

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Lakeview Fundamental Elementary 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: 89/107 = 83 %
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. Reduce the number of strikes by 50% - _____
 - b. Reduce the number of Black students receiving referrals by 50% _____
 - c. Reduce the overall number of referrals by a minimum of 50% _____
 - a. Reduce the total number of referrals by at least 50% (9) - Close monitoring of fundamental guidelines and IAC referrals.
 - b. Reduce the number of referrals of Black students by 50% (6). Close monitoring of fundamental guidelines and IAC referrals.- Increase and enhance the C2C traits specifically with the Catch them Being Good Program (School wide- Guidance Driven), Dolphin of the Week program, Golden Garbage Can Award Program for C2C for the learning environment, Captain for a Day (School Wide- Physical Education Driven)
 - c. Reduce the number of referrals for strike by at least 2. Close monitoring of fundamental guidelines and IAC referrals. Increase and enhance the C2C traits specifically with the Catch them Being Good Program (School wide- Guidance Driven), Dolphin of the Week program, Golden Garbage Can Award Program for C2C for the learning environment, Captain for a Day (School Wide- Physical Education Driven)

d. Visual expectations posted

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

CONSEQUENCES FOR UNSATISFACTORY BEHAVIOR: Students are expected to exercise good judgment and behave in a responsible manner. Each school year, the *Code of Student Conduct* lists misconduct which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The *Code of Student Conduct* will be used to determine consequences for those actions. The discipline requirements, listed as follows, are in addition to that Code. Students recommended for expulsion will immediately be removed from the Fundamental Program. Students who are suspended will be referred to the Intervention and Appeal Committee.

Discipline Guidelines

Each teacher maintains an individual classroom management plan.

These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies governing fundamental schools regarding behavior, homework or class work.

If warranted, a detention may be given prior to any warning.

Detentions

The progressive steps include:

1. First written warning is sent to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
2. Second written warning is sent home to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
3. If infractions continue to occur, detentions will be given to the student. Warning, detention, and other disciplinary notifications must be signed and returned to school the next day. Failure to return the signed forms or letters will count as a missed homework assignment. Infractions are cumulative for each infraction period.

Detentions will be served the next full school day after notice is given. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period.

Office Referrals

Office referrals are given for severe infractions or continual, repetitive violations and are handled by the school's administration. Consequences of an office referral may include but are not limited to the following:

1. Parent Contact
2. Time Out
3. Detention
4. Counseling with Student
5. Monitoring Behavior
6. In-School Suspension
7. Out-Of-School Suspension
8. Referral to the Intervention and Appeals Committee
9. Referral to School Staffing/ SBLT Team

Office referrals

- Are cumulative throughout the year.
- Three office referrals will result in a referral to the Intervention and Appeals Committee.
- Each additional office referral will result in another referral to the Intervention and Appeals Committee.
- Severe infractions, as determined by the principal, will result in immediate referral to the Intervention and Appeals Committee.

INTERVENTION AND APPEALS COMMITTEE

Each fundamental school has a school-based Intervention and Appeals Committee (IAC). The purpose of this committee is to review and enforce cases which include but are not limited to severe or repeated discipline infractions, continued lack of compliance with homework and/or class-work policies, failure to follow the dress code, parental absences from PTA/ SAC meetings and parental non-attendance at required conferences. The IAC may recommend alternatives and interventions for improvement, recommend probation with stipulations but must accept the validity of administrative decisions regarding incidents. This committee is the first level of appeal regarding a student's removal from the school.

The Principal, who is not a committee member, selects the members of the IAC. The IAC shall be composed of a minimum of three teachers (selected with faculty input) or other school personnel and three parents. Efforts will be made to have a community representative. A majority of the members must be present to conduct the meeting and render a recommendation. The IAC will serve a renewable one-year term.

The committee will meet on a regular predetermined basis, or when requested by the Principal/designee. Though not a member of the committee, the Principal will be available to answer questions and participate in deliberation but will not vote. Only the committee members will vote. Decisions will be based on a majority vote. The proceedings will be held in strict confidence. To maintain confidentiality for fundamental school students each Intervention and Appeals Committee parent representative must annually sign to show their compliance with the following statement:

"I understand that under the Family Educations Rights and Privacy Act and Florida Statutes, student records are confidential. As a member of the school's Intervention and Appeals Committee, I understand that I will have access to confidential information and agree to maintain confidentiality of all student records and information.

