**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2018

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* A NEW mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although

they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)

**It is recommended that all school teams watch the Overview Brainshark** at the URL above.

* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

**ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2018:**

|  |
| --- |
| **School Name: Henry D. Perry Education Center** |
| **School Number: 6501** |
| **SPBP Contact Person: Victor Overstreet** |
| **Direct Phone Number: 754- 321-7083** |

|  |
| --- |
| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2017/18)** **team members:** (must have 6-8 team members)

**Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.**

|  |  |  |
| --- | --- | --- |
| Full Name | Position | Stakeholder  Representation |
| Bardetta Haygood | Principal | Administration |
| Victor Overstreet | SPBP Point of Contact | RtI: B Team |
| Felicia Brunson | Parent/Community Representation | SAC/SAF |
| Laura Quinn | BTU Representative | BTU |
| Catherine Henderson | Off Campus Liaison/Behavior Specialist | Off Campus |
| Marlene Jairam | Social Worker | Social Worker |
| Kristin Baltazar | Behavior Specialist | SAC Chair |
| Tellis Bolden | ESE Specialist |  |
| Mona Cadet | Certified School Counselor |  |
| Venetta McCullough | Literacy Coach |  |

**1B. Schedule and document your team meetings for 2018/19 school year:** (minimum of 4)

Also enter in the school’s master calendar.

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| 10/20/2018 | 10:00 a.m. | Kristin Baltazar |
| 1/11/2019 | 10:00 a.m. | Kristin Baltazar |
| 3/22/2019 | 10:00 a.m. | Kristin Baltazar |
| 4/26/2019 | 10:00 a.m. | Kristin Baltazar |

|  |
| --- |
| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A. Indicate the action steps completed in the 2017/18 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

|  |  |  |
| --- | --- | --- |
| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2018/19 SPBP to Staff** | 4/13/2018 | Introduce School Wide Positive Behavior Plan |
| **Presented the 2018/19 SPBP to stakeholders (parents and community)** | 4/17/2018 | The faculty will vote to approve the SWPBP |
| **Held a faculty vote on the 2018/19 SPBP** | 4/20/2018 | % approved: 100% |

**2B. Plan the activities for 2018/19 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

|  |  |  |
| --- | --- | --- |
| **Action:** | **Date(s)**  ***(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2018/19 SPBP for all staff** | Prior to students’ 1st day:  1. 8/9/2018 | The team will present the SPBP for the 18/19 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| **Present the 2018/19 SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 2018  1. 9/18/2018 |
| **Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff**  (Quarterly: minimum of 4 each year) | 1. 8/9/2018 | The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.  The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. |
| 2. 10/19/2018 |
| 3. 1/18/2019 |
| 4. 3/22/2019 |

|  |
| --- |
| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

|  |  |  |
| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1. Disruptive (Unruly) Behavior |  | Display appropriate behavior at all times to assist in maintaining a safe learning environment. |
| 2. Disobedience/Insubordination |  | Respond to all school rules and procedures to ensure that a safe learning environment is in order. |
| 3. Out of Assigned Area |  | Report and remain in assigned class during instructional time. |
| 4. Class Cut (Skipping) |  |  |
| 5. Cell Phone Violation |  |  |
| 6. Defiance of Authority |  |  |
| 7. Defiance of Authority (Habitual) |  |  |
| 8. Tardiness- Habitual |  |  |
| 9. Profanity-Insulting/Obscene Language |  |  |
| 10. Profanity Directed Towards Staff |  |  |

**3C. List the *opposites* of the 3 - 5 negative characteristics to develop:**

|  |
| --- |
| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Demonstrate responsibility |
| Demonstrate self-control |
| Make decisions that convey respect to self and others |
|  |
|  |

