Foundations:
A Proactive and Positive Behavior Support System

Randy Sprick, Ph.D.

Welcome!
Goals for this session:

1. Everyone has at least a couple of practical ideas to implement immediately.

2. Everyone has a sense of the depth and breadth of *Foundations* and enough information to know whether and how any or all modules might be implemented.
Foundations: Some Background

Field Research, 1983
1st Edition, 1992
What does Foundations do?

• Improve student behavior
• Increase staff consistency
• Enhance student motivation to excel
• Create an intentionally positive climate
• Engender staff unity
• Foster continuous improvement
“The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.”

John Foster Dulles
Poll the Group

My school is implementing (or has in the past):

A. Foundations (Safe & Civil Schools’ approach)
B. PBIS (Sugai and Horner’s approach)
C. Some other schoolwide behavior plan
D. No particular approach or model
Six separate, but integrated Modules
Each module includes 8 copies of the book for use by the leadership team.
Each book, for all six modules includes:

- Presentations (chapters)
- A CD that includes:
  - Reproducible (fillable) forms
  - School & district samples (lessons, policies, forms, posters)
  - Implementation Rubric and Checklists
Same content, three formats for delivery
Classroom Intervention

Tier 3: Intensive Intervention

Tier 2: Targeted Interventions

Tier 1: Collaborative Problem-Solving Processes

Positive Classroom Management

Module F

Module E

Module D

Module C

Module B

Module A

Responding to Misbehavior

Creating an Inviting Climate

Addressing Safety, Conflict, and Bullying

Processes: Team, Improvement Cycle, and Data

Common Areas and Schoolwide Policies

Administrator Walk-Through

Early-Stage Interventions

Coaching Support
Module A

Processes: Team, Improvement Cycle, and Data

Continuous Improvement
Classroom Intensive Intervention
Targeted Interventions
Collaborative Problem-Solving Processes
Positive Classroom Management
Tier 1
Tier 2
Tier 3

Module F
Module E
Module D
Module C
Module B
Module A

Creating an Inviting Climate
Responding to Misbehavior
Creating an Inviting Climate
Addressing Safety, Conflict, and Bullying
Processes: Team, Improvement Cycle, and Data
Administrator Walk-Through
Early-Stage Interventions
Classroom Intensive Intervention
Targeted Interventions
Collaborative Problem-Solving Processes
Positive Classroom Management

Module F

Module E

Module D

Module C

Module B

Module A

Responding to Misbehavior

Processes: Team, Improvement Cycle, and Data

Addressing Safety, Conflict, and Bullying

Common Areas and Schoolwide Policies

Tier 1

Tier 2

Tier 3

Individual

Targeted Interventions

Collaborative Problem-Solving Processes

Intensive Intervention

Classroom Walk-Through

Early-Stage Interventions

Coaching Support

Administrator Walk-Through

Processes: Team, Improvement Cycle, and Data

Responding to Misbehavior

Common Areas and Schoolwide Policies

Addressing Safety, Conflict, and Bullying

Module F
Classroom Intensive Intervention
Targeted Interventions
Collaborative Problem-Solving Processes
Positive Classroom Management

Module F

Module E Addressing Safety, Conflict, and Bullying

Module D

Module C

Module B

Module A

Processes: Team, Improvement Cycle, and Data

Tier 1

Tier 2

Tier 3
Classroom Intensive Intervention
Targeted Interventions
Collaborative Problem-Solving Processes
Positive Classroom Management

Establishing and Sustaining a Continuum of Behavior Support

Module F
Module E
Module D
Module C
Module B
Module A

Processes: Team, Improvement Cycle, and Data

Tier 1
Tier 2
Tier 3
How is Foundations to be used?

Foundations provides 2-5 years of staff development for a school just beginning.

Menu-driven for a school that is in-progress (use what you need, when you need it).
This methodology works. In a district of 20,000 students that implemented *Foundations and classroom management*, the district achieved an 86% reduction in severe behavior incidents and out-of-school suspension after 2 years of work. *During the same period, teachers’ satisfaction with their sense of efficacy and unity increased dramatically. In one building in the district, teachers responded with 100% agreement to the following confidential survey questions:*  
• The school has a consistent approach to behavior management and discipline.  
• I receive sufficient support when I have to deal with difficult students and/or with discipline problems.  
• The school has adequate systems for identifying and helping students who are at risk of falling through the cracks (academically and/or behaviorally).
FOUNDATIONS
A Proactive & Positive Behavior Support System

Foundations of Behavior Support: A Continuous Improvement Process

Randy Sprick
Mike Booher
Paula Rich
Module A: Foundations of Behavior Support
—A Continuous Improvement Process

Pres. 2: Team Processes
Pres. 3: The Improvement Cycle
Pres. 4: Data-Driven Processes
Pres. 5: Developing Staff Engagement and Unity
- Common language
- Focus on adult responsibility for prevention
- Problem solving mentality
- Staff unity
STUDENTS SHOULD BE TREATED WITH RESPECT

Structure school settings for success. The way any school setting is organized (physical setting, supervision, schedule, routines and procedures, quality of instruction, and so on) has a huge effect on student behavior. Therefore, effective educators carefully structure settings in ways that promote responsible student behavior.

Teach behavioral expectations to students. Effective educators overtly teach students how to behave responsibly and respectfully (that is, how to be successful) in all school settings and situations—common areas (e.g., playground, cafeteria, hallways, arrival, dismissal), schoolwide policies (e.g., dress code, electronics), and classrooms (teacher-directed instruction, independent seatwork, cooperative groups, tests, transitions).

Observe and monitor. Effective educators monitor student behavior by physically circulating whenever possible and visually scanning all parts of their locations frequently. Effective educators observe student behavior, particularly chronic misbehavior, in objective ways and use meaningful data to monitor trends across time.

Interact positively with students. When students are behaving responsibly, they receive attention and specific descriptive feedback on their behavior. Educators should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior—that is, maintain a high ratio of positive to corrective interactions.

Correct fluently. Educators should plan their responses to misbehavior to ensure that they respond briefly, calmly, and consistently, increasing the chances that students will exhibit positive behavior in the future. For chronic and severe misbehavior, educators should analyze the function of the misbehavior (Why is the student misbehaving?) and develop a behavior improvement plan to ensure that the student learns and exhibits appropriate behavior.

This sample can be printed from the Module A CD.
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This sample can be printed from the Module A CD.
The Improvement Cycle

- **REVIEW**: Collect and analyze data.
- **PRIORITIZE**: Set priority goals for improvement.
- **REVISE**: Develop proposed policies or procedures to address priority goals.
- **ADOPT**: Staff formally approve policies, programs, or procedures.
- **IMPLEMENT**: Monitor and motivate staff and students.
Module A

Pres. 5: Developing Staff Engagement and Unity

Suggestions on how to keep the entire staff engaged and supportive
Sample memos, newsletters, presentations, activities, and even structures for your meetings
Tip of the Month

Foundations
Team

When correcting students in common areas, be consistent, calm, and respectful.
- Get the student's attention and quietly say, "I need to speak to you, please."
- When other students are around, go to the misbehaving student and explain that you need to speak to him/her. "Step outside with me, please."
- When correcting a student, position yourself in a non-confrontational stance.
- Allow the student time to calm down and remove himself from the area so that you are looking toward the common area as you speak and one continues to supervise other students. This positioning also keeps the misbehaving student from making eye contact with other students.

