

OE-14 Behavioral, Attendance, and Academic Support Examples from Various Schools

November 14, 2024 Board Meeting

Behavioral/Attendance and Academic support

Cell phones off



Learning on

We are the **Wolf Pack.**

We are **P**roblem Solvers

who are **A**ccountable,

Courageous,

and **K**ind.



We are the **Wolf Pack.**

STAIRWELLS

Problem Solvers

- Follow directions
- Ask for help



Accountable

- Use safe walking feet
- Keep hands to self and feet on floor



Courageous

- Speak up if you see something wrong
- Be a leader



Kind

- Use a level 0 voice
- Stay to the right



Behavioral/Attendance and Academic support

How are you feeling?

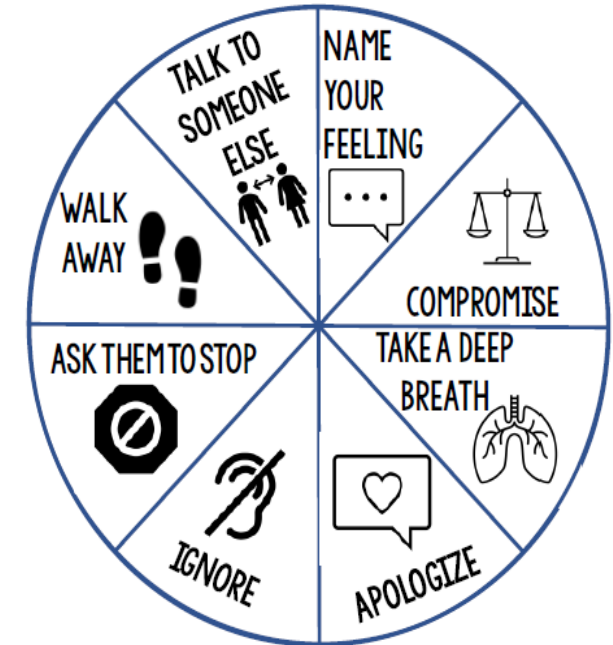
1	2	3	4
Green Zone	Yellow Zone	Blue Zone	Red Zone
Ready to Learn!	High Energy May need help	Low Energy May need help	Not Ready to Learn

¿Cómo te sientes?

1	2	3	4
Zona Verde	Zona Amarilla	Zona Azul	Zona Roja
¡Listo para aprender!	Alta Energía Puede que necesite ayuda	Energía Baja Puede que necesite ayuda	No estoy listo para aprender

HAVING A SMALL PROBLEM? TRY ONE OF THESE SOLUTIONS!

WHEEL OF CHOICES



*We cannot control how others act,
we can only control our reaction.*

Behavioral/Attendance and Academic support

Lemon Squeezies

Squeeze your hands, arms and legs tight

Pretend you are squeezing juice out of a lemon

Now shake your whole body and shake off all the juice

Try it again!

Try standing straight and stiff, and now flopping like a sock monkey



"Squeeze, squeeze lemon squeeze shake it off nice and easy!"

PEACE QUIET CALMNESS - yoga & wellness for children, families & schools - lewis@calmness.com.au

Need a break?

Steps...

1. Ask for a break using the break signal.
2. Gather the materials for your break.
3. Go to your desk and set the timer.
4. Take a break at your desk.
5. When the timer is done, put away the break materials, and start working again.






