

## School-wide Positive Behavior Plan (SPBP)

To be implemented in pre-planning 2017

### Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → *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, 2017:**

School Name: Blanche Ely High School
School Number: 0361
SPBP Contact Person: Teresita M. Chipi
Direct Phone Number: (754) 322-0976

## CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

**1A. List your current (SY 2016/17) 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
Teresita M. Chipi	Assistant Principal	Administration
Gillian McIntosh-Brown	SPBP Point of Contact (POC)	Rtl/SAC/ 9-12 Grade Instructional
Conrad Brown	Parent/Community Representation	SAC
Djuna Robinson	BTU Representative	BTU
Anthony Jordan	Security Specialist	ALL Non-Instructional/SAC
JoAnn Labossiere	Social Worker	Rtl
Yolanda McCoy	Teacher	12 <sup>th</sup> Grd Instructional/Faculty Council
Connie McGirt	Teacher	Social S. Instructional/Faculty Council
Kurt McNabb	Teacher	Science Instructional/Faculty Council
Leslie Rainer	Teacher	11 <sup>th</sup> Grd Instructional/Faculty Council
Dennis Smith	Teacher	Math Instructional/Faculty Council
Steve Woloszn	Teacher	ELA Instructional/SAC

**1B. Schedule and document your team meetings for 2017/18 school year:** (minimum of 4)

Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
08/17/17	12:00 noon	Gillian McIntosh-Brown
10/20/17	12:00 noon	Gillian McIntosh-Brown
01/08/18	12:00 noon	Gillian McIntosh-Brown
03/23/18	12:00 noon	Gillian McIntosh-Brown

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

**2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

Action Steps:	Date(s) (Before April 30 <sup>th</sup> THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	3/24/2017	Staff was asked for input on Early Release, 2/23/17, through the anonymous Staff Survey provided by SBBC; over 50% responded. Staff was presented with a draft of the SPBP via staff meeting and asked for final input. Feedback was received and taken into consideration to finalize plan for presentation to SAC and faculty.
Presented the 2017/18 SPBP to stakeholders (parents and community)	4/18/2017	A copy of the proposed SPBP was presented to all SAC members via email and at the monthly meeting. The SPBP plan was discussed at SAC. SPBP Committee members answered all questions regarding the plan as recorded in the minutes.
Held a faculty vote on the 2017/18 SPBP	4/25/2017	% approved: <u>77.2%</u>

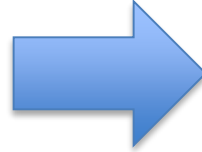
**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

Action:	Date(s) (NEXT YEAR)	Content
Provide a professional development on the 2017/18 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 1. 8/17/2017	The team will present the SPBP for the 17/18 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 2017/18 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2017 1. 9/19/2017	
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. 9/14/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 10/20/2017	
	3. 1/8/2018	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.
	4. 3/23/2018	

## CRITICAL ELEMENT # 3: School-wide Expectations

### 3A. Collect behavior data from BASIS 3.0:

Top 10 <u>Behavior</u> Incidents (put N/A in any blank spaces)
ZL: CLASS CUT/SKIPPING
SB: UNRULY/DISRUPTIVE BEHAVIOR
01: DISOBEDIENCE/INSUBORDINATION
F2: FIGHTING - MEDIUM
ZI: FIGHTING – MINOR/ALTERCATION/ CONF
SG: GAMBLING
02: INSULTING/PROFANE/OBSCENE LANGUAGE
ZG: LEAVING CAMPUS W/O PERMISSION
ZX: PROFANITY TO STAFF MEMBER
22: BATTERY



### 3B. Group similar problem behaviors to develop:

3-5 Negative <u>Characteristics</u>
Apathy
Disrespect
Offensiveness



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

3 – 5 Positive Replacement <u>Characteristics</u> = your <b>School-wide Expectations</b>
Be the change you want to see.
Be respectful to others.
Be cooperative.

