



# SCHOOL-WIDE POSITIVE BEHAVIOR PLAN

---

2018-2019

# Table of Contents.....i, ii

<b>PART I: SCHOOL-WIDE BEHAVIOR PLAN ACRONYMS .....</b>	<b>1</b>
R.O.C.K.S .....	1
S.T.R.O.N.G.....	1
TARGET BEHAVIORS-OWL CORE VALUES.....	2
FUNCTIONING TEAM/ADMINISTRATIVE SUPPORT .....	3
MEETING SCHEDULE .....	3
SCHOOL-WIDE EXPECTATIONS.....	4
MONITORING PLAN .....	5
DATA ANALYSIS.....	6
DATA COLLECTION AND ANALYSIS-QUARTER 2 AND 4.....	7
SCHOOL MATRIX INFRACTION PLAN.....	8
LEVEL 1.....	8
LEVEL 2.....	9
LEVEL 3.....	10
DEFINITION OF BEHAVIORS .....	11
DISCIPLINE PLAN AT A GLANCE.....	12
<b>PART 2: SCHOOL-WIDE POSITIVE BEHAVIOR PLAN .....</b>	<b>14</b>
POSITIVE REINFORCEMENT PLAN .....	15
VOICE LEVELS FOR SUCCESS/OWL SLIP.....	16
<b>PART 3: LESSON PLANS-CORE VALUES .....</b>	<b>17</b>
LESSON PLAN: RESPECTFUL/RESPONSIBLE .....	18
LESSON PLAN: OBEDIENT.....	19
LESSON PLAN: CARING/KINDNESS.....	20
LESSON PLAN: SAFE .....	21
<b>PART 4: EXPECTATIONS AND PROCEDURES.....</b>	<b>22</b>
LESSON 1: CAFETERIA .....	23
LESSON 2: HALLWAYS .....	24
LESSON 3: RESTROOMS .....	25
LESSON 4: RECESS .....	26
LESSON 5: PLAYGROUND .....	27
LESSON 6: ARRIVAL.....	28
LESSON 7: DISMISSAL.....	29
<b>PART 5: SCHOOL-WIDE BEHAVIOR FORMS.....</b>	<b>30</b>
STUDENT IN NEED OF ASSISTANCE.....	31
PARENT NOTIFICATION 1.....	32
PARENT NOTIFICATION 2.....	33
WEEKLY BEHAVIOR PROGRESS REPORT.....	34
BEHAVIOR PARENT CONTACT LOG .....	35
BEHAVIOR NOTIFICATION ADMINISTRATION .....	36
TEACHER MANAGEMENT REFERRAL.....	37
<b>PART 6: SCHOOL BEHAVIOR POSTERS .....</b>	<b>38</b>
VOICE LEVELS FOR SUCCESS 2-5 .....	39
VOICE LEVELS FOR SUCCESS K-1 .....	40
R.O.C.K.S./S.T.R.O.N.G. ....	41
CAFETERIA.....	42
HALLWAY .....	43
RESTROOM .....	44

PLAYGROUND .....	45
ARRIVAL .....	46
DISMISSAL.....	47



# School-Wide Discipline and Behavioral Expectations 2018-2019

**R**espectful

**O**bedient

**C**aring

**K**ind

**S**afe



**We are the Land of Future STRONG leaders!**

**S.T.R.O.N.G.**

**Students & Teachers Respecting Others'  
Needs and Goals!**

# TARGET BEHAVIORS- OWL CORE VALUES

At Kidz Choice Charter School there are 4 basic expectations (Core Values) and procedures that all staff and students are expected to demonstrate in all settings at school (Hallway, Lunchroom, Recess/Playground, Assemblies, Office Area, and all Classrooms.)

- 1) **Be Responsible**
- 2) **Be Respectful and Obedient**
- 3) **Be Caring and kind**
- 4) **Be Safe**

Kidz Choice Charter School Expectations and Procedures charts and posters will be posted in every classroom and throughout the building. The administration, teachers, and staff will teach, model, review, and support the school-wide behavior plan. Teachers and staff will receive training during pre-planning week.

Staff and Students are taught and expected to be Respectful, Obedient, Caring, Kind and Safe in all their actions and efforts.

For the 2018-2019 school year, we will continue with the slogan “**We are the Land of Future STRONG Leaders!**” STRONG is an acronym for: Students & Teachers Respecting Others’ Needs and Goals. This will be taught and modeled by the staff to the students in our opening assembly, first two weeks of the school year, and throughout the year.

## **Teacher & Staff Responsibilities:**

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the R.O.C.K.S expectations.
- Teachers and staff will follow procedures for infractions.

