



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**

Date Completed: 8/5/2022

School Year 2022-2023

School: Woodlawn High School

Section 1: Initial Steps
<p>School Climate Team</p> <p><i>Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.</i></p> <p>The school has identified a School Climate Team which is composed of an administrator, grade level teachers, various content teachers, a special educator, a special area teacher, and a member of the student support services staff, including a school counselor, school social worker, school psychologist, and/or PPW. The members of the School Climate Team represent the diversity of the members of the school. There are students who have been identified from Student Council who will consult with members of the School Climate Team to provide student voice and feedback about the interventions, incentives, the climate of the school building, and the social-emotional supports provided. The School Climate Team has reviewed previous data and will monitor current data at their monthly meetings in order to monitor the effectiveness of the practices and interventions as well as to use available information to make informed choices about modifying current practices and/or selecting other evidence-based practices to support students’ social-emotional needs. This also includes recognizing the need for professional learning to encourage the staff to implement the practices with fidelity.</p> <p>Members of The WHS Climate Team include but are not limited to: Jamel Jernigan, Principal Robyn Bomar, Assistant Principal Doug Valchar, School Psychologist and PBIS Coach Christine Phillips, PBIS Lead Teacher Megan Fiorito, School Counseling Chair Jamal Raheem, School Social Worker Jonathan Rosenblum, School Social Worker Alice Curtis, PPW Harry Escarge, SEL Lead Teacher John Dixon, Dean/Crisis Interventionist Erika Moore-Thames, MTSS Resource Teacher Select Student Members Select Parent Members</p>

Equity Lens

Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school's population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)

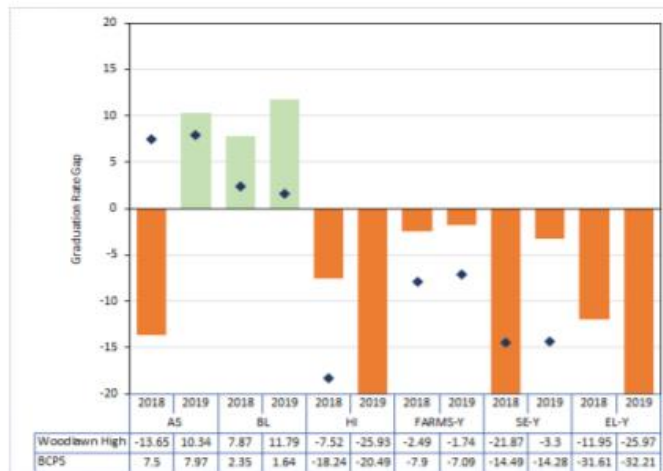
Woodlawn High School 2020 – 2021 Data Story Interim Report

Graduation Rate Gap represents the difference in a student group's high school completion percentage compared to their peers.

A value of zero (0) indicates proportional graduation rates; a negative value indicates a group with lower rates of school completion.

Lower graduation rates negatively impact numerous personal and professional outcomes across one's lifespan.

*Measure: Graduation Rate for 2018-2019 and 2019-2020



◆ Represents the BCPS gap by school type. BCPS graduate rate gaps for the Hispanic/Latino (2019=-20.49) and English Learner (2018=-31.61; 2019=-32.21) student groups exceed the range of the y-axis and therefore are not shown.

Gap data are not reported for student groups with Cohort Enrollment <10 due to high variability as a result of small sample size.

