

Forest Hills Elementary School Wide Behavior Plan (SBP)



Date: 2025-2026

Mission Statement

Chapter 1

MISSION (WHY)	Empower all staff and students to be the best version of themselves	
VISION (WHAT)	Prepare For Success in the Future Increase Academic Proficiency Increase Academic Growth Decrease Behavioral Referrals Increase Attendance Prepare For Success Today	
CORE PRINCIPLES (#MUSTANGSLEAD)	L isten	Focused, Eye Contact, Calm Body
	E mpathetic	Kind, Love, Supportive
	A ccountable	We Do What We Say We Will Do
	D etermined	We Can Do Hard Things

Guidelines for Success

Chapter 2

The staff and students of Forest Hills Elementary participate in a positive school-wide Core Behavior Instructions, interventions and support to teach behavioral expectations in order to best meet the academic potential of all students. We outline clear expectations to encourage a positive learning environment. These are explicitly taught throughout the school year. We also post on social media and send home information to parents about LEAD expectations.

	EXPECTED BEHAVIORS WHAT MUSTANGS LOOK LIKE	UNEXPECTED BEHAVIORS WHAT MUSTANGS DON'T LOOK LIKE
STAFF	• Present (Mentally & Physically) • Kind • Positive (Attitude, Language) • Communicate • Team Player (No BCD)	• Checked Out • Unkind • Negative (Attitude, Body Lang.) • Unprepared • BCD (Blaming, Complaining, Getting Defensive)
STUDENTS	• Do Their Work • Participate in Class • Follow LEAD Behaviors • Regulate Their Emotions (Zones)	• Don't Do Their Work • Not Engaged in Class • Don't Follow LEAD Behaviors • Feelings Dictate Actions

STOIC Guidelines

Chapter 3

STOIC guidelines are to be used by all staff to evaluate and revise policies and procedures for common areas, schoolwide policies, and individual classrooms throughout the school year. [Here](#) is the beginning of the year PD for core behavior expectations.

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

Staff Exemplars

Adult behaviors often set the tone for student behaviors. We will continue to acknowledge and encourage each other for modeling positive behaviors and being supportive of our colleagues. We will create time and space for staff to write encouraging notes to one another at weekly PLCs.

Classroom Each classroom will post and review the following: LEAD Classroom Expectations Poster, Noise Level Chart, Zones of Regulation Visual and use the morning meeting slide deck provided weekly.

Teachers are encouraged to seek student input for class expectations that follow the Mustang LEAD expectations, goals, and class rewards and incentives. Posting these classroom expectations will serve as a reminder and guide throughout the year that can be revisited to reinforce positive behaviors. Teachers will also be given a weekly Zones of Regulation video to build their regulation toolbox.

Hallway Students will walk on the right side of the hallway in the 2nd square from the line. Mouths are silent until you reach your destination Staff should use a level 1 whisper voice in the hallways when needed. .

Noise Levels Use the guide below to teach students appropriate noise levels. Noise level Expectations will be posted in all areas of the school as well as in your classroom where it can be referred to.

Example: In common areas, such as halls, cafeteria, bus waiting areas, buses, and playground, all students follow the school-wide rules of the behavior matrix. Teachers speak with students about the and consistently model and praise students for exhibiting appropriate behavior. Teachers implement a

structure that prompts behavioral success. Expectations are explicitly taught to all students. Teachers consistently observe and monitor students and their behavior, correcting students following STOIC guidelines. All staff members interact positively with all students and fluently correct students with common language, following STOIC guidelines.

Schoolwide and Tier 2 Reinforcement Systems

Chapter 4

- Acknowledgment-Mustang Rewards, Classwide Rewards
- Recognition-Mustang Award Winners, Mustang Award Menu
- Attention-Names announced
- Belonging-Classroom Community
- Purpose-LEAD expectations
- Competence-LEAD Expectations
- Nurturing-Student Support, all staff
- Stimulation and change-Instruction

Ratios of Positive Interactions

Chapter 5

When adults pay more attention to positive student behavior than to misbehavior, students' motivation to behave responsibly can increase.

- Staff are expected to employ the "Magic Ratio" of 5:1 positive interactions
- Examples: greeting daily with eye contact, welcoming students when they arrive late, pointing out positive choices and praising them, sharing how student behavior connects to LEAD expectations and encouraging that, eating lunch with students and talking to them about their interests, additional support at recess to encourage positive student interactions
- Class Dojo (or similar) is used to communicate with families and positive phone calls and messages are encouraged
- Admin team to gather positive to negative ratios during walkthroughs

Welcoming and Orienting New Students, Families, and Staff

Chapter 6

New students are given a tour of the school before beginning in the classroom. Families are encouraged to tour the school prior to enrollment if interested. There is a student hub on our website to provide students with an orientation as well as for reminders and information throughout the year. New teachers are assigned a Mentor veteran teacher. We have a staff and a student handbook which outlines expectations and procedures.

