

**AUGUSTA
INDEPENDENT**

**SCHOOL WIDE
BEHAVIOR PLAN AND
PROCEDURES**

**For Students in
Grades 5th – 8th**

SCHOOL WIDE BEHAVIOR PLAN

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

The backbone of the **AIS School-wide Behavior Plan** is *teaching expectations* and character education through *social competency initiatives and behavioral support*. AIS has adopted a multi-level approach to school-wide behavior whereby different levels of prevention and intervention services are implemented based on student need.

All students will receive training and instruction in areas such as social skills, responsibility, and decision-making. Students with a greater need will receive additional support in areas such as anger management, making friends, impulse control, and family conflict. A relatively small number of students will display more intense needs and will receive support as needed to address them.

1. **CHAMPS for Common Areas:** Recognizing that “behavior” must be taught (just as math, science and language must be taught), AIS uses CHAMPs to clarify and overtly teach expectations for students regarding behavior. School-wide standards are provided for areas including Hallways, Cafeteria, Assemblies, Restrooms, etc.
2. **CHAMPS for Classrooms:** Teachers use CHAMPs in the classroom setting to overtly teach expectations for a variety of classroom situations and instructional approaches (teacher-led lessons, small group work, independent seat work, learning centers, etc.)
3. **Assemblies:** Assemblies will occur periodically throughout the school year and will be associated with the positive character traits such as respect, responsibility, citizenship, caring, trustworthiness, academic excellence, etc. Examples events include guest speakers, presentations and themed activities.

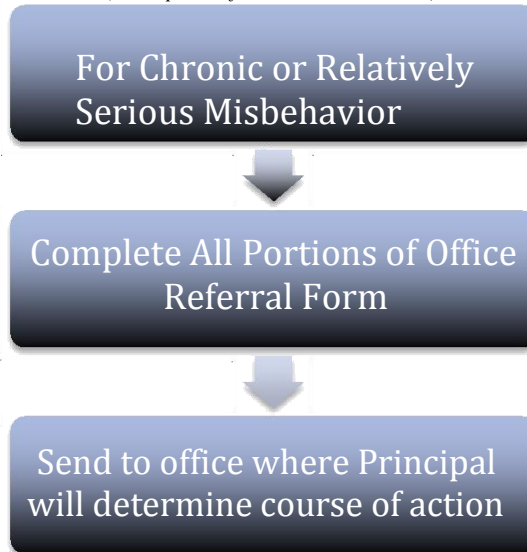
OFFICE REFERRAL

(Behaviors Which May Lead to an Office Referral)

Should relatively serious classroom misbehavior occur or for chronic misbehavior, teachers are encouraged to follow this outline. The primary objective is to stop the misbehavior, teach or regain appropriate replacement behaviors, and return to instructional activities. Examples include, but are not limited to: Bullying behavior, stealing, profanity that involves disrespect, repeated defiance, prejudicial/discriminatory remarks, fighting.

Standard Office Referral Procedures

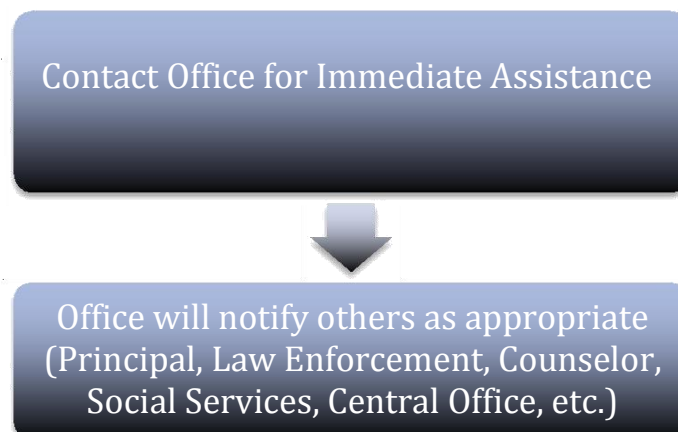
(Incomplete referrals will be returned)



Immediate Assistance

(Behaviors That May Require Immediate Assistance)

Should serious or dangerous misbehavior occur, teachers are to follow this outline. Examples include, but are not limited to: Threats, physical fighting, destruction of property, behavior that poses a danger to self or others, sexual harassment, possession of drugs, tobacco or alcohol, leaving classroom or grounds without permission.



