

**The School District of Escambia County  
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

<b>School:</b> R.C. Lipscomb Elementary	<b>School Year:</b> 2012-2013	<b>Date of Plan:</b> 8/20/12
<b>Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.</b>		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Susan Sanders	1. Principal
2. Lisa Arnold	2. Assistant Principal
3. Libby Debrabant	3. Guidance Counselor
4. Bryce Halfacre	4. Guidance Counselor
5. Amber Nims	5. Behavior Coach
6. Cherith Welter	6. Teacher
7. Michelle Whitney	7. Teacher
8. Stacie Hammer	8. Teacher

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The mission of R.C.Lipscomb Elementary is to encourage students to make the most of their potential to become independent thinkers and lifelong learners; and to produce self-reliant, productive citizens.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2011 - 2012**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	50
Average ODR per Student (# ODR ÷ # of students enrolled)	.06
Number of Students with ODR	40
<b>Attendance</b>	
Average Daily Attendance	98.5
Excused Tardies ( <i>Elem</i> )	N/A
Unexcused Tardies ( <i>Elem</i> )	N/A
Excused Early Check-outs ( <i>Elem</i> )	N/A
Unexcused Early Check-outs ( <i>Elem</i> )	N/A

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	0
Average OSS per Student (# OSS ÷ # of students enrolled)	0
Number of Students with OSS	0
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	2
Average ISS per Student (# ISS ÷ # of students enrolled)	.002
Number of Students with ISS	2
<b>Bullying Prevention</b>	
Percent of Students Trained	100
Percent of Staff Trained	100

**ADDITIONAL DATA AND OUTCOMES**

**What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).**

Data will be retrieved from TERMS. Discipline and attendance reports will be utilized to obtain information, and to set forth needed interventions. Guidance and the behavior coach will monitor rule benders as well as behavior plans. VT referrals will be documented and interventions will be reviewed. The PAWS (Positive Action With Success) ticket program will be monitored, to collect data on occurrences of positive behavior.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school suspension**

Maintain the number of out-of-school suspensions for the 2012-2013 school year, in comparison to the 2011-2012 school year.

**2. Attendance**

Increase or maintain the average daily attendance for the 2012-2013 school year, in comparison to the previous years data of 98.5%.

**3. Bullying**

Continue to train 100% of staff and students on how to prevent bullying, and positive procedures in reacting to and reporting bullying.

**4. Office Discipline Referrals**

Decrease the percentage of Office Discipline Referrals for the 2012-2013 school year by 1%, when compared to the SWBP for 2012-2013.

**5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal**

Accurately monitor and document excused and unexcused tardies for the 2012-2013 school year.

**6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal**

Accurately monitor and document excused and unexcused early checkouts for the 2012-2013 school year.

**7. Other School-wide Behavior Goal**

Develop staff awareness of the behavioral resources and accommodations that need to be given to students with a disability.

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**PROGRESS MONITORING**

**Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan once a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year.**

The SWBP leadership team will meet the fourth Thursday of each month at 2:15 in the Media Center to discuss progress monitoring data. Data obtained will guide the team in concerns and possible modifications.

Quarterly meetings will be held on in-service days of each grading period at 2:15 in the Media Center.

**Describe the procedures that your school will use to collect, summarize, and analyze the behavioral data prior to team meetings. Procedures are required for entering the information into the database, summarizing the data, and developing graphs using the *School-wide Behavioral Data Guide*.**

Behavioral data will be entered into TERMS. The Data Clerk will print a TERMS report to share with the SWBP Leadership Team.

**How will your school document the school-wide behavior team meetings?**

Meeting agendas and sign in sheets.

**Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?**

Data results will be provided at grade level meetings and faculty meetings.

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

1. Be Respectful; 2. Be Responsible; 3. Be Safe; 4. Be caring

These rules foster the foundation of our policy of being at school on time and prepared to learn, following the rules of the classroom, and adhering to the rules of the students Rights and Responsibilities Handbook. The established rules also fosters Lipscomp Leader qualities of Leadership, Effort and Enthusiasm, Attendance and Achievement, Dependable, Empathy, Respectful and Responsible, and Studios and Sincere.

