

**Exalt Academy of Southwest Little Rock
Positive Behavior Plan
2023-2024**



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1. INTRODUCTION and THEORY

The Exalt Academy of Southwest Little Rock (EASW) prepares students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

In an effort to accomplish this mission, Exalt Academy of Southwest Little Rock is dedicated to implementing a positive and proactive behavior management plan. The behavior management plan is system-based and focused on the idea that appropriate behavior is a major aspect of academic success.

Exalt's Positive Behavior Management System is made up of three levels. **The Universal Level, the Classroom Level and the Individual Level.** This handbook will give you strategies and management tools to use at every level by making the desired behavior more efficient and acceptable to students and problem behaviors less effective and less functional.

2. UNIVERSAL PLAN

Exalt Ethical Values

Exalt Education believes that it is important for our students to develop character values that will help them be fully developed citizens in our community. Our school is governed by the Exalt Values listed below.

Responsible - We do what we're supposed to do: we follow through.

Respectful - We treat others as we want to be treated.

Caring - We are kind and compassionate with our words, bodies and choices.

Trustworthy - We are honest and dependable.

Citizenship - We contribute to the greater good.

Hardworking - We work with energy until the job is done.

Holding these values will enable our students to be successful in any path they take in life. A chart of these values can be found in Appendix J.

Students at Exalt Academy are expected to learn: Responsibility, Respectfulness, Caring, Trustworthy, Citizenship, and Hardworking values. These values teach students the appropriate way to behave. Teachers and administrators teach these values and how they apply in all areas of the school.

TEACHING AND APPLYING THE SCHOOL-WIDE EXPECTATIONS

The expectations have been applied in all settings throughout our school building. There are visual reminders located throughout the school in addition to being taught to the students by their homeroom teachers. Exalt teachers use three main tools to teach the school-wide expectations.

The first tool is the Behavior Matrix (Appendix A). This matrix gives explicit expected behaviors for every modality of the day in every Ethical value. Please use this tool daily to assure you teach and your students learn the expected behaviors for every setting at Exalt Academy.

The second tool is the What Leaders, Teachers and Students Do document (Appendix C). This tool is a schedule of typical activities that give a playbook for exactly everyone is to be doing during different times of the day. Appendix C is an example of this document, but it will need to be modified to fit the specific supervision needs of each individual campus.

Part of teaching expectations is communicating them directly with the parents and families. It is very important that we are all working together with parents to set our students up for success. We do this by using a Parent Compact. Each year the student, teacher and parent sign the Compact to assure that we are all on the same page supporting our students. A copy of the Parent Compact can be found in Appendix D.

3. CLASSROOM PLAN

SUCCESSFUL CLASSROOM STRUCTURES

All classrooms must be set up in a manner that supports successful classroom instruction. The classrooms are highly organized and set up for small group instruction. Below is a list of classroom structure expectations.

Kindergarten - 5th Grade Homeroom or Desk Instruction

- College Theme Decorated Recommended.
- The rooms must be kept clean, orderly and in good order at all times. Clutter or disorganized rooms are not optimal for good student learning. If a student's desk moves out of order, please have them put it back in order. If paper is on the floor, please have the student pick it up.
- Student and teacher desks must be clean and orderly to best support instruction. Only necessary material should be kept in or on the student desk.
- Classroom walls are valuable real estate and are for student work, interactive documents, student/teacher create charts, etc. Use of store-bought materials should be limited.
- Student desks should be arranged so that you don't have any students with their backs to you.
- 1 CHAMPs board in every classroom
- Interactive Sound Walls/ Vocabulary Word Walls
- A process for students to get sharp pencils that does not include using the pencil sharpener during class instruction.
- Established classroom traffic patterns using Teach Like a Champion as a resource.
- Designated area to display great student work in or outside of the classroom.
- Area and process for coats and personal items to be stored in a neat and orderly fashion.
- Area to store additional materials.
- Emergency Exit Plan posted by door

- A cover for the window to be used only during soft and hard lock downs. Please refrain from placing any decorations over the door window.
- Hook to hang emergency bag and crisis management manual by the door.
- Subject and lesson objective written with current date written on the board with a clear criteria for success.
- Hang Core Value Banner displayed
- Hand Signal Signs displayed
- Time Out Area with reflection sheets (Appendix B)
- Take A Break Area with Sensory Items
- Calendar and date posted
- Clock visible
- Reward System Visible
- Designated place for Anchor Charts

Kindergarten – 5th Grade Small Group Instruction

- Each room will have a designated area for small group instruction.
- If extra chairs are used, have a place to store them in the corner. If students bring their chairs over to small group area, have a clear traffic pattern and process.
- Designated area to organize and store all instructional materials needed for the small group area.
 - Examples: textbooks, workbooks, sharpened and unsharpened pencils, lapboards, dry erase markers, red correcting pens
- Small white board in every small group area
- Hang Star Expectation sign
- Subject and objective should be written on the board with mastery expectation.
- Goodbye list displayed and actively used to ensure mastery
- Thermometer chart displayed and actively used to ensure lesson progress
- Goal chart displayed and actively used to ensure mastery
- Red DI Binder accessible to administrators on teacher desk.
- Reward system visible

Grade 6th – 8th Classroom Instruction

- The rooms must be kept clean and orderly, free of clutter. Students, not the teacher, are responsible for cleaning the room before they leave.
- Classroom walls are valuable real estate and are for student work, interactive documents, student/teacher create charts, etc. Use of store-bought materials should be limited.
- Teacher desks must be clean and free of clutter. Students should never sit at the teacher's desk.
- Only necessary materials should be kept in or on the student desk.
- Student desks should be arranged so the student face ts the teacher or speaker at all times.
- 1 CHAMPS board in every room
- Procedures should be set up for interior movement: get a new pencil/pen, throw trash away, pass out papers, turn in work, get materials, etc.
- The lighting in the should be bright (300-500 lux) either with overhead, laps or a combination.
- Designated area to display current student work in the hallway, meeting the expectations of Excellence
- Coats should be hung on the hooks outside the classrooms.
- Additional materials and supplies should be stored neatly for easy retrieval and replacement
- Emergency Exit Plan is posted by the door next to the hook that is holding the emergency bag, student information sheets and the Crisis Management Manual

- A cover for the window is to be used ONLY during soft and hard lockdowns. Do not cover the windows with decorations or block the view from the hall.
- Have current lesson and objectives and success criteria, with the correct date, visible for all to see
- Hang Core Value Banner displayed
- Rules of Engagement should be posted and referred to frequently
- Technology and attachments must be stored neatly, charging nightly. Cords should be safe from traffic and rolling carts
- Classcraft open and visible to students.

CHAMPS

EASW implements CHAMPS, a proactive classroom management tool used to set students up with clear expectations, leaving no room for misunderstanding.

CHAMPS is an acronym for the following:

Conversation: Can students talk to each other during this activity/transition?

Help: How can students ask questions during this activity? How do they get your attention?

Activity: What is the task/objective of this activity? What is the expected end product?

Movement: Can students move about during this activity? Can they sharpen their pencil?

Participation: What does appropriate student work behavior for this activity look/sound like?

Success: What does it look like if you have done what you are supposed to do?

A CHAMPS board will be located in every student work area of the school. As expectations for our students change, the board will change, giving clear directions and expectations for our students during any given time.

By answering these questions ahead of time for your students and setting explicitly clear expectations, you avoid many of the misbehaviors that take away from the excellent academic environment EASW is achieving with their students.



C conversation

H help

A activity

M movement

P participation

S success

CONVERSATION LEVEL

0 1 2 3 4 5

HELP

Find my book

Ask another student

Ask the teacher

ACTIVITY

Independent work

Teacher directed lesson or discussion

Collaboration with partners or group

MOVEMENT

Station rotated at desk

Movement with teacher participation

Free to roam the room

PARTICIPATION

Stand on assignment independently

Work with a partner

Work with a group

Listen to speaker

SUCCESS

=

Everyone has the opportunity to learn!



C
Conversation

Voice Level 0
(No Talking)

H
Help

Raise Hand
to ask for
help

A
Activity

Work at Desk
ALONE

M
Movement



NO
Restroom

P
Participation

-Feet on Floor-
-Tummy to Table-
-Pencil to Paper-
-Brain On-
-Mouths Off-

Finished?
Make it
Better



<p>C <i>to</i> <i>onversation</i> ONVERSATION <i>onversation</i></p>	 <p>0 TALKIN</p>
<p>H <i>elp</i> !!!!!!! <i>elp</i> !!! ELP!!!!!! <i>elp</i></p>	
<p>A <i>ctivity</i> CTIVITY <i>ctivity</i> CTIVITY</p>	 <p>Writ</p>
<p>M <i>M</i> <i>vement</i> o ement <i>ovem nt</i></p>	
<p>P <i>articipation</i> <i>articipation</i> <i>articipation</i> ARTICIPATION</p>	 <p>Work all by u lf.</p>
<p>S <i>uccess</i> U UCCESS</p>	<p>Te tin Session</p> 

School Dress Code Policy (for Boys and Girls):

Recommended dress code items for all students:

- Navy blue short-sleeved polo-style shirt (no other blue is allowed)
- White short-sleeved polo-style shirt
- White button colored dress shirt
- T-shirts not allowed, Exalt T-shirt can be worn on Fridays
- Khaki-colored (tan) dress pants
- Navy blue-colored dress pants
- Navy or khaki Jumpers for younger girls and navy or khaki skirts for middle school girls
- Shoes may be different colors as long as they are safe and not distracting to the school environment. (No flipflops, Crocs, hee-lies or shoes with wheels, slippers, light up shoes, high heels)
- Female students may wear leggings under their skirts as long as they are white or navy blue.
- All undershirts must be white and not oversized
- All clothing must fit appropriately. Not being too tight or too loose.
- Students can begin wearing navy blue or khaki-colored shorts after they return from Spring Break, but not before.
- Coats, sweatshirt and hoodies can be worn to school, but must be hung up and are not allowed to be worn in class.
- Exalt fleece jackets can be purchased from the school office. These fleece jackets with the Exalt logo can be worn in class.

STOIC

An effective multi-tier system of behavior support is truly not rocket science. The key to success is to change both adult and student behavior. Research has consistently shown that teachers and staff can influence (but not control) student behavior. The acronym STOIC summarizes the five research-validated variables that teachers and staff can manipulate when creating and maintaining responsible behavioral outcomes for students (i.e., academic engagement, responsible student behavior consistent with staff expectations, and highly respectful interactions between students and staff). Here are the five variables in STOIC:

1. **Structuring**/organizing all school and classroom settings for success by identifying what student and staff behavior should look like and sound like.
2. **Teaching** students how to behave responsibly in all settings by providing explicit lessons on behavioral expectations. Don't assume the students already know! Also review the expectations after breaks and whenever necessary.
3. **Observing** student behavior (i.e., "inspect what you expect" by scanning and monitoring) and collect and analyze behavior data (e.g., tracking misbehavior, tracking positive behavior, identifying your ratios of positive interactions, assessing how your common area policies are working, etc.).
4. **Interacting** positively by delivering frequent non-contingent attention and positive feedback in order to establish and maintain a positive relationship with **all** students.
5. **Correcting** irresponsible behavior fluently: calmly, briefly, consistently, immediately, and respectfully by the adult who observes it in that setting.

TEACH LIKE A CHAMPION

Teach Like a Champion is a proactive approach to managing a classroom by Doug Lemov and his colleagues. This book gives us 62 techniques that put students on the path to college. We have pulled 5 techniques that are proven effective ways of redirecting students. **Being proficient at all 62 techniques is required for all teachers.** The objective is to effectively stop negative behaviors from happening, redirect off task behavior seamlessly, and get 100% student engagement BEFORE going to a consequence. These five techniques have been integrated into our Chronic Misbehavior Continuum Appendix M. The Teach Like a Champion book and CD will be provided to our entire teaching team. The 5 redirect techniques will be discussed later in this handbook under the Unwanted Behavior and Discipline section.

- 1) Non-Verbal Intervention
- 2) Positive Group Correction
- 3) Anonymous Individual Correction
- 4) Private Individual Correction
- 5) Lightning-Quick Public Correction

ATTENTION SIGNALS

The universal attention signal for the EASW School is a large arching open hand. The teacher will raise his or her hand up and make a rainbow motion across his/her body like a rainbow. The students do not respond with their voice only their body and eyes. Students are taught that signal is Give Me 5. Give me Five is defined below.

- 5 fingers/5 expectations:
 - Stop what you are doing
 - Eyes on me
 - Hands free
 - Mouths closed
 - Ears open

HAND SIGNALS

- Hand raised, one finger: "I need a pencil."
- Hand raised, two fingers: "I need a tissue."
- Hand raised, three fingers: "I would like a drink of water."
- Hand raised, fingers crossed: "I need to use the restroom."

STAR Expectations

- Star Expectations are mostly used during small group instruction. Exalt students are expected to respond like STARs
 - **S**it Tall
 - **T**alk Big / Track the Speaker
 - **A**nswer on Signal / Ask Questions
 - **R**espect others

MORNING WORK

In every homeroom class students are expected to come in and get started on morning work right away. The morning worksheet should be on the student's desk ready to go before they walk into the room. The morning worksheet is a five-minute warm up, setting the standard of education the moment students walk in the door. These do-nows are recommended to get work started for every class transition throughout the day.

TEACHING AND APPLYING THE CLASSROOM-WIDE EXPECTATIONS

Just as we are explicitly teaching the school-wide expectations, we are doing the same for the classroom-wide expectation. We call the first week of school **Culture Camp**. During this time teaching behavior is our primary objective. A blank lesson plan template can be found in Appendix F for teachers to write lesson plans to teach rules and expectations specific to their classrooms. All rules must fall under the Behavior Matrix. (Appendix A)

Exalt Ethical Values, school rules, expectations, and procedures must be taught to all students. Teachers will be required to show proof that these areas have been taught (in the teacher portfolio and through lesson plans).

Rules/Expectations/Procedures to be taught for the following:

- Arrival/Dismissal
- Hallway (w/transitions)
- Outside (w/transitions)
- Playground
- Cafeteria/Gym
- Classroom visitors and greetings/ phone greetings
- Classroom
- Restrooms
- Office
- When a visitor enters the room and speaks to the teacher
- When a Teacher or peer are speaking
- Assembly

**Any additional expectations/procedures/rules set forth by the classroom teacher.

BRAIN BREAKS

Structured breaks are given during the day. Regular breaks enhance attentiveness, concentration and focus. They accelerate learning by allowing children to release their energy, anxiety and stress. Brain breaks also increase circulation and promote physical fitness and coordination.

These actions, dance and movement songs make it easy for you to integrate brain breaks into your classroom. They are also great activity songs for physical education, group activities, morning meeting and indoor recess. Brain breaks are short and duration, usually lasting 2 to 5 minutes in length.

TAKE A BREAK

The Take a Break Area

Every K-5 classroom will have a Take a Break area as a preventative measure to behavior. Students may choose or be asked to go to the Take a Break area by the teacher. The student removes himself or herself from the group to gather him or herself before they get frustrated. This is not a time out.

- Students must be taught how to use the area. The time limit is 11 minutes. (A timer will be in the break area).
- Students are responsible for doing all work missed while they are in the break area.

Take a Break Structure

This is a proactive approach to curb misbehaviors before they happen. This break is used for self-regulation, NOT as a work avoidance behavior or opportunity to talk to adult staff. Staff may suggest a break if they catch the early warning signs. Breaks can also be part of a student's schedule based on challenging times.

