

Mount View High School 6-12

Positive Behavioral Interventions and Supports



Staff Handbook 2014-2015

Mount View High School 6-12 strives to be a learning community supporting each student's quest for college and career success.

Positive Behavior Supports Defined

Positive Behavior Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

Why PBIS?

Behavior is an academic. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Mount View High School 6-12 Building-Wide Expectations

In accordance with PBIS universal guidelines, the PBIS expectations at Mount View Middle & High School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are:

Accountable
Respectful
Motivated
Organized
Ready



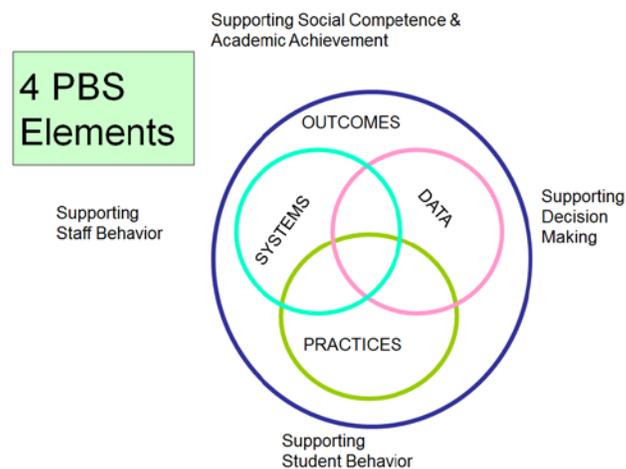
Mount View PBIS Goals

Our ultimate goal is to improve overall school climate and lay foundations for building relationships that will pay dividends in the future. Together through consistency and positive relationships, we will improve the behavior of all students. PBIS aims to decrease behavioral infractions showing year-over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance. We hope to develop a positive school community that teaches everyone the expectations for being a Knight in shining ARMOR (Accountable, Respectful, Motivated, Organized and Ready). By concentrating on positive behaviors, we hope to create and maintain a positive and safe learning environment. Being consistent with addressing students when they do and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

What Does School-Wide PBIS Emphasize?

http://www.pbis.org/school/what_is_swpbs.aspx

In general, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



These four elements are guided by six important principles:

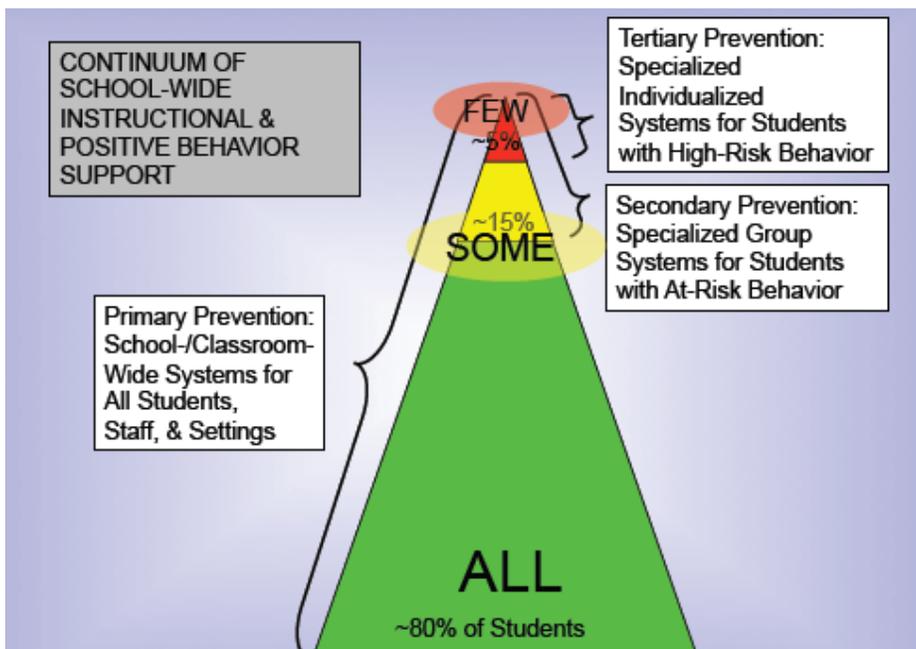
- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

All Staff Responsibilities

1. Teachers will teach, model, and practice each of the building-wide behavioral expectations.
2. Teachers will display and use the classroom expectations based upon the building-wide expectations. (Classroom expectations are to be posted in the classroom on the electronic template provided)
3. Teachers will seek input from students when creating classroom procedures. Students are more likely to buy into the procedures, if they had a hand in creating them.
4. Teachers will use the PBIS Behavior Flow Chart working with students who fail to meet building-wide and/or classroom expectations. (See “Interventions Handbook” –in office and “Flowchart of Interventions” on page 18.)
5. Teachers will utilize the Observed Student Behavior Report on page 21 to track teacher-managed behavior. Information from the form must be added to the WVEIS Discipline Management System within 24 hours.
6. Teachers will utilize the Behavior Contract on page 20 for students who consistently fail to meet PBIS expectations.
7. All staff will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations using informal and formal recognition programs such as ARMOR tickets, Classroom Recognition, Positive Student Referrals, and Knights in Shining Armor (Student of the Month nominations).
8. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
9. All staff will observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
10. All staff will talk with students and provide feedback based on the building -wide expectations.

Continuum of School Wide PBIS

School wide PBIS (SWPBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).



PBIS Team Members

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***All staff members are encouraged to attend PBIS meetings. You do not have to be an identified team member to attend meetings.**

**Mount View High School 6-12
Expectations/Procedures Matrix**

Expectations → Procedures ↓	Accountable	Respectful	Motivated	Organized & Ready
Hallway/ Stairwell	<ul style="list-style-type: none"> Walk on the right side of the hall and the stairs Keep moving During instructional time, have a pass Clear water in a capped plastic bottle is permitted 	<ul style="list-style-type: none"> Keep hands & feet to self Use inside voices Use appropriate language Keep cell phones and other electronic devices put away Handholding is a permissible public display of affection Keep hats and hoods off heads 	<ul style="list-style-type: none"> Dispose of trash properly Read bulletin boards Become informed about activities in your school community Strive to keep a clean and tidy locker 	<ul style="list-style-type: none"> Gather all materials from locker during designated times Be out of the hallway when the bell rings
Cafeteria	<ul style="list-style-type: none"> Push your chair in when getting up from the table Take only utensils & condiments you will use Remain in a single file 	<ul style="list-style-type: none"> Use language & actions that are polite-“Please” & “Thank you” Keep hands & feet to self Use inside voices Follow adult direction Keep cell phones and other electronic devices put away Handholding is a permissible public display of affection Keep hats and hoods off heads 	<ul style="list-style-type: none"> Keep your area clean Make healthy food choices Educate yourself about health and wellness Dispose of trash properly 	<ul style="list-style-type: none"> Have a packed lunch or WVEIS # ready
Bathroom	<ul style="list-style-type: none"> Use bathroom Wash hands One person per stall 	<ul style="list-style-type: none"> Flush toilet Maintain a smoke free environment Give privacy to others Use inside voices Keep cell phones and other electronic devices put away Keep hats and hoods off heads 	<ul style="list-style-type: none"> Keep writing off walls and stalls Dispose of trash properly Schedule bathroom breaks wisely 	<ul style="list-style-type: none"> Use during class changes Return to class promptly
Bus	<ul style="list-style-type: none"> Stay seated at all times Keep yourself and belongings in your own space 	<ul style="list-style-type: none"> Use appropriate language Use inside voices Follow request of drivers Keep hands & feet to self Handholding is a permissible public display of affection 	<ul style="list-style-type: none"> Dispose of trash properly Be a good role model 	<ul style="list-style-type: none"> Arrive to bus on time Keep aisle clear Turn in bus notes upon arrival to secretary