## Functioning Team and Administrative Support

Full Name	Position
ANELY ARENCIBIA	Principal
ANTONIETA RODRIGUEZ	RtI Coach
TBA	ESE Specialist
TBA	(K-2) Teacher
TBA	(3-5) Teacher

**Schedule and document your team meetings for 2018/19 school year:** (minimum of 4)

Meeting Date	Time	Responsible Person
August 8, 2018	9:00 am	Rti Coach
September 5, 2018	2:20 pm	Rti Coach
December 5, 2018	2:20 pm	Rti Coach
February 6, 2019	2:20 pm	Rti Coach
April 3, 2019	2:20 pm	Rti Coach

# School-wide Expectations

Top 10 <u>Behavior</u> Incidents
1. Unruly/Disruptive Behavior
2. Fight-Minor/Altercation/Confrontation
3. Disobedience/Insubordination
4. Disruptive/Unruly Play
5. Class Cut (Skipping)
6. Fighting-Medium
7. Un-served Detention
8. Battery
9. Profanity to Staff Member
10. Disruption on Campus Minor



3-5 Negative <u>Characteristics</u>
Unruly/Disruptive Behavior
Fight-Minor/Altercation/Confrontation
Disobedience/Insubordination
Safety



**List the *opposites* of the 3 - 5 negative characteristics to develop:**

3 – 5 Positive Replacement <u>Characteristics</u> = your <b>School-wide Expectations</b>
Be respectful to others and yourself. (Respect)
Keep your hands, body, and objects to yourself. (Safe)
Follow directions and respect authority figures. (Responsibility, Respect, and Obedience)
Be Kind and care for others (Kind and Caring)

# Monitoring Plans

*“Did you do what you said you were going to do? How do you know?”*

<b>Fidelity of Implementation Plan</b>				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
1. Principal/RtI Coach over School-Wide Behavior Plan	School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus (“marketing”).	All classrooms have “STRONG” posters posted and visible in the classrooms. Rules are also present in the cafeteria, hallway, etc.	Refer to page 5 quarterly presentation dates. This is the data the team will be sharing during staff presentations.	Staff meetings
2. Principal/RtI Coach over School-Wide Behavior Plan	<b>Behavior lesson plans</b> are being taught as written.	100% of teachers will have “STRONG” lesson plans.		Staff meetings
3. Principal/RtI Coach over School-Wide Behavior Plan	<b>Discipline consequences</b> are being used by all staff as written.	School-wide discipline plan is implemented by all stakeholders with uniformity and fidelity to the discipline flow chart.		Staff meetings



# Data Analysis

**How will you use data to determine the success of the plan by student outcome or need for modifications?**

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders
1. Principal/RtI Coach over School-Wide Behavior Plan	See Quarterly <b>behavior incident</b> data.	There will be a 10% decrease in the number of incidents at the same time of year as compared to last school year	See page 5 quarterly presentation dates. This is the data the team will be sharing during staff presentations	Staff meetings
2. Principal/RtI Coach over School-Wide Behavior Plan	See Quarterly <b>top 3 event locations</b> data.	There will be a 10% decrease in the number of incidents at the same time of year as compared to last school year		Staff meetings
3. Principal/RtI Coach over School-Wide Behavior Plan	See Quarterly <b>core effectiveness</b> data.			Staff meetings

# Data Collection and Analysis

## Quarter 2 and Quarter 4

Determine your Core Effectiveness Year-to-Date:

Total Population:		Calculation to determine % rate				Core Evaluation	
# Referrals	# Students	Behavior incident data.	Event locations data.	Core effectiveness data.	%		
						<i>Universal students:</i> (# 0-1 Referrals should be >80%)	<b>&gt;80%?</b>
							<input type="checkbox"/> YES <input type="checkbox"/> NO
						<i>At risk students:</i> (# 2-5 Referrals should be <15%)	<b>&lt;15%?</b>
							<input type="checkbox"/> YES <input type="checkbox"/> NO
						<i>High risk students:</i> (# >5 Referrals should be <5%)	<b>&lt;5%?</b>
							<input type="checkbox"/> YES <input type="checkbox"/> NO
If <u>all 3</u> are “YES”, your Core is Effective. <b>Is your core behavior curriculum effective?</b>							
<input type="checkbox"/> YES				<input type="checkbox"/> NO			
If <b>YES</b> , although your core is effective, how will you assist any at-risk and/or high-risk students at the beginning of the next school year?				If one or more are “NO”, what supports and interventions will you implement at the beginning of the next school year to improve your core?			

# SCHOOL MATRIX INFRACTION PLAN

## Handling Infractions of Behavioral Expectations

**LEVEL 1**  
 Behaviors that:  
 Primarily impact the student  
 Do not require administrator involvement. Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted on the weekly conduct sheet.  
 Do not significantly interfere with the educational environment  
 Do not appear chronic

Behaviors may include:	Consequences may include:	STEPS
Not prepared  Not following directions  Off task  Not doing class work  Damaging materials  Sleeping  Dress Code Violation  Not in designated area	Timeout in room  Note home  Moving seat  Loss of privileges  Doesn't earn school-wide reward  Problem solving discussion  Reteach practice expectation	<ol style="list-style-type: none"> <li>1. Handled by classroom teacher.               <ul style="list-style-type: none"> <li>• Document the behavior.</li> </ul> </li> <li>2. Parent contact, meet with student.</li> <li>3. RTI Coach assistance (Fill out the specific Form)</li> <li>4. If Level 1 behaviors have not improved after 4 weeks: Complete Student in Need Follow up form and submit to the RTI Coach.</li> </ol>

## LEVEL 2

Behaviors that:

Interfere with the educational environment

Put others at risk or harm

May require administrator involvement. Behaviors should be referred to the RTI Coach.

