

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Ponce de Leon 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: 79/107 = 74%**
2. **Engagement Data (attendance/suspension/etc):**
 - a. https://pbsis.fmbi.usf.edu/users/pbsis_login.aspx
 - b. **Use the End of Year data**
 - i. **Attendance: 94.6%**
 - ii. **Referrals: 166**
 - iii. **Suspensions (both In- and Out-of-School): 22**
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. ******

Guidelines for Success are the cornerstone of the school wide plan.

1. All staff proactively works to keep students in class 100% of the time.
 - a. Teachers follow school wide plan in classroom.
 - b. Panther Points program implemented school wide
 - c. Professional development on building a culturally responsive classroom
2. All staff model and teach respectful, responsible, safe behaviors.
 - a. Reinforcement and Recognition program for staff
 - b. Professional development on building a culturally responsive school
 - c. Emphasize GFS's at Open Court once a month
3. All staff is active in addressing student conduct on campus.
 - a. Teach common area expectations to students
 - b. Emphasize GFS's at Open Court once a month
 - c. All staff follows school wide plan, including consequence matrix and conduct rubric.
4. **Attach or insert your School-wide Guidelines for Success/Expectations:**
Attached
5. **Attach or insert your Common Area Expectations/Rules:**
Attached (in Behavior Plan powerpoint)

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
Attached
7. **Attach or insert the planned and/or established Reward/Recognition System:**
Attached
8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
Attached
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).**
Attached
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.**
Tier 1 reading, math and discipline data are collected monthly and reviewed at SBLT meetings. This information is then shared by team reps with staff using an 8 step problem solving model. Additional data meetings for ongoing progress monitoring and interventions is entered into an active Excel document and located on the school's Moodle site. Cyclical data meetings are held to review student progress and make modifications as needed.

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) Professional development on School Wide Behavior Plan.
- 2) Professional development on the first five days of school and building a CR classroom.
- 3) Training in 8 step problem solving process to identify barriers, create goals and plans, and implement improvements.
- 4) Providing coaching support via SBLT.

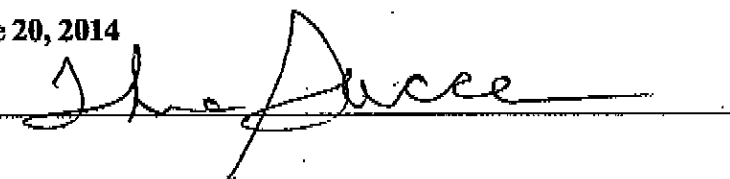
Evaluation/PDSA

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

8/14/13

Guidelines for Success



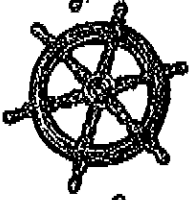
Participate Respectfully



Operate Safely



Navigate Towards Self Motivation




Cooperate Responsibly



Extend Honesty

School Wide Behavior Panther Points



What are Panther Points

- Panther points combine three systems of reward (PE, Lunch, Character Tickets) into one point system.
- Panther points are earned by classes and individuals in three ways:
 - (1) Points awarded during specials
 - (2) Points awarded during lunch
 - (3) Points awarded to individual students or classes during the day Classroom teachers track the number of panther points earned by the class. Classes receive scheduled rewards after earning and tracking zoo points.

What are Panther Points (cont'd)

- Classroom teachers track the number of panther points earned by the class.
- Classes receive scheduled rewards after earning and tracking zoo points.

Panther Points during Specials

- Panther points earned during specials are recorded on the classroom point tracker sheet using a RED marker.
- Classes may earn up to 5 panther points daily.
- The number of panther points earned is determined using the EVSNU rubric.

Panther Points during Lunch

- Panther points earned during lunch are recorded on the classroom point tracker sheet using a GREEN marker.
- Classes may earn up to 5 panther points daily.
- The number of panther points earned is determined using the EVSNU rubric & Ponce's Guidelines for Success.

