Northwood High School

Positive Behavior Support
Northwood High School

School-Wide PBS

Action Plan GATORS

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## POSITIVE BEHAVIOR SUPPORT
### SCHOOL INFORMATION
#### 2007-2008

**School Name:** Northwood High School  
**Facilitator:**  
**Team Leader:** Jennifer Hudson

<table>
<thead>
<tr>
<th>Core Team Members</th>
<th>Position</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deidra Shores</td>
<td>Assistant Principal</td>
<td>Data Specialist</td>
<td>318-793-8021</td>
<td><a href="mailto:shoresde@rapides.k12.la.us">shoresde@rapides.k12.la.us</a></td>
</tr>
<tr>
<td>Jennifer Hudson</td>
<td>3rd Grade Teacher</td>
<td>Team Leader</td>
<td>318-793-8021</td>
<td><a href="mailto:hudsonj@rapides.k12.la.us">hudsonj@rapides.k12.la.us</a></td>
</tr>
<tr>
<td>Dana Garrett</td>
<td>Teacher</td>
<td>Timekeeper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolly Dauzart</td>
<td>Behavior Specialist</td>
<td>District Coordinator; Facilitator; Behavior Specialist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Committee Members**

- W. Floyd  
- D. Shores  
- J. Hudson  
- M. Smith  
- D. Dauzart  
- R. Townsend  
- T. Wilmore  
- D. Coleman  
- Mrs. DG  
- P. Dunn  
- L. Hinton  
- E. Clancy  
- A. Rachal
Positive Behavior Support

Mission Statement

The mission of the Northwood School PBS Discipline Plan is to provide students with clearly stated school-wide expectations to help them become effective and focused learners. It also provides educators with a well-defined system of implementation of effective, positive interventions to address the problem behavior within the school.

Behavior Principles

- Behavior is weakened by withholding consequences that have maintained it (consistency).
- Behavior is affected by its consequences.
- Behavior is strengthened or maintained by reinforcement.
- Behavior can be strengthened, weakened, or maintained by **modeling**.

Function/Purpose of Problem Behavior

- To understand why the behavior is occurring
- To find an appropriate replacement behavior
- To develop the best behavior support plan
- To target the appropriate antecedents and consequences
Northwood High School – Wide PBS Plan

School-Wide Positive Behavior Support…

➢ Is a collaborative, assessment-based approach to developing effective interventions for problem behaviors.

➢ Emphasizes the use of proactive, educative, and reinforcement strategies to achieve meaningful and durable behavior and lifestyle outcomes

➢ Aims to build effective environments in which positive behavior is more effective than problem behavior.

Levels of Positive Behavior Support…

➢ **School-wide**: procedures and processes intended for all students, staff in specific settings and across campus.

➢ **Classroom**: processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within the classrooms.

➢ **Individual student**: processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies applied with individual students based upon child-centered behavior.
School-wide Expectations

- **Defined as:**
  - A list of specific, positively stated behaviors that is desired of all faculty and staff
  - Also referred to as a concept
  - These expectations should be in line with the school’s mission statement and should be modeled by **all** faculty, students and family.

School-wide Rules

- **Defined as:**
  - Specific skills you want students to exhibit and the procedures you want students to follow in specific settings.

School-wide Rewards

- **Why have one?**
  - Increases likelihood that desired behaviors will be repeated
  - Focuses on staff and student attention on desired behaviors
  - Fosters a positive school climate
  - Reduces the need for engaging in time consuming disciplinary measures

Minor Discipline Form

- **Defined as:**
  - Discipline incidents that can be handled by the classroom teacher and usually do not warrant a Major Discipline Referral to the office until a fourth Minor Discipline Referral is accumulated.