Graduation Rate Student Group Summary Statements

- The graduation rate for **Hispanic/Latino** students is lower than their **non-Hispanic/Latino** peers. The graduation rate gap for **Hispanic/Latino** students at **Woodlawn High Center for Pre-Eng. Res.** is **greater** than the same gap for all BCPS high schools. This gap has **widened** over time, indicating a **negative** trend.
- Students eligible for **FARMS** graduate at rates lower than their **non-FARMS** peers. The graduation rate gap for students eligible for **FARMS** at **Woodlawn High Center for Pre-Eng. Res.** is **less** than the same gap for all BCPS high schools. This gap has **narrowed** over time, indicating a **positive** trend.
- Students eligible for **Special Education** graduate at rates lower than their **non-Special Education** peers. The graduation rate gap for students eligible for **Special Education** at **Woodlawn High Center for Pre-Eng. Res.** is **less** than the same gap for all BCPS high schools. This gap has **narrowed** over time, indicating a **positive** trend.
- Students eligible for **English Learner** graduate at rates lower than their **non-English Learner** peers. The graduation rate gap for students eligible for **English Learner** at **Woodlawn High Center for Pre-Eng. Res.** is **less** than the same gap for all BCPS high schools. This gap has **widened** over time, indicating a **negative** trend.

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

Woodlawn High School 2020 – 2021 Data Story Interim Report

Suspension Rate Gap represents the difference in a student group's suspension rate compared to that of their out of group peers.

A value of zero (0) indicates proportional suspension rates; a positive value indicates a student group is suspended more often than their peers.

Higher suspension rates are related to multiple negative outcomes. For example, the loss of instructional time particularly affects student groups most often

Measure: Student Suspension Rate for 2018-2019 and 2019-2020



◆ Represents the BCPS gap by school type.

Not all Interim Data Story components (i.e., bar graph and summary statements) may be available due to data limitations.

Suspension Rate Student Group Summary Statements

- **Black/African American** students are suspended at rates higher than their **non-Black/African American** peers. The suspension rate gap for **Black/African American** students at **Woodlawn High Center for Pre-Eng. Res.** is **greater** than the same gap for all BCPS high schools. This gap has **widened** over time, indicating a **negative** trend.
- Students eligible for **FARMS** are suspended at rates higher than their **non-FARMS** peers. The suspension rate gap for students eligible for **FARMS** at **Woodlawn High Center for Pre-Eng. Res.** is **less** than the same gap for all BCPS high schools. This gap has **widened** over time, indicating a **negative** trend.
- Students eligible for **Special Education** are suspended at rates higher than their **non-Special Education** peers. The suspension rate gap for students eligible for **Special Education** at **Woodlawn High Center for Pre-Eng. Res.** is **greater** than the same gap for all BCPS high schools. This gap has **widened** over time, indicating a **negative** trend.

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building.
(Information from School Progress Plan)

SAFE AND SUPPORTIVE ENVIRONMENT What steps will you take to provide a safe and supportive instructional environment for identified underserved student groups?	Evidence
Action Steps	Measure of impact on providing a safe and supportive environment (quantitative data point)
Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students. (TSI-All groups)	Stakeholder Survey Data
Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content. (TSI- SE)	Student Interviews
Teachers will center student’s identities, strengths, interests, and needs in order to make instruction accessible (TSI-All groups)	Student Surveys
CULTURE How will the leadership team create the conditions that support this environment?	Student Achievement Grades
Action Steps	Informal/Formal Observations of Instruction
The ILT will create student surveys to gain information on student interests, needs, and perception regarding instruction.	
The ILT will create a system of support for students to ensure access to instructional remediation as needed.	
The ILT will collaborate with the WHS Equity Taskforce in order to ensure that instruction reflects culturally relevant pedagogy. <small>(add additional rows if needed)</small>	

Section 2: Developing and Teaching Expectations

Expectations Defined

Identify a School Code of Conduct with 3-5 positively stated school expectations. Develop a way to communicate the identified rules, based on the schoolwide expectations, for specific settings within the school building. Expectations should be clearly stated, communicated, taught, and frequently referenced.

Warrior Scholars are Woodlawn STRONG
 S = Strive for Success
 T = Timely
 R = Respectful
 O = Organized
 N = Noble
 G = Goal-Oriented

Matrices spelling out how these expectations connect to student behavior in each space, including classrooms, hallways, cafeteria, etc are posted in each space and frequently communicated through monthly PBIS mini-lessons.

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Teachers develop visuals to communicate culturally relevant classroom expectations, routines, and procedures based upon the schoolwide expectations. Educators explicitly teach expectations, routines, and procedures. The school staff recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

We have developed brief, structured lessons to teach and reteach expectations throughout the year.

