

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Dunedin Elementary 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:** 84 /107 = 78 %

2. **Engagement Data (attendance/suspension/etc):**

- https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
- **Use the End of Year data**
 - i. **Attendance Total number of absent students: 6,122 for the year.**
 - ii. **Timeliness Total number of tardy students: 4,889 for the year.**
 - iii. **Referrals Total number of referrals (level 3) 155 for the year.**
 - iv. **Suspensions (both In- and Out-of-School) ISS total: 22, OSS total: 32**
 - 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. ******

- **Focus on whole child by looking at all data (achievement, behavior, attendance, tardies).
Data reviewed and analyzed by SBLT/FOUNDATIONS (Behavior SIP) team monthly.**

Attendance and tardy data analyzed by Child Study team bi-weekly and action steps developed.

Share data with parents, faculty, students and student council each grading period.

School wide data displayed positively on TV (ie. 90% of students on time to school each day)

Continue Check and Connect with grades K-5 for the third year.

*****Individual student Data monitored by RtI Team: RtI Coach, Social Worker, Behavior Specialist, Diagnostician, and Psychologist for students identified as at risk.**

- **Involve students in the school rewards/recognition program using the continuous improvement model.
Determine the role student groups will have in the development of school culture.**

All teachers, including PE, Art, and Music, have a reward system for celebrating student success.

Modify Dunedin Dollar Program to include common area expectations. Develop a process for students in each grade who earn Dunedin Dollars to have the opportunity to be selected to receive an academic reward. Try to incorporate the Learning Earnings Program into to the school wide incentive program.

Develop a plan and implement a Character Kid of the month program.

The Eagle's Nest (special café Bistro area) will be used as a reward in the cafeteria for following cafeteria expectations. Classes will earn the opportunity to be selected to eat on the stage on Fridays.

- Monitor and expand school-wide use of CHAMPS for all teachers. STOIC walkthroughs to identify CHAMPs patterns.

Assigned mentors will orient new teachers.

Classroom teachers develop a process to orient new students who start after the school year begins. For example, assign another student in the class as a buddy.

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

- *Guidelines for Success: Be Polite, Be Safe, Show a Positive Attitude, Show Self Control, Participate Fully in Our Learning. Monthly Commitment to Character traits are also implemented to support "The Dunedin Way".*

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

Line Walking:

C- conversation - level 0

H- help – raise your hand

A- activity – hands to side or behind back, walk one step behind the classmate in front of you

M- movement – walk in straight line

P- participation – class walks together

Cafeteria:

C- conversation - level 1 or 2

H- help – raise your hand

B- activity – eat using appropriate table manners

M- movement- sit, face the table, feet on floor

P- participation – class sits together to eat

These are posted and reviewed by teachers.

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

- GFS are reinforced at Assemblies, Friday Open Court, Daily morning announcements on TV, and in classroom. Teachers develop and teach rules and expectations in the classroom. Teachers conduct Morning Meeting or class meetings. R'Time lessons are based on the weekly R'Time theme. Lessons and videos are accessed on a webquest. Teachers and families use our school-wide character books to promote social skills.

7. Attach or insert the planned and/or established Reward/Recognition System:

- The previous school-wide reward system, Dunedin Dollar's, will continue and once the transition has occurred successfully will be faded out. The goal of both initiatives is to "catch" students being good, and reward them for their good choices. Criteria that will be used will be taken from our CHAMPS school wide plan, and individual student goals.
- Classroom teachers including Art, Music and PE develop their own classroom reward system.
- The Eagles Nest reward system is used to recognize classes following cafeteria expectations.

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

- As a Foundations school our classrooms use the CHAMPS/PBS model to support the school-wide behavior "Foundations" model. Teachers develop a plan using the CHAMPS Classroom Management Plan.
- Each teacher develops a classroom management system based on the Champs/PBS philosophy.

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).