Summer School

We will be holding summer school for the district at Monroe school will be held Monday through Thursday, June 13 through July 17. Students will be served 25 instructional days from 8:30 a.m. to 2:30 p.m. with a 30-minute lunch break. Fees! Reduced fees and bus transportation will be available.

Attendance Challenge

We have just finished the fifth 6-week attendance period, and we fell just short of the district attendance goal of 97.7%. We had several days with extremely bad attendance. Early release days and the days before and after holidays were particularly problematic. Third grade and kindergarten tied for the win for this 6-week period; both averaged 97.4% attendance. Way to go, blinder and third grade!

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<thead>
<tr>
<th>Grade</th>
<th>Week 1</th>
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"If you are planning for a year, prepare; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." —Chinese Proverb
Figure 2f  The CRUISE Team PowerPoint presentation (A-19); Thanks to Duncan U. Fletcher High School and Duval County Public Schools in Florida

"A" Cruising Into Fall Celebration for All!
B.E.A.C.H. Cruise Line
The S.S. Fletcher

Welcome Aboard!
Crew Member Training
- Ship Captain: Helene Kirkpatrick
- First Mate: 
  - Ben Titus
  - Israel McCray
  - Jack Johnson
  - Francis Parker
  - Chuck Scott
- Crew Members - Faculty and Support Staff

All Aboard, ...
- Passengers
  - Those students who come to class prepared, excited and willing with their destination in mind.
- Stowaways
  - Those students who attend regularly but who are less involved and are unsure of the destination. They are just along for the ride.
- Shanghaied?
  - Those students who would rather be anywhere but here.

Crew Member Responsibilities
- Everybody needs to stay on board for the duration, no matter how rough the seas.
- Even though you have received your passenger list, all passengers are your responsibility.
- You are not allowed to dislike any passenger on company time!
- When a passenger needs repeated direction, you must maintain a respectful attitude.
- Some passengers may have “excessive baggage” and will require more of your time and creativity.
- If a passenger should jump, fall or be pushed overboard, you must run a life boat.

B.E.A.C.H. Cruise Line Standards
- All performances “START ON TIME”
- All designated areas remain well organized to promote a safe, civil and productive environment.
- All passengers are greeted pleasantly throughout the day.
- All passenger identification must be verified at each “Port of Call”

Cruise Itinerary
Please attend the Crew Member Training
Tuesday morning in room C-12
- Foundations:
  - Start on time
  - Guidelines for Success
  - Common Area Lesson Plans
  - Staff Beliefs
- CHAMPS:
  - Day One!

Our “Islands of Adventure”
These samples can be printed from the Module A CD.
Promoting Respect In a Diverse Environment

The PRIDE Team promotes a safe, civil, and respectful school environment for all students and staff. The team, with the help of other staff, identifies areas that need improvement and develops solutions to the problems.

The PRIDE Team uses data-driven decision-making. To identify problems, multiple sources of data are considered, including:

- incident referrals;
- school records for attendance, tardiness, suspensions, expulsions, referrals to alternative education, graffiti, vandalism, etc.;
- annual surveys of staff, students, and parents; and
- common area observations.

When developing solutions, the PRIDE Team incorporates the principles of STOIC:

- Structure and organize environments for success.
- Teach behavioral expectations to students.
- Observe and supervise student behavior.
- Interact positively with students.
- Correct misbehavior fluently (be brief, calm, and consistent).

The PRIDE Team also monitors progress toward problem resolution and makes adjustments to the solutions as needed.
Foundations Team Meeting: Agenda and Minutes

*Designed for a 60-minute meeting (p. 1 of 2)*

Meeting Date and Time: ____________________________

Members in Attendance:   ____________________________
                         ____________________________
                         ____________________________

Agenda and Reminder about this meeting was sent out a week before. Date reminder was sent: __________

☐ Start the meeting ON TIME. Time Started: ____________

☐ Review tasks from last meeting. Report status of current tasks and discuss tasks that still need to be done. (10 min.)

☐ Review potential next tasks and decisions to address. (5 min.)

☐ Team discusses what needs to recur to make the next tasks and decisions happen. (30 min.)
# Foundations Team Meeting: Agenda and Minutes

*Designed for a 60-minute meeting (p. 2 of 2)*

Write down who is going to do what and when he or she will do it.

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<thead>
<tr>
<th>Who</th>
<th>Do What</th>
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</table>

- [ ] Review who is going to do what and when he or she will do it. (5 min.)
- [ ] Ask if any other items need to be addressed or need to be on the agenda for the next meeting. (5 min.)
- [ ] Document how the information discussed will be shared with the entire faculty. (5 min.)

- [ ] Debrief how the team did with regards to following its ground rules. (5 min.)
- [ ] Remind people when the next meeting is.

```
Next meeting is [date], at [time], in [location].
```

- [ ] Meeting adjourned at scheduled time. Meeting adjourned: [date]
Are You an Effective Team Builder? (Self-Evaluation)

Directions: Rate yourself on a scale of 1–5, where 1 = rarely and 5 = always.

___ I agree that I have the skills needed for my assigned role.

___ I encourage team members by supporting their independence and autonomy as they carry out their assigned roles, solve problems, and deliver the team's message.

___ I nurture and practice the spirit of teamwork across the school community.

___ I insist on and practice open and honest communication.

___ I follow through on my team role and the tasks that I take on.

___ I respect personality differences and cultural diversity.

___ I support and assist in providing quality professional development within the team and school community.

___ I value constructive criticism.

___ I believe that learning and collaboration, in general, and our team specifically, will enhance our communal environment and the academic growth of our students.

___ Total Score

Goals for personal improvement:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Scoring Rubric

A score of 35–45 means that you are aware of what it takes to be an effective team builder.

A score of 25–35 means that you are integrated into the team building process. As you learn and participate more, you will develop more foundational skills.

A score below 25 suggests you have room for growth! Team building is an evolutionary process, and you are beginning the journey.
Archiving/Demonstrating Fidelity of Implementation
Foundations Archive

This binder contains final documents. When data show that policies and procedures are effective and the staff are ready to consider them final, they can be filed here.

