

Yough School District Behavior Plan Table of Contents

• Summary and Goals	Page 2
• Cougar Commitment	Page 3
• Staff Responsibilities / Acknowledgment System	Page 4
• Volume Levels and Level One Behaviors	Page 5
• Level 2, 3 and 4 Behaviors	Page 6-7
• Lesson Formats and Cafeteria Expectations	Page 8
• Hallway and Restroom Expectations	Page 9
• 1,2,3 Procedures and Playground/Recess	Page 10
• Arrival and Dismissal Behaviors	Page 11
• Bus Expectations	Page 12

“Learn Like a Champion”

Yough Intermediate Middle School

School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

The Yough Intermediate Middle School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of Middle School to reduce school disruption and successfully educate all students.

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:

Students in the Yough Intermediate Middle School will strive daily to meet the expectations of their Cougar Commitment. During the school day we will ask our students to follow our five behavioral expectations.



Cougar Commitment



1. Attitude

- I will think and act in a positive manner each day.
- My attitude determines my daily path.

2. Behavior and Pride

- I will behave in a responsible and appropriate manner.
- I will be honest with myself, my teachers, and my friends.
- I will do my best to make my family, my teachers, and my friends proud of my behavior.
- I will take PRIDE in my behavior in school and on the bus.
- I understand there are consequences for poor behavior.

3. Academics

- My daily focus is my school work.
- I will give a great effort to learn.
- I will ask when I need help.
- Learning equals success.

4. No Excuses

- I am in charge of my education.
- I will determine my future and success.

5. Teamwork

- I will treat others the way I want to be treated.
- I will help others in need.
- Together we can accomplish great things.

“Learn Like a Champion”

Teacher & Staff Responsibilities:

- ✓ Teachers and staff will teach, model and practice each of the Cougar Commitments throughout the year.
- ✓ Teachers and staff will acknowledge student behaviors that meet the Cougar Commitment.
- ✓ Teachers and staff will use I-HUM strategies.
 - I – interact with students
 - HU – heads up, always looking around at students
 - M – moving constantly in and around students
- ✓ Teachers and staff will follow procedures for infractions.

Acknowledgment System

The acknowledgement system is a feature of the YIMS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate YIMS behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- ✓ When you observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
 - “That was so helpful the way you held the door open for your classmates.”
 - “Thank you for walking appropriately in the hallway.”

Cougar Commitments

- ✓ Acknowledge students who are exhibiting Cougar Commitment behaviors by giving them specific positive feedback along with the cougar commitment that represents that behavior. Students are to place that commitment in the corresponding box outside the library for a monthly prize drawing.
- ✓ Winners will be announced on Cougar News and posted on website and marquee.

Verbal Volumes

The students in Yough Intermediate Middle School will rely of a common use of verbal volumes in all classrooms. Teachers are expected to use this common language to create continuity all in classroom and educational settings. There will be a volume chart posted in each classroom and building.

Level 0- Students are quiet.

Level 1- Students whisper.

Level 2- Conversation level.

Level 3- Outside voices.

Code of Discipline:

The YIMS is dedicated to the development of each student's learning in a positive environment. Discipline is an essential element in the creation and maintenance of this environment. To set the stage for learning, students, parents, and school staff must assume responsible roles in promoting behavior which encourages positive learning activities.

A discipline policy should teach respect for the dignity of individuals as well as respect for authority. The policy recognizes that some behaviors are indication of age and should be handled as such. The influence of parents and guardians is vital in the education process. We encourage parents to take an active part in the disciplinary and educational processes of the school.

Handling Infractions of Behavioral Expectations

Yough Intermediate Middle School will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Level 1 behaviors include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Classroom Disruption, excessive talking
- Removing it from the cafeteria (lunch form)

- Hall pass abuse
- Littering
- Dress code violation (notify office)

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted by staff in weekly behavior log to be turned into office at the end of each week.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. Guidance and Administration may be asked to take part in this meeting. The classroom teacher should phone parent(s) to inform them of the behavior, ask the parent for help/advice and remind them of the commitment sheet signed by student and parent. An e-mail or note may be sent if unable to reach parents by phone. After two weeks, parent(s) should be contacted regarding the student's response. Each parent contact should be documented by the teacher and turned into the office weekly as part of the behavior log. Administration will follow-up with staff after the two week return call.

Step 3: If Level 1 behaviors have not improved after 4 weeks, please inform guidance in regards to the problem and if necessary seek a SAP team referral.

Level 2 behaviors include:

- Any unmodified level one behavior
- Bus Disturbance (may lead to bus suspension)
- Forged excuses, hall passes, or abuse of hall pass, skipping class.
- Insubordination
- Leaving school without permission
- Horseplay
- Gambling
- Minor Property damage
- Throwing food in the cafeteria (lunch form completed)
- Class Cutting
- Violation of district technology guidelines

Level 2 behaviors teacher will complete a Middle School Office Discipline Referral form to be sent to the office. Students unable to stay in the classroom may be put in an appropriate classroom location. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. Students in a fight will be sent to the office with a Discipline Referral. On the same day the student is sent to the office, the staff member and administrator witnessing the incident should communicate the details to the parents by phone. After meeting with the student, an administrator will give the copy of the Discipline Referral form to the parent and teacher in regards to appropriate discipline.

Level 3 behaviors include:

- Any unmodified level two behaviors
- Fighting
- Minor Vandalism
- Intimidation or threats
- Throwing objects resulting in injury or property damage
- Physical or verbal abuse of a staff member.
- Theft
- Bus Disturbance

Level 3 behaviors should be referred to the office immediately. Teacher will complete a Middle School Office Discipline Referral form to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents. The administrator will investigate the infraction and confer with staff prior to determining a consequence. A proper and accurate record of the offense and disciplinary action is maintained by the office. Restitution of property and damages may be required through the student's own work whenever possible. Administration will provide a copy of disciplinary actions taken to the staff member and mailed home to the parent and/or guardian.

