Lake Forest Academy
Schoolwide Behavior Plan
October 3, 2022

Mission Statement

The mission of Lake Forest Academy is to provide opportunities for students to learn skills that will support their success in a traditional school setting. This will include development of interpersonal, intrapersonal, problem solving/decision making and academic skills.

After evaluating the mission statement, we find that it is extremely relevant to our students and is a succinct statement of our sole purpose. However, we did find weaknesses in the area of how effectively we are using it. We plan to relaunch it so that it will become an integral part of our positive school culture by posting it prominently in the lobby/entrance of our school and in each classroom where teachers will review it and unpack it weekly during group therapy and/or morning meeting. We are also writing a student-friendly version of the statement for posting in the classrooms and for students to recite with the morning announcements. In group therapy each week, students will be able to explain how the lessons based on school-wide SEL "word of the week" will help them develop either interpersonal, intrapersonal, problem solving/decision making, and/or academic skills.

Guidelines for Success

- Try your best.
- Manage your emotions.
- Get along with others.
- Make good decisions.
- Solve problems safely.

These guidelines have been revised for this year to align more closely with our school's mission statement. The students will recite this with the morning announcements in this format:

"Our mission is to learn the skills that will make us successful at our traditional schools.
We are a <u>**TEAM!**</u>
We will...
<u>T</u>ry our best, manage our
<u>E</u>motions, get
<u>A</u>long with others,
<u>M</u>ake good decisions, and solve problems safely."

Staff will use these guidelines to teach and practice behavior, to guide academic and behavioral discussions throughout the day, and will integrate them into Morning Meeting, Harmony, Group Games, and Group Therapy lessons which represent the times of the day that we deliver direct Social-Emotional Lessons.

We will communicate this with the students and parents by sending letters and/or emails to parents and guardians that include letters for the students that explain in detail each guideline.

Dear Parents and Guardians:

We want your child to be happy and successful at school. We believe that as parents or guardians, you play a major role in your child's education. Your continual interest in your child's progress and success is vital.

We hope to create an environment where courtesy and kindness prevail. We want your child to work on five school guidelines. These guidelines are explained in the attached letter. Please discuss them with your child. We would like you and your child to sign the attached letter. Then have your child return it to his or her classroom teacher.

We believe that communication between parents, students, teachers, and counselors is critical. If problems arise, we will work with you to find solutions.

If you have questions or concerns, please feel free to contact your child's teacher or counselor. We look forward to having a great year working with you and your child!

Sincerely,
The Lake Forest Academy Staff

Dear Lake Forest Academy Student:

Each of you is very special to us. We want you to be happy at school and to learn all that you possibly can. We have identified five guidelines that will help us all be successful.

Guideline One: Try your best.

The best way to learn something new is to practice until you can do it. If you are unwilling to try, you cannot practice. When you first try to do something, it is often difficult. But if you keep trying, it gets easier and easier. When you are taking part in lessons in school or completing assignments, do your very best. While you are participating or working on something, ask yourself, "Is this the best I can do?" If you give your best, you learn more and grow more.

Guideline Two: Manage your emotions.

You may not always be able to control your feelings in certain situations or how strongly you feel them. But during your time here at Lake Forest, you will learn some ways to take control of your thoughts and actions in response, thus managing your emotions.

Guideline Three: Get along with others.

To get along with others we must all, staff and students, be respectful, polite, accepting of differences and disagreements, willing to listen, be cooperative, be willing to apologize and forgive, be encouraging, be kind, and be friendly. We know that these are not always easy to do and during your time here at Lake Forest we will all work together to teach, learn, and practice these skills.

Guideline Four: Make good decisions.

Making good decisions means that we do not act impulsively on our emotions. Instead, we use the calming techniques that we learn here at Lake Forest so that we can calmly consider our choices and the consequences of each of those choices before we make a decision.

Guideline Five: Solve problems safely

Everyone must know that Lake Forest is a safe and supportive place to be. Treating people with respect includes such behaviors as being polite, listening to others, following directions, and not engaging in name-calling or teasing. We must learn to get along with one another, but if we are unable to, or are having a disagreement, then we must learn how to solve such problems safely.

STOIC Guidelines

All staff will use the STOIC guidelines to evaluate and revise policies and procedures for their own classrooms and for common areas and schoolwide policies.

S   Structure the environment for success
T   Teach behavioral expectations to students and staff
O   Observe and monitor constantly
I   Interact positively with all students and staff
C   Correct fluently and Respectfully

STRUCTURE: Structure the Environment for Success

All staff will structure all aspects of the learning environment including, but not limited to, the physical setting, supervision, schedule, routines, procedures, and quality of instruction, understanding that this has a huge effect on the way people behave within that environment. Staff will carefully structure settings in ways that promote responsible student behavior by making sure that all of the environmental factors provide the predictability needed to ensure that students feel safe and secure enough to learn.