PANTHER PRIDE STUDENT CARDS


The Panther Pride Cards are to be used as positive reinforcement for good behavior school wide. **Teachers are asked to enhance their interactions with students by finding three positive behaviors for each negative behavior exhibited by the student.**

The student will be given a card by a staff member when they have been “caught being good.” These cards will be two-ply cards. One card will be turned in during lunch at the designated location. Students will receive an immediate incentive. Cards will be drawn weekly for students to receive a prize. The second card will be kept by students.

Students will be selected to conduct the weekly drawings each Monday during morning announcements.

Try to refrain from using this as a whole class reward, rather use for individual students. Example: do not pass out for every student that scored an A on the math test. However, if a student had been struggling with a concept and the light bulb went off and they got it, sure, hand out a card and let them know what a great job they did.

Teachers are expected to give a minimum of three cards per week.

 PANTHER PRIDE
Student Name _____
Was Caught by _____
Living up to the Panther Promise <small>Redeem the top sheet to receive a treat and be entered into a weekly drawing. Return The second sheet to your teacher leader. Give the third sheet to your parents.</small>

Panther Promise	
	Learn Daily Laugh Often Lead Respectfully Live Responsibly
Augusta Independent School	
<u>Always Inspiring Success</u>	

HONOR ROLL CARDS

The Honor Roll Card system is a method to recognize students for demonstrating excellence in academics. Honor Roll Cards are valid for a nine week period. The team leaders will be responsible for organizing the cards for their grade level each nine week grading period.

Platinum cards: Students with a GPA of 4.0.

Examples of rewards for platinum card holders: Community partner cards, pass to all home athletic events, a goodie bag/treat, a social event, and an additional item to be determined

Gold cards: Students with a GPA of 3.5 – 3.99.

Examples of rewards for gold card holders: Community partner cards, pass to all home athletic events, and a goodie bag/treat.

Silver cards: Students with a GPA of 3.0 – 3.49.

Examples of rewards for silver card holders: Community partner cards, two free admittances to a home athletic event and a goodie bag/treat.

Bronze cards: Students recognized by teams for significant effort and progress in academics.

Examples of rewards for bronze card holders: Community partner cards, one free admittance to a home athletic event and a goodie bag/treat.

GOOD NEWS POSTCARDS

Good News Postcards will be used to send home information regarding specific student behavior. Students who mastered a difficult concept, students who have shown behavioral improvement, or students who went above and beyond should receive one. These are only examples, and teachers should send home a Good News Postcard at any time they deem one necessary.

Teams will meet at least monthly to complete postcards.

Students who receive a Good News Postcard will be allowed entry into one athletic event free.

THE PARKING TICKET

School behaviors can be compared to traffic violations.

Level One behaviors are analogous to *Parking Tickets*. A parking ticket is a minor offense. Even if a driver gets a parking ticket every day for a year, as long as he pays the fine no other consequence will be enacted (no arrest, jail time, having license revoked, etc.). Similarly, for “Level One” behaviors at school, a teacher administers “Level One” consequence and no other action is needed.

Level Two behaviors are analogous to *Moving Violations Tickets*. Moving violations are more serious than parking tickets and include infractions such as speeding, running a stop sign, etc. Moving violations require a higher level of intervention and/or consequence (i.e. driving school, paying fines of varying amounts, and possibly, a court appearance). Similarly, for “Level Two” behaviors at school, a higher level of response is warranted, and should include at least some level of documentation.