- a. Share Tier 1 PBIS information with all staff at the start of the year during Orientation Week, ILT, and initial faculty meeting
 - i. “The Warrior Way” – Woodlawn STRONG
 - ii. Review Matrices
 - iii. Use of Stamps (model how to use/distribute stamps)
 - iv. Referral process
- b. Orientation “week” for students over 8 days
 - i. Day 1 – Overview
 1. Introduce the Warrior Way – Woodlawn STRONG
 - a. What are some things that describe a warrior?
 - b. Introduce the acronym
 - c. Stamp use
 - d. Agenda book
 - e. Review Possible Rewards (“more than what you’re used to”)
 - i. Tickets to games
 - ii. Other events to be announced)
 - ii. Days 2 – 7 – Introduce 1 STRONG principle each day (10-15 min) using a similar structure each day
 - iii. Day 8 – Review
 1. Jeopardy with 4 teams in the class
 - a. Winning team gets 4 stamps, 2nd place gets 3 stamps, 3rd place gets 2 stamps, 1 stamp for last place
 - c. Parents will be introduced to STRONG expectations during orientation and back to school night.
 - d. Reteaching during the year
 - i. Each department will develop a brief, 10-minute lesson related to a specified STRONG principle (1 each month, October-May)
 1. PBIS committee would develop schedule and distribute to Department Chairs during ILT
 2. Department Chair will verify that each teacher implements the lesson by a specified date (follow-up/check-will take place briefly during ILT)

Provide electronic version and hard copies of STRONG matrix to be shared with new students/parents who are late enrollments from counselors during time of enrollment.

Family/Community Engagement

Identify how the Schoolwide Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families. Consider how to include family and student voice in the initial plan and in evaluating the plan throughout the year.

The schoolwide Positive Behavior Plan will be shared through all BCPS communication portals. In addition, the language will be presented throughout the school in the form of small signs, posters, lessons and announcements.

Family and student voice will be included in the initial plan by co-developing goals, expectations, and interventions. The shared responsibility will foster community engagement. Student voice will also be reflected in the determination of the plan’s incentives and events. Family voice will be included based on stakeholder feedback shared from parent survey opportunities that will be included in our Back to School Night and Quarterly Parent Conference nights. While the school has made a deliberate effort to be culturally responsive, the School Climate Committee will obtain parent and guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations through surveys during the school year. We will also encourage parent/guardian feedback when families have opportunities to engage with school staff. The School Climate Committee will also develop informal surveys to obtain student voice about the practices and interventions that the school has initiated. The information obtained from students and families will help to inform any changes that may need to be made mid-year and/or will be considered for next year’s Schoolwide Positive Behavior Plan. The school will make a concerted effort to engage families in the shared decision-making process.

Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS

Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.

TIER 1		
Program	Who receives support?	Provider
SEL Signature Practices (i.e., Welcoming Ritual, Optimistic Closure)	All students (in classes)	ALL STAFF
Explicit Instruction on Expectations, Routines, and Procedures (using PRIDE)	All students (in classes)	ALL STAFF
Acknowledgement System (using PRIDE badges on Schoology)	All students (in classes)	ALL STAFF
Signs of Suicide (roll out - starting with 9th grade)	starting with 9th grade, will roll out to more students within 4 years	ALL STAFF
Warrior Council (for Adults/Staff)	Staff	ALL STAFF

Classroom Guided Lessons on Varied Topics (by Counselors)	All students (in classes)	ALL STAFF
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TIER 2