TEACH: Teach Behavioral Expectations to Students and Staff

All staff will teach students to behave responsibly and respectfully (that is, how to be successful) in **all school settings and situations, and by following all schoolwide and countywide policies.** This includes, but is not limited to:
- Settings:
    - playground
    - gardens
    - buses
    - restrooms
    - lobby
    - entrances
    - exits
    - temporary classroom
    - hallway
    - classrooms (teacher-directed instruction, independent seatwork, cooperative groups, tests, transitions, procedures to take care of classroom business i.e. turn in work, sharpen pencils, etc.)

- Situations:
  - traveling to and from school on the bus
  - arrival
  - dismissal
  - transitions between classrooms
  - breaks out of the classroom
  - visits to other classrooms
  - assemblies of one or more classes
  - gardening classes
- Schoolwide Policies:
  - dress code
  - personal electronics

All staff will teach students how to behave responsibly and respectfully (how to be successful) in each of these settings and situations, and in following schoolwide and countywide policies by teaching these expectations and procedures through direct instruction and providing multiple opportunities for practice.

OBSERVE: Observe and Monitor Constantly

All staff will observe and monitor student behavior by physically circulating and visually scanning all parts of their locations. All staff will collect data on student behavior using the school's point sheet that tracks five specific behaviors plus a student's individual target behavior and will document notes in objective ways. Data will be collected and analyzed to monitor trends across time.

INTERACT: Interact Positively With Students and Staff

When students are behaving responsibly, they receive attention and specific descriptive feedback on their behavior. Teaching staff should focus more time, attention, and energy on acknowledging responsible, respectful, and positive behavior than on responding to misbehavior—that is, they should maintain a high ratio of positive to corrective interactions. Counselors should also attempt to maintain a high ratio of positive to corrective interactions whenever possible, keeping in mind that the counselor's job is to deal with student misbehavior so they will not always be able to maintain this ratio, but should deal with misbehavior as positively as possible.

CORRECT: Correct Fluently and Respectfully

All staff should plan their responses to misbehavior to ensure that they respond briefly, calmly, consistently, and respectfully to increase the chances that students will exhibit positive behavior in the future. For chronic and severe misbehavior, staff will analyze the function of the misbehavior (What is the student gaining from the misbehavior?) and develop a Behavior Intervention Plan, or continue to enforce and analyze the current Behavior Intervention Plan to ensure that the student learns and exhibits appropriate behavior and/or to determine if the plan needs to be updated and/or changed.

Example 1: Playground(s)

Structure: The school has implemented a schedule for recess/group games in which classes rotate among three different large areas on campus in order to separate the students into smaller groups. In addition, counselors now write structured lessons for this time instead of allowing "free play." Counselors communicate clear, acceptable boundaries for each area and review these boundaries often.

Teach: This year, some playground policies that were thought to be unclear were reviewed with staff at the beginning of the year. Since the playground is still the source of the school's most frequent behavior and discipline issues, it will benefit the school to review, edit, refine, and publish these policies as soon as possible. It is important that these policies are clear and explicitly taught to staff and students. The school then needs to review these policies on a regular basis with staff and students. Classroom staff will need to review relevant policies before leaving the classroom each day and at appropriate times during the recess/group games block as needed.

Observe and monitor: In the past, supervision has not been adequate in terms of proximity. The addition of planned, structured lessons and separation of groups was implemented to assist with this issue. There will be two staff members with each class at most times to observe behavior and data will be recorded upon return to the classroom.

Interact positively: In the past, a majority of the staff was passively observing a "free choice" playtime at recess/group games and interacting with students only to correct misbehavior. The addition of planned, structured lessons and separation of groups was implemented to assist with this issue. During a planned, structured lesson, staff will have multiple and frequent opportunities to compliment a student on being responsible, respectful, making a good decision, or problem solving safely; thus, being able to maintain a high positive to corrective feedback ratio.

Correct fluently: All staff would benefit from a review of how to use the expectations to teach and reteach students so they can correct misbehavior consistently. Staff would also benefit from reviewing these expectations as a team for the purpose of planning their corrections so that all team members respond to student misbehavior in a way that is brief, calm, consistent, and respectful. Staff needs to be mindful that corrections are done as privately as possible and that corrections should provide and/or include instruction.

Example 2: Teacher

Structure: When completing walk-throughs in this teacher's classroom, it was not clear that there were any clear expectations for student behavior during instruction, transitions, or materials management.

Teach expectations: The teacher and counselors collect data on five core behaviors for all students and one individual target behavior for each student approximately every 25-30 minutes. This seems to be the only mention of the expected behaviors. These behaviors, along with common classroom procedures, should be posted, explicitly taught, and reviewed and practiced daily.