Other Panther Points (Panther Paw Tickets)

- Each Panther Paw (formerly character tickets) is worth one panther point.
- Panther Paws are recorded on the classroom point tracker sheet using a BLUE marker.
- Panther Paws are awarded to classes and/or individuals who demonstrate Ponce Guidelines for Success and/or character traits, etc.

Awarding Panther Points

- Panther points are awarded using **POSITIVE, BEHAVIOR SPECIFIC** language. Examples:
- (1) Your class earned 4 panther points today at PE for following all of the guidelines for playing football and for showing self-motivation by lining up correctly the first time you were called.
- (2) Today in lunch your class earned 3 panther points because most of the students in your class followed the cafeteria GPS's.

Awarding Panther Points (cont'd)

- (3) Your class earned 2 panther points today in art because you had to be reminded several times how to use the art materials safely.
- (4) Your class is earning this a panther paw because of how quietly you were walking in the hall.
- (5) You are earning this panther paw because you helped your classmate...
- **PANTHER POINTS** are **NEVER** taken away.

Tracking Panther Points

- **Tracking Panther Points**
- Panther points are tracked using the Panther Points Tracking Sheets as they are earned.
- Panther points are tracked using three colors to allow for classroom goal setting.
- On average, a class should expect to earn between 30 - 60 panther points per week and reach the end of the 200 point goal sheet every 4-5 weeks.

Panther Points Tracking Sheet

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Red = Special Points
Green = Lunch Points
Blue = Panther Paw Points

15
minutes
of
**OUTSIDE
RECESS**

Panther Points Rewards

- Classes earn a reward after every 200 points earned.
- Classes earning 200 points are announced on the morning news.
- **ALL** students in the class earn the class reward **REGARDLESS** of daily behavior grade.
- Teachers are responsible for notifying Kim Dumaine when the class reaches a goal so that it can be announced.
- Teachers are responsible for scheduling and supervising class rewards (ices pops & popcorn provided by Ponce).

Panther Points Rewards (cont'd)

- 200 - 15 min of Outside Time
- 400 - Pencil & Cap Eraser
- 600 - Popcorn Party
- 800 - 20 min class IPAD
- 1000 - 20 min game time

Panther Points Rewards (cont'd)

- 1200 - 20 min computer lab
- 1400 - kickball game
- 1600 - picnic lunch
- 1800 - Icee Pop
- 2000 - In class movie
- 2200+ REPEATS beginning at 200 -teacher responsible for printing necessary new goal sheets.

Behavior Rubric

Panther Points	Level	Classroom	Cafeteria	Specials
5	E	The student consistently follows all classroom rules and procedures. They are able to work independently and take responsibility for their own learning.	All students are on task and working hard. They are able to follow directions and work independently.	The student consistently follows all specials rules and procedures. They are able to work independently and take responsibility for their own learning.
4	V	The student follows all classroom rules and procedures most of the time. They are able to work independently and take responsibility for their own learning.	Most students are on task and working hard. They are able to follow directions and work independently.	The student follows all specials rules and procedures most of the time. They are able to work independently and take responsibility for their own learning.
3	S	The student follows all classroom rules and procedures some of the time. They are able to work independently and take responsibility for their own learning.	Some students are on task and working hard. They are able to follow directions and work independently.	The student follows all specials rules and procedures some of the time. They are able to work independently and take responsibility for their own learning.

Behavior Rubric

Panther Points	Level	Classroom	Cafeteria	Specials
2	N	The student follows all classroom rules and procedures very little of the time. They are unable to work independently and take responsibility for their own learning.	Some students are on task and working hard. They are able to follow directions and work independently.	The student follows all specials rules and procedures very little of the time. They are unable to work independently and take responsibility for their own learning.
1	U	The student does not follow any classroom rules and procedures. They are unable to work independently and take responsibility for their own learning.	Most students are on task and working hard. They are able to follow directions and work independently.	The student does not follow any specials rules and procedures. They are unable to work independently and take responsibility for their own learning.