**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:** Be the change you want to see!

Definition of expectation:	
To manifest or exhibit enthusiasm, always putting forth your best disposition and doing your best.	
Rationale for having this expectation	
When students and adults put forth maximum effort in all situations, we can focus on learning and on achieving at the highest level.	
Positive examples: "looks like"	Non-examples
Arriving to school/class on time every day.	Being late to school/class or not going to school/class.
Helping others when in need.	Putting others down.
Keeping the school grounds clean.	Throwing trash anywhere on school grounds.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>	
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Introduction: Teacher will provide a brief overview of the expectation.	
2. Students will provide a definition of and the rationale for having the Expectation. The teacher will share the definition and rationale as written in the SPBP.	
3. Lesson Format: Students will watch video on " <u>Responsibility</u> " from <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/">http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/</a>	
4. Activities: using the Socratic Method, students will discuss the impact that IRRESPONSIBLE behavior may have on their school life.	
5.	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	09/07/2017 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 02/01/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
All teachers/School-wide across grades 9-12.	In the classrooms.

**Teaching School-wide Expectations**  
Lesson Plan

**School-wide Expectation #2: Be respectful to others!**

Definition of expectation:	
The ability to maintain constructive behavior at all times and to move forward in a direction of progress.	
Rationale for having this expectation	
When students and adults follow rules and exhibit civil behavior in all situations, a safe learning environment is created that is conducive to learning.	
Positive examples: "looks like"	Non-examples
Ignoring the rude behavior of others.	Yelling out, cursing or making threats to others.
Keepings hands to self while walking down the hall.	Bumping into others in the hall.
Picking up after yourself after eating.	Leaving food and garbage on the table.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>	
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Introduction: Teacher will provide a brief overview of the expectation.	
2. Students will provide a definition of and the rationale for having the Expectation. The teacher will share the definition and rationale as written in the SPBP.	
3. Lesson Format: Students will watch video on " <u>Respect</u> " from <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/">http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/</a>	
4. Activities: students will make posters during the class period, providing examples and non-examples on what it means to them to "Be Respectful".	
5.	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	10/05/2017 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 03/01/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
All teachers/School-wide across grades 9-12.	In the classrooms.

**Teaching School-wide Expectations**  
Lesson Plan

**School-wide Expectation #3: Be cooperative!**

Definition of expectation:	
Displaying a collaborative and an accommodating disposition with those with whom one is closely associated or of the institution with which one is closely associated.	
Rationale for having this expectation	
When students and adults demonstrate a spirit of cooperation at work, school and within their community a society is created where respect, tolerance, service and growth is a way of life.	
Positive examples: "looks like"	Non-examples
Walking directly to your destination.	Gathering in groups waiting for the bell to ring and then proceeding to go to class.
Following the established rules and the directions given by staff.	Indifferent or apathetic regarding school attendance.
Speaking in pleasant tone and voice level 1-2.	Arguing with others, shouting or name calling.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>	
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. Introduction: Teacher will provide a brief overview of the expectation.	
2. Students will provide a definition of and the rationale for having the Expectation. The teacher will share the definition and rationale as written in the SPBP.	
3. Lesson Format: Students will watch video "Cooperation" from <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/">http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary/</a>	
4. Activities: students will write a short paragraph (5-7 sentences) on a teacher who demonstrates "cooperation" listing at least three attributes that support the student's claim (e.g. Mr. John Doe stands at the door every period. He is modeling cooperation.).	
5.	
<b>WHEN</b> will this lesson plan be taught?	
<b>Beginning of school year</b> date(s) and time(s):	12/07/2017 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 05/03/2018 or 05/10/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
All teachers/School-wide across grades 9-12.	In the classrooms.

## 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
School grounds (front circle, alleyway, by portables, food court)	29
School wide	25
Hallway	22

**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			
<b>Expectations</b> Copy and paste expectations from 3C.	<b>Locations</b> Copy and paste locations from 4A.		
	Location #1: School grounds	Location #2: School wide	Location #3: Hallway
	<b>Rules</b>	<b>Rules</b>	<b>Rules</b>
Expectation #1: Be the change you want to see	Report to school and class on time every day.	Wear school appropriate clothing as described by the SBBC Dress Code.	Walk directly to your destination.
Expectation #2: Be respectful to others	Walk away from the rude behavior of others.	Keep hands and feet to self.	Use a Level 1-2 conversation Level.
Expectation #3: Be cooperative	Follow the rules and directions given by staff.	Clean up your area and throw away all trash in the receptacles provided.	Have a pass during class time.
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:** School grounds

