

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name McMullen-Booth 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: 96/107 = 90%

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

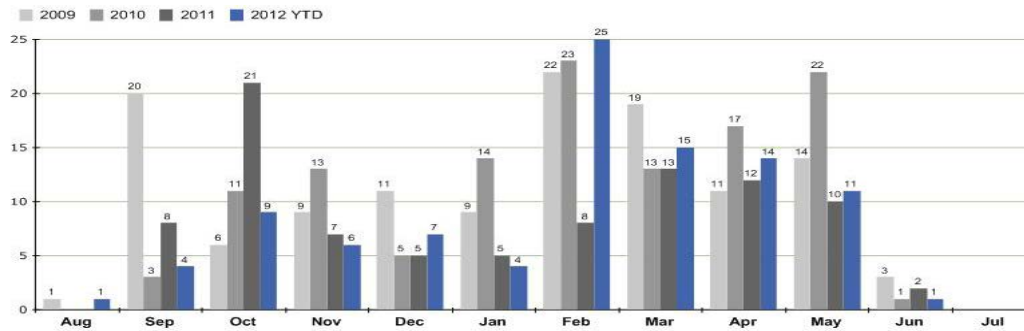
a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx)

b. Use the End of Year data

i. Attendance

ii. Timeliness

iii. Referrals



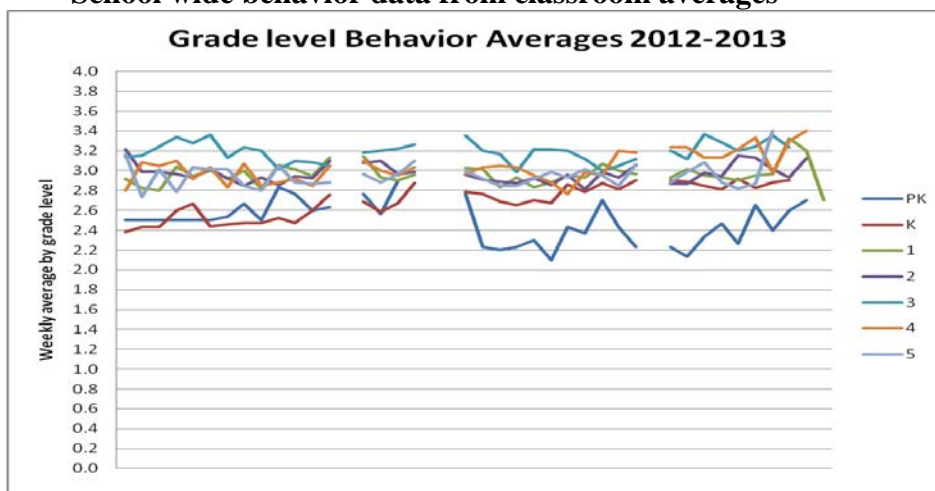
i. Suspensions (both In- and Out-of-School)

\*\*EDS is currently down, data graph was not saved from end of year analysis.\*

Out of 94 referrals there were 29 out of school suspensions and 19 in school suspensions. We will update this graph when EDS is available.

ii. Other areas as determined by your school-based leadership team (SBLT).

**\*School wide behavior data from classroom averages\***



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. Develop a plan for teaching student expectations/rules/rewards, and orienting incoming students and staff**

- Photos generated from classrooms will be reviewed, and showcased on morning announcements
- Develop 'First Friend' peer support for use with students who join our community after the start of the year.

**B. Booster sessions for students and staff are planned, scheduled and delivered**

- Study data and identify those students needing close attention from day one (see data below)
- Mandatory staff training in January
- Optional make and takes in February and March

**C. Plans for involving families/community are developed and implemented**

- Newsletter articles will be used to communicate with parents and community at least three times per year.
- PTA meetings will be used to do face to face sharing of school wide data.
- Make sure all sub groups within our community are included in positions on SAC, PTA board and other parent groups

**\*\*\*there is a 22% point gap % of African American Students (30/866= 10%) and % or our total referrals (30/92= 32%). \*\***

**\*\*\* second largest discrepancy (9% point gap) is Free/Reduced lunch 59% of our population receiving 68% of our referrals\*\***

**\*\*\* third largest discrepancy (7% point gap) is Students with Disabilities 15% of our population receiving 22% of our referrals\***

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

##### **MBES Guidelines for Success**

**Honesty-** Be truthful in your words and actions

**Responsibility:** Be in charge of yourself and your actions

**Self Motivation-** Give your best effort

**Respect-** Be thoughtful of the rights and feelings of others.

Each classroom's behavior grading system has 5 levels. The levels are defined as excellent (E), very good (V), satisfactory (S), needs improvement (N), and unsatisfactory (U). These levels correspond with the Pinellas County report card.

