

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Pinellas Park 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: 97/107 = 91%
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data

Although the end of the year data shows that the number of In school and Out of school maintained, it was not a school wide issue, but a repeat offender issue.

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 physical aggression referrals by 50%**
 1. Develop and adhere to School Wide Discipline Plan
 2. Small groups anger management (tier2) intervention
 3. Check in and Check out daily slips for identified students
 4. Bullying groups
 5. Increase mentors for black students by 100%
- b. **Identify students demonstrating chronic misbehavior and provide support to decrease referrals for repeated misconduct by 50%**
 1. Small groups
 2. Character Education
 3. Mentoring
 4. Check in and Check out
 5. Parent communication through student Agendas/ parent conferences
- c. **Increase Compliance in structured and unstructured settings by reducing referrals for defiance by 50%.**
 1. Student recognition for positive behavior; Bear Bucks, Café Apples, PE awards
 2. Hallway monitoring by staff
 3. Follow classroom behavior plans with fidelity
 4. Increase mentors for black students by 100%

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

1. Respect yourself and others.
2. Be responsible
3. Be honest to yourself and others
4. Do your best

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

1. Students will use **quiet voices (Level 2)** when talking.
2. Students will keep hands, feet and objects to themselves.
3. Students will stay in their seats and raise their hands to get help.
4. Students will use good manners.
5. Students will walk in the cafeteria.
6. Everyone will treat others with **respect**.

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive interactions.

1. Initiate positive attention and friendly interactions.
2. Provide verbal praise for following lunchroom rules and expectations.
3. Give apples to classes that show expected behavior in the cafeteria.
4. Classes will receive rewards for earning apples. Possible rewards may include popsicle party, popcorn party, etc...
5. Teachers may reward expected behavior at more frequent intervals at their own discretion.
6. Individual students showing exemplary behavior in the cafeteria will earn "bear buck" or other incentive. Classes with exemplary behavior may earn special table privileges, (bring games, cards, books, art supplies, etc...).
7. The principal will congratulate the student body on the morning announcements when students demonstrate responsible behavior during lunches.

Morning Bus Arrival Procedures

Students will exit bus at bus circle located by the Tech Pod.

Students that do not eat breakfast will go directly to a designated area in the multi-purpose room.

Students that eat breakfast at school will go directly to cafeteria to get breakfast.

If students finish breakfast before first bell, they will go to the designated area in the multi-purpose room.

Bus riding students that arrive close to bell time/ or after, will go straight to cafeteria and get breakfast.

Students still in the cafeteria when the bell rings will receive tardy pass to class.

Afternoon Bus Dismissal

Kindergarten and first grade bus riding students will be picked up from the classroom by safety patrol and escorted to bus area.

The students will wait at designated bus line.

Patrols will remain with class until dismissal bell rings.

Designated staff member will supervise bus area.

The bus area is the covered area outside the Tech Pod.

All other students will remain in class until dismissal bell rings.

Students will walk to bus area in a safe, but expedient, manner.

At bus area, students will wait in designated line and wait to be allowed on bus.

To get on bus, K and first grade students will be escorted by staff.

Bus assistants will take attendance prior to students getting on bus.

Lining up for buses

Each bus will have a designated area in which students will line up to wait for bus.

Each area will be identified by bus number and color attached to wall or post. Kindergarten and first grade students will be at the front of the line.

Other grade levels may line up in any order after the K and 1st grade students.
When given permission, students will walk in a straight line to the bus.

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

Classroom teachers teach the guidelines and rules at the beginning of the year using the School Wide Discipline Plan as their guide. Teachers use activities such as role play or the use of Skill Streaming curriculum to teach the guidelines and rules. Guidelines for Success and rules are taught on an ongoing basis during the year in whole group or small group settings.

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

All teachers are encouraged to develop a classroom reinforcement program in order to encourage appropriate classroom/school behavior. School-wide reinforcement programs include the use of Student of the Week and Bear Bucks to reinforce and reward appropriate behavior.

Student of the Week: Students who are observed engaging in positive, pro-social behaviors will be recognized weekly by receiving a Student of the Week certificate. The Student of the Week certificate will be completed by the student's teacher. Students recognized as the Student of the Week for each class will be recognized publicly by the school administrators on the morning news. Then, the certificate will be sent home with the student in order to inform his/her parents of their child's appropriate behavior. Efforts will be made to award each student with a Student of the Week certificate at least once each semester.

