

FORMAT FOR POSITIVE BEHAVIOR PLAN

Each school's positive behavior action plan is to be a component of its School Improvement Plan. Therefore, use the same format that is used in developing the School Improvement Plan. The following outline is designed to help in the development of the action plan.

I. Behavior Management Data to be Analyzed

A. Students

1. Names
2. Grades
3. Race
4. Gender
5. Numbers
6. Number of referrals (to team leader, counselor, administrator)
7. Reasons for referrals
8. Referred by whom (number of times)

B. Level of Academic Success

1. Grades (academic subjects, special area subjects)
2. Attendance (absent all day, cutting specific classes)
3. Mobility
4. Standardized test scores

C. Level of Instructional Program

1. Gifted and Talented
2. Honors
3. Standard
4. Special Education
5. Magnet

D. Support System(s)

1. Two-parent family
2. Extended family (grandparents, aunts, uncles, older siblings)
3. Group home director/counselor
4. Foster care guardians
5. Social worker
6. Homeless
7. Advocate
8. Mentor (Big Brother and Big Sister Programs, community)

E. Time of Day of Misbehavior

1. Before school begins
2. In hallways
3. In classrooms
4. In the cafeteria
5. In the morning before lunch
6. In the afternoon after lunch

7. At the end of the school day
8. Outside the school building

F. Interventions

1. Student/teacher conference
2. Assigned teacher detention
3. Parent/guardian telephone contacts
4. Parent/teacher/student conferences
5. Counseling referrals
6. Consultations with school nurse regarding student's medical history
7. Student assistance team referrals
8. Office referrals
9. Student/administrator conferences
10. Office detention
11. In-school suspensions
12. Student/parent or guardian/administrator/teacher conferences
13. Behavior contracts
14. Class change(s)
15. Instructional program change(s)
16. Peer or adult mentor assigned
17. Saturday detentions
18. Suspensions (1 to 10 days)
19. Expulsions
20. Alternative programs/schools
21. Transition plans
22. Follow-up counseling/support by home school
23. Family involvement in school in developing and implementing an individual student behavior plan
24. Alternative school staff involvement in implementing a transition plan
25. Dept. of Juvenile Justice involvement in implementing a transition plan for any student returning to school on probation, on house arrest, or after being incarcerated
26. Interagency and private agency support for student and the family

G. Questions To Be Answered

1. How is data recorded, kept, and used to improve student behavior and student achievement?
2. Who records and keeps the data?
 - a. Classroom teachers
 - b. Team chairpersons
 - c. Assistant principals
 - d. Secretaries
 - e. Guidance counselors
 - f. Alternative school staffs
 - g. Pupil personnel workers/social workers
 - h. Probation officers
 - i. Private assessors

3. Who compiles and shares the packet of all data on an individual student with a chronic behavior problem?
4. How is the data shared with specific staff and how is it used to help the student to improve the behavior?
5. Is behavior data on individual students used by the Positive Behavior Planning Committee in developing and implementing the schoolwide Positive Behavior Plan?
6. Is the Positive Behavior Plan shared with the total staff and supported by most staff, parents, and students?
7. Is the Positive Behavior Plan implemented, evaluated, revised annually, semi-annually, quarterly, based upon student behavior data?

II. Needs Assessment

Discuss and answer questions in School Improvement/Positive Behavior Planning Committee meetings.

- A. Identify areas of need
- B. Target high impact areas of concern
- C. Focus plan on several priorities
- D. Write summary statements

III. Root Causes of Misbehavior

A School Improvement Root Cause is a program or condition within the control of the school that contributes to the current state of student achievement or student behavior.

- A. Questions To Be Answered and Things To Be Done
 1. How are the root causes identified?
 2. Which of the factors identified as possible root causes are within the control of the school to change?
 3. How are the root causes used to develop goals, objectives, strategies, milestones, and timelines in the plan?
 4. Provide, explain, and explore the “why” data
 5. Give meaning to the “what” data
 6. Determine ways to link cause and effect
 7. Use data to lead to the development of strategies

