

School-wide Positive Behavior Plan (SPBP) 2015-16

Elements have changed in the SPBP. Before completing, go to Browardprevention.org for:

- ✓ A NEW Brainshark with specific directions to complete the SPBP2016. Watch this Brainshark with all members of the Team. **(Principals, please sign into the Brainshark Guest Book for verification.)**
- ✓ A suggested Timeline for completing your SPBP throughout the year to avoid the end of year rush
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

The School-wide Positive Behavior Plan is a compilation of the 10 Critical Elements of RtI:B. Please download it, complete each section in the template, and then upload it back into the SIP. Expectation Lesson Plans and Rule Lesson Plans are located in two separate downloads. To provide consistency across District, only plans entered in the District template will be accepted.

ACTION: Download, complete, and upload 3 separate files from OSPA Central in SIP Plan, BP # 2:

1. SPBP Plan: Critical Elements 1-10
2. Expectation Lesson Plans
3. Rules Lesson Plans

School Name: Cooper City High School
School Number: 1931
SPBP/RtI:B Contact Person: Assistant Principal over SAC, Gregory Pluim
Direct Phone Number: 754-323-0253

CRITICAL ELEMENT # 1: Functioning Rtl:B / Discipline Team

Current Team Member List:

Each name on this list verifies attendance in ongoing team meetings and full participation in developing this SPBP. Each member is responsible for representing stakeholders and sharing SPBP information with them.

*mandatory member

Name	Position	P number	Stakeholder Representation
Wendy Doll	Principal*	754-323-0200	Administration
Gregory Pluim	Rtl:B Point of Contact*	754-323-0254	Rtl:B Team
Warren Denise	BTU Representative*	754-323-0200	BTU
Debbie Espinoza	Parent/Community* Representation	-----	Community
Heather Tanner			
Laurel Garfinkel			
Ilianna Polatos			
Carolina Chiari			
Jorge Souza			
Warren Denise			
Ron Ziccardi			
Eileen Nissman			

Schedule and Document Rtl:B Team Meetings for 2016/17 School year: (minimum of 4) Also enter in Master Schedule.

Meeting Date	Time	Responsible Person
10/01/2016	1:30 pm	Assistant Principal over SAC
12/01/2016	1:30 pm	Assistant Principal over SAC
03/01/2017	1:30 pm	Assistant Principal over SAC
06/01/2017	1:30 pm	Assistant Principal over SAC

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

Indicate the activities completed 2015/16 school year to increase faculty and stakeholder understanding and knowledge of the SPBP:

Action:	Date(s)	Outcome (3-5 sentences)
Staff Presentation of SPBP	10/28/16	Share with staff current behavior data. Solicit feedback from stakeholders. Update plan with new information.
Faculty Vote	1/13/17	Conduct staff vote. Not passed Solicited more feedback and updated plan
Stakeholders' (parents and community) Presentation of SPBP	8/26/16	Share with SAC team current behavior data and plan. Solicit feedback from stakeholders. Update plan with new information.

Plan the activities for 2016/17 school year to increase faculty and stakeholder understanding and knowledge of Rtl:B:

Action:	Date(s)	Details (3-5 sentences)
Staff Presentation of Behavior Plan & Data (minimum of 4)	1. Employee Planning 10/28/16	Information on behavior plan delivered to staff presentation. School wide plan presented to staff. Action step assigned to specific staff.
	2. Employee Planning 1/13/17	Share with staff current behavior data. Solicit feedback from stakeholders. Update plan with new information.
	3. Employee Planning 3/24/17	Share with staff current behavior data. Solicit feedback from stakeholders. Update plan with new information.
	4. Employee Planning 6/9/17	Share with staff current behavior data. Solicit feedback from stakeholders. Update plan with new information.
Stakeholders' (parents and community) Presentations of Rtl:B	SAC Meeting 08/29/16	Share with community current behavior data. Solicit feedback from stakeholders. Update plan with new information.

