

BEHAVIOR EXPECTATIONS

Roopville Elementary School recognizes that behavior is the responsibility of the individual. It is the faculty's and staff's responsibility to help children learn self-control and appropriate behaviors necessary to be successful. Our goal is to ensure that our students and faculty have the opportunity to learn and work in the safest environment possible. To accomplish this, the policies of Carroll County and Roopville Elementary School must be followed in a consistent, professional manner. Each teacher will address violations of these policies anytime or anywhere while at school or at school functions. Severe violations of the policies will be handled by the administration. Together we can provide our students with a positive, orderly instructional climate.

Schools that implement systems of positive behavior support focus on taking a team-based approach and teaching appropriate behavior to all students in the school. Roopville Elementary School will follow the criteria stated below.

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules. Roopville Elementary School's Code of Conduct is:

- Be Respectful
- Be Responsible
- Be Successful

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the school and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- Being respectful means raising your hand when you want to speak or get help.
- Being respectful means using a person's name when you talk to him or her.
- Being responsible means knowing and following classroom and school rules on a daily basis.
- Being responsible means to be on time.
- Being successful means to be prepared with assignments and materials.
- Being successful means to follow and respond appropriately to adult direction.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. A formal system has been designed that rewards positive behaviors. "I Noticed" are immediate forms used by the individual teacher, at his/her discretion, as a tool of encouragement and a student motivator. Hornet Heralds are awarded to encourage and reinforce positive behaviors demonstrated on a consistent basis. Teachers can award Hornet Heralds to students in the school, whether they teach them or not.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.