Expectations → Procedures ↓	Accountable	Respectful	Motivated	Organized & Ready
Auditorium	<ul style="list-style-type: none"> • Sit in your designated area • Applaud appropriately 	<ul style="list-style-type: none"> • Use appropriate language • Remain quiet during performances • Be courteous and give the presenter/performer your full attention • Handholding is a permissible public display of affection • Keep cell phones and other electronic devices put away • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Dispose of trash properly • Show appropriate enthusiasm 	<ul style="list-style-type: none"> • Exit/enter assembly quickly & quietly • Be on time
Gym	<ul style="list-style-type: none"> • Follow posted safety guidelines • Use the steps on the bleachers • Wear tennis shoes on the gym floor during class • Clear water in a capped plastic bottle is permitted at teacher discretion 	<ul style="list-style-type: none"> • Use appropriate language • Keep feet quiet on bleachers • Return all equipment to appropriate place • Keep writing off bleachers • Handholding is a permissible public display of affection • Keep cell phones and other electronic devices put away • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Dispose of trash properly • Share & maintain equipment 	<ul style="list-style-type: none"> • Exit/enter quickly and quietly • Bring all necessary items
Classroom	<ul style="list-style-type: none"> • Remain in class the 1st & last 10 minutes of class • Clear water in a capped plastic bottle is permitted at teacher discretion 	<ul style="list-style-type: none"> • Keep cell phones and other electronic devices put away unless noted in teacher lesson plans • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Engage in bell to bell learning 	<ul style="list-style-type: none"> • Two feet in the door when bell rings • Possess a hall pass if out of classroom for any reason & complete sign-in-sign-out log
Media Center	<ul style="list-style-type: none"> • Follow library procedures • Follow book checkout procedures • Clear water in a capped plastic bottle is permitted at teacher discretion 	<ul style="list-style-type: none"> • Use appropriate language • Use inside voices • Take care of books • Handholding is a permissible public display of affection • Keep cell phones and other electronic devices put away • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Seek assistance when needed • Check out books of interest • Choose books you can & will read 	<ul style="list-style-type: none"> • Return books by due date

Expectations → Procedures ↓	Accountable	Respectful	Motivated	Organized & Ready
Parking Lot	<ul style="list-style-type: none"> • Drive safely and slowly • Park in student designated area 	<ul style="list-style-type: none"> • Use appropriate language • Respect others privacy • Respect bus traffic 	<ul style="list-style-type: none"> • Arrive on time 	<ul style="list-style-type: none"> • Enter school immediately upon arriving • Turn in written parental permission for all drivers & passengers • Place parking pass on rear view mirror
Computer Labs	<ul style="list-style-type: none"> • Enter computer lab when a teacher is present • Sit in your assigned seat 	<ul style="list-style-type: none"> • Leave your computer station the way you found it • Put food & drink in trash before entering lab • Keep cell phones and other electronic devices put away • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Follow the AUP • Report anything not working or missing 	<ul style="list-style-type: none"> • Enter & exit quietly
Office	<ul style="list-style-type: none"> • Enter through main office door • Wait patiently to be acknowledged by office staff 	<ul style="list-style-type: none"> • Use language & actions that are polite-"Please" & "Thank you" • Use inside voices • Keep cell phones and other electronic devices put away • Treat office staff & visitors with respect • Keep hats and hoods off heads 	<ul style="list-style-type: none"> • Have a clear purpose for signing up to come to the office only during non-instructional time • Wait until you are called to the office 	<ul style="list-style-type: none"> • Have pass available for office staff to see • Return to class promptly, sign classroom log & return pass
Extra-Curricular Activities	<ul style="list-style-type: none"> • Follow specified procedures for the activity 	<ul style="list-style-type: none"> • Use language & actions that are polite-"Please" & "Thank you" • Handholding is a permissible public display of affection 	<ul style="list-style-type: none"> • Demonstrate school spirit, pride & sportsmanship 	<ul style="list-style-type: none"> • Have tickets and other items • Plan transportation prior to the event

Recognizing Individuals Who Achieve Behavior Expectations

The Positive Behavior Supports team in conjunction with faculty members at Mount View High School 6-12 has devised a variety of recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the Knight's ARMOR Expectations on a daily, weekly, and monthly basis.

All staff are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior. Positive feedback should be expressed 4:1 to constructive feedback.

Our goal is to create a learning environment where students are engaged and successful. Schools should teach, support, and encourage students to be "self-managers" and students should not "depend" on rewards to behave well. We want students to sustain and expand the skills they learn in school to life experiences beyond school. Rewards **can** create reduction in desired behavior, especially when (a) delivered globally, (b) delivered in a manner that creates physiological pressure, or (c) when a lesser level of reward is provided (e.g. consequence).

Each morning a quote reflecting ARMOR expectations will be shared with the morning announcements.

Classroom/School wide Acknowledgements:

- ARMOR tickets
- Classroom Passes (generic)
- Other (based on student surveys)
- Other (based on teacher discretion)

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level.

ARMOR Tickets:

ARMOR tickets are an incentive program designed to recognize positive behaviors on a daily basis in those individuals found upholding the Knights ARMOR Expectations as well as those going above and beyond what is expected of them. Teachers, staff and administrators are responsible for distributing ARMOR tickets to students who meet and/or exceed the building-wide expectations. The ARMOR tickets are used for a drawing every other Friday where students can win a choice of awards. One student from each grade is chosen at each drawing. The names of the winning students are announced during the morning announcements. Students will report to the office to choose their award. The Knight's ARMOR tickets are only redeemable if signed and dated by the issuing staff member and placed in the appropriate box in the office. ARMOR tickets will be distributed to teachers by the administration.

Name: _____ Date: _____	
	Explanation: Staff Signature: _____

Acknowledge students with an ARMOR ticket when you observe them following our five expectations. Please remember to first provide the specific verbal feedback before you hand the student give the ticket so the student can understand the purpose of the ticket and the recognition of their behavior. Ex:

- a) "That was helpful how you helped your classmate pick up his/her books when they dropped to the floor. Thank you for being respectful."
- b) "Thank you for being responsible by being prepared for class today."

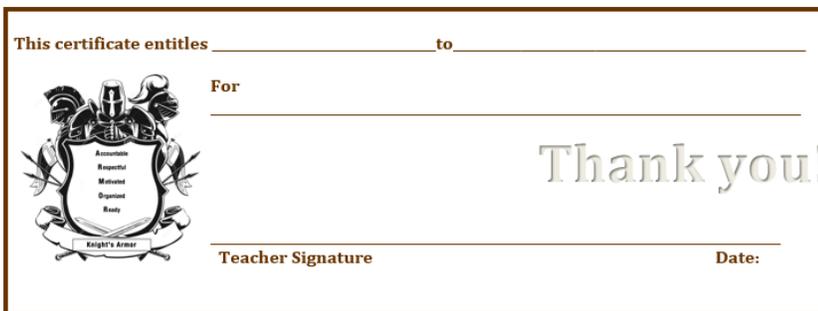
The key to making this program work is for all teachers and staff in the building to be aware of the program and use the same vocabulary.

Process for ARMOR tickets:

- Tickets distributed for demonstration of school-wide expected behavior
- Students will place tickets in their grade-level ticket box during lunch
- Drawings every other Friday
- Students recognized during announcements
- Students choose awards from an established list
- Awards will be based on student survey results
- Teachers shall give 18 tickets per week representing all expectations at least once
- Administration will place 3 sheets of tickets (18) in each teachers' mailbox every Monday in their attendance folder

Classroom Passes:

Each teacher will receive classroom passes that may be given to students as acknowledgement for adhering to MVHS PBIS



Expectations and Procedures. Teachers are to use a variety of ways to recognize students. Examples for incentives: Homework pass, comfy chair for the day, computer time, sit where you want for the day, leave for lunch 5 minutes early, bonus points, drop lowest grade, lunch with teacher, candy

award: You were a lifesaver when....and give lifesavers, Mint—being a "mint" and...., Mr. Goodbar for being respectful, Milky Way for "being out of this world" when you..., M & M's for "magnificent and marvelous" when.....etc.

No referral Quarterly Events/Activities:

Quarterly events/activities are provided for students who have NO discipline referrals for the quarter. Students will receive an official invitation to the activity approximately one week before the event. Only students that have an invitation are allowed into the event or activity. Teachers/Staff should check that the student has the invitation before releasing them from class. The PBIS team will provide teachers and staff with a list of students for each event. Event examples are; ice cream social, hot dog roast, pizza party, game event, etc.). The 2014-2015 "No Referral" events are scheduled is as follows:

- **First Quarter:** October 31st--*Monster Mash*
- **Second Quarter:** January 16th (make up day January 23rd)—*Meeting the Dream*
- **Third Quarter:** March 26th, unless there's school on the 27th —*March Madness*
- **Fourth Quarter:** May 29th—*Spring Fling*
- **Year-end Event (No Office managed referrals):** June 5th

Positive Referral:

Teachers and staff are provided with a **Positive Referral** form (page 19). The form is very similar to the “Disciplinary Referral Form” but has positive behaviors identified. The form is to be used at the teacher’s/staff’s discretion for those students that have displayed exemplary behavior and dedication. The teacher shall place the completed form in their respective principal’s mailbox. The student will be called to the office to be congratulated. The principal or teacher will contact the student’s parent/guardian to inform them of the positive referral.

