

# *Cypress Run Education Center*

## **Behavior Management System** 2015 – 2016



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**Failure is Not an Option.**  
**Every Student will SOAR to Success.**

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ESE & Behavior Specialists

The purpose of this handbook is to outline student and staff expectations. This includes school-wide procedures, rules, rewards, and consequences.

All students are expected to follow the guidelines outlined in this handbook to maximize their experience at Cypress Run Education Center. Successful completion of the program will result in students' return to their home school.

All staff is expected to work together to ensure appropriate implementation of this program and encourage students' positive behaviors to motivate them to succeed.

Thank you,

Dr. Gastrid Harrigan

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# **Schoolwide Expectations**

## **Expectations for Arrival at School**

- All students will be searched upon exiting the school bus.
- Students will turn in all personal possessions upon entering the building.
- Once inside, a security staff member will thoroughly search students, including inside pockets, shoes, and other areas. This search will include the use of a metal-detecting wand.
- Students will not be permitted on campus without being searched. If a student refuses to be searched, an administrator will be notified.
- Once the search is complete, the student will enter the cafeteria.
- Students arriving late to school must check in first with the main office. Students will be searched and issued a tardy pass. Teachers should not accept tardy students in the classroom without a tardy pass or escort.

## **Classroom Expectations**

Students are expected to:

- Stay on task
- Use appropriate language
- Follow staff directions
- Complete assignments
- Follow the school dress code
- Keep hands, feet, and objects to oneself

## **Cafeteria Expectations**

(Posted in several locations within cafeteria)

Students are expected to:

- Sit at designated grade level table areas and remain seated.
- Follow staff directions
- Use respectful language and inside voice
- Refrain from horseplay
- Use good table manners
- Clean area before leaving cafeteria
- Line up when the teacher's name is called
- Walk in a single file line back to class

## **Restroom Expectations**

(Posted in several locations within cafeteria)

Students are expected to:

- Always get permission before going to the restroom
- Refrain from horseplay
- Clean up behind yourself
- Use the restroom in a timely manner and return to your designated area as soon as possible

## **Transition Expectations**

(Posted in several locations within hallways)

Students are expected to

- Walk in a single file line
- Use respectful language and inside voice
- Refrain from horseplay
- Keep hands, feet, and objects to oneself

## **Afternoon Dismissal/Bus Expectations**

(Posted in several locations within cafeteria)

Students are expected to

- Wait for the announcement and the teacher to dismiss before leaving the room
- Walk directly to the front lobby and get in line to receive property
- Refrain from horseplay
- Once outside, go directly to the vehicle or assigned bus
- Get on the bus in an orderly fashion and sit in assigned seat
- Follow all bus rules

## **Level System**

The level system will be utilized to track/monitor student progress throughout the program. Each day, students can earn up to 126 points (18 per class period) for following the rules and expectations of Cypress Run Education Center.

### **Levels**

There are 3 levels and students should progress through each level in about 30 days. Students will gain a day or lose a day based on the number of point earned each day. All new students will begin on Level 1, Day 0. Points are earned each class period, and the total earned each day determines whether the student goes to the next day. Students are required to earn a specified number of points to progress.

- Level 1 – earn 101 points daily to earn a day (80%)
- Level 2 – earn 107 points daily to earn a day (85%)
- Level 3 – earn 113 points daily to earn a day (90%)

Students who do not earn the total number of points required each day receive the following consequence:

- Level 1 – stay on the same day
- Level 2 – lose one day
- Level 3 – lose two days

Students will lose points, days, or level for the following infractions:

<b>Infraction</b>	<b>Penalty</b>
Dress Code	1 point per incident
Tardy to Class	1 point per incident
Cafeteria Disruptive Verbal or Physical Behavior (horseplay)	5 points per incident
Transitions Not in Line	1 point per incident
Transition Disruptive Verbal or Physical Behavior (horseplay)	1 point per incident
Removal from Class	1 point per incident
Removal from Class and Placed in IS for Remainder of the Period	Level 1 – 6 points Level 2 – 8 points Level 3 – 10 points
Morning/Afternoon Bus Disruption	5 points per incident
Testing Disruption (verbal or physical)	Level 1 – 6 points Level 2 – 8 points Level 3 – 10 points
Removal from Class and Placed in IS for Remainder of the Day	Level 1 – lose 1 day Level 2 – lose 2 days Level 3 – lose 3 days
Referral	Lose 3 days
IS for a Day or More	Lose 5 days
AES for a Day or More	Lose entire Level and 0 days
Suspension for a Day or More	Lose entire Level and 0 days
Arrest	Go back to Level 1, 0 days, 0 points

## **Program Monitoring**

Students will be monitored through the use of a daily tracking form. Students are responsible for keeping their form updated each class period.

Students are expected to:

- Have their tracking sheet in their possession throughout the day.
- Place their tracking sheet in the designated area in the classroom.
- Earn points in every period to progress through the system and earn rewards.

The following are additional guidelines:

- Homeroom teachers will print tracking forms daily. The tracking forms will reflect the updated/correct level and day.
- Seventh period teachers will add up the daily points and place the tracking forms in the Behavior Specialist's mailbox.
- If students arrive without their tracking form, the teacher will print a new copy. The teacher will "X" out the previous periods and write "Lost Form" on all prior periods. Points will not be added for any "X"ed out periods. If a student chronically loses his/her form, staff will refer the student to the Behavior Specialist.
- The homeroom teacher will regularly review the tracking forms with each individual student and document it on the back of the sheet.
- The homeroom teacher will keep the tracking forms neatly organized in individual student folders. These forms will NOT be discarded. If a student's schedule changes, the file must be forwarded to the new homeroom teacher. When a student withdraws from the school, his/her file will be stored in the office.
- Student data will be recorded on a class tracking form. The class tracking form will be turned in to the Behavior Specialist at the end of each quarter.
- The Behavior Specialist will conduct a performance review weekly with administratively placed students and other students as necessary.
- Each time a student moves up a level, the homeroom teacher will complete a "Morning Announcement Form" and submit it to the Principal. The Principal will recognize the student on the morning announcement and forward the form to the Behavior Specialist.

## Level Privileges

Students will earn privileges based on their level as they progress through the program.

<b>Level</b>	<b>Privileges</b>
<b>Level 1 (Days 1-14)</b>	<ul style="list-style-type: none"> <li>• Choose last for reinforcement/rewards</li> <li>• Not eligible to purchase items from the Ca\$h and Carry Cart</li> <li>• Eligible to attend academic field trips only</li> </ul>
<b>Level 1 (Days 15-30)</b>	<ul style="list-style-type: none"> <li>• Choose third for reinforcement/rewards</li> <li>• Eligible to purchase 1 item from the Ca\$h and Carry Cart</li> <li>• Eligible to attend academic field trips only</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Choose second for reinforcement/rewards</li> <li>• Eligible to purchase 2 items from the Ca\$h and Carry Cart</li> <li>• May serve as a worker for the Ca\$h and Carry Cart</li> <li>• Eligible for academic and non-academic field trips</li> <li>• Start obtaining community service hours</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Choose first for reinforcement/rewards</li> <li>• Eligible to purchase unlimited items at Ca\$h and Carry Cart</li> <li>• May serve as a worker for the Ca\$h and Carry Cart</li> <li>• May participate as a student mentor, assist in other classrooms, or assist with school-wide activities</li> <li>• Will earn all points each day and carry their tracking form only on Friday (only rate behaviors)</li> </ul>



# Positive Interventions

## Conflict Mediation:

- Conflict mediation is a process by which disagreements are attempted to be resolved in a non-violent, verbal manner by a neutral third party. Students or staff can request conflict mediation by contacting the Behavior Specialist. Both students and their assigned Therapists will attend. The Behavior Specialist or the Counselor can facilitate conflict Mediations.