Behaviors may include:	Consequences may include:	STEPS
Disrespect to adults or peers (talking back, gestures, etc.)	Parent Contacted	1. Parent Notification Letter sent home
Leaving assigned area without permission	Problem solving worksheet	2. Weekly Behavior Progress Report
Talking	Send discipline note home	3. Teacher Management Referral to be sent to RTI Coach or Principal
Inappropriate language/noises	Lunch detention	
Throwing things	Loss of privileges	
Cheating	Time out in another teacher's room	
Lying	Reteach/practice expectation	
Vandalism/Destruction/Minor theft		
Not keeping hands, feet, and other objects to yourself		

**LEVEL 3**  
 Behaviors that:  
 Violate BCPS policies  
 Are Chronic Level 2 Behaviors  
 Require administrative involvement

Behaviors may include:	Consequences may include:	STEPS
Actions that cause physical harm  Having or using Weapons Major theft/Major vandalism  Bullying  Inappropriate, abusive, or discriminatory language  Leaving the building or classroom without permission  Verbal/nonverbal intimidation  Sexual harassment  Spitting  Other behaviors that may be deemed unsafe/illegal	Parent contacted & discipline note home  Parent/student/principal conference  ISS (In school suspension)  OSS (Out of school suspension – last resort)  Parent escort at school events  Loss of privilege (not allowed to attend after school activity.)  Loss of field trip	Level 3 behaviors should be referred to the Principal immediately.  Teacher will complete a Behavior Notification (Administration) form to accompany the student.  Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time, and/or out of school suspension. An administrator (Principal) will notify parents.

<b>DEFINITION OF BEHAVIORS</b>	
Behavior	Definition
1. Unruly/Disruptive Behavior	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment. More than 2 incidences of unruly/disruptive behavior will result in a referral to the administrator.
2. Fight-Minor/Altercation/Confrontation	Mutual participation of two or more persons in a physical encounter/altercation that results in no injury (i.e., pushing, shoving, kicking, scratching, etc.). This behavior will be referred to the administrator and addressed via the discipline matrix. Parent contact will be made.
3. Disobedience/Insubordination	Failure to obey a reasonable or repeated instruction or request from a member of the school staff. (For example, student not following a directive from a staff member or refusal to follow procedures or instructions). This behavior will be referred to the administrator and addressed via the discipline matrix. Parent contact will be made.
4. Disruptive/Unruly Play	<p>Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment.</p> <p>Given a disruptive/unruly behavioral offense during class. Parent contact will be made. If the behavior continues, the student will be referred to the grade level administrator and addressed via the discipline matrix.</p>



**Kidz Choice Charter School**  
**Discipline Plan at a Glance**

Kidz Choice Charter School abides by the Broward County Public Schools Administrative Discipline Matrix. In addition, at Kidz Choice Charter School, there are consequences for specific infractions listed below. The administration reserves the right to modify consequences based upon circumstances involving the action of the student.

INFRACTION	CONSEQUENCE	PARENT CONTACT
<p style="text-align: center;"><b>Dress Code</b></p> Administration may provide clothing, if available and students may call home for a change of clothing	Call administration to verify if a change of clothing is available. <ol style="list-style-type: none"> <li>1. Warning note to the parents. Use agenda and app. Log contact</li> <li>2. RTI Detention</li> <li>3. Administration Detention (Morning)</li> <li>4. Administration Detention (Full Day)</li> </ol>	X
<p style="text-align: center;"><b>Cell Phone Violation</b></p> Cellular is on in class and student is using phone without permission	Send Cellular phone to RTI Coach or Principal. These staff members will contact parents and the following consequences will be assigned by administration. <ol style="list-style-type: none"> <li>1. Phone given back to the student at the end of the day.</li> <li>2. Parent must pick up phone.</li> <li>3. Parent must pick up phone, administrative detention (morning)</li> </ol>	X  X  X
Classroom Disruption (Level 1); School Classroom Rules Violation	<ol style="list-style-type: none"> <li>1. Teacher contact Parent</li> <li>2. Warning Letter</li> <li>3. Team Detention (Planning Time or Morning)</li> <li>4. Administrative Referral</li> </ol>	X X X X
Failure to Serve Detention with parent contact	Administrative Referral	X
Tardy to School (start over each 9 weeks)	3 <sup>rd</sup> time: Teacher warning, parent contact/pre-detention 4 <sup>th</sup> time: Team detention (Planning Time or Morning) 5 <sup>th</sup> time: RTI Referral	X  X  X
<p style="text-align: center;"><b>H.B.O. (Hands, Body, Objects)</b></p> Inappropriate physical contact	Follow Steps for Level 1,2, and 3 behavior. <ol style="list-style-type: none"> <li>1. Teacher contact Parent</li> <li>2. Warning Letter</li> <li>3. Team Detention (Planning Time or Morning)</li> <li>4. Administrative Referral</li> </ol>	X X X X

- **Policy on Food and Drink:** No food or drinks will be permitted in the classrooms or hallways. Food/or drink found outside the cafeteria will be confiscated and discipline consequences implemented. Please remember Kidz Choice Charter School is a “candy-free, gum-free” school.
- **Classroom Disturbance (Request for permanent removal of disruptive students from classroom- Level 3):** State Statute allows for disruptive students to be removed from class. Upon removal, a student is referred to the RTI Team, which will determine appropriate placement of the student. The principal or their designee will remove the student with a written referral to follow and parent notification.
- **Administrative Consequences are assigned as per the Broward County Schools Discipline Matrix**





# School-Wide Positive Behavior Plan 2018-2019

## Summary:

The attached School-Wide Positive Behavior Support Plan for Kidz Choice Charter School provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed. Model and teach school-wide expectations and procedures.

### **A Guide for Teaching School-Wide Behavioral Expectations**

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors.