Behavior Rubric Explanation


- Classroom
- All students begin on Level S.
- Students may move up in levels for positive behavior and down in levels for negative behavior.
- Students who move down in level to Levels N/U may move up if behavior improves, however there is a ceiling limit of Level S to their recovered behavior.


Behavior Rubric Explanation


- Cafeteria
- All classes begin with 5 sticks in the cup (Level E/5 Points).
- Classes maintain 5 sticks for behavior that follows the cafeteria GFS.
- Classes lose sticks (points/levels) for misbehavior/ not following the cafeteria GFS based on the behavior rubric.


Behavior Rubric Explanation

- Specials
- Classes begin on Level S.
- Classes may move up in levels for positive behavior and down in levels for negative behavior.
- Classes who move down in level to Levels N/U may move up if behavior improves, however there is a ceiling limit of Level S to their recovered behavior.

 "Proud to be a Panther!" Cafeteria	
GFS	Rules
Participate Respectfully	Use level 2 voice when talking to friends at your table. Follow directions given by adults in the cafeteria.
Operate Safely	Face forward in line.
Navigate towards Self-Motivation	Keep your area clean.
Cooperate Responsibly	Keep hands, feet and unkind words to yourself.
Extend Honesty	Eat food only from your tray. Take correct food items only.

 "Proud to be a Panther!" Hallways	
GFS	Rules
Participate Respectfully	Use level 2 voice when traveling through the inside or outside hallways.
Operate Safely	Walk along the right side of the hallway.
Navigate towards Self-Motivation	Help keep our school clean by picking up trash in the hallways.
Cooperate Responsibly	Keep hands, feet and unkind words to yourself.
Extend Honesty	If you need to use your shoes, please fetch quickly!

 "Proud to be a Panther!" Restroom	
GFS	Rules
Participate Respectfully	Use level 0 or 1 voice when traveling with your bathroom buddy.
Operate Safely	Complete personal needs and return to your classroom.
Navigate towards Self-Motivation	Be sure to clean up after yourself before you leave.
Cooperate Responsibly	Keep hands, feet and unkind words to yourself.
Extend Honesty	Use restroom only when needed.

 "Proud to be a Panther!" Small Group Instruction	
GFS	Rules
Participate Respectfully	Use a level 2 voice when working in a small group. Follow directions given by your small group teacher.
Operate Safely	Keep hands and feet away from equipment, sit in chairs properly and keep all four chair legs on the floor.
Navigate towards Self-Motivation	Travel to and from a small group quickly and quietly using walking feet.
Cooperate Responsibly	Keep hands, feet and unkind words to yourself.
Extend Honesty	Use small group materials properly.

The First Five Days

Setting up a Culturally Responsive Classroom
Ponce de Leon
2013-2014

Creating Environments of Success and Resilience

Elizabeth Bondy, Darana G. Ross, Caitlin Gillingham
University of Florida
Ulyse Harnbacher
Howard County Public Schools

- › Foundations for a supportive classroom environment are built within the first 2 hours of the academic year
- › Establish leadership & fairness
- › Create connections between teachers & students
- › Create an environment free of risk

Developing Relationships

- › Relationship building between teacher and students
 - Begin within the first 20 minutes of the day
 - Genuine introductions of self
 - Integrated informal introduction across the day - this is my favorite...
 - Formal introductions - photos, all about me

Developing Relationships

- › Relationship building between students
 - Help students to actively build relationships
 - "Favorites" activities
 - Game Play
 - Link activities and play to statements of core values "In this classroom we..."
 - Model core values & explicitly state what is being model

Establishing Expectations

- › Teaching rules and procedures sets the stage for success.
 - Make no assumptions
 - Provide non examples
 - Require demonstrations
 - Choral Responses
 - Humor
 - What ifs?
- › Expectations of success: Communicating that "I believe in you."