- Mission Statement/Staff Beliefs/Team Purpose
- Long-Term Planning Calendar
- Guidelines for Success
- 3-Level System for Responding to Misbehavior
- Job Descriptions for Common Area Supervisors
- Schoolwide Policies
- Common Area Policies and Procedures
- Safety Policies
- Lesson Plans for Teaching Common Area and Schoolwide Policy
- Expectations
- Lesson Plans for Teaching Safety Expectations
- Lesson Plans for Teaching Guidelines for Success
- Lesson Plans for Teaching Expectations for Interacting With Adults
- New Student Orientation
- New Staff Orientation
- Student’s Basic Needs
- Support Staff Available to Staff
## Foundations Implementation Rubric (1 of 7)  

### Module A

**Directions:** In each row, check off each description that is true for your Foundations implementation. Then summarize your assessment on the Rubric Summary form. For Module B, evaluate each common area and schoolwide policy separately, and use the rows labeled "Other" for common areas and schoolwide policies that do not appear on the rubric by default. Note: Each block assumes that the activities in previous blocks in the row have been attained.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Preparing (1)</th>
<th>Getting Started (2)</th>
<th>Moving Along (3)</th>
<th>In Place (4)</th>
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<tbody>
<tr>
<td>A1 - Foundations: A Multi-Tiered System of Behavior Support</td>
<td>Staff are aware of the Foundations approach and basic beliefs, including that Foundations is a process for guiding the entire staff in the construction and implementation of a comprehensive approach to behavior support.</td>
<td>Foundations multi-tiered system of support (MTSS) processes are coordinated with academic MTSS (RTI) processes, and team organization has been determined (e.g., one MTSS Team with a behavior task force and an academic task force).</td>
<td>Staff have been introduced to the STOC acronym and understand that student behavior and motivation can be continuously improved by manipulating the STOC variables: Structure, Teach, Observe, Interact positively, and Correct fluently.</td>
<td>A preliminary plan has been developed for using the Foundations modules. For a school just beginning the process, the plan includes working through all the modules sequentially. For a school that has implemented aspects of positive behavior support, the team has self-assessed strengths, weaknesses, and needs using this rubric. Evidence: Foundations Implementation Rubric</td>
</tr>
<tr>
<td>A2 - Team Processes</td>
<td>Foundations Team members have been identified. They directly represent specific faculty and staff groups, and they have assigned roles and responsibilities.</td>
<td>Foundations Team attends trainings, meets at school, and has established and maintains a Foundations Process Notebook and Foundations Archive.</td>
<td>Foundations Team members present regularly to faculty and communicate with the entire staff. They craft proposals and engage staff in the decision-making process regarding school climate, behavior, and discipline.</td>
<td>Foundations Team is known by all staff and is highly involved in all aspects of climate, safety, behavior, motivation, and student connectedness. Evidence: Staff members represented by Foundations Team members and presentations to staff are documented in the Foundations Process Notebook.</td>
</tr>
<tr>
<td>A3 - The Improvement Cycle</td>
<td>Foundations Team is aware of the Improvement Cycle and keeps staff informed of team activities.</td>
<td>Foundations Team involves staff in setting priorities and in implementing improvements.</td>
<td>Foundations Team involves staff in using multiple data sources to establish a hierarchical list of priorities and adopt new policies. Team members seek input from staff regarding their satisfaction with the efficacy of recently adopted policies and procedures.</td>
<td>All staff actively participate in all aspects of the Improvement Cycle, such as setting priorities, developing revisions, adopting new policies and procedures, and implementation. Foundation Team presents to staff at least monthly. Evidence: Memos to staff and PowerPoint presentation files are documented in the Foundations Process Notebook.</td>
</tr>
<tr>
<td>A4 - Data-Driven Processes</td>
<td>Administrators and Foundations Team review discipline data and establish baselines.</td>
<td>Common area observations and student, staff, and parent climate surveys are conducted yearly.</td>
<td>Discipline, climate survey, and common area observation data are reviewed and analyzed regularly.</td>
<td>Based on the data, school policies, procedures, and guidelines are reviewed and modified as needed (maintaining the Improvement Cycle).</td>
</tr>
<tr>
<td>A5 - Developing Staff Engagement and Unity</td>
<td>Foundations Team regularly communicates with staff through staff meetings, scheduled professional development, memos, and so on.</td>
<td>Foundations Team members understand that they play a key role in staff unity. They periodically assess whether any factions of staff are disengaged and how they can develop greater staff engagement in the Foundations process.</td>
<td>A building-based administrator attends at least one Foundations training and plays an active role in team meetings and in assisting the team in unifying staff.</td>
<td>For districts with more than five or six schools, a district-based team meets at least once per quarter to keep the Foundations continuous improvement process active in all schools. Evidence: Meeting minutes and staff presentations are documented in the Foundations Process Notebook.</td>
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# Foundations Rubric Summary

**Module A Presentations**

<table>
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<th>Presentations</th>
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<td>A2. Team Processes</td>
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<td>A3. The Improvement Cycle</td>
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<td>A4. Data-Driven Processes</td>
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<tr>
<td>A5. Developing Staff Engagement and Unity</td>
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**Module B Presentations**

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<td>Hallways</td>
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<td>Restrooms</td>
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<td>Cafeterias</td>
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<td>Playground, Courtyard, or Commons</td>
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<td>Arrival</td>
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<td>Classroom</td>
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**Module C Presentations**

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<td>C2. Guidelines for Success</td>
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<td>C3. Rites of Positive Interactions</td>
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<td>C4. Improving Attendance</td>
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<td>C7. Welcoming New Staff, Students, and Families</td>
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**Module D Presentations**

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<td>D2. Correcting These Levels of Misbehavior</td>
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<td>D3. Staff Responsible for Responding to Misbehavior</td>
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<td>D4. Administrator Responsibilities for Responding to Misbehavior</td>
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<td>D5. Preventing the Misbehavior That Leads to Referrals and Suspensions</td>
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**Module E Presentations**

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<th>Presentations</th>
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<td>E2. Attributes of Safe and Unsafe Schedules</td>
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<td>E3. Teaching Conflict Resolution</td>
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FOUNDATIONS
A Proactive & Positive Behavior Support System

Managing Behavior in Common Areas
and With Schoolwide Policies

Randy Sprick
Paula Rich

3rd Edition
MODULE B

Randy Sprick
Paula Rich
Structure
Teach
Observe
Interact positively
Correct fluently
ID Plan of Action

Students are expected to have an HNGC student ID visibly displayed each day. The following procedures are in place to ensure each student has an HNGC ID badge.

Before School
- Temporary ID’s are available to students without consequence each morning from 6:30-7:30am.*

1st Period
- Students reporting to first period without an ID (temporary or permanent) should be sent to the AP office on a referral.*

2nd period/advisory
- Teachers will issue temporary IDs as needed and follow the ID policy for consequences.*

3rd period
- Teachers will issue temporary IDs as needed and follow the ID policy for consequences.*

4th period
- At lunch (4th period), APs will monitor ID visibility and temporaries will be available during lunch detention.*

5th period
- Teachers will issue temporary IDs as needed and follow the ID policy for consequences.*

*On request of the fifth consecutive temporary ID, the student will be issued a permanent ID and charged $6.00. A letter will be sent home to the student’s parents.
Electronic Device Expectations

Each day, this classroom will follow one of these electronic device policies.

If you choose not to meet these expectations, the proper consequences will be enforced.

Electronic devices will not be used in class today.
Your electronic devices should be silenced and out of sight.

Electronic devices will be used in class today, but they should be silenced and out of sight until I ask you to take them out.

