

# SCHOOL WIDE BEHAVIOR PLAN

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

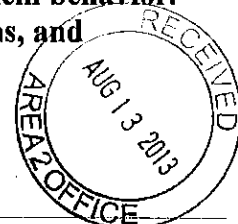
School Name Ridgecrest School Year: 2013-2014

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: 80 /107 = 80 %
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
    - iv. Suspensions (both In- and Out-of-School)
    - v. Other areas as determined by your school-based leadership team (SBLT).
3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.  
\*\*\*Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students.\*\*\*

- a. Implement Core Essentials Character Program
- b. Implement and Teach CHAMPS and Olweus Strategies
- c. Form a Students Against Violence Everywhere Club
- d. Work with Ridgecrest 360° addressing problems.

4. Attach or insert your School-wide Guidelines for Success/Expectations:  
attached
5. Attach or insert your Common Area Expectations/Rules:  
attached
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.

attached

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. Character Education Committee Presents to Staff
2. Olweus Bully Prevention Training
3. CHAMPS 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

End of Year: June 20, 2014

Principal Signature Mark M...

Date Aug 10, 2013

# Lesson Plan: Ridgecrest Arrival Expectations

## Overall Goal of Lesson:

Students will arrive on campus safely, orderly and responsibly.

## Specific Expectations (Target Skills):

Students will arrive prepared for school with required materials.

Students will arrive on time.

Students will follow the directions of Safety Patrols.

Students will demonstrate orderly behavior.

## I. Introduction:

Explain to the students the purpose of today's lesson and identify the specific behaviors to be addressed. Say, *"Today I am going to teach you the appropriate way to behave when you arrive on campus."*

## II. Tell Phase:

Talk about **why** it is important to behave appropriately when arriving on campus. Give an example, then say, *"Turn and Talk with your partner about why it is important to behave appropriately when arriving on campus."*

## III. Show Phase:

Define the difference between appropriate and inappropriate behavior. You may wish to use a T-chart to help students recognize the difference between acceptable and unacceptable behavior.

### ARRIVAL BEHAVIOR

EXPECTED BEHAVIOR	UNACCEPTABLE BEHAVIOR
Arrive between 8:10 and 8:25	Arriving after 8:25
Arrive by 8:05 if you need breakfast	Not in seat ready to work by 8:35
Be in your seat ready to work by 8:35	Using a Level 3 (teacher) or 4 (PE) voice
Use a Level 2 conversation voice	Not telling a Patrol/Ridgecrest adult about a problem
If you need help, ask Patrol or Ridgecrest adult	Running, skipping or speed walking
Walk at all times	Wandering around campus
Go straight to destination	Leaving destination to go somewhere else
Remain in destination until allowed inside	Hitting, bumping, tripping others
Keep hands and feet to self	Making fun of others; Using profanity
Use words to say nice things	

Next, model the expected behavior, and then have several students practice the behavior in the classroom. Identify any problems that may occur (such as what to do if someone tries to get you to wander around campus with them). Say, *"Turn-and-Talk to your partner about to do when .....happens."*

## IV. Conclusion: Summarize the lesson.

## V. Do Phase: Review expectations each morning during the first week of school.

Reteach the lesson as needed, and allow students to practice.

# Lesson Plan: Ridgecrest Cafeteria Expectations

## Overall Goal of Lesson:

The cafeteria will be a safe and clean environment where all people interact with courtesy and respect.

## Specific Expectations (Target Skills):

Students will keep the zone "Bully Free".

Students will keep their hands and feet to themselves.

Students will talk quietly.

Students will touch and eat only their own food.

## I. Introduction:

Explain to the students the purpose of today's lesson and identify the specific behaviors to be addressed. Say, "Today I am going to teach you the appropriate way to behave in our dining room."

## II. Tell Phase:

Talk about **why** it is important to behave appropriately in the cafeteria. Give an example, then say, "Turn and Talk with your partner about why it is important to behave appropriately in the dining room."

## III. Show Phase:

Define the difference between appropriate and inappropriate behavior. You may wish to use a T-chart to help students recognize the difference between acceptable and unacceptable behavior.

