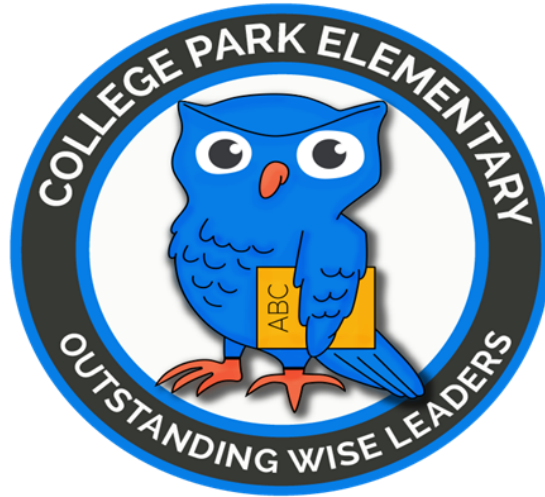


College Park Elementary School

School-Wide Behavior Plan



Expectations for Excellence

SY 2024-2025

School Name: College Park Elementary

Dates:

Year 1 (2022-2023)

Year 2 (2023-2024)

Year 3 (2024-2025)

Mission:

Through teamwork and collaboration, the staff at College Park Elementary School will build a sense of community that is committed to creating an environment of excellence where all students can achieve success academically, socially, and behaviorally.

Vision: *Creating an Environment of Excellence*

Core Values: To fulfill our mission, the faculty and staff of College Park Elementary School have set the following beliefs:

- We value all stakeholders (students, teachers, families and community members) as learners.
- We value high expectations for all learners.
- We value a safe learning environment for all of our diverse learners.

Motto:

O – Own your actions

W – Work to success

L – Lead with kindness

S – Show respect

STOIC Guidelines

- S** Structure for success
- T** Teach expectations
- O** Observe and monitor
- I** Interact positively
- C** Correct fluently

EXAMPLE:

Playground: We have had 6 reported major incidents and 10 minor incidents on the playground which is our highest common area of incidents. These incidents all have to do with aggressive or inappropriate behavior.

- **Structure:** Is the area or policy structured and organized in a way that prompts behavioral success? *Yes, however recess is unstructured play in which students are given the opportunity to play with students who may not be in their own class. In addition, they are selecting activities in which they need to apply social skills learned in the classroom to communicate and collaborate.*
- **Teach expectations:** Are the expectations for student and staff behavior in that setting or with that policy clear and explicit? Have those expectations been explicitly taught to students and staff? Are the expectations reviewed with students and staff on a reasonably regular basis? *Recess expectations are reviewed with students, including as a component of our OWLS rules.*
- **Observe and monitor:** Is supervision adequate in terms of proximity management and visual scanning? Do you ensure that behavioral data for the setting or policy are collected and analyzed regularly? *Yes. Teachers are*

assigned to difference areas of the playground. In addition, more staff were added to the playground this year as a proactive measure. Our Expectations for Excellence committee meets to review data and inform appropriate interventions.

- **Interact positively:** Do supervisors interact frequently and positively with students? Do they provide at least three times more positive than corrective interactions with students? *Yes. Many staff are visible with students. For example, walking with a group on the track. These interactions help to deter negative interactions amongst students.*
- **Correct fluently:** Do supervisors respond briefly, calmly, consistently, respectfully, and as privately as possible? Do they provide instruction with their corrections? *Yes – students are often asked to sit in a calming area until they have deescalated. Teachers and staff provide students with alternatives to actions.*

2. Admin

Write an example: Identify a teacher (but don't use real teacher names) who is having difficulty with behavior management and discipline. Think about the STOIC variables and apply them to this teacher and his or her classroom. Teachers should consider the following questions when creating, evaluating, or revising their classroom management policies and procedures (the principal should also consider these variables when evaluating teachers' classroom management):

