



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

ASCS RWD Behavior Policy

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Rationale

At the American School of Creative Science (ASCS), we want students to be **Ready, to be Respectful, and to be Safe**. ASCS bases its philosophy on developing the “holistic” child which respects every child’s individual interests, preference and choice. We at ASCS are fully committed, therefore, to understanding every child’s learning patterns, behavior challenges, response and causes of those challenges. It is thus our fundamental responsibility to ensure that every child is respected and recognized as a valuable member of the ASCS community ultimately nurturing leaders who are resilient and emotionally balanced to address and resolve problems independently.

The following behavioral guidelines are prepared in order to promote good behavior, create an appropriate learning environment, and take self and public responsibility among students within the school community



Rewards

ASCS recognizes that praise is more effective than punishment and that positive behavior and good attendance are more likely to be fostered in a climate of rewards and encouragement.

Sanctions

ASCS recognizes that unacceptable behavior must be addressed and that teachers have a statutory right to discipline students whose behavior is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.

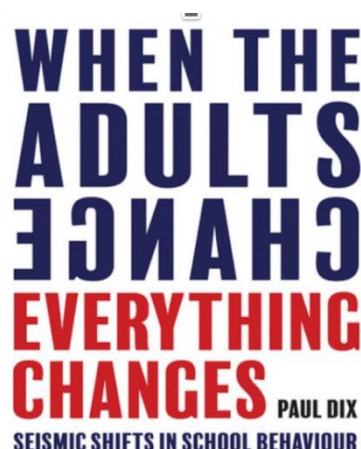
When poor behavior is identified, sanctions are implemented consistently and fairly in line with our ethos and this guidance. Disciplinary measures can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks
- Loss of privileges
- Detentions during break, lunch, and after school
- School based community service or imposition of a task – such as picking up litter or tidying up
- Regular reports for behavior and attendance
- Internal exclusion
- In more extreme or persistent cases an external exclusion may be appropriate

Visible Consistencies

Visible Consistencies are behaviors and expectations that all staff promote and expect of all students, all of the time. These expectations are the same across all classrooms.

“The answer lies in the ability of adults to deliver behavior policy and practice that is simple, highly effective and utterly consistent. The consistency that is required to create rapid seismic improvements in behavior is one that is worth fighting for.” (Paul Dix)



In order to support students with being Ready, being Respectful, and to be Safe, all lessons should follow a common set of Visible Consistencies which include the following 6 key points:

Visible Consistencies	Regular Description	COVID 19 modifications
1. Controlled Entry & Exit	<ul style="list-style-type: none"> Teachers should arrive promptly for their lessons. Teachers meet and greet students Class registers should be taken at the start of the lesson Students line up outside the classroom until invited into the room Students enter the classroom focussed and ready to learn. Students have equipment READY at the start of the lesson Students wear full and correct uniform on entry to the classroom 	<ul style="list-style-type: none"> Students go straight to their allocated homeroom and take their allocated seats Students should not congregate around lockers or outside classrooms and must maintain a 2-meter distance in social spaces Students place their bags under their desks and their equipment in the tray on their desks Students must maintain social distancing rules at all times: <ul style="list-style-type: none"> -Stay in seats -wear face masks (students older than 6) -no groups or crowding around desks -no sharing of equipment/

	<ul style="list-style-type: none"> • Bags are placed under desks and outdoor coats on the back of chairs or in the designated area of the classroom • During lesson transitions, teachers move students along corridors creating a sense of urgency between lessons. For students whose teachers come to them, the last session teacher ensures students prepare for next lesson. • High school students would move between classrooms promptly. • If a student is late the teacher will ask why the student was late and will mark as (L) on registers providing an explanation (where possible). Students who are late without a valid reason will be given a reminder. 	<p>resources</p> <p>-Elementary & Middle School students must maintain a 1.5-meter distance within the classroom</p> <ul style="list-style-type: none"> • Students must inform their class teacher if they are experiencing COVID symptoms • Teachers are responsible for informing the school nurse if a student is experiencing COVID symptoms <p>At the end of the school days students must adhere to social distancing rules abiding by the dismissal protocol set.</p>
2. Starter/ entry activity	<ul style="list-style-type: none"> • Every lesson starts with a short starter/entry activity • Students commence the starter/entry activity immediately eg. photo stimulus activity or thought-provoking question. 	