Observe and monitor: The teacher would benefit from further discussions about the need to circulate and monitor during independent work. More use of proximity and visual scanning could minimize negative behaviors.

Interact positively: The teacher does an adequate job interacting positively with students. He/she has positive personal conversations with students, but should be encouraged to focus some positivity to reinforce on-task behavior and the smallest approximations toward following expectations.

Correct fluently: The teacher allows students more leeway (regarding behavioral expectations) than is appropriate and is inconsistent in correcting minor misbehaviors. The teacher could benefit in professional development and the participation in PLCs to learn more about appropriate student feedback.

Schoolwide Reinforcement Systems

Due to the unique model of our school as an alternative placement and Day Treatment Center and the specific needs of our students (mental health and behavioral), all students are provided Tier 3 Behavior Supports. These include our Schoolwide Reinforcement Systems to address the following basic human needs: acknowledgement, recognition, attention, belonging, purpose, competence, nurturing, stimulation, and change.

- **Morning Announcements** (acknowledgement, recognition, attention, belonging, purpose, competence, nurturing, stimulation, and change)
  Students with outstanding behavior can be chosen by their classroom teacher and/or counselor to lead the morning announcements. The morning announcements include:
    - ★ Reciting the student-friendly version of the school mission statement to remind the students of the expected behaviors and start the day on a positive note.
    - ★ The 'Word of the Week' - each class uses the word of the week in their classroom in their academic blocks in the way the teacher chooses and each class' counselor builds the group therapy lessons around the word of the week.
    - ★ Student Spotlight

- **Word of the Week** (belonging, purpose, competence)
  Every day the Word of the Week is read over the announcements including the word, the definition, and why the word is important for the students at our school. Every week classrooms incorporate the Word of the Week into their academic and behavioral lessons. Teachers vary the way they incorporate the word of the week into their academics based on grade level including, but not limited to: drawing pictures, creating graphic organizers, completing a Frayer Model, and creating a Google Slides Presentation. Every day counselors lead a group therapy session by teaching a lesson based on the Word of the Week.

- **Daily Point System** (recognition, purpose, competence, stimulation)
    - ○ Students receive points for the following behaviors:
        - ■ staying in their assigned area,
        - ■ raising their hand before speaking,
        - ■ remaining on task,
        - ■ keeping their hands, feet, and objects to themselves, and
        - ■ being respectful.
    - ○ Points are awarded every block (blocks range in time, mostly 25-30 minutes each)
    - ○ The student earns **2 points** for each behavior that they exhibit for all of the block with no or limited redirection.
    - ○ The student earns **1 point** for each behavior they exhibit for some/most of the block with some redirection needed.
    - ○ The student will earn **no points** for a particular behavior if they do not exhibit that behavior during that block of time.
    - ○ Teachers and/or counselors reflect with each student at the end of each block to give feedback on choices made and encouragement on future choices. Individual target behaviors are also tracked for additional feedback.
    - ○ This gives students the opportunity to earn up to **10 points each block.** Any student that earns a certain percentage of the total possible points available to earn in the morning will earn Morning PAT (Preferred Activity Time). Any student that earns a certain percentage of the total possible points available to earn in the afternoon will earn Afternoon PAT. Preferred activities are chosen from a list of choices that are posted in the classroom. Students who do not earn the

required percentage are permitted to read, draw, color, or sit at their desk quietly. Teachers and counselors are encouraged to use this time to reflect with students on their behavior, support them in reteaching behaviors, teaching new replacement behaviors, practicing behaviors, or relationship building. All of these activities can be completed with students that have either earned or not earned PAT.

- ○ The daily point system has been updated this year so the percentage is currently set at 70% as students become acclimated to the updated version. It will soon be raised to 80%. The goal is that the percentage will eventually be set at a student's behavioral ability as they progress through the program. This will come as staff and students become acclimated to the updated point system.

- **Classroom Incentive Systems** (acknowledgement, recognition, attention, belonging, purpose, nurturing, and stimulation)

    Each classroom implements their own incentive system beyond the daily point system in which they reward behaviors beyond the behaviors on the point sheet or provide extra points for behaviors that are on the point sheet. This gives the teachers and counselors an additional opportunity to recognize students for their effort, to have positive interactions with students, and to provide continued encouragement to keep students motivated toward success.

- **Student Spotlight** - (acknowledgement, recognition, attention, belonging, purpose)

    Beginning this year, Lake Forest is implementing a Student Spotlight program. Every week we will spotlight a student from K-2, 3-5, and 6-8 through a posting in the hallway including a photo (if guardian approved) and a biography. The biography will also be read on the morning announcements. Staff and families will assist students in preparing their biography and we will be asking for it to include as much information about the student, their cultural identity, their individuality, and what makes them special as possible. This will rotate through the students so that every student is afforded the opportunity to be spotlighted. All students need to be acknowledged and recognized as being special and loved exactly the way they are right now. They all need attention and feel like they belong and have a purpose in our community, if we want them to behave in a way that will help them to access their education.