A referral to the Intervention and Appeals Committee occurs when a student receives a total of two warnings and three detentions during any infraction period or a referral to the Intervention and Appeals Committee will take place upon the third detention in an infraction period. Infraction dates for 2010-2011 are:

- Infraction Period #1* August 19, 2013 – October 1, 2013 (30 days)
- Infraction Period #2* October 2, 2013– November 13, 2013(30 days)
- Infraction Period #3* November 14, 2013 – January 16, 2014 (31 days)
- Infraction Period #4* January 21, 2014 – March 4, 2014 (30 days)
- Infraction Period #5* March 5, 2014 – April 23, 2014 (30 days)
- Infraction Period #6* April 24, 2014 – June 4, 2014 (29 days)

Referrals to the Intervention and Appeals Committee may also be made when:

- A student receives excessive detentions
- A student is tardy seven times in a grading period
- A student receives three office referrals
- A student receives one suspension or work detail
- A student commits a serious violation of the Code of Student Conduct
- A parent does not meet parent requirements
- A parent misses three of the required parent meetings
- It is requested by an administrator

Parents/guardians will be notified at least five days prior to the scheduled meeting that the student has been referred to the Intervention and Appeals Committee. Meetings will be held on the scheduled date and time.

The parent/guardian may address the committee for a maximum of ten minutes, but will not be present when the committee deliberates. Minutes will be kept of the meeting; however, deliberations will not be included. Parents may have access to the portion of the minutes which refer to their child.

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

Laqueview Fundamental Café Lesson Plan Goal: The LVE

cafeteria will be a clean, safe, and enjoyable place where students eat their breakfasts and lunches.

Guidelines for Success:

Successful Students

Magnificent Manners

Amazing Attitude

Rockin' Respect

Terrific Teamwork

Expectations and Rules:

Successful Students

Walk quietly through line (Level 1 voice). Say "please" and "thank you".

Magnificent Manners

Use table manners. Talk to your neighbor with a Level 2 voice. Pick up your trash. Face forward

Amazing Attitude

Get all your supplies before sitting

Rockin' Respect

Raise your hand if you need something

Terrific Team work

Observe the 5 minutes of quiet eating time. Line with a Level zero voice.

Corrective Consequences

A range of consequences should be in place to address those behaviors that do not meet each common area expectation. When a student misbehaves, the supervising adult will calmly and consistently implement the mildest consequence that is appropriate.

For Example:

*Give a verbal or nonverbal reminder. Restate the desired expectation.







*Give the opportunity to make the correct choice.

*After 3 reteachings – infraction

Café Procedures

Students:

1. Students will wash hands and use the restroom before entering the café.
2. Students will enter the café in a single file line. Students bringing their own lunch will walk directly to their assigned table. Students buying their lunch will continue in a single file line to the lunch line.
3. Students will observe personal space at all times keeping hands, feet and objects to themselves.
4. Students will stand in a quiet line (level #1 voice) while waiting their turn.
5. Students will clearly and politely (“please” and “thank you”) to Café Ladies, get their tray, pick up whatever condiments are needed, and walk to their assigned table.
6. Students will remain with a Level zero voice for 5 minutes upon their entire grade being seated to eat lunch. After 5 minutes, students may talk quietly to the student (s) next to or in front of them (Level #2 voice).
7. Students will use proper table manners while eating (chew with mouth closed, keep hands and feet to yourself, no trading food)
8. Students will remain seated and facing forward throughout their lunch period. Students needing assistance will raise their hands to signal Mrs. Malone that assistance is needed.
9. When dismissed from lunch, students will pick up and throw away all trash. Students will line up at the designated door at a Level zero voice. Until their teacher arrives.