“No Office-Managed Referral” End of Year Events/Activities:

The *“No Office-Managed Referral” End of Year Event* is provided for students who have NO discipline referrals for the entire year. Students will receive an official invitation to the activity approximately one week before the event. Only students who have an invitation are allowed into the event or activity. Teachers/Staff should check that the student has the invitation before releasing them from class. The PBIS team will also provide teachers and staff with a list of students for the event. Prizes will be raffled off at the event. The 2014-2015 No Referral Yearly Event is scheduled for **June 5, 2015**

Students of the Month:

Each month one student from each grade level (6-12) are nominated by their grade level teachers for the “Knight in Shining Armor” award based on academic and behavioral excellence. The nominatin form is on page 22. Nominations will be given to an identified grade level teacher who will tally votes and make the final decision. The students with the most nominations are chosen for the Student of the Month awards. The students will have their pictures displayed on the student recognition bulletin board at the main entrance of the school, published on Mount View’s website, listed on the school marquee and printed in the local paper. Each student’s parent will be notified, as well.

Criteria for being recognized as a Knight in Shining Armor (Student of the Month):

- Perfect attendance for the month
- Classwork completed
- Satisfactory grades or improvement
- No office-managed discipline referrals

Staff Acknowledgements (procedures to encourage staff participation and improve consistency of implementation):

Staff Recognition

Criteria:

- Attendance
- Lesson plans in on time
- Up-to-date sign-in/sign-out logs
- Grades turned in on time
- Grades updated weekly in Engrade
- PBIS participation
- Performing assigned duties
- Communication logs

Process:

- Teachers meeting 7 out of the 8 criteria will be verbally recognized during Faculty Senate meetings and presented the Golden Knight award to be placed on their door
- Teachers receiving the Golden Knight award will have their names announced during morning announcements
- Each Golden Knight recipient will be placed in a drawing box for awards during Faculty Senate
- A Golden Knight Award banner will be placed on each recipient's door by the first Monday of each month
- Banners will be removed from each door on the last day of each month

Problem Behavior Definitions
List here
Mount View High School
Behavior Categories and Definitions

*Adapted from WVDE State Policy 4373

Behaviors	Definitions - Teacher-Managed
LEVEL 1: Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.	
Cheating	A student will not plagiarize or copy the work of others or break rules to gain advantage in a competitive situation. Interventions for this inappropriate behavior may include academic sanctions in addition to other discipline.
Deceit	A student will not deliberately conceal or misrepresent the truth, deceive another or cause another to be deceived by false or misleading information.
Disruptive/ Disrespectful Conduct	A student will not exhibit behavior that violates classroom/school rules, results in distraction and obstruction of the educational process or that is discourteous, impolite, bad mannered and/or rude. Behavior is considered disruptive and/or disrespectful if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
Failure to Serve Detention	A student will not fail to serve an assigned detention of which students and/or parents/guardian have been notified.
Falsifying Identity	A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
Inappropriate Appearance	A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distracting or indecent, to the extent that it interferes with the teaching and learning process, including wearing any apparel that displays or promotes behavior and/or items prohibited by this policy.
Inappropriate Display of Affection	Students will not engage in inappropriate displays of intimate affection, such as kissing or embracing.
Inappropriate Language	A student will not orally, in writing, electronically, or with photographs or drawings, use profanity in general context (not directed toward any individual or group).
Possession of Inappropriate Personal Property	A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning.
Skipping Class	In accordance with WVBE Policy 4110 a student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or by the parent/guardian.
Tardiness	A student will not fail to be in his/her place of instruction at the assigned time without a valid excuse.
Vehicle Parking Violation	A student will not engage in improper parking of a motor vehicle on school property.

Behaviors	Definitions – Office-Managed	
LEVEL 2: Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self and/or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.		
Gang Related Activity	<p>A student will not, by use of violence, force, coercion, threat of violence or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission. Gang activity includes:</p> <ul style="list-style-type: none"> • Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang. • Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of gang, or otherwise symbolizes support of a gang. • Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs. • Recruiting student(s) for gangs. 	
Habitual Violation of School Rules or Policies	A student will not persistently, as defined by the county, refuse to obey the reasonable and proper orders or directions of school employees, school rules or policies.	
Insubordination	A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination/unruly conduct.	
Leaving School Without Permission	A student will not leave the school building, campus of school activity for which the student is enrolled without permission from authorized school personnel.	
Physical Fight Without Injury	A student will not engage in a physical altercation using blows in an attempt to harm or overpower another person or persons.	
Possession of Imitation Weapon	A student will not possess any object fashioned to imitate or look like a weapon.	
Possession of Knife not meeting Dangerous Weapon Definition	A student will not possess a knife or knife-like implement under 3½ inches in length. West Virginia Code §61-7-2 clarifies that a pocket knife with a blade 3½ inches or less in length, a hunting or fishing knife carried for sports or other recreational uses, or a knife designed for use as a tool or household implement shall not be included within the term "knife" as defined as a deadly weapon unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.	
Profane Language/ Obscene Gesture/ Indecent Act Toward... An Employee or A Student	A student will not direct profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This inappropriate behavior includes but is not limited to, verbal, written, electronic and/or illustrative communications intended to / offend and or humiliate.	
Technology Misuse	A student will not violate the terms of WVBE Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators.	
Behaviors	Definitions - Office-Managed	
LEVEL 3: Imminently Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people and/or property. The principal shall address these inappropriate behaviors in accordance with W. Va. Code		
Battery Against a Student	A student will not unlawfully and intentionally injure another student.	
Defacing School Property/ Vandalism	A student will not willfully cause defacement of or damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.	

Behaviors	Definitions – Office-Managed
False Fire Alarm	A student will not knowingly and willingly set off a fire alarm without cause.
Fraud/Forgery	A student will not deceive another or cause another to be deceived by false or misleading information or sign the name of another person in order to obtain anything of value or defraud authorities.
Gambling	A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
Hazing	A student will not haze or conspire to engage in the hazing of another person. "Hazing" means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.
Improper or Negligent Operation of a Motor Vehicle	A student will not intentionally or recklessly operate a motor vehicle, on the grounds of any educational facility, parking lot, or at any school-sponsored activity, so as to endanger the safety, health or welfare of others.
Larceny	A student will not, without permission, take another person's property or have another person's property in his or her possession. Property valued at \$1,000 or more will increase this behavior to a Level 4 because it is considered a felony in accordance with West Virginia Code.
Sexual Misconduct	A student will not publicly and indecently expose themselves, display or transmit any drawing or photograph of a sexual nature, or commit an indecent act of a sexual nature on school property, on a school bus or at a school sponsored event.
Threat of Injury/Assault Against... An Employee A Student	A student will not threaten (verbal or written) or attempt to injure another student, teacher, administrator or other school personnel. [This includes assault on a school employee defined in West Virginia Code.
Trespassing	A student will not enter upon the premises of the county school system property, other than to the location to which the student is assigned, without authorization from proper school authorities.
Harassment/ Bullying/ Intimidation	<p>A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, "harassment, intimidation or bullying" means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that:</p> <ul style="list-style-type: none"> • A reasonable person under the circumstances should know will have the effect of harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property; • Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or • Disrupts or interferes with the orderly operation of the school. <p>An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device.</p> <p>Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/ sensory disability; or other characteristic.</p> <p>When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows: <u>Sexual harassment</u> consists of sexual advances, requests for sexual favors, sexually motivated</p>