- **Morning Meeting** (acknowledgement, recognition, attention, belonging, purpose, nurturing, stimulation)

    All staff and students participate in a morning meeting to start the day off on a positive note and practice interpersonal skills. Staff takes the opportunity to:
    - ★ make classroom announcements (i.e. changes in today's or this week's schedule, an event coming up)
    - ★ recognize any special days (i.e. a birthday or celebration in the classroom)
    - ★ discuss the school's mission behaviors and have students share an example of using one recently
    - ★ share something they have done of which they are proud
    - ★ reteach a behavior that has been of particular struggle for the class
    - ★ practice a behavior
    - ★ set goals for the day

- **Afternoon Meeting** (acknowledgement, recognition, attention, belonging, purpose, nurturing, stimulation)

    All staff and students participate in an afternoon meeting to end the day off on a positive note and practice interpersonal skills. Staff takes the opportunity to:
    - ★ share highs and lows of the day
    - ★ make classroom announcements (i.e. things to take home to show parents, events coming up)

- ★ discuss the school's mission behaviors and have students share an example of using one recently
- ★ share something they have done of which they are proud
- ★ review their goals for the day and discuss their success on the progress they made towards it

- **Harmony** (acknowledgement, recognition, attention, belonging, purpose, competence, nurturing, stimulation)

  Every day each elementary classroom participates in a Harmony lesson. This program supports the goals of relationship building, diversity and inclusion, community building, and culturally responsive teaching so that all students can experience the benefits of an SEL-informed education. Aligned with CASEL core competencies, Harmony Third Edition's unit themes focus on:
  - ★ Being my best self
  - ★ Valuing each other
  - ★ Learning from each other
  - ★ Communicating with each other
  - ★ Supporting our community

- **Second Step** (acknowledgement, recognition, attention, belonging, purpose, competence, nurturing, stimulation)

  Every day each middle school classroom participates in a Second Step lesson. Second Step offers a social-emotional learning curriculum that supports the whole child. It teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions—so students can be more successful emotionally, socially, and academically. This enhanced social-emotional learning (SEL) curriculum includes:
  - ★ A new bullying and harassment unit
  - ★ Relatable scenarios for students
  - ★ Greater differentiation between grade levels
  - ★ Additional interactive activities to keep students engaged and learning

- **Group Therapy** (acknowledgement, attention, belonging, purpose, competence, nurturing, stimulation)

  Every day counselors lead a group therapy session with the students in their assigned classroom. They teach a lesson based on the Word of the Week taught using Cognitive Behavioral Therapy Strategies. Using Cognitive Behavioral Therapy Strategies, faulty thoughts are identified, challenged, and replaced with more objective, realistic thoughts.
  - ★ Self-confidence
  - ★ Persistence
  - ★ Being open to change and new ideas
  - ★ Ability to overcome distractions
  - ★ Resilience
  - ★ Self discipline

- **Group Games** (acknowledgement, attention, belonging, purpose, competence, stimulation)

  Every day counselors lead group games which is a structured physical activity taught using Cognitive Behavioral Therapy Strategies. Using Cognitive Behavioral Therapy Strategies, faulty thoughts are identified, challenged, and replaced with more objective, realistic thoughts. Students learn skills that include but are not limited to:
  - ★ Self-confidence
  - ★ Persistence
  - ★ Being open to change and new ideas
  - ★ Ability to overcome distractions

★ Resilience
★ Self discipline

Ratios of Positive Interactions

All staff are expected to use the concept of ratios of positive interactions (RPI) to encourage responsible behavior from students. We recommend that everyone strive to provide at least five positive interactions for every corrective interaction—that is, a ratio of 5:1 or higher.

Rationale:

During the school day, students interact with teachers, counselors, therapists, administrators, and many adults in the school building in a variety of ways. Research supports the idea that having five positive interactions to every one negative interaction best supports and sustains constructive student-teacher relationships. Positive interactions may include friendly conversations, specific praise, positive feedback, nonverbal acknowledgment, etc. Negative interactions may include criticism, reprimands, etc.

The 5-to-1 ratio is meant to improve students' feelings of connectedness and positivity in order to facilitate the school experience. This ratio can improve engagement and reduce disruptions, simply because the school has a more positive climate. Creating positive interactions in the school helps students invest in the value and purpose of instruction. Students have a stronger sense of belonging and feel more connected to the adults in their school, which naturally leads to improved behavior and engagement. When students feel connected and have a sense of belonging they're naturally more motivated to achieve.

Positive interactions include any attention paid to the student when the student is behaving appropriately. This attention might be *contingent*—that is, praise or positive feedback on the student's behavior—or *noncontingent*—saying hello in the hallway, making positive eye contact and nodding to the student, chatting about a recent ball game, or waving goodbye, for example.