Major Discipline Form

- **Defined as:**
  - Discipline incidents that must be handled by the administration.
School-Wide Expected Behaviors: GATORS

Expectations and Rules for the Classroom

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Say Please and Thank You.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Always tell the truth.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Follow all classroom rules.</td>
</tr>
<tr>
<td>Respect</td>
<td>Be respectful of others. Wait your turn.</td>
</tr>
<tr>
<td>Safety</td>
<td>Walk. Keep hands, feet and objects to self.</td>
</tr>
</tbody>
</table>

Expectations and Rules for the Cafeteria

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Say Please and Thank You to all servers.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Pay for extra items.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Stay in line. Speak softly. Stay seated.</td>
</tr>
<tr>
<td>Respect</td>
<td>Keep hands to self. Chew with mouth closed. Eat off of own plate only. Respect all adults.</td>
</tr>
<tr>
<td>Safety</td>
<td>Clean up any messes. Keep area clean.</td>
</tr>
</tbody>
</table>

Expectations and Rules for the Halls and Walkways

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Always say Please and Thank You.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Always tell the truth.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Walk on right side of hall. Keep hands by your sides. Walk or sit quietly.</td>
</tr>
<tr>
<td>Respect</td>
<td>Keep hands, feet and objects to yourself. Wait your turn.</td>
</tr>
<tr>
<td>Safety</td>
<td>Walk. Sit with legs criss-crossed. Hold backpacks in laps.</td>
</tr>
</tbody>
</table>
### Expectations and Rules for the Playground

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Always say Please and Thank You.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Be a reporter. Tell the truth.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Play fair. Follow game rules.</td>
</tr>
<tr>
<td>Respect</td>
<td>Include others. Share.</td>
</tr>
<tr>
<td>Safety</td>
<td>Use equipment properly. Avoid horseplay. Be careful of others.</td>
</tr>
</tbody>
</table>

### Expectations and Rules for the Restroom

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Always say Please and Thank You.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Be a reporter. Tell the truth.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Walk.</td>
</tr>
<tr>
<td>Respect</td>
<td>Keep hands, feet, and objects to self. Wait your turn.</td>
</tr>
<tr>
<td>Safety</td>
<td>Keep both feet on floor. Keep floors and walls dry. Wash hands.</td>
</tr>
</tbody>
</table>

### Expectations and Rules for the Bus Areas

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>Always say Please and Thank You.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td>Truth</td>
<td>Be a reporter. Tell the truth.</td>
</tr>
<tr>
<td>Obedience</td>
<td>Walk. Stay in loading area.</td>
</tr>
<tr>
<td>Respect</td>
<td>Keep hands, feet, and objects to self. Wait your turn.</td>
</tr>
<tr>
<td>Safety</td>
<td>Walk. Stay on sidewalks.</td>
</tr>
</tbody>
</table>
School Wide Expected Behaviors: GATORS

Gratitude
Attitude
Truth
Obedience
Respect
Safety

GO GATORS!!!
**School Wide Expected Behaviors:**

**GATORS**

**In the Halls and On the Walkways**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G</strong></td>
<td>Always say Please and Thank You.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Be patient. Be positive. Be kind.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Always tell the truth.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Walk on right side of hall. Keep hands by your sides. Walk or sit quietly.</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Keep hands, feet and objects to yourself. Wait your turn.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Walk. Sit with legs criss-crossed. Hold backpacks in laps.</td>
</tr>
</tbody>
</table>
**PBS Lesson Plans**

**Week One:**

- Introduce and explain "GATORS" (display it in class)
  
  - Gratitude
  - Attitude
  - Truth
  - Obedience
  - Responsibility/Respect
  - Safety

- Introduce procedures students are expected to follow in the classroom and around campus (including fire drill). Use the classroom checklist handout provided along with your personalized list that you already use every year.

- The goal is to correlate as many standard practices as possible across all grade levels in the classroom, cafeteria, halls & walkways, restroom, playground and bus areas. Please point out the signs posted in every area listing that area’s rules. We are looking for consistency.

- Conduct a campus tour of every possible area students will travel throughout a week. (ex. cafeteria, halls, computer lab, playground, restroom, bus areas, etc.) Discuss and model procedures while on the tour (ex. how to go through the cafeteria line, where to sit, how to act during lunch-trade food or not, talk or not, how to put up trays, how to line up after lunch). Reinforce throughout the tour how to walk in line. Please point out the signs posted in every area listing that area’s rules. We are looking for consistency.