3. Clear Behavior for Learning Routines	<ul style="list-style-type: none"> • Every class teacher has a clear routine in their classroom which is established with students. • All classes have a seating plan • iCampus is used routinely by all staff to reward and sanction students in accordance with the behavior policy • Students pay attention at all times during lessons closely observing the expectations of the teacher. • Teachers expect students to listen to what they are being told. If a teacher is talking, students should be paying attention and listening and not talking over the teacher. • Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behavior must not be tolerated and will be challenged in line with the school RWD behavior policy 	<ul style="list-style-type: none"> • Students should be reminded about social distancing rules as part of classroom expectations • Students not following the social distancing rules should be challenged in line with the school's RWD behavior policy
4. STARRS	<p>Teachers will consistently practice and re-enforce STARRS within lessons.</p> <ul style="list-style-type: none"> • Sit Up. Students should pay attention at all times during lessons closely observing the expectations of the teacher. • Track. Teachers expect students to listen to what they are being told. If a teacher is talking, students 	

	<p>should be paying attention and listening and not talking over the teacher.</p> <ul style="list-style-type: none"> • Ask. Students show engagement throughout the lesson by asking and answering questioning. If a student does not understand or requires clarification, they should attempt to find the answer themselves (Book), ask a peer (Buddy) or finally put their hand up and ask the teacher (Boss). Teachers may on occasion, choose to operate a 'no hand up' strategy in order to promote and encourage problem solving skills. We implement the 3B4ME rule. • Respect. Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behaviour will not be tolerated and will be challenged in line with the school's behavior policy. We are an anti bullying school. • Ready. Students should have their equipment ready to learn. <p>Safe. Classrooms should be a safe environment for all students.</p>
5. Students leaving classrooms during lessons	<ul style="list-style-type: none"> • Students should always be supervised and should only leave lessons for exceptional circumstances • Students should aim to visit toilets before and after lessons. • If a student is required to leave the classroom during a lesson, they must have an exit pass and follow the social distancing rules of wearing a face mask (children over 6), maintaining a 2-meter distance and wash their hands if visiting the toilet • The number of students using toilet facilities at any one time will be limited to four.
6. Break times and lunch time	<ul style="list-style-type: none"> • Whilst, social distancing remains, break/lunch will be in classrooms. • Students should wash their hands regularly • Teachers will assist younger children with handwashing, especially younger children who cannot wash hands alone. • Students over the age of 6 must wear face masks unless they are having their lunch. • Students must maintain a 2-meter distance in the canteen and in the playground • Playtime will be highly supervised in a manner called "Managed Play" which is led by the teacher assigned on duty with the class. Students must abide by the rules of managed play and stay within their assigned zone.

Roles & Responsibilities

At ASCS, we expect a consistent approach to behavior management from all staff. Staff are responsible for promoting and upholding Visible Consistencies.

Promoting good habits of behavior around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behavior around the school and should lead by example. All staff are responsible for reminding students about social distancing rules.

Homeroom Teachers

Homeroom teachers play a pivotal role in the life of the students at the School. The homeroom teacher is the person who should know their students the best. Homeroom teachers should:

- Establish positive relationships with their tutees
- Recognize and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the school
- Monitor standards of tutees behavior across the school. Other teachers may refer a concern in regard to a student to the homeroom teacher of that class for follow up in accordance with the school's behavior policy.
- Intervene when students need extra attention

Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. Classroom teachers should:

- Manage behavior effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behavior which are expected from students
- Consistently use the clear rules and routines for behavior in the classroom, and take responsibility for promoting good and courteous behavior both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behavior and should utilize a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Seek advice from the social worker and/or support teachers for in-class observations and coaching strategies in efforts to tailor approach to match a student's needs.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curious

Non-Teaching Staff

The role of non-teaching staff is central to the life and work of students in the school.