Electronic devices will be used in class today. Please have them out when the tardy bell rings.
Supervisor Job Expectations for the Playground

- Always be on the playground before the students arrive.
- Know the area you are assigned to supervise and know all general rules and specific rules for games and equipment. Enforce all of the rules consistently.
- Intentionally meet students in a welcoming and positive manner as they enter the playground. Be positive, smile, and call students by name.
- Scan (look around) at all students in the area; don't just look at one area or in one direction. Look occasionally into other supervisors' areas to see if assistance is needed.
- Circulate through your assigned area and avoid talking with other adults on the playground. Students need your full attention. Move intentionally and somewhat unpredictably so that students cannot detect a pattern.
- Leave the area you are supervising only to deal with an emergency (such as taking a student into the building because of an injury). If you must leave, always tell another supervisor so she or he can supervise your area while you are away. Consider directing a responsible student to get help instead of leaving the area yourself.
- When interacting with a student (correcting misbehavior, for example), position the student so that you can continue to effectively supervise—that is, so that the student's back is to the group and you are facing the group.
- Within the first 5 minutes, intentionally seek out students who have had difficulty in the past. Positively connect with each of these students by smiling, making a positive comment, and/or briefly talking about something that interests the student.
- Move close to students who are beginning to have difficulties and stay longer in problem areas so
The Art of Supervising Secondary School Hallways

OBserve Actively

- Stand at your doorway for as much of the passing period as possible.
- If you have class following the passing period, stay close to your doorway so you can supervise both your classroom and the hallway outside your classroom.
- If you have preparation time following the passing period, circulate throughout your assigned area intentionally and somewhat unpredictably so that students cannot detect a pattern. Pay particular attention to blind corners and potential trouble spots.
- Listen and visually scan for unusual activity (for example, an increase or a decrease in noise level or a group of students looking around furtively). Move close to students who are beginning to have difficulties and stay longer in problem areas so students are aware that you are monitoring.
- If you ever feel unsafe in any area of the school or with any group of students, tell an administrator or a member of the Foundations Team immediately so more adults can be deployed to the area to monitor the students. If you feel unsafe, vulnerable students probably feel unsafe, too.

Interact Positively

- Greet students and staff members in a welcoming and positive manner. Smile and use their names in your greetings. Remember that your words and actions contribute greatly to setting the tone and climate of the school.
- Intentionally seek out any student you have corrected for misbehavior in the past. Positively connect with the student by smiling, making a positive comment, or initiating a brief conversation about something that interests the student. This connection demonstrates that you see the student as a person—you don’t just see the misbehavior that you previously corrected.
- Provide specific, descriptive praise that is age appropriate. Thank students for following the rules.
- Your positive interactions (greetings, talking with students, and positive feedback) should be at least three times more frequent than corrective interactions (correcting misbehavior). Remember the 3:1 positive ratio.

Correct Briefly, Consistently, Respectfully, and Calmly
## Foundations Implementation Rubric (2 of 7)

### Module B

<table>
<thead>
<tr>
<th>Common Area</th>
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<tr>
<td>Hallways</td>
<td>Common area observations are conducted and data from multiple sources are collected and analyzed.</td>
<td>Current structures and procedures have been evaluated and protected, modified, or eliminated.</td>
<td>Lesson plans have been developed, taught, practiced, and re-taught, when necessary.</td>
<td>Common area supervisory procedures are communicated to staff and monitored for implementation.</td>
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<td>Evidence: Policies, procedures, and lesson plans are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.</td>
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<td>Common area observations are conducted and data from multiple sources are collected and analyzed.</td>
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### Foundations Implementation Rubric (2 of 7)

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If not present elsewhere, please refer to the Implementation Calendar and complete the Module B Implementation Checklist.
In Place (4)
Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
FOUNDATIONS
A Proactive & Positive Behavior Support System

Conscious Construction of an Inviting School Climate

Randy Sprick
Jessica Sprick
Paula Rich
The Centers for Disease Control and Prevention (CDC, 2009) states: School connectedness is an important factor in both health and learning. Students who feel connected to school are:
• More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
• Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
• Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
• Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.
• Four factors can help strengthen school connectedness for students: adult support, belonging to a positive peer group, commitment to education, and a positive school environment.

• School staff members are important adults in students’ lives; the time, interest, attention, and emotional support they give students can engage them in school and learning.
An example: Middle School Principal Survey

• 50 students randomly selected
• Asked to respond to this question:
  – What 3 things would you like your teachers to know about you?
• Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.
• Had been in school a few months.
Faculty Response

• Principal typed up the 50 sets of responses without names.
• Put pictures and names in faculty meeting.
• Asked staff to read the responses and place a name next to each set of responses.
• How many did each staff member identify correctly?
The Results

• Most got 1 to 3 correct. One person got 4.
• One staff member could identify 47 of the 50.
• Who was that?
  – 8th grade teacher
  – Counselor
  – Assistant Principal
  – In School Suspension Aide
  – School Social Worker
  – Cafeteria Manager
Module C

• Presentation 2: Guidelines for Success
• Presentation 3: Ratios of Positive Interactions
• Presentation 4: Improving Attendance
• Presentation 5 & 6: Meeting Students’ Basic Needs
• Presentation 7: Welcoming New Students, Families, Staff
Northwest Elementary Students & Teachers

R.E.A.C.H.

for the Stars

Respectful and Responsible

Eager to Learn

Awesome Attitude

Caring and Cooperative

Honest Always

Everyday in every way!!!
IT TAKES...

P R I D E

P R E P A R A T I O N

R E S P O N S I B I L I T Y

I N T E G R I T Y

D E D I C A T I O N

E F F O R T

T O B E S U C C E S S F U L!
## Guidelines for Success  • Sample Implementation Calendar

Guidelines for Success (GFS) Task Force: John Wilkins, Abigail Cho, Evan Odom, Cathy Cortez, Harry Smith

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>People Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1–15</td>
<td>Each class brainstorms suggestions, and five guidelines are selected.</td>
<td>Mr. Wilkins will instruct teachers how to lead brainstorming sessions; GFS Task Force and principal will make final decision.</td>
</tr>
<tr>
<td>September 15</td>
<td>Hold a schoolwide assembly to reveal the final guidelines.</td>
<td>Principal organizes.</td>
</tr>
<tr>
<td>September 15–October 15</td>
<td>Student artists create posters of the guidelines, and student leaders help with installing them in all common areas.</td>
<td>Ms. Cho and Mrs. Lewis, the art teacher, lead this effort.</td>
</tr>
<tr>
<td>October 15–31</td>
<td>Staff teach the lessons on the guidelines to their classes.</td>
<td>Mr. Odom will distribute lesson plans and provide support.</td>
</tr>
<tr>
<td>November</td>
<td>Teachers are encouraged to develop rubrics to clarify the expectations and guide constructive feedback to their classes.</td>
<td>Principal communicates this idea.</td>
</tr>
<tr>
<td>December</td>
<td>Hold a school assembly to discuss how the guidelines have improved the school so far, celebrate their success, and reveal the reward systems that will begin in January.</td>
<td>Principal organizes assembly. Mr. Smith develops reward system and presents it at assembly.</td>
</tr>
<tr>
<td>January</td>
<td>Implement reward system: Staff give RESPECT tickets to students who are following the guidelines. Students can enter their tickets in weekly drawings for small prizes.</td>
<td>Mr. Smith facilitates this implementation.</td>
</tr>
<tr>
<td>February</td>
<td>Review how the guidelines are working in the school.</td>
<td>GFS Task Force</td>
</tr>
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KEYS for Success: Know

OBJECTIVES

Students will explain the guideline Know and the attitudes, behaviors, and attributes needed to exhibit the guideline.