Insistence: Holding Students Accountable for Meeting Expectations

- › Respectfully but insistently repeating requests.
- › Calmly delivering consequences to ensure appropriate behavior.
 - Implemented within the first hour

Communicating in Culturally Responsive Ways

- ▶ Communicating in Culturally Responsive Ways
 - Kind and firm tone of voice
 - respectful interactions, a calm tone, and a clear focus on academic
- ▶ Familiar words and expressions.
- ▶ Use of popular culture.
- ▶ Call-and-response interaction pattern.
- ▶ Straightforward directives.
 - Explicit and direct

The First Five Days – Day 1

- Teambuilder: T-Shirt Poster
- Classbuilder: Find Someone Who/People Hunt (& Name Game)
- Creating Ground Rules
- Introduce EVSNU Behavior Rubric
- Introduce Ponce Points & Panther Paws
- Practice Cafeteria Walk & Review Cafeteria Guidelines for Success
- School Tour (restroom & restroom Guidelines for Success)

The First Five Days – Day 2

- Teambuilder: Team Caps
- Classbuilder: Inside Outside Circles (& Name Game)
- My Job/Your Job
- Review EVSNU Behavior Rubric
- Review Ponce Points & Panther Paws (include goal tracking)
- Begin Introducing Classroom Processes (pencil sharpening, bathroom breaks, materials)

The First Five Days – Day 3

- Teambuilder: Choose a Team Project
- Classbuilder: Corners (& Name Game)
- Expectations, Beliefs & Hopes
- Review EVSNU Behavior Rubric
- Review Ponce Points & Panther Paws (include goal tracking)
- Review Classroom Processes (pencil sharpening, bathroom breaks, materials)

The First Five Days – Day 4

- Teambuilder: Choose a Formation Game
- Classbuilder: Guess the Fib (& Name Game)
- Mission Statement
- Review EVSNU Behavior Rubric
- Review Ponce Points & Panther Paws (include goal tracking)
- Review Classroom Processes (pencil sharpening, bathroom breaks, materials)

The First Five Days – Day 5

- Teambuilder: Team Name & Banner/Tri-Fold
- Classbuilder: Line Up (& Name Game)
- Finish & Review Ground Rules, My Job/Your Job, Expectations, Beliefs & a Goal, Mission Statement
- Review EVSNU Behavior Rubric
- Review Ponce Points & Panther Paws (include goal tracking)
- Review Classroom Processes (pencil sharpening, bathroom breaks, materials)

Expectations, Beliefs, Hopes

Purpose

- * Define expectations, beliefs and wishes for self & others
- * Expectations - What do you expect of your self this year?
- * Beliefs - What do you believe about yourself this year?
- *Wish - What to wish to happen (or hope for) this year?

Materials

2 stars blackline

Steps for Creating Expectations, Beliefs, Hopes

Part 1 - Expectations

1. Model generating expectations for self. Example: I expect myself to work hard every day. Jot on chart.
2. Ask students to think & turn and talk about what expectations they have of themselves this year.
3. Share out & jot ideas on the chart.
4. (Primary) Direct students to complete the first star for their expectation.

Part 2 - Beliefs

1. Model generating beliefs for self. Example: I believe that I can learn to read yellow dot books. Jot on chart.
2. Ask students to think & turn and talk about what they believe about themselves.
3. Share out & jot ideas on the chart.
4. (Primary) Direct students to complete the second star for their beliefs.

Part 3 - Hopes

1. Model generating wishes for self. Example: I hope jot on chart.
2. Ask students to think & turn and talk about what their hopes are for the year.
3. Share out & jot ideas on the chart.
4. (Primary) Direct students to complete the star's tail for their hope.

Expectations I expect to...	Beliefs I believe...	Hopes I hope...
...try every day.	...I can learn to read.	I make friends.
...do my best.	...I can become an expert in math.	I have fun in school.
...treat others fairly.		