Level Three behaviors are analogous to *Drunken Driving Violations*. Drunk driving is a serious offense that requires immediate arrest, incarceration or court involvement. An officer does not make a determination as to whether or not to arrest; rather, the law requires that an arrest is made. Similarly, for “Level Three” behaviors at school, teachers are required to notify administration of any offense that involves dangerous or illegal behaviors.

LEVEL 1 POSITIVE INTERACTIONS

Level 1 positive interactions are non-contingent upon other behaviors. These interactions are part of the *Panther Way* of supporting our students.

Sample Behaviors	Possible Interactions
No behaviors necessary. These are non-contingent upon behavior.	<ul style="list-style-type: none">• Greet students in the hall or at the door• Say hello• Ask students how they are doing• Shake hands• Offer high fives• Pat the student on the back• Other forms of non-contingent positive praise

LEVEL 1 BEHAVIOR ISSUES

“The Parking Tickets”

Level 1 infractions are annoying behaviors that can be corrected with key words such as “quit,” “don’t,” or “stop!”

These behaviors can adequately be corrected by the observing staff member in the setting. A staff member observing a Level 1 infraction should not expect any other staff member to take additional action.

Sample Behaviors
Including, but not limited to: <ul style="list-style-type: none">• Talking to peers• Call outs• Out of seat• Head down• No homework• No materials• Off task• Writing notes• Inappropriate tone• Singing/humming/noises/tapping• Not following directions• Running in the hall• Tardy to class• Throwing things

LEVEL 2 POSITIVE INTERACTIONS

Level 2 positive interactions may be contingent upon some act by the student. The student may have done well on a test, or helped out another person without prompting.

Sample Behaviors	Possible Interactions
<ul style="list-style-type: none">• Did well on a test or assignment• Helped a student with a problem (without being asked)• Cleaned the room or cafeteria (without being asked)• Helped a student in need• Offered to do something for someone• Other forms of living up to the Cougar Promise	<ul style="list-style-type: none">• Cougar Pride card• Positive phone call home• Hand written note or letter home• Good News post card

LEVEL 2 BEHAVIOR ISSUES

“Speeding Tickets”

Level 2 infractions should always involve having the reporting staff member contact the student’s parent/guardian. These contacts should be recorded in the staff member’s contact log.

These behaviors may not require immediate administrative involvement, but do require documentation because the observing staff member has assigned a school wide correction.

Sample Behaviors	
Including, but not limited to:	
<ul style="list-style-type: none">• Cheating• Disruptive with a substitute• Public Display of Affection• Skipping school/class/detention• Throwing things (paper wads, pencils, etc...)• Excessive teasing or annoyance towards peers• Littering (on school grounds or inside the building)	<ul style="list-style-type: none">• Profanity (not directed toward an individual)• Repeated Level 1 infraction that become defiance• Continual Class Disruption• Leaving Class Without Permission• Fraudulent Notes/Hall Passes• Dress code• Teasing or annoyance towards peers• Bus Disruption

I. SCHOOL WIDE BEHAVIOR PLAN AND PROCEDURES

LEVEL 3 POSITIVE INTERACTIONS

Level 3 positive interactions may be contingent upon some act by the student, but are **sustained** over time. Students demonstrate an area of the Cougar Promise consistently and are rewarded for sustaining it.

Sample Behaviors	Possible Interactions
<ul style="list-style-type: none">• Routinely does well in class• Always sustains positive behavior• Perfect attendance• Maintains positive relationships with other students• Maintains positive relationships with adults	<ul style="list-style-type: none">• Team reward• Teacher reward• Honor roll card• Perfect attendance award• Student of the Week award

LEVEL 3 BEHAVIOR ISSUES

“Drunken driving violations”

Level 3 infractions are illegal, cause immediate harm to self or others and/or direct defiance of authority.

These behaviors are serious misbehaviors that require immediate administrative involvement and written documentation.