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

During the first two weeks of school, all staff members will explain and demonstrate Kidz Choice Charter School's procedures and behaviors. Teachers and staff members will continue to remind students of proper procedures and behaviors throughout the year. Teachers will discuss the expectations of students throughout the day.

### **Features of School-Wide Positive Behavior Support**

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
  - Acknowledge students when they are “doing the right thing.” (Owl Slips)
- Improve social competence.
- Develop environments that support academic success.

# **KIDZ CHOICE CHARTER SCHOOL**

## **POSITIVE REINFORCEMENT PLAN**

Any staff member can recognize a student for demonstrating one of the Owl core values with an Owl Slip. The owl slip program is a way to reward our students and get them excited about being positive role models and good citizens.

How the Reinforcement Plan works:

1. Every morning during announcements, an Owl Core Value will be discussed and will be the target for the week.
2. Explain the reinforcement plan to the students, follow lesson plans, and describe how they can earn an Owl slip for demonstrating one of the core values in the hallway, classroom, lunchroom, etc. Teachers, administrators and staff can give students a drawing entry. Only Owl slips that are completely filled out will be eligible for the drawing.
3. At this point the student can drop the Owl slip in the teacher's box. Teacher puts all the slips in the box by the Student Services office by the end of the day on Fridays for the school drawing. Students may also be allowed to drop their Owl Slips in the box.

### **Acknowledgment System- Positive Reinforcement Plan**

The acknowledgement system OR Positive Reinforcement Plan is a feature of the R.O.C.K.S. behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Kidz Choice Charter School's behavioral expectations. This program works in conjunction with school-wide and classroom goals.

## KIDZ CHOICE CHARTER SCHOOL VOICE LEVELS FOR SUCCESS

**Silence is Golden:**

**Spy Talk:**

**Low Flow:**

**Formal Normal**

**Loud Crowd**

**Out of Control:**

**Level 0** = No one can hear you.

**Level 1** = only the person next to you can hear you.

**Level 2** = everyone at your table can hear you.


**Level 3** = Normal Conversation.

**Level 4**= Presenting voice. Everyone can hear you

**Level 5**= Playground or P.E. voice. Never use inside

### Specific verbal feedback (See Reinforcement Plan and Owl Slips)

- When you observe students being safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
  - “That was so helpful the way you held the door open for your classmates.”
  - “Thank you for walking with your hands and feet to yourself.”



**Kidz Choice**  
Charter School

**MY HEALTHY OWL SLIP**

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

I was caring       I did my personal best       I was kind

I was responsible       I was respectful       I was safe

Other: \_\_\_\_\_

FROM: \_\_\_\_\_

The Positive Behavior Support Committee conducts the bi-weekly drawing every other Monday morning. Winners are announced in the morning; the students can come after the announcements and choose a prize from the Owl’s Nest of treasures. Owl slips will remain in the drawing box for one month.



# **SCHOOL-WIDE EXPECTATIONS**

## **CORE VALUES**

### **Lesson Plans**

## Teaching School-Wide Expectations

### Lesson Plan

#### School-wide Expectation #1 (RESPECTFUL/RESPONSIBLE): Be respectful to others and yourself

Definition of expectation:	
If you show respect to others they will show respect in return	
Rationale for having this expectation	
To learn how to communicate effectively with peers and adults	
Positive examples: “looks like”	Non-examples
Show respect to peers and adults	Not giving the individual your undivided attention
Stay calm and mature	Horseplay and name calling
Respond acceptably	Use of profanity when addressing peers and/or adults
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. <b>Be specific enough so the resources can be located by anyone.</b>	
<ol style="list-style-type: none"> <li>1. <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=42879&amp;CategoryID=7817">http://www.watchknowlearn.org/Video.aspx?VideoID=42879&amp;CategoryID=7817</a></li> <li>2. <a href="http://www.wingclips.com/movie-clips/surfs-up/just-like-him">http://www.wingclips.com/movie-clips/surfs-up/just-like-him</a></li> <li>3. <a href="https://www.youtube.com/watch?v=ZHMmmh-7afU&amp;list=PL6B867D97DD3A295B&amp;index=2">https://www.youtube.com/watch?v=ZHMmmh-7afU&amp;list=PL6B867D97DD3A295B&amp;index=2</a></li> <li>4. <a href="https://www.youtube.com/watch?v=1ZGsmw3f5Ik">https://www.youtube.com/watch?v=1ZGsmw3f5Ik</a></li> <li>5. <a href="https://www.youtube.com/watch?v=Gatw2On2Kfs">https://www.youtube.com/watch?v=Gatw2On2Kfs</a></li> <li>6. <a href="https://www.youtube.com/watch?v=DOvZLOL9zd0">https://www.youtube.com/watch?v=DOvZLOL9zd0</a></li> <li>7. <a href="https://www.youtube.com/watch?v=xcFICCVWliY">https://www.youtube.com/watch?v=xcFICCVWliY</a></li> </ol>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Day 1: Introduce the behavior plan to all students, objective, slogan etc.	
2. Day 2: “Show respect to all adults” Explain to students exactly who the adults are on campus: administrators, teachers, cafeteria workers, clerical staff, custodial staff, security, bus drivers, visitors, etc. Show video 1 and discuss it with students	
Day 3: “Stay calm and mature” Model behavior with students. Always wait for appropriate time to respond or wait for an adult to ask questions. Sometimes, by acting out, a situation may become worse. Show video 2 and discuss it with students	
Day 4: “Respond acceptably” Use cartoon activity to emphasize how to properly respond to adults: students will then create two 3 paneled cartoons illustrating an acceptable and unacceptable scenario with an adult at KCCS. In the first cartoon, the students will show an “acceptable” response to an adult and in the second cartoon show an “unacceptable” response to an adult. Show video 3 and discuss it with students	
For the next 4 days show videos and make foldable, cartoons, drawing etc. for each activity.	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	First and second week of school between 8:00 a.m.- 10:30 a.m.
<b>After long holidays</b>	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
The classroom teacher is responsible for implementing and teaching the lesson to the students.	The lesson will take place between 8:00 am-10:30 am