CRITICAL ELEMENT # 3: School-wide Expectations

Collect Behavior Data:

Top 10 Incidents of Behavior (BASIS Behavior Dashboard)
1. Unruly Disruptive Behavior (34)
2. Disobedience/Insubordination (26)
3. Class cut (10)
4. Drug Use/Possession/Influence (8)
5. Fighting (8)
6. Profanity to a staff member (8)
7. Major campus disruption (8)
8. Inciting a disturbance (6)
9. Insulting profane language (5)
10. Out of assigned area (5)



Develop School-wide Expectations:

3-5 Common Negative Themes	3 – 5 Positive Replacement Expectations
Unruly/Disruptive Behavior	Be Polite
Disobedience/Insubordination	Be Positive
Habitual Tardiness/Skipping Classes	Be Responsible

CRITICAL ELEMENT #4: Location-based Rules

Determine Top 3 Locations for Event Problems: (BASIS Behavior Dashboard)

Top 3 Locations (BASIS Behavior Dashboard)	
School Location	# Incidents
1. School Grounds	14
2. Restroom	11
3. Cafeteria	6

Create an Expectation / Rules Chart

Expectations and Rules Chart			
Expectations (copy and paste from Expectations List)	Rules (copy and paste Locations from above chart)		
	Location #1: School Grounds	Location #2: Restroom	Location #3: Cafeteria
Expectation #1: Be Responsible	Class arrival times are on time	.Bathroom breaks are of the appropriate length	Arrive at scheduled time
Expectation #2: Be Positive	Positive language is used	Bathrooms are free of graffiti	Positive space is maintained between all individuals
Expectation #3: Be Polite	Courteous behavior is used	. Bathrooms are clean	Clean up table when done

CRITICAL ELEMENT #5 Effective Discipline Procedures

Operationalize incidents into behavior examples: (Include a minimum of 3 examples of each type)

District Incident	Classroom Managed Behavior	Office Managed (Office Discipline Referral) Behaviors
1. Unruly / disruptive behavior	1.Knocking things over in class	1.Rough play in the classroom
1. Unruly / disruptive behavior 2. Insubordination	2.Throwing objects in the classroom	2.Unprepared for class
	3.Loud voice	3.Disrupting the learning environment
2. Insubordination	1.Speaking out of turn	1. Failure to comply with teacher directions or defiance
	2.Out of seat	2. Not following classroom rules

3. Habitual Tardiness/Skipping Classes	3. Electronic device in use during class	3. Failure to comply with SBBC rules
	1. Late arrival to school	1. Plasco pass
3. Habitual Tardiness/Skipping Classes	2. Late arrival to class	2. Plasco or tardy pass
	3. Extensive bathroom break	3. Failure to return to class

Categorize Classroom Managed Behaviors into “Minor” and “Moderate”.

Create a consequence list that teachers can choose from for each category.

Minor Classroom Managed Behaviors	Moderate Classroom Managed Behaviors
Loud voice	Fighting
Speaking out of turn	Profanity directed at the teacher
Out of seat	Late arrival to school
Electronic device in use during class	Knocking things over in class
Late arrival to class	Throwing objects in the classroom
Extensive bathroom break	
Consequence Menu for Minor Misbehaviors (Teacher’s choice):	Consequence Menu for Moderate Misbehaviors (Teacher’s choice):
Verbal Reminder—remind of rule	Removal from class
Reassign desk—maybe closer to the front	Referral to Guidance/Administration
Contact Parent--note in planbook	Behavior Contract--optional
Time out in another class--different grade level if possible	
Parent Conference with guidance	
Teacher detention--timely	

CRITICAL ELEMENT # 10: Monitoring Plans

1. How and what data will you use to monitor the implementation (frequency, consistency, documentation, etc.) of the Lesson Plans? Include a minimum of 2 Action Steps.

Fidelity Plan				
WHO Responsible person	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Implementation	WHEN: Dates of Analysis	HOW: Shared with Stakeholders
Administration/Guidance /Security	Classroom Observation	Lesson delivered	3/23/17	Employee Planning 3/24/17
Administration/Guidance /Security	Campus Observation	Rules Posted	3/23/17	Employee Planning 3/24/17

2. How and what data will you use to **determine the success of the plan (by Student outcome)** or need for modifications? Include a minimum of 2 Action Steps.

Student Outcome Plan				
WHO Responsible Person	WHAT: Data Analyzed	WHAT: Criteria for "Success" of Student Outcome	WHEN: Dates of Analysis	HOW: Shared with Stakeholders
Administration	Referral Rates	3% Drop in top 3 areas	Monthly SAC Meeting	CAB Conf or email letter
Administration	Suspensions Rates	3% drop in top 3 areas	Monthly SAC Meeting	CAB Conf or email letter