Sample Behaviors	
Including, but not limited to:	
<ul style="list-style-type: none">• Illegal drugs• Weapons• Fighting• Stealing• Profanity that involves disrespect• Cell Phones• Racial/Derogatory Comments• Participation in Sexual Activity• Alcohol• Theft• Vandalism of School• Disrespectful behavior toward any school employee• Fireworks: possession, selling, Purchasing, distribution, or use	<ul style="list-style-type: none">• Assault/Threat made to staff member• Sexual harassment• Bullying/threatening (intimidation) as defined by KRS• Skipping school/Class/Detention• Aggressive Behavior• Leaving School Property• Gambling• Extortion• Breaking/Entering School Building• Smoking/Tobacco Use (at school or any school event)• Disruption of School: setting a fire, false fire alarm, bomb threat

SCHOOL WIDE TERMINOLOGY AND PROCEDURES

School wide level

All teachers will utilize the Panther Pride Cards to reward and reinforce appropriate behavior. Teachers will give a minimum of three Cougar Pride cards per week, and strive for a three-to-one ratio of positive to negative interactions with students.

Selected students will conduct a weekly drawing from the Panther Pride Cards.

All teachers will use the term “marks” for infractions.

All teachers will display Definitions of Mark Categories on the wall.

All teachers will use the provided Discipline Report form for infractions. All teams will adhere to the weighted marks on the Discipline Report form. The weights **may not** be changed by the teams, and will be held standard school wide.

Teachers will use the online Mark Reporting System to track infractions

Teachers will participate in school wide detention, with dates set by administration.

Please keep in mind that several interventions should be used prior to the student receiving a mark, such as managing by proximity, nonverbal cues, eye contact, etc...

Teachers will follow these steps in dealing with discipline:

- 1- Intervention/warning (proximity, nonverbal cues, eye contact)
- 2- Mark
- 3- Corrective behavior (level one or level two interventions)
- 4- Parent/guardian contact
- 5- Corrective behavior (level one or level two interventions)
- 6- Administrative action

MARK SYSTEM

All teachers will utilize the mark system as documentation. A tiered approach will be used for accumulation of marks.

Teachers will check marks every Thursday, and assign the appropriate consequence using the tiered system outlined below. Teams will either call parents directly or mail home all consequence notices, regardless of the consequence.

Students who accumulate 5-9 marks within a one week period (Monday to Friday), will be given the following consequences:

- Loss of afternoon break on Friday
- 2 days of Lunch Detention
- Detention packet level 1

Students who accumulate 10-14 marks within a one week period (Monday to Friday) will be given the following consequences:

- Loss of afternoon break on Friday
- 3 Days of Morning Detention
- Detention packet level 2
- One week extra-curricular ineligibility (student may practice but not compete)
- *Parent/teacher/administration conference will be held*

Students who accumulate 15+ marks with a one week period (Monday to Friday) will be given the following consequences:

- Loss of afternoon break on Friday
- 4 Days of after school detention (Must complete Detention Packet 1 and 2)
- In School Alternative Education (ISAE)
- One week extra-curricular ineligibility (student may not practice or compete)
- *Parent/teacher/administration conference will be held*

Notification to parents will be made by paper copy of notice given to student. Students who miss detention or who do not return the character education packet will be given all day team isolation for the first occurrence. The second occurrence will result in an office referral. If a student misses an assigned detention, the team leader must call the parent.

Teachers will regularly discuss student behavior progress, and meet to determine appropriate interventions on the team level.

At each mid-term and end-of-term (4.5 weeks), administration and counselors will review students' cumulative marks. Student who earn 15 or more marks or receive three or more detentions during this time frame will be flagged for further intervention.

I. SCHOOL WIDE BEHAVIOR PLAN AND PROCEDURES

Once flagged, the grade level teachers will meet to determine interventions for the student. During a management meeting conducted by administration, the team and administration will determine next possible steps for intervention, which can include, but is not limited to, the following:

- Behavior intervention plan
- Behavior contract
- Placement change, School Counseling Program
- Use of outside resources or agencies

Students who are placed on an intervention plan will be assigned a staff point-of-contact, who will regularly report progress to the team. Any plan developed for the student will be shared with all adults who interact with the student on a daily basis. An intervention plan may supersede the marks system for a particular student.