- Explain the minor and major offenses and consequences.
  **These offences and consequences are accrued daily.**
  - 1st Offense or 1 mark off for any offense: Verbal warning:
    - restate expectation
    - student repeats
  - 2nd Offense or 3 marks off for any offense: Note home
  - 3rd Offense or 5 marks off for any same offense: Phone call home
  - 4th Offense or 6 marks off for any offense: Minor Referral

**Week Two:**

- Reinforce procedures and add new procedures such as computer lab, library, and music.
**Week Three:**

- Your procedures should be routine by now.

**Week Four:**

- Continue reinforcing routines.

**Maintain the school’s and your procedures and routines throughout the rest of the year. Remember that consistency is also the key to success. If it is okay in August, then it is okay all year. If it is not okay in August, then it is not okay all year.

**Keep in mind however, that if the students are not following the procedures the way you want them to, then it may be their way of saying that you need to try a new procedure to accomplish the same goal.**
Northwood High School Elementary Consequence/Discipline Plan

School Wide Expected Behaviors:
GATORS

Gratitude
Attitude
Truth
Obedience
Respect
Safety

Procedures for Handling Minor Problem Behaviors:
Handled by classroom teacher
See attached example page to determine if behavior is Major or Minor

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Apply classroom consequences like: time-out, letter of apology, loss of privileges, send a note home, or special work assignment.
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)
- Fill out Minor Referral form each time the student accumulates 6 marks for any offense on Weekly Behavior Sheet for one week and place in Behavior Binder.
- Refer to Flowchart.

Procedures for Handling Major Problem Behaviors:
Handled by the office
4 Minors Referrals become a Major offense
See attached example page to determine if behavior is Major or Minor

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Fill out School Board Behavior Report and send it to the office with the student immediately.
- Apply appropriate consequence: detention, contact parents, conference, paddle and/or suspension. (OFFICE WILL HANDLE)
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)
- Refer to Flowchart.
### Northwood High School Minor Behavior Referral

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Teacher:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Homeroom Teacher:</td>
<td>Minor Referral #:</td>
</tr>
</tbody>
</table>

#### Incident Location: (Circle One)
1. Restroom
2. Bus Area
3. Cafeteria
4. Classroom
5. Playground
6. Gym
7. Library
8. Music
9. Office
10. Field Trip/Event
11. Music
12. Computer Lab
13. Hall
14. Other: ___________

#### Possible Motivation: (Circle One)
1. Avoid Adult
2. Avoid Peers
3. Avoid Task/Activity
4. Obtain Adult Attention
5. Obtain Items/Activities
6. Obtain Peers Attention
7. Don’t Know
8. Other: ___________

#### Incident Type: (Circle One)
1. Dress Code
2. Inappropriate Language
3. Disruption
4. Disrespect
5. Lying/Cheating
6. Harassment/Teasing/Bullying
7. Property Damage
8. Forgery/Theft
9. Chewing Gum
10. Tardiness
11. Defiance
12. Other: ___________

#### Incident Description:

#### Expectation Violated:
1. Dress Code
2. Inappropriate Language
3. Disruption
4. Disrespect
5. Lying/Cheating
6. Harassment/Teasing/Bullying
7. Property Damage
8. Forgery/Theft
9. Chewing Gum
10. Tardiness
11. Defiance
12. Other: ___________

#### Intervention: (All that Apply)
1. Student Conference
2. Re-teach Expectation
3. Seating Change
4. Letter to Parent
5. Phone Parent
6. Peer Mediation
7. Parent Conference
8. Curricular Modification
9. Time Out
10. Loss of Privilege
11. Apology
12. Sent to: ___________
13. Student Contract
14. State Rule
15. Other: ___________

#### Parental contact by Administrator:
________________________________________________________________________________________
________________________________________________________________________________________

This is not a Rapides Parish School Board Office Referral/Incident Report; however, four (4) minor behavior referrals will result in a Rapides Parish School Board Office Referral for continued violation of school/classroom rules.
### Northwood High School Major and Minor Behavior Problem Definitions