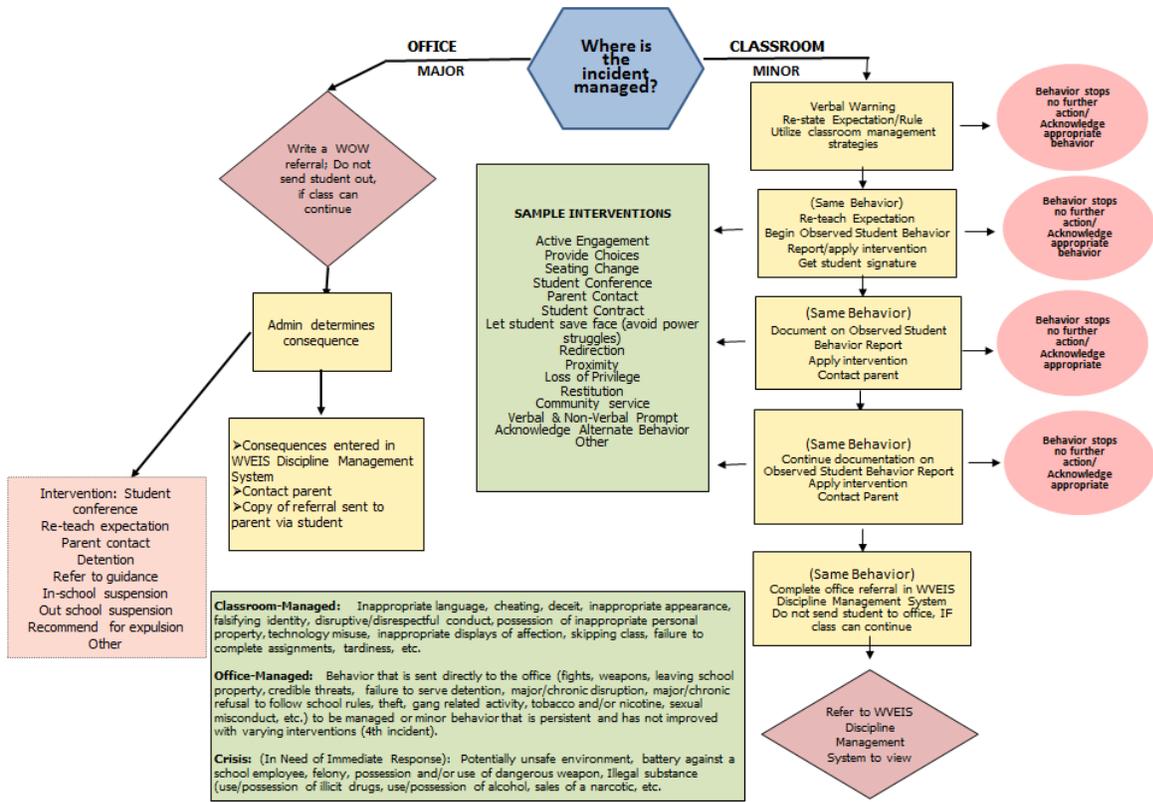
Behaviors	Definitions – Office-Managed
	<p>physical conduct or other verbal or physical conduct or communication of a sexual nature when:</p> <ul style="list-style-type: none"> • submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or • submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or • creating an intimidating, hostile or offensive employment or educational environment. <p>Sexual harassment may include but is not limited to:</p> <ul style="list-style-type: none"> • verbal harassment of a sexual nature or abuse; • pressure for sexual activity; • inappropriate or unwelcome patting, pinching or physical contact; • sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an individual's employment or educational status; • behavior, verbal or written words or symbols directed at an individual because of gender; or the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities. <p><u>Racial harassment</u> consists of physical, verbal or written conduct relating to an individual's race when the conduct:</p> <ul style="list-style-type: none"> • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or <p>otherwise adversely affects an individual's employment or academic opportunities.</p> <p><u>Religious/ethnic harassment</u> consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct:</p> <ul style="list-style-type: none"> • has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or <p>otherwise adversely affects an individual's employment or academic opportunities.</p> <p><u>Sexual violence</u> is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:</p> <ul style="list-style-type: none"> • touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex; • coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts; • coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or • threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another. • threatening or forcing exposure of intimate apparel or body parts by removal of clothing. <p><u>Racial violence</u> is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.</p> <p><u>Religious/ethnic violence</u> is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.</p>
Imitation Drugs: Possession, Use, Distribution or Sale	A student will not possess, use, distribute or sell any substance that is expressly represented or implied to be a controlled substance or simulate the effect and/or the appearance (color, shape, size and markings) of a controlled substance.
Inhalant Abuse	A student will not deliberately inhale or sniff common products found in homes, schools and communities with the purpose of "getting high". The action may be referred to as huffing, sniffing, dusting and/or bagging.
Possession/Use of Substance Containing	A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine products in any building/area under the control of a county school system,

Behaviors	Definitions – Office-Managed
Tobacco and/or Nicotine	including all activities or events sponsored by the county school district.
Behaviors	Definitions - Crisis Incidents
LEVEL 4: Safe Schools Act Behaviors - are consistent with those addressed in West Virginia Code Law require that the principal, superintendent and county board address Level 4 behaviors in a specific manner as outlined in West Virginia Code §18A-5-1a.	
Battery Against a School Employee	A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee as outlined in West Virginia Code §61-2-15(b).
Felony	A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in West Virginia Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson (West Virginia Code §61-3-1), malicious wounding and unlawful wounding (West Virginia Code §61-2-9), bomb threat (West Virginia Code §61-6-17), sexual assault (West Virginia Code §61-8B-3), terrorist act or false information about a terrorist act, hoax terrorist act (West Virginia Code §61-6-24) and grand larceny (West Virginia Code §61-3-13).
Illegal Substance Related Behaviors	A student will not unlawfully possess, use, be under the influence of, distribute or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, marijuana, narcotics, any other substance included in the Uniform Controlled Substances Act as described in West Virginia Code §60A-1-101, et seq. or any paraphernalia intended for the manufacture, sale and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the county school district. This includes violations of WVBE Policy 2422.8 - Medication Administration and instances of prescription drug abuse.
Possession and/or Use of Dangerous Weapon	According to West Virginia Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in West Virginia Code §61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code §61-7-11a. As defined in West Virginia Code §61-7-2, a “dangerous weapon” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

* Interventions and Consequences may be found in WVDE State Policy 4373 pgs 45-55.

Instructional Procedure for Dealing with Problem Behaviors

MVHS 6-12 Behavior Flow Chart



**Mount View High School 6-12
Positive Student Referral**



<i>Student Name:</i>	<i>Date Issued:</i>
<i>Referred by:</i>	<i>Grade:</i>
<i>Class:</i>	<i>Period:</i>

The purpose of this notice is to inform you of a positive incident involving your student. Please review the details of the incident and the action taken by the school administration.

Incident Type: (Knight's ARMOR)

- A**ccountable
 Respectful
 Motivated
 Organized & **R**eady

Explanation: _____

Action Taken by Staff Prior to This Notice:

- Student Thanked**
 Parent Notified
 ARMOR Ticket
 In-class Reward
 Student of the Month Nomination
 Other (Please Explain): _____

Student Signature: _____
 Administrator Signature _____ Date: _____
 Parent Signature: _____

Parent Comment (Optional): _____

MVHS 6-12 Behavior Contract

_____ will begin this contract on this date _____ to help in assuring his/her success. This contract will be used to assist in determining their future at Mount View High School 6-12.

Behavior Expectations (Focus on one behavior at a time & tie to Tier 1 expectation--ARMOR):

1. _____
2. _____
3. _____
4. _____

Privileges/Reinforcements for meeting the conditions of the contract:

1. _____
2. _____

Consequences/Restrictions for failing to meet the conditions of the contract:

1. _____
2. _____

Special Note: The rewards and consequences mentioned above are null and void if student commits an act that would require a suspension and/or expulsion. This will be determined by school policy and the school administration.

By signing this contract all parties agree to the stipulations in the document and will following accordingly.

The following contract will be reviewed by the student, parent/guardian, counselor and principal on the following date and time: _____

_____ (Signature of Student)	_____ Date	_____ (Signed Name of Parent/Guardian)	_____ Date
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(Signature of Principal)

Date

(Signature of Teacher or Counselor)

Date

Mount View High School 6-12 Observed Student Behavior Report Teacher-Managed (Minor Behavior) Tracking Form

This form is used to document a recurring behavior incident. The student has been given a warning and re-taught expectation and specific rule concerning the infraction prior to recording on this form.

Enter incidents within 24 hours into the WVEIS Discipline Management System.

This is not a referral, but continuation of this behavior may result in an office discipline referral.

Student:		Teacher:		Grade:	Gender:
INCIDENT TYPE (Check One):					
Accountable <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Cheating (requires academic sanctions) <input type="checkbox"/> Deceit <input type="checkbox"/> Inappropriate Appearance <input type="checkbox"/> Falsifying Identity	Respectful <input type="checkbox"/> Disruptive/Disrespectful Conduct <input type="checkbox"/> Harassment/Tease/Bully <input type="checkbox"/> Technology Misuse* <input type="checkbox"/> Inappropriate Displays of Affection	Motivated <input type="checkbox"/> Not Participating <input type="checkbox"/> Failure to Complete Assignments <input type="checkbox"/> Failure to Serve Detention	Organized and Ready <input type="checkbox"/> Tardiness <input type="checkbox"/> Skipping Class <input type="checkbox"/> Unprepared <input type="checkbox"/> Other: _____		

* Consequences for cell phone expectation: 1st –verbal warning 2nd –teacher keeps until end of class 3rd – teacher takes phone to office

Discuss and conference on the expectation and write in the student's planner: Date: _____

Student Signature: _____

2nd Observation of Behavior Date: _____ Time of incident: _____ Location: _____

*INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Peer mediation <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Phone parent <input type="checkbox"/> Verbal cue <input type="checkbox"/> Extra time spent on task	<input type="checkbox"/> Student contract <input type="checkbox"/> Refer to counselor <input type="checkbox"/> Time out in another classroom <input type="checkbox"/> Lunch detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Peer(s) Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____
		<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Parent Call Date: _____ Time: _____

Comments: _____

3rd Incident Date: _____ Time of Incident: _____ Location: _____

INTERVENTION (Check One): <i>Please use different interventions.</i>	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Peer mediation <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Phone parent <input type="checkbox"/> Verbal cue <input type="checkbox"/> Extra time spent on task	<input type="checkbox"/> Student contract <input type="checkbox"/> Refer to counselor <input type="checkbox"/> Time out in another classroom <input type="checkbox"/> Afterschool detention <input type="checkbox"/> Lunch detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Peer(s) Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____
		<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

* Refer to Behavior Intervention Manual for additional interventions

Parent Call Date: _____ Time: _____

Comments: _____

A new behavior form must be started, if there is more than 30 days occurs between incidents.