DEFINITION OF MARK CATEGORIES

Cheating

5 marks

- Student's independent work is produced with aid from a peer or non-staff adult without expressed permission from teacher.
- Student plagiarizes work by not giving appropriate credit to outside sources.
- Student intentionally aids another student in completing an independent task, assignment, or assessment.

Disruptive behavior 3 marks

- Student's behavior disrupts the flow of classroom instruction.
- Student's behavior disrupts classroom activity.
- Student's behavior requires intervention of an adult regardless of location.

Disrespect/defiance to adult or disrespect to peer 3 marks

- Student uses an inappropriate response to adult request.
- Student makes a comment or statement that is insulting to adult or peer.
- Student does not respond to adult requests to perform an action first time asked.
- Student takes or damages property that is not their own.

Tardy

1 mark

- Student is not in assigned area in the classroom when the tardy bell rings, or if on alternate schedule, at the designated time.

Off task behavior

1 mark

- Student is not performing task, activity, assignment, or assessment as directed by adult, but is not disrupting the flow of instruction or activity.
- This includes, but not limited to, not coming to class prepared with materials, sleeping in class, engaged in conversation with another student that is not pertaining to class.

Classroom specific rule

1 mark

- Student breaks a rule specific to a particular classroom. Classroom rule is posted and reviewed with students through CHAMPS.

A student action may only fall into one category. An action may not be given additional marks beyond those listed. A teacher or team may not change mark values.

REFERRAL & IN SCHOOL ALTERNATIVE EDUCATION (ISAE)

OFFICE REFERRAL PROCEDURES

1. If the situation has escalated and you cannot write a referral immediately, call immediately for Mr. Kelsch or Mrs. Brewer and they will come and remove the disruptive student from the situation. Never a send a student out on their own.

ISAE ASSIGNMENT

1. Students assigned to ISAE will be monitored on a point system.
2. Students must earn 10 points per period in order to be able to return to class after their ISAE time has been served.
 - a. 2 points = Completes all work assigned by teacher
 - b. 2 points = Come to ISAE prepared to work
 - c. 2 points = Completes ISAE assignment
 - d. 2 points = Follows directions in ISAE first time asked
 - e. 2 points = Stays in assigned area at all times
3. Students who do not earn enough points will return to ISAE for the period in which they did not earn enough points.
4. In order for ISAE to be successful, teachers must provide students with work for ISAE.
5. ISAE teachers will also be providing students in ISAE with character education materials, and will use additional resources for core content r

PROCEDURE FOR ASSIGNING DETENTION

When teachers issue students a mark(s) they are to fill out a mark sheet and give a copy to the student, submit a copy to the office, and keep a copy for their records. Teachers will also enter marks into Infinite Campus. It is best to enter marks into the database on the same day that marks are assigned, however, all marks for the week must be entered before teachers leave the building on Thursday afternoons.

The office will compile a list of students who have accumulated enough marks for a detention, level one, two, or three. This list will be generated on Friday mornings.

A teacher, administrator or Mrs. Zeigler will be responsible for notifying parents of detention assignments by distributing detention notices to students who are assigned detention. Detention notices will be sent home every Friday for the following week's assignments.

The office will enter all students who have accumulated enough marks for detention into IC on the Friday prior to the detention dates listed above.

The office or assistant principal, by the end of first period on the date of the detention, will notify all teachers with a list of those students that will be staying for detention, and the duration for that detention.

Mr. Bray will supervise lunch detentions in the cafeteria and afternoon detentions in his classroom. Mr. Kelsch will supervise morning detentions in the office.

The office will be responsible for making copies of the alternative detention packets for students to complete during detention. The packets, along with the detention roster, will be kept in the ISAE room.