### DINING ROOM BEHAVIOR

EXPECTED BEHAVIOR	UNACCEPTABLE BEHAVIOR
Walk to, from and inside cafeteria	Running to, from and inside cafeteria
Remain in straight line	Walking side by side
Remain silent on way to/from cafeteria	Talking on way to and from cafeteria
Keep hands and feet to self	Bumping, pushing, hitting, kicking others
Get your own eating supplies	Waiting for hostess to get them for you
Get your own milk	Waiting for hostess to get it for you
Face forward in seat	Leaning back or turning around in seat
Keep feet under table	Feet in aisle at table
Sit on bottom at table	Sitting on knees/feet; Standing up at table
Touch and eat only own food	Sharing food; Hands in other's plates
Use Level 2 conversation voice	Using Level 3 (teacher) or 4 (PE) voice
Talk to students at your own table	Making fun of/teasing; Hitting; Profanity
Keep cafeteria "Bully Free" (e.g. kind words)	Getting out of seat
Raise hand if you need help	Leaving paper and food on table and floor
Pick up paper and food from table and floor	Standing up before first side dumps tray
Remain seated until first side dumps tray	Cutting in line to dump tray
Remain in place in line when dumping tray	Going to tables to talk to friends
Sit in chairs while waiting for your teacher	Getting out of line; Dancing around

Next, model the expected behavior, and then have several students practice the behavior. Identify any problems that may occur (such as what to do if a student tries to get you to stop at their table to talk). Say, "Turn-and-Talk to your partner about to do when .....happens."

## IV. Conclusion: Summarize the lesson.

**V. Do Phase:** Review expectations before lunch first week of school; Reteach the lesson as needed and allow students to practice in and out of the actual setting.

## Lesson Plan: Ridgecrest Dismissal Expectations

### Overall Goal of Lesson:

Students will leave campus at dismissal time safely, orderly and responsibly.

### Specific Expectations (Target Skills):

Students will watch the TV screen for dismissals.

Students will go straight to their destination after being dismissed.

Students will keep their hands and feet to themselves.

Students will walk to their destination.

### I. Introduction:

Explain to the students the purpose of today's lesson and identify the specific behaviors to be addressed. Say, *"Today I am going to teach you the appropriate way to leave campus at dismissal time"*.

### II. Tell Phase:

Talk about **why** it is important to leave campus appropriately. Give an example, then say, *"Turn and Talk with your partner about why it is important to leave campus appropriately."*

### III. Show Phase:

Define the difference between appropriate and inappropriate behavior. You may wish to use a T-chart to help students recognize the difference between acceptable and unacceptable behavior.

### DISMISSAL BEHAVIOR

EXPECTED BEHAVIOR	UNACCEPTABLE BEHAVIOR
Watch TV Screen	Not watching TV Screen
Leave class immediately when dismissed	Remaining in class after being dismissed
Use a Level 2 conversation voice	Using a Level 3 (teacher) or 4 (PE) voice
If you need help, ask Patrol or Ridgecrest adult	Not telling a Patrol/Ridgecrest adult about a problem
Walk at all times	Running, skipping or speed walking
Travel on right side of sidewalk/hallway	Walking on left side or in the middle
Go straight to destination	Going somewhere else before going to destination
Keep hands and feet to self	Hitting, bumping, tripping others
Use words to say nice things	Making fun of others; Using profanity

Next, model the expected behavior, and then have several students practice the behavior in the classroom. Identify any problems that may occur (such as what to do if someone tries to get you to visit last year's teacher). Say, *"Turn-and-Talk to your partner about to do when .....happens."*

**IV. Conclusion:** Summarize the lesson.

**V. Do Phase:** Review expectations each morning during the first week of school. Reteach the lesson as needed, and allow students to practice.

# Lesson Plan: Ridgecrest Restroom Expectations

## Overall Goal of Lesson:

The restrooms will be safe, clean areas where all students respect personal privacy.

## Specific Expectations (Target Skills):

Students will keep the zone "Bully Free".

