

## North Shore Elementary School-Wide Behavior Plan



### Principal's Philosophy About Discipline:

- Each child has the right to be taught behavior expectations (guidelines for success, rules and correction procedures).
- It is the teacher's responsibility to set the behavior tone in the classroom.
- Teachers need to follow through with their classroom management plan before sending a student to the administrator. Exceptions to this are: physically dangerous behavior, illegal acts, defiance (overt and immediate refusal to follow a staff member's directions).
- Do not send a student to the office unless you have seen or heard inappropriate behavior.
- No teacher has the right to:
  - Yell at children punitively.
  - Touch children in a negative manner.
  - Make unkind remarks to children regarding themselves or family members.
  - Not deal appropriately with inappropriate student behavior.
  - Put children at desks out in hall.
- The teacher's major responsibility is to teach county-approved curriculum and to prevent misbehavior from interfering with this major responsibility.

### School-Wide Behavior Plan

The goal of North Shore Elementary's School Wide Behavior Plan (SBP) is to create a safe, civil and productive environment in which students are expected to behave responsibly and be actively engaged and highly motivated. In order to reach the goal, staff members must be:

- **Proactive:** Preventing problems before they begin.
- **Positive:** Interacting with students in a friendly, inviting way and providing age-appropriate positive feedback.
- **Instructional:** Correcting misbehavior calmly and consistently to teach students to behave more responsibly.

The overall School Wide Behavior Plan was developed and revised by the School Discipline Committee and the Foundations Team. Both groups included representatives from all grade levels, specialists, support staff and administration. The SWBP encompasses both common area and classroom behavior and is based on North Shore's Guidelines for Success. The SBLT develops three behavior goals each year based on the Benchmarks of Quality survey results. These goals are included in a SWBP. Progress on these goals is reviewed and recorded throughout the year.

### **Guidelines for Success**

- ✓ 1. Respect yourself, others and our school.
- ✓ 2. Take responsibility for your actions.
- ✓ 3. Be honest in what you say and do.
- ✓ 4. Motivate yourself to do your best.

These guidelines for success give students clear information about what they need to do in order to be successful in school and in life. They are posted throughout the school and in each classroom. Teachers

should give instruction on what the guidelines mean. All staff members should reinforce the guidelines with frequent positive feedback.

Classroom behavior management at North Shore is based on the principles and practices outlined in CHAMPS. Teachers will develop and turn in to the assistant principal a written Classroom Management Plan by August 24 that summarizes the important information, policies and procedures they will use to motivate students and address student misbehavior. This plan should cover the following:

- **Level of Classroom Structure:** Based on the “risk factors” of your students, will you require a classroom management plan with low, medium or high structure in order for students to be successful?
- **Guidelines for Success:** (See above) What attitudes, traits, and/or behavior will help your students achieve success in your classroom and in life?
- **Rules:** What specific observable behaviors will define the expected behavior of students in your classroom?
- **Teaching Expectations:** What, how, and when will you teach students about behaving responsibly in your classroom?
- **Monitoring Procedures:** How will you monitor what is occurring in your classroom so that you can be assured that both you and your students are meeting your expectations?
- **Encouragement Procedures:** How will you encourage your students to demonstrate motivated and responsible behavior, and how will you let them know when they are doing well?
- **Menu of Correction Procedures:** How will you respond to students’ irresponsible behavior in order to increase the probability that they will not behave that way in the future?
- **Procedures for Managing Student Work:** What procedures and systems will you use to manage student work in an efficient and effective manner?

This plan can and should be revised as necessary to meet the needs and structure level of the students in your classroom. An updated copy of the plan should be included in your “substitute folder”.

The Guidelines for Success, Classroom Rules, Encouragement Procedures and Menu of Correction Procedures will be sent home to parents to read and sign. At the fall “Curriculum Night,” teachers will go over their Classroom Management Plan with parents. A copy of the school system’s Code of Student Conduct is also sent home with each child. Other areas of student discipline are covered in the parent/student handbook.

### **Encouragement Procedures**

The North Shore Staff communicates high expectations to students and strives to recognize excellent performance on a school-wide basis. The School Based Leadership Team is working to identify and increase school-wide encouragement procedures. These will be added to the SWBP as they are documented. The Principal, Assistant Principal, Guidance Counselor and Behavior Specialist invite teachers to send students to their office for recognition of personal, social and academic achievements. Staff is also encouraged to use NSTV for student recognition. The Principal’s 200 club, character poster, and character certificates are other school wide encouragement procedures for staff to employ.