- **Structure:** *At the beginning of the school year, a beginning teacher was struggling with classroom management in the special areas classroom. The teacher was provided with a way to provide management procedures to allow the students to earn an OWL for their community classroom goals.*
- **Teach expectations:** *The teacher focused on voice level and following directions. Students could earn point for each of these areas and the teacher would earn a point if the students needed several redirections. The teacher reviewed the expectations for each of the classes and began the implementation of the program.*
- **Observe and monitor:** *Administrators observe for classroom management during informal walkthroughs and formal observations. BT Mentors are an additional resource for the BTs. In addition, the teacher is able to track the number of OWLS that are earned each week to monitor progress.*
- **Interact positively:** *Modeling for the teacher is another important tool for success. Being able to observe other classrooms is also helpful for BTs.*
- **Correct fluently:** *Conversations regarding what is working and not working are held in non-evaluative settings. This allows the teachers to receive additional feedback.*

Schoolwide and Tier 2 Reinforcement Systems

- Acknowledgment - Outstanding OWLS; Staff Attention, Check In/Check Out (CICO)
- Recognition - Outstanding OWLS, Quarterly Recognition, OWL Patrol
- Attention - Outstanding OWLS, Positive communication with parents, CICO
- Belonging - Morning Meetings, Greetings in AM, CICO, Monthly Family Engagement Nights, Student Ambassadors
- Purpose - Learning Targets, Morning Meetings, Goal Setting
- Competence - AIG Nurturing, Honor Roll, Incentive charts, Science Olympiad
- Nurturing - Lunch Bunch, Morning Meeting, Staff Attention, Leadership Opportunities, Break Cards, Community Partnerships
- Stimulation and change - Cooperative Learning, Movement breaks, Social Stories, SEL Town Halls

Ratios of Positive Interactions

- Rationale for use of high RPI. - When adults pay more attention to positive student behavior than to misbehavior, students' motivation to behave responsibly can increase
- Definitions of positive interactions (contingent and noncontingent) and corrective interactions.

- o [OWL Expectations](#) (being revised for 22-23 SY)
- o Discipline with dignity and respect
- o Shout outs; positive conversations with students and parents
- Expectations for the RPI that staff should strive to maintain (3:1, for example).
 - o Make positive phone calls, Send positive notes home, Quarterly Recognition
- Expectations for how staff should monitor their RPI with data collection.
 - o Keep track of positive interactions and shout outs for each student
- General guidelines for how to deliver positive feedback and corrective feedback. *Praise in Public, Correct in Private*

Welcoming and Orienting New Students, Families, and Staff

Our new Parent/Student Handbook/Calendar has been developed as a wall calendar! Each family is provided a copy of the calendar that includes all of our policies and procedures as well as important dates throughout the school year. The calendar is published in both English and Spanish. During the school year, student ambassadors welcome new students and orient them to school. Non-English speaking students are provided support through ML teacher and parents are provided support through school liaison. New families are also added to the weekly newsletter, which can be translated to any language. New staff are welcomed with shoutout in the weekly newsletter and provided with school swag, as well as new staff orientation.

Establishing and Working With a Behavior Leadership Team:

Behavior Leadership Team Organization Team name: Behavior Committee/Support Team (updated to reflect new team in 2024-2025)

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Richard Kortan	Assistant Principal	Chair	SIT/Administration
Debbie Calvert	Principal	Team Member	Administration
Melissa Ritter	MTSS Coordinator	Team Member	SIT/MTSS
Devionne Dean	Counselor	Team Member	Student Support
Hannah Fitta	5 th Grade Teacher	Team Member	5 th Grade
Ashley Walker	4 th Grade Teacher	Team Member	4 th Grade
Summer Lombardi	3 rd Grade Teacher	Team Member	3 rd Grade
Sarah Seagle	2 nd Grade Teacher	Team Member	2 nd Grade
Mary Harris	1 st Grade Teacher	Team Member	1 st Grade
Amanda Hackler	K Teacher	Team Member	Kindergarten
Lauren Hays	EC Teacher	Team Member	EC
Doug Smith	PE Teacher	Team Member	Specials

