

**DANIEL MCLAUGHLIN THERRELL HIGH SCHOOL &
INTERNATIONAL BACCALAUREATE WORLD SCHOOL**

Comprehensive Behavior Support Plan 2019-2020

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1.1 Statement of Purpose

Daniel McLaughlin Therrell High School of the Atlanta Public Schools is committed to offering every student the opportunity for intellectual and personal growth. Through active engagement in dialogues and interactions, students are encouraged to develop academic leadership, values, morals, tolerance, personal responsibility, and an appreciation for the diversity within both the school and society. Daily we strive to nurture and challenge students. We expect our graduates to be prepared to meet the world of the twenty-first century as global citizens with a solid education and a strong sense of values and self-respect.

The purpose of this behavior support plan is to provide a governing framework for the interactions of those within the Daniel McLaughlin Therrell High School community. We want to ensure that everyone will develop, teach, model and reinforce behavior expectation for all members of our school community.

Our philosophy surrounding behavior includes the following:

- Social Emotional Learning (SEL) is the foundation our school development where our community members gather skills relative to goal setting, developing empathy, positive relationships, and responsible decision making.
- A successful behavior support plan is proactive by design, therefore, it is critical that:
 - School staff reach consensus on how specific behaviors will be addressed
 - School staff teach, model, re-enforce, re-teach expected behaviors
- When someone makes a mistake, efforts to make it right should be made
- The goal of discipline should be a change in behavior
- Positive Behavior Interventions and Supports (PBIS)

1.2 School Mission

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

1.3 School Vision

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

2.1 School Wide Essential Agreements:

A. Four E's

- EXCELLENCE (In Everything We Do)
- EQUITY (In the Distribution Of District Resources)
- ETHICS (To Protect Our Integrity)
- ENGAGEMENT (With Our Community)

B. Panther Five

1. Punctual
2. Prepared
3. Professional
4. Positive
5. Persistent

2.2 Adult Essential Agreements

1. Positive adult modeling of SEL competencies
2. Positive phone calls phone monthly
3. Grade level community gatherings (i.e. daily advisories and grade level town hall meetings) to discuss desired behaviors are taught in advance to provident disruptions of the learning environment.

3.1 Discipline Guidelines for Teachers

1. Be overly prepared for class. Plan engaging activities that fill class with meaningful experiences. Be organized and mobile around your room as you monitor students during class.
2. Establish a relationship with parents/guardians (via phone call, email, conference).
Document in infinite campus log.
3. Establish and post classroom norms that conducive a safe and nurturing learning environment imbued with values of fairness and consistency.
4. Handle misbehavior calmly and in private if possible. Never humiliate a student in front of other students. Corporal punishment is not permitted in the Atlanta Public Schools System.
5. Recognize that students are sometimes venting frustrations that began at home or in another school. Be sensitive to the burdens some students carry with them.
6. Be a good role model for how to manage ones emotions and responsibilities.
7. Be proactive and redirect behaviors before they get out of hand.
8. Should these efforts fail, the administrator and counselor are able to recommend other strategies that the teacher may find effective.
9. Once the teacher has contacted the parent, conferred with the parent, and exhausted other strategies for behavior modification and the problem persists, the student should be referred to the grade level administrator for official sanctions.
10. The teacher should send a referral form and the supporting documentation to the administrator stating the problem, steps that have been taken to correct the problem, and other pertinent information. TEACHERS ARE NOT TO PUT STUDENTS OUT OF CLASS!

4.1 Behavior Management Responsibilities and Description

- See Minor vs. Major Behavior Clarification Attachment

4.2 Referral Process

- See THS PBIS Behavioral Flowchart Attachment

5.1 School Plan for Extreme Behaviors

As part of the development of an overall behavior framework, school teams must consider outlier behaviors for which the usual school-wide behavioral/discipline procedures are not enough.

5.2 Prevention Strategies

1. Work hard to develop relationships with all students
2. Explain/teach students early and throughout school year what you expect and WHY you expect it
3. Describe what students should expect when a student is confrontational or disrespectful
4. Recognize early signs of agitation and respond appropriately.
5. Remain CALM and Be CONSISTENT
6. Never take it personally
7. Start each day as a new day
8. Provide students with meaningful behavioral supports at Tier 2 and Tier 3

5.3 Actions that Escalate Behavior

1. Trying to “1-up” the student
2. Yelling back
3. Moving into student’s personal space
4. Grabbing towards student or belongings

5.4 Actions that Deescalate Behavior

1. Using a quiet voice
2. Giving options (i.e. Joseph you may sit down, go cool down in the hallway, or go see your Counselor or Administrator)

5.5 The Intervening Role of Educational Staff

1. Mindset training (SWD, Admin., & 1 teacher per grade level)
2. Review of non-negotiables for adults during preplanning

6.1 RTI and Behavior Support:

6.2 Tier 1

A. Overview

- Tier 1 interventions are universal and apply to all students within a classroom and school. Tier 1 interventions are more generalized, for example, school expectations, rules, routines, and consequences. Most students will respond to Tier 1 interventions.

