

RV Teaching and Learning Action Plan #5: Citizenship

Improvement Goal:

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Expectation(s) for Student Learning:

- All students will demonstrate behavior expectations through the Lifelong Guidelines/Lifeskills, Workforce Expectations, and following the model of, Be responsible! Be respectful! Be safe!
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have an opportunity to participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students at Ridge View Elementary
Grades 4-5 – Reproduction and Family Planning
Grade 5 – Substance Abuse/ Too Good for Drugs and Violence

Interventions:**Student Support:**

All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe!
All students will develop positive leadership skills, ethics, school connectedness, and accountability.
All students will develop digital citizenship and practice acceptable technology usage.
All students will learn necessary strategies to keep themselves safe and healthy.
The school community will collaborate to provide a safe and secure facility.

Evaluation:

Stakeholder Opinion Surveys	Discipline Data
Leadership Survey	Gallup Poll Data
Learn More Indiana Student Survey	PIVOT Early Warning System

Timeframe for Implementation:

2012- 2017

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills</p> <p>1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe!</p> <p>A. Daily practice and usage of Lifelong Guidelines/Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in classroom management and curriculum</p> <p>B. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student government, athletics, clubs, and other activities.</p> <p>C. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student discipline.</p> <p>D. Opportunities to practice Employer Expectations in Work One poster.</p> <p>1. M.O.P. K-12</p> <p>We teach, model, and practice these questions so that students can "mop up" inappropriate behavior.</p> <p>Me -- Did or could this behavior hurt me or get me in trouble?</p> <p>Others- Did or could this behavior hurt others or get others in trouble?</p> <p>Property- Did or could this hurt</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -Home School Coordinator/Counselor -Citizenship Goal Chairs -1-5 Teachers -YMCA -Scouts -Youth Athletic Organizations -Parents -Support Staff -RTI Team -Team LEAD -Safety Patrols 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -AIMSweb -Easy CBM -Gallup Poll Data - Learn More Indian Survey - Threat Assessment - PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -A.M. Announcements, PA, Displays -Incentives -<i>ITI: The Model</i> by Susan J. Kovalik -<i>Teaching With the Brain in Mind</i> by Eric Jensen -<i>Character-Daggett</i> -<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> by Karen Olsen and Sue Pearson -<i>Tools for Citizenship and Life: Using the ITI</i> Pearson, Karen Olsen -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -MOP Forms -Referral Forms -Focus on Education -PBIS Training

somebody's property?				Newsletter/Website - <i>The First Days of School</i> by Harry Wong -AIMS Web
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills, continued</p> <p>2. 4 A's</p> <p>ADMIT -- Write or tell me what you did wrong. APOLOGIZE -- Write or tell me how you are going to say that you are sorry.</p> <p>ACCEPT -- Tell how you will accept the consequences and/or discipline for your actions. AMENDS- Tell how you will fix the problem or behavior.</p> <p>D. Focus attention on Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in newsletters, announcements, daily lessons, and letters home to parents.</p> <p>E. Awards Day will highlight student achievement in respect, responsibility, conduct, and sustained effort.</p> <p>F. Integrate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! at home and in the community.</p> <p>G. PBIS (Positive Behavioral Interventions and Supports) will be implemented to teach and reward positive behavior.</p> <p>1. All students will be taught and follow the procedures in the Ridge View Expectations matrix.</p> <p>2. All students will earn tickets and rewards for following rules and procedures.</p> <p>3. School celebrations will be held</p>	2012-2017		<ul style="list-style-type: none"> - Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data - Threat Assessment 	PBIS Matrix

quarterly for PBIS. 4. Students will earn individual and whole school rewards.				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills, continued</p> <p>2. Brickie Buzz – Adults write a Brickie Buzz for positive behavior of individuals, groups of students, or a whole class. The Brickie Buzz forms are read on the daily announcements. Student PBIS Brickie Expectation tickets will be chosen randomly from bin in the vestibule. Students whose ticket is chosen will pick a prize from the Principal’s Treasure Box.</p> <p>Kindness Board – Students will be recommended by any staff member for an Act of Kindness. (Every 3rd Week of the Month).</p> <p>3. Response to Instruction</p> <p>A. Students who demonstrate a behavioral need will receive RTI tiered intervention services.</p>	2012-2017		<ul style="list-style-type: none"> -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data -Brickie Buzz Forms 	<ul style="list-style-type: none"> -Brick Tickets -Prizes -Kindness Nomination Form -Brickie Buzz Forms