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?	BOY PD Grade Level PLCs MTSS Monthly Team Meetings PD Days
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)?	Yearly
Compensation	Are team members compensated for time spent serving on the team? If 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?	Behavior Committee: 1x/month Behavior Support Team: 1x/quarter
Team meeting place	Where does the team meet? Does this area need to be reserved?	Library/Conference Room
Team meeting ground rules	What are the ground rules for team meetings?	Start and End on Time Participate It is ok to disagree Identify roles: Timekeeper- Read Facilitator- Rotating Basis Notetaker-
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	Agenda is shared with all members and staff. Backup person is recommended, but not required, since all staff receive the minutes.
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	We use an agenda to help facilitate meetings as well as take minutes.
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 conference room.

Improvement Priority Sequence

Year 1 (2022-2023)

- Continuum of Consequences
- Levels of Behavior
- Develop Expectations for Excellence - school wide implementation including posters, shout-outs, OWL goals, Quarterly Recognition, etc.
- School Counselor implements classroom lessons using Harmony Curriculum
- Educators Handbook is Data Collection Tool
- Staff/Student Shout Outs
- SIT Behavior Committee is working on schoolwide core and tiered interventions

Year 2 (2023-2024)

- Revise team members to match current staff structures for upcoming school year
- Present Expectations of Excellence to all stakeholders
- Continue and expand use of guidelines for success: OWL school-wide expectations - school wide implementation including posters, shout-outs, etc
- School Counselor SEL Lessons
- Continue to collect data using Educators Handbook
- Continue to analyze data and implement STOIC guidelines to areas of need
- Track Staff/Student Shout Outs
- SIT Behavior Committee continue working on schoolwide core and tiered interventions (new matrix shared by district and reviewed in first committee meeting of the year)
- Implement SEL coaching suggestions

Year 3 (2024-2025)

- Revise team members to match current staff structures for upcoming school year
- Continue the work from years 1 and 2 (add to or revise)
- Use data to inform areas for improvement
- Gather data about implementation
 - Are staff using schoolwide and classroom procedures
 - Are the strategies working to reduce misbehavior
 - Implement consistent levels of consequences and flow chart
 - Explore Restorative practices

Quarterly Review Calendar Plan - Fill in Later by team with Admin

Year 1

September 1

- Teach OWL Expectations
- Teach Morning Meeting Expectations
- Determine classroom community goals
- Hold grade-level administrative expectation meetings

October (end of first 4 weeks)

- Conduct and analyze common area observations
- Assess classroom community goals
- Audit morning meetings to collect data
- Introduce tools for regulation stations

November

- Work with behavior committee to identify school improvement priorities
- Work with PTA for incentives for positive behaviors

January (at or near the end of the second quarter)

- Present Expectations of Excellence to staff
- Review Educator’s Handbook data
- Reteach behavior expectations with OWL Posters after returning from Winter break.
- Hold Grade level administrative expectation meetings

March (near the end of the third quarter)

- Reviewing Tier 2/Tier 3 Interventions

May (near the end of the fourth quarter)

- Data analysis of Educators Handbook
- Survey behavior committee to gather input for future committee work

Year 2

September 1

- Review processes and procedures with newly-formed Behavior committee (some new team members and some returning team members)
- Review Expectations for Excellence with students and parents
- Print school-wide visuals for common areas

October

- Analyze first quarter data to inform areas of need
- Review classroom management procedures by grade level
- Conduct and analyze common area observations

November

- Work with committee to confirm or change current improvement priorities
- Conduct climate and safety survey; use data to plan future committee tasks

January (at or near the end of the second quarter)

- Begin second quarterly review
- Analyze second quarter data to inform areas of need
- Should we add, modify or eliminate and improvement priorities

March (near the end of the third quarter)

- Begin third quarterly review
- Analyze third quarter data to inform areas of need
- Should we add, modify or eliminate and improvement priorities

May (near the end of the fourth quarter)

- Data analysis of Educators Handbook
- Survey behavior committee to gather input for future committee work

Safety Policies and Procedures:

The School Risk Management Plan for College Park is being revised on the required platform. All safety policies and procedures are documented in the risk management plan.