MATERIALS

- Document camera, interactive whiteboard, or PowerPoint
- Student copies of the Student Worksheet for Lesson 1: Keys for Success, Know

Introduction

1. Introduce the Guidelines for Success.

At Ben Franklin Middle School, we have KEYS for success. If you remember and always strive to do your best with each of the four KEYS, you will be successful at Ben Franklin. These things will also help you be successful in other areas of your life—for example, in a job, with your family, and in relationships.

Point to each guideline as you read it. You may have students read them chorally with you or do cloze reading by having students complete the last half of the sentence. Have them fill in the blanks on their worksheet.

(Know): Seek (knowledge) and be (active) in your own learning.
Excel: Do your (best). Try your hardest and strive for excellence in all you do.
Vaal: Desire to be successful. Set (goals) and (work hard) to accomplish them.
Serve: Work with (others). Give of yourself, your time, and your talents.

2. Introduce the lesson objectives.

In today’s lesson, we are going to focus on the guideline Know and how seeking knowledge and being active in your own learning will help you be successful in Ben Franklin and in life. I’m going to have you give me examples of the attitudes, behaviors, and attributes that are necessary to help you reach for and meet this guideline, Know.
THE POWER OF THREE:
Increasing the Positive Behaviors at Kings Canyon

- November: 3 positives to 1 corrective a day
- December: 3 periods at your door a day
- January: 3 periods at your door a day, 3 positive parent contacts a week
- February: 3 valid compliments to a coworker, 3 positives to 1 corrective a day
- March: 3 students to discuss ACS/CST scores, 3 positives to 1 corrective based on E5, good behavior
- April: 3 valid compliments to a coworker, 3 positive parent contacts a week
- May: 3 positives to 1 corrective a day, 3 positive contact with former/new students
- June: 3 positives to 1 corrective a day, 3 positive send-offs to 8th graders
Strategies for Increasing Positive Interactions Checklist

☐ a. Frequent noncontingent attention
   __ As students enter common area
   __ When you are circulating through the halls, cafeteria, or playground
   __ Before the bell rings or at the beginning of class
   __ During class transitions, free time, or dismissal
   __ At the beginning of an independent work task
   __ Other: ____________________________

☐ b. Nonverbal gestures
☐ c. Brief physical contact
☐ d. Use first names
☐ e. Positive nicknames
☐ f. Positive farewells
☐ g. Express interest in classwork (for your and other classes)
☐ h. Learn foreign-language greetings and farewells (for ELL students)
☐ i. Offer help frequently
☐ j. Ask about activities outside of school
☐ k. Eye contact and smile with every third or fourth student (common areas)
☐ l. After a corrective interaction, remind yourself to deliver at least three positive interactions
☐ m. Visual reminders to deliver more noncontingent attention
☐ n. Visual reminders to provide noncontingent attention to specific students who are struggling
☐ o. 10–10–10 (10 comments to 10 students by 10:00 a.m.)
☐ p. 10 by 2 (for 10 days spend 2 minutes talking with an individual student)
☐ q. Recognize student birthdays
☐ r. Program your phone or computer to remind you to deliver positive feedback
☐ s. Crazy handshakes
☐ t. Famous for a day or period
☐ u. Increase opportunities to respond
☐ v. On-task (or another positive behavior) list on board
☐ w. Individual conferences
☐ x. Use a common occurrence as a reminder to provide positive feedback
☐ y. Scan for reinforceable behaviors
☐ z. Brief positive notes
☐ aa. Publicly post examples of positive work
☐ bb. Praise one student, then praise another for similar behavior
☐ cc. You remind me of . . .
☐ dd. Make two positive phone calls to parents each week
☐ ee. Precorrect
Presentation 7: Making a Good First Impression — Welcoming New Staff, Students, and Families

- Introduction
- Task 1: Ensure That Newcomers’ First Impressions of the School Are Positive
- Task 2: Welcome and Orient New Students
- Task 3: Welcome and Orient New Staff
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<tr>
<td>C2</td>
<td>All staff understand what Guidelines for Success (GFS) are and why they are important.</td>
<td>Foundations Team has drafted proposals and engaged all stakeholders in the decision-making process of developing GFS.</td>
<td>GFS have been finalized and posted, and are reviewed regularly.</td>
<td>GFS are embedded into the culture and are part of the common language of the school.</td>
</tr>
<tr>
<td><strong>Guidelines for Success (GFS)</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Evidence:</strong> Procedures for teaching and motivating students about GFS are documented in the Foundations Archive, Staff Handbook, and Student and Parent Handbook.</td>
</tr>
<tr>
<td>C3</td>
<td>Staff have been taught the concept of 2:1 ratios of positive interactions and the importance of creating a positive climate and improving student behavior.</td>
<td>Staff have been taught how to monitor ratios of positive interactions and are encouraged to evaluate their interactions with students.</td>
<td>Administrator plans for teachers to observe and calculate other teachers' classroom ratios of interactions; the teachers involved meet to discuss outcomes.</td>
<td>Foundations Team is known by all staff and is highly involved in all aspects of climate, safety, behavior, motivation, and student connectedness.</td>
</tr>
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<td><strong>Ratios of Positive Interactions</strong></td>
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<td><strong>Evidence:</strong> Procedures for teaching and motivating students are documented in the Foundations Archive, Staff Handbook, and Student and Parent Handbook.</td>
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<td>C4</td>
<td>Average daily attendance is monitored to view long-term trends and patterns. Faculty and staff have been made aware of the importance of encouraging regular attendance from all students.</td>
<td>All students with chronic absenteeism (absent 10% or more of school days) are identified at least quarterly; Foundations Team determines whether universal intervention is warranted.</td>
<td>Each student with chronic absenteeism is identified by monitoring and assessing attendance data; the school-based support person monitors whether additional support is needed. Foundations Team has analyzed attendance data and analyzed policies for clarity and efficacy.</td>
<td>Every student with chronic absenteeism is monitored; intervention is adjusted and documented.</td>
</tr>
<tr>
<td><strong>Improving Attendance</strong></td>
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<td></td>
<td></td>
<td><strong>Evidence:</strong> Data on average daily attendance and chronic absenteeism as well as policies to improve attendance (e.g., parent newsletters) are documented in the Foundations Process Notebook.</td>
</tr>
<tr>
<td>C5 &amp; C6</td>
<td>Foundations Team has analyzed the degree to which current programs and practices meet the needs of all students (average, high, at risk).</td>
<td>Foundations Team has developed community programs and practices to meet the needs of all students (e.g., the average students' need for purpose and belonging).</td>
<td>Faculty and staff have implemented programs and practices designed to meet basic needs of all students (e.g., Mentoring, Student of the Week, Meaningful Work).</td>
<td>Programs to meet students' basic needs are in place and analyzed at least once per year to determine their effectiveness and assess whether the needs of any student groups are not being met.</td>
</tr>
<tr>
<td><strong>School Connectedness and Programs and Strategies for Meeting Needs</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Evidence:</strong> Analysis is documented in the Foundations Process Notebook, and programs and practices for meeting needs are documented in the Foundations Archive.</td>
</tr>
<tr>
<td>C7</td>
<td>Foundations Team has reviewed the welcoming aspects of the school, such as signage, website, and phone and front office procedures, and has suggested improvements.</td>
<td>Foundations Team has analyzed procedures and suggested improvements for welcoming and orienting new students and families at the beginning of the year. (New students include those in a new grade-level cohort [e.g., ninth graders in high school] and students who are not part of that cohort.</td>
<td>Foundations Team has analyzed procedures and suggested improvements for welcoming new students and families who arrive during the school year. Improvements might include welcoming written information about rules, procedures, GFS, and so on.</td>
<td>Foundations Team has analyzed procedures and suggested improvements for welcoming new staff members, both professional and nonprofessional, at the beginning of the year. New staff members are oriented to essential procedures and the culture and climate defined by the school's behavior support procedures.</td>
</tr>
<tr>
<td><strong>Developing Staff Engagement and Unity</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Evidence:</strong> All policies and procedures for welcoming and orienting a staff, students, and families are documented in the Foundations Archive.</td>
</tr>
</tbody>
</table>