Establishing and Working With a Behavior Leadership Team**Chapter 7****Behavior Leadership Team Organization**

Team name: Core Behavior Committee

Name	Current School Position	Team Role/Responsibility	Who Does the Person Represent?
Heather Heinze	MTSS Coordinator	Co-chair, create agenda, collect data, report back, follow up	staff, students
Tara Huntsman	Counselor	Co-Chair, create agenda, collect data report back, follow up	staff, students
Alicia McCall	EC Teacher	report back, follow up	students, EC staff
Holly Hatchell	Kindergarten Teacher	report back, follow up	students, K staff
Kellie Council	First Grade Teacher	report back, follow up	students, 1st staff
Blaire Harkey	Second Grade Teacher	report back, follow up	students, 2nd staff
Stephanie Perkins	Fourth Grade Teacher	report back, follow up	students, 4th staff
Kristen Barrett	Fifth Grade Teacher	report back, follow up	students, 5th staff
Torri Bailey	Assistant Principal	report back, follow up	students, admin

Behavior Leadership Team Guidelines

MTSS/Core Behavior training	How do team members receive ongoing training in multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS) practices?	Staff members receive MTSS updates through the Weekly Mustang Round Up and staff meetings. Core Behavior committee meets monthly and grade levels provides updates to staff.
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)?	Staff is invited to sign up for a different committee each year
Compensation	Are team members compensated for time spent serving on the team? Is so, how?	No, the district does not provide compensation for extra duties
Team meeting schedule	How often does the team meet (1x/week, 2x/month, etc.)? What are the dates? How long are the meetings?	For one hour on the second Wednesday of every month
Team meeting place	Where does the team meet? Does this area need to be reserved?	a team members classroom, no
Team meeting ground rules	What are the ground rules for team meetings?	be on time, participate, be solution focused, share back with team
Absences	How do team members who miss meetings catch up? Do all team members have a backup person who can attend meetings for them?	a follow up email is sent after the meetings, teams can not send a back up as the other representatives for their grade levels are at their committee meeting
Team meeting agenda and minutes	How do we capture our work during our meetings? Do we take minutes?	Notes are taken during the committee meetings and housed in a the Google Drive Committee Folder for FHES.
Schoolwide Behavior Plan (SBP)	Who is in charge of archiving all work completed by the team? Where will the SBP binder be kept?	These notes are kept in the google drive as stated about.

Improvement Priority Sequence**Chapter 8****Year 1 2023 - 2024**

Provide professional development to all staff on behavior support and when to use Educator's Handbook
Analyze student behavior - look for hot spots - plan
Work on schoolwide positive behavior supports and consequences
Tiered behavior support for teachers on classroom management
Add visual supports to Matrix

Collect information about all classroom management plans
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Year 2 2024-2025

Review Behavior School Wide Management Plan
Provide training to staff on: - Zones of Regulation - Educator's Handbook - Restorative Practices
Analyze student behavior - look for hot spots - plan
Tiered behavior support for teachers on classroom management

Year 3 2025-2026

Review Behavior School Wide Management Plan
Provide training to staff on: - Zones of Regulation - Educator's Handbook - Restorative Practices
Analyze student behavior - look for hot spots - plan
Tiered behavior support for teachers on classroom management

Quarterly Review Calendar Plan

Chapter 9

Document your plan for reviewing data throughout the next 2 school years. Identify the specific date sources you will use.

Year 1

September 1

- Review priors years behavior data at staff at monthly staff meeting
- Review expectations and procedures with staff

October (end of first 4 weeks)

- Review beginning of the year behavior data
- Monthly Core behavior meetings begin

November

- Monthly Core behavior meeting
- Tiered grade level behavior PD

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

- Review 1 st half of year Behavior data - look for trends (positive/negative)
- Monthly Core behavior meeting

March (near the end of the third quarter)

- Student Support Team PD
- Monthly Core Behavior meeting

May (near the end of the fourth quarter)

- Review year end behavior data review
- Review PowerSchool/Educator Handbook

Year 2

October

- Review priors years behavior data at staff at monthly staff meeting
- Student Support Team presentation
- Review expectations/procedures

November

- Monthly Core behavior meeting
- Tiered Grade level/individual behavior meetings/PD

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

- Review 1st half of year behavior data in Core Behavior meeting
- Address findings through tiered support

March (near the end of the third quarter)

- leadership team meeting focusing on tiered behavior supports for teachers and students
- Monthly Core Behavior meeting

May (near the end of the fourth quarter)

- Review and present school year behavior data
- Plan PD needs for the upcoming school year

