

Behavior Manager

Carrots and sticks: more effective than either alone

- Create clear behavior policies and enforce them fairly and consistently.
- Positive behavior supports help build student behavior skills.
- Non-punitive consequence options make behavior incidents learning opportunities.
- Support for classroom management skill-building helps new teachers build skills based on daily classroom experience.
- Routine incidents (e.g., tardies) can trigger automatic consequences.
- Follow through on assigned consequences. No one slips through the cracks.
- Automatically generate rolls for detention, ISS, OSS and other consequences.
- Flag unfulfilled consequences and easily assign escalated consequences.
- Notify teachers of needed assignments when students are removed from class.
- Customizable: behavior management your way.
- Have the information you need to improve your behavior strategies.

Involve parents as full partners in their child's behavior

- Automatically generate detailed behavior histories, available the instant they are needed through the portal or whenever a parent calls or visits.
- Parents receive automatic email notifications.
- Check In/Check Out involves parents in daily student behavior monitoring.

Easy for principals

- Organize behavior information for easy tracking and retrieval.
- Give principals more time to be visible.
- Web-based application available from anywhere at any time.
- Get parents on your side with notifications and detailed histories.
- Keep parents, staff and students informed.

Easy for teachers

- Can be used for both positive and traditional behavior management.
- Positive behavior tools minimize burden on teachers.
- Keep teachers informed: can check status of assigned consequences and are notified when status changes.

How Delay Middle School simplified their discipline process and reestablished accountability

"Jason's parents weren't happy. His repeated visits to my office had escalated his discipline consequences to a DAEP placement. I had tried most everything, including phoning his parents numerous times," said Assistant Principal Dan Martin of Delay Middle School in Lewisville, Texas. "His parents contacted the Campus Principal and threatened to call the Superintendent. They claimed that alternative placement was too harsh for Jason. That's when my boss called me in to back up my decision."

"I had the facts. The moment I handed Principal Pam Flores the discipline history, the debate was over. It detailed each infraction, which teacher had referred the discipline problem, what consequences had been assigned, by whom and when and whether the consequences had been fulfilled. It was all there in detail, week by week, going back to the beginning of the school year."

"She looked the detailed discipline history over, and then she handed it to Jason's parents. In a complete about-face, after reviewing the discipline history, his parents not only accepted the discipline decision, they supported it! There was simply nothing else to discuss."