Common Area Policies and Schoolwide Policies

- Assemblies -
 - Goal: All staff and students will be able to enter and exit the Multi-purpose room safely. All staff and students will be mindful and respectful listeners to the presenter. Teachers will review expectations before entering assembly. Teachers/staff will direct students to the appropriate area and assist with seating. Students are expected to be at a voice level O for arrival to assemblies.

- Before and After School -
 - Goal: Students will enter and dismiss the school safely. Teachers are stationed throughout the building to ensure students are following safety expectations and reviewing expectations with students. Teachers are assigned to escort students to either van, car, or bus areas. Additionally, staff keep 2nd route bus riders in classroom until called to cafeteria. All dismissal procedures are prompted via PA system.
- Buses
 - Goal: Students will respectfully and safely ride the bus to and from school. Expectations are taught through a bus safety video as well as bus drivers reviewing rules. Teachers are assigned bus duty to make sure students follow expectations and return home safely.
- Cafeteria
 - Goal: Students will be safe and respectful while eating their meals
 - Classroom teachers and supervising staff members will ensure expectations are taught and reinforced throughout the year
- Common and Outside Areas -
 - Students do not utilize outside areas with the exception of the playground.
- Guest Teachers
 - Goal: Students will be respectful to visiting teachers and follow their expectations.
 - The guest teacher, regular classroom teacher and other support staff will ensure expectations are taught and reinforced.
- Hallways, Passing Periods
 - Goal: Students will walk through the hallways safely and quietly respecting the learning going on in other classrooms. Teachers will teach expectations and review when necessary.
- Playground
 - Goal: Students will maintain safety on the playground.
 - Classroom teachers and support staff will teach expectations and reinforce throughout the year
- Restrooms
 - Goal: Students will be able to enter and exit safely, while maintaining sanitary and privacy expectations
 -

Anti Bullying Policy

Goal: Prevent/Report all forms of bullying to ensure all students feel safe each day.

If bullying is suspected the staff member will immediately bring it to administrators attention. District policy will be followed. Ethix360 is utilized for reporting, investigating and collecting data.

Attendance Policy

Analyze attendance data and review your attendance policy: Document attendance policies, expectations for student attendance, and ways to encourage regular attendance.

Goal: All students will be present unless they have an excused absence.

- Exemplary attendance awards
- Letters are sent home after 3, 6, and 10 unexcused absences
- Teachers contact parents after 3 days of absences - refers to school social worker
- Students are discussed with FIT Team
- Tardy letters are sent home
- Attendance contracts are written for student with chronic absences/tardies
- Student attendance incentives for chronic absenteeism

Personal Electronics Policy: WPES will follow the [NHCS Technology Responsible Use Policy](#).

Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations:

Cafeteria	<ul style="list-style-type: none"> ● Silent while going through the line ● Eat at your assigned table ● Cafeteria expectations <ul style="list-style-type: none"> ○ Manage voice level ○ Clean up your trash and area
Bathrooms	<ul style="list-style-type: none"> ● Few in while others wait silently outside ● Wash your hands ● Follow appropriate use/privacy rules
Recess areas	<ul style="list-style-type: none"> ● Equipment safety <ul style="list-style-type: none"> ○ slide ○ courts ○ track ○ swings ○ playground apparatus ● Throw away trash ● Stay in appropriate areas of play and include others in games
Auditorium	<ul style="list-style-type: none"> ● Manage voice level ● Use proper audience etiquette ● Stay seated with feet on the floor
Hallway	<ul style="list-style-type: none"> ● Manage voice level ● Always walk in line ● Keep your hands to self
Media Center	<ul style="list-style-type: none"> ● Manage voice level ● Take care of books ● Follow technology check-out procedures quietly
Stairwell	<ul style="list-style-type: none"> ● Walk up and down the correct sides ● Use grade level stairwell ● Quiet feet ● Use the handrail for safety