All students enter the building on a Satisfactory Behavior Rating (S). Their behavioral choices as they correspond to the Guidelines for Success cause their rating to move up or down this leveled rating system. The student's behavioral rating is fluid throughout the day unless a discipline referral occurs. In the event that a referral occurs, the behavior grade is recorded as a U for the day.

All instructional staff utilizes this system (art, music, PE, reading supports, specialists, cafeteria assistants...). If a student has had behaviors that need recognition (positive and/or negative) the staff member will fill out a pink slip to be turned into the classroom teacher to carry out the movement up or down within the leveled rating system.

##### **Our Student Handbook States:**

**DISCIPLINE:** The discipline program at McMullen-Booth Elementary centers on providing a safe learning environment through the infusion of the Commitment to Character Program into all of the daily learning activities. By emphasizing the traits of Respect, Responsibility, Honesty and Self-Motivation, the students are guided toward self-directed behavior, which 5 reflects the values of our learning community. Our school wide system for tracking behavior is based on the report card grades of E, V, S, N and U. Every child begins on level S each day as they enter the classroom. They have the opportunity to show acts of respect, responsibility, honesty and self-motivation to move themselves to the exemplary levels of V and E. This will not happen every day, as many days your child will do exactly what they are expected to do and will earn an S or satisfactory. This effort is to be praised, as well as days when they earn a V or E. Missteps will be redirected, and your child will be guided and taught the MBES expectations, but may involve your child having to move their level to an N or U until they are able to improve their behavior and make an effort to repair their misstep. The behavior tracking system is fluid and a student may move up and down during the day based on their behavior choices. Behavior levels will be reported to parents in the planner or communication folder on a daily or weekly basis based on grade level and need. We welcome you as a partner in supporting your child in understanding the expectations and working to meet them each day.

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



### Common Area Rules by Setting

#### Cafeteria Rules -

- Use an inside voice
- Walking feet
- Be kind to others
- Pick up after yourself

#### Playground Rules -

- Use equipment correctly
- Keep hands and feet to yourself
- Take turns
- Play fair

#### Playground/PE Field Rules -

- Use equipment correctly
- Keep hands and feet to yourself
- Listen and follow directions
- Follow the rules
- Play fair

#### Car Circle Rules -

- Move to your area immediately
- Keep hands and feet to yourself
- Listen for your name to be called
- Sit/Move quietly

#### Bus Area Rules -

- Move to your area immediately
- Keep hands and feet to yourself

#### Walkway Rules -

- Straight line with your teacher
- Quiet walking on the right
- Keep hands and feet to yourself

- Listen for your group to be called
- Sit/Move quietly
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#### Van Area Rules -

- Move to your area immediately
- Keep hands and feet to yourself
- Listen for your group to be called
- Sit/Move quietly

#### Amphitheater Rules -

- Walking feet
- Keep hands and feet to yourself
- Clean up after yourself

#### Bathroom Rules -

- Use facilities correctly
- Wash your hands
- Clean up after yourself

#### Media Center Rules -

- Respect all materials
- Walking feet
- Use a whisper voice

#### Computer Lab -

- Use computer lab equipment properly
- Report any damaged equipment
- Return to the PCS desktop before leaving
- Clean up my work space

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

**Teachers actively use the guidelines above when establishing their classroom communities at the beginning of the year. Expectations are revisited regularly throughout the year and specifically after all breaks. Lesson plans that address individual classroom needs are located and available for download on our school moodle site.**