Students will leave pencils and pens in the classroom.

Students will provide privacy to other students who are in the stalls.

Students will use the toilet, flush it, wash their hands and leave the restroom immediately.

## I. Introduction:

Explain to the students the purpose of today's lesson and identify the specific behaviors to be addressed. Say, "*Today I am going to teach you the appropriate way to behave when using our restrooms.*"

## II. Tell Phase:

Talk about *why* it is important to behave appropriately in the restroom. Give an example, then say, "*Turn and Talk with your partner about why it is important to behave appropriately in our restrooms.*"

## III. Show Phase:

Define the difference between appropriate and inappropriate behavior. You may wish to use a T-chart to help students recognize the difference between acceptable and unacceptable behavior.

## RESTROOM BEHAVIOR

EXPECTED BEHAVIOR	UNACCEPTABLE BEHAVIOR
Use Level 1 whisper voice	Using Level 2 (conversation) 3 (teacher) or 4 (PE) voice
If you need help, ask nearest Ridgecrest adult	Not telling a Ridgecrest adult about a problem
Always walk inside restroom	Going to hallway restroom alone
Respect privacy of those in stalls	Running, skipping or playing around
Wash hands with soap and water	Looking under or over stalls
Be responsible with water at sink	Not washing hands with soap and water
Put paper towels in trash can	Splashing water on floor or each other
Keep hands and feet to self	Throwing paper towels on floor/wall/ceiling
Using words to say nice things	Hitting, kicking, tripping, pushing, punching
Keep feet on floor	Saying mean, hurtful words
Leave pencils and pens in classroom	Standing on toilet or sink
Return to class immediately after using	Writing on walls or stall doors
	Hanging around socializing with friends

Next, model the expected behavior, and then have several students practice the behavior in the classroom. Identify any problems that may occur (such as what to do if someone calls you a name in the restroom). Say, "*Turn-and-Talk to your partner about to do when .....happens.*"

## IV. Conclusion: Summarize the lesson.

**V. Do Phase:** Review expectations each morning during the first week of school. Reteach the lesson as needed, and allow students to practice.

## Lesson Plan: Ridgecrest School Grounds Expectations

### Overall Goal of Lesson:

Students will travel on school grounds safely, orderly and responsibly.

### Specific Expectations (Target Skills):

Students will keep the zone "Bully Free".

Students will walk on the sidewalk (in single file when with class)

Students will keep their hands and feet to themselves.

Students will be quiet and respectful to learning students.

### I. Introduction:

Explain to the students the purpose of today's lesson and identify the specific behaviors to be addressed. Say, "*Today I am going to teach you the appropriate way to behave when traveling on school grounds.*"

### II. Tell Phase:

Talk about *why* it is important to behave appropriately when traveling on school grounds. Give an example, then say, "*Turn and Talk with your partner about why it is important to behave appropriately when traveling on school grounds.*"

### III. Show Phase:

Define the difference between appropriate and inappropriate behavior. You may wish to use a T-chart to help students recognize the difference between acceptable and unacceptable behavior.

### SCHOOL GROUNDS BEHAVIOR

EXPECTED BEHAVIOR	UNACCEPTABLE BEHAVIOR
Walk at all times Walk on the right side of the sidewalk Walk in a single file when with class Use a Level 2 conversation voice If you need help, ask a Ridgecrest adult Go straight to destination Keep hands and feet to self Use words to say nice things	Running, skipping or speed walking Walking on the left side or in the middle Walking side by side when with class Walking alone when not with class Using a Level 3 (teacher) or 4 (PE) voice Not telling a Ridgecrest adult about a problem Going somewhere else before/after destination Hitting, bumping, tripping others Making fun of others; Using profanity

Next, model the expected behavior, and then have several students practice the behavior in the classroom. Identify any problems that may occur (such as what to do if someone tries to get you to run with them). Say, "*Turn-and-Talk to your partner about to do when .....happens.*"

### IV. Conclusion: Summarize the lesson.

**V. Do Phase:** Review expectations each morning during the first week of school. Reteach the lesson as needed, and allow students to practice.