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Report to school and class on time every day.	Arriving to class with time to get ready to learn.	Being truant from school or skipping.
Walk away from the rude behavior of others.	Walking straight to class.	Stopping along (to talk on cell phone, at vending machines, etc.) on your way to class.
Follow the rules and directions given by staff.	Reporting dangerous/harmful/suspicious behavior.	Being loud and rowdy.
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. <b>Be specific enough so the resources can be located by anyone.</b>		
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>		
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>		
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>		
1. Introduction: Teacher will provide a brief overview of the rules for the specified location, school grounds.		
2. Students will provide a definition of and the rationale for having the rules.		
3. Lesson Format: Students will read an Article on “Rudeness” from <a href="http://thoughtcatalog.com/dan-ashley/2014/02/americans-are-rude-thoughtless-and-inconsiderate-how-far-will-we-go/">http://thoughtcatalog.com/dan-ashley/2014/02/americans-are-rude-thoughtless-and-inconsiderate-how-far-will-we-go/</a>		
4. Activities: students will read the article and then write a reflection (5-7 sentences) on the points exposed by the author, taking a position either for or against the author’s point of view.		
5.		
<b>WHEN</b> will this lesson plan be taught?		
<b>Beginning of school year</b> date(s) and time(s):	09/14/2017 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 02/22/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period	
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.	
<b>WHO</b> will teach this lesson plan?		<b>WHERE</b> will the lesson plan instruction occur?
All teachers/School-wide across grades 9-12.		In the classroom.

## Teaching Rules Lesson Plan

**Location #2:** School wide

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Wear school appropriate clothing as described by the SBBC Dress Code.	Wearing clothing that covers from the top of the shoulders to mid-high.	Wearing school-inappropriate clothing that exposes the midriff.
Keep hands and feet to self.	Respecting someone else's "personal space".	Having a physical altercation with someone at school.
Clean up your area and throw away all trash in the receptacles provided.	Throwing away the lunch tray in the trashcan.	Throwing cans or bottles on the floor.
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. <b>Be specific enough so the resources can be located by anyone.</b>		
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>		
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>		
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>		
1. Introduction: Teacher will provide a brief overview of the rules for the specified location, school wide.		
2. Students will provide a definition of and the rationale for having the rules.		
3. Lesson Format: Students will watch a video on "Why Rules are Important" from <a href="https://www.youtube.com/watch?v=12_FHmA9lQ">https://www.youtube.com/watch?v=12_FHmA9lQ</a>		
4. Activities: Students will write a reflection (5-7 sentences) to answer the following questions: a) Why is it important for schools to have designated rules for specific areas of the school campus that are understood and followed by all? How do our school-wide Rules tie directly back to the school-wide Expectations?		
5.		
<b>WHEN</b> will this lesson plan be taught?		
<b>Beginning of school year</b> date(s) and time(s):	11/02/2017 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 04/05/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period	
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.	
<b>WHO</b> will teach this lesson plan?		<b>WHERE</b> will the lesson plan instruction occur?
All teachers/School-wide across grades 9-12.		In the classroom.