## Teaching School-wide Expectations

### Lesson Plan

#### School-wide Expectation #2 (OBEDIENT): Follow directions and respect authority figures

Definition of expectation:	
Be proud of KCCS by acting responsibly and picking up after yourself and others.	
Rationale for having this expectation	
To understand the importance of respecting the KCCS staff and campus	
Positive examples: "looks like"	Non-examples
Keep book pack out of the way and have a book to read.	Blocking hallway during arrival
Using inside voice	Yelling at another student
Walk to the right	Blocking the flow of traffic
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. <b>Be specific enough so the resources can be located by anyone.</b>	
<ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=ko347kXvBNQ">https://www.youtube.com/watch?v=ko347kXvBNQ</a></li> <li>2. <a href="https://www.youtube.com/watch?v=Cc_qvjWZ6w8">https://www.youtube.com/watch?v=Cc_qvjWZ6w8</a></li> <li>3. <a href="https://www.youtube.com/watch?v=f0xpMDMfKgA">https://www.youtube.com/watch?v=f0xpMDMfKgA</a></li> <li>4. <a href="https://www.youtube.com/watch?v=a8zNo2t4MvU">https://www.youtube.com/watch?v=a8zNo2t4MvU</a></li> <li>5. <a href="https://www.youtube.com/watch?v=nmmgdwfrCVQ">https://www.youtube.com/watch?v=nmmgdwfrCVQ</a></li> </ol>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Lesson objective, slogan, steps for success, and for your safety	
2. Day 1: "Just Say No" There is no candy or gum on campus, no horseplay, no vandalism of school property, no graffiti. Day 2: "Just Say Yes" Use of trash and recycling containers throughout campus, be in dress code while on campus, food and drink only in the cafeteria, cell phones off and in backpack, and hands, body, objects to yourself Day 3: "Reasons Why" Ensures safety, maintains a beautiful environment, adheres to school policies, and shows consideration and concern for KCCS Day 4: "True/False" Students take a true/false quiz and teacher reviews quiz with a class discussion. Be creative	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	First and second week of the school between 8:00 a.m.-10:30 a.m.
<b>After long holidays</b>	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
The classroom teacher is responsible for implementing and teaching the lesson to the students.	The lesson will take place in between 8:00 am-10:30 am

## Teaching School-wide Expectations

### Lesson Plan

#### School-wide Expectation #3 (CARING AND KINDNESS):

Definition of expectation:	
Understand kindness as a natural quality of the heart, expressed through an act of good will and reflecting care for self and others.	
Rationale for having this expectation	
To understand the importance of caring for others and respecting each one.	
Positive examples: “looks like”	Non-examples
Holding the door for somebody	
Smile to new student	Isolate or mistreat another student
Forgiving somebody who has hurt you	Rudeness
Pick up trash or papers you see around the school	
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. <b>Be specific enough so the resources can be located by anyone.</b>	
<ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=zWlyVshRTvw">https://www.youtube.com/watch?v=zWlyVshRTvw</a></li> <li>2. <a href="https://www.youtube.com/watch?v=rweIE8yyY0U">https://www.youtube.com/watch?v=rweIE8yyY0U</a></li> <li>3. <a href="https://www.youtube.com/watch?v=8OMGsVnqvyA">https://www.youtube.com/watch?v=8OMGsVnqvyA</a></li> <li>4. <a href="https://www.youtube.com/watch?v=ju3ygNPFH98">https://www.youtube.com/watch?v=ju3ygNPFH98</a></li> <li>5. <a href="https://www.youtube.com/watch?v=L5HEKWib33g">https://www.youtube.com/watch?v=L5HEKWib33g</a></li> </ol>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Show one of the videos and talk about kindness and caring	
2. Ask students to make a Venn-Diagram with examples and non-examples	
3. Dramatize different scenarios of kindness and caring with students, using examples and non-examples	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	First and second week of the school between 8:00 a.m.-10:30 a.m.
<b>After long holidays</b>	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
The classroom teacher is responsible for implementing and teaching the lesson to the students.	The lesson will take place in between 8:00 am-10:30 am