# Keys to Success



Be respectful



Be responsible



Be honest



Be motivated



Be helpful



## 12 Keys to Character Education



Respect



Responsibility



Cooperation



Citizenship



Kindness



Self Motivation



Tolerance



Honesty



Self Control



Caring

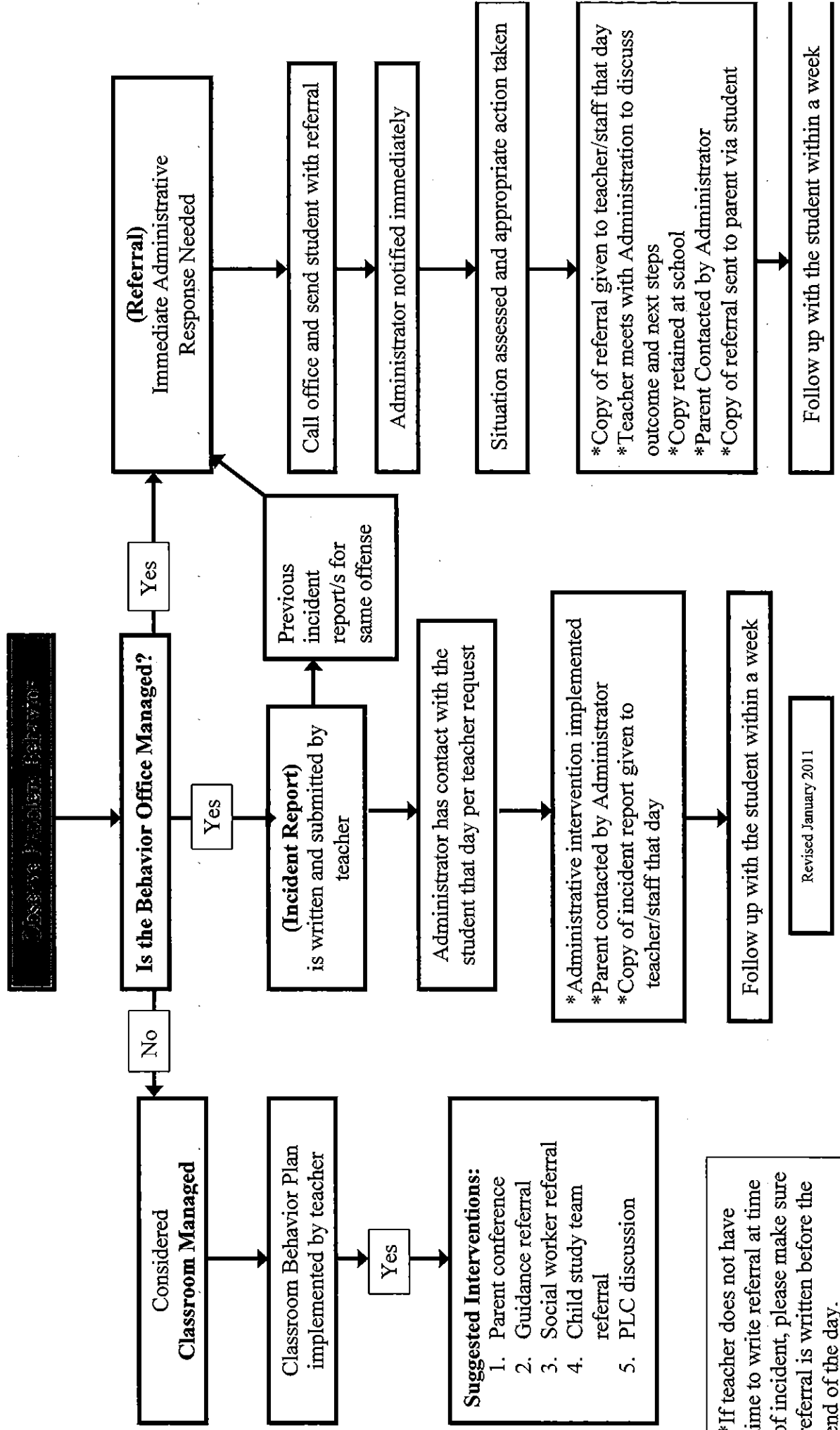


Courage



Patriotism

# Fugitt Elementary Behavior Flowchart



Revised January 2011

\*If teacher does not have time to write referral at time of incident, please make sure referral is written before the end of the day.