<h3>START HERE</h3>	<p>Complete the lesson for the NEW recess zones and expectations</p>	<p>REVIEW THE DIFFERENCE BETWEEN BIG AND SMALL PROBLEMS. K/1 - SEE NOTE FROM MRS. TAYLOR 2-5 LESSON IN TEAMS</p>	<p>Learn about the <i>Wheel of Choices</i> for solving SMALL Problems</p>	<p>REVIEW EXPECTATIONS FOR LUNCH WAGON HELPERS. HAVE A SYSTEM FOR CHOOSING HELPERS.</p>	<p>Review your classroom rules/contract - change or add to it as needed</p>	<p>REVIEW TESTING EXPECTATIONS AND THE PURPOSE AND IMPORTANCE OF THE DIAGNOSTIC</p>	<p>Free Spin for everyone completing iReady reading diagnostic</p>
<p>Create a classroom expectations poster for one rule or routine.</p>	<p>Directions:</p> <ul style="list-style-type: none"> Place a marker on START. Move around the board one square at a time. You must complete the activity to earn Cougar Frenzy Tickets. The teacher may decide to repeat an activity as many times as necessary. Once your group completes the activity to your teacher's satisfaction, you may spin the wheel. The number you land on is the number of tickets you get. Write the CLASSROOM teacher's name on each ticket. 				<p>How to Win:</p> <ul style="list-style-type: none"> Bring your Cougar Frenzy Tickets to the Mrs. Harper's office as you complete the activities. There will be a collection container on the door. The more entries you have, the greater your chances of winning. Every Friday afternoon at 3pm, a raffle will be held for one primary, one intermediate and one specialist winner. Each student in the winning class or group will win a Super 10 Cougar Award. The teacher will also win a trip to the staff goodie box! 	<p>SUCCESSFULLY PRACTICE USING COUGAR'S PAUSE TO FREEZE AND LOOK AT THE TEACHER FIVE TIMES TODAY.</p>	
<p>PRACTICE LINING UP- THEN, DO IT CORRECTLY THROUGHOUT THE DAY AT LEAST 3 TIMES</p>	<p>Discuss the Lunchroom routine and how it's been going for your class. Create a visual of one thing your class still needs to work on and post it in the lunchroom.</p>			<p>GAME STARTS: JANUARY 3 GAME ENDS: FEBRUARY 16</p>	<p><i>Happy Playing</i> 😊</p> <p>send any pictures or videos you take to Mrs. Harper for sharing on the Morning Announcement!</p>	<p>Review Cougar Awards and Dojo points and how they are earned</p>	
<p>REVIEW HOW TO SOLVE BIG AND SMALL PROBLEMS. AS WELL AS THE WHEEL OF CHOICES.</p>	<p>REVIEW RECESS RULES AND EXPECTATIONS. CREATE A VISUAL (POSTER OR VIDEO) TO HELP OTHERS REMEMBER A RECESS RULE.</p>	<p>Review and practice arrival and dismissal expectations</p>	<p><i>Teacher's Choice!</i> PRACTICE TURN AND TALKS DURING A LESSON OR TAKE A VIDEO OF YOUR CLASS FOLLOWING HALLWAY EXPECTATIONS</p>	<p>Review classroom hygiene procedures - restroom, hand-washing, getting tissues and hand sanitizer, etc.</p>	<p>REVIEW LUNCHROOM EXPECTATIONS. FIND A TIME THAT IS NOT LUNCHTIME TO PRACTICE. TAKE A PICTURE OF YOUR CLASS FOLLOWING THE LUNCHROOM EXPECTATIONS.</p>	<p>Review IVE Bathroom Expectations</p>	<p>Free Spin for everyone completing iReady math diagnostic</p>
 <p>Free Spin</p>							

Behavioral/Attendance and Academic support

Name _____ Date _____


I came to the Calming Corner because I was feeling _____



I felt this way because _____


The strategy I used to calm down was _____

Now I feel _____



Name _____ Date _____


I came to the Calming Corner because I was feeling _____



I felt this way because _____

The strategy I used to calm down was _____









Now I feel _____











Date: _____

_____ 's Classroom Think Sheet

I chose to

talk and interrupt 	not follow directions 	not control body 
not work 	distract others 	be unkind 
misuse supplies 	lose control of emotions 	other

Next time I should

listen and raise hand 	follow directions 	control body 
work 	focus on work 	be kind 
use supplies correctly 	control my emotions 	other

Comments: _____

Signature: _____ Date: _____

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Watch School-Wide Expectations Video

Review hallway and lunchroom expectations

Make a "Looks Like/Sounds Like" chart for recess expectations

Review-Class Charter

Review and practice transition expectations and cueing signals

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Behavioral/Attendance and Academic support



IMS WAY

We Are Safe	
We Are Respectful and Kind	
We Are Responsible	

BATHROOM EXPECTATIONS

We Are Safe	Follow all safety rules One person per stall No food and drinks Report any concerns to an adult
We Are Respectful and Kind	Quiet voices and feet Keep hands to self 10/10 Rule Use kind and appropriate language
We Are Responsible	Flush, Wash, Trash, Leave Clean up after yourself Be mindful of time (2-5 minutes) Walk directly to destination Complete sign out procedure