B. Possible Root Causes

1. School code of conduct has not been clearly communicated and implemented
2. Consequences for disobeying rules are not always perceived as fair and consistent
3. Schoolwide Positive Behavior Plan does not have enough staff input or support
4. Character education needs to be included in the instructional program and modeled
5. Some students do not have clear understandings of classroom routines because the routines are not standardized
6. Planning for and attention to individual learning styles need to be included in daily lessons
7. Some teachers do not have a thorough knowledge of subject content being taught
8. Varied instructional strategies need to be included in daily lessons
9. Staff has not been trained to detect and appropriately address student mood changes
10. Some students do not have skills needed to control personal mood changes or behavior
11. Some students have not experienced a consistent approach to building good character because clear expectations for good citizenship have not been identified or enforced
12. Staff have not been involved in appropriate ongoing staff development and training to learn positive behavior management techniques because the major focus has been on improved student achievement
13. Some students experience academic failures because teacher expectations vary from classroom to classroom
14. Some students misbehave because their levels of instruction are inappropriate
15. Some students avoid teasing by acting out in class when their skills are deficient in specific subject areas
16. Some students feel disconnected from the teaching and learning processes when they feel the teacher has rejected them
17. Some students are misunderstood by other students because there is a lack of understanding or acceptance of cultural differences
18. Some students are misunderstood by some of their teachers because there is a lack of understanding or acceptance of cultural differences
19. Some students misbehave because peer pressure motivates them
20. Some students misbehave by choice when they are trying to impress their peers
21. Some students misbehave to get family attention or support
22. Some students misbehave because family rules/expectations vary from one parent or guardian to the next
23. Some students misbehave because they are living up to labels
24. Some students misbehave because of improper diets
25. Some students misbehave because they neglect to or forget to take prescribed medicines
26. Some students misbehave because they are tired from staying up too late
27. Some students misbehave because they are bullies or bullied
28. Some students misbehave because they simply have not been taught how to behave appropriately.
29. Some students misbehave because they have behavior disorders.

C. Root Cause Analysis

1. Focuses on what you, the school family, can impact while students are in the school setting
2. Relies on the professional judgment of the planning team
3. Engages staff, students, and families in the change process

IV. From Needs Assessment to Strategy

A. Needs Assessment/Priority Need (Summary Statement)

1. Focus on interpreting data, giving meaning to it, and identifying root causes.
2. Determine as clearly as possible why the data are at their current levels.
3. Give attention to possible structural changes in the school, how the school is organized, or the systemic modifications that may be necessary for lasting improvement in student behavior and student achievement.
4. Plan to implement strategies to ensure that the most critical student behavior needs will be addressed in positive ways.
5. Use a series of “why” questions to identify the root causes within the control of the school for each of the data areas identified in the positive behavior plan.
6. Discuss and answer the following questions to determine what the data indicate for your school:
 - a. Why are these data important?
 - b. Why might these data have occurred?
 - c. Why do the data appear this way?
 - d. What factors might have contributed to the student behavior data?
 - e. In what ways have the instructional programs and behavior plans changed from previous years?
 - f. How can the Positive Behavior Committee further explore the assumptions about possible root causes?
 - g. What professional development should be planned and implemented to change student behavior in positive ways?
7. Develop strategy statements for the plan.

V. Positive Behavior Plan

A. Develop the Positive Behavior Plan.

1. Implement the plan and assess it for its effectiveness throughout the school year.
2. Answer the following questions as the plan is being implemented:
 - a. How is the effectiveness of the plan determined?
 - b. When is the effectiveness of the plan determined, and by whom?
 - c. How is the plan revised to address root causes of misbehavior and academic achievement?
 - d. How is positive behavior management included in the school improvement plan?
 - e. What needs to be done by the school system’s support staff to help you improve student behavior and student achievement in a safe and orderly school?

- VI. Include the Positive Behavior Plan as a Component of the School Improvement Plan by aligning each part of the plan in ways suggested for the School Improvement Plan.
 - A. Include the needs assessment/data analysis.
 - B. Specify priority areas. (Goals and Objectives)
 - C. Identify root causes that are within the control of the school to change.
 - D. Include strategies that are developed to improve student behavior.

DEVELOPMENT AND IMPLEMENTATION POSITIVE BEHAVIOR PLAN

COMPONENTS OF THE PLAN

Listed below are components that should be included in your Positive Behavior Schoolwide Plan so that you may develop, implement, analyze, and revise your plan to help improve student behavior and maintain a safe and orderly learning environment so that student achievement may continue to improve for all students:

- Schoolwide positive behavior philosophy
- Needs assessment
- Goal(s)
- Objectives to support goal(s)
- Milestones
- Strategies to achieve the objectives
- Identified persons responsible for coordinating the implementation, analysis, and revision of the plan
- Resources needed to implement an effective plan
- Timeline for implementation to determine results
- Monitoring and evaluation processes
- Data collection procedures and plan for periodic review
- Student behavior and school climate data
- Identified student behavior to be changed
- Schoolwide Code of Conduct
- Schoolwide rules which are to be posted in each classroom and throughout the building (rules which are fair, clear, specific, enforceable, and agreed upon by all stakeholders)
- A plan for training staff, students, and parents/guardians
- A plan for teaching rules to teachers and staff
- A plan for teaching rules and re-teaching rules to students by teachers and staff
- A plan for enforcing rules consistently
- Proactive misbehavior prevention strategies
- Responsive misbehavior intervention strategies
- Misbehavior discipline and alternative strategies
- Descriptions of consistent consequences for infractions (Use the *Student Handbook* and a list of steps agreed upon by staff for most common and recurring discipline infractions and a list of responses teachers are expected to use for each infraction.)
- A system for recognizing and rewarding positive expected behavior
- Emergency procedures to obtain immediate assistance inside and outside the school building

- A system for effective communication within the school and between home and school
- Procedures to determine the effectiveness of the plan (for example, the School Wide Information System, SWIS)
- Procedures to revise and reinforce the plan

STEPS NEEDED TO DEVELOP THE PLAN

STEP 1 -- Assign the Positive Behavior Committee

The committee should include a diverse group of volunteer stakeholders that represents all members of the school's family. Involve the stakeholders in developing, implementing, assessing, and supporting the Positive Behavior Plan. Everyone should come to consensus on schoolwide behavioral expectations. The plan should be developed on a framework of prevention, intervention, and alternative strategies.

The purpose for the Positive Behavior Plan should be to recognize and reward positive behavior, prevent misbehavior, and develop positive ways to maintain a safe and orderly learning environment so that student achievement will continue to improve.

Consider including the following stakeholders on the committee or as supporters of your Positive Behavior Plan:

- Principal
- Assistant principals
- Teachers
- Support staff (including bus drivers, cafeteria staff, building and maintenance staff)
- Students
- Parents/guardians
- Business partners
- Community members

STEP 2 – Have the committee review the *Blueprint for Progress* and the *Master Plan*

The committee should review Performance Goals 4 and 6 to determine how to develop an effective positive behavior plan and include parents/guardians, business, and community members in the process.

STEP 3 – Collect and analyze data

As an important part of your school's positive behavior plan, a data collection system must be established.

Gather and use student behavior, attendance, and school climate data. (Before data collection begins, determine how the data will be shared and used. The assessment will likely produce unanticipated data.)

Review undesirable behavior data

- Office referrals
- Time-out room records
- Detention records
- Telephone contacts with parents/guardians
- In-school parent/guardian conferences
- Observations of behaviors within hallways, lavatories, cafeteria, on playing fields, on buses, and during extra-curricular activities
- In-school suspension reports
- Suspension reports
- Expulsion reports
- Interagency department referrals/contacts (Health, Police, Juvenile Justice, Social Services)
- Grade distribution lists (D and E grades)

Review desirable behavior data

- Attendance records
- Grade distribution lists (A, B, C grades)
- Honor rolls
- Extra-curricular activities participation
- Sports participation
- Recognition activities/programs
- School clubs and organizations
- Community service records

Analyze data to identify areas in which improvement is needed.

STEP 4 – Review school system key strategies and performance indicators for Goals 4 and 6 before developing school goal(s) and objectives and the *Master Plan*

Use the school system’s goals, strategies, and indicators as guides in developing a philosophy statement, and positive behavior goal(s) and objectives for your school.

STEP 5 – Develop a mission statement

The school’s mission should be focused on educating all students in school environments that are safe and conducive to learning and engaging parents/guardians, business, and community members in the educational process.

STEP 6 – Establish positive behavior goal(s) and objectives

After the committee has reviewed and analyzed student behavior data (desirable and undesirable), they should administer a climate survey (include staff, students, and parents/guardians in the survey), establish specific goal(s) to improve student behavior within three to five years. The committee should also establish one-year objectives and strategies to achieve goal(s). The committee should answer the following questions:

- Who will be responsible for the achievement of goal(s)?
- What resources will be needed to achieve goal(s)?
- What will be the timeline needed to implement the plan effectively?
- What will be the monitoring and evaluation processes used to implement the plan?
- Who will be assigned the responsibility of monitoring the implementation of the plan?

STEP 7 – Identify the purpose for the plan

To be effective, the positive behavior plan’s focus should be on improving student behaviors that interfere with teaching and learning in a positive learning environment.

STEP 8 – Identify root causes for the need of the plan

At this stage of developing the positive behavior plan, focus on interpreting the data, giving meaning to them, and identifying root causes. Linking cause and effect is difficult to do in a school setting where a complex mix of inputs and practices influence student behavior and student achievement. The purpose for the committee identifying root causes is to determine as clearly as possible why the data are at their current levels, based on the carefully considered professional judgment of the members of the committee and how to plan to make positive changes in students’ behavior which will result in better data. A series of “why” questions must be asked and answered by the committee to identify root causes.