- Behavioral Hierarchy
 - The following provides a *framework or structure* for all staff to respond calmly and consistently with appropriate behavioral principles to student misbehavior. Staff should follow this procedure as matter-of-factly as possible when a student exhibits an undesired behavior. *It is important that teachers and staff first attempt to manage behavior using Prevention and Minor Problem Behavior Correction procedures identified on the preceding pages.* It is expected that staff follows their classroom management plan and that several interventions are attempted before a behavior call is made. The *exception* to this would be incidents in which a student's behavior poses a safety risk or severe disruption to the learning environment in the classroom; this degree of acting out behavior is termed a "Serious Incident" and is treated differently than a minor to moderate problem behavior. The Behavior Hierarchy below is to be used for behaviors that are mild to moderate, that can generally be addressed in the classroom and do not pose a safety risk to others.
- Suggested Minor Problem Behavior Hierarchy
 - *Criteria: minor disrespect or disruptions, brief refusal of directions or consequences, etc.)*
STEP 1: Prevention and Minor Behavior Problem Behavior Correction Procedures
 - Strategies include: Precorrection, proximity, antiseptic bounce, 1 to 1

assistance, seat change, social skills cue, interest boosting, etc.

STEP 2: Refocusing

- Positively restate expectations.
- Student receives a *formal* verbal prompt or nonverbal cue and is directed as to what “to do”.
- Be sure to reinforce the student if complies/self-corrects.

STEP 3: Cool Off

- A predetermined area in a classroom where the student may sit; not intended to be punitive
- This intervention may be teacher or student initiated; the length of time should be fairly brief.

STEP 4: Time Out

- An area inside the classroom; a time out removes the student from the reinforcing setting or situation to a non-reinforcing setting for a period of time. Avoid talking to the student or providing undo attention; however, the time-out area needs to be supervised and monitored.
- A time-out is typically teacher initiated and should not exceed 1 minute per student’s age of appropriate quiet time,
- No work is done in time out
- *It is recommended that staff use a timer to keep the implementation of this procedure as objective as possible.*

- Staff should communicate daily behavior issues/concerns to parent(s). If the behavior persists over a two to three week period and all of the above steps have been taken and parent communication has occurred then a staff member may contact their SBLT team member to assist in addressing the problem behavior.

INCIDENT REPORT PROCESS:

Level 2 incident reports are given for most minor problems. It is a form of progress monitoring of student behavior incidents. A minimum of 2 classroom interventions should be attempted before writing an incident report. Parents and students should be aware of classroom and school wide expectations and procedures. Parents are not necessarily called after each incident report is written. However, if students receive several incident reports, for the same behavior, in a short period of time, it would be best practice for teachers to communicate that to parents. Incident reports are to be turned in to the Behavior Specialist via her mailbox.

BEHAVIOR REFERRALS:

Level 3 referrals are to be written for severe behaviors. *These behaviors do not require a warning or for staff to follow the Minor Problem Behavior Hierarchy; they result in automatic consequences and a call to the Behavior Specialist should be made immediately if needed. Someone in administration will address the issue/behavior with the student and will determine the appropriate consequence. Administration will handle parent contact and put a copy of the referral in the teacher’s mailbox. Rapport should be reestablished when student returns to the classroom.*

BEHAVIOR CALL PROTOCOL

It is often necessary to request assistance through the front office for students in the classroom setting or on campus due to behavioral issues. When a call for support is made to the front office or via the radio, please be clear and succinct in what you need. Do not use student name. If needed to identify the student use his/her initials and the teacher's name. For example:

"I have a level 2 in Mrs. Abernathy's classroom," "I have a level 3 in Mr. Wong's room."

Please remember that once the call for assistance is made it is critical to disengage from the acting out student as much as possible and as is professionally reasonable. This also applies once the responder arrives to assist; be as brief as possible in stating what happened during the incident. Keep statements to the responder as short and professional as possible, such as "Johnny hit Michael."

It is best practice to speak privately to the responder about a student's actions and the resulting consequences. It is critical to refrain from elaborate descriptions during a behavior call or when the responder arrives. In addition, once the responder arrives, responsibility for addressing the student is handed over to them. The goal for the instructor/staff is to restore the learning environment as quickly as possible. In cases when the student needs to leave the room due to behavior issues, the responder will return to obtain details related to the situation after the student has been placed in another monitored location.

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.