4th Incident Offense: Enter a formal discipline referral into the WVEIS Discipline Management System. DO NOT SEND THE STUDENT, if class can continue.

A Knight in Shining Armor



Nomination Form

Student: _____ **Grade:** _____

Referring Teacher: _____ **Date:** _____

Student nominated must meet the following criteria for their class:

- Perfect attendance for the month
- Classwork completed
- Satisfactory grades or improvement in grades
- No office-managed discipline referrals

The students will have their pictures displayed on the student recognition bulletin board at the main entrance of the school published on Mount View's website, listed on the school marquee and printed in the local paper. Each student's parent will be notified, as well.

Teaching Schedule

Week 1:

- **Monday:** Welcome and grade level assembly for overview of PBIS, celebrations, and general procedures (refer to schedule): all teachers do a quick overview of ARMOR, get to know students, and establish classroom procedures; AA period will teach the “Accountable” expectation
- **Tuesday:** AA period will teach the “Respectful” expectation
- **Wednesday:** AA period will teach the “Motivated” expectation
- **Thursday:** AA period will teach the “Organized & Ready” expectation
- **Friday:** AA period will teach the SSR expectation

Week 2:

- **Monday:** Review recognition process for PBIS (Advisory Teacher); SS teachers will teach Hallway/Stairwell & Cafeteria Procedures
- **Tuesday:** ELA teachers will teach Bathrooms & Bus Procedures
- **Wednesday:** SS teachers will teach Auditorium, Gym & Parking lot
- **Thursday:** ELA will teach Media Center & Computer lab
- **Friday:** SS teachers will teach office & extra-curricular procedures

Week 3 (Begin Tickets:

- **Monday:** Holiday
- **Tuesday:** Review expectations during 1st period;
- **Wednesday:** Review expectations during 7th period; 9-12 SS teachers will administer the student incentive survey (see lab schedule)
- **Thursday:** Review expectations during 1st period
- **Friday:** Review expectations during 7th period

Week 4-15:

- **Monday-Friday:** Review expectations/procedures with students during any class as needed (Additional trainings may be added school wide as needed)

Week 16 (after Thanksgiving): (Repeat Week 2) using a varied lesson plan (TBD)

Weeks 17-20:

- **Monday-Friday:** Review expectations/procedures with students during any class as needed (Additional trainings may be added school wide as needed)

Week 21 (After Christmas): (Repeat Week 2) using a varied lesson plan (TBD)

Weeks 22-35:

- **Monday-Friday:** Review expectations/procedures with students during any class as needed (Additional trainings may be added school wide as needed)

Week 35 (After Spring break): (Repeat Week 2) using a varied lesson plan (TBD)

Weeks 36-45:

- **Monday-Friday:** Review expectations/procedures with students during any class as needed (Additional trainings may be added school wide as needed)

Expectation Lessons

Teaching Expectations Lesson Plan

ACCOUNTABLE Respectful Motivated Organized Ready

1. Expectation:	Accountable	
2. Definition and Critical Attributes:	<ul style="list-style-type: none"> • Expected to justify your own actions or decisions • Expected to live with the consequences of your actions and decisions • Responsible • Show students the accountability video clip (Have students discuss how this relates to being accountable) 	
3. Identify examples and non-examples:		
Examples	Non-Examples	
<ul style="list-style-type: none"> • Acknowledge reality • “Own it” • Find solutions 	<ul style="list-style-type: none"> • Blame others • Personal excuses • Wait, hope it gets better 	
4. Activities to Enhance Concept Development (Practice/Role Play):		
1. Have students break into groups of four and role play examples of “being accountable”.		
5. Activities to Check for Understanding:		
1. Have students discuss a time when someone’s lack of accountability put them in a difficult situation. 2. Have students discuss a time they were accountable for something and it put them in an uncomfortable situation. How did they feel in the end?		
3. Activities to Extend Concept Development:		
1. Discuss the implication for accountability in this cartoon. Find another example and receive 10 bonus points.		

Teaching Expectations Lesson Plan
 Accountable **RESPECTFUL** Motivated Organized Ready

6. Expectation:	Respectful	
7. Definition and Critical Attributes:	<ul style="list-style-type: none"> • Showing politeness • Courteous • Polite 	
8. Identify examples and non-examples:		
Examples		Non-Examples
<ul style="list-style-type: none"> • Say “Hello“ or “Good morning” • Offer a seat to a classmate • Hold the door for others • Say please and thank you • Sharing your possessions • Follow school procedures 		<ul style="list-style-type: none"> • Do not acknowledge others • Be rude to a classmate • Do not hold the door for others • Not responding appropriately • Not sharing with others • Don’t follow school procedures
9. Activities to Enhance Concept Development (Practice/Role Play):		
<p>2. Have students break into groups of four and role play examples of respect and disrespect.</p> <p style="text-align: center;">.</p>		
10. Activities to Check for Understanding:		
<p>1. Have students give their own examples of respect and what it means to them.</p> <p>2. Have students give their examples of disrespect and how they react to it.</p>		
4. Activities to Extend Concept Development:		
<p>2. Bring back a list of three examples of disrespect and respect and receive 10 bonus points.</p>		

Teaching Expectations Lesson Plan
Accountable Respectful MOTIVATED Organized Ready

11. Expectation:	Motivated
12. Definition and Critical Attributes:	<ul style="list-style-type: none"> • Show interest in or enthusiasm for doing something • Inspired • Encouraged • Enthusiastic
13. Identify examples and non-examples:	
Examples	Non-Examples
<ul style="list-style-type: none"> • Asking for help when needed • Striving for good grades • Willing to try • Willing to overcome obstacles • Eager to do what it takes • Being in attendance • Being prepared for class 	<ul style="list-style-type: none"> • Not asking for help when needed • Not doing assignments • Not putting forth effort • Giving up • Sleeping in class • Being absent (unexcused) • Not having textbook, paper, pencil, etc.
14. Activities to Enhance Concept Development (Practice/Role Play):	
<ol style="list-style-type: none"> 3. Show Kid President “PepTalk” video clip to students (Link in Video Folder) 4. Have students role-play or write examples of what motivated behavior looks like. 	
15. Activities to Check for Understanding:	
<ol style="list-style-type: none"> 1. Present examples and non-examples. Have students identify each. 	
16. Activities to Extend Concept Development:	
<ol style="list-style-type: none"> 1. Ask students look for examples and non-examples throughout the school day. 2. Have students record non-examples and write down you they would correct non-examples. 	

Teaching Expectations Lesson Plan
Accountable Respectful Motivated ORGANIZED READY

17. Expectation:	Organized and Ready	
18. Definition and Critical Attributes:	<ul style="list-style-type: none"> • Getting where he/she needs to be on time and having the necessary supplies to complete a task. • Prepared • All set • Trained 	
19. Identify examples and non-examples:		
Examples	Non-Examples	
<ul style="list-style-type: none"> • Bring all necessary items (book, paper, pen/pencil, folder, etc.) needed for class • Two feet in the door when the tardy bell rings • Sit in seat • Complete bell ringer • Possess a hall pass if out of the classroom for any reason and complete the sign-in/sign-out log 	<ul style="list-style-type: none"> • Not having necessary items needed for class • Arriving to class after the tardy bell rings • Not sitting in seat • Not completing bell ringer • Walking in the hallway without a hall pass and not signing out on log 	
20. Activities to Enhance Concept Development (Practice/Role Play):		
5. Have students role-play or write examples of what being organized and ready looks like.		
21. Activities to Check for Understanding:		
5. Present examples and non-examples. Have students identify each.		
6. Activities to Extend Concept Development:		
<ul style="list-style-type: none"> 3. Ask students to look for examples and non-examples throughout the school day. 4. Have students record non-examples and write down how they would correct non-examples. 		