**3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates).** Delete any empty templates you do not use.

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1: \_\_\_\_\_ Demonstrate Responsibility**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Help students to better understand their rights and responsibilities as a student and how these rights are contingent upon acting as a responsible student. | | |
| Rationale for having this expectation | | |
| Every student is fully responsible for their own actions, and they must take full responsibility for actions and subsequent consequences. Students need to know and understand what the responsibilities are, as well as their rights within school. They need to understand that these rights are contingent upon their willingness to be self-accountable and adhere to the rules all students are charged to follow. | | |
| Positive examples: “looks like” | | Non-examples |
| Attend class daily | | Skipping class |
| Complete daily assignments | | Completing only one assignment a month |
| Demonstrate responsibility for learning | | Roaming the halls during instruction time |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.  LEAPS Curriculum- The rights and Responsibilities of Students/ Understanding Personal Responsibility– High Maturity | | |
| 2.  Diversity Prevention and Intervention Department – Character Education | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.  Responsibility Drill – Identify and assess responsible behavior in school setting | | |
| 2.  Discussion on ways of showing and demonstrating responsibility | | |
| 3.  Role-Play – Student will demonstrate responsible behavior/irresponsible behavior | | |
| 4.  Discuss role-play- positive and negatives of responsibility | | |
| 5.  Students formulate their own definition of respect | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | 8/20/2018 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom Teacher | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: \_Demonstrate self-control**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Help students realize the need for maintaining self-control and the consequences they will face when they do not maintain control. | | |
| Rationale for having this expectation | | |
| Every person has the ability to control their own behavior and will be held accountable for their own actions. The students need to learn that they will be held accountable got everything they do. They need to learn how to control actions, thoughts, and reactions. So that they remain in complete control. | | |
| Positive examples: “looks like” | | Non-examples |
| Maintain calm voice when speaking | | Shouting and screaming when communicating |
| Use appropriate language | | Using profanities towards others |
| Refrain from horse-play | | Play fighting |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.  LEAPS Lesson – Controlling Yourself – High Maturity | | |
| 2.  Diversity Prevention and Intervention Department – Self Control – Reality Lane | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.  Discuss why school has various rules, also discuss consequences for violating these rules. | | |
| 2.  Discuss why students must be held accountable for their actions | | |
| 3.  Student will write and discuss negative characteristics about themselves they would like to change | | |
| 4.  View video | | |
| 5.  Discuss | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | 8/21/2018 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom teachers | | Classrooms |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1: \_** Make decisions that convey respect to self and others

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Students will learn how to notice people around them and make decisions that convey respect not only for themselves but for the people around them. | | |
| Rationale for having this expectation | | |
| Everyone wants respect from others, but many people have a hard time giving respect. Respecting other people is a multi-level challenge. Students need to learn how to give respect to a stranger, acquaintance, a friends, someone in authority, and someone in a subservient position. They need to learn not only how to show respect to other people, but also what that means and how it reflects on the respect they have for themselves. | | |
| Positive examples: “looks like” | | Non-examples |
| Use appropriate language | | Using profane or obscene language |
| Acknowledge faculty and staff when on campus | | Disregarding faculty and staff while on campus |
| Respond appropriately to visual or auditory prompts from faculty/staff | | Refusing to adhere to visual/verbal prompts from faculty/staff |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.  LEAPS Curriculum – Showing Respect for Other People – High Maturity | | |
| 2. Diversity Prevention and Intervention Department – Character Education | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.  Discuss with students favorite time of schools day, ask students to think of people around at that time. Questions how students could show disrespect towards those people. How could they do things differently? | | |
| 2.  Discuss with students the reciprocity of respect, define respect | | |
| 3.  Students reenact a scenario | | |
| 4.  Discuss pros and cons | | |
| 5.  Students formulate their own definition of respect | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | 8/22/2018 2nd period | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
|  | | |
| Rationale for having this expectation | | |
|  | | |
| Positive examples: “looks like” | | Non-examples |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. | | |
| 2. | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
|  | |  |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
|  | | |
| Rationale for having this expectation | | |
|  | | |
| Positive examples: “looks like” | | Non-examples |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. | | |
| 2. | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
|  | |  |

|  |
| --- |
| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard.** Do not use “classroom”

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| **1. Classroom** | **646** |
| **2. School Grounds** | **58** |
| **3. Bus** | **24** |

**4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to**

**create a maximum of 5 rules for each location.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | |
| **Expectations**  Copy and paste expectations from 3C. | **Locations**  Copy and paste locations from 4A. | | |
| Location #1: Classroom  **Rules** | Location #2: School Grounds  **Rules** | Location #3: Bus  **Rules** |
| Expectation #1:  Make decisions that convey respect to self and others | Respect faculty, staff, and classmates. | . Listen and follow directions from faculty and staff members. | Display positive behavior and comply with all school bus rules |
| Expectation #2:  Demonstrate responsibility | Take responsibility for self and academics | Be in class before the tardy bell rings | Report to assigned bus on time |
| Expectation #3:  Demonstrate self-control | Refrain from using profanity | Transition to class between bells | Cooperate with bus driver |
| Expectation #4:  Click here to enter text. | Location rule(s) for expectation #4 | Location rule(s) for expectation #4 | Location rule(s) for expectation #4 |
| Expectation #5:  Click here to enter text. | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 |