Breaks are 11 minutes long:

- 1 minute to get to the break area
- 8 minutes to calm down and let go of stress
- 1 minute to think about how you will return to the group appropriately
- 1 minute to return to the group and resume participation

Students are taught to do the following:

- Give the break sign indicating a desire to take a break.
- Staff positively reinforces choice.
- Student walks to break area and sets timer for 9 minutes.
- Student works on chosen break activity.
- Student is supervised, in line of site from staff.
- Staff gives positive feedback to student.
- Appropriate ways to take a break should be taught to student.
- Break area is NOT used as a consequence or seclusion area. It is a positive place for the student to take care of himself or herself.
- Give positive, GENUINE feedback frequently unless it becomes a trigger for frustration
- Encourage student to use the entire break.
- Staff members SHOULD NOT be in the immediate break area and/or interact with student except to provide support to help them follow through with the break.
- Student stays on break the entire time.
- Students should be monitored to not spend too much time in the break area and not use it as work avoidance.

4. INDIVIDUAL LEVEL

The third level of the Positive Behavior Plan is the Individual Level. Some students simply need more support or reinforce. They are going to demand attention from you. This level is structured to give attention proactively towards productive behavior rather than reactively in response to negative behavior.

INDIVIDUAL PLANS

We hold students accountable for their actions. Students who receive 3 or more behavior referrals in one week will be referred to the Instructional Leader for appropriate consequences. At this point, if the interventions that have been implemented have not changed the student's behavior, an individual plan should be considered. The Principal, a team of teachers, staff members and an additional administrator will meet to design a plan to meet the student's needs. Parents and the student may also be involved at this time.

The following information should be taken into consideration:

- Student data collected in order to identify specific behavior issues
- Frequency and intensity of behavior
- Student placement (ie. classroom, academic level, peers, etc.)
- Teacher, parent, support staff input
- Research validated practices as interventions.

The goal of these meetings is an Individual Behavior Plan (IBP). This plan should include:

- Reachable goals for the student's behavior
- Timeline for meeting the goals and student incentives
- A recording instrument for monitoring the goals, such as sticker charts or point cards.
- Teacher and staff responsibilities in the intervention
- The date for a follow up meeting to evaluate and adjust the plan

These Individual point cards are managed by the Instructional Leaders working with our teachers and the counselor. The Instructional Leaders will be checking in and checking out with students on these cards on a daily basis. An example Individual Behavior Plan is located in Appendix H.

Individual Behavior Plan Procedure

Point cards are designed to help students monitor and improve behaviors, as well as help them realize when they are having trouble with specific behaviors. The student receives "points" for engaging in appropriate behavior. After earning a predetermined number of points, the student is able to exchange those points for items and/or privileges that have also been predetermined.

Students should take the point card to each class, including lunch and transitions, if needed. Points should be given

on no more than 3 specific behaviors. Students should have time to discuss the points for the day with their Instructional Leaders and determine positive and negative aspects of their behavior and what techniques should be used to improve or continue behaviors. This document is fluid during the entire time the student is doing an Individual Behavior plan.

The end goal is that the student will gradually change their behaviors enough that the Individual Behavior Plan is no longer necessary for the student to be successful.

How to Determine Who Needs to Be On an Individual Behavior Plan

To determine whether or not a student needs to be on a point card, follow these steps:

1. Classroom teacher will meet with the Instructional Leaders and tell him/her whom they are suggesting and why. Classroom teacher and Instructional Leaders will contact parents to discuss the Plan, the benefits of it and its purpose.
2. The Instructional Leaders will make observations of recommended student and look at the number of referrals as well as the student's academics.
3. Instructional Leaders and classroom teacher will bring up the student's name at the next school wide behavior team meeting with the teacher who recommended the student. These meetings happen every other week with the curriculum teams.
4. At this meeting it will be determined if the student should be on a point card.
5. Once the student is determined that he/she needs a point card, no more than 3 obtainable goals will be set to start shaping behavior. For each goal on the cards, it should be divided into each subject and include lunch. Within the subject cells, there should be points 2-1-0. 2 is the highest amount a student can earn in each cell, 0 being the lowest. These points help determine the students overall daily points. The point cards can also be used for half days as show in Appendix I.
6. Inform all teachers of the new student on the Plan. Add the student's name to the school wide roster of Individual Behavior Plan students. Teachers should be checking this roster that is housed on google drive regularly.

How to Choose Goals

When choosing goals it is very important to have the student, classroom teacher and the Instructional Leaders involved. Set it up as a conversation that the student can voice his/her feelings about what is happening. Make suggestions as a team and make sure the goals are obtainable. For example, if the student is having difficulty with blurting out in class, add the goal "Will raise hand and be called on before speaking." Or if the student has a problem staying in his/her seat, state as a goal, "Stays seated during seatwork."

When to Raise or Lower Points

As previously stated, the point cards are designed to be very fluid. The students who are on Individual Behavior

Plans will usually have trends of highs and lows. The data that is collected should be analyzed by the Instructional Leaders to determine trends.

It is very important that the student is feeling successful. If the student has less than 3 made days in a row, the Instructional Leaders should meet with the student and determine why this is occurring and adjust the points accordingly.

Once a student has made days for 15 days in a row, the points should be raised or new goals should be made for the student. It is also important to make sure that the student is being praised for doing well. If the student gets a perfect day, give them an extra visit to the treasure box or a similar reward.

Exit Plan

The goal of the Individual Behavior Plan is to help the students learn the necessary tools to be successful academically and socially. In order for a student to be exited from the Plan, the student needs to achieve several items:

1. Has had points raised several times until all possible points are made.
2. Student achieves made days for at least 20 out of 25 days.
3. A meeting with parents and Instructional Leaders is completed. This meeting will be all about praise and how proud everyone is of them.

Individual Behavior Plan Process

The Instructional Leaders will only meet with students that have been confirmed as Individual Behavior Plan students and a point card has been established. When the Plan is first implemented, it requires team members. One team member will deal with the students who have made days; the other will deal with those who do not have made days. Expect meltdowns during the first month for students who do not have made days.

Weekly Process:

1. The Instructional Leader will print off all behavior cards for each day of the week every Friday
2. If modifications need to be made to daily point cards, do them on Friday and inform students and the school

Daily Process:

1. Each morning divide all the point cards into grade levels.
2. During the first block of the day go to each classroom and meet with each student individually and go over expectations (30 seconds each student). You may need to check in with particular students several times per day.
3. Students will carry around point cards with them to every class and have their teachers initial and circle the earned points.

4. At 3:00pm, have all Individual Behavior Plan students meet you at a designated location (same private location every day). This will take longer than the morning meeting (1 minute per student) or the Instructional Leader will go to each classroom depending of the space.
5. The card will go home daily to parents. Students will get an extra point on their card for the next day if the card is signed by a parent.
6. Copy and collect each card regardless if it is a made day or not and reward the children that had a made day. (If a student does not come to you, go find them. It is important data is gathered every day)
7. Each day enter the daily points into the excel tracking program (entering the daily points helps determine if program is working and what modifications need to be made).
8. If students do not show up for meetings two days in a row or signed cards are not returning, the Instructional Leaders will contact the parent to inform them.

Blank example point cards for regular and early dismissal days are in Appendix H.

Rules

Once these meetings are running for a month you will need to instill the following rules with the students:

- If you lose your actual point card for the day, you will not have a made day. Students need to be responsible for their cards.
- If a student shows up without a particular subject signed by the teacher on their point card, the student may not go back and get it or rush back to the teacher to get it signed. It must be signed during that class period. It is both the student and the teacher's job to do that in every class.
- If severe behavior occurs, it is automatically not a made day.

5. RESPONSE TO POSITIVE BEHAVIOR (DISCIPLINE) IMPORTANT

EASW teachers respond to student behavior in two ways.

1) When students meet the school-wide expectations, they are acknowledged for their appropriate behavior. This is done using positive reinforcement.

2) When a student fails to meet expectations, he or she is corrected back to the expected behavior. Correction is accomplished through re-teaching and encouraging the expected behavior. Corrections are discussed in section 6 of this Positive Behavior Plan, Response to Unwanted Behavior (Discipline).

Students are acknowledged and given **specific** positive reinforcement for following specific behavioral expectations. Acknowledgement is done to maintain and increase the appropriate behavior in the future. You will get more of what you pay attention to. There are three levels of Acknowledgement of Positive Behavior:

UNDOCUMENTED MINOR APPROPRIATE BEHAVIOR

Most students meet behavioral expectations and academic goals every day. They follow directions, complete their work, clean up after themselves, and perform many other tasks. When students do what they are taught and expected to do by the teacher, they are given specific feedback for the behavior. This acknowledgement can be as

simple as encouraging words or a signal. The key is to make sure students are acknowledged and motivated to continue to meet teacher expectations.

Common ways to acknowledge minor appropriate behavior might include "Social Reinforcers":

- A smile or a wink
- Verbal praise
- A nice compliment
- Proximity
- Whole group praise for students following expectations
- Individual student points
- Group points for tables following directions
- Star of the Day for students that have repeatedly exemplified the school values
- A positive phone call home
- A positive note or email home

The key is to do our best to give attention to students when they meet our expectations. Remember, you always get more of what you pay attention to.

DOCUMENTED MINOR APPROPRIATE BEHAVIOR

Some students are constantly meeting our behavioral expectations. They are "chronic" in their appropriate behavior. This level is primarily handled by the teacher. At this level, a tangible reward is suitable for acknowledging this behavior.

ACCOLADES- DoJo Points, ACCOLADE Tickets, Classcraft Points

Students are given Achiever Accolades/points through Dojo points, accolade tickets, or Classcraft points for regularly meeting the behavioral expectations and academic goals. Students can save the points up to purchase items at the student store twice a month. Student may also earn special recognition or awards for earning Accolade points. Accolade points may also be exchanged for:

- Material Reinforcers: School supplies, movie tickets, books, cards, etc.
- Natural Reinforcers: Play a game, watch a movie, free time, shooting baskets, team captain, office assistant, sit next to a friend.
- Sensory Reinforcers: Listen to music, sit in a special chair, hold a stuffed animal, play a CD for the class, etc.

How to Use Accolade Points:

- Below are the following expectations for using Dojo Points, Accolade Tickets or Classcraft Points:
- Accolade points can only be earned not taken away.
- Every acknowledgement is only worth one point. You can't weight some behaviors more than others by given several accolade points to students for meeting an expectation.
- You can not bribe students with accolade points. (don't say, if you do this, you will get a Dojo)

- We do not use the demerit side of the Dojo or Classcraft system. We only give positive Dojo points.
- Dojo system should not be used to communicate concern with a parent. If you have a concern you need to communicate, please send a professional email or call the parent. Do not communicate over Dojo or text.
- Dojo or Classcraft can displayed publicly in your room. We acknowledge publicly and correct privately in our school.

Class Dojo and Classcraft

In addition to earning points, you can also post pictures on the Dojo page and communicate with parents. Please do not post pictures of students on Dojo who do not have a media release.

DOCUMENTED MAJOR APPROPRIATE BEHAVIOR

There are times when a student goes above and beyond the normal expected behavior. They might do a task without being told or asked, help an injured student on the playground, volunteer to be a study partner in class and many other occurrences in which a student exceeds the norm. Students who demonstrate chronic appropriate behavior should also be recognized. These are behaviors that deserve significant responses from teachers and staff.

Some ways to acknowledge major appropriate behavior might include:

- A certificate of recognition (Appendix K has a reproducible certificate)
- A phone call to parents/guardians
- A gift card
- Lunch with a staff member of their choice
- Free homework or jeans day pass, etc.

This level also includes school wide rewards. The administration will hold monthly rewards for students who have had good behavior all month. Some examples include: dance party, short movie, prize drawing etc.

The key to changing behavior is to pay special attention to the last three positive recognition levels discussed. We set a culture where these desired behaviors are the recognized behaviors in our school. We can not praise a child too much. Appendix L is a chart illustrating these three levels.

HONOR ROLL

Students are also eligible to be named to the A or A/B Honor Roll. It is important to illustrate how behavior directly affects academic performance (i.e., If a student misses class because of behavior, academic performance suffers). These students will receive a certificate and recognition at a school assembly quarterly.

STAR STUDENT Recognition

Step 1: Each week during grade level team meetings, the classroom teachers will choose two students from their class (who has demonstrated "star student" expectations according to character values the previous week.

Step 2: The Teacher will email the two student's names and picture if available to the Instructional Leaders to be posted throughout the building in common areas. During the next morning assembly date the teachers will acknowledge the students by presenting them with an "EASW star student certificate".

Step 3: "Star Students" chosen will be allowed to sit at the V.I.P. (very important people) table during lunch for one week.

Step 4: These students' names will be posted on our "star student board" in the cafeteria. These students' names will be placed into the drawing at the end of month for the "student of the month" (One student's name may be drawn as the student of the month). This student will be featured in our EASW monthly newsletter distributed by the Principal. It may also be posted in the lobby or front office.

Step 5: The "student of the month" whose name was drawn during the school year will be invited to an "end of the year luncheon" hosted by the Principal and the Instructional Leaders.

Assembly and Middle School Town Hall Meetings

Students participate in frequent assemblies. The Instructional Leaders leads the assembly. There are two major objectives of the assembly. The first objective is to reward and recognize our students who are demonstrative expected behavior. The second objective is to teach one of the 6 Core Values. The Instructional Leaders will select a Core Value of the week and teach it to our students. The Instructional Leader will then communicate the Value of the week to the teachers. Teachers will give Accolate points/ Classcraft points and emphasize the focus value for that week. We also encourage guest speakers at our assemblies. This is a great way to model citizenship to our students.

Recognition Assemblies

Quarterly Assembly Listed below are a few of the standard quarterly awards given. Other awards may be issued.

- A Honor Roll
- B Honor Roll
- Perfect Attendance and Great Attendance (only missed one day that quarter)
- Mega Star Award

End of the Year Celebration Assembly

All students receive an award at the End of the Year Celebration Assembly! Listed below are some of the standard End of the Year Celebration Awards given. Other awards may be issued.

- Met Reading Goals on the NWEA MAP test or Grew on the Reading NWEA MAP Test
- Met Math Goals on the NWEA MAP test or Grew on the Math NWEA MAP Test
- Most Reading Growth on the NWEA MAP test (one for each grade level)
- Most Math Growth on the NWEA MAP test (one for each grade level)
- Perfect Attendance and Great Attendance (missed less 4 days for the year)
- Principal Award (student for each grade level who is on Honor Roll and has great behavior)

Student Council of Exalt Academy

One goal of Exalt Academy is to develop leadership and citizenship in students while creating an environment where the more desirable behaviors are rewarded and recognized. The Student Council of Exalt Academy (SCEA) is one way we accomplish these two goals. The program gives students an opportunity to develop leadership by organizing and carrying out

school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

The SCEA is a bit different for each grade level:

- Upper Elementary SCEA is for students in grades 3-5.
- Middle School SCEA is for students in grades 6-8.

Upper Elementary SCEA

The Upper Elementary SCEA is more exploratory in nature. Two students from each grade in grades 3-5 will be selected as a student ambassador. The ambassador will meet twice a month with the grade-band leadership teams to go over school practices and generate ideas for improvement. Allowing six new students to be selected each month will give more students opportunity to experience being on a council and learning the responsibility of an ambassador.

Middle School SCEA

The Middle School SCEA is participatory in nature. It consists of two components: a student-led government and the Leadership Academy. The Middle School SCEA will meet weekly during Friday Clubs: on 'A' weeks, students will learn to govern and pass meaningful legislation using Robert's Rules of Order; on 'B' weeks, they will participate in a Leadership Academy curriculum provided by the AEGIS Coordinator.

The Middle School SCEA will consist of:

- two elected executive positions:
 - President: (Presides over meetings, approves or vetoes legislation, acts as SCEA representative with Exalt Academy administration, and coordinates logistics with the SCEA Faculty Advisor);
 - Vice President: (Maintains Robert's Rules of Order, stands in for the President in his or her absence, and serves as official host for SCEA guests).
- three SCEA-appointed leadership positions:
 - Secretary: (Maintains the minutes of meetings, and other functions);
 - Treasurer: (Maintain an account of SCEA funds, and other functions);
 - Historian: Maintains historical records such as news articles, photographs, and minutes of meetings),
- three elected Ambassadors for each grade 6-8: (shall vote on legislation and serve on committees as needed)
- faculty-appointed at-large ambassadors: (shall vote on legislation and serve on committees as needed; these are students who have been recognized for having leadership potential or students whose AEGIS Talent-Development Plans recommend placement for leadership development).