Procedures Lessons

Teaching Procedures

1. Setting:	Auditorium	
2. Expectations	3. Activity: Reviewing Expectations	
Accountable Respectful Motivated Organized Ready	Review ARMOR expectations with all students. Students can present each expectation, answer questions posed by teacher, etc.	
4. Specific Procedure for the Auditorium:		
Expectation 1: Accountable	Example	Non-example
A: Students will sit in designated area	Sitting with classmates & teacher	Sitting in a unauthorized area
B: Students will applaud appropriately	Clapping at appropriate time	Abrupt clapping
Expectation 2: Respectful	Example	Non-example
A: Students will use appropriate language	Comment when appropriate	Inappropriate remarks
B: Students will remain quiet during performances	Being silent	Loud and rude outbursts
C: Students will be courteous and give the presenter/performer you full attention	Student stop talking when given a signal (Hand up)	Talking out of turn
D. Handholding is a permissible public display of affection	Holding hands	Hugging and Kissing
E. Keep cell phones and other Electronic devices put away	Turn off and out of sight	Open display/turned on
F. Keep hats and hoods off head	Hat hooked on belt	Hat and hooded on head
Expectation 3: Motivated	Example	Non-example
A: Students will dispose of trash properly	Disposing of trash in trash can	Leaving trash on seats/floor
B: Students will show enthusiasm	Respond with excitement	Lack of interest/ Non responsive
Expectation 4: Organized & Ready	Example	Non-example
A: Students will exit/enter assembly quickly and quietly	Students enter orderly and quietly	Pushing and loud
B: Students will be on time	Students seated and ready	Late and interruptive
5. Activities to Allow Students to Practice Desired Behaviors:		
1. Teachers will practice the procedures with students in the auditorium a		

(examples and non-examples)

2. Students will perform role play for class (see attached pages)
3. Students will look at matrix after the role play and analyze what procedural steps were proper, and which were not correct.

6. Plan for Rewarding Appropriate Behavior:

Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.; First in line for lunch (gets to leave 2 minutes early)

Teaching Procedures

4. Setting:	Bathroom	
5. Expectations		6. Activity: Reviewing Expectations
Accountable Respectful Motivated Organized Ready		Review ARMOR Expectations
7. Specific Rules for Bathroom:		
Expectation 1: Accountable		Example
A: Use bathroom	Enter stall and do what is necessary.	Non-example
B: Wash hands	After leaving stall, use water and soap to wash hands.	Standing around in the restroom, talking, horseplay, smoking, dipping, etc.
C: One person per stall	After leaving stall, directly leaving restroom, leaving germs on hands to pass along to others or contaminate personal belongings.	Enter the stall alone to do what is necessary, securing the door behind you.
		Entering the stall with one or more people, leaving yourself open to speculation that you are doing something inappropriate.
Expectation 2: Respectful		Example
A: Flush toilet	Student flushes toilet.	Non-example
B: Maintain a smoke free environment	Student uses the restroom without using tobacco products.	Student does not flush toilet leaving unsanitary conditions for future students.
		Student uses tobacco products creating an unhealthy and unpleasant environment for the

		next student.
C: Give privacy to others	Student waits until the stall is empty.	Student tries to push in door of stall or antagonizes the person who is in the stall.
D: Use inside voices	Use language and a voice level appropriate for the situation.	Students use profanity and/or yells and screams.
E: Keep cell phones and other electronic devices put away	Cell phones and other electronics are turned off and in pocket, purse or book bag.	Cell phones and other electronics are turned on and in use while in the restrooms.
F: Keep hats and hoods off heads	Hats remain in the locker, a back pack or attached to belt loop	Student has hat or hood on in the bathroom
Expectation 3: Motivated	Example	Non-example
A: Keep writing off walls and stalls	Students use the restroom only for their necessary purpose. Writing instruments are kept in pockets, bookbags or purses.	Students come in to restrooms to deface public property by writing on the walls and stalls.
B: Dispose of trash properly	Trash is placed in appropriate trashcans in the restrooms.	Trash is thrown on floor in restroom.
C: Schedule bathroom breaks wisely	Students use restroom during class change or lunch.	Students use class to avoid classroom instruction.
Expectation 4: Organized & Ready	Example	Non-example
A: Use during class changes	Students use restrooms during class change to avoid missing class instruction.	Students visit with friends during class change and leave class to use restroom during instruction.
B: Return to class promptly	Students return to class immediately after washing hands.	Students linger in restroom as long as possible, get a drink, go to locker, etc. before returning to class.

8. Activities to Allow Students to Practice Desired Behaviors:

1. Teachers will practice the procedures with students in the bathroom (examples and non-examples)
2. Students discuss how other students' leaving class impacts their class in a negative way.
3. Discuss the negative effect leaving class has on the achievement of the student leaving.

9. Plan for Rewarding Appropriate Behavior:

Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.

Teaching Procedures

7. Setting:	BUS	
8. Expectations		9. Activity: Reviewing Expectations
Accountable Respectful Motivated Organized Ready		Review ARMOR Expectations
10. Specific Rules for Bus:		
Expectation 1: Accountable		Example
A: Stay seated at all times.		Stay in your seat
B: Keep yourself and belongings in your own space.		Stay and keep belongings in own space
Expectation 2: Respectful		Non-example
A: Use appropriate language.		Moving to another seat
B: Use inside voices.		Putting you and your belongings in someone else's space
C: Follow request of drivers.		Using appropriate language
D: Keep hands and feet to self.		Talking using inside voices
E. Handholding is a permissible public display of affection.		Not following request of drivers
Expectation 3: Motivated		Example
A: Dispose of trash properly.		Keeping hands and feet to self
B: Be a good role model.		Not keeping hands and feet to self
A: Dispose of trash properly.		Handholding to display public affection
B: Be a good role model.		Kissing to display public affection
A: Dispose of trash properly.		Disposing of trash in designated area
B: Be a good role model.		Being quiet
A: Dispose of trash properly.		Throwing trash in the seat or floor
B: Be a good role model.		Being loud and

Expectation 4: Organized & Ready	Example	disruptive Non-example
A: Arrive to bus on time.	Arriving to bus on time	Not arriving to bus on time and missing it
B: Keep aisle clear.	Keeping aisle clear	Laying backpack in the aisle
C: Turn in bus notes upon arrival to secretary.	Turning in bus notes to secretary in the morning	Not turning bus notes upon arrival and not able to ride needed bus
11. Activities to Allow Students to Practice Desired Behaviors: <ol style="list-style-type: none"> 1. Role play by rehearsing procedures (examples and non-examples) preferably with a bus. If not bus is available use chairs to create a "bus". 		
12. Plan for Rewarding Appropriate Behavior: Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, special seat, first one on/off bus, music, etc.		

Teaching Procedures

10. Setting:	Cafeteria	
11. Expectations	12. Activity: Reviewing Expectations	
Accountable Respectful Motivated Organized Ready	Review ARMOR expectations with all students. Students can present each expectation, answer questions posed by teacher, etc.	
13. Specific Rules for Cafeteria:		
Expectation 1: Accountable	Example	Non-example
A: Push your chair in when getting up from the table	Remembering to push the chair in when the bell rings.	Leaving chair out .
B: Take only utensils and condiments you will use	Student picks up plate with desired utensils and condiments.	Student takes more than he or she needs and wastes utensils and condiments.
C: Remain in a single file	Staying in a single line behind the person in front of you.	Stepping away from the line and standing in groups.
Expectation 2: Respectful	Example	Non-example
A: Use language and actions that are polite—"Please" and "Thank you"	Use respectful and appropriate language.	Being disrespectful and not considerate.
B: Keep hands and feet to self	Keeping hands and feet to self.	Horse playing
C: Use inside voices	Talking to one another using an inside tone.	Yelling or screaming to one another.
D: Follow adult direction	Listening to adults for your own safety.	Ignoring adult direction.
E: Keep cell phones and other electronic devices put away	Cell phones turned off and out of sight.	Listening to music, texting, or making phone calls.
F: Handholding is a permissible public display of affection	Holding hands to show affection	Kissing or hugging to show affection
Expectation 3: Motivated	Example	Non-example
A: Keep your area clean	Keeping your table clean by throwing away trash and	Not cleaning up after a spill.

	cleaning up after a spill.	
B: Make healthy food choices	Choosing healthy food.	Making unhealthy food choices.
C: Educate yourself about health and wellness	Staying updated on health and wellness to make good choices.	Not educating yourself on health and wellness.
D: Dispose of trash properly	Throwing trash away in the closest garbage.	Leaving food and trash on the table.
Expectation 4: Organized & Ready	Example	Non-example
A: Have a packed lunch or WVEIS # ready	Having your WVEIS # ready when in the lunch line or bringing a healthy packed lunch from home.	Not knowing your WVEIS #.
<p>14. Activities to Allow Students to Practice Desired Behaviors: Teachers will practice cafeteria expectations with students in the cafeteria. The students will model how to follow cafeteria expectations.</p> <p>Students will have the opportunity to discuss how not following the procedures for the cafeteria negatively impacts the school environment.</p>		
<p>15. Plan for Rewarding Appropriate Behavior: Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.</p>		

Teaching Procedures

13. Setting:	Computer Lab	
14. Expectations		15. Activity: Reviewing Expectations
<p>Accountable Respectful Motivated Organized Ready</p>		<p>Review ARMOR using examples of each expectation.</p>
16. Specific Rules for Computer Lab:		
Expectation 1: Accountable	Example	Non-example
A: Enter computer lab when a teacher is present.	Wait for the teacher to open the door to the computer room before you go inside.	Entering the computer lab as soon as you arrive, whether or not your teacher is present.
B: Sit in assigned seat.	Sit in desks in center of room and wait for the teacher to assign you a computer station. Sit at the assigned station each you visit the lab.	Enter the lab and go directly to a computer station without being assigned and sitting at a different computer station each time you visit the lab.
Expectation 2: Respectful	Example	Non-example
A: Leave your computer station the way you found it.	Throw away any trash you may have accumulated at the station. Collect all personal belongings. Leave all keys in their original place on the keyboard and leave the mouse in its original place. Leave all settings the way you found them unless the teacher instructs you otherwise.	Leaving trash and personal belongings at your computer station. Rearranging or removing the keys on the keyboard, and removing or disabling the mouse.