<p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs 1-5</p> <p>1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe! 1-5 Bullying Presentations</p> <p>A. Students will participate in classroom presentation/ discussions.</p> <p>1st Grade: Tattling vs. Telling is a for the students to learn the difference between tattling, which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in <i>Tippy Learns About Touch</i> where they learn about personal space and appropriate touch. In addition, students participate in <i>The 7 Habits of Happy Kids</i> by Sean Covey where they learn habits to lead a happy life.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Home School Coordinator/Counselor -Administrators -1-5 Teachers -Parents -Support Staff 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys 	<ul style="list-style-type: none"> -Home School Coordinator Curriculum (videos/books) -Parent Communication -Programs -Rachel's Challenge Website -School City of Hobart Website -Skyward -PBIS Matrix -Grade Level Curriculum for Programs with videos and books.
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>2nd Grade: <i>Free the Horses</i> is an eleven week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.</p> <p>3rd Grade: <i>Chrissa Stand Strong</i> is a 4 week video and classroom exercise about friendship and bullying. Strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students.</p> <p>-<i>Drama Llama</i> – 1 lesson -<i>Get Real About Violence</i> – 7 lessons</p>	2012-2017			-Grade Level Curriculum for programs with videos and books.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. <i>Fighting Fair</i> is a classroom program based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying. <i>Get Real About Violence – 6 lessons</i></p> <p>5th Grade: <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.) <i>Too Good For Drugs – 6 weeks</i></p> <p>4th and 5th Grade: <i>Why Try</i> is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities.</p>	2012-2017			

<p>1st-5th Grade: M.O.P. expectations and Bullying Prevention are reviewed with all students. Students will commit to kindness and compassion by pledging Rachel’s Challenge. -Internet Safety/Digital Citizenship/Digital Portfolios</p>				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills - Project Wisdom (SCOH Website) 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability. A. Students will reflect upon the meaning of civic and personal values and the application of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors. B. Gang Education</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Principals -1-5 Teachers -Support Staff -Counselor -Student Health Coordinator -SRO -Hobart Police Department -Director of School Safety -Director of Curriculum 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Principal/Student/Teacher Interaction -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -PA System -Project Wisdom Resource Manual -Guest Readers -Videos -Books -Too Good For Drugs -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -US Attorney’s Office

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: - Positive Leadership Skills - Leadership and Mentor Programs</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Team L.E.A.D. - Students will participate in Team L.E.A.D. groups to promote Leadership, Empathy, Accountability, and open Discussions.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -Home School Coordinator/Counselor -Citizenship Goal Chairs -1-5 Teachers -Parents -Support Staff 	<ul style="list-style-type: none"> -Leadership Surveys -Mentor Data -Observable Student Behaviors -Referral Form Data -Discipline Data -Opinion Survey -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -Team Lead Consultant for Student, Teacher and Parent Training -Team LEAD Sponsor(s) -Boomerang Project -Natural Helpers Retreat -Community

<p>- Elementary Team L.E.A.D. will foster student participation through school families, buddies, and Safety Patrols.</p> <p>B. Common Language on aggression will be modeled.</p> <p>C. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>D. Students will have the opportunity to participate in extra and co-curricular activities such as: Student Patrol, Student Council, Shop with a Cop, 4-H-Purdue Cooperative Extension, American Legion/ Elks Essay Contest, Hoops and Jump for Heart, Community Organization Partnerships, and Rachel's Challenge.</p> <p>E. Students will commit to kindness and compassion by pledging Rachel's Challenge.</p> <p>-4th/5th grades Rachel's Story</p> <p>-5 Minute Rachel's Challenge Daily Activities</p> <p>-Someone You Should Know</p> <p>-National Kindness Awards</p>				<p>Organizations</p> <p>-Extra and Co-curricular Activities</p> <p>-Rachel's Challenge Curriculum</p> <p>-5 Minute Daily Rachel's Challenge Activities</p> <p>-Someone You Should Know</p> <p>-SCOH Website</p>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills - Middle School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 5th graders, will participate in middle school readiness activities</p>	2012-2017	<p>-Lead: Principals</p> <p>-5th Grade Teachers</p> <p>-Home School Coordinator/Counselor</p> <p>-Parents</p> <p>-Counselor</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-NSSE Opinion Survey</p>	<p>-Team LEAD Consultant and Training for Students, Teachers and Parents</p> <p>-Team LEAD Sponsor(s)</p> <p>-Boomerang Project</p>

