Behavior Procedures Plan

This behavior procedures plan should be used throughout the school year to support student behavior. As we are a PBIS school, we first strive to correct negative behavior by using positive strategies. Please consult the PBIS procedures plan for more information on the positive strategies used at Sunset. All staff members should strive to develop positive relationships with the students in their care. Often, positive relationships with students are strong deterrents of problem behaviors. Keeping students actively engaged in learning is another deterrent of problem behaviors. Staff members should closely monitor students in order to prevent problem behaviors from occurring. Actively monitoring students and being in close physical proximity to students can prevent problem behaviors from occurring.

We realize students will struggle with difficult behavior from time to time. We must provide consistent consequences when difficult behavior occurs. This plan will outline our behavior procedures including classroom behavior, minor referrals, major referrals, monitoring of student behavior, and behavior interventions.

**Classroom Behavior**

**Rituals and Routines** - Every teacher should spend time during the first two weeks of school teaching our students how we “do school” at Sunset. This includes teaching every single ritual and routine that will be used by students throughout the year. Teaching of rituals and routines should follow the “I do, we do, you do” teaching method. Please model the correct behavior you expect from students. Students should have a clear understanding of each procedure in your classroom and throughout the school (bathrooms, cafeteria, playground, cafeteria, etc.) and be able to articulate it to you in conversation. If they cannot do this, then they do not clearly understand your expectations. Students should continue to practice the teacher’s rituals and routines until they have reached mastery. If students do not meet expectations, please have them start over with the task until they complete it correctly. The process of restarting tasks should continue all year if students do not meet expectations. For example, in October you notice your class is not meeting your expectations as you transition to activity class, please go back to your room, have the students return to their seats, and start over. Repeat this process until they meet your expectations. Rituals and routines should also be re-visited for one week upon returning from Christmas holidays. This process is important because it reteaches your expectations, but it also informs the students that you will not waiver on your expectations. Consistency is the key.

**Reteaching Expectations** - When you notice individual students not meeting your expectations, it is important for you to begin with reteaching your expectations for that particular area. This should occur in a personal conversation with the student. Regardless if a student is struggling to learn your expectations or if he/she understands your expectations but just refuses to comply, clearly reteaching the expectation is the way to start. Consistency is the key.

**Classroom Matrix** - Every classroom should have a classroom matrix posted with the SHINE expectations for classrooms. Each grade level decides what the SHINE expectations are for the classroom. Teachers should teach these expectations as part of the rituals and routines mentioned above. This chart should be referenced as a teaching tool throughout the year and also used as a remediation tool for students that struggle in certain areas. Consistency is the key.

**Classroom Procedures Poster** - Every classroom should have a classroom procedures poster. This poster should have the step-by-step procedures for the areas of concern or major procedures in the classroom. This poster should include an explicit description of each procedure. By referring to this poster, students should see exactly how to complete each classroom procedure with 100% accuracy. This specific listing of procedures should be used as a teaching tool during the rituals and routines mentioned above. This poster should also be used as a remediation tool for students that struggle with certain classroom procedures. Please email Dr. Purvis if you need the template. Consistency is the key.

**Individual Procedure Poster** - As you progress through the year, you may notice groups of students failing to meet expectations in certain areas. If this is the case, please make an individual poster with the problem procedure explicitly detailed. The poster should contain the problem procedure listed at the top with a step-by-step description of the procedure and is usually hand-written on a piece of sticky chart paper. Please post this poster in a visible space in the classroom. This individual procedure poster should be used as a teaching tool before transitioning into the problem procedure. The visual aid in the classroom will greatly help students meet the expectations. This process should be revisited as needed throughout the year for any expectations, rituals, or routines that are not met by students. Consistency is the key.

**Minor Referrals**

Minor referrals are referrals that are handled inside the classroom. These types of behaviors can be addressed by the teacher, support staff, or paraprofessional. A list of problem behaviors that qualify as minor is included on the attached Discipline Flow Chart. When entering a Minor Referral in SWIS, please make sure to completely fill out the online form. Please use the following step-by-step plan for dealing with problem behaviors classifying as minor.