**Dealing with Misbehavior:** North Shore Elementary uses a three-level system of disciplinary responses.

- Level 1 – Mild: Minor misbehaviors that can be adequately corrected at the time they occur, and which do not require documentation. A staff member observing a Level 1 infraction corrects the student at the time, in the setting.
- Level 2 – Moderate: Misbehaviors that, while not requiring immediate administrative involvement, do require documentation because:

- The reporting staff member wants/needs administrative input on the incident (e.g., a teasing incident that may be harassment).
- The reporting staff member feels the administrator should be aware and/or have a record of the situation (e.g., a Level 1 misbehavior becoming chronic).

A staff member observing a Level 2 infraction corrects the student at the time and/or assigns a school-wide correction, and completes a “Behavior Incident Report” form that goes to administration.

- Level 3 – Severe: Serious misbehaviors that require immediate administrative involvement (office referral) and written documentation. These are behaviors that are illegal or so severe that the misbehaving student’s continued presence in a setting poses a threat to physical safety or to adult authority (i.e. the adult could lose control of the situation if the student were to stay in the setting). The staff member observing a Level 3 infraction sends the student to the office or calls for help to remove the student and completes an “Discipline Referral” form that goes to administration.

**Alternatives:** Teachers are encouraged to use a variety of correction procedures for misbehavior including:

- Positive Practice
- Time Out (In class or out of class)
- Time Owed
- Restitution

School administrators, guidance counselor and behavior specialist are available to work with teachers to develop individual behavior plans for high needs students.

**Procedure for Referrals:** For all discipline referrals, the administrator will conference with student and call parent. The administrator will determine the appropriate correction procedure which may include:

- Conference with some combination of teacher/student/parent/guidance counselor/behavior specialist/administrator.
- Detention (Parent must receive a 24 hour detention notice)
- Restitution
- In School Suspension
- Parent Shadowing
- Out of School Suspension

North Shore Elementary  
2007-2008  
Misbehavior Continuum

Mild Misbehaviors (Parent Information Form)  
Teacher can handle the situation completely.

- Off task
- Talking out
- No materials
- No homework
- Delay in following directions
- Dress code violation
- Non-compliance
- Running in the halls/classroom
- Distracting other students
- Hands and feet on another student
- Mild disrespect
- Stealing (i.e. pencil, eraser...)

Responses:

- Proximity
- Verbal reprimand
- Signal/gesture/look
- Record misbehavior
- Teaching and practice of expected behavior
- Discussion/conference with student
- Humor
- Parental contact (verbal or via agenda)
- Planned ignoring
- Social skill correction procedure
- Compliment a neighboring child for doing the right thing
- Redirect attention
- Send on mock errand
- Wait time

Moderate Misbehaviors (Behavior Incident Form)  
No immediate threat or disruption to the general learning environment.

- Chronic disrespect – talking back
- Defiance – chronic non-compliance
- Verbal aggression – non specific threat to include profanity
- Mild physical aggression
- Class disruption
- Chronic mild misbehaviors
- Bullying
- Sexual harassment
- Provoking other students
- Stealing (i.e. inexpensive personal items, chronic stealing of such items)

Responses:

- All mild responses plus:
- Time out/send to another class
- Conference/call home
- Restitution
- Provide choices
- Class meeting
- Response cost
- Personal time loss-teacher detention
- Action plan
- Behavior specialist/guidance counselor referral

Severe Misbehaviors (Discipline Referral)  
Teaching is impossible under these conditions. An administrator is needed immediately.