- **Meet with staff on August 12, 2013 to cover school wide guidelines and rules. Expectations for common areas and school wide guidelines were covered and ways to implement this in classrooms was discussed.**
- **Teams meet to establish grade level processes. (August)**
  - **Teams will use and select lessons from the Moodle Site curriculum and lesson plans**
  - **Community building in classrooms will be focus of first 2 weeks, establishing processes and routines.**
  - **Teacher will select lessons for addressing classroom needs as appropriate**
- **Teams and Teachers revisit guidelines and expectations explicitly after each break and each grading period at a minimum.**
  - **Selected lessons will be chosen to address individual classroom needs.**

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

**C2C Assemblies are planned three times a year celebrating between 100-200 students in each assembly for exemplary character in following the guidelines for success through a nomination process. They will be planned for a fall winter and spring date. The Principal's Top Manatees are celebrated through positive purple referrals to the office. These are recognized in the office with a Whoop! Whoop! sticker, an administrative signature, signing the wall of fame, and an entry into the monthly drawing for lunch with an administrator and a friend. Over 1,500 students were recognized in last year. Nominations for Magnificent Manatees are made across our campus and are announced each Wednesday on the Whoop! Whoop! Wednesday morning announcements along with other students and staff that are recognized for positive accomplishments of all kinds each week.**

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

**Our parent and student handbook states:**

**DISCIPLINE:** The discipline program at McMullen-Booth Elementary centers on providing a safe learning environment through the infusion of the Commitment to Character Program into all of the daily learning activities. By emphasizing the traits of Respect, Responsibility, Honesty and Self-Motivation, the students are guided toward self-directed behavior, which reflects the values of our learning community. Our school wide system for tracking behavior is based on the report card grades of E, V, S, N and U. Every child begins on level S each day as they enter the classroom. They have the opportunity to show acts of respect, responsibility, honesty and self-motivation to move themselves to the exemplary levels of V and E. This will not happen every day, as many days your child will do exactly what they are expected to do and will earn an S or satisfactory. This effort is to be praised, as well as days when they earn a V or E. Missteps will be redirected, and your child will be guided and taught the MBES expectations, but may involve your child having to move their level to an N or U until they are able to improve their behavior and make an effort to repair their misstep. The behavior tracking system is fluid and a student may move up and down during the day based on their behavior choices. Behavior levels will be reported to parents in the planner or communication folder on a daily or weekly basis based on grade level and need. We welcome you as a partner in supporting your child in

understanding the expectations and working to meet them each day.

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).**

**Minor Infractions** (use Behavior Tracking Form)

When students engage in a “minor” the Behavior Tracking Form is used. The Behavior Tracking Form (BTF) documents multiple incidents of the same minor behavior. A minor may include *but is not necessarily limited to*:

- Disrespect
- Calling out
- Noncompliance (not following directions)
- Out of area (wandering the room, not staying in assigned area)
- Disruption

Instructions:

1. Give student a verbal warning and advise the student of the expectations.
2. If the behavior is repeated after the warning then initiate the BTF.
3. Indicate the specific behavior exhibited by the student at the top of the form and advise the student that the process has been initiated for that behavior.
4. The first incident after the verbal warning is recorded in the first rectangle. A checklist of behaviors to be tracked is included on the left side (refer to behavior definitions for details) and a list of interventions used to manage the behavior (refer to intervention definitions for details) is included on the right side. Please indicate the time as well. Written notification to the parent (planner) of the incident is required.
5. If the behavior occurs again, document it in the second rectangle including the interventions used and the time. At this point a parent contact is required and other teachers working with the student should be notified.
6. The third rectangle is for the third incident of the same behavior. Again, indicate the interventions and the time.
7. If a student continues with the indicated minor behavior a fourth time, then an Office Disciplinary Referral (ODR) is appropriate. Send the BTF with the ODR.

\*Substitute teachers may call the office to request a consult with the behavior specialist after the second or third incident.

**Major Infractions** (use Office Disciplinary Referral)

When students engage in a “major,” an Office Disciplinary Referral is used. Please refer to the behavior definitions to determine minor vs. major behaviors.

Pinellas County Schools mandates consequences for the following behaviors: Illegal Use of Tobacco, Illegal drugs, alcoholic beverages, harmful and other substances, Weapons, and Dangerous Object (Ex: pocket knives with a blade of 4 inches or less, ice pick, razor blade, box cutters, air gun, bb gun, pellet gun, etc.)

All other behavioral consequences are school based decisions.