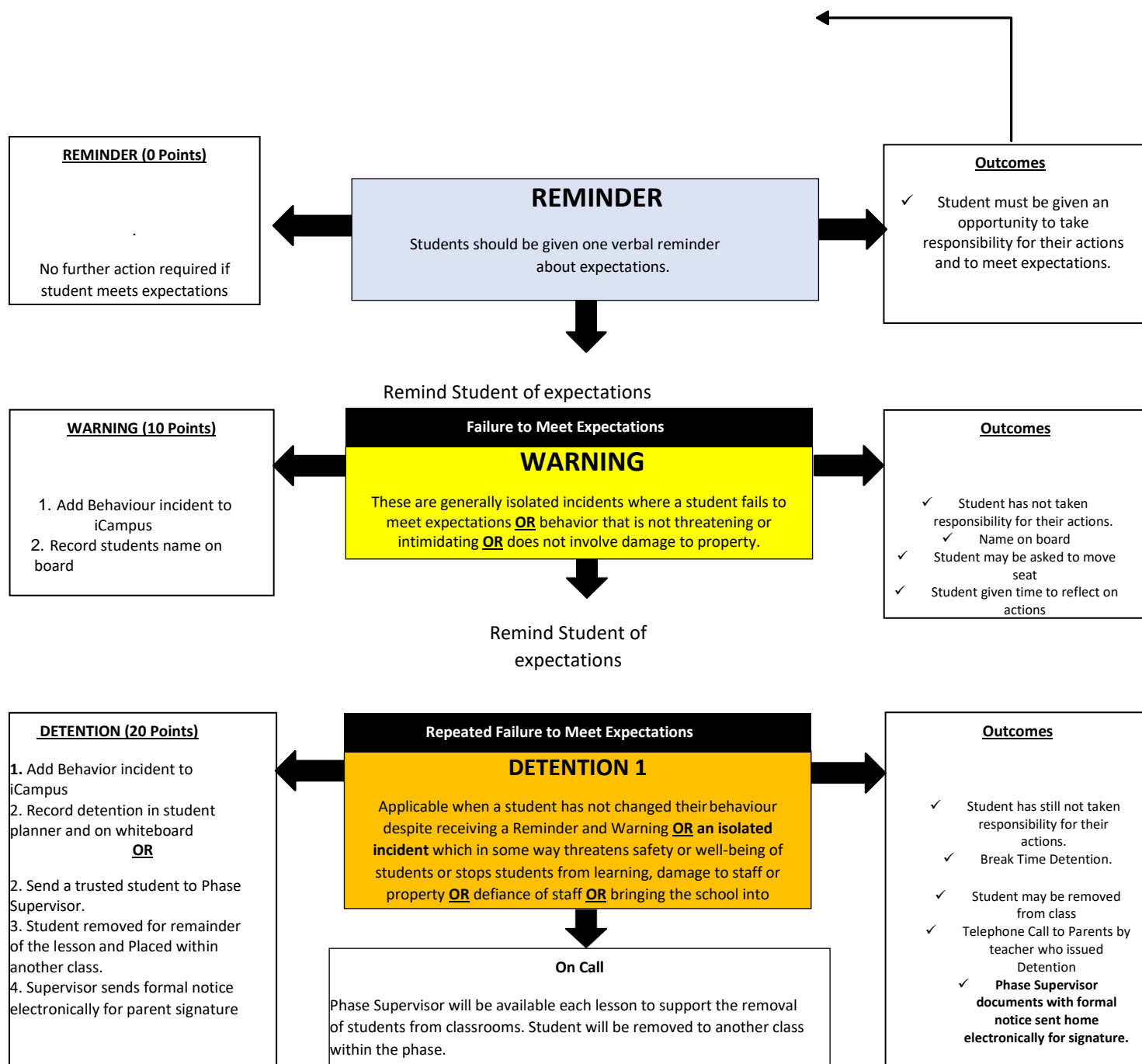
All non-teaching staff should expect and insist on high standards of behavior and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behavior.