\*\*\*RIDGECREST ELEMENTARY DISCIPLINE REFERRAL\*\*\*

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_ Race \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Subject being taught at the time of the misbehavior (if homeroom) \_\_\_\_\_ (i.e. math)

Misbehavior:

- \_\_\_ Fighting (05S) \_\_\_ Strong/Repetitive Defiance (07) \_\_\_ Profane or Obscene Language (08)
\_\_\_ Stealing (12S)\$300 & up \_\_\_ Leaving Campus (06) \_\_\_ Sexual Harassment (33)
\_\_\_ Weapon (13S) \_\_\_ Cheating on the FCAT (15) \_\_\_ Battery (03S) (on student; on adult)
\_\_\_ Obscene Behavior (34) \_\_\_ In Unauthorized Location (23) \_\_\_ Striking (02 student); (03 adult)
\_\_\_ Bullying/Harassment (38) \_\_\_ Severe Class/Campus Disruption (16S) \_\_\_ Repeated Misconduct (09)
\_\_\_ Verbal \_\_\_ physical \_\_\_ emotional (i.e. temper tantrum) (must check specific misbehavior)
\_\_\_ Vandalism (17S)1K & up \_\_\_ Threat/Intimidation (35) \_\_\_ Dangerous Object (13)
\_\_\_ Vandalism (17) under 1K \_\_\_ Stealing (12) under \$300 \_\_\_ Other

Activity/Location:

- \_\_\_ Classroom \_\_\_ Dining Room \_\_\_ Breakfast \_\_\_ Lunch \_\_\_ P.E. (24) \_\_\_ Art \_\_\_ Music \_\_\_ Hallway \_\_\_ Restroom
\_\_\_ Arrival \_\_\_ Dismissal \_\_\_ Sidewalk \_\_\_ Speech \_\_\_ SLD \_\_\_ Media \_\_\_ Computer Lab \_\_\_ Gifted \_\_\_ Water Fountain

Description of Situation that Occurred Today

Previous Responses/Consequences prior to this referral:

- \_\_\_ Individual Behavior Plan \_\_\_ Retaught/had Student Practice Expected Behavior \_\_\_ Parent Phone Call \_\_\_ Parent Conference
\_\_\_ De-escalated \_\_\_ Student/Teacher Conference (during absence of negative behavior) \_\_\_ Guidance Counselor Referral \_\_\_ Coach
\_\_\_ Timed Out Within Classroom \_\_\_ Timed Out in Another Classroom \_\_\_ Note in Agenda \_\_\_ Time Owed \_\_\_ Verbal Redirection
\_\_\_ Loss of Privileges/Points \_\_\_ Proximity \_\_\_ Verbal Reprimand (privately) \_\_\_ Signal/Cue/Look \_\_\_ Modeled Expectation
\_\_\_ Removed Student from Activity \_\_\_ Changed Student's Seat \_\_\_ Staffing Team Referral \_\_\_ Prior Office Referral
\_\_\_ Discussed in PLC \_\_\_ Had Student Review CD of Expectations \_\_\_ Point Card System \_\_\_ Data Collection Form

Homeroom Teacher \_\_\_\_\_

Person Writing Referral \_\_\_\_\_
(if different from homeroom teacher)

ADMINISTRATOR'S CONTACT

Action(s) Taken:

- \_\_\_ Reviewed Expectations (U) \_\_\_ Counseled (C) \_\_\_ Verbal Reprimand (M) (privately) \_\_\_ Guidance Counselor Referral (G)
\_\_\_ Work Detail (W) \_\_\_ Behavior Contract (J) \_\_\_ Parent Phone Call (A) \_\_\_ Parent Conference (B) \_\_\_ Parent Shadowing (P)
\_\_\_ Had Student Write Letter of Apology \_\_\_ De-escalated (DE) \_\_\_ In School Suspension (I) \_\_\_ Out of School Suspension (O)
\_\_\_ Peer Mediation \_\_\_ Provided Time to Calm Down (T) \_\_\_ Loss of Privileges (LP) \_\_\_ After School Detention (D)
\_\_\_ Parent/Student/Administrator Conference \_\_\_ Had Student Review CD of Expectations (V) \_\_\_ Other \_\_\_\_\_

Time Student Returned to Class \_\_\_\_\_ Codes \_\_\_\_\_ Misbehavior \_\_\_\_\_ Action \_\_\_\_\_

Dear Parent,

Please have a discussion with your child about our agreed upon expectations. The school wide expectations are located in you child's Agenda Planner. Thank you for partnering with us to ensure the academic and behavioral success of your child. Please sign and return to school.

Administrator's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

**RIDGECREST ELEMENTARY SCHOOL BEHAVIOR INCIDENT REPORT**

**Student's Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Gender** \_\_\_\_\_ **Race** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_  
**Subject being taught at the time of the misbehavior (if homeroom)** \_\_\_\_\_ (i.e. math)

**Misbehavior:**

- Chronic Taking of Property       Chronic Lack of Cooperation       Chronic Incomplete Class Work
- Chronic Class/School Disruption       Low Grade Disrespect to Adult       Low Grade Defiance to Adult
- Chronic Dress Code Violation       Chronically Not Following Directions (but eventually complies)
- Chronic Physical Aggression (i.e. bumped, pushed, tapped, hit)       Chronic Verbal Aggression (mild name-calling, put downs, might be gender-based)       Repeated Misconduct (must check specific misbehavior)
- Chronic Cheating (non FCAT)       Chronic Low Grade Profanity       Chronic damaging of property (mild in nature)

**Activity/Location:**

- Classroom    Dining Room    Breakfast    Lunch    P.E.    Art    Music    Hallway    Restroom    Water Fountain
- Arrival    Dismissal    Sidewalk    Read 180    Speech    SLD    Media Center    Computer Lab    Gifted

**Description of Situation that Occurred Today**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Circle Yes, if requesting teacher conference with administrator      **Yes**

**Response by Person Submitting this Report Regarding Misbehavior that Occurred Today:**

- Individual Behavior Plan    Retought/had Student Practice Expected Behavior    Parent Phone Call    Parent Conference
- De-escalated    Student/Teacher Conference (during absence of negative behavior)    Guidance Counselor Referral
- Timed Out Within Classroom    Timed Out in Another Classroom    Note in Agenda    Time Owed    Verbal Correction
- Loss of Privileges/Points    Proximity    Verbal Reprimand (privately)    Signal/Cue/Look    Modeled Expectation
- Removed Student from Activity    Changed Student's Seat    Staffing Team Referral    Told Student "We'll Talk Later"
- Verbal Redirection    Restricted Activity    Attempted Phone Contact    Student Completed Thinking Sheet

**Homeroom Teacher** \_\_\_\_\_

**Person Writing Report** \_\_\_\_\_  
(if different from homeroom teacher)

**Action Taken by Administrator:**

- Suggested Guidance Counselor Referral    Suggested Parent/Teacher Conference    Suggested Peer Mediation
- Suggested Individual Behavior Plan    Suggested Point Card System    Suggested Reviewing CD of Expectations
- Suggested Reteaching and Practice of Expected Behavior    Suggested Loss of Privileges \_\_\_\_\_
- Suggested Utilizing Data Collection Form    Recorded in Database and Filed    Suggested Foundations Coach

**Dear Parent,**

The purpose of this report is to make you aware of your child's misbehavior at school today. Please have a discussion with your child about our agreed upon expectations, as our goal is to correct the behavior and prevent it from escalating, which could result in an office referral. The school wide expectations are located in your child's Agenda Planner. Thank you for partnering with us to ensure the academic and behavioral success of your child. Please sign and return to school.

**Teacher's Signature** \_\_\_\_\_

**Parent's Signature** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_