Restroom

GFS	Rules
Participate Respectfully	Use level 0 or 1 voices when traveling with your bathroom buddy.
Operate Safely	Complete personal needs and return to your classroom.
Navigate towards Self-Motivation	Be sure to clean up after yourself before you leave.
Cooperate Responsibly	Keep hands, feet, and unkind words to yourself.
Extend Honesty	Use restroom only when needed.

Lesson Plan

Materials: Restroom GFS/Expectations Poster

Connection: (Please use the provided analogy or create your own)

This summer, I got to see one of my favorite singers, Tim McGraw. I know, he is probably your favorite, too! Well, when my favorite song came on, I suddenly got the urge to use the bathroom. I couldn't believe it! I started quickly walking to the bathroom, trying to be as quiet as possible so I wouldn't interrupt anybody watching the show. Once I got to the bathroom, I completed my personal needs, washed my hands with soap and water, and made sure I put my paper towel in the trash can. I took one more glance around the area I used to make sure I didn't leave any trash behind, and then I safely and quietly made my way back to my seat. Whew! I hadn't missed too much of the song!

When I got home later that night, it made me think of how we here at Ponce follow the rules when we use the bathroom each and every day.

Today, we are going to learn the expectations for the bathroom so that we don't miss any precious learning time.

I do:

Let's begin by looking at each GFS and the expectations or rules that go with it. The first GFS is Participate Respectfully. When we participate respectfully on our way to the bathroom or inside the bathroom, we use a level 0 or 1 voice. By using 0 or 1 level voices, we show the classrooms we pass respect by not disturbing their learning. The next GFS is to operate safely. To operate safely in the bathroom, please complete your personal needs and return safely to your classroom. In order to demonstrate the third GFS of navigating towards self-motivation, be sure to clean up after yourself before you leave. Let's work together to keep our shared bathrooms clean. Don't forget you share a bathroom with at least 200 other students. The last GFS is to

Cooperate Responsibly. Be sure to keep hands, feet, and unkind words to yourself as you travel to and from the bathroom.

We do:

Now, let's practice that together. (Guide students as they demonstrate the expectation.)

An acronym to help us remember the rules of the bathroom:

F ind a bathroom buddy and walk to bathroom
L evel 0 or 1 voice to show respect
U se soap and water to keep hands clean
S how cooperation by keeping hands, feet, and unkind words to yourself
H elp keep the bathroom clean

You do:

Take students to the bathroom (outside hall) to practice putting the expectations together.

Reinforcement ideas:

- highlight "Restroom Rangers"
- during class meetings, have students share out good choices made by others in the bathroom
- thank you letter from teacher: *Thank you for taking your learning so seriously and not flushing your learning time away!*



Hallways



GFS	Rules
Participate Respectfully	Use level 0 voice when traveling through the inside or outside hallways.
Operate Safely	Walk along the <i>right side</i> of the hallway.
Navigate towards Self-Motivation	Help keep your school clean by picking up trash in the hallway.
Cooperate Responsibly	Keep hands, feet, and unkind words to yourself.
Extend Honesty	If you need to tie your shoe, please finish quickly.

Lesson Plan

Materials: Hallways GFS/Expectations Poster

Connection: (Please use the provided analogy or create your own)

Yesterday we talked about the expectations for bathroom use. We discussed how we should show respect to the classrooms we pass by on our way to the bathroom by keeping a conversation level 0 or 1. Well, when we are walking through the hallways, we should continue to think about showing respect for the learning taking place here at our school.

Today, we are going to learn the expectations for the hallways so that we show we care about the learning taking place here at Ponce.

