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 = 76%

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

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.

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

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.

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

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.

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

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.

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

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.

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

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
Fuguit Elementary Behavior Flowchart

1. **Observe Problem Behavior**
   - If behavior is observed, proceed.
   - If not, consider classroom managed.

2. **Is the Behavior Office Managed?**
   - Yes: Previous incident report/s for same offense.
     - Call office and send student with referral.
     - Administrator notified immediately.
     - Situation assessed and appropriate action taken.
   - No: Go to Classroom Behavior Plan.

3. **Classroom Behavior Plan**
   - Implemented by teacher.
     - Yes: Administrator has contact with student that day per teacher request.
       - *Administrative intervention implemented*
       - *Parent contacted by Administrator*
       - *Copy of incident report given to teacher/staff that day*
     - No: Follow up with student within a week.

4. **Suggested Interventions:**
   - 1. Parent conference
   - 2. Guidance referral
   - 3. Social worker referral
   - 4. Child study team referral
   - 5. PLC discussion

*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.

Revised January 2011
***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)
- Stealing (12S)$300 & up
- Weapon (13S)
- Obscene Behavior (34)
- Bullying/Harassment (39)
- Vandalism (17S) 1K & up
- Vandalism (17) under 1K
- Strong/Repetitive Defiance (07)
- Leaving Campus (06)
- Cheating on the FCAT (15)
- In Unauthorized Location (23)
- Severe Class/Campus Disruption (16S)
- Threat/Intimidation (35)
- Stealing (12) under $300
- Profane or Obscene Language (08)
- Sexual Harassment (33)
- Battery (03S) (on student; on adult)
- Striking (02 student); (03 adult)
- Repeated Misconduct (09)
- Dangerous Object (13)
- Verbal (physical) (emotional) (i.e. temper tantrum)
- 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
- Retouched/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
- Other ___________________________

**Time Student Returned to Class** ___________________________

**Misbehavior** ____________ **Action** ______________________________

**Dear Parent,**

Please have a discussion with your child about our agreed upon expectations. 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.

**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 __Retaught/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 ____________________________