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module C Implementation Checklist.
C7: In Place:
Foundations Team has analyzed procedures and suggested improvements for welcoming new staff members, both professional and nonprofessional, at the beginning of the year. New staff members are oriented to essential procedures and the culture and climate defined by the school’s behavior support procedures.

Evidence: All policies and procedures for welcoming and orienting staff, students, and families are documented in the Foundations Archive.
FOUNDATIONS
A Proactive & Positive Behavior Support System

Responding to Misbehavior: An Instructional Approach

Randy Sprick
Susan J. Isaacs
Jessica Sprick
Paula Rich
Presentation 1: The Relationship Between Proactive Procedures, Corrective Procedures, and Individual Student Behavior Improvement Plans

Presentation 2: Developing Three Levels of Misbehavior

Presentation 3: Staff Responsibilities for Responding to Misbehavior

Presentation 4: Administrator Responsibilities for Responding to Misbehavior

Presentation 5: Preventing the Misbehavior That Leads to Referrals and Suspensions
Menu of Consequences

Figure 3d  Corrective Procedures for Mild and Moderate Classroom Misbehavior (D-07)

Corrective Procedures for Mild and Moderate Classroom Misbehavior (1 of 4)

1. **Nonverbal correction**
   - Give a respectful gesture or use body language to indicate that the behavior should stop.
   - Finger to lips (without the accompanying “Shhh”)
   - Hand signal to indicate “sit down”
   - Subtle head shake to indicate no

2. **Gentle verbal reprimand**
   - Use short sentences: *The expectation now is that you work quietly.*
   - Give in close proximity.
   - State the expected behavior.
   - Create the illusion of privacy
   - Think of it as a hit-and-run reprimand.

3. **Proximity correction**
   - Move near students who exhibit misbehavior.
   - Continue to walk the room.
   - Make no eye contact with students who engage in mild misbehavior.

4. **Humor**
   - Do not use sarcasm or ridicule.
Lessons for students (Module D)

• Lesson 1: Following Directions, Part 1
• Lesson 2: Following Directions, Part 2
• Lesson 3: Accepting Compliments
• Lesson 4: Accepting “No”
• Lesson 5: Accepting a Correction
• Lesson 6: Analyzing Your Behavior
• Lesson 7: Taking a Break
• Lesson 8: Making an Appointment—Self-Advocacy
• Lesson 9: Dealing With a False Accusation
# Foundations Implementation Rubric (5 of 7)

## Module D

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<tbody>
<tr>
<td><strong>D1</strong> Proactive Procedures, Corrective Procedures, and Individual Interventions</td>
<td>Staff are aware of the concept of three levels of misbehavior: Level 1 (mild), Level 2 (moderate), and Level 3 (severe) misbehavior.</td>
<td>Staff understand the potential limitations of office referral as a corrective procedure and avoid using it whenever possible.</td>
<td>Staff have been made aware of the limited benefits and potential drawbacks (including disparate impact) of out-of-school suspension (OSS) as a corrective consequence.</td>
<td>Staff avoid pursuing administrators to use OSS. Staff perceptions of consistency and administrative support for disciplinary actions are documented in staff survey results. Evidence: Discussions on these topics are documented in the Foundations Process Notebook.</td>
</tr>
<tr>
<td><strong>D2</strong> Developing Three Levels of Misbehavior</td>
<td>Staff have generated and administrators have approved a menu of corrective consequences for use in common areas.</td>
<td>Annually, staff discuss and agree on what behavior must be sent to the administrator, what can be sent to the administrator, and what should be handled in the setting in which the infraction occurred (3-level system for responding to misbehavior).</td>
<td>A referral form that reflects the agreed-upon definition of Level 3 misbehavior has been developed. A notification form that reflects the agreed-upon definition of Level 2 misbehavior has been developed. (Alternatively, both Level 2 and Level 3 may be on one form.)</td>
<td>Data are collected on the implementation of the 3-level system for responding to misbehavior, and staff and administrator satisfaction with the system. Evidence: All aspects of the policy are documented in the Foundations Archive and Staff Handbook.</td>
</tr>
<tr>
<td><strong>D3</strong> Staff Responsibilities for Responding to Misbehavior</td>
<td>Staff have been trained and administrators have approved a menu of corrective consequences for use in common areas.</td>
<td>Staff have generated and administrators have approved a menu of corrective consequences for use in classrooms.</td>
<td>Staff have been trained in how to use Level 2 notifications as a process for moving towards collaborative planning for severe or chronic behavior problems.</td>
<td>Staff have been trained in writing objective and appropriate office referrals for Level 3 misbehavior. Evidence: Menus and procedures are documented in the Foundations Archive and in the Staff Handbook.</td>
</tr>
<tr>
<td><strong>D4</strong> Administrator Responsibilities for Responding to Misbehavior</td>
<td>Office procedures for dealing with Level 2 notifications have been developed and communicated to staff. Administrators and support staff are aware of the procedures.</td>
<td>Administration is familiar with the game plan for dealing with Level 3 incidents. The game plan includes a menu of alternative consequences to out-of-school suspension.</td>
<td>If the school has an ISS program, that program has been analyzed and revised as needed to ensure it is highly structured and includes an instructional component. Evidence: All procedures for Level 2 and Level 3 infractions are documented in the Foundations Archive.</td>
<td></td>
</tr>
<tr>
<td><strong>D5</strong> Preventing the Misbehavior That Leads to Referrals and Suspensions</td>
<td>Foundations Team has examined data on Level 2 and Level 3 infractions to determine what misbehaviors get students into trouble.</td>
<td>Foundations Team has reviewed the lessons in Module D (how to interact with students appropriately with adults) and discussed whether they might reduce misbehaviors that get students into trouble.</td>
<td>To avoid duplication, the Foundations Team has compared the Module D lessons with other social skills or social-emotional curricula currently in use. Staff have agreed on a plan for when and how to teach expected behaviors to all students.</td>
<td>Foundations Team has discussed whether re-teaching the Module D lessons (or similar) in ISS or detention settings would be beneficial; if so, the team has planned when and how to re-teach. Evidence: Lesson plans and teaching logistics and schedule are documented in the Foundations Archive.</td>
</tr>
</tbody>
</table>