## Teaching Rules Lesson Plan

**Location #3:** Hallway

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Walk directly to your destination.	Reporting directly to the library.	Roaming the campus without any urgency of arriving to class on time.
Use a Level 1-2 conversation Level.	Speaking in a conversational tone using a Level 1-2 voice.	Yelling, screaming or using indecorous language.
Have a pass during class time.	Asking your teacher for a pass when going to the bathroom.	Going to see your guidance counselor without a pass or previous appointment.
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. <b>Be specific enough so the resources can be located by anyone.</b>		
1. <a href="http://www.browardprevention.org/instructional-strategies/character/curriculum-2/primary">www.browardprevention.org/instructional-strategies/character/curriculum-2/primary</a>		
2. <a href="http://www.educationworld.com/a_admin/admin/admin493.shtml">www.educationworld.com/a_admin/admin/admin493.shtml</a>		
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>		
1. Introduction: Teacher will provide a brief overview of the rules for the specified location, hallway.		
3. Students will provide a definition of and the rationale for having the rules.		
4. Lesson Format: Students will watch video on “Good Manners” from <a href="http://www.youtube.com/watch?v=kNSZ50fpQbY&amp;nohtml5=False">www.youtube.com/watch?v=kNSZ50fpQbY&amp;nohtml5=False</a>		
5. Activities: After making a list of the Good Manners presented in the video, divide students into two groups (those in favor, those against) to debate the following: a) Do manners become “outdated” over time? B) Should good manners change from generation to generation? Is it as important today as it was in the 1950s to have good manners?		
5.		
<b>WHEN</b> will this lesson plan be taught?		
<b>Beginning of school year</b> date(s) and time(s):	01/11/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period 05/03/2018 or 05/10/2018 during 2 <sup>nd</sup> or 6 <sup>th</sup> Period	
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?	
All teachers/School-wide across grades 9-12.	In the classroom.	

## CRITICAL ELEMENT #5 Reward and Recognition Programs



**NEW element:** refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtsrti/rtib/>

**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
<b>A. What do students need to do to earn the reward?</b> >Link to expectations and rules >Must be measurable	Any student not late to class more than 2 times during each quarter will receive a voucher for a free treat.
<b>B. What reward/recognition will they earn?</b> >Include person(s) responsible for organizing	Students will receive a voucher for a free treat. Ms. Gilbert, Guidance Director
<b>C. How will you collect data to determine who has earned the reward?</b> >include person(s) responsible for organizing and analyzing	Analysis of attendance report. Ms. Gilbert, Guidance Director
<b>D. When and how will the reward be provided?</b> >Include timeline >Include actual date	The reward will be provided at the end of each quarter. 10/19/2017, 12/22/2017, 03/22/2018, 05/31/2018

## 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. Talking back at teacher/adult.	<b>Student responds rudely or with hostility to the teacher or adult.</b>	1. <b>Repetitive Minor Misbehaviors</b>	<b>More than 2 minor behaviors in 1 block</b> (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Being off task.	<b>Student is not engaged in the current classroom activity.</b>	2. Continuing to engage in off-task behavior.	Student is not engaged in the current classroom activity after being redirected 2 or more times.
3. Ignoring teacher’s/staff instructions.	<b>Student does not follow teacher’s directions the first time given.</b>	3. Failing to respond to teacher’s/staff request repeatedly.	Student does not follow teacher’s/staff directions after being redirected 2 or more times.
4. Staying out of class for an extended amount of time when on a pass.	<b>Student is not physically present inside the classroom for a period longer than allocated. (e.g. 3 min bathroom pass turns into 15 min, etc.)</b>	4. Asking for bathroom pass but returning with items (e.g. food, beverage, copies, lunch, HW, etc.).	Student is not physically present inside the classroom for a period longer than allocated after teacher-student conference 2 or more times.
5. Being out of seat	<b>Student is not physically sitting in his/her assigned seat.</b>	5. Using insulting/obscene language.	Student is not physically sitting in his/her assigned seat after being redirected 2 or more times.
6. Arriving to class b/w 5-30 minutes late- 1 <sup>st</sup> occurrence	<b>Student is not physically in the classroom at the tardy bell.</b>	6. Arriving to class more than 30 minutes late.	Student is not physically in the classroom at the tardy bell after teacher-student conference 2 or more times.