- Severe physical aggression
- Severe verbal aggression to include profanity
- Severe/repetitive class disruption
- Police related illegal act
- Leaving assigned area
- Stealing (i.e. valuable items, chronic stealing of such items)
- Chronic sexual harassment

Responses:

- All mild and moderate responses plus:
- Referral to student services team
- Individual behavior plan
- Parental involvement
- Suspension
- In school suspension
- Detention
- Call police



North Shore Elementary 2011-2012  
Defined Behaviors

**Non Compliance Examples:**

- Saying "no" to the teacher when given instruction
- Refuses to take out materials for science lessons
- Refuses to sit at seat during writing time
- Will not write during writing block/tears his/her paper
- Not following the teacher's directives

**Out of Area Examples:**

- Roams the room during silent reading
- Crawls on the floor during math lessons
- Out of seat frequently during instruction/  
Seat work/ small group reading
- Leaves the classroom without permission
- Leaves (assigned area) without prompting

**Defiance:**

- Tells the teacher "I don't have to do that" or
- "You can't make me"
- Laughs at the teacher
- Deliberately breaks the rules i.e. talks out in a rude manner during quiet work time to distract others

**Verbal Aggression Examples:**

- Threatens to hit others when angered
- Repeatedly calls others names (i.e. bald headed)
- Uses profanity toward students while in line
- Repeatedly yells at others to "shut up" or "leave me alone" when they didn't do anything
- Argues with teammates during group assignments

**Physical Aggression Examples:**

- Throws pencils/erasers at other students
- Dumps desk over when angered
- Hits classmates on the head with hand while lining up
- Clenches fists and pounds the desk when angered or corrected by an adult

**Call-out/Distracting Behaviors:**

- Growls when given a consequence
- Hums repeatedly, etc.
- Drums desk with hands
- Taps pencil repeatedly

## North Shore Elementary

### Tips for Correcting Misbehavior

- ❖ Proactive strategies increase responsible behavior.
- ❖ Be consistent and communicate clearly.
- ❖ Be calm.
  - ✓ Tone, volume, cadence (CPI)
  - ✓ Self-talk “I am the adult”; “Don’t take it personally”
  - ✓ Give yourself a few minutes to think
  - ✓ Reframe the misbehavior as an opportunity to teach
- ❖ Be respectful.
  - ✓ Remember CPI supportive stance
  - ✓ Get rid of the audience
  - ✓ Allow student to “save face”
  - ✓ Pull student aside while still being able to scan the setting/situation
- ❖ Use gentle reprimands.
  - ✓ Quick reprimand or “one-liner” that states the positive expectation
  - ✓ Instructional: more explanation than one-liner. Offers more info/rationale for the expectation
  - ✓ Humor: a disarming response that avoids the confrontation
  - ✓ Frame it positively
  - Change location.
  - ✓ Move seat, restrict to certain areas
  - ✓ Referral to more intensive consequence
  - ✓ Based on circumstances: use as mild a response as fits the misbehavior
- ❖ When giving directions
  - ✓ Get students attention first
  - ✓ Avoid giving directions from a distance, or “squaring off” with a student
  - ✓ Use simple, clear language
  - ✓ Give one or two directions at a time
  - ✓ Give student reasonable time to respond
  - ✓ State directions positively and briefly
- ❖ When a student fails to follow directions
  - ✓ Use humor
  - ✓ Appeal to cooperation
  - ✓ Use “broken record” technique
  - ✓ Offer reasonable choices
  - ✓ Let student know what will happen if he/she doesn’t follow direction
- ❖ Avoid
  - ✓ Arguing with the student
  - ✓ Escalating the emotional intensity
  - ✓ Letting the student “get away with it”
  - ✓ Physically forcing compliance
  - ✓ Threatening student with consequence (inform that there will be a follow up)

## **Cafeteria Management Plan**

The North Shore cafeteria will be a safe, civil and clean environment where people interact with responsibility and respect. All staff should have a copy of the full management plan for the “Coffee Pot Diner” in a separate folder. Teachers use the eight mini lessons to instruct students how to behave appropriately in the diner. These lessons should be taught during the first two weeks of school, reviewed after breaks, and at other times as needed.

### **Coffee Pot Diner Rules:**

- Walk safely in the diner.
- Remain seated until dismissed.
- Use good manners.
- Have quiet pleasant conversations.
- Treat others with respect.
- Clean up the table before leaving.

**Upper Deck Café:** The Upper Deck Café is located on the stage in the Coffee Pot Diner. Cafeteria supervisors will choose students with excellent behavior to sit in the upper deck café the following school day.

**C2C Apples:** Each day, classes with excellent cafeteria behavior will earn an apple. Classes will earn rewards after they earn 25, 50, 75, and 100 apples.

