

The enthusiasm for the STAR program is palpable; students are rising to our expectations and showing high levels of motivation to be a TA STAR.

The program will evolve, expand and mature with time as we teach and promote specific aspects of our expectations, and continue to show our students that positive behavior is our ultimate value.



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## Positive Recognition

To promote positive behavior, students who have been 'caught' showing respect, responsibility, kindness and/or leadership receive STAR tickets. These tickets allow students to be tangibly appreciated and recognized for showing expected behavior, while simultaneously turning them into role models for their peers who see what expected behavior looks like. This, in turn, motivates all students to show similar behavior in the future and creates a school culture where students who follow expectations are not only recognized but celebrated.

Students will be provided with exciting opportunities to use their STAR tickets for various activities, events and treats throughout the year. Weekly raffle drawings also allow a student from each class to be recognized.

Finally, students who demonstrate an extraordinary display of STAR behavior will be sent to an administrator with a certificate documenting that they have received a Positive Office Referral. Parents will receive a phone call from an administrator detailing their child's exceptional behavior, and in recognition of his actions, his class will receive time toward extra recess.



Respect. Responsibility. Kindness. Leadership.

Talmudical Academy  
of Baltimore

STAR Behavior  
Program

## Focus on Middos

TA chinuch has always emphasized the importance of derech eretz and middos tovos. The STAR program is a division-wide behavior framework that has been designed to achieve these goals. STAR is based on current research as well as proven behavioral and character education principles. It is our hope and belief that with dedication and Siyata D'shmaya, the results will be meaningful and long-lasting.

We recognize that parents are primary stakeholders in their child's development, and believe that your understanding, enthusiasm and encouragement are crucial for this project to be a success. The following is a brief overview of the STAR program and its key features.



## STAR Behaviors

The focus of the STAR program is to create school-wide values that are promoted systematically and consistently by all Rebbeim and teachers. These values are designed to encourage positive classroom behavior as well as to create a school culture where all staff members work together to proactively emphasize middos, positive behavior and character development.

Behavioral traits that will be emphasized are referred to as STAR behaviors. STAR behaviors include the following four broad expectations:

- **Respect:** following directions, speaking with appropriate tone and words to adults
- **Responsibility:** students taking ownership of their work and material
- **Kindness:** treating one's fellow students appropriately
- **Leadership:** problem solving/ conflict resolution, standing up for what is right, making good choices, perseverance



STAR expectations are posted throughout the school and have been defined for each school setting so that they clearly delineate how a student can meet these standards. Throughout the year, different aspects of these broad character traits will be emphasized through various lessons, interventions and activities as we teach and promote these values.

## Responses to Negative Behavior:

The goal of the STAR program is to proactively prevent negative behavior by actively teaching and rewarding expectations. However, part of shaping positive behavior includes consistently responding to unacceptable actions and conduct. The STAR program divides such behaviors into two categories:

- **Major behaviors** which are so severe that they require immediate administrative intervention.
- **Minor behaviors** which are persistent (but less egregious) behaviors that disrupt the learning environment.

Following two redirections, students who continue to engage in minor behaviors are directed by their rebbe or teacher to complete a **Problem Solver Form**. The purpose of the form is to provide a student with the opportunity to reflect on his behavior and set a goal for how he can change his behavior moving forward.

**Problem Solvers** require a parent's signature and should be returned to the school for follow up and data monitoring purposes. If a child receives a Problem Solver Form in class but fails to change his behavior that day, he will receive a disciplinary referral which will be handled outside the classroom by a member of the administration.

Referrals are meant to help a student understand the gravity of their behavior and can also be an important piece of information that allows the school to identify whether a child requires additional behavioral supports and interventions.