## Group Contingencies:

- **Dependent:** (Based on an individual student or small group of targeted students meeting the criteria)  
Dependent contingencies are for individual students or a small group of students within the classroom setting. The reward for the whole group is then dependent on the individual or small group meeting the specified criteria. An example would be if Johnny makes his day today, the entire class gets an ice pop.
- **Independent:** (Based on each individual's performance)  
When independent group contingencies are in place the target behaviors, criteria, and reinforcers are the same for each member in the group. Only students who meet the specified criteria receive the reinforcement. Grades are an example of an independent group contingency. Each student who makes 90% or above (same criteria, same target behavior) receives an "A" (same reinforcer).
- **Interdependent:** (Everyone in the class receives the reward if everyone met the criteria)  
This type of contingency builds group cohesion. The reinforcement cannot be met unless all members of the group meet the criteria. An example would be if everyone in the class remains in their assigned areas for the day, everyone gets the reward (5 minutes choice time).

**Dot-to-Dot Dare (Chart Moves):** A connect-the-dot picture is posted. A contingency contract is made with a student or group of students. Once the agreed upon number of points are earned, or number of behaviors are displayed, the student or group gets to connect a section of the Dot-to-Dot. When the picture is completely connected, the student or group earns the agreed upon rewards.

**Dynamic Designs:** Geometric designs are used in place of connect the dot pictures. A portion of the design is colored when a student or group agreement is met. A reward is given when the design is completed.

**Mystery Motivators:** Mystery motivators are incentive systems designed to deliver random rewards for appropriate behavior. Staff or students will randomly choose a day of the week. A reward is given for that day if the target behavior has been met.

**Reinforcement Menus:** These are menus with desired student reinforcement ideas. When a student achieves the target behavior(s), he/she picks one of the menu items.

**Reward Jar:** Develop a target goal (i.e. no cursing) with the class. Each period the class meets the target goal, the teacher will put an item in the jar (i.e. marbles, fruit loops). When the jar fills up, the whole class earns a reinforcer (pizza party, extra recess or choice time). A clear container must be used.

**Spinners:** A game spinner with a variety of colored wedges of various sizes is labeled with reinforcers. The most desired items are paired with the smallest wedges. When a student displays the target behavior, he or she spins to see which reward he has earned.

## Recognitions

### Celebration of Success

Celebration of Success is an assembly held quarterly to acknowledge students' efforts and progress academically and behaviorally. All students who earn awards will be recognized in the following ways.

- Will receive a certificate
- Name will be announced over the intercom
- Parents/Guardians will be invited to the assembly
- Will receive a tangible/edible item

### Awards

- **Attendance Award** – all students who have perfect attendance each quarter
- **Behavior Award** – students without any disciplinary referrals for the quarter
- **The Most Improved Student Award** – students who made the most academic or behavioral gains
- **Character Education** – Character education consists of eight character traits that are infused throughout the curriculum and student activities. When students, staff, and community members model these traits, it is easier to provide quality education in a safe and secure learning environment.
  - **Cooperation (September)** – Working with others to accomplish a common goal.
  - **Responsibility (October)** – Meeting obligations by being reliable, accountable, and dependable to self and others.
  - **Citizenship (November)** – Knowing, understanding, and displaying a high regard for rules, government, heritage, and for those who have served and sacrificed for community and country.
  - **Kindness (December)** – Being helpful, thoughtful, caring, compassionate, and considerate.
  - **Respect (January)** – Showing consideration, understanding, and regard for people, places and things.
  - **Honesty (February)** – Being truthful, trustworthy, and sincere.
  - **Self-Control (March)** – Having discipline over one's behavior and actions.
  - **Tolerance (April)** – Recognizing and respecting the differences, values, and beliefs of other people.