**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1: Classroom**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Report to class on time | Being in class when the bell rings. | Walking into class after the tardy bell. |
| Follow classroom rules. | Sit in assigned seat. | Shouting across the classroom. |
| Comply with teacher instruction. | Complete class assignments. | Sitting in class and not working. |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.www. goleaps.com-Self Discipline- High Maturity | | |
| 2.Character Curriculum- browaredprevention.org | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.Students will define what discipline is. | | |
| 2. Students will learn and explain the difference between discipline and punishment. | | |
| 3. Students will identify areas in their life where they require discipline to assist them with being successful in school. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 31, 2018, January 9,2019, April 3, 2019  2nd period | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers | | Classroom |

**Teaching Rules**

Lesson Plan

**Location #3: School Grounds**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Listen and follow directions from faculty and staff. | Be respectful to faculty and staff when being redirected. | Deliberately refusing to follow directions. |
| Report to class on time. | Be inside of assigned classroom. | Walking the hallways after the tardy bell has rang. |
| Demonstrate respect to self and others | Use appropriate language for school when transitioning | Using profane, obscene, offensive language |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.LEAPS Lesson Controlling Yourself- High Maturity | | |
| 2.www. broward prevention.org- Character Education- Self Control- Reality Lane | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.Students will discuss why school has various rules. | | |
| 2.Discuss with students why they must be held accountable for their actions. | | |
| 3. Students will write and discuss negative characteristics they display and how do they plan to change those characteristics. | | |
| 4. Students will view video. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 31, 2018, January 9,2019, April 3, 2019  3rd Period | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom teaches | | Classrooms |

**Teaching Rules**

Lesson Plan

**Location #3: \_Bus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Report to appropriate bus on time. | Arrive to bus stop 10 minutes prior to departure in the morning. Report directly to the bus loop after dismissal | Arriving to the bus late. |
| Ride assigned bus to assigned stop | Ride assigned bus only departing bus at assigned stop daily | Riding an unassigned bus or departing at an unassigned stop |
| Respect self and others | Follow bus rules when riding the bus | Rough play on the bus |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1 LEAPS Curriculum- The rights and Responsibilities of Students/ Understanding Personal Responsibility– High Maturity | | |
| 2.www.broward prevention.org- Character Education | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1.Teacher will discuss class rules and expectations. (Course syllabus) | | |
| 2. Students will discuss how their actions could affect others. | | |
| 3.Students will discuss the importance of following teacher directives. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 31, 2018, January 9,2019, April 3, 2019  4th Period | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers | | Classroom |

|  |
| --- |
| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?**  ⮚Link to expectations and rules  ⮚Must be measurable | **Students will be in class and in their seats before the tardy bell rings.**  **Students will wear their School ID at all times while on school grounds.**  **Students will earn at least one ½ credit a month.**  **HERO points** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **Students’ success will be recognized during morning/afternoon announcements.**  **Students will receive positive phone call home from classroom teacher/administrator/support staff**  **Students will participate in 1st and 2nd semester fun day.**  **Awards from HERO points** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **Catch them being good – Faculty or staff member recognizes positive behavior they will call parent and acknowledge positive behavior**  **Student credits earned report will be printed by administration and shared with staff. School Counselors will assist with monitoring student credits.**  **BASIS referral report – Behavior Specialists**  **HERO** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **Students will receive positive phone calls home from teacher when student has earned a ½ credit and/or improved behavior in class.**  **Students will participate in semester fun day. Date TBA**  **Bi-weekly HERO point cash in** |

|  |
| --- |
| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| **1.Cell phone** | **Less than 3 cell phone violations regarding use during instructional time in 1 month.** | **1. Repetitive Minor Misbehaviors** | **More than 3 minor**  **behaviors in 1 month** |
| **2.Tardiness** | **Less than 3 incidences arriving late to class/school in 1 month.** | **2. Out of assigned area** | **More than 3 referrals for being in an area without permission in 1 month.** |
| **3.Class Cut** | **Less than 3 incidences not attending scheduled class in 1 month.** | **3. Leaving campus without permission** | **1 or more referrals for leaving school without appropriate sign out protocol in 1 school year.** |
| **4. Profane Language** | **Less than 3 incidences regarding obscene or inappropriate language in 1 month.** | **4. Profanity directed to staff.** | **1 or more referrals regarding profane language or gestures directed at teachers and staff in 1 school year.** |
| **5. Disobedience/ Insubordination** | **Less than 3 incidences regarding non-compliance with teacher/staff direction in 1 month.** | **5. Defiance of Authority** | **1 or more referrals regarding repeated refusal to comply with teacher/staff directives in 1 school year.** |
| **6. Physical Contact** | **Less than 3 incidences regarding horseplay or unwarranted physical contact in 1 month.** | **6. Disruptive/Unruly Play** | **More than 3 referrals regarding horseplay behavior or behavior disrupting the learning environment in 1 month.** |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors  (Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors  (Staff’s choice of 5): |
| * **Teacher conference with student** | * **Parent phone call/ referral to DMS** |
| * **Parental contact by teacher – Document Tier 1 Strategies – BASIS** | * **In school conference with student/ teacher/Certified School Counselor/parent – Document Tier 1 strategies on BASIS** |
| * **Refer student to speak with a Behavior Specialist or School Social Worker** | * **Referral to RtI Process** |
| * **2nd parental phone call – Document Tier 1 Strategies – BASIS** | * **2nd parent conference as a result of increased defiance. Begin RtI Tier 2 process** |
| * **Write a disciplinary referral for the student.** | * **Referral for RtI Tier 3** |