A school faculty member will serve as the sponsor and advisor to the council. He/she will inform the student body about the SCEA and assist students interested in running for office. The Student Ambassadors (both elected and at-large ambassadors) will serve as the voice of the student body at Exalt Academy. The SCEA will contribute by legislating on behalf of the student body, planning events, driving civic engagement projects, and advocating for the student body

with Exalt Academy administration. They will be leaders in the school and be coached on public speaking, leadership, and other areas.

Qualifications

- On formal documentation, students must be in the grade band of which they are representing, however the SCEA serves all students enrolled.
- Ambassadors are expected to maintain high academic performance. If a student receives a letter grade below a 'C' on any report card, they will be given 30 days to improve the grade. The student must provide documentation from the teacher of record that the grade has improved. If the grade does not improve, the student will be removed from the council. The SCEA Faculty Advisor will monitor student's academic progress.
- Ambassadors are expected to maintain positive behavior, according to the school's core values. If a student receives two office referrals, a meeting will be held with the student, parent, instructional leader, and teacher. If the student receives another office referral, the student will be removed from the council.
- If a student receives three minor incidents, a meeting will be held with the student, parent, instructional leader, and teacher. If the student receives two additional minor incidents (for a total of five), the student will be removed from the council.

Campaigning

Students interested in joining the SCEA may do so by one of two ways:

- Petition any faculty member for a recommendation to serve as an At-Large Ambassador, or
- Run for election.

The Election Season shall begin in May after all standardized tests are completed for students in grades 5-8. The official calendar for the election season will be posted in a Notice of Elections on the Middle School bulletin board and in the fifth-grade area of the school. As the election happens at the end of the year for the following school year, rising fifth graders are eligible to run, whereas rising ninth graders are not.

The rules and processes for elections shall be maintained by the SCEA Faculty Advisor and provided to candidates seeking office with the SCEA. All persons seeking to join the SCEA, whether through election or appointment to an At-Large position must read and agree to the rules and commitments required by SCEA members.

6. RESPONSE TO UNWANTED BEHAVIOR

The goal of the discipline plan is to redirect behavior to keep students in class and learning. The plan is an organized, systematic way to handle the process of teaching behavior.

The goal of correction is to encourage students to do the behaviors they have been taught. If a student fails to meet these expectations, he or she is corrected back to the expected behavior. Correction is done by reminding, re-teaching, and encouraging the expected behavior, never humiliation.

We strive to use logical consequences as follows:

- Related: directly connected to child's misbehavior
- Respectful: aware of student's feelings and classroom atmosphere; not intended to humiliate
- Reasonable: helping children restore their behavior to the school's expectations

THREE LEVELS OF DISCIPLINE

UNDOCUMENTED MINOR MISBEHAVIOR

We require Teach Like a Champion's 100% teaching as a guide and tool to respond to minor misbehaviors. Below are the 5 recommended techniques all teachers should go through before moving to consequence. These techniques can be interchanged with other Teach Like A Champion Techniques. Appendices M illustrates the Behavior Response Flow Chart.

The 5 Redirection Techniques are listed below, in the order of recommended use.

1: Non-Verbal Intervention

You can use gestures, eye contact, or both – sometimes with a bit of proximity mixed in to address off task students while continuing to teach.

2: Positive Group Correction

Quick verbal reminders given to an entire group that describes what students should be doing and not what they shouldn't be doing.

3: Anonymous Individual Correction

Offers a verbal reminder to the group, similar to a positive group correction, and makes it explicit that not everyone in the group is meeting the expectations.

4: Private Individual Correction

Walk by an off-task student's desk, lean down, confidently, and using a voice that preserves as much privacy as possible, quickly and calmly tell the student what to do.

5: Lightning-Quick Public Correction

Private or anonymous corrections are not always possible; sometimes you have to correct students during public moments. This should be done confidently and without hesitation.

Minimize the amount of time that they are "on stage" as some students will feed off of the attention. Tell them what to do RIGHT, and not scold them for doing wrong.

If these Techniques still do not change the misbehavior teachers will move to a consequence.

Teacher Consequence

Consequences are a necessary part of managing behavior. However, sometimes we wait to give consequences until we are frustrated, or until a student is truly disruptive, and we are forced to give out significant consequences (i.e., loss of recess). Don't wait too long! Do the other five techniques first, and then if the issue continues, give a smaller consequence, but frame it positively.

DOCUMENTED MINOR MISBEHAVIOR

Some students will not respond to simple verbal directions. Their minor misbehavior is chronic. They demonstrate by their behavior that reminding and re-teaching have not been enough to change their behavior. At this point in time, teachers must begin to document the misbehavior. This documentation is done in the Educators Handbook program.

Parents are to be contacted by the teacher at this level.

Consequences for these minor behaviors include:

- Time out (this is not take a break)
- Time owed (minute for minute)
- Loss of privilege
- Going to recess late
- Missing part of recess
- Being sent to a "Buddy" room (each classroom will have a buddy room with a "time out" desk in it. This is not the take a break area.)
- Individualized instruction
- Writing an apology letter
- Phone call home
- Email to parents about behavior
- Loss of table points, group points, individual student points
- Alternative structure to the day to learn the desired behaviors (Practicing lining up, voice level 0, appropriate classroom behaviors, etc)
- and/or other agreed upon consequences

These consequences are only used after going through the five (5) recommended techniques of EASW Response to Student Behavior Guidelines. Consequences are working when the behavior changes.

A consequence CANNOT be: taking away food/water or loss of educational experiences. Consequences should be minimal. Consequences cannot be physical strain. If you take a student's recess, only take part of the recess, not the entire break. We do not issue writing sentence for punishment that is unrelated to the behavior as a consequence. If the behavior does not change "minor" in the behavior system, Educators Handbook.

DOCUMENTED MAJOR BEHAVIOR

After three "Minor" behavior report forms have been issued in a short duration of time, usually a week, the misbehavior has become chronic and has not been changed by the previous responses given. The administration is included at this point. This behavior should be documented in the behavior tracking system. Educators Handbook will provide a track record of behavior, so previous infractions will be able to be accessed. Any time the Instructional Leaders or administration is involved, the teacher will record the behavior as an "office referral" in Educators Handbook.

This happens after the teacher has gone through all 5 techniques of the Response to Behavior Guidelines and issued a consequence three different times. The Exalt Academy of Southwest Little Rock Administration has been contacted and the student is sent to the school office for a meeting with the principal, Instructional Leader, or other designated staff member. Parents or guardians are contacted by the administration at this level.

These meetings have the goal of emphasizing the school's desire to help the student succeed at EASW and finding ways to make that happen. Staff should consider home life, academic placement, past behavior history, student disabilities, and other information that might help students make the desired behavior change. If you believe an issue is going on outside of the school, a referral to the counselor can be made.

Another level of "Major" misbehavior includes behavior that is illegal, poses a threat to the physical safety of students and staff and/or in which there is the possibility of loss of control by the adult supervisor. Behavior included in this category includes: fighting or physical aggression; defiance of the teacher or staff member; vandalism/property damage; possessing weapons, inappropriate sexual behavior, drugs or other prohibited materials to school along with other issues agreed upon by the school staff.

Consequences for this level of behavior include:

- Conference with the administrator
- Detention (lunch detention for k-4, club detention for 5-8)
- Restriction of ongoing privileges
- Alternative lunch, recess, passing time
- Restitution
- Repair of damage
- Community service
- In-school suspension
- Saturday School
- Out-of-school suspension
- Expulsion*
- Other previously agreed upon consequences

Recommendation for expulsion come from the Principal to the Superintendent. Once the Superintendent reviews the information, a recommendation to the Board of Directors will be made for expulsion or alternative consequences.

*EASW will follow all Arkansas state expulsion laws. Parents or guardians have the right to appeal an expulsion. The appeal of the decision should be to the Board of Directors of the Exalt Academy of Southwest Little Rock or to a disciplinary authority appointed by the Board. This is in accordance with state code and federal regulations.

Upon suspension, every student must have a re-entry meeting with the Instructional Leaders or other administrator. The questions that need to be asked at this meeting are:

1. What are our expectations for the student?
2. Who will be the check in/check out person and how often?
3. What are his/her triggers?
4. What are his/her incentives?
5. When is the follow up meeting?

Labeling and identifying the levels of behavior helps the Instructional Leaders and school administration team make decisions to help the students be successful here at Exalt Academy of Southwest Little Rock. Understanding the differences between the levels is essential for appropriate documentation.

In the system Educators Handbook, all behaviors resulting in suspension, in-school suspensions or Saturday school will be labeled and tracked at "majors" by the Instructional Leaders. The teacher will label them as "office referrals" in the Educators Handbook system. The Instructional Leaders consequences is what distinguishes between a minor office referral and major in our tracking system.

SATURDAY SCHOOL

Saturday school may be offered during the year. Administration may issue Saturday school as an alternative to suspensions. Similar to In-School Suspension, Saturday School is not a tutorial session. Students are given additional skill work to be completed during their time in Saturday School. The expectation is that the students will be silent and working independently.

TEACHER RESPONSE TO MISBEHAVIOR GUIDELINES

The following section addresses the actions teachers perform when a student does not follow expectations.

Step 1: 5 Levels of Behavior Correction

- 1) Non-Verbal Intervention
 - 2) Positive Group Correction
 - 3) Anonymous Individual Correction
 - 4) Private Individual Correction
 - 5) Lightning-Quick Public Correction
- If the problem continues, move on to Step 2.

Step 2: Time Out for Student

Have the student take a time out. This is different than taking a break where students initiate before a problem occurs. Set a time limit and remind student that the goal is to get them back to learning quickly and responsibly. The student completes a reflection sheet (Appendix B), which is reviewed by the teacher. If the behavior exceeds 5 minutes document it in Educator's Handbook. If time out does not solve the problem, move to Step 3.

Step 3: Buddy Classroom

Send the student to a buddy classroom. Have expectations set for what the student is to do in the buddy classroom and how long they should be there, no more than 20 minutes. The student should not have to interrupt the buddy class teacher and should have a reflection sheet to complete and work to do while in the buddy room provided by the teacher who sent the student to the buddy room. Make sure the break is not seen as a positive for the student (i.e. giving the student a job in the buddy class). If the behavior exceeds 5 minutes document it in Educator's Handbook. If the student returns and problems persist, move to Step 4.

Step 4: Assign a Consequence

When assigning a consequence, use page 22 as a guide. Privately relay the consequence to the student and allow the student to return to the learning environment. If problem persists, move to step 5.

Step 5: Call in Additional Support

Calling in the Instructional Leaders or another administrator should only be used as a last resort for students who have gone through all other steps and have not been able to rejoin the class in a positive, respectful manner.

If you are chronically sending your student to a Buddy Room or have to call for additional support for that student, that behavior should be documented under chronic misbehavior.

Behavior tracking is a great tool in shaping behavior. More often than not, tracking this behavior, identifying patterns, finding behavior triggers or trends, will help create a plan to prevent the unwanted behavior from occurring. A reproducible chart can be found in Appendix M.

There are a variety of consequences that a teacher can issue. Consequences are a necessary part of this behavior plan, however, by themselves do not shape behavior. **Teaching behavior, changes behavior.**

Listed below are additional Hierarchies of Corrective Consequences

- Level 1: Class rule reminder
- Level 2: Individual rule reminder
- Level 3: Modification (e.g. change seat)
- Level 4: Time away in another class
- Level 5: Buddy Room
- Level 6: Parent contact
- Level 7: Office referral
- Level 8: Detention

Consequences should be delivered with the following considerations:

- Apply consistently
- Remain calm
- Use the power of proximity
- Make direct eye contact
- Use a soft voice
- Be firm and anger-free
- Do not show emotion
- Link the consequence to the expected behaviors
- Never accept excuses, bargaining, or whining
- Never use punishment, only discipline
- Be educational

7. SCHOOLWIDE DEFINITIONS

This matrix was put together by the Exalt Education leadership team giving us common language to use when documenting behavior in Educators Handbook. A copy of this matrix can be located in Appendix N.

8. BEHAVIOR RESPONSE MATRIX

This matrix was put together by the Exalt Education leadership team providing guidelines on how to respond to different behaviors in a primary school setting. It is important to know that each student is different and our response to their behaviors may be different. This discretion is left up to the Instructional Leaders keeping the best interest of students in mind. A copy of this matrix can be located in Appendix N.

9. SYSTEM MAINTENANCE MODEL (SMM)

Data will be collected through the Educators Handbook program. This information helps the EASW staff members to maintain and sustain the implementation of the behavior plan. System changes are made based on the data collected. Decisions to benefit students will also be made using a data-driven decision making process. This process is described below.

The steps of the System Maintenance Model are:

1. Collect Meaningful Data
2. Analyze Data
3. Collaborate With Staff
4. Set Priorities
5. Consider Existing Systems
6. Build Action Plan
7. Adopt Revisions
8. Implement Revisions
9. REPEAT

A diagram of the System Maintenance Model is in Appendix O.

Behavioral and Academic Team (BAT)

EASW's BAT team meets every Friday to using the MTSS process to support students on point cards and to use the system maintenance model to support program improvement school wide.

Grade Level PLC Meetings

Professional Learning Communities (PLC) are an organized process of collaboration and assessment analysis as part of an ongoing cycle of continuous improvement.

Each Grade Level Team meets every other week to work in Professional Learning Communities. The purpose to collaborate together using data to identifying trends, identify problems, create solutions.

10. MULTI-TIER SUPPORT PROCESS (MTSS) (CYCLE OF CONTINUOUS IMPROVEMENT)

The MTSS process is supported by weekly program coordinator-provided professional development, bi-weekly Student Support Team (SST) meetings, and the management of the Assistant Superintendent. Together, these three supports ensure the process works for every student promptly and effectively.

Step 1 - Enrollment:

The office team reviews enrollment and TRIAND requests to catch, communicate, and confirm when students need services. The team reviews incoming files and communicates to the program coordinators that a new student requires services. If a plan does not exist, move to Step 2.

Step 2 - Universal Screener:

Students who score in the 1st-15th percentile or the top 85th-99th percentile, based on NWEA, are recommended for additional screening for services. These services can include:

- Dyslexia
- Gifted and Talented,
- Special Education,
- English for Speakers of Other Languages, and
- Social-Emotional.

If a student does not meet one of these criteria, proceed with Step 3.

Step 3 - Teacher-Instructional Leader:

When classroom teachers observe an issue, they will notify caregivers, then design, implement, and track the effectiveness of interventions using data and anecdotal notes.

- Classroom observation notes,
- Caregiver communication,
- Curriculum assessments,
- Referrals, and
- Responses per minute.

Instructional Leaders support and evaluate the effectiveness of intervention implementation through:

- Modeling,
- Guidance,
- Observations, and
- Practice.

If Step 3 is unsuccessful, the teacher will submit an SST form.

Step 4a - Student Support Team - Information Gathering: The teacher submits the SST meeting form. Instructional Leaders gather data about the student, including:

- Medical,

- Behavioral,
- Formative assessments,
- Screenings,
- Attendance, and
- Grades.

Step 4b - Student Support Team - The Meeting: At the SST meeting, all members of the appropriate team and caregivers will meet to evaluate the effectiveness of interventions and recommend the next steps. These next steps include:

- Screeners,
- Accommodations,
- Additional Interventions, and
- Recommendations to start program procedures,

After Step 4, the SST will recommend moving to Step 5.

Step 5 - Program Evaluation: Based on the recommendations of the SST, the appropriate program coordinator will follow the program's policies, procedures, and rules with the student.