<p>including the following: -Meet middle school principals, counselors, and teachers throughout the school year -Experience activities that may lessen anxiety (Example: experiment with locks for lockers) B. Students will participate in an Interactive Orientation Day geared to welcome the 6th graders to their new campus, introduce them to their Team L.E.A.D.ers and to set the transition program in motion. -A general assembly takes students through a series of fun whole group activities that will have participants enjoying their first minutes at middle school.</p>		<ul style="list-style-type: none"> -Student Health Coordinator -SRO -Hobart Police Department -Director of School Safety -Director of Curriculum 	<ul style="list-style-type: none"> -Schedules -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<p>Resources for Training -Advisor/Advisee Tim</p>
<p>Intervention: Digital Citizenship 1. All students will develop digital citizenship and practice <i>responsible</i>, acceptable technology usage. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. -Etiquette- Students will follow the School City appropriate technology use. -Staff will model appropriate uses of technology in and out of the classroom. -Students will create digital portfolios</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Director of Technology -Technology Staff -Administrators -All Staff 1-5 -Home School Coordinator/Counselor -Director of School Safety 	<ul style="list-style-type: none"> -Lesson Plans -Observable Student Behaviors -Referral Form Data -Discipline Data - Opinion Surveys -Raz-Kids -Naviance 	<p><i>-Learning and Leading with Technology</i> by Ribble, M.; Bailey, G.; Ross, T. (2004) -Digital Citizenship, Addressing Appropriate Technology Use -Director of Technology -IT Manager -Student Handbook -AUP</p>

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship Continued B. Students will access information, store, and share information in a responsible manner. -Responsibility- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes</p>	2012-2017			<ul style="list-style-type: none"> -Internet Access -Filter/Firewall -Professional Development -District Website -D.A.R.E./SRO Officers -Raz-Kids

<p>of conduct as they relate to plagiarism, fair use and copyright laws.</p> <p>C. Students will be given opportunities to communicate in different fashions (i.e. websites, blogs, threaded discussions, and bulletin boards). <i>Google Classroom</i></p> <ul style="list-style-type: none"> -Access- Students will have monitored electronic participation in society. -Provide time for students to communicate using technology tools. -Students will work together to complete computer-based assignments. -Accommodations will be made so all have access to the technology within the school system (One to One Initiative and Bring Your Own Device [BYOD]). Students will have opportunities to use school based programs through home-based or local library technology. <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security- Electronic precautions will be taken to guarantee safety. -Parents will be given an opportunity to learn the proper use of social networks. -<i>Students have one to one technology.</i> 				<ul style="list-style-type: none"> -READ 180 -Naviance -SCOH Website for Bullying Prevention -Google Apps -System44 -Troove (1-4)
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy</p> <p>All students will learn necessary strategies to keep themselves safe and healthy.</p> <p>A. Home School Coordinator Programs</p> <p>-1-5th Grade: Students will participate in classroom activities such as community</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators and Board of School Trustees -Home School Coordinator/Counselor -D.A.R.E. Officer 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -STEP Data -NSSE Opinion 	<ul style="list-style-type: none"> -Healthy Choice Decision Making Curriculum: -Anti-Bullying -Internet Safety -HIV/AIDS- CSHAC -Why Try

<p>circles to problem-solve and gain clarification and support related to their safety.</p> <p>1st Grade: <i>Tattling vs. Telling</i> is a way for the students to learn the difference between tattling, which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in <i>Tippy Learns About Touch</i> where they learn about personal space and appropriate touch. In addition, students participate in <i>The 7 Habits of Happy Kids</i> by Sean Covey where they learn habits to lead a happy life.</p> <p>2nd Grade: <i>Free the Horses</i> is an 11 week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.</p> <p>3rd Grade: <i>Chrissa Stand Strong</i> is a 4 week video and classroom exercise about friendship and bullying. Strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students. <i>-Drama Llama – 1 lesson</i> <i>-Get Real About Violence – 6 lessons</i></p>		<ul style="list-style-type: none"> -School Resource Officer -School Nurses -HIV/AIDS Council -Director of School Safety - Director of Food Services -Hobart Police Department Officer 	<ul style="list-style-type: none"> -Surveys -Gallup Data -Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data -Naviance 	<ul style="list-style-type: none"> -Healthy Habits -Classroom Visits by Food Service Staff -Home School Coordinator Programs -D.A.R.E. Curriculum -Communicable Diseases/HIV/AIDS Curriculum -Parent Communication -Health Curriculum -NetzSmartz -SCOH Website for Bullying Prevention -Safe Schools -Too Good for Drugs and Violence Curriculum -Naviance -Grade Level Curriculum for Programs with videos
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy, continued</p> <p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as</p>	2012-2016		<ul style="list-style-type: none"> Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early 	