STEP 9 – Identify and focus on targeted group(s) in the plan

After identifying root causes for developing an action plan, the committee should determine on which students to focus.

STEP 10 – Establish milestones, timelines, and expected outcome(s)

Milestones are the assessments used to measure student behavior improvement during the school year. Timelines are used to collect and analyze data at specific times during the school year to determine the effectiveness of the plan. The anticipated outcomes are the changes that are expected as a result of developing and implementing the positive behavior plan.

STEP 11 – Develop a schoolwide code of conduct

To be effective, a schoolwide code of conduct must be distinguished by clear limits, consistency, and caring. A code of conduct defines the operating principles of the school community: how administrators, staff, students, and families are expected to interact with one another. The statements comprising a code of conduct should relate directly to the school’s mission, goals, and vision of the school community.

A typical code of conduct is comprised of a few value and vision statements such as these:

- I am respectful
- I am responsible
- I am safe
- I am prepared

We are here to learn, therefore:

- I will do nothing to keep my teachers from teaching or anyone from learning
- I will cooperate with my school family
- I will respect others, the environment, and myself.

The code of conduct should be standards against which all behaviors, rules, and procedures are evaluated as either correct or incorrect in the school setting.

STEP 12 – Communicate the code of conduct

The code of conduct should be communicated clearly and repeatedly to all stakeholders. The code should be posted in all common areas of the school building and in every classroom.

- Inform all members of the school’s family and encourage them to make a commitment to help enforce the code of conduct
- Promote community awareness and support
- Check for understanding and acceptance of the code by teachers, support staff, students, and families
- Develop a system to orient new staff, teachers, substitutes, new families, and community members
- Provide periodic training to keep teachers, staff, and families abreast of current methods of recognizing and rewarding positive behavior, disciplining, enforcing the code of conduct.
- Ensure that students from other schools (within and outside BCPS), all cultures, and other counties thoroughly understand what is expected of them so that they will know exactly how to obey the school’s code of conduct.

STEP 13 – Teach students the code of conduct

Students must be taught the code of conduct if they are expected to obey it, therefore, each teacher should be trained to teach and expected to teach and re-teach the code of conduct. Each teacher should also be expected to incorporate it into lessons as often as possible to remind students of its importance in a school environment that is safe and conducive to learning. Each teacher should follow the following procedures:

- Identify and discuss correct and incorrect behaviors
- Explain behavior expectations to students
- Establish specific classroom procedures and routines
- Teach the code of conduct
- Involve students in establishing a few classroom rules that will be enforced fairly and consistently
- Share the code of conduct and classroom rules with parents/guardians and seek their support in teaching the code and encouraging students to obey the rules
- Review and re-teach the code to students, as needed, to help them understand and adhere to schoolwide behavior expectations.

STEP 14 – Establish rules

All rules need to be clear, specific, and enforceable. Rule adherence is likely to be more effective when students have a role in their development, modification, and implementation. Remember to seek input from all students (race, gender, and ethnicity). Engage students in class discussions to ensure that all students have input in establishing the rules.

Effective rules are:

- Based on the school’s positive behavior mission and goal(s)
- Clear and specific
- Stated in behavioral terms so that everyone can always tell whether or not the rule is followed or broken
- Stated in a positive manner, telling students what to do rather than what not to do
- Short and few in number
- Stated so that they make sense to everyone.

Classroom rules may include:

- A compliance rule: Follow your teacher’s directions/instructions.
- A preparation rule: Come to class with books, pencils, paper, notebook, and completed home assignment.
- A talking rule: Raise your hand and wait for permission to speak.
- A classroom behavior rule: Keep your hands and feet to yourself.
- An on time rule: Be in your seat when the bell rings.
- A transition behavior rule: Walk down the hall quickly and quietly.

Because most misbehavior takes place in classrooms, every teacher should be expected to review and enforce rules, as needed, to help students understand and adhere to classroom expectations.

IMPLEMENT THE PLAN

After the committee has developed the action plan, then prevention, intervention, and alternative strategies need to be implemented to ensure safety and order in the school environment. Challenging behaviors interfere with the teaching and learning processes, therefore, it is essential to plan proactive strategies that are designed to prevent, change, or punish behaviors that are inappropriate in school.