1. **Reteach the Expectation** - As soon as you observe a problem behavior, the first step must be to remind the students of your expectations. This conversation should happen in a private manner, which means it may need to wait just a few moments for you to find time. Please remember to reteach expectations like it is the first day of school and this is the first time the student has heard your explanation. This should be communicated in a very positive way. Reteaching expectations is a preventative step for dealing with problem behavior. For example, “Josh, when we are sitting in our chair at school, we keep our legs under the table/desk, we keep all four legs of the chair on the floor, and we face the front in order to hear/see the teacher.” Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
2. **Student Warning** - If the problem behavior continues, the second step is to warn the student about their behavior. The warning should occur in a private setting so as not to embarrass the student. The warning should be positive in nature and refer the student back to the expectation. You may give as many warnings as needed before moving to the next step, it is up to you. For example, “Josh, I have already spoken to you about how we sit in a chair at school. This is your warning. Please put your legs under the table/desk, keep all four legs of the chair on the floor, and face forward.” Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
3. **Student Conference** - If the problem behavior continues, the third step is to have an 1-on-1 student conference. This is different from the previous two steps in that this step is dedicated time for just you and the student. In this conference, you want to try and get to the root of the problem. This step is more about building and maintaining relationships than correcting behaviors. You want to find out if something else is going on with the student. This step should be documented in SWIS as a minor referral. You may have as many conferences as needed before moving to the next step, it is up to you. For example, “Josh, I asked you to stay with me during activity for just a few minutes so I can check on you. This morning, I reminded you about our expectations for sitting in a chair at school. After you continued to spin around in your chair, get up and walk around your desk, and turn around and talk to your neighbor, I gave you a warning about your behavior. Even after the warning, you continued to not meet our expectations for sitting in a chair at school. This type of behavior is not like you. I want to make sure you are ok. What is going on to make you act this way? What is going on to keep you from meeting my expectations? What can I do to help you meet my expectations? Please know that I love you and care about you and I want you to be successful in meeting my expectations.” Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
4. **Contact Parent** - If the problem behavior continues, the fourth step is to contact the parent. This should be completed during activity time or after school. This type of parent contact is a phone call or a parent conference. Text messages, emails, or Remind messages do not qualify as a parent contact under this step. This should be a back and forth dialogue between you and the parent to determine the cause of the behavior and to determine if the parent is seeing the same problems at home. The teacher and parent should work together to help solve this problem. This step should be documented in SWIS as a minor referral. You may have as many parent conferences or phone calls as needed before moving to the next step, it is up to you. For example, “Mr. Purvis, I wanted you to come in today for us to discuss Josh’s behavior in class. I am having a difficult time with him following our expectations. This is the behavior that I observe from him… Are you seeing any of these types of behavior from him at home? How does he respond to you when you redirect him? It is important to me that you know how much I love Josh and I truly want the best for him. I just worry that if we don’t correct this behavior now, I won’t be able to support him and his learning the way that he needs. What are your thoughts? How can we work together to change this behavior so we can focus on his learning?” Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
5. **Loss of Privilege** - If the problem behavior continues, the fifth step is to take away a privilege. This should be communicated to the student in an individual manner, so as not to embarrass the child and cause behavior to escalate. This step should be documented in SWIS as a minor referral. For this step, you can time the student out in another classroom for 10 minute increments, up to 30 minutes. (1st time-10 minutes, 2nd time-20 minutes, 3rd time-30 minutes) A child should not time out in another room for more than 30 minutes on any occasion. You may also take away time from recess. This should be done in 2 minute increments, up to 10 minutes. Students should not lose more than 10 minutes of recess on any occasion. The time increments must be followed. Every time a consequence is given, a minor referral must be entered in SWIS. You may use loss of privilege many times before moving to the next step, it is up to you. For example, “Josh, because you have continued to not meet my expectations for sitting in a chair, I am going to take away some of your recess time. When we go to recess, please come stand with me for 4 minutes at the beginning of recess. If you do this, you will be able to play for the rest of the recess time. Please understand, I do not like to take things away from you, but I need to teach you how important it is to follow our school expectations.” Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
6. **Guidance Referral** - If the problem continues, a guidance referral is the next step. Teachers should complete the Guidance Referral form and place it in the Guidance Counselor’s box. The Guidance Counselor should make Guidance Referral forms available for teachers in a designated place in the copy room. Please also send an email to the Guidance Counselor and cc admin to let everyone know a guidance referral was completed. Please contact the parent to let them know we are still having problems in the same area with the student. Please let them know you have referred the student to the Guidance Counselor for more specific help. The Guidance Counselor will pull the student and have deeper discussions about possible causes of difficult behavior as well as teach coping strategies for the type of behavior. The Guidance Counselor will pull the student a few times to check on them. The Guidance Counselor should communicate via email with each teacher on 1) thoughts or discoveries from each session and 2) how many more sessions will be needed with that child. Please give the student time to think about their actions and give this step time to make a difference before moving to the next step. Consistency is the key.
7. **Office Referral** - If the problem continues, an office referral should be completed. The steps laid out above should be consistently followed for all behavior problems in the classroom. If the behavior does not change, then we move toward office referral. Please see the information below regarding office referrals.