I do:

Let's begin by looking at each GFS and the expectations or rules that go with it. The first GFS is Participate Respectfully. When we participate respectfully as we walk in the hallways, we use a level 0 voice. By using a level 0 voice, we show the classrooms we pass respect by not disturbing their learning. The next GFS is to operate safely. To operate safely in the hallways, please keep to the right side of the hallway so the hallway can be shared by all. Another thing to keep in mind as you walk in the hallways, keep an eye out for litter or trash. Let's work together to keep our school clean. The next GFS is to Cooperate Responsibly. Be sure to keep hands, feet, and unkind words to yourself as you travel through the hallways. The last GFS to keep in mind as you travel safely through our school is to extend honesty. If you need to tie your shoe, please tie as quickly as possible so you can arrive safely to your destination or back to your classroom.

We do:

Now, let's practice that together. (Guide students as they demonstrate the expectation.)

You do:

Please have your students practice putting the expectations together by demonstrating the expectations.

Possible demonstrations include:

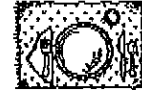
- practicing as a class on way to cafeteria or specials
- demonstration in the hallway outside of classroom

Reinforcement Ideas:

- highlight "Hallway Heroes" in classroom
- "Our class is Hallway Hog Free!" banner



Cafeteria



GFS	Rules
Participate Respectfully	Use level 2 voices when talking to friends at your table. Follow directions given by adults in the cafeteria.
Operate Safely	Face forward in line.
Navigate towards Self-Motivation	Keep your area clean.
Cooperate Responsibly	Keep hands, feet, and unkind words to yourself.
Extend Honesty	Eat food only from your tray. Take only correct food items.

Lesson Plan

Materials: Cafeteria GFS/Expectations Poster

Connection: (Please use the provided analogy or create your own)

You know, yesterday I went to my 4 year old niece's soccer game. I was expecting to see a soccer game. I expected to see a bunch of kids on two teams trying to get the soccer ball into their own goal. I expected to see one ball and two goals. Boy was I surprised when I got there. There wasn't a soccer game at all. Instead, every kid had their own ball and they were all trying to get them into a bunch of different goals. It was so confusing. Everyone was on the field, but everyone was doing their own thing. I realized that for the game to actually look like a game and be a game, everyone needed to understand the rules. Everyone needed to understand what they were expected to do, and what others were expected to do. That made me think of the work we do here at school.

In order for us to work as a team we all have to understand the rules of the game. We know at Ponce that we have guidelines for success. Each of these guidelines helps us to understand how we should look and act in a certain area or during a certain time of the day.

Today we are going to learn the expectations for the cafeteria. Remember, it is important for us to understand exactly what we are supposed to do in the cafeteria, so that we can work as a team.

I do:

Let's begin by looking at each GFS and the expectations that go with it. The first GFS is Participate Respectfully. When we participate respectfully in the cafeteria we use a level 2 voice. Remember, that means a voice that is just talking. Only the student next to me or across from me should be able hear me talking. We also keep our hands feet and food to ourselves. That means I am careful to respect other people's space. I am careful not to

bump people or swing my feet and kick people. Watch me as I show you how I participate respectfully in the cafeteria. (Demonstrate speaking in a level two voice and keeping hands/feet/food to self).

We do:

Now, let's practice that together. (Guide students as they demonstrate the expectation.)

Continue discussing and demonstrating each of the GFS's and Expectations. Model each for students and ask students to practice each expectation with you.

You do:

Take students to the cafeteria to practice putting the expectations together.

Reinforcement Ideas:

- Captain's Table
- highlight "Lunchroom Lieutenants"
- sit with students at lunch once and week, hand out compliments to students displaying expectations
- thank you cards from teacher

School Wide

Every adult needs to

- implement school wide expectations at all times.
- reinforce, reinforce, reinforce -positively and specifically.
- understand "venue well wisher" expectations and be consistent in their implementation.
- model appropriate behavior for students.
- reteach, reteach, reteach as needed.
- be consistent at all times.
- show that you care. Teach them to care.