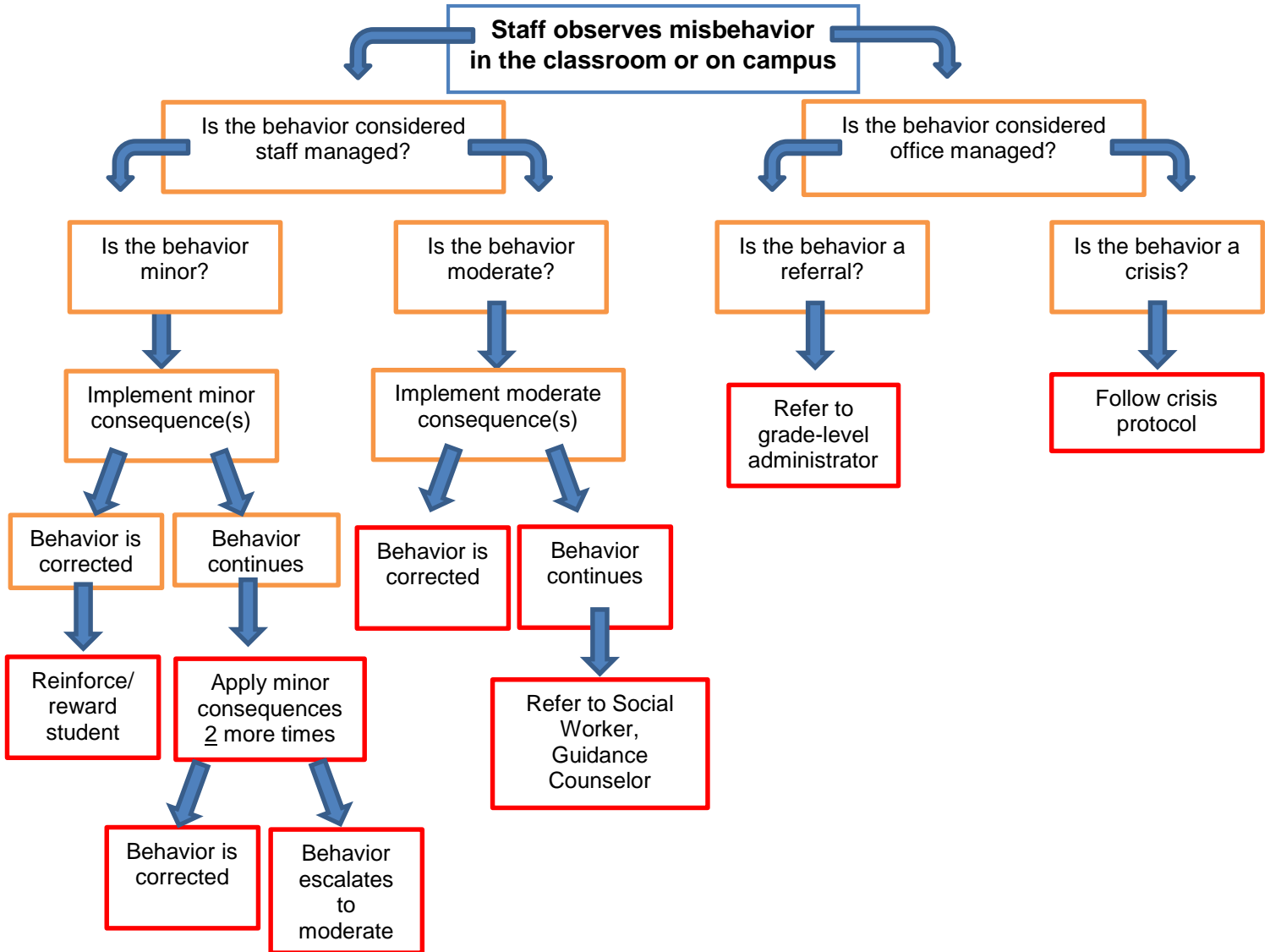
**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

Consequence Menu for <b>Minor</b> Misbehaviors (Staff’s choice of 5):	Consequence Menu for <b>Moderate</b> Misbehaviors (Staff’s choice of 5):
• Warning	• Parent contact
• Redirection	• Staff Detention—1/2 hour to be served in Detention Hall with assigned Detention-Hall personnel
• Seat change	• Staff Detention—1 hour to be served in Detention Hall with assigned Detention-Hall personnel
• Modeling/Practice	• Referral to peer counseling, social worker or guidance counselor
• Student-teacher conference	• Parent-teacher conference