**Major Referrals**

Major referrals are referrals that are handled at the office level. These types of behaviors will be addressed by the admin team. A list of problem behaviors that qualify as major is included on the attached Discipline Flow Chart. Please consider the following reminders for dealing with Major Referrals:

* Please remember to never threaten to send students to the office if their behavior does not change.
* A Major Referral should be completed in SWIS for every behavior that qualifies as Office Managed on the Discipline Flow Chart.
* After Major Referral in SWIS, the student(s) should be sent to the Copy/ISS room. The student should bring the pink Office Referral pass with them.
* Please make sure to completely fill out the Major Referral form in SWIS. Describe the specific actions/behaviors students exhibited.
* PK-2nd grade Major Referrals should be sent to the assistant principal, 3rd-5th grade Major Referrals should be sent to the principal.
* Major Referral Consequences:
  + 1st Major Referral: Student Conference - Admin remind students of our expectations for behavior at Sunset and the importance of following the procedures in the classroom and respecting adults.
  + 2nd Major Referral: 1) Parent Contact - Admin contacts parents via phone or conference to communicate behavior concerns. 2) Time-out in ISS - Students can spend up to 4 hours in ISS.
  + 3rd Major Referral: 1) Parent Contact - Admin contacts parents via phone or conference to communicate behavior concerns. 2) Lunch or Activity Detention - Student must eat lunch in the ISS room or student will go to ISS room in place of Activity class
  + 4th Major Referral: 1) Parent Conference. 2) 1 day in ISS.
  + 5th Major Referral: 1) Parent Conference. 2) 1-3 days in ISS. 3) OSS 4) Behavior Contract
  + Please note: The administrator may do less than the consequence at each step but not more (except in the case of extreme behaviors). Circumstances surrounding the behavior, the nature of the behavior, and the length of time since the last referral are some of the factors that enter into the administrator’s decision about the consequence.

**Monitoring of Student Behavior**

If we see students with a pattern of problem behavior, we want to closely monitor them in the same way we monitor academic data for students struggling in the classroom. We will use the following guidelines for monitoring behavior data this year.

1. **Weekly Behavior Chart** - Anytime a student receives 5 Minor Referrals or 2 Major Referrals, the teacher will begin using the weekly behavior chart to track student behavior. Please see the attached weekly behavior chart. The teacher should adjust the chart to meet the specific needs of each student. The chart should be reviewed with the student and parent in a parent conference. In this conference, the group will decide on 2 goals to focus on using the chart. Ask yourself this question to help determine the goals, “If we could fix just 2 goals to improve Josh’s behavior, what would they be?” The teacher will give a rating for each goal (0,1,2) every day. 0 = the student did not meet the goal before lunch or after lunch. 1 = the student met the goal before or after lunch, but not the other time frame. 2 = the student met the goal all day. The points add up to give a daily and weekly total. After determining the goals, the team should decide on the incentives. It is helpful to include the student in developing the incentives. For reaching 12 points, students should receive 3 additional starbucks. For reaching 16 points, students should receive 5 additional starbucks. An incentive should be decided for reaching all 20 points, such as 30 minutes of computer time, 30 minutes to read independently, 30 minutes to color, etc. The report should be sent home each week and signed/returned by the parent. If students earn at least 16 points for 3 weeks in a row, they no longer need the weekly behavior chart. Consistency is the key.
2. **Daily Behavior Chart** - Anytime a student receives 10 Minor Referrals or 4 Major Referrals, the teacher will begin using a daily behavior chart to track student behavior. The teacher should be utilizing the weekly behavior chart before beginning the daily behavior chart. Please see the attached daily behavior chart. The teacher should adjust the chart to meet the specific needs of each student. The chart should be reviewed with the student and parent in a parent conference. In this conference, the group will decide on 2 goals to focus on using the chart. Ask yourself this question to help determine the goals, “If we could fix just 2 goals to improve Josh’s behavior, what would they be?” The teacher will give a rating for each goal (0,1,2) for 3 different time frames in the day (7:30-10:00, 10:00-12:00, 12:00-3:30) every day. 0 = the student did not meet the goal at all during the time frame. 1 = the student met the goal occasionally during the time frame. 2 = the student met the goal throughout the time frame. The points add up to give a daily and weekly total. After determining the goals, the team should decide on the incentive for earning all points. For reaching 36 points, students should receive 3 additional starbucks. For reaching 48 points, students should receive 5 additional starbucks. An incentive should be decided for reaching all 60 points, such as 30 minutes of computer time, 30 minutes to read independently, 30 minutes to color, etc. The report should be sent home each week and signed/returned by the parent. If students earn at least 48 points for 3 weeks in a row, they no longer need the daily behavior chart, and can be monitored using the weekly behavior chart instead. Consistency is the key.
3. **Functional Behavior Assessment (FBA)** - For students that do not respond to the behavior charts, we will have discussions about beginning a FBA. These decisions will be made on a per student basis. If the teacher feels like more support is needed than what is being provided in the Daily Behavior Chart, the teacher should speak with the admin team to inquire about completing an FBA. The Daily Behavior Chart must be completed for at least 4 consecutive weeks before an FBA will be considered. Admin has discretion to shorten this time, depending on the severity of the behavior. The Early Learning Interventionist at Sunset will assist teachers with this process for regular education students. A Special Education Teacher will assist teachers with this process for special education students.