The office will send an email to all staff containing a list of students that did not attend the assigned detention by the end of the detention.

ALTERNATIVE DETENTION PACKETS

Detention Packets, Level 1 and Level 2.

Teachers are responsible for printing and copying these packets for students who are assigned them. Copies of completed packets should be placed in the student's team folder upon completion.

I. SCHOOL WIDE BEHAVIOR PLAN AND PROCEDURES



Augusta Independent School

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Robin Kelsch, Principal · Brandi Brewer, Assistant Principal

Always Inspiring Success

DETENTION NOTICE

_____ has earned enough marks to serve an after school detention on the following date and time:

_____ / _____ / _____ from 3:05 PM to _____ PM.

Your student earned _____ marks during the week of ____ / ____ / ____ to ____ / ____ / ____ for the infractions listed below.

Cheating (5 marks per infraction) _____

Defiance/disrespect to adults (3 marks per infraction) _____

Disrespect to peers (3 marks per infraction) _____

Disruptive behavior (3 marks per infraction) _____

Tardy (1 mark per infraction) _____

Off task behavior (1 mark per infraction) _____

Candy, food, drink, gum (1 mark per infraction) _____

Classroom specific rule (1 mark per infraction) _____

The student should report to _____ on the date and time listed above for detention. The student is responsible for bringing paper and pencil to detention. He or she will be given an assignment to complete during the detention. Homework or classwork may not be completed during detention.

Failure to report to detention will lead to team isolation for the first occurrence and an office referral for the second occurrence.

A copy of the school-wide discipline plan, including definition of the mark categories, can be found on the school web page.

Please direct all questions regarding this detention to your student's team leader.

Student signature

Parent signature

____/____/____
Date

Please return a signed copy of this notice to your team leader.

Parents, please arrive at the correct detention dismissal time and pick your student up in the car lane.



**Augusta Independent
Mark Sheet Report**



Student's Name: _____
Grade: ____ **Team:** _____ **Date:** ____/____/____
Period: 1 2 3 4 5 6 7

INFRACTION/DESCRIPTION	INTERVENTION/IMPACT
Cheating 5 marks	
Disruptive Behavior 3 marks	
Disrespect/Defiance to adult or disrespect to peer 3 marks	
Tardy 1 mark	
Off Task Behavior 1 mark	
Classroom Specific Rule 1 mark	

Teacher Comment/Notes: _____

Teacher Signature: _____

Student Signature: _____

Parent Signature: _____



**Augusta Independent
Mark Sheet Report**



Student's Name: _____
Grade: ____ **Team:** _____ **Date:** ____/____/____
Period: 1 2 3 4 5 6 7

INFRACTION/DESCRIPTION	INTERVENTION/IMPACT
Cheating 5 marks	
Disruptive Behavior 3 marks	
Disrespect/Defiance to adult or disrespect to peer 3 marks	
Tardy 1 mark	
Off Task Behavior 1 mark	
Classroom Specific Rule 1 mark	

Teacher Comment/Notes: _____

Teacher Signature: _____

Student Signature: _____

Parent Signature: _____

SECTION II

CHAMPS

Grades K – 12th

Augusta Independent CHAMPS

Overview

C onversations	Can students talk to each other during this activity?
H elp	How do students get the teacher's attention and their questions answered?
A ctivity	What is the task/objective? What is the end product?
M ovement	Can Students move about during this activity?
P articipation	How do students show they are fully participating? What does work behavior look and sound like?
S uccess	When students meet CHAMPS expectations, they will be successful

Augusta Independent CHAMPS

Voice Levels

0	No Talking/Silent
1	Whisper Only- Someone 2 feet away from you should not be able to clearly decipher what you are saying
2	Normal Talking Voice (Conversation Voice)
3	Presentation Voice- voice is projected so that whole group can hear
Outside Voice	Used only outdoors or for sports-may include yelling

