Forest Hill Family School: A General Overview

What is student culture?
As defined by Forest Hill faculty and staff, student culture is….
- A means to providing equal access to all scholars and families.
- A set of common language and systems that keep scholars, teachers, staff, and parents closely bound together as a support network and community.
- A way for people to relate to each other; a common set of interests.
- A set system of core beliefs and values to set a tone for growth.

1. **Behavioral Expectations are <u>defined</u> in specific language.** A small number of clearly defined behavioral expectations are defined in positive, simple rules.

   - **Organized and Prepared:** If you fail to prepare, you prepare to fail. Our scholars come organized and prepared for each and every school day.
   - **We Make Wise Choices:** Our choices affect our success. Here at Forest Hill Family School, we make wise choices to benefit ourselves and our education.
   - **Lead By Example:** Our scholars embody the core beliefs and values that lead to success.
   - **Safe and Orderly:** High expectations and structured routines help to create a safe, orderly learning environment for our scholars.

2. **Behavioral expectations are <u>taught and practiced</u>.** The behavioral expectations are taught to all Scholars in the building in real contexts. All adults in the building are responsible for teaching scholars the appropriate behaviors to use within and around school grounds. <u>Teaching appropriate behavior involves much more than simply telling scholars what behaviors they should avoid</u>. In successful school, teachers **SHOW** the specific behavior, discuss the rationale for the rule, and provide positive examples of the rule in action. Scholars are then given the opportunity to practice the "right way" until they demonstrate fluent performance.

3. **Appropriate behaviors are <u>acknowledged </u>by using specific language.** Once appropriate behaviors have been defined, taught, and practiced, they are acknowledged on a constant basis.

4. **Behavioral errors are <u>corrected proactively</u>.** Administrators, teachers and staff members work together to anticipate moments where behavioral expectations might not be met and create systems and routines that eliminate those behaviors.

5. **Decisions about behavior management are <u>data-based</u> and follow Response to Intervention Protocol.** When scholars disregard behavioral expectations, <u>clear</u> procedures are used both to communicate respectfully to scholars that their behavior was unacceptable and to prevent that scholar from receiving a reward for that poor behavior. Scholars, teachers, and administrators can all predict what will occur when behavioral expectations aren't met because the system is transparent, consistent, and clear.

Every consequence **must** be accompanied by an **individual intervention**.