SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name: Countryside High School   **School Year:** 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. **Benchmarks of Quality Score:** 66/ 107 = 62%

2. **Engagement Data (attendance/suspension/etc):**
    a. **https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx**
    b. **Use the End of Year data**
        i. **Attendance**
        ii. **Timeliness**
        iii. **Referrals**
        iv. **Suspensions (both In- and Out-of-School)**
        v. **Other areas as determined by your school-based leadership team (SBLT).**

3. **Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.**
    Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. *

    a. Increase **Positive** Recognition of student behavior expectations
    b. Promote character building lessons within the classrooms
    c. Provide teacher resources for dealing with student behaviors consistently

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**

Countryside High School

Cougars R.O.C.K.

R esponsible
O n time
C ooperative
K ind

5. **Attach or insert your Common Area Expectations/Rules:**

Cougars on the Buses

R.O.C.K.

R ide their assigned bus
O n Time
C ooperate with the driver
K eep seated

Cougars in the Auditorium

R.O.C.K.

R espect guest speakers
O n time
C lap for performances
K eep electronics off

Cougars in the Gym

R.O.C.K.

R espect other's property
O n Time
C hange into gym clothes
K eep trying your best

Cougars in the Cafeteria

R.O.C.K.

R ecycle
O n time to class
C lean trash up
K eep lines moving

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**

The MTSS team will provide valuable teacher information about how to deal with different student behaviors in the faculty weekly bulletin for teachers to help them deal with certain behaviors and provide reasons why they may be occurring. The MTSS team will conduct walkthroughs to collect classroom data to identify areas of concern. The MTSS team will utilize Menu for Effectively Responding to Classroom Misbehavior and a School Resource Map. In addition, the MTSS team will develop a tracking form to help teachers implement appropriate Tier 1 and 2 interventions with their students prior to writing a disciplinary referral.

| Misbehaviors At School | Misbehaviors At Home | |

Four Steps

The Disrespectful

I. Behavior
II. Effects
III. Action
IV. Mistakes

« Behavior List

Related Behaviors

- The Foulmouth
- "I Won't Do It"
- The Interrupter
- The Lewd
- The Loudmouth
- The Smart Aleck

Recently Viewed Behaviors

1. The Disrespectful
2. The Class Clown
3. The Angry
4. The Overly Aggressive
5. The Agitator

Behavior Information

The Disrespectful

Action: Identify causes of misbehavior. Pinpoint student needs being revealed. Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behavior.

1. **Primary Causes of Misbehavior**

   o **Revenge**
   This student has been mistreated and therefore is mistreating others.

2. **Primary Needs Being Revealed**

   o **Sexuality**
   There may be a great deal of conflict between the adults in the home.

   o **Escape from Pain**
   He/she is feeling a great deal of pain caused by peers, family, or educators.

3. **Secondary Needs Being Revealed**

   o **Power**
   This student, because of his/her hurt, is hurting others as a form of power. The power is usually a demonstration against adults.

   o **Status**
   Because of the treatment received, the student-through disrespect-lets everyone know he/she is somebody.

4. Always remember that disrespect is never given without reason. The reason may or may not have to do with the teacher. Yet, student disrespect will never be resolved unless we realize this fact-and do something about it.

5. Adopt the strategic position of acting in a positive rather than a negative way. Don't try to fight fire with fire. The behavior of this student can't be changed with such an approach.

6. Be aware that, more often than not, the teacher is not the cause of disrespect. It's an indicator that a child has problems, is experiencing failure, has been hurt,

Please Note

We are labeling *behaviors*, not children!

For the sake of convenience, we will describe behaviors with terms such as *The Whiner* or *The Interrupter.*

Never use such labels when talking to—or about—children!

Doing so could cause many new problems and seriously damage the parent-child relationship.

Seek professional assistance!

Many behaviors-- or changes in behavior--can signal an underlying emotional or mental health issue.

Don't hesitate to contact your child's school social worker, counselor, or doctor for any concerns you may have.

Contact Us

We welcome your questions and comments. Please feel free to contact us.

Character Education

The UPC school news show will showcase monthly positive character traits. The principal also uses the character trait of the month during his daily announcements by reciting a quote dealing with the character trait of the month. The teacher's newsletter has activities that teachers may use in their classrooms that relate to the character trait of the month.

Intervention Center (IC) Rules:
- No skipping or unexcused absences
- No unexcused tardiness
- No talking
- No sleeping
- No off-task behaviors
- No inappropriate or disruptive behaviors
- Students must be in dress code attire
- No electronic possession/use
- No magazines, newspapers, or books – Classwork only
- No drawing or coloring pictures – Classwork only
- No writing, reading or possessing notes
- 3 strikes and you are out!