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Restroom</b>	<b>Setting: Recess</b>	<b>Setting: Hallway</b>
Respectful	-Talk quietly and politely -Use table manners -Keep hands, feet, and objects to self	-No talking, unless an emergency -Give privacy to others -Keep restroom as clean as you found it	-Be considerate of others while playing -Use appropriate voice level -Be kind to everyone -Allow all to be included	-No talking, unless an emergency -Give privacy to others -Keep restroom as clean as you found it
Responsible	- Clean area before leaving. -Push chair in -Report bullying or teasing	-Place all trash in trash can -Keep floor clean -Report problem to an adult	-Follow rules of PE coach and teachers -Clean up equipment -Remember your own outerwea	-Walk on the right side of hallway -Silence -Walk in line
Safe	- Touch and eat only your food, no sharing. -Stay seated -Walk single file in and out of cafeteria	-Wash hands -Walk carefully -Be sure to keep water in sink	-Wear appropriate clothing -Follow playground rules	-Walk -Keep hands, feet, and other objects to self -Look straight ahead
Caring	-Help others with opening items if asked -Say only positive words -Use patience while waiting in line	-If a student needs help, get an adult	-Share your recess toys -Include everyone -Say positive words of encouragement	-Help others who need help -Hold door for others -Stop for others to get by

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**TEACHING EXPECTATIONS AND RULES**

**How will your school introduce the school-wide expectations and rules to all of your students and staff?**

- School-wide expectations and rules will be introduced to faculty and staff during the first faculty meeting of the year.
- Teachers will introduce the school-wide expectations and rules to the students the first week of school.
- Rules and Expectations will be posted throughout the school to reinforce Lipscomb Leaders
- Students will be reminded to earn their "PAWS" (Positive Action With Success) tickets on the daily news, which enforces the leadership qualities of Lipscomb Leaders.

**During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?**

- Posters will be displayed throughout the school and classroom to serve as reminders to students, parents, and staff of the school-wide expectations and rules.
- Newsletters home will emphasize good behavior, being prepared, and safety.
  - Community mentors will be charged with emphasizing good behavior strategies, based on teacher input and necessary and acceptable behaviors.
  - Lipscomb Leader attributes will be incorporated into classroom lessons across the curriculum as deemed appropriate. Discussions and assignments will be used.
  - Each class will have letters to share their PAWS, to encourage on-going and consistent emphasis on good behavior and Lipscomb Leader attributes.
  - The anti-bullying video "How I learned Not to be Bullied" by Sunbelt Visual Media, will be shown on CCTV. A student program survey and questionnaire is then given to each classroom teacher, for distribution to students.
  - The program "Fox Farm" will be presented to teach every student on bullying.

**How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?**

Review of rules and expectations will be conducted in the classroom. Refresher training for the staff will be held each quarter, after the SWBP Leadership team meetings.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

R.C. Lipscomb will be involved in two rewards systems.

1. Lipscomb Leaders: A Lipscomb Leader Assembly will be held each nine weeks to award students who have gone above and beyond exhibiting Lipscomb Leader attributes:  
Leadership; Effort and Enthusiasm; Attendance and Achievement; Dependable; Empathy; Respectful and Responsible; Studious and Sincere
2. PAWS (Positive Action With Success) tickets will be given out during the nine weeks to provide continuous reinforcement of Lipscomb Leader qualities. These tickets will be given out to students (individually) who portray Lipscomb Leader attributes.  
The individual tickets received will have a student's name on it and be placed in a container for a weekly drawing. A bulletin board will be placed in the main hallway complimenting the individuals who have shown PAWS beyond expectations.

**Describe the behaviors for which you will reward or recognize students.**

Students will be recognized/rewarded for helping others, assisting a teacher or parent, helping with a much needed task without being asked, being a responsible student who comes prepared to learn each day, trying hard each day even though it might be a struggle, always following directions, always participating in special areas, food manners, good sportsmanship, dependability, enthusiasm, respect, responsibility, friendly, inclusive, and thoughtful. Positive hallway behavior, restroom behavior, good special area behavior will also be components for recognition. All areas of the daily school routine will be targeted.  
A PAWS ticket will immediately award positive actions. Lipscomb Leaders will be the finale to the nine-week period with chosen students participating in the assembly.

**How will you implement the reward system?**

Each faculty and staff member is given a large stack of "PAWS" tickets to pass out throughout the nine-week period. In the main hallway, located in front of the guidance office, is a container for students to place their received tickets, for the weekly drawing.

Six student names will be drawn each week to come to the office for a tangible reward.

At the end of each nine weeks, students chosen for the Lipscomb Leader attributes will receive a letter home to participate in the Lipscomb Leader Assembly.

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**DISCIPLINARY PROCEDURES**

**Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.**

-Minor incidents are to be handled by the classroom discipline plan. The teacher is asked to contact the parent immediately regarding the incident, followed by a citizenship report to be signed and returned by parent. A conference may be requested based on the circumstance of the incident. The resource of guidance and the behavior coach may be involved during this initial stage as intervenors to thwart the negative behaviors.

-Once all options are exhausted in the initial stages, the incident then transfers into a major incident. A major incident results in a rule bender and an escort to the office. If the child has received three rule benders, a referral is written. Rule benders go to guidance and/or the behavior coach where a variety of interventions are implemented. Rule benders are implemented in the classroom as well as special areas. Once these attempts have been exhausted, a referral is then written to the office. A variety of interventions are utilized, depending upon the nature of the infraction. Out of school suspension is used as a last resort, when the integrity of the classroom learning and teaching environment is being compromised.