Corrective interactions include any attention paid to the student when the student is not behaving appropriately. Even if your words can be construed as positive (You've been doing so well, Jennifer, why don't you get back to work now?), it's a corrective interaction if the student is misbehaving when you say them.

NOTE: When the student is behaving appropriately, an interaction to correct an academic error is positive and can be recorded as attention to positive behavior.

Monitoring:

All staff should periodically monitor their RPI. They may ask a colleague to observe them to record data. RPI Monitoring Forms with instructions for data collection and analysis will be available in the office. Administrators and/or support staff may include these observations as part of their walk-throughs, impromptu observations, or longer observations.

Positive feedback guidelines:

- Be respectful.
- Be accurate.
- Keep RPI high.
- Focus on the person.
- Avoid "I" statements ("I like the way you're behaving").
- Be specific and descriptive.
- Be sincere.
- Use age-appropriate praise.
- Use specific written or verbal praise frequently.
- Use intermittent rewards.
- Use structured reward systems when appropriate.
- Avoid attribution statements ("You are so smart").

Corrective feedback guidelines:

- Be unemotional.
- Be brief.
- Be consistent.
- Be respectful.
- Be supportive initially and neutral later.
- Use the *as if* treatment (treat all students as if they are responsible and as if the misbehavior is just a mistake).

Welcoming and Orienting New Students, Families, and Staff

Lake Forest Academy Staff strive to be welcoming toward everyone in the school community.

New Staff

New staff will receive a copy of the Staff and Student Handbook, the Schoolwide Behavior Plan, Matrix of Expectations for Behaviors in Each Area of the School, the Point Sheets, the Master Schedule, the Curriculum Expectations, a Day Treatment Information Brochure, our most recent newsletter, and a list of "Who to Contact" (who to contact for Frequently Asked Questions). The new staff member will also be partnered with a "buddy" staff member if they do not have a mentor.

New Students

New students and their families will receive a copy of the Guidelines for Success letter to take home to sign and return as well as a copy to keep at home. They will receive a copy of the Student Handbook along with a copy of the of Expectations of Behaviors in Each Area of the School, a map of the school, the Point Sheets, the Classroom Schedule, homeroom teacher contact information, the Curriculum Expectations, a Day Treatment Information Brochure, Day Treatment Template with staff information including but not limited to name of case manager, therapist, etc, our most recent newsletter, and a list of "Who to Contact" (who to contact for Frequently Asked Questions). The student's first day of school, they will be assigned an adult sponsor that will take them on a guided tour of the school.

Teachers and counselors will orient the student in the classroom by increasing the frequency in which they review expected behaviors, and increasing the time spent on practicing expected behaviors. They will also take extra time each block to reflect with the student on each behavior until the student masters the reflection piece of the program and is completely familiar with the expected behaviors.

Morning Meeting and Afternoon Meeting will also be used for getting to know the new student and making sure the new student feels welcome and gets to know the current students.

Teachers should use the following checklist to make sure they have oriented all students to the classroom expectations:

- Posted School Mission
- Posted Guidelines for Success
- Posted classroom rules/expectations
- Posted Matrix of Expected Behaviors in Common Areas
- Expectations for arrival in the mornings
- Expectations for arriving tardy
- Expectations for classroom procedures (turning in work, sharpening pencils, after finishing work, etc.)
- Expectations for classroom transitions within the classroom

- Expectations for transitions out of the classroom
- Expectations for returning to the classroom
- Expectations for clearing the classroom
- Expectations for PAT (Preferred Activity Time)
- Expectations for afternoon dismissal
- Expectations for fire drill, lock down drill, and other emergency procedures

Establishing and Working With a Behavior Leadership Team

Document your behavior leadership team organization and guidelines for operation.

Behavior Leadership Team Organization   Team name: Behavior Committee

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Liz Jones	Assistant Principal	Note taker - rotating	Administration
Cammi Moffitt	K-5 Transition Teacher Instructional Coach	Chair - Facilitator	Transition, Instruction, Elementary
Brittany Casailinova	EC Chair	Materials Manager	EC department
Matt Saggese	Middle School Math Teacher	Note taker - rotating	Middle School
Elleni Theophilos	Middle School ELA Teacher	Note taker - rotating	Middle School
Aaron Robich	Data Manager/ Treasurer/ Administrative Assistant	Timekeeper	
Dana Smith	Day Treatment Counselor	Note taker - rotating	Day Treatment
Suzanne Moss	Day Treatment Assistant Director	Enforcer	Day Treatment

Are any groups of staff members not represented by someone on the team? If so, why not?