#### Minor Problem Behavior Examples

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Classroom Disruption</td>
<td>Talking, disturbing instruction or lesson, making noises (humming, whistling, tapping objects, etc.), throwing objects, playing with objects during lessons, eating or chewing gum in classroom, writing notes in class, tattling, etc.</td>
</tr>
<tr>
<td>Tardiness</td>
<td>Late entering the classroom</td>
</tr>
<tr>
<td>Out of Designated Area</td>
<td>Out of assigned area in the classroom or playground; includes being out of seat without permission, etc.</td>
</tr>
<tr>
<td>Violated Homework Policy</td>
<td>Failure to complete 3 homework assignments</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Minor body contact, pushing, tripping, poking, pinching, play fighting, contact sports, etc.</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Minor forms of disrespect to teacher or another student, eye rolling, neck rolling, sighing, smacking lips, impolite, using bad manners, etc.</td>
</tr>
<tr>
<td>Irresponsibility</td>
<td>Failure to return signed papers, not following directions, lacking classroom materials, slow preparing for class, abuse of restroom privileges, minor referral not returned, objects left on classroom floor, etc.</td>
</tr>
<tr>
<td>Misuse of School Property</td>
<td>Improper sitting or use of chairs, rocking, leaning back on two legs, writing on desk or classroom material (in pencil), abusing classroom or teacher materials, etc.</td>
</tr>
<tr>
<td>Low Intensity Teasing</td>
<td>Name calling</td>
</tr>
<tr>
<td>Dress Code Violations</td>
<td>Wearing power bands, sagging pants, no belt, shirt untucked</td>
</tr>
<tr>
<td>Other Minor Behaviors</td>
<td>Running in halls or on concrete, misbehaving in line (pushing, out of line, cutting), excessive noise in cafeteria, using classmate’s materials without permission, disruptive in hall or cafeteria</td>
</tr>
</tbody>
</table>

#### Major Problem Behavior Examples

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Classroom Disruption</td>
<td>Uncontrollable outburst during lesson</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Talking back, argumentative, rude interactions with teacher or another student</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Fighting, slapping, hitting, punching, biting, kicking, pulling hair, scratching, etc.</td>
</tr>
<tr>
<td>Willful Disobedience/Noncompliance</td>
<td>Refusal to follow directions or complete assignments, blatant defiance,</td>
</tr>
<tr>
<td>Abusive Language</td>
<td>Using profanity, swearing, other inappropriate verbal messages</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Lying, cheating, plagiarism, forgery, stealing, etc.</td>
</tr>
<tr>
<td>Possession of Weapons</td>
<td>Possession of knife, gun or any other object that can be used as a weapon, including homemade items, or using injurious objects</td>
</tr>
<tr>
<td>Property Damage</td>
<td>Vandalism, deliberate damage to school, teacher, or another students’ belongings</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Missing an article of clothing or wearing an incorrect article of clothing (shirt, socks, belt, pants, jacket) causing a violation in the GPSB dress code</td>
</tr>
<tr>
<td>Possession of Alcohol, Tobacco, Drugs</td>
<td>Possession of alcohol, tobacco, or drugs (includes prescription drugs)</td>
</tr>
<tr>
<td>Bullying/Harassment</td>
<td>Threatening or intimidating others, tormenting others, vicious teasing, using influence to control others, relentless name calling, gestures or verbal comments regarding race, religion, gender, ethnicity, or disability, etc.</td>
</tr>
</tbody>
</table>
Observe Problem Behavior

Is Behavior Major?

- Minor
  - Handle in Classroom
  - Problem Solve
  - Teacher Determined Consequences
  - File Minor Infraction Report
  - Follow-up

- Major Crisis
  - Call Office Immediately
  - Administration Notified
  - Administration Assesses Situation & Action Implemented

Yes, but not Crisis

Submit Referral to Administrator

Administrative Consequences
Description of Reward System

- Clearly defined criteria for earning rewards
- Age-appropriate
- Flexible enough to meet the needs of diverse students

Level 1:
Specific Positive Verbal Feedback

Level 2:
Teachers incentive given daily to all students receiving no behavior marks.

Level 3:
At end of each 3-week period, students with no referrals will be invited to celebrate their good behavior with snacks and a movie or art project.

Level 4:
- At end of school year, students will receive certificates for having A/B behavior grades throughout the entire school year.

Employee Incentives:
- Every week an employee’s name will be drawn from that week’s Gator Head Door Banner winners. That teacher will receive a Duty Free Day.