



2019-20 School Expectation Plan

Belief Statement

Regal staff believes in developing the skills and talents of all students through supportive relationships, rigorous learning experiences, and relevant real-life applications.

RAMS Rules

R – Respect self, others and environment

A – Accept Responsibility

M – Make Good Decisions

S – Solve Problems Positively

Rewards (RAMS Bucks)

Yellow Bucks: Individual

- Yellow bucks are given to students demonstrating RAMS behaviors.
- Students write their name and room number on the back and turn into their grade level jars near the Library.
- Once each week two names are drawn from each jar and they can select a prize from the treasure box.

Blue Bucks: Class

- Blue bucks are given to classrooms demonstrating RAMS behaviors during specialists or in common areas.
- Teachers write their room number on the back and turn into the blue bin near the Library.
- Once each week one classroom is drawn, and they get ice cream bars.

Expectations: Arrival/Dismissal & Bus

Arrival/ Dismissal

- Students are to go directly from breakfast to their classroom lines outside.
- To be in the building before the bell, students must have a pass.
- Students must be off school grounds by the 3:10 bell.

Bus

- Students head directly to their bus lines after exiting the building and must be in line by 3:05 pm.
- Line up – on the yellow lines matching the bus numbers.

	Arrival/Dismissal	Bus
R Respect Self, Others and the Environment	I will respect myself, others and the environment by entering and exiting the building quietly.	I will respect myself, others and the environment by having quiet and respectful conversations.
A Accept Responsibility	I will accept responsibility by arriving and departing on time.	I will accept responsibility by listening to the driver.
M Make Good Decisions	I will make good decisions by lining up quietly with my hands to myself.	I will make good decisions by lining up and staying seated.
S Solve Problems Positively	I will use strategies to solve problems positively.	I will use strategies to solve problems positively.

Expectations: Classrooms

- Teachers will spend the first two weeks of school teaching routines and procedures and periodically review expectations throughout the year.
- Morning meetings will be used to build classroom community, solve problems, and celebrate individual and whole class achievements.
- Students will follow their teachers' classroom success plan, which is submitted to the office by the end of September.
- Students who are not able to follow classroom expectations may be sent to a buddy classroom for a brief time to "reset."
- Additional concerns with a student's behavior may lead to a referral to the office.

Expectations: Bathrooms

<p>R Respect Self, Others and the Environment</p>	<p>I will respect myself by washing my hands.</p> <p>I will respect others by flushing the toilet.</p> <p>I will respect the environment by putting my trash in the garbage.</p>
<p>A Accept Responsibility</p>	<p>I will accept responsibility by cleaning up any messes I make.</p>
<p>M Make Good Decisions</p>	<p>I will make good decisions by being quiet and efficient in the bathroom.</p>
<p>S Solve Problems Positively</p>	<p>I will solve problems positively by telling an adult of issues.</p>

- Use school provided passes
- One boy and one girl at a time
- Flush toilet
- Wash hands
- Put trash in the trash can
- Be quiet and efficient
- Report issues promptly to an adult

Expectations: Hallway

- Students will line up in alphabetical order by last name
- Hands are by your side or in a hookup
- Voices off
- Eyes are forward
- Provide enough walking space between you and the person in front of you
- Admire bulletin boards with eyes only

- Students walk on the right
- Use walking feet
- Class will stop at designated stop signs
- Solve problems positively by returning fallen items
- Keep hallways clean
- Individual students in hallways are to have a pass

R
Respect Self,
Others and the
Environment

I will respect myself by having my hands by my side or in a hookup.
I will respect others by having my eyes forward, my voice off, and providing walking space.
I will respect the environment by admiring bulletin boards with my eyes and not my hands.

A
Accept
Responsibility

I will accept responsibility when redirected and fix any damage caused by my actions.

M
Make Good
Decisions

I will make good decisions by using walking feet and stopping at designated stop signs.

S
Solve Problems
Positively

I will solve problems positively by returning fallen items

Expectations: Lunch Room

- Students are in alphabetical order by last name
- State first and last name to lunch supervisor
- Teachers will monitor students through the lunch line and to designated table
- Take 1 scoop of fruit and 1 scoop of vegetables
- Say “please” and “thank you” to lunch room staff
- Follow designated traffic pattern to tables
- Use inside voice
- Classes will be dismissed by their teachers
- Clean up table & floor when done eating
- Walk to empty your tray and line up to return to your classroom

R
Respect Self,
Others and the
Environment

I will respect myself by only taking food in which I will eat.
I will respect others by using an inside voice.
I will respect the environment by cleaning up.

A
Accept
Responsibility

I will accept responsibility by listening to adult instructions.

M
Make Good
Decisions

I will make good decisions by keeping my body to myself.

S
Solve Problems
Positively

I will solve problems positively by walking and following traffic patterns.

Expectations: Playground and Lunch Recess

Lunch Recess Line Up

- Line up promptly when bell rings
- Students line up in alphabetical order by last name
- Inside voices are used
- Classes meeting expectations will receive a blue RAMS buck

Playground Rules

- Running is allowed on the field
- Walking is required on and around the big toy, overhang, and blacktop
- Shoes must have a strap around the heel; without proper shoes, students will be limited to walking on the blacktop
- See Health & Fitness teacher or playground supervisors for game rules

Big Toy

- No running or playing tag
- No loitering on the ladder, bars, or steps
- Climbing up or down on the field side of ladder (bars) only, not on inside of ladder
- Chin-ups on single bar only
- Going down slides on pockets, one student at a time
- No 'shooting out' of slides

- No jumping off the Big Toy or climbing wall
- Go one direction (up) on climbing wall, two at a time

R
Respect Self,
Others and the
Environment

I will respect myself by using an appropriate voice.
I will respect others by sharing materials.
I will respect the environment by cleaning up equipment.