No

Behavior Leadership Team Guidelines

MTSS/PBIS training	How do team members receive ongoing training in multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	schedule professional development scheduled through the county self-led book studies
Team members' terms	When do staff rotate off the team? How long is the term of service (e.g., 1-, 2-, or 3-year term)?	due to the small size of the staff, there are no minimum or maximum term limits
Compensation	Are team members compensated for time spent serving on the team? Is so, how?	no
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	once a month, one hour
Team meeting place	Where does the team meet? Does this area need to be reserved?	a classroom, no
Team meeting ground rules	What are the ground rules for team meetings?	respect all ideas, stick to the agenda, stay on schedule

Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	team members that miss read the minutes/notes from the meeting and meet with the leader after the meeting, we do not have enough staff to have backup members
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	we always take minutes/notes
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	The team Materials Manager will be in charge of keeping the SBP up to date. The SBP binder will be kept in the front office.

Improvement Priority Sequence

Year 1
- ☑ Create and maintain a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of the school.
- ☑ Create and maintain a school-wide consistent tool for documenting students' behavior.
- ☑ Reduce the number of behavior incidents occurring on the playground and/or the number of behavior incidents occurring in the building that are a result of an earlier interaction on the playground.
- ☑ Introduce STOIC to staff and begin rollout with S-Structure.
- ☑ Introduce 'Guidelines for Success' to staff, students, and parents.

Year 2
- ☐ Monitor and maintain Year 1 priorities.
- ☐ Staff will focus on and refine their skills relating to providing **structure** to all areas of the learning environment.
- ☐ Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors.
- ☐ Reduce the number of incidents in which students feel that they are being bullied by another student.
- ☐ Reduce the number of behavior incidents occurring on the bus and/or the number of behavior incidents occurring in the building that are a result of an earlier interaction on the bus. Use structure (that is within our control, authority, and/or jurisdiction) and teaching steps of STOIC to decrease occurrences.

Year 3
- ☐ Monitor and maintain Year 1 and Year 2 priorities.
- ☐ Staff will focus on and refine their skills relating to **observing** and monitoring closely in all areas of the learning environment.
- ☐ Staff will focus on and refine their skills relating to positive **interactions** with students.
- ☐ Staff will focus on and refine their skills relating to **corrective** feedback, including staff development on ensuring that all responses to behavior are culturally responsive and appropriate for each individual student.

Quarterly Review Calendar Plan

Year 1

September 1
- ☑ ~~Kid-friendly vision written and voted on by SIT~~
- ☑ ~~Completed training on new point-sheet system~~
- ☑ ~~Create school behavior data monitoring tool~~

October (end of first 4 weeks)
- ☑ ~~Post and train staff on push to have Mission drive the school and including students in the process, announce classroom poster contest~~
- ☑ ~~Point sheet audit and feedback~~
- ☑ ~~Playground incidents recorded~~

November
- ☑ ~~Begin reciting Mission on Morning Announcements~~
- ☑ ~~Record data from playground incidents~~
- ☑ ~~Point sheet audit and feedback~~

January (at or near the end of the second quarter)
- ☑ ~~Continue to analyze playground data.~~
- ☑ ~~Send "Guidelines for Success" letters home~~
- ☑ ~~Introduce STOIC guidelines to staff at staff meeting~~

February (middle of the second quarter)
- ☑ ~~Continue to collect playground data~~
- ☑ ~~Create Google Form for Structure - what are staff strengths and weaknesses~~
- ☑ ~~Point sheet audit and feedback~~

March (near the end of the third quarter)
- ☑ ~~Continue to collect playground data~~
- ☑ ~~Edit Google surveys - structure~~
- ☑ ~~Point sheet audit and feedback~~

April (near the end of the third quarter)
- ☑ ~~Continue to collect playground data~~
- ☑ ~~Point sheet audit and feedback~~
- ☐ Send Google Form for Structure

May (near the end of the fourth quarter)
- ☑ ~~Continue to collect playground data~~
- ☑ ~~Point sheet audit and feedback~~

Steps for next year:
- Continue to analyze playground data and use a problem solving model to develop and test hypotheses.
- Compile bullying data and plan for next year's goal.
- Collect bus referral data for preparation for problem solving models.

Year 2

☐ Monitor and maintain Year 1 priorities.
☐ Staff will focus on and refine their skills relating to providing **structure** to all areas of the learning environment.
☐ Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors.
☐ Reduce the number of incidents in which students feel that they are being bullied by another student.
☐ Reduce the number of behavior incidents occurring on the bus and/or the number of behavior incidents occurring in the building that are a result of an earlier interaction on the bus. Use structure (that is within our control, authority, and/or jurisdiction) and teaching steps of STOIC to decrease occurrences.