Classroom

1. Consistency of behavior expectations among team members will make or break our school wide behavior plan.
2. Want to change student behavior? Teacher behavior must change.
3. Every staff member must be accountable to support other staff members to implement consistent processes. Let's help each other.
4. We need to be empathetic but firm (warm demander) when addressing inappropriate behaviors.
5. Define equity as not being equal, but providing what is needed to make each child successful. That will look different for different children!

Expectations

1. Develop grade level Behavior Plan- Use five step process, but remember to reinforce, reinforce, reinforce positively and specifically.
2. Every teacher will hold morning meetings each day and class meetings as needed (problem solving).
3. All Guidelines For Success should be posted in the classroom.
4. Identify a "chill zone" within your classroom or your teaching area.
5. Identify a buddy teacher to send students for self-reflection and de-escalation (both for students and for teachers!!!!)
6. Develop expectations for chill out areas and post them in the area. (ex. Stay in area, talk to yourself only, chose chill activity)
7. As a team, develop activities for students to choose from to help them "chill out" (DE-ESCALATE) (ex. Squeeze ball, Close eyes, count to 10)
8. When addressing an inappropriate behavior ask yourself is a consequence necessary or if a redirect would meet the goal.
9. Be mindful of the tone of your voice when you ask students to move their "marker" down.
10. First priority- prevent emotional outbreaks by knowing kids individually.

11. Second priority-develop and use appropriate de-escalation techniques that is appropriate to that child.
12. If you are having repeated unwanted behaviors, this is an indication to contact guidance counselor or consider Tier 2/3 RtI process.

Office Plan

General information

Goals :

1. To support a safe and secure learning community for teachers and students.
2. To increase levels of engagement of students and to reduce the number of office referrals.

Keep in mind:

1. The administrative staff can't "fix" kids.
2. Suspension is not an effective way to change behavior.
3. If kids aren't engaged, they can't learn.

Types of behaviors defined-see chart

All staff will participate in training throughout the year.

ABC areas will be set up in principal office, AP office, nurses old office and possibly media center for students needing all day in school suspension. Supervision will be set up.

Send ABC form (not student) to the office. (will be revised)

Students should not earn an ABC form until they have had a time out in buddy class AND a parent contact (unless the offense violent).

Once an ABC form is received it will be time stamped and an administrator will be notified that a behavior issue needs to be addressed.

1st offense...reteaching of rules using GFS and Commitment to Character/parent contact

Apology and goal setting probable

2nd offense...guidance referral/parent contact/30 minutes of office time out

3rd offense...mandatory meeting with student, teacher, parent and guidance counselor to set up

Individual Behavior Plan

4th offense...In school suspension 1 day, revise Individual Behavior Plan

5th offense...possible out of school suspension

Office ABC Referral Form

Name: _____ Grade: _____ Race: _____ Date: _____ Subject _____

Referring Person: _____ Time: _____ # of previous referrals _____

- Step in classroom behavior plan
- Parent has been contacted today or will be later this afternoon (please log into FOCUS)
- Parent has previously been contacted regarding this same type of behavior
- Follow-up to administrator call

Other Student's Involved: _____

How would you classify behavior (choose 1)

- Defiance/Disrespect
- Disruption
- Fighting/Physical Aggression
- Harassment/Bullying
- Inappropriate Language
- Deface property
- Threats
- Theft

Describe behavior causing movement of marker to N _____

Describe behavior causing movement of marker to U _____

Has the student been to "time-out" outside of the classroom today? _____ yes _____ no _____ refused

Describe final behavior resulting in this referral _____

- re-teach rules
- parent contact:(logged into Focus)
Spoke to _____
- Left message # called _____
- individual behavior plan/teacher
- follow up agreement
- loss of privilege _____
- guidance referral

Office Response

- parent conference _____ (date) See notes below
- peer mediation
- assigned task _____
- office time out
- in-school suspension _____ days _____ date(s)
- out-of-school suspension _____ days _____ date(s)

NOTES:

Administrator

Student