**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.)**

<b>Office Discipline Referrals (ODRs)</b>	
Behavior	Definition
1. Repetitive moderate misbehaviors	<b>More than <u>1</u> moderate misbehaviors in <u>1</u> <b>block</b></b> (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. ZL: CLASS CUT/SKIPPING	Deliberate/willful refusal to attend an assigned class.
3. SB: UNRULY/DISRUPTIVE BEHAVIOR	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment.
4. 01: DISOBEDIENCE/INSUBORDINATION	Failure to obey a reasonable or repeated instruction or request from a member of the school staff.
5. ZX: PROFANITY TO STAFF MEMBER	Use of insulting, abusive, obscene, or vulgar language or conduct in any form (verbal, written, or gestures) directed toward an employee of the School Board of Broward County.
6. 02: INSULTING/PROFANE/OBSCENE LANGUAGE	Use of insulting, abusive, obscene, or vulgar language in any form (verbal, written, or gestures). This includes, racially or sexually offensive conduct that has the potential to escalate into a disruption on campus or a substantial disruption of the learning environment.

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/mtsrti/rtib/>

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

Total Population: # Referrals	2006 # Students	Calculation to determine % rate	%	Core Evaluation	
1 Referral	112	$(\text{Total Pop} - (\# \text{ of 2-5 Students}) - (\# \text{ of } >5 \text{ Students})) \div \text{Total Pop} =$	97.8%	<b>Universal students:</b> (# 0-1 Referrals should be >80%)	>80%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2-5 Referrals	40	$(\# \text{ of 2-5 Students}) \div \text{Total Pop} =$	2.0%	<b>At risk students:</b> (# 2-5 Referrals should be <15%)	<15%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
>5 Referrals	4	$(\# \text{ of } >5 \text{ Students}) \div \text{Total Pop} =$	0.2%	<b>High risk students:</b> (# >5 Referrals should be <5%)	<5%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

### 7B. If all 3 are "YES", your Core is Effective. **Is your core behavior curriculum effective?**

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<p>If <b>YES</b>, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?</p> <p>Beginning in pre-planning 2017-18, administration will check whether the 44 students with &gt;1 referral are still enrolled. If so, we will consider CPST referral and/or a personalized behavior plan for each student.</p>	<p>If one or more are "NO", what supports and interventions will you implement at the beginning of the next school year to improve your core?</p> <p>N/A</p>

**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. Grade-level Assistant Principals and SPBP Team	School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus (“marketing”).	By the end of each Quarter, 80% of the posters will still be posted across campus.	At the end of each quarter: 1. 9/14/2017 2. 10/20/2017 3. 1/8/2018 4. 3/23/2018	Through Staff meeting on Pre-planning week: 8/17/17 Through PSD sessions: 09/07/17, 10/05/17, 11/02/17, 12/07/17, 01/11/18, 02/01/18, 03/01/18, 04/05/18
2. Grade-level Assistant Principals (AP)	<b>Behavior lesson plans</b> are being taught as written	80% of teachers will have behavior lesson plan documented in teacher log as observed by the AP.		Through Staff meetings at the end of quarter : 1. 9/14/2017 2. 10/20/2017 3. 1/8/2018 4. 3/23/2018
3. Grade-level Assistant Principals and SPBP Team	<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	80% of referrals will meet criteria as written in the SPBP.		Through PSD sessions: 09/07/17, 10/05/17, 11/02/17, 12/07/17, 01/11/18, 02/01/18, 03/01/18, 04/05/18

**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. Assistant Principals and SPBP POC	See critical element 3A. Quarterly <b>behavior incident</b> data.	90% of students will have 1 or less Battery referrals.	At the end of each quarter: 1. 9/14/2017 2. 10/20/2017 3. 1/8/2018 4. 3/23/2018	Quarterly—on teacher planning day at end of each marking period.
2. Assistant Principals and SPBP POC	See critical element 4A. Quarterly <b>top 3 event locations</b> data.	20% or less students will have 1 or less ODR incidents on school grounds, schoolwide or in the Hallway.		Quarterly—on teacher planning day at end of each marking period.
3. Assistant Principals and SPBP POC	See critical element 7. Quarterly <b>core effectiveness</b> data.	90% students will have 1 or less ODR.		At scheduled SAC/SAF/Staff/SPBP Team Meetings.