

West Point Elementary Behavior Support Plan 2020-2021



Schoolwide Rules—please review at least once a week with your class.

Wildcat 5:

1. Be in the right place at the right time
2. Keep hands, feet, and objects to self
3. Follow directions the first time
4. Treat others with kindness
5. Show respect for school and personal property

► **Posted Expectations**

Expectations are posted throughout the school specifically stating the expectations in each designated area. (recess, bathroom, drinking fountain, library, etc.)

Assembly

- **C.L.A.P.**

- Control body and voice
- Listen attentively
- Appropriate response
- Pockets on floor/chair



Computers

- **C.L.I.C.K.**

- Correct computer
- Listen to directions
- Internet safety
- Careful handling
- Keep on task



Bus

- **R.I.D.E.**

- Respect others on bus
- In seat
- Decreased noise
- Enter and Exit safely



Drinking Fountain

- **D.R.I.N.K.**

- Don't push and shove
- Remember to drink quickly
- Include space between students
- Never put objects in fountains
- Keep voice quiet while waiting



Hallway

- S.T.E.P.

- Straight line
- Turn voice off
- Everyone walks to the right
- Pride in our school



Library

- R.E.A.D.

- Respect library space
- Ears on
- Accountable with books
- Dismiss quietly



Lunchroom

- C.H.E.W.

- Control body and voice
- Help Clean Up
- Everyone is a friend
- Walking feet



Office

- H.E.L.P

- Hold on until they can help you
- Enter and exit quietly
- Let them know what you need
- Please stay behind the counter



Prep Classes

(Music, Art, Computer, P.E.)

- P.R.E.P.

- Polite entry and exit
- Respectful voice and body
- Ears on
- Put away equipment



Recess

- S.A.F.E.

- Share and fair
- Assigned area
- Follow directions 1st time given
- Everyone is included—be a friend



Restroom

- Shhhh & Out

- Hush
- Flush
- Wash
- Trash

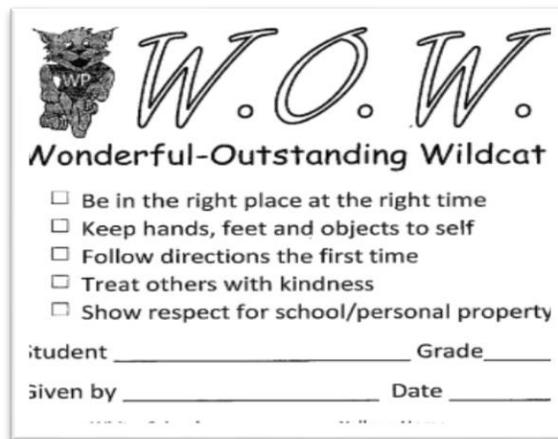


Positive Behavior Reinforcement System

► Individual Rewards

1. W.O.W. Tickets

Teachers and staff members may choose to give individual students a W.O.W. (Wonderful- Outstanding Wildcat) ticket who show exemplary behavior in one or more of the “Wildcat 5” expected behavior areas. It is appropriate for all staff members to give W.O.W. Tickets to a student when these behaviors are noticed, and teachers may give them to their own students. The tickets will be in duplicate--the white copy stays at school (you may choose to add it to a student portfolio or display it), and the yellow copy is sent home for parents to see. When you award a student a WOW ticket, they can come to Mrs. Gibby’s office to get a “treasure box prize” or a treat. As a guideline, students should get no more than about 2 office rewards a year. You can get these tickets in the office workroom basket.



The image shows a form for a W.O.W. (Wonderful- Outstanding Wildcat) ticket. At the top left is a small illustration of a wildcat wearing a jersey with 'MVP' on it. To the right of the illustration, the letters 'W.O.W.' are written in a large, stylized, cursive font. Below this, the text 'Wonderful-Outstanding Wildcat' is written in a bold, sans-serif font. Underneath, there is a list of five behaviors, each preceded by a small square checkbox: 'Be in the right place at the right time', 'Keep hands, feet and objects to self', 'Follow directions the first time', 'Treat others with kindness', and 'Show respect for school/personal property'. At the bottom of the form, there are two lines for text: 'Student _____ Grade _____' and 'Given by _____ Date _____'.

2. Mrs. Marshall’s MVP’s

Every month teachers will be asked to choose one student who is showing exemplary behavior or growth in the classroom. You as a teacher can decide what you want to recognize the student for, whether it is kindness towards others, consistently following directions, or achieving a personal goal in academics or behavior. These students will receive a certificate as well as a reward time and treat with Mrs. Marshall on a specified day each month. Their certificates will also be displayed in the main hallway outside of the office for everyone to see!



► Group/Class Rewards

1. “Team Tickets” (Blue and Yellow tickets)

If a class shows they can meet our school expectations as a whole, they can earn a “team ticket”. This can occur in the classroom, prep time classes, walking down the hall, in the lunchroom, during an assembly, etc. Tickets can be handed out by all staff members, but it can only be for an entire class, not an individual student.