Bear Bucks: Students who are observed following school rules or engaging in positive, pro-social behavior will be rewarded randomly with a Bear Buck. Bear Bucks earned by individual students will be collected by the classroom teacher and will be added to their whole-class collection. Faculty and staff may also award Bear Bucks to the classroom as a whole for appropriate group behavior (e.g., appropriate behavior in the media center). Once a class collectively earns 75 Bear Bucks, they will be rewarded with a popcorn or popsicle party. The behavior specialist is to be notified of this accomplishment so he can provide the party reward. All school faculty and staff members are responsible for rewarding positive behavior observed outside of their own classroom using Bear Bucks.

An Apple A Day: Classes demonstrating appropriate cafeteria behavior will earn an apple a day.

25- popsicle party 50- popsicle party 100- Lunch in the Park

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

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

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- **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 behaviors 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?

Dealing with Misbehavior: Pinellas Park 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 an “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 or behavior specialist 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.
- Restitution
- In School Suspension
- Parent Shadowing
- Out of School Suspension

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).

CRISIS INTERVENTION – Call for Behavior Specialist/Crisis Team members to remove student. If necessary, evacuate other students to a safe location.

IMMEDIATE INTERVENTION – Call for Behavior Specialist to remove child from classroom or other area on campus. If appropriate, the behavior specialist will monitor class while the teacher and student process. If not, the behavior specialist will remove the student immediately.

ONGOING “MINOR” CLASSROOM BEHAVIORS – Contact Behavior Specialist to remove student from class. Complete “Behavior Specialist Referral” instead of “Discipline Referral”. The Behavior Specialist will process with student and set appropriate consequences (based on School wide Discipline Plan).

TEACHER COACHING – Contact Behavior Specialist (through email/note in box) regarding applying specific behavior management principles toward classroom organization, physical environment factors, and general student management. Listed below are websites that provide research - based classroom interventions:

- disciplinehelp.com
- interventioncentral.com
- challengingbehavior.com
- behavioradvisor.com
- voyagerlearning.com (RIDE Program)

PROCEDURES FOR REFOCUS ROOM

When a student is brought to the Refocus Room, the student is expected to sit quietly, complete a “Think Sheet” and process appropriate behaviors with staff. Parent contact will be made. After the process is complete, the student will return to class. The purpose of the Refocus Room is to process with the student and return to the student to class, “refocused” and understanding expectations.

If the classroom teacher feels the student may need more time in another environment, the student will be taken to another grade level class for specified amount of time. IT IS THE RESPONSIBILITY OF THE CLASSROOM TEACHER TO PROVIDE APPROPRIATE ASSIGNMENTS FOR THE STUDENT WHILE THE STUDENT IS IN ANOTHER CLASSROOM.

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 is entered daily, if not weekly into the data base. Visits to the Refocus Room, referrals, In School suspensions, Out of School suspensions, parent contact, and consequences are entered into the behavior database. The SBLT communicates this information monthly through email to the entire staff. Teachers are encouraged to address the areas of concern with their class and refer to the School Wide Discipline Plan to review the expectations for the areas identified as being deficient. Three times a year the staff is presented with the discipline data at a staff meeting and the Assistant Principal and Behavior Specialist attend Professional Learning Communities to further analyze the discipline data during the specified intervals.

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. Crisis Prevention Intervention (CPI) 1
2. Crisis Prevention Intervention (CPI) 2
3. RtI-Behavior training

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

The school-wide behavior plan that was initiated by previous administration was not being adhered to and teachers were calling to have students removed from class for minor behaviors. Therefore, a PBS (positive behavior support) team was established to create a school-wide plan to be implemented during the start of the second semester. The school-wide behavior plan was introduced to teachers and explained. Posters were posted around the school and given to teachers. Behavior charts were given to each teacher so that there would be consistency around the entire school. Lessons were given to teachers to teach the expectations and appropriate behaviors.

Currently there are 62 referrals:

21 for strike/student; (5/21 = 24% were EBD students)

11 bus misconduct; (2/11 = 18% were EBD students)

7 fight/minor; (3/7 = 43% were EBD students)

7 profanity/obscene language; (No EBD students)

5 strike/adult; (5/5 = 100% were EBD students)

4 class/campus disruption; (1/4 = 25% were EBD students)

2 defiance/insubordination; (1/2 = 50% were EBD students)

2 other offense; (1/2 = 50% were EBD students)

1 leaving campus; (No EBD students)

1 repeated misconduct; (No EBD students)

1 bullying/harassment; (No EBD students)

52/62 = 84% were males; 10/62 = 16% were females

16/62 = 26% were African American Students; 7/16 = 44% were EBD, African American Students

18/62 = 29% were EBD Students

The last general education student referral was written in December 2013. Teachers are using personnel resources (guidance counselor, social worker) to handle minor behaviors and making parent contact as needed. Teachers who are struggling with classroom behavior management are being supported by the behavior specialist, guidance counselor and social worker.

End of Year: June 20, 2014

Principal Signature _____

Date _____