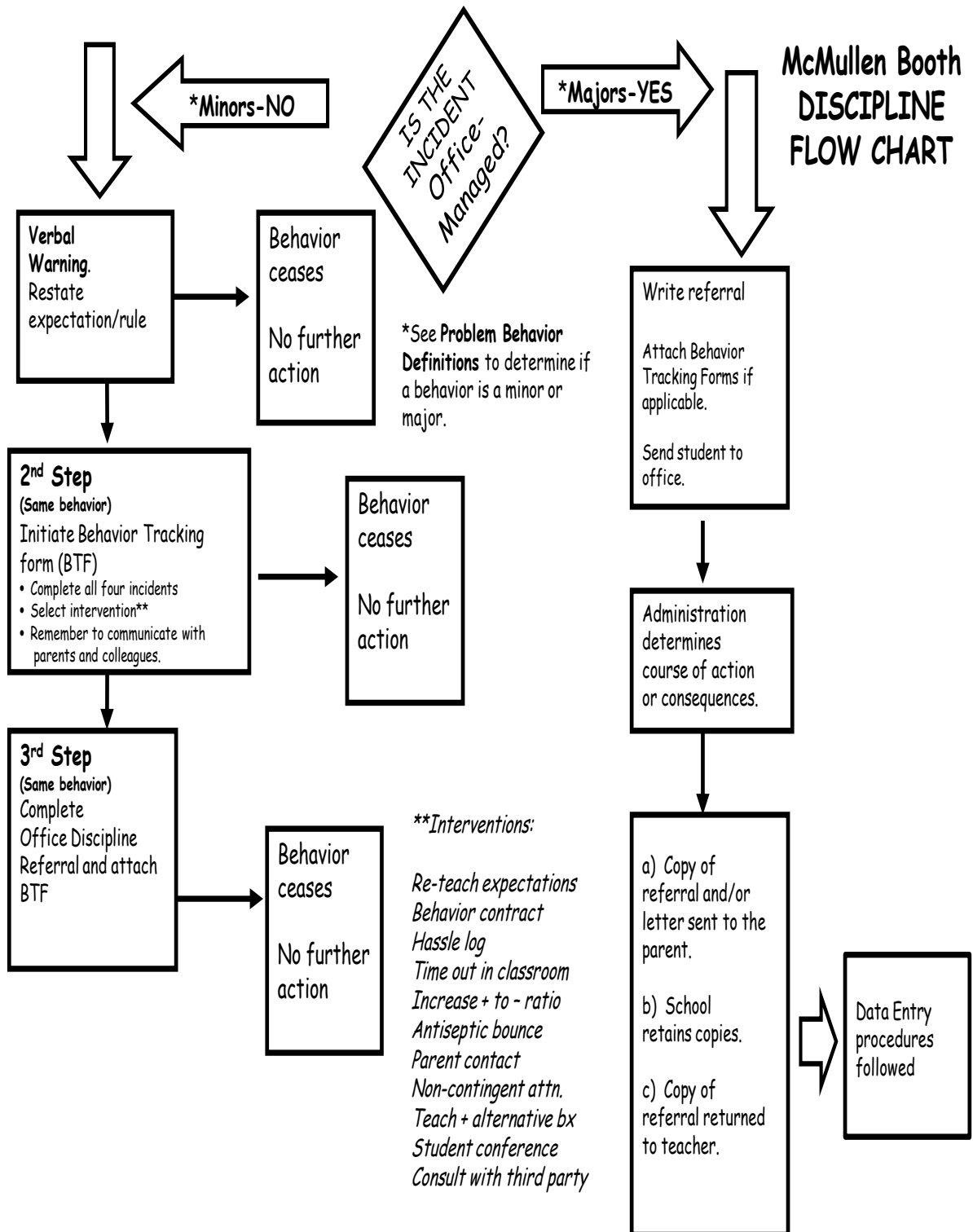
**Bullying Policy**

Pinellas County requires that any claims of bullying be investigated by a designated school based team. Bullying is defined by the student code of conduct as: systematically and chronically inflicting physical

hurt or psychological distress on one or more students or employees and may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking (including cyber stalking), physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of property.

Please notify the administrators, guidance counselor, or behavior specialist if bullying is reported or suspected.

