2018-2019

School-Wide Positive Behavior Plan

Prepare for Success

Always Respect Myself and Others

Walk with Pride

Strive to Care for Others
School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support Plan

- Establish regular, predictable, positive learning & teaching environments.
- Educate school community to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback.
- Develop environments that support academic success.
This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:
Students at Louis Sheffield Elementary will exhibit PAWS throughout the school day by following the behavioral expectations.

Louis Sheffield Behavioral Expectations:

Prepare for Success
Always Respect Myself and Others
Walk with Pride
Strive to Care for Others

Teacher & 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 the PAWS expectations.
✓ Teachers and staff will follow procedures for students not following positive behavior expectations.
Character Recognition at Sheffield

Sheffield Students exhibit PAWS each and every day!

Prepare for success – September/February

Always Respect Myself and Others – October/March

Walk with Pride – November/April

Strive to Care for Others – January/May
Handling Infractions of Behavioral Expectations

Louis Sheffield Elementary will maintain a plan for handling infractions of behavioral expectations. Outlined below are the steps to follow along with the instructions for handling such incidents:

**Tier 1 behaviors include:**
- Disruption in the classroom
- Illegal Organization
- Disorder Outside of Class
- Tardiness
- Profane/Obscene Language/Gestures
- Non-Conform to Code of Appearance
- Inappropriate Display of Affection
- Skipping – Unauthorized Absence from Class or Campus Activity
- Failure to Follow Instructions on a Bus

**Possible Motivation includes:**
- Avoid Adult Attention
- Avoid Peer(s) Attention
- Avoid Task/Activities
- Obtain Adult Attention
- Obtain Items/Activities
- Obtain Peer Attention
- Other

Tier 1 behaviors are to be handled by the teacher witnessing such behaviors.

**Tier 1: Actions Taken by Teacher**

- Oral Warning with Redirection Towards Appropriate Behavior
- Conference with Student
- Parent Contact
- Time Out of Class – Sent to Buddy Teacher
- Loss of Privilege
- Classroom Referral
- Refer student to IPST/MTSS Meeting
Tier 2 Incidents are repeated offenses and/or severe behaviors that automatically require referral to administration.

- Failure to Adhere to Safety Considerations
- Possession/Use/distribution/Sale of Tobacco/Nicotine Products or TBC. Facsimile
- Distribution/Sale/Purchase/Use of matches of Lighters
- Possession and/or Use of Matches or Lighters
- Intentional Threat of School District Employee or Agent
- Intentional Threat on a Student by Word or Act
- Physical Attack on a Student
- Lower Level Confrontation or Dispute
- Fighting – Mutual combat, mutual altercation
- Initiating a Fight
- Fighting or Striking a Student on a School Bus
- Response to a Physical Attack
- Use of a Device to Record a Fight or Employee
- Premeditated Use of a Device to Record a Fight
- Vandalism - Less than $200
- Stealing or Use of Counterfeit Bills
- Possession of Stolen Property
- Teasing/Intimidation/Ridicule
- Trespassing (unauthorized entering of schoolboard property/bus)
- Possession of Fireworks, Firecrackers, Smoke Bombs or Flammable Materials
- Verbal Sexual Harassment
- Obscene or Offensive Language or Gestures directed to Employee
- Leaving School Grounds or Side of School Activity without Permission
- False Information
- Refusal to Attend Previously Assigned Discipline
- Inappropriate Use of Instructional Technology or an Electronic Device
- Gambling
- Failure to Adhere to Safety Considerations on School Bus
- Cheating/Copying the Work of Others
- Extortion
- Unjustified Activation of Bus Emergency Systems on Non-Moving Bus
- Gang Activity or Expression

Tier 2: Actions Taken by Teacher

Before student is sent to administration, referral must be put into Focus (non-emergency situations). Referrals sent to administration will result in actions steps per the Student Code of Conduct.
When introducing behavioral expectations, follow the basic steps:

Step 1: Teach PAWS expectations for specific settings following implementation calendar.

Step 2: Model PAWS behaviors for specific setting.

- Prepare for Success
- Always Respect Myself and Others
- Walk with Pride
- Strive to Care for Others

Step 4: Review expectations of PAWS for specific setting i.e. cafeteria, restrooms, bus area, hallway, recess, breakfast, playground, arrival and dismissal.

Step 5: Review PAWS daily for students.
# CHAMPS School Wide

<table>
<thead>
<tr>
<th>CHAMPS</th>
<th>Cafeteria</th>
<th>Hall Ways</th>
<th>Restroom</th>
<th>Bus</th>
<th>Personal Fitness</th>
<th>P.E. Field</th>
<th>Car Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Help</td>
<td>Raise your hand.</td>
<td>Raise your hand.</td>
<td>Raise your hand.</td>
<td>Raise your hand.</td>
<td>Locate your teacher</td>
<td>Locate your teacher and/or raise your hand.</td>
<td>Raise your hand.</td>
</tr>
<tr>
<td>Activity</td>
<td>Eat politely.</td>
<td>Paying attention to your surroundings.</td>
<td>Go, flush, wash, leave, get back to work.</td>
<td>Pay attention to bus driver and any adult on the bus.</td>
<td>Pay attention. Participate</td>
<td>Pay attention. Participate</td>
<td>Pay attention and listen for your name to be called.</td>
</tr>
<tr>
<td>Movement</td>
<td>0</td>
<td>As needed</td>
<td>As needed</td>
<td>0</td>
<td>Movement should be appropriate to activity.</td>
<td>Movement should be appropriate to activity.</td>
<td>0</td>
</tr>
<tr>
<td>Participation</td>
<td>Use table manners and clean up your area.</td>
<td>Walk in straight line with class. If running an errand quickly and quietly and return to class.</td>
<td>Wash your hands and throw away your trash.</td>
<td>Have belongings ready, listen and follow procedures. Stay seated.</td>
<td>Listen and follow procedures.</td>
<td>Listen and follow procedures. Do your personal best.</td>
<td>Have belongings ready. Sit in a straight line with your grade level.</td>
</tr>
</tbody>
</table>