## **School Bus Management Plan**

North Shore Elementary believes that all students, as well as the bus driver, should be able to ride safely on school buses. Therefore, following school board policy, students who misbehave may be removed from the bus. Minor infractions will be addressed by the bus driver. Drivers will report students causing repeated problems or doing something the driver considers a more serious violation to the school administrators through a written referral.

School administrators can take any of the following disciplinary steps for misbehavior on the bus or at the bus stop. Parents must be notified of all bus referrals.

1. Warn student that behavior is not allowed and if repeated, may result in further discipline procedures as well as suspension of bus riding privileges.
2. Discipline student as if he/she misbehaved at school (restitution, detention, in/out of school suspension).
3. Suspend student from riding the bus. Students can be suspended for up to ten (10) days at a time. (Maximum of 10 days per year for ESE students)
4. Expel student from riding a school bus if previous discipline has not worked or if student commits a serious offense. The process by which students are expelled from riding the bus is the same as the process for being expelled from school. The principal makes a recommendation to the Superintendent, who then recommends it to the School Board. If fewer than thirty (30) school

days remain in the semester when the School Board considers the issue, then the expulsion will include the remainder of the current semester as well as the designated semesters of expulsion.

The administrator will notify appropriate teachers (classroom/ESE) by email when students receive a bus referral.

**Encouragement Procedures:** Bus drivers will be asked to recognize students for excellent bus behavior by using a ticket system. Drivers will be given “Respectful and Responsible Rider” tickets to distribute to students as they exit the bus each morning. Students receiving tickets will put their name and classroom teacher on the ticket and give it to the school staff on duty at the buses. Each month all students earning tickets will be rewarded with an outdoor activity time and snack. Also the tickets will be used on NSTV in a monthly drawing for a special reward. Names of students earning tickets will be published in the school newsletter, and staff is encouraged to give positive feedback to these students for having responsible and respectful behavior on the bus.

### **North Shore Policy for Bullying Prevention**

**Goal:** To ensure that all students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind.

#### **Guidelines for Success Applied to Bullying Prevention**

1. Respect yourself, others and our school by using caring words and actions and speaking up when others do not.
2. When you have a conflict with someone, take responsibility for your actions by stopping yourself if you are reacting or out of control.
3. Be honest about any bullying that you see or know about.
4. Motivate yourself to be a part of the caring majority.

#### **Definitions:**

1. **Bullying:** Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:
  - a. Teasing
  - b. Social Exclusion
  - c. Threat
  - d. Intimidation
  - e. Stalking, including cyberstalking
  - f. Physical violence
  - g. Theft
  - h. Sexual, religious, or racial harassment-
  - i. Public humiliation
  - j. Destruction of property

An easy way to determine if something is bullying is to look for three things that are generally present in a bullying situation:

- a. Repeated behavior (although it may be the first time you heard about or witnessed the behavior)
- b. Imbalance of power between the person who is bullying and the victim of bullying (could be a physical imbalance or a difference in status).
- c. Intent to harm (either physically or emotionally)



2. **Harassment:** Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:
  - a. Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
  - b. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
  - c. Has the effect of substantially disrupting the orderly operation of a school.

## **Teaching Responsibilities**

**Staff Training:** Training will take place for staff at various faculty meetings

### **Student Instruction:**

1. Student instruction will be done in classrooms by the Guidance Counselor, Behavior Specialist and classroom teachers on an ongoing basis.
2. Reminders to students will be given on WNSE Morning News.

### **Family Instruction:**

1. The North Shore Policy for Bully Prevention will be published in the parent/student handbook and posted on the school web site.
2. Training for families will be conducted at an evening parent event.

### **Supervision Responsibilities:**

1. Stop the bullying behavior by standing between the bully and the victim.
2. Support the victim using proximity and touch if appropriate. Avoid asking the victim what happened. Talking to children who have been bullied, especially if they are upset, can cause further victimization by putting them on the spot.
3. Address the child who bullied as well as any passive bullies involved. Once again, avoid asking what happened. In a calm voice state what you saw and that it is against school policy. If the behavior violates the school policy, apply consequences as appropriate.
4. Tell the bystanders that you know they saw what happened. Advise them that if they see something like it happening again and feel they cannot intervene, they should immediately tell an adult.
5. If you believe that your intervention was not enough to stop the behavior from reoccurring, fill out a Bullying Incident Report Form and turn in to the Assistant Principal.
6. If a student or adult reports bullying behavior to you, fill out a Bullying Incident Report Form and turn it in to the Assistant Principal.