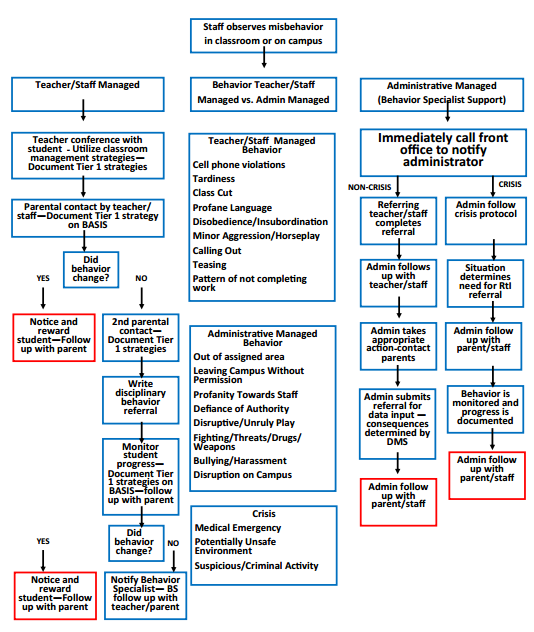
**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

|  |  |
| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | Definition |
| 1. Repetitive moderate misbehaviors | **More than 1 moderate misbehaviors in 1 month.** |
| 2. Fighting | **1 or more referrals regarding an exchange of physical punches or hits with the intent to cause injury in 1 school year.** |
| 3. Defiance of Authority | **1 or more referrals regarding repeated refusal to comply with teacher/staff directive in 1 school year.** |
| 4. Leaving Campus without permission | **1 or more referrals for leaving school without appropriate sign out protocol in 1 school year.** |
| 5. Class cut | **Less than 3 incidences not attending scheduled class in 1 month.** |
| 6. Profanity to Staff | **1 or more referrals regarding profane language or gestures directed at teachers and staff in 1 school year.** |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**6D. Continue and customize the next steps in this flow chart to show the discipline process at your school.**

**(Or you may delete this flow chart and create your own from scratch.)**



|  |
| --- |
| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**7A. Determine your Core Effectiveness Year-to-Date**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** | **1802** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 138 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 92 | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 114 | (# of 2-5 Students) **÷**Total Pop = | | 6 | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 33 | (# of >5 Students) **÷**Total Pop = | | 2 | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **YES** | | | **NO** | | | | |
| **Implementing LEAPS social-emotional curriculum within internal suspension**  **Continuous Staff Development on Tier 1 behavior strategies**  **Consistent Hall Sweeps**  **Consistently teaching and re-teaching Tier 1 rules and expectations in the classroom** | | |  | | | | |

|  |
| --- |
| **No entry needed for Critical Elements #8 and #9.** |

|  |
| --- |
| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fidelity of Implementation Plan** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. Administration | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | 100% visibility of expectations and location-specific rules across campus. | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Faculty/ Staff/SAC Meetings |
| 2. Teachers | **Behavior lesson plans** are being taught as written | 100% of teachers will infuse lessons into curriculum. | Faculty/ Staff/ SAC Meetings |
| 3.Behavior Specialists | **Discipline consequences** and **flow chart** are being used by all staff as written | 100% of discipline referrals will correlate with DMS and the districts discipline policy. | Faculty/Staff/SAC Meetings |

**10B. 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 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Outcome** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. Administration | See critical element 3A. Quarterly **behavior incident** data**.** | 35% decrease of referrals in top 10 behavior incidences | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | Faculty/ SAC Meeting |
| 2.Administration | See critical element 4A. Quarterly **top 3 event locations** data. | 35% decrease of incidents in locations | Faculty/ SAC Meeting |
| 3.Administration | See critical element 7. Quarterly **core effectiveness** data**.** | 15% decrease of students receiving 2 to 5 referrals  25% decrease of students receiving 5 or more referrals | Faculty/ SAC Meeting |