Each month at the team meeting, each level (middle and high) will choose one student who demonstrates the designated trait for that month and the student will be honored at the Celebration of Success assembly.

- **Honor Roll:**
  - A-Honor Roll – students who earn a 3.5001 or better for the quarter
  - B-Honor Roll – students who earn a 2.75-3.5 for the quarter.

## **Chief Shout-Outs**

Chief Shout-Out Tickets are awarded to students who commit random acts of kindness or exhibit exemplary behavior. There is no limit to the number of tickets a staff member can award or a student can earn. Any staff member can award a Chief Shout-Out Ticket. Staff will initial the back of each assigned ticket. Students will write their first and last name on the ticket and place it in the assigned container located in the cafeteria. Three tickets each for middle and high school will be drawn weekly (Wednesday), and the winning students will choose between a can of soda, bag of chips, or a pass for 1 free item from the Ca\$h and Carry Cart. The container is emptied following each drawing.

## **Fun Friday**

- **Eligibility** – Only students who have not had a removal from classroom, disciplinary referral, IS, AES, or external suspension will be allowed to participate.

### **Activities/Procedures:**

- The Behavior Specialist and Assistant Principals will generate a list each Thursday, and the student names will be announced during lunch on Friday. The list will also be posted in the CAB Conference alerting all staff of students who will be attending.
- A Fun Friday Announcement will be made over the intercom and teachers may send those students listed.
- Fun Friday will be held in the art room, WHEEL room, or Basketball Court area from 2:33 to 3:14 for all grade levels. Activities will include art, bike repair, outdoor sports, movies, board games, video games, and making cookies.
- Support staff and elective teachers will conduct Fun Friday.

# School Procedures

## Escorts

Information shared at the intake or initial staffing at the Behavioral Intervention Meeting may indicate the need for a student to be placed on escort status. In addition, when a student's behavior indicates the necessity for increased supervision, a team consisting of teachers, counselors, behavior specialist, ESE specialist, and administrators will make a determination of escort status. Students who leave campus without permission are automatically placed on Visual Escort. High School students will be considered on an individual basis. It is the students' responsibility to remind staff of their escort status, and they will be considered out of area if they do not comply.

### Types of Escorts:

- **Arm's-Length Escort (A)** - Students are to be monitored within arm's-length to an adult at all times. These students will sit at designated Escort Tables when in the cafeteria. Exceptions may be made for extenuating circumstances. Staff escorting will inform receiving supervisory staff that they are now responsible for the student on (A).
- **Visual Escort (V)** - Students are to be visually monitored by an adult during transitions from one area to another.

### Removal of Escort Status:

- Students may be removed from escort status or reduced from Arm's-Length Escort to Visual Escort, following a discussion by the team.

### Notification:

- When a student needs to be placed on, reduced, or removed from escort status, the Behavior Specialist will enter the information on the CAB conference. The Behavior Specialist and/or the Counselor will meet with the student and inform him/her of the revised escort status.

## Room Clear

- Room clear procedures should be reviewed, discussed, and rehearsed the first week of each nine-week period by each teacher. Students should know the procedure prior to crisis and be able to respond quickly should a room clear become necessary.
- A room clear is used when a student escalates behaviorally and/or emotionally to a point that there is potential danger to the other students.
- A room clear may also be used for acting-out students where peer attention seems to be maintaining and sustaining the inappropriate behaviors.
- A room clear is the short-term removal of the rest of the students to a nearby, pre-arranged location until the acting out student is de-escalated or removed.
- Teachers should have a plan of which location the students in their class will be removed to.
- Compliant students who participate positively and appropriately should be reinforced directly following return to the room with Chief's Shout Out Tickets. Regular classroom activities should resume as soon as possible.