B. Considerations

1. Behavior expectations are clearly defined. Research suggests 3 to 5 rules that are positively stated and easy to remember. (See Essential Agreements)
2. Behavior expectations are taught to the students and re-taught when necessary.
3. Expected behaviors are acknowledged and praised. Praise to corrective statements should be provided at a ratio of 5 to 1. Praise statements should be specific and contingent.
4. Behavioral errors are corrected in a proactive manner. Clear procedures are needed if problem behavior occurs to teach and inform the student of the behavior and the replacement behavior that should be exhibited.
5. Interventions should be research based and empirically supported.

6. Decisions are based on data. To determine whether or not an intervention is successful, data must be recorded on the behavior.

C. Interventions

1. Social Emotional Learning (SEL)
2. Positive Behavior Intervention and Support (PBIS) Reward
3. Restorative Practices

6.3 Tier 2 Interventions

A. Overview

- Tier 2 intervention is to:
 - identify students who are at-risk for or currently exhibiting emotional/behavioral difficulties
 - decreases the frequency of students' problem behaviors
 - provide standardized interventions that effectively and efficiently support students but do not require the time and resources needed to develop individualized plans

B. Considerations

1. A student is identified as in need of Tier 2 intervention when he or she has not exhibited improvement in problem behavior after 4-6 weeks of Tier 1 intervention.
2. If appropriate Tier 1 interventions have been in place, as identified by student observations, the student should begin receiving Tier 2 intervention.
3. Participating staff members should involve the RTI Specialist, teacher, administrators, counselor(s), Behavior Specialist(s), Engagement Specialist(s), etc.

4. Team members should meet on a regular basis to discuss Tier 2 students and interventions. Agenda items should regularly include: identification and placement of students at Tier 2, implementation of interventions and fidelity/training needs, and progress monitoring of student behavior at Tier 2.
5. A student who has not responded to intervention at Tier 2 (i.e., improvements in the behavior have not been observed) can be moved to Tier 3 for more intensive and individualized intervention. This is why it is imperative to have Tier 1 interventions in place and begin Tier 2 intervention as soon as the need arises.

6.4 Tier 3

A. Overview

- Tier 3 is to develop and implement individualized behavior plans utilizing the Functional Behavior Investigation (FBI) and Behavior Action Plan (BAP).

B. Considerations

1. A student is identified as in need of Tier 3 intervention when he or she has not exhibited improvement in problem behavior after 15 days of Tier 2 intervention with data collection.
2. Decisions made about interventions for behavior at Tier 3 should be involve the RTI Specialist, teacher, administrators, counselor(s), Behavior Specialist(s), Engagement Specialist(s).
3. Team members should meet on a regular basis to discuss Tier 3 students and interventions.

Minor vs. Major Behavior Clarifications

Always be **PUNCTUAL**. Always be **PREPARED**. Always be **PROFESSIONAL**. Always be **POSITIVE**. Always be **PERSISTENT**.

Behavior	Minor (Teacher Managed)	Major (Office Managed)
Disrespect	<ul style="list-style-type: none"> • Not working/Unfinished work • Not participating in group work • Making faces/ Rolling eyes • Huffing, signing, etc. • Arguing/defiance – Inappropriate Response to Teacher Request • Uncooperative behavior • Talking back • Cheating/Lying • Leaving assigned area • Minor object stealing 	<ul style="list-style-type: none"> • Blatant or excessive non-compliance or defiance • “F-you”, flipping off, etc. • Repetitive minor incidences that normal0. • classroom consequences are not addressing • Leaving campus/hiding from staff • Forgery • Theft of major objects or pattern of minor stealing that is ongoing
Disruption	<ul style="list-style-type: none"> • Making noises • Constant talking • Yelling Out or Blurting • Disruption during instruction • Throwing objects • Out of seat • Not listening • Not following directions • Tardy to class 	<ul style="list-style-type: none"> • Screaming/Yelling excessively • Students cannot learn • Out of control behavior in the extreme • Throwing objects with the intent to cause harm • Excessive pattern of absence, tardy or truancy • Walk out of class
Dress Code	<ul style="list-style-type: none"> • Not in appropriate uniform shirt, tan or black khaki bottoms, or red/black jacket • No Tie (11th and 12th grade only) • Sandals/Slides 	<ul style="list-style-type: none"> • Gang related apparel • Ongoing pattern of dress code violations
Inappropriate Language	<ul style="list-style-type: none"> • Negative talk • Name calling • Teasing • Swearing • Verbal argument/disagreement • Rude or disrespectful language • Talking back • Peer Conflict (balance of power) • Mean comments that hurt feelings 	<ul style="list-style-type: none"> • Blatant or excessive swearing • Offensive/harassing language • Excessively vulgar language • Severe verbal threats against anyone • Gang harassment • Harassment (racial, sexual, religious, gender, ability) • Intimidation • Bullying (imbalance of power)
Property Damage/Misuse	<ul style="list-style-type: none"> • Defacing books, pencils, pens, crayons, classroom supplies, PE equipment • Minor vandalism (such as writing on desk or other’s property) 	<ul style="list-style-type: none"> • Excessive defacing of peer/teacher/school property • Vandalism (breakage, spray paint or permanent damage) • Use of combustibles (fire crackers, snaps, etc.) • Stealing major items from peers/adults • Pushing over furniture • Setting fires