- **Discipline data is entered weekly into a school database. Monthly, school-wide data is reviewed at our SBLT meetings. Individual students may be discussed weekly at RtI meetings. The Behavior Specialist and Foundations Team will communicate the data patterns by grading period to faculty and staff by discussing in PLC's and during our staff meetings. The grading period behavior data will also be shared with students.**

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

- 1. Revise a Behavior Handbook as a tool for all staff.**
- 2. Learn 360 social skills videos featured weekly.**
- 3. Behavior Specialist – Coaching teachers in the classrooms and during PLC's at the beginning of the school year starting with 5th grade and new teachers and working down to Pre-K. Ongoing in classroom coaching throughout the year.**
- 4. Teach and reinforce GFS to students throughout the school day and at school-wide assemblies by semester. Students will use their Dunedin Dollars/ Learning Earnings to purchase a chance to participate on stage during the assembly.**

5. **Bully prevention training for reporting held for staff at beginning of year.**
6. **New staff Olweus overview (will also serve as an optional refresher training for all staff).**
7. **Olweus training in classroom/assembly for all classes: “Bully Circle” or bully lesson within the first 3 months of school.**
8. **Bully prevention training for prevention and reporting for parents beginning of the year.**
9. **Monthly newsletter blurb to parents from Foundations/PBS team to give parents prevention tips and reporting information on bullying, as well as Social Skills tips.**

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

Referrals:

- **August until February 18, 2014 total = 54 . This is a significant decrease from last year last year at approximately this time of year we were at 64.**
- **Top 5 reasons for referrals this year are: 13 Strike Student, 5 Threat/Intimidation, 4 Strike Adult, 4 Bullying/Harassment, 4 Profanity/Obscene Language**
- **Demographic breakdown: 25 Black, 9 SWD, 1 American Indian, 4 Native Hawaiian/Pacific Islander, 8 Hispanic, 26 white.**
- **Grade level breakdown: 2 Kg, 3 First, 17 Second, 11 Third, 3 Fourth, 17 Fifth.**

Out of School Suspensions (OSS):

- **August until February 18, 2014 total = 13.**
- **Top 5 reasons for OSS are: 4 Strike Student, 2 Strike Adult , 2 Profanity/Obscene Language , 1 Tobacco, 4 Other Offense.**
- **Demographic breakdown: 6 Black, 8 White, 2 SWD.**
- **Grade level breakdown: 1 Pre-K, 1 Kindy, 2 Second, 2 Third, 2 Fourth, 5 Fifth.**

In School Suspensions (ISS):

- **August until February 18, 2014 total = 14**
- **Top 3 reasons for ISS this year are: 5 Threat/Intimidation, 3 Other Offence, 3 Skipping Class,**
- **Demographic breakdown: 8 White, 4 Black, 3 SWD, 2 Hispanic, 2 Native Hawaiian/Pacific Islander.**
- **Grade breakdown: 1 First, 3 Second, 3 Third, 7 Fifth**

Way of Work:

- The Foundations team meets monthly to discuss the discipline and attendance data and processes.
- Behavior specialist who is implementing processes to present data to all stakeholders.
- Foundations team revamped the Dunedin Dollars recognition. It now recognizes the Five Guidelines for Success for primary and intermediate grades.
- The Behavior Specialist assists with and models for classroom teachers how to provide students with appropriate behavior choices and various ways to reinforce positive student behavior. This occurs specifically with new teachers and when needed or requested by any teacher.
- The Child Study team meets bi-weekly to discuss student tardies and absences.
- The MTSS team meets weekly to discuss Tier 2 and Tier 3 students (academic and behavior).
- The Check and Connect program is continuing this year.
- The Guidance Counselor, Social Worker and School Psychologist give additional student support to students in need. They also provide self-image and goal setting support in a small group setting working with black and SWD students.

In Progress:

- A means of reporting school-wide attendance data in a positive format of TV announcements.
- Submit monthly social skills information for the school newsletter.
- Submit attendance data for school newsletter

Completed/ongoing:

- Specials (PE and Music) have rewards for students' success i.e.
- Implemented Character Kid of the month for student recognition
- Implemented a weekly reward in the cafeteria where selected classes get to eat in the "Eagles Nest" Café on the stage.
- Teachers use a peer buddy, teacher review, and visual processes to orient new students to CHAMPS.
- All teachers have GFS posters in classrooms. These are also posted around school.

Training and follow-up coaching to promote understanding:

- Ongoing behavior specialist coaching takes place.
- Guidelines for Success are reinforced throughout the school day and Dunedin Dollars may be given by any staff member to any student exhibiting our GFS.
- All staff were trained on bully prevention and reporting and given an Olweus overview during the first week back to school meeting.
- "Bully Circle" activity took place in every classroom during the first two months of school, presented by the Student Council, facilitated by the Guidance Counselor and Social Worker.
- Parents were trained on bully prevention and reporting and given an Olweus overview during Back to School night.

End of Year: June 20, 2014

Principal Signature *Kathy Brickley*_____

Date *07.02.13*_____