A
Accept
Responsibility

I will accept responsibility by walking and lining up efficiently.

M
Make Good
Decisions

I will make good decisions by playing fair.

S
Solve Problems
Positively

I will use strategies to solve problems positively.

Ideas for Establishing and Encouraging Expected Behaviors

- Eye contact
- Proximity
- High levels of supervision
- Restating expectations
- Verbal warning
- Pre-teaching of expected behaviors
- Re-teaching of expected behaviors
- Linking RAMS Bucks to appropriate behaviors
- Verbal praise for appropriate behaviors
- Choice language
- Shortened or modified task
- Break with Buddy Teachers
- Consultation with grade level teams/school counselor/school psychologist for individual behavior management ideas

Staff Managed Behaviors

Level 1:

Behaviors that only impact the student.

- Not prepared
- Out of seat
- Breaking pencils
- Not following directions
- Whining/Complaining
- Playing in desk
- Work refusal
- Out of line
- Sleeping
- Mimicking behaviors
- Not listening
- Leaning in chair
- Crawling on floor
- Not accepting responsibility
- No homework

Level 2:

Behaviors that interfere with the learning of others.

- Blurting out
- Talking with others
- Inappropriate notes
- Tattling
- Touching others
- Poking
- Standing on furniture
- Constant talking
- Out of seat and interfering with others learning
- Crawling on the floor and interfering with others learning
- Inappropriate chair manners
- Consistently not following directions
- Ripping up work
- Hiding within the classroom

Office Managed Behaviors

Level 3:

Behaviors that effect an orderly environment.

- Talking back to an adult
- Throwing Items
- Teasing
- Inappropriate physical contact
- Lying
- Cheating
- Forgery
- Inappropriate Language
- Playing in the bathroom
- Disrespect to others
- Leaving the room without permission
- Profane hand gestures
- Non-compliance
- Tantrums
- Pushing
- Vandalizing School Property (student clean-up)
- Spitting

Level 4:

Harmful/Illegal/Progressive Behaviors

- Repeated Level 1, 2, or 3 behaviors
- Actions that cause harm to others or property
- Stealing
- Fighting
- Assault (including punching, hitting, biting, or spitting on others)
- Weapons
- Tobacco/Alcohol/Drugs
- Vandalism
- Threatening to do injury to person or property
- Sexual harassment
- Sexual behaviors
- Bullying
- Looking under bathroom stalls
- Leaving school grounds
- Throwing furniture
- Threatening to harm self or others.
- Pulling fire alarm

Possible Consequences

- Timeout in classroom
- Parent contact
- Loss of privileges
- Visit to "Buddy" Teacher
- Moving seats

- Timeout in classroom
- Timeout in another classroom
- Classroom Detention
- Parent Contact
- Loss of Privileges
-
- Student/Parent/Teacher/ Administration Conference

- Timeout in classroom
- Timeout in another classroom
- Classroom detention
- Parent contact
- Loss of privileges
-
- Student/Parent/Teacher/ Administration Conference
- Referral to PBIS Team

- Board of Education discipline policies
- IMMEDIATE office referrals should occur with this level of infraction
- Students at this level will meet with counselor, if needed
- Behaviors at this level will require individualized or specialized tier 2 and 3 interventions.
- Students will be referred to PBIS Team.

A student should only receive a RAMS Reminder at this level AFTER at least 3 re-teaching opportunities occurred unsuccessfully and 3 STAFF MANAGED consequences have been applied within the classroom.

Action Steps

- Review of school expectations
- Praise for following expectations
- Positive incentives – RAMS bucks
- Restorative Practices
 - Working to repair harm (examples: staff facilitating restorative conversations between students, administration covering classrooms to allow teachers an opportunity to have restorative conversations with students before welcoming them back to the classroom)
- In coordination with the MTSS team, development of success plans for those students who do not respond to Tier I intervention. This may include a plan to check in/out with an adult, visual schedules, break strategies, etc.
- If a student exhibits Level 4 behavior, described above, he/she may be referred to the administrative team. Communication can occur in many different ways, depending on the needs of the students, where the disruption is occurring, and the severity of the situation.
- Plan for Office Staff: Students may be asked to wait in the office as long as they are not disruptive. If a student becomes disruptive, office staff will contact administration.

Parent Communication

- Initial delivery of our plan occurs with our Student Handbook. This is available online and may be requested in the office.
- When a student is contacted by administration, we do our best to contact the parent/guardian by calling home. If English is not the parent/guardian's first language, we attempt to have an interpreter.
- Teachers are encouraged to contact parents to relay celebrations related to growth being made in the classroom – academic and social emotional.

Tracking

- Review of plan with staff during August PLID
- Review of plan with support personnel their first day back to the building (one day prior to the first day of school)

- Regal's School Expectations Plan is available for review on Teams
- Monitor plan through the MTSS team
- Communication to teachers occurs when the student is returned to his/her class
- Data review occurs monthly at our MTSS team meeting