September
☑ ~~Review Year 1 priorities. Create a process for continual monitoring.~~
☑ ~~Send Structure Survey to all staff and compile data.~~

October
☑ ~~Review Year 1 priorities.~~
☐ Create the first action step for improving the staff's implementation of structure for all areas of the learning environment.
☑ ~~Review data on last year's bullying. Discuss action steps that will be taken to reduce bullying or the perception of bullying in the school including a timeline.~~
☐ Review data on last year's bus referrals. Discuss action steps that will be taken to reduce bus referrals and behaviors that transfer from bus to school including a timeline.

November
☐ Review results of the first action step for improving the staff's implementation of structure for all areas of the learning environment. Determine how to continue forward with strengthening implementation of the first step, or develop an additional step.
☐ Confirm action steps that will be taken to reduce bullying or the perception of bullying in the school including method of communicating to staff and assigning responsibility to certain staff for monitoring.
☐ Confirm action steps that will be taken to reduce bus referrals and behaviors that transfer from bus to school including method of communicating to staff and assigning responsibility to certain staff for monitoring.

December
☐ Evaluate the implementation of structure for all areas of the learning environment. Determine next step.
☐ Evaluate the action steps that have been taken to reduce bullying or the perception of bullying in the school.
☐ Evaluate the action steps that have been taken to reduce bus referrals and behaviors that transfer from bus to school.

January (at or near the end of the second quarter)
- ☐ Prepare first action step toward: Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors.
- ☐ Review this year's bullying reports and compare to last year's results at the same time of year.
- ☐ Review data on bus referrals and compare to last year's results at the same time of year.

February
- ☐ Implement first action step toward: Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors.
- ☐ Review this year's bullying reports and compare to last year's results at the same time of year.
- ☐ Review data on bus referrals and compare to last year's results at the same time of year.

March (near the end of the third quarter)
- ☐ Evaluate first action step toward: Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors. Continue or create a new action step.
- ☐ Review this year's bullying reports and compare to last year's results at the same time of year.
- ☐ Review data on bus referrals and compare to last year's results at the same time of year.

April
- ☐ Evaluate: Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors. Continue or create a new action step.
- ☐ Analyze the effectiveness of actions: this year's bullying reports and compare to last year's results at the same time of year.
- ☐ Analyze the effectiveness of actions: review data on bus referrals and compare to last year's results at the same time of year.

May (near the end of the fourth quarter)
- ☐ Evaluate: Staff will dedicate more time to **teaching**, re-teaching, modeling, and practicing replacement behaviors. Continue or create a new action step.
- ☐ Evaluate: this year's bullying reports and compare to last year's results at the same time of year.
- ☐ Evaluate: review data on bus referrals and compare to last year's results at the same time of year.
- ☐ Base on evaluations, write monthly priorities for next school year.

Safety Policies and Procedures

Safety policies and procedures are defined completely in our Crisis Plan document.

The only procedure that is not a state or county mandated procedure and included in the Crisis Plan is the school's procedure for handling individual behavior emergencies for when a student is a danger to themselves or others. All staff members carry a radio at Lake Forest. When there is an incident in a classroom in which a student is an immediate danger to themselves or others and the adult(s) do not feel capable that they can safely handle it themselves, they use a radio to call for support, by saying in a calm voice, "I need support in room 111." There are several counselors that are to respond if available and if they are responding, they say on the radio, "I am responding" or "Support on the way." If they arrive and feel they need additional support, they will say calmly on the radio, "Additional support needed in room 111."

If a student leaves the building, a staff member will calmly say, "I need support (name of location)." A staff member will indicate on the radio that they are coming to support.

If a student leaves campus, a staff member will calmly say, "Admin 12," which directs administrators to change the channel on their radios to channel 12 so that they can discuss where to send assistance without disrupting the classroom learning environments.

Common Area Policies and Schoolwide Policies

<u>Assemblies</u>

Students demonstrate respectful behavior during assemblies by listening, participating, and following directions.

The following expectations are designed to help staff increase consistency while supervising assemblies and to provide teachers with a basis for teaching and re-teaching responsible behavior.

Before attending the assembly, teachers will have taught, reviewed, and practiced the following behaviors with their students.

Teachers will lead their students into the assembly space in a silent, single file line and direct them each where to sit.

<u>EXPECTATIONS FOR RESPONSIBLE STUDENT BEHAVIOR AT AN ASSEMBLY</u>

1. Enter the assembly room silently, in a single file line and sit where your teacher directed you to sit immediately and without comment.
2. While sitting, bodies and heads must stay upright and alert the entire time the student is in the assembly area, and hands and feet must stay close to their bodies and in their own area at all times.
3. Students will wait quietly for the program to begin. Quiet talking is allowed until the program is starting, but must be no louder than a whisper.
4. Once the signal is given that the assembly is to begin, all students are expected to stop talking and/or making any noise and look at the speaker(s).
5. Students will keep their focus to those that are addressing and/or performing for the audience at all times.
6. All reactions to the speakers and/or performers will be appropriate, positive, and encouraging.
7. Students will remain seated until their teacher gives them the signal to stand and line up to leave the area. **Classes will leave one at a time.**

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

When a student misbehaves, staff calmly and consistently implement the mildest consequence appropriate for the situation.