-Minor Behaviors: Behaviors that can easily be exhausted before any further escalations

-Major Behaviors: Minor behaviors that continue once all interventions have been exhausted; documentation should be prevalent at this time to see if a behavior plan needs be exercised.

-A serious breach of conduct, as listed in Chapter 5, page 15-16, of the Student Rights and Responsibilities Handbook, will be considered a Major Behavior, which will call for immediate escort to the office for further interventions.

-The listed procedures for Due Process and Interventions and Consequences in Chapter 8, page 30, of the Student Rights and Responsibilities will be exercised.

**What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?**

The discipline intervention plan will consist of several steps. When a teacher begins to experience problems, he/she will talk to the student in the classroom first, to try to get the student back on track. If this is unsuccessful, the teacher will contact the parents to ask for home support to resolve the issues. Guidance or the behavior coach will be called to assist. A rule bender will be written (up to three times) before a child receives a referral, unless the incident was a severe violation of school and district policy, in which the action warrants an immediate referral. Rule benders go to guidance or the behavior coach first. Guidance, the behavior coach, or the administration, will also be in contact with parents if the problems persist. Changing the child's seat in the classroom, proximity control by the teacher, modeling by teacher and students, using another classroom as an intervention, walking with an administrator for work detail, time out in the office or an assigned supervised destination, and daily or weekly conferences with students are some of the interventions before an out of school referral is written. A referral to the office is written after the third rule bender. Conferences with guidance, administrators, teachers, parents, and when appropriate, the student are essential if the behaviors are to be successfully corrected. Depending on the nature of the problem the RTI process may be initiated. Counseling offered to the family and other district initiatives will be utilized if the problems are more directed towards a manifestation of disability.



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**DISCIPLINARY PROCEDURES (continued)**

**What are the consequences or disciplinary actions that are used in your school?**

The consequences of disciplinary actions are varied and diverse, depending on the grade level, the age appropriateness for the student, and the nature of the behavior. Moving the student's seat in the classroom, time-out from a favorite activity, guidance or behavior coach intervention, temporary change of classroom, administrative intervention, counseling sessions, assigned cafeteria table, written assignment dealing with apologies and what was learned from the infractions, parent/student/teacher conferences, reflection in citizenship grades, loss of privileges, and work detail are some of the consequences. Rule benders, referral, citizenship reports home, phone calls home by the teacher also are used. Administrators spend much quality time, discussing behaviors with the students and their parents. In-school time out to complete work is implemented. When all else has failed, out-of-school suspension is utilized.

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

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**TRAINING AND IMPLEMENTATION**

**Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.**

Faculty and staff will be receive instructions on the PAWS reward system and a refresher for the entire positive behavior plan implementation. Also awareness training is necessary for faculty and staff, on the different manifestations of behavior that occur for children with disabilities. Intensive training will occur at grade level meetings, and will focus on topics requested by faculty and staff and from the needs of the students and parents.

Materials needed to help foster the knowledge of the positive behavior plan are posters, handouts, tickets, and tangible incentives/rewards.

**Describe how your school will train all faculty and staff on your school-wide behavior management plan. How will you orient and teach new faculty and staff who arrive mid-year?**

Components and procedures of the school-wide behavior management plan will be shared with teachers at faculty meetings, on e-mail, the internet and CCTV. Teacher mentors, guidance, behavior coach, and administrators will be available to help teachers and assist with students who are posing problems in the classroom. Copies of the plan will be made available to all grade levels.

**What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?**

CCTV will be used daily to introduce and reinforce plan components, such as PAWS program, and highlight the attributes of Lipscomb Leaders.

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**TRAINING AND IMPLEMENTATION (continued)**

**How will you achieve and maintain faculty and staff buy-in to your school's plan?**

Buy-in will be obtained by the positive nature of the plan and the outcomes of the students who have experienced behavioral difficulties. Teachers will have input through the representatives of the school-wide behavior team. Also monthly treats will be placed in their mailboxes to remind them of the importance of PAWS.

**Describe how you will monitor the implementation of your school-wide behavior management plan.**

The plan will be monitored using student data. Referrals, attendance, out-of school suspension, repeat offender data, rule benders, etc. are some of the information we will review to determine progress. The number of PAWS tickets given out will also be collected, as well as the number of teachers being recognized.

Analysis of the data will be useful in determining what is proficiently working, and what needs to be altered. The behavior plan is an evolving program, which will change as the needs of the school and students change.

**How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?**

Parents will be informed of the school-wide expectations and rules in monthly newsletters sent home.

Parents will also receive a copy of the Students Right and Responsibilities Handbook.

The classroom teacher will actively provide student's citizenship report to parents