## Drugs

When a student is suspected to be "Under the Influence of a Mood Altering Drug or in Possession of Drug", staffs are to:

- Notify the Security Specialist and Administration (search will be conducted).
- The Security Specialist or Administration will notify the Family Counselor.
- A parent will be contacted by the administration.
- Administration will consult with the SRO, and a decision will be made if an ambulance will be called or parents will pick up the student.

## **Searches**

If a staff member suspects a student may have in their possession contraband items (i.e. weapons, drugs, cigarettes, stolen items, etc.), he/she must notify an administrator and the security specialist. A search will be conducted

## **Arrest**

When the law is suspected to be broken, the School Resource Deputy (SRO) will review the complaint. After consultation with involved staff and the administrator, arrest procedure may be initiated. Any student who is arrested will automatically be suspended from school.

## **Bullying**

Repeated instances of intimidating, unwanted teasing, cyber-bullying, sexual or racial harassment, rumor spreading, destruction of personal property, public humiliation, and stalking are considered bullying. Students and/or staff should complete the District bullying form and place it in the box in the front office. An administrator will respond to these reports in a timely manner.

## **Dress Code Violations**

Sagging pants, short skirts, revealing clothing or clothing that exposes the torso, etc. are violations of the Code of Student Conduct. In addition, Cypress Run Education Center enforces a uniform policy. Students are required to wear pants that are khaki, black, or navy in combination with shirts that are black, white, navy, or burgundy. Shirts should have no logo or the schools' logo. All staff is responsible for assessing if students are in compliance with the dress code. Students wearing hats/hoods will be cued and required to take them off.

Violators will be referred to the Behavior Specialist who will maintain a log of offenses. Students will be assigned to IS, parents will be called and given an opportunity to bring them clothes. If a parent brings a change of clothes, the student may return to class. If a parent does not bring a change of clothes, the student will remain in IS for the rest of the day. The Behavior Specialist will ensure points are deducted from the daily tracking form.

## **Guidelines for Students in Distress**

If a student is experiencing difficulty before, during or after school, they will be referred to the Behavioral Specialist. The Behavior Specialist will then determine if the student is exhibiting attention-seeking behaviors or is in emotional distress.

- The Behavior Specialist will determine if a student needs to see a counselor, parent needs to be contacted, or if a student needs to be placed in internal suspension.
- Attention seeking behaviors will result in internal suspension.
- A counselor will handle emotional distress.

# Responding to Unacceptable Behaviors

Cypress Run Education Center will use the procedures below when responding to unacceptable behaviors.

## **Group 1 behaviors:**

- Inappropriate language (cursing)
- Inappropriate touching
- Defiance, disrespect, insubordination, non-compliance
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class

### **Step 1:**

- Behaviors are to be handled by the classroom teacher or staff member witnessing behaviors.
- The behaviors will be documented and shown on the daily tracking form.

### **Step 2:**

#### **If behaviors persist:**

- The teacher should conference with the student for the purpose of goal setting.
- The teacher must contact the student's counselor and parent.
- After two weeks, parent(s) should be informed about the student's progress.
- Parent contacts should be documented on the Parent Contact Log and entered into BASIS.

### **Step 3:**

#### **If Group 1 behaviors have not improved after four weeks:**

- The teacher or guidance counselor will set up a parent/teacher conference.
- Student will be referred to Response to Intervention (RtI).

## **Group 2 behaviors:**

- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Fighting (minor physical aggression)
- Forgery, theft
- Malicious mischief
- Skipping class
- Violation of district technology guidelines
- Lying and cheating
- Defiance, disrespect, insubordination, non-compliance
- Harassment, teasing, taunting (physical and/or verbal)

Group 2 behaviors should result in a disciplinary referral and may result in removal from class. Counselor and parent will be notified. Conference with parents will be scheduled.