Behavior	Minor (Teacher Managed)	Major (Office Managed)
Physical Contact	<ul style="list-style-type: none"> Bumping into another person Play hitting/ horseplay Touching someone else/ poking Pushing/ Shoving Tripping Reckless Physical Behavior such as: play hitting/ horseplay/ flicking/ pinching/ teasing-messing around intent 	<ul style="list-style-type: none"> Fighting Loss of control out of anger Hitting/punching/spitting/scratching/biting with intent to harm- anger related Physical intimidation Sexual misconduct Physical aggression/ Assault Repeated minor physical contact/ aggression
Technology Violation	<ul style="list-style-type: none"> Texting at inappropriate times Cell phone on during class/ringtone Earbuds in at inappropriate times Cell phone not in backpack/purse/locker/pocket Off-task computer behavior On a website without permission 	<ul style="list-style-type: none"> Refuses to give tech equipment to the staff member Accessing “off limit” and inappropriate websites on school computer Bullying/ Harassment type messages on school tech equipment
Other <i>*Specify in brief note*</i>		<ul style="list-style-type: none"> Bomb Threat Alcohol/drug/tobacco/weapons possession Repeated “minor offenses” in any category listed.

Panther 5 Expectations and Rules Matrix

	Classroom	Hallway	Cafeteria	Media Center	Restroom	Arrival/Dismissal
Punctual	1) I am on time to class 2) I am seated, quiet, and working by the tardy bell	1) I walk QUICKLY from one destination to the next	1) I walk quickly from my class to the cafeteria	1) I walk quickly from my class to the media center	1) I take the shortest path to and from the bathroom	1) I arrive on time and in school uniform 2) I ride my assigned bus
Prepared	1) I bring ALL materials required for that class EVERY DAY!	1) I visit my lockers ONLY during the designated times 2) During class time, I have a hall pass	1) I eat quickly enough so that I do not remove food or drinks from the cafeteria	1) I bring ALL materials required for the media center. 2) I have a clear understanding of what I am required to do in the media center.	1) I get “in and out” as quickly as possible to maximize instructional time	1) I bring ALL materials required for school
Professional	1) I am able to control any outburst I may feel is coming. I do not talk loudly or shout. 2) I am wearing the school uniform 3) What I SAY and what I DO are on task	1) I walk on the RIGHT SIDE of the hallway 2) I move so my classmates can access their lockers 3) I am wearing the school	1) I clean up after myself 2) I only use my phone when a THS staff member says I can 3) I am wearing the school uniform 4) I keep my	1) I am in the media center with my teacher or with a media center pass. 2) I keep my phone in my pocket/purse 3) I straighten the computer and push in my	1) I respect the privacy of others 2) I keep my phone in my pocket/purse 3) I clean up after myself and keep water in the sink	1) I arrive IN UNIFORM 2) I take care of grooming BEFORE ENTERING the building (no bonnets or head scarves) 3) I remain seated and keep my body inside the bus at all times 4) I keep the bus clean of food, drinks and trash

	4) I keep my phone in my pocket/purse	uniform 4) I keep my phone in my pocket/purse	hands, feet, and other body parts to myself	chair when finished		
Positive	1) I use positive and appropriate language with my classmates, ALL teachers, and ALL staff 2) I give my attention (eyes and ears) to the speaker 3) I help and encourage my classmates 4) I try my best EVERYDAY even when it's difficult or I'm not in the best mood 5) I follow all directions without argument	1) I use positive and appropriate language with my classmates, ALL teachers, and ALL staff 2) I walk without playing, pushing, or hitting 3) I control my emotions so that I do not fight 4) I follow all directions without argument	1) I use positive and appropriate language with my classmates, ALL teachers, and ALL staff 2) I wait patiently for my turn to be served 3) I follow all directions without argument	1) I use positive and appropriate language with my classmates, ALL teachers, and ALL staff	1) I use positive and appropriate language with my classmates and ALL staff 2) I flush the toilet after each use 3) I ensure that all toilet paper is placed in the toilet	1) I use positive and appropriate language with my classmates, ALL teachers, and ALL staff 2) I come with an attitude ready to learn and be productive
Persistent	1) I attend tutorial when I need help 2) I turn in my assignments (homework, projects, essays, etc.) ON TIME 3) I am DETERMINED to SUCCEED in my class	1) I walk with a PURPOSE instead of loitering in the hallway 2) I do my part to keep my locker and the hallway clean 3) I report unusual or suspicious activity to a THS administrator or staff member	1) I model good manners at all times 2) I keep all food and drinks in their containers and do not throw them	1) I work diligently on my assigned task 2) I ask my teacher or the media specialist for help	1) I immediately report all problems and graffiti to a staff member 2) I wash my hands with soap and water after each use	1) I Report any unusual activities, behaviors, people or rumors to a THS administrator or staff member

Additional PBIS & SEL Resources

<https://sites.google.com/site/therrellpbis/>