Program	Who receives support?	Provider
Bi-weekly check-ins for students	Students with low grades on 1st quarter report card	Counselors
Study skills group	Select students (based on 1st quarter report card)	Counselors
Planning for college group	Male Athletes	Counselor
Community mental health referrals (i.e., Hope Health)	Select students based on need (in conversation with student, family)	Support Staff (Counselors, SW, Psych)
Community referrals (i.e., food banks, churches, mentoring)	Select students based on need (in conversation with student, family)	Counselors, SW, Psych
ECAP lessons on varied topics (i.e., anxiety, test taking, etc.)	ECAP students, AVID students	Psych
Small group counseling	Select students based on staff referral	Counselors, SW, Psych
Short-term individual counseling	Select students based on staff referral	Counselors, SW, Psych
FALS social skills lessons	Select students based on staff referral	Psych
Warrior PALS/Best Buddies	Select students based on staff referral	FALS teachers (Psych coordinates)
Mindfulness (push-in lessons)	Select classes based on teacher request	SW
Impromptu conversations/Problem solving circles	Select students based on staff referral	SEL teachers, Deans
Character ed groups	Select students based on staff referral/conversation among deans	Deans
Support group for low-achieving students	Select students based on staff referral/conversation among deans	Deans
Targeted check-ins with parents/guardians, students	Select students based on staff referral, students with BIPs	SEL teachers

Proposed Tier 2 Supports:

- Ongoing Groups (Anger Management, Anxiety, Study Skills)
- CICO (formal or informal)
- Self-concept/Self-esteem for AA girls and boys
- Transitioning to the US (group for student that recently migrated to the US)

- Mentoring groups
- Social skills group for students with social communication delays (i.e., Autism)

TIER 3

Program	Who receives support?	Provider
Referrals to Community partners	Select students based on staff referral	Support Staff
Referrals to Wraparound services	Select students based on staff referral	Counselors, SW, Psych
FBA/BIPs	Select students based on staff referral (from SST, IEP team)	Counselors, SW, Psych
Individualized planning and support (through IEP)	Select students based on staff referral (from IEP team)	Counselors, SW, Psych
Crisis response planning (in response to risk assessment)	Select students that participated in a risk assessment	BTAT (Counselors, SW, Psych)
Parent conferences to provide individualized planning for significant behavioral concerns	Select students based on staff referral	Counselors, SW, Psych
Weekly check-ins	Select students based on staff referral	Counselors, SW, Psych

Proposed Tier 3 Supports:

- RTI and Monthly student support meetings
- Clear supports for students that are identified to be in the HSEL program

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Consider the importance of trauma-informed care, mental health awareness, level of students' coping skills, etc. Determine how the social-emotional learning and the SEL competencies will be integrated into the school's programming. Consider the need for any training the staff members may require.

At Tier 1, the staff have been trained in the use of SEL Signature Practices and Trauma Informed Care to encourage relationship building and the administration encourages and supports all teacher to use Community Circles. The staff have been trained in the use of the SEL 3 Signature Practices to foster supportive environments and build SEL skills and the administration encourages and supports all teachers to use the SEL 3 Signature Practices. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced as well as Behavior Specific Praise.

At Tier 2 the school counselors, school social workers, SEL Teachers and school psychologist provide small group counseling. There are designated groups based on identified student need. The school is SEL Competencies for School Leaders, Staff, and Adults.

Character Education

Determine how specific evidence-based character education learning will be infused into the school's programming to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.

The School Climate Committee will discuss how the school will continue to address the character education learning for our students and propose a plan to administration and faculty. Currently the presentation of Woodlawn STRONG principles in mini-lessons during orientation week and ongoing monthly content specific lessons is our Tier 1 attempt at Character Education. The School Climate Committee will continue to develop and propose a plan to infuse character education at Tier 2.