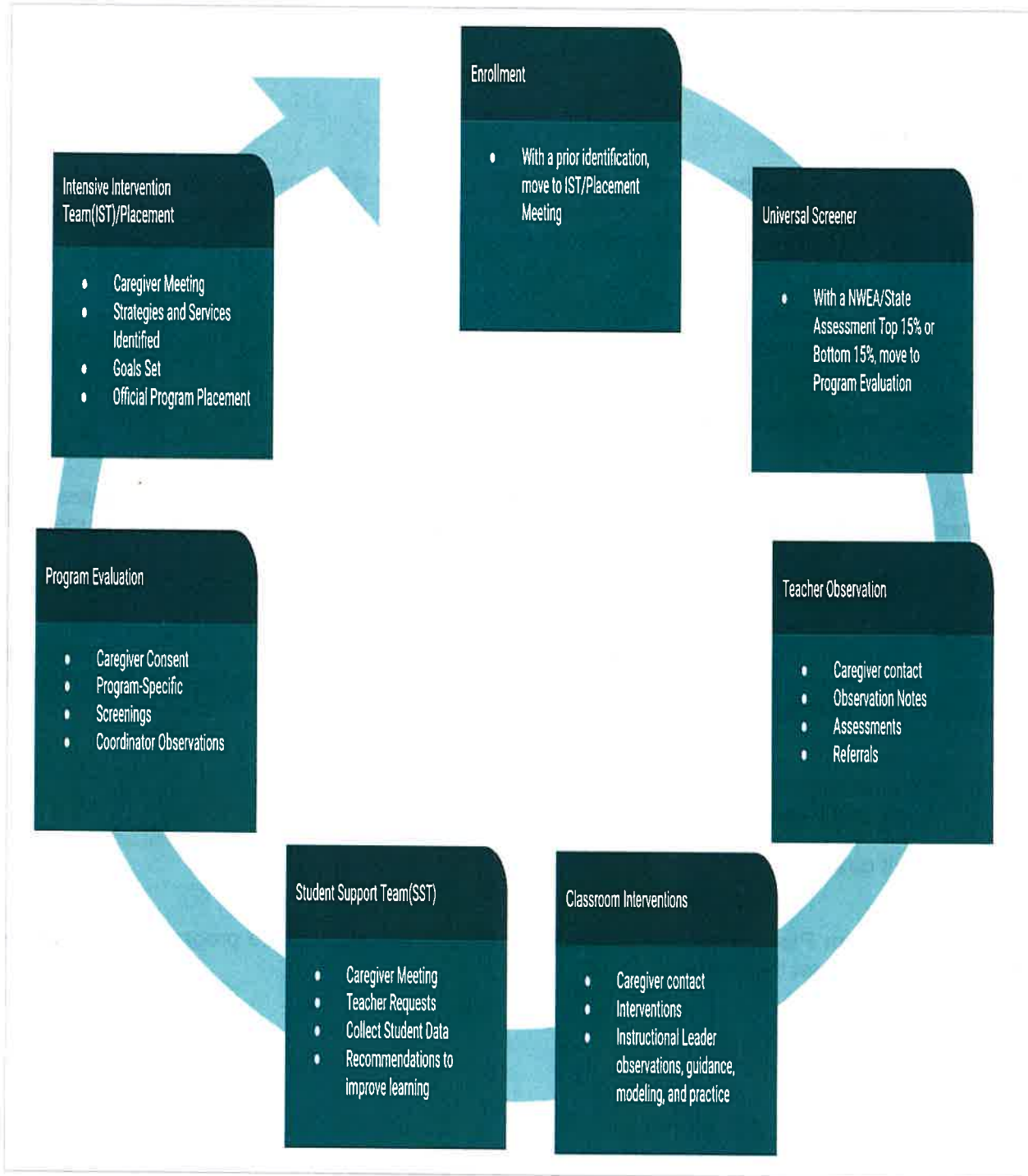
If the student qualifies for program placement, proceed to Step 6.

Step 6 - Intensive Support Team: The Intensive Support Team meets with the caregiver to develop the plan and set goals. The program coordinator will meet with all team members to review the plan details, including:

- Goals,
- Services, and
- Roles and Responsibilities of Stakeholders.

If the student qualifies for program placement, proceed to Step 6.

Step 7 - Program Placement: The student is placed in the appropriate program to receive the best services to meet their needs.



11. STUDENTS WITH DISABILITIES AND BEHAVIOR MANAGEMENT

Students with disabilities are included in all aspects and procedures of our positive behavior implementation. If a student with a disability misbehaves at Exalt Academy of Southwest Little Rock the Dean of Students conferences with the administration, special education teacher, and student's parents (if necessary) to ensure the disciplinary response works in concert with the student's Individualized Education Program (IEP) goals.

12. DE-ESCALATION

The process of de-escalation becomes easier when you know the phases of escalating behavior chain. Exalt Academy of Southwest Little Rock utilizes Geoff Colvin's de-escalation model. Listed below are the seven (7)

Phases

Phase 1: Calm

Phase 2: Trigger

Phase 3: Agitation

Phase 4: Acceleration

Phase 5: Peak

Phase 6: De-escalation

Phase 7: Recovery

Once you understand the model for escalating behavior, you can develop strategies for addressing behavior in each phase. Knowing your students, tracking their behaviors, identifying their specific triggers and warning signs is critical during this process. Every student will be different and have different triggers, but the triggers are often consistent and predictable. By being aware of these signs, you will be much more successful in developing a proactive data driven plan. A diagram of the de-escalation model will be located in Appendix P.

13. SUBMITTING BEHAVIOR REPORTS

All Behavior reports will be submitted through the Educators Handbook platform for tracking. **Any behavior resulting in a loss of more than 5 minutes of instructional time must be entered into Educators Handbook.**

The Instructional Leaders will be able to access reports and behavior trends for each student in the school through this system. It is important to submit behavior referrals into Educators Handbook in a timely manner to help the Instructional Leader respond as quickly as possible. This also helps identify trends in student behavior (i.e., Student A frequently has a behavior outburst at 1:00 each day, directly after lunch).

If a behavior report is filled out, the parent must be informed. **For minor offenses, the teacher must contact parents by the end of the school day, before the child is home.** For major offenses, the Instructional Leader will contact parents.

Exalt Academy approaches teaching behavior the same way we approach teaching any skill, such as reading or math. This data is critical in helping us teach our students the desired behaviors they need to be successful.

14. Behavior Contract

As a last resort the Superintendent can choose to place a student on a Behavior Contract. This contract is an agreement between the parent, student and school team to follow all conduct expectations clearly defined in the in the Student and Family Handbook and Behavior Expectations Matrix. After being place on the contract the Instructional Leaders and Families will create a weekly progress report for the student. If the student does not comply with the contract, the Superintendent can recommend expulsion. A sample Behavior Contract is located in Appendix Q.

All children will receive the tools to be successful; every child's tools will be different.

APPENDICES

Appendix A Behavior Matrix

Ethical Values: The Right Way to Act

Settings:	Responsible We do what we're supposed to do...we follow through.	Respectful We treat others as we want to be treated.	Caring We are kind & compassionate with our words bodies and choices.	Trustworthy We are honest and dependable.	Citizenship We contribute to greater good.	Hardworking We work with energy until the job is done.
All Areas	<ul style="list-style-type: none"> Take care of property. Clean up after yourself. Control your body so as not to hurt others. Cover your mouth when you sneeze or cough and say excuse me. 	<ul style="list-style-type: none"> Listen when others are talking. Help others. Speak to an adult when spoken to. Make eye contact when spoken to. 	<ul style="list-style-type: none"> Always say thank you when given something. When you receive something, do not insult the giver or the gift. Surprise others by performing random acts of kindness. 	<ul style="list-style-type: none"> Always do your personal best. Tell the truth. When you agree to do something, do it. 	<ul style="list-style-type: none"> Do what's best for the whole school community. Do not show disrespect with gestures. If anyone is bullying you, let a teacher or administrator know immediately. Stand up when you see someone being bullied. 	<ul style="list-style-type: none"> Always do your best Be a good example to others.
Hallways / Dismissal	<ul style="list-style-type: none"> Give personal space. Face forward. Dismissal from classroom with a voice level 0. Never cut in line. Get there on time. Make straight lines 	<ul style="list-style-type: none"> Voice Level 1 in hall, Level 0 in line. Silent & friendly waves. Don't touch wall hangings. Keep hands, feet and objects to self. Let others lead the line. 	<ul style="list-style-type: none"> Walk, no running. Stay to the right side of the hallway. If someone drops something, and you are nearby, pick it up. 	<ul style="list-style-type: none"> Dismissal from classroom. When arriving, go to the gym right away. Go to where you are supposed to be 	<ul style="list-style-type: none"> Approach teacher for help. Hold the door for people rather than letting it close on them. Greet everyone politely by name. 	<ul style="list-style-type: none"> Go from "A" to "B" quickly. Follow the teacher's directions the first time.
Restroom	<ul style="list-style-type: none"> Flush the toilet. Put paper towels in the trash cans. Turn the sink off if it was left on. Use a restroom pass Use appropriate amount of toilet paper. 	<ul style="list-style-type: none"> Quiet voices. Give privacy to others. Don't disturb the class when coming or going. Wait your turn Be quick so that other students can use the restroom 	<ul style="list-style-type: none"> Wash your hands Be clean so that you don't spread germs 	<ul style="list-style-type: none"> Don't go anywhere other than to use the restroom. Use the restroom quickly & return to class. 	<ul style="list-style-type: none"> Leave the restroom the same or better than you found it Let the teacher know if the toilet is plugged or a sink is overflowing 	<ul style="list-style-type: none"> Follow restroom rules Move with urgency so that you can get back to work quickly.
Assembly	<ul style="list-style-type: none"> Participate. Clap, cheer or express yourself when asked. 	<ul style="list-style-type: none"> Track the speaker. Give personal space. 	<ul style="list-style-type: none"> Sit crisscross or in your assigned seat. Hands and feet to self. 	<ul style="list-style-type: none"> Don't make inappropriate gestures or noises and pretend like others' did. 	<ul style="list-style-type: none"> Help set up & take down chairs if asked. Participate in cheers, songs, skits or activities when asked. 	<ul style="list-style-type: none"> Follow instructions. Celebrate other students' accomplishments. Encourage others around you to meet expectations.

Settings:	Responsible We do what we're supposed to do...we follow through.	Respectful We treat others as we want to be treated.	Caring We are kind & compassionate with our words bodies and choices.	Trustworthy We are honest and dependable.	Citizenship We contribute to greater good.	Hardworking We work with energy until the job is done.
Lunch	<ul style="list-style-type: none"> · No sharing of food. · Raise your hand if you need something. · Eat fist then speak. 	<ul style="list-style-type: none"> · Sit and visit with neighbors, no singing. Voice level 2. · Movement must be permitted by an adult · If you are asked a question in conversation, ask a question in return. 	<ul style="list-style-type: none"> · Eat your own food · Dispose of food properly · Table and floor near you cleaned · Clean Your Own Area 	<ul style="list-style-type: none"> · Clean your own space · Hold appropriate conversations 	<ul style="list-style-type: none"> · Be a good example to others. · Leave the cafeteria cleaner than you found it. · Do not save seats in the cafeteria. 	<ul style="list-style-type: none"> · ABC's of dining etiquette. · Clean up a mess if you make it.
Field Trips	<ul style="list-style-type: none"> · On a bus, always face forward. 	<ul style="list-style-type: none"> · When meeting people, shake hands, repeat their names, and make every effort to remember their names. · Enter a public building quietly. 	<ul style="list-style-type: none"> · Compliment the place you are visiting. · If someone bumps into you, say "Excuse me" even if it was not your fault. 	<ul style="list-style-type: none"> · Never take or harm anything that is in a public space, park or store. 	<ul style="list-style-type: none"> · Take care of your classmates when crossing streets, entering or exiting the bus, or experiencing unsafe situations. 	<ul style="list-style-type: none"> · When given rules by the person, park or institution you are visiting, follow them. · Remember you represent yourself and school.
Recess	<ul style="list-style-type: none"> · Keep hands, feet and objects to your self · Don't play with rocks or sticks 	<ul style="list-style-type: none"> · Listen to teachers instructions · Appropriate Touch · No Horse playing 	<ul style="list-style-type: none"> · Play with everyone · Use kind words 	<ul style="list-style-type: none"> · Use equipment appropriately 	<ul style="list-style-type: none"> · Don't litter 	<ul style="list-style-type: none"> · Line up quickly when Recess is over

Ethical Values: The Right Way to Act.

IN THE CLASSROOM

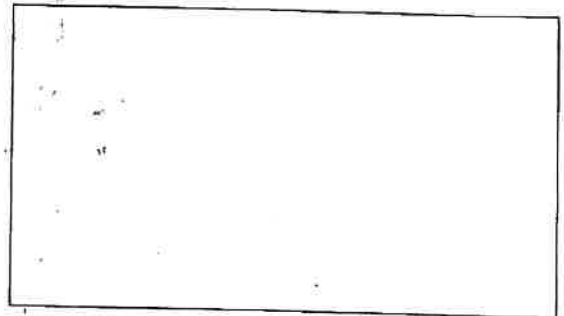
Settings:	Responsible We do what we're supposed to do...we follow through.	Respectful We treat others as we want to be treated.	Caring We are kind & compassionate with our words bodies and choices.	Trustworthy We are honest and dependable.	Citizenship We contribute to greater good.	Hardworking We work with energy until the job is done.
Whole Class	<ul style="list-style-type: none"> Keep eyes on speaker. Talk when appropriate. Stay seated. Have necessary materials. Use materials appropriately. Follow along when we read together in class. Answer all written questions with a complete sentence. Be as organized as possible. 	<ul style="list-style-type: none"> Raise your hand to speak. Say "Yes, M'am" or "No, Sir". Sit upright with good posture. Speak to an adult when spoken to. Make eye contact when spoken to. Respect other students' comments, opinions & ideas. 	<ul style="list-style-type: none"> Keep your bottom in your chair Keep 4 legs of chair on the floor Keep body to self Congratulate classmates. When classroom homework is assigned, do not moan or complain. Support others who are struggling. 	<ul style="list-style-type: none"> Be involved in the activity. Complete assigned work on time. Hand in work in designated place. Stand up for what you believe. When grading your or other students' assignments, give only the correct grade. 	<ul style="list-style-type: none"> Don't talk when others are talking. Give others a chance to speak. Take turns. Never talk during movies or distance learning. Do not stare at a student who is being reprimanded. Surprise others by performing random acts of kindness. 	<ul style="list-style-type: none"> Follow the teacher's instructions. Complete your homework every day & submit it on time. When a substitute teacher is present, all class rules still apply. Do not ask for rewards Be involved in the activity. Try your best!
Small Group	<ul style="list-style-type: none"> Voice Level 2. Take turns. Stay in group area. Use materials appropriately. 	<ul style="list-style-type: none"> Listen to others. Use kind words. Clean up after yourself. 	<ul style="list-style-type: none"> Stay in your assigned area. Keep your bottom in your chair. Keep "4 on the floor". Keep body to self. 	<ul style="list-style-type: none"> Participate in the activity. Hand in work in designated place. 	<ul style="list-style-type: none"> Be a good example to others. Share your best thinking & ideas with the group. Seek to make the group's product as good as it can be. 	<ul style="list-style-type: none"> Do your assigned group role. Complete assigned work on time. Be involved in the activity. Try your best!
Individual	<ul style="list-style-type: none"> Voice Level 0. Use materials appropriately. Follow along in text when class is reading together. 	<ul style="list-style-type: none"> Keep eyes on your own paper. Clean up after yourself. Raise hand for help. Ask permission to leave seat. 	<ul style="list-style-type: none"> Keep your bottom in your chair. Keep "4 on the floor" at all times. Keep body to self. 	<ul style="list-style-type: none"> Do not cheat and keep your eyes on your own paper. Complete assigned work on time. Hand in work in designated place. 	<ul style="list-style-type: none"> If you finish early, stay silent, complete other assignments if you have them, or read quietly. 	<ul style="list-style-type: none"> Complete individual assignments immediately & completely. Try your best!
Zoom Norms	<ul style="list-style-type: none"> Mute microphone when not speaking. Come to the Zoom class prepared with all materials. Handle school computers with care. 	<ul style="list-style-type: none"> Have the video pointed at your face. Join the Zoom class on time. Set up in as professional a space as possible. Treat each other with courtesy and respect. 	<ul style="list-style-type: none"> Limit distractions (ex: TV, pet, sibling, etc.) Dress appropriately (No PJs). Posture before camera must be conducive to active learning and participation (ex: No reclining). 	<ul style="list-style-type: none"> Fully participate in class. Hand in work in designated place. Be honest. 	<ul style="list-style-type: none"> Be professional and respectful in your speech. Full face must be visible in the camera frame. No side "conversations" 	<ul style="list-style-type: none"> Become a goal-setter. Be proactive. Develop resilience (actively doing what you can on a day-to-day basis to ensure success). Try your best!