Leaders

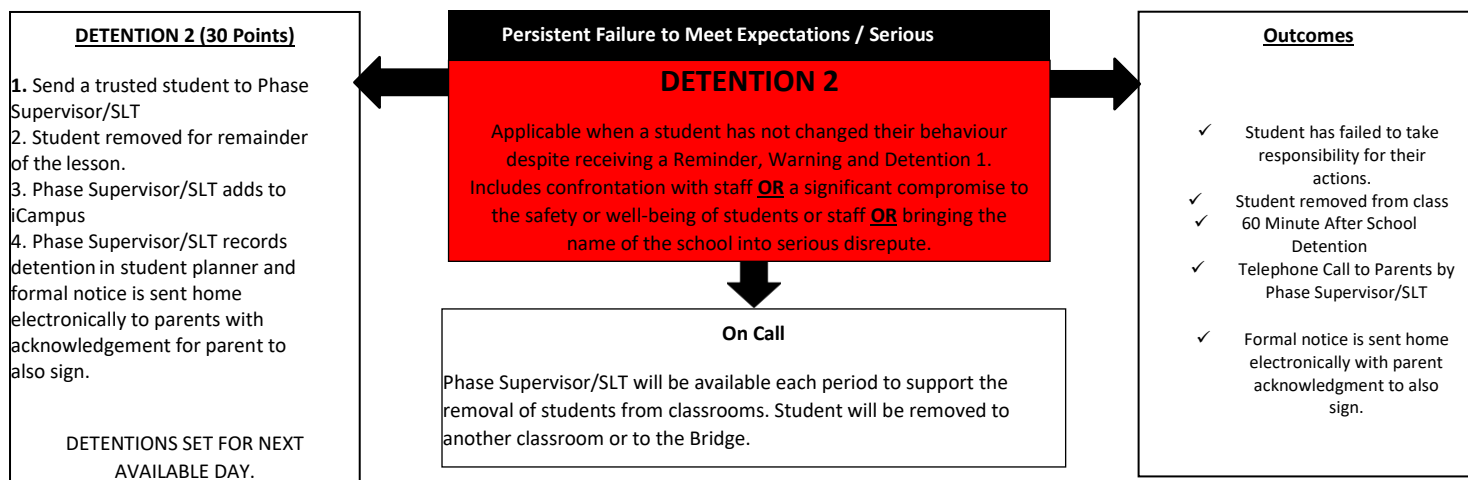
Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behavior is the expected norm. Leaders should have a high profile around the school always.

All Leaders in the School have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by embedding Visible Consistencies across the school.

ASCS RWD Behavior Flow Chart



Verbal abuse, Fighting and Bullying are considered to be serious incidents and will be escalated immediately to SLT



Categories of Behavior and Sanctions

Reminder	
Action	Consequences
<ul style="list-style-type: none"> Preventing others from learning, e.g. shouting out, out of seat, talking when shouldn't or not immediately following instructions. Incorrect Uniform Lack of Equipment 	<ul style="list-style-type: none"> Reminder about classroom expectations. Student may be asked to move seat Student may be asked to take a moment to think before acting
	<ul style="list-style-type: none"> Verbal reminders are not recorded
Warning – Failure to meet expectations	
<p>These are generally isolated incidents where a student fails to meet expectations OR behavior that is not threatening or intimidating OR does not involve damage to property.</p>	
<ul style="list-style-type: none"> Failure to meet expectations. Behavior that stops others from working or learning Inappropriate remarks or language Lack of work Incorrect Uniform despite time to rectify Lack of Equipment despite time to rectify Dropping of litter 	<ul style="list-style-type: none"> Warning issued Recorded on iCampus Name written on board
Detention 1 -Repeated failure to meet expectations	
<p>Applicable when a student has not changed their behavior despite receiving a reminder and warning OR an isolated incident which in some way threatens the safety or well-being of students or stops students from learning, damage to staff or property OR defiance of staff OR bringing the school into disrepute.</p>	
<ul style="list-style-type: none"> Repeated failure to meet expectations. Not attempting homework Throwing an object Damage to others work or property Repeated behavior that stops others from working or learning Offensive remarks or language Defiance of authority Disrespect of others including teaching staff Refusal to follow instructions Significant lack of work Antisocial behavior outside of the classroom 	<ul style="list-style-type: none"> Detention issued Recorded on iCampus E mail automatically sent to parents Telephone Call to Parents by teacher who issued Detention Student maybe removed from the class at this point to avoid further escalation. Phase Supervisor documents with formal notice sent home electronically for signature.
	<p>Detention Process</p> <ul style="list-style-type: none"> Break time detention on same school day to be served at break or lunch time Detention attendance marked onto iCampus

Detention 2– Persistent Failure to meet expectations

Applicable when a student has not changed their behavior despite receiving a reminder, warning and detention 1.