For more information on the PCS bullying policies refer to the student code of conduct supplemental information Policy 1.08.



Problem Behavior	Definition
Abusive/inappropriate language	<p><b>Minor:</b> Student engages in low-intensity instance of abusive or inappropriate language. Ex: profanity that is said generally and not toward or about someone</p> <p><b>Major:</b> Student delivers high-intensity verbal messages that include swearing, name calling, etc. Ex: profanity that is said toward or about someone or said in front of an audience</p>
Physical contact/physical aggression	<p><b>Minor:</b> Student engages in non-serious, but inappropriate physical contact. Ex: there is no intent to harm, no first aid given, no marks made</p> <p><b>Major:</b> Student engages in actions involving serious physical contact where injury may occur (e.g., striking, hair pulling, scratching, pushing, grabbing, etc.) Ex: there is intent to harm</p>
Defiance/disrespect/Noncompliance	<p><b>Minor:</b> Student engages in brief or low-intensity failure to respond to adult requests and/or low-intensity delivery of rude social interactions. Ex: behaviors can be ignored and are not disrupting the learning of others</p> <p><b>Major:</b> Student engages in lengthy episode of or high-intensity refusal to follow directions and/or delivery of rude social interactions. Ex: behaviors are impeding the learning environment of others</p>
Lying/cheating	<p><b>Minor:</b> Student delivers a message that is untrue or knowingly misrepresents self or work, the consequences of which do not threaten the physical safety of others or the integrity of the classroom.</p> <p><b>Major:</b> Student delivers a message that is untrue or knowingly misrepresents self or work, the consequences of which may threaten the physical safety of others or significantly undermine the integrity of the classroom.</p>



Problem Behavior	Definition
Teasing/bullying	<p><b>Minor:</b> Student engages in teasing that may not be intended to cause harm, but may hurt another’s feelings.</p> <p><b>Major:</b> Student delivers disrespectful messages* (verbal or gestural) to another person that may cause intimidation or embarrassment.  <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.</i></p>
Property misuse	<p><b>Minor:</b> Student engages in low-intensity misuse of property.</p> <p><b>Major:</b> Student engages in behavior that results in the destruction or disfigurement of property.</p>
Out of area	<p><b>Minor:</b> Student leaves a designated area within a contained space without permission (e.g., leaves gathering area to sit in the back of the class, moves to another table in the cafeteria, leaves the group in P.E. but stays on the field, etc.).</p> <p><b>Major:</b> Student leaves classroom (or other contained space) without permission (e.g., student leaves the classroom/cafeteria/P.E. field and is unsupervised on campus).</p>
Forgery/theft	<p><b>Minor:</b> Student engages in an isolated incident of removing, being in possession of, or giving away someone else’s property or has signed a person’s name without that person’s permission.</p> <p><b>Major:</b> Student engages in repeated incidents of removing, being in possession of, or giving away someone else’s property or has signed a person’s name without that person’s permission.</p>
Threats	<p><b>Minor:</b> Student delivers isolated, brief, and/or low-intensity statements of intent to cause harm.</p> <p><b>Major:</b> Student delivers repeated and/or high-intensity statements of intent to cause harm or uses threatening body language/gestures against another person.</p>

### Classroom Interventions

**Re-teach behavior expectations/ video training-**Review your attention signal and its meaning. Review your classroom Guidelines for Success (overall goals), your classroom rules, and if appropriate, your daily schedule. Re-teach by practicing with the student. Give examples and non examples.

**Behavior contract-** Written document which includes: behavior goal(s), reward for reaching goal, consequence for not reaching goal (optional), and signatures of student and teacher. Consult the behavior resource book in the cum room for further description and examples.

**Hassle log-** Also called anger log. Written form which allows student to evaluate and self-monitor their anger. Must include 5 components: What happened (what was your trigger)? Where were you? How angry were you? What did you do? How did you do (self evaluation)? Consult behavior resource book in the cum room under reactive strategies for further description and examples.

**Time out-** Remove student from the opportunity to earn positive reinforcement. Let student know if he engages in misbehavior, he will not get to participate in the interesting, productive, and enjoyable activities from which he is removed. Different types include: time-out from a favorite object; time-out from small group instruction; time-out at desk; time-out in class; time-out in another class.