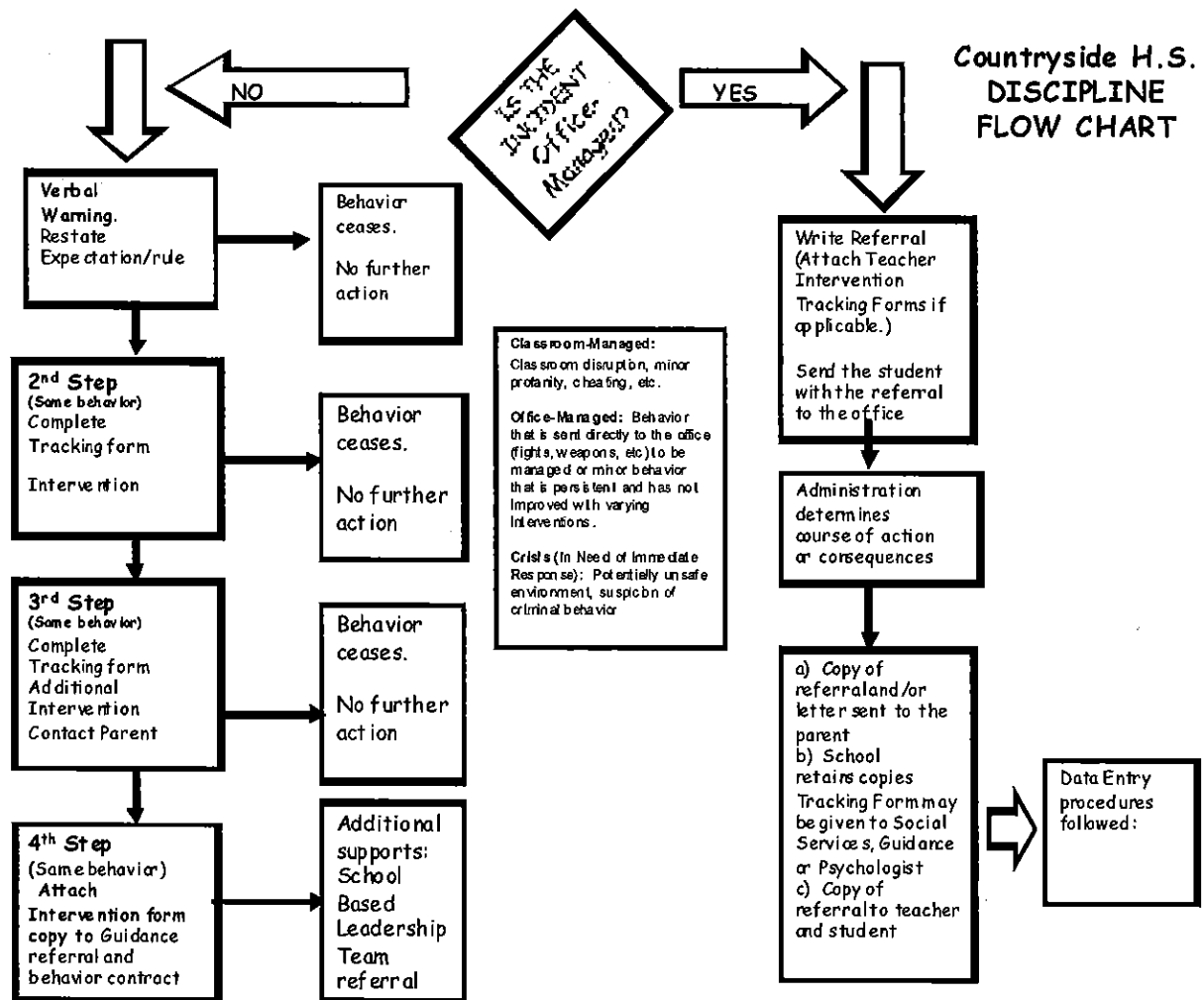7. **Attach or insert the planned and/or established Reward/Recognition System:**
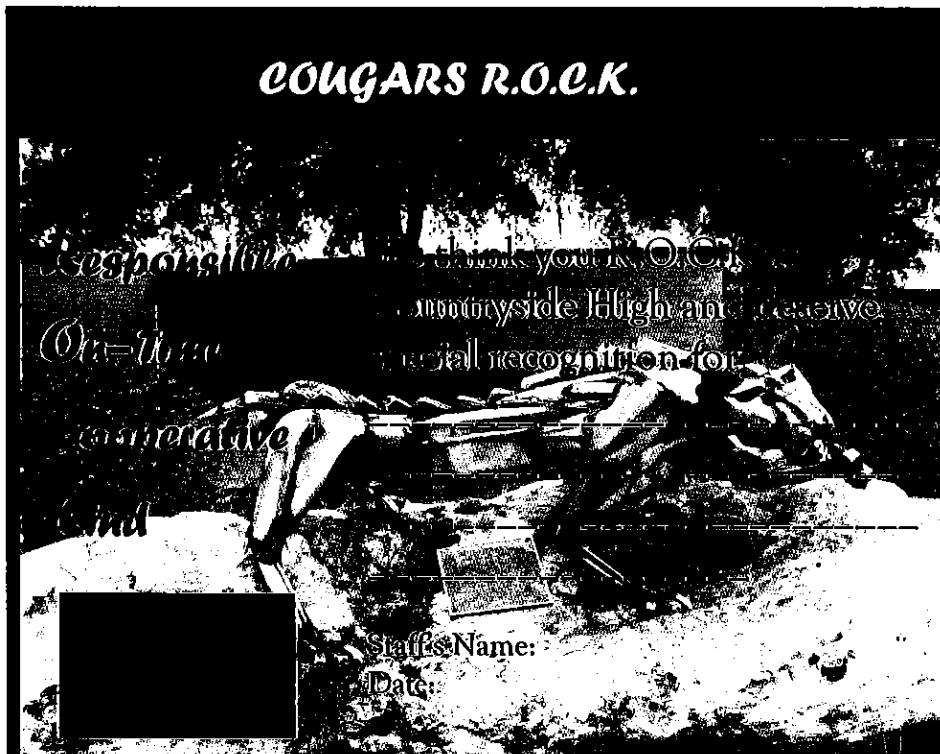
Teachers and staff nominate students who they see demonstrating one of the ROCK characteristics by filling out one of the above sheets (everyone is given 10 per grading period). Once completed, these sheets are turned into the ROCK box that is placed in the Media Center. At the end of every grading period (6 weeks), 3 names are drawn from the box and those students 1) win a gift card to a local store/restaurant and 2) are recognized on UPC, and 3) have their names posted on the ROCK STAR bulletin board in the common area. In order to increase staff recognition, the staff members who nominated the 3 students are also recognized every grading period and receive acknowledgement on UPC as well as a small gift.