B: Put food and drink in trash before entering the lab.	All food and drink should be placed in the trash before entering the lab as either could compromise the operation of the computers.	Bringing food and drink into the computer lab and to your assigned computer station risking permanent damage to the computer system.
D: Handholding is a permissible public display of affection	Holding hands only as a display of affection.	Kissing, touching another person's buttocks.
E: Keep cell phones and other electronic devices put away	Keeping cell phones and other electronics in backpacks, purses or pockets.	Having cell phones in plain sight and using them during class.
F: Keep hats and hoods off head	Hats and hoods are not worn while in the building.	Hats and hoods are worn in the computer lab.
Expectation 3: Motivated	Example	Non-example
A: Follow the AUP	Proceed to use the computer if you have returned the AUP giving your parents' permission to access the Internet system.	Proceed to use the computer without returning the AUP giving your parents' permission to access the Internet system.
B: Report anything not working properly or missing from your computer station.	Reporting any trash or personal belongings left at your computer station by a previous user. Report any damage or mischief left by a previous user.	Continuing to add to the trash or the collection of personal belongings left at the computer station, limiting the available space at the station. Not reporting the damaged keyboard or adding to the damage.
Expectation 4: Organized & Ready	Example	Non-example
A: Enter and exit carefully.	Entering the computer lab carefully, not risking damaging the computers or other people's belongings.	Entering the computer lab engaging in horseplay risking damage to the computers and others' personal belongings.

17. Activities to Allow Students to Practice Desired Behaviors:

1. Role play by rehearsing expectations in the computer lab using examples and non-examples

18. Plan for Rewarding Appropriate Behavior:

Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.

Teaching Procedures

16. Setting:	Extra-Curricular	
17. Expectations	18. Activity: Reviewing Expectations	
Accountable Respectful Motivated Organized Ready	Review ARMOR expectations with students	
19. Specific Rules for Extra Curricular Activities:		
Expectation 1: Accountable	Example	Non-example
A: Follow specified procedures for the activity either at a field or in the school.	Sit in seated areas and cheer appropriately.	Running around and cheering inappropriately.
Expectation 2: Respectful	Example	Non-example
A: Use language and actions that are polite—"Please" and "Thank you"	When participating in the event or attending speak appropriately to all participants coaches and referees.	Using profanity or making rude comments to other participants coaches or referees
B: Handholding is a permissible public display of affection	Sitting in the bleachers holding hands respectfully	Sitting in the bleachers with inappropriate touching and kissing.
Expectation 3: Motivated	Example	Non-example
A: Demonstrate school spirit, pride, and sportsmanship	Use cheers that support the team not degrading the other team	Using cheers that degrade the other team
Expectation 4: Organized & Ready	Example	Non-example
A: Have tickets and other items	Purchase tickets at school to help support the team.	Not buying a ticket and trying to sneak into the event.
20. Activities to Allow Students to Practice Desired Behaviors:		
Encourage students to attend activities to support their team and school. Encourage students to hold their fellow students accountable.		
21. Plan for Rewarding Appropriate Behavior:		

When students show up for events and support their team reward them with pep rallies before the next sporting event.

Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.

Teaching Procedures

19. Setting:	Gym	
20. Expectations		21. Activity: Reviewing Expectations
<p>Accountable Respectful Motivated Organized Ready</p>		Review ARMOR Expectations
22. Specific Rules for Gym:		
Expectation 1: Accountable	Example	Non-example
A: Follow posted safety guidelines	Look for procedures posted by the gym teacher and do what they say.	Doing what you want in the gym with no respect to established procedures.
B: Use the steps on the bleachers	Use the steps in between the seating sections of the bleachers to walk up to higher bleachers.	Running up the seating portion of the bleachers to get to higher bleachers, running the risk of stepping on someone and leaving dirty footprints for others to sit in.
C: Wear tennis shoes on the gym floor during class	Wearing tennis shoes when walking, running, or playing a game on the gym floor.	Wearing street shoes on the gym floor.
D: Clear water in a capped plastic bottle is permitted at teacher discretion	If permitted by the gym teacher, clear water in capped plastic bottles may be brought into the gym.	Bottles of soft drink or juice are brought into the gym. If not permitted by the gym teacher, bringing drinks of any kind in to the gym.
Expectation 2: Respectful	Example	Non-example
A: Use appropriate language	Use language appropriate for an	Using profanity.

	educational setting.	
B: Keep feet quiet on bleachers	Feet are crossed at the knee, ankle, or just left flat on bleacher, still not making noise.	Feet are not crossed in any fashion and are stomping, kicking, any movement to cause an unwanted noise.
C: Return all equipment to appropriate place	All materials or equipment used during the gym class are returned to their appropriate place at the end of class.	Materials are left scattered about the gym where they could be misplaced or cause someone to fall.
D: Keep writing off bleachers	Pencils/pens are used only for writing on paper.	Pencils and pens are used to carve writings into the bleacher seats.
E: Handholding is a permissible public display of affection	Holding hands only as a display of affection.	Kissing, touching another person's buttocks.
F: Keep cell phones and other electronic devices put away	Cell phones and other electronics are kept turned off and out of sight in the gym.	Cell phones and other electronic devices are used and in plain sight during gym.
G: Keep hats and hoods off heads	Hats and hoods are not worn while in the building.	Hats and hoods are worn in the gym.
Hats and hoods are worn in the media center.	Example	Non-example
A: Dispose of trash properly	Trash is disposed of in a trash receptacle.	Trash is left on the gym floor or in the bleachers.
B: Share and maintain equipment	Equipment is shared equally among all participants.	One person uses one piece of equipment the entire time knowing others want a turn.
Expectation 4: Organized & Ready	Example	Non-example
A: Exit and enter quickly and quietly	Students enter the gym without loud talking or pushing and shoving.	Students enter the gym screaming and yelling, pushing each other.
B: Bring all necessary items	Bring appropriate clothing to perform the tasks expected in class. Always	Wears cloths inappropriate to participate in gym activities Wears

wear tennis shoes
on gym floor.

only "street shoes".

23. Activities to Allow Students to Practice Desired Behaviors:

Take students to the gym to model and practice procedures (examples and non-examples).

Students have opportunity to discuss how not following the procedures for class negatively impacts class participation.

24. Plan for Rewarding Appropriate Behavior:

Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.

Teaching Procedures

22. Setting:	Hallway and Stairway	
23. Expectations	24. Activity: Reviewing Expectations	
<p>Accountable Respectful Motivated Organized Ready</p>	<p>Review ARMOR expectations with all students. Students can present each expectation, answer questions posed by teacher, etc.</p>	
25. Specific Rules for Hallway & Stairway :		
Expectation 1: Accountable	Example	Non-example
A: Walk on the right side of the hall and the stairs	Continue to move on the right side of the hall and stairs.	Walking up the left side of the stairs and causing a traffic jam.
B: Keep moving	Continue to move on the right side of the hall and stairs.	Stopping to have conversations in the hallway.
C: During instructional time, have a pass	Having a pass to go to the locker or bathroom.	Not having a pass from teacher to go to locker or bathroom.
D: Clear water in a capped plastic bottle is permitted	Clear water in capped plastic bottles may be carried throughout the hall.	Soda.
Expectation 2: Respectful	Example	Non-example
A: Keep hands and feet to self	Continue to move through the hallways keeping hands and feet to self.	Horse playing in the hallway.
B: Use inside voices	Talking to one another using an inside tone.	Screaming or speaking loudly.
C: Use appropriate language	Use respectful and appropriate language.	Inappropriate remarks.
D: Keep cell phones and other electronic devices put away	Cell phones turned off and out of sight.	Listening to music
E: Handholding is a permissible public display of affection	Holding hands only as a display of	Hugging

	affection.	
F: Keep hats and hoods off head	Keep hat in locker, backpack, or on belt loop	Hats and hoods worn in the hallway
Expectation 3: Motivated	Example	Non-example
A: Dispose of trash properly	Throwing trash in the nearest garbage.	Throwing assignments on the floor in the hallway.
B: Read bulletin boards	Keep yourself informed by reading the bulletin.	Not reading the bulletin and not staying informed.
C: Become informed about activities in your school community	Keeping yourself informed about school activities.	Ignoring school activities and not participating.
D: Strive to keep a clean and tidy locker	Keeping an organized locker.	Leaving food in locker during holiday breaks.
Expectation 4: Organized & Ready	Example	Non-example
A: Gather all materials from locker during designated times	Gathering all books, paper, and pencils during class changes.	Waiting until after the bell rings or while in class to gather materials.
B: Be out of the hallway when the bell rings	Two feet in the classroom when the bell rings.	Waiting till after the bell rings to gather materials from locker or use the restroom.
<p>26. Activities to Allow Students to Practice Desired Behaviors: Teachers will practice with students the expectations for the hallway and stairway.</p> <p>Students will have the opportunity to discuss how not following the procedures for the hallway and stairway negatively impacts the school environment.</p>		
<p>27. Plan for Rewarding Appropriate Behavior: Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.</p>		