1st and 2nd Grade Think Sheet

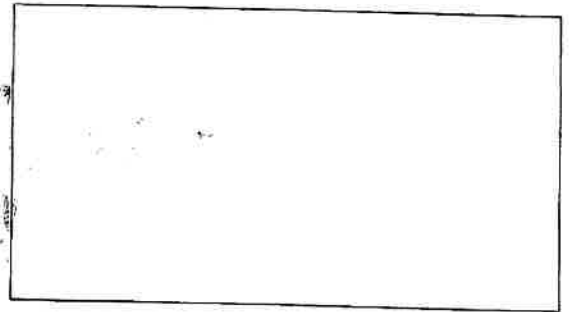
Name: _____

Date: _____

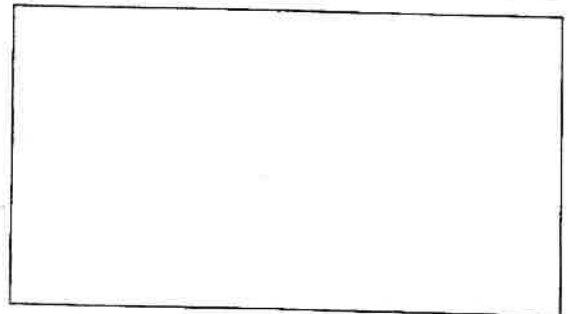
1. What expectation did I not meet?



2. Write or draw a picture about my behavior.



3. Write or draw what I need to do instead.



4. Do you need to apologize to anyone?

Yes No

Did I apologize?

Yes No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

3rd, 4th and 5th Grade Think Sheet

Name: _____

Date: _____

1. What expectation did I not meet?

2. Why was my behavior a problem? (Continue on back if needed.)

3. What could I have done instead? (Continue on back if needed.)

4. Do you need to apologize to anyone?

Yes No

Did I apologize?

Yes No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

Behavior Reflection

Name: _____ Date: _____ Hour: _____

1. This is the expectation I did not meet:

2. I should follow this expectation because: (Write at least 20 words here.)

3. This is what I could have done instead: (Write at least 20 words here.)

Time	Activity	What Leadership Does	What Teachers Do	What Students Do
7:00 AM	Arrival	<p>Ms X is scanning breakfast, Ms. Y greets students outside. Mrs. X greets students in foyer and gives the expectation to enter gym at voice level "0" and to use walking feet.</p>	<ul style="list-style-type: none"> Ms. Z is actively monitoring the gym moving from bleacher to the students eating breakfast at tables. Two other teachers are on "duty" reminding students of breakfast rules and holding them accountable to those expectations Monday: Kinder Lead Duty Tuesday: 1st Grade Lead Duty Wednesday: 2nd Grade Lead Duty Thursday: 3rd Grade Lead Duty Friday: 4th and 5th Grade Lead Duty Teachers are prepping for class. 	<ul style="list-style-type: none"> Enter Gym Voice Level 1 Raise your hand if you need something. Dispose of your own trash. First we eat (level 0) then we speak (level 1) No sharing of food. Students walk to assigned areas, have a seat, and wait for teacher to arrive (no roaming) Voice level 1 while waiting <p>Responsible-We do what we're supposed to do.... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>
7:23 AM	Dismissal to Class Transition	<p>Mrs. X cans breakfast and supervises students in gym. Ms. Y uses universal attention signal to gain students attention and allows students to line up. Ms. Y transitions to hallways helping students who arrived after 7:25 are in class.</p>	<ul style="list-style-type: none"> Teachers are on time (7:23-7:25) to pick up their classes at their designated spots. Teachers are reviewing with students the hallway and dismissal procedures before 	<ul style="list-style-type: none"> Give personal space. Face forward. Dismissal from gym with a voice level 0. Never cut in line. Students hand up their backpacks, take out their lunches and place coats inside of their backpacks. Walking feet, no running. Stay to the right side of the hallway. If someone drops something, and you are nearby, pick it up.

<p>7:30-7:55</p>	<p>Morning Meeting / Calendar</p>	<p>Mrs. X scans late breakfast eaters until 7:40 am Ms. Y is walking the halls ensuring late students are going promptly to class. Office manager makes sure very late student has a tardy pass and their parent signs them in. Ms. Y, Mrs. X and Ms. Z are conducting walkthroughs supporting teachers as needed.</p>	<p>walking into the hall.</p> <ul style="list-style-type: none"> Teachers make sure there students is 100% compliance of student behavior before moving. 	<ul style="list-style-type: none"> Move with urgency <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>
		<p>Teachers welcome students into the classroom by shaking hands. There is a "do now" already on each student's desk. Teacher states expectation for students to get directly to work while teacher takes lunch and attendance counts. Teacher is prepared.</p> <ul style="list-style-type: none"> Materials ready All pencils sharpened Reviewed the lesson plan Has Read Aloud ready if time permits or lesson ends early. 	<p>Place lunches in designated spot. STAR Position Follow CHAMPS Board Have necessary materials. Raise your hand to speak. Say "Yes, M'am" or "No, Sir". Complete do now. Speak to an adult when spoken to. Make eye contact when spoken to. Respect other students' comments, opinions & ideas. Keep your bottom in your chair. Keep 4 legs of chair on the floor Keep body to self Be involved and participate in the activity. Complete assigned work on time. Work hard and try your best. Don't talk when others are talking. Give others a chance to speak. Take turns.</p>	<p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>

7:55-8:00	Transition	<p>Leaders are at assigned locations: Principal: 1st Floor, covers K-1 classes X: first floor by Rooms 109-110 and stair way. Mrs. Z 2nd floor: is covering 4th and 5th grade classes. Administrators are actively monitoring students and redirecting inappropriate behaviors back to the expectations. If admin is in a meeting while transition is happening, the administrator excuses him/herself from the meeting to go to assigned location.</p>	<ul style="list-style-type: none"> Teachers are explicitly teaching Ethical Values with the goal of 100% student compliance. Teachers 1st response to every behavior is to point out the student doing it correctly. Teachers redirect all inappropriate behaviors back to expectations. 	<ul style="list-style-type: none"> Give personal space. Face forward. Dismissal from classroom with a voice level 0. Never cut in line. Get there on time. Voice Level 0 in line and voice level 1 in hall. Silent & friendly waves. Don't touch wall hangings. Keep hands, feet and objects to self. Walking feet, no running. Stay to the right side of the hallway. If someone drops something, and you are nearby, pick it up. Go from "A" to "B" quickly. Hold the door for people rather than letting it close on them. Greet teachers and administrators politely by name. Let others lead the line. Make straight lines. Keep your hands at your side; no writing utensils Have a hall pass when you are not with a teacher Stay to the right so that others can pass. Follow the teacher's instructions. Follow specific classroom routines. <p>Responsible-We do what we're supposed to do...we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <ul style="list-style-type: none"> Follow CHAMPS Board Follow STAR expectations Do your best at all times! Participate in all activities
8:25-10:15	Reading / Language	Administrators are conducting CWT's to observe teachers teaching	Teachers are teaching classroom procedures related to DI and small group.	

<p>10:15-10:20</p>	<p>Transition</p>	<p>Leaders are at assigned locations: Principal: 1st Floor, covers K-1 classes X: first floor by Rooms 109-110 and stair way. Mrs. Z 2nd floor: is covering 4th and 5th grade classes. Administrators are actively monitoring students and redirecting inappropriate</p>	<ul style="list-style-type: none"> • How to enter classroom from hallway • CHAMPS board and STAR expectations. <p>Teacher is prepared for lesson.</p> <ul style="list-style-type: none"> • Materials ready • All pencils sharpened • Reviewed the script or lesson plan <p>Teach with joy!</p>	<ul style="list-style-type: none"> • Take turns. • Stay in group area. • Use materials appropriately. • Listen to others. • Use kind words • Ask questions when you need support. • Clean up after yourself. • Keep your bottom in your chair. • Keep "4 on the floor". • Keep body to self • Hand in work in designated place. • Be a good example to others. • Share your best thinking & ideas with the group. • Seek to make the group's product as good as it can be. • Do your assigned group role. • Complete assigned work on time. • If you do not finish work, make it up during recess or PE. Incomplete work is not acceptable. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>
			<ul style="list-style-type: none"> • Teachers are explicitly teaching Ethical Values with the goal of 100% student compliance. • Teachers 1st response is to every behavior is to point out the student doing it correctly. 	<ul style="list-style-type: none"> • Give personal space. • Face forward. • Dismissal from classroom with a voice level 0. • Never cut in line. • Get there on time. • Voice Level 0 in line and voice level 1 in hall. • Silent & friendly waves. • Don't touch wall hangings. • Keep hands, feet and objects to self. • Walking feet, no running. • Stay to the right side of the hallway.

	<p>behaviors back to the expectations. If admin is in a meeting while transition is happening, the administrator excuses him/herself from the meeting to go to assigned location.</p>	<ul style="list-style-type: none"> Teachers redirect all inappropriate behaviors back to expectations. 	<ul style="list-style-type: none"> If someone drops something, and you are nearby, pick it up. Go from "A" to "B" quickly. Hold the door for people rather than letting it close on them. Greet teachers and administrators politely by name. Let others lead the line. Make straight lines. Keep your hands at your side; no writing utensils Have a hall pass when you are not with a teacher Stay to the right so that others can pass. Follow the teacher's instructions. Follow specific classroom routines. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>
<p>10:20-10:50</p>	<p>CK Art</p>	<p>Teachers are teaching whole group classroom procedures.</p> <ul style="list-style-type: none"> How to enter classroom from hallway. CHAMPS Board Teacher is prepared Has all materials ready Pencils sharpened Have reviewed lesson plans and ensure they are intentional against 	<ul style="list-style-type: none"> Follow CHAMPS Board Do your best at all times! Participate in all activities Take turns. Stay in group area. Use materials appropriately. Listen to others. Use kind words Ask questions when you need support. Clean up after yourself. Keep your bottom in your chair. Keep "4 on the floor". Keep body to self Hand in work in designated place. Be a good example to others.

Administrators are conducting CWT's to observe teachers teaching procedures and giving structured feedback.

10:50-10:55	Transition	<p>Leaders are at assigned locations: Principal: 1st Floor, covers K-1 classes X: first floor by Rooms 109-110 and stair way. Mrs. Z 2nd floor: is covering 4th and 5th grade classes. Administrators are actively monitoring students and redirecting inappropriate behaviors back to the expectations. If admin is in a meeting while transition is happening, the administrator excuses him/herself from the meeting to go to assigned location.</p>	<p>the CK scope and sequence.</p> <ul style="list-style-type: none"> Teachers are explicitly teaching Ethical Values with the goal of 100% student compliance. Teachers 1st response to every behavior is to point out the student doing it correctly. Teachers redirect all inappropriate behaviors back to expectations. 	<ul style="list-style-type: none"> Share your best thinking & ideas with the group. Seek to make the group's product as good as it can be. Do your assigned group role. Complete assigned work on time. If you do not finish work, make it up during recess or PE. Incomplete work is not acceptable. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <ul style="list-style-type: none"> Give personal space. Face forward. Dismissal from classroom with a voice level 0. Never cut in line. Get there on time. Voice Level 0 in line and voice level 1 in hall. Silent & friendly waves. Don't touch wall hangings. Keep hands, feet and objects to self. Walking feet, no running. Stay to the right side of the hallway. If someone drops something, and you are nearby, pick it up. Go from "A" to "B" quickly. Hold the door for people rather than letting it close on them. Greet teachers and administrators politely by name. Let others lead the line. Make straight lines. Keep your hands at your side; no writing utensils Have a hall pass when you are not with a teacher
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			<ul style="list-style-type: none"> • Stay to the right so that others can pass. • Follow the teacher's instructions. • Follow specific classroom routines.
10:55-11:55	Math	Administration are conducting walk through supporting teachers and giving structured feedback.	<p>Teachers are teaching small group classroom procedures related to DI and/or Engage NY</p> <ul style="list-style-type: none"> • How to enter classroom from hallway. • CHAMPS Board and STAR expectations. <p>Teacher is prepared</p> <ul style="list-style-type: none"> • Has all materials ready • Pencils sharpened • Have reviewed the DI scripted or lesson plan in detail. <p>energy until the job is done.</p> <ul style="list-style-type: none"> • Follow CHAMPS Board • Follow STAR expectations • Do your best at all times! • Participate in all activities • Take turns. • Stay in group area. • Use materials appropriately. • Listen to others. • Use kind words • Ask questions when you need support. • Clean up after yourself. • Keep your bottom in your chair. • Keep "4 on the floor". • Keep body to self • Hand in work in designated place. • Be a good example to others. • Share your best thinking & ideas with the group. • Seek to make the group's product as good as it can be. • Do your assigned group role. • Complete assigned work on time. • If you do not finish work, make it up during recess or PE. Incomplete work is not acceptable. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We</p>

11:55-12:30	Lunch	Ms. Z is located in gym supporting teachers and monitoring VIP table. Mrs. X is supporting first lunch by supporting teachers with behavior.. Principal is with 2nd lunch.	<ul style="list-style-type: none"> • ALL teachers are actively monitoring students and teaching Ethical Values for lunch conduct. • Teachers walking around monitoring and listening to student conversations. 	<p>are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <ul style="list-style-type: none"> • Enter Gym at voice level 0 • Sit in your assigned seating area. • No sharing of food. • Raise your hand if you need something. • Dispose of your own trash. • First we eat (level 0), then we speak (level 1) • Movement has to be permitted by an adult • If you are asked a question in conversation, ask a question in return • Eat your own food • Dispose of food properly • Table wiped and clean. • Place unwanted food in the share bucket. • Clean your own space • Hold appropriate conversations when speaking in voice level "1" • Be a good example to others. • Leave the cafeteria cleaner than you found it. • Do not save seats in the cafeteria. • Don' t take other students' food. • ABC's of dining etiquette <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We</p>
12:30-1:05	PE	Instructional Coaches walkthroughs	Clearly sets expectation for the activities.	<p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We</p>

			<p>are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p> <ul style="list-style-type: none"> • Follow CHAMPS Board • Do your best at all times! • Participate in all activities • Take turns. • Stay in group area. • Use materials appropriately. • Listen to others. • Use kind words • Ask questions when you need support. • Clean up after yourself. • Keep your bottom in your chair. • Keep "4 on the floor". • Keep body to self • Hand in work in designated place. • Be a good example to others. • Share your best thinking & ideas with the group. • Seek to make the group's product as good as it can be. • Do your assigned group role. • Complete assigned work on time. • If you do not finish work, make it up during recess or PE. Incomplete work is not acceptable.
<p>1:05-2:05</p>	<p>Global Studies and Science</p>	<p>Administrators are conducting CWT's to observe teachers teaching procedures and giving structured feedback.</p>	<p>Teachers are teaching whole group classroom procedures.</p> <ul style="list-style-type: none"> • How to enter classroom from hallway. • CHAMPS Board • Teacher is prepared • Has all materials ready • Pencils sharpened • Have reviewed lesson plans and ensure they are intentional against the CK scope and sequence.
<p>2:05-2:10</p>	<p>Transition</p>	<p>(See above)</p>	<p>(See above)</p>
<p>2:10-3:25</p>	<p>DI Reading / Language</p>	<p>Instructional Coaches is seeing point card students.</p>	<p>Teachers are teaching classroom procedures</p> <ul style="list-style-type: none"> • Follow CHAMPS Board • Follow STAR expectations • Do your best at all times!

