district "Code of Conduct"

Classroom/Teacher Intervention Examples:

Consequences	Description
Conference with Student	Private time with the student to discuss behavior interventions and solutions. This can include direct instruction in expected or desirable behaviors.
Conference with Parent/Guardian	Teacher communicates with student's parent/guardian by phone, email, written notes or person to person about the problem and potential solutions.
In-Class Time Out/Detention	This is a predetermine consequence for breaking a classroom rule. Short in duration (five minutes or less)- usually separated from the group, but remains in the classroom- brief withdrawal of attention and re-enforcers a time for the student to reflect on his/her actions- use a timer or some other way of showing end of time out period. Student simply rejoins group after time out is over. Student must comply with rules of timeout procedure. Time out procedure must be taught to students before implementing.
Apology/Restitution	Student makes amends for his/her negative actions. Takes responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse. Inclusive of positive affirmation to peer or person harmed by student's actions.
Corrective Assignment Restitution	Completion of task that compensates for the negative action- also triggers a desire to not revisit the negative behavior, e.g., clean-up, written assignment, do something for the other person, etc.
Home/School Plan	Parent/guardian and teacher agree on a consistent approach with the student. The plan should be consistent with PBIS practices, emphasizing teaching and rewarding appropriate behaviors. The home/school plan should be explained to the students by the parent/guardian and teacher, as appropriate.
Written Contract	Student, teacher, and possibly parent/guardian formulate a document expressing the student's intention to remediate or stop further occurrences of the problem behavior. Written contract should be positive in tone; it should include incentives but may also include consequences for misbehavior. **Parent/guardian must be informed of the plan prior to its implementation with the student.**

Making Positive Parent Contact and Communication

Education is a partnership and learning happens best when through relationships. Positive parent communication is key to quality education and to reducing problematic behaviors in the classroom. Many times when a student knows communication is occurring between adults at school and adults at home they are more likely to exhibit positive school behaviors. The list below provides tips for making effective parent contact.

Tips for Parent Communication

1. Be Positive.- When communicating have a positive attitude before, during and after communication. If you are dreading the call, it comes across to the parent. During the call, work to find the best outcome and always be optimistic that negative student behaviors can change. Determine the best plan to help the student continue in a positive way when the call is over.

2. Communicate the Out of the Ordinary.- Regardless of positive or negative when a student does something atypical a parent or guardian wants to know. This communication helps to keep parents in the loop and can open dialogue between the parent and teacher.

3. Get There First.- People have a tendency to believe the first story they hear and judge all other information against it. Whenever possible make parent contact before the student gets home.

4. ALWAYS Leave a Message.- When a parent sees the school has called and there is no message it can cause a panic. Even if the message you have is positive a parent's anxiety may cause stronger emotions once they connect with you.

5. No "Negative Sandwiches"- The "negative sandwich", positive-negative-positive communication, is not effective. This strategy leaves most parents feeling everything is fine. Rethink your conversation and move to **positive-negative-plan** communication. Ending with action steps for students, parents and teachers provides the opportunity to move to positive outcomes.

6. Avoid the "Email Crutch"- Email can be a quick and easy form of communication, however it can also be used to avoid tough conversations. If the communication requires back and forth dialogue call the parent or have them meet with you face to face. This may save time rather than back and forth emails.

7. Watch Your Words- Education has its own jargon. Explain terms and processes as needed. Also be aware of cultural differences. Not all families and relationship are traditional. Use open-ended questions and do not assume.

8. Be Specific- Avoid using general terms such as always, never, all, etc. Stick with the facts that communicate your message.

9. Connect Parents to Resources- Parents may not be aware of all that is available to them or to their child. Help parents reach out for additional help. You may even need to be the one to "break the ice" for them.

10. <u>Listen to Parents-</u> Really listen. They know a whole lot about their kid.
11. <u>The Written Word is Forever-</u> Know that emails can be saved, printed and at time can be used against you.

Team Discipline Data

   To effectively change negative student behaviors targeted interventions must occur. General interventions can only be so effective. When specific data is collected on student behavior targeted interventions can be used to handle these issues. For example:

General Understanding of Behavior	Specific Understanding of Behavior
Students engage in misbehavior in the hallway.	Male students are engaged in rough horseplay, pushing and shoving, after lunch. This typically occurs on Thursday and Friday after students have come in from walking outside.

   In an effort to collect specific data to drive behavioral interventions teams will be required to maintain an up to date spreadsheet on student behaviors. This can be completed during team time. The benefit of collecting this data will be to target student behaviors, guide classroom interventions, give evidence for parent communication, communicate behaviors to administration and in the event of a lost or damaged agenda points can be reissued.

   Each team will maintain a Google sheet with the below information. A document will be sent to team leaders to make a copy and then share. This information should be shared with team members, specials teachers, school counselors and administration. Be aware that this is a written record of student behavior and can be considered part of a student's record. Keep the notation concise and without opinion or subjectivity.

Date	Student Name	Gender	Student Action	Location	Consequence	Staff Member
9/17/17	Mulder, Todd	M	Disrespect to Peers	Hallway	2 pts	Mulder

   Data analysis of student behavior can occur as the school year progresses. Use of pivot tables and other graphing applications can be used to determine the greatest needs. As a team data can be discussed and a plan of action should occur. Interventions for specific behaviors should be implemented and also communicated. For example: A team notices several incidences of inappropriate language during classroom transitions. It is determined that despite individual interventions a class meeting is required to reteach the expectations and

reinforce the consequences for this behavior. It is also determined that teachers communicate with the parents of the students who struggle the most with transitions and use of inappropriate language.

This data can also be used by the PBIS and MTSS teams. As patterns of behavior occur whole school interventions and targeted interventions can occur.

Detention and In-School Suspension Expectations:

Student Expectations:

- Respect
    - Comply with adult requests
    - Remain quiet at all times
- Accountable
    - Own your consequences
    - Report when assigned
    - Learn from mistakes
    - Do your time
- Motivated
    - Find positive ways to change
    - Make good use of your time
    - Complete given assignments by monitor and teachers
- Safe
    - Choose your words wisely
    - Be mindful of your and others' physical space
    - Use technology safely and appropriately
    - Report unsafe incidences
    - Follow safety procedures

Teacher Expectations:

- Provide appropriate work for student.
    - Based on academic needs- make-up, enrichment, remediation
    - Not busy work
- Check-in with student during the day.
    - Team planning period time would be appropriate
    - Ensure the student is aware of the academic expectations for the work provided
    - Answer student questions.
    - Provide support and reinforce positive school behaviors

RAMS PRIDE

Positive

Behavioral

Interventions

and

Supports