Teaching Procedures

25. Setting:	Media Center	
26. Expectations		27. Activity: Reviewing Expectations
Accountable Respectful Motivated Organized Ready		Review ARMOR using examples of each expectation.
28. Specific Rules for Media Center:		
Expectation 1: Accountable	Example	Non-example
A: Follow library procedures	Enter room quietly taking a seat at one of the tables.	Enter room pushing and shoving, and talking loudly. Sit at any chair in the room, even against the wall.
B: Follow book checkout procedures	Select a book and take it to the check-out desk. Complete the process as directed.	Choose a book and stick it in your backpack or just walk out with it.
C: Clear water in capped plastic bottles is permitted at teacher discretion	If permitted by the librarian, clear water in capped plastic bottles may be brought into the media center.	Bottles of soft drink or juice are brought into the media center. If not permitted by the librarian, bringing drinks of any kind in to the media center.
Expectation 2: Respectful	Example	Non-example
A: Use appropriate language	Use language suitable for any educational setting.	Using profanity.
B: Use inside voices	Use voice level appropriate for an indoor educational setting.	Yelling, screaming
C: Take care of books	Carefully removing books from the shelves, returning them to the collection bin.	Jerking books from the shelves damaging the covers and spines. Leaving them scattered on the shelves, on the

		tables or on the floor.
D: Handholding is a permissible public display of affection	Holding hands only as a display of affection.	Kissing, touching another person's buttocks.
E: Keep cell phones and other electronic devices put away	Keeping cell phones and other electronics in backpacks, purses or pockets.	Having cell phones in plain sight and using them during class.
F: Keep hats and hoods off head	Hats and hoods are not worn while in the building.	Hats and hoods are worn in the media center.
Expectation 3: Motivated	Example	Non-example
A: Seek assistance when needed	Raise your hand or quietly approach librarian when you need assistance.	Yelling at librarian across the room or interrupting a conversation with another person.
B: Check out books of interest	Take time to look at the books carefully, reading the synopsis to make sure the book interests you.	Just choosing a book for no apparent reason with no intention to read it.
C: Choose books you can and will read	Choose books that have interest to you and where the reading level is compatible with your reading ability.	Choosing books for no apparent reason with no intention of reading it.
Expectation 4: Organized & Ready	Example	Non-example
A: Return books by due date	Get the book/s back to the media center within the allotted amount of time.	Forgetting the books and not returning them for others to select.
29. Activities to Allow Students to Practice Desired Behaviors:		
2. Role play by rehearsing expectations using examples and non-examples in the media center.		
30. Plan for Rewarding Appropriate Behavior:		
Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.		

Teaching Procedures

28. Setting:	Office	
29. Expectations	30. Activity: Reviewing Expectations	
<p>Accountable Respectful Motivated Organized Ready</p>	<p>Teacher reviews ARMOR expectations using a variety of strategies.</p>	
31. Specific Rules for the Office:		
Expectation 1: Accountable	Example	Non-example
A. Enter through main office door.	Entering through door leading to fishbowl area.	Entering through the middle school side or entering through the door leading to ISS room.
B: Wait patiently to be acknowledged by office staff.	Standing at office window waiting patiently for staff acknowledgment.	Banging on window to get attention. Yelling for attention.
Expectation 2: Respectful	Example	Non-example
A. Use language and actions that are polite – “please” and “thank-you”	Use “please” and “thank-you” when requesting something.	Using “hey” or “give me” or “I need”
B. Use inside voices.	Speaking through window using inside voice.	Yelling for attention.
C. Keep cell phones and other electronic devices put away.	Cell phones turned off and out of sight.	Talking on phone; listening to music.
D. Treat office staff and visitors with respect.	Wait to be recognized to speak.	Yelling at adult immediately upon entering the office.
E. Keep hats and hoods off heads	Hats and hoods are not worn in the building.	Hats and hoods are left on when entering the office.
Expectation 3: Motivated	Example	Non-example
A. Have a clear purpose for signing up to come to office only during non-instructional time.	Coming to office for a specific reason during lunch and	Coming to office to avoid being in class during instruction.

	before and after school.	
B. Wait until you are called to office.	Let the secretary know you need to see someone in the office, return to class if the person is not available. Wait in class until you are called to the office to conduct your business.	Stay in the office even if the person you need to see is busy, missing instructional time.
Expectation 4: Organized & Ready	Example	Non-example
A. Have pass available for office staff to see.	Show the office staff your pass immediately upon entering the office.	Failing to get a pass to come to the office or keeping it in your pocket or purse, making office staff ask to see it.
B. Return to class promptly; sign classroom log and return pass.	Going immediately back to class, signing back in on the classroom log and return classroom hall pass.	Hanging around office waiting to see the person you need. Going to restroom, getting a drink, etc., instead of returning directly to class.
32. Activities to Allow Students to Practice Desired Behaviors: <ol style="list-style-type: none"> 1. Present examples and non-examples. Have students identify each. 2. Teachers will practice the procedures with students in the office (examples and non-examples). 		
33. Plan for Rewarding Appropriate Behavior: Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.		

Teaching Procedures

34. Setting:	Parking Lot	
35. Expectations		36. Activity: Reviewing Expectations
Accountable Respectful Motivated Organized Ready		Review ARMOR Expectations
31. Specific Rules for Parking Lot:		
Expectation 1: Accountable		Example
A: Drive safely and slowly	Student follows all safety regulations including the speed limit.	Non-example Student exceeds speed limit, does not use appropriate signals, texts, or talks on phone, eats/drinks, applies make-up while driving, etc..
B: Park in student designated area	Student parks in designated student parking area.	Student parks in teacher parking area, in the grass, on the sidewalk, etc.
Expectation 2: Respectful		Example
A: Use appropriate language	Student uses language appropriate for an educational setting.	Non-example Student uses profanity, threats, etc.
B: Respect others privacy	Student enters parking lot, parks and goes immediately into the school.	Student enters parking lot, parks, stays in car to smoke, plays music, walks around parking lot to see what others have in their cars, tries to enter car to take something, etc.
C: Respect bus traffic	Student driver gives school buses the right of way in every situation.	Student driver "cuts off" school bus to get to his parking place or pulls out in front of school bus to "get a jump" on traffic.

Expectation 3: Motivated	Example	Non-example
A: Arrive on time	Student driver arrives in parking lot with ample time to park and get into school and class without being tardy.	Student driver does not allow enough time to get to class on time, being tardy, putting his ability to be a student driver at risk.
Expectation 4: Organized & Ready	Example	Non-example
A: Enter school immediately upon arriving	Student driver parks and immediately goes in the school.	Student parks, remains in car listening to music, finishing homework, talking to friends in parking lot, making himself tardy and putting his ability to be a student driver in jeopardy.
B: Turn in written parental permission for all drivers and passengers	Student driver returns parental permission forms to appropriate school staff.	Student driver does not return parental permission forms, placing his ability to be a student in jeopardy.
C: Place parking pass on rear view mirror	Student driver places parking pass on the rear view mirror.	Student does not place parking pass on rear view mirror placing his ability to continue as a student driver in jeopardy.
32. Activities to Allow Students to Practice Desired Behaviors:		
33. <ol style="list-style-type: none"> 1. Teachers will practice the procedures with students in the parking lot (examples and non-examples) 2. Students discuss the negative impact failure to follow the procedures for being a student driver could have. 		
3. Plan for Rewarding Appropriate Behavior:		
4. Verbal praise, armor tickets, Knight in Shining Armor, positive student referral, incentives, etc.		