	/ Advanced Literacy Block		<p>related to DI and small group.</p> <ul style="list-style-type: none"> • How to enter classroom from hallway • CHAMPS board and STAR expectations. <p>Teacher is prepared for lesson.</p> <ul style="list-style-type: none"> • Materials ready • All pencils sharpened • Reviewed the script or lesson plan <p>Teach with joy!</p>	<ul style="list-style-type: none"> • Participate in all activities • Take turns. • Stay in group area. • Use materials appropriately. • Listen to others. • Use kind words • Ask questions when you need support. • Clean up after yourself. • Keep your bottom in your chair. • Keep "4 on the floor". • Keep body to self • Hand in work in designated place. • Be a good example to others. • Share your best thinking & ideas with the group. • Seek to make the group's product as good as it can be. • Do your assigned group role. • Complete assigned work on time. • If you do not finish work, make it up during recess or PE. Incomplete work is not acceptable. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>
3:25-3:30	Transition	(See above)	(See above)	(See above)
3:30-3:50	Rocket Math	Ms. Z is meeting with students who are on point cards.	<p>Teachers are teaching whole group classroom procedures.</p> <ul style="list-style-type: none"> • How to enter classroom from hallway. • CHAMPS Board <p>Teacher is prepared</p>	

			<ul style="list-style-type: none"> • Has all materials ready • Pencils sharpened • Have reviewed Rocket Math expectations. 	
3:50-4:00	Read Aloud / Pack up	Administration is prepping for dismissal.	<ul style="list-style-type: none"> • Reads with enthusiasm • Teacher has prepared something structured for students to do while they listen. 	<ul style="list-style-type: none"> • Voice Level 0 • Follows Champs Board • Participates in discussion
4:00-4:30	Dismissal	Administration at assigned stations: <ul style="list-style-type: none"> • Car Line: Ms. Y and other assigned support • Hall Monitor: Back Door/Van Riders: Ms. Z 		<ul style="list-style-type: none"> • Voice Level 0 • Reading a book and listening for your call. <p>Responsible-We do what we're supposed to do... we follow through. Respectful- We treat others as we want to be treated. Caring- We are kind & compassionate with our words bodies and choices. Trustworthy-We are honest and dependable. Citizenship- We contribute to greater good. Hardworking- We work with energy until the job is done.</p>

Appendix D
Student-Parent-School Compact 2023-2024

The Exalt Academy of Southwest Little Rock’s (EASW) mission is to prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

In addition to high academic rigor, we can only be successful in achieving our mission if students learn the key behaviors that are required to succeed in high school, college, the workplace and society. To help our students learn these behaviors, EASW teaches the EASW Ethical Values, which provides our students with clear guidelines for acting appropriately every day.

As a Student, Parent or Teacher at Exalt Academy, I promise to uphold the following responsibilities so that I can be a member of this dynamic learning community:

- Responsible** - We do what we’re supposed to do...we follow through.
- Respectful** - We treat others as we want to be treated.
- Caring** - We are kind and compassionate with our words, bodies, and choices.
- Trustworthy** - We are honest and dependable.
- Citizenship** - We contribute to the greater good.
- Hardworking** - We work with energy until the job is done.

Academic success for our students is everyone’s responsibility. Below is a chart that describes key learning activities that will raise your students’ academic achievement.

Teacher’s Responsibility	Student’s Family Responsibility
Conduct daily small-group reading instruction	Make reading a daily part of home/family time
Read aloud each day to students	Ask students questions about books they are reading
Provide reading materials in classrooms	Provide reading materials at home (Library Visits)
Send student work home frequently	Review student’s completed work with student and all school communication
Hold school events that provide insight to the school	Attend school events
Keep families informed about reading and math progress	Stay in touch with teachers about reading and math process
Start class on time	Get students to school on time, Do not check students out of school early unnecessarily.

Give Students Access to Technology	Encourage students to do their learning on technology at home.
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Communication with the school is key to our students' academic success and a healthy partnership between the school and the family. If at any time an issue should arise please go directly to the teacher or administration to resolve the concern. Our team is happy to meet with you to resolve any issue. Please refrain from gossiping or negative communication on social media. Instead, work directly with the school to resolve the issue together.

I hereby commit myself unconditionally to working with the staff of the Exalt Academy of Southwest Little Rock to meet all of the behavior and academic obligations set forth in the Student-Parent-Teacher Compact.

Student Signature

Printed Name

Parent or Guardian Signature

Printed Name

Parent or Guardian Signature

Printed Name

Teacher Signature

Printed Name

Teacher Signature

Printed Name

Apéndice E - Pacto de estudiante-padre-escuela 2023-2024

La misión de Exalt Academy of Southwest Little Rock (EASW) es preparar a los estudiantes de áreas educativamente desatendidas de Southwest Little Rock para universidades competitivas y carreras avanzadas desde una edad temprana al garantizar el dominio de las materias básicas y desarrollar los comportamientos clave necesarios para el éxito, ciudadanía y liderazgo en sus comunidades y más allá.

Además del alto rigor académico, solo podemos tener éxito en el logro de nuestra misión si los estudiantes aprenden los comportamientos clave que se requieren para tener éxito en la escuela secundaria, la universidad, el lugar de trabajo y la sociedad. Para ayudar a nuestros estudiantes a aprender estos comportamientos, EASW enseña los valores éticos de EASW, que brindan a nuestros estudiantes pautas claras para actuar de manera adecuada todos los días.

Como estudiante, padre o maestro de Exalt Academy, prometo cumplir con las siguientes responsabilidades para poder ser miembro de esta dinámica comunidad de aprendizaje:

Responsable- Hacemos lo que se supone que debemos hacer... cumplimos.

respetuoso - Tratamos a los demás como queremos ser tratados.

Cariñoso- Somos amables y compasivos con nuestras palabras, cuerpos y elecciones.

Confiable - Somos honestos y confiables.

Ciudadanía- Contribuimos al bien mayor.

Trabajo duro - Trabajamos con energía hasta que el trabajo está hecho.

El éxito académico de nuestros estudiantes es responsabilidad de todos. A continuación se muestra un cuadro que describe las actividades de aprendizaje clave que aumentarán el rendimiento académico de sus estudiantes.

Responsabilidad del maestro	Responsabilidad de la familia del estudiante
Llevar a cabo instrucción diaria de lectura en grupos pequeños	Hacer de la lectura una parte diaria del tiempo en casa/familia
Leer en voz alta todos los días a los estudiantes.	Hacer preguntas a los estudiantes sobre los libros que están leyendo.
Proporcionar materiales de lectura en las aulas.	Proporcionar materiales de lectura en el hogar (Visitas a la biblioteca)
Envíe el trabajo de los estudiantes a casa con frecuencia	Revisar el trabajo completado del estudiante con el estudiante y toda la comunicación escolar
Organizar eventos escolares que brinden información sobre la escuela.	Asistir a eventos escolares
Mantener a las familias informadas sobre el progreso en lectura y matemáticas	Manténgase en contacto con los maestros sobre el proceso de lectura y matemáticas.

Empezar la clase a tiempo	Lleve a los estudiantes a la escuela a tiempo. No saque a los estudiantes de la escuela temprano innecesariamente.
Dar a los estudiantes acceso a la tecnología	Anime a los estudiantes a hacer su aprendizaje sobre tecnología en casa.

La comunicación con la escuela es clave para el éxito académico de nuestros estudiantes y una asociación saludable entre la escuela y la familia. Si en algún momento surge un problema, diríjase directamente al maestro o la administración para resolver la inquietud. Nuestro equipo está feliz de reunirse con usted para resolver cualquier problema. Absténgase de chismes o comunicación negativa en las redes sociales. En cambio, trabaje directamente con la escuela para resolver el problema juntos.

Por la presente, me comprometo incondicionalmente a trabajar con el personal de Exalt Academy of Southwest Little Rock para cumplir con todas las obligaciones académicas y de comportamiento establecidas en el Acuerdo entre estudiantes, padres y maestros.

Firma del alumno

Nombre impreso

Firma del padre o tutor

Nombre impreso

Firma del padre o tutor

Nombre impreso

Firma del maestro

Nombre impreso

Firma del maestro

Nombre impreso

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: _____

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Step 5: Responding to Behavior In Classroom & Role Play

Reinforcement for Expected Behavior

Corrective Feedback for Misbehavior

****Move From Continuous to Intermittent Reinforcement as student gains fluency**

Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom

**Teaching Behavior & Social Skills
Lesson Plan**

Rule to be taught: _____

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Teacher will tell children the rule that is being taught and explain the meaning of the rule.

Class, today we are learning about what it means to Be Responsible in our class. Being responsible means that you take care of your property, put things away in the right place, follow directions the first time and take care of my needs at the right time.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Teacher will explain to the children why the rule is important.

Class, being responsible for yourself and our classroom will make our class a safe place to learn. Taking care of your own property means you will have all your materials ready when you need them, materials will last longer, and we will save time. Everyone will learn more and be able to do more this year when we are all following directions the first time. When we are responsible in class, we will behave in an appropriate way, and have more time for fun activities during the year.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- Put backpacks on hooks and materials in your cubby.
- Listen to the teacher and follow the direction right away.
- Take care of your needs like the bathroom and a drink during break time.
- When it's time for recess, be sure all of your materials are in your desk.
- Come to reading group right away.

Negative Teaching Examples
(non-examples, what not to do)

- Leaving backpacks on the floor.
- Waiting to finish drawing when the teacher asks you to come to reading.
- Leaving material on your desk when it's time for recess.
- Asking to leave class during math to use the restroom.
- Telling other children what to do when it's time for reading in the group.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

- Teachers will use behaviors listed in Step 3 as examples and non-examples of student behavior to model to the class and to provide guided practice of the rule.
- It is important that only the teacher model the non-examples (misbehavior).
- When the teacher models examples of positive behavior, include "teacher talk" or "talk aloud" as you perform the behavior. "Talk aloud" allows children to point out important descriptions of the desired behavior.
- Select 2 or 3 positive behaviors and 1 or 2 negative behaviors to model. Then select other examples of the expected behavior for children to practice.

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: How DI transition groups will work

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Teacher will tell children the rule that is being taught and explain the meaning of the rule.

Class, When it is time for DI, I will call you one at a time to a line straight back by the door at a level 0. When it is time to walk through the hallway you will move quickly at a level 0. Your teachers will have your material needed for DI. When you get in your classroom make sure you are going to your correct group. We will rehearse how to get in line and transition in the hall. Your teacher will be (calls out teachers), also a lot of your work will be independently at your seat. If you are in teacher XXX group, you will line up here on the yellow line. If you are in YYYY group, you will line up here on the blue line. You will already have 2 sharpened pencils with your material for DI. There will be no pencil sharpening. Your material will be on your desk or by my desk waiting on you to arrive. Listen for the signal to move from your chair to your desk for either independent work or for language arts.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Teacher will explain to the children why the rule is important.

When you are quiet and moving quickly your transition time will be shorter. This will give us more time for learning and lesson time moving about. It will also create lesson confusion to assure that you are going to the correct DI Group.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- Wait until you are dismissed to your line
- Level 0 while lining up and preparing to walk out the door.
- Move quickly throughout the hallway.
- Stay focus and be ready to learn.

Negative Teaching Examples
(non-examples, what not to do)

- Running in the hall to your classroom.
- Having a level 4 tone.
- Not respecting the teacher classroom.
- Not listening to your DI teacher.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

- Teachers will use behaviors listed in Step 3 as examples and non-examples of student behavior to model to the class and to provide guided practice of the rule.
- It is important that only the teacher model the non-examples (misbehavior).
- When the teacher models examples of positive behavior, include “teacher talk” or “talk aloud” as you perform the behavior. “Talk aloud” allows children to point out important descriptions of the desired behavior.
- Select 2 or 3 positive behaviors and 1 or 2 negative behaviors to model. Then select other examples of the expected behavior for children to practice.

**Teaching Behavior & Social Skills
Lesson Plan**

Rule to be taught: Dismissal procedures

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Teacher will tell children the rule that is being taught and explain the meaning of the rule.

Class, today we are going to learning how to dismiss properly. We will gather our things and do a read aloud where I will read a story to you or play some calm soothing music in the background as we wait for your number to be called. When your number is called by the principal you will leave out the classroom quietly and walk towards the door. Your hands will be by your side unless you are carrying something in your hand. You will not stop to talk to friends or get go to another classroom. Once you get to the door you will be let outside with your parent.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Teacher will explain to the children why the rule is important.

During dismissal we have may students moving at one time. It is very important for your safety that you do exactly what you are expected to do so we don't worry about you getting lost or in the wrong car. Also, your parents are waiting outside and do not want to be kept waiting long. The longer you take to get into the car, the longer the cars behind your car have to wait.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- Level 0 so we can hear.
- Listen for your number. Know your number.
- When your number is called walk down the hall quietly with your hands beside yourself.
- Move quickly so your parent is not waiting for a long period of time.
- Once you get to the door and is properly dismissed you are able to go home with your guardian.

Negative Teaching Examples
(non-examples, what not to do)

- Banging on things in the hallway
- Having a level 4 tone.
- Not being at a level 0 when you are listening for your number.
- Everyone getting up to leave without hearing their number first.
- Stopping to find your brother or sister.
- Stopping to chat with a friend.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

- Teachers will use behaviors listed in Step 3 as examples and non-examples of student behavior to model to the class and to provide guided practice of the rule.
- It is important that only the teacher model the non-examples (misbehavior).
- When the teacher models examples of positive behavior, include "teacher talk" or "talk aloud" as you perform the behavior. "Talk aloud" allows children to point out important descriptions of the desired behavior.
- Select 2 or 3 positive behaviors and 1 or 2 negative behaviors to model. Then select other examples of the expected behavior for children to practice.

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: Teach How to Be "Respectful"

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

The student and teacher will show respect to each other daily. Some examples include: listen while others are talking, Helping others, Speak to an adult when spoken to, Make eye contact when spoken to.

Respectful

We treat others as we want to be
Listen when others are talking.

- Help others.
- Speak to an adult when spoken to.
- Make eye contact when spoken to.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Being respectful is important because it creates a non-chaotic atmosphere at the school. Treating others as we want to be treated will create a more positive classroom.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Positive examples of being respectful include helping each other and listening while others are talking.

Negative Teaching Examples
(non-examples, what not to do)

Negative examples include being loud and not paying attention while others are talking. Also being disrespectful to each other or talking back instead of listening.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Teacher A will give instructions and Teacher B will demonstrate how to properly respect each other throughout the day. Then students will demonstrate.

Step 5: Responding to Behavior In Classroom & Role Play

Reinforcement for Expected Behavior

Corrective Feedback for Misbehavior

Teaching Behavior & Social Skills
Lesson Plan

Rule to be taught: Teach How to Have "Citizenship"

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Citizenship

We contribute to greater good.
Do what's best for the whole school community.

- Do not show disrespect with gestures.
- If anyone is bullying you, let a teacher or administrator know immediately.
- Stand up when you see someone being bullied
 - Teach the vocabulary work Citizenship
 - Give others a chance to speak
 - Be a good example to others.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

We spend 9 hours a day together most days. We are Citizens in this community. If we are all contributing to the school and the people in the school, the school will be a happier place with less problems and more learning.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- If you see someone who is picking on another child, go up to them and ask them to stop. If they do not, tell the teacher.
- If you have something to say, wait until the other person is done speaking, then you will get your turn.
- When you are a good example, you show people the right way to act.