**Behavior Interventions**

We use two different options for students needing tier 2 behavior support. We use the Behavior Intervention Plan process for students needing tier 3 behavior support.

1. **Skillstreaming** - Skillstreaming is a tier 2 intervention. Students are identified for skillstreaming by using SWIS referral data. The referral data is analyzed by the admin team to determine the bottom quartile of students with Major and Minor Referrals. Depending on student behavior and specific needs, the student may be assigned to participate in Skillstreaming. Skillstreaming is an intervention designed to be used in small groups to teach students social skills. The Skillstreaming curriculum is vast and allows for students to plug-in to the program at their specific area of concern. The school Guidance Counselor facilitates the Skillstreaming groups. To determine which section of the curriculum is needed, the teacher and parent separately complete a checklist. The ratings from the checklist are analyzed by the Guidance Counselor to place the students in the curriculum. Students are rewarded weekly by the Guidance Counselor (using starbucks) for strong, positive participation in the Skillstreaming groups. Students may exit the Skillstreaming intervention if they have 3 consecutive weeks with no Major or Minor Referrals. Consistency is the key.
2. **Check-in / Check-out (CICO)** - CICO is a tier 2 intervention. Students are identified for CICO by using SWIS referral data. The referral data is analyzed by the admin team to determine the bottom quartile of students with Major and Minor Referrals. Depending on student behavior and specific needs, the student may be assigned to participate in CICO. Students in CICO are assigned an adult mentor (a school employee) who has been trained in the CICO process. The student checks in with the adult mentor at the start of the day. During the check in, the mentor encourages the student and gives the student a daily behavior tracking document called a SHINE Sheet. The student’s teachers use the SHINE Sheet to rate the student’s behavior on the SHINE expectations. At the end of the day, the student checks out with his or her mentor. They discuss that day’s SHINE Sheet and the mentor records the results of the SHINE Sheet. The SHINE Sheet goes home with the student to be given to the parent. Students are phased out of CICO for meeting the goal which appears on the SHINE Sheet. Consistency is the key.
3. **Early Learning Interventionist (ELI)** - The Early Learning Interventionist at Sunset will primarily work with PK-2nd grade students. Students will be identified for intervention with the ELI by the admin team. Teachers must speak with admin in order to have the ELI begin working with students. The ELI will have a sensory classroom to take students for intervention. The ELI will work closely with homeroom teachers to assist with implementing behavior interventions and training the student on the interventions. The ELI will also assist the teacher by reviewing behavior strategies to be used as part of Tier 1 behavior instruction. Consistency is the key.
4. **Behavior Intervention Plan (BIP)** - A BIP is a tier 3 intervention. Before a BIP can be written, an FBA must be conducted first to give the data needed to correctly write the BIP. In order to be considered for FBA/BIP, the student must first be receiving one of the tier 2 interventions mentioned above. The teacher and admin must agree the student needs tier 3 support before proceeding with the FBA/BIP process. Once the FBA is completed, the data will be sent to the county behavior specialist for assistance in writing a BIP. The BIP will lay out specific interventions and strategies to be used by the teacher, support staff, and paras in the classroom to support behavior. The BIP must be followed exactly as written. The parent will be included in the initial meeting to discuss the BIP and will be updated throughout the BIP process. Specific documentation and communication with the parents will be detailed in the BIP. Consistency is the key.