Augusta Independent CHAMPS

Assemblies

C	Conversation <ul style="list-style-type: none">• Voice Level 0
H	Help <ul style="list-style-type: none">• Raise hand and wait for adult assistance while remaining in your seat
A	Activity <ul style="list-style-type: none">• Students and staff will enjoy and appreciate the assembly or presentation
M	Movement <ul style="list-style-type: none">• Enter in a line, one behind the other• Walk with hands, feet, and body to self• Sit where staff member assigns upon entry; no switching seats• Stay seated; if seated on the floor, stay down (NO sitting on your knees)• No leaving during a performance• Students clap at appropriate times• When assembly is over, wait for principal to dismiss your team, and then for your teacher to ask class to stand. Dismiss in single file line.
P	Participation <ul style="list-style-type: none">• Students have eyes on and listening to the program and presenter(s)

Augusta Independent CHAMPS

Pep Rallies

C	Conversation <ul style="list-style-type: none">• Voice Level 2 or Outside Voice when cheering• Voice Level 0 any time attention signal is given
H	Help <ul style="list-style-type: none">• Go to staff member and request assistance as needed
A	Activity <ul style="list-style-type: none">• Students will celebrate the accomplishments of other students and groups
M	Movement <ul style="list-style-type: none">• Enter in a line, one behind the other• Walk with hands, feet, and body to self• Sit where staff member assigns upon entry; no switching seats• No leaving during a performance• Students clap and cheer at appropriate times
P	Participation <ul style="list-style-type: none">• Students have eyes on and listen to the program and performers• Participate as appropriate

Augusta Independent CHAMPS

Cafeteria

C	Conversation <ul style="list-style-type: none">• Voice level one while in the serving line - if requesting food, only talk directly to cafeteria workers at a level 2 using appropriate manners (please, thank you, etc.)• Voice Level 1 or 2 at table
H	Help <ul style="list-style-type: none">• When going through lunch line, ask lunchroom workers politely (use please, thank you, etc.)• Once seated, raise hand and ask for assistance
A	Activity <ul style="list-style-type: none">• Follow traffic pattern to get your lunch through assigned line• Get all condiments and utensils (including straw and napkins) as you go through line• Sit at assigned table• Eat your lunch• Return tray to window as directed by teacher or cafeteria supervisor• Listen and follow directions when dismissed
M	Movement <ul style="list-style-type: none">• Once seated, stay seated. Raise hand if you need anything.• When entering and at dismissal, walk at all times following traffic pattern times
P	Participation <ul style="list-style-type: none">• Enjoy your lunch• Clean up your table and floor area when done• Use appropriate manners at all times

Augusta Independent CHAMPS

Hallway with a Teacher

C	Conversation <ul style="list-style-type: none">• Voice Level 0
H	Help <ul style="list-style-type: none">• Raise hand and wait for teacher assistance
A	Activity <ul style="list-style-type: none">• Walking down the right side of the hallway in a single file line
M	Movement <ul style="list-style-type: none">• Walking forward- keep pace with the rest of the line• Hands to self (do not touch other people or hallway displays)• Remain a comfortable distance from the person in front of you
P	Participation <ul style="list-style-type: none">• Sounds: quiet• Looks: like a straight line

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Hallway – Class Change

C	Conversation <ul style="list-style-type: none">• Voice Level 2
H	Help <ul style="list-style-type: none">• Ask teacher or another student for help as needed
A	Activity <ul style="list-style-type: none">• Gather all materials for upcoming class(es)• Use restroom if necessary (at team designated breaks)• Go directly to your next class
M	Movement <ul style="list-style-type: none">• Walking• Hands, feet, and comments to self
P	Participation <ul style="list-style-type: none">• Arrive to next class on time with materials and begin first activity promptly