Professional Development for Staff

Identify the professional development that will be offered to staff members throughout the year in order to support their knowledge, skill development, and implementation of the interventions selected, the character education learning, and social-emotional learning practices. Specify the schedule for professional development and how to obtain teacher feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)

		<ul style="list-style-type: none"> What bodies of knowledge (books/articles, research, professional study, focus groups) are needed to better understand each identified underserved student group? 	
1.	Aug-Sept	Understanding and Interpreting IEP's, 504's, and ELL Plans	Student Needs Matrices, IEP Team Notes, Formal/Informal Observations
	Oct	Implementing Accommodations and Modifications by Content	
	Nov	SIOP Training for Teachers of ELL's	
	Dec	Data Driven Scaffolding and Differentiation	
	Jan	Ongoing Data Analysis	
2.	Aug-Sept	Common Planning Norms	Common Planning Agendas, Unit Plans by Content, Instructional Materials, Formal/Informal Observations
	Oct	Scaffolding by Content	
	Nov	Accommodations/Modifications by Content	
	Dec	Data Analysis by Content and Course	
	Jan	Inclusive Common Planning	
3.	Aug-Sept	ILT Departmental Progress Reflection	Learning Walk Data Analysis, Departmental Data Analysis Reports, ILT Meeting Agendas
	Oct	ILT Department Needs Assessment	
	Nov	Instructional Coaching: Co-Planning and Co-Teaching	
	Dec	ILT Departmental Data Analysis	
	Jan	ILT Departmental Progress Reflection	
4.	Aug-Sept	Survey Development Through the stakeholder survey, parents are invited to be part of the development and implementation of the school progress (TSI) plan.	Stakeholder Survey Data, Student Classroom Survey PD Data, Parent Survey Data, Staff Survey, TABCO Survey
	Oct	Survey Data Analysis and Implementation	
	Nov	Stakeholder Feedback – Parent feedback will inform the implementation of the school progress (TSI) plan.	
	Dec	Survey Data Analysis and Implementation	
	Jan	Stakeholder Feedback	
5.	Aug-Sept	Responsive Instruction	Student Achievement Data, Schoology Grades, Student Needs Matrices
	Oct	Target Small Group Instruction (TSGI)	
	Nov	Timely Data Analysis	
	Dec	Providing Reteach Opportunities	
	Jan	Ongoing Data Analysis	

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

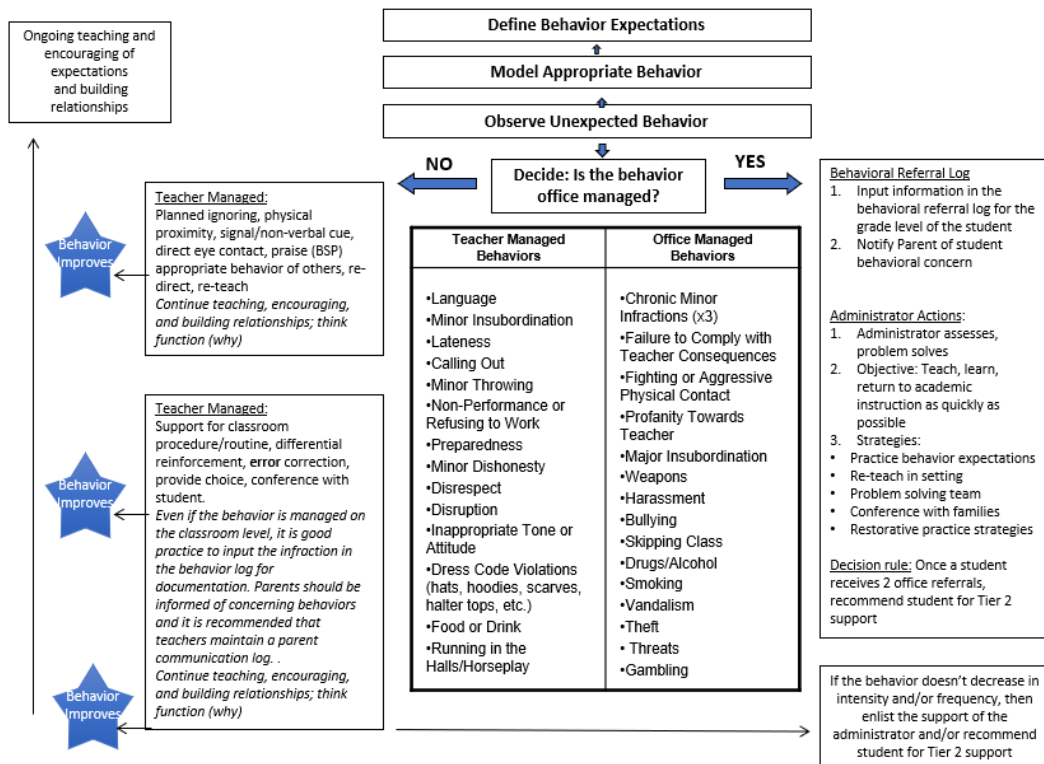
Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing the positive acknowledgements consistently in school settings. Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