## Teaching School-wide Expectations

### Lesson Plan

#### School-wide Expectation #4 (SAFE): Keep your hands, body, objects to yourself

Definition of expectation:	
Do not touch, kick, trip, or push one another	
Rationale for having this expectation	
To learn how to socialize in a respectful and mature elementary school manner	
Positive examples: “looks like”	Non-examples
Keep hands to yourself	Touching or pushing one another
Keep body to yourself	Kicking or tripping one another
Keep objects to yourself	Throwing or hitting one another using objects
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. <b>Be specific enough so the resources can be located by anyone.</b>	
<p>1. <a href="https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#id=1&amp;vid=5337df998bcf4b90e224f86e923e11d5&amp;action=view">https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#id=1&amp;vid=5337df998bcf4b90e224f86e923e11d5&amp;action=view</a></p> <p>2. <a href="https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#id=3&amp;vid=b350730888df7bd3e7eef305cbad6cf4&amp;action=view">https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#id=3&amp;vid=b350730888df7bd3e7eef305cbad6cf4&amp;action=view</a></p> <p>3. <a href="https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#action=view&amp;id=2&amp;vid=a20f8d31c6314a3ddc0a9860d1b76aab">https://video.search.yahoo.com/yhs/search?p=Keep+your+hands%2C+body%2C+objects+to+yourself+videos+elementary&amp;hspart=att&amp;hsimp=yhs-att_001#action=view&amp;id=2&amp;vid=a20f8d31c6314a3ddc0a9860d1b76aab</a></p>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Lesson objective, slogan, steps for success, and for your safety	
2. Day 1: “Walk for Safety” There is absolutely no running. You could trip, fall, and injure yourself Day 2: “H.B.O” Teacher explains acronym in bullet one (Keep Hands, Body, Objects to yourself) Day 3: “Stay Professional” Being professional as a student means to behave and take advantage of the opportunity to learn at school at all times. Day 4: “Modeling Behavior Activity” Place 2 students in the front of the classroom on opposite sides, ask them to walk toward each other staying to the right as if they were in the hallway to show how staying to the right is better.	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	First and second week of the school between 8:00 a.m.-10:30 a.m.
<b>After long holidays</b>	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
The classroom teacher is responsible for implementing and teaching the lesson to the students.	The lesson will take place in between 8:00 am-10:30 am





# SCHOOL-WIDE EXPECTATIONS and PROCEDURES

## **Lesson 1: Cafeteria Expectations**

Safe in the cafeteria:

- Hands, feet & objects to self
- Eat your own food
- Raise hand for permission to be excused
- Walk

Accountable in the cafeteria:

- Focus on eating first
- Follow cafeteria procedures\*
- Clean up after yourself
- Use table manners

Respectful in the cafeteria:

- Wait your turn
- Use a soft voice (Level 2)
- Respond to monitor's signal for silence
- Give your attention to the cafeteria personnel
- Respect others' personal space

### **Cafeteria Procedures**

- Enter the cafeteria quietly. (Level 1)
- Students bringing lunch – walk to your table.
- Students buying lunch – seat quietly by class, keeping hands and feet to self.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Use a soft voice
- Talk only to those across and next to you.
- For teacher's assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- Pick up any food or trash you drop on the floor at the trash can.
- Wait for your teacher and walk single file out of the cafeteria

## **Lesson 2: Hallway Expectations**

Safe in the hallway:

- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

Organized in the hallway:

- Keep backpack closed
- Stay with your class

Accountable in the hallway:

- Go directly to your destination

Respectful in the hallway:

- Respect others' personal space
- Use soft voice (Level 3- when waiting)
- Walk silently when with your class (Level 1- walking)

## Lesson 3: Restroom Expectations

Safe in the restroom:

- Use restroom facility appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if restroom needs attention

Organized in the restroom:

- Follow 1, 2, 3 procedures\*

Accountable in the restroom:

- Use water, soap and paper towels sparingly
- Flush toilet after use
- Keep restrooms clean
- Return directly to class or designated area when finished

Respectful in the restroom:

- Observe personal space
- Respect privacy
- Use a soft voice (Level 3)

### 1-2-3 Procedures\*

- ❖ **One** turn on water
- ❖ **Two** squirts of soap
- ❖ **Three** pulls on paper towels
  - Dry hands
  - Throw paper towels in the trash can
  - Walk back to designated area

## **Lesson 4: Recess Expectations**

Safe at recess:

- Follow playground procedures\*
- Remain on school grounds
- Walk on sidewalk when exiting the building to playground area
- Follow game rules
- Inform adult of unsafe behavior or incidents
- Stay away from unfamiliar adults or animals

Organized at recess:

- Put equipment away when finished

Accountable at recess:

- Line up quickly when called
- Listen for instructions
- Be responsible for jackets and other belongings

Respectful at recess:

- Respect school property
- Share equipment
- Use positive talk
- Take turns
- Use good sportsmanship
- Level voice 5

## **Lesson 5: Playground Procedures\***

### **Playground Equipment**

- Get off equipment carefully
- Cross bars should be crossed using hands only
- One person on cross bars at a time
- If feet are on a bar, your hands should be on a bar as well
- Hands and feet to yourself while on equipment
- Go up the ladder, down the slide

### **Equipment**

- Take care of all equipment
- Use equipment properly
- Return equipment to cart when finished
- Let teachers know when balls go over the fence. Must replace balls.

### **Field**

- Share space on school grounds for different activities
- Follow rules of the games
- Keep school grounds in good playing condition

\*Playground is OFF-LIMITS until further notice.

## **Lesson 6: Arrival Expectations**

Safe during arrival:

- If you arrive before the doors open, stay seated at the picnic table benches or the benches under the covered area until the doors open
- Enter building when doors are opened
- Arrive to school no earlier than 7:30 am
- Walk into the building
- Wait by your classroom and read until it is time to enter your classroom at 7:55 am (Level 2)

Accountable during arrival:

- Arrive to school on time (between 7:30 am – 7:59 am)
- Go to designated area
- For activities before 7:30 am, wait for staff member to get you
- Arrivals after 8:00 am, **MUST** report to front office for a tardy slip. Parents **MUST** sign in at the front desk.

