



The RAMS Way

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K-3





Our Common Goal

What's Not Working

Data Support

Common Goal

Positive Supports



Overall Student Results

From the Environment category, respondents selected "strongly agree or agree" for the following:		2018	2017
Q33	I enjoy going to school to learn.	70%	70%
Q34	My school is focused on learning.	88%	88%
Q35	My school has a positive environment.	79%	78%
Q36	In my school adults treat students with respect.	83%	83%
Q37	In my school students treat students with respect.	71%	69%
Q38	In my school students treat adults with respect.	79%	79%
Q39	People in my school respect the differences of others.	71%	69%
Q40	People care about me at school.	86%	85%
Q41	My teachers are interested in me and know me as a person.	73%	70%
Q42	I feel safe at school.	85%	91%
Q43	I feel connected to my school and that I am a part of my school.	79%	82%
Q44	I feel comfortable talking to my school counselor when I need help.	69%	72%



Focusing on Negative

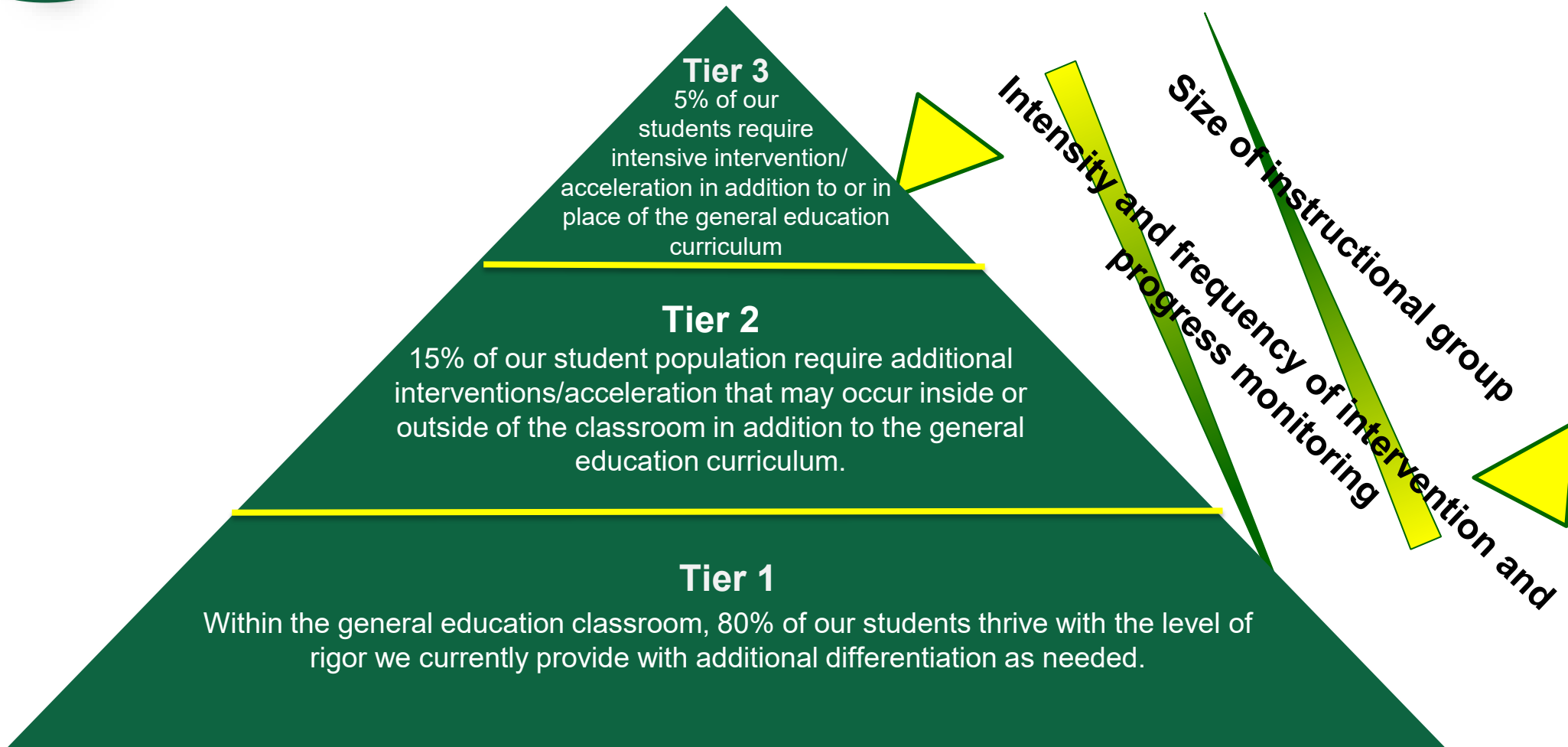
Opportunity to Improve

Healthy Climate

School Wide



MTSS Decision Making





RAMS Way

R - Respectful

A - Accountable

M - Motivated

S - Safe





Consider This.....