Teachers will be trained and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team has developed a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage all teachers to work together to reinforce the system. The School Climate Team has developed a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive note home, stamps to participate in STRONG Incentive events, Student of the Month, etc.). Student voice was obtained in developing reinforcers that are meaningful to them and this will continue throughout the year.

Hierarchy for Behavioral Referrals and Consequences

Identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration. Refer to the BCPS Student Handbook for teacher and administrator-led interventions. Consider how unsafe behaviors will be addressed.

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations. Referral forms have been developed and distributed to the staff.



Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.

The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members will continue to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. The BTAT meets monthly and has ongoing communication with administration. The BTAT staff members will follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress. The school has developed a plan that could be implemented should a serious situation occur and the students need to vacate a classroom due to a specific student's extreme behavior. The school has developed a good working relationship with their Safety Manager. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play when dealing with student disruptions (i.e., discipline vs. law enforcement).

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)

The School Climate Team discusses data, practices, and systems at the monthly grade level meetings. We are developing an efficient method for reviewing data and this occurs regularly at the meetings. The School Climate Team has identified a process for collecting data [suspension data, office referral data, attendance data and classroom referral data where applicable]. A specific member of the team has been designated to provide the data at the team meetings. Additionally, the team reviews the interventions and practices and discusses their implementation. They discuss the fidelity of implementation and if data need to be collected to determine fidelity. The team also discusses if there are systems that need to be put in place to support staff to implement the practices more effectively.

Section 5: Miscellaneous Content/Components



In the Classroom

S – Strive for Success	<ul style="list-style-type: none"> ❖ Follow classroom guidelines ❖ Work in groups when instructed ❖ Keep all electronics off and away, unless teacher directed
T - Timeliness	<ul style="list-style-type: none"> ❖ Arrive on time (or have a pass)
R-Respectful	<ul style="list-style-type: none"> ❖ Use school-appropriate language ❖ Keep hands and feet to yourself ❖ Treat others the way you want to be treated
O - Organized	<ul style="list-style-type: none"> ❖ Have all materials ❖ Remove hats, hoods, and earbuds
N – Noble	<ul style="list-style-type: none"> ❖ Do your own work ❖ Be honest ❖ Do the right thing, even if no one is watching
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Display on-task behaviors ❖ Share your ideas ❖ Listen to the ideas of others ❖ Set short- and long-term goals and identify work to do at home ❖ Take and use notes as appropriate



In the Hallway and Stairwells

S – Strive for Success	<ul style="list-style-type: none"> ❖ Watch where you are going ❖ Pay attention
T - Timeliness	<ul style="list-style-type: none"> ❖ Move with a purpose ❖ Get to class on time
R-Respectful	<ul style="list-style-type: none"> ❖ Follow all staff directions ❖ Use school-appropriate language ❖ Remove hats, earbuds, and hoods
O - Organized	<ul style="list-style-type: none"> ❖ Use the bathroom and access your locker between classes Carry your pass during the class period
N – Noble	<ul style="list-style-type: none"> ❖ Do the right thing, even if no one is watching ❖ Report for a hall sweep, if caught in the halls ❖ Report problems to staff
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Courteous toward others ❖ If you SEE something, SAY something



