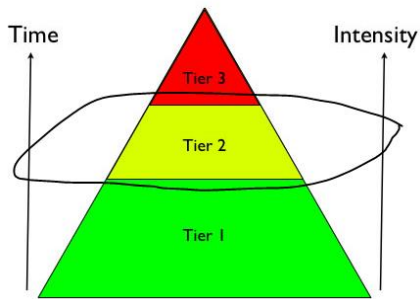


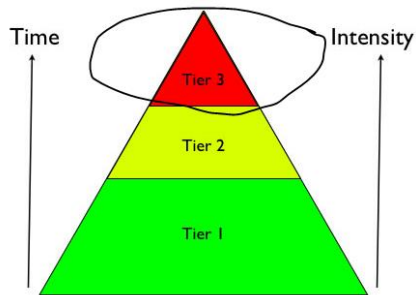
Universal Behavioral Interventions & Supports for All (Tier 1)

- TCIS Training for Staff (De-escalation Strategies, Physical Intervention)
- School-wide [Positive Behavior Interventions & Supports \(PBIS\)](#) for Structured and Unstructured Settings
 - Greeting Students at the Door
 - Explicit Teaching of Norms / Rules across Settings (e.g., daily review of expectations)
 - Systematically Rewarding Demonstration of Building Values (e.g., tying “loot” to incentives)
 - “Thank a Teacher” / “My Teacher is Awesome” Initiatives for Students
 - Gratitude Board
 - Community-building Activities for Staff (e.g., building-wide holiday party, notes of gratitude)
 - Regular Communication with Parents / Guardians about Specific Positive Behaviors
 - Random / Intermittent Rewards for Positive Behaviors (e.g., Student of the Month, Student of the Quarter Breakfasts)
 - Random Acts of Kindness for Students (e.g., Meet & Greet)
- Comprehensive Classroom Management Planning to address six best practice domains (consider using [Customizable Plan](#))
- Daily Morning Meetings as part of Classroom Routines, Incorporating Mindful Moments
- Organizing Student Leadership / Talents & Involvement Opportunities
- Fostering Home-School Partnerships (Considering Bridging Relationships with Support of School Building Parent Liaisons)
- Collaboration with Community Supports (e.g., Mediation Matters, Community Fathers, Cultural Brokers, Planned Parenthood)
- Promotion of Structured Extracurricular Activity Participation (e.g., sports / clubs / other groups like [Girls on the Run](#), Basketball Club, Boxing Club)
- Offering Special Events in Collaboration with Community Student Advocates (e.g., Boys Day Out, Girls Day Out)
- Daily 15 Minutes of Free Recess (In Addition to Regularly Scheduled Recess / PE Time)
- Quiet Lunch Option (Available for up to 20 Students at a Time) / Alternative Recess Options
- Sensory / Break Room (e.g., “Sunshine Room,” “Rainbow Room”)



Targeted Behavioral Interventions for Subgroups (Tier 2)

- Check and Connect Program for Students with High Absenteeism / Tardiness / Disciplinary Referrals
- Mentor Programs (e.g., [Kids Hope USA](#))
- “Move 2” Initiative to Mentor Students At-Risk (based on high absenteeism, etc.)
- “Check & Connect” for groups of students identified as “at risk” (based on specific behavioral criteria)
- Backpack Program to Address Weekend Food Scarcity Issues
- Restorative Justice Circles
- SPLASH (Students Peacefully Leading at Schenectady HS) Program
- Girls’ Groups
- Targeted Preventative Group Interventions for Explicit Pro-Social Skill Instruction (Positive Action, Second Step, and other [CASEL](#) Recommended Programs, using other Best Practice Approaches)
- Token Economy Approaches across Classrooms (e.g., License to Drive competition)
- [Group Self-Monitoring Intervention](#)
- [Tootling & Positive Peer Reporting Interventions](#)
- Parent Groups for Guardians of Students At-Risk



Individualized Behavioral Interventions for Specific Students(Tier 3)

- Supplementary Parent Conferences and Other Strategies for Enhancing Home-School-Community Partnership (e.g., Daily or Weekly Communication Logs, Home Visits, Communication with Community Providers)
- Use of [Best Practice Behavioral Interventions](#) Trialed and Progress Monitored via School-Based Support Team's Problem-Solving Process ([Intervention Support Plans for Behavior](#))