Respectful during arrival:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions

## **Lesson 7: Dismissal Expectations**

Safe during dismissal:

- Walk to designated dismissal area with your teacher (Level 2)
- Follow hallway expectations (Level 2)

Organized during dismissal:

- Be packed and ready to go
- Keep materials in backpack until arrival at home
- Schedule
  - 1:50 p.m. Get ready to go
  - 1:55 p.m. Walkers report to the front of the building (Teachers will walk students). After-Care students report to the designated area
  - 2:15 p.m. Remaining students sign in at after care.

Accountable during dismissal:

- Be where you need to be

Respectful during dismissal:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions





# SCHOOL-WIDE BEHAVIOR FORMS



# STUDENT IN NEED OF ASSISTANCE

When completed, submit to RTI Coach.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Briefly describe behavior concerns including frequency, duration and setting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s) of phone contacts with parent:

\_\_\_\_\_

(initial contact)      (2-week follow-up)

Parent Response: \_\_\_\_\_

Date Goal Sheet Implemented: \_\_\_\_\_



## Student in Need of Assistance (Follow-up)

Please attach copy of the following:

- Behavioral Goal Sheets from the last 4 weeks
- Weekly Conduct Sheets from the last 4 weeks

### Recommendations from Instructional Support Team:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# PARENT NOTIFICATION OF BEHAVIOR 1

\_\_\_\_\_ (Date)

Re: Kidz Choice Charter School School-Wide Effective Discipline Plan

Dear Parent/Guardian, This letter is to notify you that your child,

\_\_\_\_\_, was

\_\_\_\_\_ and required administrative support when he/she was directed today. Please take time this evening to talk with your child about his/her behaviors which are disrupting learning in the classroom and about the need to move to “Think Time” quietly and calmly when directed to do so. If these problems persist, you will be asked to come to school for a conference to assist with this situation. I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to contact me if you have any questions.

Please sign the section below to indicate that you have read this letter and return it to me tomorrow. I look forward to working with you to make this a productive school year for your child.

Sincerely,

\_\_\_\_\_

Thank you for making me aware of the situation. Parent/Guardian’s signature _____ Date _____
---



# PARENT NOTIFICATION OF BEHAVIOR

## 2

\_\_\_\_\_ (Date)

Re: Kidz Choice Charter School School-wide Effective Discipline Plan

Dear Parent/Guardian,

On \_\_\_\_\_, I sent a letter notifying you that your child, \_\_\_\_\_, was \_\_\_\_\_ and required administrative support when he/she was directed to \_\_\_\_\_. This was the case again today. Since disruptive behaviors are persisting, we need you to come to school for a conference to assist with this situation. I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me if you have any questions.

Please sign the below to indicate that you have read this letter and return it tomorrow.

Again, I look forward to working with you to make this a productive school year for your child.

Sincerely,

\_\_\_\_\_

Thank you for making me aware of the situation. Parent/Guardian's signature _____ Date _____
---



# WEEKLY BEHAVIOR PROGRESS REPORT

The student, classroom teacher, and parent should complete this behavior progress sheet each week. It will be sent home each Friday and returned to school each Monday. This serves as a behavior contract with the expectation that the inappropriate behavior that has been exhibited by the student will improve. Refer to the behavior expectation for the next consequence for this behavior. The behavior contract will end when the behavior has improved to the satisfaction of the teacher or the student receives a discipline referral.

**Student's Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Inappropriate Behavior(s)**  
\_\_\_\_\_

**Beginning Date** \_\_\_\_\_ **Ending Date** \_\_\_\_\_

Week # Dates	Excellent Behavior	Satisfactory Behavior	Needs Improvement	Completed Assignments	Parent Signature and Comments	Teacher Comments



# BEHAVIOR PARENT CONTACT LOG

STUDENT'S NAME: \_\_\_\_\_ Grade: \_\_\_\_\_

Date	Person making contact	Person contacted	Contact Date	Notes



# BEHAVIOR NOTIFICATION ADMINISTRATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade/Teacher: \_\_\_\_\_

Staff Reporting: \_\_\_\_\_ Where: \_\_\_\_\_

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance/Disrespect Disturbance Property misuse Dress Code Violation Technology Other _____	Abusive language/profanity Physical aggression(fight) Severe noncompliance or disrespect Disruption Property damage Theft Lying/ Cheating Harassment/Bullying Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____
<b>Consequence</b>		
_____ Loss of privilege: _____ _____ Time in office, conference with student _____ _____ Parent Contact _____ _____ Individualized instruction In-school suspension (____ hours/ days) _____ Out of school suspension (____ days) Other _____		

Others involved in incident: None    Peers    Staff    Teacher    Substitute    Unknown

Other information:

\_\_\_\_\_

Student Response: The rule I broke was:    Be Safe    Be Responsible    Be Respectful

Next time I will:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Principal's Note:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# STUDENT BEHAVIOR TEACHER MANAGEMENT REFERRAL

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Pre-Referral Interventions:** Step 1 and 2 must be completed by the teacher before a student can be referred to Principal/Designee Office. Serious violations per the Broward County Code of Conduct should be referred immediately.