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module D Implementation Checklist.
D5: In Place Foundations Team has discussed whether re-teaching the Module D lessons (or similar) in ISS or detention settings would be beneficial; if so, the team has planned when and how to re-teach.

Evidence: Lesson plans and teaching logistics and schedule are documented in the Foundations Archive.
Module E

- Safety
- Conflict Resolution
- Bullying Prevention/Intervention

Policies, Procedures, & Lessons
Module E, Presentation 2, Task 3: Teach Lessons to Increase Connectedness and Safety

1. Basic Social Interactions Between Students
2. Basic Social Interactions With Staff
3. Everyone Belongs in This School/This School Belongs to Everyone
4. Everyone has the Right to an Opinion/Everyone has the Right to Respect
5. Threats Will Be Taken Seriously
6. Right to Be Safe/Responsibility to Contribute to Safety
7. Help is Available When You Need It

Module E, Presentation 3: Teaching Conflict Resolution

1. What Is a Disagreement/What Is a Conflict?
2. Reading Social Cues to Avoid Conflict
3. Conflict and Electronic Communication/Social Media (optional for secondary schools or whenever this is becoming problematic)
4. Stop-Think-Plan: A Strategy to Resolve Conflict, Lesson 1 (Stop)
5. Stop-Think-Plan: A Strategy to Resolve Conflict, Lesson 2 (Think)
6. Stop-Think-Plan: A Strategy to Resolve Conflict, Lesson 3 (Plan)
7. Stop-Think-Plan: A Strategy to Resolve Conflict, Lesson 4 (Identify if You Need Help)
Module E, Presentation 5: Schoolwide Bullying Prevention and Intervention

1. What Is Bullying?
2. What Is Harassment?
3. Personal Power and Control, Part 1
4. Personal Power and Control, Part 2
5. Group Power and Control—Everyone Shares Responsibility
6. Teasing and Destructive Humor Can Be an Abuse of Power
7. Giving Feedback and Getting Feedback
8. What to Do When You Are on the Receiving End of Someone Abusing Power
9. Bullying: How to Respond If You Are Victimized
10. Bullying: How to Respond If You Are a Bystander
11. Potential Legal Ramifications—What You Need to Know
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<td><strong>E1</strong> Ensuring a Safe Environment for Students</td>
<td>Team members are aware of their responsibilities for overseeing school safety efforts. The team coordinates with other teams or task forces that may be doing similar work and avoids duplicating other efforts.</td>
<td>Foundations Team has viewed or read Module E and has compared that content with the school's current efforts toward safety, managing conflict, and bullying prevention. The team has developed a proposal for closing any gaps in the current efforts.</td>
<td>Foundations Team has made staff aware of the importance of a comprehensive view of safety that includes preparing for outside attackers as well as the more common occurrences of playground injuries, student fights, bullying, and so on.</td>
<td>Foundations Team has assessed problems with safety, conflict, and bullying within the last 3 years. If problems exist, a plan for using or adapting information from this module and integrating them with current curriculum or procedures has been completed. Evidence: Data analyses are documented in the Foundations Process Notebook, and final policies and procedures are documented in the Foundations Archive.</td>
</tr>
<tr>
<td><strong>E2</strong> Attributes of Safe and Unsafe Schools</td>
<td>Team members and other staff directly involved with safety concerns have viewed or read Presentation 2 and have completed (individually) the form Understanding the Attributes of Safe and Unsafe Schools.</td>
<td>Foundations Team has compiled individual responses to Understanding Attributes of Safe and Unsafe Schools and correlated those data with safety assessments completed in the last 3 years. Information about strengths and concerns has been shared with staff, and priorities have been set.</td>
<td>Foundations Team and other staff involved with safety concerns have completed the form Assessing Emergency Preparedness, evaluated current plans for natural disasters and man-made emergencies, revised any weak procedures, including training on policies regarding exclusion and restraint.</td>
<td>Foundations Team has completed the form Lessons to Increase Safety and Belonging, reviewed the Module E sample lessons, and evaluated whether current problems and policies address all features of the sample lessons. If there are gaps, a plan to teach some or all of the Foundations lessons is established. Evidence: Lesson plans and procedures are documented in the Foundations Archive.</td>
</tr>
<tr>
<td><strong>E3</strong> Teaching Conflict Resolution</td>
<td>Foundations Team has assessed whether the school has a conflict resolution strategy that students and staff use when necessary. If so, document the effective procedures in the Foundations Archive (and skip the rest of this row).</td>
<td>Foundations Team has reviewed the concepts and lessons in the Stop-Think-Plan (STP) approach and has prepared an implementation plan for staff.</td>
<td>With staff input, lessons have been revised, an implementation plan has been established, and a process is in place for training all staff in how to encourage students to use the conflict-resolution strategy.</td>
<td>Foundations Team has established a process for evaluating the effectiveness of STP by analyzing multiple data sources. The policy and lessons are revised and staff are retrained when necessary, and successes are celebrated. Evidence: Data analyses are documented in the Foundations Process Notebook, and lessons and teaching procedures are documented in the Foundations Archive.</td>
</tr>
<tr>
<td><strong>E4</strong> Analyzing Bullying Behavior, Policies, and School Needs</td>
<td>Foundations Team is aware of the content of this presentation and can compare it with current policies and procedures related to bullying.</td>
<td>Foundations Team has completed the form School-Based Analysis of Bullying Data and has identified whether new or revised procedures need to be implemented to enhance the current use of data related to bullying.</td>
<td>Foundations Team has completed the form School-Based Analysis of Bullying Policies and has identified whether new or revised policies need to be implemented to enhance current policies related to bullying.</td>
<td>Quarterly, the Foundations Team reviews data related to bullying. Annually, the team uses those data to answer each of the questions in the form STOIC Analysis for Universal Prevention of Bullying (or an equivalent process), and improvement priorities are established. Evidence: Data analyses are documented in the Foundations Process Notebook.</td>
</tr>
<tr>
<td><strong>E5</strong> Schoolwide Bullying Prevention and Intervention</td>
<td>Foundations Team has completed the form Staff Training in Preventing and Responding to Bullying and has developed and implemented a plan to fill in any identified gaps in current practices.</td>
<td>Foundations Team has completed the form Student Training in Preventing and Responding to Bullying. As part of a previously adopted bullying curriculum or through the Foundations lessons, students are taught about bullying prevention.</td>
<td>Foundations Team has completed the form Family Training in Preventing and Responding to Bullying and has developed an implementation plan to fill in any identified gaps in current practices.</td>
<td>Foundations Team has completed the form Active Engagement for the Prevention of Bullying and has developed an implementation plan to fill in any gaps in current practices. Bullying issues are a regular part of the team's work and are integrated into staff development efforts. Evidence: Ongoing discussions are documented in the Foundations Process Notebook. Established programs to enhance student engagement are documented in the Foundations Archive.</td>
</tr>
</tbody>
</table>

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module E Implementation Checklist.
E2: In Place: Foundations Team has completed the form Lessons to Increase Safety and Belonging, reviewed the Module E sample lessons, and evaluated whether current problems and policies address all features of the sample lessons. If there are gaps, a plan to teach some or all of the Foundations lessons is established.