School Behavioral Standards	Cafeteria	Looks Like	SOUNDS LIKE	
Successful Students	<ul style="list-style-type: none"> *Walk quietly to the café and through the line / to the table *Listen to adults Say “please” and thank you” 	<ul style="list-style-type: none"> *Walk at all times *Give personal space *Pay attention to the person in front of you to avoid bumping into one another 	<ul style="list-style-type: none"> *Smile *Great Café Workers *Say” please” and “thank you.” 	
Magnificent Manners	<ul style="list-style-type: none"> *Use table manners *Talk to your neighbor with a level 2 voice *Stay facing forward *Pick up all trash 	<ul style="list-style-type: none"> *Chew with mouth closed *No throwing food * No trading food *Clean up area after eating *Face Forward 	*Level 2 Voice	
Amazing Attitude	*Pick up all needed items before sitting	<ul style="list-style-type: none"> *Get all food items *Keep hands to yourself 	<ul style="list-style-type: none"> *Level 2 Voice *Quiet feet on the floor 	
Rockin’ Respect	*Raise hand if you need help	*Do everything in the looks like column	*Do everything in the sounds like column	
Terrific Teamwork	*Observe 5 minutes of quiet eating time	*No talking first 5 minutes	*Do everything in the sounds like column	



RESTROOM EXPECTATIONS



- Use, wash your hands and leave.
- Keep talking to a minimum.
- Report any problem to an adult.
- Return to class once you have finished.
- Be considerate of classes in session.

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

Guidance schedule TBA- Small group in addition to guidance lessons will include:

Large posters of Café Plan will be posted in the Café are referred to by students and adults.

Large posters of guidelines for Fundamental will be posted in stairwells, and strategically around the schools for students and adults to refer to and use for “teachable moments.” Large poster of Bathroom expectations will also be posted near all restrooms not located within classrooms.

We will also be starting an anti- bullying club/committee with students, staff and parents. This will be facilitated by our guidance counselor.

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

Caught Being Good: Each week a C2C trait is highlighted by our guidance counselor on the a.m. News Show. As the week progresses- faculty and staff are on the “look out” for students that are displaying the trait. When recognized by a faculty /staff member, the student receives a Caught Being Good certificate that states the desired behavior that is being recognized. Their name is then placed in the Caught Being Good Jar in the front office. At the end of the week a name is

drawn from the jar on the a.m. show. That student then has their name displayed on the main hallway Caught Being Good Bulletin Board. Dolphin of the Week- Teachers monitor student behavior and choose an individual student that displayed exceptional behavior (C2C related). Teachers send the name to the principal by the Thus. of each week. On Fridays each name is read on the a.m. news show. The principal then visits each student in their classroom to deliver their Dolphin of the Week Zipper pull and pencil and celebrate with the class. Each P. E. class has a Captain that is chosen by the Physical Education Team to assist in leading the class in demonstration and assist the Coaches in leading warm up etc. The selection process is based on behavior, C2C trait display and sportsmanship in P.E. class. Golden Garbage Can Award- The Plant Operations Team awards the Golden Garbage Can Award to a Primary class (K-2) and an intermediate class (3-5) each week. The class that receives the Golden Garbage Can Award displays the “Golden Garbage Can” for the week. This is tracked. At the end of each semester the primary class and the intermediate class the received the Golden Garbage Can Award the most receives a pizza party from the HPO and the principal. The Café plan also rewards classes every 20 days with a treat for proper behavior in the café.

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

Each teacher is responsible to developing a behavior management plan that is aligned to fundamental policies and expectations. An electronic copy of each teacher’s plan is on file with the principal. See attached form that is used for this purpose.

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). Please see attached Fundamental Policies regarding behavior and IAC. Also please see attached Fundamental Infraction Form.

PINELLAS COUNTY SCHOOLS
FUNDAMENTAL ELEMENTARY SCHOOL
WARNING/DETENTION NOTICE

Student's Name _____ Grade _____ Date _____

Classroom Teacher(s): _____ Sending Teacher : _____ School: _____

2013-2014 SCHOOL YEAR INFRACTION PERIODS:

- | | |
|--|--|
| <input type="checkbox"/> 1 Monday 8/19/13 – Tuesday 10/01/13 = 30 days
<input type="checkbox"/> 2 Wednesday 10/02/13 – Wednesday 11/13/13 = 30 days
<input type="checkbox"/> 3 Thursday 11/14/13 – Thursday 01/16/14 = 31 days | <input type="checkbox"/> 4 Tuesday 1/21/14 – Tuesday 3/04/14 = 30 days
<input type="checkbox"/> 5 Wednesday 3/5/14 – Wednesday 4/23/14 = 30 days
<input type="checkbox"/> 6 Thursday 4/24/14 – Wednesday 6/04/14 = 29 days |
|--|--|

WARNING NUMBER: 1 2 **DETENTION NUMBER:** 1 2 3 **REFERRED TO IAC:** _____

The purpose of this notification is to inform you that your child has received a warning or detention in one of the areas checked below. Each infraction period allows for two warnings and two detentions. After the second warning, detentions will be used as consequences for these infractions. After two warnings and upon receiving a third detention in an infraction period, your child will be brought to the Intervention and Appeals Committee (IAC). Thank you for your support in helping to correct this situation.