- **Persistent failure to meet expectations.**
- Serious risk to the health and safety of others
- Vandalism
- Intentionally stopping others from learning

- **Student removed from lesson**
- Detention recorded on iCampus
- Formal notice is sent home electronically with parent acknowledgment to also sign. Supervisor issues this with follow up to ensure parents' signatures.

Detention Process

- 60 Minute after school Phase Supervisor/SLT detention on next available school day.
- E mail automatically sent to Parents.
- Phase leader/SLT to make phone call home to parents and record on iCampus
- Detention attendance marked onto iCampus

Serious incident

A serious offence which may include confrontation with staff **OR** a significant compromise to the safety or well-being of students or staff **OR** bringing the name of the school into serious disrepute.

- Verbal abuse
- Bullying towards students or staff
- Complete defiance of authority
- Threatening behavior of any kind
- Theft
- Intimidation or violence of any kind

- Student removed from lesson or social time by Phase Supervisor/SLT
- Student placed in Supervision to allow an investigation to commence, typically this will not last longer than one full day.
- Phase Supervisor/SLT assume responsibility for initial investigation before handing over to Head of Section
- Investigations will always be undertaken

Sanctions

- Sanctions will be determined upon completion of the investigation process and will be commensurate with the behavior perpetrated by the student.

Stage of Intervention when behavior fails to meet expectations

If a child fails to meet expectation it may be necessary to intervene. At ASCS we use a '**staged approach**' to managing behavior that fails to meet expectations:

Stage	Description
In Class RWD Behavior Flow chart	Students are provided with opportunities to change their behavior before progressing through the RWD Behavior Flow chart
Stage 1	<p>Negative behavior is tracked through iCampus. Multiple hits in a school week will result in:</p> <p>Step 1 Homeroom Teacher report (1 week)</p> <ul style="list-style-type: none"> • More than 2 negative behavior incidents <p>Step 2 Social Worker Report (2 weeks)</p> <ul style="list-style-type: none"> • More than 4 behavior incidents <p>Step 3 HoS report (3 weeks)</p> <ul style="list-style-type: none"> • More than 6 behavior incidents <p>Failure to meet the expectations of the report result in a student progressing to Stage 2.</p>
Stage 2	<p>A meeting will be held between the student, parent, HoS.</p> <p>A Pastoral Support Plan (PSP) will be completed and signed during the meeting and will run for a period of 4 weeks until review.</p> <p>At the end of the monitoring period a review meeting will be completed. If the student has sustained significant improvements in their behavior the PSP will end. If they have been unsuccessful in sustaining significant, improvements a further PSP will be issued for a further monitoring and review cycle, the length of which will be determined at the review meeting.</p> <p>In some circumstances, students may continue to be monitored at stage 2 for a prolonged period of time if gradual improvements are identified through the ongoing monitoring of the PSP.</p> <p>Stage 2 will always be triggered if a student receives a 1 or 2 day internal exclusion</p>
Stage 3	<ul style="list-style-type: none"> - Pastoral support program for a further 4 weeks - Notice to improve issued
Stage 4	Blocked renewal

Deciding on the level of sanctions

When an incident occurs, then a sanction will be set by the relevant member of staff:

Warning	Teaching staff and nonteaching staff
Detention 1	Teaching staff and non teaching staff
Detention 2	Teaching staff/ Phase Supervisor/ Subject lead/ HOS/ SLT
Internal Exclusion	SLT
External Exclusion	Principal/ SLT

Detention Procedures

Student misbehavior may result in the issuing of a detention. Detentions are used to encourage students to consistently meet our high expectations. They also provide a subject teacher an opportunity to have a restorative conversation with any individual who has not met their expectations.

Detentions also give students a chance to catch up on any work they may have missed through their misbehavior or lack of effort or engagement in class.

All teaching and non-teaching support staff have been delegated the authority to place a child in a detention.

The use of detentions as sanctions

Parents will be provided with notice if a student is required to attend an after-school detention. Parents/carers will be given notice of all after-school detentions by one or more of the following methods: iCampus, letter, email, text or phone call.

The school reserves the right to keep in a student on the day such contact is made, if parents/carers agree. In exceptional circumstances authorized by a member of the SLT, the school may impose such “same day” detentions once parents/carers have been informed.