### **Group 3 behaviors:**

- Arson
- Bomb threat, false alarm of fire or bomb
- Use or possession of alcohol
- Use or possession of prescription or non-prescription drugs
- Use or possession of tobacco
- Use or possession of weapon
- Bullying that is repeated, purposeful and with an imbalance of power
- Fighting (major physical aggression)

Group 3 behaviors must be referred to the office immediately, and teacher must complete a disciplinary referral. Consequences for students who engage in group 3 behaviors will include removal from the classroom for a period of time. An administrator will notify the parents.

### **Parent Contacts/Conferences**

- Each teacher is required to make at least one phone call and one conference per student per quarter. This can be done as a team.
- The teacher scheduling the parent conference should notify the counselor and an administrator.
- If the student is identified as ESE, the ESE Specialist and ESE Support Facilitator should be invited to the conference.
- If meeting as a team, the team leader should collect academic and behavioral information from all teachers on the team to share with the parent.
- The teacher conducting the conference must complete the conference form.
- If the student is identified as ESE, the conference should be documented on EASY IEP.

### **Procedure for Placement in Internal Suspension (IS)**

- The student is processed by the Behavior Specialist and/or administrator who will determine if the offense warrants placement in IS.
- The behavior specialist will contact the parent/guardian and document the conversation in BASIS.
- If a student has multiple removals in one day, the behavior specialist will notify his or her counselor.
- A teacher may request a student's removal for an entire period. The student cannot return to the period where removal occurred until the next day.
- Teachers **MUST** provide an assignment for students to work on while in IS. Assignments must have the teacher's name and date on the top.

## **Internal Suspension Procedure**

- Students are required to complete the entry form that is verified by the IS teacher.
- While in IS, students must follow the IS rules and procedures and complete academic work.
- If a student exhibits continuous non-compliance, further consequences such as AES (Alternative to External Suspension) and/or external suspension will be implemented.
- Teachers **MUST** provide an assignment for students to work on while in IS. Assignments must have the teacher's name and date on the top.
- Completed academic work will be placed in a folder with the teacher's name and placed in the teacher's mailbox at the end of the day.
- The list of students who are assigned to IS, AES, or externally suspended will be posted in the CAB conference daily.

## **Alternative to External Suspension (AES) Procedure**

- If a student commits an offense that warrants suspension according to the Broward County Discipline Matrix, the behavior specialist and administrator will determine if the student will be placed in AES or receive external suspension.
- The behavior specialist will notify parents and document the conversation in BASIS.
- If a student exhibits continuous non-compliant behaviors, external suspension may be implemented.
- Teachers **MUST** provide an assignment for students to work on while in AES. Assignments must have the teacher's name and date on the top.
- Completed academic work will be placed in a folder with the teacher's name and placed in the teacher's mailbox at the end of the day.
- The list of students who are assigned to IS, AES, or externally suspended will be posted in the CAB conference daily.

## **Community Service**

- Students can begin obtaining their community service hours once they earn Level 2.
- Administration must approve earning of community service hours.
- Community Service hours can be done only after all academic assignments are completed and the student maintains at least a C average.
- Community Service hours can be obtained only through teachers or support staff.



# **Guidelines for Transitioning Students to Their Home School**

## **180 days Expulsion- General Education**

- After student completes 180 days expulsion, he or she will be transitioned back to their home school, unless they commit another expellable offense or their behavior reflects need for possible administrative placement.

## **90 days Expulsion Abeyance – General Education**

- No more than 5 unexcused absences
- No more than 2 referrals and/or removals
- No dress code violations
- All grades must be C or better
- Student must be at least on Level 2 Day 15
- Must be present for 90 school days

## **90 days Expulsion – Exceptional Student Education**

Guidelines are same as above; however, it is a committee decision (exceptions can be made if necessary).

## **Exit Criteria for Administratively Placed Students**

- Minimum Level 3 Day 15
- No more than 5 unexcused absences
- No more than 3 dress code violations
- All grades must be C or better
- No more than two Level 2 behavior referrals
- No more than 5 referrals in total
- Transition is based on the committee decision