Give a nonverbal warning such as a look or a signal.
Move close to the student and use proximity to discourage misbehavior.
As closely and quietly as possible, give the student a verbal warning.
Quietly remove the student from the assembly if possible.

ENCOURAGEMENT PROCEDURES

1. If the student body was respectful and followed the rules, the principal, assistant principal or other leader verbally praises the appropriate assembly behavior during the closing comments.
2. If a speaker wishes to compliment the student body, he/she does so through the school intercom.
3. Teachers discuss the assembly behavior shortly after each assembly and, if the assembly went well, congratulate students on their behavior.

SUPERVISION RESPONSIBILITIES

1. All teachers are expected to attend every assembly and should place themselves throughout the audience to assist with supervision.
2. Model appropriate behavior for students—no talking while the assembly is in progress, clap at appropriate times, and so on.
3. If a student is misbehaving, give the student a nonverbal signal to stop.
4. If necessary, go to the student and give a verbal warning as unobtrusively as possible. If a student needs to be removed, escort the student to the office.
5. The assistant principal introduces and closes each assembly. In the event the assistant principal cannot attend, he or she arranges for an alternate leader.

TEACHING RESPONSIBILITIES

1. Teachers are given a handout the day before each assembly. This handout includes the following information:
   a. Style of assembly—entertainment or content focused
   b. Agenda—times, objectives, and so on
   c. Learning activities to use before and after the assembly (when appropriate)
2. Before each assembly, homeroom teachers discuss the agenda with their students and review the assembly expectations.. If appropriate, teachers have students practice how to show appreciation. Homeroom teachers conduct a follow-up lesson shortly after the assembly to discuss the content of the assembly and student behavior during the assembly.

Buses

Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel, and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

EXPECTATIONS FOR RESPONSIBLE STUDENT BEHAVIOR ON THE BUS

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in policy 4300, Student Behavior Policies.

1. When students enter the school bus, they should take their assigned seats quickly, remain seated, and faced front at all times.
2. With permission of the driver, students may converse quietly with persons sitting near them.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. Students must walk quickly away from the bus to the school building upon departure and shall not loiter or play near a stopped bus.
6. All passengers are required to wear lap/shoulder belts when transported in buses so equipped. Lap/shoulder belts must be fastened when the passenger sits down and may be unfastened only when the passenger is departing the vehicle. Students or employees who fail to adhere to the seat belt policy will face disciplinary action. Drivers must remind students as they board, to the extent needed to ensure compliance, that they must fasten their seat belts. The route should not be delayed if a student refuses to wear the seat belt, but the student will be referred in writing to the principal for disciplinary action. Each day during afternoon boarding time, a school employee, or the bus driver if no other school employees are available, shall check to see that students are buckling up.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

The driver shall report any student who misbehaves to the principal. If the incident occurs in the morning, the driver must make the report on the same school day; if the incident occurs in the afternoon, the report may be made the next morning. Bus conduct offenses must be noted on proper forms and kept on file at the school with copies sent home to the student's parents or guardians.

Consequences may vary depending on the severity of the offense. Non-violent/aggressive behavior will have the following consequences:

1. First offense: A phone call home and a discussion with the student's parent or legal guardian.
2. Second offense:

ENCOURAGEMENT PROCEDURES

SUPERVISION RESPONSIBILITIES

Upon recommendation of a principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management, and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

TEACHING RESPONSIBILITIES

It is the responsibility of the superintendent or designee to see that: (1) students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal; (2) students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and (3) records of student training are made as required by the State Board of Education.

School bus drivers shall review emergency bus evacuation procedures and general school bus safety with students twice a year, as per state requirements. A student bus conduct brochure will be made available to all students at the beginning of the school year and immediately to any students who register during the school year. Teachers in elementary grades shall read through and teach these rules at the beginning of each school year. Principals of elementary schools shall arrange showings of bus safety videos to students early in the school year along to accompany safety lessons by the teachers.

If a bus equipped with passenger lap/shoulder belts is used on a field trip, the driver shall provide a brief demonstration of the proper use of the lap/shoulder belts.

Bus safety should be stressed at faculty and PTO/PTA meetings, and efforts should be made by principals to stress the importance of school bus safety at community meetings and gatherings. School newsletters, safety posters, and other literature should be developed and used to stress bus safety to students, school system staff, parents, and the community. School system administrators shall coordinate with local media to promote other school transportation safety programs and create school transportation safety awareness.

Cafeteria

Due to the unique nature of our school, we do not have a cafeteria. Students eat in their classrooms and teachers follow their own previously established Classroom Expectations for Student Behavior in the Classroom that includes policies for lunchtime behavior.