

Antelope Elementary Behavior Plan

Purpose

The purpose of Antelope Elementary's Behavior Plan is to help students achieve their educational goals. Learning is enhanced in a physically and emotionally safe environment where every student is respected, safe, and free from danger. We believe that all people should be treated with dignity and respect. Our plan is based on four overarching expectations.

Antelope Elementary Expectations

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be Caring



These rules are displayed throughout the school. All staff members will be trained annually on behavior expectations and the school's behavior plan. This plan is based on the principles of PBIS (Positive Behavioral Interventions and Supports). According to pbis.org, "The school-wide application of **positive behavior support (PBS)** is a prevention-oriented approach to student discipline that is characterized by its focus on defining and teaching behavioral expectations, rewarding appropriate behaviors, continual evaluation of its effectiveness, and the integration of supports for individuals, groups, the school as a whole, and school/family/community partnerships."

Steps of the Plan

- **Teach Antelope Elementary Expectations and Safe School Rules:**
 - Administration and teachers will teach the four expectations (Be Respectful, Be Responsible, Be Safe, Be Caring) and how they apply at different locations within the school.
 - Administration will teach safe school rules, with their accompanying consequences, to all grade levels at the beginning of the school year. Rules will be retaught as needed during the year.
- **Teach Positive Behaviors through Social Emotional Learning (SEL):**
 - Students will be taught strategies for developing self-discipline, restorative practices, good citizenship, and social skills. These skills will be developed through a monthly schoolwide focus, counselor's lessons, and classroom lessons.
 - Teachers will receive professional development throughout the year on strategies and activities that promote SEL in the classroom.
- **Teach DSD Comprehensive Counseling and Guidance Curriculum:**
 - Our school counselor will use the DSD Comprehensive Counseling and Guidance Curriculum to teach lessons in the classroom. This curriculum emphasizes the DESK standards: 1. Increase Self-Awareness, 2. Develop Self-Management Skills, 3. Increase Social Awareness and

Management Skills, and 4. Encourage Student Achievement. The principles of SEL and Mindfulness will be used to teach this curriculum.

- **Promote a Culture of Bullying Prevention:**
 - Our school counselor will incorporate *Bully Blocker* anti-bullying lessons in the classroom curriculum. Implementation of our monthly positive character focus and SEL activities in the classroom will also promote a culture of bullying prevention.
- **Reteach as Needed:**
 - The One-Minute Skill Builder will be used to reteach appropriate behaviors as needed. We have employed a Recess Manager/Behavior Support Aide to provide extra support in reteaching expected behaviors and reinforcing positive student behaviors.
- **Reward Positive Behaviors in the School Setting:**
 - All Star Stickers / Classroom Parties, High Fives, Weekly Drawings, and Monthly Principal Awards will be used to recognize and reward positive behaviors.
- **Use CHAMPS and STOIC framework to structure settings that promote student success:**
 - *Structure* for success.
 - *Teach* expectations.
 - *Observe* and monitor.
 - *Interact* positively.
 - *Correct* fluently – respond to misbehavior calmly, consistently, briefly, and immediately.
- **Implement Corrective Procedures:**
 - Corrective procedures have been identified for Level 1, Level 2, and Level 3 infractions.
 - Some behaviors rise to a level of seriousness that require disciplinary actions such as Local Case Management consultation, in school suspension, out of school suspension, expulsion, referral to District Case Management, and referral to law enforcement authorities.
 - Due process, as outlined in the district’s student discipline policy, will be followed with disciplinary actions.
 - Violations of Safe School Rules are referred to District Case Management.
 - Retaliation is a serious offense and will result in disciplinary action/s as outlined above.
- **Evaluate the Plan:**
 - The school SEL/Behavior committee will meet periodically to direct the execution of the behavior plan, to evaluate success of the plan, and to adjust the plan as needed.
 - The school behavior committee will review bullying survey data to determine areas of need in bullying prevention.

DESCRIPTION OF POSITIVE BEHAVIOR REWARDS

- **All Star Stickers (class reward):**
Classes earn blue All Star Stickers for following school rules and procedures throughout the year. Stickers are used to earn a class wide All Star behavior reward.

- **High Five Tickets and Weekly Drawing (individual reward):**
 - These reward tickets are given to students who show the ability to be RESPECTFUL, RESPONSIBLE, SAFE, and CARING. High Fives may be given by any adult who witnesses positive behaviors focused on these four expectations.
 - *Back copy - placed in classroom High 5 weekly drawing box*
 - *Front copy - goes home with student*

 - **Friday drawing:** At the end of each week, one classroom from each grade level will hold a High Five drawing and will select five tickets. The winning students will receive a prize provided by the office.

- **Monthly Principal "Antelope Elementary Shining Star" Award:**
Once a month, each teacher will select one student for the Principal's "Shining Star" award. Certificates highlighting each student will be displayed on our "Shining Star" board, and students will participate in a celebration with the principal.

Antelope Elementary Corrective Procedures

Level 1 – Mild Infractions	Level 2 – Moderate Infractions	Level 3 – Severe Infractions
<p><i>Teachers address these behaviors in the classroom.</i></p>	<p><i>Teachers send notification of these behaviors to the office. Teachers address these behaviors in the classroom.</i></p>	<p><i>Teachers must send the student to the office.</i></p>
<ul style="list-style-type: none"> • Level 1 infractions are minor misbehaviors that staff can correct at the time and in the setting in which they occur. • They do not require documentation. • Implement corrective procedures for mild and moderate misbehaviors. • If this behavior continues to occur even after several corrections, teachers will make a Local Case Management (LCM) referral. • Adult response: <ul style="list-style-type: none"> ○ Correct the student at the time and in the setting in which the infraction occurs. ○ Keep records only as long needed. 	<ul style="list-style-type: none"> • Level 2 infractions typically do not require immediate administrative involvement. • They do require documentation. • Paperwork goes to the office (<i>notification, not referral</i>). • If this behavior is repeated, teachers will make an LCM referral. • Implement corrective procedures for mild and moderate misbehaviors. • Adult response: <ul style="list-style-type: none"> ○ Correct the student at the time or assign a delayed correction. ○ Complete an <i>incident notification form</i> that goes to administration. 	<ul style="list-style-type: none"> • Level 3 infractions are serious misbehaviors that require immediate administrative involvement and written documentation. • Level 3 infractions include behaviors that are: <ul style="list-style-type: none"> ○ Illegal ○ Physically dangerous ○ Put the staff member at risk of losing control of the situation ○ Safe Schools violations ○ Flagrant disrespect ○ Racial and gender-based teasing ○ Bullying and harassment ○ Egregious obscene language ○ Refusal to follow reasonable adult directions • Disciplinary actions may include LCM consultation, in school or out of school suspension, expulsion, referral to District Case Management, and referral to law enforcement. • Adult response: <ul style="list-style-type: none"> ○ Notify the office that the student is coming to the office or call for help to escort the student from the situation. ○ Complete an <i>incident referral form</i> that goes to administration.