Type of Detention	Length of Detention	When does the Detention Occur
Detention 1	20 Minutes	Break, Lunch on same day
Detention 2	60 Minutes	On the next day.

Detention Process

We believe that students must take responsibility for attending a detention. To aid this process, the school will take the following steps to communicate a detention to students and parents:

- Detentions will be set using iCampus. Where a student has received more than one detention on the same day the original detention will be prioritized and the additional detentions will be set on the next available day.
- Detention 1 will take place on the same day as the incident. All other detentions will typically take place on a designated day.
- Detentions will be communicated to parents via iCampus which automatically sends an e mail to parents at the point that the detention has been set by the member of staff. Basic information will be shared with parents
- Homeroom teachers will remind students if they have been scheduled to attend a detention, on the day of the detention.
- Students are responsible for managing their own attendance to detentions
- Any student who arrives more than 5 minutes after the start of the detention will have been deemed to have missed the detention.
- Poor behavior in the detention can lead to a detention being re-set.
- Detention 1 will be managed by the Phase Supervisor
- Detention 2 will be Led by Phase Supervision, SLT and supported by Middle leaders.

Failure to attend after school detentions

Detentions are an important part of the school behavior policy. Students must complete detentions that have been set or face serious consequences.

Any missed detention 1 will automatically be upscaled to a 60 minute, after school detention.

Repeated failure to attend detentions may result in internal exclusion in line with stage 2 of these behavior management procedures.

Where a student is not in school to attend due to absence it will normally be rescheduled to the next school day and will not be upscaled.

Restorative Justice

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?



The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other point of view and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologize if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behavior and to allow the student to decide for themselves why their behavior was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behavior and how that behavior could be improved or what alternatives to the inappropriate behavior might have been possible if the same circumstances arise again.

Merit Points

Below is an overview of merit points that can be awarded to students for various positive behavior. If the behavior for which you wish to award a merit point is not found you can award according to behaviour that fits within the same category.

10 points	<ul style="list-style-type: none"> • Asking thoughtful/insightful questions • Encouraging collaboration among peers • Provides good answers to questions posed • Perfect online class attendance for the week • Demonstrates respect for peers • Helps a peer • Helps a teacher • Takes an active role in class discussion • Shows enthusiasm towards subject • Consistently produces work to the expected standard
20 points	<ul style="list-style-type: none"> • Good contributions made to discussions • Perseveres when work is challenging • High rate of reading through online resources • Demonstrates honesty • Active use of MAP Skills Navigator • Consistently submits work for 'pre-recorded' sessions that is of good quality • High level of Maqroa Online Arabic Reading • High level of RAZ Kids Online English Reading • Perfect attendance for the month • Nominated for Star of the Week • Continuously adheres to school uniform
30 points	<ul style="list-style-type: none"> • Collaborates well with classmates • Exemplary participation • Has actively reflected on feedback given by teacher • Has worked to promote healthy lifestyle within school • Has participated in an ECA • Has attended a online event/workshop • Has taken part in community service (internal or external) • Took part in a school competition • Has demonstrated high level of improvement/progress

Appendix A: Incident Form

Type (Tick One)					
Reminder		Warning		Detention	

Student's Name		Grade	
Reporting Teacher's Name		Date:	

Description of the situation/incident/procedure:
Witness(es):

Disciplinary incident classification: (according to behavior policy)

<input type="radio"/> Reminder	<input type="radio"/> First time
<input type="radio"/> Warning	<input type="radio"/> Second time
<input type="radio"/> Detention	<input type="radio"/> Third time

Action to be taken:	
Supervisor Signature	HOS Signature

*****Copy of this form is to be placed in Class Behavior File with supervisor and electronic copy emailed to parents.**

Appendix B: Witness Statement

Witness:	Date:
Written by witness/scribe: <i>(provide name if scribe used)</i>	Time:
Signed:	Name:

Appendix C: Interview Record

Interviewee:	Date:
Interviewer:	Time:
<i>Record questions and answers</i>	
Signed:	Interviewee Name:
Signed:	Interviewer Name:

Appendix D: Parent Acknowledgement Form

Parent's Acknowledgement

Student's Name		Grade	
Family #		Date	

Dear Parent,

This form is to notify you that your son/daughter's behavior has breached our school behavior policy, and as such we are notifying you to ensure that you work with your child to ensure he/she complies with the school's online behavior policy and follows the rules set within.