COMMUNITY AGREEMENTS



RESPECT YOURSELF
RESPECT OTHERS
RESPECT THIS SPACE

HALFTIME EXPECTATIONS

We Are Safe	Walk slowly Use equipment appropriately Remain in designated areas
We Are Respectful and Kind	Follow rules of games Problem solve Include others
We Are Responsible	Listen to adults Return sports equipment Show sportsmanship

Behavioral/Attendance and Academic support

Sunny Hills Behavioral Matrix

I am a respectful, responsible, and engaged Mustang. I have greatness inside of me.
I will use my greatness to solve problems and make good choices, to be the best me I can be.

	Be Respectful	Be Responsible	Be Engaged
Assembly	<ul style="list-style-type: none"> Level 0 voice Sit on pockets Respond to quiet signal 	<ul style="list-style-type: none"> Walking feet Maintain personal space 	<ul style="list-style-type: none"> Listening posture Raise hand to participate Applaud appropriately
Before & After School	<ul style="list-style-type: none"> Kindly greet others Level 2 voice Keep personal items to self Maintain personal space 	<ul style="list-style-type: none"> Walking feet Body to self Stay on dots Follow class line-up 	<ul style="list-style-type: none"> Listen all adults Stay behind white lines in bus loop and parent pick-up Watch for cars
Bus	<ul style="list-style-type: none"> Be kind to others Maintain personal space Level 2 voice Wait patiently 	<ul style="list-style-type: none"> Straight line while waiting Keep area clean Remember personal items Stay on dot or in seat 	<ul style="list-style-type: none"> Follow bus driver directions Stay seated Pay attention to bus #s
Classroom	<ul style="list-style-type: none"> Level 0-2 voices Use materials properly Follow directions Maintain personal space Use kind words 	<ul style="list-style-type: none"> Walking feet Push in chairs All chair legs on the floor Care for property 	<ul style="list-style-type: none"> Listening posture Share and take turns Help support others Stay on task Try your best Ask questions
Computer Lab	<ul style="list-style-type: none"> Level 0-1 voices Use equipment properly Maintain personal space bubble 	<ul style="list-style-type: none"> Be a digital citizen Use expected programs Log off Push in chair 	<ul style="list-style-type: none"> Eyes on own screen Headphones ready Follow directions
Hallway	<ul style="list-style-type: none"> Listen to adults Straight lines – “behind, not beside” Level 0 voice 	<ul style="list-style-type: none"> Keep hallways clean Keep to the right Walking feet Maintain personal space 	<ul style="list-style-type: none"> Take the most direct route Face forward

	Be Respectful	Be Responsible	Be Engaged
Mustang Cafe	<ul style="list-style-type: none"> Level 1-2 voices Maintain personal space Keep food to self Same rules inside & outside 	<ul style="list-style-type: none"> Use sanitizer Ask to leave or use the restroom Sit facing the table Keep area clean & “Be Green” 	<ul style="list-style-type: none"> Stay seated during lunch Respond to quiet signal Listen to speaker
Office/Nurse	<ul style="list-style-type: none"> Level 1-2 voices Wait patiently Maintain personal space 	<ul style="list-style-type: none"> Follow tardy procedures 1. Sign in 2. Check in with kitchen 3. Take slip to class 	<ul style="list-style-type: none"> Listen to adults Follow directions
Playground	<ul style="list-style-type: none"> Maintain personal space Solve problems Share equipment Be kind Include others 	<ul style="list-style-type: none"> Return equipment Stop playing when bell rings Line up quickly and enter building calmly Ask to use the restroom 	<ul style="list-style-type: none"> Follow rules of games Listen to adults Use equipment safely
Restroom	<ul style="list-style-type: none"> Wait your turn Maintain privacy Level 1 voice 	<ul style="list-style-type: none"> Keep water in the sink Flush toilet Wash hands with soap and water Throw paper towel in garbage 	<ul style="list-style-type: none"> Report problems to an adult Use time wisely
Safety Drills	<ul style="list-style-type: none"> Level 0 voice Stay with your class Straight line 	<ul style="list-style-type: none"> Walking feet Maintain personal space Stay Calm Sand stays on ground 	<ul style="list-style-type: none"> Listen to adults Save questions
Stairs	<ul style="list-style-type: none"> Listen to adults Silent feet Level 0 voice Feet on steps, one step at a time 	<ul style="list-style-type: none"> Keep stairs clean Keep to the right Walking feet Maintain personal space 	<ul style="list-style-type: none"> Take the most direct route Face forward
Student-Access Only	<ul style="list-style-type: none"> Students 9:10-9:15 Enter quietly Walk directly to classroom Stand in line After 9:15, use main office doors 	<ul style="list-style-type: none"> Adults – Arriving anytime Enter through main office doors Sign in Wear a visitor’s badge 	<ul style="list-style-type: none"> Adults – Leaving Sign out Return visitor’s badge Exit through main office doors