RESPONSIVE INTERVENTION STRATEGIES THAT MAY BE USED

As you implement your school’s Positive Behavior Plan, the following intervention strategies are suggested for your use in managing student misbehavior and preventing it from escalating:

- Institute a schoolwide discipline referral process (for example, Positive Behavior Intervention Systems’ School Wide Information System, PBIS/SWIS, or Discipline Pro)
- Use positive/cooperative classroom discipline procedures

- Teach and re-teach code of conduct and classroom rules
- Implement best practices used effectively by other teachers
- Develop and use a cooperative discipline referral form
- Use the Student Support Team to help determine ways to help students behave correctly
- Use the Student Support Team to help develop and implement an individual behavior plan for students displaying chronic behavior problems
- Use the ARD Team to conduct a functional behavior assessment and develop an individual behavior plan for special education students
- Provide a conflict resolution and peer mediation program for students
- Develop and use conflict resolution contracts when appropriate
- Include a home component in individual student behavior plans
- Confer with all students referred to the office to be disciplined
- Review and discuss with students referred to the office to be disciplined the teacher's discipline referral information
- Hold parent-student-teacher conferences, as needed
- Determine fair and consistent consequences for misbehavior by using the *Student Handbook*
- Enforce established rules fairly and consistently
- Discipline students in a timely manner (within 24 hours, if possible)
- Provide in-school counseling support to encourage students to change negative behaviors
- Use student carrels when students need to work alone
- Restrict privileges to encourage positive behavior changes
- Provide time-out areas and rooms as cooling off areas for students
- Use the Student Support and ARD teaming processes to assess student learning and emotional disabilities
- Assign students detention
- Suspend students from school when it is deemed necessary for Category I offenses.

DISCIPLINE AND ALTERNATIVE STRATEGIES

The following discipline and alternative strategies should be developed to manage challenging behaviors that do interfere with teaching and learning in school environments that are safe and conducive to learning:

- Involve parents/guardians in all out-of-school discipline processes
- Include strategies to incorporate all learning styles in daily lessons
- Determine appropriateness of each student's instructional programs/levels
- Adjust each student's schedule/class placements to meet his/her educational needs
- Provide a non-traditional learning environment/school to meet educational needs of individual students
- Use Saturday school and in-school alternatives to suspensions from school to encourage students to behave correctly

- Follow specified discipline procedures required by law when disciplining special education students
- Suspend students from school when it is deemed necessary for Category II offenses
- Suspend and recommend Board expulsions from school when it is deemed necessary for Category II and III offenses
- Participate proactively in the enrollment of students in alternative programs or schools
- Identify and involve a home school liaison in preparation processes when students are ready to return to the home school from an alternative program or school
- Identify and involve appropriate staff in developing, implementing, and assessing the effectiveness of students' transition plans when they return to the home school
- Develop and institute re-entry intake conference procedures for students returning to the home school from alternative programs and schools
- Include an alternative school liaison, parents/guardians of students, and appropriate staff and resource personnel in reinstatement conferences for students
- Re-enter students in the home school
- Monitor students' adjustment, acceptance, and progress in home school after returning from alternative programs and schools for at least two marking periods
- Revise or discontinue students' transition or individual behavior plans when students behave correctly after a specified period of time.

ASSESS EFFECTIVENESS OF THE PLAN

To help determine the effectiveness of your Positive Behavior Plan, the following procedures should be followed:

- Select a method for gathering and evaluating data (for example, use the School Wide Information System or Discipline Pro)
- Establish milestones to measure the progress toward achieving the stated objectives
- Evaluate changes in students' behaviors and perceptions of the school's climate
- Evaluate changes in teachers' attitudes toward students, behaviors, and perceptions of the school's climate and its impact on student achievement
- Evaluate changes in parents'/guardians' behaviors and perceptions of the school's climate
- Evaluate changes in administrators' attitudes toward staff, students, parents, behaviors, and perceptions of the school's climate and its impact on student achievement
- Evaluate changes in student behaviors on buses, in the cafeteria, in hallways, throughout the school building, and outside the school building
- Share evaluation results with all stakeholders after data has been collected and analyzed
- Celebrate and recognize positive changes as they are made
- Revise the plan, as needed, based on a thorough analysis of data collected.

REINFORCE THE PLAN

If the plan is not enforced in a fair and consistent manner, some students may choose to break school rules and not follow the code of conduct. Therefore, you should always use established and revised implementation strategies to reinforce your school's Positive Behavior Plan. All students, staff, parents/guardians must be convinced that students are expected to behave correctly at all times if the school is to achieve its established learning and behavior goals in a safe environment that is conducive to positive learning experiences for all students.