Negative Teaching Examples
(non-examples, what not to do)

Ignoring bully when they see you watching make them believe you think what they are doing is okay.
If you aren't doing the right thing, others will think they can also not do the right thing.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Teacher A will give instructions and Teacher B will demonstrate how to properly way to spot someone from picking on someone else.
Students will get into groups of 3 and they will practice this behavior.
Teacher will provide feedback.

Step 5: Responding to Behavior In Classroom & Role Play

Reinforcement for Expected Behavior

Corrective Feedback for Misbehavior

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: CHAMPS

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Learn how to use the CHAMPS expectations and each meaning for the acronym

- Teach students how to recite CHAMPS
- C is for Conversation
- H is for Help
- A is for Activity
- M is for Movement
- P is for Participation
- S is for Success

When using CHAMPS, you must answer the below questions for every activity.
CHAMPS is an acronym for the following:

Conversation: Can students talk to each other during this activity/transition?

Help: How can students ask questions during this activity? How do they get your attention?

Activity: What is the task/objective of this activity? What is the expected end product?

Movement: Can students move about during this activity? Can they sharpen their pencil?

Participation: What does appropriate student work behavior for this activity look/sound like?

Success: What does it look like if you have done what you are supposed to do?

Teach the CHAMPS voice levels

- Voice Level: 0 (No Talking)
- Voice Level: 1 (Whisper)
- Voice Level: 2 (Moderate Talking)
- Voice Level: 3 (Presentational Talking)
- Voice Level: 4 (Outside Talking)

Teach the CHAMPS picture cards and what they represent.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

- CHAMPS give clear expectations for the structure of your classroom
- It also gives clear expectation for Classroom Voice Levels
- There are different expectations for different times of the day and CHAMPS preteaches you those expectations before every activity so that you can always be successful.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

Teaching Behavior & Social Skills
Lesson Plan

Rule to be taught: Learn STAR expectations

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

STAR rules are expectation for all students to do during DI work.

- **S** it Tall
- **T** alk Big / Track the Speaker or Track with your finger in your book
- **A** nswer on Signal / Ask Questions
- **R** espect others

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

- By making compliance visible and following all of these expectations, we can see that you are learning and participating in the lesson.
- Doing all of these things while participating in the lesson, you will have a better likelihood of remembering the information that you are learning.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

- Teacher and Students will Demonstrate:
 - **S** it Tall
 - **T** alk Big / Track the Speaker or Track with your finger in your book
 - **A** nswer on Signal / Ask Questions
 - **R** espect others

- Demonstrate "what not to do" when you're in DI.
- Example: slack in a chair.
- Mumble when called on.
- Don't track with your finger and lose your place repeatedly

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

- Teacher will model expected behavior with joy and excitement.
- We will model expected behavior together
- Teacher will observe students practicing STAR making sure they are in FULL compliance, not just kinda doing it.

Step 5: Responding to Behavior In Classroom & Role Play

Reinforcement for Expected Behavior

Corrective Feedback for Misbehavior

- Student will earn Dojo points for modeling the behavior
- The class will earn class points for practicing the STAR expectations correctly.
- Teacher will show excitement and joy

- Teacher will provide feedback if the student is not in FULL compliance. Marginal compliance is not acceptable.

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: Teach How to Have “Hardworking”

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Hardworking

Teach students the definition of Hardworking: We work with energy until the job is done.

Some Behaviors of Hardworking are:

- Always do your best
- Be a good example to others.
- Follow the teacher’s instructions.
- Complete your homework every day & submit it on time.
- When a substitute teacher is present, all class rules still apply.
- Do not ask for rewards
- Be Involved in the activity.
- Try your best!

Have a copy of the Behavior Matrix. Go over what Hardworking looks like in every area of the school.

Teach, first you work then you play. If you do not complete your work, you will not get choice time.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Hardworking is a life skill that you will need all the way through adulthood. Being at school is our job. It is very important that we are working hard and trying our best at all times to make the best of our time here at school. The first thing every student need to do to be hard working is to INTEND to learn. We must know that is why we are here and we must work hard to get knowledge in our brains.

Step 3: Identify a Range of Examples

<u>Positive Examples of Expected Behavior</u> (this is what the expected behavior looks like)	<u>Negative Teaching Examples</u> (non-examples, what not to do)
Positive examples Hardworking. Participating in class Finishing work quickly Staying on task.	Negative examples include not completing work, disrupting others from working or doing the minimum amount to get by.

Step 4: Practice/Role Playing Activities

Model Expected Behavior →Lead Student through Behavior →Test Student

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: Teach How to Be "Trustworthy"

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Trustworthy

Teach the definition of Trustworthy: We are honest and dependable.

- Always do your personal best.
- Tell the truth
- When you agree to do something, do it.

Have a copy of the Behavior Matrix. Go over what Trustworthy looks like in every area of the school.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Being trustworthy is important when you are making friendships and working together on a team. People want to be friends with people they trust and that they know will be honest. Being trustworthy is also important in a classroom setting. We are all in a room together and depend on each other to learn and be safe. Having a room full of trustworthy people will make a happy classroom environment.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- Positive examples of being trustworthy
- Always try my best on my work.
- When the teacher lets you go to the bathroom during class, you go from A to B quickly without stopping anywhere else.
- Telling the truth. Even when you make a mistake, you tell the truth so that the problem can be resolved, Lying only makes it worse and could get someone in trouble then they didn't even make the mistake.

Negative Teaching Examples
(non-examples, what not to do)

- Negative examples of being trustworthy
- Not doing your own work and cheating by getting answers from someone else.
- Stopping into another class or visiting with a friend in the hall when the teacher thinks you are in the bathroom.
- Lying

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Model: Teacher will model a student doing is or her own work and what to do when they need help. The teacher will provide a non-example of someone cheating.
Teacher will ask for a corral response: Is the person learning and getting smarter when they are cheating.

Lead: Model with students ways to get help with they don't know how to do the work.

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: Teach How to Be "Caring"

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Caring

Teach the definition of Caring: We are kind & compassionate with our words bodies and choices.

- Always say thank you when given something.
- When you receive something, do not insult the giver or the gift.
- Surprise others by performing random acts of kindness.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

People love to be around caring people. When you care about others, it makes people and yourself feel good about what you did.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

Positive examples of being caring:
Keep your body in your space and not others.
Support those who need help.
Ask how people are doing and listen when they speak.
Say thank you.
Say please and use your manners.

Negative examples include
Bumping into someone
Rushing through the door to be first instead of letting someone else go before you.
Snatching things from people when they are giving you something.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

My partner's pencil broke and they don't have an extra pencil. I am going to give my partner a pencil. There is a caring way to do it and a not so caring way. I will demonstrate a kind smile, and a gentle way to hand them a pencil.

Model: I will model being the student who is getting the pencil. I will say thank you, smile back and gently take it out of my friend's hand. Later in the lesson, I will give it back when it is time for me to get a new pencil.

Lead: Partner work: Have students take turns modeling this positive example. One time they will be the giver and the other time the receiver. They will do this until they have it down.

Test: Teacher will pull sticks and have students model the behavior to the class.

(If the class is old enough to write) Have them write down their own examples of caring behaviors. Then have them take turns sharing those examples to their partners. Make the task

Teaching Behavior & Social Skills
Lesson Plan

Rule to be taught: Teach How to Be "Responsible"

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Teach students the definition of Responsible: We do what we're supposed to do...we follow through.

Give examples of Responsible:

- Take care of property.
- Clean up after yourself.
- Control your body so as not to hurt others.
- Cover your mouth when you sneeze or cough and say excuse me.
 - Participate in all activities.
 - Intend to learn.

Have a copy of the **Behavior Matrix** and teach students what responsible looks like in all areas of the school.

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

If everyone in the school is being responsible for themselves, we will not have any problems or issues. Everything will go smoothly and we get to do more fun things including learning.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

Positive examples of

Pull them from the **Behavior Matrix**

Show a workbook that is taken care of with good writing and neat work

Give an example of body to your self.

Give an example of sitting like a star in your seat.

Negative examples include.

Show a workbook that was not taken care of with sloppy work.

Give an example of someone not respecting space.
Give an example of not sitting correctly

Step 4: Practice/Role Playing Activities

Model Expected Behavior → **Lead** Student through Behavior → **Test** Student

Teaching Behavior & Social Skills

Lesson Plan

Rule to be taught: Give Me Five Attention Signal

Step 1: Identify The Expected Behavior and Describe It In Observable Terms.

Teacher will tell children the rule that is being taught and explain the meaning of the rule.

Often the teacher needs to get your attention, but does not want to yell over you. So instead of yelling, I will use an Attention Signal.

The universal attention signal for our school is a large arching open hand. The teacher will raise his or her hand up and make a rainbow motion across his/her body like a rainbow. The students do not respond with their voice only their body and eyes. When students see the Give Me 5 signal, they will respond as follows.

- 5 fingers/5 expectations up in the air vertically.
 - Stop what you are doing
 - Eyes on me
 - Hands free
 - Mouths closed
 - Ears open

Step 2: Rationale for Teaching the Rule (Why is it important, Give Examples)

Teacher will explain to the children why the rule is important.

When we are in a large group, I have to be able to get your attention quickly and easily without having to talk over you. The faster we can quiet down, the quicker we can move to the next activity and get work done. Give me Five is a tool for me to be able to get everyone quiet quickly so that you are able to hear everything and complete the task giving to you.

Step 3: Identify a Range of Examples

Positive Examples of Expected Behavior
(this is what the expected behavior looks like)

- Level 0 so we can hear.
- Hold up your hand until you are told to put it down.
- Listen for the announcement.
- Give your undivided attention.
- Be still until the end.

Negative Teaching Examples
(non-examples, what not to do)

- Running around when you were told to give me five.
- Having any conversation, even a whisper is not okay during this time.
- Not being at a level 0 when you are listening for the directions or announcement.
- Not listening.
- Not tracking the speaker.

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Responding to give me five right away allows the announcement to be made quickly. The class is able to move on without a lot of time loss. Making sure we have positive behavior and listening will make sure we are working as a team and moving on swiftly.

Full Day Point Card Appendix H

Positive Behavior Plan for **Student Name**

2 = Meet expectation 1 = almost meets expectation 0 = did not meet expectation

Expectation	Morning Work	Math	Reading	Lunch	PE	Lang.	Lab	Art
Follow directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Stay in seat	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total								

20 Points = Made Day

REWARDS: MONDAY, WEDNESDAY, FRIDAY...COMPUTER TIME

TUESDAY, THURSDAY...PRIZE BOX

Parent Signature _____ (2 Bonus Points for the next day)

Early Day Point Card Appendix I

Positive Behavior Plan for Student Name						
2 = Meet expectation 1 = almost meets expectation 0 = did not meet expectation						
Expectation	Reading	Math	Art	Lunch	Music	Total
Positive Attitude	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Follow Directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Total						

15 Points = Made Day

REWARDS: MONDAY, WEDNESDAY, FRIDAY...COMPUTER TIME

TUESDAY, THURSDAY...PRIZE BOX

Parent Signature _____ (2 Bonus Points for the next day)

**EXALT ACHIEVERS
ARE**

RESPONSIBLE

**WE DO WHAT WE'RE SUPPOSED TO
DO...WE FOLLOW THROUGH.**

RESPECTFUL

**WE TREAT OTHERS AS WE WANT TO BE
TREATED.**

CARING

**WE ARE KIND & COMPASSIONATE WITH
OUR WORDS, BODIES AND CHOICES.**

TRUSTWORTHY

WE ARE HONEST & DEPENDABLE.

CITIZENSHIP

WE CONTRIBUTE TO THE GREATER GOOD.

HARDWORKING

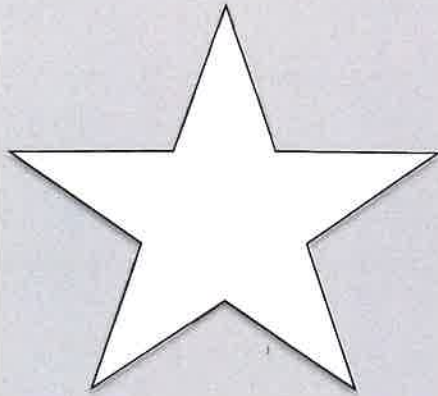
**WE WORK WITH ENERGY UNTIL THE JOB
IS DONE!**

Appendix K Certificate of Recognition

CONGRATULATIONS!

Student Name

You are an EASW Achiever because you were



Responsible

Respectful

Caring

Trustworthy

Citizenship

Hardworking

Teacher Signature _____

CONGRATULATIONS!

Student Name

You are an EASW Achiever because you were



Responsible

Respectful

Caring

Trustworthy

Citizenship

Hardworking

Teacher Signature _____

**THREE LEVEL SYSTEM
Of
RESPONSE TO BEHAVIOR**

ACKNOWLEDGEMENT

UNDOCUMENTED MINOR APPROPRIATE BEHAVIOR

- Verbal Praise/Compliment
- Whole Group Praise
- Positive phone call home
- Special Chair

DOCUMENTED MINOR APPROPRIATE BEHAVIOR

- Special privileges
- Special recognition (Weekly Assembly)
- Star Students
- Material Reinforcers-School Supplies, Movie Tickets, cards
- Edible Reinforcers- Fruit, cookies
- Sensory Reinforcers- Listen to music, special chair, hold a stuffed animal,
- Accolades, Classcraft, Dojo
- Positive written note home

DOCUMENTED MAJOR APPROPRIATE BEHAVIOR

- Kindness Kids Club
- Certificate of Recognition at Weekly assembly
- Administration Involved (Principal Lunch) (Principal Prize)
- VIP table
- 100% Club
- Honor Roll Board
- Quarterly School Wide Behavior Reward Party.

CORRECTION

UNDOCUMENTED MINOR MISBEHAVIOR

- Praise Around
- 100% teaching (redirection strategies)
- Verbal or Nonverbal Correction
- Time Out Chair
- Take a Break
- Restorative Justice

DOCUMENTED MINOR MISBEHAVIOR

- Write Minor Behavior Report
- Make parent contact
- Loss of privilege
- Stand on Fence for part of recess
- Seating arrangement

DOCUMENTED MAJOR MISBEHAVIOR

- Write Office Behavior Report
- Administration Involved
- Student Referral
- Detention
- In-school suspension
- Individual Behavior Plans

Appendix M- EASW's Behavior Response Flow Chart

This chart details the steps teachers should take when dealing with a student who is struggling to follow expectations. All steps must be attempted before involving the Instructional Coaches or another administrator.

Step 1: 5 Levels of Behavior Correction

- 1) Non-Verbal Intervention
- 2) Positive Group Correction
- 3) Anonymous Individual Correction
- 4) Private Individual Correction
- 5) Lightning-Quick Public Correction
Followed by a Consequence

After you have given a consequence (i.e. loss of recess), refrain from additional consequences as they are unlikely to produce desired result. Move on to Step 2.



Step 2: Time Out for Student

Have the student take a time out. This is different than taking a break where students initiate before a problem occurs. Set a time limit and remind student that the goal is to get them back to learning quickly and responsibly. If time out does not solve the problem, move to Step 3.



Step 3: Buddy Classroom

Send the student to a buddy classroom. Have expectations set for what the student is to do in the buddy classroom and how long they should be there. The student should not have to interrupt the buddy class teacher. Make sure the break is not seen as a positive for the student (i.e. giving the student a job in the buddy class). If the student returns and problems persist, move to Step 4.



Step 4: Call in Additional Support

Calling in the Instructional Leader or another administrator should only be used as a last resort for students who have gone through all other steps and have not been able to rejoin the class in a positive, respectful manner.

Following these steps will empower teachers to handle student behavior in the classroom and leave the Instructional Coach free to concentrate on only severe behavior problems or positive recognition of exemplary students.

