

Florence Elementary School Behavior Plan

Be Respectful

Be Responsible

Be Ready

2021-2022

School Vision

We envision a school community in which we implement systems, programs, and instructional strategies by working toward common goals, collaborating interdependently, leading confidently, and setting high expectations for one another.

Mission Statement

Empowering students, families, and teachers to achieve high levels for learning and leadership.

Student Discipline Objectives:

- Ensure school safety
- Improve the learning environment
- Improve student achievement
- Reduce detentions and suspensions
- Instruct student responsibilities
- Continuously promote and stress positive behaviors daily
- Promote respect, responsibility and readiness
- Ensure parental communication

Targeted Behavior Expectations

1. Defined Behaviors: A small number of clearly defined behavioral expectations are presented in positive, simple rules as explained and posted in each classroom. At Florence Elementary School our expectations are outlined in the Expectations Matrix included in this packet.
2. Teach Behavior Expectations: School wide and classroom behavioral expectations are taught to all students in each classroom and stressed in real context. These behaviors are to be demonstrated in all areas of the building. Visual reminders will be posted. Students will see continual modeling and get regular reminders of expected behaviors.
3. Proactively Correct Behavior Errors: When students violate behavioral expectations they will be informed that their behavior was unacceptable and the Boone County Code of Conduct and PBIS Framework responses will be used. This will promote and ensure continuity. The Code of Conduct is posted on the district and school websites for easy access. PBIS Expectation Matrix is provided to each student, parent and teacher. Consequence Matrix and Behavior Management Flowchart are provided to each staff member.

Acknowledgement of Positive Behaviors

Students will be encouraged to follow behavior expectations by the various plans for acknowledging appropriate behaviors.

1. Daily Recognition: - **Class Dojo** – Each teacher will utilize a web-based program called *Class Dojo* to record positive and negative choices for each student. Each student will have a personal avatar character and throughout the day will be able to earn or lose points according to their behavior choices. These points will be recorded and weekly reports will be generated for parents to see how their child is progressing. Points accumulated for future rewards according to grade level individual incentive choices. Class Dojo is also a great tool to track your child's behavioral/academic progress as well as keep in contact with the teachers.

Leader in Me – Florence Elementary is a Leader in Me school. The curriculum is embedded into all grade level curriculum through 21st Century Leadership and Life Skills through the 7 highly effective habits:

1. *Be Proactive*
2. *Begin with an end in mind*
3. *Put first things first*
4. *Think Win-Win*
5. *Seek first to understand, then be understood*
6. *Synergize*
7. *Sharpen the saw*

2. Weekly “Rockin Knights” Class Award: Every Monday there will be two classes (Primary & Intermediate) that will receive the “Rockin Knights” Award based on the class wide Dojo percentage and the highest number of “Rockin Knights” Dojo points. The “Rockin Knights” positive dojo point is when the entire class is caught following our school expectations of ROCK (R- Respect Self, O- Own up to your Actions, C-Character Counts, and K- Keep Expectations High.) The classes will be recognized by receiving the “Rockin Knight” poster which will be placed outside their door. After a class receives the award 3 times they will then earn a class wide reward that they can pick from (Extra recess, Popcorn Party, etc...)
3. Monthly: *Knight Awards* – A staff member may choose to give a Knight Award on a monthly basis for students that have demonstrated efforts above and beyond expectations. This is a school-wide effort to positively reinforce student behavior.

4. Special Occasions: Mystery Motivators – These special incentives will be used during spring testing periods to encourage students to do their best and ACE the test.

Classroom Behavior Monitoring

Consequences for inappropriate behavior have been developed using the Boone County Code of Conduct Level 1-4 system and the PBIS Framework. These will be spelled out specifically and will drive the classroom behavior plans.

Classrooms Utilizing Class Dojo System – The Dojo class page is posted throughout the class on the interactive whiteboard so that students are aware of their positive points they have accumulated for the day, as well as any negative points they have received for poor behavior choices. Daily, teachers will be looking at the positive points and adding them to the classroom point totals to be used toward classroom incentives. Students will be bringing home a daily behavior sheet for parents to initial and view daily point totals.

Negative points will be monitored by teachers throughout the day.

- **9 or more Positive Points** means that the student went above and beyond that day!
- **6 to 8 Positive Points** means that the students followed all expectations and made great choices.
- **3 to 5 Positive Points** means that the student put forth a good effort and had a good day
- **0 to 2 Positive Points** means that the student was on track and ready to learn that day.
- **1 to 5 Negative Points** means that the student broke a rule or two that day and received a warning.
- **6 to 8 Negative Points** means that the student made poor behavior choices after some redirection and needed to speak with the teacher and think about how to correct the problem.
- **9 or more Negative Points** means that the student received a behavior referral and the parent received a phone call that day due to consistently poor behavior choices.

Special Area teachers including PE, Technology, Art, Science, Social Studies, Library, Music and cafeteria staff will be utilizing Class Dojo as well when students are in their classrooms. This practice will promote communication between staff members and will ensure that expectations are truly school wide.

Responses to student offenses will be documented and analyzed on a regular basis. Detention, Lunch Detention, Loss of privileges, call home, Time out, Conference with an Administrator, and Suspensions are some examples of responses to offenses.

Minor, moderate, and severe offenses will be defined clearly for awareness and consistency with responses. Teachers can assign detentions for recurring mild/moderate behaviors using the Student Discipline Referral Form. All severe offenses will be referred immediately for administrative action. Immediate action will be taken with input from the referring staff members, notes on the referral document, and any previous interventions used.

If students develop a consistent pattern of negative behavior choices, a referral will be provided to the Tier 2 PBIS team to evaluate the best plan of action to further support the student and their parents for making positive changes toward behaviors that will ensure their success within the classroom. In circumstances of necessity for intense behavior intervention, mentors will work with students who need additional support. The PBIS Tier 2 team will be closely monitoring the student's progress and continue communication with parents.

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Florence Elementary Behavior Plan

I have read and agree with the Behavior Mission Statement and Plan for Florence Elementary School. My signature below shows that my child and I understand, support, and agree to follow this plan. We understand and agree that in order to achieve academically at the highest level possible, positive behavior must be demonstrated as a part of the student's personal responsibility.

Please return this page to your child's teacher.

(Parent/Guardian Signature)

(Student Signature)

(Homeroom Teacher)

(Print Student Name)