## **Reporting Requirements and Procedures:**

- All school employees are required to report alleged violations of this policy to the Principal or the Principal's designee (Assistant Principal).
- Anonymous reporting boxes will be located in the media center and the main office. They will be checked daily by the Behavior Specialist and given to the Assistant Principal.
- Anonymous reports can also be made online at [http://www.pinellas.k12.fl.us/SDFS/bullying\\_report.html](http://www.pinellas.k12.fl.us/SDFS/bullying_report.html).
- The Principal/Assistant Principal will initiate an investigation of all complaints of bullying or harassment. The investigator will interview the victim, alleged perpetrator, and witnesses separately to gather information including, but not limited to:
  - a. Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.
  - b. How often the conduct occurred

- c. Whether there were past incidents or past continuing patterns of behavior
- d. The relationship between the parties involved
- e. The characteristics of parties involved (i.e., grade, age, etc.)
- f. The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment
- g. The number of alleged bullies/harassers
- h. The age(s) of the alleged bullies/harassers
- i. Where the bullying and/or harassment occurred
- j. Whether the conduct adversely affected the student's education or educational environment.

The parent/legal guardian of all students involved will be notified on the same day and investigation has been initiated. A written report including recommended remedial steps will be provided to the principal.

- The investigation must be completed within 10 days.

### **Encouragement Procedures**

- Be present for and reinforce bullying prevention lessons taught by the Guidance Counselor and/or Behavior Specialist.
- Work with students to identify the behavior and characteristics of a caring community.
- Recognize and reinforce caring majority behaviors:
  - Verbal Praise
  - Classroom praise
  - Phone call to parents to acknowledge caring behavior
  - Caring student of the week
  - Caring majority recognition form

### **Menu of Consequences**

- Behavioral Intervention
- Referral
- Suspension
- And/or disciplinary action as outlined in the Code of Student Conduct, district policies, procedures, and agreements

### **Assistance for Victims or Perpetrators**

A teacher or parent/legal guardian can request an informal consultation with school staff (e.g., Guidance Counselor, Social Worker, Psychologist, etc.) or refer a student to the school intervention team for consideration of appropriate services. Assistance for school personnel is available through the Employee Assistance Program.

Note: If a formal discipline report or formal complaint is made, the Principal or Assistant Principal must refer the student(s) to the school intervention team for determination of counseling support and interventions.

### **Car Circle Management Plan:**

- Students leaving by car should leave the classroom at the bell and come directly to the car circle.
- Students will sit on their posted grade level bench or on the sidewalk in front of their grade level bench.
- Students will face the front and look for their ride.
- Students will keep their backpack zipped with all items put away.

- Students will not leave the car circle to go back into the office or classrooms unless told to do so by a staff member.
- Students will listen quietly for their name and go to the appropriate numbered pole to board their car.
- Students should not be in the office or on the sidewalk to the office unless instructed by a staff member.

**Car Circle Safety Patrol Expectations:**

- Safety Patrols will need to be at their duty posts by 2:50 daily, 1:35 on Wednesdays.
- Safety Patrols will stand at their duty posts only and should not visit with other patrols.
- Safety Patrols are responsible for waving cars up to the numbered stations and opening doors for students boarding into cars.
- Safety Patrols who are coming to the car circle after leaving a duty post in another location on campus will remove their patrol belts and sit in their grade level area. These patrols are not to stand at posts with other patrols or block the sidewalks in and around the car circle.

**Car Circle Supervising Teacher Expectations:**

- Teachers need to be at their duty posts by 2:50 daily, 1:35 on Wednesdays.
- Teachers should be directly supervising students, directing them to follow the expectations.
- Teachers should not release students to parents who walk up to meet children before they have been signed out. A staff member with permanent car circle duty will have those clipboards.
- Teachers should remain on their duty posts until 3:05 daily or 1:50 on Wednesday.
- Teacher should not engage in impromptu conferences with parents, but may invite a parent to park and walk up to confer after the teacher is off duty.