Behavioral/Attendance and Academic support

Secondary low cost/ free reinforcers linked to motivation:

Privilege:

- Get to put a puzzle together in the back of the classroom when work is completed
- Assist the custodian for X minutes
- Assist with morning announcements
- Be a helper in another classroom
- Be the class "thank you" card writer

Attention:

- Get a positive postcard/phone call sent home about your behavior or work
- Get sent to principal for positive referral
- Be the bus driver assistant, go to the bus early and have clipboard, notice students following directions such as safe loading and give out tokens
- Get to play game with preferred adult
- Get to tell the class a joke (prescreened by teacher)
- Have a rent an adult option if your own parents cannot attend a school event

Leadership:

- Be teacher secretary operating the slide deck, taking notes, working the technology
- Get to help plan spirit week for the school
- Get to make praise video for the school / principal
- Direct the parking lot for a school event
- Help run school store
- Lead the audience in the star-spangled banner or school motto

Praise:

- Get a fortune cookie with a positive note inside
- Get your picture on the school morning announcement naming your good behavior
- Get to sit at a special table in the lunchroom
- Be named as school hero for the day on a specific behavior

Assistance:

- Trade in 'gotcha's for extra help from adult
- Be playground mentor
- Be mentor in homeroom for a specific student or specific topic

Touch:

- Coordinate the cup song or a hand jive handshake for whole school
- Get to stand with principal at front door to high five students as they enter school
- Get/give a manicure
- Be the official greeter when dignitaries join school

Escape:

- Get to pick the question the teacher asks you
- Choose a guest speaker for class
- Get to skip one test question
- Make deliveries for office for a proprioceptive activity
- Walk and talk with a trusted adult

Supplies:

- Get a reward any school supply; fancy pencils, new crayons, calculator, notebook, special art supplies
- Get sport equipment that you get to take home; basketball, football, hula hoop, etc.
- Coupon for new shoes, haircut, spirit shirt
- Care bag of toiletries
- Orca card
- Something the student can earn for their family – Friday night pizza, laundry soap, etc.



Sunny Hills Motto

I am a Sunny Hills student.
I have greatness inside of me.
I will use my greatness to make
good choices.
To be the best me I can be!




Behavioral/Attendance and Academic support

Integrated MTSS systems in all elementary schools:

Check In – Check Out: high utility intervention that supports students learning how to recognize and regulate their behavior, practice goal setting and gain more positive adult interaction:

