

San Fernando Middle School

2015-2016

School-Wide Positive Behavior Support & Discipline Plan



Created by  
The San Fernando Middle School Positive Behavior Support Team

## **Introduction**

San Fernando Middle School strives to be a caring community dedicated to the guidance and education of young adolescents. The principles of respect and responsibility are foundational beliefs that guide all interactions within our community. To that end our school community and stakeholders have been involved in the creation of a school-wide positive behavior support and discipline plan that creates a welcoming climate that is safe for all.

The SFMS School-Wide Positive Behavior Support & Discipline Plan is a proactive approach that incorporates three core concepts: acknowledgement when expected behaviors occur, intervention when expectations are not met and data collection and analysis. These systems, working together, will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- Clearly defined, school-wide expectations
- School-wide instruction of those expectations
- Consistent actions when expectations are met or not met
- Use of data to conduct on-going evaluations of systems

## **Features**

- Establish regular, predictable, positive learning and teaching environments.
- Train adults and peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
- Implement school-wide teaching strategies such as cooperative learning and explicit direct instruction to provide students the opportunities to exhibit expected behaviors.
- Implement interventions to students not exhibiting expected behaviors.
- Provide support and training in classroom management techniques for teachers as needed.
- Reinforce use of automated and manual discipline referral systems by adults.
- Develop a data reporting system and regularly evaluate data on both positive behavior supports and discipline referrals.

## **Responsibilities**

### **Student Responsibilities**

- Students will exhibit behavior that is safe, respectful and responsible at all times while at San Fernando Middle School.

### **Teacher and Staff Responsibilities:**

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet these expectations.
- Teachers and staff will use interventions in the Faculty Discipline Resource Guide to correct behaviors that do not meet school-wide expectations.
- Teachers and staff will use the On-line Discipline Referral system after all interventions have proven unsuccessful.

## **Implementation**

Consistency is the key to the successful implementation. The guidelines outlined in the School-Wide Positive Behavior Support & Discipline Plan should be used as a minimum standard for the expectations that teams and individuals set.

The School-Wide Positive Behavior Support & Discipline Plan can be summarized in one overarching idea: teaching expectations. We can no longer assume that every child knows how to “do school.” By teaching our expectations and consistently reinforcing them we can keep more students in our classrooms, increase learning, and increase overall student success.

Students must be given the opportunity to demonstrate expected school wide behaviors, particularly in the classroom. The various teaching strategies being implemented at SFMS will cultivate a classroom environment that is conducive to these behaviors. In addition to those strategies, such as cooperative learning and explicit direct instruction, there are additional classroom management techniques that should be considered by every teacher at SFMS, and tailored by the teacher to meet his or her classroom teaching style.

## **Suggested Teaching Strategies**

- Circulate the classroom while teaching. Teach from both the back and front of the classroom.
- At risk students should be seated within two to three feet of the teacher. Proximity and eye contact work wonders for increasing positive student behavior.
- Set the tone for a quiet focused learning environment prior to beginning instruction.
- Utilize a seating chart.
- Enforce a “no shouting out” policy where students are expected to raise their hand before speaking or asking a question.
- Reward all students who are following procedures in a positive way with praise, a note or positive phone call home, privileges or tangible incentives.
- Post a rigorous learning agenda and follow it. Students need to know the daily routine.

- Collect student work samples daily and provide timely feedback
- Check for understanding frequently during instruction.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- Speak with your team regarding a challenging student. Find out what interventions have worked best for them. Collaborate.

## **School-Wide Communication of Expected Behaviors**

### **Parents**

Families are informed of expected student behaviors in a formal manner, both through written and verbal communications, such as family nights and/or parent conference nights.

### **Students**

School goals for student behavior are communicated through monthly grade level assemblies and other school-wide activities held to acknowledge positive student behavior. In addition, expected behaviors are taught through the Intervention and Enrichment classes.

## Plan Components

### **1. Acknowledgement and Incentive System**

The acknowledgement system is the first of three systems that, when taken together, comprise the School-Wide Positive Behavior Support & Discipline Plan. The acknowledgment and incentive system focuses on giving positive feedback to students who demonstrate San Fernando Middle School's expected behaviors.

