

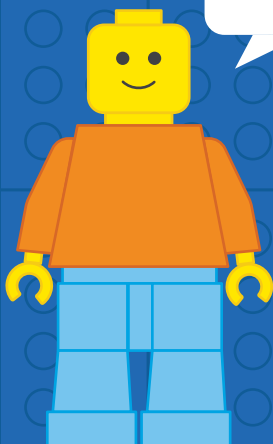
How to Build a Behavior Management System

Districtwide behavior improvement requires system ownership—not isolated efforts. Student behavior is most visible in classrooms, but sustained improvement depends on clear roles across classrooms, schools, and the district. When information flows in both directions, schools respond proactively instead of reactively.

This infographic shows how ownership is distributed across the system and how coordination across levels ensures students receive the right support at the right time.



What sets **high-performing districts** apart?



They Do

- ✓ Manage behavior as a districtwide system
- ✓ Share criteria and consistent escalation pathways
- ✓ Support teachers before challenges become crises
- ✓ Emphasize proactive supportive approaches to behavior

They Do Not

- ✗ Manage behavior building to building
- ✗ Allow referral processes to vary by school
- ✗ Leave teachers to absorb escalated needs alone
- ✗ Rely on punitive responses to manage behavior