**Sacajawea Middle School**



**School-wide Behavior Support Plan**

**Handbook**

2020 – 2021

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**Parent/guardian and student, Please read and discuss the**

**Information together. Thank you!!**

*This handbook provides information about the behavior guidelines and procedures*

*of our School‐wide Behavior Support Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Positive behavior plays a significant role in a child’s education. It is a life-long skill students will rely on as they become active members of their community. Our students deserve the most positive learning environment to achieve academic success. Therefore, this plan will be in effect at all times.*



Sacajawea Middle School

School-Wide Behavior Support Plan

**What is a School-wide Behavior Support Plan?**

A School-wide Behavior Support Plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

**What are the benefits of a School-wide Behavior Support Plan?**

A systematic approach to positive behavior enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to ~~a~~ more positive classroom experience, a stronger learning community and an increase in student achievement.

This Behavior Support Plan is a process that uses teaching, modeling and other appropriate strategies to maintain a safe, orderly and productive learning environment for all students.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and expectations in the classroom. Please make sure you and your student(s) understand these rules and procedures. If you have any questions, please do not hesitate to contact your student’s teacher.

 If there is a behavior concern for your student, the teacher will contact you to collaborate and find a positive outcome.

**Beliefs:**

* The misbehavior of a student will not be allowed to interfere with the learning opportunities of other students
* The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
* Every misbehavior is an opportunity to teach expected behavior.
* Expected behavior must be communicated, taught and modeled throughout the school year.
* Parents, students, and staff have a responsibility to ensure their children’s behaviors do not take away from a safe, orderly and academically productive learning environment of others.

**Securing Parent and Student Agreement and Active Support**

STUDENTS

 STAFF PARENTS

The success of a school-wide system lies in the relationship built between parents, staff and students of Sacajawea Middle School. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through daily bulletins, classroom updates, school website, parent meetings.

On an individual basis, student behavior issues are addressed with parents through phone calls, parent/teacher emails, notes home, and parent conferences. This communication helps to foster the success of the School-wide Behavior Plan

Sacajawea Middle School’s School-wide Behavior Plan will be successful. It is based on a commitment to each child’s success. Easy to follow school rules and consistency. The system allows for each teacher’s style in the classroom. It allows for age appropriate communication and behavior, without compromising school-wide policies, expectations, and consistency.

**Commitments:**

*Middle School Community’s Commitment:*

• **Be Specific**: explain the behavior.

• **Be Timely**: use praise in a timely manner.

• **Be Consistent**: with everything and at all times.

• **Communicate**: keep lines of communication open between home and school.

*Teacher’s will:*

• Follow the School-wide Expectations Behavior Plan.

• Communicate high behavioral expectations to students and parents.

• Commit to follow through to the success of student behavior.

• Be responsible for classroom concerns and behavior.

• Foster a school climate characterized by a concern for students as individuals.

• Take an interest in the personal goals, achievements and needs of their students.

• Support the students in their academic and extracurricular activities.

*Administrator’s will:*

• Follow the School-wide Expectations Behavior Plan.

• Support others in the system.

• Model high behavioral expectations.

• Maintain a school climate in which everyone wants to achieve self-discipline.

• Take an interest of personal goals of teachers, staff and students.

*Student’s Commitment:*

• Follow the School-wide Expectations Behavior Plan

• Maintain high behavioral expectations

• Demonstrate respectful behaviors

• Accept responsibility for own behavior

• Set personal goals and work hard to achieve them

**Braves’ Behavioral Expectations**

The following chart explains Braves’ Behavior Expectations. During the first several weeks of school, students will be taught these expectations. Expectations will be reinforced throughout the year, allowing a positive learning atmosphere to be established.

|  |  |
| --- | --- |
|  | **Arrival/Dismissal** |
| **S**top and Listen Attentively | * Stop, listen and follow directions when an adult speaks to you
* Quiet in stairways and hallways
* Be aware of your surroundings
* Walk on the right side of the stairs during arrival
 |
| **O**pen the door to making good choices | * Enter and exit quietly
* Walk when you enter and exit the building
* Be respectful of others
 |
| **A**ct responsibly | * Listen and follow the directions of all adults
* Be on time
* Be prepared
* Ensure cell phones are off and put away
 |
| **R**espect self and others | * Keep hands and feet to yourself at all times
* Use indoor voices
* Walk appropriately to and from cars/buses
 |

|  |  |
| --- | --- |
|  | **Hallway** |
| **S**top and Listen Attentively | * Stop, listen and follow directions when an adult speaks to you.
* Quiet in stairways and hallways
* Walk quietly to your destination
* Be aware of your surroundings
* Keep cell phone off and out of sight
 |
| **O**pen the door to making good choices | * Say "Please" and "Thank You"
* Don't push or shove
* Follow adult directions
 |
| **A**ct responsibly | * Proceed directly to destination
* Report any problems or inappropriate behavior to an adult
 |
| **R**espect self and others | * Keep hands and feet to yourself at all times
* Use inside voices in the hall at all times
 |

|  |  |
| --- | --- |
|  | **Classroom** |
| **S**top and Listen Attentively | * Stop, listen and follow directions when an adult is speaking