In the Cafeteria

S – Strive for Success	<ul style="list-style-type: none"> ❖ Be ready to order in the lunch line ❖ Eat and enjoy your lunch
T - Timeliness	<ul style="list-style-type: none"> ❖ Arrive during your assigned lunch period ❖ Finish your lunch on time ❖ Remain in cafeteria until dismissed (unless you have a pass)
R-Respectful	<ul style="list-style-type: none"> ❖ Clean up after yourself ❖ Use appropriate language / volume ❖ Keep your hands and feet to yourself ❖ Be mindful of your space in lunch line
O - Organized	<ul style="list-style-type: none"> ❖ Arrive on time ❖ Have your lunch number / money ready ❖ Show your pass to leave the cafeteria
N – Noble	<ul style="list-style-type: none"> ❖ Be honest ❖ Use your <u>own</u> lunch number / money ❖ Do the right thing, even if no one is watching
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ If you SEE something, SAY something ❖ Dispose of trash in cans



In the Gym

S – Strive for Success	<ul style="list-style-type: none"> ❖ Participate as instructed ❖ Be aware of your surroundings ❖ Keep all electronics off and away
T - Timeliness	<ul style="list-style-type: none"> ❖ Arrive on time (or have a pass) ❖ Remain in the gym until dismissed
R - Respectful	<ul style="list-style-type: none"> ❖ Use equipment appropriately and safely ❖ Be a team player and include everyone
O - Organized	<ul style="list-style-type: none"> ❖ Be dressed and ready to participate ❖ Bring your gym clothes every day
N – Noble	<ul style="list-style-type: none"> ❖ Be honest- don't cheat ❖ Do the right thing, even if no one is watching ❖ Only be in the gym during your assigned period
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Follow rules and procedures ❖ Encourage peers to participate ❖ Be inclusive of others ❖ Try your best



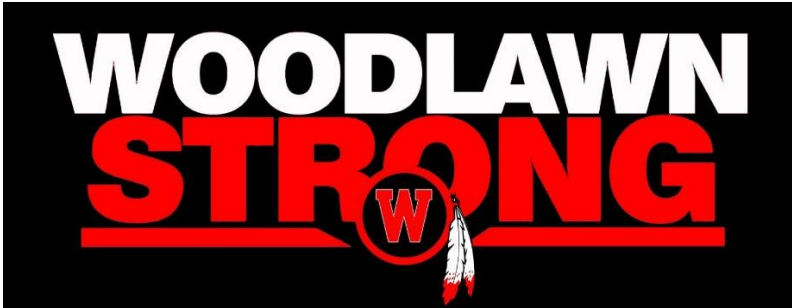
In the Locker Room

S – Strive for Success	<ul style="list-style-type: none"> ❖ Keep all phones off and away – it’s the law
T - Timeliness	<ul style="list-style-type: none"> ❖ Get dressed quickly ❖ Arrive on time
R-Respectful	<ul style="list-style-type: none"> ❖ Follow all directions ❖ Use appropriate language ❖ Keep hands and feet to yourself ❖ Report unattended items
O - Organized	<ul style="list-style-type: none"> ❖ Get dressed in your uniform ❖ Make sure all items are locked in your locker
N – Noble	<ul style="list-style-type: none"> ❖ Do the right thing, even if no one is watching ❖ Take responsibility for your actions ❖ Be in the locker room only when supervised by a staff member
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ If you SEE something, SAY something ❖ Dispose of trash in cans ❖ Take unattended items to the lost and found ❖ Respect boundaries



In the Bathroom

S – Strive for Success	<ul style="list-style-type: none"> ❖ Use the bathroom for its intended purpose only
T - Timeliness	<ul style="list-style-type: none"> ❖ Adhere to time limits
R-Respectful	<ul style="list-style-type: none"> ❖ Take care of school property ❖ Clean up after yourself ❖ Do your business, wash, and flush
O - Organized	<ul style="list-style-type: none"> ❖ Have your pass (and return it to the appropriate location)
N – Noble	<ul style="list-style-type: none"> ❖ Do the right thing, even if no one is watching ❖ Take responsibility for your actions ❖ Report problems to staff
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Adhere to time limits ❖ Keep it clean