HOMEWORK	CLASSWORK	BEHAVIOR	OTHER*
<input type="checkbox"/> not turned in <input type="checkbox"/> not turned in on time <input type="checkbox"/> incomplete/unacceptable <input type="checkbox"/> wrong assignment <input type="checkbox"/> missing parent signature <input type="checkbox"/> agenda book not signed <input type="checkbox"/> agenda book not returned	<input type="checkbox"/> incomplete/unacceptable <input type="checkbox"/> not turned in <input type="checkbox"/> wrong assignment <input type="checkbox"/> not prepared for class	<input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> disruptive to self/others <input type="checkbox"/> endangering self/others <input type="checkbox"/> disrespectful/verbally aggressive <input type="checkbox"/> inattentive/not following directions <input type="checkbox"/> inappropriate cafeteria behavior <input type="checkbox"/> other	<input type="checkbox"/> failure to serve original detention <input type="checkbox"/> failure to return original warning/detention notice the next school day <input type="checkbox"/> failure to return a "sign and return" document <input type="checkbox"/> repeated dress code violation <input type="checkbox"/> excessive tardies <small>*Students who are late to a detention will have it count as a missed detention and receive another detention.</small>

COMMENTS: _____

DETENTION WILL BE SERVED ON (Date): _____ (Time): _____

Note: This is a "sign and return" document.

This notice must be signed by the parent/guardian and returned to the classroom teacher no later than the next school day.

Parent/Guardian's Signature: _____ Date: _____

Please indicate how your child will go home immediately following the detention.

- My child is permitted to walk home. I will pick up my child immediately after the detention.
 Other (Please describe.) _____

Signature of person supervising the detention: _____

- This student did serve the assigned detention.
 This student did not serve the assigned detention.
 This student arrived too late to serve the assigned detention on the designated date.
 This student served the assigned detention today.

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. The SBLT meets every Monday. The first and fourth Monday of the month is dedicated to the review of PSW and intervention data. The second Monday of the month is dedicated to the primary grade levels for individual SBLT/PLC with each team to discuss and share data. This third Monday of the month is dedicated to the intermediate grades for the same purpose. IAC meetings as needed also allow of review of infractions.

11.

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. _____ SBLT/PLC serves as our PD of MTSS. ____

2. __PD- Lesson Study will also provide teachers with firsthand information of engagement which can/is related to behavior. Opportunity to share at PLC and make positive corrections to further engage students. __

2. _____ Training from Guidance /Bully Prevention

3. _____

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- At the time of this writing there have been a total of 12 referrals for the year. Of the 12 two if the students have withdrawn from Lakeview on their own volition.

Kindergarten- 1- White Female

1st Grade- 3- 1 Black Male and 1 Black Female that received 2 referrals

2nd Grade- 3- 1 Black Female, 1 Black Male and 1 White Male

3rd Grade- 3- 2 Black Males and 1 Black Female

4th Grade- 1- 1 Black Female that has withdrawn

5th Grade- 1 White Female that has withdrawn

Location-

1 referral from the café
2 referrals from the classroom
1 referral from the hallway
8 referrals from P.E.

Dates

Sept. 1 referral
Oct. 7 referrals
Nov. 2 referrals
Dec. 0 referrals
Jan. 1 referral
Feb. 1 referral
Total= 12

Goals:

To reduce the total number of referrals to 9- we have not met this goal
To reduce the number of referrals of Black students to 6- Currently 8 of the 12 referrals were Black students.

In order to improve this and make more of an effort to reducing referrals we have developed and have implemented – Make a Choice – Use Your Voice- Anti-Bullying. Boxes (Voice Boxes) have been place strategically around the school accompanied with notes and pens for students to write to the guidance counselor regarding conflicts that they are in need of assistance. Each Wed. on the A.M. Show the Make a Choice – Use your Voice Pledge is recited school wide. Our Guidance Counselor conducted lessons in each class regarding making good choices and resolving conflicts peacefully.

End of Year: June 20, 2014

Principal Signature *Susan Garcia-Nikolova*

Date 8/13/13