

WALKER ELEMENTARY BEHAVIOR ACTION PLAN

Universals

What are the Universals on your campus?

- **Walker uses a combination of instruction, positive reinforcement and community building for all students.**
 1. Instruction- Classroom teachers conduct monthly PBIS lessons based on school-wide discipline data and individual classroom needs. Classroom teachers also conduct monthly 2-Steps Social Skills Lessons, in conjunction with 2-Steps Lessons taught by the school counselor. At the start of the year and again after winter break the entire school participates in a PBIS boot camp to learn about expectations throughout the school building.
 2. Positive Reinforcement- Walker staff works to use a ratio of 4 positive to 1 negative as well as universal “do” rather than “don’t” language with the students on a daily basis. Students are reinforced both verbally and with PAWS tickets to encourage appropriate behavior. PAWS tickets are selected weekly and those students earn a tangible reward. Each month the grade level with the highest number of PAWS tickets is recognized at the Wildcat Assembly and receives an extra recess. Each quarter any student that did not receive a referral is able to attend the PBIS Referral-Free Event.
 3. Community Building- Each month students meet with their Character Families, a group of k-5 students that remains the same throughout a students’ career at Walker. There is a specific focus each month that students work on with their family. Each month students are recognized for a variety of reasons ranging from attendance to academic success at our monthly Wildcat Assemblies.

Discipline

Flow Chart w/Responsibilities

- Admin- Review details of the office referral. Gather statements from students directly involved and witnesses. Make a determination given the facts. Review prior incidents of student. Utilize the Behavior Code of Conduct to issue a consequence and identify interventions and supports to prevent behavior in the future. Call the parent and discuss the incident, as well as send a letter. Close out incident in SIS including steps taken toward resolution.
- Teacher/Staff- Identify preliminary information about incident and utilize the Walker Elementary Behavior Flow Chart.pdf to determine if incident is a classroom managed or office managed incident. If it is classroom managed, the teacher should apply the appropriate consequence and notify the students and parents of the incident and resolution. If it is office managed, the teacher should enter a referral into the SIS system and notify the office.
- Parent- Discuss incident with school staff and follow through on consequences and steps to prevent behavior in the future.
- Student- Discuss incident with school staff and follow through on consequences and steps to prevent behavior in the future. Be prepared and willing participate in Restorative Practices.

Communication Loop

What and to who is the communication when an intervention/consequence if warranted?

- Admin: **To parent**- Call the parent and discuss the incident, as well as send a letter. **To Staff**- Follow up with teacher and other appropriate staff about consequence and steps to prevent behavior in future.
- Teacher/Staff- Call parent to inform them about incident and referral to office.

- Parent- Participate in discussion about incident, consequences and steps to prevent behavior in the future.
- Student- Participate in discussion about incident, consequences and steps to prevent behavior in the future.
- Asst. Sup for OSS/ISS- Send a copy of suspension letter.

Follow up with referring authority

- Positives on incident- Review with staff execution of discipline process and discuss thoughts for improvement.
- Review of incident and recalibrate actions- Review specific details about incident with teacher. Reflect on 'what ifs' about how specific actions could have changed the outcome. Discuss application of classroom management plans and any needs for revision.

Communication Plan

- Timeline for communicating
 - Groups to communicate- student, staff, parents.
 - Methods to communicate- Personal conversations with student and staff. Phone call and letter to parent.

Training Plan

- Timeline
 - Develop Documents to support process
 - Training Schedule: Staff meeting prior to start of school; Student meeting during 1st week of school; Parent meeting prior to September 1; PTA meeting prior to October 1

BEHAVIOR

ENCOURAGING APPROPRIATE BEHAVIORS AND CHOICES (INCENTIVES)

1. PAWS Tickets, include verbal affirmation and weekly drawing, as well as monthly contest for most through a grade level
2. Quarterly Referral Free Event
3. Positive Office Referrals

INTERVENTIONS FOR POOR BEHAVIOR CHOICES (CONSEQUENCES)

1. Loss of privileges, detention, suspension

PLANS FOR ADDRESSING CONSISTENT BEHAVIOR CONCERNS

1. Utilize PBIS T2/T3 Committee to develop individualize plan. Can include: CICO, Behavior contract, BAM, Red Circle Mentor etc.
2. Utilize PST to identify and address academic concerns, includes SSD representative.
3. Develop relationship between teachers and parents to create best learning environment for specific student needs.