<p>objects. <i>Conflict Mediation</i> is an 8 week course on resolving conflicts peacefully. <i>Fighting Fair</i> is a 4 week video and classroom discussion based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying.</p> <p>5th Grade: <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.)</p> <p>4th and 5th Grade: <i>Why Try</i> is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities.</p> <p>1st -5th Grade: M.O.P. expectations and Bullying Prevention are reviewed with all students. Students will commit to kindness and compassion by pledging Rachel's Challenge.</p> <p>B. All students will participate in communicable disease education that is appropriate for their grade level.</p>			Warning System -PBIS Data	
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy, continued</p> <p>C. Students will participate in curriculum that promotes wellness.</p> <p>D. Students will participate in the Healthy Choice Decision making Curriculum that is</p>	2012-2017	<p>-Director of Technology</p> <p>-Director of Curriculum</p> <p>- SRO</p> <p>-Hobart Police Department</p>		<p>-Naviance</p> <p>-Google Apps</p> <p>-Skyward</p> <p>-Safe Schools and Poster</p> <p>-Digital Portfolio</p>

<p>appropriate for their grade level.</p> <ul style="list-style-type: none"> -Bullying Prevention -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -Healthy Habits -HIV/AIDS (CSHAC) -Too Good for Drugs and Violence -Nutrition Education within Cafeteria <p>E. School Safety Tip Line (24 hour availability w/ anonymous reporting)</p>				<ul style="list-style-type: none"> -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -Too Good For Drugs -SCOH Website
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan:</p> <ul style="list-style-type: none"> -Practice storm drills -Practice fire drills -Practice lockdowns <p>B. Ridge View Elementary will comply with state mandated safety drills.</p> <p>C. An annual review of the crisis plan will be performed and followed.</p> <p>D. Tabletop exercises are conducted regularly with staff and crisis teams at Ridge View elementary.</p> <p>E. CPR/AED Training will be conducted annually.</p> <p>F. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>G. All staff members will use and wear school entry cards/ ID badges.</p> <p>H. All substitute teachers will wear and ID badge.</p> <p>I. All visitors will be issued a visitor pass after the approval following the screening of their driver's license utilizing the Raptor security protocol.</p> <p>J. Individuals wishing to volunteer in any way must pass a limited criminal history check before volunteering.</p> <p>K. Team LEAD Safety Patrols will help with various jobs at arrival and dismissal.</p> <p>L. All substitute teachers will wear an ID badge when in the building or on premises.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -All 1-5 Staff -School Nurse -Home School Coordinator/Counselor -School Resource Officers -Parents -Support Staff -Team LEAD Sponsors -Director of Human Resources and Compliance -Safe Schools Committee -Hobart Police Depart. 	<ul style="list-style-type: none"> -Drill Data -Emergency and Crisis Review Checklist -Accident Reports -Observable Student Behaviors -Lesson Plans -Discipline Data -NSSE Opinion Surveys -Student Responses -Safe Schools -Participation Annual Notices -Director of Human Resources and Compliance 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Raptor Software -Communication System -Director of School Safety -Posters -Newsletters -Parent Meetings -Adequate Lighting -REM4ed website/software -Volunteer Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero911
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<p>Intervention: Safe and Secure Facility, continued M. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees. N. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises. O. School will use <i>School Guard</i> in conjunction with <i>Hero 911</i></p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -High Ability Teachers -1-5 Teachers -Title I Teachers -Student Council Sponsors 	<ul style="list-style-type: none"> -Lesson Plans -Participation -Standards-based Report Cards 	<ul style="list-style-type: none"> -School Buses -Research Based Materials -Available Room -Funding for Study Trips -Community Members -HA Curriculum
<p>Intervention: Response to Instruction (RTI) 1. Students will participate in RTI Tiers based on behavior. A. A district-wide RTI policy is implemented with guidelines. B. Tier II will be within the classroom including the following: -Individual Behavior Contracts -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G. C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Behavior Intervention Plan based on Functional Behavior Assessment -Guidance/Counseling -Individual Instruction/Sessions -Small Group Instruction/Sessions using books, videos, observations, playgroups -Mentors - H.U.G.</p>	<p>2012-2017</p>	<p>Lead: Administrators -Northwest Indiana Special Education Cooperative (NWIESC) Director -1-5 Teachers -LRE Facilitators -Interventionists -RTI Teams -Counselors</p>	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI contract and Plans -Skyward -Google Classroom -Troove (1-4) -Gallup Data -Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework - Skyward (Report Card/Discipline) -Functional Behavior Assessment -Individual Behavior Plans -Behavior Intervention Plans -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -H.U.G. -Life skill books -Mentors -Book: Behavior Intervention Manual -PBIS Training -SCOH Website