- **Immediate Acknowledgements**
  - When any student is seen being safe, respectful and/or responsible they are acknowledged with specific positive verbal feedback such as:
    - “That was so helpful the way you held the door open for your classmates.”
    - “Thank you for walking with your hands and feet to yourself.”
- **Classroom Incentives**
  - Each classroom teacher has his/her own acknowledgement and incentive system along with both verbal and tangible positive incentives.
- **Team Incentives**
  - Each team has its own acknowledgement and incentive system along with team awards such as certificates, coupons, assemblies or other team-chosen incentives.
- **Faculty & Staff Incentives**
  - School-wide incentives exist for students who exhibit expected behaviors through the “Wing Ticket” program and school-wide assemblies when goals are reached.

### **2. Intervention & Referral System**

The second component of the School-Wide Positive Behavior Support & Discipline Plan is the intervention and referral system. This system is used when students fail to exhibit the expected school-wide behaviors.

- **Classroom Intervention**
  - Behavior issues such as defiance regarding a seat change or failure to follow directions, missing homework, non-dress in P.E. or failing to come to school with proper school supplies must be handled by the classroom teacher. These issues are not to interrupt instruction. The teacher advises the student that the issue will be addressed at a later time, continues with the lesson, provides the rest of the students a task to complete, then handles the issue with the student or students.
  - Often times classroom defiance stems from a lack of respect for the teacher or teachers and/or the students is struggling with issues in the home. Consult your team, counselor, administrator, the PRIM and/or BIM for additional intervention strategies
  - Behavior issues as listed on the SFMS Student Referral Form are to be addressed by counselors and/or administrators. Directions for completing the SFMS referral form:

- Begin the SFMS Student Referral Form by completing the General Information section.
  - Place a check mark next to the appropriate event code. If you are unable to find an appropriate event code linked to the student's unwanted behavior call your grade level counselor or grade level administrator for assistance.
  - Include a brief comment or description of the event at the bottom of the referral form.
  - Phone the main office as needed if it is necessary for the student to be escorted to the main office by a campus aide.
- **Team Interventions**
    - As a team address students with multiple occasions of failing to meet expected behaviors. Team meeting notes will reflect team interventions and actions. "It takes a village to raise a child."
    - Facilitate a team parent conference
    - Before-School Tutoring or YS Plus Tutoring
    - SST referral
    - COST referral
    - Explore a possible program change within the team
- **Admin and Counseling Interventions**
    - These include but are not limited to the following;
      - Campus Beautification
      - Parent conference
      - Community Service
      - Saturday School
      - Team change
      - School Suspension
      - Total Family Support Clinic
      - COST referral
      - Referral to El Centro De Amistad
      - Referral to Valley Coordinated Services
      - Other community agencies
      - Opportunity transfer
      - Expulsion

### **3. Data System**

Representatives of all school stakeholders participate as a team to monitor the PBS Plan and to problem solve as issues with the PBS Plan implementation arise. A school administrator is an active participant on this team. The team gathers data on unwanted behavior patterns and summarizes them within an on-going system, such as the Misis Discipline Module. This data will then be analyzed and communicated to all stakeholders. Patterns of unwanted behavior will be addressed on a regular basis by the School Wide Positive Behavior Support Team.

## Other Resources

### Forms, Guides, Lessons

- A. Team Behavior Expectations
- B. SFMS Referral Form
- C. BEST Area Rules
- D. Intervention Manuals available through Team Lead
  - a. Behavior Intervention Manual (BIM)
  - b. Pre-Referral Intervention Manual (PRIMM)
- E. Faculty Discipline Resource Guide
  - a. Resolution of the Board of Education to Enforce the Respectful Treatment of All Persons
  - b. LAUSD Code of Conduct
  - c. LAUSD Code of Ethics
  - d. LAUSD Peer Assistance and Review Information
  - e. Bullying and Hazing Policy
- F. Behavior Lessons created by each team reflecting their team expectations
- G. Second Step Curriculum taught through I&E