Evidence: Lesson plans and procedures are documented in the Foundations Archive.
Establishing and Sustaining a Continuum of Behavior Support
Randy Sprick
Mike Booher
Paula Rich
FOUNDATIONS
A Proactive & Positive Behavior Support System
3rd Edition

Establishing and Sustaining a Continuum of Behavior Support
Randy Sprick
Mike Booher
Paula Rich
Presentation 1: The Vision of a Continuum of Behavior Support

Presentation 2: Supporting Classroom Behavior: The Three-Legged Stool

Presentation 3: Articulating Staff Beliefs and Solidifying Universal Procedures.

Presentation 4: Early-Stage Interventions for General Education Classrooms
Presentation 5: Matching the Intensity of Your Resources to the Intensity of Your Needs

Presentation 6: Problem-Solving Processes and Intervention Design

Presentation 7: Sustainability and District Support
# Foundations Implementation Rubric (7 of 7)

<table>
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</thead>
<tbody>
<tr>
<td><strong>F2</strong> Supporting Classroom Behavior The Three-Legged Stool</td>
<td>Research-based model for classroom management has been adopted at the building or district level. All teachers have access to training, and teachers new to the building or district receive the same training.</td>
<td>School and district personnel are identified as resources for teachers who would like observations, feedback, and coaching. An effort is made to actively market the benefits of coaching support.</td>
<td>The administrator has communicated clear outcomes and goals of effective classroom management: 90% engagement, 95% respectful interactions, 95% of behavior matches posted expectations.</td>
<td>The model creates a common language among teachers, support staff, coaches, and administrators for problem-solving and intervention. Data are collected and analyzed to evaluate classroom management efforts.</td>
</tr>
<tr>
<td><strong>F3</strong> Articulating Staff Beliefs and Solidifying Universal Procedures</td>
<td>Foundation Team has reviewed sample staff beliefs about behavior management.</td>
<td>In facility and staff meetings, faculty and staff have examined and discussed sample staff beliefs about behavior management.</td>
<td>All staff have developed and adopted a set of written staff beliefs regarding discipline and behavior, and ensured that it aligned with the school's mission statement.</td>
<td>To solidify the culture of the school and to guide the ongoing development of school policies and procedures, staff beliefs are reviewed, discussed, and updated annually.</td>
</tr>
<tr>
<td><strong>F4</strong> Early-Stage Interventions for General Education Classrooms</td>
<td>Foundations Team and support staff (counselor, school psychologist, and so on) understand the concept of early-stage intervention.</td>
<td>Foundations Team, support staff, and principal (or district administrators) agree on the interventions that should be included in the early-stage protocol.</td>
<td>All teachers and support staff have been trained on the interventions in the school or district early-stage protocol, including how and why to keep records of each intervention.</td>
<td>Data Collection and Debriefing (or an equivalent) is adopted as a required intervention for most chronic behavioral problems. Data must be charted before assistance is requested from support staff or problem-solving teams.</td>
</tr>
<tr>
<td><strong>F5</strong> Matching the Intensity of Your Resources to the Intensity of Your Needs</td>
<td>Foundations Team and support staff (counselor, school psychologist, and so on) have identified a set of red-flag criteria (and if possible) have conducted universal screening to identify students who may need individual behavior support.</td>
<td>Foundations Team, support staff, and principal (or district administrators) agree on who can serve as advocates for students who need additional support.</td>
<td>The advocates meet regularly to discuss progress and case studies to ensure that each student's needs are being met. Patterns of need are communicated to the Foundations Team so prevention efforts can be implemented.</td>
<td>All support staff and problem-solving teams have written brief job descriptions that outline the services they can provide. The documents are shared with staff to inform them about available resources.</td>
</tr>
<tr>
<td><strong>F6</strong> Problem-Solving Processes and Intervention Design</td>
<td>Foundations Team understands that it will not conduct trainings (team-based problem-solving) on individual students, but the team should examine current processes for supporting students and staff.</td>
<td>Foundations Team and support staff (counselor, school psychologist, and so on) have discussed the range of problem-solving support (individuals and teams) currently available to students and staff.</td>
<td>Foundations Team and support staff have discussed the problem-solving processes suggested in the Foundations (e.g., the 25-Minute Planning Process), and have determined whether the processes would strengthen current practices.</td>
<td>A flowchart or description of how the school meets the needs of students and staff has been created, which clarifies how the intensity of student needs matches the intensity of both problem-solving processes and intervention design and implementation.</td>
</tr>
<tr>
<td><strong>F7</strong> Sustainability and District Support</td>
<td>Foundations Team archives data, in-process work, and all completed policies and procedures, and builds on this work each year.</td>
<td>Foundations Team orient new staff, re-energizes returning staff about all policies and procedures, and emphasizes unity and consistency.</td>
<td>Foundations Team uses the rubric annually and uses Implementation Checklists as the individual modules near completion and every 3 years thereafter. The team uses this information to guide staff in setting improvement priorities.</td>
<td>In larger districts (more than four schools), a district-based team works on sustainability. The team reminds schools of important milestones (e.g., surveys, year-end tasks, etc.) and ongoing staff development opportunities on behavior support.</td>
</tr>
</tbody>
</table>

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module F Implementation Checklist.
F6: In Place:
A flowchart or description of how the school meets the needs of students and staff has been created, which clarifies how the intensity of student needs matches the intensity of both problem-solving processes and intervention design and implementation.

Evidence: This information is documented in the Foundations Archive and summarized in the Staff Handbook.
F7: In Place:
In larger districts (more than four schools), a district-based team works on sustainability. The team reminds schools of important milestones (e.g., surveys, year-end tasks, etc.) and ongoing staff development opportunities on behavior support.

Evidence: This information can be found in district communications (e.g., emails) to schools and agenda items for principals’ meetings.
Provides guidance for two to four years of implementation
Modules A-D will be available for shipping in early November.
Modules E and F will be ready for shipping in January.

*Pacific Northwest Publishing*

*Each Module is $400.*

*Complete set (A-F) is $1,495.00*

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Thank you for your time and interest!