

9/1/2017

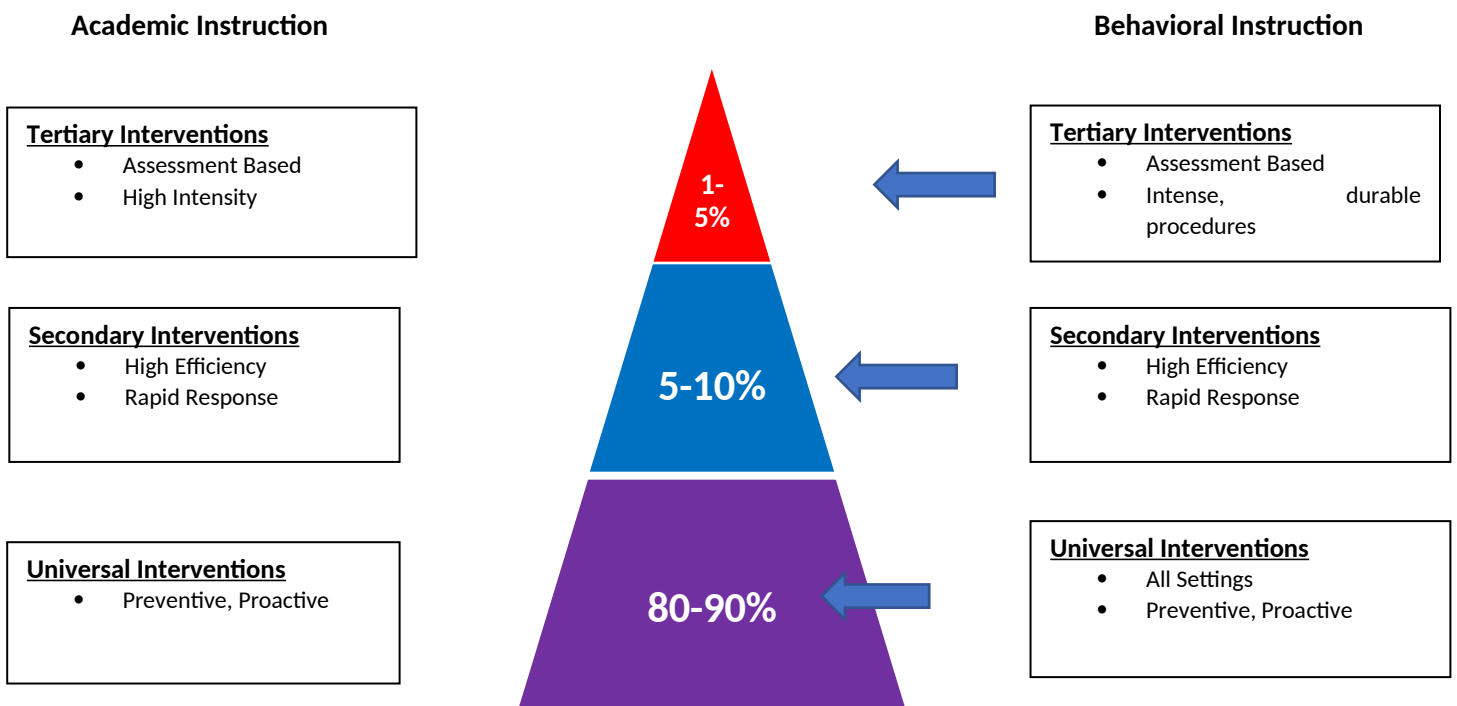


MCBEAN
ELEMENTARY

SCHOOL WIDE BEHAVIOR PLAN

The McBean Elementary School- Wide Behavior plan's key focus is on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom, and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom) and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation for all children and youth by making targeted behaviors less effective, efficient and relevant, and desired behaviors more functional.

The following diagram illustrates the multi-level approach offered to all students at McBean Elementary School. These group depictions represent systems of support not children:



McBean Elementary school has established and school wide behavior support team. Team members work together as a representation of the school environment. The team consists of the school principal, administrative intern, social worker, school counselor and teachers, together they work to plan implement and monitor this approach. Included below is the McBean Elementary School-Wide guidelines for success.

M C B E A N E L E M E N T A R Y S C H O O L P R I N C I P A L	Classroom Procedures	Hallway Procedures	Recess Procedures	Media Center Procedures	Bathroom Procedures	Cafeteria Procedures	Physical Education Procedures	Bus Procedures
	Bring all necessary materials to class	Be quiet, courteous and considerate	Be courteous and considerate	Be quiet, courteous and considerate	Be quiet, courteous and considerate	Be quiet, courteous and considerate	Be courteous and considerate	Listen to and obey the bus driver
	Raise your hand to speak	Walk in a single file line on the right	Follow directions	Use soft voices	Flush the toilet after use	Eat your own food	Physical contact is not allowed	Stay in your seat
	Stay seated	Keep walls clean	Play in designated area	Return materials to the appropriate area	Turn water off after use	Talk only to people at your table	Be careful when handling PE equipment	Quiet voices
	Follow directions	Walk don't run	Use equipment appropriately		Respect others and their Privacy	Clean your area before leaving	Only one student at a time in PE restroom	Hands and feet to yourself
	Hands and feet off others	Keep hands and feet to yourself	Keep the playground clean		Wash Hands	Stay seated until dismissed		Keep bus clean and damage free
	Show respect for adults, peers and property		Leave nature alone		Use restroom in a timely manner	Show good sportsman ship		
			Avoid hands on games					

Tier one

McBean Elementary has implemented universal interventions for all students. This is a proactive plan that includes the following components:

Effectively Teaching appropriate behaviors to all students It is McBean Elementary School's belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behaviors. We then must determine the means and the systems to provide those resources.

Early Intervention It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behavior escalate, the interventions are much more manageable. Highly effective universal interventions in the initial stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

Monitoring of Student Progress to inform interventions the only method to determine if a student is improving is to monitor the student's progress. Determining the effectiveness (or lack of) an intervention early is important.

The School-Wide Plan Consists of the following:

- Enforcement of the School-Wide Behavior Model (Be PAWSITIVE= Be Polite with a good Attitude and Willingness to Show Initiative Towards Improving and to Value Education
- Reinforce common behavior language by displaying and referencing the School-Wide expectations (Be PAWSITIVE)
- Continually teach and model expectations
- Observe and Praise appropriate behaviors (PBIS)

Tier Two

Secondary Prevention or Tier Two is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions are more intensive since a smaller number of students requiring services.

Tier Three

Tertiary Prevention or Tier Three is designed to focus on the needs of individual who exhibit patterns of problem behavior. At this level attention is focused on addressing behaviors that are dangerous, highly disruptive and/or impede learning and result in social or educational exclusion. Support will be tailored to specific needs and circumstances. The goal of Tier Three intervention is to diminish problem behavior and to increase the student's adaptive skills.



Be
Polite
Attitude and
Willingness to
Show
initiative
towards
improving
valuable
education