Category of Behavior Misconduct	<i>Enter here</i>
---------------------------------	-------------------

Receipt of this notification via e-mail serves as documentation that you have been informed about the disciplinary incident concerning your son/daughter and that you acknowledge your role in working with the school to ensure this behavior is not repeated.

Sincerely,

Head of Section

*****Copy of this form is to be placed in Class Behavior File with supervisor and electronic copy emailed to parents.**



Appendix E: Pastoral Support Plan

Delete red guidance text before printing.

Student's details	
Name	
Grade & Section	
Home language	
Parents' names and contact details	
School lead person	

Reason for the pastoral support plan
<i>Provide a brief summary of why the student needs a PSP. Include reference to specific behaviors, sanctions which have worked or failed and support which has already been provided.</i>

PSP meeting 1		Date:
Attendees		
Student's view		
Parents' view		
Agreed aims	<ul style="list-style-type: none"> • • 	
Commitments		Evaluation (to be completed at review meeting)
The student agrees to:		
<ul style="list-style-type: none"> •ηη 		
The parents agree to:		
<ul style="list-style-type: none"> • 		

The school agrees to: <i>(support, rewards, sanctions and any external support)</i> •	
Signed (student) (parents) (school)	

Review meeting		Date:	Time:
Attendees			
Next steps	Further plan / closure <i>(This decision will emerge from the evaluation comments above which do not need to be repeated here. Delete box below if closed.)</i>		
PSP meeting 2		Date:	
Attendees			
Student's view			
Parents' View			
Agreed aims	• •		
Commitments		Evaluation (to be completed at review meeting)	
The student agrees to: •			
The parents agree to: •			
The school agrees to: <i>(support, rewards, sanctions and any external support)</i> •			
Signed (student) (parents) (school)			

Review meeting	Date:	Time:
Attendees		
Next steps	Further plan / closure <i>(This decision will emerge from the evaluation comments above which do not need to be repeated here. Add additional section if extended for a further period.)</i>	

Appendix F: Behavior Report

Student's Name:	Grade
Week of: _____ to _____	
<p>Report Procedure</p> <p>Students:</p> <ul style="list-style-type: none"> • Hand in your report to your teacher at the start of each lesson/registration • Ensure all lessons are signed by your teacher(s) • Hand your report to your homeroom teacher at the end of the day and take it home to be signed. <p>Parents:</p> <ul style="list-style-type: none"> • Please sign the report at the end of each day and complete the review at the end of the week making any comments you feel are necessary. <p>Staff:</p> <ul style="list-style-type: none"> • Please cross or tick at the end of each lesson and make any necessary comments. • Ensure any rewards given are ticked on the report. • Ensure any "crosses" on the report are followed up using appropriate school procedure. 	

Your targets are written or indicated below	
	Work to the best of your ability in all lessons.
	Remain focused and avoid distractions/distracting others.
	Be respectful to staff and peers at all times.
	Ensure correct uniform at all times.
	Do not disrupt lessons.

Target 1:	
Target 2:	

Sunday	Punctuality	Correct Uniform	Target 1	Target 2	Comments	Reward	Detention Set
Homeroom							
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Homeroom Teacher's Signature							
Parent's Signature							

Monday	Punctuality	Correct Uniform	Target 1	Target 2	Comments	Reward	Detention Set
Homeroom							
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Homeroom Teacher's Signature							
Parent's Signature							

Tuesday	Punctuality	Correct Uniform	Target 1	Target 2	Comments	Reward	Detention Set
Homeroom							
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Homeroom Teacher's Signature							
Parent's Signature							

Wednesday	Punctuality	Correct Uniform	Target 1	Target 2	Comments	Reward	Detention Set
Homeroom							
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Homeroom Teacher's Signature							
Parent's Signature							

Thursday	Punctuality	Correct Uniform	Target 1	Target 2	Comments	Reward	Detention Set
Homeroom							
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Homeroom Teacher's Signature							
Parent's Signature							

Appendix F: RWD Classroom Whiteboard Chart

Name of Student	R	W	D