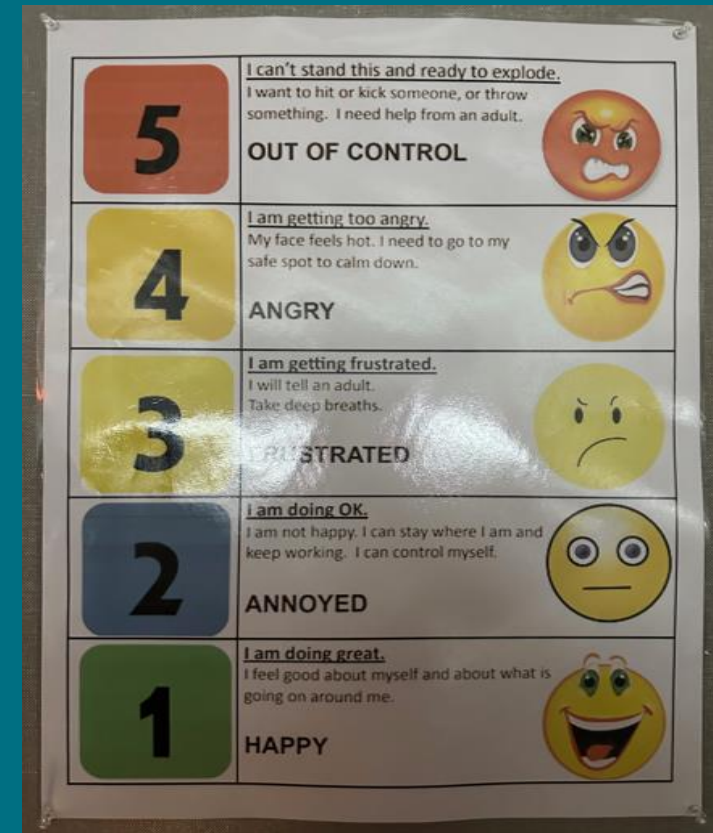
Structured Breaks: Student skill of acceptably requesting a break is intentionally taught!

- Students recognize their own need
- Students exercise choice
- Shows increased tolerance for Academic Work
- Students gain access to a desired activity on an intermittent basis

Name	Date				
	Safe	Respectful	Responsible	Breaks taken the right way (if needed) OR not taken	2-minute Breaks Left
	Keep your hands to yourself	Raise your hand if you have something to say	Follow directions the first time		
Targeted Reading	0 1 2	0 1 2	0 1 2	0 1	B B B
Core Literacy	0 1 2	0 1 2	0 1 2	0 1	B B B
Writing	0 1 2	0 1 2	0 1 2	0 1	B B B
Core Math	0 1 2	0 1 2	0 1 2	0 1	B B B
Sci/SS/Mus/Lib/PE	0 1 2	0 1 2	0 1 2	0 1	B B B
Workshop	0 1 2	0 1 2	0 1 2	0 1	B B B
Sci/SS/Mus/Lib/PE	0 1 2	0 1 2	0 1 2	0 1	B B B
Points					
2	Met expectations (Great job!)				
1	Met some expectations (Good work!)				
0	Met few or no expectations (Room for improvement)				
Check-In Points	Attended check-in				0 1
	Was prepared				0 1
Check-Out Points	Attended check-out				0 1
	Teacher completed ratings				0 1
Today's Goal	Today's Total	Goal Met? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Parent Signature	All work due is complete _____				
	All work due is not complete _____				

Breaks are Better – student gets short frequent break each period added to check in check out process

Class Pass – Set number of longer breaks to use during the day (and when they are gone, they are gone)



Behavioral/Attendance and Academic support

 PAUSE FOR THOUGHT

DATE: _____ NAME: _____

WHICH EXPECTATION DID YOU FORGET?
 RESPECTFUL SAFE RESPONSIBLE KIND

WHAT HAPPENED AND HOW WERE YOU FEELING?

WHAT WERE YOU THINKING AT THE TIME?

WHAT ARE YOU THINKING NOW?

OVER →

 PAUSE FOR THOUGHT

DATE: _____ NAME: _____

WHICH EXPECTATION DID YOU FORGET?
 RESPECTFUL SAFE RESPONSIBLE KIND

WHAT HAPPENED AND HOW WERE YOU FEELING?

WHAT WERE YOU THINKING AT THE TIME?

WHAT ARE YOU THINKING NOW?

OVER →

WHO WAS AFFECTED AND HOW DO YOU THINK THEY FELT?

HOW CAN YOU MAKE THINGS RIGHT?

DO YOU NEED ADULT HELP TO MAKE THAT HAPPEN?

STAFF NOTE:

WHO WAS AFFECTED AND HOW DO YOU THINK THEY FELT?

HOW CAN YOU MAKE THINGS RIGHT?

DO YOU NEED ADULT HELP TO MAKE THAT HAPPEN?

STAFF NOTE:

Behavioral/Attendance and Academic support

Tenets of Hope

...agency without pathways is a wish!

