

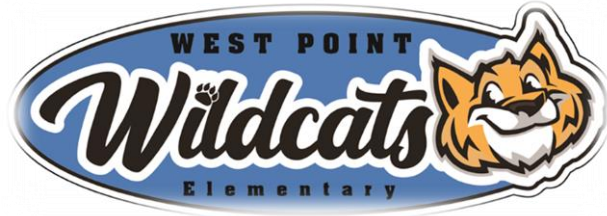
West Point Elementary Behavior Plan

Purpose

The purpose of West Point 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.

West Point 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 West Point 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-regulation, 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 and restorative practices 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 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. Additional support will be provided as needed to reteach expected behaviors and reinforce positive student behaviors.
- **Reward Positive Behaviors in the School Setting:**
 - Wildcat Stickers to earn Classroom Reward Parties, W.O.W. Tickets, Weekly Drawings, and Monthly Principal “Wildcat Pride” Awards will be used to recognize and reward positive behaviors.
- **Use Schoolwide Expectations and STOIC framework to structure settings that promote student success:**

Schoolwide Expectations:

Expectations are posted throughout the school, specifically stating the expectations for each of the designated areas:

- | | | |
|---------------------|-------------|----------------|
| ○ Assembly | ○ Hallway | ○ Prep Classes |
| ○ Bus | ○ Library | ○ Recess |
| ○ Computers | ○ Lunchroom | ○ Restroom |
| ○ Drinking Fountain | ○ Office | |

STOIC Framework:

- *Structure* for success.
- *Teach* expectations.
- *Observe* and monitor.
- *Interact* positively.
- *Correct* fluently – respond to misbehavior calmly, consistently, briefly, and immediately.

- **Implement Restorative Practices:**
 - Restorative practices are designed to build empathy and repair the harm that was done. Students reflect and act on the following four questions: 1) What happened? 2) What were you thinking at the time? 3) What have you thought about since? 4) Who has been impacted by your actions? 5) How can you make things right?
- **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

- **W.O.W. (Wonderful Outstanding Wildcat) Tickets (*individual reward*):**
These reward tickets are given to students who show the ability to be RESPECTFUL, RESPONSIBLE, SAFE, and CARING. W.O.W. tickets may be given by any adult who witnesses positive behaviors focused on these four expectations.

White copy - goes to office for a token to the Treasure Tower

Yellow copy - goes home with student

- **Wildcat Reward Parties (*class reward*):**
Classes earn stickers for following school rules and procedures throughout the year. Stickers are used to earn a class Wildcat Reward Party.
- **Monthly Principal "Wildcat Pride" Award:**
Once a month, each teacher will select one student for the Principal's Wildcat Pride award. Certificates highlighting each student will be displayed on our Wildcat Pride board, and students will participate in a celebration activity with the principal.



Schoolwide Expectations

Assembly C.I.A.P.

C CONTROL BODY AND VOICE

L LISTEN ATTENTIVELY

A APPROPRIATE RESPONSE

P POKETS ON FLOOR/CHAIR



Bus R.I.D.E.

R RESPECT OTHERS ON BUS

I IN SEAT

D DECREASED NOISE

E ENTER AND EXIT SAFELY



Computers C.L.I.C.K.

C CORRECT COMPUTER

L LISTEN TO DIRECTIONS

I INTERNET SAFETY

C CAREFUL HANDLING

K KEEP ON TASK

Drinking Fountain D.R.I.N.K.

D DON'T PUSH AND SHOVE

R REMEMBER TO DRINK QUICKLY

I INCLUDE SPACE BETWEEN STUDENTS

N NEVER PUT OBJECTS IN FOUNTAINS

K KEEP VOICE QUIET WHILE WAITING

Hallway S.T.E.P.

S STRAIGHT LINE

T TURN VOICE OFF

E EVERYONE WALKS TO THE RIGHT

P PRIDE IN OUR SCHOOL



Library R.E.A.D.

R RESPECT LIBRARY SPACE

E EARS ON

A ACCOUNTABLE WITH BOOKS

D DISMISS QUIETLY



Lunchroom C.H.E.W.

C CONTROL BODY AND VOICE

H HELP CLEAN UP

E EVERYONE IS A FRIEND

W WALKING FEET



Office H.E.L.P.

H HOLD ON UNTIL THEY CAN HELP

E ENTER AND EXIT QUIETLY

L LET THEM KNOW WHAT YOU NEED

P PLEASE STAY BEHIND THE COUNTER



Prep Classes P.R.E.P.

P POLITE ENTRY AND EXIT

R RESPECTFUL VOICE AND BODY

E EARS ON

P PUT AWAY EQUIPMENT



Recess S.A.F.E.

S SHARE AND FAIR

A ASSIGNED AREA

F FOLLOW DIRECTIONS 1ST TIME

E EVERYONE IS INCLUDED



Restroom SHHH & OUT

HU SH

FLU SH

WA SH

TRA SH