**Additional Tools**

Here are additional tools that teachers should consider when working with students who are exhibiting difficult behaviors:

1. **Difficult Behavior Reflection** - Teachers dealing with difficult behaviors from a student should remember that all behaviors are communication. To that end, it is important to determine what exactly the student is trying to communicate with the difficult behavior he or she is exhibiting. The Difficult Behavior Reflection can be used to help the teacher identify the root cause of the behavior. The Difficult Behavior Reflection will be provided by admin.
2. **Better Choices Sheet** - Students exhibiting difficult behaviors should reflect on their behaviors and identify how they can make a different choice in the future. This process of reflecting and identifying better choices must be taught to students. The Better Choices Sheet is a way to help students reflect on their behavior and to identify better choices for the future. The Better Choices Sheet will be provided by the admin.
3. **Apology Slip** - Students who can empathize with those that they have hurt and who show remorse are less likely to continue to make bad choices. The Apology Slip is similar to the Better Choices Sheet in that it leads students to reflect on what they did and what they can do differently in the future. It goes further than the Better Choices Sheet by having the student identify what he or she would like to say to the person that was harmed. The Apology Slip will be provided by the admin.
4. **Behavior Cards** - Each grade level has a set of behavior cards that provides suggestions about how to handle the difficult behaviors that a student may be exhibiting. The grade group leaders have the cards.

**Definitions of Office Managed and Classroom Managed Behaviors**

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| **Office Managed Behaviors** | **Definition** |
| Weapons | Student is in possession of knives and/or guns (real or fake), or any other object capable of causing bodily harm. |
| Fighting | Student is involved in an incident involving physical violence including punching and/or kicking. |
| Aggressive Physical Contact | Student is involved in an incident involving physical contact including pushing and/or shoving. |
| Chronic Classroom Referrals | Student continually receives classroom referrals. |
| Aggressive Language | Student makes threats verbally that involves threats and/or intimidation of harm. |
| Threats | Student delivers threat of harm. |
| Harassment | Student pressures or intimidates with the use of words that makes the target feel uncomfortable. |
| Skipping Class | Student leaves or misses class without permission. |
| Inappropriate Items | Student is in possession of items that cause distraction from learning and/or could cause harm to others. |
| Vandalism | Student deliberately causes damage to school property or property of others. |
| Bullying | Student engages in repeated unkind acts to others of lesser power. |
| Disrupting Class (major) | Student engages in behavior causing an interruption in a class or activity. (Ex: yelling or screaming, noise with materials, sustained out of seat behavior) |
| Stealing (more than $10) | Student deliberately takes items (or money) from others with a value more than $10. |
| **Classroom Managed Behaviors** | **Definition** |
| Preparedness | Student is not prepared for class. |
| Calling Out | Student engages in language or actions that cause a disruption to the learning environment. |
| Failure to Follow Directions | Student fails to follow directions. |
| Disrespect | Student engages in socially rude messages to adults and students. |
| Refusing to Complete Work | Student refuses to complete assigned tasks. |
| Inappropriate Attitude | Student displays negative actions or mannerisms that prevent learning. |
| Electronic Devices | Student is in possession of electronic devices during school hours without permission. |
| Inappropriate Comments | Student delivers messages to others that contain information not appropriate for school. |
| Food or Drink | Student consumes food or drink without permission. |
| Inappropriate Language (minor) | Student engages in low-intensity use of inappropriate language. |
| Internet Violation | Student engages in inappropriate use of internet/technology. |
| Disrupting Class (minor) | Student engages in behavior causing a minor interruption of a class or activity. |
| Lying | Student is dishonest about academic or social situations. |
| Out of Seat | Student engages in activity out of his/her seat without permission causing disruption of learning. |