*Until we have
defined, taught, modeled, practiced, reinforced & re-taught,
it is unethical for adults to punish.....*

- Rob Horner



School-Wide Positive Behavior Support allows us to look at student behavior in a new way.....

We Create Effective Learning Environments That Are:

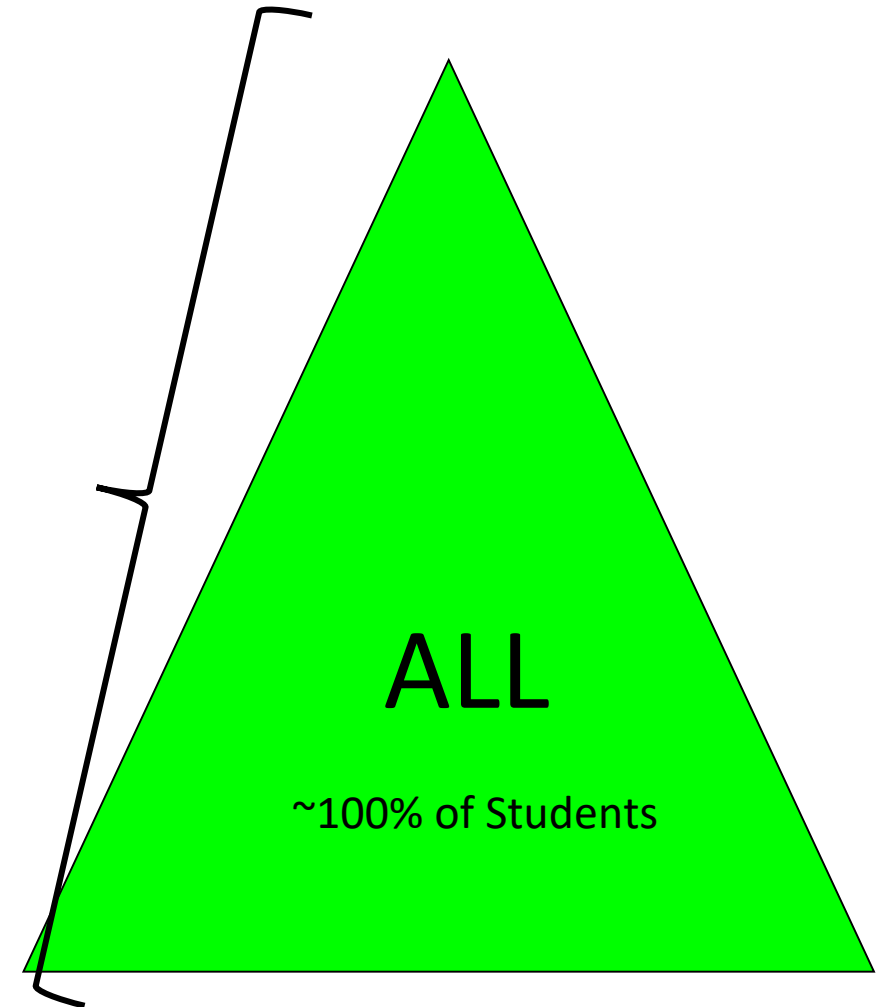
- ✓ Predictable
- ✓ Consistent
- ✓ Positive
- ✓ Safe



Universal System and Support

Universal System of Support (Tier 1)

1. SW behavioral expectations and classroom rules
2. Active teaching of expectations
3. Acknowledgement system
4. Continuum of consequences
5. Data-based decision making





What will RAMS Way Look Like in our School?

- The building team develops school-wide **Expectations & Rules** in settings across campus
- We will all **Teach** students appropriate behavior in selected settings
- An **Acknowledgement System** will be used to encourage and model appropriate behavior and
- **Effective Consequences** will be developed and used to discourage inappropriate behavior.
- Utilize **Data** to determine intervention fidelity at all levels



Behavioral Expectations

	Area:	Area:	Area:	Area:	Area:	Area:
--	Cafeteria	Playground	Hallway	Bathroom	Bus	Classroom
Respectful Accountable Motivated Safe	Level 2 voice Sit Eat Clean Leave	Level 3 voice Play safely Be kind Hands to self	Level 1 voice Eyes Forward Ears listening Hands at sides Feet quiet	Level 1 Voice Go Flush Wash Leave	Level 2 voice Eyes Forward Ears listening Hands at sides Feet quiet	Level 1 voice Eyes Forward Ears listening Hands at sides Feet quiet