**Increase positive to negative interaction ratio-** (*minimum* 3:1, when shaping a behavior best practice is 5:1) A positive interaction occurs when a student behaves appropriately and the teacher responds. A negative interaction occurs when a student behaves inappropriately and the teacher responds.

**Antiseptic bounce** (interrupt the behavior e.g. run errand)-Technique which interrupts the behavior or prevents escalation. This can be utilized when you recognize a chain in behaviors and can intervene prior to the behavior progressing to far. Buddy up and plan with another teacher in advance; ask student to bring an important note to your buddy teacher; note should be in a sealed envelope; buddy teacher reads note, gives student positive attention, and directs student back to class. When student returns to your class thank him for delivering your note and redirect him to current task.

**Contact parent-** In person, by phone, or a written note.

**Provide non-contingent attention-** Attention not based on student's behavior. Examples: Greet students at door each morning, show interest in their work, thumbs up, smile, engage in casual conversation.

**Teach positive alternative behavior-** Reinforce positive behaviors that are the opposite of the inappropriate behavior. For example if student is disrupting the class by calling out, (re-)teach and positively reinforce hand-raising.

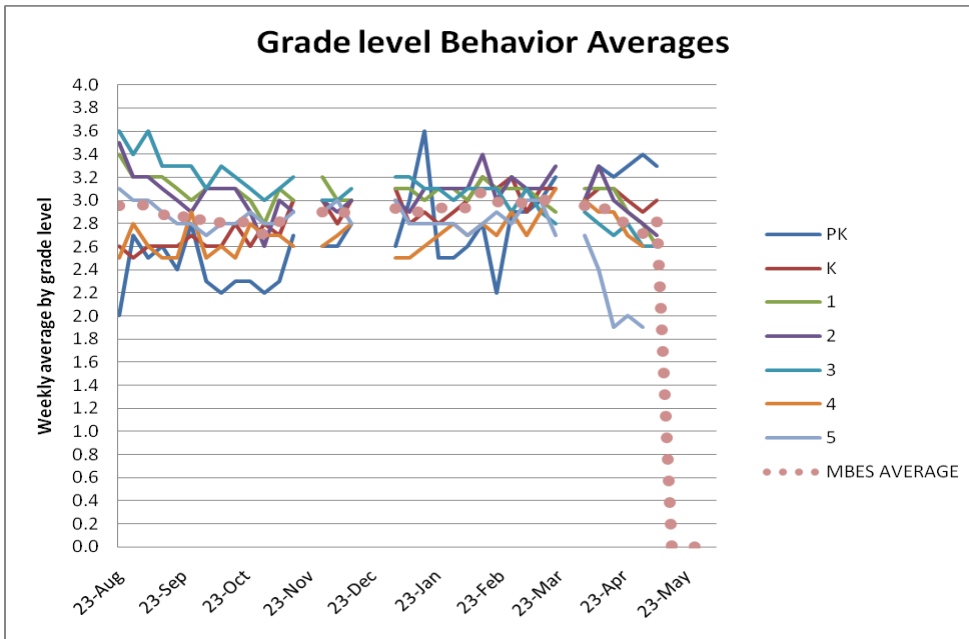
**Student conference (planned discussion)-**Meet individually with student and communicate behavior expectations; give student information about inappropriate behavior and what he should do instead; elicit input from/discussion with student.

**Student and/or teacher consult with Guidance Counselor, Behavior Specialist, Social Worker, School**

**Psychologist-** After the third incident of minor behavior call the office to request a consult.

**Other** examples: reinforcement of others, proximity, planned ignoring, goal setting, data collection

- 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.**



School wide data is aggregated weekly and used to target students proactively with supports where indicated. Teams meet with the SBLT on a rotating calendar and grade level and comparison data is shared with the whole team. Team data managers are also able to access data inbetween visits with the SBLT for team supports and discussions. Data is shared with the entire staff at least twice per year.

**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. Opening Day staff meeting, August 12, 2013
2. January Staff Meeting, Positive to Redirect Interactions study of data and strategies to raise positive interactions (3:1, 5:1).
3. Make and Take of behavioral interventions responding to current behavioral trends and behavior data. (February/March)

**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\_\_\_\_\_