On the School Bus

S – Strive for Success	<ul style="list-style-type: none"> ❖ Be aware of your surroundings and all instructions ❖ Go directly to your appropriate location (examples: to the bus, home, your assigned class)
T - Timeliness	<ul style="list-style-type: none"> ❖ Report to bus stop on time in the morning ❖ At the end of the day, report to your bus location immediately after dismissal
R - Respectful	<ul style="list-style-type: none"> ❖ Follow rules and procedures ❖ Remain seated while the bus is running ❖ Use appropriate language at all times ❖ Respect the safety of everyone on the bus
O - Organized	<ul style="list-style-type: none"> ❖ Get to the bus stop on time
N – Noble	<ul style="list-style-type: none"> ❖ Do the right thing, even if no one is watching ❖ Clean up after yourself ❖ Be kind to the driver, attendant, and ALL students
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Respect boundaries ❖ Keep your space clean ❖ Take found items and materials to the lost and found (or the bust driver)



Auditorium & Assemblies

S – Strive for Success	<ul style="list-style-type: none"> ❖ Participate appropriately ❖ Use electronics appropriately (as directed by staff) ❖ Use active listening skills
T - Timeliness	<ul style="list-style-type: none"> ❖ Report to auditorium WITH your class/teacher ❖ Take your seat in the designated area ❖ Leave auditorium immediately when dismissed
R-Respectful	<ul style="list-style-type: none"> ❖ Follow all directions ❖ Turn off your ringer on your cell phone ❖ Give your attention to the speakers, performers, and/or presenters ❖ Use appropriate language
O - Organized	<ul style="list-style-type: none"> ❖ Direct your attention to the speaker/performer
N – Noble	<ul style="list-style-type: none"> ❖ Do the right thing, even if no one is watching ❖ Remain seated until dismissed
G – Goal-Oriented	<ul style="list-style-type: none"> ❖ Give your attention to the speakers, performers, and/or presenters ❖ Keep your space clean

WARRIOR S.T.R.O.N.G MATRIX FOR REMOTE LEARNING

	STRIVE FOR SUCCESS	TIMELINESS	RESPECTFUL	ORGANIZED	NOBLE	GOAL-ORIENTED
VIRTUAL CLASSROOM	<ul style="list-style-type: none"> Follow class procedures and teacher instructions at all times. Be present and actively engaged. Ask for help when needed. Reach out to schedule a time to complete make-up work. 	<ul style="list-style-type: none"> Log in to each on-line class 5 minutes early. Answer questions in chat box on cue. Answer polls promptly. 	<ul style="list-style-type: none"> Mute microphone until it is your turn to speak. Take turns to comment during on-line lessons. Use kind words and faces. Keep other devices (like your cell phone) away unless teacher directed. 	<ul style="list-style-type: none"> Choose a distraction-free space (if possible). Have all needed materials. Properly care for your device (keep charged, store device and cords in safe place, keep liquids away from device). 	<ul style="list-style-type: none"> Be supportive of classmates. Appreciate others' cultures, opinions, and viewpoints. Admit when you are wrong. Stand up for someone whose voice is missed. Own up to something you need to fix with someone else. 	<ul style="list-style-type: none"> Attend all on-line lessons. Be present – avoid multitasking.
INDEPENDENT WORK (OUTSIDE THE VIRTUAL CLASSROOM)	<ul style="list-style-type: none"> Complete all assigned work/tasks. Ask for help through Schoology and email. 	<ul style="list-style-type: none"> Complete and turn-in assignments on time. Stay true to your school schedule. 	<ul style="list-style-type: none"> Use school devices for educational purposes only. 	<ul style="list-style-type: none"> Choose a distraction-free space (if possible). Focus attention on one activity at a time. 	<ul style="list-style-type: none"> Be honest in all parts of academics (Do your own work). Keep login, passwords, and private information private. 	<ul style="list-style-type: none"> Utilize a calendar to keep track of work, as well as other responsibilities. Set daily goals. Be persistent with your learning. Don't give up!