Year 3*October*

- Referral support-how to input, when to input, behavior response protocol
- Student Support Team presentation
- Monthly Core Behavior Meeting and action items
- Character trait of the month and weekly morning slides

November

- Monthly Core behavior meeting and action items
- Tiered Grade level/individual behavior meetings/PD

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

- Review 1st half of year behavior data in Core Behavior meeting
- Monthly COre Behavior meeting
- Address findings through tiered support

March (near the end of the third quarter)

- leadership team meeting focusing on tiered behavior supports for teachers and students
- Monthly Core Behavior meeting

May (near the end of the fourth quarter)

- Review and present school year behavior data
- Plan PD needs for the upcoming school year

Safety Policies and Procedures**Chapter 10**

Forest Hills follows specific Emergency Operations Procedures/Crisis Response protocols which we practice as a staff with students. <https://iloveguys.org/standard-response-protocol/>

Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations **Chapter 11**

[Lesson plans](#) for teaching the expectations for student behavior in all common areas and with all school wide policies. Zones of Regulation [Instruction](#) and [The Road To Regulation](#)

Job Descriptions for Supervisors**Chapter 12**

Staff should actively supervise common areas. This includes interacting with students positively, observing and praising expected behaviors, privately and respectfully correcting unexpected behaviors.

Common Area Policies and Schoolwide Policies**Chapter 13**

- [Assemblies](#)
- [Buses](#)
- [Cafeteria](#)
- [Serving Line](#)
- [Library](#)
- [Hallways](#)
- [Classrooms](#)
- [Playground](#)
- [Restrooms](#)
- [Stair](#)

Discipline Policy and Procedures **Chapter 14**

- **Three levels of misbehavior** see document for definitions and examples
- **Menus of corrections:** Established by classroom teachers and includes-behavior reflection, regulation station, proximity, redirection, private discussion
- **Report forms:** Infinite Campus will be used for all reporting and documentation

Level 1 Behaviors: CORE		Level 2 Behaviors: Minor		Level 3 Behaviors: Referral	
<u>Teacher manages within the classroom</u> <i>Teacher to document in personal notes</i>		<u>Teacher manages within the classroom</u> <i>MINOR in Infinite Campus</i>		<u>Teacher manages within the classroom</u> <i>REFERRAL in Infinite Campus</i>	
-Talking -Tapping pencil -Not raising hand -Not participating -Tattling -Name-calling -Out of area -Verbal peer argument -Dress code violation -Phone out -Property damage (writing on desk, breaking crayons, etc) -Refusal to respond to a request -Disruptive behavior that is able to be redirected (yelling, banging, etc)	1. Gentle redirection 2. Reteach behavior 3. Model correct behavior 4. Proximity control 5. "Circle back" 6. Nonverbal cue 7. Private conference 8. Modify seating 9. Calm down area 10. Use of timer 11. Calming strategies (breathing, fidget) 12. Whole group social skills /a.m. meeting 13. Student gives verbal/written apology 14. Review expectation/shared agreements 15. Reflection sheet 16. Parent communication 17. Time owed 18. Loss of privilege (at lunch, structured recess, etc) 19. Choice within classroom 20. Positive feedback for correct behavior	-Repetitive non-compliance (not disruptive - others can continue to work) -Refusal to attend small/ intervention group -technology misuse (playing a game, listening to music) -Repeated cell phone out -Repeated property damage (writing on desk, breaking crayons, etc) -Disrespectful (calling teacher name, yelling at adults) - Cheating (single incident, minor assignment) -repetitive refusal to respond to a request -repetitive disruptive behavior (yelling, banging, etc)	1. All suggestions from level 1 2. Reflection sheet 3. Calm down area in another classroom (bounce) 4. Develop strategy to help student self-monitor 5. Set up meeting with guidance counselor 6. Talk to MTSS coordinator about data collection to see if supplemental supports are needed	-Technology misuse (damaging device, looking at inappropriate content) -Theft -Property damage (writing profanity, inappropriate drawing) -Threats -Cheating (repetitive or major assignment/test) -Repetitive refusal to request that is a safety issue (refusing to leave classroom/refusing to come inside) -Repetitive disruptive behavior that impedes the learning of others	<i>*Student to remain in classroom until admin contacts teacher to help address the issue.</i> <i>Use strategies listed in Level 1 and Level 2- plus any of the following:</i> 1. Due process for student 2. Student conference 3. Behavior contract 4. Conflict resolution 5. Refer to FIT 6. Exclusion from activities 7. Contact parent for conference
<i>*Sleeping</i> 1. Talk to student about reason for being tired 2. Contact guardian for more information/make them aware. 3. If the problem continues, contact social worker for assistance.				<i>When to Walkie:</i> -Physical fighting -Communicating threats/bullying (harming others, harming self, bomb, fire alarm) -Leaving class, building without permission -Inappropriate touching -Throwing objects at others -Flipping furniture where the safety of others is compromised -Possession of tobacco, narcotics, alcohol, weapons	

Anti Bullying Policy

Chapter 15

Forest Hills Elementary follows NHCS policies in regards to Bullying and Harassment.