Level 4 Behaviors Include:

- Unmodified level three behavior
- Extortion
- Bomb Threat
- Possession, use or transfer of weapon, drug, or alcohol
- Assault or battery
- Major Vandalism
- Incite to riot
- Arson
- Deliberately striking a staff member
- Use of fireworks

Level 4 behaviors involves acts which result in violence to another or property which may pose a threat to the safety of others in the school. These acts require administrative action, which may result in removal from the school. There is possible intervention with law enforcement and action taken by the Board of Directors when dealing with a level four behavior.

General Lesson Format for Teaching School Cougar Commitment Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of the Cougar Commitment for specific setting.

Step 2: Identify Cougar Commitment behaviors for specific setting.

Step 3: Model Cougar Commitment behaviors for specific setting.

Examples:

1. If you see a student in the hallway, address the student and teach the student an appropriate response.
2. Change the words “have to” in the student vocabulary to “gets to.” Students “get to” take part in a class activity instead of having to.

Step 4: Review expectations of the Cougar Commitment for specific setting.

Cafeteria Expectations

Safe in the cafeteria:

- Hands, feet & objects to self
- Eat your own food
- Raise hand for permission to be excused
- Walk

Organized in the cafeteria:

- Know cafeteria number
- Deposit money to account at breakfast if necessary
- Line up by menu choice

Accountable in the cafeteria:

- Focus on eating first
- Follow cafeteria procedures
- Clean up after yourself
- Use table manners

Respectful in the cafeteria:

- Wait your turn

- Use a soft voice
- Respond to teacher's signal for silence
- Give your attention to the cafeteria personnel while in serving zone
- Level Two Voice in serving zone
- Respect others' personal space

Lunch Detention:

- Assigned by Principal or Lunch Monitor
- Form completed by monitor, signed by student and parent, returned to principal.

Hallway Expectations

Safe in the hallway:

- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

Organized in the hallway:

- Keep backpack closed
- Stay with your class

Accountable in the hallway:

- Go directly to your destination

Respectful in the hallway:

- Respect others' personal space
- Use soft voice
- Walk silently when with your class

Restroom Expectations

Sign Out:

- All students MUST have a hall pass and sign out prior to leaving

Safe in the restroom:

- Use restroom facility appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if restroom needs attention

Organized in the restroom:

- Follow 1, 2, 3 procedures*

Accountable in the restroom:

- Use water, soap and paper towels sparingly
- Flush toilet after use
- Keep restrooms clean
- Return directly to class or designated area when finished

Respectful in the restroom:

- Observe personal space
- Lock stalls when entering and unlock when leaving
- Respect privacy
- Use a soft voice

1-2-3 Procedures*

- ❖ **One** turn on water
- ❖ **Two** squirts of soap
- ❖ **Three**
 - Dry hands
 - Walk back to designated area

Grade 5 Playground and Recess Expectations

Safe at recess and playground:

- Follow playground procedures
- Remain on school grounds
- Walk on sidewalk when exiting the building to playground area
- Follow game rules
- Inform adult of unsafe behavior or incidents
- Stay away from unfamiliar adults or animals

Organized at recess:

- Put equipment away when finished
- Keep equipment in good condition
- Report and stolen. Lost or damaged equipment.

Accountable at recess:

- Line up quickly when called

- Listen for instructions
- Be responsible for jackets and other belongings

Respectful at recess:

- Respect school property
- Share equipment
- Use positive talk
- Take turns
- Use good sportsmanship

Arrival Expectations

Safe during arrival:

- Enter building when doors are opened
- Arrive at school no earlier than 7:55 am
- Walk into the building
- Report directly to the homeroom.
- Arrivals after 8:05 am report to the office to receive late slip.

Organized during arrival:

- Make sure all materials are in backpack (lunch kits, jackets, etc.)
- Deposit money in cafeteria account during breakfast.

Accountable during arrival:

- Arrive at school on time
- Go straight to classroom when dismissed from the cafeteria
- For activities before period 2, have a pass, or wait for staff member to get you
- Be prepared for morning enrichment activities or community responsibilities.

Respectful during arrival:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions

Dismissal Expectations

Safe during dismissal:

- Walk to designated dismissal area
- Walk with teacher, if needed, when dismissal bell rings
- Follow hallway expectations

Organized during dismissal:

- Be packed and ready to go
- Keep materials in backpack until arrival at home
- Bell schedule
 - 2:55 Get ready to go
 - 3:00 Walkers dismissed
 - 3:05 Students report to bus

Accountable during dismissal:

- Be where you need to be when you need to be there.

Respectful during dismissal:

- Keep hands, feet, and objects to self
- Use soft voice
- Respect others' personal space
- Respond appropriately to adult directions

Bus Expectations

Safe on the bus:

- Remain seated in one seat until bus comes to your stop
- Keep hands and objects inside bus, and out of the aisle

Organized on the bus:

- Keep all materials inside backpack until arrival in classroom or home

Accountable on the bus:

- Keep backpack, lunch kits, hands, feet, and all other materials out of the aisle
- Board or exit the bus only at your stop
- Keep all food and drinks in backpack until off of the bus
- No eating or drinking on the bus
- Electronic equipment on the bus must have earbuds.
- No pictures or video of students is permitted
- Any violation of bus behavior will lead to discipline bus referral and loss of bus or school privilege.

Respectful on the bus:

- Follow bus driver instructions
- Use soft voice
- Keep hands, feet, and objects to self
- Move over to allow others to sit in a seat