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**

Countryside High School
Tardy Policy

1st tardy to class is a teacher warning
2nd tardy – Teacher must make contact with parent/guardian
3rd tardy- 1 hour Administrative detention in IC after school (administrator calls home) • If student misses the one hour detention he/she is assigned IC for one day
4th tardy – IC all day • 1st period tardies (parking permit revoked for 6 weeks) • Must serve IC before returning to classes
5th tardy –and subsequent tardies • Multiple days of IC • Guidance Referral • Intervention Team referral • Attendance contract with administrator

9. **Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).**

Countryside H.S. DISCIPLINE FLOW CHART

```
                    IS THE
         NO      INCIDENT        YES
      ◄───       Office                ───►
                 Managed?
```

Verbal Warning. Restate Expectation/rule
→ Behavior ceases. No further action

2nd Step (Same behavior) Complete Tracking form Intervention
→ Behavior ceases. No further action

3rd Step (Same behavior) Complete Tracking form Additional Intervention Contact Parent
→ Behavior ceases. No further action

4th Step (Same behavior) Attach Intervention form copy to Guidance referral and behavior contract
→ Additional supports: School Based Leadership Team referral

Classroom-Managed: Classroom disruption, minor profanity, cheating, etc.

Office-Managed: Behavior that is sent directly to the office (fights, weapons, etc) to be managed or minor behavior that is persistent and has not improved with varying Interventions.

Crisis (In Need of Immediate Response): Potentially unsafe environment, suspicion of criminal behavior

Write Referral (Attach Teacher Intervention Tracking Forms if applicable.) Send the student with the referral to the office
↓
Administration determines course of action or consequences
↓
a) Copy of referral and/or letter sent to the parent
b) School retains copies Tracking Form may be given to Social Services, Guidance or Psychologist
c) Copy of referral to teacher and student
→ Data Entry procedures followed:

10. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.**

Data reports are generated using EDS and district data dashboard on a monthly basis and shared at the SBLT meeting. Reports include referral and suspension data based on student demographics. Reports are further broken down by in-school and out-of-school suspension, by grade level as well as by location. This information is then shared by department chairs in department meetings. Should changes to processes become necessary based on data analysis, the cross-curricular MTSS behavior team will develop/improve procedures.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.
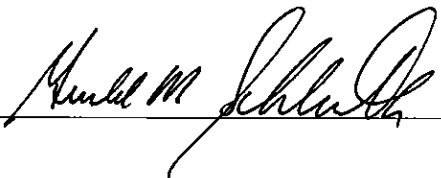
1. Faculty meeting to share school-wide behavior plan, guidelines for success, and student recognition

2. PLC meetings to discuss Tier 1, 2 and 3 behavioral and academic interventions

3. PLC meetings to discuss character education and how to integrate lessons into curriculum.

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year: February 21, 2014

End of Year: June 20, 2014

Principal Signature _____ Date _8/7/13_