Augusta Independent CHAMPS

Restrooms

C	Conversation <ul style="list-style-type: none">• Voice Level 0 or Voice Level 1
H	Help <ul style="list-style-type: none">• Go to nearest adult
A	Activity <ul style="list-style-type: none">• Use restroom appropriately• Flush toilet• Wash hands (1 squirt of soap)• Dry hands
M	Movement <ul style="list-style-type: none">• Walking
P	Participation <ul style="list-style-type: none">• Sounds: quiet• Looks: toilets flushed, sanitary

Augusta Independent CHAMPS

Arrival

C	Conversation <ul style="list-style-type: none">• Voice Level 1 or Voice Level 2
H	Help <ul style="list-style-type: none">• See any adult on supervision for help
A	Activity <ul style="list-style-type: none">• Entering school and proceeding to appropriate destination in a safe and orderly manner
M	Movement <ul style="list-style-type: none">• Move directly to appropriate destination<ol style="list-style-type: none">1. Sit in gym until dismissed2. When dismissed from gym, immediately move to appropriate destination (if you arrive to school after 8:00, report to gym)
P	Participation <ul style="list-style-type: none">• Enter building through front door only• Report directly to the cafeteria. (if you arrive to school after 8:00, check in with Mrs. Zeigler) Follow all cafeteria rules and hallway guidelines

Augusta Independent CHAMPS

Dismissal

C	Conversation <ul style="list-style-type: none">• Voice Level 0 during any announcements• Voice Level 1 in hallway and cafeteria when there are not announcements
H	Help <ul style="list-style-type: none">• Raise your hand and wait for assistance
A	Activity <ul style="list-style-type: none">• Exiting school and proceeding to appropriate destination in a safe and orderly manner
M	Movement <ul style="list-style-type: none">• Gather all materials you will need at home (books, homework, etc.) and proceed to designated areas• Walk at all times, keeping hands and feet to self
P	Participation <ul style="list-style-type: none">• Teachers dismiss, not the announcements• Observe safety rules at crosswalks and in cars, vans, and buses

Augusta Independent CHAMPS

Library Media Center

C	Conversation <ul style="list-style-type: none">• Voice Level 0 unless otherwise instructed (maximum Voice Level 1)
H	Help <ul style="list-style-type: none">• Raise hand and wait for adult assistance if seated during group instruction• Otherwise, approach librarian politely and wait to be recognized
A	Activity <ul style="list-style-type: none">• Using library resources respectfully and responsibly<ol style="list-style-type: none">1. Checking out books2. Working at computers or independent work at desks3. Participating in lessons with teacher/librarian
M	Movement <ul style="list-style-type: none">• Seated during group instruction• Walk at all times; move about quietly when using resources
P	Participation <ul style="list-style-type: none">• Quiet academic work

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Computer Labs

C	Conversation <ul style="list-style-type: none">• Voice Level 0 unless otherwise instructed (maximum Voice Level 1)
H	Help <ul style="list-style-type: none">• Raise hand and wait for adult assistance at your computer• Otherwise, approach teacher politely and wait to be recognized
A	Activity <ul style="list-style-type: none">• Using computers respectfully and responsibly<ol style="list-style-type: none">1. Complete any assigned activities2. Do not utilize any computer programs/ access websites that not authorized by teacher3. Follow AUP
M	Movement <ul style="list-style-type: none">• Walk at all times• Go directly to assigned seat• No movement once at seat
P	Participation <ul style="list-style-type: none">• Quiet academic work

Augusta Independent CHAMPS

Field Trips

C

Conversation

- Voice Level 0 during any group instruction
- Voice Level 1 during completion of tasks indoors

H

Help

- Raise hand and wait for teacher during group instruction
- Go to staff member and request assistance as needed

A

Activity

- Attending a curriculum based activity off school grounds; completing tasks as assigned by adults in charge

M

Movement

- Travel with group and chaperones to which you are assigned
- Always walk
- Follow CHAMP for riding bus during appropriate times

P

Participation

- Students have eyes on and listen to the program and performers
- Participate as appropriate
- Be respectful and responsible
- Follow all adult/staff directions