SCHOOLWIDE BEHAVIOR RESPONSE AND DEFINITIONS MATRIX APPENDIX N

	DEFINITION	MINOR	MAJOR	NOTES	FIRST OFFENSE	REPEATED
Bullying	a <u>repeated</u> act by someone perceived as physically or emotionally more <u>powerful</u> and there is an intent to hurt, frighten, threaten, and/or leave another person out on purpose, obtaining, attempting to obtain, or aiding another to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means (i.e. lying, copy answers, discussion answers or questions on a test, etc.)		X			Out-of-School Suspension
Cheating	anything that disrupts the educational flow of the classroom after the six steps have been executed and the student has lost five or more minutes of instruction	X	X	*Only major when the behavior becomes chronic	Loss of Privilege, such as lunch with friends, recess	Out-of-School Suspension
Class Disruption	anything that disrupts the educational flow of the classroom after the six steps have been executed and the student has lost five or more minutes of instruction	X	X	*Only major when the behavior becomes chronic	Loss of Privilege, such as lunch with friends, recess	Loss of Privilege, Meeting with Family
Defiance	knowingly refusing to follow instructions given by school faculty or staff	X	X	*Only major when the behavior becomes chronic	Meeting with Admin, Time Out of Class	Loss of Privilege, Meeting with Family
Dress Code	wearing clothing that does not fit within the dress code guidelines practiced by the school (see handbook policies)	X			Call home to bring uniform to school.	In-School Suspension
Drugs	possession, distribution, sale and/or use of drugs, illicit drugs, alcohol and/or control substances (illegal drugs and prescription medications)		X			Suspension
Fighting	physically aggressive behavior occurring between two individual(s) done with anger or the intent to hurt the other individual(s) involved.		X			Out-of-School Suspension- Three (3) days if they start it or have been in fights before. One day if they

SCHOOLWIDE BEHAVIOR RESPONSE AND DEFINITIONS MATRIX APPENDIX N

								participate in the fight
Horseplay	roughhousing, mock-wrestling that can result in injury. At first glance, horseplay looks like fighting or wrestling until the more playful "fooling around" element becomes visible.	X					Loss of Privilege, such as lunch with friends, recess	
Inappropriate Conversation	any conversation that prevents students from focusing on educational processes	X					Loss of Privilege, such as lunch with friends, recess	
Inappropriate Sexual Behavior	physical contact with sexual intent, public display of affections, or sexual gestures		X					Out-of-School Suspension
Other Major Offense	attempting to fight, arguing, or inappropriate activities that pose a threat to the physical safety of students, faculty and staff.		X					Out-of-School Suspension
Other Minor Offense	chronic misbehavior after several attempts or reminding and re-teaching	X					Loss of Privilege, such as lunch with friends, recess, natural consequences, time owed, break it fix it.	
Physical Aggression	physical behavior such as punching, kicking, squeezing, or any other form of physical assault toward self, property or others.	X	X			*Only major when the behavior becomes chronic	Loss of Privilege, such as lunch with friends, recess, Notify Parents	Out-of-School Suspension
Profanity	the use of socially inappropriate language that is offensive or vulgar	X					Loss of Privilege, such as lunch with friends, recess	

SCHOOLWIDE BEHAVIOR RESPONSE AND DEFINITIONS MATRIX APPENDIX N

Property Destruction	participation in any activity that results in destruction or disfigurement of property (see handbook policies)	X	X	*Only major when the behavior becomes chronic	Loss of Privilege, Notify Parents	Pay for damages
Refusal to Do Classwork	not completing his or her classwork; when he or she is capable and has the capacity to complete the work and chooses not to complete it.	X			Loss of Privilege, Notify Parents	
Refusal to Do Homework	not completing his or her homework; when he or she is capable and has the capacity to do the work and chooses not to complete it; 3 consecutively missed assignments (assignments have been recorded) **All assignments will be made up**	X			Loss of Privilege, notify parents	
Skipping	student was here when school started but has missed over five minutes of class and was not with an administrator or faculty member		X			In-School Suspension
Tardiness	student arrives to class after it begins (occurs after student has arrived for school day)	X	X	*Only major when the behavior becomes chronic		Letters home and Meeting with Principal
Theft	knowingly directly or indirectly acquiring an item(s) that belong to someone else	X	X	*Only major when the behavior becomes chronic	Notify Parents, Loss of Privilege	Out-of-School Suspension
Tobacco	possession and/or use of tobacco-illegal substance that cannot be purchased until the age of 18		X			Out-of-School Suspension
Truancy	leaving class/school without permission or staying out of class/school without permission		X			Letter home, Meeting with parents and

SCHOOLWIDE BEHAVIOR RESPONSE AND DEFINITIONS MATRIX APPENDIX N

							Notify Authority
Unprepared for Class	not having all of the necessary materials for class during 5 consecutive class periods	X				Loss of privilege	Notify Parents
Weapons	Possession of any item or illegal object, as defined by Arkansas state law, that poses a threat to the physical safety of students, faculty and staff.		X				Out-of-School Suspension /Expulsion

SYSTEM MAINTENANCE MODEL

Collect Meaningful Data

- Discipline Documentation
- Suspensions & expulsions
- Positive reinforcements
- Attendance
- Grades
- Specific setting observations
- Performance groups
- Walk-through
- Survey of systems and perception

Analyze the Data

- Who, what, when, where, how many?
- Check trends and spikes
- Students with chronic misbehavior

Collaborate with Staff

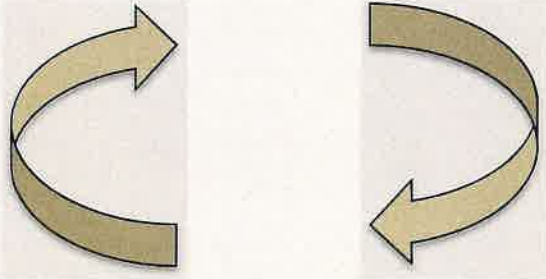
- Make a regular part of all staff meetings
- Intentionally analyze with academic team
- Set bi-weekly meetings
- Record staff responses

Set Priorities

- Identify goals
- Set timelines with staff
- Consider
 - safety concerns
 - admin/district mandates
 - staff readiness

Consider Existing Systems

Not working?	Working well?
Need re-vision?	Collect more data



Implement Revisions

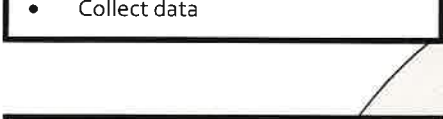
- Include in staff handbook
- Monitored by team
- Collect data

Adopt Revisions

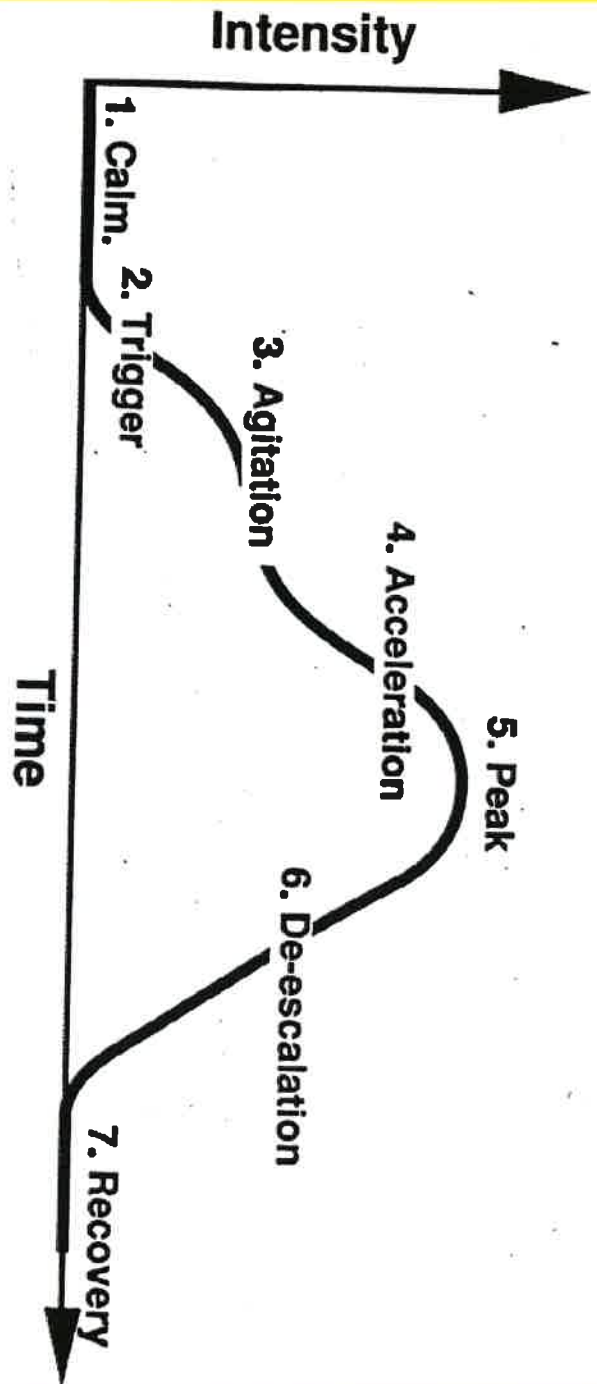
- Vote for agreement
- Every opinion counts
- Agree to commit
- Set implementation plan

Build Action Plan

- Determine
 - Action to be taken
 - Desired outcomes
 - People responsible
 - Resources needed



Phases of Acting-Out Behavior



CONTRACT REQUIRING EXEMPLARY CONDUCT

This contract (hereinafter referred to as "Agreement") is entered into on (date), 2017, between Exalt Academy of Southwest Little Rock, located at 6111 W 83rd, Little Rock, Arkansas 72209 (hereinafter referred to as "EASW,") and the (name of family) family, including (name of student) (hereinafter referred to as "Student") and (name of guardian) (hereinafter referred to as "Guardian") who are located at (family's address)

RECITALS

1. EASW is an Arkansas non-profit corporation duly authorized and empowered by a Charter Agreement with the Arkansas State Board of Education to form and operate a high-quality, college-preparatory Public Charter School under Arkansas Statutes.
2. EASW distributed a Student & Family Handbook to all families at its Orientation in August 2017, which contained a Discipline Policy that is herein acknowledged and understood by the parties to this Agreement.
3. EASW is obligated under applicable state public school laws, and as determined by the Superintendent/Executive Director, to expel students who are assigned out-of-school suspension 3 times; are absent from EASW for 10 days or more; are in possession of or are found to have been involved in bringing, possessing or using weapons or drugs on the premises of EASW.
4. A determination has been found on STUDENT: (last behavior offence)

STUDENT is struggling academically and behaviorally at the school, including but not limited to:

- Conspiring to bring a weapon to school;
- Engaging in 14 documented acts of class disruptions;
- Engaging in 7 documented acts of defiance toward his teachers;
- Engaging in 4 documented acts of bullying;
- Engaging in 2 documented acts of escalating horse playing with peers;
- Engaging in 1 documented act of property destruction ;
- Preparing to be expelled from the Academy in 2017-2018 year unless he can meet the obligations set forth in this Agreement.

5. STUDENT has hereby declared a commitment to succeed at EASW, treat all peers and teachers with respect, apply himself academically, and graduate prepared to enroll in selective high school programs.
6. GUARDIAN understands that, for the STUDENT to succeed, there must be an active partnership between the GUARDIAN, classroom teachers and school staff that includes:
 - a. Frequent communication about student conduct,
 - b. An expectation of consistent engagement in the classroom,
 - c. Recognition for good performance, and
 - d. Clear consequences for poor performance.
7. GUARDIAN is the legally obligated parent of the "Student" and will be responsible for finding an alternative, more appropriate placement for the Student in the event of continued failure beyond the date of this Agreement.

SECTION I

A. DUTIES AND OBLIGATIONS OF THE STUDENT

To be successful at EASW, there must be a strong, supportive partnership between the parent, student, classroom teacher(s) and staff that includes mutual respect and daily communication. The behavior, daily conduct and studies to be performed under this Agreement by the Student are as follows:

1. Strict adherence to the Academy's Exalt Values, which are signed by the student and parent in the compact and Student and Family Handbook, and no further disciplinary infractions as determined by the Student's Teachers and other Academy Staff.
2. Model the behavior characteristics of an Achiever as exhibited by the following:
 - a. Value student differences and treat others with respect.
 - b. Refrain from any conversations or act that involve weapons of any kind as defined by EASW's Behavior Matrix.
 - b. Refrain from any act bullying toward any student as defined by EASW's Behavior Matrix.
 - c. Refrain from classroom disruptions as defined by EASW's Behavior Matrix.
 - d. Refrain from acts of defiance as defined by EASW'S Behavior Matrix.
 - f. Refrain from acts of anger aggression toward staff, peers, and objects. .
 - h. Refrain from acts of horse playing as defined by our EASW Behavior Matrix.

Additionally, student will:

- a. Demonstrate responsibility by keeping up with his Behavior Point Card, taking it home, securing parent signature, and returning to school.

B. DUTIES AND OBLIGATIONS OF THE GUARDIAN

The activities to be performed under this Agreement by the Guardian and accepted by Exalt are listed below:

1. Check in with classroom teacher(s) daily to confirm satisfactory behavior reports, receive notice of positive behaviors, and learn about any disciplinary infractions.
2. Work in partnership with the school to encourage positive behavior.
3. Continue school counseling services with Life-Strategies Counseling.

C. DUTIES AND OBLIGATIONS OF EASW

The services to be provided under this Agreement by EASW and accepted by the Student and Guardian are listed below.

1. Enforcement of behavior management practices and expectations in accordance with the EASW's discipline policy, which is incorporated into the Student & Family Handbook.
2. Expulsion of the Student at the end of this school year if the student fails to demonstrate clear, demonstrable and consistent gains in academic and behavioral performance.

SECTION II

Guardian and Student hereby grant to EASW's Superintendent, Teachers and other staff members the full authority to carry out all activities referenced in this Agreement, including determining if the Student should be promoted



Southwest
Little Rock

from one grade to the next at the end of the year. If expelled from the Academy for non-performance, a judgment that will be made at the sole discretion of EASW's staff.

SECTION III

- A. Any controversy or claim arising out of or relating to this contract, or the breach thereof, at the insistence of either party, shall be settled completely and solely through an expulsion hearing and final ruling of the Board of Directors of EASW consistent with applicable public school law.
- B. This Agreement is binding, supersedes and replaces any other verbal or written understanding between the parties, and may only be modified through an amendment to a written agreement signed by both parties.
- C. In the event that a Court determines that any portion of any section of the Agreement is not enforceable, the legality of the remaining portions shall not in any way be affected, and the Court shall enforce all sections to the extent that it is reasonable if it determines that any portion is invalid or unenforceable as drafted.
- D. IN WITNESS WHEREOF, THE PARTIES EXECUTE THIS AGREEMENT AT LITTLE ROCK, ARKANSAS, THE DAY AND YEAR FIRST ABOVE WRITTEN.

Exalt Academy of Southwest Little Rock

STUDENT

By _____
Principal

By _____

Date _____

Date _____

GUARDIAN

By _____

Date _____

APPENDIX Q

FRIDAY WEEKLY REPORT

Week of _____

Student: _____

Signature of Academy Staff Member: _____

Number of Documented Behavior Referrals This Week: _____
[The only correct entry for this response is "0"]

The following report will be completed by the Student's primary contact and/or other EASW Staff and used by the Guardian to determine if the Student is eligible to receive a reward for good performance after the end of each week of school.

If EASW reports ONLY positive behaviors, the Student will receive at least one privilege or reward at home.

If EASW reports ANY negative behaviors, the Student will lose privileges at home, including preventing the viewing of television, playing of video games, and/or exercise of any other privileges as requested by the Staff of EASW.

Positive Behavior for Week: YES _____ NO _____

Description of Positive Behavior: _____

Negative Behavior for Week: YES _____ NO _____

Description of Positive Behavior: _____

Guardian Signature: _____

Date of Receipt: _____