Policy Code: 4329/7311 Bullying and Harassing Behavior Prohibited Policy Code: 1710/4020/7230
 Discrimination and Harassment Prohibited by Federal Law

Policy Code: 4331 Assaults and Threats

Policy Code: 4340 School-Level Investigations

Attendance Policy

Chapter 16

Regular attendance is the key to scholastic success. Students with strong attendance records perform better academically and socially. Parents, students, and school personnel are responsible for promoting positive attendance attitudes. Tardiness is a serious problem since students miss valuable instructional time. The Forest Hills School staff wants every child to come to school every day and is committed to helping both students and parents achieve this.

If a student is absent: An absence note is required for the student's return to school. The note should state the child's full name, date(s) of absence, and specific reason for absence. The principal or his designee may request verification of illness. Excessive absences may result in referral to the school social worker for possible legal action or may result in retention. According to New Hanover County policy, the following are reasons for an **excused absence**: Illness of the child, Quarantine, Death in the immediate family, Religious observations, Court proceedings, Military Deployment Activities. **Family vacations** are not deemed as excused absences. We do understand that families need to spend quality time together and that does mean missing school periodically. However, these absences will be documented as unexcused. Students will be responsible for missed assignments. **Educational Opportunity/Experiences** must be pre-approved by the principal 2 weeks prior to the trip. Once approved, students will complete a travel journal & share experiences with peers. The journals are available, however, students may create a digital journal as well. *Repeated requests within a school year may not be approved. **Repeated requests for the same educational opportunity over multiple school years may not be approved. (ie., annual trips to Disney World)

If a student is tardy: If you arrive at school after 7:40 am, your child(ren) is tardy. There will be a sign in the roadway to indicate that you need to park and come into the building with your child(ren) to check them in at the front office. Please use the APhone to gain access to the building. According to New Hanover County policy, the following are reasons for tardiness to be counted as excused: Medical or dental appointment with a doctor's note. Note: According to county policy, traffic, car trouble, oversleeping are not excused reasons for tardiness. If a school bus is late, the students are not counted as tardy.

If a student must be dismissed early: Dismissal time is 2:20 PM. If a student needs to be dismissed early, please notify your child's teacher in advance if at all possible. If your child is dismissed early for a medical or dental appointment, please remember to send a doctor's note with your child the following school day for the early dismissal to be counted as excused. **There will be no check outs after 1:30 PM.**

Personal Electronics Policy

Chapter 17

Electronic Devices (Policy 8431)

Cellular telephones and personal electronic devices shall not be used by students during class time without teacher permission. These devices shall be turned off and put away while the students are in class.

Picture phones and handheld computers with photographic capabilities present many unique challenges.

Therefore, students shall not use these devices to send pictures of other students by email or by other electronic means during class. In addition, these devices, if used in academically reprehensible conduct

(cheating), will result in students being punished in accordance with Policy 8410, Student Discipline, Policies, Rules and Procedures.

Students in violation of this Policy will have their devices confiscated by school officials. The first offense will result in students' devices being kept for the remainder of the school day. If a child has a second offense, the device will remain with school administration until a parent/guardian picks it up. Students who fail to comply with a request to turn over such devices will be disciplined in accordance with Policy 8410. Neither the school nor the Board assumes liability for the loss or damage of these devices.

Guidelines for Disagreeing With Others

Chapter 18

Set up a plan for handling disagreements. Establish guidelines staff should follow when there are disagreements among them. When the entire staff can develop and agree on what constitutes acceptable behavior in conflict situations, they are more likely to work through their disagreements productively and respectfully.

Adopted Approach to Classroom Management

Chapter 19

Include a summary statement of your school's overall approach to classroom management. If your staff has agreed to adopt a specific program (such as CHAMPS or COMP), your summary statement should briefly describe the major tenets of that model.

In addition, include a template for a classroom management plan (CMP) that all teachers should use to develop their own plans. A template will help ensure that all teachers address the essential features of classroom management that staff agreed to, while allowing all teachers to complete the details of their plans to fit their own teaching styles. Use of a template will increase consistency among individual teachers' classroom management plans and between the various CMPs and the SBP.

Statement of Staff Beliefs

Chapter 20

Help your staff to clarify and agree upon a set of beliefs about managing student behavior. This requires time and skilled leadership. One useful way is to have staff discuss the three questions we present in Chapter 13 and then summarize their answers as a series of belief statements. (Note: Although your staff may not agree with the given beliefs, the answers to the questions may be useful as discussion starters. The sample staff beliefs may also prompt productive discussion.)