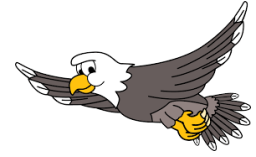
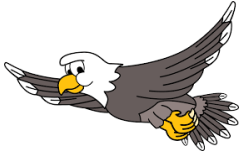


TSES: Where students **RISE** to the challenge

STAFF MEMBER HIERARCHY RESPONSE TO STUDENT BEHAVIOR:

1. Student/Teacher Relationship
2. PBIS incentives: stickers, class incentives, grade level incentives
3. 1,2,3 Magic-implemented with integrity
4. Think space in class
 - A. Student is sent to this designated area in the classroom after they have received 2 verbal warnings from adult
 - B. Set timer for 3-5 minutes and the student will:
 - identify emotions
 - use strategies (poster will be provided for area) to manage re-entry back into activity/group
5. If time permits, before the student transitions back to activity/peer group, the staff member will talk to the student to restore the relationship.
 - A. I see that you are calm. Are you ready to talk?
 - B. Help me understand what you may have been thinking or feeling in that moment.
 - C. How do you think your behavior/choice made others feel?
 - D. What could you do differently next time?
 - E. Thank you for talking with me. Let's rejoin the class.
6. Contact parent/guardian via phone call about behavior in class
7. Enter information in grade level google doc
6. If student has to be sent to the think space for a second time (after implementing 1,2,3 Magic with integrity), then the student will serve a lunch detention.
8. Contact parent/guardian via phone call/email about lunch detention
9. During lunch detention, the student will sit away from class in the cafeteria. The goal is for the staff member who assigned the lunch detention to touch base with the student at some point to maintain the student/teacher relationship.
10. If student goes to the think space twice during the afternoon (PM class), then the student can sit away from peers during breakfast the next morning or serve an appropriate grade level consequence.
11. If staff member notices a pattern of behavior, please reach out to the SST team for support and guidance.



TSES: Where students *RISE* to the challenge

STUDENT EXPECTATIONS:

1. Follow the RISE expectations
2. Understand that if I choose the behavior, I choose the consequence
3. Respond appropriately to 1,2,3 Magic
4. Use think space to:
 - identify feelings
 - use strategies to get self ready to re-enter activity/group
5. Understand that if I have to go to the think space more than once, then I will have to serve a lunch detention. This means that at lunch, I will have to sit away from my class.
6. During the lunch detention or at another time that day, I will participate in a conversation with a staff member to talk about:
 - A. my choices/actions
 - B. how my choice/actions might have made others feel
 - C. what I can do next time