**STEP ONE:** Please choose one of the following and provide a description. Please attach any other documentation.

Student /Teacher Conference	Date:
-----------------------------	-------

Detention:	Date:
------------	-------

Other Intervention:	Date:
---------------------	-------

**STEP 2:** This step MUST include a conference with parent(s) as well as other intervention

Conference with Parent(s) (Attached a conference form)	Date:
---	-------

Other Intervention:	Date:
---------------------	-------

**STEP 3:** Please be specific when describing the infraction that caused this action.

Unacceptable behavior:	Date:
------------------------	-------

Administrative Action/Comments:

Date:
-------

Teacher Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_





# **SCHOOL BEHAVIOR POSTERS**

# KIDZ CHOICE CHARTER VOICE LEVELS FOR SUCCESS






2<sup>ND</sup> – 5<sup>TH</sup> GRADES

**Voice Levels**

- 0** **Silence is Golden** – Absolute silence. No one is talking.
- 1** **Spy Talk** – Whispering, only 1 person can hear you.
- 2** **Low Flow** – Small group work, only the group can hear you.
- 3** **Formal Normal** – Normal conversation voice.
- 4** **Loud Crowd** – Presenting voice. Everyone can hear you.
- 5** **Out of Control** – Playground voice, never used inside.

**KIDZ CHOICE CHARTER VOICE LEVELS  
FOR SUCCESS**

**Kindergarten – 1<sup>st</sup> grade**

Voice Levels	
4	 <p>Outside</p>
3	 <p>Strong Speaker</p>
2	 <p>Table Talk</p>
1	 <p>Whisper</p>
0	 <p>No Talking</p>



**R**espectful

**O**bedient

**C**aring

**K**ind

**S**afe

**We are the Land of Future STRONG leaders!**

**S.T.R.O.N.G.**

**Students & Teachers Respecting Others'  
Needs and Goals!**



- Hands, feet & objects to self
- Eat your own food
- Raise hand for permission to be excused
- Walk
- Focus on eating first
- Follow cafeteria procedures\*
- Clean up after yourself
- Use table manners
- Wait your turn
- Use a soft voice (Level 2)
- Respond to monitor's signal for silence
- Give your attention to the cafeteria personnel
- Respect others' personal space

### **Cafeteria Procedures**

- Enter the cafeteria quietly. (Level 1)
- Students bringing lunch – walk to your table.
- Students buying lunch – seat quietly by class, keeping hands and feet to self.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Use a soft voice
- Talk only to those across and next to you.
- For teacher's assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- Pick up any food or trash you drop on the floor at the trash can.
- Wait for your teacher and walk single file out of the cafeteria

# HALLWAY RULES



CoolClips.com

## Safe in the hallway:

- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

## Organized in the hallway:

- Keep backpack closed
- Stay with your class

## Accountable in the hallway:

- Go directly to your destination

## Respectful in the hallway:

- Respect others' personal space
- Use soft voice (Level 3- when waiting)
- Walk silently when with your class (Level 1- walking)

# RESTROOM RULES



## 1-2-3 Procedures\*

- ❖ **One**            turn on water
- ❖ **Two**            squirts of soap
- ❖ **Three**           pulls on paper towels
  - Dry hands
  - Throw paper towels in the trash can
  - Walk back to designated area

### Safe in the restroom:

- Use restroom facility appropriately
  - Keep water in the sink
  - Walk in the restroom
- Tell an adult if restroom needs attention

### Organized in the restroom:

- Follow 1, 2, 3 procedures\*

### Accountable in the restroom:

- Use water, soap and paper towels sparingly
  - Flush toilet after use
  - Keep restrooms clean
- Return directly to class or designated area when finished

### Respectful in the restroom:

- Observe personal space
  - Respect privacy
- Use a soft voice (Level 3)



use equipment  
for its intended  
purpose



stay within the  
playground  
boundaries



take turns and  
share equipment



use polite  
language

# Playground



play by  
the rules



invite others to play



dress appropriately  
for the weather

line up when the  
signal is given





# ARRIVAL EXPECTATIONS



## Safe during arrival:

- If you arrive before the doors open, stay seated at the picnic table benches or the benches under the covered area until the doors open
  - Enter building when doors are opened
  - Arrive at school no earlier than 7:30 am
    - Walk into the building
- Wait by your classroom and read until it is time to enter your classroom at 7:55 am (Level 2)

## Accountable during arrival:

- Arrive to school on time (between 7:30 am – 7:55 am)
- Go straight to classroom when dismissed from the cafeteria (Level 2)
  - For activities before 7:30 am, wait for staff member to get you
- Arrivals after 8:00 am, **MUST** report to front office for a tardy slip. Parents **MUST** sign in at the front.

## Respectful during arrival:

- Keep hands, feet, and objects to self
  - Use soft voice
  - Respect others' personal space
- Respond appropriately to adult directions

# DISMISSAL EXPECTATIONS



## Safe during dismissal:

- Walk to designated dismissal area with your teacher (Level 2)
  - Follow hallway expectations (Level 2)

## Organized during dismissal:

- Be packed and ready to go
- Keep materials in backpack until arrival at home

## Schedule

- 2:50 Get ready to go
- 2:55 Walkers report to the front of the building. After School report to the designated area
- 3:15 Remaining students go to the cafeteria and sign in at after care

## Accountable during dismissal:

- Be where you need to be

## Respectful during dismissal:

- Keep hands, feet, and objects to self
  - Use soft voice
  - Respect others' personal space
- Respond appropriately to adult directions