- Every 10 tickets a class earns they get a letter on the giant bar graph in the lunchroom, working toward spelling the word “WILDCAT”. Turn tickets into Mrs. Gibby when your class has received 10 and your class will receive a letter!
- When a class spells “WILDCAT” they will earn a special “WILDCAT” activity/party with the administration. Rewards may include a Popcorn party, Snow Cone Party, Outside Game Time, or “Just Dance” Party in the gym!
- All teachers/staff can have tickets and can give them to their own class.
- Teachers/staff goal: give out at least two tickets a day. They can be found in the office workroom basket.
- Prep-time teachers can use tickets to give out if the class behaved appropriately. If a ticket is not received during prep, a teacher should communicate to the students and the teacher the issues as to why their class is not earning tickets in prep.



School-Wide Disciplinary System/Behavior Interventions

► Level 1 (Stop and Think); No Behavior Ticket Given

- **Examples** (not an exhaustive list):

Copy another's work	Destroying another's work	Out of approved area
Damage to school property	Running in the hall	Minor swearing
Tardies – morning or recess	Inappropriate clothing	Toys
Wet/muddy clothes	Refuse to work	No hall pass
Loitering in the hall	Food taken from lunchroom	Throwing snowballs
Minor disruptions	Calling out in class	Disrespectful

- Taken care of at the classroom level or in location behavior occurs
- Teachers need to have a method for keeping track of students who have continuous behavioral problems at this level.
- Follow classroom discipline/behavior management system.
- Communication home needs to be one of the first interventions before the behavior occurs multiple times.
- Teach the behavior skill the student was not able to demonstrate successfully. One-Minute Skill Builders are recommended to acquire a lasting change in behavior.

One Minute Skill Builder Process

1. Express Regard
 - Make eye contact
 - Say their name
 - Move closer
 - Use a pleasant voice and facial expression
 - Use hand on shoulder if appropriate
 - Praise for something that is currently appropriate (ex: thank you, you are doing a nice job giving me your attention)
 - Say, "When you were given/asked to (name the skill) you (describe the behavior)."
 - "A better way to (name the skill) is to (say the steps for the skill)."
 - "It is important to (name the skill) because (give a reason)."
2. Practice/Check for Understanding
 - Say, "Let's try that again. This time you need to use the steps we talked about for (name the skill)."
 - "Do you understand?" OR "Do you have any questions?"
3. Give Feedback
 - "Nice job! That time you remembered to...."

- When a student has **two-four** Level 1 infractions for the same negative behavior, **on the next infraction** they automatically receive a Behavior Ticket (Level 2)

► **Level 2 (Reflect and Refocus); Behavior Ticket**

- **Examples** (not an exhaustive list):

Repeated disruptions	Destroying property	Swearing
Public Display of affection	Play fighting	Climbing on property
Lying/Dishonesty/Stealing	Disobeying adult	Throwing food/objects
Obscene gestures/movements	Unsafe use of equipment	Talking back to adults
2-4 Level 1 infractions (of same type)		

- Behavior ticket given to student for infraction
- Taken care of at the classroom level or in location behavior occurs
- Classroom Teachers, Prep teachers, Lunchroom Aides and Playground duties are responsible for giving out Level 2 tickets
- Parents need to be contacted about the ticket by the classroom teacher by phone or email the same day it is given to the student.
- *White copy:* Sent home to parent; *Yellow Copy:* Teacher Copy (kept in student file); *Pink Copy:* Put into the behavior ticket jar in the office workroom. to be entered into Encore discipline screen by Mrs. Gibby
- Administration will work with the teacher or staff member to implement behavior interventions to help change and improve the negative behavior (using the DSD School-Based Protocols App for ideas)
- When a student **has two** Level 2 infractions (Behavior Tickets) in a 4-week period for the same negative behavior, **on the third infraction** they automatically get referred to the office (Level 3).

West Point Elementary Behavior Ticket
Level Two

Student _____ Date _____

Teacher _____ Time _____

Issuing Adult _____

Violated the following rule(s):	Location:
<input type="checkbox"/> Be in the right place at the right time	<input type="checkbox"/> Hallway
<input type="checkbox"/> Keep hands, feet, and objects to self	<input type="checkbox"/> Restroom
<input type="checkbox"/> Follow directions the first time	<input type="checkbox"/> Prep-Time
<input type="checkbox"/> Treat others with kindness	<input type="checkbox"/> Playground
<input type="checkbox"/> Show respect for school and personal property	<input type="checkbox"/> Classroom
	<input type="checkbox"/> Lunchroom

Inappropriate Behavior _____

Consequence _____

Parent/Guardian Contacted How? _____ By who? _____

White: Student Yellow: Teacher Pink: Jar

► Level 3 (Administration Involvement); Office Referral

- **Examples** (not an exhaustive list):

Defying authority	Vandalism	Illegal activities
Truancy/leaving school grounds	Threatening Others	Harassment
Fighting/Harming others	Gang activity	Sexual assault
Abusive swearing	Extreme disruption of class	Pornography
2 Level 2 infractions (of same type)	Safe School Violation	Hazing

- Student is sent down to the office with a Behavior Ticket OR accompanied by an adult so that administration has information about why the student was sent to the office. Administration will determine what action is needed and will contact parents
- If behavior needs immediate attention, don't hesitate to call the office and have us escort the student down
- Administration will work with the teacher to implement additional interventions
- If interventions are unsuccessful the teacher should bring the student to LCMT for support and next steps

► Level IV (Severe or Repeated behavior concerns); Suspension and DCMT

This level is reached:

- After Level III interventions have not solved the problem OR when the safety of the student or other students is an issue.
- Administration to determine specific course of action for student and if necessary, will consult with District Case Management Team.