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    graph LR
      A((Willpower  
(Agency))) <--> B((Way Power  
(Pathways)))
      A --> C((Valued Goal))
      B --> C
  
```

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W.O.O.P YOUR GOAL!

W - Describe something you wish to accomplish.
 O - How will you feel/what will happen if you achieve this?
 O - What are possible obstacles to achieving this?
 P - What steps could you take to overcome these?

WISH	OUTCOME
OBSTACLE	PLAN

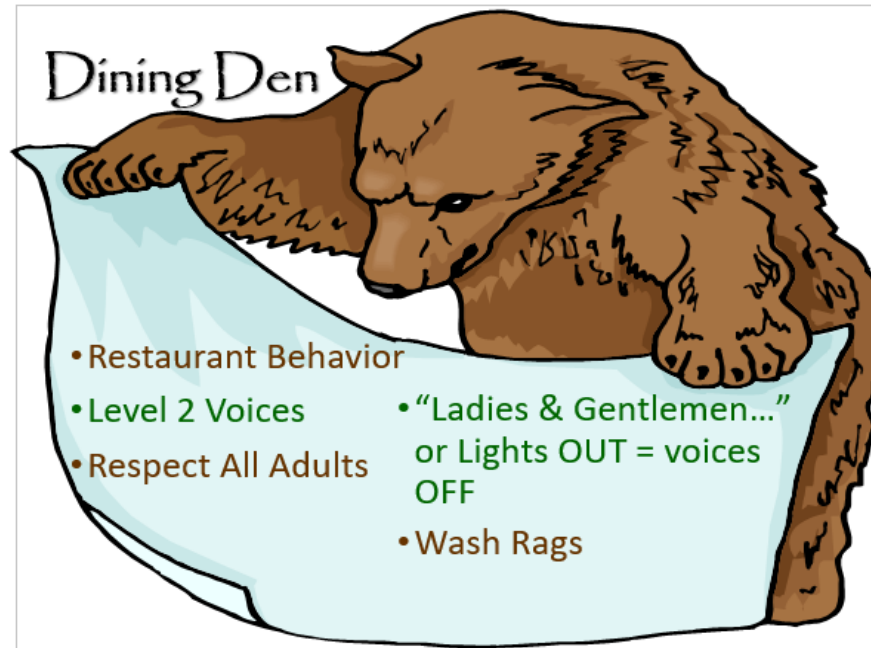
Strategies To Nurture Hope

Introduce Hope	Introduce the concept of hope and discuss its core components (distinguish wishful thinking).
Goal Setting	Help develop personally relevant goals.
Pathways	List and discuss potential pathways toward goal achievement.
Willpower	Identify/describe sources of motivation.
Problem Solve	Identify and list obstacles.
Create Hope Visual	Create a Visual Map accessible for the reference.
Re-Goaling	Remember – We have the ability to re-goal.

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9/14/2022 | 38

Behavioral/Attendance and Academic support



Restaurant Behavior: Expected behaviors for the Dining Den are equal to those of good restaurant manners. Those would include sitting politely during the meal, addressing people around you with kindness and respect, and keeping your own area as clean as possible.

When the lights are on...Voices can be on...Level 2 please. Just as we would in a restaurant, talking is allowed. Voices should be loud enough for the people around you to hear but quiet enough that other tables cannot hear you.

Respect All Adults: Many adults help out in the Dining Den. Whether it is the Principal or a parent volunteer, the expected behavior is that all students will speak respectfully to all adults. Students will listen and cooperate when an adult asks him/her to help. We will all work together to make the Dining Den a pleasant place to eat and talk with friends.

4 Students to a Side: We USED TO have plenty of space for all of us to eat comfortably. To ensure that each student has his/her own space we will sit 4 students to a side if students fit; then we will try 5, etc. If students try for 4-5 that should work. We just want to avoid 7 on one side and then 3 on another.

“Ladies & Gentlemen...” When you hear this signal from any adult, the expected behavior is that all students and adults will become quiet to hear an announcement. This signal may come from a parent volunteer, our custodian, an EA or any other adult who is helping in the Dining Den.

“Lights OUT”: Voices off

Wash Rags: Wash rags will be placed in the center of each table. The expected behavior is that each student will wipe off his/her eating spot and then return the rag to the center of the table. Rags will be rinsed by the adults in the Dining Den in between lunches.



ISSAQUAH
SCHOOL DISTRICT 411