Job Descriptions for Supervisors

Area of School	Job Description
Cafeteria	<ul style="list-style-type: none"> ● Enforce 5 min silent lunch rule, sitting down, no getting out of seats; follow general rules of eating in cafeteria ● Show up on time for your duty ● If you can't do the duty, find coverage or at least let admin know you can't be there ● Active circulation to monitor behavior
Playground	<ul style="list-style-type: none"> ● Active circulation to monitor behavior ● Promote safe interaction amongst peers

AM/PM transportation duties	<ul style="list-style-type: none"> ● Arrive on time ● Let admin know if you cannot be there or if you are going to be late for any reason ● Check Transportation Changes document daily for any changes made to PM transportation <p>Parent Pick Up:</p> <ul style="list-style-type: none"> ● Greeting with a polite/welcoming attitude in the morning/afternoon at car line ● Be at your assigned cone and helps students get to their cars quickly and safely <p>Bus</p> <ul style="list-style-type: none"> ● One bus/route at a time ● Each grade level is assigned a teacher to walk students out to their bus once they are called. ● Check in with the principal designee to account for grade level bus riders ● Van students dismissed from the cafeteria
Hallway	<ul style="list-style-type: none"> ● Walk ● No conversations by students and keep adult conversations at minimum and be very quiet. Classrooms should not be disrupted with conversations in the hall. ● Enforce walking on the right hand side

Discipline Policy and Procedures - Levels/Continuum of consequences

Three levels of misbehavior:

- Interventions – Including warnings, student conferences, parent phone call, change of seat or other documented intervention
- Minor incidents (classroom managed behaviors) – documented in Educator’s Handbook
- Major incidents (office managed behaviors) - documented in Educator's Handbook

Menus of corrections: *currently being developed by committee*

Report forms: Educators Handbook

Front office procedures:

Teacher Responsibilities

- Review the Expectations for Excellence Flowchart for discipline
- Determine the level of severity of the infraction (major or minor)
- If major, determine if the infraction constitutes a *crisis* or *not a crisis*
- Follow guidelines on matrix – including parent contact

Administrative Responsibilities

- Respond to major infractions immediately or ASAP as situation dictates
- Respond to minor infractions in a timely manner
- Complete investigation using established protocols

- Determine consequences
- Contact Parent
- Document the results in Educators Handbook and follow up with referring staff if needed

Guidelines for Disagreeing With Others:

Tier 1:

- Reflect on the situation and each person's roles in it before contacting the other person involved
- Meet with the other person involved during non-instructional time
- Engage in a discussion that is not accusatory and is geared toward problem solving

Tier 2:

- If one or more parties involved does not feel that the situation is resolved after meeting at tier 1, put concerns into writing (email) and request mediation involving admin with all parties involved

Tier 3:

- Ethics 360 report by involved parties

Adopted Approach to Classroom Management: Use the STOIC guidelines for success to help you complete the template.

Structure your classroom for success

Teach your expectations

- Post expectations for major instructional activities
- Reinforce your expectations in a variety of ways

Observe and monitor student behavior (data collection tool)

- Physically circulate
- Visually scan
- Collect and analyze data

Interact positively

- Positive relationships=positive classroom climate
- Provide positive feedback; celebrate successes. structured reward systems
- Maintain a 3:1 ratio of positive to corrective interactions

Correct misbehavior fluently

- Get back to instruction as quickly and seamlessly as possible
- Be calm, consistent, brief, and immediate

Statement of Staff Beliefs:

- Relationships first!
- Clear and explicit expectations are important
- Behaviors are a way for students to communicate