to you |
| **O**pen the door to making good choices | * Raise hand and wait to be acknowledged before speaking
* Do your best
* Treat others the way you want to be treated
* Participate in class
* Keep cell phone off and out of sight
 |
| **A**ct responsibly | * Be on time
* Be prepared
* Remain on task in the classroom
* Complete assignments in school and at home
 |
| **R**espect self and others | * Respond kindly and appropriately with peers
* Follow school and classroom rules
* Keep hands and feet to self
* Be patient and wait your turn
* Clean up after yourself
 |

|  |  |
| --- | --- |
|  | **Restroom** |
| **S**top and Listen Attentively | * Stop, listen and follow directions when an adult speaking to you
 |
| **O**pen the door to making good choices | * Report any inappropriate behavior
* Enter restroom quietly
* Use restroom wisely
* Exit restroom quietly
* Keep cell phone off and out of sight
 |
| **A**ct responsibly | * Clean up after yourself
* Flush toilet
* Wash hands with soap and water
* Place paper in trash
 |
| **R**espect self and others | * Respect others privacy
* Be patient and wait your turn
* Keep hands and feet to self at all times
* Be considerate of others in the restroom
 |

|  |  |
| --- | --- |
|  | **Assemblies/Field Trips/Games** |
| **S**top and listen attentively | * Stop, listen and follow directions
* Walk, don’t push when entering and exiting
* Once arrived you may not leave until activity is completed or you have arranged transportation
 |
| **O**pen the door to making good choices | * Enter and exit quietly
* Remain with your teacher
* Do your best, no matter what
 |
| **A**ct responsibly | * Follow school and classroom rules
* Obey staff members on the bus and at destination
* Represent your school in a positive manner
* Ask appropriate questions
 |
| **R**espect self and others | * Respect all adults
* Be patient and wait your turn
* Respect materials and property
 |

|  |  |
| --- | --- |
|  | **Cafeteria** |
| **S**top and listen attentively | * Enter quietly and orderly
* Stop, Listen and follow directions when an adult speaks to you
* Select and progress through the line without cutting in line
 |
| **O**pen the door to making good choices | * Take only utensils and condiments needed
* Clean up your own mess and stack trays
* Refrain from playing with food and other items
* Be respectful to lunch staff and duties
 |
| **A**ct responsibly | * Walk to the cafeteria
* Follow directions
* Don’t throw food
* Eat/drink you food in the cafeteria
 |
| **R**espect self and others | * Use proper manners with eating
* Eat only your food; do not share your food
* Respect others and their space at the table
 |

**Consequences for Incidents:**

When students do not follow the outlined School-wide behavior support plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with different levels depending on the behavior.

Level 1 - behavior issues will be handled by the attending staff member. The staff member will use their discretion when they believe the behavior requires a referral to the administration.

Level 2 - behavior issues are handled by the attending staff member. The staff member will use their discretion when they believe the behavior requires a referral to the administration.

* Isolation within the classroom
* Phone call to parent
* Conference with student
* Note to parent
* Detention (morning or afternoon)
* Send to the Intervention room
* Team/parent meeting
* Send to administration

Level 3 - behavior issues will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use.

* Logical consequence
* Parent phone call
* Send to Intervention room
* Detention (Lunch/after school)
* Suspension (in school or out of school)
* Referral to Discipline Team or counselor

**Sacajawea Middle School**

**School-wide Behavior Support Plan**

Level 1



|  |  |  |
| --- | --- | --- |
| * Assembly behavior
* Defacing school property
* Disrespect towards other students
* Incomplete work
* Inappropriate public displays of affection
 | * Littering/failure to clean up mess
* Profanity/obscene language
* Unprepared for class
* Wandering in hall or stairwell
* Sitting on desks, laps, cafeteria tables
* Misuse of personal property or school property
 | * Pushing
* Classroom behavior
* Cell phone violation
* Tardy to class
* Hat rule violation
* Hallway behavior
* Occupying restricted areas
 |

*Level 1: Handled by attending staff member. Staff member will use their discretion when they believe the behavior requires a referral to the administration.*

Level 2

 *Level 2: Handled by the attending staff member. Staff member will use their discretion when they believe the behavior requires a referral to the administration.*

Level 3

|  |  |  |
| --- | --- | --- |
| * Abuse of school equipment
* Cheating on assignments
* Violation of computer use policy
* Inappropriate representation of school trips
* Non-payment of outstanding bills
 | * Dress code
* Invasion of adult space
* Dishonesty
* Leaving class early
* Defacing school property
* Misuse of technology
 | * Use of matches/lighters
* Outside behavior
* Plagiarism
* Skipping class
* Teasing
* Unexcused absence
* Horseplay/pushing/running in halls
 |

*Level 3: Behaviors will result in an immediate referral to the school administration.*

|  |  |  |
| --- | --- | --- |
| * Disrespect toward a substitute teacher
* Bus behavior to/from school/bus stop
* Dangerous use of personal/school property
* Tobacco policy violation
* Use/possession of drugs and/or drug paraphernalia
* Disruption of school operation
* Non-emergency fire alarm or 911 call
 | * Vandalism
* Fighting/physical aggression
* Dangerous behavior
* Harassment
* Swearing directed at an adult
* Theft
* Possession of weapons
* Verbal/written threats
* Use of racial/homophobic comments/slurs
 | * Hate literature
* Behavior to/from school
* Possession/use of alcohol
* Forgery
* Illegal activity
* Defiance of a staff member
* Bullying/intimidation
 |